



Rewarding Learning

**General Certificate of Secondary Education
2015**

GCSE Physics

Unit 1

Higher Tier

[GPH12]

FRIDAY 12 JUNE, AFTERNOON

MARK SCHEME

General Marking Instructions and Mark Grids

Introduction

Mark schemes are intended to ensure that the GCSE examination is marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria that they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these marking instructions.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, the examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners must be positive in their marking, giving appropriate credit for description, explanation and analysis, using knowledge and understanding and for the appropriate use of evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints. Examiners should make use of the whole of the available mark range of any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark scheme

Mark schemes for questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

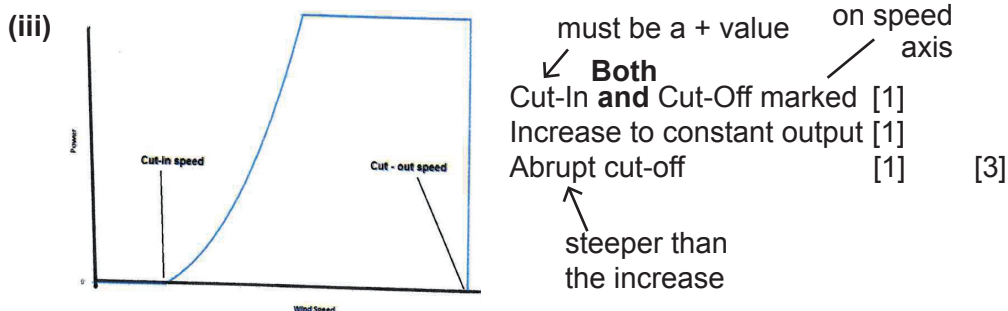
- 1 (a) (i) The ball is accelerating/getting faster/increasing speed or velocity [1]
 The distance or gap between the balls is increasing [1] [2]
 First point needed before second mark gained
- (ii) (Ave) speed = distance/time [1]
 $= 1.2/0.5$ [1]
 $= 2.4$ (m/s) [1] [3]
Award [1] for realising time = 0.5 s if no other working shown
Use of g (9.8 or 10) give [0]
- (iii) Ave velocity = $\frac{1}{2}(u + v)$
 $2.4 = \frac{1}{2}(0 + \text{Final speed})$ [1] each side [2]
 Final speed = 4.8 (m/s) ecf for average velocity [1] [3]
Use of g (9.8 or 10) give [0]
- (iv) Acc = $(v - u)/t$ or equivalent ignore minus in -9.6 [1]
 $(4.8 - 0)/0.5$ $a = \frac{u - v}{t}$ [0] if no more [2]
 $= 9.6$ (m/s²) ecf for final velocity [1] [4]
 ecf for time working
- Alternative approach**
 $v^2 = u^2 + 2as$ [1] $s = \frac{1}{2}at^2$ [1]
 $4.8^2 = 0 + 2 \times a \times 1.2$ [1] or $1.2 = \frac{1}{2} \times a \times 0.5^2$ [1]
 $a = 9.6$ (m/s²) $a = 9.6$ (m/s²) [1]
- (b) (i) Smooth curve [1]
 Points joined by short lines give [0]
 Straight line give [0]
 Curve does **not** have to pass through 0, 0
- (ii) $1200 = k \times (0.5)^2$ [1]
 $k = 1200/0.25$ [1]
 $k = 4800$ **Any value** 4800–5200 [1] [3]
 Any values taken from their curve/line are allowable
- (c) (i) $F = ma$ $F = mg$ [0] – no further credit [1]
 $= 1600 \times 0.5 = 800$ (N) [1] [2]
- $F = ma$ Then $1000 - 800$ give [1]
 $= 1600 \times 0.5 = 800$
- (ii) Resultant force = $1000 - \text{friction}$ or [1]
 $800 = 1000 - \text{friction}$ [1] [2]
 Friction = 200 (N)
 ecf for resultant force
 ignore minus

