

GCSE

Physics B

Unit **B751/02**: Modules P1, P2, P3 (Higher Tier)

General Certificate of Secondary Education

Mark Scheme for June 2014

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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 used in scoris

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	correct response
	incorrect response
	benefit of the doubt
	benefit of the doubt not given
	error carried forward
	information omitted
	ignore
	reject
	contradiction

2. Abbreviations, annotations and conventions used in the detailed Mark Scheme.

/	= alternative and acceptable answers for the same marking point
(1)	= separates marking points
allow	= answers that can be accepted
not	= answers which are not worthy of credit
reject	= answers which are not worthy of credit
ignore	= statements which are irrelevant
()	= words which are not essential to gain credit
—	= underlined words must be present in answer to score a mark (although not correctly spelt unless otherwise stated)
ecf	= error carried forward
AW	= alternative wording
ora	= or reverse argument

MARK SCHEME

Question	Answer	Marks	Guidance
1 a	idea that more (male) skin exposed(to UV light) (which causes skin cancer) / ORA (1)	1	allow (short hair) less(UV) absorbed/blocked greater exposure(to UV)[1] less protection(to UV) eg less protected by hair eg female skin more shaded by hair (1)
b	any two from idea of surveying people (1) large sample size(1) example of fair test/ comparison (1) type of exposure(1) eg sunbed and sun	2	 surveying lots of people (2) eg time exposure /comparing outcomes/similar skin types [1] allow suitable experiments e.g. expose people or animals / cells to sunbed and compare with people or animals not exposed to sunbed (2)
c i	darker skins absorb UV (1) let less UV reach underlying tissue AW (1)	2	 allow contains (more) pigment / melanin (1) ignore filters
ii	A and C (1)	1	both required either order
	Total	6	

Question	Answer	Marks	Guidance
2 a	infrared heats surface / skin (only) (1) (this causes) water to evaporate from surface (making it crispy)AW (1)	2	allow microwaves do not just heat the surface /microwaves penetrate into the food / heat the first cm of potato(1)
b	Microwaves any two from: (only) absorbed by water or fat (1) do not heat container or oven / pass through plastic or glass plate (1) penetrates food further (so less distance needed for conduction) (1)	2	ignore heat the food / water allow penetrates specified distance up to 10 cm (1)
c	IR will not penetrate to centre of potato / only crisps / heats the outside (in a short time /8 minutes) (1) so need all the microwave heating / 8 minutes of microwave heating / all the cooking done by the microwaves (1)	2	allow IR has very little effect on cooking the potato in the first few minutes (1) allow only energy from microwaves reach the centre in 8 minutes (1) allow energy is also needed to heat up the oven (to emit IR before it can crisp the potato) (1)
Total		6	

Question	Answer	Marks	Guidance
3	<p>Level 3: (5 – 6 marks) Full quantitative AND a qualitative comparison. Quality of written communication does not impede communication of the science at this level.</p> <p>Level 2: (3 – 4 marks) Partial quantitative comparison OR qualitative comparison showing alloy has greater mass but smaller specific heat capacity. Quality of written communication partly impedes communication of the science at this level.</p> <p>Level 1: (1 – 2 marks) Idea of same mass of water OR water rises in temperature by the same amount OR same energy needed Quality of written communication impedes communication of the science at this level.</p> <p>Level 0: (0 marks) Insufficient or irrelevant science. Answer not worthy of credit.</p>	6	<p>This question is targeted up grade A*</p> <p>Indicative scientific points ay level 3 may include: relevant points for level 1 and level 2 and</p> <ul style="list-style-type: none"> • idea that heat capacity / energy is the same for each • correct calculation to show heat energy capacity is the same for each e.g. $400 \times 1.5 \times 80 = 500 \times 1.2 \times 80$ $400 \times 1.5 = 500 \times 1.2$ <p>Indicative scientific points ay level 2 may include:</p> <ul style="list-style-type: none"> • alloy has a smaller specific heat capacity • alloy has greater mass • stainless steel has a larger specific heat capacity • stainless steel has smaller mass • heat capacity /(energy) correctly calculated e.g. $400 \times 1.5 \times 80$ $500 \times 1.2 \times 80$ <p>Indicative scientific points ay level 1 may include:</p> <ul style="list-style-type: none"> • mass of water is the same / mass of water in each kettle is 1.8 kg • temperature rise of water in each kettle is the same / water rises from 20°C to 100°C in each kettle / temperature rise of water in each kettle is 80°C • power of kettle is the same • same amount of water (1.8 kg) and temp rise (80°C) • water heating needs same energy for each kettle <p>Use the L1, L2, L3 annotations in Scoris; do not use ticks.</p>
	Total	6	

