

**CAMBRIDGE**  
INTERNATIONAL EXAMINATIONS

**June 2003**

INTERNATIONAL GCSE

MARK SCHEME

**MAXIMUM MARK: 40**

SYLLABUS/COMPONENT: 0625/01

**PHYSICS**  
Paper 1 (Multiple Choice)



<b>Page 1</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE EXAMINATIONS – JUNE 2003</b>	<b>0625</b>	<b>1</b>

<i>Question Number</i>	<i>Key</i>	<i>Question Number</i>	<i>Key</i>
1	<b>A</b>	21	<b>D</b>
2	<b>B</b>	22	<b>D</b>
3	<b>B</b>	23	<b>B</b>
4	<b>C</b>	24	<b>B</b>
5	<b>D</b>	25	<b>B</b>
6	<b>C</b>	26	<b>D</b>
7	<b>A</b>	27	<b>A</b>
8	<b>D</b>	28	<b>A</b>
9	<b>B</b>	29	<b>B</b>
10	<b>B</b>	30	<b>D</b>
11	<b>A</b>	31	<b>C</b>
12	<b>C</b>	32	<b>D</b>
13	<b>B</b>	33	<b>A</b>
14	<b>D</b>	34	<b>A</b>
15	<b>B</b>	35	<b>C</b>
16	<b>A</b>	36	<b>B</b>
17	<b>A</b>	37	<b>D</b>
18	<b>A</b>	38	<b>A</b>
19	<b>B</b>	39	<b>D</b>
20	<b>D</b>	40	<b>B</b>

**TOTAL 40**

**CAMBRIDGE**  
INTERNATIONAL EXAMINATIONS

**June 2003**

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 80

SYLLABUS/COMPONENT: 0625/02

PHYSICS

Paper 2 (Core)



Page 1	Mark Scheme	Syllabus	Paper
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## NOTES ABOUT MARK SCHEME SYMBOLS

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 <b>must</b> be seen in the 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 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 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 <b>only</b> applied 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.
<u>Underlining</u>	indicates that this <b>must</b> be seen in the answer offered, or something very similar.
Un.pen.	means 'unit penalty'. An otherwise correct answer will have one mark deducted if the unit is wrong or missing. This <b>only</b> applies where specifically stated in the mark scheme. Elsewhere, incorrect or missing units are condoned.
OR/or	indicates alternative answers, any one of which is satisfactory for scoring the marks.

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<u>QUESTION</u>	<u>SCHEME</u>	<u>TARGET GRADE</u>	<u>MARK</u>
1 (a) 8		F	B1
(b) EITHER greater AND Thickness of rule  OR overlap at ends	OR smaller AND thread stretched when on rule  OR worn rule ends	F	<u>B1</u> <u>2</u>
2 (a) (i) 10		F	B1
(ii) stretch OR shape (or suitable sketch)		C	B1
(b) (i) 120		F	B1
(ii) up(wards) OR vertical (NOT vertically down) Accept arrow on diagram		F	B1
(iii) increase size/area of blocks/larger blocks OR increase number of blocks OR less soil in pot (NOT put pot on harder ground)		F	<u>B1</u> <u>5</u>
3 (a) 0.97 – 0.51		F	C1
0.46		F	A1
(b) (i) 15		F	B1
(ii) 515 e.c.f.		C	B1
(iii) D = M/V in any form, seen or implied (words/letters/mix)		F	C1
EITHER	OR	OR	
$\frac{460}{515}$	$\frac{0.46}{515}$	$\frac{0.46}{515} \times 10^{-6}$ e.c.f.	C
0.8932...	$8.932... \times 10^{-4}$	893.2... No e.c.f.	C
	(any number of significant figures)		C1
0.89	$8.9 \times 10^{-4}$	890 (e.c.f. for significant figures)	C
$\text{g/cm}^3$ (0.89 kg/dm <sup>3</sup> is OK)	$\text{kg/cm}^3$ (NOT $8.9^{-04}$ )	$\text{kg/m}^3$	F
			<u>B1</u> <u>9</u>

