# Switching Edexcel GCSE (9-1) Physics to OCR GCSE (9-1) Twenty First Century Physics B

## Introduction

Are you currently teaching the Edexcel GCSE sciences? Are you thinking of switching? We are here to help.

We will provide you with all the support you could need to switch from the Edexcel GCSE Physics qualification to our OCR GCSE Physics B, including:

## Mapping of Edexcel’s specification to OCR’s specification

## An overview of the differences in assessment

## Mapping of the Edexcel textbook to OCR’s specification

## Our offer

* Our GCSE (9-1) Twenty First Century Physics B qualification has been developed in partnership with University of York Science Education Group (UYSEG), and working with a number of stakeholders, including OCR Science Consultative Forum, teachers and assessors. It has been created to be a qualification which engages students so they achieve their full potential.
* Our GCSE team are passionate about both science and education. With industry, teaching and assessment experience, they are fully committed to supporting centres’ delivery of our GCSE qualifications.
* We have produced a wide range of support materials, such as handbooks (including maths skills), delivery guides, practical activities and end of chapter quizzes. We have a selection of practice papers which can be used as mock papers in preparation for the exams and we have a free and user-friendly tool - ExamBuilder - that you can use to create customised papers for students.
* Within this document as well as mapping the specifications, we also provide textbook mapping – illustrating how you can use your existing AQA textbooks to teach the OCR specification; making it easier for you to use the resources you already have.
* Join our conversations on the OCR Community and @ocr\_science on Twitter to discuss and share good practice.

## Key differences

| **OCR GCSE (9-1) Twenty First Century Physics B** | **Edexcel GCSE (9-1) Physics** |
| --- | --- |
| **8 flexible practical** activities - select from our suggested activities or use your own preferred practical activities. | 8 core practical activities you have to deliver. |
| In each assessment students have 1 hour and 45 minute to complete **90** marks worth of questions  | In each assessment learners have 1 hour and 45 minute to complete **100** marks worth of questions. |
| Context – linked specification  | Content led specification. |
| Two 6 mark level of response in the depth paper and **none** in the breadth. | **Two** 6 mark level of response question on all sample assessment material. |

## Content mapping

The content within the OCR GCSE (9-1) in Physics B (Twenty First Century Science) covers the key concepts of physics and will be very familiar. We’ve laid it out in a logical progression to support teaching the GCSE in a linear way.

Below is a table to show where Edexcel Physics content is cover in the OCR Twenty First Century Science Physics specification.

| **Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Physics (1PHO)** | **OCR Physics B (Twenty First Century Science) (J259)** | **Surplus Content In Pearson Edexcel Physics** |
| --- | --- | --- |
| Topic 2 – Motion and forces | P4.1 What are forces?P4.2 How can we describe motion?P4.3 What is the connection between forces and motion? | 2.19 Core Practical: Investigate the relationship between force, mass and acceleration by varying the masses added to trolleys |
| Topic 3 – Conservation of energy | P2.1 How much energy do we use?P2.2 How can electricity be generated?P4.4 How can we explain motion in terms of energy transfers? |  |
| Topic 4 - Waves | P1.3 How do waves behave?P1.4 What happens when light and sound meet different materials? (separate science only) | 4.17 Core Practical: Investigate the suitability of equipment to measure the speed, frequency and wavelength of a wave in a solid and a fluid |
| Topic 5 – Light and the electromagnetic spectrum | P1.1 What are the risks and benefits of using radiations?P1.2 What is climate change and what is the evidence for it?P1.3 How do waves behave?P1.4 What happens when light and sound meet different materials? (separate science only) | 5.9 Investigate refraction in rectangular glass blocks in terms of the interaction of electromagnetic waves with matter5.19P Core Practical: Investigate how the nature of a surface affects the amount of thermal energy radiated or absorbed |
| Topic 6 - Radioactivity | P1.1 What are the risks and benefits of using radiations?(part)P5.1 What is radioactivity?P5.2 How can radioactive materials be used safely?P5.3 How can radioactive materials be used to provide energy? (separate science only) |  |
| Topic 7 - Astronomy | P6.5 How can scientific models help us understand the Big Bang? (separate science only) |  |
| Topic 8 – Energy – Forces doing work | P2.1 How much energy do we use?P4.4 How can we describe motion in terms of energy transfers? |  |
| Topic 9 – Forces and their effects | P2.1 How much energy do we use?P4.4 How can we describe motion in terms of energy transfers? |  |
| Topic 10 – Electricity and circuits | P2.2 How can electricity be generated? (part)P5.1 What is radioactivity? (part)P3.2 What determines the current in an electric circuit?P3.3 How do series and parallel circuits work?P3.4 What determines the rate of energy transfer in a circuit? | 10.17 Core Practical: Construct electrical circuits to: a) investigate the relationship between potential difference, current and resistance for a resistor and a filament lampb) test series and parallel circuits using resistors and filament lamps |
| Topic 11 – Static electricity | P3.1 What is electric charge? (separate science only) |  |
| Topic 12 – Magnetism and the motor effect | P3.5 What are magnetic fields?P3.6 How do electric motors work? |  |
| Topic 13 – Electromagnetic induction | P2.2 How can electricity be generated?P3.7 What is the process inside an electric generator? (separate science only) |  |
| Topic 14 – Particle model | P2.1 How much energy do we use?P6.1 How does energy transform matter?P6.2 How does the particle model explain the effects of heating? | 14.3 Core Practical: Investigate the densities of solid and liquids14.11 Core Practical: Investigate the properties of water by determining the specific heat capacity of water and obtaining a temperature-time graph for melting ice |
| Topic 15 – Forces and matter | P6.3 How does the particle model relate to material under stress?P6.4 How does the particle model relate to pressure in fluids? (separate science only) | 15.6 Core Practical: Investigate the extension and work done when applying forces to a spring |

