# Physics B J645 

## Gateway Science Suite

## Mark Scheme for the Units

## January 2009

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## Mark Scheme Guidance

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

```
/ = alternative and acceptable answers for the same marking point
(1) = separates marking points
not = answers which are not worthy of credit
reject = 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
```


## B651/01 Unit 1: Modules P1, P2 and P3 Foundation Tier

| Question |  | Expected Answers | Marks | Additional Guidance |
| :--- | :--- | :--- | :--- | :---: | :--- |
| $\mathbf{1}$ | (a) | cup of tea (1) | 1 | mark answer on line first <br> allow answer ringed, underlined or ticked if there is no answer on the <br> answer line |
|  | (b) | melting (1) | 1 | mark answer on line first <br> allow answer ringed, underlined or ticked if there is no answer on the <br> answer line |
|  |  | Total | $\mathbf{2}$ |  |



| Question |  | Expected Answers | Marks | Additional Guidance |
| :---: | :---: | :---: | :---: | :---: |
| 3 | (a) | vertical arrow on top of / to side of radiator pointing up (1) | 1 | allow near vertical arrow up to 45 degrees or correct circulation line allow upward curved arrow |
|  | (b) | reflects the radiation (1) | 1 | not insulation allow bounces back into room |
|  | (c) | graph: <br> starting at the same temperature within 1 mm above or below line by inspection (1) above graph already drawn over whole length showing a decreasing temperature (1) | 2 |  |
|  |  | Total | 4 |  |


| Question |  |  | Expected Answers | Marks | Additional Guidance |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 4 | (a) | (i) | microwaves penetrate into potato (1) <br> OR <br> infrared only heats the outside surface (1) | 1 | allow microwaves penetrate more (1) <br> allow microwaves heat the water (molecules / particles) in the potato (1) <br> allow energy absorbed by water (1) but not by food ignore cooks from inside out <br> not microwaves reach the centre or pass through <br> allow infrared only heats the skin / surface / outer part (1) |
|  |  | (ii) | communication / transferring information / signals / (using) mobile phones (1) | 1 | allow satellite dishes (1) not other references to heating with microwaves e.g. defrosting / certain types of hot water bottle / cooking |
|  | (b) | (i) | any two from: <br> sunburn (1) <br> suntan (1) <br> skin cancer (1) | 2 | allow eye damage <br> allow burns the skin <br> allow skin damage if no other skin answer not just burns |
|  |  | (ii) | any two from: <br> sun screen (1) <br> cover skin (1) <br> spend less time in sun / go out when sun is less hot / late afternoon / early evening AW (1) | 2 | allow sunglasses allow sun lotion / sun cream not sun tan lotion |
|  |  |  | Total | 6 |  |


| Question |  |  | Expected Answers | Marks | Additional Guidance |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 5 | (a) | (i) | B (1) | 1 | more than one answer scores 0 |
|  |  | (ii) | A and E (1) | 1 | both needed for the mark either order |
|  | (b) |  | can have two values / 0, 1 / high, low / on, off / pulsed (1) | 1 | allow a series of binary codes (1) <br> not a range between 0 and 1 <br> not can be turned off and on <br> not any two values <br> allow a correct diagram of pulses only if the answer line is blank or the answer is neutral, if answer is incorrect a diagram can not score(1) |
|  |  |  | Total | 3 |  |
|  |  |  |  |  |  |
| 6 | (a) |  | light (1) <br> electrical (1) <br> direct (1) | 3 | allow sunlight but not sun allow electricity / electric allow dc / d.c. / DC / D.C. / d / D |


| Question |  | Expected Answers | Marks | Additional Guidance |
| :---: | :---: | :---: | :---: | :---: |
| 6 | (b) | advantages <br> idea of low maintenance / running costs (1) <br> no need for power (supply) cables / lines (1) <br> no need for fuel / saves fossil fuels (1) <br> long life (1) <br> rugged / hard wearing (1) <br> renewable energy source (1) <br> no polluting waste (at point of use) / give out no greenhouse gases / does not cause pollution(1) <br> can be used in remote locations (1) <br> disadvantages <br> no / low power at night / dull or cloudy weather (1) <br> idea of low power output (1) <br> will not work (well) if covered by snow or dirt (1) | 2 | must have one advantage and one disadvantage for 2 marks allow cheap to run / energy (source) is free / saves money on electricity (1) <br> not just cheap / cost effective / reliable <br> not just 'it's renewable' / reusable <br> not just no / less pollution / non polluting must have idea of no / less pollution given out ignore just environmentally friendly / does not harm environment <br> allow power / energy needs to be stored in battery (1) allow no sun no electricity / power (1) allow can only work efficiently in sunlight (1) allow will not work without sunlight / in low light levels (1) ignore vague references to weather eg weather not reliable / bad weather (0) <br> ignore reference to cost <br> ignore visual pollution |
|  |  | Total | 5 |  |


| Question |  | Expected Answers | Marks | Additional Guidance |
| :--- | :--- | :--- | :--- | :---: | :--- |
| $\mathbf{7}$ |  | moving magnet (1) <br> moving coil / wire / turns (1) | 2 | relative movement between coil and magnet = (2) <br> not merely move the equipment <br> any order |
|  |  | Total | $\mathbf{2}$ |  |


