



**General Certificate of Secondary Education
January 2013**

**Additional Science / Physics
(Specification 4408 / 4403)**

PH2HP

Unit: Physics 2

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Information to Examiners

1. General

The mark scheme for each question shows:

- the marks available for each part of the question
- the total marks available for the question
- the typical answer or answers which are expected
- extra information to help the Examiner make his or her judgement and help to delineate what is acceptable or not worthy of credit or, in discursive answers, to give an overview of the area in which a mark or marks may be awarded.

The extra information is aligned to the appropriate answer in the left-hand part of the mark scheme and should only be applied to that item in the mark scheme.

At the beginning of a part of a question a reminder may be given, for example: where consequential marking needs to be considered in a calculation; or the answer may be on the diagram or at a different place on the script.

In general the right-hand side of the mark scheme is there to provide those extra details which confuse the main part of the mark scheme yet may be helpful in ensuring that marking is straightforward and consistent.

2. Boldening

- 2.1** In a list of acceptable answers where more than one mark is available ‘any **two** from’ is used, with the number of marks boldened. Each of the following bullet points is a potential mark.
- 2.2** A bold **and** is used to indicate that both parts of the answer are required to award the mark.
- 2.3** Alternative answers acceptable for a mark are indicated by the use of **or**. Different terms in the mark scheme are shown by a / ; eg allow smooth / free movement.

3. Marking points

3.1 Marking of lists

This applies to questions requiring a set number of responses, but for which candidates have provided extra responses. The general principle to be followed in such a situation is that ‘right + wrong = wrong’.

Each error / contradiction negates each correct response. So, if the number of error / contradictions equals or exceeds the number of marks available for the question, no marks can be awarded.

However, responses considered to be neutral (indicated as * in example 1) are not penalised.

Example 1: What is the pH of an acidic solution? (1 mark)

Candidate	Response	Marks awarded
1	green, 5	0
2	red*, 5	1
3	red*, 8	0

Example 2: Name two planets in the solar system. (2 marks)

Candidate	Response	Marks awarded
1	Neptune, Mars, Moon	1
2	Neptune, Sun, Mars, Moon	0

3.2 Use of chemical symbols / formulae

If a candidate writes a chemical symbol / formula instead of a required chemical name, full credit can be given if the symbol / formula is correct and if, in the context of the question, such action is appropriate.

3.3 Marking procedure for calculations

Full marks can be given for a correct numerical answer, without any working shown.

However, if the answer is incorrect, mark(s) can be gained by correct substitution / working and this is shown in the 'extra information' column or by each stage of a longer calculation.

3.4 Interpretation of 'it'

Answers using the word 'it' should be given credit only if it is clear that the 'it' refers to the correct subject.

3.5 Errors carried forward

Any error in the answers to a structured question should be penalised once only.

Papers should be constructed in such a way that the number of times errors can be carried forward are kept to a minimum. Allowances for errors carried forward are most likely to be restricted to calculation questions and should be shown by the abbreviation e.c.f. in the marking scheme.

3.6 Phonetic spelling

The phonetic spelling of correct scientific terminology should be credited **unless** there is a possible confusion with another technical term.

3.7 Brackets

(.....) are used to indicate information which is not essential for the mark to be awarded but is included to help the examiner identify the sense of the answer required.

3.8 Ignore / Insufficient / Do not allow

Ignore or insufficient is used when the information given is irrelevant to the question or not enough to gain the marking point. Any further correct amplification could gain the marking point.

Do **not** allow means that this is a wrong answer which, even if the correct answer is given, will still mean that the mark is not awarded.

Quality of Written Communication and levels marking

In Question 3(c) candidates are required to produce extended written material in English, and will be assessed on the quality of their written communication as well as the standard of the scientific response.

Candidates will be required to:

- use good English
- organise information clearly
- use specialist vocabulary where appropriate.

The following general criteria should be used to assign marks to a level:

Level 1: basic

- Knowledge of basic information
- Simple understanding
- The answer is poorly organised, with almost no specialist terms and their use demonstrating a general lack of understanding of their meaning, little or no detail
- The spelling, punctuation and grammar are very weak.

Level 2: clear

- Knowledge of accurate information
- Clear understanding
- The answer has some structure and organisation, use of specialist terms has been attempted but not always accurately, some detail is given
- There is reasonable accuracy in spelling, punctuation and grammar, although there may still be some errors.

