

Cambridge IGCSE™

PHYSICAL SCIENCE**0652/31**

Paper 3 Core Theory

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 **11** 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.

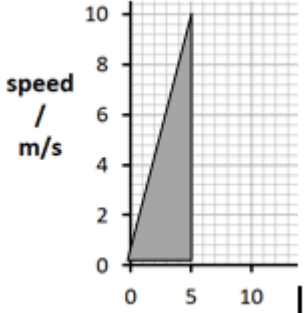
Unless a separate mark is given for a unit, a missing or incorrect unit will normally mean that the final calculation mark is not awarded. Exceptions to this general principle will be noted in the mark scheme.

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.

Question	Answer	Marks
1(a)(i)	Al ;	1
1(a)(ii)	Al ;	1
1(a)(iii)	K ⁺ ;	1
1(a)(iv)	C ;	1
1(a)(v)	Cl ⁻ ; Ca ²⁺	1
1(a)(vi)	Cu ;	1
1(b)	shared pair of electrons between each H and the N atom ; lone pair on N and no lone pairs on H atoms ;	2
1(c)	(damp red) litmus paper ; red to blue ;	2

Question	Answer	Marks
2(a)	(distance) = speed \times time or $10 \text{ (m/s)} \times 30 \text{ (s)}$; 300 m ;	2
2(b)	straight line from origin to (5,10) ; horizontal line for 30 s continuing from candidate's first line ;	2
2(c)	the area identified / shaded ; 	1
2(d)	(total distance travelled: $50 + 400 =$) 450 (m) or (total elapsed time: $10 + 50 =$) 60 (s) ; (average speed = total distance / total elapsed time= $) 7.5$;	2

Question	Answer	Marks												
3(a)(i)	(atoms of) the same element which have the same proton number ; different nucleon number ;	2												
3(a)(ii)	14 ;	1												
3(a)(iii)	16 ;	1												
3(b)	<table border="1"> <thead> <tr> <th>particle</th> <th>relative charge</th> <th>relative mass</th> </tr> </thead> <tbody> <tr> <td>proton</td> <td>+1 / 1 / +</td> <td>1 ;</td> </tr> <tr> <td>neutron</td> <td>0 / neutral</td> <td>1 ;</td> </tr> <tr> <td>electron</td> <td>-1 / -</td> <td>0 or 1 / 1836 or 1 / 2000 ;</td> </tr> </tbody> </table>	particle	relative charge	relative mass	proton	+1 / 1 / +	1 ;	neutron	0 / neutral	1 ;	electron	-1 / -	0 or 1 / 1836 or 1 / 2000 ;	3
particle	relative charge	relative mass												
proton	+1 / 1 / +	1 ;												
neutron	0 / neutral	1 ;												
electron	-1 / -	0 or 1 / 1836 or 1 / 2000 ;												
3(c)(i)	mixture circled;	1												
3(c)(ii)	better / improved ;	1												

Question	Answer	Marks
4(a)	(mass) = density \times volume / 2600×2.0 ; 5200 (kg) ;	2
4(b)	550 (N) ;	1
4(c)(i)	(idea of) the energy supplied is greater than the gain in GPE of the load ;	1
4(c)(ii)	more power ;	1
4(d)	no resultant moment / clockwise moment = anticlockwise moment (for equilibrium) ; so crane remains in equilibrium ;	2

Question	Answer	Marks
5(a)(i)	visible ;	1
5(a)(ii)	infrared ;	1
5(b)	(thermal) energy transfer from food / to plate ; by conduction ;	2
5(c)(i)	temperature of liquid increases ; liquid expands ;	2
5(c)(ii)	lower ;	1

Question	Answer	Marks
6(a)(i)	X: <u>anode</u> and Y: <u>cathode</u> ; Z: electrolyte ;	2
6(a)(ii)	molten ;	1
6(a)(iii)	platinum / carbon / graphite ;	1
6(b)	bubbles / effervescence seen ;	1

