

# Cambridge IGCSE™

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**CO-ORDINATED SCIENCES****0654/61**

Paper 6 Alternative to Practical

**May/June 2025**

MARK SCHEME

Maximum Mark: 60

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**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 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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This document consists of **12** 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 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.

**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 standardisation 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**

| <b>Annotation</b>                                                                   | <b>Meaning</b>                                                                                                                 |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
|    | correct point or mark awarded                                                                                                  |
|    | incorrect point or mark not awarded                                                                                            |
|    | benefit of the doubt given                                                                                                     |
|    | follow through                                                                                                                 |
|  | benefit of doubt was considered, but the response was decided to not be sufficiently close for benefit of doubt to be applied. |
|  | response is too vague or there is insufficient detail in response                                                              |
|  | error carried forward applied                                                                                                  |
|  | information missing or insufficient for credit                                                                                 |
|  | unclear response                                                                                                               |
|  | incorrect or insufficient point ignored while marking the rest of the response                                                 |

| <b>Annotation</b>                                                                 | <b>Meaning</b>                                                                                                             |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
|  | incorrect point or mark not awarded                                                                                        |
|  | contradiction in response, mark not awarded                                                                                |
|  | two statements are linked                                                                                                  |
|  | 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 |
|  | blank page                                                                                                                 |

| Question  | Answer                                                                                                                                                                                             | Marks |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1(a)(i)   | 62 ;                                                                                                                                                                                               | 1     |
| 1(a)(ii)  | 64 ;                                                                                                                                                                                               | 1     |
| 1(a)(iii) | 6 and 24 ;                                                                                                                                                                                         | 1     |
| 1(a)(iv)  | 1 and 8 ;                                                                                                                                                                                          | 1     |
| 1(a)(v)   | 34.5 ;                                                                                                                                                                                             | 1     |
| 1(b)(i)   | axes labelled with units ;<br>suitable linear scale, plotted points at least $\frac{1}{2}$ grid, and all points can be plotted ;<br>points plotted correctly to $\pm \frac{1}{2}$ a small square ; | 3     |
| 1(b)(ii)  | line of best fit ;                                                                                                                                                                                 | 1     |
| 1(b)(iii) | correct reading from graph ;<br>2 lines drawn one from each axis to line $\pm \frac{1}{2}$ small square ;                                                                                          | 2     |
| 1(c)      | (student) stopped watch too late / cut cube too big /<br>(teacher) stopped watch early / cut cube too small ;                                                                                      | 1     |
| 1(d)      | rate of diffusion too low (to supply needs of larger animal) ;                                                                                                                                     | 1     |

| Question | Answer                                                                        | Marks |
|----------|-------------------------------------------------------------------------------|-------|
| 2(a)(i)  | 24 ;                                                                          | 1     |
| 2(a)(ii) | more (enzyme / catalase) in yeast (than apple) <b>and</b> because more foam ; | 1     |
| 2(b)(i)  | to release any <b>catalase / enzyme</b> from the cells ;                      | 1     |

| Question | Answer                                                                            | Marks |
|----------|-----------------------------------------------------------------------------------|-------|
| 2(b)(ii) | cells evenly distributed ;                                                        | 1     |
| 2(c)     | 1 cm <sup>3</sup> syringe / 5 / 10 cm <sup>3</sup> measuring cylinder / burette ; | 1     |
| 2(d)     | Top of foam not level / bottom of test-tube rounded ;                             | 1     |
| 2(e)     | Identify / exclude <b>anomalies</b> ;                                             | 1     |

| Question  | Answer                                                                                                                             | Marks |
|-----------|------------------------------------------------------------------------------------------------------------------------------------|-------|
| 3(a)      | 27.75 ;                                                                                                                            | 1     |
| 3(b)(i)   | ensure complete reaction ;                                                                                                         | 1     |
| 3(b)(ii)  | volumetric pipette / burette ;                                                                                                     | 1     |
| 3(b)(iii) | repeat (the procedure) ;                                                                                                           | 1     |
| 3(c)      | 26.55 AND 13.05 ;                                                                                                                  | 1     |
| 3(d)      | calculation of $J \div K$ or $K \div J$ (seen) ;<br>J (approximately) double (concentration of) K ;                                | 2     |
| 3(e)      | yellow ;                                                                                                                           | 1     |
| 3(f)      | repeat using same volumes of NaOH <b>and</b> HCl as the first but without indicator ;                                              | 1     |
| 3(g)(i)   | Bunsen burner <b>and</b> heatproof mat <b>and</b> tripod <b>and</b> gauze <b>and</b> evaporating basin ;<br>any 3 correct labels ; | 2     |
| 3(g)(ii)  | heats <b>AND</b> checks that the mass doesn't decrease ;                                                                           | 1     |



| Question | Answer                                                                                                          | Marks    |
|----------|-----------------------------------------------------------------------------------------------------------------|----------|
| 3(h)     | (nitric acid and) silver nitrate and white ppt<br><b>AND</b><br>(nitric acid and) barium nitrate and white pp ; | <b>1</b> |

