

H

GCSE (9–1)

Combined Science B (Twenty First Century Science)

J260/07: Physics (Higher Tier)

General Certificate of Secondary Education

Mark Scheme for November 2020

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning
✓	Correct response
✗	Incorrect response
✗	Omission mark
BOD	Benefit of doubt given
CON	Contradiction
RE	Rounding error
SF	Error in number of significant figures
ECF	Error carried forward
L1	Level 1
L2	Level 2
L3	Level 3
NBOD	Benefit of doubt not given
SEEN	Noted but no credit given
I	Ignore

Abbreviations, annotations and conventions used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions).

Annotation	Meaning
/	alternative and acceptable answers for the same marking point
✓	Separates marking points
DO NOT ALLOW	Answers which are not worthy of credit
IGNORE	Statements which are irrelevant
ALLOW	Answers that can be accepted
()	Words which are not essential to gain credit
—	Underlined words must be present in answer to score a mark
ECF	Error carried forward
AW	Alternative wording
ORA	Or reverse argument

Subject-specific Marking Instructions**INTRODUCTION**

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

The breakdown of Assessment Objectives for GCSE (9-1) in Combined Science B:

	Assessment Objective
AO1	Demonstrate knowledge and understanding of scientific ideas and scientific techniques and procedures.
AO1.1	Demonstrate knowledge and understanding of scientific ideas.
AO1.2	Demonstrate knowledge and understanding of scientific techniques and procedures.
AO2	Apply knowledge and understanding of scientific ideas and scientific enquiry, techniques and procedures.
AO2.1	Apply knowledge and understanding of scientific ideas.
AO2.2	Apply knowledge and understanding of scientific enquiry, techniques and procedures.
AO3	Analyse information and ideas to interpret and evaluate, make judgements and draw conclusions and develop and improve experimental procedures.
AO3.1	Analyse information and ideas to interpret and evaluate.
AO3.1a	Analyse information and ideas to interpret.
AO3.1b	Analyse information and ideas to evaluate.
AO3.2	Analyse information and ideas to make judgements and draw conclusions.
AO3.2a	Analyse information and ideas to make judgements.
AO3.2b	Analyse information and ideas to draw conclusions.
AO3.3	Analyse information and ideas to develop and improve experimental procedures.
AO3.3a	Analyse information and ideas to develop experimental procedures.
AO3.3b	Analyse information and ideas to improve experimental procedures.

Question		Answer	Marks	AO element	Guidance
1	(a)	<p>FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 4.5×10^5 (J) in standard form award 4 marks</p> <p>Recall Work done (energy transferred) = force × distance ✓ = $9000 \text{ N} \times 50 \text{ m}$ ✓ = $450\,000 \text{ (J)}$ ✓ = $4.5 \times 10^5 \text{ (J)}$ ✓</p>	4	1.1 2.1 2.1 1.2	ALLOW $\text{GPE} = \text{weight} \times \text{height}$ ALLOW $\text{GPE} = \text{mass} \times \text{g} \times \text{height}$ OR mgh
	(ii)	<p>FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 30000 (W) award 3 marks</p> <p>Recall Power = Energy transferred ÷ time ✓ = $450\,000 \text{ J} \div 15 \text{ s}$ ✓ = 30000 (W) ✓</p>	3	1.1 2.1 2.1	ECF from (a)(i) ALLOW 30 kW
	(b)	Rate Mechanically Kinetic Thermal ✓ ✓	2	1.1 2.1	Four correct = 2 marks Three or Two correct = 1 mark One or none correct = 0 mark

