

## **MARK SCHEME for the May/June 2014 series**

### **0625 PHYSICS**

**0625/23**

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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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 to be scored, the point to which it refers must actually be seen in the candidate's answer.
- 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.
- c.a.o.** means "correct answer only".
- 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."
- e.e.o.o.** means "each error or omission".
- 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.
- 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.
- Significant figures**  
Answers are acceptable to any number of significant figures  $\geq 2$ , except if specified otherwise, or if only 1 sig. fig. is appropriate.
- Units** Incorrect units are not penalised, except where specified. More commonly, marks are allocated for specific units.
- 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.
- Ignore** indicates that something which is not correct is disregarded and does not cause a right plus wrong penalty.
- 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.

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1	(a)	horizontal first section	B1	
		short lower section, roughly in middle	B1	
		horizontal after middle section	M1	
		same height as first section	A1	
		final deceleration to rest	B1	
	(b)	(i)	speed = distance/time OR distance / speed in words, symbols or numbers	C1
			1850 / 15	C1
			120 (s) or 123 (s), accept any number of sig. figs. $\geq 2$	A1
		(ii)	top box ticked, greater than	B1
	(c)	distance travelled = area under graph	C1	
		areas calculated	C1	
		areas added or subtracted or trapezium equation correct, as appropriate	C1	
		400 (m)	A1	
			<b>[Total: 13]</b>	
2	(a)	(take) values off rule	C1	
		of X and Y	C1	
		subtract X from Y	A1	
	(b)	line between X and top RH corner (accept straight or curved)	B1	
			<b>[Total: 4]</b>	
3	(a)	(i)	decreases, accept transferred to KE (and heat)	B1
		(ii)	increases	B1
		(iii)	nothing / constant	B1
		(iv)	increases	B1
	(b)	transferred into the surroundings (as an increase in internal energy) OR transferred to thermal energy / sound accept decreases / becomes zero	B1	

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(c) decreases, accept becomes thermal energy, accept unchanged B1

[Total: 6]

4 (a) (i)  $80 \pm 2$  (mm) B1

(ii)  $170 \pm 2$  (mm) B1

(b) (i) greater because  
LH level lower **OR** RH level pushed up **OR** attempt at explaining in terms of  
greater force on LH column pushes it down more B1

(ii) 90 (mm Hg) e.c.f. (a) B1

(c) method for averaging answers to (a) or  $90/2$  C1

125 (mm) for both e.c.f. (a) (b) (ii) A1  
(allow only one mark if no working but both stated as equal **OR** given equal but  
incorrect values)

(d) water would squirt out/not dense enough/tube would need to be (very) long (so  
not practical) B1  
accept not very dense, less dense than mercury

[Total: 7]

5 (a) top box ticked convection B1

second box ticked evaporation -1 e.e.o.o. B1

(b) any idea of insulation/lagging B1  
condone any sensible method for keeping drink warmer

[Total: 3]

6 (a) less loud/quieter/lower volume/not as loud B1

(b) (i) louder/greater volume B1

(ii) higher pitch B1

(c) any two from: B2  
compressions and/or rarefactions  
waves/vibrations/it vibrates  
longitudinal  
energy passed from particle to particle/particles vibrate

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- (d) any value between 10–25 (Hz) B1  
any value between 15 000–25 000 (Hz) or 15–25 k(Hz) B1

[Total: 7]

- 7 (a) spectrum B1  
OR colours  
OR ROYGBIV  
OR red at top/ A and violet/ blue at bottom

- (b) 2<sup>nd</sup> box ticked dispersion B1  
bottom box ticked refraction  
–1 for each extra above 2 ticks B1

- (c) (i) rays crossing/ meeting before screen is reached B1  
(ii) any two from: B2  
spot of light  
blurred/ not in focus  
white  
coloured edge  
ignore image

[Total: 6]

- 8 (a) principal focus B1  
condone focus/ focal point

- (b) (i) ray shown parallel to principal axis  
AND  
ray emerges to pass through F B1  
refraction shown at centre line or at each surface B1  
(ii) ray from X to P continues straight on M1  
OR other principal focus correctly positioned and ray drawn  
through this and emerging from lens parallel to principal axis  
image (marked Y) correctly positioned A1  
condone inverted or indicated where rays cross

[Total: 5]

- 9 (a) top box ticked, increase or decrease a.c. B1

- (b) (i) core B1

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(ii) 1.	copper	B1
2.	$V_1 / V_2 = N_1 / N_2$ in words, symbols or numbers	C1
	correct substitution	C1
	200	A1
3.	glows less brightly / dimmer <b>OR</b> stops glowing	B1
		<b>[Total: 7]</b>
<b>10 (a) (i)</b>	friction / rubbing	M1
	on / with (dry) cloth / insulator	A1
(ii)	moves	M1
	to the right / to (wards) / by the rod / closer to (the rod)	
	ignore sticks to, accept attracts / attracted for both marks	A1
(iii)	unlike / opposite charges attract <b>OR</b> positive attracts negative	B1
<b>(b)</b>	threads further apart at bottom than top	M1
	straight threads <b>OR</b> equal angles to vertical	A1
		<b>[Total: 7]</b>
<b>11 (a)</b>	voltmeter	B1
<b>(b) (i)</b>	ammeter <b>NOT</b> ampmeter	B1
(ii)	correct symbol for ammeter	B1
	ammeter in series with lamp <u>and</u> voltmeter across cell	B1
	condone voltmeter connected in parallel	
<b>(c) (i)</b>	$V = IR$ <b>OR</b> $V/R$ in words, symbols or numbers	C1
	1.9 / 0.038	C1
	50	A1
	$\Omega$ <b>OR</b> ohm(s)	B1
(ii)	bottom box ticked, no difference	B1
		<b>[Total: 9]</b>

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<b>12 (a)</b>	400 (counts/min)		B1
<b>(b)</b>	3 <sup>rd</sup> box ticked	half the number at the start	B1
<b>(c)</b>	2 <sup>nd</sup> box ticked	same as at the start	B1
<b>(d) (i)</b>	84		B1
<b>(ii)</b>	40		B1
<b>(iii)</b>	44		B1
			<b>[Total: 6]</b>