



# Cambridge IGCSE™

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**COMBINED SCIENCE**

**0653/41**

Paper 4 Theory (Extended)

**October/November 2021**

MARK SCHEME

Maximum Mark: 80

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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This document consists of **11** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**Science-Specific Marking Principles**

1 Examiners should consider the context and scientific use of any keywords when awarding marks. Although keywords may be present, marks should not be awarded if the keywords are used incorrectly.

2 The examiner should not choose between contradictory statements given in the same question part, and credit should not be awarded for any correct statement that is contradicted within the same question part. Wrong science that is irrelevant to the question should be ignored.

3 Although spellings do not have to be correct, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. ethane / ethene, glucagon / glycogen, refraction / reflection).

4 The error carried forward (ecf) principle should be applied, where appropriate. If an incorrect answer is subsequently used in a scientifically correct way, the candidate should be awarded these subsequent marking points. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

5 'List rule' guidance

For questions that require *n* responses (e.g. State **two** reasons ...):

- The response should be read as continuous prose, even when numbered answer spaces are provided.
- Any response marked *ignore* in the mark scheme should not count towards *n*.
- Incorrect responses should not be awarded credit but will still count towards *n*.
- Read the entire response to check for any responses that contradict those that would otherwise be credited. Credit should **not** be awarded for any responses that are contradicted within the rest of the response. Where two responses contradict one another, this should be treated as a single incorrect response.
- Non-contradictory responses after the first *n* responses may be ignored even if they include incorrect science.

**6** Calculation specific guidance

Correct answers to calculations should be given full credit even if there is no working or incorrect working **unless** the question states 'show your working'.

For questions in which the number of significant figures required is not stated, credit should be awarded for correct answers when rounded by the examiner to the number of significant figures given in the mark scheme. This may not apply to measured values.

For answers given in standard form (e.g.  $a \times 10^n$ ) in which the convention of restricting the value of the coefficient ( $a$ ) to a value between 1 and 10 is not followed, credit may still be awarded if the answer can be converted to the answer given in the mark scheme.

Unless a separate mark is given for a unit, a missing or incorrect unit will normally mean that the final calculation mark is not awarded. Exceptions to this general principle will be noted in the mark scheme.

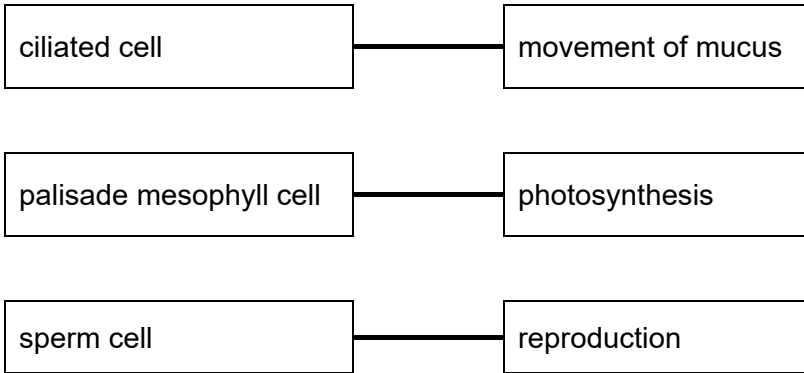
**7** Guidance for chemical equations

Multiples / fractions of coefficients used in chemical equations are acceptable unless stated otherwise in the mark scheme.

State symbols given in an equation should be ignored unless asked for in the question or stated otherwise in the mark scheme.

**Mark scheme abbreviations**

- ; separates marking points
- / alternative responses for the same marking point
- ecf error carried forward
- AVP any valid point
- ORA or reverse argument
- AW alternative wording
- underline actual word given must be used by candidate (grammatical variants accepted)
- ( ) the word / phrase in brackets is not required but sets the context

Question	Answer	Marks
1(a)	 <p>one correct line ; three lines correct ;</p>	<b>2</b>
1(b)(i)	vacuole / cell wall ;	<b>1</b>
1(b)(ii)	root hair (cell) ;	<b>1</b>
1(b)(iii)	water moves by osmosis ; from high water potential to a low water potential / down a water potential gradient / (because) cell <b>X</b> has a lower water potential than cell <b>Y</b> ORA ; through a partially permeable membrane ;	<b>3</b>
1(c)	evaporation from (surface of) mesophyll cells ; diffusion (of water vapour) through stomata ;	<b>2</b>
1(d)	(magnesium deficiency causes) leaves (to) turn yellow ; (because magnesium) needed to make chlorophyll ;	<b>2</b>

Question	Answer	Marks
2(a)	<b>A</b> melting ; <b>B</b> condensation ; <b>C</b> freezing ;	<b>3</b>
2(b)	<i>energy</i> : particles have more (kinetic) energy at 120 °C ; <i>arrangement</i> : particles close / regular / lattice at –10 °C but random / spread out at 120 °C ; <i>movement</i> : particles (vibrate) in fixed positions at –10 °C but move around freely at 120 °C ;	<b>3</b>
2(c)	<i>any three from</i> : more (thermal) energy needed to break bonds (in sodium chloride) ; sodium chloride, contains ionic bonds / is ionic ; the bonds between ions are stronger than between (water) molecules ; attraction between ions is high due to opposite electrical charges / strong electrostatic attraction between ions ;	<b>3</b>