Question			Answer	Marks	AO element	Guidance
2	(a)	(i)	Both points plotted to within ± 0.5 small square ✓	1	2.2	Points are: (1.4, 8) and (1.8, 11)
		(ii)	Suitable straight line of best fit through most of the points ✓	1	2.2	ALLOW points as plotted by candidate
		(iii)	Current is (directly) proportional to potential difference/pd/voltage OR the relationship is linear ✓	1	3.1a	ALLOW component is linear IGNORE just they both increase / as one increases so does the other
		(iv)	(fixed) resistor ✓	1	2.1	ALLOW resistance (wire) or Ohmic conductor
		(v)	FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 160 OR 170 (Ω) award 4 marks Read current = 12 mA from graph ✓ Convert mA to A: Resistance = $12 \text{ mA} = 12 \times 10^{-3} \text{ A}$ ✓ Rearrange equation and substitute: Resistance = $2.0 \text{ V} \div 12 \times 10^{-3} \text{ A}$ ✓ = 160 or 170 (Ω) ✓	4	2.2 1.2 2.1 2.1	 ALLOW current = $11.8 - 12.2 \text{ mA}$ ECF from line drawn on graph ALLOW 3 marks for correct calculation with no conversion = 0.16 or 0.17 (Ω) ALLOW 2 marks for substitution with an incorrect or no conversion and incorrect or no evaluation, e.g. for Resistance = $2.0 \div 12$ ALLOW answers of more than 2 s.f. that round to 160 or 170
	(b)	(i)	Current is not (directly) proportional to potential difference/pd/voltage OR the relationship is non-linear ✓	1	3.1a	ALLOW component is non-linear ALLOW description of what the graph shows e.g.: No current when p.d. negative AND then current increases as p.d. increases OR No current when potential difference less than 0.5 V AND then current increases as p.d. increases
		(ii)	To allow current to pass in only one direction ✓	1	3.2b	ALLOW convert a.c. to d.c.

Question		Answer	Marks	AO element	Guidance
3	(a)	(i) Any two from: Ultraviolet/UV, X-rays, gamma/ γ rays, alpha/ α (particle), beta/ β (particle) ✓✓	2	1.1	
	(ii)	kill/damage living cells or body tissue ✓ OR cause living cells to become cancerous ✓	1	1.1	ALLOW cause cancer/mutate cells
	(b)	increases faster temperature increases ✓✓✓	3	1.1	DO NOT ALLOW in any other order Four correct = 3 marks Three correct = 2 mark Two correct = 1 mark One or none correct = 0 mark

Question		Answer	Marks	AO element	Guidance
4	(a)	the mass per 1 m ³ of the material. ✓	1	1.1	Tick in 2 nd box
	(b)	11.5 ± 0.5 (g/cm ³) ✓	1	2.2	
	(c)	Zinc shows increasing trend OR fits pattern ✓ Platinum higher than gold so does not fit pattern OR Platinum higher than gold but expected variations away from the line so still fits the pattern broadly ✓ Zinc would increase confidence AND but platinum decreases/increases confidence ✓	3	2.2x2 3.2a	ALLOW the points are not on the straight line – so relationship is not proportional ALLOW plotted points and reference to them in answer for 2 marks

Question		Answer	Marks	AO element	Guidance
5	(a)	(i) Darken room / lower ripple tank / increase amplitude of waves. ✓	1	3.3b	ALLOW any sensible suggestion e.g. switch off lights OR draw blinds OR shield from light other than lamp OR use a brighter lamp
	(ii)	Switch on the motor OR adjust speed to give low frequency waves. ✓ OR Place a ruler on the paper OR use paper with grid lines ✓ OR Take a photo/video of the waves OR use a stroboscope to make the pattern appear stationary ✓ AND Measure length of a number of waves (on photograph or video frame) and divide length by the number of waves to get the wavelength. ✓ AND Repeat and take a mean ✓	3	1.2	DO NOT ALLOW description of how to generate waves by hand, as this is not accurate
	(iii)	(Fill with) water at a different temperature & measure temperature with thermometer ✓ repeat experiment at different temperatures ✓	2	3.3a	DO NOT ALLOW put a heater in the ripple tank 'Different temperatures' may be shown by examples
	(b)	(i) FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 2.2 OR 2.3 (Hz) award 2 marks Calculate frequency = $27 \div 12$ ✓ = 2.2 or 2.3 (Hz) ✓	2	1.2 1.2	ALLOW answers of more than 2 s.f. that round to 2.2 or 2.3
	(b)	(ii) FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 0.053 OR 0.055 (m/s) award 3 marks Convert 2.4 cm to 0.024 m ✓ substitute: wave speed = 0.024×2.2 OR 0.024×2.3 ✓ = 0.053 OR 0.055 (m/s) ✓	3	1.2 2.1 2.1	ECF from part b(i) ALLOW 2 marks for substitution with an incorrect answer or no conversion ALLOW answers of more than 2 s.f. that round to 0.053 or 0.055

