

# Cambridge IGCSE™

---

**COMBINED SCIENCE****0653/32**

Paper 3 Theory (Core)

**October/November 2024**

MARK SCHEME

Maximum Mark: 80

---

**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 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

---

This document consists of **13** printed pages.

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

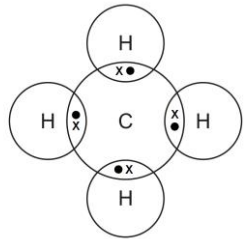
<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1(a)(i)	D ; A ;	<b>2</b>
1(a)(ii)	ingestion ;	<b>1</b>
1(b)(i)	proteins ; catalysts ;	<b>2</b>
1(b)(ii)	idea that as temperature increases, enzyme activity increases then decreases ; peaks at 50(°C) / AW ;	<b>2</b>
1(c)(i)	cheese ;	<b>1</b>
1(c)(ii)	<u>ethanol emulsion</u> ;	<b>1</b>

Question	Answer	Marks
2(a)(i)	calcium AND hydrochloric acid ; calcium chloride ;	<b>2</b>
2(a)(ii)	lighted splint ; pop(s) ;	<b>2</b>
2(a)(iii)	exothermic ;	<b>1</b>
2(b)(i)	1.70 (g) ;	<b>1</b>
2(b)(ii)	iron ; smallest change in mass ;	<b>2</b>
2(c)(i)	<i>any two from:</i> high melting point ; malleable ; good conductor of heat ; good conductor of electricity ;	<b>2</b>
2(c)(ii)	general statement that alloys have, better / different / desired, properties OR named property, e.g. harder, greater resistance to corrosion, stronger ;	<b>1</b>

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
3(a)	(electric) motor ;	<b>1</b>
3(b)	evidence of, $R = V \div I / 2.4 \div 0.16$ ; 15 ; $\Omega$ / ohm(s) ;	<b>3</b>
3(c)(i)	<i>reading</i> decreases AND <i>reason</i> combined resistance of two resistors in series increases the total resistance / AW ;	<b>1</b>
3(c)(ii)	<i>reading</i> increases ; <i>reason</i> combined resistance of two resistors in parallel decreases the total resistance / AW ;	<b>2</b>

Question	Answer	Marks
4(a)(i)	septum ;	1
4(a)(ii)	(arrows show) blood flows, away from heart ; towards the lungs ;	2
4(a)(iii)	rate (of blood flow) increases ;	1
4(b)	<i>similarity</i> both transport / carry substances ; red blood cells transport oxygen OR plasma transports, hormones / nutrients / carbon dioxide / ions / amino acids ;	2
4(c)(i)	vacuole / cell wall / chloroplast ;	1
4(c)(ii)	by osmosis ; through partially permeable membrane ;	2



Question	Answer	Marks
5(a)	mixture ; nitrogen ; oxygen ;	<b>3</b>
5(b)(i)	sulfur dioxide ;	<b>1</b>
5(b)(ii)	fatigue / headache / drowsiness / confusion / dizziness / death ;	<b>1</b>
5(c)(i)	alkane ;	<b>1</b>
5(c)(ii)	line drawn to 'generally unreactive' ; line drawn to 'hydrocarbon' ;	<b>2</b>
5(c)(iii)	 <p data-bbox="327 938 1032 967">bonding pair between each hydrogen and the carbon ;</p>	<b>1</b>

Question	Answer	Marks
6(a)	kinetic ; gravitational ; power ;	<b>3</b>
6(b)	evidence of speed = distance ÷ time / 4.0 ÷ 3.2 ; 1.25 (h) ;	<b>2</b>
6(c)	(there must be an) opposing force, e.g. friction ; idea that, forces must be balanced / opposing force must be equal in magnitude to <b>F</b> ;	<b>2</b>
6(d)(i)	55, vibrations / oscillations, per second ;	<b>1</b>
6(d)(ii)	<i>any two from:</i> the horse can hear frequencies higher than 20 kHz ; the horse cannot hear frequencies as low as 20 Hz ; the horse has wider frequency range of 33 445 Hz (vs 19 980 Hz) ; the hearing range of the horse is 55 Hz to 33.5 kHz whereas the hearing range of a human is 20 Hz to 20k Hz ;	<b>2</b>

Question	Answer	Marks
7(a)(i)	<i>any two from:</i> blue-black shows the presence of starch / only one where starch was made ; only plant <b>B</b> had both carbon dioxide and light (needed for photosynthesis) ;	<b>2</b>
7(a)(ii)	magnesium ;	<b>1</b>
7(a)(iii)	hair ; xylem ; stomata ;	<b>3</b>
7(b)(i)	flowers → butterflies → frogs → herons  correct order of all organisms ; correct arrows ;	<b>2</b>
7(b)(ii)	butterflies ;	<b>1</b>

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
8(a)(i)	right-hand electrode labelled cathode ;	<b>1</b>
8(a)(ii)	<i>positive electrode</i> oxygen ; <i>negative electrode</i> hydrogen ;	<b>2</b>
8(a)(iii)	platinum / carbon ;	<b>1</b>
8(b)	$\text{H}_2\text{SO}_4$ ;	<b>1</b>
8(c)	molten ;	<b>1</b>

Question	Answer	Marks														
9(a)(i)	arrow labelled weight in contact with candle and pointing straight down;	<b>1</b>														
9(a)(ii)	correct unit conversion of g to kg seen ; evidence of $W = mg / 0.012 \times 10$ ; 0.12 (N) ;	<b>3</b>														
9(b)	<table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="7" style="padding: 5px;">← increasing frequency</td> </tr> <tr> <td style="padding: 5px;">(gamma rays)</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="padding: 5px;">(visible light)</td> <td style="padding: 5px;">infrared ;</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table>	← increasing frequency							(gamma rays)			(visible light)	infrared ;			<b>1</b>
← increasing frequency																
(gamma rays)			(visible light)	infrared ;												
9(c)	boiling point of water stated as 100 °C ; half-way between 20° and 100 °C is 60 °C ;	<b>2</b>														
9(d)	(density) decreases ; particles, further apart in liquid (so volume increases) / AW ; mass is constant / reference to density = mass ÷ volume ;	<b>3</b>														