



Cambridge IGCSE™

CO-ORDINATED SCIENCES

0654/53

Paper 5 Practical Test

October/November 2023

MARK SCHEME

Maximum Mark: 60

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.

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)	time recorded for trial 1 ;	1
1(a)(ii)	time recorded for beans trial 2 and similar to trial 1 ; time recorded for apple trials 1 and 2 and both similar ; apple trials are 120+ / both higher than beans ;	3
1(a)(iii)	correct calculation of means ;	1
1(b)	beans contain (more) enzyme / apple contains (less) none / very little catalase ;	1
1(c)	to release the enzyme ;	1
1(d)	make sure even distribution of cells / enzyme ;	1
1(e)	prevent contamination with beans / enzyme ;	1
1(f)(i)	bung / stopper airtight <u>and</u> delivery tube ; upturned measuring cylinder over water ; or bung / stopper airtight <u>and</u> delivery tube ; gas syringe; two correct labels on assembled apparatus ;	3
1(f)(ii)	oxygen lost as it makes the foam / top of foam not easy to judge ;	1

PUBLISHED

Question	Answer	Marks
2	<i>one mark from each section and any other two marks</i> apparatus timer to time reaction ; thermometer and water bath / electric heater ; spotting tile to sample mixture ; method mix starch and enzyme and some observation with iodine solution / mix starch and amylase and sample with iodine (spotting tile) ; goggles to protect eyes from enzyme / hot water or gloves to protect hands / skin from enzymes / burns / hot water ; measurements time for appearance of brown / no blue-black ; repeats at the same temperature ; minimum 5 different temperatures ; variables controlled same volume / concentration of starch solution ; same volume / concentration / batch enzyme ; same pH ; processing and conclusion repeats are to exclude anomalies (before averaging) / average to exclude anomalies (only if repeat of the same temperature) ; plot graph of time against temperature ; does time increase decrease or stay the same as temperature increases / decreases / describe shape of graph e.g. if straight line through the origin they are proportional ;	7

Question	Answer	Marks
3(a)(i)	mass of hard glass test-tube ; all three masses ; total mass after heating < mass of test-tube and compound F ;	3
3(b)(i)	green solid ;	1
3(b)(ii)	black solid ;	1
3(b)(iii)	<i>any one from:</i> use goggles to protect eyes from powder / (hot)gas ; use tongs to protect hands / skin from burns / hot apparatus ; don't point at anyone to protect people from spitting powder ;	1
3(c)(i)	carbon dioxide / CO ₂ ; limewater and white precipitate ;	2
3(c)(ii)	carbonate / CO ₃ ²⁻ ;	1
3(d)(i)	green-blue ;	1
3(d)(ii)	(pale) blue precipitate. ; (dissolves to form) dark blue solution ;	2
3(d)(iii)	copper(II) ion ;	1
3(e)(i)	subtraction correct ;	1
3(e)(ii)	subtraction correct ;	1
3(e)(iii)	correct calculation ; 3 s.f. ;	2

Question	Answer	Marks
3(e)(iv)	<i>any two from:</i> heat for longer / heat to constant mass / heat again ; repeat and average ; use a larger mass of compound F ;	2
3(f)	sulfuric acid / H_2SO_4 ;	1

Question	Answer	Marks
4(a)(i)	l present and measured to the nearest millimetre ;	1
4(a)(ii)	take reading / perpendicular to scale / rule close to pendulum / use of fiducial aid / use of set-square to ensure that rule is vertical ;	1
4(b)(i)	t value recorded and sensible ;	1
4(b)(ii)	t recorded and $<$ value in (b)(i) ;	1
4(b)(iii)	all t values recorded and decreasing ;	1
4(c)	all T values correct ;	1
4(d)(i)	axes labelled, quantity and unit ; linear scales and plotted points $\geq \frac{1}{2}$ the grid used ; points plotted correctly to $\pm \frac{1}{2}$ small square ;	3
4(d)(ii)	good best-fit line ;	1
4(e)(i)	l read from graph correctly from results ;	1
4(e)(ii)	as l increases T increases ;	1
4(f)	NO and graph not a straight line through origin / doubling l doesn't double T (or equivalent) / ratio T/l is not constant ;	1

Question	Answer	Marks
5(a)(i)	temperature at $t = 0$ present ;	1
5(a)(ii)	temperature at $t = 180$ present and $< (a)(i)$;	1
5(b)	the temperature drop in beaker P should be greater than the temperature drop in beaker Q ;	1
5(c)	answer to match results, expect 'using a lid' ; values from the table quoted and used to show that there is a smaller temperature decrease with the lid (over the same time period) ;	2
5(d)	use thicker insulation / better insulation / insulate the bottom of the beaker ;	1
5(e)	same volume of water / same initial temperature of water / same room temperature / same size (thickness) beakers ;	1