Question			Answer	Marks	AO element	Guidance
6	(a)	(i)	The current at W is <u>LOWER</u> than the current at Y ✓ The potential difference measured by voltmeter X is <u>LOWER</u> than the potential difference measured by Z ✓	2	2.1	
		(ii)	The current increases OR ammeter reading is higher ✓ The p.d./voltage decreases OR voltmeter reading is lower ✓	2	1.1	
	(b)		FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 0.45 (J) award 4 marks Convert 300 mC to 0.3 C ✓ Recall and rearrange: work done = potential difference × charge ✓ Substitute: work done = 1.5×0.3 ✓ Work done = 0.45 (J) ✓	4	1.2 1.1 2.1 2.1	No conversion or incorrect conversion scores 3 marks. ALLOW 450 mJ ALLOW 3 marks for correct answer with no conversion =450 (J)

Question		Answer	Marks	AO element	Guidance
7 (a)		<p>Power rating increases which causes the change in stored energy to increase AND time increases causes stored energy to increase ✓</p> <p>Recognising that one or both changes is proportional ✓</p> <p>2 or more examples from the table used to show this ✓</p>	3	3.1a	<p>For example: 'Change in stored energy proportional to power rating' or 'Change in stored energy proportional to time used' ALLOW 2 marks for change in stored energy = power rating \times time</p> <p>ALLOW Examples: shower & kettle to show power rating: $7500 \div 1500 = 600 \div 3000$. vacuum cleaner & television to show time: $125 \div 1.0 = 50 \div 0.4$ Any two to show power \times time</p>
(b) (i)		<p>FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 45 (W h) award 3 marks</p> <p>$90/100 = 0.9$ ✓ Substitution: $0.9 = \text{useful energy output} / 50$ ✓ $= 45$ (W h) ✓</p>	3	1.2 2.1 2.1	
(b) (ii)		<p>Shape of Sankey diagram correct ✓ Sankey diagram: 5 scale divisions wide going to two arrows; one arrow that is 4.5 scale divisions wide and the other arrow that is 0.5 scale divisions wide ✓ Wider arrow labelled: kinetic energy OR useful energy (output) ✓ Other arrow labelled: thermal energy OR energy lost to surroundings OR energy dissipated OR energy wasted ✓</p>	4	1.2 2.2 2.2 2.2	<p>ECF part b(i) ALLOW one mark maximum of these two label marks if arrows are the same size.</p> <p>ALLOW indication that useful energy also finally transferred to thermal store of surroundings. ALLOW energy wasted</p> <p>IGNORE other energies/arrows e.g. sound</p>
(c)		<p>1st gap chemical/nuclear/gpe/kinetic/thermal ✓ 2nd gap (electric) current (doing work) ✓ OR electrical working 3rd gap thermal (energy store) ✓</p>	3	1.1	<p>DO NOT ALLOW sources such as coal, uranium, hydroelectric, wind, solar</p>

Question		Answer	Marks	AO element	Guidance
8	(a) (i)	<p>FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 1/8 award 3 marks</p> <p>Number of half-lives = $\frac{2076 - 1986}{30} = \frac{90}{30} = 3$ ✓</p> <p>Fraction = $\frac{1}{2} \times \frac{1}{2} \times \frac{1}{2}$ OR $(\frac{1}{2})^3$ ✓</p> <p>= 1/8 ✓</p>	3	2.1	
	(ii)	<p>FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 2166 award 3 marks</p> <p>$1/64 = \frac{1}{2} \times \frac{1}{2} \times \frac{1}{2} \times \frac{1}{2} \times \frac{1}{2} \times \frac{1}{2}$ OR $(\frac{1}{2})^6$ ✓</p> <p>6 half-lives = 6×30 years = 180 years ✓</p> <p>Year = 1986 + 180 = 2166 ✓</p>	3	2.1	
	(b)	<p>Any two from:</p> <p>To inform people of hazards / risks ✓ To inform people of benefits / costs / ethical issues, ✓ To enable (informed) decision making ✓ To increase understanding and so speed up further research ✓</p>	2	1.1	<p>ALLOW different examples from one marking point e.g. To inform the public of the risks so they can avoid them and to inform politicians of the risks so they can make laws to protect people.</p>