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| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Marks |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 4        | <p><b>apparatus</b><br/>balance and mass / amount measured in plan ;</p> <p>voltmeter and voltmeter in circuit / measure volts in plan ;<br/>timer and time measured in plan ;</p> <p><b>method</b><br/>1 battery, measure mass of key repeat with more voltage / batteries ;</p> <p><b>measurements and validity</b><br/><b>mass</b> of key at start and <b>mass</b> at end ;</p> <p>measure the number of volts ;<br/>use a minimum of 5 different voltages / batteries ;<br/>repeat each voltage to identify / exclude anomalies ;</p> <p><b>control variables</b><br/>time ;<br/>concentration / volume of copper sulfate / electrolyte ;<br/>size / mass of copper electrode / anode ;<br/>size / mass / sa of key ;<br/>distance apart of copper and key ;<br/>temperature ;</p> <p><b>processing and conclusion</b><br/>mass increase = mass at end – mass at start ;</p> <p>plot graph of volts / number of batteries against mass change / increase / mass of the copper coating ;</p> <p>describe possible shapes of graph e.g. straight line – linear relationship / straight line through origin – proportional etc. ;</p> <p>if voltage increases does mass increase <b>or</b> decrease (or stay the same) ;</p> | 7     |

| Question  | Answer                                                                                                                                                                                                                                                                                                                                                                                  | Marks |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 5(a)(i)   | 31.7 ;                                                                                                                                                                                                                                                                                                                                                                                  | 1     |
| 5(a)(ii)  | 21.5 ;                                                                                                                                                                                                                                                                                                                                                                                  | 1     |
| 5(a)(iii) | 17.5 ;                                                                                                                                                                                                                                                                                                                                                                                  | 1     |
| 5(a)(iv)  | 1.81142..... ;<br>1.81;                                                                                                                                                                                                                                                                                                                                                                 | 2     |
| 5(a)(v)   | Any suitable method and statement ;;<br><br><b>e.g.</b><br><br>10% of 1.8 is 0.18 ;<br><br>$0.18 + 1.8 = 1.98$ which is below 2.8 so no ;<br><b>or</b><br><br>10% of 2.8 is 0.28 ;<br><br>$2.8 - 0.28 = 2.52$ which is above 1.8 so no ;<br><br>or<br><br>find 90% and 110% of one of the values;<br><br>show that other value either is or is not in that range so is / is not equal ; | 2     |
| 5(b)      | measured from bottom of meniscus / at eye level to the reading (on the scale) / at $90^\circ$ / perpendicularly to the reading (on the scale) ;                                                                                                                                                                                                                                         | 1     |
| 5(c)(i)   | there is a zero error / the balance does not read 0<br><b>and</b><br>subtract 0.6 g from the reading ;                                                                                                                                                                                                                                                                                  | 1     |

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| Question  | Answer                                                                                                                                                                                      | Marks    |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 5(c)(ii)  | trap the marble between (parallel) blocks <b>and</b> measure the distance between the blocks ;                                                                                              | <b>1</b> |
| 5(c)(iii) | Marbles<br>decrease <b>and</b> air has a lower density than glass (so average density is less) ;<br><br>Glass<br>no change <b>and</b> same glass so density is a fixed value / a constant ; | <b>2</b> |

| Question  | Answer                                                                  | Marks    |
|-----------|-------------------------------------------------------------------------|----------|
| 6(a)(i)   | 33.8 ;                                                                  | <b>1</b> |
| 6(a)(ii)  | 23.5 ;                                                                  | <b>1</b> |
| 6(a)(iii) | 1.175 ;                                                                 | <b>1</b> |
| 6(a)(iv)  | 1.38(0625) ;                                                            | <b>1</b> |
| 6(a)(v)   | 9.67 ;                                                                  | <b>1</b> |
| 6(b)(i)   | ruler A<br><b>and</b><br>has smaller graduations / has mm ;             | <b>1</b> |
| 6(b)(ii)  | shield the pendulum ;                                                   | <b>1</b> |
| 6(c)      | one swing is too short a time to measure / pendulum moves too quickly ; | <b>1</b> |