| 8 | (a) | (i) | deep fat fryer (1) | 1 |  |
| :--- | :--- | :--- | :--- | :---: | :--- |
|  |  | (ii) | twice the power / 2000W (1) | 1 | allow $2000(W)=2 \times 1000$ (W) <br> allow answer clearly indicated correctly in table <br> allow 3000 and 6000 (both multiplied by 3 mins) |
|  | (b) | 180 (pence) (2) <br> but if answer is incorrect <br> $5 \times 3 \times 12(1)$ | 2 | $£ 1.80=(2)$ <br> allow $£ 180 / 180000 \mathrm{p} / £ 1800=(1)$ |  |
|  |  | Total | 4 |  |  |


| 9 | (a) | stars / named type of star (1) <br> comets (1) <br> asteroids /(1) <br> meteors (1) <br> black holes (1) <br> galaxies (1) | 2 | e.g. red giant / white dwarf / quasar <br> any two valid points scores max (2) <br> ignore references to human space debris |
| :--- | :--- | :--- | :--- | :--- |
| (b) | any two from: <br> (idea of collision) between planets / asteroid and <br> planet (1) <br> idea of Moon formed from ejected material / <br> material or debris broken away(1) <br> idea of (iron) cores merge (to form Earth) (1) <br> idea that other (less dense) material orbits the <br> planet / Earth (as the Moon) (1) | 2 | allow (large) groups of stars BUT ignore constellations |  |$\quad$ allow material broken away or thrown into space | Total |
| :--- |


| Question |  | Expected Answers | Marks | Additional Guidance |
| :---: | :---: | :---: | :---: | :---: |
| 10 |  |  | 3 | ```4 links correct = (3) 2/3 links correct = (2) 1 link correct (1)``` |
|  |  | Total | 3 |  |


| $\mathbf{1 1}$ |  | 1 alpha particles <br> 2 beta particles <br> 3 gamma rays | 2 | any order <br> all three correct $=(2)$ marks <br> $1 / 2$ correct $=(1)$ mark <br> allow answer ringed, underlined or ticked if there is no answer on the <br> answer line |
| :--- | :--- | :--- | :---: | :--- |


| $\mathbf{1 2}$ | (a) | measuring tape / trundle wheel (1) <br> stopwatch / stopclock (1) | 2 | allow metre wheel but not metre rule / stick <br> not merely clock, watch or timer |  |
| :--- | :--- | :--- | :--- | :---: | :--- |
|  | (b) | $6(\mathrm{~m} / \mathrm{s})(2)$ <br> but if answer is incorrect <br> $120 / 20$ (1) | 2 |  |  |
|  | (c) | (i) | BC (1) | 1 | allow answer ringed, underlined or ticked if there is no answer on the <br> answer line |
|  |  | (ii) | D (1) | 1 | allow answer ringed, underlined or ticked if there is no answer on the <br> answer line |
|  |  |  | Total | $\mathbf{6}$ |  |


| Question |  | Expected Answers | Marks | Additional Guidance |
| :--- | :--- | :--- | :--- | :---: | :--- |
| 13 (a) | 3600 (2) <br> but if answer is incorrect <br> $1200 \times 3(1)$ | 2 | converting g to kg scores (0) |  |
|  | (b) | idea of greater mass / weight in car (1) <br> higher speed / moving faster (1) | 2 | allow examples eg more people in car / packages in boot etc <br> ignore bigger / heavier / car or a different car <br> not just speed must be greater speed or higher speed <br> allow accelerates / increases acceleration (1) <br> ignore reduce air resistance |
|  | (c) | petrol / diesel / LPG (1) | 1 | allow higher level answers but not just gas |
|  |  | Total | $\mathbf{5}$ |  |


| 14 | (a) | any three from: <br> active <br> ABS (brakes) (1) <br> safety cage (1) <br> crumple zones (1) <br> seat-belts (1) <br> air bags (1) <br> passive <br> electric windows (1) <br> cruise control (1) <br> paddle shift control / example of e.g. radio control <br> on steering wheel (1) | $\mathbf{3}$ | allow bumpers |
| :--- | :--- | :--- | :--- | :--- |
|  | (b) | work <br> watts <br> higher <br> fuel | $\mathbf{3}$ | 4 correct $=(3)$ marks <br> $2 / 3$ correct $=(2)$ marks <br> Total correct $=(1)$ mark |


| Question |  | Expected Answers | Marks |  |
| :---: | :--- | :--- | :---: | :--- |
| 15 | (a) | increases / AW (1) | 1 |  |
|  | (b) | gravity (1) | 1 | allow weight |
|  | (c) | air resistance / drag (1) | 1 | allow (air) friction <br> not wind resistance |
|  |  | Total | $\mathbf{3}$ |  |

## B651/02 Unit 1: Modules P1, P2, P3 Higher Tier

| Question |  | Expected Answers | Marks | Additional Guidance |
| :--- | :--- | :--- | :--- | :---: | :--- |
| $\mathbf{1}$ | (a) | (different) colours / (using) colour (1) | 1 | allow description of different colours (1) <br> eg red shows warm areas / blue shows cold(er) areas <br> ignore shades of grey |
|  | (b) | latent heat of fusion of ice $=357(\mathrm{~J} / \mathrm{g})(2)$ <br> but if answer is incorrect <br> latent heat of fusion $=1500 \div 4.2(1)$ <br> OR latent heat of fusion $=357143(\mathrm{~J} / \mathrm{kg})(2)$ <br> but if answer is incorrect <br> latent heat of fusion $1500 \div 0.0042(1)$ | allow any number of correct decimal places |  |
|  | Total | allow answer in J/kg if kilogram clearly indicated |  |  |


