

MARK SCHEME for the May/June 2010 question paper
for the guidance of teachers

0653 COMBINED SCIENCE

0653/31

Paper 31 (Extended Theory), maximum raw mark 80

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.

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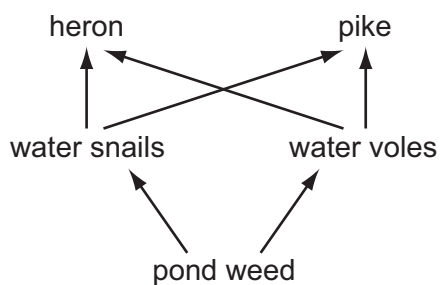
CIE is publishing the mark schemes for the May/June 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
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- 1 (a) community ;
ecosystem ; [2]

- (b) all five organisms included ;
arrows between them going the right way ;
all links present and correct (allow one missing arrow, or heron / pike feeding on only one species / penalise any incorrect link) ;



[3]

- (c) (i) no food (for primary consumers) ;
no oxygen ; [2]

- (ii) terracing / undulations / keep plant cover / other ; [1]

[Total: 8]

- 2 (a) (i) parallel ; [1]

- (ii) $1/R = 1/R_1 + 1/R_2$ (whole equation needed unless $R_1 R_2 \div R_1 + R_2$) ;
 $1/R = 1/4 + 1/4 = 1/2$;
 $R = 2 \text{ ohms}$; [3]

- (b) larger, turning force / moment ;
because distance is larger / moment = $F \times d$; [2]

- (c) work done = force \times distance ;
 $= 250 \times 10 = 2500 \text{ J}$; [2]

[Total: 8]

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3 (a) sodium is too/very reactive/very little strength ; [1]

(b) (i) $\text{Fe}_2\text{O}_3 + 3 \text{CO} \rightarrow 2\text{Fe} + 3 \text{CO}_2$; [1]

(ii) two from iron oxide/carbon dioxide/oxygen/iron ions ;
one relevant reference to removal of oxygen/gain of electrons ; [2]
(e.g. iron (ions) because it gains (three) electrons)

(c) (i) they gain electrons / are reduced / are discharged / become atoms /
neutralised ; [2]
correct description of each ion gaining **three** electrons each ;

(ii) aluminium more reactive than iron ;
aluminium more reactive than C or CO ;
aluminium more strongly bonded to oxygen ; [max 2]

(iii) +3 ;
working showing the need to balance charges ;
also allow discussion of how aluminium atoms gain noble gas configuration ; [max 2]

[Total: 10]

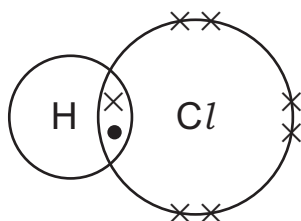
4 (a) (i) Y ; [1]

(ii) X – bromine
Y – iodine/astatine
Z – fluorine/chlorine ; [1]

(b) (i) 10 ; [1]

(ii) $2 \times 19/38$; [1]
(ignore any units)

(c) (i)



shared pair (showing dot and cross) ;
filled chlorine shell ; [2]
(if chemical symbols used they must be correct)

(ii) H^+/Cl^- ; [1]

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(d) (i) chlorine with potassium bromide ; [1]

(ii) chlorine is more reactive than bromine (reject bromide) / chlorine displaces bromine / oxidises bromide ions ; [1]
(allow correct equation)

[Total: 9]

5 (a) May, [1]
June ;

(b) (i) linking of infra-red with heat ;
idea that (more) heat produced inside the glasshouse ;
heat trapped inside / stays in the glasshouse ; [max 2]

(ii) warm air less dense than cold ;
warm air near the ground (outside) rises ;
warm air cannot rise / get out of the glasshouses ; [max 2]

(c) (i) too hot (in A) ;
for bees (to pollinate flowers / to be active) ;
for plant's, metabolic reactions / enzymes ;
more water lost ; [max 2]

(ii) carbon dioxide (concentration) ;
wind ;
water supply / humidity ;
pests / animals ;
weeds ;
soil / availability of minerals ;
(sun)light ;
(reject sunshine and refs to bees) [max 2]

(d) (i) attractive to animals ;
eat fruit / carry fruit away ;
and egest seeds in a different place ; [max 2]

(ii) less competition ;
for, light / space / water / minerals ;
colonise new areas ; [max 2]

[Total: 13]

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
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- 6 (a) (distance =) speed \times time ;
 $= 1500 \times 0.5 = 750 \text{ m}$; [2]
- (b) (i) **A** shown on any part where there is acceleration / deceleration ; [1]
- (ii) constant speed / uniform motion / moves at 1.5 m per s ; [1]
- (iii) working shown (area under graph) ;
30 m ; [2]
- (c) (i) straight line drawn at correct angle (angle of incidence = angle of refraction) ; [1]
- (ii) angle of incidence and angle of refraction ; [1]
- [Total: 8]**
- 7 (a) group of tissues (performing a particular function) ; [1]
(accept e.g. a muscle made of many tissues and other specific examples)
- (b) (i) sweat secreted (onto surface of skin) / sweat produced ;
water evaporates ;
using heat (from the skin) ; [max 2]
- (ii) capillaries / arterioles, get wider / vasodilation ;
more blood flowing near surface ;
more heat lost from blood (to air) ; [max 2]
- (c) (i) glucose ; [1]
- (ii) insulin ; [1]
- (iii) cells cannot respire ;
no energy ;
avp e.g. symptoms of relevant disease e.g. diabetes / damage from fainting,
etc. ; [max 2]
- [Total: 9]**

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
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- 8 (a) (i) (Earth's atmosphere) is 78–80% N₂ 22-20% O₂/N₂ and/or O₂ too/very low/
CO₂ too high ; [1]
- (ii) water vapour/any noble gas ; [1]
- (b) (i) 78 – 80 cm³ ;
oxygen removed by reaction (with copper)/copper oxide formed ;
which has virtually no volume ;
so remaining gas is nitrogen (and other gases) ;
so remaining gas volume is 78-80% of 100 cm³ ; [max 3]
- (ii) greater surface area ;
increases rate of reaction ;
reference to increase of collision frequency between oxygen and copper ; [3]
- [Total: 8]
- 9 (a) (i) emission of small particles and energy from an (unstable) nucleus ;
(reject breakdown of nucleus) [1]
- (ii) can remove electrons from atoms/can form ions ; [1]
- (b) (i) alpha is electrically charged and gamma has no charge ; [1]
- (ii) they have opposite charges / alpha is positively charged and beta is
negatively charged ; [1]
- (iii) alpha radiation is more ionising (than gamma) ;
alpha more likely to be absorbed/cannot escape ;
will cause more damage internally ; [max 2]
- (c) background (radiation) ; [1]
- [Total: 7]