AVAILABLE
MARKS

20

- 2 (a) (i) $KE = \frac{1}{2}mv^2 = \frac{1}{2} \times 1 \times 15^2$ [2]
 [1] for the equation and [1] for subs [1] [3]
 = 112.5 (J)
- (ii) $KE = \frac{1}{2} \times 1 \times 9^2 = 40.5$ [1]
 Loss of KE = $(112.5 - 40.5) = 72$ allow ecf from (i) > 40.5 [1]
 Rotational energy = $0.5 \times 72 = 36$ (J) [1] [3]
- (iii) Output energy = input $\times 0.3$ or equivalent (must include [1]
 energy/power/work) [1]
 = $1000 \times 0.3 = 300$ (J) [1] [2]
- (b) (i) Maximum efficiency = 0.51 to 0.52 Ratio = 0.3 no tolerance [2]
 0.505 \rightarrow 0.524

(ii) It is not moving/air is still/no wind/calm/stopped [1]



(c) **Indicative content**

1. Measure the weight lifted or known weight – Force [0]
2. Measure the (vertical) height it is raised/distance moved/distance pulled down
3. Calculate the work done = weight \times distance
 or work done = weight \times distance \times (number of lifts)
4. Determine time for one lift or time for a number of lifts
5. Power = work done/time

Response	Mark
Candidates describe in detail using good spelling, punctuation and grammar all 5 points shown above and the precaution is clearly stated. The form and style are of a high standard and specialist terms are used appropriately at all times.	[5]–[6]
Candidates describe in detail using good spelling, punctuation and grammar 3 points shown above. The form and style are of a high standard and specialist terms are used appropriately at all times.	[3]–[4]
Candidates make some reference to one or two of the main points shown above using satisfactory spelling, punctuation and grammar. The form and style are of a satisfactory standard and they have made some reference to specialist terms.	[1]–[2]
Response not worthy of credit.	[0]

[6]

20

- 3 (a) (i) Density = mass per unit volume $D = \frac{M}{V}$ only if M and V named
 or Density = mass/volume
 or equivalent response [1]
- (ii) kg/m^3 or g/cm^3 or kg/cm^3 or g/m^3 [1]
- (b) (i) Fill bottle with water [1]
 Pour water into measuring cylinder [1]
 Read the volume of water/take the reading [1] [3]
- Alternative method**
 Fill/pour water into cylinder [1] }
 Fill bottle [1] } use of sand [0]
 Read difference [1] }
- (ii) Read water level in measuring cylinder [1]
 Place bottle in cylinder [1]
 Note difference in levels/displacement [1] [3]
- (iii) Subtract the volume of water from volume of bottle [1]
 Subtract volume of inside from volume of bottle
 Volume of expt 2 – volume of expt 1
- (c) (i) Density of the steam is **less** than density of water [1]
- (ii) Molecules in steam are further apart [1]
 Molecules in water are closer
- (d) (i) Weight on Moon = 8 (N) [1]
 Weight on Earth = 50 (N) [1]
 Difference = $50 - 8 = 42$ (N) [1] [3]
- (ii) Straight line from 0,0 through 1, 3.7 and extended [1]
 3.6 to 3.8

AVAILABLE
MARKS

15

- 4 (a) (i) Prevents passenger being thrown forward against windscreen
or similar response [1]
increases time **and reduces force/deceleration**
- (ii) Airbag or crumple zone or steel cage or ABS
or stability control, or traction control [1]
- (iii) Momentum = mass \times velocity or $p = mv$ [1]
 $= 48 \times 15$ 720,000 only [1]
 $= 720$ if correct unit [1]
 kg m/s or Ns given gm/s [1] [4]

(b) (i)

Centripetal force, F, in newtons	0.0	0.5	1.0	1.5	2.0
Speed of bung, v, in m/s	0.0	0.9	1.3	1.6	1.8
v^2 in m^2/s^2	0.0	0.8	1.7	2.6	3.2