Question	Answer	Marks	Guidance
4 a	gamma X-ray (1) (ultraviolet) (visible) light infrared microwave (1) (radio)	2	top two rows correct (1) rows 4 to 6 correct (1)
b	number of waves / oscillations / cycles in a second / unit of time / AW (1)	1	allow number of times a crest / trough / peak / wave passes a point each second (1) NOT peaks AND troughs
c	evidence of any correct calculation 3×10^8 / wavelength value (1) 4.05×10^{14} (1) 0.01×10^{14} (1) evidence of subtracting $4.05 \times 10^{14} - 0.01 \times 10^{14} = 4.04 \times 10^{14}$ (1)	4	N.B. this is not a calculation so do not merely award 4 marks for correct answer Must calculate frequency not wavelength look for candidates who subtract wavelengths first. Then use this value to calculate frequency. This can only score the first mark .
Total		7	

Question	Answer	Marks	Guidance
5 a	<p>Risk max 1</p> <p>radiation leak / leak of nuclear material / leak of nuclear waste (1)</p> <p>power station / reactor may get damaged / attacked by terrorist / earthquake (1)</p> <p>radiation sickness / poisoning (1)</p> <p>how the risk is reduced/managed max 1</p> <p>monitor people (for contamination) (1)</p> <p>monitor radiation around the nuclear power station (1)</p> <p>safe storage or disposal of nuclear materials (1)</p> <p>idea of better control of reactor (1)</p> <p>better shielding against radiation loss (1)</p> <p>have good shut down / emergency procedures (1)</p> <p>extra protection if in earthquake risk area (1)</p> <p>better security at nuclear power station (1)</p>	2	<p>ignore power stations emit radiation</p> <p>allow correct examples such as radioactive materials stored (deep) underground / encased in (thick) concrete / lead (1)</p> <p>allow correct examples such as surround the reactor with (thick) concrete walls (1)</p>

Question	Answer	Marks	Guidance
b	idea of voltage change (1) but voltage increase / steps up voltage (2) reduces energy loss / reduce the cost (1)	3	allow higher level answers e.g. idea of current change (1) but to reduce current (2) allow voltage reduces (1) allow reduces power loss (1) allow increases efficiency (1) ignore stops energy loss
Total		5	

Question	Answer	Marks	Guidance
6 a i	<p>when (the orbit is) near Sun / Earth (1)</p> <p>(because) it is illuminated (by Sun) / has trail or tail / reflects light (from the sun)(1)</p>	2	<p>allow when it is not too far away (from the Earth) to be seen (1)</p> <p>ignore answers about night and day</p> <p>allow reverse argument</p>
ii	<p>(shape is) <u>elliptical</u> (1)</p> <p>(so it) speeds up approaching the sun / has greater KE near Sun / ORA (1)</p> <p>gravity or gravitational force is greater / AW (1)</p>	3	<p>from diagram approximately elliptical orbit</p> <p>ignore sun position for shape</p> <p>ignore oval as description</p>

Question	Answer	Marks	Guidance
b i	(relatively) small / far away(1) reflect little light / do not emit light (1)	1	ignore dark
ii	max two from advantages destroys the asteroid / breaks it into small fragments(1) but the smaller fragments created will burn up in the atmosphere (2) (idea that) as it is very distant if the first attempt misses the asteroid there will be time for a second attempt (1) as very distant a small deflection can still miss the Earth (1) maximum two from disadvantages (needs to be very accurate otherwise) it may miss the asteroid (1) if could cause more fragments to hit Earth/satellite or could cause smaller more unpredictable parts (1) if the asteroid is large unlikely to have an effect or deflect path enough / may not work (1)	3	maximum three marks allow may deflect it (so that it misses the Earth) (1) allow So far away difficult to hit the asteroid (1) allow Could cause more fragments to be pulled towards Earth/ remains of asteroid may fall to Earth (1) allow Could deflect towards the earth (1)
	Total	9	

Question	Answer	Marks	Guidance
7	<p>Level 3: (5 – 6 marks) fuel power station AND pumped storage system linked together with demand Quality of written communication does not impede communication of the science at this level.</p> <p>Level 2: (3 – 4 marks) fuel power station OR pumped storage system linked together with demand Quality of written communication partly impedes communication of the science at this level.</p> <p>Level 1: (1 – 2 marks) sensible comment about the system Quality of written communication impedes communication of the science at this level.</p> <p>Level 0: (0 marks) Insufficient or irrelevant science. Answer not worthy of credit.</p>	6	<p>This question is targeted up grade A*</p> <p>Indicative scientific points may include:</p> <p>fuel power station (on own) difficulty in stopping and starting fuel power stations generates electricity all (or most of) the time at a steady rate cannot store electricity</p> <p>pumped storage system (together with fuel power station) with pump storage system it can store surplus energy energy stored off peak or when demand is low / in the middle of the night. with pump storage system it can generate electricity when needed water released when extra energy needed at high or peak demand</p> <p>changes in demand can cope with surges in demand (idea that there is) a (relatively fast) response time to demand less likely to result in power cuts (when demand is greater than steady supply) (idea that) energy not ‘wasted’ so cheaper for both consumers and producers saves the need to redistribute energy using the national Grid</p> <p>Use the L1, L2, L3 annotations in Scoris; do not use ticks.</p>
	Total	6	