## Assessment

A comparison of the differences in assessment models is below:

|  |  |
| --- | --- |
| **OCR GCSE (9-1) Twenty First Century Physics B** | **Edexcel GCSE (9-1) Physics** |
| Paper 1 (Breadth)Assessed: All ChaptersTime allowed: 1 hour 45 minutesFoundation and Higher tier availableMarks 90 marksWeighting 50% of GCSEQuestion types: Short answer (maximum 4 marks per question), some multiple choice and objective style questions | Paper 1 Assessed: Topics 1-7Time allowed: 1 hour 45 minutesFoundation and Higher tier availableMarks: 100 marksWeighting: 50% of GCSEQuestion types: Multiple choice, structured, closed short answer and open response  |
| Paper 2 (Depth)Assessed: All chaptersFoundation and Higher tier availableMarks 90 marksWeighting 50% of GCSEQuestion types: Multiple choice, structured, closed short answer and open response, 2 x 6 mark Level of response questions | Paper 2 Assessed: Topics 1, 8-15 Time allowed: 1 hour 45 minutesFoundation and Higher tier availableMarks: 100 marksWeighting: 50% of GCSEQuestion types: Multiple choice, structured, closed short answer and open response. |

## Using the Edexcel textbook

Below you will find all the information you need to start teaching OCR GCSE (9-1) Twenty First Century Physics B while still using the new Edexcel textbook. We have mapped our specification to the Edexcel textbook to save you having to buy another set of textbooks. We also have endorsed textbooks for use with our specification and details of these textbooks can be found on the qualification page on the OCR website.

