

Mark Scheme (Results)

Summer 2013

International GCSE

Physics (4PH0) Paper 1P

Science Double Award (4SC0)

Paper 1P

Edexcel Level 1/Level 2 Certificate

Physics (KPH0) Paper 1P

Science (Double Award) (KSC0)

Paper 1P

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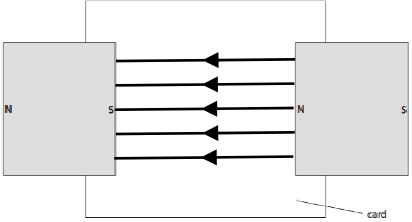
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Question number	Answer	Notes	Marks
1 (a) (i)	B - 1 joule per second (1 J/s)		1
	(ii) C - 1 newton per square metre (1 N/m ²)		1
(b) (i)	A - the direction of a magnetic field		1
	(ii) A - has uniform strength		1
		Total	4

Question number	Answer	Notes	Marks						
2 (a)	<table><tr><td>longest wavelength</td><td>→</td><td>shortest wavelength</td></tr><tr><td>infrared</td><td>visible (light)</td><td>ultraviolet</td></tr></table>	longest wavelength	→	shortest wavelength	infrared	visible (light)	ultraviolet	All three must be correct for the mark Allow IR for infrared Allow visible (without light) Allow UV for ultraviolet	1
longest wavelength	→	shortest wavelength							
infrared	visible (light)	ultraviolet							
(b)	Any two of: Radio (waves); Microwave(s); x-rays; Gamma (rays);	Allow T-rays γ - rays or γ	2						
(c) (i)	Any two of 1. killing bacteria e.g. in water purification OR in hand driers in toilets OR sterilisation of equipment; 2. medical uses e.g. setting dental fillings OR detection of bacteria OR treatment of (named) skin diseases; 3. security markings e.g. for checking banknotes; 4. fluorescent lamp e.g. tanning machines, black-light, detecting blood /other body fluids; 5. data reading e.g. blu-ray devices	Must be specific, ignore vague answers such as 'used in a hospital', 'for CSI' Allow other sensible suggestions for each MP	2						

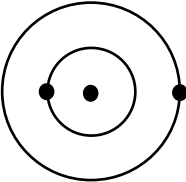
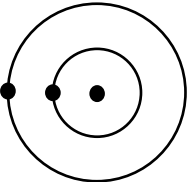
Question number	Answer	Notes	Marks
2 (ii)	Any two of 1. cell damage e.g. (skin) cancer, cell mutation; 2. Sunburn/skin aging; 3. eye damage e.g. cataracts, blindness;	Must be specific, do not allow vague answers such as 'causes burns' 'danger to skin' 'burns skin'	2
		Total	7

Question number	Answer	Notes	Marks
3 (a) (i)	<p>1. at least one arrow showing direction from N to S (right to left);</p> <p>2. one horizontal line between shaded faces;</p> <p>3. minimum of 3 horizontal lines evenly spaced (by eye);</p> <p>e.g.</p> 	<p>Reject contradictory arrows</p> <p>For MP2,3 ignore any lines outside the rectangle between the shaded faces</p> <p>allow field lines that almost touch the faces</p>	3
(ii)	<p>1. a method to show shape;</p> <p>e.g.</p> <p>use compass(es)</p> <p>Use of iron filings/ powder</p> <p>2. Use of (plotting) compass to show direction;</p> <p>3. a further method detail;</p> <p>e.g.</p> <p>mark card /move compass/multiple compasses</p> <p>idea of another line or lines added</p> <p>sprinkle (iron filings evenly on card)</p> <p>tap card (to distribute iron filings)</p>	<p>Ignore</p> <p>Position of card /Cling film</p> <p>Ignore</p> <p>pour/place/ drop /spill</p>	3

Question number	Answer	Notes	Marks
(b)	any two of 1. (Fleming's) Left Hand (Motor) rule OR (current generates) magnetic field around the rod; 2. Idea that there is a force (on rod); 3. (translational) movement of rod; 4. Correct direction given, i.e. out of the paper;	allow LHM rule/LH rule/motor rule/ motor effect Ignore upwards rod is magnetic	2
		Total	8

