| Question <br> number | Answer | Mark |
| :--- | :--- | :--- |
| $\mathbf{1 ( a ) ( i )}$ | An explanation that combines identification via a judgement <br> (1 mark) to reach a conclusion via justification/reasoning <br> (2 marks): |  |
|  | - galaxy C has the greatest red shift (1) <br> - so this galaxy has the greatest speed (1) <br> since the galaxy with the greatest speed will be <br> furthest away, then galaxy C is at the furthest <br> distance(1) | (3) |


| Question <br> number | Answer | Additional guidance | Mark |
| :--- | :--- | :--- | :--- |
| $\mathbf{1 ( a ) ( \text { ii ) }}$ | $20(\mathrm{~nm})$ | Allow answers in the <br> range 19 to 25 | (1) |


| Question <br> number | Answer | Additional guidance | Mark |
| :--- | :--- | :--- | :--- |
| $\mathbf{1 ( a ) ( \text { iii) }}$ | Substitution (1) | $\left(3=\frac{\left(3 \times 10^{8}\right) \times\left(20 \times 10^{-9}\right)}{\left(390 \times 10^{-9}\right)}\right.$ <br> $=15400000(\mathrm{~m} / \mathrm{s})$ | allow ecf from (c)(i) <br> power of 10 error $=$ <br> max 1 |
| Answer (1) | accept <br> $15384615(\mathrm{~m} / \mathrm{s})$ <br> award full marks for <br> correct numerical <br> answer without <br> working |  |  |


| Question <br> number | Answer | Additional guidance | Mark |
| :--- | :--- | :--- | :--- |
| $\mathbf{1 ( b )}$ | Any two from the following <br> improvements: <br> use wider aperture <br> telescope/camera (1) <br> better quality objective <br> lens (1) <br> use longer exposure <br> time while telescope is <br> locked onto star (1) <br> move telescope to better <br> seeing conditions, e.g. dry <br> desert, higher up a <br> mountain, dark skies (1) | allow <br> improvements from <br> photography, e.g. use <br> longer exposure time | use a satellite telescope <br> ignore pc to adjust the <br> sharpness of the image |


| Question <br> number | Answer | Additional guidance | Mark |
| :--- | :--- | :--- | :--- |
| 2(a) | An explanation that makes <br> reference to: identification - <br> knowledge (1 mark) and <br> reasoning /justification - <br> knowledge (1 mark): <br> the wavelength <br> decreases because <br> wavelength is the ratio <br> of wave velocity to <br> frequency (1) <br> and the wave velocity <br> reduces at the boundary <br> but the frequency <br> remains the same (1) | allow the same number of <br> waves per second arrive at <br> the boundary as leave it <br> for no change in frequency at <br> the boundary | (2) |


| Question <br> number | Indicative content | Mark |
| :--- | :--- | :--- |
| 2(b) | Answers will be credited according to candidate's deployment of <br> knowledge and understanding of the material in relation to the <br> qualities and skills outlined in the generic mark scheme. <br> The indicative content below is not prescriptive and candidates <br> are not required to include all the material which is indicated as <br> relevant. Additional content included in the response must be <br> scientific and relevant. $\quad$ AO1 (6 marks) |  |
|  | point A reaches the glass block before point B <br> A moves into the glass block and slows down <br> as light travels more slowly in glass than in air <br> B is still in air so is travelling faster than A <br> this causes part of the wavefront to change direction/refract <br> by the time B reaches the block it will have travelled further <br> than A <br> therefore, the whole wavefront changes direction/refracts <br> towards the normal <br> at the other face, A exits first so the process is reversed <br> the wavefront changes direction again so it is parallel to its <br> original direction/refracts away from the normal | (6) |


| Level | Mark | Descriptor |
| :--- | :--- | :--- |
|  | 0 | No rewardable material. |
| Level 1 | $1-2$ | Demonstrates elements of physics understanding, some of <br> which is inaccurate. Understanding of scientific ideas lacks <br> detail. (AO1) <br> Presents an explanation with some structure and coherence. <br> (AO1) |
| Level 2 | $3-4$ | Demonstrates physics understanding, which is mostly <br> relevant but may include some inaccuracies. Understanding <br> of scientific ideas is not fully detailed and/or developed. <br> (AO1) <br> Presents an explanation that has a structure which is mostly <br> clear, coherent and logical. (AO1) |
| Level 3 | $5-6$ | Demonstrates accurate and relevant physics understanding <br> throughout. Understanding of the scientific ideas is detailed <br> and fully developed. (AO1) <br> Presents an explanation that has a well-developed structure <br> which is clear, coherent and logical. (AO1) |


| Question number | Answer | Additional guidance | Mark |
| :---: | :---: | :---: | :---: |
| 2(c) | Substitution into $v=\frac{s}{t}$ to find $v(1)$ $\mathrm{v}=\frac{1.5 \times 10^{11}}{500}$ <br> Substitution into $v=f \times \lambda$ and unit conversion (1) $\mathbf{v}=\frac{1.5 \times 10^{11}}{500}=f \times 670 \times 10^{-9}$ <br> Transposition (1) Rearrangement (1) $f=\frac{\left(1.50 \times 10^{11}\right)}{500 \times\left(670 \times 10^{-9}\right)}$ <br> Answer (1) $4.5 \times 10^{14}(\mathrm{~Hz})$ | s is distance <br> award full marks for correct numerical answer without working <br> maximum 3 marks if $\lambda$ in nm <br> $4.4776 \times 10^{14}(\mathrm{~Hz})$ | (4) |

