

# Mark Scheme (Results)

March 2013

GCSE Physics  
5PH2F/01

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March 2013

Publications Code UG035116


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Question Number	Answer	Acceptable answers	Mark
<b>1(a)(i)</b>	B to the left ←		<b>(1)</b>

Question Number	Answer	Acceptable answers	Mark
<b>1(a)(ii)</b>	A accelerating		<b>(1)</b>

Question Number	Answer	Acceptable answers	Mark
<b>1(a)(iii)</b>	substitution 625x 10 (1) Evaluation 6250 (N) (1)	625 x 9.8  6125 (N)  give full marks for correct answer, no working	<b>(2)</b>

Question Number	Answer	Acceptable answers	Mark
<b>1(b)(i)</b>	  air resistance (1)	(1)  upward arrow on any part of line  vertical line from any point on the diagram  <u>air</u> friction, upthrust, drag Ignore any downward arrow labelled weight or gravity	<b>(2)</b>

Question Number	Answer	Acceptable answers	Mark
<b>1(b)(ii)</b>	Balanced (1)  Zero (1)		<b>(2)</b>

Total for marks for question 1 = 8

Question Number	Answer	Acceptable answers	Mark
<b>2(a)(i)</b>	A 92		<b>(1)</b>

Question Number	Answer	Acceptable answers	Mark
<b>2(a)(ii)</b>	neutron(s) (1)	allow phonetic spelling nutron, newtron, nuetron	<b>(1)</b>

Question Number	Answer	Acceptable answers	Mark
<b>2(b)</b>	An explanation linking any two of the following points <ul style="list-style-type: none"> <li>• a neutron(s)(1)</li> <li>• hits nucleus/nuclei (1)</li> <li>• uranium/nucleus splits (1)</li> <li>• (producing) neutrons /daughter nuclei/ energy / Kr and Ba (1)</li> </ul>	collides/is absorbed breaks/divides  accept chain reaction for 1 mark if no other mark awarded  accept a correctly labelled diagram	<b>(2)</b>

Question Number	Answer	Acceptable answers	Mark
<b>2(c)</b>	An explanation linking two of the following points <ul style="list-style-type: none"> <li>• absorb (1)</li> <li>• neutrons (1)</li> <li>• (influences) chain reaction / rate of reaction (1)</li> </ul>	Accept reverse arguments  collects/removes/takes away  slows down/changes	<b>(2)</b>

Question Number	Answer	Acceptable answers	Mark
<b>2(d)</b>	An explanation linking any two of the following points <ul style="list-style-type: none"> <li>• heats/boils water (1)</li> <li>• to produce steam (1)</li> <li>• to run/turn/spin turbines (1)</li> <li>• to turn/power generators (1)</li> </ul>	labelled diagram that indicates process (not just parts). heats boiler  turns a coil in a magnet	<b>(2)</b>

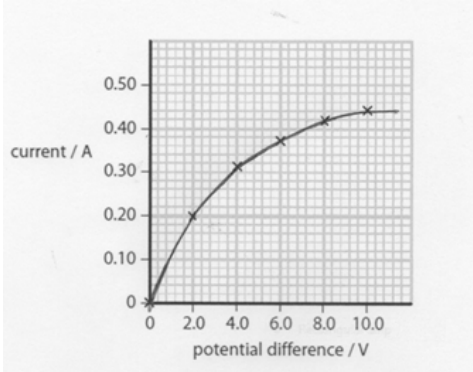
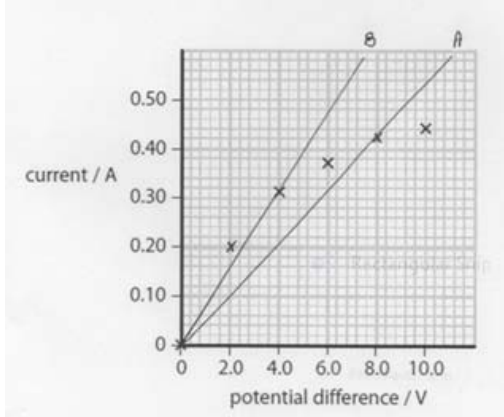
Total marks for question 2 = 8

