UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS International General Certificate of Secondary Education

WANN, PapaCambridge.com MARK SCHEME for the October/November 2010 question paper

for the guidance of teachers

0625 PHYSICS

0625/22

Paper 2 (Core 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.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

CIE will not enter into discussions or correspondence in connection with these mark schemes.

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

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NOTES ABOUT MARK SCHEME SYMBOLS & OTHER MATTERS

- B marks are independent marks, which do not depend on any other marks. For a B mark scored, the point to which it refers must actually be seen in the candidate's answer.
- Cambridge.com M marks are method marks upon which accuracy marks (A marks) later depend. For an M mark to be scored, the point to which it refers **must** be seen in a candidate's answer. If a candidate fails to score a particular M mark, then none of the dependent A marks can be scored.
- C marks are compensatory method marks which can be scored even if the points to which they refer are not written down by the candidate, provided subsequent working gives evidence that they must have known it. e.g. if an equation carries a C mark and the candidate does not write down the actual equation but does correct working which shows he knew the equation, then the C mark is scored.
- A marks are accuracy or answer marks which either depend on an M mark, or which are one of the ways which allow a C mark to be scored.
- means "correct answer only". c.a.o.
- e.c.f. means "error carried forward". This indicates that if a candidate has made an earlier mistake and has carried his incorrect value forward to subsequent stages of working, he may be given marks indicated by e.c.f. provided his subsequent working is correct, bearing in mind his earlier mistake. This prevents a candidate being penalised more than once for a particular mistake, but **only** applies to marks annotated "e.c.f."
- means "each error or omission". e.e.o.o.
- brackets () around words or units in the mark scheme are intended to indicate wording used to clarify the mark scheme, but the marks do not depend on seeing the words or units in brackets.

e.g. 10 (J) means that the mark is scored for 10, regardless of the unit given.

- underlining indicates that this must be seen in the answer offered, or something very similar.
- means "unit penalty". An otherwise correct answer will have one mark deducted if the un.pen. unit is wrong or missing. This only applies where specifically stated in the mark scheme. Elsewhere, incorrect or missing units are condoned.
- OR/or indicates alternative answers, any one of which is satisfactory for scoring the marks.
- Spelling Be generous about spelling and use of English. If an answer can be understood to mean what we want, give credit.
- Answers are acceptable to any number of significant figures \geq 2, except if specified Significant figures otherwise, or if only 1 sig. fig. is appropriate.
- Units Ignore units, except where a mark is specified for a particular unit.

Fractions These are only acceptable where specified.

Extras Ignore extras in answers if they are irrelevant; if they contradict an otherwise correct response or are forbidden by mark scheme, use right + wrong = 0

Work which has been crossed out, but not replaced, should be marked as if it had not been crossed out.

Daga 3	Mark Sahama: Tasahara' varsion	Cullabua 70 r
Page 3	Mark Scheme: Teachers' version IGCSE – October/November 2010	Syllabus 0625
(a) 13.6 (s)	· ·	Cambrid
(b) 13.6/40 0.34 (s)		Syllabus 0625 At
(c) more ac	ccurate OR errors less significant OR time for 1 inte	
4 × his (als OR 4 and a bit intervals OR 5 intervals (b) OR (4 and a bit) × his (b) 5 × his (b) .5 (s) e.c.f.	C1 C1 A1
(e) drops a	ccelerate/go faster	B1
		[Total: 8]
(a) extensio	on indicated between two broken lines	B1
	oints correctly plotted $\pm \frac{1}{2}$ small square -1 e.e.o.o. ndone 0,0 not plotted)	B2
	hight line through points and origin, by eye	B1
(ii) proj	portional	B1
2. 2	newton(s) 25 – 26 (mm) 75 – 76 (mm)	B1 C1 A1
		[Total: 8]
(a) (i) (eng	gine) thrust and (air) friction	B1
(ii) forc	e shown vertically upwards, anywhere on plane	B1
220	s/t in any form)0/2.75) (km/h)	C1 C1 A1
OR OR OR OR	dwind on outward journey tailwind on return journey shorter route on return journey air friction is less idea of less weight	D4
NU	T flies slower	B1
		[Total: 6]