Question number	Answer	Notes	Marks
4 (a)	<p>Student is right / wrong = no mark</p> <p>Any two of</p> <ol style="list-style-type: none"> 1. Balance might not be levelled; 2. zero error; 3. mass could be worn; 4. mass could be mislabelled; 5. value could be within acceptable accuracy of the mass (e.g. $\pm 2\text{g}$); 6. battery of scales is running down/eq; 	<p>Ignore idea of anomaly accept</p> <p>tare, reset error</p> <p>rusty</p> <p>inaccurate marking</p> <p>it rounds to 500 g</p>	2
(b)	<p>Any two of</p> <p>MP1 - Measure/find volume;</p> <p>MP2 - Using a displacement method;</p> <p>MP3 - A sensible experimental precaution</p> <p>e.g. tied to thread OR awareness of meniscus OR repeat readings OR average;</p> <p><i>PLUS</i></p> <p>Any one of</p> <p>MP4 - Formula to use (density = mass $\div$ volume);</p> <p>MP5 - A correct density unit mentioned (e.g. kg/m^3);</p>	<p>For MP2</p> <p>Ignore calculation of volume geometry</p>	3
		Total	5

Question number	Answer	Notes	Marks
5	<p>Any 5 of</p> <ol style="list-style-type: none"> determine / measure distance; determine / measure time; Appropriate measuring instrument for distance OR time; Use a suitable distance /count laps (of known length); repeat experiment/calculate average; Speed = distance / time OR finding the gradient ; Suitable experimental precaution, e.g. reaction time considered, consistent height on track, time from a predetermined consistent point; 	<p>Allow</p> <p>idea of published track length</p> <p>use of split times</p> <p>e.g. 1 lap or circuit</p> <p>Ignore 'human error'</p>	5
		Total	5

Question number	Answer	Notes	Marks
6 (a)	D – the Sun		1
(b) (i)	Substitution; Calculation; $\text{speed} = \frac{2 \times \pi \times 250\,000\,000}{690}$ $= 2\,300\,000 \text{ (km/day) (correct to 2SF)}$	If answer given to more than 2SF, then allow range of 2 275 000 → 2 280 000 max 1 for POT error in bald answer Accept appropriate labelled diagrams Allow for one mark: elliptical if no other mark scored e.g, orbit of Mars is more elliptical than Earth's	2
(ii)	Any two of 1. Idea of different speeds; 2. idea of different orbits /radii; 3. Idea of variable relative motion, e.g. both on the same side of the Sun and then on opposite sides of the Sun; 4. Appropriate calculation e.g. difference or sum of radii, attempt to calculate speed of Earth; e.g. Diagram showing understanding of MP2 and MP3 <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Earth Sun Mars</p> </div> <div style="text-align: center;">  <p>Mars Earth Sun</p> </div> </div>	ignore Mars labelled inside Earth's orbit	2

Question number	Answer	Notes	Marks
6 (c) (i)	<p>Working;; e.g.</p> $300\,000 = \frac{170\,000\,000}{t} \quad 1 \text{ working mark (sub ONLY)}$ $t = \frac{170\,000\,000}{300\,000} \quad \text{both working marks (sub AND rearrange)}$ <p>Calculation; e.g.</p> $= 570 \text{ (566.7) (s)} \quad 1 \text{ mark (ans to } > 1 \text{ SF)}$	<p>'show that' question, working must be shown for full marks</p> <p>REVERSE CALCS: maximum mark =2 (correct calc plus a comparison statement e.g. $283\,333 \equiv 300\,000$ $180\,000\,000 \equiv 170\,000\,000$)</p> <p>Allow (without the subject of the equation) for 2 marks, <u>170 000 000</u> 300 000</p>	3

Question number	Answer	Notes	Marks
6 (c) (ii)	<p>Any two of</p> <ol style="list-style-type: none"> IDEA of HOW THE LOW SPEED AFFECTS DRIVING; low speed reduces stopping distance low speed helps to avoid obstacle IDEA of THE EFFECT OF LOW SPEED ON COLLISION; momentum /low speed / low (kinetic) energy reduces damage if in collision IDEA of WHAT THE TIME DELAY DOES; time delay affecting reaction time / stopping distance / steering IDEA of WHAT THE TIME (DELAY) IS; it takes a long time to get the signal (the communication delay is) $\approx$ 1200 (s) (we see images which are) 600s delayed light and radio waves travel at the same speed in a vacuum 	<p>Allow idea that rover could travel up to 48 m between commands RA</p> <p>ignore better photos/detail of the planet /eq</p>	2
		Total	10

