



General Certificate of Secondary Education
2017

Double Award Science: Physics

Unit P2

Higher Tier

[GSD62]

MONDAY 19 JUNE, MORNING

MARK SCHEME

General Marking Instructions

Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

| | | | | AVAILABLE MARKS |
|---|---|-----|-----|-----------------|
| 1 | (a) (i) Neptune Venus | [1] | [1] | [2] |
| | (ii) Moon | | [1] | |
| | (iii) Mercury, Earth, Uranus [1] each | | [3] | |
| | (b) (i) man-made/launched (satellite) Reject: Not natural, orbits the Earth | [1] | | |
| | (ii) two from communication, weather monitoring, astronomy, observation of the Earth | | [2] | |
| | (c) (i) gas or dust or hydrogen | [1] | | |
| | (ii) hydrogen | [1] | | |
| | (iii) gravity/gravitation force Reject: Centripetal force | [1] | | 12 |
| 2 | (i) 0.5 | | [1] | |
| | (ii) Entry "1" circled | | [1] | |
| | (iii) At least half graph used Mass/g | [1] | [1] | [2] |
| | (iv) 4 correct } tolerance = ± 1 square – only the given points must be 3 correct } observed | [2] | [1] | [2] |
| | (v) Best fit line, by eye | | [1] | |
| | (vi) Yes (no marks) 1. Straight line/constant gradient | [1] | | |
| | 2. through origin (either order) or (0,0) Reject: through 0 | [1] | [2] | |
| | (vii) $k = \text{grad}$ $= \frac{2.5}{250}$ (or alt.) | [1] | | |
| | $= 0.01$ or $\frac{1}{100}$ | [1] | | |
| | N/g or n/g | [1] | [4] | 13 |

| 3 | (a) A Crust or Earth's crust B Mantle C Outer core D Inner core | [4] | AVAILABLE MARKS | | | | | | | | | | |
|---|---|-----------------------|-----------------|---|---------|---|---------|--|---------|--------------------------------|-----|--|--|
| | | | | | | | | | | | | | |
| | (b) (i) Volcanoes: Plates move/subduct [1] (Molten) magma/lava (formed) [1] Flows through rift/to surface [1] | [3] | | | | | | | | | | | |
| | (ii) Earthquakes: Plates move [1] – Threshold word Plates collide Plates stick, snag, catching [1] Plates separate suddenly (or lurch apart) [1] | [3] [6] | 10 | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th>Response</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>Candidates explain 5 or 6 of the above points. They use good spelling, punctuation and grammar. The form and style are of a high standard and specialist terms are used appropriately.</td><td>[5]–[6]</td></tr> <tr> <td>Candidates explain 3 or 4 of the above points. They use satisfactory spelling, punctuation and grammar. The form and style are of a satisfactory standard and they have made use of some specialist terms.</td><td>[3]–[4]</td></tr> <tr> <td>Candidates explain 1 or 2 of the of the above points. They use limited spelling, punctuation and grammar. The form and style are of a limited standard and they have made no use of specialist terms.</td><td>[1]–[2]</td></tr> <tr> <td>Response not worthy of credit.</td><td>[0]</td></tr> </tbody> </table> | Response | Marks | Candidates explain 5 or 6 of the above points. They use good spelling, punctuation and grammar. The form and style are of a high standard and specialist terms are used appropriately. | [5]–[6] | Candidates explain 3 or 4 of the above points. They use satisfactory spelling, punctuation and grammar. The form and style are of a satisfactory standard and they have made use of some specialist terms. | [3]–[4] | Candidates explain 1 or 2 of the of the above points. They use limited spelling, punctuation and grammar. The form and style are of a limited standard and they have made no use of specialist terms. | [1]–[2] | Response not worthy of credit. | [0] | | |
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| 4 | (a) Longitudinal | [1] | | | | | | | | | | | |
| | (b) 5 (cm) | [1] | | | | | | | | | | | |
| | (c) Sound/ultrasound | [1] | | | | | | | | | | | |
| | (d) (i) Frequency = Number of waves (passing a point) in 1 second Number of times = 18 | [1] [1] [2] | | | | | | | | | | | |
| | (ii) $4 \times \text{wavelengths} = 80 \text{ cm}$ Wavelength = 20 (cm) | [1] [1] [2] | | | | | | | | | | | |
| | (e) $\lambda = \frac{v}{f}$ or equivalent formula $= \frac{3.0 \times 10^8}{200 \times 10^3}$ [1] $= 1500$ (m) | [1] [1] [4] | 11 | | | | | | | | | | |

