CAMBRIDGE
International Education

Cambridge IGCSE™ (9–1)

CO-ORDINATED SCIENCES **0973/41**

Paper 4 Theory (Extended) **October/November 2025**

MARK SCHEME

Maximum Mark: 120

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.

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	<u>'List rule' guidance</u> 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 standard isation 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
BOD	benefit of the doubt given
FT	follow through
TV	response is too vague or there is insufficient detail in response
ECF	error carried forward applied
^	information missing or insufficient for credit
	unclear response
I	incorrect or insufficient point ignored while marking the rest of the response
R	incorrect point or mark not awarded

Annotation	Meaning
LNK	two statements are linked
SEEN	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
BP	blank page

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(a)(i)</td><td><u>gland</u> ;
blood / plasma ;
target ;</td><td>3</td></tr>
<tr><td>1(a)(ii)</td><td><table><tr><th>letter</th><th>name of organ</th><th>hormone produced</th></tr><tr><td>A</td><td>testes / testicle(s) ;</td><td>testosterone ;</td></tr><tr><td>B</td><td>adrenal (gland) ;</td><td>adrenaline ;</td></tr></table></td><td>4</td></tr>
<tr><td>1(b)(i)</td><td>insulin ;
glucagon ;</td><td>2</td></tr>
<tr><td>1(b)(ii)</td><td><u>negative feedback</u> ;</td><td>1</td></tr>
</table>

Question	Answer	Marks
2(a)(i)	larynx labelled **L or** larynx ; bronchus labelled **B or** bronchus ;	**2**
2(a)(ii)	**any two from:** • large (surface) area ; • thin (surface) / thin wall ; • good blood supply ; • good ventilation (with air) ; • **AVP** ;	**2**
2(b)(i)	$C_6H_{12}O_6 + 6O_2 \rightarrow 6CO_2 + 6H_2O$ LHS correct either order = **1 mark** RHS correct either order = **1 mark**	**2**
2(b)(ii)	**any two from:** • anaerobic does **not** require oxygen / **ORA** ; • anaerobic produces lactic acid / anaerobic releases lactic acid / **ORA** ; • anaerobic releases less energy / anaerobic releases less ATP / **ORA** ; • anaerobic does **not** produce water / anaerobic does **not** produce carbon dioxide / **ORA** ;	**2**
2(c)(i)	motility / move(ment) / swim(ming) ;	**1**
2(c)(ii)	<u>acrosome</u> ; (contains digestive) <u>enzyme(s)</u> to penetrate egg ;	**2**
2(c)(iii)	contains a single set of <u>chromosomes</u> / **AW** ;	**1**

Question	Answer	Marks
3(a)(i)	food web ;	1
3(a)(ii)	phytoplankton ;	1
3(a)(iii)	copepods ;	1
3(a)(iv)	(little) auk / fish ;	1
3(a)(v)	(an animal that) gets its energy by eating (other) animals ;	1
3(a)(vi)	(energy 'lost' by) **any two from:** • egestion / faeces / indigestible material ; • respiration / heat loss ; • movement / muscle contraction ; • excretion ; • (there are) inedible parts / (there are) bones / (there are) teeth ; • **AVP** ;	2
3(b)(i)	**any two from** • (idea that as there are no **or** fewer trees so) **no or less** absorption of carbon dioxide **OR** (idea that as there are no **or** fewer trees so) **no or less** taking in of carbon dioxide; • **no** photosynthesis / **less** photosynthesis ; • carbon dioxide released by, combustion / burning / decomposition (of trees) / decomposition (of wood) ;	2
3(b)(ii)	**any two from:** • **no or less** roots **or** trees to hold **or** bind soil ; • **no or less** water absorbed by the roots **or** trees **or** soil **OR** increase in runoff ; • (increase in) deposition of soil into rivers ;	2

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4(a)(i)</td><td>any two from:

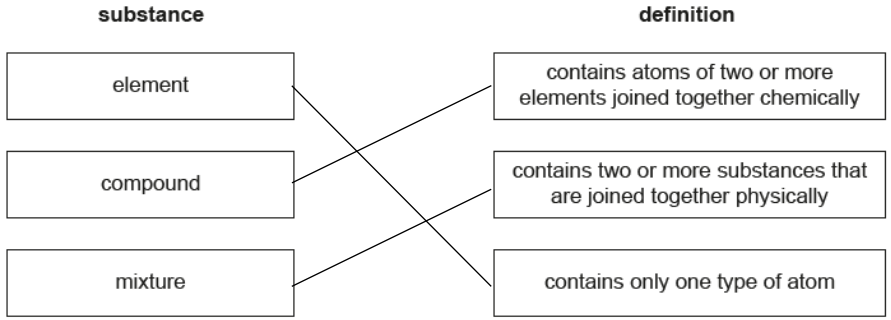
• growth ;
• repair of damaged tissues / repair of damaged organs ;
• replacement of cells ;</td><td>2</td></tr>
<tr><td>4(a)(ii)</td><td>replication (of chromosomes) / replication (of DNA) / AW ;</td><td>1</td></tr>
<tr><td>4(b)</td><td>
<table>
<tr><th>process</th><th>mitosis</th><th>meiosis</th><th>both</th></tr>
<tr><td>produces diploid cells</td><td>✓</td><td></td><td></td></tr>
<tr><td>produces genetically different cells</td><td></td><td>✓</td><td></td></tr>
<tr><td>separates chromosomes</td><td></td><td></td><td>✓</td></tr>
<tr><td>produces pollen</td><td></td><td>✓</td><td></td></tr>
</table>

