

**GCE**

**Physics A**

Unit **H556/02**: Exploring physics

Advanced GCE

**Mark Scheme for June 2018**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2018

Annotations available in RM Assessor

| Annotation                                                                        |                                        | Meaning                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Correct response                       | Used to indicate the point at which a mark has been awarded ( <b>one tick per mark awarded</b> ).                                                                                                                                                                                                                   |
|  | Incorrect response                     | Used to indicate an incorrect answer or a point where a mark is lost.                                                                                                                                                                                                                                               |
| <b>AE</b>                                                                         | Arithmetic error                       | Do not allow the mark where the error occurs. Then follow through the working/calculation giving full subsequent ECF if there are no further errors.                                                                                                                                                                |
| <b>BOD</b>                                                                        | Benefit of doubt given                 | Used to indicate a mark awarded where the candidate provides an answer that is not totally satisfactory, but the examiner feels that sufficient work has been done.                                                                                                                                                 |
| <b>BP</b>                                                                         | Blank page                             | Use BP on additional page(s) to show that there is no additional work provided by the candidates.                                                                                                                                                                                                                   |
| <b>CON</b>                                                                        | Contradiction                          | No mark can be awarded if the candidate contradicts himself or herself in the same response.                                                                                                                                                                                                                        |
| <b>ECF</b>                                                                        | Error carried forward                  | Used in <u>numerical answers only</u> , unless specified otherwise in the mark scheme. Answers to later sections of numerical questions may be awarded up to full credit provided they are consistent with earlier incorrect answers. Within a question, ECF can be given for AE, TE and POT errors but not for XP. |
| <b>L1</b>                                                                         | Level 1                                | L1 is used to show 2 marks awarded and L1^ is used to show 1 mark awarded.                                                                                                                                                                                                                                          |
| <b>L2</b>                                                                         | Level 2                                | L2 is used to show 4 marks awarded and L2^ is used to show 3 marks awarded.                                                                                                                                                                                                                                         |
| <b>L3</b>                                                                         | Level 3                                | L3 is used to show 6 marks awarded and L3^ is used to show 5 marks awarded.                                                                                                                                                                                                                                         |
| <b>POT</b>                                                                        | Power of 10 error                      | This is usually linked to conversion of SI prefixes. Do not allow the mark where the error occurs. Then follow through the working/calculation giving ECF for subsequent marks if there are no further errors.                                                                                                      |
| <b>SEEN</b>                                                                       | Seen                                   | To indicate working/text has been seen by the examiner.                                                                                                                                                                                                                                                             |
| <b>SF</b>                                                                         | Error in number of significant figures | Where more SFs are given than is justified by the question, do not penalise. Fewer significant figures than necessary will be considered within the mark scheme. <b>Penalised only once in the paper.</b>                                                                                                           |
| <b>TE</b>                                                                         | Transcription error                    | This error is when there is incorrect transcription of the correct data from the question, graphical read-off, formulae booklet or a previous answer. Do not allow the relevant mark and then follow through the working giving ECF for subsequent marks.                                                           |
| <b>XP</b>                                                                         | Wrong physics or equation              | Used in <u>numerical answers only</u> , unless otherwise specified in the mark scheme. Use of an incorrect equation is wrong physics even if it happens to lead to the correct answer.                                                                                                                              |
| <b>^</b>                                                                          | Omission                               | Used to indicate where more is needed for a mark to be awarded (what is written is not wrong but not enough).                                                                                                                                                                                                       |

Abbreviations, annotations and conventions used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions).

| Annotation | Meaning                                                       |
|------------|---------------------------------------------------------------|
| /          | alternative and acceptable answers for the same marking point |
| Reject     | Answers which are not worthy of credit                        |
| Not        | Answers which are not worthy of credit                        |
| Ignore     | Statements which are irrelevant                               |
| Allow      | Answers that can be accepted                                  |
| ()         | Words which are not essential to gain credit                  |
| —          | Underlined words must be present in answer to score a mark    |
| ECF        | Error carried forward                                         |
| AW         | Alternative wording                                           |
| ORA        | Or reverse argument                                           |

