

Cambridge IGCSE™

CO-ORDINATED SCIENCES**0654/62**

Paper 6 Alternative to Practical

October/November 2025**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 2025 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.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	correct point or mark awarded
	incorrect point or mark not awarded
	benefit of the doubt given
	follow through
	response is too vague or there is insufficient detail in response
	error carried forward applied
	information missing or insufficient for credit
	unclear response
	incorrect or insufficient point ignored while marking the rest of the response
	incorrect point or mark not awarded

Annotation	Meaning
	contradiction in response, mark not awarded
	two statements are linked
	point has been noted, but no credit has been given or blank page seen
	key point attempted / working towards marking point / incomplete answer / response seen but not credited / blank page seen
	blank page

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Question	Answer	Marks
1(a)	21.5 ;	1
1(b)(i)	74.9 ; 48.3 ;	2
1(b)(ii)	+ 1.9 ; – 2.0 ;	2
1(b)(iii)	(+) 2.6 ; (–) 4.0 ;	2
1(c)(i)	starting mass is different ;	1
1(c)(ii)	water on outside will increase mass / salt solution on outside will increase mass / also measuring mass of solution on outside ;	1
1(c)(iii)	burette / 25 cm ³ (volumetric or graduated) pipette ;	1
1(c)(iv)	allows anomalies to be identified / allows outliers to be identified / allows anomalies to be excluded / allows outliers to be excluded / allows anomalies to be removed / allows outliers to be removed / reduces the effect of random error	1
1(d)	net movement of water is into the potato / more water moves into the potato than out ;	1
1(e)	(percentage change in mass is) smaller fewer molecules have moved into the potato in one hour ;	1

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Question	Answer	Marks
2	one from each section and any two others: apparatus measuring cylinder and use in method / burette and use in the method ; stop-watch and use in the method / timer and use in the method ; water-bath and use in the method / (thermostatic) hot plate and use in the method ; thermometer and use in the method / temperature probe and use in the method ; method add DCPIP to yeast and at least two different temperatures used ; what you will measure time taken to turn colourless / time taken for blue colour to disappear ; repeat each temperature to identify anomalies / repeat each temperature to exclude anomalies ; at least 5 temperatures ; the variables you will control concentration of yeast suspension / volume of yeast suspension ; volume of DCPIP / concentration of DCPIP ; how you will process your results to draw a conclusion calculate rate as $\frac{1}{t}$ and plot graph of rate against temperature ; explain the shape of the graph e.g. positive gradient means rate increases as T increases and negative gradient means rate decreases as T increases ; when temperature is increased does the rate increase or decrease (or stay the same) ;	7

Question	Answer	Marks
3(a)	the base line in pen / the base line not in pencil ; will, split into colours / run / smudge ; the baseline is under the water ; the colours, will dissolve into the water / run off the paper / wash off the paper ;	4
3(b)(i)	black ;	1
3(b)(ii)	black ;	1
3(b)(iii)	change the solvent / use ethanol ;	1
3(c)	4.2 cm / 42 mm ; 6.3 cm / 63 mm ; $R_f = 0.67$;	3
3(d)	green and working shown ;	1

Question	Answer	Marks
4(a)(i)	solid left in beaker ;	1
4(a)(ii)	filter paper to a v at the bottom with no gap and funnel and receiving vessel ; residue and filtrate labelled ;	2
4(a)(iii)	tripod, gauze and heatproof mat ; evaporating basin and Bunsen burner ; two correct apparatus labels and copper sulfate / solution / filtrate labelled ;	3
4(b)	evaporates all of the water ; evaporate some of the water and leave to cool (and filter) / evaporate some of the water and leave to crystallise (and filter) ;	2
4(c)	anhydrous copper sulfate white to blue ; OR anhydrous cobalt chloride (paper) blue to pink ;	1

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Question	Answer	Marks
5(a)(i)	25.5 ;	1
5(a)(ii)	85 ;	1
5(b)(i)	axes labelled with quantity and unit and in correct orientation ; suitable linear scale occupying at least half grid and all plots able to be plotted plots $\pm \frac{1}{2}$ small square ;	3
5(b)(ii)	curve of best fit ;	1
5(c)(i)	(use of) protractor ;	1
5(c)(ii)	(judgment of maximum) height of ball / height of bounce ; video and pause / video and slow motion ; OR line of sight error ; view scale at 90° to the reading / perpendicular to the reading ; OR possibly pushing ball when it is dropped ; roll it off a platform / suspend on string and cut string ;	2
5(d)	efficiency decreases because it is falling from a smaller height ;	1

Question	Answer	Marks
6(a)(i)	5.7 ; 0.60 ;	2
6(a)(ii)	ammeter ;	1
6(a)(iii)	wire heats so resistance changes ;	1
6(a)(iv)	9.5 ; Ω / ohm ;	2
6(b)	length is the only variable changed / changing the diameter changes the resistance ;	1
6(c)	10% of 0.25 = 0.025 ; (0.25 – 0.025 =) 0.225 (mm) ;	2
6(d)	student S readings are closer together ;	1