## Edexcel Pearson textbook mapping

| **Specification statement** | **Chapter covering specification statement** | **Page number** | **Comments** |
| --- | --- | --- | --- |
| **Chapter P1 Radiation and waves** |
| **P1.1 What are the risks and benefits of using radiation?** |
| P1.1.1 describe the main groupings of the electromagnetic spectrum – radio, microwave, infrared, visible (red to violet), ultraviolet, X-rays and gamma rays, that these range from long to short wavelengths, from low to high frequencies, and from low to high energies  | SP5e h and i | 76, 84,85, 86 |  |
| P1.1.2 recall that our eyes can only detect a very limited range of frequencies in the electromagnetic spectrum  | SP5d, e and f | 76, 77, 78 | The fact that the range of visible light is narrow is not stated explicitly, but is shown in two graphs in SP5e, on pages 76 and 77. |
| P1.1.3 recall that all electromagnetic radiation is transmitted through space with the same very high (but finite) speed  | SP5d | 74 |  |
| P1.1.4 explain, with examples, that electromagnetic radiation transfers energy from source to absorber | SP5d, f,g,h and i | 74, 78, 80 - 88 |   |
| P1.1.5 recall that different substances may absorb, transmit, or reflect electromagnetic radiation in ways that depend on wavelength | SP5b, d, e, f, g,h and i | 70, 71, 74, 75, 77, 78, 79, 82, 84-87 |   |
| P1.1.6 recall that in each atom its electrons are arranged at different distances from the nucleus, that such arrangements may change with absorption or emission of electromagnetic radiation, and that atoms can become ions by loss of outer electrons | SP6c, SP10a | 94, 140 |  |
| P1.1.7 recall that changes in molecules, atoms and nuclei can generate and absorb radiations over a wide frequency range, including:a) gamma rays are emitted from the nuclei of atomsb) X-rays, ultraviolet and visible light are generated when electrons in atoms lose energyc) high energy ultraviolet, gamma rays and X-rays have enough energy to cause ionisation when absorbed bysome atomsd) ultraviolet is absorbed by oxygen to produce ozone, which also absorbs ultraviolet, protecting life on Earthe) infrared is emitted and absorbed by molecules | SP5g, h, and I, SP6c and e | 80, 84 - 88, 94, 98, 99 | The fact that gamma rays are emitted from the nucleus is covered in the description of alpha, beta and gamma decay in SP6e, but it is not made explicit at any point that transitions in electron orbitals can produce light outside the visible range.  |
| P1.1.8 describe how ultraviolet radiation, X-rays and gamma rays can have hazardous effects, notably on human bodily tissues | SP5h and I, Sp6i | 64 - 88, 106, 107 |  |
| P1.1.9 give examples of some practical uses of electromagnetic radiation in the radio, microwave, infrared, visible, ultraviolet, X-ray and gamma ray regions of the spectrum | SP5 introduction, d, e, f and h | 65, 74 - 79, 84, 85 |   |
| **P1.1.10 recall that radio waves can be produced by, or can themselves induce, oscillations in electrical circuits** | SP5f | 79 |   |
| **P1.2 What is climate change and what is the evidence for it?** |
| P1.2.1 explain that all bodies emit radiation, and that the intensity and wavelength distribution of any emission depends on their temperatures  | SP5 intro, d and g | 65, 75, 80 | Descriptions of the relationship between wavelength distributions, intensities and temperatures are distributed through the chapter as and when they relate to the frequency ranges and phenomena being discussed.  |
| **P1.2.2 explain how the temperature of a body is related to the balance between incoming radiation, absorbed radiation and radiation emitted; illustrate this balance, using everyday examples including examples of factors which determine the temperature of the Earth** | SP5g | 80 - 83 | A generalised description of the Earth absorbing, reflecting and radiating energy is given in SP5g, and related to greenhouse gases. Few specific examples of mechanisms are given, although a rundown of the percentages of radiation absorbed and reflected by different layers of the atmosphere is also given. |
| **P1.3 How do waves behave?** |
| P1.3.1 describe wave motion in terms of amplitude, wavelength, frequency and period | SP4a and onwards | 49 |   |
| P1.3.2 describe evidence that for both ripples on water surfaces and sound waves in air, it is the wave and not the water or air itself that travels | SP4a | 48 |  |
| P1.3.3 describe the difference between transverse and longitudinal waves  | SP4a and onwards | 48 |   |
| P1.3.4 describe how waves on a rope are an example of transverse waves while sound waves in air are longitudinal waves | SP4a | 48 | The example of waves on a rope is never actually given. |
| P1.3.5 define wavelength and frequency | SP4a | 49 |   |
| P1.3.6 recall and apply the relationship between speed, frequency and wavelength to waves, including waves on water, sound waves and across the electromagnetic spectrum: wave speed (m/s) = frequency (Hz) × wavelength (m) | SP4b | 51 |  |
| P1.3.7 a) describe how the speed of ripples on water surfaces and the speed of sound waves in air may be measuredb) describe how to use a ripple tank to measure the speed/frequency and wavelength of a wave PAG4 | SP4b  | 51,52, 53 |  |
| P1.3.8 a) describe the effects of reflection and refraction of waves at material interfacesb) describe how to measure the refraction of light through a prism PAG8c) describe how to investigate the reflection of light off a plane mirror PAG8 | SP4c and d, FP5a | 54 - 57, 66 - 69 |  |
| **P1.3.9 recall that waves travel in different substances at different speeds and that these speeds may vary with wavelength** | SP4b, c and d, SP5a | 51, 55,56,68 | This is only clearly and explicitly stated in the case of the prism in SP4d, p. 58 |
| **P1.3.10 explain how refraction is related to differences in the speed of the waves in different substances**  | SP4c and d, SP5a | 54, 55, 56, 68 |   |
| P1.3.11 recall that light is an electromagnetic wave | SP4a, SP5d and onwards | 49, 74 and onwards |   |
| P1.3.12 recall that electromagnetic waves are transverse | SP4a, SP5d | 49, 74 |   |
| **P1.4 What happens when light and sound meet different materials? (separate science only)** |
| P1.4.1 construct and interpret two-dimensional ray diagrams to illustrate specular reflection by mirrors *qualitative only*  | SP5a and onwards | 66 and onwards |   |
| P1.4.2 construct and interpret two-dimensional ray diagrams to illustrate refraction at a plane surface and dispersion by a prism *qualitative only*  | SP5a and onwards | 66 and onwards |   |
| P1.4.3 use ray diagrams to illustrate the similarities and differences between convex and concave lenses *qualitative only* | SP5c | 72,73 |   |
| P1.4.4 describe the effects of transmission, and absorption of waves at material interfaces | SP4d, SP5b, e and g | 56-57, 70-71, 77, 80-81. |  |
| P1.4.5 explain how colour is related to differential absorption, transmission, and scattering  | SP5b | 70-71 | . |
| **P1.4.6 describe, with examples, processes in which sound waves are transmitted though solids** | SP4d and e | 56-59 | Specific examples are given only in the context of the workings of the human ear. |
| **P1.4.7 explain that transmission of sound through the bones in the ear works over a limited frequency range, and the relevance of this to human hearing**  | SP4e | 58-59 | See above |
| **P1.4.8 explain, in qualitative terms, how the differences in velocity, absorption and reflection between different types of waves in solids and liquids can be used both for detection and for exploration of structures which are hidden from direct observation, notably:a) in our bodies (ultrasound imaging)b) in the Earth (earthquake waves)c) in deep water (SONAR)**  | SP4f and g | 60-63 |   |
| P1.4.9 show how changes, in speed, frequency and wavelength, in transmission of sound waves from one medium to another, are inter-related  | SP4d | 57 |   |
| **Chapter P2 Sustainable Energy** |
| **P2.1 How much energy do we use?** |
| P2.1.1 describe how energy in chemical stores in batteries, or in fuels at the power station, is transferred by an electric current, doing work on domestic devices, such as motors or heaters | SP3a | 34 | This is barely mentioned; chemical energy is listed as a type, but not given in any examples or referred to thereafter. |