## SECTION A

| Question | Answer       | Marks     | Guidance |
|----------|--------------|-----------|----------|
| 1        | A            | 1         |          |
| 2        | C            | 1         |          |
| 3        | C            | 1         |          |
| 4        | B            | 1         |          |
| 5        | A            | 1         |          |
| 6        | C            | 1         |          |
| 7        | B            | 1         |          |
| 8        | A            | 1         |          |
| 9        | D            | 1         |          |
| 10       | C            | 1         |          |
| 11       | D            | 1         |          |
| 12       | B            | 1         |          |
| 13       | B            | 1         |          |
| 14       | C            | 1         |          |
| 15       | A            | 1         |          |
|          | <b>Total</b> | <b>15</b> |          |

## SECTION B

| Question |         | Answer                                                                                                                                                                                                                                                                   | Marks                                       | Guidance                                                                                                                                                                                                                                                                                                                                                                                     |
|----------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 16       | (a)     | $(R = \frac{V}{I} = \frac{W}{QI}; Q = It)$<br>charge $\rightarrow A\ s$ <b>or</b> energy $\rightarrow kg\ m\ s^{-2} \times m$ <b>or</b> $kg\ m^2\ s^{-2}$<br><br>(base units) $kg\ m^2\ A^{-2}\ s^{-3}$                                                                  | <b>C1</b><br><br><b>A1</b>                  | <b>Allow</b> other correct methods<br><br><b>Allow</b> $Q$ <b>or</b> $C$ <b>or</b> coulomb for 'charge'; $E$ <b>or</b> $W$ <b>or</b> joule <b>or</b> $J$ <b>or</b> work done for 'energy'<br><br><b>Allow</b> 1 mark for $J\ s^{-1}\ A^{-2}$<br><b>Allow</b> $\frac{kg\ m^2}{A^2\ s^3}$ <b>or</b> $kg\ m^2 / (A^2\ s^3)$<br><b>Not</b> $kg\ m^2 / A^2 / s^3$ <b>or</b> $kg\ m^2 / s^3 / A^2$ |
|          | (b) (i) | $(R =) \frac{6.0}{0.150}$<br>$R = 40\ \Omega$                                                                                                                                                                                                                            | <b>M1</b><br><br><b>A0</b>                  | <b>Allow</b> any correct value of $V$ ( $\pm 0.1\ V$ ) divided by the correct value of $I$ ( $\pm 10\ mA$ ) from the straight line for <b>R</b>                                                                                                                                                                                                                                              |
|          | (ii)1   | $(V_L =) 1.4\ (V)$ <b>or</b> $(V_R =) 4.0\ (V)$ <b>or</b> $(R_T =) 6.0/0.1\ (\Omega)$<br>$(V_{terminal} =) 5.4\ (V)$ <b>or</b> $(V_r =) 0.6\ (V)$ <b>or</b> $(r =) 60 - 54\ (\Omega)$<br>$r = 6.0\ (\Omega)$                                                             | <b>C1</b><br><br><b>C1</b><br><br><b>A1</b> | <b>Allow</b> full credit for other correct methods<br>Possible ECF from (i)<br><b>Allow</b> $\pm 0.1\ V$ for the value of p.d. from the graph<br><br><b>Note</b> getting to this stage will also secure the first C1 mark<br><br><b>Allow</b> 1 SF answer here without any SF penalty                                                                                                        |
|          | (ii)2   | $\rho = \frac{40 \times 2.4 \times 10^{-6}}{8.0 \times 10^{-3}}$ (Any subject)<br>$\rho = 0.012\ (\Omega\ m)$                                                                                                                                                            | <b>C1</b><br><br><b>A1</b>                  | <b>Allow</b> ECF<br><br><b>Allow</b> 1 mark for either 0.018 for using $60\ \Omega$ , 0.016(2) for using $54\ \Omega$ or for 0.0018 for $6.0\ \Omega$                                                                                                                                                                                                                                        |
|          | (ii)3   | $n = \frac{6.5 \times 10^{17}}{2.4 \times 10^{-6} \times 0.008}$ <b>or</b> $n = 3.385 \times 10^{25}\ (m^{-3})$<br>$v = \frac{0.100}{2.4 \times 10^{-6} \times 3.385 \times 10^{25} \times 1.60 \times 10^{-19}}$ (Any subject)<br>$v = 7.7 \times 10^{-3}\ (m\ s^{-1})$ | <b>C1</b><br><br><b>C1</b><br><br><b>A1</b> | <br><br><b>Note</b> do not penalise again for the same POT error<br><br><b>Allow</b> 1 mark for $4(.0) \times 10^5\ (m\ s^{-1})$ ; $n = 6.5 \times 10^{17}$ used                                                                                                                                                                                                                             |