4 rows correct = 2 marks
2 or 3 rows correct = 1 mark
1 row correct = 0 marks</td><td>2</td></tr>
<tr><td>4(c)</td><td>any one from:

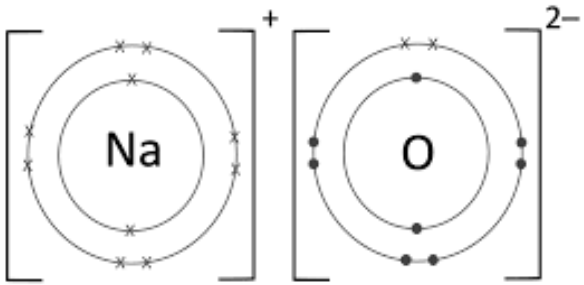
• (antigens on the pathogen) stimulate <u>lymphocytes</u> to produce antibodies ;
• antibodies bind to <u>antigens</u> leading to direct destruction of pathogens ;
• antibodies marking of pathogens for destruction by <u>phagocytes</u> ;

AND

memory cells produced (that give long term / active immunity) ;</td><td>2</td></tr>
</table>

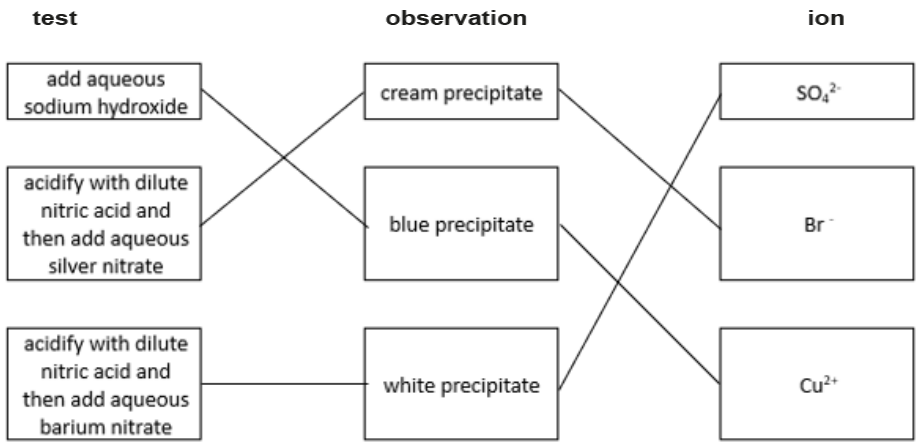
<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5(a)</td><td>


3 correct = 2 marks
1 or 2 correct = 1 mark
</td><td>2</td></tr>
<tr><td>5(b)</td><td>
<table>
<tr><th></th><th>increases</th><th>decreases</th><th>stays the same</th></tr>
<tr><td>density</td><td>✓</td><td></td><td></td></tr>
<tr><td>melting point</td><td></td><td>✓</td><td></td></tr>
<tr><td>reactivity with water</td><td>✓</td><td></td><td></td></tr>
</table>
each correct row = 1 mark
</td><td>3</td></tr>
</table>

Question	Answer	Marks
5(c)	 correct electronic structure of sodium = **1 mark** correct electronic structure of oxide ion = **1 mark** correct charges = **1 mark**	**3**
5(d)	idea that conduction depends on movement of ions / **ORA** ; ions **cannot** move in solid (state) / ions can move in molten (state) ;	**2**

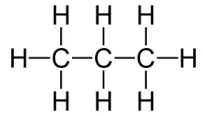
Question	Answer	Marks
6(a)(i)	water ;	**1**
6(a)(ii)	loss of electrons (from hydrogen) ;	**1**

Question	Answer	Marks
6(b)	**any three from:** **<u>hydrogen-oxygen (fuel cell) / hydrogen and oxygen</u>** • cheap(er) (than petrol) to refill ; • short refueling time ; • good range ; • no pollution ; **OR** **<u>petrol (engine)</u>** • high availability / excellent availability ; • quick(er) refueling ; • long(er) range (than hydrogen–oxygen) ;	**3**
6(c)(i)	acid rain / respiratory problems ;	**1**
6(c)(ii)	nitrogen <u>reacts</u> with oxygen ; at high temperature (inside a car engine) ;	**2**
6(c)(iii)	$2CO + 2NO \rightarrow 2CO_2 + N_2$ **1 mark** for products (either order) ; **1 mark** for balancing ;	**2**