Question Number	Answer	Acceptable answers	Mark
<b>3(a)(i)</b>	D variable resistor		<b>(1)</b>

Question Number	Answer	Acceptable answers	Mark
<b>3(a)(ii)</b>	B in parallel with the lamp		<b>(1)</b>

Question Number	Answer	Acceptable answers	Mark
<b>3(a)(iii)</b>	<p>A description including</p> <ul style="list-style-type: none"> <li>resistance changed (1)</li> <li>reduced/decreased/lowered (1)</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>voltage/p.d /EMF (of supply) changed (1)</li> <li>increased /turned up/higher(1)</li> </ul>	<p>remove (variable) resistor /component X (2)</p> <p>number of batteries/number of cells</p> <p><u>add</u> another cell/battery/battery pack/power pack/power supply (2)</p>	<b>(2)</b>

Question Number	Answer	Acceptable answers	Mark
<b>3(b)(i)</b>	both points correct (1)	allow + / - half square	<b>(1)</b>

Question Number	Answer	Acceptable answers	Mark
3(b)(ii)	<p>curve of best fit judged by eye (1)</p>  <p>The graph shows current in Amperes (A) on the y-axis (0 to 0.50) and potential difference in Volts (V) on the x-axis (0 to 10.0). Five data points are plotted at approximately (2.0, 0.20), (4.0, 0.30), (6.0, 0.38), (8.0, 0.42), and (10.0, 0.44). A smooth curve is drawn through these points, starting at the origin (0,0) and leveling off as potential difference increases.</p>	<p>Must pass through zero and two other points. 5<sup>th</sup> point can be either (8.0,0.42) or (8.0, 0.44)</p> <p>straight line of best fit through origin tolerance between lines A and B shown on the diagram</p>  <p>The graph shows current in Amperes (A) on the y-axis (0 to 0.50) and potential difference in Volts (V) on the x-axis (0 to 10.0). Five data points are plotted at approximately (2.0, 0.20), (4.0, 0.30), (6.0, 0.38), (8.0, 0.42), and (10.0, 0.44). Two straight lines, labeled A and B, are drawn through the origin (0,0) and the data points, representing a tolerance range for the line of best fit.</p> <p>5<sup>th</sup> point can be either (8.0,0.42) or (8.0, 0.44)</p>	(1)


Question Number	Answer	Acceptable answers	Mark
<b>3(c)</b>	substitution (1) 10/0.44 or 250/11  evaluation (1) 23 (ohms)	give full marks for correct answer, no working  22.7(ohms), 22.73 (ohms), 22.72(ohms) Ignore excessive decimal places.	<b>(2)</b>

Question Number	Answer	Acceptable answers	Mark
<b>3(d)(i)</b>	an explanation linking two of the following points <ul style="list-style-type: none"> <li>• electric(al )(energy) (1)</li> <li>• (is converted) to heat / thermal (energy) (1)</li> <li>• (is converted) to light (1)</li> </ul>	electricity	<b>(2)</b>

Total marks for question 3 = 10

Question Number	Answer	Acceptable answers	Mark
4(a)(i)	B it decreases		(1)

Question Number	Answer	Acceptable answers	Mark
4(a)(ii)	C it does not change		(1)

Question Number	Answer	Acceptable answers	Mark
4(b)(i)	horizontal arrow (judge by eye), pointing to the right <b>anywhere</b> on the diagram 		(1)

Question Number	Answer	Acceptable answers	Mark
4(b)(ii)	substitution: (1) $130\,000 \times 75$  evaluation: (1) $9\,750\,000 \text{ (kgm/s) (Ns)}$	give full marks for correct answer, no working  Ignore minus sign $9.75 \times 10^6 \text{ (kgm/s) (Ns)}$	(2)

Question Number	Answer	Acceptable answers	Mark
4(b)(iii)	$9\,750\,000 \text{ kgm/s}$	same value as answer to (b)(ii) Ignore minus sign	(1)