IGCSE - October/November 2010 0625 work potential/gravitational/PE/GPE/position kinetic/KE/movement constant/the same/uniform poule(s) OR J condone j B1 (a) (i) internal energy B1 (a) (i) internal energy B1 (ii) thermal capacity B1 (iii) boiling point B1 (b) increases temperature rises OR mercury/alcohol/liquid expands changes B1 + B1 (iii) a 0 condone no unit B1 (b) (i) ray reflected at angle > 40° to dotted line B1 (ii) 60 condone no unit B1 (iii) his (ii) - 40 C1 20 e.c.f. condone no unit A1 (c) (i) 2 (cm) B1 (ii) idea of distance behind = distance in front 10 (cm) C1 (ii) dispersion B1	Page 4	Mark Scheme: Teachers' version Syllabu	15 ² .0
(a) (i) internal energy B1 (ii) thermal capacity B1 (iii) boiling point B1 (b) increases temperature rises OR mercury/alcohol/liquid expands B1 + B1 (b) increases temperature rises OR mercury/alcohol/liquid expands B1 + B1 (iii) do condone no unit B1 (b) (i) ray reflected at angle > 40° to dotted line B1 (iii) 60 condone no unit B1 (iii) his (ii) - 40 C1 20 e.c.f. condone no unit A1 (c) (i) 2 (cm) B1 (ii) idea of distance behind = distance in front C1 10 (cm) A1 (iii) dispersion B1 (b) red B1 B1 (iii) dispersion B1	raye 4		aba
(a) (i) internal energy B1 (ii) thermal capacity B1 (iii) boiling point B1 (b) increases temperature rises OR mercury/alcohol/liquid expands B1 + B1 (b) increases rod/brass expands B1 + B1 (ii) 40 condone no unit B1 (b) (i) ray reflected at angle > 40° to dotted line B1 (ii) 60 condone no unit B1 (iii) 60 condone no unit B1 (ii) 60 condone no unit B1 (iii) 1 ec.f. condone no unit A1 (c) (i) 2 (cm) B1 (ii) idea of distance behind = distance in front C1 (i) refraction B1 (ii) dispersion B1 (b) red B1 (b) red B1 (b) red B1 (c) refraction B1 (b) red B1	ootential/grav kinetic/KE/m constant/the	ovement same/uniform	Total: 5
(ii) thermal capacity B1 (iii) boiling point B1 (b) increases temperature rises OR mercury/alcohol//liquid expands B1 + B1 (b) increases temperature rises OR mercury/alcohol//liquid expands B1 + B1 (iii) changes rod/brass expands B1 + B1 (ii) a 40 condone no unit B1 (b) (i) ray reflected at angle > 40° to dotted line B1 (iii) 60 condone no unit B1 (iii) his (ii) - 40 C1 20 e.c.f. condone no unit A1 (c) (i) 2 (cm) B1 (ii) idea of distance behind = distance in front C1 10 (cm) C1 (i) refraction B1 (i) dispersion B1 (b) red (b) R1 (c) red (b) B1 (c) red (c) red (c) R1 (c) red <td< td=""><td>a) (i) inter</td><td>nal energy</td><td>B1</td></td<>	a) (i) inter	nal energy	B1
(iii) boiling point B1 (b) increases temperature rises OR mercury/alcohol/liquid expands B1 + B1 (b) increases rod/brass expands B1 + B1 (c) (i) ray reflected at angle > 40° to dotted line B1 (ii) 60 condone no unit B1 (iii) his (ii) - 40 C1 20 e.c.f. condone no unit A1 (c) (i) 2 (cm) B1 (ii) idea of distance behind = distance in front C1 10 (cm) B1 (i) refraction B1 (ii) dispersion B1 (b) red B1 B1 (b) red B1 B1 B1 B1 (ii) dispersion B1 (b) red B1 B1 B1 <td< td=""><td></td><td></td><td></td></td<>			
(a) 40 condone no unit B1 + B1 (b) (i) ray reflected at angle > 40° to dotted line B1 (ii) 60 condone no unit B1 (iii) 10 condone no unit B1 (c) (i) 2 (cm) B1 (ii) idea of distance behind = distance in front C1 10 (cm) C1 (a) (i) refraction B1 (b) red B1 B1 (b) Refraction (a) (i) refraction B1 (b) Refraction (b) Refraction (c) Refraction (a) Refraction (b) Refraction (c) Refraction (c) Refraction (c) Refraction (b) Refraction (c) Refraction (c) Refraction (c) Refraction			
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(b) (i) ray reflected at angle > 40° to dotted line B1 (ii) 60 condone no unit B1 (iii) his (ii) - 40 C1 20 e.c.f. condone no unit A1 (c) (i) 2 (cm) B1 (ii) idea of distance behind = distance in front C1 10 (cm) C1 (ii) refraction B1 (ii) dispersion B1 (b) red B1 B1 (ii) B1 B1 B1 (iii) B1 (iii) B1 (iii) B1 (iii) B1 (b) B1 B1 B1 (b) B1 B1 B1 (iii) B1 (b) B1 (c) B1 (c) B1			[Total: 7]
(ii) 60 condone no unit B1 (iii) his (ii) – 40 C1 20 e.c.f. condone no unit A1 (c) (i) 2 (cm) B1 (ii) idea of distance behind = distance in front C1 10 (cm) C1 (ii) refraction B1 (ii) dispersion B1 (b) red B1 B1	a) 40 cond	done no unit	B1
(iii) his (ii) – 40 C1 20 e.c.f. condone no unit A1 (c) (i) 2 (cm) B1 (ii) idea of distance behind = distance in front C1 10 (cm) A1 [Total: 8] (a) (i) refraction B1 (ii) dispersion B1 (b) red B1	b) (i) rayı	reflected at angle > 40° to dotted line	B1
20 e.c.f. condone no unit A1 (c) (i) 2 (cm) B1 (ii) idea of distance behind = distance in front C1 10 (cm) A1 [Total: 8] (a) (i) refraction B1 (ii) dispersion B1 (b) red B1	(ii) 60	condone no unit	B1
(c) (i) 2 (cm) B1 (ii) idea of distance behind = distance in front C1 10 (cm) A1 [Total: 8] [(a) (i) refraction (ii) dispersion B1 (b) red B1 B1	(iii) his (ii) – 40	C1
(ii) idea of distance behind = distance in front C1 10 (cm) [Total: 8] (a) (i) refraction B1 (ii) dispersion B1 (b) red B1	20	e.c.f. condone no unit	A1
10 (cm) A1 [Total: 8] (a) (i) refraction B1 (ii) dispersion B1 (b) red B1	(c) (i) 2 (ci	m)	B1
(a) (i) refraction B1 (ii) dispersion B1 (b) red B1	· · /		
(ii) dispersion B1 (b) B1	- (
(b) B1	a) (i) refra	action	B1
red B1	(ii) disp	ersion	B1
	b)		
yellow e.c.f. from red B1		red	B1
		yellow e.c.f. from red	B1