| Total    |         |                                                                                                                                                                                                                                                                          | 11                                          |                                                                                                                                                                                                                                                                                                                                                                                              |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Marks         | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 17*      | <p><b>Level 3 (5–6 marks)</b><br/>Clear explanation, some description <b>and</b> both resistance values correct</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p><b>Level 2 (3–4 marks)</b><br/>Some explanation, limited or no description <b>and</b> both resistance values correct<br/><b>OR</b><br/>Clear explanation, limited or no description <b>and</b> calculations mostly correct / one correct calculation<br/><b>OR</b><br/>Clear explanation, some description <b>and</b> no calculations</p> <p><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p> <p><b>Level 1 (1–2 marks)</b><br/>Some explanation<br/><b>OR</b><br/>Some description<br/><b>OR</b><br/>Some calculation</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p><b>0 marks</b><br/>No response or no response worthy of credit</p> | <b>B1 × 6</b> | <p><b>Indicative scientific points may include:</b></p> <p><b>Explanation of trace</b></p> <ul style="list-style-type: none"> <li>• The ‘trace’ is because of light reaching and not reaching LDR</li> <li>• Resistance of LDR varies with (intensity) of light</li> <li>• In light <ul style="list-style-type: none"> <li>○ resistance of LDR is low</li> <li>○ p.d. across LDR is low</li> <li>○ p.d across resistor (or <math>V</math>) is high</li> <li>○ current in circuit is large</li> </ul> </li> <li>• In darkness <ul style="list-style-type: none"> <li>○ resistance of LDR is high</li> <li>○ p.d. across LDR is high</li> <li>○ p.d across resistor (or <math>V</math>) is low</li> <li>○ current in circuit is small</li> </ul> </li> <li>• <math>V_{\max} = 4.0 \text{ V}</math>; <math>V_{\min} = 2.0 \text{ V}</math></li> <li>• Potential divider equation quoted</li> <li>• Substitution into potential divider equation</li> </ul> <p><b>Description of determining frequency</b></p> <ul style="list-style-type: none"> <li>• Time between pulses is constant because of constant speed</li> <li>• Time between pulses = 0.4 (s)</li> <li>• <math>f = 1/T</math></li> <li>• frequency = 2.5 (Hz)</li> </ul> <p><b>Calculations</b></p> <ul style="list-style-type: none"> <li>• Resistance of LDR is 150 (<math>\Omega</math>) in light</li> <li>• Resistance of LDR is 1500 (<math>\Omega</math>) in darkness</li> </ul> |
|          | <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>6</b>      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| Question |     |  | Answer                                                                                                                                                                                                                             | Marks                                       | Guidance                                                             |
|----------|-----|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|----------------------------------------------------------------------|
| 18       | (a) |  | $1.00 \times \sin 56.3 = 1.50 \times \sin r$ (Any subject)<br>$r = 33.7^\circ$<br>Correct working / reasoning leading to $90.0^\circ$<br>(e.g. $\theta = 180 - (56.3 + 33.7)$ , therefore $\theta = 90.0^\circ$ )                  | <b>M1</b><br><br><b>A1</b><br><br><b>A1</b> | <b>Allow</b> with or without the 1.00<br><br><b>Allow</b> $34^\circ$ |
|          | (b) |  | Use a polaroid / polarising filter<br><br>Rotation will change intensity                                                                                                                                                           | <b>B1</b><br><br><b>B1</b>                  | <b>Allow</b> brightness / light                                      |
|          | (c) |  | $\text{distance} = 6.0 / \cos 33.7$ or $7.2$ (cm)<br><b>OR</b><br>$v = 3.00 \times 10^8 / 1.50$ or $2.00 \times 10^8$ (m s <sup>-1</sup> )<br><br>$t = 7.2 \times 10^{-2} / 2.00 \times 10^8$<br><br>$t = 3.6 \times 10^{-10}$ (s) | <br><br><b>C1</b><br><br><br><b>A1</b>      | <b>Allow</b> $34^\circ$<br><br><b>Allow</b> $2 \times 10^8$          |
|          |     |  | <b>Total</b>                                                                                                                                                                                                                       | <b>7</b>                                    |                                                                      |

