

**MARK SCHEME for the May/June 2009 question paper  
for the guidance of teachers**

**0625 PHYSICS**

**0625/05**

Paper 5 (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 May/June 2009 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 – May/June 2009	0625	05

- 1 (a)  $d$  value 1.5–3.5 (cm) and  $h$  value 12.0–16.0 (cm) [1]  
 diagram showing method [1]  
 correct calculation of  $V_e$  [1]
- (b) mass of tube 20–35 (g) [1]
- (c)  $V_i$  recorded and correct calculation of density [1]
- (d)  $V_1$ ,  $V_2$  and  $(V_2 - V_1)$  present,  $V_1$  150–200 and  $V_2 > V_1$  [1]  
 $m_2$  20–35 (g) (no ecf) [1]  
 volumes in  $\text{cm}^3$ , masses in g [1]
- (e)  $V_3$  present,  $\rho$  values same to within 0.5  $\text{g/cm}^3$  [1]  
 correct unit and 2/3 sf [1]

[Total: 10]

- 2 (a)–(d) [1]  
 $t$  in s  $\theta$  in  $^{\circ}\text{C}$  [1]  
 $t$  values 0, 30, 60, 90, 120, 150, 180 [1]  
 Thermometer **A**, temperatures decreasing [1]  
 Thermometer **B**, temperatures decreasing [1]  
 Thermometer **B**, temperatures decreasing less rapidly [1]  
 Evidence of temperatures to  $1^{\circ}\text{C}$  [1]
- (e) Statement matches readings [1]  
 Justified by reference to readings [1]  
 comparison given of drops in temperature with numbers [1]
- (f) Any two from:  
 same starting temperature  
 constant room temperature  
 carry out at same time  
 same thermometer (words to that effect)  
 same thermometer positions  
 same time intervals [2]

[Total: 10]

<b>Page 3</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2009</b>	<b>0625</b>	<b>05</b>

**3 (d)**  $I$  in A to 2 d.p.  $< 2\text{ A}$  [1]

**(a)–(h)**

Table:

correct  $x$  values (0.1, 0.3, 0.5, 0.7, 0.9) [1]

$V$  values all  $< 2.5\text{ V}$  and to at least 1 d.p. [1]

$R$  values correct [1]

**(i)** Graph:

Axes labelled and scales suitable [1]

All plots correct to  $\frac{1}{2}$  square [1]

Well judged line, continued to an axis [1]

**(j)** Statement proportional (words to that effect, including as  $x$  increases,  $R$  increases)

Justification straight line through origin [1]

**(k)** Clear indication of method on graph [1]

Correct value to  $\frac{1}{2}$  square [1]

**[Total: 10]**

**4 (a)–(g)**

Table:

correct  $u$  values 25.0 (cm), 45.0 (cm) [1]

$u$  and  $v$  in cm [1]

$v$  values 35–40 and 20–25 [1]

$f$  values consistent 3 or more significant figures [1]

$f$  in cm [1]

**(h)** correct average value for  $f$  [1]

2/3 significant figures [1]

average  $f$  14–16 cm [1]

**(i)** Any one statement (1) with matching explanation (1) from:

use of darkened room; to see image clearly (1 + 1)

slowly moving screen back and forth; to get clear image (1 + 1)

clamp rule or place on bench; to obtain accurate distance measurements (1 + 1)

avoid parallax; looking perpendicularly at rule (1 + 1)

lining up of object and lens; to obtain clear image (1 + 1)

mark centre of lens on block; to obtain accurate distance measurement (1 + 1)

ensure lens vertical; to obtain clear image (1 + 1)

object and lens same height from bench; to obtain clear image (1 + 1) [2]

**[Total: 10]**