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4	(a)	idea of air molecules moving (allow vibrating) (N.B. 'collide' = 'moving')	F	C1
		idea of air molecules striking something (condone themselves)	F	C1
		idea of air molecules striking walls	C	A1
	(b)	(i) moves down	F	B1
	(ii) increases (e.c.f.)	F	M1	
	idea of more collisions (per unit time) (e.c.f.) OR $P \propto \frac{1}{V}$	C	<u>A1</u> <u>6</u>	
		must follow from (i)		
<hr/>				
5	(a)	line starting at 0 °C	F	B1
		reasonably horizontal line at any temp for $\geq$ half the time	C	M1
		horizontal from zero time as far as dotted line (ignore anything to R. of line)	C	A1
	(b)	(i) water boils OR heat loss = heat supplied (NOT evaporates/turns to gas)	C	B1
	(ii) gives water/molecules energy to escape OR break bonds OR change state OR heat loss from sides/surface/to air	C	<u>B1</u> <u>5</u>	
		mark (i) and (ii) together		
<hr/>				
6	(a)	(i) normal correct, by eye	F	B1
		(ii) reflected ray correct, by eye (ignore normal; ignore any arrow)	F	B1
		(iii) both <i>i</i> and <i>r</i> correctly marked (condone sloppy normal and sloppy refracted ray)	F	B1
	(b)	parallel to ray striking mirror 1 (allow incident ray) OR same direction (NOT equal/same as) (N.B. sentence must be completed, i.e. no inference from line on diagram)	C	<u>B1</u> <u>4</u>

Page 4	Mark Scheme	Syllabus	Paper
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7	(a)	680 1020 1360 1700	F	B1		
		5 points plotted $\pm \frac{1}{2}$ small square (-1 e.e.o.o.) ignore 0,0 (e.c.f.)	F	B2		
		reasonable line through his points – drawn with rule/thickness reasonable	F	B1		
	(c)	(i)	flash	F	B1	
			light travels quickly OR sound travels slowly (accept figure)	F	C1	
		light travels faster than sound (accept figure)	F	C1		
		light travels much faster than sound (accept figures)	C	A1		
		(iii)	1400 - 1450 OR correct value from his graph $\pm \frac{1}{2}$ square	F	B1	
		clear and correct indication on graph of how obtained (minimum: dot at appropriate point)	F	<u>B1</u> <u>10</u>		
	8	(a)	Charge(s) OR energy (NOT electricity (condone as extra), charged particles (condone as extra), current, electrons (condone as extra), voltage)	C	B1	
(b)			(i)	0	C	B1
		(ii)	mention of 6V	F	B1	
			mention of rising OR not instantaneous (NOT 'reads')	C	B1	
		(iii)	any realistic example of something turned on/off after a time lapse, e.g. electronic egg timer, turn-off bedside radio	F	<u>B1</u> <u>6</u>	
9		(a)	(i)	wire shown curved between A and B	F	C1
			wire displaced all along between A and B, and reasonably smooth	C	A1	
		(ii)	idea of force (in any direction)	F	M1	
			on current/current-carrying conductor	C	A1	
			when in magnetic field	C	A1	

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(b) line curved in opposite direction F  $\frac{B1}{6}$  } mark along-side diagram

10	(a) (i)	electrons OR cathode rays (NOT beta-particles)	F	B1
		something 'hitting' the screen (NOT 'form a spot')	F	B1
		idea of fluorescence (of the screen, NOT 'the gas')	C	B1
	(ii)	focus	C	B1
	(iii)	time base OR ms/cm	C	B1
	(iv)	electrons/cathode rays deflected (e.c.f. from (i); allow 'attracted' if intention clear)	F	B1
		something deflected horizontally	C	M1
		some idea of repeated sweeps/back and forth	C	A1
	(b) (i)	(y-)input (allow y-plates)	F	B1
		(ii)	1. trace moves horizontally/sideways/left/right	C
2. trace moves vertically/up/down			C	$\frac{B1}{11}$
11	(a)	Connection to either side of cell, but not shorted out	F	B1
		VR in series with lamp, and not shorted out OR correctly connected as a potential divider (condone inclusion of a switch)	F	B1
	(b) (i)	$R_1 + R_2$	F	C1
		12	F	A1
	(ii)	1. Resistance = p.d./current in any form (words/letters/mix)	F	C1
		6/12 e.c.f.	C	C1
		0.5 or $\frac{1}{2}$ e.c.f.	C	A1



