CAMBRIDGE
International Education

Cambridge International AS & A Level

PHYSICS **9702/33**

Paper 3 Advanced Practical Skills 1 **February/March 2024**

MARK SCHEME

Maximum Mark: 40

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

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GENERIC MARKING PRINCIPLE 5: Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6: Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Science-Specific Marking Principles

1	Examiners should consider the context and scientific use of any keywords when awarding marks. Although keywords may be present, marks should not be awarded if the keywords are used incorrectly.
2	The examiner should not choose between contradictory statements given in the same question part, and credit should not be awarded for any correct statement that is contradicted within the same question part. Wrong science that is irrelevant to the question should be ignored.
3	Although spellings do not have to be correct, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. ethane / ethene, glucagon / glycogen, refraction / reflection).
4	The error carried forward (ecf) principle should be applied, where appropriate. If an incorrect answer is subsequently used in a scientifically correct way, the candidate should be awarded these subsequent marking points. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.
5	<u>'List rule' guidance</u> For questions that require ***n*** responses (e.g. State **two** reasons …): • The response should be read as continuous prose, even when numbered answer spaces are provided. • Any response marked *ignore* in the mark scheme should not count towards ***n***. • Incorrect responses should not be awarded credit but will still count towards ***n***. • Read the entire response to check for any responses that contradict those that would otherwise be credited. Credit should **not** be awarded for any responses that are contradicted within the rest of the response. Where two responses contradict one another, this should be treated as a single incorrect response. • Non-contradictory responses after the first ***n*** responses may be ignored even if they include incorrect science.

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6 Calculation specific guidance

Correct answers to calculations should be given full credit even if there is no working or incorrect working, **unless** the question states 'show your working'.

For questions in which the number of significant figures required is not stated, credit should be awarded for correct answers when rounded by the examiner to the number of significant figures given in the mark scheme. This may not apply to measured values.

For answers given in standard form (e.g. $a \times 10^n$) in which the convention of restricting the value of the coefficient (a) to a value between 1 and 10 is not followed, credit may still be awarded if the answer can be converted to the answer given in the mark scheme.

Unless a separate mark is given for a unit, a missing or incorrect unit will normally mean that the final calculation mark is not awarded. Exceptions to this general principle will be noted in the mark scheme.

7 Guidance for chemical equations

Multiples / fractions of coefficients used in chemical equations are acceptable unless stated otherwise in the mark scheme.

State symbols given in an equation should be ignored unless asked for in the question or stated otherwise in the mark scheme.

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Question	Answer	Marks
1(a)(i)	Value of x with consistent unit.	**1**
1(a)(ii)	Value of T in range 0.80 s to 2.00 s, with unit.	**1**
1(a)(ii)	Evidence of repeat measurements of T (at least two measurements of 5T).	**1**
1(b)	Six sets of readings of x and T with correct trend and without help scores 4 marks, five sets scores 3 marks etc.	**4**
1(b)	Range: $x_{min} \leqslant 7$ cm **and** $x_{max} = 19$ cm.	**1**
1(b)	Column headings: Each column heading must contain a quantity and a unit where appropriate. The presentation of quantity and unit must conform to accepted scientific convention e.g. $\sqrt{x^3}$ / $cm^{1.5}$.	**1**
1(b)	Consistency: All raw values of x must be given to the nearest mm.	**1**
1(b)	Significant figures: All values of $\sqrt{x^3}$ given to same s.f. as x (or one more than s.f of x).	**1**
1(b)	Calculation: Values of $\sqrt{x^3}$ calculated correctly.	**1**
1(c)(i)	Axes: Axes must be labelled **with the correct quantities.** Scales must be chosen so that the plotted points occupy at least half the graph grid in both the x and y directions. Scale markings are no more than 2 cm (one large square) apart. Sensible scales must be used, no awkward scales (e.g. 3:10 or fractions).	**1**
1(c)(i)	Plotting of points: All observations **in the table** must be plotted on the grid. Diameter of plotted points must be $\leqslant$ half a small square. Points must be plotted to an accuracy of half a small square in both x and y directions.	**1**

