
GCSE
COMBINED SCIENCE: TRILOGY
8464/P/1H

Physics Paper 1H

Mark scheme

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Version: 1.0 Final Mark Scheme



Mark schemes are prepared by the Lead Assessment Writer 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 associates 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 associate understands and applies it in the same correct way. As preparation for standardisation each associate 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, associates encounter unusual answers which have not been raised they are required to refer these to the Lead 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
- the Assessment Objectives, level of demand and specification content that each question is intended to cover.

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. Emboldening and underlining

- 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 emboldened. 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.
- 2.4** Any wording that is underlined is essential for the marking point to be awarded.

3. Marking points

3.1 Marking of lists

This applies to questions requiring a set number of responses, but for which students 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]

Student	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]

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

3.2 Use of chemical symbols / formulae

If a student 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

Marks should be awarded for each stage of the calculation completed correctly, as students are instructed to show their working. Full marks can, however, be given for a correct numerical answer, without any working shown.

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 is 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 ecf 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 Allow

In the mark scheme additional information, 'allow' is used to indicate creditworthy alternative answers.

3.9 Ignore

Ignore 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.

3.10 Do **not** accept

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

4. Level of response marking instructions

Extended response questions are marked on level of response mark schemes.

- Level of response mark schemes are broken down into levels, each of which has a descriptor.
- The descriptor for the level shows the average performance for the level.
- There are two marks in each level.

Before you apply the mark scheme to a student's answer, read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1: Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer.

When assigning a level you should look at the overall quality of the answer. Do **not** look to penalise small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level.

Use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 2 with a small amount of level 3 material it would be placed in level 2 but be awarded a mark near the top of the level because of the level 3 content.

Step 2: Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this.

The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do **not** have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

You should ignore any irrelevant points made. However, full marks can be awarded only if there are no incorrect statements that contradict a correct response.

An answer which contains nothing of relevance to the question must be awarded no marks.

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.1	$V = I R$		1	AO1 6.2.1.3
01.2	$3.9 = 0.12 \times R$ $R = \frac{3.9}{0.12}$ $R = 32.5 (\Omega)$	allow $R = 33 (\Omega)$	1 1 1	AO2 6.2.1.3
01.3	energy = power $\times$ time or $E = P t$		1	AO1 6.2.4.2
01.4	time = 150 000s energy = $0.46 \times 150\,000$ energy = 69 000 (J)	allow a substitution using an incorrectly/not converted value of time allow a correct calculation using an incorrectly/not converted value of time	1 1 1	AO2 6.2.4.2
01.5	thermistor		1	AO1 6.2.1.1
01.6	the current will increase (because) the resistance decreases		1 1	AO1 6.2.1.4
Total			11	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.1	more than 10 000 times bigger		1	AO1 6.4.1.1
02.2	the atom becomes a positive ion the atom loses an electron		1 1	AO1 6.4.1.2
02.3	beta radiation is only weakly ionising		1	AO3 6.4.2.1

Question	Answers	Mark	AO / Spec. Ref.
02.4	Level 3: The method would lead to the production of a valid outcome. The key steps are identified and logically sequenced.	5–6	AO3 6.4.2.1
	Level 2: The method would not necessarily lead to a valid outcome. Most steps are identified, but the method is not fully logically sequenced.	3–4	
	Level 1: The method would not lead to a valid outcome. Some relevant steps are identified, but links are not made clear.	1–2	
	No relevant content	0	
	Indicative content • move the detector very close to the source • record the count rate • position the paper between the source and the detector • record the new count rate • alpha radiation will not penetrate through paper • if the count rate with the paper is (significantly) less than without then the source emits alpha radiation • remove the paper and position the aluminium between the source and the detector • record the new count rate • (alpha and) beta radiation will not penetrate through the aluminium • if the count rate has (significantly) reduced compared with using paper then beta radiation is present • if radiation penetrates through the aluminium then gamma radiation is present • the experiment should be repeated and mean results calculated because radioactivity is a random process To access level 3, the candidate must use the paper sheet, the aluminium sheet and no sheet, and describe how the results would indicate the presence of alpha, beta or gamma radiation.		
Total		10	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.1	solar	allow biofuel / biodiesel allow wave power	1	AO1 6.1.3
03.2	sometimes there is no wind (but the battery can still be charged using the generator)	allow if the generator breaks then the turbine can still generate electricity	1	AO1 6.1.3
	when there is wind less fuel is burned	allow a disadvantage of burning fossil fuel	1	
03.3	carbon dioxide increases global warming OR sulfur dioxide or NO _x emissions (1) increases acid rain (1) OR particulates or NO _x emissions (1) can harm living organisms (1)	allow increases the greenhouse effect	1 1	AO1 6.1.3