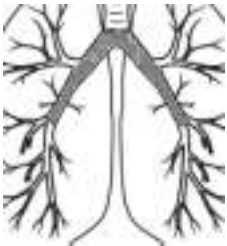
Question	Answer	Marks
3(a)	chemical (potential) ; thermal / heat ;	<b>2</b>
3(b)(i)	acceleration = change in speed ÷ time <i>in any form</i> / $17 \div 3.5$ ; $4.9 \text{ (m / s}^2\text{)}$ ;	<b>2</b>
3(b)(ii)	use of area under graph / $\frac{1}{2} \times 3.5 \times 17$ ; 30 (m) ;	<b>2</b>
3(b)(iii)	$KE = \frac{1}{2} m v^2$ <i>in any form</i> / $\frac{1}{2} \times 32 \times 17 \times 17$ ; 4600 (J) ;	<b>2</b>
3(b)(iv)	$P = E \div t$ <i>in any form</i> / $4600 \div 3.5$ ; 1300 ; watt(s) / W ;	<b>3</b>

Question	Answer	Marks
4(a)	environment ; area ;	2
4(b)(i)	fish / blue whale ;	1
4(b)(ii)	transferred to fish when fish feeds on zooplankton ; transferred to bird when bird feeds on fish ;	2
4(c)	<i>(increased availability of nitrate ions causes)</i> (increased) growth of producers ; <i>(increased aerobic respiration by)</i> decomposers / bacteria ; <i>(death of fish due to)</i> lack of oxygen ;	3

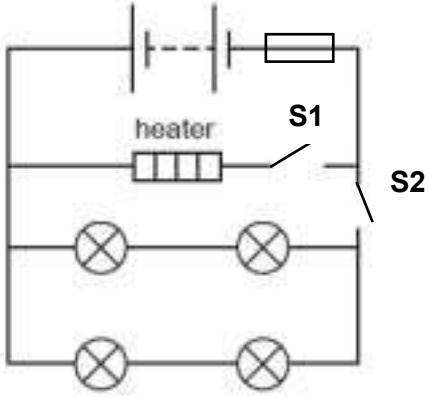
Question	Answer	Marks
5(a)	iron(III) oxide ; CuO ;	2
5(b)	carbon ; removes oxygen from the lead(II) oxide / reducing agents remove oxygen from another substance / it reduces lead(II) oxide / reduces lead <u>ions</u> ;	2
5(c)(i)	iron ( <i>most</i> ) lead copper ( <i>least</i> ) in correct order;  the more reactive metal displaces the less reactive / AW ;	2
5(c)(ii)	(yes, because) zinc is more reactive (than iron) ;	1
5(d)	solution goes colourless / blue colour fades / decolourises ; lead has a brown / orange coating / dark brown / orange solid appears ;	2

Question	Answer	Marks
6(a)(i)	arrow showing one complete wavelength ;	<b>1</b>
6(a)(ii)	molecules clos(er) together in compressions / molecules further / (far) apart in rarefactions ;	<b>1</b>
6(b)(i)	<i>any two from:</i> bat / dog / horse ;	<b>1</b>
6(b)(ii)	bat AND canary bird ;	<b>1</b>
6(c)	$v = f\lambda$ in any form / $340 \div 170$ ; ( $\lambda =$ ) 2 m ; (distance = $2 \times 60 =$ ) 120 (m) ;	<b>3</b>
6(d)	adaptation stated, e.g. large surface area ; correctly matched to method of energy transfer, e.g. radiation ;	<b>2</b>



Question	Answer	Marks
7(a)(i)	 <p>bronchus labelled anywhere in shaded area ;</p>	<b>1</b>
7(a)(ii)	<p><i>any two from:</i>            large surface area ;            good blood supply ;            thin <u>walls</u> ;            good ventilation ;            AVP ;</p>	<b>2</b>
7(b)(i)	<p>person 1 has a higher increase in breathing rate ORA ;</p>	<b>1</b>
7(b)(ii)	<p>70 AND 130 AND 60 ;            86 ;</p>	<b>2</b>
7(c)	<p><i>any two from:</i>            increased respiration ;            cause increase in carbon dioxide levels (in the blood) ;            removes more carbon dioxide (from the blood) / removes carbon dioxide faster ;            AVP ;</p>	<b>2</b>

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
8(a)	<i>any two from:</i> (sea) water / solutions, pass through filter ; insoluble materials / plastic / solids, do not pass through filter ; description of, filter / filter paper, as being, porous / having (small) holes ;	<b>2</b>
8(b)	distillation ; heat / boil / evaporate, (sea) water ; salt is left behind ; condense / cool, steam / water vapour (to obtain pure water);	<b>4</b>
8(c)	chlorine ; kills any bacteria in the water ;	<b>2</b>

Question	Answer	Marks
9(a)	total current = sum of branches / $8.5 + 1.5 + 1.5$ ; 11.5 (A) ;	2
9(b)	ammeter ;	1
9(c)	 <p>correct symbols for fuse AND switch ; switch <b>S1</b> in correct place for heater ; switch <b>S2</b> in correct place for lamps ; fuse in correct place AND no short circuits, open circuits or additional components ;</p>	4