| P2.1.2 explain, with reference to examples, the relationship between the power ratings for domestic electrical appliances, the time for which they are in use and the changes in stored energy when they are in use  | SP5g, SP10g | 80-81, 154-155 | The definition of power as energy transferred over time is given in SP5g, and then explored more fully, with examples, in SP10g. |
| P2.1.3 recall and apply the following equation in the context of energy transfers by electrical appliances:energy transferred (J, kWh) = power (W, kW) × time (s, h) | SP10g | 80-81 | See above |
| P2.1.4 describe, with examples, where there are energy transfers in a system, that there is no net change to the total energy of a closed system *qualitative only* | SP3a | 34 | The law of conservation of energy is given at the beginning of SP3, but closed systems are not mentioned. |
| P2.1.5 describe, with examples, system changes, where energy is dissipated, so that it is stored in less useful ways  | SP3a onwards | 34 onwards |   |
| P2.1.6 explain ways of reducing unwanted energy transfer e.g. through lubrication, thermal insulation  | SP3b ad c | 36-39 |   |
| P2.1.7 describe the effects, on the rate of cooling of a building, of thickness and thermal conductivity of its walls *qualitative only* | SP3c | 39 |   |
| P2.1.8 recall and apply the equation:efficiency = useful energy transferred ÷ total energy transferredto calculate energy efficiency for any energy transfer, and **describe ways to increase efficiency** | SP3b | 36-37 |   |
| P2.1.9 interpret and construct Sankey diagrams to show understanding that energy is conserved  | SP3a and b | 35, 37 |   |
| **P2.2 How can electricity be generated?** |
| P2.2.1 describe the main energy resources available for use on Earth (including fossil fuels, nuclear fuel, biofuel, wind, hydroelectricity, the tides and the Sun)  | SP3e and f | 42-46 |  |
| P2.2.2 explain the differences between renewable and non-renewable energy resources | SP3e and f | 42-46 |  |
| P2.2.3 compare the ways in which the main energy resources are used to generate electricity  | SP3e and f, SP6l. | 42-46, 112-113 | The specifics of how most types of power generation work are not covered, although there is some more detailed explanation of the processes involved in nuclear power stations in SP6l. |
| P2.2.4 recall that the domestic supply in the UK is a.c., at 50 Hz and about 230 volts and explain the difference between direct and alternating voltage  | SP10h | 157 |   |
| P2.2.5 recall that, in the National Grid, transformers are used to transfer electrical power at high voltages from power stations, to the network and then used again to transfer power at lower voltages in each locality for domestic use  | SP13b and c | 176, 177, 179 |   |
| P2.2.6 recall the differences in function between the live, neutral and earth mains wires, and the potential differences between these wires; hence explain that a live wire may be dangerous even when a switch in a mains circuit is open, and explain the dangers of providing any connection between the live wire and any earthed object | SP10i | 158-159 |   |
| P2.2.7 explain patterns and trends in the use of energy resources in domestic contexts, workplace contexts, and national contexts | SP3e and f | 42-45 | Graphs are given for the sources of energy in the UK from 1970 and also of the increase of use of renewables since 1990. |
| **Chapter P3 Electric circuits** |
| **P3.1 What is electric charge? (separate science only)** |
| P3.1.1 describe the production of static electricity, and sparking, by rubbing surfaces, and evidence that charged objects exert forces of attraction or repulsion on one another when not in contact | SP11a | 160-161 |   |
| P3.1.2 explain how transfer of electrons between objects can explain the phenomenon of static electricity | SP11a | 160-161 |   |
| P3.1.3 explain the concept of an electric field and how it helps to explain the phenomenon of static electricity |   |   |   |
| **P3.2 What determines the current in an electric circuit?** |
| P3.2.1 recall that current is a rate of flow of charge, that for a charge to flow, a source of potential difference and a closed circuit are needed and that a current has the same value at any point in a single closed loop  | SP10b and c, SP10e | 142-145, 151 | Potential difference is not linked explicitly to a charge difference, the fact that a circuit must be closed is not explicitly mentioned. Again, practical examples are preferred to theoretical explanations. |
| P3.2.2 recall and use the relationship between quantity of charge, current and time:charge (C) = current (A) × time (s) | SP10c | 144 onwards |   |
| P3.2.3 recall that current (I) depends on both resistance (R) and potential difference (V) and the units in which these quantities are measured | SP10d | 146 onwards |   |
| P3.2.4 a) recall and apply the relationship between I, R, and V, to calculate the currents, potential differences and resistances in d.c. series circuits: potential difference (V) = current (A) × resistance (Ω)b) describe an experiment to investigate the resistance of a wire and be able to draw the circuit diagram of the circuit used PAG7 | SP10d and e | 146-151 | The details for an experiment to investigate the resistance of a wire are not given, but a similar example experiment investigating the resistances of different components is given in SP10e. |
| P3.2.5 recall that for some components the value of R remains constant (fixed resistors) but that in others it can change as the current changes (e.g. heating elements, lamp filaments) | SP10e | 148-151 |   |
| P3.2.6 a) use graphs to explore whether circuit elements are linear or non-linear and relate the curves produced to their function and propertiesb) describe experiments to investigate the I-V characteristics of circuit elements. To include: lamps, diodes, LDRs and thermistors. Be able to draw circuit diagrams for the circuits used PAG6 | SP10e | 14-151 |   |
| P3.2.7 represent circuits with the conventions of positive and negative terminals, and the symbols that represent common circuit elements, including filament lamps, diodes, LDRs and thermistors  | SP10a, d and e | 140-141, 146-149 | Symbols for cell, battery, lamp, ammeter and voltmeter are given in SP10a, resistor and variable resistor are added in SP10d, and thermistor and LDR are added in SP10e. |
| **P3.3 How do series and parallel circuits work?** |
| P3.3.1 relate the potential difference between two points in the circuit to the work done on, or by, a given amount of charge as it moves between these pointspotential difference (V) = work done (energy transferred) (J) ÷ charge (C)  | Sp10c | 145 |   |
| P3.3.2 a) describe the difference between series and parallel circuits: to include ideas about how the current through each component and the potential difference across each component is affected by a change in resistance of a componentb) describe how to practically investigate the brightness of bulbs in series and parallel circuits. Be able to draw circuit diagrams for the circuits used PAG7 | SP10a, b and d | 141-3, 146-7 |   |
| P3.3.3 explain, why, if two resistors are in series the net resistance is increased, whereas with two in parallel the net resistance is decreased *qualitative only* | Sp10d | 146-7 |   |
| P3.3.4 solve problems for circuits which include resistors in series, using the concept of equivalent resistance | SP10d | 146 | The words "equivalent resistance" are never specifically stated, but calculating the resistance of resistors in series is covered. |
| P3.3.5 explain the design and use of d.c. series circuits for measurement and testing purposes including exploring the effect of:a) changing current in filament lamps, diodes, thermistors and LDRsb) changing light intensity on an LDRc) changing temperature of a thermistor (NTC only) | SP10e | 148-151 | Specific given examples use only a lamp, a resistor and a thermistor, but diodes and LDRs are mentioned in a diagram and graph on p148. |
| **P3.4 What determines the rate of energy transfer in a circuit?** |
| P3.4.1 describe the energy transfers that take place when a system is changed by work done when a current flows through a component | SP10, g and h | 152-157 |   |
