

GCSE (9–1)

Combined Science B (Twenty First Century Science)

J260/07: Physics (Higher Tier)

General Certificate of Secondary Education

Mark Scheme for Autumn 2021

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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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1. Annotations available in RM Assessor

| Annotation | Meaning |
|---|--|
|  | Correct response |
|  | Incorrect response |
|  | Omission mark |
|  | Benefit of doubt given |
|  | Contradiction |
|  | Rounding error |
|  | Error in number of significant figures |
|  | Error carried forward |
|  | Level 1 |
|  | Level 2 |
|  | Level 3 |
|  | Benefit of doubt not given |
|  | Noted but no credit given |
|  | Ignore |

2. 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 |
| <u>—</u> | Underlined words must be present in answer to score a mark |
| ECF | Error carried forward |
| AW | Alternative wording |
| ORA | Or reverse argument |

3. 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) | (i) | <p>FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 52.5 (kW h) award 3 marks</p> <p>Recall: Energy = power × time ✓</p> <p>Substitution: $E = 7 \text{ kW} \times 7.5 \text{ h}$ ✓</p> <p>= 52.5 (kW h) ✓</p> | 3 | 1.2 2.1 x 2 | |
| | | (ii) | <p>FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 92 (%) award 3 marks</p> <p>Recall: Efficiency = $\frac{\text{useful energy output}}{\text{total energy input}} \times 100\%$ ✓</p> <p>Substitution: Efficiency = $\frac{48.3}{52.5} \times 100\%$ ✓</p> <p>= 92 (%) ✓</p> | 3 | 1.2 2.1 x 2 | ALLOW ECF from (a)(i) ALLOW answer of 0.92 for 2 marks |
| | | (iii) | <p>Alternating (voltage) changes direction</p> <p>AND</p> <p>Direct (voltage) always in same direction ✓</p> | 1 | 1.1 | DO NOT ALLOW idea that it changes without idea that direction changes/alternates |
| | (b) | (i) | Curve of best fit through points ✓ | 1 | 2.2 | DO NOT ALLOW straight line or lines |

| Question | | Answer | Marks | AO element | Guidance |
|----------|------|---|-------|------------|-------------------------------------|
| | (ii) | Value shown by drawn line at 2019 OR If no drawn line at 2019, answer between 270,000 and 330,000 ✓ | 1 | 3.2b | ECF from (c)(i) |
| (c) | (i) | (people want to) reduce CO ₂ emissions/ reduce carbon footprint/ reduce global warming / environmentally more friendly / environmentally safer OR (people want to) reduce pollution/ NO _x / particulates/incidence of asthma OR government incentives OR Becoming cheaper to buy OR Charging points more readily available ✓ | 1 | 2.1 | e.g. tax cuts, subsidies |
| | (ii) | Any two from: Not enough power stations OR Not enough generating capacity ✓ High peak demand when all being charged at the same time ✓ Distribution network would need to deliver more energy/power or have higher current/higher voltage or more cables ✓ | 2 | 2.1 | ALLOW not enough electricity |

| Question | | Answer | Marks | AO element | Guidance |
|----------|-----|--|-------|------------|--|
| 2 | (a) | weigh the pan (without the stone) ✓ Subtract (the weight of the pan from the total weight) ✓ | 2 | 3.3b | If no other mark scored ALLOW check for zero error on forcemeter for 1 mark DO NOT ALLOW use a top pan balance unless also states $\times g$ or $\times 10$ for 2 marks |
| | (b) | (i) | 1 | 1.1 | |
| | | (ii) | 4 | 3.2b | |
| | | <p>Any four from:</p> <p>Identifies Jupiter as not fitting the pattern of increasing density and increasing gravitational field strength ✓</p> <p>The gravitational field strength increases as the mass of the planet increases OR There is a correlation between the gravitational field strength and the mass. ✓</p> <p>Use of data from the table to justify suggested relationship ✓</p> <p>g increases with density for first three planets ✓</p> <p>g of Jupiter larger than other planets but doesn't fit pattern between density and mass ✓</p> | | | |

| Question | | Answer | Marks | AO element | Guidance |
|----------|-----|-----------------|-------|------------|---|
| 3 | (a) | (5) 3 1 2 4 ✓✓✓ | 3 | 2.1 | 3 before 1 = 1 mark 1 before 2 = 1 mark 2 before 4 = 1 mark |
| | (b) | (i) | 2 | 2.1 | Reason must match explanation ALLOW 2 marks for: higher dose needed for enough decay in time of scan because (beta has) a longer half life OR body will remain contaminated for longer because (beta has) a longer half life |
| | | (ii) | 1 | 2.1 | |
| | (c) | (i) | 3 | 1.1 | |