Level 3: detailed

- Knowledge of accurate information appropriately contextualised
- Detailed understanding, supported by relevant evidence and examples
- Answer is coherent and in an organised, logical sequence, containing a wide range of appropriate or relevant specialist terms used accurately.
- The answer shows almost faultless spelling, punctuation and grammar.

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Question 1

question	answers	extra information	mark
1(a)	gravitational / gravity / weight	do not accept gravitational potential	1
1(b)	accelerating	accept speed / velocity increases	1
	the distance between the drops increases		1
	but the time between the drops is the same	accept the time between drops is (always) 5 seconds accept the drops fall at the same rate	1
1(c)(i)	any one from: <ul style="list-style-type: none"> • speed / velocity • (condition of) brakes / road surface / tyres • weather (conditions) 	accept specific examples, eg wet / icy roads accept mass / weight of car friction is insufficient reference to any factor affecting thinking distance negates this answer	1

Question 1 continues on the next page . . .

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Question 1 continued . . .

question	answers	extra information	mark
1(c)(ii)	75 000	allow 1 mark for correct substitution, ie 3000×25 provided no subsequent step shown or allow 1 mark for an answer 75 or allow 2 marks for 75 k(+ incorrect unit), eg 75 kN	2
	joules / J	do not accept j an answer 75 kJ gains 3 marks for full marks the unit and numerical answer must be consistent	1
Total			8

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Question 2

question	answers	extra information	mark
2(a)(i)	any one from: <ul style="list-style-type: none"> • nuclear power (stations) • nuclear weapons (testing) • nuclear accidents 	accept nuclear waste accept coal power stations accept nuclear bombs / fallout accept named accident, eg Chernobyl or Fukushima accept named medical procedure which involves a radioactive source accept radiotherapy accept X-rays accept specific industrial examples that involve a radioactive source nuclear activity / radiation is insufficient smoke detectors is insufficient	1
2(a)(ii)	(radioactive decay) is a random process	accept an answer in terms of background / radiation varies (from one point in time to another)	1
2(b)	any one from: <ul style="list-style-type: none"> • (maybe) other factors involved • evidence may not be valid • may not have (a complete) understanding of the process (involved) 	accept a named 'sensible' factor, eg smoking accept not enough data	1

Question 2 continues on the next page . . .

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Question 2 continued . . .

question	answers	extra information	mark
2(c)(i)	2		1
	2		1
2(c)(ii)	218	correct order only	1
	84		1
2(d)	3.8 (days)	<p>allow 1 mark for showing correct method using the graph provided no subsequent steps</p> <p>correct answers obtained using numbers other than 800 and 400 gain 2 marks provided the method is shown</p>	2
Total			9

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Question 3



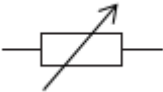
question	answers	extra information	mark
3(a)	forces (within the star) are balanced	if specific forces are mentioned they must be appropriate	1
3(b)(i)	bigger the mass (of the star) the shorter the 'main sequence' period	accept bigger the star the shorter the time	1
3(b)(ii)	any one from: <ul style="list-style-type: none"> • insufficient evidence • do not know (exact) amount of hydrogen in star • time too long (to measure directly) • may be other factors (not yet known) that determine length of 'main sequence' period • values are based on theory / calculation 	accept do not know (exact) mass of star	1
3(b)(iii)	faster than larger stars have a shorter 'main sequence' period so they must have the faster (rate of) nuclear fusion the end of 'main sequence' happens as the hydrogen in (the core of) a star is used up or (since) they use up hydrogen at a faster (rate)	 there must be a link between shorter 'main sequence' and nuclear fusion, this may be implied from the first marking point accept more massive stars (are brighter so) release energy faster	1 1 1

Question 3 continues on the next page . . .

