

GCE 2005
January Series



Mark Scheme

Physics Specification A

PHA9/W Electronics

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 candidates' 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 candidates' 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 candidates' 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.

Further copies of this Mark Scheme are available to download from the AQA Website:
www.aqa.org.uk

Copyright © 2005 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales 3644723 and a registered charity number 1073334. Registered address AQA, Devas Street, Manchester. M15 6EX.

Dr Michael Cresswell Director General

Instructions to Examiners

- 1 Give due credit to alternative treatments which are correct. Give marks for what is correct; do not deduct marks because the attempt falls short of some ideal answer. Where marks are to be deducted for particular errors specific instructions are given in the marking scheme.
- 2 Do not deduct marks for poor written communication. Refer the script to the Awards meeting if poor presentation forbids a proper assessment. In each paper candidates may be awarded up to two marks for the Quality of Written Communication in cases of required explanation or description. Use the following criteria to award marks:
 - 2 marks: Candidates write legibly with accurate spelling, grammar and punctuation; the answer containing information that bears some relevance to the question and being organised clearly and coherently. The vocabulary should be appropriate to the topic being examined.
 - 1 mark: Candidates write with reasonably accurate spelling, grammar and punctuation; the answer containing some information that bears some relevance to the question and being reasonably well organised. Some of the vocabulary should be appropriate to the topic being examined.
 - 0 marks: Candidates who fail to reach the threshold for the award of one mark.
- 3 An arithmetical error in an answer should be marked AE thus causing the candidate to lose one mark. The candidate's incorrect value should be carried through all subsequent calculations for the question and, if there are no subsequent errors, the candidate can score all remaining marks (indicated by ticks). These subsequent ticks should be marked CE (consequential error).
- 4 With regard to incorrect use of significant figures, normally two, three or four significant figures will be acceptable. Exceptions to this rule occur if the data in the question is given to, for example, five significant figures as in values of wavelength or frequency in questions dealing with the Doppler effect, or in atomic data. In these cases up to two further significant figures will be acceptable. The maximum penalty for an error in significant figures is **one mark per paper**. When the penalty is imposed, indicate the error in the script by SF and, in addition, write SF opposite the mark for that question on the front cover of the paper to obviate imposing the penalty more than once per paper.
- 5 No penalties should be imposed for incorrect or omitted units at intermediate stages in a calculation or which are contained in brackets in the marking scheme. Penalties for unit errors (incorrect or omitted units) are imposed only at the stage when the final answer to a calculation is considered. The maximum penalty is **one mark per question**.
- 6 All other procedures, including the entering of marks, transferring marks to the front cover and referrals of scripts (other than those mentioned above) will be clarified at the standardising meeting of examiners.

Units 5 – 9: Section A

Nuclear Instability

This question is common to all the Option Modules PHA5/W – PHA9/W

Question 1

- (a) graph to show:
 electron intensity decreasing with angle of diffraction ✓
 to a non-zero first minimum ✓ (2)

- (b)(i) last column of table completed correctly ✓
 with either

$A^{1/3}$
5.93
4.93
3.83
3.04
2.29

or

$R^3/(10^{-45} \text{ m}^3)$
295
165
82.3
40.4
18.8

axes cover more than 50% of graph sheet ✓
 all points plotted correctly using labelled axes
 (i.e. x -axis $A^{1/3}$, y -axis $R/10^{-15} \text{ m}$ or x axis A , y -axis $R^3/10^{-45} \text{ m}^3$) ✓

- (ii) gradient = r_0 ✓ [or gradient = r_0^3]
 gives $r_0 = (1.1 \pm 0.1) \times 10^{-15} \text{ m}$ ✓ (5)

