UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2012 question paper for the guidance of teachers

0654 CO-ORDINATED SCIENCES

0654/63

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 must be read in conjunction with the question papers and the report on the examination.

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<u> </u>	IGCSE – May/June 2012	0654	63
. , . ,	°C ; dy temperature/optimal for enzymes/owtte ;		[2]
(ii) 20	5, 217, 185 ;;		[2]
` '	2 s ; low 1 mark max in parts (i) and (ii) if times only given	in minutes)	[1]
fat is di <u>fatty</u> ac	<u>le</u> to sodium carbonate ; gested/broken down ; ids neutralise the alkali ; g phenolphthalein to change colour/neutralise ;		[max 2]
oudon',	g prioritination to origing colour, modulation,		[αχ 2]
(c) to ensu	re contents/tubes reach the temperature/all tubes th	ne same temp/bo	dy [1]
no cha OR repeat	with boiled/heated/denatured lipase (demonstrates in nge in pink colour/no reaction/very long time to char with different types of fat or named fat (demonstrates	nge colour ;	•
reactio	n works as before / owtte ;		[max 2]
			[Total: 10]
(a) 13.7;			[1]
ex	ngth (<i>1</i>) = 7.8 ; ternal diameter, (d _e) = 2.5 ; ernal diameter, (d _i) = 1.8 ;		[3]
` ,	$5^2 - 1.8^2$; (allow ecf) 3.01;		[2]
(iii) – (\mathbf{V}) = 3.14 × 3.01 × 7.8 ÷ 4 = ; (allow ecf)		
(be	etween) 18.1 and 18.5 ;		[2]
	a used) density = mass/volume ; allow ecf from incorrect values, but not from incorrec	t formula)	[2]
			[Total: 10]

Mark Scheme: Teachers' version

Syllabus

Paper

Page 2

1

2

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0654	63

- **3** (a) 20.<u>0</u>; 47.5; 43.5; (no tolerance) [3]
 - (b) (i) axes correct and both labelled with units; points correctly plotted; smooth curve through points; maximum;

[4]

(iii) from graph (should be about 34 but accept 32);

[1]

(iii) substitution 25 × 4.2 × ans (b)(iii); correctly worked out if use 34 = 3360;

[2]

[Total: 10]

4 (a) (i) correct answers in column 3;

[1]

time after drinking coffee/min	number of beats in 30 s	number of beats per min
0	36	72
5	39	78
10	42	84
15	45	90
20	45	90
25	37	74
30	36	72

(ii) suitable axes (scale and labels);

plotting correct; decent curve drawn;

[3]

(iii) correct estimate from graph (about 17.5); (do **not** allow range)

[1]

(b) (i) exercise causes heart rate to increase (therefore not a fair test); [1]

(ii) volume of coffee;

concentration of coffee;

(amount of/quantity of coffee – max 1)

[2]

(iii) take readings more frequently (e.g. every 2 minutes); would see more clearly the peak in heart rate; more readings between 15 and 20 minutes;

[max 2]

[Total: 10]

	J -	IGCSE – May/June 2012 0654	63
5 (a)	(i)	9 (cm);	[1]
	(ii)	9 × 30 = 270; × 2 = 540 (m);	[2]
	(iii)	allow any sensible idea, e.g. distracted/forgot/not concentrating/didn't recorrect sound owtte;	near
		(NOT just timing / experimental error)	[1]
	(iv)	1.76(5); (allow 1.76 or 1.77)	[1]
	(v)	using <u>their</u> value from above ÷ <u>their</u> distance ; answer ; e.g. 540 ÷ 1.765 = 306	[2]
	(vi)	must comment on their value, e.g. accurate as values are close toget inaccurate as values far apart;	her/ [1]
(b)	lon (red	two of the following: gitudinal wave ; quires) molecules/particles ; ser together ;	[max 2] [Total: 10]
6 (a)		<u>ted</u> splint ; es/small explosion etc ;	[2]
(b)	(i)	bubbles/gas/hydrogen floats Mg to surface/owtte;	[1]
	(ii)	(copper) doesn't react with <u>acid</u> ;	[1]
(c)		gnesium + copper produces hydrogen faster/steeper graph ; per acts as a catalyst/hydrogen given off faster (if say steeper graph) ;	[2]
(d)	sor	ne magnesium/solid remains ;	[1]
(e)		tch below others ; d) reaches same level ;	[2]
(f)	cor	nected to a syringe (labelled or graduations shown) ;	[1]
			[Total: 10]

Mark Scheme: Teachers' version

Syllabus

Paper

Page 4