AQA

AS

Physics

Paper 1
Mark scheme

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

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Important - please note

This mark scheme has not been through the full standardisation process. As such, many of the phases described above have not been completed. The Instructions for examiners are also included as a guide to how the mark scheme will function as an operational document. The layout has been kept consistent so that future operational mark schemes do not appear different to the specimen materials.

Physics – Mark scheme instructions 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 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.

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 errors / contradictions equals or exceeds the number of marks available for the question, no marks can be awarded.

However, responses considered to be neutral (often prefaced by 'Ignore' in the mark scheme) are not penalised.

3.2 Marking procedure for calculations

Full marks can usually be given for a correct numerical answer without working shown unless the question states 'Show your working'. However, if a correct numerical answer can be evaluated from incorrect physics then working will be required. The mark scheme will indicate both this and the credit (if any) that can be allowed for the incorrect approach.

However, if the answer is incorrect, mark(s) can usually be gained by correct substitution / working and this is shown in the 'extra information' column or by each stage of a longer calculation.

A calculation must be followed through to answer in decimal form. An answer in surd form is never acceptable for the final (evaluation) mark in a calculation and will therefore generally be denied one mark.

3.3 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.

3.4 Errors carried forward, consequential marking and arithmetic errors

Allowances for errors carried forward are likely to be restricted to calculation questions and should be shown by the abbreviation ECF or *conseq* in the marking scheme.

An arithmetic error should be penalised for one mark only unless otherwise amplified in the marking scheme. Arithmetic errors may arise from a slip in a calculation or from an incorrect transfer of a numerical value from data given in a question.

3.5 Phonetic spelling

The phonetic spelling of correct scientific terminology should be credited (eg fizix) **unless** there is a possible confusion (eg defraction/refraction) with another technical term.

3.6 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.

3.7 Ignore / Insufficient / Do <u>not</u> allow

'Ignore' or 'insufficient' 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.

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

3.8 Significant figure penalties

An A-level paper may contain up to 2 marks (1 mark for AS) that are contingent on the candidate quoting the **final** answer in a calculation to a specified number of significant figures (sf). This will generally be assessed to be the number of sf of the datum with the least number of sf from which the answer is determined. The mark scheme will give the range of sf that are acceptable but this will normally be the sf of the datum (or this sf -1).

The need for a consideration will be indicated in the question by the use of 'Give your answer to an appropriate number of significant figures'. An answer in surd form cannot gain the sf mark. An incorrect calculation **following some working** can gain the sf mark.

3.9   Unit penalties

An A-level paper may contain up to 2 marks (1 mark for AS) that are contingent on the candidate quoting the correct unit for the answer to a calculation. The need for a unit to be quoted will be indicated in the question by the use of 'State an appropriate SI unit for your answer '. Unit answers will be expected to appear in the most commonly agreed form for the calculation concerned; strings of fundamental (base) units would not. For example, 1 tesla and 1 weber/metre^2 would both be acceptable units for magnetic flux density but 1 kg m^2 s^{-2} A^{-1} would not.

3.10 Level of response marking instructions.

Level of response mark schemes are broken down into three 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.

Determining 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. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in 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 and then use the variability of the response to help decide the mark within the level. i.e. if the response is predominantly level 2 with a small amount of level 3 material it would be placed in level 2.

The exemplar materials used during standardisation will help you to determine the appropriate level. 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

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

Question	Answers	Additional Comments/Guidance	Mark
01.1	$q\bar{q}$✓		1
01.2	Total energy = 2keV + 2 × 511 keV = 1024 keV✓ = 1024 × 1.6 × 10^{-19} = 1.64 × 10^{-13}J✓ Energy of each photon = 1.64 × 10^{-13}/2 = 8.19 × 10^{-14} (J) ✓	First mark for calculating the total energy in keV. Second mark is for converting correctly into joules. Third mark is for dividing by two so ecf for incorrect conversion into joules. Student must show at least 3sf.	3
01.3	$\lambda = \frac{hc}{E} = \frac{6.63\times10^{-34}\times 3\times10^{8}}{8.19\times10^{-14}}$ ✓ = 2.43 × 10^{-12} (m) ✓	First mark for the correctly rearranged equation or correct values substituted into equation. Correct answer only scores 2 marks, ecf from 01.2	2
01.4	E_k= 2 keV = 2000 × 1.6 × 10^{-19} J = 3.2 × 10^{-16}J✓ $v = \sqrt{\frac{2E_k}{m}} = \sqrt{\frac{2\times3.2\times10^{-16}}{9.11\times10^{-31}}}$✓ = 2.65 × 10^{7}(m s^{-1}) ✓	First mark for converting KE into joules. Second mark for rearranging equation correctly or substituting correct values into equation. Third mark for correct answer, must be to at least 3sf.	3
01.5	$\lambda = \frac{h}{mv} = \frac{6.63\times10^{-34}}{9.11\times10^{-31}\times2.65\times10^{7}}$✓ = 2.75 × 10^{-11}(m) ✓	First mark for rearranging equation correctly or substituting correct values into equation. Second mark for correct answer.	2

