



Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

COMBINED SCIENCE

0653/61

Paper 6 Alternative to Practical

May/June 2019

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 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **7** 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.

Question	Answer	Marks
1(a)(i)	fills more than 50% of space ; Continuous, smooth line around outside of apple shape and two pips in the core ;	2
1(a)(ii)	photograph 54–58 (mm) ;	1
1(a)(iii)	correct calculation for magnification (drawing over photograph) ;	1
1(b)	Benedicts ; heat (with Benedicts) ; (independent) orange / (brick) red / yellow / green ;	3

Question	Answer	Marks
2	<p>1 apparatus lamp / sunlight / light source ; apparatus for collecting gas ; stop-clock / timer ;</p> <p>2 method and variables change brightness of light / change distance (from lamp) ; same amount of time (at each brightness) ; repeat experiment at each brightness ; control length elodea / control volume of water ; control temperature / carbon dioxide / pH ; stated safety precaution linked to apparatus ;</p> <p>3 measurements measure distance / intensity of light ; measure volume of gas / count bubbles ;</p> <p>4 processing results and make conclusion calculate rate as volume / number of bubbles per unit time ; idea of looking for relationship between rate / volume / number of bubbles and intensity / brightness / distance ; graph of rate / volume / number of bubbles against intensity / brightness / distance ;</p>	7

Question	Answer	Marks
3(a)	33.5 ; 55.0 ;	2
3(b)(i)	linear scale more than half grid ; at least 6 points correctly plotted $\pm \frac{1}{2}$ a small square ;	2
3(b)(ii)	2 straight lines drawn with ruler, through all points and meet in a cross ;	1
3(b)(iii)	maximum T from their graph ;	1
3(c)	same as (b)(iii) ;	1
3(d)(i)	43.5 ;	1
3(d)(ii)	lines labelled magnesium and zinc ; 2 straight lines drawn with ruler, through all points and meet in a cross and temperature ;	2
3(e)	magnesium is more reactive (than zinc) ;	1
3(f)(i)	burette / pipette ;	1
3(f)(ii)	<i>any 1 from</i> lid AND reduces heat loss ; insulate cup AND reduce heat loss ;	max 1

Question	Answer	Marks
4(a)(i)	78.0 (cm ³) ;	1
4(a)(ii)	read perpendicular to the scale ;	1
4(a)(iii)	86.69 (g) ;	1
4(a)(iv)	1.11(1) g / cm ³ ; 2 or 3 sig. figs and must be correctly rounded ;	2
4(b)(i)	15.83 (g) ;	1
4(b)(ii)	24 / 23.7 / 23.66 ;	1
4(b)(iii)	0.67 g / cm ³ ;	1
4(b)(iv)	5.6 cm ;	1
4(b)(v)	1.4 g / cm ³ ;	1
4(c)	(expect no) answer values too far apart OWTTE	1
4(d)(i)	test-tube is curved at the bottom	1
4(d)(ii)	<i>mark as a pair</i> volume too high and density too low ;	1