Page 6	Mark Scheme	Syllabus	Paper
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	2. his calculated current	} all 3	C	B1
	his calculated current			
	his calculated current			
	A OR amp OR ampere somewhere in (ii)		F	B1
(iii)	voltmeter shown correctly connected (any recognisable symbol; allow re-drawn circuit)		C	<u>B1</u> <u>10</u> } mark along-side diagram

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12	(a)	his weight		F	B1
	(b)	distance OR height		F	B1
	(c)	(i)	1000N climber OR heavier OR first	F	B1
		(ii)	his answer to (i)	F	B1
	(d)	(i)	chemical (accept fuel)	C	B1
		(ii)	food (accept muscles)	C	B1
		(iii)	maintaining body function	} any 1	C
			heat loss		
			K.E.		
			sounds		
					<u>B1</u> <u>7</u>

Mark first correct answer, condone extras



**CAMBRIDGE**  
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**June 2003**

INTERNATIONAL GCSE

**MARK SCHEME**

**MAXIMUM MARK: 80**

SYLLABUS/COMPONENT: 0625/03

**PHYSICS**  
Paper 3 (Extended)



Page 1	Mark Scheme	Syllabus	Paper
	IGCSE EXAMINATIONS – JUNE 2003	0625	3

1	(a)	(i)	force of gravity acts on masses/weight of masses	B1	2
		(ii)	vector has direction/force has direction	B1	
	(b)	(i)	spring 1 (more difficult) any correct relevant pair of values	M1 A1	6 [8]
(ii)		P marked at extension 25 mm to 28 mm explanation in terms of end of proportionality	A1 B1		
(iii)		each graph read at 15 N, approx. 25 mm, 19 mm difference correct, 6 mm +/- 1 mm	C1 A1		
2	(a)		change in speed is 1.5 m/s deceleration = decrease in speed/time or 1.5/12 a = (-/+ ) 0.125 m/s	C1 C1 A1	3
		(b)	average speed = 1.75 m/s distance = 21 m	C1 A1	
3	(a)		attempt to use triangle or parallelogram of forces stated scale used 950 N and 1220 N in correct relative directions correct resultant drawn in weight = 1785 N [limits 1700 N to 1850 N]	M1 A1 C1 C1 A1	5
		(b)	(i) work = force x distance or 1500 x 3.0 work = 4500 J (ii) power = work/time or 4500/2.5 power = 1800 W	C1 A1 C1 A1	
4	(a)		air molecules hit dust particles hits continuously/unevenly/hits cause movement in all directions air molecules fast moving/high energy	M1 A1 B1	3
		(b)	any attempt to use $p \times v = \text{constant}$ or correct proportion fraction $2 \times 80/25$ seen $p = 6.4 \times 10$ (Pa)	C1 C1 A1	
5	(a)		Y is a wire of different metal/not copper Z is a galvanometer/millivoltmeter/milliammeter	B1 B1	2
		(b)	2 junctions at different temperatures, accept one hot, one cold temperature difference causes e.m.f./voltage/current reading of meter changes (with temperature) 1 junction at known temperature/need for calibration	B1 B1 B1	
	(c)	dull or black surface	B1	1 [6]	