Page 5	Mark Scheme: Teachers' version	Syllabus r
	IGCSE – October/November 2010	0625 23
	To from a, cosmic, X-rays, UV, IR, microwaves, radio, TV e extras, unless wrong, in which case $√ + x = 0$)	Syllabus 0625 B1 [Total: 6]
(a) (i) ar	nplitude	[Total: 6] B1
(ii) wa	avelength	B1
	ring moves air ackwards & forwards OR up & down	M1
	R compressions & rarefactions	A1
(ii) ge	ets quieter/softer/less loud	B1
		[Total: 5]
ba vo	ccept any recognisable symbols for M1 and A1 marks attery/cell, ammeter, coil in series (ignore any switch o oltmeter clearly in parallel with coil andard symbols used for battery/cell, voltmeter and ar	or rheostat) M1 A1
(ii) R	= V/I in any form	B1
di re	ngth (of wire)) ameter/cross-section/area (of wire)) any 2 sistivity/type of material) mperature)	B1 + B1
(b) EITHE	R	
(res. o	t res. =) 4 (Ω) f AB =) 1 (Ω) e.c.f. Ω/m) e.c.f.	C1 C1 C1 A1
OR		
p.d. ac res. of	cross $3\Omega = 4.5$ (V) cross AB = 1.5 (V) $\Delta AB = 1$ (Ω) e.c.f. Ω/m) e.c.f.	C1 C1 C1 A1

Page 6		llabus Report
	· · ·	025 PC
	ects NOT vibrates OR oscillates irns to zero/centre again	llabus 625 B1 B1
áxle	uction/induced current or emf e/wire cuts magnetic field when axle out of field	B1 B1
(iii) oppo	osite deflection	B1
(b) needle/p	pointer swings from side to side	B1
		[Total: 7]
1 (a)	OR OR) B1
(b) current to fuse wire		B1 B1
(c) live ticke	эd	B1
		[Total: 4]
2 (a) (i) it is	an electron	B1
(ii) no/n OR	negligible mass/weight allow "its mass" not one of nuclear particles	B1
(iii) nega one	ative charge allow "its charge" a unit of	M1 A1
(b) 250 98		B1 B1
		[Total: 6]