03.4	81 kJ = 81 000 J $81000 = 0.5 \times 8000 \times v^2$ $v = \sqrt{\frac{81\,000}{0.5 \times 8000}}$ $v = 4.5 \text{ (m/s)}$	allow a correct substitution using an incorrectly/not converted value of energy allow a correct re-arrangement using an incorrectly/not converted value of energy allow a correct calculation using an incorrectly/not converted value of energy	1 1 1 1	AO2 6.1.1.2
03.5	$19600 = 8000 \times 9.8 \times \Delta h$ $\Delta h = \frac{19\,600}{8000 \times 9.8}$ $\Delta h = 0.25 \text{ m}$		1 1 1	AO2 6.1.1.2
Total			12	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.1	zero error	allow systematic error	1	AO1 6.3.1.1 RPA17
04.2	reset the balance to zero g	allow subtract the reading shown on the balance from the reading taken	1	AO1 6.3.1.1 RPA17
04.3	resolution	this answer only	1	AO1 6.3.1.1 RPA17
04.4	place the measuring cylinder on a horizontal surface	allow read from the bottom of the meniscus	1	AO1 6.3.1.1 RPA17
	view with eye in line with the level of the water		1	
04.5	add several coins to the measuring cylinder	allow a minimum of 5 coins if a number of coins is given	1	AO3
	measure the change in the water level in the measuring cylinder		1	AO1
	divide by the number of coins added		1	AO3 6.3.1.1 RPA17

04.6	$8.9 = \frac{3.6}{\text{area} \times 0.16}$	allow $8.9 = \frac{3.6}{\text{volume}}$	1	AO3
	$\text{area} = \frac{3.6}{8.9 \times 0.16}$	allow area = 2.5(28...) (cm ²)	1	AO3
	$\text{density} = \frac{3.6}{2.528 \times 0.17}$	allow $\frac{3.6}{\text{their calculated area} \times 0.17}$	1	AO3
	density = 8.37... (g/cm ³)	allow a correct calculation using their calculated area	1	AO3
	density = 8.4 g/cm ³	this mark can only be scored for a correct rounding of a value of density calculated using correct equations	1	AO2 6.3.1.1 RPA17
Total			13	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.1	240 mW = 0.24 W		1	AO2 6.2.4.1
	$0.24 = 2.5 \times I$	allow a correct substitution using an incorrectly/not converted value of power	1	
	$I = \frac{0.24}{2.5}$	allow a correct re-arrangement using an incorrectly/not converted value of power	1	
	$I = 0.096 \text{ (A)}$	allow a correct calculation using an incorrectly/not converted value of power	1	
05.2	because the potential difference is always positive	allow because potential difference does not change direction	1	AO1 6.2.3.1
05.3	potential difference is (directly) proportional to current		1	AO2 6.2.1.4
05.4	voltmeter: the reading is the same in both circuits		1	AO2 6.2.2
	ammeter: the reading in circuit B is twice the reading of circuit A	allow 1 mark for the reading in circuit B is bigger than circuit A	2	
Total			9	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.1	the kinetic energy (and the potential energy) of the particles increases	allow the speed of the particles increases	1	AO1 6.3.2.1 6.3.2.3
	so the internal energy increases because it is the sum of kinetic and potential energy (of the particles)		1	
06.2	latent heat (of vaporisation)	allow specific latent heat (of vaporisation)	1	AO1 6.3.2.3
06.3	stays the same		1	AO1 6.3.1.2
06.4	more collisions per second		1	AO1 6.3.3.1
	a greater force per collision		1	

06.5	$0.875 = \frac{\text{useful output energy transfer}}{1\,560\,000}$	allow a correct substitution using incorrectly/not converted values of efficiency and/or energy	1	AO2 6.1.2.2 6.1.1.3 6.3.2.2
	useful output energy transfer $= 1\,365\,000(\text{J})$	this answer only	1	
		the equation		
		$\text{efficiency} = \frac{\text{useful output energy transfer}}{\text{total input energy transfer}}$		
		must have been used to score subsequent marks		
	$1\,365\,000 = 125 \times c \times (22.1 - 11.6)$	allow a correct substitution using their calculated value of useful output energy	1	
	$c = \frac{1\,365\,000}{125 \times 10.5}$	allow a correct re-arrangement using their value of useful output energy	1	
	$c = 1040 \text{ (J/kg } ^\circ\text{C)}$	allow a correct calculation using with their value of useful output energy	1	
	$c = 1.04 \times 10^3 \text{ (J/kg } ^\circ\text{C)}$	this mark can only be awarded for a calculation using the correct equations	1	

06.6	the advertisement has ignored the energy input from the surrounding air		1	AO3
	so the total energy input is greater than the energy supplied from the electricity	an answer that the total energy input comes from the electricity supply and the air outside the building gains the first two marking points	1	AO2
	the efficiency must be less than 100%		1	AO1
Total			15	6.1.2.2