

Page 4	Mark Scheme IGCSE – May/June 2013	Syllabus 0625	Paper 33	
1	<p>(a) (i) constant/uniform gradient/slope OR straight line</p> <p>(ii) $(a = \Delta) v \propto t$ OR $36 \propto 48$ 0.75 m/s^2 (NOT 0.76)</p> <p>(b) (i) horizontal line from (48, 36) to (120, 36)</p> <p>(ii) area under graph (mentioned or implied) 864 OR 2592 3500/3460/3456 m</p>		<p>B1</p> <p>C1 A1</p> <p>B1 C1 A1</p>	[7]
2	<p>(a) (i) $(m =) \rho V$ OR $1000 \times 1.8 \times 10^6$ $1.8 \times 10^9 \text{ kg}$</p> <p>(ii) (g.p.e. =) mgh OR $1.8 \times 10^9 \times 10 \times 350$ (e.c.f. from (a)(i)) $6.3 \times 10^{12} \text{ J}$ (e.c.f. from (a)(i))</p> <p>(iii) $(P =) E/t$ OR $6.3 \times 10^{12}/7$ OR $6.3 \times 10^{12}/(7 \times 60)$ OR $6.3 \times 10^{12}/(7 \times 3600)$ (e.c.f. from (a)(i)(ii)) $2.5 \times 10^5 \text{ W}$ (e.c.f. from (a)(i)(ii))</p> <p>(b) (i) continuously regenerated / not used up / everlasting supply IGNORE used again / recycled / can be renewed</p> <p>(ii) any two of: biomass/geothermal/solar/ tidal/wave/wind energy/wood (NOT nuclear/light)</p>		<p>C1 A1</p> <p>C1 A1</p> <p>C1 A1</p> <p>B1</p> <p>B2</p>	[9]
3	<p>(a) velocity has direction/is a vector AND speed doesn't/isn't/is a scalar</p> <p>(b) (i) horizontal arrow to right AND touching parachutist (when extended) arrow/line horizontal AND arrow / line vertical AND making two sides of triangle OR rectangle</p> <p>(ii) correct diagonal (i.e. top left to bottom right) $10.4 - 10.5 \text{ m/s}$ $51 - 55^\circ$ to horizontal OR $35 - 39^\circ$ to vertical (NOT more than 2 sig.figs.)</p> <p>(iii) $\frac{1}{2}mv^2$ OR $0.5 \times 85 \times 10.5^2$ (e.c.f. from (b)(ii)) $0.5 \times 85 \times 10.5^2$ (e.c.f. from (b)(ii)) $4.7/4.69/4.685625 \times 10^3 \text{ J}$ (e.c.f. from (b)(ii))</p>		<p>B1</p> <p>B1 B1 B1</p> <p>B1 B1 B1</p> <p>C1 C1 A1</p>	[9]

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Notes: OCR AS Religious Studies: Philosophy of Religion Jill Oliphant, 2013-02-22 Unlock your full potential with this revision guide which provides both the key content you need to know and guidance on how to apply it for better grades My Revision Notes OCR AS Religious Studies Philosophy of Religion helps you to stay motivated and focused during your revision and gives you the opportunity to practise and refine your skills to achieve the best grade in your exam Breaks down all topics into short sections easy to read and revise from Exam style practice questions help confidence with the exam Concise notes clear layout and colourful features keep you engaged You can check your learning with the test yourself questions and tick box design **Defining Literary Criticism** Carol Atherton, 2005-09-27 Outlining the controversies that have surrounded the academic discipline of English Literature since its institutionalization in the late nineteenth century this important book draws on a range of archival sources It addresses issues that are central to the identity of academic English how the subject came into existence and what makes it a specialist discipline of knowledge in a manner that illuminates many of the crises that have affected the development of modern English studies Atherton also addresses contemporary arguments about the teaching of literary criticism including an examination of the reforms to A Level literature

Revise A2 Chemistry for Salters (OCR) Daniels, 2005-04-04 Helps students to pull together key ideas in the course and apply them to exam questions in a fresh context Organised by module to allow readers to quickly access specific information this work provides tips on common pitfalls and advice on approaching exam questions with practice style exam questions for each module along with answers *The Use of English*, 2002 *Key Maths GCSE*, 2002 These resources offer a range of material for the OCR Specification Provide test questions for each chapter together with detailed mark schemes **Teaching Sociology**

