



# Cambridge IGCSE™

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**PHYSICAL SCIENCE**

**0652/62**

Paper 6 Alternative to Practical

**October/November 2022**

MARK SCHEME

Maximum Mark: 40

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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 October/November 2022 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 **8** 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 descriptors 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	<p><u>'List rule' guidance</u></p> <p>For questions that require <i>n</i> responses (e.g. State <b>two</b> reasons ...):</p> <ul style="list-style-type: none"> <li>• The response should be read as continuous prose, even when numbered answer spaces are provided.</li> <li>• Any response marked <i>ignore</i> in the mark scheme should not count towards <i>n</i>.</li> <li>• Incorrect responses should not be awarded credit but will still count towards <i>n</i>.</li> <li>• Read the entire response to check for any responses that contradict those that would otherwise be credited. Credit should <b>not</b> 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.</li> <li>• Non-contradictory responses after the first <i>n</i> responses may be ignored even if they include incorrect science.</li> </ul>

**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)	38.9 ; 31.4 ;	2
1(b)(i)	$(31.4 - 26.8 = ) 4.6 ;$	1
1(b)(ii)	$(4.6 / 106 = ) 0.043 ;$	1
1(b)(iii)	$(38.9 - 31.4 = ) 7.5 ;$	1
1(b)(iv)	$(7.5 / 18 = ) 0.42 ;$	1
1(b)(v)	$(0.42 / 0.042 = ) 10 ;$	1
1(c)(i)	identifies anomalies / outliers / reduces (effects of ) error ;	1
1(c)(ii)	Any 2 from not all water evaporated <b>and</b> heat for longer / to higher temp. / to constant mass ; spitting of the solid / sodium carbonate <b>and</b> add lid ; mass / loss water, etc. inaccurate <b>and</b> use a larger mass of crystals ;	2

Question	Answer	Marks
2(a)	white ppt / solid for A and silver nitrate ; all others colourless (solution) / no change / no reaction / no ppt ;	2
2(b)	hydrochloric acid / $HCl$ ;	1
2(c)	Dip (nichrome) wire / (soaked) splint in solution and place in blue / roaring (bunsen) flame ; clean (wire) between tests with $HCl$ / acid (and heat in bunsen) OR use different splint ;	2
2(d)	both alkali / base <b>and</b> since no flame colour not likely to be a metal ion / ammonium has no flame colour / sodium has yellow flame ;	1
2(e)	Solution B: (pale) blue ppt / solid ; Solution C: deep blue (solution) (then (pale) blue ppt / solid) ;	2

Question	Answer	Marks
2(f)	sodium hydroxide <b>and</b> heat / warm ; (gas / ammonia) turns (red) litmus blue ;	<b>2</b>

Question	Answer	Marks
3(a)	correct symbol for voltmeter in parallel with resistor ;	<b>1</b>
3(b)	0.43 ;	<b>1</b>
	2 sig fig ;	<b>1</b>
3(c)(i)	graph: axes labelled with quantity and unit ;	<b>1</b>
	appropriate sensible linear scales (plots occupying at least $\frac{1}{2}$ grid) ;	<b>1</b>
	plots all correct to $\frac{1}{2}$ small square ;	<b>1</b>
3(c)(ii)	single line of best fit ;	<b>1</b>
3(d)(i)	over half of the line of best fit used (shown by triangle method or co-ordinates) ;	<b>1</b>
	correctly calculated gradient ;	<b>1</b>
3(d)(ii)	Correct $1 / G$ ;	<b>1</b>
	2 / 3 sig fig ;	<b>1</b>

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
3(d)(iii)	Check candidates value for $R_x$ If <b>one value chosen</b> , justification should indicate a smaller difference between calculated value and chosen value; If <b>'either of these'</b> chosen, justification should indicate that the difference between the calculated value and (both) 4.7 and 5.1 is too / very similar ; If <b>'neither of these'</b> chosen, justification should indicate the calculated value is too / very different from (both) 4.7 and 5.1 / given value	<b>1</b>
3(e)	anomalies / outliers are identified (and excluded) ;	<b>1</b>

Question	Answer	Marks
4	<p><i>Candidates must score 1 mark from each of the headed sections, and then any other 2 marks (from any section) up to a maximum of 7</i></p> <p><b>apparatus ( within context )</b>            measuring cylinder/burette to measure the volume/amount (of water) ;            (stop)watch/timer/clock to measure the cooling period ;            thermometer to measure the temperature (of water) ;</p> <p><b>method</b>            heat water to different (desired) starting temperatures/boil water and allow water to cool to (desired) starting temperatures ;            heat water to a measured temperature and record the temperature at (different) time intervals ;            measure the time to cool for the same temperature drop / measure the temperature drop in the same time of cooling ;            repeat at each start temperature ;</p> <p><b>controls</b>            same temperature drop / same cooling time            same volume of (hot) water            same beaker/material/shape etc            same room temperature / other environmental conditions</p> <p><b>table</b>            (starting) temperature (of water) <u>with units</u>  <b>and</b>            time (to cool) with units <b>or</b> temperature <b>decrease/change</b> <u>with units</u> (depending on chosen dependent variable) ;</p> <p><b>processing and use of results</b>            compare readings to find out which starting temperature produced the greatest temperature drop <b>or</b> took the least time ;            plot a graph of temperature against time ;            steepest gradient gives the fastest rate of cooling ;            evidence of averaging of repeated measurements ;            evidence of calculating a rate ;</p>	7