| P3.4.2 explain, with reference to examples, how the power transfer in any circuit device is related to the energy transferred from the power supply to the device and its surroundings over a given time:power (W) = energy (J) ÷ time (s)  | SP10g | 154 |   |
| P3.4.3 recall and use the relationship between the potential difference across the component and the total charge to calculate the energy transferred in an electric circuit when a current flows through a component:energy transferred (work done) (J) = charge (C) × potential difference (V)  | SP10c | 145 |   |
| P3.4.4 recall and apply the relationships between power transferred in any circuit device, the potential difference across it, the current through it, and its resistance:power (W) = potential difference (V) × current (A)power (W) = (current (A))2 × resistance (Ω) | SP10g | 155 |   |
| P3.4.5 use the idea of conservation of energy to show that when a transformer steps up the voltage, the output current must decrease and vice versaselect and use the equation:potential difference across primary coil × current in primary coil = potential difference across secondary coil × current in secondary coil | SP13c | 178-179 |   |
| P3.4.6 explain how transmitting power at higher voltages is more efficient way to transfer energy  | SP13c | 179 |   |
| **P3.5 What are magnetic fields** |
| P3.5.1 describe the attraction and repulsion between unlike and like poles for permanent magnets  | SP12a | 168 |   |
| P3.5.2 describe the characteristics of the magnetic field of a magnet, showing how strength and direction change from one point to another | SP12a | 168-169 |   |
| P3.5.3 explain how the behaviour of a magnetic compass is related to evidence that the core of the Earth must be magnetic  | SP12a | 169 |   |
| P3.5.4 describe the difference between permanent and induced magnets  | SP12a | 168 |   |
| P3.5.5 describe how to show that a current can create a magnetic effect | SP12b | 170-171 |   |
| P3.5.6 describe the pattern and directions of the magnetic field around a conducting wire | SP12b | 170-171 |   |
| P3.5.7 recall that the strength of the field depends on the current and the distance from the conductor | SP12b | 171 |   |
| P3.5.8 explain how the magnetic effect of a solenoid can be increased  | SP12b | 171 |   |
| **P3.5.9 explain how a solenoid can be used to generate sound in loudspeakers and headphones (separate science only)** | SP13a | 175 |   |
| **P3.6 How do electric motors work?** |
| **P3.6.1 describe the interaction forces between a magnet and a current-carrying conductor to include ideas about magnetic fields** | SP12c | 172-173 |   |
| **P3.6.2 show that Fleming’s left-hand rule represents the relative orientations of the force, the conductor and the magnetic field**  | SP12c | 172 |   |
| **P3.6.3 select and apply the equation that links the force (F) on a conductor to the strength of the field (B), the size of the current (I) and the length of conductor (I) to calculate the forces involved:force (N) = magnetic field strength (T) × current (A) × length of conductor (m)** | SP12c | 172 |   |
| **P3.6.4 explain how the force on a conductor in a magnetic field is used to cause rotation in the rectangular coil of a simple electric motor i Detailed knowledge of the construction of motors not required** | SP12c | 173 |   |
| **P3.7 What is the process inside an electric generator (separate science only)** |
| **P3.7.1 recall that a change in the magnetic field around a conductor can give rise to an induced potential difference across its ends, which could drive a current** | SP13a | 174 |   |
| **P3.7.2 explain the action of a moving coil microphone in converting the pressure variations in sound waves into variations in current in electrical circuits**  | SP13a | 175 |   |
| **P3.7.3 recall that the direction of the induced potential difference drives a current which generates a second magnetic field that would oppose the original change in field** | Sp13a | 174 |   |
| **P3.7.4 use ideas about electromagnetic induction to explain a potential difference/time graph showing the output from an alternator being used to generate a.c.**  | SP13a | 174 |   |
| **P3.7.5 explain how an alternator can be adapted to produce a dynamo to generate d.c., including explaining a potential difference/time graph** | SP13a | 175 |   |
| **P3.7.6 explain how the effect of an alternating current in one circuit in inducing a current in another is used in transformers** | SP13b | 176 |   |
| **P3.7.7 describe how the ratio of the potential differences across the two circuits of a transformer depends on the ratio of the numbers of turns in each**  | SP13b | 177 |   |
| **P3.7.8 apply the equations linking the potential differences and numbers of turns in the two coils of a transformer, to the currents and the power transfer involved and relate these to the advantages of power transmission at high voltages:a) potential difference across primary coil × current in primary coil = potential difference across secondary coil × current in secondary coilb) potential difference across primary coil ÷ potential difference across secondary coil = number of turns in primary coil ÷ number of turns in secondary coil** | SP13b | 176 |   |
| **Chapter P4 Explaining motion** |
| **P4.1 What are forces?** |
| P4.1.1 recall and apply Newton’s third law | SP2b | 14 |   |
| P4.1.2 recall examples of ways in which objects interact: by gravity, electrostatics, magnetism and by contact (including normal contact force and friction)  | SP9a | 132-133 | This and the statements of Newton's laws are some distance apart. |
| P4.1.3 describe how examples of gravitational, electrostatic, magnetic and contact forces involve interactions between pairs of objects which produce a force on each object  | SP2e, SP9a | 22-23, 132-133 | The topic of reaction forces is first dealt with in SP2e, when Newton's Third Law is also given, and this is expanded in SP9a, as an introduction to vector diagrams. |
| P4.1.4 represent interaction forces as vectors  | SP9b | 134-135 |   |
| P4.1.5 define weight  | SP2c | 16 |   |
| P4.1.6 describe how weight is measured | SP2c | 16 |   |
| P4.1.7 recall and apply the relationship between the weight of an object, its mass and the gravitationalfield strength: weight (N) = mass (kg) × gravitational field strength (N/kg) | SP2c | 16-17 |   |
| **P4.2 How can we describe motion?** |
| P4.2.1 recall and apply the relationship: average speed (m/s) = distance (m) ÷ time (s) | SP1b | 4 , 5 |   |
| P4.2.2 recall typical speeds encountered in everyday experience for wind, and sound, and for walking, running, cycling and other transportation systems | SP1b | 4, 5 |   |
| P4.2.3 a) make measurements of distances and times, and calculate speedsb) describe how to use appropriate apparatus and techniques to investigate the speed of a trolley down a ramp  | SP1b, SP2d | 4,5, 20-21 | The trolley example is given only in a later experiment involving acceleration due to gravity. |
| P4.2.4 make calculations using ratios and proportional reasoning to convert units, to include between m/s and km/h |   |   | This appears not to be covered at any point. |
| P4.2.5 explain the vector–scalar distinction as it applies to displacement and distance, velocity and speed  | SP1a | 2, 3 |   |
| P4.2.6 a) recall and apply the relationship: acceleration (m/s2) = change in speed (m/s) ÷ time taken (s)b) explain how to use appropriate apparatus and techniques to investigate acceleration | SP1c | 6 |   |
| P4.2.7 select and apply the relationship: (final speed (m/s))2 – (initial speed(m/s))2 = 2 × acceleration (m/s2) × distance (m) | SP1c | 7 |   |
| P4.2.8 draw and use graphs of distances and speeds against time to determine the speeds and accelerations involved | SP1b, SP1d | 5, 8, 9 |   |
| P4.2.9 interpret distance–time and velocity–time graphs, including relating the lines and slopes in such graphs to the motion represented  | SP1b, SP1d | 5, 8,9 |   |
| **P4.2.10 interpret enclosed areas in velocity – time graphs** | SP1d | 9 |  |
| P4.2.11 recall the value of acceleration in free fall and calculate the magnitudes of everyday accelerations using suitable estimates of speeds and times | SP1c | 7 |   |
| **P4.3 What is the connection between forces and motion?** |
| P4.3.1 describe examples of the forces acting on an isolated solid object or system | SP2a | 12, 13 |   |
