

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

**MARK SCHEME for the October/November 2011 question paper  
for the guidance of teachers**

**0625 PHYSICS**

**0625/32**

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 October/November 2011 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 – October/November 2011	0625	32

## 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 <b>must</b> 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	<p>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.</p> <p>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.</p>
C marks	<p>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, <b>provided subsequent working gives evidence that they must have known it.</b> 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.</p> <p>A C mark is not awarded if a candidate makes two points which contradict each other. Points which are wrong but irrelevant are ignored.</p>
brackets ( )	<p>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.</p> <p>e.g. 10 (J) means that the mark is scored for 10, regardless of the unit given.</p>
<u>underlining</u>	indicates that this <u>must</u> 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.
e.e.o.o.	means "each error or omission".
o.w.t.t.e.	means "or words to that effect".
Spelling	Be generous about spelling and use of English. If an answer can be understood to mean what we want, give credit.
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.

<b>Page 3</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2011</b>	<b>0625</b>	<b>32</b>

ecf	<p>meaning "error carried forward" is mainly applicable to numerical questions, but may in particular circumstances be applied in non-numerical questions.</p> <p>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 <b>only</b> applies to marks annotated ecf.</p>
Sig. figs.	<p>Answers are normally acceptable to any number of significant figures <math>\geq 2</math>. Any exceptions to this general rule will be specified in the mark scheme. In general, accept numerical answers, which, if reduced to two significant figures, would be right.</p>
Units	<p>Deduct one mark for each incorrect or missing unit from <b>an answer that would otherwise gain all the marks available for that answer: maximum 1 per question</b>. No deduction is incurred if the unit is missing from the final answer but is shown correctly in the working.</p>
Arithmetic errors	<p>Deduct one mark if the <b>only</b> error in arriving at a final answer is clearly an arithmetic one.</p>
Transcription errors	<p>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.</p>
Fractions	<p>These are only acceptable where specified.</p>

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2011	0625	32

- 1 (a)  $\Delta h = 0.068 \text{ m}$   
use of  $mgh$   
 $0.054 \text{ J/Nm}$  C1  
A1 [3]
- (b)  $\frac{1}{2}mv^2 = \text{candidate's (a)}$  C1  
 $1.2 \text{ m/s}$  ecf from (a) A1 [2]
- (c) (i) use of distance  $\div$  time C1  
 $= 1.1 \text{ m/s}$  A1
- (ii) air or wind resistance / friction / heat / thermal energy  
OR correct mention of experimental error e.g. width of cylinder B1 [3]
- 2 (a) (i) use of  $a = \Delta v/t$  in any form C1  
 $23.3 \text{ m/s}^2$  ignore sign A1 [2]
- (b) (i)  $336\,000 \text{ J}$  B1 [1]
- (ii) use of power  $\times$  time C1  
 $= 180\,000 \text{ J}$  A1 [2]
- (iii)  $54\%$  OR  $0.54$   
ecf from (i) and (ii) B1 [1]  
accept  $(= 180\,000/840\,000) 21\%$  OR  $0.21$
- (c) anything sensible for a moving vehicle, e.g. flywheel / capacitor / battery M1  
appropriate change for this device, for example:  
flywheel: speed or kinetic energy  
capacitor: voltage or charge or electrical energy  
battery: voltage or charge or electrical or chemical energy A1 [2]
- 3 (a)  $\rho gh$  in symbols, words or numbers C1  
 $700 \text{ Pa}$  or  $\text{N/m}^2$  A1 [2]
- (b) use of  $F = pA$  C1  
 $14.7 \text{ N}$  ecf from (a) A1 [2]
- (c)  $(30.9 - 14.7 = )16.2 \text{ N}$  OR evidence of calculation of resultant C1  
use of  $a = F/m$  C1  
 $5.24 \text{ m/s}^2$  A1 [3]

