CAMBRIDGE
International Education

Cambridge IGCSE™

PHYSICS **0625/32**

Paper 3 Core Theory **October/November 2025**

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 October/November 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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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 descriptions 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.

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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	<u>'List rule' guidance</u> 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.

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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.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	correct point or mark awarded
	incorrect point or mark not awarded
^	information missing or insufficient for credit
A	allow or accept
AE	arithmetic error
I	incorrect or insufficient point ignored while marking the rest of the response
CON	contradiction in response, mark not awarded
BOD	benefit of the doubt given
ECF	error carried forward applied
NAQ	response has not answered question

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Annotation	Meaning
RE	rounding error
SEEN	point has been noted, but no credit has been given or blank page seen
SF	error in number of significant figures
TE	transcription error
TV	response is too vague or there is insufficient detail in response
T	answer outside the tolerance of the mark scheme
	used to highlight parts of an extended response
	used to highlight parts of an extended response
MO	mandatory mark not awarded
SC	special case

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Specific Instructions for Marking 0625 / Paper 3

NOTES ABOUT MARK SCHEME SYMBOLS & OTHER MATTERS

Marking

M1. Blank pages, additional objects and marking outside the question zone.

Blank pages will be attached to the first part of Q1 and should be annotated with SEEN on all scripts.
Annotate any blank Additional Objects with SEEN.
Link any other additional objects to the question or questions applicable.
Examiners must ensure that they view the whole exam paper for each candidate. This will sometimes mean scrolling through a large zone to ensure that no working relevant to either the current or any other question is missed.
Where a candidate's answer extends beyond the marking zone, examiners must view the whole page (or link to other pages) to annotate and mark the whole answer. To view the whole page, deselect any annotation tool from the mouse, then click in the bottom right-hand corner of the marking zone where "view whole page" appears. For instructions to link to other pages see above.

M2. Use of Annotation stamps.

Examiners annotate scripts to explain their reasons for awarding or not awarding marks, noting:

- for **all** questions with **two** or **more** marks, it is **mandatory** to annotate with ticks placed to indicate where each mark is awarded. In a calculation where the final answer (A) mark is awarded all the ticks should be placed near to the final answer.
- annotations and comments must never suggest or imply that a mark has been deducted e.g. –1
- annotation stamps and their uses are published with the mark scheme and visible on scripts returned to centres. It is therefore vital that examiners apply them to scripts in a manner consistent with their published meaning.

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M4. Miscellaneous

Equations and formulae.

- Where a C, B or M mark is available for quoting a formula or equation this can be done in any form and in words, symbols or numbers unless the mark scheme specifies otherwise.
- Where a C mark is available for quoting an equation and another C mark is available for rearranging and / or substituting numbers into an equation, a candidate who only writes down the equation in the rearranged (and / or numerical) form in one step gains both C marks.

Use of ecf. The mark scheme notes where ecf is applicable, in the guidance section of the final answer mark. However, it should be applied for all relevant C marks as well. **Always annotate ecf if applied.** See Science specific Marking point 4 above.

Units.

On paper the 3 the unit is usually given on the answer line. Please ignore any unit given by the candidate in their working or final answer.

Significant Figures.

- Unless otherwise indicated in the mark scheme final answers expressed to two or more significant figures receive the final answer (**A)** mark if the candidate's answer rounds to the mark scheme answer.
- A final answer expressed to one significant figure is only awarded the final answer (**A)** mark where the final answer is exact to one sig. fig. (This applies to all answers, including answers using ecf.)
- A correct numerical answer, quoted with fewer significant figures than required by the mark scheme (even if in the working it has the required number of significant figures), is not awarded the final answer (**A**) marks. **C** (B or M) marks are awarded as appropriate.

Arithmetic errors and Transcription errors. Where a (probable) transcription error or arithmetic error is identified in working, ignore the error when awarding C marks.

Fractions. An answer expressed as a fraction is not a numerically correct final answer unless the fraction is explicitly stated in the mark scheme.

Crossed out work. When only part of an answer is crossed out the crossed-out work must be ignored. However, work which has been **wholly** crossed out and **not replaced** and can easily be read, should be marked as if it had not been crossed out**.** Look to see if it has been replaced on a blank page or another part of the same page before attempting to mark the crossed-out work.

Marking diagrams on-screen. Differences in magnification and / or individual computer screen settings can alter the appearance of diagrams. If it is necessary to check line lengths or angles use the ruler and protractor tools provided within RM Assessor 3 to ensure consistency across all examiners.

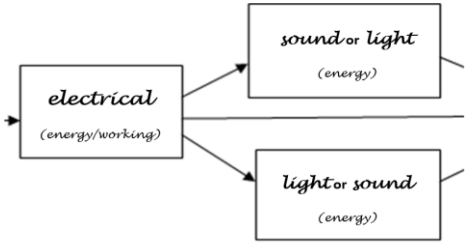
NR. (# or / key on the keyboard). Use this (instead of giving 0 marks) if the answer space for a question is completely blank or contains no readable words, figures or symbols.

