



Cambridge IGCSE™

COMBINED SCIENCE

0653/51

Paper 5 Practical Test

May/June 2021

MARK SCHEME

Maximum Mark: 40

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.

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) | 4 (%) ; | 1 |
| 1(a)(ii) | all three values recorded ; in whole seconds ; time reducing down the table ; | 3 |
| 1(a)(iii) | the higher the concentration of hydrogen peroxide / H ₂ O ₂ , the shorter the time taken / the faster the potato rises / ORA ; | 1 |
| 1(a)(iv) | (when using scalpel) cut on solid surface / away from fingers / hold with forceps ; | 1 |
| 1(a)(v) | <i>any two from:</i> size / volume / surface area / thickness, of potato ; volume / height, of solution in test-tube ; type of potato / same potato ; | 2 |
| 1(a)(vi) | time too short (to measure) / too fast to measure time ; | 1 |
| 1(b) | blue ; no protein ; | 2 |
| 1(c)(i) | heat (the mixture) ; | 1 |
| 1(c)(ii) | red / orange / yellow / green ; | 1 |

| Question | Answer | | Marks | | | | | | | | | | | | |
|----------|---|----------|---------------------------------|----------|--------|----------|--------|----------|------------|----------|----------|----------|--------|---|---|
| 2(a) | <table border="1"> <thead> <tr> <th data-bbox="338 213 479 277">solution</th> <th data-bbox="479 213 931 277">colour with Universal Indicator</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 277 479 341">F</td> <td data-bbox="479 277 931 341">red</td> </tr> <tr> <td data-bbox="338 341 479 405">G</td> <td data-bbox="479 341 931 405">green</td> </tr> <tr> <td data-bbox="338 405 479 469">H</td> <td data-bbox="479 405 931 469">blue-green</td> </tr> <tr> <td data-bbox="338 469 479 533">J</td> <td data-bbox="479 469 931 533">purple</td> </tr> <tr> <td data-bbox="338 533 479 596">K</td> <td data-bbox="479 533 931 596">red</td> </tr> </tbody> </table> | solution | colour with Universal Indicator | F | red | G | green | H | blue-green | J | purple | K | red | ; | 1 |
| solution | colour with Universal Indicator | | | | | | | | | | | | | | |
| F | red | | | | | | | | | | | | | | |
| G | green | | | | | | | | | | | | | | |
| H | blue-green | | | | | | | | | | | | | | |
| J | purple | | | | | | | | | | | | | | |
| K | red | | | | | | | | | | | | | | |
| 2(b) | <table border="1"> <thead> <tr> <th data-bbox="338 639 479 703">solution</th> <th data-bbox="479 639 757 703">pH of solution</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 703 479 767">F</td> <td data-bbox="479 703 757 767">0 to 3</td> </tr> <tr> <td data-bbox="338 767 479 831">G</td> <td data-bbox="479 767 757 831">5 to 8</td> </tr> <tr> <td data-bbox="338 831 479 895">H</td> <td data-bbox="479 831 757 895">9 to 13</td> </tr> <tr> <td data-bbox="338 895 479 959">J</td> <td data-bbox="479 895 757 959">10 to 14</td> </tr> <tr> <td data-bbox="338 959 479 1023">K</td> <td data-bbox="479 959 757 1023">0 to 3</td> </tr> </tbody> </table> | solution | pH of solution | F | 0 to 3 | G | 5 to 8 | H | 9 to 13 | J | 10 to 14 | K | 0 to 3 | ;; F and K pH values correct ; pH of G < H / J ; | 2 |
| solution | pH of solution | | | | | | | | | | | | | | |
| F | 0 to 3 | | | | | | | | | | | | | | |
| G | 5 to 8 | | | | | | | | | | | | | | |
| H | 9 to 13 | | | | | | | | | | | | | | |
| J | 10 to 14 | | | | | | | | | | | | | | |
| K | 0 to 3 | | | | | | | | | | | | | | |
| 2(c)(i) | F and K (either order) G H and J (either order) ; | | 1 | | | | | | | | | | | | |
| 2(c)(ii) | both have the same colour with Universal Indicator / both have the same pH value ; | | 1 | | | | | | | | | | | | |

| Question | Answer | Marks |
|----------|--|-------|
| 2(d) | any two from: fizzes / bubbles / effervescence ; form a (colourless) solution ; temperature increases ; | 2 |

| Question | Answer | Marks |
|----------|---|-------|
| 3 | <p>One marking point from each section and any <u>two</u> others (e.g. if one section missed max 6 etc.):</p> <p>1 apparatus thermometer AND stopwatch / stop-clock ; balance (to measure sodium carbonate) / measuring cylinder / syringe (to measure acid) ; water bath ;</p> <p>2 brief description and safety precautions idea of adding sodium carbonate to acid of different temperatures ; repeat experiment at same temperature ; idea of doing at least five different temperatures ; wearing safety goggles to protect eyes because acid is corrosive / wear goggles to avoid powder or acid getting into the eyes ;</p> <p>3 measurements time (in seconds) (from when powder added) to when fizzing / bubbles, stop / when volume of gas collected stays constant ; measure temperature of acid (before mixing with sodium carbonate) / suggests suitable values for temperature between 0 and 90 °C ;</p> <p>4 variables constant same volume / amount / cm³, of acid ; same concentration of acid ; same mass of sodium carbonate / amount of sodium carbonate ;</p> <p>5 processing calculate average times from repeated experiments ; plot graph of reaction time against temperature / look at pattern in reaction time as temperature increases / shorter time means a faster rate ORA ;</p> | 7 |

| Question | Answer | Marks |
|-----------|--|----------|
| 4(a)(i) | length l recorded in mm ; | 1 |
| 4(a)(ii) | difficult to get the elastic band to lie flat along ruler / difficult to hold elastic band along ruler without stretching it at all / reference to the limit of precision of ruler ; | 1 |
| 4(b) | all values of l recorded AND l increases as mass increases ; l at 500g is the same in both tables AND l decreases in Table 4.2 ; final value for l (in Table 4.2) is greater than initial l in Table 4.1 ; | 3 |
| 4(c)(i) | suitable linear scale chosen ; points for increasing force plotted correctly ; | 2 |
| 4(c)(ii) | good best-fit curve judgement for increasing force and curve labelled ; | 1 |
| 4(c)(iii) | points for decreasing force plotted correctly on same grid ; | 1 |
| 4(c)(iv) | good best-fit curve judgement for decreasing force and curve labelled ; | 1 |
| 4(d) | evidence of use of approximating squares or alternative method ; $5 < \text{area} < 25$ (square centimetres) ; | 2 |
| 4(e) | 0.15 (J) ; | 1 |