MNN. Arrenne Babers Com

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2011 question paper for the guidance of teachers

0625 PHYSICS

0625/31

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 2011 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 and 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.

Significant Answers are acceptable to any number of significant figures \geq 2, except if specified otherwise, or if only 1 sig. fig. is appropriate.

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

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.

	Page 3		Mark Scheme: Teachers' version	Syllabus	Paper	
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1	(a)		s correctly plotted ±½ small square line of best fit for candidate's points		B1 B1	
	(b)	.,	didate's correct value with unit (± 0.2), (expect 1.2N	•	B1	
		(ii) rem	ains stationary / nothing happens / no acceleration N	NOT constant spec	ed B1	
	(c)	Correct data from candidates $\underline{\text{graph}}$ for ΔF and Δm , used in $\Delta F/\Delta m$				
	(d)	(i) F =	ma in any form, letters, words		В1	
		(ii) gradient = F/a OR gradient = m ignore m=F/a candidate's (c) with correct unit				
	(e)	straight l	line of positive gradient		B1	[9]
2	(a)		/height AND tape measure/(metre) rule(r)		B1	
		weight OR load OR force AND balance/scale(s) OR newton-meter/spring balance/force meter time AND watch/clock/timer		B1 B1		
	(b)	power = work/time OR energy/time in any form OR Pt words or numbers seen anywhere e.g. 528 x 5 (work =) force × distance in any form 11		C1 C1 A1		
	(c)	efficiency = $E_{\text{out}}/E_{\text{in}}$ OR $P_{\text{out}}/P_{\text{in}}$ seen anywhere, clearly identified OR 520 × (20/11) × 5 OR (work done =) 800 × 20 × 0.3 OR 800 × 20 × 30 OR 4800 (J) OR (energy used =) 32,000 J			C1 A1	[8]

	Page 4		Mark Scheme: Teachers' version	Syllabus	Paper	
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3	(a) (i)	sma	ller because <u>area</u> smaller		B1	
	(ii)	sma	smaller because depth/height smaller ignore less water			
	(b) (i)	<i>hρ</i> g 1.2 ×	OR 12 × 1000 × 10 × 10 ⁵ Pa OR 1.1772 × 10 ⁵ Pa OR 1.176 × 10 ⁵ Pa a	accept N/m²	C1 A1	
	(ii)		didate's (i) + 1.0 × 10 ⁵ Pa correctly evaluated wi	ith unit (correct v	alue B1	
	(iii)	<i>p</i> ₁ <i>V</i> ₁	$= p_2 V_2$ in any form		C1	
			0.5 × candidate's (ii)/10 ⁵ correctly evaluated		A1	
	(iv)	valu	e in (iii) too small OR volume larger o.w.t.t.e.		B1	[8]
4	` '		/ <u>variable</u> resistor AND control/vary/change/ limit resistance/power/voltage <u>across heater</u>		В1	
	(b) (i)	<i>P</i> = 1.25	<i>VI</i> in any form OR (<i>I</i> =) <i>P</i> / <i>V</i> A		C1 A1	
	(ii)		e) V/I in any form words or numbers age across X =) 2.4 (V) OR 6 - 3.6 (V) Ω e.c.f. from (b) (i)		C1 C1 A1	
	` '	-	unning down/going flat/energy <u>of battery</u> used up Ole/increasing resistance (of heater) NOT resistance of		B1	
	(d) (i)	trans	sformer condone step-up OR potential divider/poten	ntiometer NOT ext	ras B1	
	(ii)	diod	e OR rectifier OR L.E.D. NOT extras		B1	[9]

	Page 5		Mark Scheme: Teachers' version	Syllabus	Paper	
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5	(a) (i) (ii)	•	ential difference OR e.m.f. OR voltage ignore volts uency accept cycles/s ignore waves/s	· all 3	B1	
	(11)	пец	deficy accept cycles/s ignore waves/s	ali 3	וט	
	(iii)	pow	er accept energy/s			
	(b) (i)	case	e/frame/outside/base/parts that can be touched igno	ore metal parts	B1	
	(ii)	(ii) electric shock/electrocution/death by electricity o.w.t.t.e. ignore anything electric wire touches case				
	`´ (M0	neaters in parallel with any supply M0 if no supply, clear break in circuit, short across supply or heater) one switch controlling both heaters <u>and</u> one switch controlling one heater OR one switch in series with each element				
	OR					
	•	special case: heaters in series with supply and <u>one</u> switch shorting out <u>one</u> esistor AND another switch in series with supply		B2	[6]	
6	(a) A a	nd C			В1	
	(b) (i)	4.2	× 10 ¹⁰ years		B1	
	(ii)	 idea of decay OR changes proton/neutron/nucleon number OR change into another nuclide/isotope/element/type of atom OR emits α/β particle (ignore γ / radiation) 		B1		
	(iii)	OR	of insignificant change in activity during stated time experiment time insignificant c.f. 1.4 × 10 ¹⁰ years 0 long time to decay		ars B1	[4]