| P4.3.2 describe, using free body diagrams, examples where several forces lead to a resultant force on an object and the special case of balanced forces (equilibrium) when the resultant force is zero *qualitative only* | SP2a, SP9b | 13, 134 | The case of resultant forces leading to equilibrium is covered before free body diagrams are introduces, in SP9b on p134 |
| **P4.3.3 use scale drawings of vector diagrams to illustrate the addition of two or more forces, in situations when there is a net force, or equilibrium *i Limited to parallel and perpendicular vectors only*** | SP2c and e |  22-23 |   |
| **P4.3.4 recall and apply the equation for momentum and describe examples of the conservation of momentum in collisions: momentum (kg m/s) = mass (kg) × velocity (m/s)**  | SP2f | 24-25 |   |
| **P4.3.5 select and apply Newton’s second law in calculations relating force, change in momentum and time: change of momentum (kg m/s) = resultant force (N) × time for which it acts (s)** | SP2f | 24-25 |   |
| P4.3.6 apply Newton’s first law to explain the motion of objects moving with uniform velocity and also the motion of objects where the speed and/or direction changes | SP2a | 12 | Newton's first law is not explicitly connected to the conservation of momentum at any point in the book. |
| **P4.3.7 explain with examples that motion in a circular orbit involves constant speed but changing velocity *qualitative only*** | SP1a | 3 |   |
| P4.3.8 describe examples in which forces cause rotation *(separate science only)* | SP9c | 136-137 |   |
| P4.3.9 define and calculate the moment of examples of rotational forces using the equation:moment of a force (N m) = force (N) × distance (m) (normal to direction of the force) (separate science only) | SP9c | 136 |   |
| P4.3.10 explain, with examples, how levers and gears transmit the rotational effects of forces (separate science only) | SP9c | 137 |   |
| **P4.3.11 explain that inertial mass is a measure of how difficult it is to change the velocity of an object and that it is defined as the ratio of force over acceleration** | SP2d | 19 |   |
| P4.3.12 recall and apply Newton’s second law relating force, mass and acceleration: force (N) = mass (kg) × acceleration (m/s2)  | SP2d | 18-19 |   |
| P4.3.13 Use and apply equations relating force, mass, velocity, acceleration, and **momentum** to explain relationships between the quantities | SP2f | 24-25 |   |
| P4.3.14 explain methods of measuring human reaction times and recall typical results | SP2g | 26 |   |
| P4.3.15 explain the factors which affect the distance required for road transport vehicles to come to rest in emergencies and the implications for safety | SP2g and h | 26-29 |   |
| P4.3.16 explain the dangers caused by large decelerations and **estimate the forces involved in typical situations on a public road** | SP2i | 31 |   |
| P4.3.17 given suitable data, estimate the distance required for road vehicles to stop in an emergency, and describe how the distance varies over a range of typical speeds (separate science only) | SP2g and h  | 26-29 |   |
| P4.3.18 in the context of everyday road transport, use estimates of speeds, times and masses to calculate the accelerations and forces involved in events where large accelerations occur (separate science only) | SP2i | 31 |   |
| **P4.4 How can we describe motion in terms of energy transfers?** |
| P4.4.1 describe the energy transfers involved when a system is changed by work done by forces including:a) to raise an object above ground levelb) to move an object along the line of action of the force | SP8a | 130-131 |   |
| P4.4.2 recall and apply the relationship to calculate the work done (energy transferred) by a force: work done (Nm or J) = force (N) × distance (m) (along the line of action of the force)  | SP8a | 130 |   |
| P4.4.3 recall the equation and calculate the amount of energy associated with a moving object: kinetic energy (J) = 0.5 × mass (kg) × (speed (m/s))2 | SP2h | 28-29 |   |
| P4.4.4 recall the equation and calculate the amount of energy associated with an object raised above ground level gravitational potential energy (J) = mass (kg) × gravitational field strength (N/kg) × height (m) | SP3d | 40-41 |   |
| P4.4.5 make calculations of the energy transfers associated with changes in a system, recalling relevant equations for mechanical processes  | SP3a, SP5g, SP8a, SP10f, SP13c | 34-35, 80-81, 130-131, 152-153, 178-179 | There is no one point at which this concept is covered in general, but there are examples of calculations of energy transfer in many specific contexts. |
| P4.4.6 calculate relevant values of stored energy and energy transfers; convert between newton-metres and joules | SP3a | 34-35 | Conversion of Newton-metres to Joules is not covered. |
| P4.4.7 describe all the changes involved in the way energy is stored when a system changes, for common situations: including an object projected upwards or up a slope, a moving object hitting an obstacle, an object being accelerated by a constant force, a vehicle slowing down  | SP2d, g, h and i | 18-19, 26-31 |   |
| P4.4.8 explain, with reference to examples, the definition of power as the rate at which energy is transferred (work done) in a system  | SP8a | 130-131 |   |
| P4.4.9 recall and apply the relationship: power (W) = energy transferred (J) ÷ time (s) | SP8a | 131 |   |
| **Chapter P5: Radioactive materials** |
| **P5.1 What is radioactivity?** |
| P5.1.1 describe the atom as a positively charged nucleus surrounded by negatively charged electrons, with the nuclear radius much smaller than that of the atom and with almost all of the mass in the nucleus | SP6a | 90-91 |   |
| P5.1.2 describe how and why the atomic model has changed over time to include the main ideas of Dalton, Thomson, Rutherford and Bohr | SP6a and c | 90-91, 94-95 | Dalton is not mentioned.  |
| P5.1.3 recall the typical size (order of magnitude) of atoms and small molecules | SP6a |   | An example of the size of an atom (oxygen) is given, but no molecules. |
| P5.1.4 recall that atomic nuclei are composed of both protons and neutrons, and that the nucleus of each element has a characteristic positive charge  | SP6a, b and c | 90-95 |   |
| P5.1.5 recall that nuclei of the same element can differ in nuclear mass by having different numbers of neutrons, these are called isotopes  | SP6b | 93 |   |
| P5.1.6 use the conventional representation to show the differences between isotopes, including their identity, charge and mass  | SP6b and m | 92-93, 114-115 |   |
| P5.1.7 recall that some nuclei are unstable and may emit alpha particles, beta particles, or neutrons, and electromagnetic radiation as gamma rays | SP6e | 98-99 |   |
| P5.1.8 relate emissions of alpha particles, beta particles, or neutrons, and gamma rays to possible changes in the mass or the charge of the nucleus, or both  | SP6f | 100-101 |   |
| P5.1.9 use names and symbols of common nuclei and particles to write balanced equations that represent the emission of alpha, beta, gamma, and neutron radiations during radioactive decay | SP6f | 101 |   |
| P5.1.10 explain the concept of half-life and how this is related to the random nature of radioactive decay  | SP6g | 102-103 |   |
| **P5.1.11 calculate the net decline, expressed as a ratio, in a radioactive emission after a given (integral) number of half-lives** | SP6g | 102-103 |   |
| P5.1.12 interpret activity-time graphs to find the half-life of radioactive materials  | SP6g | 103 |   |
| **P5.2 How can radioactive materials be used safely?** |
| P5.2.1 recall the differences in the penetration properties of alpha particles, beta particles and gamma rays | SP6e | 98-99 |   |
| P5.2.2 recall the differences between contamination and irradiation effects and compare the hazards associated with each of these  | SP6i | 106-107 |   |
| P5.2.3 describe the different uses of nuclear radiations for exploration of internal organs, and for control or destruction of unwanted tissue | SP6h and j | 104, 108-109 |   |
| P5.2.4 explain how ionising radiation can have hazardous effects, notably on human bodily tissues  | SP5i, SP6i | 86-87. 106-107 |   |
| P5.2.5 explain why the hazards associated with radioactive material differ according to the radiation emitted and the half-life involved  | SP6i | 106-107 |   |
| **P5.3 How can radioactive materials be used to provide energy? (separate science only)** |
