



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

---

**PHYSICS**

**0625/61**

Paper 6 Alternative to Practical

**October/November 2016**

MARK SCHEME

Maximum Mark: 40

---

**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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2016 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level components and some Cambridge O Level components.

© IGCSE is the registered trademark of Cambridge International Examinations.

This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

---

This document consists of **6** printed pages.

<b>Page 2</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge IGCSE – October/November 2016</b>	<b>0625</b>	<b>61</b>

<b>Question</b>	<b>Answer</b>	<b>Mark</b>
1(a)	$l = 4.1 - 4.2$ (cm)	<b>1</b>
1(b)	Either suitable use of a horizontal straight edge, explained briefly Or holding rule close to pendulum Or line of sight perpendicular (to rule)	<b>1</b>
1(c)(i)	$T = 1.39$ (s) OR 1.4	<b>1</b>
1(c)(ii)	Pendulum may stop OR student may lose count	<b>1</b>
1(c)(iii)	$1.93 \text{ s}^2$ (ecf allowed)	<b>1</b>
1(c)(iv)	10.2(2) 2 or 3 significant figures	<b>1</b> <b>1</b>
1(d)(i)	Explanation of cause of inaccuracy in measurement of $t$ or $l$ . e.g. student did not react quickly enough when starting/stopping stopwatch OR difficulty in measuring accurately to centre of bob	<b>1</b>
1(d)(ii)	Any two from: Use different length(s) Repeat timing Use of a fiducial mark Increased number of oscillations Plot a graph using length and time or time <sup>2</sup>	<b>2</b>
	<b>Total:</b>	<b>10</b>

<b>Page 3</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge IGCSE – October/November 2016</b>	<b>0625</b>	<b>61</b>

<b>Question</b>	<b>Answer</b>	<b>Mark</b>
2(a)(i)	88 (°C)	<b>1</b>
2(a)(ii)	$\theta_{AV} = 53.5$ (°C)	<b>1</b>
2(b)	Perpendicular viewing of scale OR stirring OR wait until temperature stops rising, OR avoid delay (between adding water and taking temperature) Allow thermometer not touching beaker, owtte	<b>1</b>
2(c)	Correct diagram with lid drawn Insulation placed round beaker	<b>1</b> <b>1</b>
2(d)	Statement and justification to match results. A number or numbers must be seen. Comment must include yes or no or 'too close to call'; owtte	<b>1</b>
2(e)	Two from: Room temperature (or other environmental condition) Temperature of cold water Temperature of hot water Volumes of water Size/shape/material/surface area of beaker	<b>2</b>
	<b>Total:</b>	<b>8</b>

<b>Page 4</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge IGCSE – October/November 2016</b>	<b>0625</b>	<b>61</b>

<b>Question</b>	<b>Answer</b>	<b>Mark</b>
3(a)	Ray trace: $i = 20$	<b>1</b>
3(b)(i)	P at least 5 cm from the block	<b>1</b>
3(b)(ii)	Greater accuracy with greater distance out OR easier to line up accurately	<b>1</b>
3(b)(iii)	$19^\circ$	<b>1</b>
3(c)	Graph: $\theta$ 19 (or ecf), 29,41,51,59 $i$ 20, 30, 40, 50, 60  Axes correctly labelled and right way round Suitable scales All plots correct to $\frac{1}{2}$ small square Good line judgement, thin, continuous line	<b>1</b> <b>1</b> <b>1</b> <b>1</b>
3(d)	Triangle method shown on graph <u>and</u> triangle using at least half of candidate's line  G 0.9 – 1.1	<b>1</b> <b>1</b>
	<b>Total:</b>	<b>10</b>

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0625	61

Question	Answer	Mark
4	<b>MP1</b> On circuit diagram: one voltmeter in parallel with any component	1
	<b>MP2</b> Circuit diagram correctly shows power supply, ammeter, unless in a branch, two or more resistors in parallel	1
	<b>MP3</b> Circuit diagram: Correct symbols for ammeter, voltmeter and fixed resistor	1
	<b>MP4</b> Repeat with a different number of resistors (in parallel)	1
	<b>MP5</b> Table that includes columns for number of resistors, voltage/V and current/A	1
	<b>MP6 &amp; MP7</b> Then any two from:  Resistance calculated (may be shown in table) Use low current (to stop resistors getting too hot)/switch off between readings  Use at least 5 different combinations  Repeat with different current or voltage or variable resistor setting  Drawing a graph of number of resistors against combined resistance	2
	<b>Total:</b>	<b>7</b>

<b>Page 6</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge IGCSE – October/November 2016</b>	<b>0625</b>	<b>61</b>

<b>Question</b>	<b>Answer</b>	<b>Mark</b>
5(a)	c	1
5(b)(i)	(yes) straight line through the origin	1 1
5(b)(ii)	0.174 or 0.17 N/mm	1 1
	<b>Total:</b>	<b>5</b>