
GCSE
COMBINED SCIENCE: TRILOGY
8464/P/1H

Physics Paper 1H

Mark scheme

June 2022

Version: 1.0 Final 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 Examiner.

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.

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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 their judgement
- the Assessment Objectives 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 (for example, a scientifically correct answer that could not reasonably be expected from a student's knowledge of the specification).

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**.
Alternative words in the mark scheme are shown by a solidus 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 errors / 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** magnetic materials.

[2 marks]

Student	Response	Marks awarded
1	iron, steel, tin	1
2	cobalt, nickel, nail*	2

3.2 Use of symbols / formulae

If a student writes a chemical symbol / formula instead of a required chemical name, or uses symbols to denote quantities in a physics equation, 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. At any point in a calculation students may omit steps from their working. If a subsequent step is given correctly, the relevant marks may be awarded.

Full marks are **not** awarded for a correct final answer from incorrect working.

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

An error can be carried forward from one question part to the next and is shown by the abbreviation 'ecf'.

Within an individual question part, an incorrect value in one step of a calculation does not prevent all of the subsequent marks being awarded.

3.6 Phonetic spelling

Marks should be awarded if spelling is not correct but the intention is clear, **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 **not** 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.

3.11 Numbered answer lines

Numbered lines on the question paper are intended to support the student to give the correct number of responses. The answer should still be marked as a whole.

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, if necessary, 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. 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. 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 1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.1	16 500(GW) and 30 000 (GW) read from graph		1	AO3 6.1.3
	percentage = $\frac{16500}{30000} (\times 100\%)$	allow a correct substitution using a value of 15300 or 18000 for gas	1	
	percentage = 55 (%)	allow an answer consistent with a value of 15300 or 18000 for gas	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.2	coal and gas		1	AO1.1 6.1.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.3	the <u>national grid</u>		1	AO1 6.2.4.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.4	potential difference increases	allow large potential difference	1	AO1 6.2.4.3
	current is reduced	allow small current	1	
	so there is less / low energy loss (to the surroundings)	allow less / low heating in the transmission cables	1	
		ignore resistance do not allow no energy loss		

Total Question 1		8
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Question 2

Question	Answers	Mark	AO / Spec. Ref.
02.1	Level 3: The method would lead to the production of a valid outcome. All key steps are identified and logically sequenced.	5–6	AO1 6.1.1.3 6.3.2.2 RPA14
	Level 2: The method 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 method 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 • measure mass of oil using the top pan balance • measure start temperature of oil using the thermometer • place beaker of oil on heater • switch on heater to heat oil • measure final temperature of oil using the thermometer • measure energy transferred using joulemeter • calculate increase in temperature ($\Delta\theta$) • use the equation $E = mc\Delta\theta$ to determine c		

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.2	burns / scalds	allow cuts from broken glass ignore the heater / oil is hot	1	AO1 6.1.1.3 RPA14

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.3	$\text{power} = \frac{\text{energy transferred}}{\text{time}}$ or $P = \frac{E}{t}$		1	AO1 6.1.1.4 6.2.4.2 RPA14

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.4	$50 = \frac{4750}{t}$ or $4750 = 50 \times t$		1	AO2 6.1.1.4 6.2.4.2
	$t = \frac{4750}{50}$		1	
	$t = 95 \text{ (s)}$		1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.5	thermistor		1	AO1 6.2.1.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.6	250 (Ω)	allow an answer in the range 240 (Ω) to 260 (Ω) allow 1 mark for temperature = 160 ($^{\circ}\text{C}$)	2	AO3 6.2.1.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.7	the water will recover its original properties if the steam is cooled		1	AO1 6.3.1.2

Total Question 2		15
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Question 3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.1	Child gravitational potential energy decreases	ignore descriptions of energy transfers before the child reaches position A	1	AO1 6.1.1.1 6.1.2.1
	kinetic energy increases and then decreases (to zero)		1	
	Springs elastic potential energy increases	ignore references to kinetic energy of the springs	1	
	Surroundings internal / thermal store of energy increases	allow energy is dissipated allow (average) kinetic energy of the particles increases	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.2	At position A $4.9 = 0.5 \times k \times 0.056^2$		1	AO2 6.1.1.2
	$k = \frac{2 \times 4.9}{0.056^2} = 3125 \text{ (N/m)}$		1	
	At position B $8.1 = 0.5 \times 3125 \times e^2$	allow a correct substitution of an incorrectly calculated value of k using 0.056 m and 4.9 J	1	
	$e = \sqrt{\left(\frac{2 \times 8.1}{3125}\right)}$ $e = 0.072 \text{ (m)}$	allow $e^2 = 0.005184$ allow a correct re-arrangement using an incorrectly calculated value of k allow an answer consistent with their calculated value of k	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.3	the total energy transferred by the child		1	AO1 6.1.1.4