Page 2	Mark Scheme	Syllabus	Paper
	IGCSE EXAMINATIONS – JUNE 2003	0625	3

6	(a)	(i)	incident ray, refracted ray and normal drawn all correct and meeting at a point	C1 A1	4
		(ii)	angle of incidence and refraction correctly identified	B1	
		(iii)	values correct within agreed limits	B1	
	(b)		use of $\sin i/\sin r$ correct substitution from candidates values value correct within agreed limits from candidate's values	C1 C1 A1	3 [7]
7	(a)		value $3 \times 10$ m/s	A1	1
	(b)		speed of light (much) greater than speed of sound or value for sound	A1	1
	(c)	(i)	source and receiver arrangement with detail and labels	C1 A1	max 4 [6]
		(ii)	distance between source and receiver time between flash and bang	B1 B1	
		(iii)	speed = distance/time	B1	
8	(a)	(i)	use of charge = $It$ or $I = 90/45$ current = 2 A	C1 A1	6
		(ii)	resistance = voltage/current or $6/2$ resistance is 3 ohm	C1 A1	
	(iii)	energy = $Vit$ or $Vq$ or $6 \times 90$ energy is 540 J	C1 A1		
	(b)		idea of energy transfer is (6) J/C	C1 A1	2 [8]
9	(a)	(i)	power = $VI$ or $24 \times 2$ power is 48 W	C1 A1	4
		(ii)	voltage = power/current or $48/0.4$ voltage is 120 V	C1 A1	
	(b)	(i)	no/very little energy/power lost or energy/power in = energy/power out	B1	max 4 [8]
(ii)		any mention of magnetic field changing magnetic field field passes through core or secondary coil induces voltage in secondary coil number of turns on secondary determines voltage output	B1 B1 B1 B1 B1		

Page 3	Mark Scheme	Syllabus	Paper
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<b>10</b>	<b>(a)</b>	<b>(i)</b> circular line of force around wire through P arrow(s) on line anticlockwise - none wrong	<b>M1</b>	<b>3</b>	
		<b>(ii)</b> arrow through Q to left	<b>A1</b>		
	<b>(b)</b>	<b>(i)</b> none/stays same <b>(ii)</b> direction reverses	<b>B1</b> <b>B1</b>		<b>2</b>
<b>(c)</b>	at S - stronger at T - same (strength) at W - same (strength)	<b>B1</b> <b>B1</b> <b>B1</b>	<b>3</b> <b>[8]</b>		
<b>11</b>	<b>(a)</b>	<b>(i)</b> source, detector named absorber/air and labels	<b>B1</b> <b>B1</b>	<b>max 6</b>	
		<b>(ii)</b> take detector reading with no source (background) detector reading with source, detector and air only detector reading with appropriate named absorber (including distance in air)	<b>B1</b> <b>B1</b> <b>B1</b>		
			<b>(iii)</b> same reading with absorber(including air) as background so all alpha absorbed by cardboard/paper/air, others would get through		<b>B1</b> <b>B1</b>
			<b>(b)</b> curved path stated or drawn path at right angles to magnetic field into paper		<b>B1</b> <b>B1</b> <b>B1</b>
			<b>3</b> <b>[9]</b>		
			<b>TOTAL 80</b>		

**CAMBRIDGE**  
INTERNATIONAL EXAMINATIONS

**June 2003**

INTERNATIONAL GCSE

MARK SCHEME

**MAXIMUM MARK: 60**

SYLLABUS/COMPONENT: 0625/05

**PHYSICS**  
Practical



Page 1	Mark Scheme	Syllabus	Paper
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1.	two room temp readings (sensible)	1
	table completed, temps rising	1
	evidence of temp to better than 1 deg	1
	all temps to better than 1 deg	1
	time unit	1
	temp unit	1
	Graph	
	temp axis labelled	1
	scale suitable	1
	plotting (check one on A)	1
	plotting (check one on B)	1
	line judgement shape	1
	thickness	1
	Statement	1
	Justification (adequate)	1
	OR good	2

**TOTAL 15**

2.	d sensible	1
	unit	1
	diagram blocks parallel and in correct position	1
	rule position shown	1
	r correct	1
	h sensible with unit	1
	V calculation correct	1
	c stated (sensible)	1
	at least 5 turns used	1
	calculation of V	1
	average calculated	1
	2/3 sf	1
	unit	1
	sensible G estimate	1
	v correct, 2/3 sf, unit	1