Question	Answer	Marks										
7(a)(i)	soft iron ;	1										
7(a)(ii)	increase current ; increase number of turns ;	2										
7(b)(i)	(further or faster) downwards / and (card) moves upwards / changes direction;	1										
7(b)(ii)	<p data-bbox="344 453 1055 485"><i>any two correct for 1 mark, all four correct for 2 marks</i></p> <table border="1" data-bbox="338 496 1868 855"> <thead> <tr> <th data-bbox="338 496 1115 561"></th> <th data-bbox="1115 496 1868 561">order</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 561 1115 627">The sound wave makes the ear drum vibrate.</td> <td data-bbox="1115 561 1868 627">4</td> </tr> <tr> <td data-bbox="338 627 1115 692">The card makes the air vibrate.</td> <td data-bbox="1115 627 1868 692">2</td> </tr> <tr> <td data-bbox="338 692 1115 793">The electromagnet makes the bar magnet and card move up and down.</td> <td data-bbox="1115 692 1868 793">1</td> </tr> <tr> <td data-bbox="338 793 1115 855">The vibrations in the air travel as a sound wave.</td> <td data-bbox="1115 793 1868 855">3</td> </tr> </tbody> </table>		order	The sound wave makes the ear drum vibrate.	4	The card makes the air vibrate.	2	The electromagnet makes the bar magnet and card move up and down.	1	The vibrations in the air travel as a sound wave.	3	2
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7(c)	20 Hz ;	1										

Question	Answer	Marks
8(a)(i)	compound containing carbon and hydrogen ; only ;	2
8(a)(ii)	petroleum ;	1
8(a)(iii)	heating ticked ;	1
8(a)(iv)	fractional distillation ;	1
8(a)(v)	road surfaces ;	1
8(b)	produces carbon dioxide ; which is a greenhouse gas ;	2
8(c)	hydrogen ;	1

Question	Answer	Marks																		
9(a)	<table border="1"> <tr> <td colspan="3"><i>any two correct for 1 mark, all four correct for 2 marks</i></td> </tr> <tr> <td>charge on rod A</td> <td>charge on rod B</td> <td>change in reading on the balance</td> </tr> <tr> <td>neutral</td> <td>neutral</td> <td>unchanged</td> </tr> <tr> <td>positive</td> <td>negative</td> <td>decrease</td> </tr> <tr> <td>negative</td> <td>positive</td> <td>decrease</td> </tr> <tr> <td>positive</td> <td>positive</td> <td>increase</td> </tr> </table>	<i>any two correct for 1 mark, all four correct for 2 marks</i>			charge on rod A	charge on rod B	change in reading on the balance	neutral	neutral	unchanged	positive	negative	decrease	negative	positive	decrease	positive	positive	increase	2
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positive	negative	decrease																		
negative	positive	decrease																		
positive	positive	increase																		
9(b)	electrons transfer ; from cloth / to rod ;	2																		
9(c)	(metal rod) is a good conductor of electricity ;	1																		

Question	Answer	Marks
10(a)(i)	oxygen ; water ;	2
10(a)(ii)	paint / coating / oil / cover in plastic ;	1
10(b)	X between zinc and copper ;	1
10(c)	iron + hydrochloric acid → iron chloride + hydrogen reactants ; products ;	2
10(d)	car bodies / machinery;	1

Question	Answer	Marks										
11(a)	the emission of particles or waves ; from the nucleus / unstable nucleus ;	2										
11(b)	<table border="1"> <tbody> <tr> <td></td> <td>tick</td> </tr> <tr> <td>All the atoms decay in 2 hours</td> <td></td> </tr> <tr> <td>All the atoms decay in 4 hours</td> <td></td> </tr> <tr> <td>Any one atom can decay at any time</td> <td>✓ ;</td> </tr> <tr> <td>Half the atoms decay in 2 hours</td> <td>✓ ;</td> </tr> </tbody> </table>		tick	All the atoms decay in 2 hours		All the atoms decay in 4 hours		Any one atom can decay at any time	✓ ;	Half the atoms decay in 2 hours	✓ ;	2
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All the atoms decay in 2 hours												
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Any one atom can decay at any time	✓ ;											
Half the atoms decay in 2 hours	✓ ;											
11(c)(i)	paper / (less than 10 cm of) air ;	1										
11(c)(ii)	Any named low density material e.g. aluminium, plastic ;	1										
11(d)	Photographic film / GM-tube / Geiger counter ;	1										