question	answers	extra information	mark
3(c)	Marks awarded for this answer will be determined by the Quality of Written Communication (QWC) as well as the standard of the scientific response. Examiners should also refer to the information on page 5, and apply a 'best-fit' approach to the marking.		6
0 marks	Level 1 (1–2 marks)	Level 2 (3–4 marks)	Level 3 (5–6 marks)
No relevant content.	<p>There is a basic description of what happens to a star much larger than the Sun after the 'main sequence' period.</p> <p>OR</p> <p>Two stages are correctly named and are in the correct sequence.</p>	<p>There is a clear description of what happens to a star much larger than the Sun after the 'main sequence' period.</p> <p>AND</p> <p>At least two stages are correctly named and are in the correct sequence.</p>	<p>There is a detailed description of what happens to a star much larger than the Sun after the 'main sequence' period.</p> <p>AND</p> <p>At least three stages are named, in the correct sequence. There are no additional incorrect stages given.</p>
<p>Examples of the points made in the response:</p> <ul style="list-style-type: none"> • (the core of the) star runs out of hydrogen • (the star) expands (to form) • (the star) cools (to form) <ul style="list-style-type: none"> • a red supergiant <ul style="list-style-type: none"> • (outer layers) explode • as a supernova <ul style="list-style-type: none"> • elements heavier than iron are formed • core shrinks • becoming a neutron star <ul style="list-style-type: none"> • if mass large enough (core collapses) • (to form) a black hole 		<p>extra information</p> <ul style="list-style-type: none"> • the core shrinks • helium starts to fuse to form other elements <p>accept super red giant do not accept red giant</p> <ul style="list-style-type: none"> • fusion of lighter elements to form heavier elements (up to iron) <p>accept heaviest elements are formed</p> <p>if a correct description and sequence for a star the same size as the Sun and much bigger than the Sun given without clearly indicating which is which is limited to Level 2</p>	
Total			12

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Question 4

question	answers	extra information	mark
4(a)(i)	symbol for a diode 	accept 	1
	symbol for a variable resistor 		1
4(a)(ii)	voltmeter is in series or voltmeter is not in parallel		1
	ammeter is in parallel or ammeter is not in series	accept an answer in terms of how the circuit should be corrected voltmeter and ammeter are wrong way around is insufficient	1
4(b)(i)	0.2 (V)	accept any value between 0.20 and 0.21 inclusive	1
4(b)(ii)	37.5	allow 1 mark for $I = 0.008$ or allow 2 marks for correct substitution, ie $0.3 = 0.008 \times R$ or allow 1 mark for a correct substitution using $I = 0.8$ or $I = 0.08$ or $I = 0.009$ or allow 2 marks for answers of 0.375 or 3.75 or 33(.3)	3

Question 4 continues on the next page . . .

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Question 4 continued . . .

question	answers	extra information	mark
4(c)(i)	25	allow 1 mark for obtaining period = 0.04(s)	2
4(c)(ii)	diode has large resistance in reverse / one direction so stops current flow in that / one direction	allow diodes only let current flow one way / direction allow 1 mark for the diode has half-rectified the (a.c. power) supply	1 1
Total			12

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Question 5

question	answers	extra information	mark
5(a)	more streamlined	accept decrease surface area	1
	air resistance is smaller (for same speed)	accept drag for air resistance friction is insufficient	1
	so reaches a higher speed (before resultant force is 0)	ignore reference to mass	1
5(b)(i)	1.7	allow 1 mark for correct method, ie $\frac{5}{3}$ or allow 1 mark for an answer with more than 2 sig figs that rounds to 1.7 or allow 1 mark for an answer of 17	2
5(b)(ii)	7.5	allow 1 mark for correct use of graph, eg $\frac{1}{2} \times 5 \times 3$	2
5(b)(iii)	air (resistance)	accept wind (resistance) drag is insufficient friction is insufficient	1
Total			8

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Question 6

question	answers	extra information	mark
6(a)(i)	50(Hz)	ignore any unit given	1
6(a)(ii)	any two from: <ul style="list-style-type: none"> • (some) current flows to Earth • current flows through copper braid • RCCB detects difference between <u>current</u> in live and neutral wire 	accept ground for Earth accept current flows through the earth wire accept electricity for current in either the first or second marking point but not both	2
6(a)(iii)	can be reset or faster acting	accept does not need replacing accept switches circuit off faster	1
6(b)(i)	79 200 coulombs / C	allow 1 mark for correct substitution, ie $11 = \frac{Q}{2 \times 3600}$ an answer 22 gains 1 mark do not accept c	2 1
6(b)(ii)	18 216 000 or 230 × their (b)(i) correctly calculated	accept for 2 marks 18 216 kJ or 18.216 MJ allow 1 mark for correct substitution, ie 230 × their (b)(i) or allow 1 mark for power calculated as 2530(W)	2

Question 6 continues on the next page . . .

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Question 6 continued . . .

question	answers	extra information	mark
6(c)	increases temperature of thermistor		1
	changes resistance (of thermistor)	do not accept increases resistance (of thermistor) an answer decreases resistance (of thermistor) gains 2 marks	1
Total			11

UMS Conversion Calculator: www.aga.org.uk/umsconversion