| Question |  | Expected Answers | Marks | Additional Guidance |
| :---: | :---: | :---: | :---: | :---: |
| 2 | (a) | (fibreglass) loft insulation / cavity wall insulation / (thick) carpets / double glazing / underlay / (thick) curtains (1) | 1 | allow any sensible named insulator (1) ignore just 'insulate' or 'insulation' allow insulate pipes / (hot) water tank(1) allow put a cavity wall in(1) not foil (behind radiator) not just floor insulation but under floor insulation scores (1) not draught excluders when more than one answer given with an incorrect response $=(0)$ |
|  | (b) | $\text { efficiency }=0.25(2)$ <br> but if answer is incorrect $\frac{10000}{40000} \times(100)$ | 2 | allow $1 / 4$ (2) <br> allow $25 \%$ (2) if \% shown clearly 25 on its own scores(1) <br> ignore any other units in answer |
|  | (c) | any three from: <br> air / atmosphere / particles (by radiator) heat up / gain energy (1) <br> (air) expands / becomes less dense (1) <br> less dense air / hot air or hot (air) particles rise(s) (1) <br> replacing / displacing the cold air / particles / ora (1) <br> more dense air / cold air or cold (air) particles fall(s) (1) <br> replacing / displacing the hot air / particles / ora (1) | 3 | allow hot air is less dense than cold air / ora (1) ignore particles expand / become less dense allow air near or in contact with radiator or heater rises (1) <br> this marking point is dependent on the gaining the previous one less dense air replaces more dense air = (2) <br> this marking point is dependent on the gaining the previous one more dense air replaces less dense air $=(2)$ |
|  |  | Total | 6 |  |


| Question |  |  | Expected Answers | Marks | Additional Guidance |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 3 | (a) | (i) | (very) bright (1) | 1 | allow high number of photons/sec / AW (1) allow concentrated (1) ignore powerful / high energy / strong / focused not just a lot of light |
|  |  | (ii) | peak matches with peak / AW (1) | 1 | allow all parts in step or description of all parts (of wave) being in step (1) <br> eg rise and sink at the same time or rate scores (1) <br> allow diagram (1) <br> ignore all peaks and troughs line up <br> ignore same frequency / wavelength <br> ignore in sync. or in sequence |
|  |  | (iii) | can have two values / 0, 1 / high, low / on, off / pulsed (1) | 1 | allow a series of binary codes (1) not a range between 0 and 1 not can be turned off and on not any two values <br> allow a correct diagram of pulses only if the answer line is blank or the answer is neutral, if answer is incorrect a diagram can not score(1) |
|  | (b) | (i) | microwaves penetrate into potato (1) <br> OR <br> infrared only heats the outside surface (1) | 1 | allow microwaves penetrate more (1) <br> allow microwaves heat the water (molecules / particles) in the potato (1) <br> allow energy absorbed by water (1) but not by food ignore cooks from the inside out not microwaves reach the centre or pass through <br> allow infrared only heats the skin / surface / outer part (1) |
|  |  | (ii) | shiny reflects / does not absorb microwaves or radiation (1) | 1 | allow reflects heat (radiation) / rays / waves /energy (1) but not light but ignore does not absorb heat ignore references to bounce |
|  |  | (iii) | communication / transferring information / signals / (using) mobile phones (1) | 1 | allow satellite dishes (1) <br> not other references to heating with microwaves <br> eg defrosting / certain types of hot water bottle / cooking |
|  |  |  | Total | 6 |  |


| Question |  | Expected Answers | Marks | Additional Guidance |
| :--- | :--- | :--- | :--- | :---: | :--- |
| $\mathbf{4}$ | (a) | light in straight lines and reflects at surface (1) | 1 | maximum of five reflections <br> at any point of reflection ray must not penetrate surface of fibre <br> ray must reach the end of fibre <br> ignore any ray drawn beyond right hand edge of the fibre <br> allow candidates starting by drawing their own incident ray <br> must be one ray only and continuous |
|  | (b) | one medium / substance (and) another (medium <br> or substance) (1) <br> incident angle greater / bigger / larger / more <br> than critical angle (1) | 2 | allow named materials / medium <br> eg glass / air or water / air or fibre / air (order of medium is not <br> needed) |
|  | Total | 3 |  |  |


| $\mathbf{5}$ | (a) | CFC's (1) | 1 | ignore liquids from fridges or aerosols <br> allow words written out if they are phonetically acceptable <br> any mention of CO 2 scores (0) |
| :--- | :--- | :--- | :--- | :---: | :--- |
|  | (b) | (more) skin or eye damage / skin cancer (1) | 1 | allow absorbs or stops UV / less UV <br> allow (more) UV gets through (to Earth's surface) <br> ignore less protection / harmful radiation |
|  |  | Total | 2 |  |