- All correct 1 decimal place only** [1]
- (ii) Label: v^2 in m^2/s^2 unit is required [1]
 Scale: Covering at least half axis – on both axes [1]
 Plotted points ± 1 square, $\frac{1}{2}$ mark per point and round **down** [2] [4]
- (iii) Straight line of fit (not point-to-point) [1]
- (iv) gradient = $2.0/3.2 = 0.625$ **A non-linear scale** [1]
 $= 0.6 \pm 0.05$ **on the graph** [1] [2]
values from table ok **no credit**
- (v) They are the same/equal [1]

AVAILABLE
MARKS

15

- 5 (a) (i) P marked clearly on shoulder [1]
- (ii) G clearly marked at the midpoint of the ladder – good approximation by eye – 2nd box to LHS of shoulder [1]
- (iii) ACM = CM [1]
 ACM = CM or $200 \times 0.5 = 80 \times d$ [1]
- Alternative
 $200 \times 0.5 = 80 \times (1.5 - X)$ give [3]
 $d = 1.25$ m [1]
 Distance from X = 0.25 m [1] [4]
- (iv) Direction to the right/towards the end X/away from the window cleaner/away from pivot [1]
 To create a larger turning effect/moment/larger CM [1]
 to compensate/allow for the larger moment or ACM due to the ladder [1] [3]
 Allow calculations for the explanation
 If direction wrong – give [0]
- (b) 1. Large base area/wide base
 2. Heavy base
 3. Low CoG
 4. CoG still acts within the base
 5. Not easily toppled
 6. Presents a fire risk/burns
 7. CoG in the centre

Response	Mark
Candidates describe in detail using good spelling, punctuation and grammar 5 main points shown above and the precaution is clearly stated. The form and style are of a high standard and specialist terms are used appropriately at all times.	[5]–[6]
Candidates describe in detail using good spelling, punctuation and grammar at least 3 of the main points shown above. The form and style are of a high standard and specialist terms are used appropriately at all times.	[3]–[4]
Candidates make some reference to one or two of the main points shown above using satisfactory spelling, punctuation and grammar. The form and style are of a satisfactory standard and they have made some reference to specialist terms.	[1]–[2]
Response not worthy of credit.	[0]

[6]

AVAILABLE
MARKS

15

			AVAILABLE MARKS	
6	(a) (i)	Proton, Neutron and Electron (3 × [1])	[3]	
	(ii)	${}^3_2\text{He}$ both figures required and in correct place	[1]	
	(b) (i)	Fission correct spelling	[1]	
	(ii)	<p>Reasons must be consistent with their choice e.g. Yes – is a long term energy supply, would provide long term employment, employment of technical skilled persons, employment (cost arguments – give [0] efficiency [0]) during the construction process, reduces the demand for fossil fuels/conserves fossil fuel stocks/lots of energy from little fuel – reliable No CO₂ [0] But SO₂ ✓</p> <p>No – produces toxic waste, terrorist attack, could increase radiation in the area, possibility of leakage/decommission costs explosion [0] potential for disaster [1] difficult to store waste products [1] radioactive waste causes cancer or just radioactive waste (2 x [1])</p>	[2]	
	(c)	It will strip/remove electrons off atoms only removing or adding electrons [0]	[1]	
	(d) (i)	Gamma – must be stated before 2nd mark possible (Only) gamma will pass through the steel/alpha and beta will not pass through the steel Most penetrating [0] Accept source	[1] [1]	[2]
	(ii)	<p>If the steel is too thick the detector registers a reduction or if the steel is too thin the detector registers an increase (The control unit) increases the pressure or force on the rollers/the control unit decreases the pressure or force on the rollers constant reading means } constant thickness so } give [1] constant pressure }</p>	[1] [1]	[2]
	(e)	<p>20 cps to 5 cps is 2 half-lives [1] 2 half-lives = $2 \times 5600 = 11\,200$ y [2]</p> <p style="margin-left: 100px;"> $\underbrace{\hspace{2em}}_{[1]} \quad \underbrace{\hspace{2em}}_{[1]}$ </p>	[1] [2]	[3]
		Total		15
				100