UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2010 question paper for the guidance of teachers

0654 CO-ORDINATED SCIENCES

0654/31

Paper 3 (Extended Theory), maximum raw mark 100

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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	Page 2)	Mark Scheme: Teachers' version	Syllabus	Paper
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1	(a)	(i)	hydr	ogen;		[1]
		(ii)	H ⁺ ;	allow H₃O⁺		[1]
	(b)	(i)	temp	concentration ; perature ; ree of agitation ; <i>allow</i> size of test-tube		[max 2]
		(ii)	time	taken for gas to fill test-tube was greatest;		[1]
		(iii)	surfa fewe	is lower (with single piece); ace area (of single piece) is lower; er collisions per second/lower collision frequency ms in) metal (surface));	y (between acid	and [3]
	(c)	(i)	Mg -	+ 2HC $l \rightarrow \text{MgC}l_2$ + H ₂ ;; (formulae then look for bal	anced)	[2]
		(ii)	mag	rence to the (granular) resin (beads); nesium <u>ions,</u> removed / stick to the resin; um / hydrogen, <u>ions</u> (detach from resin and) enter th	e water ;	[max 2] [Total: 12]
2	(a)			energy to chemical energy ; ne of) electrical energy to heat ; <i>ignore light</i>		[2]
	(b)			ortion ; ference ;		[2]
	(c)	(i)	zero	; ignore units		[1]
		(ii)	force = 40	e = 1.2 / 0.03 ; allow ecf from (i) N ;		[2]
			large	of change of momentum slower er force from concrete/smaller force from carpet; ping force acted/energy transferred, over a longer	period of time ;	[2] [Total: 9]
						[10tal. 9]

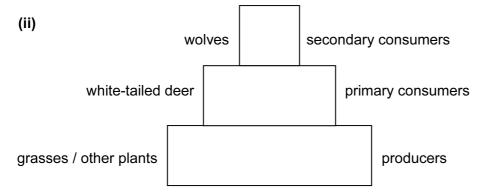
Page 3		3	Mark Scheme: Teachers' version Syllabus			Paper		
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3	(a) (i)	(a) (i) X sensory (neurone); Y relay / intermediate (neurone); A association / connector (neurone) Z motor / effector (neurone);			nnector (neurone)	[3]		
	(ii)	bra	in/spinal cord ; <i>all</i> d	ow suitable named parts, e.g. m	nedulla, grey matter	[1]		
		(b) any muscle ; jump / any other suitable response ;						
	(c) (i)		ntains amylase ; anges starch to mal	tose/sugar ;		[2]		
	(ii)	so pas so	that the (small) moles through gut wall at they can be used b	cules (from large ones); lecules can be absorbed; move into the blood; y cells;		[2 max]		
	(iii) curve rises then falls ; peak between 30 °C and 40 °C ;				[2]			
						[Total: 12]		
4	(a) (i)	C ₈ ŀ	H ₁₈ ;			[1]		
	(ii)		(octane) +	oxygen —	carbon dioxide +	water		
			S;	ut allow one mark for comp	letely correct balar	rced [2]		
	(b) (i)	5;				[1]		
	(ii)		three shared pairs ; one non-bonding pair on both atoms ; [2]					
	(iii)	(iii) very strong bond (between the atoms); much energy needed to break bond / insufficient energy to break the bo						
(c) (i) high strength, for safety/resist b flight; low density, to reduce weight/re-			ht;		gh forces on airfram	e in [max 2]		
	(ii)	(ii) A _r of aluminium = 27; mass of aluminium = 1.73 × 27 = 46.74(g); allow other methods of working percentage in duralumin = (46.74 ÷ 50.00) × 100 = 93.4(2)%			g [3]			
						[Total: 13]		
						[

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
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- **5** (a) (i) 0.47 A; [1]
 - (ii) resistance = voltage / current; = $6/0.47 = 12.8 \Omega$; e.c.f. [2]
 - (b) (i) magnets repel; [1]
 - (ii) iron bar attracted to magnet; [1]
 - (c) (i) magnetic field produced by current flowing through aluminium foil; this interacts with, other magnetic field / stronger magnet; [2]
 - (ii) increase current / voltage ; increase magnetic field / stronger magnet ; ignore bigger magnet [2]
 - (d) working, e.g. $N_s = N_p \times V_s/V_p = 100 \times 35000/240$ = 14 583 (allow correct rounding to 2 significant figures) [2]

[Total: 11]

6 (a) (i) grasses / other plants \rightarrow white-tailed deer \rightarrow wolves; [1]



three <u>rectangles</u> drawn as above; each labelled with name of organism; each labelled with name of trophic level;

[3]

- (iii) energy lost along food chains;
 (approx.) 90% lost/only 10% passed on;
 less energy available for, higher trophic levels/for wolves;
 [2]
- (b) (i) ref. to <u>limiting factors</u>; e.g. not enough food/more disease/competition for space; [2]
 - (ii) maintain biodiversity;
 idea that loss of one species affects others in ecosystem;
 ethical / moral reason / ref. tourism / scientific research;
 [2 max]

[Total: 10]

	Page 5)	Mark Scheme: Teachers' version	Syllabus	Paper
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7	(a)	` '				[1]
		(ii)		; king shows (or heavy implication of) need for charge ct unexplained "criss-cross" diagrams]	e balance ;	[2]
	(b)	(i)		de labelled ; trolyte labelled ;		[2]
		(ii)	copp	per chloride ; must be name, not formula		[1]
	(i	iii)	hydr	ogen ; must be name, not formula		[1]
	(iv)		so re bron	ode gas is hydrogen ; eactive metal present could be potassium ; nide ions negative so go to anode ; nine is orange (and would form from bromide and a	node) ;	[max 2]
					,	[Total: 9]
8		•		/is, energy ; carbon dioxide to combine with water ; A to split wat	ter molecules	[2]
	(b)	(i)	place dip i	e leaf in boiling water ; e in hot alcohol (alcohol should be heated in a wate n water (to soften) ; iodine (solution) ;	r bath for safety) ;	[4]
	((ii)		covered by paper shown on diagram ; ge-brown where paper was, blue-black elsewhere ;		[2]
	Ì		ing da piratio	Il the time ; aylight, photosynthesise <u>more</u> than they respire ; on takes in oxygen and produces carbon dioxide	, photosynthesis vice	
		ver	sa;			[3]
						[Total: 11]

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
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9 (a) (force =) mass × acceleration; A weight = mass × gravity = 9.8 × 2 = 19.6 N; [2]

(b) (i) KE =
$$\frac{1}{2}$$
 mv²;
speed is 40 m/s;
= $\frac{1}{2}$ × 2 × 1600 = 1600 J; [3]

- (ii) distance = under graph / other suitable working; height = 80 m; [2]
- (c) (i) density = mass/volume; = 2000/700 = 2.86 g/cm³; [2]
 - (ii) use, displacement can / measuring cylinder / graduated container; place object in and measure, displaced water / difference in volume; [2]
- (d) (i) Geiger counter / Geiger-Müller tube / any other suitable ; [1]
 - (ii) ionisation within cells/damages cells/kills cells/damages DNA/causes mutation/radiation burns/cancer/radiation sickness; [1]

[Total: 13]