|  | uesti | Expected Answers | Marks | Additional Guidance |
| :---: | :---: | :---: | :---: | :---: |
| 6 | (a) | advantages <br> idea of low maintenance / running costs (1) <br> no need for power (supply) cables / lines (1) <br> no need for fuel / saves fossil fuels (1) <br> long life (1) <br> rugged / hard wearing (1) <br> renewable energy source (1) <br> no polluting waste (at point of use) / give out no greenhouse gases / does not cause pollution(1) <br> can be used in remote locations (1) <br> disadvantages <br> no / low power at night / dull or cloudy weather (1) <br> idea of low power output (1) <br> will not work (well) if covered by snow or dirt (1) | 2 | must have one advantage and one disadvantage for $\mathbf{2}$ marks allow cheap to run / energy (source) is free / saves money on electricity (1) <br> not just cheap / cost effective / reliable <br> not just 'it’s renewable' / reusable <br> not just no / less pollution / non polluting must have idea of no / less pollution given out <br> ignore just environmentally friendly / does not harm environment <br> allow power / energy needs to be stored in battery (1) <br> allow no sun no electricity / power (1) <br> allow can only work efficiently in sunlight (1) <br> allow will not work without sunlight / in low light levels (1) <br> ignore vague references to weather <br> eg weather not reliable / bad weather (0) <br> ignore reference to cost <br> ignore visual pollution |


| Question |  | Expected Answers | Marks | Additional Guidance |
| :---: | :---: | :---: | :---: | :---: |
| 6 | (b) | dull / dark weather conditions / at night / when it's foggy / low light (intensity) (1) <br> part of photocells covered up / (surface) of photocells dirty / covered by snow / in shade (1) | 2 | ```allow not enough light / no sunlight (1) eg photocells blocked by (leaves of) trees / snow scores (1) BUT light blocked by (leaves of trees) = (2) ignore just lower surface area ignore references to light reflecting off photocells ignore references to position of the Sun ignore references to charging / needs recharging``` |
|  |  | Total | 4 |  |
| 7 |  | $180 \text { (pence) (2) }$ <br> but if answer is incorrect $5 \times 3 \times 12$ (1) | 2 | $\begin{aligned} & £ 1.80=(2) \\ & \text { allow } £ 180 / 180000 \text { p } / £ 1800=(1) \end{aligned}$ |
|  |  | Total | 2 |  |


| Question |  |  | Expected Answers | Marks | Additional Guidance |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 8 | (a) |  | any two from moving the coil / wire / turns faster (1) insert iron / steel (core) in coil (1) moving the magnet faster (1) more coils / turns / turns per metre (1) stronger magnet (1) | 2 | not just insert a 'core’ <br> ignore longer coil / tighter coil <br> ignore bigger magnet allow stronger field (1) |
|  | (b) | (i) | C (1) | 1 | if answer line is blank credit correct answer ticked / crossed / circled or underlined in list |
|  |  | (ii) | D (1) | 1 | if answer line is blank credit correct answer ticked / crossed / circled or underlined in list |
|  |  | (iii) | 4 cycles / AW (1) <br> per second (1) | 2 | allow waves / oscillations / vibrations the number of cycles per second scores (1) allow references to current alternating eg amount of times the current alternates per second $=(1)$ the current alternates 4 times per second $=(2)$ |
|  |  |  | Total | 6 |  |


| Question |  | Expected Answers | Marks | Additional Guidance |
| :--- | :--- | :--- | :--- | :--- | :--- |
| $\mathbf{9}$ (a) | any two from: <br> (idea of collision) between planets / asteroid <br> and planet (1) <br> idea of Moon formed from ejected material / <br> material or debris broken away (1) | 2 | allow planetoid |  |
| idea of (iron) cores merge (to form Earth) (1) |  |  |  |  |
| (b) | idea that other (less dense) material orbits the <br> planet / Earth (as the Moon) (1) | allow material broken away or thrown into space <br> any two from: <br> astronauts have brought back rocks from the <br> Moon (1) <br> (idea that) rocks have similar composition or <br> elements to rocks on Earth (1) | 2 | ignore just Earth's core created (through collision) |
| Moon no iron / no magnetic field / no (iron) core |  |  |  |  |
| (1) allow other material / smaller mass orbits Earth or planet |  |  |  |  |



| 11 |  |  | explanation must be correctly linked to the problem to score two marks <br> mark the two parts together and award problem and explanation mark in either response <br> if no problem identified or radiation / radioactivity not mentioned an explanation mark cannot be awarded <br> 1 problem may leak into groundwater / drinking water (1) <br> explanation harmful to wildlife / people (1) <br> 2 problem remains radioactive for a (very) long time (1) <br> explanation needs safeguarding / expense of long term storage / running out of (suitable) space / dangerous to or could harm workers health I needs storing underground / landfill sites / under water / in mines (1) | 2 | allow rivers/ lakes / streams / sea / water supply for groundwater ignore references to radioactivity and radiation but allow an explanation mark if 'problem' is 'its radioactive' eg its radioactive and is dangerous to people scores (1) <br> allow cancer risks for 'harmful' <br> allow has a long half-life / breaks down very slowly ignore references to radioactivity and radiation but allow an explanation mark if 'problem' is 'its radioactive' eg its radioactive and it has to be stored in mines scores (1) allow cancer risks for 'could harm workers' |
| :---: | :---: | :---: | :---: | :---: | :---: |


| Question |  | Expected Answers | Marks | Additional Guidance |
| :---: | :---: | :---: | :---: | :---: |
| 11 |  | 3 problem needs storing underground / landfill sites / under water / in mines (1) <br> explanation needs safeguarding / expense or difficulties of long term storage / running out of (suitable) space / possible geological problems (1) <br> 4 problem terrorist threat / could be made into weapons (1) <br> explanation needs safeguarding or (high) security (for a long time) / cost of security <br> (1) <br> 5 problem acceptable level of radiation / radioactivity today may change in future (1) <br> explanation further / future studies / <br> research / information may show low levels are harmful (1) |  | ignore difficult to store <br> ignore references to radioactivity and radiation but allow an explanation mark if 'problem' is 'its radioactive' eg its radioactive and needs safeguarding scores (1) <br> ignore references to radioactivity and radiation but allow an explanation mark if 'problem' is 'its radioactive' eg its radioactive and it costs a lot to guard it scores (1) <br> ignore references to radioactivity and radiation but allow an explanation mark if 'problem' is 'its radioactive' eg its radioactive and scientists could find that low levels are harmful scores (1) |
|  |  | Total | 2 |  |