Question number	Answer	Notes	Marks
7 (c)	<p>Any five of <i>ABOUT A</i></p> <ol style="list-style-type: none"> Resistance of A decreases with temperature; For A, {largest slope / rate of change} is at lower temperature ORA {smallest slope /rate of change} is at higher temperature; A is a thermistor (ntc); <p><i>ABOUT B</i></p> <ol style="list-style-type: none"> Resistance of B increases with temperature; For B, {largest slope / rate of change} is at higher temperature(s) ORA {smallest slope /rate of change} is at lower temperature; For B, resistance is constant below 50 °C; <p><i>ABOUT BOTH</i></p> <ol style="list-style-type: none"> More results for B/ fewer results for A; stated both relationships are non-linear; Range of (temperature/resistance) values for both is similar; data comparison e.g. both have the same resistance at 80 °C; 	<p>Accept</p> <ul style="list-style-type: none"> (MP1) for A, when the temperature is low, the resistance is high, ORA (MP4) for B, when the temperature is low, the resistance is low, ORA <p>Allow component B is a ptc thermistor ORA Up to 60 °C</p> <p>Ignore: inversely proportional positive/negative correlation</p> <p>Do not take implication of MP8 when MP 1,2,4,5 is given</p>	5
		Total	10

Question number	Answer	Notes	Marks
8 (a)	(i) work done = force x distance moved ;	Accept $W = F \times d$ Allow rearrangements do not accept eqn in units only	1
	(ii) Substitution into correct equation; Calculation; 170 x 110 19 000 (J)	Accept 18 700 (J)	2
	(iii) exactly same as their answer to (ii);		1

Question number	Answer	Notes	Marks
8 (b) (i)	KE = $\frac{1}{2}mv^2$	Accept word equation	1
(ii)	addition of masses before OR addition of energies after; Substitution into correct equation; Calculation; $1650 + 950 = 2600$ (OR $436\,425 + 251\,275 = 687\,700$) $\frac{1}{2} \times 2600 \times 23^2$ 688 000	Accept for 1 mark - either 436 000 or 251 000 accept for 2 marks - both 436 000 and 251 000 Accept for 3 marks- 687 700	3
(c)	Any three of 1. idea that mass and acceleration are inversely related; 2. Idea that (total) mass is less; 3. Idea of less (air) resistance / friction; 4. Idea of less work done/less energy used; 5. Idea of amount work related to amount of (chemical) energy from fuel;	allow F = m x a mentioned weight for mass drag doesn't have to use energy to pull the caravan	3
		Total	11

Question number	Answer	Notes	Marks
9 (a)	Any two of 1. ruler has a mm scale ; 2. idea of inappropriate precision; 3. paper is (very) thin;	ignore vague statements e.g. the ruler is too big allow scale is too big paper is thinner than 1 mm	2
(b) (i)	C 0.1 mm		1
(ii)	Any two of 1. parallax error; 2. gap left between ruler and paper; 3. ruler not perpendicular; 4. zero error;	allow • misreading or inaccurate reading of the ruler • damaged ruler • top sheet not flat ignore air gaps between sheets folded paper miscounting sheets different sizes of paper incorrect recording of measurements need for more precise instrument human error	2

Question number	Answer	Notes	Marks
(c) (i)	An explanation including any 2 of 1. acceleration needs an unbalanced force; 2. (constant velocity means) the aeroplane is not accelerating; 3. idea of absence of unbalanced/overall force;	ignore idea that the forces are acting at different points on the plane allow Newton I or Newton II unbalanced forces cause acceleration /deceleration / change of <i>velocity</i> flying straight or not changing speed /direction 'no resultant force' statement that there is a suitable pair of named balanced forces	2
(ii)	weight arrow vertically down; lift arrow upwards; drag arrow to the left;	allow labelled arrows anywhere on the diagram vertical to 45deg to the right inside the angle of the plane wings	3
(iii)	lost as (/dissipated to) heat, sound etc	allow lost to the surroundings/air absorbed by surroundings/air ignore kinetic energy 'other types of energy'	1
		Total	11

Question number	Answer	Notes	Marks
10 (a) (i)	42 (m/s)	Allow range 42 - 43	1
(ii)	<p>Attempt to calculate slope; Answer; Unit;</p> <p>42 ÷ 15</p> <p>2.8</p> <p>m/s²</p>	<p>Allow value from (i) e.g. 43 m/s → 2.9 m/s² 42.5 → 2.83 m/s² 45 → 3 m/s²</p> <p>not 42/120 allow 42/20</p>	3
(iii)	<p>Attempt to calculate an area under graph line; Appropriate further working (e.g. adding areas); Answer;</p> <p>(½ × 15 × 42) + (80 × 42) + (½ × 25 × 42)</p> <p>315 + 3360 + 525</p> <p>4200 (m)</p>	<p>Allow value from (i) e.g. 43 m/s → 4300 m</p> <p>first 2 MP may be gained using the trapezium method, i.e. 42 × (120+80)/2</p> <p>Bald correct answer scores 3</p>	3