Total Question 3		10
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Question 4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.1	100 (kPa)	allow 10^2 (kPa)	1	AO2 6.3.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.2	range = 0.006 (MPa)	allow mean = 0.118	1	AO2 6.3.3
	uncertainty = ± 0.003 (MPa)	an answer of uncertainty = 0.118 (MPa) scores 0 marks	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.3	the relationship is linear	allow the relationship obeys $y = mx + c$ allow the gradient (of the graph) is constant do not accept (directly) proportional	1	AO2 6.3.3.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.4	(as the amount of steam increases) the number of particles increases	particles refers to particles in the steam throughout	1	AO2 6.3.3.1
	and (as the temperature increases) particles move faster	allow (as the temperature increases) the (average) kinetic energy of the particles increases	1	
	particles collide with the wall of the cooker		1	
	these collisions are more frequent	if MP3 is not awarded no subsequent marks may be awarded	1	
	and each collision exerts more force		1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.5	the particles spread out	do not allow particles expand	1	AO1 6.3.1.1
	so the steam / gas takes up a greater <u>volume</u>	allow there is less gas in the same <u>volume</u>	1	
	and density = $\frac{\text{mass}}{\text{volume}}$ so the density decreases	do not allow density of particles decreases	1	

Total Question 4		12
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Question 5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.1	reverse the connections to the LED / battery	allow reverse the potential difference across the LED / diode	1	AO3 6.2.1.4
	because an LED / diode only allows current through in one direction	allow because an LED / diode has a large resistance in the reverse direction	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.2	290 mA = 0.29 A		1	AO2 6.2.4.1
	0.98 = $V \times 0.29$	allow a correct substitution of an incorrectly / not converted current	1	
	or			
	$R = \frac{0.98}{0.29^2}$	allow $R = 11.652...$ ignore $0.98 = (0.29)^2 \times R$		
	$V = \frac{0.98}{0.29}$	allow a correct substitution of an incorrectly / not converted current		
	$V = 3.379...$	allow a correct rearrangement using an incorrectly / not converted current		
	$V = 3.4$ (V)	allow a correct calculation using an incorrectly / not converted current allow a correctly rounded answer to 2 sig figs consistent with their calculated value of V using numbers from the question	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.3	electrons in the atom fall to a lower energy level		1	AO1 6.4.1.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.4	$1.4 = Q \times 200$		1	AO2 6.2.4.2 6.2.1.2
	$Q = \frac{1.4}{200}$		1	
	$Q = 0.0070 \text{ (C)}$		1	
	$0.0070 = I \times 2.8 \times 10^{-4}$	allow a correct substitution of their calculated value of Q	1	
	$I = \frac{0.0070}{2.8 \times 10^{-4}}$	allow a correct re-arrangement using their value of Q	1	
	$I = 25 \text{ (A)}$	allow an answer consistent with their value of Q	1	
	OR			
	$1.4 = P \times 2.8 \times 10^{-4} \text{ (1)}$			
	$P = \frac{1.4}{2.8 \times 10^{-4}} \text{ (1)}$			
	$P = 5000 \text{ (W) (1)}$			
	$5000 = 200 \times I \text{ (1)}$	allow a correct substitution of their calculated value of P		
	$I = \frac{5000}{200} \text{ (1)}$	allow a correct re-arrangement using their value of P		
	$I = 25 \text{ (A) (1)}$	allow an answer consistent with their value of P		

Total Question 5		14
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Question 6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.1	beta radiation is more penetrating (than alpha radiation)	allow beta radiation can pass through the case (but alpha radiation cannot)	1	AO1 6.4.2.1 6.4.2.4
	so beta radiation could irradiate people passing near the smoke detector	allow beta radiation can travel further (in air than alpha radiation) do not allow beta radiation is more ionising allow beta radiation can pass through skin	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.2	A = 227		1	AO1
	Z = 89		1	AO2 6.4.2.2 6.4.2.1 6.4.1.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.3	(some) radiation is stopped by paper	MP2 dependent on MP1	1	AO3 6.4.2.1
	so the source emits alpha radiation		1	
	and (some) radiation passes through paper but is stopped by aluminium	MP4 dependent on MP3	1	
	so the source emits beta radiation (but does not emit gamma)		1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.4	D B A C	all four letters must be in the correct order	1	AO3 6.4.2.1 6.4.2.3
	explanation	explanation only scores if correct order given		
	a substance with a longer half-life has more stable nuclei	allow the more stable a nucleus, the less likely it is to decay (in a given time)	1	
	so answers are in order of increasing half-life		1	

Total Question 6	11
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