CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the May/June 2015 series

0653 COMBINED SCIENCE

0653/62

Paper 6 (Alternative to Practical), maximum raw mark 60

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.

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Page 2	2 Mark Scheme Sylla		labus	Paper		
		dge IGCSE – May/June 2		653	62	
(a)	20.5 15.5 10.5 all three averages correct	t ;				[1]
(b)	axes labelled with units; vertical axis linear; points plotted correct ± has best fit straight line going ecf on (a)	alf small square ; through the origin \pm half s	mall square ;		[4]	
(c)	lines on graph ; correct reading from grap	oh \pm half small square ; ec	f		[2]	
(d)		rise/there will be fewer bu	bbles ;		[1]	
	OR					
	potato will not rise/no bu	bbles ;				
(e)	glowing splint; relights;				[2]	
					[Total: 10]	
(a)	(i) (dilute) hydrochloric a carbon dioxide;	acid ;			[2]	
	(ii) limewater; white ppt/milky; allow ecf for incorrec	t gas in (a)(i).			[2]	
(b)	sodium chloride ;				[1]	
(c)_						
(0)		С	D			
	barium chloride solution	white ppt AND	white ppt; [1]		
_	ammonia solution	white ppt; [1] dissolves (in excess);[1]	blue ppt; [1 (dissolves in excess to) deep blue solution; [1)		

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[Total: 10]

[5]

Page :	3	Mark Scheme	Syllabus		
		Cambridge IGCSE – May/June 2015	0653	62	
(a)	17 (mm);		[1]	
(b)	13 8	and 10 ;		[1]	
(c)		.47, 1.00, 0.76, 0.59, 0.47 ; ill results to 2 dp ;			
(d)	(i)	plots correct \pm 1/2 square ; ecf straight line of best fit ;		[2]	
	(ii)	<u>clear</u> indication of use of graph (triangle at least 1/2 of graph); correct value 0.07;		[2]	
	(iii)	14.3 (ecf from gradient value);		[1]	
(e)	use on l	one from: of darkened room/mark position of centre of lens in holder/place no bench/clamp ruler in position or keep in same position/ensure the case and the object are the same height above bench/card or lens or so bendicular to table;	entre of	[1]	
				[Total: 10]	
(a)	(i)	repeats;		[1]	
	(ii)	(experiment 1 is) anomalous result/one result is different from the others/one result doesn't fit the pattern/range is high(est)/range 1 very high;	and 2	[1]	
	(iii)	do not include experiment 1 in average/carry out 4 th experiment/reagain;	peat	[1]	
(b)	con	trol/baseline/normal rate/needed for comparison/normal habitat;		[1]	
(c)	(i)	increases heart rate ;		[1]	
	(ii)	agree – similar/close to pond water result/removal of anomaly give of 306 OR disagree – 304 is an increased heart rate to 275;	es mean	[max 1]	
(d)		s labelled with units ; for each solution with heights correct ;		[2]	

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Pá	age 4	4	Mark Scheme	Syllabus	Paper
			Cambridge IGCSE – May/June 2015	0653	62
	(e)		80 (mm) ;		[1]
		(ii)	2 (mm);		[1]
					[Total: 10]
5	(a)	•	mp) red litmus paper ;		[2]
		tur OF	ns blue ;		
		hyd	drogen chloride ; ite fumes/smoke ;		
		VVII	ite fullies/silioke,		
	(b)	uni	versal indicator/litmus ;		[2]
		(tu	rns) red/pink ;		
	(c)	tw	properties of non-metals from :		[1]
		dul	I/brittle/low density/low melting point/poor conductor of heat;		
	(d)	(i)	circuit including a cell and a lamp/ammeter;		[2]
			metal in circuit/some means of connecting a metal in ;		
		(ii)	use of water or steam (before acid) ; use of acid ;		[3]
			comparing rate of gas evolved with other metals;		
			OR add bismuth to salts of other metals ;		
			in solution ; if displaces it is more reactive ORA ;		
					[Total: 10]
6	(a)	tim	e x swings and divide by x ;		[1]
	` ,				
	(b)	104	4.5 ;		[1]
	(c)	(nc	effect) (very) close together ;		[2]
	(-)		trend or pattern ;		[-]
	(d)	103	3.7 ;		[1]
	(e)	9;			[1]

Page 5	Mark Scheme	Syllabus	Paper
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(f) one result/61 cm obviously wrong;others show a trend;shorter the thread shorter the period;

(g) repeat experiment (at each length) <u>and</u> take average; [max 1] or repeat the 61 cm length (as anomalous reading); use different (specified in numbers) lengths;

[Total: 10]