| Question | Answer | Marks | AO element | Guidance |
|----------|--|-------|------------|----------|
| (ii) | <p>Any two from:</p> <p>damages/kills cells ✓</p> <p>mutation/cancer ✓</p> <p>ionises DNA molecules ✓</p> <p>change way cell behaves/heat cell ✓</p> | 2 | 1.1 | |
| (iii) | <p>FIRST CHECK THE ANSWER ON ANSWER LINE</p> <p>If answer = 0.0625 OR 1/16 award 2 marks</p> <p>24 hours = 4 half-lives</p> <p>OR $1/2 \times 1/2 \times 1/2 \times 1/2$ OR $[1/2]^4$ ✓</p> <p>= 0.0625 OR 1/16 ✓</p> | 2 | 1.2 | |

| Question | | Answer | Marks | AO element | Guidance |
|----------|-----|--|-------|------------|--|
| 4 | (a) | <p>Closed circuit with correct symbols for battery/cell/power supply AND ammeter AND voltmeter ✓</p> <p>correct symbol for thermistor ✓</p> <p>ammeter in series AND voltmeter in parallel (with thermistor) ✓</p> <p>correct symbol for variable resistor in series with thermistor ✓</p> | 4 | 1.2 | <p>IGNORE switch</p> <p>ALLOW variable power supply</p> <p>ALLOW higher level answers using a potentiometer</p> |
| | (b) | <p>measure the potential difference and the current. ✓</p> <p>change the potential difference across thermistor OR change the resistance of the variable resistor ✓</p> <p>Measure a range of values of potential difference and current (after changing potential difference across the thermistor). ✓</p> | 3 | 1.2 | <p>ALLOW readings from voltmeter and ammeter</p> <p>ALLOW any method of changing the potential difference across the thermistor.</p> |
| | (c) | <p>From 0 to 5 V / 0 to 0.5 A the resistance is constant ✓</p> <p>(because) straight line OR current proportional to potential difference ✓</p> <p>Above 5V the resistance decreases ✓</p> <p>(because) gradient increases or potential difference+ current decreases ✓</p> | 4 | 3.1a | <p>ALLOW at low potential difference the resistance is constant</p> <p>ALLOW explanations in terms of gradient is $1/R$</p> |

| Question | | | Answer | Marks | AO element | Guidance |
|----------|------|------|--|-------|------------|---|
| 6 | (a) | (i) | acceleration (directly) proportional to force ✓ (yes because) straight line graph through origin OR as acceleration doubles force doubles OR acceleration = constant × force ✓ | 2 | 2.2 | |
| | | (ii) | FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 2.0 or 2.1 (kg) award 3 marks Candidate states they are using gradient OR attempt to calculate gradient or [$1 \div \text{gradient}$] ✓ mass in range 2.0 to 2.1 (kg) ✓ Correct use of $m=F/a$ AND Answer given to 1 decimal place ✓ | 3 | 1.2 | May be shown by triangle drawn or correct answer DO NOT ALLOW this mark if a point is used to calculate mass ALLOW use of gradient and then $1/\text{gradient}$ OR direct use of change in $F \div$ change in a OR a point on the line. DO NOT ALLOW use of one of the plotted points that is not on the line. If answer is in the range of: $2 \leq \text{mass} < 2.1$ (kg) award 2 marks |
| | (b)* | | Please refer to the marking instructions on page 4 of this | 6 | 4 x 1.2 | AO1.1 Demonstrate knowledge and understanding |

| Question | Answer | Marks | AO element | Guidance |
|----------|--|-------|------------|---|
| | <p>mark scheme for guidance on how to mark this question.</p> <p>Level 3 (5–6 marks) Clearly describes how to do experiment and how to calculate acceleration. Develops experimental procedure by including some extra detail to ensure accuracy or safety. <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) Describes details of how to do experiment and how to calculate acceleration but some details may be unclear or missing. <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) Describes by diagram or writing that a trolley will be accelerated AND times measured OR how to calculate acceleration. <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> | | 2 x 3.3a | <p>For example:</p> <ul style="list-style-type: none"> • equipment needed: trolley, string, pulley, masses and 2 light gates. • diagram of set-up • initial speed = 0, final speed from light gate • time from start to final light gate • increase force by adding mass to hanger • keep total mass the same by moving this mass from trolley to the hanger • acceleration = [final speed – initial speed] ÷ time <p>AO3.3a Develop experimental procedures For example:</p> <ul style="list-style-type: none"> • Tilt ramp to friction compensate. • Repeat for each force and take the mean • Use a tray of foam under weight to prevent damage to floor as weight drops • other valid methods e.g. measuring time to travel from start and last 30 cm with a stopwatch and calculating final speed. |

