### UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

**International General Certificate of Secondary Education** 

# MARK SCHEME for the May/June 2012 question paper for the guidance of teachers

# 0625 PHYSICS

0625/33

Paper 3 (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.

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

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

Cambridge is publishing the mark schemes for the May/June 2012 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
	IGCSE – May/June 2012	0625	33

#### NOTES ABOUT MARK SCHEME SYMBOLS & OTHER MATTERS

M marks

are method marks upon which further marks 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 marks can be scored.

B marks

are independent marks, which do not depend on other marks. For a B mark to be scored, the point to which it refers must be seen specifically in the candidate's answers.

A marks

In general A marks are awarded for final answers to numerical questions.

If a final numerical answer, eligible for A marks, is correct, with the correct unit and an acceptable number of significant figures, all the marks for that question are normally awarded.

It is very occasionally possible to arrive at a correct answer by an entirely wrong approach. In these rare circumstances, do not award the A marks, but award C marks on their merits. However, correct numerical answers with no working shown gain all the marks available.

C marks

are compensatory marks in general applicable to numerical questions. These can be scored even if the point to which they refer are not written down by the candidate, provided subsequent working gives evidence that they must have known it. For example, if an equation carries a C mark and the candidate does not write down the actual equation but does correct substitution or working which shows he knew the equation, then the C mark is scored. A C mark is not awarded if a candidate makes two points which contradict each other. Points which are wrong but irrelevant are ignored.

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.

OR / or

underlining indicates that this must be seen in the answer offered, or something very similar.

indicates alternative answers, any one of which is satisfactory for scoring the marks.

means "each error or omission". e.e.o.o.

means "or words to that effect". o.w.t.t.e.

Spelling

Be generous about spelling and use of English. If an answer can be understood to mean what we want, give credit. However, beware of and do not allow ambiguities, accidental or deliberate; e.g. spelling which suggests confusion between reflection / refraction / diffraction / thermistor / transistor / transformer.

Not/NOT

Indicates that an incorrect answer is not to be disregarded, but cancels another otherwise correct alternative offered by the candidate i.e. right plus wrong penalty applies.

Ignore

Indicates that something which is not correct or irrelevant is to be disregarded and does not cause a right plus wrong penalty.

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0625	33

ecf

meaning "error carried forward" is mainly applicable to numerical questions, but may in particular circumstances be applied in non-numerical questions.

This indicates that if a candidate has made an earlier mistake and has carried an incorrect value forward to subsequent stages of working, marks indicated by ecf may be awarded, provided the subsequent working is correct, bearing in mind the earlier mistake. This prevents a candidate being penalised more than once for a particular mistake, but **only** applies to marks annotated ecf.

# Significant Figures

Answers are normally acceptable to any number of significant figures  $\geq$  2. Accept answers that round to give the correct answer to 2 s.f. Any exceptions to this general rule will be specified in the mark scheme.

Units

Deduct one mark for each incorrect or missing unit from a final answer that would otherwise gain all the marks available for that answer: maximum 1 per question.

#### Arithmetic errors

Deduct one mark if the **only** error in arriving at a final answer is clearly an arithmetic one.

# Transcription errors

Deduct one mark if the only error in arriving at a final answer is because given or previously calculated data has clearly been misread but used correctly.

Fractions e.g.  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{10}$  etc are only acceptable where specified.