| | | | AVAILABLE MARKS |
|---|--|---|-----------------|
| 5 | (a) (i) Line vertically upwards (ii) 39° (iii) 57° (iv) (Speed) increases, goes faster Reject: Accelerates | [1] [1] [1] [1] | |
| | (b) (i) X-rays Visible or light Microwaves (ii) Travel in a vacuum/can travel at 3×10^8 m/s (iii) Causes cancer/damage to DNA (iv) Suntan | [3] [1] [1] [1] | 10 |
| 6 | (a) $3(\Omega)$ | [1] | |
| | (b) (i) $\frac{1}{R} = \frac{1}{R_1} + \frac{1}{R_2} + \frac{1}{R_3}$ Accept: $\frac{1}{R_T} = \frac{1}{R_1} + \frac{1}{R_2} + \frac{1}{R_3}$ $\frac{1}{R} = \frac{1}{6} + \frac{1}{12} + \frac{1}{4}$ $\frac{1}{R} = \frac{6}{12}$ $R = 2$ ↓ No e.c.f. within part of this question | [1] [1] [1] [1] | |
| | $R_T = 7 (\Omega)$ | [1] [5] | |
| | (ii) $0.3 \times 4 = I \times 12$ [3] or [0] $V = IR$ [1] $I = 0.1$ (A) [1] $V = 0.3 \times 4$ [1] $V = 1.2V$ [1] $I = \frac{1.2}{12} = 0.1$ (A) [1] | or Ratio calculation – must be completely correct, no partial credit [4] | |
| | (c) (i) $V = \frac{P}{I}$ or equivalent $= \frac{4.05}{0.9}$ $= 4.5$ (V) | [1] [1] [1] [3] | |
| | (ii) $Q = It$ $= 0.9 \times 300$ [1] and [1] $= 270$ [1] C [1] | [1] [2] [5] | 18 |

| 7 | Process is called electromagnetic induction | Accept: EM induction Reject: EMI | [1] | AVAILABLE MARKS |
|---|--|-------------------------------------|-----|-----------------|
| | Solenoid or coil, magnet, (sensitive) ammeter or voltmeter or galvanometer | | [3] | |
| | (Magnet) is moved (into coil) relative movement | | [1] | |
| | Deflection observed, observes current/voltage | | [1] | |

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8 (a) (i) Any sinusoidal shape, must be A.C. at least one waveform [1] Threshold mark
bigger amplitude – **both** amplitudes must be clearly bigger [1]

(ii) CRO/oscilloscope [1] [3]

| (b) | Current | Voltage | |
|----------------------|-----------|-----------|-----|
| Transformer A | Decreases | Increases | |
| Transformer B | Increases | Decreases | |
| marked independently | | | [4] |

(c) $\frac{V_p}{V_s} = \frac{N_p}{N_s}$ or $\frac{V_1}{V_2} = \frac{N_1}{N_2}$ i.e. assume 1 is primary [1]

$$\frac{V_p}{6} = \frac{800}{20}$$
 [1]
$$V_p = 240$$
 [1] [3]

or Turns ratio method

$$\left. \begin{array}{l} \frac{800}{20} = 40 \\ 6 \times 40 = 240 \end{array} \right\} [2]$$

Total

90