Question	Answer	Marks
7(a)	 6 correct = **3 marks** 4 or 5 correct = **2 marks** 2 or 3 correct = **1 mark**	**3**
7(b)(i)	H_2SO_4 (aq) + CuO (s) → $CuSO_4$ (aq) + H_2O (l) **1 mark** for formula of $CuSO_4$ **1 mark** for rest of equation **1 mark** for **all** state symbols correct	**3**
7(b)(ii)	neutralisation ;	**1**
7(b)(iii)	more particles per unit volume ; frequency of collision (of particles) is higher ;	**2**

Question	Answer	Marks
7(b)(iv)	(diagram A) **any two from:** • exothermic ; • products have lower <u>energy</u> than reactants / reactants have higher <u>energy</u> than products / **ORA** ; • <u>energy</u> is released to the surroundings ;	**2**

Question	Answer	Marks
8(a)	refinery gas ;	**1**
8(b)	C_7H_{14} and C_8H_{16} ;	**1**
8(c)(i)	single ; saturated ;	**2**
8(c)(ii)	(moles of C_9H_{20} = 6400 ÷ 128 =) 50 ; (moles of CO_2 = 9 × 50 =) 450 ; (volume of CO_2 = 450 × 24 =) 10 800 (dm^3) ; **OR** (mass of CO_2 = (396 ÷ 128) × 6400 =) 19 800 (g); (moles of CO_2 = 19 800 ÷ 44 =) 450 ; (volume of CO_2 = 450 × 24 =) 10 800 (dm^3) ;	**3**

Question	Answer	Marks
8(d)	 chain of three carbons each joined by a single bond = **1 mark** eight hydrogens joined to carbons by single bonds = **1 mark**	**2**

Question	Answer	Marks
9(a)(i)	force × perpendicular distance from pivot ;	**1**
9(a)(ii)	no resultant force ; no resultant moment ;	**2**
9(b)(i)	(*W* =) *mg* **or** (*W* =) 0.040 × 9.8 **or** (40 ÷ 1000) × 9.8 ; 0.39 (N) ;	**2**
9(b)(ii)	appreciation of weight acting from centre of ruler ; 0.39 × 17 = *W* × 28 ; 0.24 (N) ;	**3**

Question	Answer	Marks
10(a)(i)	more turns of wire / more turns on the coil ; increase current ; stronger magnetic field ;	**3**
10(a)(ii)	split-ring commutator ;	**1**
10(a)(iii)	reverses the direction of the current (in the coil) ; every half a turn ;	**2**
10(b)(i)	step-up ;	**1**
10(b)(ii)	higher voltage ; means lower current (for same power transferred) ; (reference to) $P = I^2R$ **or** (reference to) $P \propto I^2$ **or** power loss proportional to current squared **or** energy loss proportional to current squared ;	**3**
10(c)	evidence of $V_p / V_s = N_p / N_s$ **or** $230 / 3.6 = N_p / 720$; 46 000 ;	**2**

Question	Answer	Marks
11(a)	$^{14}_{6}C \rightarrow {}^{0}_{-1}\beta + {}^{14}_{7}N$ beta completely correct = **1 mark** N completely correct = **1 mark**	**2**
11(b)	beta ; **and** (for **1 mark**) (beta) penetrates (through thin) aluminium foil (to be detected) / (beta) absorbed (by thick) aluminium foil (so not detected) ; **but** (for **2 marks**) (beta) penetrates through **thin** aluminium foil (to be detected) / (beta) absorbed by **thick** aluminium foil (so not detected) ;	**3**
11(c)	2 half-lives ; 11 400 years ;	**2**
11(d)(i)	<u>fusion</u> ;	**1**
11(d)(ii)	helium ; **and one from:** • any named product heavier than hydrogen but lighter than iron ; • energy ;	**2**

Question	Answer	Marks
12(a)(i)	**vibrations** / **oscillations** are parallel ; (vibrations / oscillations are parallel) to the direction of propagation / to the direction of travel / to the direction of energy transfer ;	**2**
12(a)(ii)	evidence of $v = f\lambda$ **or** $6200 = 12\ \lambda$; 520 (m) ;	**2**
12(b)(i)	<u>diffraction</u> ;	**1**
12(b)(ii)	yes (sound waves spread out) **AND** wavelength is similar to width of gap ;	**1**
12(b)(iii)	wavelength is **much** less than width of gap / **ORA** ;	**1**
12(c)(i)	ratio of the **speeds** of a wave in two different regions ;	**1**
12(c)(ii)	$n = \sin 57 \div \sin 44$; 1.2 ;	**2**