Question		Answer	Marks	AO element	Guidance
9	(a)	<p>Velocity has direction OR velocity is a vector AND speed has magnitude only OR speed does not have direction ✓ Direction is changing (so velocity changes)✓</p>	2	1.1	
	(b)	<p>Idea of how difficult it is to change the velocity/acceleration ✓ OR (Inertial Mass) = Force ÷ acceleration ✓</p>	1	1.1	
	(c)*	<p>Please refer to the marking instructions on page 4 of this mark scheme for guidance on how to mark this question.</p> <p>Level 3 (5–6 marks) Explains motion of space probe as it travels towards the star, and explains why it then crashes into the star, using first law and second law <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (3–4 marks) Explains motion of space probe as it travels towards the star, using first and second law OR Explains why the space probe crashes into the star, using first and second law <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1–2 marks) Explains motion of space probe as it travels towards the star, with use of only first law OR Explains why the space probe crashes into the star, with use of only first law. <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks <i>No response or no response worthy of credit.</i></p>	6	2.1 x 2 3.1b x 3 3.2a x 1	<p>Indicative scientific points may include:</p> <p>AO2.1 Apply knowledge and understanding</p> <p>For example: Probe:<ul style="list-style-type: none"> • At first no (resultant) force on probe • Later force of gravity from star </p> <p>AO3.1b Evaluate information and ideas</p> <p>For example: Probe: At first: due to Newton's first law<ul style="list-style-type: none"> • will continue at constant speed • will not change direction As approaches star: due to Newton's second law (+ gravity)<ul style="list-style-type: none"> • accelerates probe/increases speed • towards centre of star </p> <p>AO3.2a Make judgements<ul style="list-style-type: none"> • space probe will continue on path towards star • speed/velocity will not change (until it gets close to star) • space probe will crash into star • ALLOW Star is also moving and outcome that probe may/will miss star, or other sensible reason for outcome that probe may/will miss star </p>

Question		Answer	Marks	AO element	Guidance
10	(a) (i)	Any one from: increasing its thermal store ✓ OR So the internal energy of the milk has increased ✓	1	1.1	IGNORE gets hot
	(ii)	They have different specific heat capacities ✓ OR Need different energy to raise the temperature of the same mass by the same temperature ✓	1	1.1	
	(b) (i)	FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 1250000 (J) to 3 s.f. award 3 marks Conversion: 560 g = 0.56 kg ✓ Select and apply: energy = mass × specific latent heat $E = 2.23 \times 10^6 \times 0.56$ (=1248800) ✓ $E = 1250\ 000$ (J) ✓	3	1.2 2.1 1.2	ALLOW this mark for correct answer to 3 or more s.f ALLOW this mark for attempt at calculation with incorrect answer correctly given to 3 s.f. (calculation must be attempted)
	(ii)	FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 2970 OR 2980 (W) award 3 marks conversion 7 minutes = 7×60 s = 420 s ✓ Sub & rearrange: 1248800 or $1250000 = P \times 7 \times 60$ OR $P \times 420$ ✓ $P = 2970$ or 2980 (W) ✓	3	1.2 2.1 2.1	ALLOW energy value 1248800 J or 1250000 J from (bi) ALLOW ECF from energy value in (bi) ALLOW This mark if incorrect or no conversion ALLOW answers to more than 3 s.f. that round to 2970 or 2980 W

Question		Answer	Marks	AO element	Guidance
11	(a)	<p>Action and reaction are equal AND opposite ✓ OR Forces occur in interaction pairs which are the same size AND oppose each other. ✓</p>	1	1.1	DO NOT ALLOW forces acting on the same object e.g. example of weight and normal reaction given or reference to balanced forces on one object.
	(b)	<p>Any three from:</p> <p>The wire experiences a force/moves ✓ Direction of force/movement is down/into page on wire (and up/out of page on magnet) ✓ Magnetic field around wire (field on wire) interacts with field of magnet ✓</p> <p>Further detail: Field (on wire) out of page on side of N pole and into page on side of S pole. ✓</p>	3	1.2	ALLOW points made by annotating diagram
	(c)	<p>FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 2.9×10^{-2} (T) in standard form to 2sf award 4 marks</p> <p>Select and apply: force = magnetic flux density × current × length $0.072 = \text{magnetic flux density} \times 0.45 \times 5.6$ ✓</p> <p>$\text{flux density} = \frac{0.072}{0.45 \times 5.6} = 0.02857\ldots$ (T) 0.029 (T) ✓</p> <p>Answer in standard form and to 2sf: 2.9×10^{-2} (T) ✓ ✓</p>	4	2.1 2.1 2x1.2	<p>Correct answer but not in standard form to 2sf = 2 marks</p> <p>Any number of significant figures – must round to 0.029</p> <p>Must be of form $a.b \times 10^c$ where a b and are digits and c is a positive or negative number. ALLOW one or both of these marks for an incorrect answer in standard form or/and 2sf</p>

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