| 12 | (a) |  | 6 (m/s) (2) <br> but if answer is incorrect <br> $120 / 20(1)$ | 2 |  |
| :--- | :--- | :--- | :--- | :---: | :--- |
|  | (b) | (i) increases / AW (1) <br> (ii) decreases / AW (1) | 2 | allow longer / further (distance) (1) <br> allow shorter (time) (1) |  |
|  | (c) | (i) | (speed) increasing (steadily) / AW (1) | 1 | allow accelerating <br> allow speeding up |
|  |  | (ii) | (speed) decreasing (steadily) / AW (1) | 1 | allow deceleration or negative acceleration <br> allow idea of stopping at D <br> allow slowing down |
|  |  | (iii) | idea of area under the graph (1) | 1 | ignore speed or average speed $\times$ time |
|  |  |  | Total | 7 |  |


| Question |  | Expected Answers | Marks | Additional Guidance |
| :--- | :--- | :--- | :--- | :---: | :--- |
| $\mathbf{1 3}$ | (a) | $3600(2)$ <br> but if answer is incorrect <br> $1200 \times 3(1)$ | 2 | converting g to kg scores (0) |
|  | (b) | idea of greater mass / weight in car (1) <br> higher speed / moving faster (1) | 2 | allow examples eg more people in car / packages in boot etc <br> ignore bigger / heavier / car or a different car <br> not just speed must be greater speed or higher speed <br> allow accelerates / increases acceleration (1) <br> ignore reduce air resistance |
|  |  | Total | $\mathbf{4}$ |  |


| Question |  |  | Expected Answers | Marks | Additional Guidance |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 14 | (a) |  | any three from: <br> idea of helps driver keep the car in a straight line when brakes supplied (1) <br> prevents car skidding (during hard braking) (1) <br> prevents the wheels locking (1) <br> better control / can steer the car (1) <br> idea of higher (average / net) frictional force (1) <br> idea of during skidding car is not slowing down as effectively / braking force is not as effective (1) <br> braking distance (can be) reduced (1) <br> high / hard braking force needs to be maintained / is needed (1) <br> car does not necessarily stop more quickly (1) | 3 | allow one mark for idea of sensors / controlled by 'on board' processor / computer (1) in addition to the expected answers <br> allow better grip / more friction / more force (with road) or greater surface area in (contact with road) (1) ignore force on or in pedals <br> not greatly reduced ignore braking distance increased <br> allow keep foot pressed hard on the pedal (1) |
|  | (b) |  | $50000 \text { (W) (3) }$ <br> but if answer is incorrect $\begin{aligned} & 3000 \times 250 \div 15(2) \\ & 3000 \times 250(1) \end{aligned}$ <br> OR incorrect work done $\div 15$ (1) <br> OR speed calculation $250 \div 15=16.6(66$. .) (1) | 3 | for an incorrect attempt to convert to kW look to credit 1 or 2 marks for working <br> max one mark no further mark for correctly computed answer |
|  |  |  | Total | 6 |  |


| Question |  | Expected Answers | Marks | Additional Guidance |
| :---: | :---: | :---: | :---: | :---: |
| 15 | (a) | gravity pulls her down / (force of) gravity > air resistance (1) $\underline{\text { weight }=\text { drag / air resistance (1) }}$ | 2 | allow weight for gravity ignore downward force > upward force ignore references to upthrust <br> ignore just forces equal or forces balanced but weight and air resistance balance out / are equal scores (1) ignore references to upthrust allow drag / friction for air resistance in both marking points |
|  | (b) | increased (surface) area or more drag / air resistance / friction (1) | 1 | allow less streamlined / less aerodynamic (1) ignore references to upthrust ignore wind resistance |
|  |  | Total | 3 |  |

## B652/01 Unit 2: Modules P4, P5 and P6 Foundation Tier

| Question |  | Expected Answers | Marks | Additional Guidance |  |
| :--- | :--- | :--- | :--- | :---: | :--- |
| $\mathbf{1}$ | (a) | (i) | neutral (1) | 1 | no mark for two answers on the answer line <br> allow correct answer circled if answer line is blank |
|  |  | (ii) | earth (1) | 1 | no mark for two answers on the answer line <br> allow correct answer circled if answer line is blank |
|  | (b) |  | live and neutral (1) | 1 | allow correct answer circled if answer line is blank |


| $\mathbf{2}$ | (a) | longitudinal (1) | 1 |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  | (b) | any two from: <br> scans / pregnancy scan / AW (1) <br> blood flow measurements (1) <br> breaking (kidney) stones (1) | 2 | allow look for / treat tumours |


| $\mathbf{3}$ | (a) |  | background (1) | 1 | allow cosmic (rays) |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  | (b) | alpha (1) | 1 | allow symbol <br> allow correct answer circled if answer line blank |  |
|  | (c) | decreases / gets less / reduces / half (1) | 1 | allow idea that radioactivity goes down / decays <br> not runs out |  |
|  | (d) | nucleus (1) | 1 | ignore middle |  |
|  | (e) | (inside a) nuclear reactor (1) | 1 | allow idea that it needs to absorb neutrons / fire neutrons at it <br> must indicate reactor / core not merely power plant |  |
|  |  | Total | $\mathbf{5}$ |  |  |