Question number	Answer	Notes	Marks
(b)	<p>Any three from</p> <ol style="list-style-type: none"> 1. Stopping distance affected by speed or mass; 2. For faster plane, stopping distance greater/ runway too short ; 3. for heavier plane stopping distance greater/ runway too short; 4. Attempt to calculate stopping distance from graph; 5. Data shows most/all of runway already used; 	<p>ignore time = $500/40$</p> <p>Allow a momentum argument for MP1, 2, 3</p>	3
		Total	10

Question number	Answer	Notes	Marks
11 (a)	Idea of (correct) change of speed OR wavelength; (Refractive) index / (optical) density of glass > that of air (ORA);	Allow for 1 mark speed slower in glass OR wavelength shorter in glass (ORA) allow RI, n for refractive index	2
(b) (i)	$\sin c = 1/n$;	Allow rearrangements ($n = 1/\sin c$) in words (incl critical angle)	1

Question number	Answer	Notes	Marks
11	<p>(ii) $(n=) 1/\sin 43$ OR $\sin 43^\circ = 0.682$; $n = 1.47 (\approx 1.5)$;</p> <p>(iii) Any three of</p> <ol style="list-style-type: none"> 1. larger RI means smaller c ; 2. TIR when i > c; 3. for diamond larger range of angles for TIR ; 4. Some appropriate calculation, e.g. for diamond $c = 25^\circ$; 5. 43° to 90° for TIR in opal; 	<p>(0.68199836) (1.466279) Refractive index must be shown to > 2 sig fig Allow truncated values Reverse calculation can score 1 mark Reverse calculation with comparison can score both marks Bald answer can score 1 mark</p> <p>allow</p> <p>c is smaller in diamond</p> <p>TIR happens at angles smaller than in opal/43° ($1/2.4 = 0.417 \rightarrow c=24.6^\circ$)</p> <p>Accept for 2 marks 25° to 90° for TIR in diamond; (MP2,4)</p> <p>Ignore more of the rays going TIR (repeat of stem) diamond has a higher RI than opal</p>	<p>1</p> <p>2</p> <p>3</p> <p>Total 8</p>

Question number	Answer			Notes	Marks	
12 (a)	(i)	Isotope	Proton number	Neutron number		2
		Uranium-234	92	142		
		Uranium-235	92	143		
		Uranium-238	92	146		
	(ii)	92 as shown; 146 as show;				2
		Time taken;				
		and either of <ul style="list-style-type: none">For half of (radioactive) nuclei / atoms /isotope to decay; For (radio)activity to halve;				
	(iii)	any one from:				1
		<ul style="list-style-type: none">Other isotopes have decayed more quickly;It has the longest est half-life;				

Reject for the relevant mark
'half the time'
particles
molecules
'break down'
'reactivity'
nucleus
halve in mass
to completely/fully decay

Allow
how long it takes

Allow

- reverse arguments
- comparative e.g. longer rather than longest

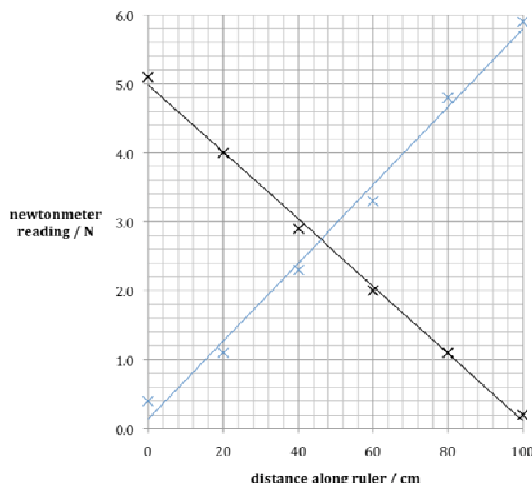
Ignore

- number of neutrons

purity /concentration

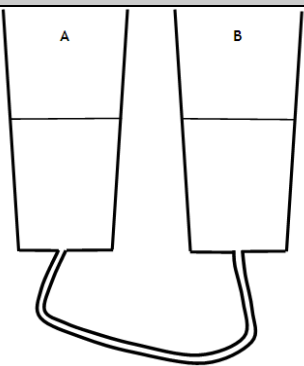
Question number	Answer	Notes	Marks
12 (b)	<p>any three from</p> <ol style="list-style-type: none"> 1. Neutrons; 2. (product) nuclei/a named nucleus; 3. Appropriate qualification of either term above(DOP); 4. gamma (radiation)/thermal energy <p>e.g. of MP3 neutrons - 2, 3, fast, high energy nuclei – daughter, lighter, e.g. for MP2 allowed nuclei include : krypton, barium, xenon,</p>	<p>Allow two correct named nuclei as MP2 & MP3</p> <p>Ignore extra as a qualifier for neutrons helium alpha beta atoms daughter atoms/cells</p>	3
(c) (i)	<p>Any one of</p> <ul style="list-style-type: none"> to slow down neutrons/eq; to increase rate of fission; to increase absorption of neutrons by uranium/fuel; 	<p>allow reduce the (kinetic) energy of neutrons</p>	1
(ii)	<p>Any two of</p> <ol style="list-style-type: none"> 1. rate of reaction increases; 2. fewer neutrons absorbed by control rod OR more neutrons collide with uranium; 3. temperature <u>increases</u>; 	<p>allow rate of fission increases control rods absorb neutrons</p> <p><u>more</u> heat released (need for comparative) ignore risk of explosion</p>	2