01.6	Recognition that separation is 1.5×10^{-10} m and compared to 0.28×10^{-10} (ecf)✓ wavelength is about 5 times less than gap width✓ $\sin \theta = \frac{\lambda}{d} = 0.2 \rightarrow \theta \sim 11°$ □ yes (diffraction would be observable)✓	Or words to that effect	4

Question	Answers	Additional Comments/Guidance	Mark
02.1	$E_k = E_p$ *or* $v = \sqrt{2gh}$ ✓ $= \sqrt{2 \times 9.81 \times 90}$ $= 42.0$ (m s^{-1}) ✓	First mark for realising energy transformation from GPE to KE. Second mark for correct answer.	2
02.2	calculation of area of pipe (=0.0833 m^2) ✓ radius $= \sqrt{\dfrac{0.0833}{\pi}} = 0.16$ (m) ✓		2
02.3	mass of water / s = 3500 kg ✓ energy available per second = 0.5 × 3500 × (42^2 – 12^2) ✓ = 2.8 ✓ MW ✓		4
02.4	heat / mechanical friction in turbines ✓ friction at walls of pipes / turbulence ✓ electrical heating in wires ✓	Do **not** allow (friction) bald. Seat of loss must be clear.	Max 2

Question	Answers	Additional Comments/Guidance	Mark
03.1	Sum of/total clockwise <u>moments</u> = sum of/total anticlockwise <u>moments</u>✓ <u>For a body in equilibrium</u>✓		2
03.2	Clockwise moments = 2.0 × 9.81 × 0.25 + 0.65 × 9.81 × 0.45 = 7.77 (N m)✓ Anticlockwise moments = Tsin30 × 0.3✓ Tsin30 × 0.3 = 7.77 or T = 7.77/(sin30 × 0.3) ✓ T = 52.0 (N) ✓	First mark for clockwise moments, workings or correct answer. Second mark for anticlockwise moments. Third mark for equating clockwise and anticlockwise moments. Fourth mark for correct answer.	4
03.3	tensile stress = 52.0/(7.8 × 10^{-7}) = 6.6 × 10^7 ✓ tensile strain = 6.6 × 10^7/(180 × 10^9)= 3.7 × 10^{-4} ✓		2

Question	Answers	Additional Comments/Guidance	Mark
04.1	resultant force = 245 000 × 2.9 = 710 500 (N) ✓ resultant force = thrust – weight – air resistance 710 500 = (3200 × 10^3 – 245 × 10^3) × 9.81 – air resistance✓ air resistance = (3200 × 10^3 – 245 × 10^3) × 9.81 – 710 500 = 86 000 (N) ✓		3
04.2	Two from: mass decreases hence acceleration increases air resistance decreases (as density of the air is decreasing) weight of rocket decreases due to reduced gravitational field strength		2
04.3	Time to reach maximum height = 2.5/9.8=0.255 s✓ maximum height = 1.5 + 4.9 × 0.255^2 = 1.82 m✓ Time to reach ground from maximum height = 0.61 s giving total time = 0.87 s✓ **OR** -1.5 =2.5t - 0.5 × 9.8 × t^2✓ rearrange quadratic gives 4.9t^2 –2.5t -1.5 = 0 and solution $t = \frac{2.5\pm\sqrt{2.5^2+4\,\times\,4.9\,\times\,1.5}}{2\,\times\,4.9}$✓ Giving solutions 0.86 or – 0.35 hence time = 0.86 s✓		3