| Question |  | Expected Answers | Marks | Additional Guidance |
| :--- | :--- | :--- | :--- | :---: | :--- |
| $\mathbf{4}$ | (a) | radiographer (1) | 1 | allow radiologist <br> allow incorrect but recognisable spelling but not radiophotographer or <br> similar |
|  | (b) | damage / kills cells / cause cancer / damage to <br> DNA (1) | 1 | must have idea of killing / damaging / mutating cells not merely <br> interfering with |
|  | (c) | sterilizing equipment (1) | 1 | allow tracers / (gamma) scans / imaging <br> not kill tumours <br> not CT / CAT scan |
|  |  | Total | $\mathbf{3}$ |  |


| $\mathbf{5}$ | (a) | B (1) | 1 | no mark for two answers on the answer line <br> allow correct answer circled / ticked if answer line is blank |
| :--- | :--- | :--- | :--- | :---: | :--- |
|  | (b) | any three from: <br> object charged opposite to paint / AW (1) <br> attracts paint (1) <br> produces even coat / less waste / shadows <br> painted / goes everywhere / AW (1) <br> droplets have same charge (1) <br> droplets repel (1) <br> produce mist / fine spray / AW (1) | 3 |  |
|  | Total | $\mathbf{4}$ | not paint stuck to object |  |


| $\mathbf{6}$ |  | Moon <br> placed <br> military <br> height | 3 | 4 correct $=(3)$ <br> 3 or 2 correct $=(2)$ <br> 1 correct $=(1)$ |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  |  | Total | $\mathbf{3}$ |  |


| Question |  | Expected Answers | Marks | Additional Guidance |
| :---: | :---: | :---: | :---: | :---: |
| 7 | (a) | increase / AW (1) | 1 | allow $17 \mathrm{~m} / \mathrm{s}$ or $12 \mathrm{~m} / \mathrm{s}+5 \mathrm{~m} / \mathrm{s}$ |
|  | (b) | 300 (m) (2) <br> BUT correct average speed / correct working (10 or $15+5 \div 2$ (1) | 2 | correct answer alone $=(2)$ marks only look at working if answer is incorrect |
|  | (c) | idea of momentum / (kinetic) energy transfer / large force exerted (1) acceleration on body / driver (1) <br> but rapid acceleration gains (2) | 2 | allow short stopping time / distance for driver instead of acceleration mark |
|  |  | Total | 5 |  |


| $\mathbf{8}$ | (a) | any two correct suggestions (2) <br> eg netball / tennis ball / javelin / dart / rugby ball <br> / basketball / golf ball (in flight) / cricket ball etc | 2 | any sensible sport projectile not merely name of sport eg rugby / golf / <br> cricket <br> reject description of collision eg hitting a golf ball / kicking a rugby ball |
| :--- | :--- | :--- | :--- | :---: | :--- |
|  | (b) | collision / AW (1) | 1 | allow impulse ignore hit / kick |
|  | (c) | $10(\mathrm{~kg} / \mathrm{s})(2)$ <br> BUT correct working $(0.5 \times 20)$ if answer is not <br> correct (1) | 2 | correct answer alone $=(2)$ marks <br> only look at working if answer is incorrect |
|  |  | Total | $\mathbf{5}$ |  |



| 10 | (a) | (i) | refraction (1) | 1 | ignore dispersion |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  |  | (ii) | violet (1) | 1 | allow blue / indigo <br> ignore purple |
|  |  | (iii) | medium (1) | 1 | allow transparent not see through / clear ignore translucent |
|  | (b) | (i) | converging (1) | 1 | allow positive |
|  |  | (ii) | focal / focus (1) | 1 |  |
|  |  |  | Total | $\mathbf{5}$ |  |


| 11 | (a) | (i) | diode (1) | 1 | more than one answer scores (0) accept answers from the list only |
| :--- | :--- | :--- | :--- | :---: | :--- |
|  |  | (ii) | LDR (1) | 1 | more than one answer scores (0) accept answers from the list only |
|  |  | (iii) | thermistor (1) | 1 | more than one answer scores (0) accept answers from the list only |
|  |  | (iv) | transformer (1) | 1 | more than one answer scores (0) accept answers from the list only |
|  |  | (v) | capacitor (1) | 1 | more than one answer scores (0) accept answers from the list only |
|  | (b) | (i) | decreases / gets shorter / more / AW (1) | 1 |  |
|  | (ii) | decreases / reduces (1) | 1 |  |  |
|  |  | (iii) | increases / gets brighter / AW (1) | 1 |  |
|  |  |  | Total | $\mathbf{8}$ |  |


| Question |  | Expected Answers | Marks | Additional Guidance |  |
| :--- | :--- | :--- | :--- | :---: | :--- |
| $\mathbf{1 2}$ | (a) |  | ammeter and wire in loop or complete circuit (1) <br> magnet moving near complete circuit (1) | 2 | allow wire in complete loop without ammeter (1) purple <br> reject any circuit containing magnet as part of the circuit |
|  | (b) | (i) | 50 (1) | 1 |  |
|  |  | (ii) | transformer will not work / needs AC (1) | 1 |  |
|  |  |  | Total | $\mathbf{4}$ |  |

