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 2014 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.
NOTES ABOUT MARK SCHEME SYMBOLS AND OTHER MATTERS

B marks  B marks are independent marks, which do not depend on other marks. For a B mark to be scored, the point to which it refers must be seen specifically in the candidate’s answer.

M marks  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 must be seen in a 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  C marks are compensatory marks in general applicable to numerical questions. These can be scored even if the point to which they refer are not written down by the candidate, provided subsequent working gives evidence that they must have known it. For example, if an equation carries a C mark and the candidate does not write down the actual equation but does correct substitution or working which shows he knew the equation, then the C mark is scored. A C mark is not awarded if a candidate makes two points which contradict each other. Points which are wrong but irrelevant are ignored.

A marks  A marks are accuracy or answer marks which either depend on an M mark, or which are one of the ways which allow a C mark to be scored. A marks are commonly awarded for final answers to numerical questions. If a final numerical answer, eligible for A marks, is correct, with the correct unit and an acceptable number of significant figures, all the marks for that question are normally awarded. It is very occasionally possible to arrive at a correct answer by an entirely wrong approach. In these rare circumstances, do not award the A mark, but award C marks on their merits. An A mark following an M mark is a dependent mark.

Brackets ( )  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.

Underlining  Underlining indicates that this must be seen in the answer offered, or something very similar.

OR / or  This indicates alternative answers, any one of which is satisfactory for scoring the marks.

e.e.o.o.  This means “each error or omission”.

o.w.t.t.e.  This means “or words to that effect”.

Ignore  This indicates that something which is not correct or irrelevant is to be disregarded and does not cause a right plus wrong penalty.

Spelling  Be generous about spelling and use of English. If an answer can be understood to mean what we want, give credit. However, do not allow ambiguities, e.g. spelling which suggests confusion between reflection / refraction / diffraction or thermistor / transistor / transformer.

Not / NOT  This indicates that an incorrect answer is not to be disregarded, but cancels another otherwise correct alternative offered by the candidate, i.e. right plus wrong penalty applies.
The meaning of "error carried forward" is mainly applicable to numerical questions, but may in particular circumstances be applied in non-numerical questions. This indicates that if a candidate has made an earlier mistake and has carried an incorrect value forward to subsequent stages of working, marks indicated by ecf may be awarded, provided the subsequent working is correct, bearing in mind the earlier mistake. This prevents a candidate from being penalised more than once for a particular mistake, but only applies to marks annotated ecf.

Sig. figs. Answers are normally acceptable to any number of significant figures ≥ 2. Any exceptions to this general rule will be specified in the mark scheme.

Arithmetic errors Deduct one mark if the only error in arriving at a final answer is clearly an arithmetic one. Regard a power-of-ten error as an arithmetic error.

Transcription errors Deduct one mark if the only error in arriving at a final answer is because previously calculated data has clearly been misread but used correctly.

Fractions Allow fractions only where specified in the mark scheme.
1 (a) rule alongside spring
   set zero at one end and read scale at other end
   OR take scale reading at each end and subtract
   extra valid detail, e.g. rule close to and parallel with spring, use of marker/set-square, eye level with reading etc.

   (b) 3 OR 3.0 (cm)

   (c) 0.8 (N) ignore negative sign
       up(wards), accept arrow upwards

   [Total: 6]

2 (a) 5000 (g)

   (b) density = mass / volume in any form OR (volume =) mass / density
       5000 / 7.81 OR 5 / 7.81 OR 0.64, ecf from (a)
       640 (cm³), accept 6.4 × 10^{-4} if clearly stated in m³

   [Total: 4]

3 (a) force (exerted), distance (moved), either order
     time (taken)

   (b) energy lost/wasted/transferred (to surroundings) OR inefficiency
       suitable cause for energy lost e.g. friction, heat, sound, moving parts

   [Total: 5]
4 (a) (i) temperature (of solid) rising OR (solid) expanding
NOT any indication of melting/turning into liquid,
accept particles gain k.e./vibrate more B1

(ii) melting over B1

(iii) temperature of liquid rising OR liquid expanding
accept liquid particles gain k.e./move faster/more B1

(b) ice needs (thermal) energy/heat to melt/overcome intermolecular forces

takes this energy from drink B1

(c) (i) (temperature) increases/get hotter M1

steam transfers thermal energy/heat/supplies energy (to water), accept
steam loses (latent) heat (as it condenses) A1

