CAMBRIDGE
International Education

Cambridge IGCSE™ (9–1)

CO-ORDINATED SCIENCES (9–1) **0973/61**

Paper 6 Alternative to Practical **May/June 2024**

MARK SCHEME

Maximum Mark: 60

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 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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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	‘List rule’ guidance 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.

Question	Answer	Marks
1(a)	quality – clear and continuous lines ; size – circular and at least half the box used and must fit inside the box ; detail – skin and minimum 6 segments ;	**3**
1(b)(i)	line drawn and 65;	**1**
1(b)(ii)	line drawn and measurements to nearest mm ;	**1**
1(b)(iii)	correct calculation ; 2 significant figures ;	**2**
1(c)	any two from: size / orange is larger / kiwi is smaller ; shape / orange is round **and** kiwi is oval ; seeds / presence of seeds / number of seeds / orange has fewer/no seeds / kiwi has (more) seeds ; skin / orange has thicker skin / kiwi has thinner skin ; segments / orange has segments / kiwi doesn't have segments ; core / orange has larger core / kiwi has smaller core / kiwi has flesh in the centre ;	**2**
1(d)	add measurements from several places and divide by the number of measurements taken ;	**1**

Question	Answer	Marks
2(a)(i)	dropping pipette ;	**1**
2(a)(ii)	white and can see **colour** change ;	**1**
2(a)(iii)	headings: juice and (number of) drops ; juice labels and results separated ; orange = 17 and D = 4 and E = 9 and F = 14 ;	**3**
2(a)(iv)	**D** **E** **F** **orange** (least) ;	**1**
2(b)(i)	Identifies / exclude anomalies ;	**1**
2(b)(ii)	drop size varies / losing count ; measure volume / do on a larger scale ;	**2**
2(c)	other sources in diet ;	**1**

Question	Answer	Marks
3(a)	70.0 ; 38.5 ;	**2**
3(b)(i)	**grey** solid left unreacted at the end of the reaction ;	**1**
3(b)(ii)	copper ;	**1**
3(c)(i)	for stability / not easily knocked over / thermometer doesn't overbalance it ;	**1**
3(c)(ii)	volumetric / graduated pipette / burette ;	**1**
3(d)(i)	48(.0) **and** 17.5 ;	**1**
3(d)(ii)	axes correct orientation and labelled with quantity and unit ; sensible linear scales with plotted points covering ⩾ ½ grid and all points able to be plotted ; points plotted correctly ± ½ small square ;	**3**
3(d)(iii)	best fit straight line through origin ;	**1**
3(d)(iv)	yes as straight line through origin / as concentration doubles so temperature change doubles / ratio of concentration ÷ ΔT is constant ;	**1**
3(d)(v)	value from graph ;	**1**
3(e)	any one from: insulate/use lid **AND** less heat loss ; find the mass of magnesium **AND** so only variable is copper sulfate concentration/so mass is controlled ;	**1**

Question	Answer	Marks
4(a)	white precipitate ; colourless solution / no reaction / no precipitate ; lilac ; colourless solution / no reaction / no precipitate ; colourless solution / no reaction / no precipitate ;	**5**
4(b)	yellow masks the **colour** of the flame test ;	**1**

Question	Answer	Marks
5(a)(i)	correct voltmeter symbol ; correct parallel connection ;	**2**
5(a)(ii)	0.19 (A) ; 1.8 (V) ;	**2**
5(b)	so that the cell does not run down / wire does not overheat ;	**1**
5(c)(i)	8.0 (Ω) ;	**1**
5(c)(ii)	2.8 ; digits have been transposed / should be 8.2 ;	**2**
5(d)(i)	*R* decreases as length increases ;	**1**
5(d)(ii)	*R* decreases as current decreases ;	**1**

Question	Answer	Marks
5(e)	no and R / V is not constant / equivalent ; table values used to confirm statement ;	**2**
5(f)	check that the ammeter gives a reading / shorten the wire and check the reading or check if the bulb lights ;	**1**

Question	Answer	Marks
6	**One mark from each section and any two others** **additional apparatus:** stop-watch and its use ; thermometer and its use ; ruler and its use ; **method:** wrap cardboard round beaker and add hot water and measure a temperature for at least 2 thicknesses of cardboard ; **measurement and table:** measure the thickness of the cardboard ; measure initial temperature of water ; measure the time for a specific temperature decrease / (final) temperature in a specific time ; repeat for 5 different thicknesses of cardboard ; repeat for each thickness **and** remove/identify anomalies ; **table** columns thickness / sheets (of insulation) **and** temperature or time ; **control variables:** mass / volume / amount of hot water ; same initial hot-water temperature ; same room temperature ; same size / thickness/material of beaker ; **processing and conclusion:** calculates rate of cooling by taking temp change ÷ time ; graph with rate vs number sheets / thickness ; see if increasing thickness increases or decreases the rate of cooling / describe relationship from shape of graph ;	**7**