04.4	Starts at 1.5 m s^{-1} and maximum height same but reached earlier✓ Maximum range no more than 275 m✓		2
04.5	Motion unchanged vertically/ maximum height of P is unchanged: air resistance decelerates P horizontally so less distance travelled. (both points needed) ✓ Air resistance increases with speed: speed is low vertically but very high horizontally (both points needed) ✓		2

Question	Answers	Additional Comments/Guidance	Mark
05.1	**The mark scheme gives some guidance as to what statements are expected to be seen in a 1 or 2 mark (L1), 3 or 4 mark (L2) and 5 or 6 mark (L3) answer. Guidance provided in section 3.10 of the '*Mark Scheme Instructions*' document should be used to assist in marking this question.** **Collisions** • Energy from collision of charged particles transfers to electrons in gas molecules. • Electrons excited to higher energy levels. • The more energy the electrons absorb the higher the energy levels reached. • Electrons are unstable at higher energy levels so will fall back down. • When it falls down it will emit a photon. **Formation of spectral lines** • Photon energy = hf/ or photon energy proportional to frequency. • Spectral lines are at specific wavelengths. • Each spectral line corresponds to an electron falling down to a lower energy state. • Energy gap, $\Delta E = hc/\lambda$ • Larger energy gap means higher energy photon is emitted so shorter wavelength or vice versa. Responses with no mention of photons are likely to receive zero marks.	6

The table within the Answers column:

Level	Criteria	QoWC
L3 5–6 marks	Good discussion of both elements in question with at least 4 points mentioned in each element	The student presents relevant information coherently, employing structure, style and sp&g to render meaning clear. The text is legible.
L2 3–4 marks	Good discussion with at least 3 points in one element and 2 points in the other element	The student presents relevant information and in a way which assists the communication of meaning. The text is legible. Sp&g are sufficiently accurate not to obscure meaning.

Collisions
- Energy from collision of charged particles transfers to electrons in gas molecules.
- Electrons excited to higher energy levels.
- The more energy the electrons absorb the higher the energy levels reached.
- Electrons are unstable at higher energy levels so will fall back down.
- When it falls down it will emit a photon.

Formation of spectral lines
- Photon energy = hf/ or photon energy proportional to frequency.
- Spectral lines are at specific wavelengths.
- Each spectral line corresponds to an electron falling down to a lower energy state.
- Energy gap, $\Delta E = hc/\lambda$
- Larger energy gap means higher energy photon is emitted so shorter wavelength or vice versa.

Responses with no mention of photons are likely to receive zero marks.

	L1 1–2 marks	Discussion of one element only incorporating at least two points.	The student presents some relevant information in a simple form. The text is usually legible. Sp&g allow meaning to be derived although errors are sometimes obstructive.		
	0	Unsupported combination or no relevant analysis	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.		

Question	Answers	Additional Comments/Guidance	Mark
06.1	correct general shape ✓ accurate plotting to within $\frac{1}{2}$ square ✓		2
06.2	12 (V) ✓ , 30 (W) ✓		2
06.3	$R = \left(\frac{6}{1.9}\right) = 3.2\ (\Omega)$ ✓		1
06.4	Resistance increases ✓ Temperature increases ✓ More collisions/interaction of electrons with lattice ions ✓	Condone 'atoms', 'molecule'. Do **not** allow electron-electron collisions.	3
06.5	Can attain neither maximum nor minimum voltage ✓ Explanation of either maximum OR minimum ✓		2

Question	Answers	Additional Comments/Guidance	Mark
07.1	π / 180° out of phase ✓	Do **not** allow "out of phase".	1
07.2	wavelength = 0.44 m ✓ $c\ (=f\lambda) = 145$ (m s^{-1}) ✓		2
07.3	First harmonic frequency = 110 Hz✓ $T = 4 \times 110^2 \times 0.66^2 \times \left(\frac{3.1 \times 10^{-3}}{0.91}\right)$✓ 71.8 N✓		3
07.4	Extension of string = 3 × 2π × 3.0 × 10^{-3} (= 5.65 cm)✓ energy stored = 0.5 × 71.8 × 0.0565 = 2.03 (J)✓ Compares calculated energy quantitatively to another energy and draws correct inference, eg wire would be moving at about 80 mph so a risk / 2 J is the equivalent of 1 kg mass dropped through 0.2 m so a risk✓		3