Cambridge Assessment International Education

Cambridge IGCSE™

PHYSICS **0625/42**

Paper 4 Extended Theory **May/June 2021**

MARK SCHEME

Maximum Mark: 80

Published

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **11** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5: Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6: Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Science-Specific Marking Principles

1	Examiners should consider the context and scientific use of any keywords when awarding marks. Although keywords may be present, marks should not be awarded if the keywords are used incorrectly.
2	The examiner should not choose between contradictory statements given in the same question part, and credit should not be awarded for any correct statement that is contradicted within the same question part. Wrong science that is irrelevant to the question should be ignored.
3	Although spellings do not have to be correct, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. ethane / ethene, glucagon / glycogen, refraction / reflection).
4	The error carried forward (ecf) principle should be applied, where appropriate. If an incorrect answer is subsequently used in a scientifically correct way, the candidate should be awarded these subsequent marking points. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

5 ‘List rule’ guidance

For questions that require ***n*** responses (e.g. State **two** reasons …):

- The response should be read as continuous prose, even when numbered answer spaces are provided.
- Any response marked *ignore* in the mark scheme should not count towards ***n***.
- Incorrect responses should not be awarded credit but will still count towards ***n***.
- Read the entire response to check for any responses that contradict those that would otherwise be credited. Credit should **not** be awarded for any responses that are contradicted within the rest of the response. Where two responses contradict one another, this should be treated as a single incorrect response.
- Non-contradictory responses after the first ***n*** responses may be ignored even if they include incorrect science.

6 Calculation specific guidance

Correct answers to calculations should be given full credit even if there is no working or incorrect working, **unless** the question states ‘show your working’.

For questions in which the number of significant figures required is not stated, credit should be awarded for correct answers when rounded by the examiner to the number of significant figures given in the mark scheme. This may not apply to measured values.

For answers given in standard form (e.g. $a \times 10^n$) in which the convention of restricting the value of the coefficient (a) to a value between 1 and 10 is not followed, credit may still be awarded if the answer can be converted to the answer given in the mark scheme.

Unless a separate mark is given for a unit, a missing or incorrect unit will normally mean that the final calculation mark is not awarded. Exceptions to this general principle will be noted in the mark scheme.

7 Guidance for chemical equations

Multiples / fractions of coefficients used in chemical equations are acceptable unless stated otherwise in the mark scheme.

State symbols given in an equation should be ignored unless asked for in the question or stated otherwise in the mark scheme.

Question	Answer	Marks
1(a)	same (as density of surrounding air)	**B1**
1(b)(i)	falls	**B1**
1(b)(ii)	volume decreases	**B1**
	density increases	**B1**
1(c)(i)	starts at origin	**B1**
	finishes horizontal by eye	**B1**
	gradient decreasing smoothly to 0	**B1**
1(c)(ii)	10 m / s^2 (down)	**B1**
	0 ignore any unit	**B1**

Question	Answer	Marks
2(a)	force × <u>perpendicular</u> distance from pivot / point	**B1**
2(b)	($F_1d_1 = F_2d_2$ =) $500 \times 20 = F \times 12$ numbers substituted in any form	**C1**
	(F = 10 000 / 12 =) 830 N	**A1**

Question	Answer	Marks
2(c)	clear diagram or description (of object) with pivot and vertical forces / weights / masses / cord tension causing moments in each direction	**B1**
	indicate / measure forces and perpendicular distances	**B1**
	calculates a moment or shows / describes how to AND confirms equality of total moment (in each direction) AND statement of equilibrium / balance	**B1**

Question	Answer	Marks
3(a)	(PE loss =) mgh AND (KE gain =) ½ mv^2	**B1**
	PE (loss) = KE (gain)	**B1**
	alternative route 1 for 1st two m.p.s	
	$v^2 = u^2 + 2as$	**(B1)**
	$u = 0$	**(B1)**
	alternative route 2 for 1st two m.p.s	
	$s = ut + 0.5at^2$ OR $h = 0.5gt^2$	**(B1)**
	$u = 0$ AND $t = \sqrt{3}$ OR 1.73	**(B1)**
	$v^2 (= 2gh) = 2 \times 10 \times 15$ OR $v^2 = 300$ OR $v = 10\sqrt{3}$ OR $v = 10 \times 1.73$	**B1**
	{$v = 17$ m / s AND $v^2 = 300$ or $v = 10\sqrt{3}$} OR $v = 17.3(2)$ m / s	**B1**

Question	Answer	Marks
3(b)	(F =) change of *p* / (change of) time OR rate of change of momentum	**C1**
	(F =) 30 × 17.32	**C1**
	(F =) 520 N	**A1**