| Question | | | Answer | Marks | AO element | Guidance |
|----------|-----|------|--|-------|------------|--|
| 7 | (a) | (i) | <p>Any two from: radio has longer wavelength ✓ microwave has longer wavelength ✓ infrared OR ir has longer wavelength ✓ ultraviolet OR uv has shorter wavelength ✓ X-rays have shorter wavelength ✓ gamma rays OR γ rays have shorter wavelength ✓</p> | 2 | 1.1 | ALLOW other size indicators e.g. higher, lower, bigger, smaller |
| | | (ii) | <p>idea that Sun is the source and electromagnetic radiation transfers energy OR EM radiation does not need a medium to travel in ✓ AND idea that skin/eyes/body absorbs ✓</p> | 2 | 2.1 | <p>ALLOW Store of thermal/nuclear energy</p> <p>ALLOW EM radiation can travel through vacuum/space</p> <p>ALLOW increases thermal store</p> |
| | (b) | (i) | vertical arrow pointing downwards ✓ | 1 | 1.2 | |
| | | (ii) | <p>Fleming's left hand rule ✓ Thumb = force/movement AND fore/first/index finger = field AND middle/second finger = current OR field is left to right AND current is into page OR All 3 are perpendicular OR at right angles ✓</p> | 2 | 1.2 | <p>ALLOW FLHR</p> <p>ALLOW marks for points shown on a labelled diagram</p> <p>ALLOW this mark if Right Hand rule used</p> |
| | (c) | | <p>Force upwards on one side of coil and down on the other ✓ because current is in opposite directions on opposite sides of coil ✓</p> | 2 | 1.1 | ALLOW arrow up on one side of coil and down on the other. |

| Question | | Answer | Marks | AO element | Guidance |
|----------|-----|---|-------|------------|----------|
| 8 | (a) | Less energy transferred heating the cables OR lower power loss in cables due to heating ✓ (because if voltage is greater) current can be less (for same energy transfer) ✓ | 2 | 1.1 | |
| | (b) | Radio waves with a frequency of 50 Hz are produced by the overhead power lines ✓ | 1 | 3.1a | |
| | (c) | FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 3 award 2 marks 11479 ~ 10000 or 10^4 AND 33 ~ 10 or 10^1 OR $10000 \div 10 = 1000$ OR $10^{4-1} = 10^3$ ✓ = 3 orders of magnitude ✓ | 2 | 2.1 | |

| Question | | | Answer | Marks | AO element | Guidance |
|----------|-----|------|---|-------|--------------------|---|
| 9 | (a) | (i) | <p>FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 1.92×10^{-3} (s) award 3 marks</p> <p>Select and apply: Change of momentum = resultant force x time for which it acts</p> <p>Substitution: $1.53 = 795 \div \text{time} \checkmark$ $= 1.924528302 \times 10^{-3} \text{ (s)} \checkmark$ $= 1.92 \times 10^{-3} \text{ (s)} \checkmark$</p> | 3 | 2.1 x 2 1.2 | <p>ALLOW any number of sf Must be to 3sf</p> |
| | | (ii) | <p>FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 9 (m/s) award 3 marks</p> <p>Conversion: $170 \text{ g} = 0.17 \text{ kg} \checkmark$</p> <p>Recall and apply: momentum = mass x velocity \checkmark velocity = $(1.53 \div 0.17) = 9 \text{ (m/s)} \checkmark$</p> | 3 | 1.2 x 2 2.1 | <p>ALLOW 1 mark for $1.53 = 170 \times \text{velocity}$ with incorrect answer to calculation. ALLOW 0.009 (m/s) for 2 marks</p> |
| | (b) | | <p>momentum is shared between the two balls \checkmark momentum is conserved \checkmark</p> | 2 | 2.1 | <p>ALLOW cue ball momentum decreases other ball increases</p> |

| Question | | Answer | Marks | AO element | Guidance |
|----------|-----|---|-------|------------|--|
| 10 | (a) | <p>FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 750 (J/kg °C) award 4 marks</p> <p>temperature change: $22\text{ °C} - 8\text{ °C} = 14\text{ °C}$ ✓</p> <p>Aluminium: $E = 13 \times 900 \times [22 - 8]$ OR $163\,800\text{ (J)}$ ✓</p> <p>Energy from heater = increase in internal energy of aluminium + increase in internal energy of air OR $189000 = 163\,800 + 2.4 \times C \times 14$ ✓</p> <p>$C = [189000 - 163\,800] \div [2.4 \times 14] = 750\text{ (J/kg °C)}$ ✓</p> | 4 | 2.1 | <p>If temperature incorrect all other marks may still be awarded</p> <p>ALLOW this mark if some rearrangement already done correctly.</p> |
| | (b) | (i) | | | |
| | | <p>molecules move faster ✓ because they gain kinetic energy ✓</p> | 2 | 1.1 | ALLOW particles |
| | | (ii) | | | |
| | | <p>(faster molecules) will have greater (change in) momentum (when they collide with walls) OR Collide with walls more often/frequently ✓</p> <p>(Exert) greater force on tank/container walls ✓</p> <p>Idea that this increase in force causes increase in pressure ✓</p> | 3 | 1.1 | ALLOW ECF for RA if molecules moving slower in (b)(i) |

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