



General Certificate of Secondary Education

Physics 4451

PHY3H Unit Physics 3

Mark Scheme

2010 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 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.

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MARK SCHEME

Information to Examiners

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 candidates 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)

Candidate	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)

Candidate	Response	Marks awarded
1	Pluto, Mars, Moon	1
2	Pluto, Sun, Mars, Moon	0

3.2 Use of chemical symbols / formulae

If a candidate 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.

PHY3H**Question 1**

question	answers	extra information	mark
1(a)	distance (from the Sun in millions of km) and time taken for <u>orbit</u>	both required in either order not just 'time taken'	1
1(b)(i)	either distance (from the Sun in millions of km) or time taken for <u>orbit</u> (and) (average) temperature	 not just 'time taken' both required in either order	1
1(b)(ii)	(+) 430 / (+) 470 or Mercury / Venus		1
1(c)	25 (hours)	do not accept 24 (hours)	1
1(d)	...different positions at different times		1
1(e)	...direction...speed gravitational	both and in the correct order	1 1
Total			7

PHY3H**Question 2**

question	answers	extra information	mark
2(a)(i)	answer in the range 3.0 ↔ 3.1 inclusive	accept for 1 3.6 ÷ 1.2 or 3.7÷1.2 or 36 ÷ 12 or 37÷12 or 18 ÷ 6 or 18.5 ÷ 6 or 10.2 ÷ 3.4 or 102 ÷ 34 or answer in the range but with a unit eg 3 cm	2
2(a)(ii)	(principal) focus / focal (point(s)) / foci / focus	accept 'focusses' accept focals do not accept focal length	1
2(a)(iii)	at the intersection of virtual / imaginary rays	or 'where virtual / imaginary rays cross' or the rays of (real) light do not cross or the image on the same side (of the lens) as the object or the image is drawn as a dotted line or the image is upright do not accept 'cannot be put on a screen' do not accept any response which refers to reflected rays	1

Question 2 continues on the next page . . .

PHY3H**Question 2 continued . . .**

question	answers	extra information	mark
2(b)(i)	another correct observation about relationship between values of d (1) (but) not the same relationship between corresponding values for magnification (1)	example 15 is three times bigger than 5 but 2.0 is not three times bigger than 1.2	2
2(b)(ii)	when the distance / d increases the magnification increases	or the converse accept 'there is a (strong) <u>positive</u> correlation' do not accept any response in terms of proportion / inverse proportion	1
2(b)(iii)	(student has) no evidence (outside this range)	accept data / results / facts for 'evidence'	1
Total			8

PHY3H**Question 3 continued . . .**

question	answers	extra information	mark
3(c)	either two appropriate points gain 1 mark each or one appropriate point (and) appropriate qualification / amplification	either both pro or both con or one of each examples other mammals (sufficiently) similar to humans (1) so results appropriate (1) unethical to experiment on humans (1) so it is better to experiment on mice (1) knowledge / techniques will benefit humans (1) and also other animals (1) experiments were justified because ultrasound has proved useful (1)	2
Total			6

PHY3H**Question 4**

question	answers	extra information	mark
4(a)(i)	will not fall over (1) or centre of mass will remain above the base (1) if the monitor is given a small push (1)	accept will not easily fall over (2) (line of action of the) weight will remain above within the base accept centre of gravity / c of g / c of m / c m depends on mark above	2
4(a)(ii)	(total) clockwise moment = (total) anticlockwise moment	or they are equal / balanced	1
4(b)	the position of the <u>centre of mass</u> has changed (1) the line of action of the <u>weight</u> is outside the base (1) producing a (resultant) <u>moment</u> (1)	points may be expressed in any order	3
Total			6

PHY3H**Question 5**

question	answers	extra information	mark
5(a)(i)	(laminated soft) iron	do not accept steel	1
5(a)(ii)	produces a <u>magnetic field</u> which is alternating / changing / varying and which induces / produces an alternating / changing potential difference across the <u>secondary</u> coil	accept <u>magnetic flux</u> accept current / voltage	3
5(b)	3067 (V)	allow all 3 marks for 3060 to 3070 (V) $V = \frac{230 \times 4000}{300}$ gains 2 marks $\frac{230}{V} = \frac{300}{4000}$ gains 1 mark	3
Total			7

PHY3H**Question 6**

question	answers	extra information	mark
6(a)	greater	accept bigger / larger / higher	1
6(b)	magnetic field / flux (1) cuts through the coil (1) p.d. varies as the distance between magnet and coil changes / as the magnet rotates (1)	or the converse accept voltage for p.d. accept varies for changes	3
6(c)	any two from: • move coil closer to the rim / wheel • more powerful magnet • more turns (on the coil) • coil with greater area • using an <u>iron</u> core	or smaller gap between rim / wheel and coil accept extra magnets do not accept more coils	2
Total			6

PHY3H**Question 7**

question	answers	extra information	mark
7(a)	gravitational force(s) (1) balanced by (force(s) due to) <u>radiation</u> pressure (1)	accept 'gravity' accept equal	2
7(b)	by (nuclear) <u>fusion</u> (1) of hydrogen to helium (other light elements) (1) heavy element / elements heavier than iron are only produced (by fusion) in a <u>supernova</u> (1)	allow 'low density' for light accept hydrogen nuclei / atoms form helium response must clearly link one element(s) producing others fusion to produce helium (2) allow dense for heavy ignore any reference to elements undergoing radioactive decay (to form other elements)	3
Total			5