Question number	Answer	Notes	Marks
12 (d)	<p>Any five of the following ideas</p> <p><i>facts about radioactivity</i></p> <ol style="list-style-type: none"> 1. idea of harmful nature of radiation / danger to life; 2. high (activity) levels; 3. long half-life / half-lives; <p><i>consequences</i></p> <ol style="list-style-type: none"> 4. difficulties for (emergency) workers to access the area, e.g. short safe working times / need for protective clothing; 5. (requirement for) special handling equipment OR difficulty in removing material; 6. idea of extensive time OR distance (exclusion/hazardous) zone; <p><i>environmental effects local and distant</i></p> <ol style="list-style-type: none"> 7. idea of radioactive material mixing with the local environment e.g. soil, plants, water, air; <p>idea of further /more distant spreading of material e.g. by fire, wind, water;</p>	<p>Ignore repeat of the stem, i.e. radioactive material has been spread into the surrounding area can't be seen</p> <p>allow MP1 toxic, can kill, causes mutation, ionises cells</p> <p>MP5 a lot of (contaminated) material to deal with</p> <p>MP6 still radioactive after a long time takes a long time to go away</p>	5
		Total	16

Question number	Answer	Notes	Marks												
13 (a) (i)	A – distance A		1												
(ii)	D – force D		1												
(b) (i)	Force (C) in N; or Force in newtons;	Allow: Reading from newton-meter in N	1												
(ii)	Plotting ;; Line of best fit; <div><table data-bbox="1088 593 1283 837"><tr><td>0</td><td>5.1</td></tr><tr><td>20</td><td>4.0</td></tr><tr><td>40</td><td>2.9</td></tr><tr><td>60</td><td>2.0</td></tr><tr><td>80</td><td>1.1</td></tr><tr><td>100</td><td>0.2</td></tr></table></div>	0	5.1	20	4.0	40	2.9	60	2.0	80	1.1	100	0.2	To nearest ½ square, penalise errors up to two marks Suited to candidate's plotting (allow a smooth curve) no double lines judge LoBF by balance of points about the line	3
0	5.1														
20	4.0														
40	2.9														
60	2.0														
80	1.1														
100	0.2														
(iii)	Reading from graph to ± 1 cm; e.g. 46	To nearest ½ small square	1												

Question number	Answer	Notes	Marks
13 (c)	weight of ruler;	Accept other valid reasons allow force for weight ignore 'it's got a force acting' 'because of gravity'	1
		Total	8

Question number	Answer	Notes	Marks
14 (a) (i)	pressure difference = height x density x g	Accept $P = h\rho g$ $P = h d g$	1
(ii)	Substitution into correct equation; Calculation; $0.91 \times 1000 \times 10$ 9100 Pa	correct answer with no working scores 2 marks Accept: <ul style="list-style-type: none"> • 9.1 kPa • 8918 Pa (from $g = 9.8 \text{ m/s}^2$) • 8927 Pa (from $g = 9.81 \text{ m/s}^2$) • h in cm / 910 000 Pa for a max of 1 	2

Question number	Answer	Notes	Marks
14 (b) (i)	 <p>the water level is the same on both sides</p>	allow some wobbles on the B side area shaded	1
(ii)	<p>Any three of the following ideas</p> <ol style="list-style-type: none"> 1. pressure difference (relating to flow); 2. pressure equality (relating to flow ending); 3. reference to relevant pressure equation ; e.g. pressure causes force on water, pressure = force / area pressure = $h\rho g$; 4. (more) gravitational potential energy (in A) /ORA; (fluid) <u>pressure</u> acts in all directions; 	<p>Allow force or weight instead of pressure for either MP1 OR MP2 but not both</p> <p>MP3 allow 'pressure pushes water' 'height difference pushes water'</p>	3
		Total	7
		Total for paper	120

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