$\left.\begin{array}{|l|l|l|l|r|l|}\hline 13 & \text { (a) } & & \begin{array}{l}\text { any one from: } \\ \text { mixer / blender / microwave / fan oven / washing } \\ \text { machine / dishwasher / tumble drier / extractor } \\ \text { fan (1) }\end{array} & 1 & \text { any reasonable kitchen device using a motor (1) } \\ \text { not merely oven (0) } \\ \text { not fridge }\end{array}\right]$

| 14 | (a) | (i) | output 1 on top followed by 0 underneath (1) | 1 | both need to be correct for 1 mark |
| :--- | :--- | :--- | :--- | ---: | :--- |
|  |  | (ii) | 0 means off / OV / low (voltage) and 1 means on <br> $/ 5 \mathrm{~V} /$ higher (voltage) (1) | 1 | both need to be correct for 1 mark <br> allow current |
|  | (b) | relay (1) | 1 |  |  |
|  |  | Total | 3 |  |  |

## B652/02 Unit 2: Modules P4, P5 and P6 Higher Tier

| Question |  | Expected Answers | Marks | Additional Guidance |
| :---: | :---: | :---: | :---: | :---: |
| 1 | (a) | B (1) | 1 | no mark for two answers on the answer line allow correct answer circled / ticked if answer line is blank |
|  | (b) | any three from: <br> object charged opposite to paint / AW (1) <br> attracts paint (1) <br> produces even coat / less waste / shadows <br> painted / goes everywhere / AW (1) <br> droplets have same charge (1) <br> droplets repel (1) <br> produce mist / fine spray / AW (1) | 3 | not paint stuck to object |
|  |  | Total | 4 |  |


| $\mathbf{2}$ | (a) | $3.3($ ohms $)=(2)$ <br> BUT 10/3 = (1) | 2 | correct answer alone = (2) marks <br> only look at working if answer is incorrect |
| :--- | :--- | :--- | :--- | :---: | :--- |
|  | (b) | current (1) <br> melts / blows (1) | 2 | allow power ignore energy not voltage <br> not blows up / burns / snaps / breaks |
|  | (c) | case made of insulator / plastic (1) <br> idea that it cannot become live (1) <br> Total | 2 | allow cannot normally give a shock / stops electrocution |


| $\mathbf{3}$ | (a) |  | ring around second diagram (side to side) | 1 | allow two rings around 4th + 6th arrow |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  | (b) | can give image of soft tissue (1) <br> does not damage cells (1) | 2 | allow non-ionising not just less damaging / less harmful / safer |  |


| Question |  | Expected Answers | Marks | Additional Guidance |
| :---: | :---: | :---: | :---: | :---: |
| 4 | (a) | $\begin{aligned} & \hline 237(1) \\ & 93(1) \\ & 144(1) \\ & \hline \end{aligned}$ | 3 | no ecf for third marking point |
|  | (b) | ${ }^{237}{ }_{93} X+{ }_{2} \alpha(1)$ | 1 | correct equation or ecf from 4a ${ }_{-4}{ }_{-2}$ a scores 0 |
|  |  | Total | 4 |  |


| $\mathbf{5}$ | (a) | fission (1) | 1 | no mark for two answers on the answer line <br> allow correct answer circled / ticked if answer line is blank |
| :--- | :--- | :--- | :--- | :---: | :--- |
|  | (b) | neutron (1) | 1 | no mark for two answers on the answer line <br> allow correct answer circled / ticked if answer line is blank |
|  | (c) | control / boron rods placed in reactor (1) | 1 | allow higher level answers about allowing enough neutrons to remain <br> to keep the process operating |
|  |  | Total | $\mathbf{3}$ |  |


| $\mathbf{6}$ | (a) | poles <br> low (polar) <br> high / AW <br> hours | 3 | 4 correct $=(3)$ marks <br> $2 / 3$ correct $=(2)$ marks <br> 1 correct $=(1)$ mark |
| :--- | :--- | :--- | :--- | :---: | :--- |
|  | (b) | 24 hours (1) | 1 | allow 1 day <br> 24 scores 0 |
|  |  | Total | 4 |  |


| Question |  | Expected Answers | Marks | Additional Guidance |
| :--- | :--- | :--- | :--- | :---: | :--- |
| $\mathbf{7}$ | (a) | $7(\mathrm{~m} / \mathrm{s})(1)$ | 1 | allow 12-5 without final answer |
|  | (b) | $300(\mathrm{~m})(2)$ <br> BUT correct average speed / correct working (10 <br> or 15 + 5 $\div 2)(1)$ | 2 | correct answer alone = (2) marks <br> only look at working if answer is incorrect |
| (c) | idea of momentum / (kinetic) energy transfer / <br> large force exerted (1) <br> acceleration on body / driver (1) <br> but rapid acceleration gains (2) | 2 | allow short stopping time / distance for driver instead of acceleration <br> mark |  |
|  |  | Total | $\mathbf{5}$ |  |


| $\mathbf{8}$ | (a) | $10(\mathrm{~kg} \mathrm{~m} / \mathrm{s})(2)$ <br> BUT correct working (0.5 x 20) if answer is not <br> correct (1) | 2 | correct answer alone = (2) marks <br> only look at working if answer is incorrect |
| :--- | :--- | :--- | :--- | :---: | :--- |
|  | (b) | any two from: <br> vector sum / resultant (of horizontal and vertical <br> velocities) (1) <br> no acceleration in the horizontal direction for a <br> projectile (1) <br> accelerates in the vertical position (1) | 2 | allow answers in the form of diagrams |
|  |  | Total | $\mathbf{4}$ | allow acceleration in horizontal directions due to air resistance |