**TOTAL 15**

3.	three correct units	3
	both I to at least 1 dp	1
	both V to at least 1 dp	1
	R value (check first) correct	1
	both R to 2/3 sf	1
	correct ratio (as decimal)	1
	no unit	1
	2/3 sf	1
	ratio 1.8 – 2.2	1



Page 2	Mark Scheme	Syllabus	Paper
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	Diagram	
	voltmeter in parallel across the motors	1
	ammeter correct	1
	variable resistor connected to vary current through one motor	1
	correct symbols for all three	1
	<b>TOTAL 15</b>	
<b>4.</b>	angle 30 ( $\pm 1$ )	1
	angle 40 ( $\pm 1$ )	1
	pins F and G at least 5cm apart	1
	GF correct and neat	1
	new GF line correct and neat	1
	x line correct position	1
	record of x correct	1
	unit	1
	y line correct position	1
	record of y correct	1
	unit (same as x, stated or not)	1
	correct ratio x/y	1
	no unit	1
	2/3 sf	1
	value	1
	<b>TOTAL 15</b>	



**CAMBRIDGE**  
INTERNATIONAL EXAMINATIONS

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INTERNATIONAL GCSE

MARK SCHEME

**MAXIMUM MARK: 40**

SYLLABUS/COMPONENT: 0625/06

**PHYSICS**  
Alternative to Practical

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1	(a)	Seven correct values: 0, 2, 3, 6, 9, 10, 12 (-1 each error)	2
	(b)	Graph:	
		Scales, labelled, suitable size	1
		Axes, right way round	1
		Plots to $\frac{1}{2}$ sq (-1 each error)	2
	(c)	Line shape	1
Line thickness		1	
Triangle greater than $\frac{1}{2}$ line and method used		1	
Correct interpolation to $\frac{1}{2}$ sq		1	
		<b>TOTAL</b>	<b>10</b>
2	(a)	$36^\circ (\pm 1^\circ)$	1
	(b)	Refracted ray drawn	1
		$22^\circ (\pm 1^\circ)$	1
		normal correct (by eye)	1
		neat, thin, correct lines	1
	(c)	Correct refracted ray (by eye) with arrow	1
	(d)	Separation (LHS) at least 5cm	1
		Separation (RHS) at least 5cm	1
		<b>TOTAL</b>	<b>8</b>
3	(a)	(i) Voltmeter across lamp	1
		(ii) Variable resistor/rheostat	1
	(b)	Correct position	1
	(c)	V	1
		A	1
		$\Omega$	1
		correct R at 9.8V = 8.16666 (any sf)	1
		all R to 2/3 sf	1
	consistent 2 sf or consistent 3 sf	1	
			<b>TOTAL</b>
4	(a)	(i) 6.8cm (68mm)	1
		(ii) 6.8 unit, mm	1
	(b)	(i) 3.8/3.77 or 0.38/0.377 mm or cm as appropriate	1
			1
			1

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	(ii)	0.94/0.95 (or evidence of division by 4)	1
	(iii)	0.75094/0.75095	1
	(c)	Thickness of string/thickness of marks on string/stretching of string/metre rule measures to 1mm	1
		<b>TOTAL</b>	<b>8</b>
<b>5</b>	(a)	(i) polystyrene	1
		(ii) Least steep curve (or numbers suitably quoted)	1
	(b)	Three from: Thickness of insulator Room temp. Starting temp. Mass/vol./amount of water Using same can	3
		<b>TOTAL</b>	<b>5</b>

**Grade thresholds** taken for Syllabus 0625 (Physics) in the June 2003 examination.

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 1	40	-	29	23	19
Component 2	80	-	45	34	26
Component 3	80	53	32	-	-
Component 5	60	42	33	21	13
Component 6	40	34	26	20	15

The threshold (minimum mark) for B is set halfway between those for Grades A and C.

The threshold (minimum mark) for D is set halfway between those for Grades C and E.

The threshold (minimum mark) for G is set as many marks below the F threshold as the E threshold is above it.

Grade A\* does not exist at the level of an individual component.