



General Certificate of Secondary Education

Physics 4451

PHY3F

Unit Physics 3

Mark Scheme

2012 Examination – January Series

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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting 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 the standardisation meeting each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting 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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Marking Guidance for Examiners

GCSE Science Papers

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. Emboldening

- 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 lines 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 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	4,8	0
2	green, 5	0
3	red*, 5	1
4	red*, 8	0

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

Student	Response	Marks awarded
1	Pluto, Mars, Moon	1
2	Pluto, 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

Full marks can be given for a correct numerical answer, as shown in the column 'answers', 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;

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.

PHY3F**Question 1**

question	answers	extra information	mark
1(a)	reflection shown at both mirrors ray parallel to given ray	judge by eye	1 1
1(b)	same size		1
Total			3

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Question 2

question	answers	extra information	mark
2(a)	Earth Sun Milky Way Universe	all four in correct order allow 1 mark for Earth <u>and</u> Universe in correct places	2
2(b)	equal to		1
2(c)(i)	explosion (of a star)	ignore implosion	1
2(c)(ii)	only very massive stars become supernova Mira large enough but sun too small	 allow 1 mark for each statement Sun too small to give a supernova or Mira large enough to give a supernova	1 1
Total			6

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Question 3

question	answers	extra information	mark
3(a)(i)	75	allow 1 mark for correct substitution ie 250×0.3 do not credit if subsequent step shown allow 1 mark for an answer 7500	2
3(a)(ii)	Nm		1
3(b)	force is (applied) further from the nut / pivot / axis of rotation moment (on wrench) is larger	handle is longer is insufficient do not accept less force needed	1 1
Total			5

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Question 4

question	answers	extra information	mark
4(a)(i)	J and L	both required, either order	1
4(a)(ii)	K		1
4(a)(iii)	L highest frequency	reason does not score if L not chosen accept most waves (on screen) do not accept frequency above 20 000(Hz) do not accept cannot hear it	1 1
4(b)	transmitter detector computer	all three in correct order allow 1 mark for one correct	2
Total			6

PHY3F**Question 5**

question	answers	extra information	mark
5(a)(i)	converging		1
5(a)(ii)	(x) 2	allow 1 mark for correct substitution ie 10/5 or 20/10 or 2/1 ignore any units	2
5(b)	decreases		1
Total			4

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Question 6

question	answers	extra information	mark
6(a)(i)	line 3 divisions left of zero	allow 1 mark for showing line to left of zero	2
6(a)(ii)	reading decreases (and goes) to zero		1 1
6(b)	up and down only only get a meter reading / induced p.d. when magnet moves up and down	reason is dependent on scoring first mark accept apparatus can only detect up and down do not accept spring / magnet cannot move left to right / sideways / side to side	1 1
Total			6

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Question 7

question	answers	extra information	mark
7(a)	aluminium cannot be magnetised	accept aluminium is not magnetic “it” refers to aluminium do not accept aluminium is not easily magnetised reference to conduction and aluminium negates mark iron can be magnetised is insufficient	1
7(b)(i)	10 to 50	either order	1
7(b)(ii)	(data is) anomalous	accept does not fit the pattern it is an error is insufficient	1
7(b)(iii)	21	accept 22 do not accept any fraction of a turn ie 20.1	1
	secondary p.d. (just) larger than primary p.d. or there must be more turns on the secondary coil than primary coil	accept output (just) larger than input/2V do not accept coil for turns	1
7(c)	to reduce/step-down the (input) p.d./voltage	mains p.d. is too high is insufficient step-down transformer is insufficient answers in terms of changing/stepping-up current or fuse blowing or not working with 230 volts are insufficient any mention of step-up negates mark stepping down both voltage/p.d. and current negates mark	1
Total			6

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Question 8

question	answers	extra information	mark
8(a)(i)	ellipse/elliptical	accept oval/ovoid egg shape is insufficient	1
8(a)(ii)	gravitational attraction (between the Sun and the planet)	allow (force of) gravity allow force due to mass of the planet and mass of the Sun the Sun is insufficient do not accept references to weight	1
8(a)(iii)	arrow drawn from planet pointing towards the Sun		1
8(a)(iv)	any two from: <ul style="list-style-type: none"> • mass of the planet • distance between the planet and Sun • mass of the Sun • speed of planet 	size of the planet insufficient do not accept references to weight accept radius of orbit size of Sun insufficient	2
8(b)(i)	YES equal/close to the actual/true distances	no mark for this, mark is for reason does not score if NO is chosen accept (calculated) data is (generally) accurate	1

Question 8 continues on the next page . . .

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Question 8 continued . . .

question	answers	extra information	mark
8(b)(ii)	Ceres/discovery agrees/supports prediction or Ceres in predicted position	“it” refers to Ceres/discovery	1
	accept Bode’s Law or (now) think it’s important		1
8(b)(iii)	idea of new evidence not supporting/being in agreement with existing law	accept the idea of needing to modify the law to take account of the new data do not accept the universe is expanding so (Bode’s) data is invalid answers in terms of new technology are insufficient answers in terms of making the law better/more reliable are insufficient	1
Total			9

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