



# Cambridge O Level

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**COMBINED SCIENCE**

**5129/31**

Paper 3 Experimental Skills and Investigations 31

**October/November 2023**

MARK SCHEME

Maximum Mark: 40

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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 2023 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 **8** 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 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.

Question	Answer				Marks												
1(a)(i)	<table border="1" data-bbox="338 220 1122 517"> <thead> <tr> <th data-bbox="338 220 524 384">class mate</th> <th data-bbox="524 220 725 384">breaths in one minute before exercise</th> <th data-bbox="725 220 904 384">breaths in one minute after exercise</th> <th data-bbox="904 220 1122 384">change in number of breaths in one minute</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 384 524 448"><b>A</b></td> <td data-bbox="524 384 725 448">28</td> <td data-bbox="725 384 904 448">56</td> <td data-bbox="904 384 1122 448"></td> </tr> <tr> <td data-bbox="338 448 524 517"><b>B</b></td> <td data-bbox="524 448 725 517">18</td> <td data-bbox="725 448 904 517">30</td> <td data-bbox="904 448 1122 517"></td> </tr> </tbody> </table> <p data-bbox="338 555 573 587">all data recorded ;</p> <p data-bbox="338 624 645 655">all data in correct cells ;</p>				class mate	breaths in one minute before exercise	breaths in one minute after exercise	change in number of breaths in one minute	<b>A</b>	28	56		<b>B</b>	18	30		<b>2</b>
class mate	breaths in one minute before exercise	breaths in one minute after exercise	change in number of breaths in one minute														
<b>A</b>	28	56															
<b>B</b>	18	30															
1(a)(ii)	<table border="1" data-bbox="338 689 1122 986"> <thead> <tr> <th data-bbox="338 689 524 853">class mate</th> <th data-bbox="524 689 725 853">breaths in one minute before exercise</th> <th data-bbox="725 689 904 853">breaths in one minute after exercise</th> <th data-bbox="904 689 1122 853">change in number of breaths in one minute</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 853 524 917"><b>A</b></td> <td data-bbox="524 853 725 917"></td> <td data-bbox="725 853 904 917"></td> <td data-bbox="904 853 1122 917">28</td> </tr> <tr> <td data-bbox="338 917 524 986"><b>B</b></td> <td data-bbox="524 917 725 986"></td> <td data-bbox="725 917 904 986"></td> <td data-bbox="904 917 1122 986">12</td> </tr> </tbody> </table> <p data-bbox="338 1024 618 1056"><b>Allow</b> ecf from <b>1(a)(i)</b></p> <p data-bbox="338 1093 965 1125">two correct calculations for change in breathing ;</p>				class mate	breaths in one minute before exercise	breaths in one minute after exercise	change in number of breaths in one minute	<b>A</b>			28	<b>B</b>			12	<b>1</b>
class mate	breaths in one minute before exercise	breaths in one minute after exercise	change in number of breaths in one minute														
<b>A</b>			28														
<b>B</b>			12														
1(a)(iii)	stop-watch ;				<b>1</b>												
1(a)(iv)	any 2 from: age ; sex ; mass / how heavy they are ; the (same type of) exercise ;				<b>2</b>												

Question	Answer	Marks
1(b)(i)	measuring cylinder ;	1
1(b)(ii)	480 ;	1
1(b)(iii)	exhaled air: milky / white ; atmospheric air: colourless / no change ;	2
1(b)(iv)	improves confidence in the result / conclusion / improves repeatability ;	1

Question	Answer	Marks
2(a)(i)	(spring) balance / force meter / newton-meter ;	1
2(a)(ii)	hang them on the handle ;	1
2(a)(iii)	more accurate / greater precision / greater range ;	1
2(b)(i)	$63 \pm 1$ (units of pressure) ;	1
2(b)(ii)	axes labelled in correct orientation with pressure reading on y-axis <b>and</b> number of pushes on x-axis ; linear scale for plotted points to cover half or more in both directions ; all points in the table plotted accurately using fine points or crosses to $\pm$ half small square ; straight line through all plotted points with even distribution of points above and below the line ; anomalous result circled (8,41) ;	5

Question	Answer	Marks
2(b)(iii)	candidate reading where best fit line intercepts y-axis ;	1
2(b)(iv)	idea that the tyre had some air in it before the start of the experiment ;	1

Question	Answer	Marks
3(a)(i)	conical ;	1
3(a)(ii)	<u>22.5</u>	1
3(a)(iii)	gas escaped / lost (before the bung was connected) ;	1
3(b)	oxygen ;	1
3(c)(i)	filtration / filtering / filter ;	1
3(c)(ii)	mass: 0.5(0) g ; catalysts are not used up in a reaction ;	1
3(d)(i)	any value between 29–31 ; double the value at 5.1 / follows the trend in the data ignoring the anomaly / state the trend / 1 g increases the volume by 3 cm <sup>3</sup> ;	2
3(d)(ii)	Value does not follow the trend / value goes down when others go up OWTTE ; Repeat this experiment / re-measure / do it again ;	2
3(d)(iii)	the greater the concentration the greater the rate / faster / volume of gas in 60 s is higher ;	1

Question	Answer	Marks
4	<p>maximum of 4 marks for each test</p> <p><b>Test 1</b> reagent: iodine ;</p> <p>method: add drops of iodine using a pipette to banana <b>OR</b> add drops of iodine to banana on / in a named piece of apparatus ;</p> <p>control: number of drops / same volume of reagent ; same size of piece / mass of banana ;</p> <p>result of test 1: banana A (unripe) turns blue-black ; banana B (ripe) stays yellow-brown ;</p> <p>tabulated data: e.g. tests and results in rows and columns ;</p> <p><b>Test 2</b> reagent: Benedict's ;</p> <p>method: heat (the reagent) with banana ;</p> <p>control: volume of solution / reagent ; same size of piece / mass of banana (if not scored in test 1) ; result of test 2 : Banana A(unripe) stays blue ; Banana B(ripe) turns orange / red / yellow / green ;</p> <p>tabulated data: e.g. tests and results in rows and columns (if not scored in test 1) ;</p>	7