				IGCSE – May/June 2012	0625	33	
1	(a)			stant/steady/uniform speed/velocity OR speed/veloc ed/velocity = 2.5 m/s accept fraction, average speed	• • • • • • • • • • • • • • • • • • • •	B1 B1	[2]
		(ii) shape curving upward but not to vertical, at least to 3.5s unless reaches 25 m		nes B1	[1]		
	(b)			al (straight) line OR careful sketch arallel to time/ <i>x</i> -axis		B1	[1]
	(c)	toler	ance	e on both axes ± ½ small square throughout both pa	arts		
		(i)	horiz	contal straight line at 2.5 m/s from 0 to 2 s, ecf from (	a)(i)	B1	
				ght line rising to the right as far as the edge of the $\sqrt{4}$ m/s or gradient clearly $2$ m/s <sup>2</sup>	graph area	M1 A1	[3]
	(d)	<u>horizontal</u> (straight) line at $0 \text{ m/s}$ accept for both marks: line in/along time/x-axis OR <u>line</u> with $y/v = 0$ OR careful sketch		M1 A1 eful	[2]		
						[Tota	al: 9]
2	(a)	OR		$(1.5 \times 10 \times 12)/(30 \times 10)$ OR = $(1.5 \times 12)/30$ correct moment equation with force or mass but not kg	mixture	C1 A1	[2]
	(b)	21 N	l ecf	from (a)		B1	[1]
	(c)	(i)	stays	s in position		B1	
		•	cl c	two from: lockwise moment = anticlockwise moment entre of mass at pivot o (resultant) moment/turning force acting on sculptu	ıre	B1 B1	
		•		alanced/in equilibrium elative distances from pivot unchanged			[3]

Mark Scheme: Teachers' version

Syllabus

Paper

[Total: 6]

Page 4

	Page 5				Syllabus	Paper	
				IGCSE – May/June 2012	0625	33	
3	(a)	use of m		ow rate =) 1030 (kg/s) gh PE = 1030 × 10 × 3 = 30 900 J or Nm ecf from 1st I	ine	C1 C1 A1	[3]
	(b)	effic	ciency	ower = (26 × 400 =) 10 400 (W) y = output (power)/input (power) with/without 100 put/input with/without 100 OR any numbers		C1	
		that clearly show relationship the correct way up is intended efficiency = $(100 \times 10 \ 400/30 \ 900 =) \ 33.7\%$ at least 2 s.f. allow ecf from <b>(a)</b> and 1st line of <b>(b)</b>					[3]
	(c)	(i)	from	basin/to sea/from right/to left		B1	
		(ii)	OR r	ne design allows rotation in both directions meaningful comment on change of pitch generator works when rotating in either direction		В1	[2]
						[Tota	ıl: 8]
4	(a)	(i)	50°			B1	
		(ii)	total	internal (reflection)		B1	[2]
	(b)	OR <i>i</i> = 4	1/ <u>sin</u> 40(°)	$\frac{n}{n} \frac{i}{\sin r} = n \text{ OR } 1/n \text{ in any form}$ $\frac{n}{n} c = n \text{ OR } 1/n \text{ and } r = 90(^{\circ}) \text{ OR vice versa ecf if measured from in } i = 1/0.643 = ) 1.556 ecf from previous line$	nterface not norma	C1 I C1 A1	[3]
	(c)			ray drawn in same position as original reflected ray le of refracted ray from surface < 13°	1	B1 B1	[2]
	(d)	prism drawn in correct orientation to give t.i.r. correct reflection of rays		B1 B1	[2]		
						[Tota	ıl: 9]

	Page 6				Syllabus	Paper	
				IGCSE – May/June 2012	0625	33	
5	(a)	(i)	CD			B1	
		<ul> <li>(ii) any 3 points from</li> <li>wavefront changes direction/refracted OR wavefront bends</li> <li>in Q distances travelled (by waves) shorter/wavelength less</li> <li>wave spreads in region Q from B</li> <li>all points on wavefront AB move to (corresponding) points on CD</li> <li>in same time that/while end A of wavefront AB move to C and end B moves to D</li> </ul>					[4]
	(b)	p) regions P and Q same depth/regions P and Q (now) one medium					
		same wavelength/wavefronts travel same speed/distance in each region OR no refraction/change of direction OR no bending of waves		B1	[2]		
						[Tota	l: 6]
6	(a)			wind/on L dries quicker OR T-shirt out of wind/on F			
		wind removes more evaporated molecules accept quicker NOT wind gives water molecules more KE					
	(b)			Ided double/on R dries slower OR T-shirt unfolded/ eference to smaller/larger surface area for molecule		r M1	
				r trapped (in fold) OR more humid in fold	ss to evaporate	A1	[2]
	(c)	<ul> <li>water <u>evaporates</u> from her hair heat required for evaporation OR heat flows (from body/hair) to warm up cold water</li> </ul>					
		OR	faste	r molecules escape leaving water cooler/lowering k nere is a cooling effect	Œ	B1	[2]
						[Tota	l: 6]
7	(a)	(i)		e negatives in left than right hly same no. of positives as negatives		B1 B1	[2]
		(ii) clearly more negatives than positives, anywhere on spl		ere	B1	[1]	
	(b)	(i)	<u>strai</u>	ght lines, radial towards point, arrows inwards		B1	
	(i		(ii) <u>direction</u> of field OR <u>direction</u> of force on (point) <u>positive</u> (charge)				