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Question	Answer	Marks
1(c)(i)	Quality: All points in the table must be plotted (at least 5) for this mark to be awarded. It must be possible to draw a straight line that is within ± 5 $cm^{1.5}$ in the *x* direction from all plotted points.	**1**
1(c)(ii)	Line of best fit: 'Best fit' is judged by the balance of all points on the grid (at least 5 points) about the candidate's line. There must be an even distribution of points either side of the line along the full length. Lines must not be kinked or thicker than half a square. Some candidates may choose to identify an anomalous point. If they identify **one** point as anomalous (e.g. by circling or labelling) then this point is to be disregarded when judging the line of best fit. There must be at least 4 points left after the anomalous point is disregarded.	**1**
1(c)(iii)	Gradient: Sign of gradient must match graph drawn. The hypotenuse of the triangle used must be greater than half the length of the drawn line. Method of calculation must be correct (not $\Delta x / \Delta y$). Both read-offs must be accurate to half a small square in both the *x* and *y* directions.	**1**
1(c)(iii)	*y*-intercept: **Either** Correct read-off from a point on the line substituted into $y = mx + c$ or an equivalent expression, with read-off accurate to half a small square in both *x* and *y* directions. **Or** Intercept read directly from the graph, with read-off at $\sqrt{x^3}$ = zero accurate to half a small square in *y* direction.	**1**
1(d)	*a* equal to candidate's gradient, and *b* equal to candidate's intercept. Values must not be written as fractions or to 1 significant figure.	**1**
1(d)	Units for *a* and *b* correct and consistent with value (e.g. s $cm^{-1.5}$ for *a* and s for *b*).	**1**

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Question	Answer	Marks
2(a)(i)	Value for L **and** in range 42.0 to 46.0 cm.	**1**
2(a)(i)	Raw Value for d_A to nearest mm **and** < 50.0 cm.	**1**
2(a)(ii)	Value for θ_A in range 30 to 80° **and** raw values to nearest degree,	**1**
2(a)(ii)	Evidence of repeated measurements of θ_A,	**1**
2(a)(iii)	Uncertainty of 2° to 5° and correct method of calculation to obtain percentage uncertainty in θ_A. If several readings have been taken, then the absolute uncertainty can be half the range if working clearly shown, but not zero if the values are equal.	**1**
2(a)(iv)	Correct calculation of F_A.	**1**
2(a)(v)	Values for d_B , θ_B and F_B.	**1**
2(b)	Second values for d_A and θ_A.	**1**
2(b)	Second values for d_B and θ_B.	**1**
2(b)	Quality: $\theta_B > \theta_A$.	**1**
2(c)	Two values of k calculated correctly. The final k values must not be written as fractions or given to only one significant figure.	**1**
2(d)	Calculation of percentage difference between candidate's two k values. Comparison of percentage difference with 15% leading to a consistent conclusion.	**1**

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Question	Answer	Marks
2(e)(i)	A Two readings / k values are not enough to draw a (valid) conclusion. B Board may not be vertical. C Difficult to measure d_A (or d_B), with reason (e.g. parallax / finding centre of mass). D Difficult to measure θ without disturbing strip. E Board moves <u>when strip is pushed.</u> F Difficult to identify 'just sticks' position/angle, with reason (e.g. varies when repeating / bench surface is uneven). G Mass of putty not considered. *1 mark for each up to a maximum of 4.*	**4**
2(e)(ii)	A Take more readings <u>and</u> plot a graph / calculate more k values and <u>compare</u>. B Use set square between board and bench / plumbline / fix board to wall. C Measure to edge of mass then add half the diameter / other workable method of avoiding parallax. D Measure distance of base of strip from board then calculate θ / fix strip before using protractor / take photo and measure angle on it. E Clamp stand to bench / use two stands. F Put flatter surface on bench / sand bench. G Add mass of putty to the 100 g / use tape instead of putty. *1 mark for each up to a maximum of 4.*	**4**

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