Rewarding Learning

**General Certificate of Secondary Education
2019**

Physics

Practical Skills Assessment
Unit 3
Booklet B

Higher Tier

[GPY34]

TUESDAY 18 JUNE, MORNING

MARK
SCHEME

General Marking Instructions

Introduction
Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives
Below are the assessment objectives for GCSE Physics

Candidates must:

AO1 Demonstrate knowledge and understanding of scientific ideas, scientific techniques and procedures;

AO2 Apply knowledge and understanding of scientific ideas, scientific enquiry, techniques and procedures; and

AO3 Analyse information and ideas to interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.

Quality of candidates' responses
In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking
Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking
Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks
Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Marking Calculations
In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error.

Types of mark schemes
Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response
Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication
Quality of written communication (QWC) is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level A: Quality of written communication is excellent.
Level B: Quality of written communication is good.
Level C: Quality of written communication is basic.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level A (Excellent): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation and spelling, punctuation and grammar (SPG) are of a sufficiently high standard to make meaning clear.

Level B (Good): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation and spelling, punctuation and grammar (SPG) are sufficiently competent to make meaning clear.

Level C (Basic): The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation and spelling, punctuation and grammar (SPG) may be such that intended meaning is not clear.

1 (a) At the midpoint or 50 cm mark/centre/middle [1]
Weight **acts** there or that is its CoG/CoM [1] [2]

(b) Force × (perpendicular) distance from pivot [1]

(c) CoG marked **X** at the intersection of diagonals or middle [1]
Or
where lines from the midpoint of two straight edges meet
Construction lines to be shown [1] [2]

(d) To ensure the CoG is at the 20 cm mark
or weight acts at 20 cm mark or in exact position [1]

(e) When a lever is balanced/equilibrium [1]
Clockwise moments = anticlockwise moments – in words [1]
About the pivot or a point [1] [3]

(f)

| Position on the metre rule	Weight/N	Anticlockwise moment/ **N cm**	Position on the metre rule	Weight/N	Clockwise moment/ **N cm**
20	1	= 30	60	**3**	= 30
40	**5**	= 50	75	2	= 50
25	4	= 100	70	**5**	= 100

If N m then values must be consistent Nv Nx
11 entries, [$\frac{1}{2}$] each **round up** [6]

(g) ACM = 40 × 5 = 200 (N cm) [1]
For 3 N we require a distance of more than 50 cm
(or 66.7 cm) [1] [2]
Or Max possible CM is only 150 N cm
or 66.7 cm need but only 50 cm available
66.7 put ns off the end of the rule
or we need a ruler 116.6 cm

17

2 (a)
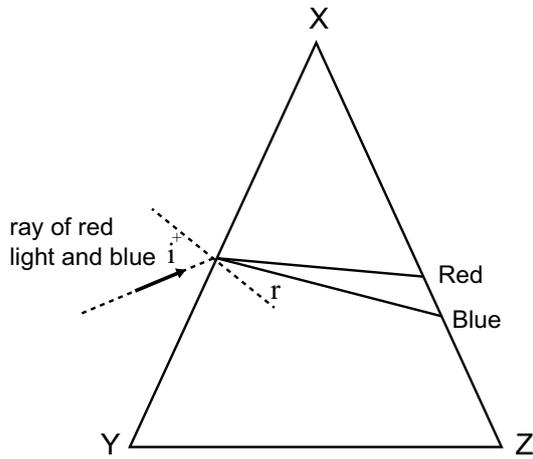
(i) Normal marked [1]

(ii) Angle i marked [1]

(iii) Both rays with labels [1]
Both rays refracted correctly – down the page
Red above blue [1] [2]
No labels no marks
Wrong direction [0]

(iv) Angle r marked   allow **ecf** from **(iii)** [1]

(v) First statement ticked [1]

(vi) Blue has larger angle of incidence at XZ [1]

(vii) Violet, indigo, blue, green, yellow, orange, red [2]
All colours needed
(if correct order, e.g. ROYGBIV in words [1])

(viii) Dispersion [1]

(b) (i) $v = f\lambda$ – **exact** eqn or rearrangement for partial credit [1]
      $= 5.00 \times 10^{14} \times 4.00 \times 10^{-7}$ [1]
      $= 2.00 \times 10^{8}$ (m/s) [1] [3]

(ii) Change of speed $= 3.00 \times 10^{8} - 2.00 \times 10^{8}$ [1]
              $= 1.00 \times 10^{8}$ (m/s) **ecf from (i)** [1] [2]

(iii) Refracted **more** [1]
Change of speed is greater (less/same – [0]) [2] [3]
The greater the change of speed the greater the refraction
or travels more slowly than orange light [2]
if speed change is smaller
then there is less refraction $\}$ [2]
slowed more so refracted more [2]

18

3 **(a)** **Indicative content**
- Find the weight (accept mass) of the load – balance/newton meter **not** scales
- Distance load is moved – metre rule/tape measure **not** a ruler
- Time to move this distance – stop clock/stop watch or lift the load
- Time is repeated
- To find an average
- To obtain a reliable result
- Power = work done/time taken (w/t) = load/weight × distance/time or mgh/t or PE/t

Response	Mark
Candidates describe in detail using good SPG **at least 5 points**. The form and style are of a high standard and specialist terms are used appropriately at all times.	[5]–[6]
Candidates describe in detail using good SPG **at least 3 points**. The form and style are of a high standard and specialist terms are used appropriately on some occasions.	[3]–[4]
Candidates make some reference to **one of the points**. The form and style are of a satisfactory standard but there is limited use of specialist terms.	[1]–[2]
Response not worthy of credit	[0]

[6]

**(b)** **(i)** The watt [1]   [1]
watt = joule per second   **not** per unit time   [2]   [3]
Accept 1 J/S for [1]

(ii) Kinetic **remains constant**   [1]
Potential **increases**   [1]
Total energy **increases**   [1]   [3]

(c) **(i)** It cannot lift load (of 8 N or more)   [1]
or motor is not turning or stopped

(ii) 10 = (20 – K) × 4 (subs)   gradient = mk [1]   [1]
10 = 4K (re-arrange)   = rise/run [1]   [1]
K = 2.5   ignore units here   [1]   [3]

(iii) K = cm/s/N or cm/Ns or cm/sN   must be N   [1]   17
Accept cm/Ns

4 **(a)** **(i)** Iron [1]

     (ii) **Variable** resistor/rheostat [1]
           Ammeter (not amp meter) [1] [2]

     (iii) Correct symbols **in the gaps** [2]
           For ammeter and variable resistor
           (position unimportant)
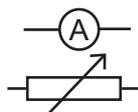
   (b) **(i)** **Distance** between emagnet core and plate/balance [1]

     (ii)

Current/A	0.0	0.5	1.0	1.5	2.0	2.5
Balance reading/N	4.5	4.1	3.7	3.3	2.9	2.5
Upward force on plate/N	(0)	0.4	0.8	1.2	1.6	(2.0)

                      $[\frac{1}{2}]$ each round **down** [2]

     (iii) Label on x-axis Current/A or I/A [1]
           Label on y-axis Force/N or F/N [1]
           Suitable scale at least half the grid [1]
           If axes transposed penalty [–1]
           6 points correct – award $[\frac{1}{2}]$ each round **down** [3] [6]
           Must include 0, 0

     (iv) Ruled line of best fit – award [1] [1]

     (v) (Directly) proportional [1]
          Straight line [1]
          Through **origin** or 0,0 [1] [3]

18

Total 70