| P5.3.1 recall that some nuclei are unstable and may split into two nuclei and that this is called nuclear fission  | SP6l | 112-113 |   |
| P5.3.2 relate the energy released during nuclear fission to the emission of ionising radiation and the kinetic energy of the resulting particles  | SP6l | 112-113 |   |
| P5.3.3 explain how nuclear fission can lead to further fission events in a chain reaction | SP6l | 112 |   |
| P5.3.4 describe the process of nuclear fusion and recall that in this process some of the mass may be converted into the energy of radiation  | SP6m | 114-115 |   |
| **Chapter P6 Matter - models and explanations** |
| **P6.1 How does energy transform matter?** |
| P6.1.1 a) define densityb) describe how to determine the densities of solid and liquid objects using measurements of length, mass and volume | SP14a | 182-183 |   |
| P6.1.2 recall and apply the relationship between density, mass and volume to changes where mass is conserved: density (kg/m3) = mass (kg) ÷ volume (m3) | SP14a | 182-183 | The relationship is not explicitly used in calculating any density or volume differences in cases where mass is conserved. |
| P6.1.3 describe the energy transfers involved when a system is changed by heating (in terms of temperature change and specific heat capacity)  | SP14b | 186-187 |   |
| P6.1.4 define the term specific heat capacity and distinguish between it and the term specific latent heat  | SP14b | 186-187 |   |
| P6.1.5 a) select and apply the relationship between change in internal energy of a material and its mass, specific heat capacity and temperature: change in internal energy (J) = mass (kg) × specific heat capacity (J/kg°C) × change in temperature (°C)b) explain how to safely use apparatus to determine the specific heat capacity of materials PAG5 | SP14c | 188-189 |   |
| P6.1.6 select and apply the relationship between energy needed to cause a change in state, specific latent heat and mass: energy to cause a change of state (J) = mass (kg) × specific latent heat (J/kg) | SP14c | 188-189 |   |
| P6.1.7 describe all the changes involved in the way energy is stored when a system changes, and the temperature rises, for example: a moving object hitting an obstacle, an object slowing down, water brought to a boil in an electric kettle | SP3a, SP14c | 35, 188-189 | While loss of energy as heat and energy transfer through heating are mentioned, they are mentioned in separate places and never brought together.  |
| P6.1.8 make calculations of the energy transfers associated with changes in a system when the temperature changes, recalling or selecting the relevant equations for mechanical, electrical, and thermal processes | SP14c | 1988-191 |   |
| **P6.2 How does the particle model explain the effects of heating?** |
| P6.2.1 explain the differences in density between the different states of matter in terms of the arrangements of the atoms or molecules  | SP14a | 182-183 |   |
| P6.2.2 use the particle model of matter to describe how mass is conserved, when substances melt, freeze, evaporate, condense or sublimate, but that these physical changes differ from chemical changes and the material recovers its original properties if the change is reversed  | SP14a | 182 |   |
| P6.2.3 use the particle model to describe how heating a system will change the energy stored within the system and raise its temperature or produce changes of state  | SP14b | 186-187 |   |
| P6.2.4 explain how the motion of the molecules in a gas is related both to its temperature and its pressure: hence explain the relationship between the temperature of a gas and its pressure at constant volume *qualitative only* | SP14d | 192-193 |   |
| **P6.3 How does the particle model relate to materials under stress?** |
| P6.3.1 explain, with examples, that to stretch, bend or compress an object, more than one force has to be applied  |   |   |   |
| P6.3.2 describe **and use the particle model** to explain the difference between elastic and plastic deformation caused by stretching forces |   |   |   |
| P6.3.3 a) describe the relationship between force and extension for a spring and other simple systemsb) describe how to measure and observe the effect of forces on the extension of a spring  |   |   |   |
| P6.3.4 describe the difference between the force-extension relationship for linear systems and for non-linear systems  |   |   |   |
| P6.3.5 recall and apply the relationship between force, extension and spring constant for systems where the force-extension relationship is linear force exerted by a spring (N) = extension (m) × spring constant (N/m) |   |   |   |
| P6.3.6 a) calculate the work done in stretching a spring or other simple system, by calculating the appropriate area on the force-extension graphb) describe how to safely use apparatus to determine the work done in stretching a spring |   |   |   |
| P6.3.7 select and apply the relationship between energy stored, spring constant and extension for a linear system: energy stored in a stretched spring (J) = ½ × spring constant (N/m) × (extension (m))2 |   |   |   |
| **P6.4 How does the particle model relate to pressures in fluids? (separate science only)** |
| P6.4.1 recall that the pressure in fluids causes a force normal to any surface | SP15c | 202-203 |   |
| P6.4.2 recall and apply the relationship between the force, the pressure, and the area in contact: pressure (Pa) = force normal to a surface (N) ÷ area of that surface (m2) | SP14c | 202-203 |   |
| P6.4.3 recall that gases can be compressed or expanded by pressure changes and that the pressure produces a net force at right angles to any surface | SP14e | 194-195 |   |
| P6.4.4 use the particle model of matter to explain how increasing the volume in which a gas is contained, at constant temperature, can lead to a decrease in pressure  | SP14e | 194-195 |   |
| P6.4.5 select and apply the equation: pressure × volume = constant (for a given mass of gas at constant temperature) | SP14e | 194-195 |   |
| P6.4.6 describe a simple model of the Earth’s atmosphere and of atmospheric pressure, and explain why atmospheric pressure varies with height above the surface  | SP15c | 194-195 |   |
| **P6.4.7 explain why pressure in a liquid varies with depth and density**  | SP15d | 204-205 |   |
| **P6.4.8 select and apply the equation to calculate the differences in pressure at different depths in a liquid:pressure = density × gravitational field strength × depth** | SP15d | 204-205 |   |
| **P6.4.9 explain how the increase in pressure with depth in a fluid leads to an upwards force on a partially submerged object**  | SP15d | 205 |   |
| **P6.4.10 describe and explain the factors which influence whether a particular object will float or sink**  | SP15d | 205 |   |
| **P6.5 How can scientific models help us understand the Big Bang? (separate science only)** |
| P6.5.1 recall the main features of our solar system, including the similarities and distinctions between the planets, their moons, and artificial satellites  | SP7a | 118-119 |   |
| **P6.5.2 explain, for the circular orbits, how the force of gravity can lead to changing velocity of a planet but unchanged speed**  | SP7b | 120-121 |   |
| **P6.5.3 explain how, for a stable orbit, the radius must change if this speed changes qualitative only** | SP7b | 121 |   |
| P6.5.4 recall that the solar system was formed from dust and gas drawn together by gravity  | SP7c | 122-123 | The fact that planets are formed in this way as well as stars is not covered. |
| **P6.5.5 use the particle model of matter to explain how doing work on a gas can increase its temperature (e.g. bicycle pump, in stars)**  | SP7c |   | This is not explicitly stated in the chapter, although it is implied in SP7c, p.122. |
| P6.5.6 explain how the Sun was formed when collapsing cloud of dust and gas resulted in fusion reactions, leading to an equilibrium between gravitational collapse and expansion due to the fusion energy | SP7c | 122 |   |
| P6.5.7 explain the red-shift of light from galaxies which are receding*qualitative only* | SP7d | 124-125 |   |
| P6.5.8 explain that the relationship between the distance of each galaxy and its speed is evidence of an expanding universe model  | SP7d and e | 124-127 |   |
| P6.5.9 explain how the evidence of an expanding universe leads to the ‘Big Bang’ model | SP7e | 126-127 |   |

