



# Cambridge IGCSE™

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CO-ORDINATED SCIENCES

0654/53

Paper 5 Practical Test

May/June 2021

MARK SCHEME

Maximum Mark: 60

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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 May/June 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 **10** 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.

**Examples of how to apply the list rule**State **three** reasons.... [3]

<b>A</b>	1	Correct	✓	<b>2</b>
	2	Correct	✓	
	3	Wrong	✗	

<b>B</b> (4 responses)	1	Correct, Correct	✓, ✓	<b>3</b>
	2	Correct	✓	
	3	Wrong	ignore	

<b>C</b> (4 responses)	1	Correct	✓	<b>2</b>
	2	Correct, Wrong	✓, ✗	
	3	Correct	ignore	

<b>D</b> (4 responses)	1	Correct	✓	<b>2</b>
	2	Correct, CON (of 2.)	✗, (discount 2)	
	3	Correct	✓	

<b>E</b> (4 responses)	1	Correct	✓	<b>3</b>
	2	Correct	✓	
	3	Correct, Wrong	✓	

<b>F</b> (4 responses)	1	Correct	✓	<b>2</b>
	2	Correct	✓	
	3	Correct CON (of 3.)	✗ (discount 3)	

<b>G</b> (5 responses)	1	Correct	✓	<b>3</b>
	2	Correct	✓	
	3	Correct Correct (of 4.)	✓ ignore ignore	

<b>H</b> (4 responses)	1	Correct	✓	<b>2</b>
	2	Correct	✗	
	3	CON (of 2.) Correct	(discount 2) ✓	

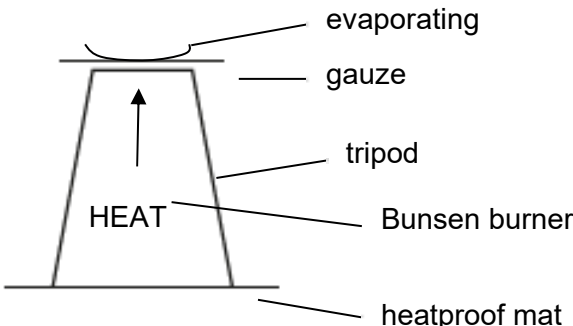
<b>I</b> (4 responses)	1	Correct	✓	<b>2</b>
	2	Correct	✗	
	3	Correct CON (of 2.)	✓ (discount 2)	

Question	Answer	Marks				
1(a)	clear and continuous outline, 2 single lines ; size at least half of the box in both directions ; detail – 3 lobes ;	3				
1(b)(i)	measurement in mm ;	1				
1(b)(ii)	draw line <b>and</b> measurement correct ;	1				
1(b)(iii)	calculation correct <b>and</b> correctly rounded ;	1				
1(c)(i)	<table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td>brown / orange ;</td> <td>blue-black ;</td> </tr> <tr> <td>purple / lilac ;</td> <td>blue ;</td> </tr> </tbody> </table>	brown / orange ;	blue-black ;	purple / lilac ;	blue ;	4
brown / orange ;	blue-black ;					
purple / lilac ;	blue ;					
1(c)(ii)	egg – protein + no starch; potato – starch + no protein ;	2				
1(c)(iii)	colour of the pepper masks the result ;	1				

Question	Answer	Marks
2(a)(i)	purple yellow red ;;	2
2(a)(ii)	low high normal ;;	2
2(b)(i)	B / high – carbon dioxide produced by animals in respiration ;	1

Question	Answer	Marks
2(b)(ii)	A / low – carbon dioxide removed by plants in photosynthesis ;	1
2(b)(iii)	animals <b>and</b> plants – balance each other out AW ;	1

Question	Answer	Marks
3(a)(i)	1 experiment ; all experiments ; 0.6 M highest and 0.1 M lowest ; correct order $0.1 < 0.2 < 0.4 < 0.6$ ;	4
3(a)(ii)	lines and headers and unit ;	1
3(a)(iii)	any 2 from: measure sodium hydroxide volume with pipette / burette ; repeat ; swirl / stir ; titrate with burette rather than drops ;	2
3(b)(i)	axes correct way round and labelled with quantity and unit ;  sensible linear scales and plotted points cover $\geq$ half the grid ;  4 points plotted correctly ;	3
3(b)(ii)	best-fit line ;	1
3(b)(iii)	directly proportional (if straight line through origin) / as one doubles the other doubles ;	1
3(b)(iv)	marking on graph ; from graph – but want whole number ;	2
3(b)(v)	lower across all points ; approx. half the value at most points ;	2

Question	Answer	Marks
3(c)(i)	burette	1
3(c)(ii)	<p>Bunsen and tripod and gauze ;</p> <p>evaporating basin / beaker / container above heat source ;</p> <p>4 labels ;</p>  <p><b>ALLOW</b> any container</p> <p>Bunsen burner drawn</p>	3

Question	Answer	Marks
4(a)(i)	s, °C, °C ;	1
4(a)(ii)	30, 60, 90, 120, 150, 180 ;	1
4(a)(iii)	to let thermometer reach T of water / to let reading on thermometer stabilise ;	1
4(a)(iv)	to ensure that all the water is at the same temperature ;	1



Question	Answer	Marks
4(b)	all readings present for one beaker ; $\theta$ for 200 cm <sup>3</sup> water decreasing ; $\theta$ for 100 cm <sup>3</sup> water decreasing ; greater fall in temperature for the 100 cm <sup>3</sup> of water ;	4
4(c)	(rate of) temperature fall greater at start (than at the end) ;	1
4(d)	both temperature drops calculated correctly ;	1
4(e)	reference to candidate's results ;  <b>greater</b> temperature fall <u>in the same time</u> ;	2
4(f)	Any <b>one</b> from: room temperature ; initial water temperature ; volumes / amounts of water (as before) ; size / material / thickness of beaker ;	1

Question	Answer	Marks
5	<p>One mark from each section <b>and</b> any two others</p> <p><b>additional apparatus:</b> stop-watch ; balance ;</p> <p><b>method:</b> place ball on ramp and release ; start timer when ball hits the bench ; stop timer when ball at rest ; and repeat ; do with 5 different masses ;</p> <p><b>measurements</b> mass of ball ; time taken from bench to stop ; average ;</p> <p><b>control variables:</b> angle of ramp / height of top of ramp above the bench ; release position / height of release above bench ; size of balls ; material of balls ;</p> <p><b>processing to draw a conclusion:</b> plot graph of <math>m</math> against <math>t</math> ; use results in table to see if / how <math>t</math> changes when <math>m</math> increases / decreases / look for pattern ;</p>	7