| 10 |  | $\checkmark$ | 2 | 4 correct $=(2)$ marks |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  |  | $x$ <br> $x$ |  | $2 / 3$ correct $=(1)$ marks <br> 1 correct $=(0)$ mark |
|  |  | $\checkmark$ | 2 |  |
|  |  | Total |  |  |


| 11 | (a) | ray completed to pass through focus on RHS of <br> lens (1) <br> ray through centre of lens / ray through focus on <br> object side of lens then parallel to P. Axis (1) | 2 | if no image shown to be formed max (1) <br> vertical arrow not required for image as long as there is intersection of <br> rays and image is labelled <br> rays must intersect for both marks to be awarded |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  | (b) | can be projected / AW (onto a screen etc) (1) 1 <br> ignore inverted  |  |  |
|  | Total | $\mathbf{3}$ |  |  |


| $\mathbf{1 2}$ | (a) | (i) | decreases / reduces (1) | 1 |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  |  | (ii) | increases / gets brighter / AW (1) | 1 |  |
|  | (b) | resistance of bulb increases / temperature of <br> bulb is high / bulb is non-ohmic / AW (1) | 1 | must make clear reference to bulb / lamp |  |
|  |  |  | Total | $\mathbf{3}$ |  |


| Question |  |  | Expected Answers | Marks | Additional Guidance |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 13 | (a) | (i) | decreases / reduces / AW (1) | 1 | resistance increases scores (0) |
|  |  | (ii) | increases / speeds up / spins faster / AW (1) | 1 | ecf if resistance increase given for a(i) and reduced given for a(ii) then award 1 mark only for a(ii) |
|  | (b) | (i) | decreases / reduces / AW (1) | 1 | resistance increases scores (0) |
|  |  | (ii) | increases / speeds up / spins faster / AW (1) | 1 | ecf if resistance increase given for $b(i)$ and reduced given for $b(i i)$ then award 1 mark only for b(ii) |
|  | (c) |  | $3.75(\mathrm{~V}) \text { scores }(2)$ <br> BUT correct substitution $5 \times 36 /(12+36) /$ AW scores (1) | 2 | correct answer alone $=(2)$ marks only look at working if answer is incorrect |
|  |  |  | Total | 6 |  |


| 14 | (a) | (i) | moves faster / AW (1) | 1 | ignore melting / fuse blowing allow spins more |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  |  | (ii) | moves faster / AW (1) | 1 | allow more powerful |
|  |  | (iii) | moves slower / AW (1) | 1 |  |
|  |  | (iv) | changes direction / AW (1) | 1 | allow goes backwards not merely goes forwards |
|  | (b) | (i) | safety / water on socket / less chance of shock <br> (1) | 1 | not just water in bathroom allow higher level answers eg (no) less <br> chance of live connecting to earth / isolate from mains (1) <br> not unqualified isolate |
|  |  | (ii) | same number of turns on each coil / AW (1) | 1 | allow same number of coils |
|  |  |  | Total | $\mathbf{6}$ |  |


| $\mathbf{1 5}$ |  | use of relay / AW (1) <br> isolating from high voltage / power mains (1) <br> gates (only) have low power (output) (1) | 3 |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  |  | Total | $\mathbf{3}$ |  |


| $\mathbf{1 6}$ |  |  | collect current from coil (1) | 1 | not unqualified completes circuit |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  |  | allows coil to spin freely / wires do not become <br> twisted (1) | 1 | allow generates AC / not generates DC |  |
|  |  | Total | $\mathbf{2}$ |  |  |

## Grade Thresholds

General Certificate of Secondary Education
Physics B (Specification Code J645)
January 2009 Examination Series
Unit Threshold Marks

| Unit |  | Maximum | A* | A | B | C | D | E | F | G | U |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| B651/01 | Raw | 60 | - | - | - | 39 | 33 | 27 | 21 | 15 | 0 |
|  | UMS | 69 | - | - | - | 60 | 50 | 40 | 30 | 20 | 0 |
| B651/02 | Raw | 60 | 46 | 38 | 30 | 23 | 16 | 12 | - | - | 0 |
|  | UMS | 100 | 90 | 80 | 70 | 60 | 50 | 45 | - | - | 0 |
| B652/01 | Raw | 60 | - | - | - | 31 | 26 | 21 | 16 | 11 | 0 |
|  | UMS | 69 | - | - | - | 60 | 50 | 40 | 30 | 20 | 0 |
| B652/02 | Raw | 60 | 48 | 40 | 32 | 25 | 18 | 14 | - | - | 0 |
|  | UMS | 100 | 90 | 80 | 70 | 60 | 50 | 45 | - | - | 0 |

## Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

|  | Maximum <br> Mark | A* | A | B | C | D | E | F | G | U |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{J 6 4 5}$ | 300 | 270 | 240 | 210 | 180 | 150 | 120 | 90 | 60 | 0 |

The cumulative percentage of candidates awarded each grade was as follows:

|  | A* | A | B | C | D | E | F | G | U | Total No. <br> of Cands |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| J645 | 29.2 | 81.3 | 91.7 | 97.9 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 48 |

## 85 candidates were entered for aggregation this series

For a description of how UMS marks are calculated see:
http://www.ocr.org.uk/learners/ums results.html
Statistics are correct at the time of publication.

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