	Page 6		Mark Scheme: Teachers' version	Syllabus	Paper	'
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7	sł aı si	hown ir ngles <i>i</i> in <i>i</i> /sin <i>r</i>	ine ray/beam shone into (glass) block / pins appropr n diagram or described & r or C measured OR correct i & r or C marked on OR sinr/sini OR 1/sinC OR sinC ed in air/speed in glass OR c/v = sini/sinr OR n = 1/s	diagram	B1 B1 B1 nC B1	
	(b) (i	0.00	fλ OR 240/1.9 × 10 ⁵ OR <i>T=d/s</i> AND <i>f=</i> 1/ <i>T</i> 0126 Hz OR 0.0013 Hz NOT 0.0012 Hz ore more than 3 s.f. accept s ⁻¹		B1 A1	
	(ii	dista (time) (time)	ance = speed × time in any form accept $s = 2d/t$ e for tremor =) 240 (s) or 4 mins also gives first C e for tsunami =) 2500 (s) or 41 mins 40 s also giverning time =) 2260 (s) or 37 mins 40 s		C1 C1 C1 A1	[10]
8	(a) (i		(internal) reflection OR reflection but no refraction/le (of incidence) > critical angle	doesn't emerge	B1 B1	
	(ii	•	al reflection + 0 or 1 further reflection only, not at low to the straight and reach within 1cm of end	ver surface	B1	
	. , . ,		ds easily/less likely to break (ignore stronger) OR sr e detail/greater resolution/see smaller objects/wider	-	B1	
	(ii) ligh		travels down/along/through fibres		B1	
	(iii	i) light	/image returns up/along/through fibres ignore came	eras	B1	[6]
9	(a) (i	i) dow dow	n OR anti-clockwise both		B1	
	(ii	•	is parallel to the field/doesn't cut field or vice-versa/rore BC not perpendicular to field	not at angle to field	d B1	
			s moving/turning NOT reverse/other direction	ewton's Laws	M1	
	idea of moving things continue moving OR reference to Newton's Laws OR reference to momentum/KE/inertia NOT reference to force still acting				A1	

	Page 7			Mark Scheme: Teachers' version Syllabus		Paper	
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	(c)	iron incre stroi sma curv	core ease nger iller a red p	current/voltage magnet air gap any 1		B1	
		pole	s clo			[5]	
10	(a)	rele	ase o	of electrons due to heating/high temperature/heater		B1	
	(b)	ano clos	des e ed tu) cat	Y-plates labelled either order, labelled, either plates/cylinders with holube of sensible shape thode AND anode(s) AND X- & Y- plates, all three		B1 B1	
				ot needed for last mark but if given must be correct		B1	
	(c)	OR OR	cha cha	current in filament/cathode/heater IGNORE limit ange temperature/heat/power/energy of filament/cathange cathode-anode p.d./voltage ange charge/voltage of grid	node/heater	B1	
	(d)			Q/t in any form 119 A OR 1.9 × 10 ⁻³ A OR 1.9 mA		C1 A1	
		(ii)		VIt OR VQ in any form, words, symbols, numbers (J OR candidate's $I \times 100~000$ correctly evaluated		C1 A1	[9]
11	(a)	(l=)		1.2 × 10 ⁴ × 9 OR 1.2 × 10 ⁴ × (11 – 2) OR <i>E</i> /0.36 OR <i>Pt</i> / <i>m</i> OR <i>Pt</i> /0.36 J/kg		C1 C1 A1	
	(b)	(i)	liqui	d ignore vapour/gas/water		A1	
			igno mov brea attra	re around more rapidly / faster / more KE bre start to vibrate etc but accept starts to vibrate fa re further apart / spreads out (NOT molecules expan ak free / evaporate / overcome bonds / overcome faction /escape / change state (accept boils) vection (current)	d) 🗦 ang	y 2 B1	[6]