Successfully Andrew Jones, 2017-07-06 Teaching Sociology Successfully is a comprehensive guide to teaching learning and delivering sociology not only with success but with confidence Carefully combining insightful anecdotes and practical ideas with key theoretical concepts on planning learning styles and assessment this book is an essential tool for both new and experienced teachers of sociology Each chapter focuses on a particular aspect of the teaching and learning process from preparing to teach the subject for the first time to measuring student progress over time in an approachable yet rigorous way This practical guide will help you to improve your knowledge of specifications and syllabuses at GCSE and AS A Level provide the best pedagogic approaches for teaching sociology think about learning styles skills and capacities in relation to teaching sociology gain practical ideas and activities for improving student s argumentation evaluation and essay writing skills apply strategies for teaching abstract sociological theories and concepts make the teaching of research methods engaging and interesting deal with practical issues such as planning and assessing learning encourage students independent learning and revision connect ICT social networking websites and the mass media to further students sociological knowledge tackle the thorny issues of politics and controversial topics Drawing on the author s own experiences Teaching Sociology Successfully helps readers to identify unpack and negotiate challenges common to those teaching sociology Complete with a variety of pedagogical resources it provides tasks and further reading to support CPD and reflective practice This book will be an invaluable tool for students on PGCE social science training courses as well as School Direct candidates and undergraduates studying BEds in similar fields

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Parliamentary Debates (Hansard). Great Britain.

Parliament. House of Commons, 2012

Learning to Teach Science in the Secondary School Rob Toplis, 2015-02-11 Learning to Teach Science in the Secondary School is an indispensable guide with a fresh approach to the process practice and reality of teaching and learning science in a busy secondary school This fourth edition has been fully updated in the light of changes to professional knowledge and practice and revisions to the national curriculum Written by experienced practitioners this popular textbook comprehensively covers the opportunities and challenges of teaching science in the secondary school It provides guidance on the knowledge and skills you need and understanding the science department at your school development of the science curriculum the nature of science and how science works biology chemistry physics and astronomy earth science planning for progression using schemes of work to support planning and evaluating lessons

language in science practical work using ICT science for citizenship Sex and Health Education and learning outside the classroom assessment for learning and external assessment and examinations Every unit includes a clear chapter introduction learning objectives further reading lists of useful resources and specially designed tasks including those to support Masters Level work as well as cross referencing to essential advice in the core text Learning to Teach in the Secondary School sixth edition Learning to Teach Science in the Secondary School is designed to support student teachers through the transition from graduate scientist to practising science teacher while achieving the highest level of personal and professional development

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The Times Index, 2010 Indexes the Times Sunday times and magazine Times literary supplement Times educational supplement Times educational supplement Scotland and the Times higher education supplement

Addressing Special Educational Needs and Disability in the Curriculum: History Richard Harris, Ian Luff, 2017-04-11 The SEND Code of Practice 2015 has reinforced the requirement that all teachers must meet the needs of all learners This topical book provides practical tried and tested strategies and resources that will support teachers in making history lessons accessible and exciting for all pupils including those with special needs The authors draw on a wealth of experience to share their understanding of special educational needs and disabilities and show how the history teacher can reduce or remove any barriers to learning Offering strategies that are specific to the context of history teaching this fully revised edition will enable teachers to Make history education accessible and engaging to pupils of all abilities Create an inclusive classroom environment that responds to the emotional needs of the class and nurtures a culture of learning Develop inclusive practical demonstration and role play techniques to aid conceptual understanding Set assessment objectives Deploy in class support effectively An invaluable tool for continuing professional development this text will be essential for teachers and their teaching assistants seeking guidance specific to teaching history to all pupils regardless of their individual needs This book will also be of interest to SENDCOs senior management teams and ITT providers In addition to practical activities and supporting material contained in the book there are also free online resources for readers to download and use in the preparation of successful inclusive lessons for all pupils

Independent Schools Yearbook 2012-2013 none, 2013-06-20 The highly respected book of reference of sought after Independent Schools in membership of the Independent Schools Council is

Associations HMC GSA The Society of Heads IAPS ISA and COBIS **Postal Service Budget Review for 1979** United States. Congress. House. Committee on Post Office and Civil Service. Subcommittee on Postal Operations and Services, 1978

Workers, Managers, and Technological Change Daniel B. Cornfield, 2013-11-11 Workers Managers and Technological Change Emerging Patterns of Labor Relations contributes significantly to an important subject Technological change is one of the most powerful forces transforming the American industrial relations In fact the synergistic relationships between technology and industrial relations are so complex that they are not well or completely understood We know that the impact of technology while not independent of social forces already has been profound it has transformed occupations creating new skills and destroying others altered the power relationships between workers and managers and changed the way workers learn and work Technology also has made it possible to decentralize some economic activities out of large metropolitan areas and into small towns rural areas and other countries Most important information technology makes it possible for international corporations to operate on a global basis Indeed some international corporations especially those based in the United States are losing their national identities detaching the welfare of corporations from that of particular workers and communities Internationalization facilitated by information technology has transformed industrial relations systems A major objective of the traditional American industrial relations system was to take labor out of competition *Пространство научных интересов: иностранные языки и межкультурная коммуникация – современные векторы развития и перспективы* Е. Г. Кошкина, 2019-01-01 IV 11 04 2019 3 2019 602 Communication current and future research challenges Kultur und Landeskunde von deutschsprachigen Ländern La France langue et culture *The Builder* ,1908 *Imaging & Document Solutions* ,1999 *Annual Index to the Financial Times* ,1987

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