Question Number	Answer	Acceptable answers	Mark
4(c)(i)	An explanation linking two of the following: <ul style="list-style-type: none"> <li>force is smaller/less (1)</li> <li>momentum changes more slowly (1)</li> <li>lower deceleration (1)</li> <li>use of the formula (1)</li> </ul>	pressure is smaller/less  slower deceleration force is proportional to rate of change of momentum/ $F = (mv - mu)/t$	(2)



Question Number	Answer	Acceptable answers	Mark
<b>4(c)(ii)</b>	Any two from:  (for loaded aircraft) <ul style="list-style-type: none"> <li>• has more mass (1)</li> <li>• has more momentum (1)</li> <li>• has more k.e. (1)</li> <li>• higher velocity</li> <li>• brakes need to do more work (1)</li> </ul>	accept reverse argument for empty aircraft  heavier/more passengers/more cargo  higher speed/moving faster	<b>(2)</b> <b>expert</b>

Total marks for question 4 = 10 marks

Question Number	Answer	Acceptable answers	Mark
<b>5(a)(i)</b>	any one of X-ray (machines) / smoke alarms/ nuclear/ radioactive waste (1)	nuclear weapons (tests) nuclear power plants (medical) tracers/technetium	<b>(1)</b>

Question Number	Answer	Acceptable answers	Mark
<b>5(a)(ii)</b>	an explanation linking: comes from granite / rocks (1) none/ less of these (rocks) in some areas (1)	in some areas/Cornwall/Aberdeen  the second mark is dependent on the first.	<b>(2)</b>

Question Number	Answer	Acceptable answers	Mark
<b>5(b)(i)</b>	suitable lines on graph to show halving after about 200 000 years (2)  • horizontal line at 750 +or -50 Bq on y-axis to curve (1)  •meeting (by eye) vertical line from x-axis between 190,000 years and 230,000 years (1)	use of data from graph to show halving after about 200 000 years  1500/2 =750(Bq) or 1600/2=800(Bq)  gives a half-life of 210,000 +or- 20 000 (years)	<b>(2)</b>

Question Number	Answer	Acceptable answers	Mark
<b>5(b)(ii)</b>	any one of  • penetrates/passes through the skin (1) • ionises (1) • damages tissue/ cells/DNA (1) • mutates cells/DNA(1) • causes cancer(1)		<b>(1)</b>

Total marks for question 5 = 12

Question Number	Indicative Content	Mark
<b>QWC</b>	<p><b>*5(c)</b></p> <p>an explanation which may include some of the following points:</p> <p><u>properties of nuclear waste</u>  radioactivity is dangerous  some isotopes in nuclear waste have long half-lives/radioactive for thousands of years  products of fission are warm  identified radiation from nuclear waste e.g alpha, beta, gamma</p> <p><u>problems caused by nuclear waste</u>  leakage of radioactivity  contamination of ground/sea water/lakes /rivers  contamination of crops/fish/animals/drinking water  harm to humans/cancer/radiation poisoning/ damage to cells/mutation of cells or DNA  difficulty in transporting safely/ stolen by terrorists  fears of local people</p> <p><u>solutions for dealing with nuclear waste safely</u>  long term storage, underground /under the sea  radiation shielding, lead/steel/concrete/ containers, sealed in glass.  human safety, radiation suits, using tongs/lead jackets  safe location, away from people/remote areas/sea  cooling, ponds  information to persuade local people of safety</p>	<b>(6)</b>
<b>Level</b>	<b>0</b>	No rewardable content
<b>1</b>	<b>1 - 2</b>	<ul style="list-style-type: none"> <li>• a limited explanation mentioning at least one point, but without linking, e.g. radioactivity is dangerous ; nuclear waste should be stored underground ; terrorists might steal nuclear waste;</li> <li>• the answer communicates ideas using simple language and uses limited scientific terminology</li> <li>• spelling, punctuation and grammar are used with limited accuracy</li> </ul>
<b>2</b>	<b>3 - 4</b>	<ul style="list-style-type: none"> <li>• a simple explanation mentioning two points with an appropriate linkage e.g. nuclear waste is dangerous and it must be stored underground ; the isotopes in nuclear waste have long half-lives so they must be stored for a long time;</li> <li>• the answer communicates ideas showing some evidence of clarity and organisation and uses scientific terminology appropriately</li> <li>• spelling, punctuation and grammar are used with some accuracy</li> </ul>
<b>3</b>	<b>5 - 6</b>	<ul style="list-style-type: none"> <li>• a detailed explanation mentioning a range of points with appropriate linkages e.g. gamma rays from nuclear waste causes damage to cells so it must be stored away from where people live ; the isotopes in nuclear waste have long half-lives so they must be stored underground or in remote areas;</li> <li>• the answer communicates ideas clearly and coherently uses a range of scientific terminology accurately</li> <li>• spelling, punctuation and grammar are used with few errors</li> </ul>