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2011	0625	32

- 4 (a) molecules/atoms move more slowly B1  
fewer collisions OR less hard collisions with walls / balloon B1  
lower pressure B1 [3]
- (b) larger surface area of walls OR atoms further apart OR atoms travel further B1  
fewer collisions with walls/balloon (only penalise missing walls once in (a) or (b)) B1  
lower pressure B1 [3]
- 5 (a) conduction rod / target / anode B1  
copper / thickness of rod B1  
good conductor / increases amount of conduction (of thermal energy) B1 [3]
- (b) convection fins B1  
large surface area / number of fins / spaces between fins B1  
large contact with air / allows air to rise between fins B1 [3]
- (c) radiation fins / black surface / end of rod B1  
black surface / large surface area B1  
good emitter / large radiating surface ignore absorber B1 [3]
- 6 (a) incident ray correct at 59° B1 [1]
- (b) (i) use of  $n = \sin i / \sin r$  C1  
( $r = \sin^{-1}(\sin 59 / 1.33)$ ) = 40.1° condone no unit  
only accept 40° if working shown e.g.  $\sin 59 / 1.33$  A1 [2]
- (ii) ray from A to B AND angle of refraction = 40° B1 [1]
- (c) reflected ray at B, correct by eye B1 [1]
- (d) emerging ray refracted away from normal B1 [1]
- 7 (a) (i) 320-350 m/s condone 100 – 999 m/s B1  
(ii)  $3 \times 10^8$  m/s condone 2 –  $4 \times 10^8$  m/s B1 [2]
- (b) use of  $v = f\lambda$  C1  
correct evaluation of candidate's (a)(i)/1.2  
(330 m/s gives 275 Hz) A1 [2]
- (c) (i) correct evaluation of candidate's (a)(i)  $\times 4.8$   
(330 m/s gives 1584m) B1

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2011	0625	32

- (ii) clear statement that light travels instantaneously o.w.t.t.e.  
OR distance of thunderstorm same as distance travelled by sound  
OR thunder and lightning caused by same event  
OR negligible wind B1 [2]
- 8 (a) compression B1  
rarefaction B1 [2]
- (b) cone moves forward / in direction of travel of wave  
OR cone pushes air particles closer o.w.t.t.e. B1  
cone moves backwards / away from direction of travel of wave  
OR cone causes empty spaces o.w.t.t.e. B1 [2]
- (c) (i) loudness increases AND pitch same B1  
(ii) loudness same AND pitch increases B1 [2]
- 9 (a) (i)  $1/R_p = 1/R_1 + 1/R_2$  OR  $(R_p =) R_1 R_2 / (R_1 + R_2)$  in any form B1  
(ii)  $1.5\Omega$  B1 [2]
- (b) (i) correct position, allow across ammeter as well B1  
(ii) use of  $V = IR$  in any form C1  
2.4 V OR  $1.6 \times$  candidate's  $R_p$  V A1 [3]
- (c) reduced accept current decreases B1 [1]
- 10 (a) decreases / low / very low / zero B1 [1]
- (b) (i) ecf from (a), both answers must be consistent with candidate's (a) B1  
e.g. decreases / low / very low / zero increases / high / v. high / > 5V  
light high OR 1 light low OR 0  
AND dark low OR 0 AND dark high OR 1
- (ii) switch position P high OR 1  
AND switch position Q low OR 0 B1 [2]
- (c) AND gate B1 [1]
- (d) transistor B1 [1]

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2011	0625	32

- (e) any 2 of:  
 (input) A high  
 (input) B high  
 C high  
 transistor switches on/works M1  
 yes / it would work A1 [2]
- 11 (a) magnetic flux changes / rod cuts magnetic field B1  
 emf / voltage induced ignore current induced B1 [2]
- (b) Mark (i) & (ii) together  
 deflection increases/to R in (i) B1  
 deflection increases/to R in (ii) B1  
 correct reason in (i) or (ii) AND consistent with deflection:  
 in (i) or (ii) rate of change of flux (linkage) increases  
 in (i) more (magnetic) field lines cut/stronger (magnetic) field cut  
 in (ii) rod moves faster/field lines cut faster B1
- (iii) no deflection AND no (magnetic) field lines cut/no change of flux (linkage) B1 [4]
- 12 (a) (i)  $x = 88$   
 AND  $y = 38$  B1
- (ii) 50 B1
- (iii) 38 B1 [3]
- (b) different numbers of neutrons / nucleons NOT different no of protons / electrons C1  
 (strontium-90 has) 52 neutrons / 90 nucleons OR 2 more neutrons / nucleons A1 [2]