## Want to switch to OCR?

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1. Make estimated entries by 10 October so we can prepare the question papers and ensure we’ve got enough examiners.
2. Make final entries by 21 February. If you are not already an OCR-approved centre please refer your exams officer to the centre approval section of our admin guide.

## Next steps

1. Familiarise yourself with the specification, sample assessment materials and teaching resources on the OCR Biology A qualification page of the OCR website.

<http://www.ocr.org.uk/qualifications/gcse-twenty-first-century-science-suite-physics-b-j259-from-2016/>

1. Browse the online delivery guides for teaching ideas and use the Scheme of Work builder to create your personal scheme of work.
<http://www.ocr.org.uk/qualifications/gcse-twenty-first-century-science-suite-physics-b-j259-from-2016/planning-and-teaching/>
2. Get a login for our secure extranet, Interchange – this allows you to access the latest past/practice papers and use our results analysis service, Active Results.

<https://interchange.ocr.org.uk>

1. Sign up to receive subject updates by email.
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<https://www.cpdhub.ocr.org.uk>
3. Attend one of our free teacher network events that are run in each region every term. These are hosted at the end of the school day in a school or college near you, with teachers sharing best practice and subject specialists on hand to lead discussion and answer questions.
<http://ocr.org.uk/qualifications/professional-development/teacher-networks/>