COMBINED SCIENCE 0653/41

Paper 4 Theory (Extended) **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 **12** 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 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)
terms in bold	shows the idea that must be seen but AW acceptable
( )	the word / phrase in brackets is not required but sets the context

Question	Answer	Marks
1(a)(i)	B ; D ;	**2**
1(a)(ii)	*any two from:* exchange / transfer, of (dissolved) nutrients ; exchange / transfer, of (dissolved) gases ; transfer / removal, of excretory products ; barrier to toxins ;	**2**
1(b)	flagellum ; (presence of) enzymes ;	**2**
1(c)	*any two from:* humans have sperm (cells) AND plants have pollen (grains) ; humans have eggs/ova AND plants have ovules ; takes place in, oviducts in humans AND ovaries in plants ;	**2**
1(d)	insect / animal / bird ; spikes to help them stick (to pollinators) ;	**2**

Question	Answer	Marks
2(a)(i)	idea that: both have one <u>electron</u> in their outer shell so are in Group 1 ; K is lower in group because it has **one** more electron shell than Na ;	**2**
2(a)(ii)	23 ;	**1**
2(b)	 	**4**

	proton number	nucleon number	number of protons	number of neutrons	number of electrons
Li atom	3	7	3	4	3
Cu^{2+} ion	29	64	29	35	27

number of protons column correct ;
number of neutrons column correct ;
number of electrons for Li atom correct ;
number of electrons for Cu^{2+} ion correct ;

Question	Answer	Marks
2(c)(i)	**high** density / malleable / **good** conductors of heat / **good** conductors of electricity ;	**1**
2(c)(ii)	form coloured compounds ; act as catalysts ;	**2**

Question	Answer	Marks
3(a)	evidence of, $W = mg$; $24.1 \div 2.45 = 9.84$; N / kg ;	**3**
3(b)	evidence of, GPE $= mgh$ / $W \times d$ / 24.1×1.48 ; 35.7 / 36 (J) ;	**2**
3(c)	(calculation of area $A =$) 0.64×0.25 / 0.16 (m^2) ; evidence of, $p = F \div A$ / $24.1 \div 0.16$; 150 / 151 (Pa) ;	**3**

Question	Answer	Marks
4(a)	*any three from:* increasing humidity causes decrease in transpiration rate ; concentration / percentage of water outside leaf **increases** ; reduces (water) concentration gradient ; reduces (rate of), diffusion / evaporation ;	**3**
4(b)	$6\,CO_2 + 6H_2O \longrightarrow C_6H_{12}O_6 + 6O_2$ correct formula for glucose ; equation correctly balanced dependent on glucose formula ;	**2**
4(c)	unequal / AW ; elongation ; tip / AW ;	**3**

Question	Answer	Marks
5(a)	s ;	**1**
5(b)(i)	$2HCl$; H_2O ;	**2**
5(b)(ii)	*from* 1 – 3 *to* 4 – 7 ; the idea that acid is being neutralised / used up ;	**2**
5(c)(i)	bromine ;	**1**
5(c)(ii)	bromine is less reactive than chlorine ORA ;	**1**
5(c)(iii)	bonding pair shown ; 6 non-bonding electrons in each atom ;	**2**

Question	Answer	Marks
6(a)	the <u>temperature</u> at which a substance changes state from solid to liquid / AW ;	1
6(b)(i)	highest pitch = highest frequency / 4186 Hz ; evidence of $v = f\lambda$ / 340 ÷ 4186 ; 0.081(2) (m) ;	3
6(b)(ii)	**oscillations** / **vibrations** (of the air / particles / molecules) ; (motion of air / particles / molecules is) parallel to the direction of, energy transfer / travel / the wave ;	2
6(c)	refraction ; caused by change in speed / medium / density (of medium) ; sound wave moves faster in water / liquid / denser medium / ORA ;	3
6(d)	<table><tr><td>property</td><td>solids</td><td>liquids</td><td>gases</td></tr><tr><td>fixed volume</td><td>✓</td><td>(✓)</td><td>✗</td></tr><tr><td>fixed shape</td><td>✓</td><td>✗</td><td>(✗)</td></tr><tr><td>ability to flow</td><td>✗</td><td>(✓)</td><td>✓</td></tr></table> solids column correct ; liquids AND gases columns correct ;	2

Question	Answer	Marks
7(a)(i)	eagle ; daisy ;	**2**
7(a)(ii)	*any two from:* respiration ; movement ; excretion ; egestion ; decomposition ;	**2**
7(b)(i)	*substrate* starch ; *enzyme* protease ; *product* fatty acids AND glycerol ;	**3**
7(b)(ii)	to kill bacteria ; to provide, acid pH / low pH, **for enzymes** ;	**2**

Question	Answer	Marks
8(a)	<u>enhanced</u> ;	**1**
8(b)	<table><tr><td rowspan="2">reaction that makes carbon dioxide</td><td colspan="2">compound</td></tr><tr><td>formula</td><td>name</td></tr><tr><td>complete combustion of a gaseous compound</td><td>CH_4</td><td>methane</td></tr><tr><td>a solid with a dilute acid</td><td>$CaCO_3$</td><td>calcium carbonate</td></tr><tr><td>thermal decomposition</td><td>$CaCO_3$</td><td>calcium carbonate</td></tr></table> one mark for each correct row ;;;	**3**
8(c)(i)	(similar) size / chain length ;	**1**
8(c)(ii)	*any two from:* high temperature ; high pressure ; catalyst ;	**2**

Question	Answer	Marks
9(a)	battery ;	1
9(b)	correct symbol for voltmeter ; connected in parallel across the fixed resistor **only** ;	2
9(c)(i)	evidence of, $R = V \div I$ / $6.0 \div 0.25$; = 24 (Ω);	2
9(c)(ii)	determination of total resistance of three-lamp combination, e.g. by subtraction of fixed resistor from total resistance of circuit / $24 - 15$ / 9 ; evidence / use of formula to calculate resistance of two lamps in parallel, $\dfrac{1}{R_T} = \dfrac{1}{R_1} + \dfrac{1}{R_2}$ / $R_T = \dfrac{R_1 R_2}{R_1 + R_2}$ / $\dfrac{R \times R}{R + R}$ / $\dfrac{R^2}{2R}$ / $\dfrac{6 \times 6}{6 + 6}$ / $\dfrac{36}{12}$; calculation of resistance of three-lamp combination, $R + \dfrac{R \times R}{R + R}$ / $R + \dfrac{R^2}{2R}$ / $R + \dfrac{R}{2}$ / $1.5R$ / $6 + \dfrac{6 \times 6}{6 + 6}$ / $R + \dfrac{R}{2} = 9$ / $18 = 3R$ / $1.5R = 9$ AND $R = 6$ (Ω) ;	3