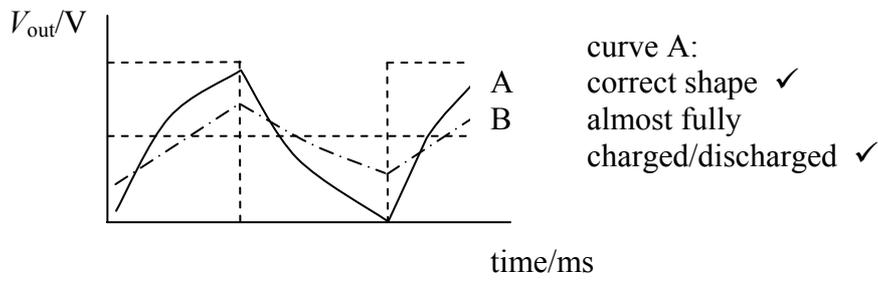
- (c) electrons are not subject to the strong nuclear force ✓
 (so) electron scattering patterns are easier to interpret ✓
 electrons give greater resolution
 [or electrons are more accurate because they can get closer]
 [or α particles cannot get so close to the nucleus because of
 electrostatic repulsion] ✓
 electrons give less recoil ✓
 (high energy) electrons are easier to produce
 [or electrons have a lower mass/ larger Q/m , so easier to accelerate] ✓
 (in Rutherford scattering) with α particles, the closest distance
 of approach, not R is measured ✓
- max(3)
(10)

Unit 9: PHA9/W Section B Electronics

Question 2

(a) period $\left(= \frac{1}{f} = \frac{1}{2.0 \times 10^3} \right) = 5.0 \times 10^{-4}$ ✓
 time scale : 0.25 and 0.5 ✓ (2)

(b)(i) $\frac{1}{C} = \frac{1}{10(\text{nF})} + \frac{1}{47(\text{nF})}$ ✓ (= 8.25 nF)
 (ii) time constant $t (= RC) = 8.25 \times 10^{-9} \times 8.25 \times 10^{-9} = 4.6(2) \times 10^{-5}$ s ✓
 (iii)



(c) (new) $t = 8.25 \times 10^{-9} \times 33 \times 10^3 = 2.7(2) \times 10^{-4}$ (s) ✓
 time period > time constant ✓
 cannot fully charge or discharge ✓
 curve B: correct shape ✓
 (mean) about 1.5 V ✓ max(4)
(10)

Question 3

(a)(i) (component X): photodiode ✓
 (ii) as light intensity increase, **reverse** resistance decreases
 [or **reverse** conduction increase] ✓
 current through resistor increases ✓
 $V_{\text{out}} = IR$ ✓
 if I increases, then V_{out} increases ✓
 [alternative: reverse resistance decreases ✓

$$V_{\text{out}} = \frac{R_2}{(R_1 + R_2)} V_{\text{in}}$$
 ✓
 R_2 and R_1 less ✓
 V_{out} increases ✓] max(4)

- (b)(i) the forward pd needed across the LED to allow it to light normally ✓
- (ii) max. pd (allowed) in reverse direction without damaging the diode (by current flow) ✓ (2)
- (c)(i) when $V_1 > V_2$, output is -12 V ✓
 LED is on ✓
 when $V_2 > V_1$, output is $+12\text{ V}$ ✓
 (no pd across LED), LED is off ✓
- (ii) to create reverse pd, $V_{\text{out}} > 12\text{ V}$, which is not possible ✓
- (iii) $V_R (= 24 - 1.8) = 22.2\text{ (V)}$ ✓
 $R (= 22.2/20 \times 10^{-3}) = 1.1(1)\text{ k}\Omega$ ✓
- (iv) $R_{E24} = 1.2\text{ k}\Omega$ ✓
- max(6)
(12)

Question 4

- (a) negative (feedback) ✓ (1)
- (b) (use of $V_{\text{out}} = -R_f \left(\frac{V_1}{R_1} + \frac{V_2}{R_2} \right)$ gives) $V_{\text{out}} = \left(\frac{-30 \times -3}{10} \right) \checkmark + \left(\frac{-30 \times 2}{20} \right) \checkmark$
 $= 6.0\text{ V}$ ✓ (3)
- (c) $V_{\text{out}} = \left(\frac{-30 \times -3}{10} \right) + \left(\frac{-30 \times -3}{20} \right) = 13(.5)\text{ V}$ ✓
 output saturates at ($\approx <$) 12 V (because + rail is 12 V) ✓ (2)
 (6)
- Quality of Written Communication marks: Q1 (c) and Q3 (a) (ii) ✓✓ (2)
 (2)