UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2011 question paper for the guidance of teachers

0654 CO-ORDINATED SCIENCES

0654/32

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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r age z	Wark Scheine. Teachers Version	Syllabus	raper
	IGCSE – May/June 2011	0654	32
(a) (i) hair/			[1]
	e ears/large eyes/long neck (so eyes high /strong legs ;	above ground)/	long [1]
being av	gen supplied to, cells/muscles,/more oxygen carr		
reference environm not enou many ea	s as animals breed/plenty of food available; to limiting factors/reaches carrying capacity/ nent; gh, grass to eat/food/resources; ten by, foxes/pumas; pecause birth rate equals death rate;	reaches capacity	y of [max 3]
allow to be repeat w	juanacos with desirable features ; breed together ; ith selected offspring ; generations ;		[4]

Syllabus

Paper

[Total: 11]

Mark Scheme: Teachers' version

Page 2

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			IGCSE – May/June 2011	0654	32
2	(a)	refe	erence to lithium's high reactivity;		[1]
	(b)	(i)	lithium atom has, 3 protons and 3 electrons/equal nur electrons; lithium ion has, 3 protons and 2 electrons/one more pro (accept comparison of numbers of positive and negative it is an ionic comparated than a giant structure.	ton than electron	
		(ii)	it is an ionic compound/has a giant structure; strong bonds between ions/oppositely charged ions attrvery large number of bonds have to be broken; much energy needed to break bonds;	act (strongly) ;	[max 2]
	(c)		um carbonate + hydrochloric acid ——— lithium chloride + wa		
			S ; RHS ; nark for correct balanced symbol equation)		[2]
	(d)	(i)	so that ions can move/liquid will conduct electricity;		[1]
		(ii)	each ion gains one electron/from 2 to 2.1;		[1]
	(e)	avo	id unexpected/uncontrolled effects (of impurities); id harming the user;		
		ens	sure correct dosage/owtte;		[max 1]
					[Total: 10]
3	(a)		ork done =) force × distance/weight × distance ; 00 × 55 = 38 500 J ;		[2]
	(b)	poir	ntionship between pressure, force and area; nted end has small area and large pressure; c has large area and small pressure;		[max 2]
	(c)	less	s friction therefore go faster/less energy, lost/used;		[1]

Mark Scheme: Teachers' version

Syllabus

Paper

[Total: 5]

Page 3

2

3

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
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4 (a) (i) reference to:

timescale/time to renew; action of heat/pressure;

action of microorganisms/reference to decay;

[max 2]

(ii) oxygen;

[1]

/isomer formula correctly drawn;

(ii) similarities

not very reactive or specific example/all burn/insoluble in water;

differences

boiling points/melting points/flammability/viscosity;

[2]

[1]

(c) (i) reference to nitrogen in the air (intake);

nitrogen unreactive/(most) passes through engine (unchanged);

extra detail of reasons why nitrogen is unreactive;

[max 2]

(ii) speeds up the reactions taking place;

provides surface on which reactions occur;

[max 1]

(iii) carbon monoxide is, removed/oxidised;

carbon monoxide converted to carbon dioxide (which is non-poisonous);

(unburnt) hydrocarbons are oxidised/removed;

hydrocarbons are converted into carbon dioxide and water (which are

non-poisonous);

[max 3]

[Total: 12]

	Page 5		j	Mark Scheme: Teachers' version	Syllabus	Paper
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5	(a)	kry	pton ;			[1]
	(b)	(i)	lead	/concrete ;		[1]
		(ii)		ses ionisation inside cells ; cells ;		
			dam	ages DNA/causes mutation ;		
				ses cancer ; ation sickness ;		
			radia	ation burns ;		[max 2]
	(c)	(i)		e number of protons ; rent number of neutrons ;		[2]
						[4]
		(ii)		lf-lives ; years ;		[2]
						[Total: 8]
6	(a)	ten	don ;			[1]
	(b)	triceps/ B , contracts; biceps/ C , relaxes; tendon/ A , transmits force from triceps to bone / pulls the bone;		[3]		
	(c)	muscles can only pull /muscles cannot push ;				
		one oth		scle to pull in each direction/contraction of one r	nuscle lengthens the	e [2]
	(d)	(i)		dy/linear/proportional, increase/gradient increases 0.62 to 1.1(g/cm³)/by 0.48(g/cm³);	, owtte ;	[2]
		(ii)		e foods contain calcium needed for bones ; rence to avoiding risk of osteoporosis later ;		[0]
			reiei	ence to avoiding risk of osteoporosis later,		[2]
	(e)	(i)	(bon	e is) harder/stronger/less elastic/less smooth;		[1]
		(ii)		ne surface of the bones at the joint; ices friction/allows bones to move smoothly <u>over</u> cks;	each other/absorb	S
						[2]
						[Total: 13]

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
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7 (a) clockwise moment has to equal anticlockwise moment/ $F_1d_1 = F_2d_2$, owtte; to stop crane tipping over when lifting weight; [2]

(c) (i)
$$v - u = at$$
 or $(t =) \frac{v - u}{a}$;
 $t = 40/10 = 4s$; [2]

(ii) suitable scales and axes labelled with quantities and units;straight line;from 0 m/s at t = 0 to 40 m/s at t = 4;[3]

(iii) (KE =)
$$\frac{1}{2}$$
 mv²;
= 0.5 × 2 × 40 × 40 = 1600 J; [2]

(iv) 1600 (J); energy is conserved; [2]

[Total:14]

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
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8 (a) (i) petals/nectary; [1]

(ii) anther/stamen; [1]

(b)

feature	insect-pollinated flower	wind-pollinated flower
shape of stigma	rounded/flat/smooth	feathery;
position of stigma	inside flower/inside petals	dangling/outside flower/ outside petals ;

[2]

(c) pollen tube grows;

(tube grows) through style;

male gamete/male nucleus/pollen nucleus, travels down pollen tube;

fuses with female gamete/female nucleus/egg cell;

in ovule; [max 4]

(d) sugars/glucose produced by photosynthesis in leaves;

transported to flowers in phloem;

as sucrose;

mineral ions/named ions in xylem; [max 2]

[Total: 10]

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
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9 (a) (i) (acid) temperature/concentration;

temperature/concentration affects the rate;

idea of isolating the effect of changing the metal/development of explanation in terms of particles;

(if *volume* of hydrochloric acid – max. of 2 marks)

[3]

(ii) ignites/pops;

hydrogen is given off;

[2]

(b) (i) D is more reactive than B as shown in the acid reaction;

D is the negative electrode in the cell;

[2]

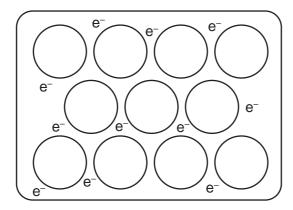
(ii) C;

A is more reactive than C (since it is the negative electrode in the cell);

(since both) ${\bf A}$ and ${\bf C}$ are less reactive than ${\bf B}$ and ${\bf D}$;

[max 2]

(c) A typical diagram might be:-



all atoms same size in a reasonably regular arrangement and reasonable indication of delocalised ('sea of') electrons;

the idea of electrical conduction via the electrons;

[2]

[Total: 11]

10 (a) (i) straight lines;

approx angles of incidence and reflection (correct by eye);

[2]

(ii) (signal travels) faster/less interference/can carry more messages at once/less attenuation/resistance to the effects of moisture;

[1]

(b) (current =) voltage/resistance;

= 250/20000 = 0.0125 A; spasm;

[3]

[Total: 6]