| Question |     |  | Answer                                                                                                                                             | Marks         | Guidance                                                                                                                                        |
|----------|-----|--|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 19       | (a) |  | Any <b>two</b> from: <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Diffraction</li> <li>• Interference / superposition</li> </ul> | <b>B1 × 2</b> | <b>Allow</b> correct annotation of Fig. 19.1 for each effect                                                                                    |
|          | (b) |  | Interference / superposition (of microwaves along <b>PQ</b> )                                                                                      | <b>B1</b>     |                                                                                                                                                 |
|          |     |  | Maximum (signal) / constructive (interference) when waves are in phase                                                                             | <b>B1</b>     | <b>Allow</b> constructive when <u>phase</u> difference is $n \times 360^\circ$ ( $n$ is an integer) / $0^\circ$ / $360^\circ$                   |
|          |     |  | Minimum (signal) / destructive (interference) when waves are in anti-phase                                                                         | <b>B1</b>     | <b>Allow</b> destructive <u>phase</u> difference is $[2n + 1] \times 180^\circ$ ( $n$ is an integer) / $180^\circ$<br><b>Not</b> 'out of phase' |
|          |     |  |                                                                                                                                                    |               | <b>Special case</b> - allow 1 mark from the last two B1 marks, for signal linked to <u>path</u> difference and wavelength                       |
|          |     |  | <b>Total</b>                                                                                                                                       | <b>5</b>      |                                                                                                                                                 |

| Question |     |       | Answer                                                                                                                                                                                                                                                                                                                               | Marks                                                        | Guidance                                                                                                                                                                                             |
|----------|-----|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 20       | (a) | (i)   | A straight line with non-zero $V_0$ intercept<br><br>gradient = $1.3 \times 10^{-6}$                                                                                                                                                                                                                                                 | <b>B1</b><br><br><b>B1</b>                                   | <b>Ignore</b> spread of data points on either side of the line<br><b>Allow</b> Intercept > 0 and < 1.0 V<br><br><b>Allow</b> $(1.10 \text{ to } 1.60) \times 10^{-6}$ ; no need to check calculation |
|          |     | (ii)  | gradient = $\frac{hc}{e}$ (Any subject)<br><br>$h = \frac{1.3 \times 10^{-6} \times 1.60 \times 10^{-19}}{3.00 \times 10^8}$ (Any subject)<br><br>$h = 6.9 \times 10^{-34}$ (J s)                                                                                                                                                    | <b>C1</b><br><br><b>C1</b><br><br><b>A1</b>                  | Possible ECF from (i)<br><br><b>Note</b> the answer must be given <b>2 SF</b> only                                                                                                                   |
|          |     | (iii) | difference = $\frac{6.9 \times 10^{-34} - 6.6(3) \times 10^{-34}}{6.6(3) \times 10^{-34}} \times 100 \%$<br><br>difference = 4.1 %                                                                                                                                                                                                   | <b>B1</b>                                                    | Possible ECF from (ii)<br><b>Ignore</b> sign<br><b>Not</b> division by value from (ii)<br><b>Allow</b> 1 SF answer                                                                                   |
|          |     | (iv)  | Random (error) / data points are spread about line<br><br>Systematic (error) / line does not pass through origin<br><br>Take (many) repeat readings (of $V_0$ ) <b>and</b> average<br><br>Conduct the experiment in a darkroom / use (black) tube over the LED to view when it is lit / use a (digital) voltmeter with no zero error | <b>B1</b><br><br><b>B1</b><br><br><b>B1</b><br><br><b>B1</b> | <b>Allow</b> other sensible suggestion<br><b>Not</b> faulty voltmeter                                                                                                                                |

