## Cambridge International Examinations

Cambridge International General Certificate of Secondary Education

## Published

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| Question | Answer |  | Marks |
| :---: | :---: | :---: | :---: |
| 1(a) | any two from: <br> use a ruler with mm (scale) <br> ruler close(r) to book/no space between book and ruler have zero on ruler at one end of book take reading with eye in line with end of book owtte |  | B2 |
| 1(b) | use large number of pages i.e. more than 50 |  | B1 |
|  | measure (total) thickness (with ruler) |  | B1 |
|  | divide (total) thickness by number of pages |  | B1 |
| 1(c) | convert g to kg or $400 \div 1000$ |  | B1 |
|  | Weight $=$ mass $\times$ gravitational field strength in any form |  | C1 |
|  | $($ weight $=$ ) 4.0 |  | A1 |
|  | (unit) N or newtons |  | B1 |
|  |  | Total: | 9 |

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| Question | Answer |  | Marks |
| :---: | :---: | :---: | :---: |
| 2(a) | chemical |  | B1 |
| 2(b)(i) | Moment $=$ force $\times($ perpendicular $)$ distance (from pivot) in any form |  | C1 |
|  | $3.0 \times 25.0$ |  | C1 |
|  | 75 ( Ncm ) |  | A1 |
| 2(b)(ii) | any two from: <br> idea that work done = energy gained <br> total energy does not change <br> the student loses chemical energy <br> laptop gains (gravitational) PE (of lid) <br> energy dissipated as thermal energy in the environment |  | B2 |
| 2(c) | any two from: <br> laptop can be charged anywhere owtte <br> cost of charging is zero <br> (Sun is a) renewable energy (source)/not using fossil fuels |  | B2 |
| 2(d) | (Takes 5 times) longer to (re-)charge (battery) |  | B1 |
|  |  | Total: | 9 |


| Question | Answer |  | Marks |
| :---: | :---: | :---: | :---: |
| 3(a)(i) | 1.75 (hours) 1 hour 45 minutes |  | B1 |
| 3(a)(ii) | 0.5 (hours) 30 minutes |  | B1 |
| 3(a)(iii) | 100 (km) |  | B1 |
| 3(a)(iv) | Speed $=$ distance $\div$ time in any form |  | C1 |
|  | $50 \div 0.75$ |  | C1 |
|  | 66.67 (km/h) |  | A1 |
| 3(a)(v) | (average) speed after stopping is faster |  | B1 |
|  | line on graph is steeper |  | B1 |
|  |  | Total: | 8 |


| Question | Answer |  |
| :---: | :--- | :---: |
| $4(\mathrm{a})$ | convert $\mathrm{kN} / \mathrm{m}^{2}$ to $\mathrm{N} / \mathrm{m}^{2}$ or $240 \times 1000$ | Marks |
|  | pressure $=$ force $\div$ area | B1 |
|  | transformation force $=$ pressure $\times$ area | C1 |
|  | $3600(\mathrm{~N})$ | C1 |
| $4(\mathrm{~b})$ | any 3 from: <br> molecules move about (randomly) <br> collisions impacts <br> with walls/surfaces (of tyre) <br> idea of force produced (by bombarding molecules) <br> idea of pressure as force on an area | A1 |
|  |  | B3 |


| Question | Answer |  |
| :---: | :--- | ---: |
| $5(a)$ | B between E and C | Marks |
|  | G between C and D | B1 |
|  | A followed by F in last two boxes | B1 |
| $5(\mathrm{~b})$ | any 2 from: <br> risk of radioactive material escaping into environment <br> products of nuclear fission are radioactive <br> many isotopes produced have long half-lives <br> reactors can be used to produce material for nuclear weapons | B1 |
|  | useful energy output <br> compared to total energy input | B2 |
|  |  | Total: |


| Question | Answer |  |
| :---: | :--- | :---: |
| 6(a) | top diagram labelled diffraction | Marks |
|  | middle diagram labelled reflection | B1 |
|  | bottom diagram labelled refraction | B1 |
| 6(b)(i) | amplitude correctly indicated by eye | B1 |
| 6(b)(ii) | wavelength correctly indicated by eye | B1 |
| 6(c) | straight line (by eye) drawn through centre of lens to Y | B1 |
|  | sloping ray that emerges horizontally from lens to $Y$ | B1 |
|  |  | Total: |


| Question | Answer |  |
| :---: | :--- | :---: |
| $7($ (a) | horizontal arrows by eye | Marks |
|  | arrows pointing in opposite directions | B1 |
| 7 (b) | 3rd box ticked vacuum | B1 |
| 7 (c)(i) | value less than 20000 | B1 |
|  | Hz | B1 |
| 7 (c)(ii) | sound with frequency above upper (frequency) limit of human hearing | B1 |
|  |  | Total: |


| Question | Answer |  | Marks |
| :---: | :---: | :---: | :---: |
| 8(a) | circuit completed with 3 lamps in parallel |  | B1 |
|  | switch in each branch |  | B1 |
|  | variable resistor in each branch |  | B1 |
| 8(b) | switch all lights on/off |  | B1 |
| 8(c) | name: Fuse |  | B1 |
|  | if the current (in the fuse/circuit is) too large |  | B1 |
|  | (the wire in the fuse) melts |  | B1 |
|  |  | Total: | 7 |


| Question | Answer | Marks |
| :---: | :--- | :---: |
| $9(a)$ | repel <br> no effect <br> attract <br> attract | B2 |
| $9(b)$ | any two from: <br> (soft) iron is easily magnetised <br> (but) loses its magnetism (very) quickly <br> Steel is harder to magnetise <br> and retains its magnetism (for a long time) | B2 |
|  |  | Total: |


| Question | Answer | Marks |
| :---: | :--- | :---: |
| $10(\mathrm{a})$ | (coil X) primary <br> (coil Y) secondary | B1 |
|  | $\mathrm{N}_{\mathrm{s}} / \mathrm{N}_{\mathrm{p}}=\mathrm{V}_{\mathrm{s}} / \mathrm{V}_{\mathrm{p}}$ in any form | C1 |
|  | $240 / \mathrm{V}_{\mathrm{s}}=6400 / 400$ OR $\mathrm{V}_{\mathrm{s}} / 240=400 / 6400$ | C1 |
|  | $15(\mathrm{~V})$ | A1 |
|  |  | $\mathbf{4}$ |


| Question | Answer | Marks |
| :---: | :--- | :---: |
| 11(a) | Any two from: <br> two curves/loops drawn from one end of coil to the other above line AB <br> two curves/loops drawn from one end of coil to the other below line AB <br> field pattern symmetrical by eye above and below line XY <br> straight lines by eye within coil (accept some lines leaving side of coil near ends) | B2 |
|  | arrow from B to A | B1 |
| 11(b)(i) | electromagnet | B1 |
| $11(b)(i i)$ | Scrap yards/relay/motor/generator/(security) doors/(electric) bells | B1 |
|  |  | Total: |