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Question	Answer	Marks
1(a)(i)	6.2 (m / s)	**A2**
	indication on graph at time = 5 s	C1
1(a)(ii)	deceleration **or** slowing down owtte	**B1**
1(a)(iii)	22 (m)	**A3**
	½ × 7.4 × 6(.0)	C2
	(distance =) area under graph OR ½ $b \times h$	C1
1(b)	4.3 (m / s)	**A3**
	560 ÷ 130	C2
	(average speed =) distance / time	C1

Question	Answer	Marks
2(a)	35 (N)	**B1**
	forwards / to the right	**B1**
2(b)	110 (N / cm^2)	**A3**
	700 ÷ 6.2	C2
	(pressure =) force / area	C1
2(c)	71 (kg)	**A3**
	700 ÷ 9.8	C2
	(mass =) weight / gravitational field strength **or** W / g **or** W / 9.8	C1

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Question	Answer	Marks
3(a)	energy cannot be created or destroyed	**B1**
	energy can (only) be transferred / transformed (from one form to another)	**B1**
3(b)		**B1** **B2**
3(c)(i)	12 900 (J)	**A3**
	860 × 15	C2
	(work done =) force × distance OR $f \times d$	C1
3(c)(ii)	720	**A3**
	12 900 ÷ 18 **or** 13 000 ÷ 18 **or** (860 × 15) ÷ 18	C2
	(power =) work done ÷ time **or** (force × distance) ÷ time	C1
	W or watts	**B1**

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Question	Answer	Marks
4(a)	any **three** from: • light travels through a vacuum **or** • sound does not travel through a vacuum / needs a medium owtte • light is transverse (wave – sound isn't) • sound is longitudinal (wave – light isn't) • light is electromagnetic / e.m. (wave – sound isn't) • light travels at different speed than sound (in air)	**B3**
4(b)	two students / groups at least 100 m apart	**B1**
	any **three** from: • distance measured by tape (measure) / trundle wheel • means of making loud sound (that is visible) e.g. wooden blocks • distant student / group start measuring time when sound is made e.g. when blocks colliding seen • distant student / group stop time measurement when sound is heard • (time measured by) stopwatch / stop-clock / timer • repeat (experiment) **AND** calculate average (time) • use speed = distance ÷ time in any form	**B3**
	alternative MS for echo method: two students / group at least 50 m from wall / solid structure	**B1**
	any **three** from: • distance measured by tape (measure) / trundle wheel • means of making loud sound e.g. shouting • another student / group start(s) measuring time when loud noise made • another student / group stop measuring when echo / number of echoes is / are heard • (time measured by) stopwatch / stop-clock / timer • repeat (experiment) **AND** calculate average (time) **or** perform sound-echo-sound-echo (n) $\geqslant$ 9 times **AND** ÷ n • use speed = 2 $\times$ distance ÷ time	**B3**

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Question	Answer	Marks
4(c)	1.3 (m)	**A3**
	340 ÷ 260	C2
	(wavelength =) speed ÷ frequency	C1

Question	Answer	Marks
5(a)(i)	ice / it (is) less dense (than water) **ora**	**B1**
5(a)(ii)	3.1 (g)	**A3**
	3.4 × 0.92	C2
	(mass =) density × volume	C1
5(b)(i)	Melting	**B1**
5(b)(ii)	any **three** from: **arrangement:** regular in solid random in liquid **motion:** (particles only) vibrate in solid (particles) move around / flow over each other in liquid	**B3**
5(c)	evaporation	**B1**

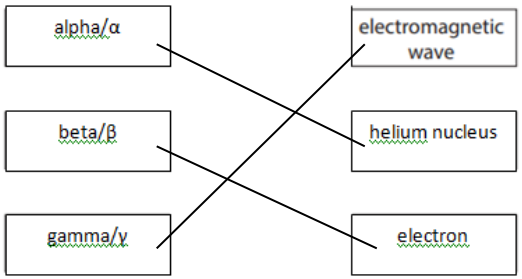
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Question	Answer	Marks
6(a)	principal axis	**B1**
6(b)	principal focus **or** principal focii **or** focal point (s)	**B1**
6(c)	ray continued through F to top of image	**B1**
6(d)	**one** of the following: • ray from top of object to centre of lens • ray continued to top of image	**M1**
	or • ray from top of object through F to lens • horizontal paraxial ray from lens to top of image	A1
6(e)	real	**B1**

Question	Answer	Marks
7(a)	6(.0) (V)	**B1**
7(b)(i)	9.1 (Ω)	**A3**
	5.8 ÷ 0.64	C2
	(resistance =) potential difference ÷ current	C1
7(b)(ii)	520 (J)	**A3**
	5.8 × 0.64 × 140 **or** *3.712* × 140 **or** 5.8 × *89.6* **or** 0.64 × *812*	C2
	(energy transferred =) potential difference × current × time	C1
7(c)	lamp in parallel with original lamp	**B1**

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Question	Answer	Marks
8(a)(i)	any **two** from: 1 magnetic field (from magnet) links with / cuts (large) coil 2 relative movement of magnetic field and coil 3 e.m.f. / voltage / current induced / produced / generated (in large coil)	**B2**
8(a)(ii)	any **two** from: • strong (er) magnet • (train / magnet) move fast (er) owtte • more coils / turns	**B2**
8(b)(i)	(soft) iron	**B1**
8(b)(ii)	copper	**B1**

Question	Answer	Marks
9(a)		**B2**
9(b)(i)	(atoms with) same number of protons / proton number / atomic number / Z	**B1**
	different number of neutrons / nucleon number / mass number / A	**B1**

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Question	Answer	Marks
9(b)(ii)	8 (days)	**A3**
	matching pair of x coordinates	C2
	suitable pair of y coordinates	C1

Question	Answer	Marks
10(a)	dust	**B1**
	gravity	**B1**
	disc	**B1**
10(b)	**evidence** red shift seen **or** increase in the (observed) wavelength (of electromagnetic radiation) **or** light appears to be shifted towards the red end of the spectrum	**B1**
	explanation • (the red shift shows) galaxies / stars / objects are moving away from each other • the Universe is expanding • all matter in the Universe once started from a single point. • more distant galaxies show a bigger red shift • more distant galaxies are moving away faster	**B1**

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