| Question |     |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks                                                  | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------|-----|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | (b) |  | <p>Any <b>one</b> from:<br/>           Energy of visible light photon &lt; work function (of zinc)<br/>           (frequency of) visible (light/photon) &lt; threshold frequency</p> <p>Any <b>one</b> from:<br/>           Energy of UV photon &gt; work function (of zinc)<br/>           (frequency of) UV (radiation/photon) &gt; threshold frequency</p> <p>Any <b>two</b> from:</p> <ul style="list-style-type: none"> <li>• Collapse of leaf linked to removal of electrons</li> <li>• One-to-one interaction of photon and (surface) electron</li> <li>• Photon energy is independent of intensity / Intensity linked to rate of photons (incident on the zinc plate)</li> </ul> | <p><b>B1</b></p> <p><b>B1</b></p> <p><b>B1 × 2</b></p> | <p><b>Allow</b> <math>f</math> for frequency, <math>\lambda</math> for wavelength and <math>\phi</math> for work function throughout</p> <p><b>Allow</b> 'overcome' / 'met' / 'reached' when describing &gt; or &lt;<br/> <b>Allow</b> photons</p> <p><b>Not</b> <math>f_0</math> for threshold frequency<br/> <b>Allow</b> equivalent statement with wavelength</p> <p><b>Allow</b> = instead of &gt; or &lt; throughout for UV<br/> <b>Allow</b> equivalent statement with wavelength</p> <p><b>Ignore</b> stem / plate / leaf / electroscope becoming positive</p> |
|          |     |  | <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>14</b>                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



| Question |      |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Marks                      | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------|------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 22       | (a)  |  | $(V = V_0 e^{-t/CR}) \quad \ln(V/V_0) = -t/CR \quad \text{or} \quad \ln V = \ln V_0 - t/CR$<br>$\ln V = \ln V_0 - t/CR \quad \text{and} \quad y = mx + c \quad / \quad \text{gradient} = -1/CR$                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>B1</b><br><br><b>B1</b> | <b>Note</b> the minus sign is necessary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|          | (b)* |  | <p><b>Level 3 (5–6 marks)</b><br/>Clear description <b>and</b> correct value of <math>C</math></p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p><b>Level 2 (3–4 marks)</b><br/>Clear description <b>and</b> some correct working<br/><b>OR</b><br/>Some description <b>and</b> correct value for <math>C</math></p> <p><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p> <p><b>Level 1 (1–2 marks)</b><br/>Some description<br/><b>OR</b><br/>Some working</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p><b>0 marks</b><br/>No response or no response worthy of credit</p> | <b>B1 × 6</b>              | <p><b>Indicative scientific points may include:</b></p> <p><b>Description</b></p> <ul style="list-style-type: none"> <li>• <math>C = \epsilon A/d</math></li> <li>• <math>A</math> = area (of overlap) and <math>d</math> = separation.</li> <li>• Use ruler to measure the side / radius / diameter (and hence the area <math>A</math>)</li> <li>• Ensure total overlap of plates.</li> <li>• Measure the thickness / <math>d</math> of paper using micrometer / (vernier) caliper.</li> <li>• Take several readings of thickness and determine an average value for <math>d</math></li> </ul> <p><b>Calculation of capacitance</b></p> <ul style="list-style-type: none"> <li>• gradient <math>\approx 85</math></li> <li>• <math>C \approx 1.2 \times 10^{-8}</math> (F)</li> </ul> |
|          |      |  | <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>8</b>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| Question |     |      | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Marks                         | Guidance                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------|-----|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 23       | (a) | (i)  | ( $N$ at $15^\circ$ / $N$ at $150^\circ$ =) $10^{5.1} \div 10^{1.5}$ <b>or</b> $10^{3.6}$ ( $\approx 4000$ )                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | B1                            |                                                                                                                                                                                                                                                                                                                                                                                                          |
|          |     | (ii) | <p>Most of the (alpha) particles went through without (much) deflection, hence the atom is mostly empty / space / vacuum</p> <p>Some of the (alpha) particles were scattered (through large angles / greater than <math>90^\circ</math>), hence there must be a <u>nucleus</u> (at the centre of the atom).</p> <p>Any <u>one</u> from:</p> <ul style="list-style-type: none"> <li>The nucleus is very small compared with the atom</li> <li>Positive charge at the centre / nucleus is positive</li> <li>Most of the mass (of the atom) is at centre / dense nucleus</li> </ul> | <p>B1</p> <p>B1</p> <p>B1</p> | <p><b>Allow</b> Many / Majority / Lots of the alpha particles .....</p> <p><b>Allow</b> Few(er) / Small(er) number of the alpha particles ...</p>                                                                                                                                                                                                                                                        |
|          | (b) | (i)  | <p>Kinetic energy (of proton) changes to potential (energy) <b>or</b></p> <p>Potential energy increases as the kinetic energy (of the proton) decreases <b>or</b></p> <p>Potential energy increases as work is done against the field / against repulsion / positive charge</p>                                                                                                                                                                                                                                                                                                  | B1                            | <p><b>Allow</b> 'it' / PE for (electric) potential energy</p> <p><b>Allow</b> KE / <math>E_k</math></p>                                                                                                                                                                                                                                                                                                  |
|          |     | (ii) | <p>energy = <math>0.52 \times 10^6 \times 1.60 \times 10^{-19}</math> <b>or</b> <math>8.3(2) \times 10^{-14}</math> (J)</p> $\frac{1.60 \times 10^{-19} \times 27 \times 1.60 \times 10^{-19}}{4\pi\epsilon_0 R} = 8.32 \times 10^{-14}$ <p><math>R = 7.5 \times 10^{-14}</math> (m)</p>                                                                                                                                                                                                                                                                                         | <p>C1</p> <p>C1</p> <p>A1</p> | <p><b>Allow</b> 2 mark for <math>1.6 \times 10^{-13}</math> (m); <math>Z = 59</math> used</p> <p><b>Allow</b> 2 mark for <math>8.9 \times 10^{-14}</math> (m); <math>Z = 32</math> used</p> <p><b>Allow</b> 1 mark for <math>2.8 \times 10^{-15}</math> (m); <math>Z = 1</math> used</p> <p><b>Allow</b> 1 mark for <math>1.2 \times 10^{-32}</math> (m); energy = <math>5.2 \times 10^5</math> used</p> |
| Total    |     |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 8                             |                                                                                                                                                                                                                                                                                                                                                                                                          |