	Page 7		,	Mark Scheme: Teachers' version	Syllabus	Paper	
				IGCSE – May/June 2012	0625	33	
8	(a)	is a		iammeter) deflects/shows reading/current OR reading current or current or current induced/page of flux/field (lines) cut OR emf/current induced/page of flux/field (lines)		ere B1 B1	[2]
		(ii) greater deflection/current rate of change of flux (linkage) is greater o.w.t.t.e e.g. more magnetic field lines cutting coil (per second) OR field cut faster			B1 B1	[2]	
	(b)	(i)	upw	ards/opposite to magnet's direction of travel ignore	towards magnet	B1	
		(ii) current (in coil) causes a magnetic field force caused by overlapping (magnetic) fields		B1 B1	[3]		
						[Tota	l: 7]
9	(a)	(i)		$R = 320  (\Omega)$ or $V$ per lamp = 6 (V) (240/320 or 6/8 =) 0.75 A ecf from previous line		C1 A1	[2]
		(ii)	use 4.5 V	of $P = VI$ OR $I^2R$ OR $V^2/R$ V ecf from <b>(a)(i)</b>		C1 A1	[2]
	(b)	resistance of each lamp = $8 \times 1.05 = 8.4  (\Omega)$ total $R = 240/0.9 = 266.7  (\Omega)$ OR $V$ per lamp = $8.4 \times 0.9 = 7.56  (V)$ no. of lamps (= $266.7/8.4$ ) = $31.7$ OR (= $240/7.56$ ) = $31.7$ max. no. of failed lamps = $8$ accept reverse logic		56 (V)	B1 B1 B1 B1	[4]	
						[Tota	l: 8]
10	for	( <b>b)</b> a	ınd <b>(d</b>	i) accept HIGH/LOW or ON/OFF			
	(a)	NO	R			B1	[1]
	(b)			1, 0, 0, 0 ark e.e.o.o.		B2	[2]
	(c)	(i)	OR a	and NOT gates either order		B1	
		(ii)		symbols correct then NOT, connected		B1 B1	[3]
	(d)	_		el at Y, 0 el at Z, opposite to candidate's answer to Y		B1 B1	[2]
							l: 8]

	Page 8		Mark Scheme: Teachers' version	Syllabus	Paper	
			IGCSE – May/June 2012	0625	33	
11	(a)	•	tion background und/radiation varies randomly o.w.t.t.e. OR rate of d	ecay very small OR	B1	
		_	nearly all decayed	oody vory omaii or t	B1	[2]
	(b)	correctly	deducts correct background (13 – 15 /s)		B1	
	()	•	letector readings, one twice the other		B1	
			orking, with/without background subtraction, i.e. us	e of graph	B1	
		half life =	= 1.2 – 1.8 days OR follows from working		B1	[4]
	(c)	` ,	short range in air OR will not reach researcher			
			not penetrate skin		B1	
		γ long ra	nge/very penetrating/heavy shielding needed OR w	ill reach researcher	B1	[2]

[Total: 8]