GCSE
COMBINED SCIENCE: TRILOGY
8464/P/2F

Physics Paper 2F

Mark scheme

June 2019

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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 from aqa.org.uk

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
- the Assessment Objectives, level of demand and specification content that each question is intended to cover.

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 and underlining

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 bullet points 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.

2.4 Any wording that is underlined is essential for the marking point to be awarded.

3. Marking points

3.1 Marking of lists

This applies to questions requiring a set number of responses, but for which students 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]

Student	Response	Marks awarded
1	green, 5	0
2	red*, 5	1
3	red*, 8	0

Example 2: Name two planets in the solar system.

[2 marks]

Student	Response	Marks awarded
1	Neptune, Mars, Moon	1
2	Neptune, Sun, Mars, Moon	0

3.2 Use of chemical symbols / formulae

If a student 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

Marks should be awarded for each stage of the calculation completed correctly, as students are instructed to show their working. Full marks can, however, be given for a correct numerical answer, without any working shown.

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 is 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 ecf 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.

3.8 Allow

In the mark scheme additional information, 'allow' is used to indicate creditworthy alternative answers.

3.9 Ignore

Ignore is used when the information given is irrelevant to the question or not enough to gain the marking point. Any further correct amplification could gain the marking point.

3.10 Do <u>not</u> accept

Do **not** accept means that this is a wrong answer which, even if the correct answer is given as well, will still mean that the mark is not awarded.

4. Level of response marking instructions

Extended response questions are marked on level of response mark schemes.

- Level of response mark schemes are broken down into levels, each of which has a descriptor.
- The descriptor for the level shows the average performance for the level.
- There are two marks in each level.

Before you apply the mark scheme to a student's answer, read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1: Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer.

When assigning a level you should look at the overall quality of the answer. Do **not** look to penalise small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level.

Use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 2 with a small amount of level 3 material it would be placed in level 2 but be awarded a mark near the top of the level because of the level 3 content.

Step 2: Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this.

The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do **not** have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

You should ignore any irrelevant points made. However, full marks can be awarded only if there are no incorrect statements that contradict a correct response.

An answer which contains nothing of relevance to the question must be awarded no marks.

Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
01.1	electrostatic gravitational		1 1	AO1 6.5.1.2	A
01.2	D		1	AO2 6.7.1.1	A
01.3	bring two unlike poles close together bring two like poles close together	allow north and south poles allow opposite poles allow two north / south poles allow N for north and S for south	1 1	AO1 6.7.1.1	E
01.4	induced magnetism		1	AO1 6.7.1.1	A
01.5	all 4 poles correctly labelled north and south	allow N for north and S for south allow 1 mark for 2 or 3 correctly labelled poles	2	AO3 6.7.1.1	E
Total			**8**		

Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
02.1	it is the same size as the downward force		1	AO2 6.5.4.3.2	A
02.2	weight is a vector		1	AO1 6.5.1.1	A
02.3	centre of mass		1	AO2 6.5.1.3	A
02.4	W = 45 × 9.8 W = 441 (N)	an answer of 441 (N) scores **2** marks allow 440 (N)	1 1	AO2 6.5.1.3	E
02.5	**Level 2:** Scientifically relevant facts, events or processes are identified and given in detail to form an accurate account.		3–4	AO1 6.1.1.1	E
	Level 1: Facts, events or processes are identified and simply stated but their relevance is not clear.		1–2		
	No relevant content.		0		
	Indicative content • as height changes gravitational potential energy changes • gravitational potential energy decreases when moving to the lower bar • as speed changes kinetic energy changes • kinetic energy increases when moving to the lower bar • transfer from gravitational potential energy to kinetic energy as height decreases • the sum of the kinetic energy and gravitational potential energy is constant				
02.6	reduces the force exerted the risk of injury to gymnast is reduced	ignore impact allow so the gymnast does not get injured	1 1	AO3 6.5.4.2.2	E
Total			**11**		

Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
03.1	there is a resultant force on the ball		1	AO1 6.5.4.2.1	A
03.2	s = 11 × 0.25 s = 2.75 (m)	an answer of 2.75 scores **2** marks allow 2.8 (m)	1 1	AO2 6.5.4.1.2	E
03.3	$\frac{75}{100}$ × 30.0 22.5 (cm) (25.1 > 22.5) therefore the ball can be used OR $\frac{25.1}{30.0}$ ×100 (1) 84 % (1) (84% > 75%) therefore the ball can be used (1)	allow any correct method of determining 75% of 30 this mark can only be awarded if a supporting calculation has been done allow any correct supported conclusion allow a conclusion consistent with an incorrect percentage calculation this mark can only be awarded if a supporting calculation has been done allow any correct supported conclusion allow a conclusion consistent with an incorrect percentage calculation	1 1 1	AO3 6.5.4.1.2	E
03.4	the smaller ball has a smaller area (so) air resistance is less (on the smaller ball)		1 1	AO2 6.5.4.2.1	E
Total			**8**		

Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
04.1	(thinking distance) will double any correct pair of points from graph eg (200,6) and (400,12)	 allow graph shows direct proportionality (after 200 ms) allow **1** mark for thinking distance increases with supporting data.	1 1	AO3 6.5.4.3.2	E
04.2	(most) people cannot react any quicker than 200 ms		1	AO1 6.5.4.3.2	E
04.3	there is variation in the measurements	allow the data is not very precise allow lots of random error ignore references to accuracy / reliability / average	1	AO3 6.5.4.3.2	E
04.4	(258+265+302+248+327) / 5 280 (ms)	an answer of 280 gains **2** marks	1 1	AO2 6.5.4.3.2	E
04.5	8.4 (m)	allow 7.9 (m) to 8.9 (m) allow ecf from **04.4**	1	AO2 6.5.4.3.2	E
04.6	any **two** from: • (material of) road surface • condition of the tyres • speed of the car • wet / icy road surface • gradient of road • mass / weight of the car	 Ignore any reference to brakes	2	AO1 6.5.4.3.3	
04.7	work done = force × distance (along the line of action of the force)	allow W = F s allow any correct re-arrangement	1	AO1 6.5.2	

04.8	F = 6000 N	an answer of 450 000 scores 3 marks	1	AO2 6.5.2	
	W = 6000 × 75	allow a correct substitution using an incorrectly / not converted value of F	1		
	W = 450 000 (J)	allow a correct calculation using an incorrectly / not converted value of F	1		
Total			**13**		

Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
05.1	velocity frequency wavelength		1 1 1	AO1 6.6.2.3	G
05.2	so people are not exposed to (as much) gamma radiation because gamma radiation can damage human tissue	allow less gamma radiation reaches the Earth's surface allow increases the risk of cancer or (cell) mutation allow gamma rays are ionising ignore any reference to temperature / heating of the atmosphere	1 1	AO1 6.6.2.3	E
05.3	(microwaves) are used in (satellite) communications	ignore any reference to temperature / heating of the atmosphere	1	AO2 6.6.2.4	E
05.4	can cause skin cancer / premature ageing	allow sunburn allow eye / skin damage cancer on its own is insufficient	1	AO1 6.6.2.3	E
05.5	risk from UV radiation is highest in July / summer two correct readings from the bar chart which support their comparison	allow any sensible comparison of named months / seasons if no other mark scored, two correct readings from the graph scores **1** mark	1 1	AO3 6.6.2.3	E
Total			**9**		

Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
06.1	(4 - 0) + (10 - 7) **or** 4 + 3 **or** 10 - 3 7 (s)	an answer of 7 (s) gains **2** marks	1 1	AO2 6.5.4.1.5	E
06.2	gradient = $\frac{0-2}{24-14}$ (-) 0.2 (m/s^2)	an answer of 0.2 (m/s^2) gains **2** marks allow readings from any two points correctly substituted allow correct use of $a = \frac{\Delta v}{t}$	1 1	AO2 6.5.4.1.5	E
06.3	(there are no wires) to get tangled / disconnected	allow easier to move arms allow wires are inconvenient allow easier to transfer data	1	AO3 6.6.2.4	E
06.4	wave speed = frequency × wavelength	allow v = f λ allow any correct re-arrangement	1	AO1 6.6.1.2	E
06.5	300 000 000 = 2 400 000 000 × λ λ = $\frac{300\,000\,000}{2\,400\,000\,000}$ λ = 0.125 (m)	an answer of 0.125 (m) or 0.13 (m) scores **3** marks allow λ = 0.13 (m)	1 1 1	AO2 6.6.1.2	E
06.6	range is far enough (for most uses) power is not too great so the battery will not drain quickly	allow power not too great so the phone will not overheat allow the range per milliwatt is greatest or 4 metres	1 1	AO3 6.6.2.4	E

Total			**11**		

Question	Answers	Mark	AO / Spec. Ref.	ID
07.1	**Level 3:** The design/plan would lead to the production of a valid outcome. All key steps are identified and logically sequenced.	5–6	AO1 6.6.1.2	E
	Level 2: The design/plan would not necessarily lead to a valid outcome. Most steps are identified, but the plan is not fully logically sequenced.	3–4		
	Level 1: The design/plan would not lead to a valid outcome. Some relevant steps are identified, but links are not made clear.	1–2		
	No relevant content.	0		
	Indicative content • if two quantities have been determined, v = f λ can be used to find the third. **Frequency** • use a stopclock • count the number of waves passing a point in a fixed time period • divide the time by the number of waves to determine the time for one wave, T • f = 1/T • read the frequency off the oscillator **Wavelength** • use a camera to freeze the image • use a metre rule to measure the distance between two wavefronts • count the number of waves between the wavefronts • divide distance by the number of waves to determine λ **Velocity** • determine a mean value of frequency • determine a mean value of wavelength • measure the time it takes one wavefront to travel the length of the screen • measure the length of the screen • speed = distance / time To access Level 3 there must be a description of how frequency, wavelength and velocity can be determined			

07.2	(the duck) moves perpendicular to the direction of wave travel	duck moves up and down is insufficient	1	AO2 6.6.1.1	E
07.3	mean maximum height = 511 **and** mean minimum height = 500 511 – 500 = 11 11 / 2 = 5.5 (mm)	an answer of 5.5 (mm) gains **3** marks allow a calculated difference from incorrect means allow their difference divided by 2 any correct method of determining the mean amplitude can score 3 marks	1 1 1	AO2 6.6.1.2	E
Total			**10**		