Question	Answer	Marks	Guidance
8 a	Idea that: water heated / steam is produced / fuels release heat / AW (1)	1	allow Heat energy is used (to produce electricity) (1) ignore burning Heat unqualified = 0 fuel is heated =0
b	renewable energy (1) less polluting gases (1) fossil fuels finite (1)	1	allow reduces CO ₂ output / greenhouse gases (1) allow fossil fuels are running out (1) allow no fuel costs (1) not just environmentally friendly
c	19800 (MJ) (3) But if answer is incorrect 330 (MW) (2) 66% of 500 or .66 x 500 (1)	3	if no other marks scored allow evidence of power x time (1) allow 500 – 170 OR 330 (2) allow 34% of 500 or 0.34 x 500 = 170 (1)
	Total	5	

Question	Answer	Marks	Guidance
9 a	1.25 (m/s) (2) but if answer is incorrect $\frac{1000}{800}$ (1)	2	ignore $\frac{500}{400}$ as this is incorrect from the graph
b	2 (m/s) (2) but if answer is incorrect $\frac{500}{250}$ (1)	2	tolerance of $500/240 = 2.1$ to $500/260 = 1.9$ mark to 1 decimal place
	Total	4	

Question	Answer	Marks	Guidance
10 a i	C (1)	1	
ii	<p>any two from</p> <p>Reference to speed changing (1)</p> <p>Reference to load(1)</p> <p>Reference to road conditions (1)</p> <p>Reference to driving style (1)</p>	2	<p>must relate to more fuel used</p> <p>eg traffic is heavy / needs to stop and start a lot / lots of braking and accelerating/ traffic lights / not optimum speed</p> <p>eg large load carried / increased number of passengers /towing/ open windows / air con /heaters/</p> <p>eg hilly / bends / wet/ windy</p> <p>eg heavy braking / rapid acceleration / wrong gear</p> <p>allow manufacturers' data is at a steady speed on a level road (1)</p>

Question	Answer	Marks	Guidance
11	<p>(Level 3) calculates the force AND Gives a detailed linked answer in terms of forces or acceleration Quality of written communication does not impede communication of the science at this level (5 – 6 marks)</p> <p>(Level 2) calculates the force AND Gives a simplistic answer in terms of forces or acceleration Quality of written communication partly impedes communication of the science at this level (3 – 4 marks)</p> <p>(Level 1) calculates the force OR Gives a simplistic answer in terms of forces or acceleration Quality of written communication impedes communication of the science at this level (1 – 2 marks)</p> <p>(Level 0) Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)</p>	6	<p>This question is targeted up grade C</p> <p>Indicative scientific points at level 3 may include: The calculation from level 1 and 2 and a link between change in distance or stopping time to acceleration or force.</p> <ul style="list-style-type: none"> • increases distance travelled by dummy so this reduces force / acceleration of dummy • increase stopping time of dummy so this reduces force / acceleration of dummy • reduced acceleration so reduced force • reduces the rate of change of momentum • <p>Indicative scientific points at level 1 and 2 may include:</p> <ul style="list-style-type: none"> • force = 28020 or 28000 N <p>seatbelts</p> <ul style="list-style-type: none"> • hold dummy in seat / stop dummy hitting windscreen • stretches • reduce forces on dummy • increase stopping time of dummy • decrease acceleration of dummy <p>Use the L1, L2, L3 annotations in Scoris; do not use ticks.</p>
Total		6	

Question	Answer	Marks	Guidance
12 a	11.25 m (3) but if incorrect $56.25 = 5 \times h$ (2) but if incorrect $KE = \frac{1}{2} \times 0.5 \times 15 \times 15$ (1) or $m g h = \frac{1}{2} m v^2 / PE = KE$ (1)	3	allow $56 = 5h$ (2) 11.25 (3) if incorrect time = 1.5 (seconds)(1) average speed = 7.5 (1) allow other correct calculations using equations of motion
b	any one from (idea that the) mass cancels out on the equation (1) (idea that without air resistance) both masses have the same acceleration (and so reach the same speed in the same time) (1)	1	
Total		4	

Question	Answer	Marks	Guidance
13 a	Sand provides friction force (1) Going uphill KE lost/ slows the car down (1) car has less KE so less energy needed in braking (1)	2	going uphill increases drag (1) Sand absorbs some of the energy of the car(1)
b	<p>passengers (maximum two marks) risks may be trapped if in accident or in water (1)</p> <p>benefits will prevent head hitting windscreen in accident (1) will prevent being thrown out of car in accident (1)</p> <p>wider community (maximum two marks) benefits reduction in number of serious injuries /deaths so reduction in hospital costs (1)</p> <p>less chance of trauma of relatives due to road accident / AW (1)</p> <p>risk more chance of injury to pedestrians / themselves as drivers take more risk (1)</p>	3	<p>allow specific example of where belt may injure passengers in accident (1) eg whiplash, bruising, crushed ribs</p> <p>ignore unqualified statements</p> <p>allow reduces injuries / chance of death (1)</p>
Total		5	

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

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Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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