

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

**MARK SCHEME for the October/November 2010 question paper  
for the guidance of teachers**

**0625 PHYSICS**

**0625/62**

Paper 6 (Alternative to Practical), maximum raw mark 40

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.



Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2010	0625	62

- 1 (a) *a* and *b* correct 2.3cm, 2.1cm [1]
- (b) (i) and (ii) *x* and *y* correct (10*a* and 10*b*)/(23cm, 21cm) [1]
- (iii) *m* correct arithmetic, in g (110/109.5(2)(g)) [1]
- (c) (i) and (ii) at least two values given for *w* and *t* [1]  
more than two values given for *w* or *t* [1]  
correct values for *w* and *t* (2.75 – 2.85cm, 0.4cm) [1]
- (iii) *V* calculation correct (110 – 114(cm<sup>3</sup>)) or ecf [1]
- (iv) density to 2 or 3 significant figures (0.960 – 1.00) or ecf [1]  
unit g/cm<sup>3</sup> [1]
- (d) centre of mass at 50cm mark/midpoint/middle (wtte) [1]

[Total: 10]

- 2 (a) *t* in s,  $\theta$  in °C seen in BOTH [1]  
(symbols or words (sec allowed but NOT degrees/centigrade))
- (b) 19 (°C) [1]
- (c) rate of heating greater (wtte) (can be included as part of justification) [1]  
comparison given of changes in temperature with correct numbers [1]
- (d) any two from:  
same (starting) temperature (wtte)  
constant room temperature/draughts (wtte)/environment/place  
carry out in same time intervals/duration/allow 'time' alone  
same thermometer (wtte)
- NOT volume of water/location of thermometer/beaker/'temperature' alone  
if > 2 responses, -1 for each additional incorrect (ignore 'neutrals') [2]

[Total: 6]

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2010	0625	62

- 3 (a) 2 – 2.1 (V) [1]
- (b) (i)  $R$  in  $\Omega$ ,  $V$  in  $V$  (symbols or words) [1]
- (ii) 10.1 [1]
- (c) graph:  
 axes labelled and scales suitable (origin included) [1]  
 all plots correct to nearest  $\frac{1}{2}$  small square (must be visible) [2]  
 (-1 for first incorrect plot, -2 for second)  
 well judged best fit line/curve  
 (allow 3 good plots on line with one anomaly) [1]  
 thin (solid) line/neat plots to  $<1/2$  square [1]
- (d) method clearly shown on graph  
 (extension follows trend of line/curve, can be dotted)  
 (contradictory calculation negates mark) [1]  
 $V$  correct to  $\frac{1}{2}$  small square (ignore unit) expect 1.6 V approx [1]  
 (allow candidate value for a 'reasonable' attempt at a line  
 but not if clearly wrong trend or forced – e.g. to 2 or 0)

[Total: 10]

- 4 (a) (i)  $m$  value correct 1.8/1.84 (2/3 sf) [1]  
 no unit [1]
- (ii) size = 2.9 – 3.1 cm high  
 3.9 – 4.1 base  
 (diagonal from RH top 48 – 52mm) [1]  
 rectangle shape(by eye) with wire (seen in any rotation) [1]  
 inverted [1]
- (b) placed on bench, related to vertical line on block  
 OR clamped immediately above lens  
 (either seen on diagram or in narrative) [1]
- (c) any two of:  
 use of darkened room/bright light (wtte)  
 moving lens back and forth to spot best image/move lens slowly  
 marking position of centre of lens on block  
 object & lens same height/all perpendicular to bench/all straight (parallax) if explained  
 (allow 'look perpendicularly' but NOT 'eye level')  
 repeats/take averages [2]

[Total 8]

<b>Page 4</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2010</b>	<b>0625</b>	<b>62</b>

- 5 (a) three from:  
mass/amount/volume/level of salt  
implication of salt particle size (e.g. 'same type of salt')  
mass/volume/amount/level of water  
size/shape of beaker  
amount/rate of stirring  
NOT ref to temperature/room temperature/type of thermometer [3]

- (b) three from:  
clock : time  
thermometer : temperature  
balance : mass (NOT weight)  
measuring cylinder : volume  
NOT unit without quantity  
(but ignore incorrect unit with correct quantity) [3]

**[Total: 6]**