(ii) increases M1

steam condenses/turns into water OR gas molecules become liquid
molecules A1

[Total: 9]

5 (a) echo OR sound reflected (from rock face) B1

(b) speed = distance/time in any form OR (distance =) speed \times time C1

\[330 \times 1.8 \text{ OR } 330 \times 0.9 \text{ OR } 594\] C1

\[297 (\text{m}) \text{ accept 2 or 3 sig. figs.}\] A1

(c) 0.9 (s) B1

(d) any two from:
(sound is) longitudinal/light is transverse
(sound) travels more slowly/light travels faster
(sound) has lower frequency/longer wavelength accept reverse for light
(sound) cannot travel through a vacuum/light can travel in a vacuum
(sound is a) mechanical/pressure wave OR is not electromagnetic/light is
electromagnetic B2

[Total: 7]
6 (a) (i) rub rod with cloth  
   (ii) any suitable test, 
      e.g. picks up/attracts paper, hair, stream of water etc. OR using electroscope 
      OR attracts/repels an object known to be charged

(b) any two from: 
   friction/rubbing (between clothing and seat) 
   lady becomes charged 
   discharged when touches handle, accept charge travels through/to/from lady 
   (from/to handle)/charge is earthed

[Total: 4]

7 (a) (i) a line between \( F_2 \) or \( F_1 \) and \( C \) ±3 mm  
   a line between \( F_2 \) or \( F_1 \) and \( C \) ±1 mm

(ii) refraction either at centre line OR at both surfaces, 
   parallel after lens OR reaches tip of image

(b) bottom box ticked: at I

(c) (i) closer to \( F_1 \)/\( C \)/lens/\( F_2 \) NOT closer to object

(ii) smaller / reduced / diminished

[Total: 7]

8 (a) (i) variable resistor

(ii) adjust/change/vary/control the current/voltage, ignore vary resistance

(b) (i) top box ticked: charge

(ii) A or amp(s) or ampere(s), condone a, ignore I, NOT ammeter

(c) \((R =) R_1 + R_2 \ OR \ 8 + 12 = 20 (\Omega)\)

(d) (i) \( R_1 \) and \( R_2 \) clearly shown in parallel (between X and Y) 
   rest of circuit including \( R_1 \) and \( R_2 \) correct 
   note: short circuit across resistors loses both marks

(ii) parallel

[Total: 9]
9  (a)  (i)  core  
    (ii)  iron NOT steel, accept ferrite  

(b)  \[ \frac{V_1}{V_2} = \frac{N_1}{N_2} \] in any form  
    correct substitution  
    250  
    \[ \text{correct substitution} \]  
    250  
    \[ \text{correct substitution} \]  

(c)  reduced brightness / dimmer  
    fewer (than 250) turns  
    lower voltage, accept smaller/lower current  

(d)  lamp would blow/burn out  
    accept blow up/glow extremely  

[Total: 9]

10  (a)  electrons  

(b)  glows or equivalent e.g. (spot of) light / fluorescence  

(c)  (i)  \( H_1 \) and \( H_2 \) both, either order  
    (ii)  \( A \) and \( C \) both, either order  
    (iii)  \( Y_1 \) and \( Y_2 \) both, either order  

(d)  (i)  \( Y_2 \) OR top  
    (ii)  \( Y_1 \) OR bottom  

[Total: 6]
11 (a) (i) B
   (ii) A
   (iii) C
   both correct B1

(b) 3 B1

(c) $\frac{1}{2}$ (any attempt at a symbol) B1
    $\frac{3}{2}$ (any attempt at a symbol) B1

[Total: 5]

12 (a) all 5 points plotted ± $\frac{1}{2}$ small square -1 e.e.o.o. B2
   smooth best-fit single line curve through most of the points, not joining points dot to dot B1

(b) (i) half/50%/0.5/½ B1
   (ii) indication of correct use of graph B1
   idea of halving, e.g. 175 or mark at 175 on graph, NOT halving number of days, i.e. 7 C1
   3.4 – 4.0, accept nearest integer from candidate’s graph A1
   (iii) 1. candidate’s (ii) OR integer either side of candidate’s (ii)
         2. half-life not affected by sample size/starting point
            accept idea that half-life does not change. M1

[Total: 9]