Question Number	Answer	Acceptable answers	Mark
<b>6(a)(i)</b>	negative (1)		<b>(1)</b>

Question Number	Answer	Acceptable answers	Mark
<b>6(a)(ii)</b>	(much) smaller than a neutron (1)		<b>(1)</b>

Question Number	Answer	Acceptable answers	Mark
<b>6(b)(i)</b>	An explanation linking <ul style="list-style-type: none"> <li>• (friction/it) produces charges (at the end of the pipe) (1)</li> <li>• charge jumps to fuel tank (1)</li> <li>• (charge/friction) causes a spark (1)</li> <li>• can cause a fire /explosion (1)</li> </ul>	static (electricity) builds up	<b>(2)</b>

Question Number	Answer	Acceptable answers	Mark
<b>6(b)(ii)</b>	An explanation linking <ul style="list-style-type: none"> <li>• (excess) charge / electrons (1)</li> <li>• Removed/ conducts away (1)</li> </ul>	static charge discharged/ neutralised  discharge current scores both marks	<b>(2)</b>

Question Number		Indicative Content	Mark
<b>QWC</b>	<b>*6(c)</b>	<p>An explanation etc. including some of the following points</p> <ul style="list-style-type: none"> <li>• static electricity</li> <li>• opposites charges attract</li> <li>• charges are different</li> <li>• induced charges</li> <li>• charges separate</li> <li>• charges move</li> <li>• electrons move</li> <li>• electrons move towards a positive charge / balloon / rod</li> </ul> <p>Allow credit for a correct explanation for an effect which is not given in the question. Allow credit for separation of charge being shown on a diagram.</p>	<b>(6)</b>
<b>Level</b>	<b>0</b>	No rewardable content	
<b>1</b>	<b>1 - 2</b>	<ul style="list-style-type: none"> <li>• a limited explanation. Explains the effect is caused by charges. e.g. the charge on the balloon pulls the water; the charge on the rod attracts the bits of paper; the balloon is rubbed to give it charge; opposites attract; positive and negative attract;</li> <li>• the answer communicates ideas using simple language and uses limited scientific terminology</li> <li>• spelling, punctuation and grammar are used with limited accuracy</li> </ul>	
<b>2</b>	<b>3 - 4</b>	<ul style="list-style-type: none"> <li>• a simple explanation. Explains an effect is caused by opposite charges attracting or like charges repelling. e.g. the charge on the balloon is opposite to the charge on the water so they attract; the positive charges on the balloon attract negative charges on the girl's hair;</li> <li>• the answer communicates ideas showing some evidence of clarity and organisation and uses scientific terminology appropriately</li> <li>• spelling, punctuation and grammar are used with some accuracy</li> </ul>	
<b>3</b>	<b>5 - 6</b>	<ul style="list-style-type: none"> <li>• a detailed explanation. Explains the effect is caused by induction, charge separation or moving electrons which leads to attraction between opposite charges. e.g. the electrons have been moved off the balloon so it has a positive charge and attracts the negative charge on the hair; the balloon has a positive charge and induces a negative charge on the stream of water which attracts it;</li> <li>• the answer communicates ideas clearly and coherently uses a range of scientific terminology accurately</li> <li>• spelling, punctuation and grammar are used with few errors</li> </ul>	

Total marks for question 6=12

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Order Code UG035116 March 2013

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