Question	Answer	Marks
4(a)(i)	random / haphazard / zig-zag / irregular	**B1**
4(a)(ii)	(liquid / water) <u>molecules</u> move fast OR (pollen) <u>particles</u> massive	**B1**
	collide / bombard	**B1**
	uneven collisions / collisions from different directions (cause random movement) OR (liquid / water) <u>molecules</u> move randomly	**B1**
4(b)(i)	cooling	**B1**
	(thermal) energy used / needed to evaporate (ethanol) / overcome attractive forces(between molecules / particles)	**B1**
	thermal energy taken from skin / patient / person	**B1**
	alternative route for last two m.p.s	
	more / most energetic (liquid) molecules / particles escape OR less / least energetic (liquid) remain	**(B1)**
	less / least energetic molecules / particles linked to lower temp (of skin)	**(B1)**
4(b)(ii)	greater / increases / faster / higher	**B1**

Question	Answer	Marks
5(a)	air good insulator / poor conductor	**B1**
	holder / it stops / reduces conduction OR no / less thermal energy conducted (to hand)	**B1**
	temperature (of outside of holder) lower (than cup) OR less energy to skin / hand / person	**B1**
5(b)	(put a) lid / cover (on cup)	**B1**
	mention of convection	**B1**
	less / no convection (from surface)	**B1**
	alternative route for last 2 m.p.s	
	mention of evaporation	**(B1)**
	less / no evaporation (from surface / container)	**(B1)**
5(c)	radiation	**B1**

Question	Answer	Marks
6(a)	blue ray refracted MORE towards normal at first surface	**B1**
	refraction away from normal at second surface	**B1**
	ray of blue light below ray of green light and diverging throughout path (after entering prism)	**B1**
6(b)	$v = f\lambda$ in any form OR $(f=)\ v / \lambda$	**C1**
	$(f =)\ 3 \times 10^{8} \div 4.8 \times 10^{-7}$	**C1**
	$(f =)\ 6.3 \times 10^{14}$ Hz	**A1**

Question	Answer	Marks
7(a)	3 lines from N face to S face middle line must be straight AND perpendicular to end faces	**B1**
	at least 1 arrow from N to S AND NO arrows from S to N	**B1**
7(b)(i)	needle perpendicular to end faces AND {arrow pointing to S OR correctly labelled N OR S}	**B1**
7(b)(ii)	compass / needle / it aligns with field OR compass / needle / it points in direction of magnetic field OR compass / needle / it points to S(outh)	**B1**
	N pole of needle attracted to S of magnet(s) OR N pole repelled by N of magnets OR unlike poles attract / like poles repel	**B1**
7(c)	heat OR hammer	**B1**
	with magnet lying (magnetically) E – W	**B1**
	OR place in coil / solenoid with a.c.	**(M1)**
	withdraw OR reduce current to 0	**(A1)**

Question	Answer	Marks
8(a)(i)	α in Box 4 / towards bottom of page	**B1**
	γ in Box 3 / no deflection	**B1**
8(a)(ii)	α in Box 1 / into page	**B1**
	γ in Box 3 / no deflection	**B1**

Question	Answer	Marks
8(b)(i)	clockwise accept rotation arrow on diagram	**B1**
	force on L wire up / up arrow on L wire labelled force on diagram	**B1**
	force on RH wire down / down arrow on R wire labelled force on diagram	**B1**
8(b)(ii)	none / zero (moment)	**B1**
8(b)(iii)	current in coil reverses OR changes direction	**B1**
	force(s) (on wires in new positions) still up on L OR down on R owtte	**B1**

Question	Answer	Marks
9(a)	anti-clockwise arrow labelled (conventional) current somewhere in circuit	**B1**
	electron (flow) arrow opposite to (conventional) current	**B1**
9(b)	Q = It in any form or (Q =) It OR 13×1	**C1**
	(Q = It =) 13×1 (= 13 C)	**C1**
	(n = $13 / 1.6 \times 10^{-19}$ =) 8.1×10^{19}	**A1**

Question	Answer	Marks
10(a)	V = IR in any form or (R =) V / I	**C1**
	(R = 9.2 / 0.004 =) 2300 Ω	**A1**

Question	Answer	Marks
10(b)	(much) greater current in lamp OR lamp activated / lights / glows / gets brighter owtte	**B1**
	resistance of thermistor / component / K reduced (compared to value at (very) low temperature)	**B1**
	voltage / p.d. of point X / across R increases	**M1**
	(larger) current in lamp	**A1**
10(c)	thermistor	**B1**

Question	Answer	Marks
11(a)(i)	(initial CR adjusted for background = 220 – 20 =) 200	**C1**
	(after 1 half-life CR adjusted for background =) 100 OR (detected CR) = 120	**C1**
	2.4 min	**A1**
11(a)(ii)	12 or 13	**C1**
	(12 + 20 =) 32 OR (13 + 20 =) 33	**A1**
11(b)	incorrect	**B1**
	container / (2 mm) plastic does not absorb / stop / block / is penetrated by γ	**B1**
	good extra detail e.g. any **one** of: • container / (2 mm) plastic absorbs / stops α • partially correct as statement • need lead to stop γ • γ is dangerous / harmful owtte	**B1**