| Question |     |       | Answer                                                                                                                                                                                                                                                                                                                       | Marks                                                        | Guidance                                                                                                                                                                                                                                                                                                      |
|----------|-----|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 25       | (a) | (i)   | Proton is repelled (by nucleus)<br><br>(High-speed) proton can get close to (oxygen) nucleus                                                                                                                                                                                                                                 | <b>B1</b><br><br><b>B1</b>                                   | <b>Allow</b> 'proton can experience the strong (nuclear) force'<br><b>Not</b> 'collide / hit nucleus'                                                                                                                                                                                                         |
|          |     | (ii)  | $E = [0.25 - (2.24 - 2.20)] \times 10^{-11} \text{ (J)}$ <b>or</b> $0.21 \times 10^{-11} \text{ (J)}$<br>$\lambda = \frac{6.63 \times 10^{-34} \times 3.00 \times 10^8}{0.21 \times 10^{-11}} \text{ (Any subject)}$<br>$\lambda = 9.5 \times 10^{-14} \text{ (m)}$                                                          | <b>C1</b><br><br><b>C1</b><br><br><b>A1</b>                  | <b>Allow</b> 2 marks for $6.9 \times 10^{-14}$ ; $E = 0.29 \times 10^{-11}$ used<br><b>Allow</b> 1 mark for a value correctly calculated based on any other incorrect value for $E$ (e.g. $8(.0) \times 10^{-14}$ for $E = 0.25 \times 10^{-11}$ and $5(.0) \times 10^{-13}$ for $E = 0.04 \times 10^{-11}$ ) |
|          |     | (iii) | Used in PET (scans)<br><br>Any <b>one</b> from:<br>Used to diagnose function of organ / brain / body<br>Detection of cancer / tumour<br>Non-invasive / no surgery / no infection<br>3D (image)                                                                                                                               | <b>M1</b><br><br><b>A1</b>                                   |                                                                                                                                                                                                                                                                                                               |
|          | (b) |       | X-ray (tube) moves around the patient<br><br>A thin (fan-shaped X-ray) beam is used<br><br>(Images / scans of) cross-sections through the patient are taken<br><br>Any <b>one</b> from:<br><ul style="list-style-type: none"> <li>A three-dimensional image is produced</li> <li>(Soft) tissues can be identified</li> </ul> | <b>B1</b><br><br><b>B1</b><br><br><b>B1</b><br><br><b>B1</b> | <b>Allow</b> 'X-rays passed through different angles.'<br><br><br><br><b>Allow</b> 'slice(s)'<br><br><br><br><b>Allow</b> 'good contrast image'                                                                                                                                                               |
|          |     |       | <b>Total</b>                                                                                                                                                                                                                                                                                                                 | <b>11</b>                                                    |                                                                                                                                                                                                                                                                                                               |

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2018

