

Mark Scheme (Results)
January 2012

GCE Physics (6PH07) Paper 01
Exploring Physics (Written Alternative)

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at www.edexcel.com.

For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at www.btec.co.uk.

If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can contact our Science Subject Advisor directly by sending an email to ScienceSubjectAdvisor@EdexcelExperts.co.uk.

You can also telephone 0844 576 0037 to speak to a member of our subject advisor team.

(If you are calling from outside the UK please dial + 44 1204 770 696 and state that you would like to speak to the Science subject specialist).

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2012

Publications Code US030795

All the material in this publication is copyright

© Pearson Education Ltd 2012

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Physics Specific Marking Guidance

Underlying principle

The mark scheme will clearly indicate the concept that is being rewarded, backed up by examples. It is not a set of model answers.

For example:

Horizontal force of hinge on table top

66.3 (N) or 66 (N) **and** correct indication of direction [no ue]

[Some examples of direction: acting from right (to left) / to the left / West / opposite direction to horizontal. May show direction by arrow. Do not accept a minus sign in front of number as direction.]

This has a clear statement of the principle for awarding the mark, supported by some examples illustrating acceptable boundaries.

Mark scheme format

- Bold lower case will be used for emphasis.
- Round brackets () indicate words that are not essential e.g. "(hence) distance is increased".
- Square brackets [] indicate advice to examiners or examples e.g. [Do not accept gravity] [ecf].

Unit error penalties

- A separate mark is not usually given for a unit but a missing or incorrect unit will normally cause the final calculation mark to be lost.
- Incorrect use of case e.g. 'Watt' or 'w' will not be penalised.
- There will be no unit penalty applied in 'show that' questions or in any other question where the units to be used have been given.
- The same missing or incorrect unit will not be penalised more than once within one question but may be penalised again in another question.
- Occasionally, it may be decided not to penalise a missing or incorrect unit e.g. the candidate may be calculating the gradient of a graph, resulting in a unit that is not one that should be known and is complex.
- The mark scheme will indicate if no unit error penalty is to be applied by means of [no ue].

Significant figures

- Use of an inappropriate number of significant figures in the theory papers will normally only be penalised in 'show that' questions where use of too few significant figures has resulted in the candidate not demonstrating the validity of the given answer.
- Use of an inappropriate number of significant figures will normally be penalised in the practical examinations or coursework.
- Using $g = 10 \text{ m s}^{-2}$ **will** be penalised.

Calculations

- Bald (i.e. no working shown) correct answers score full marks unless in a 'show that' question.
- Rounding errors will not be penalised.
- If a 'show that' question is worth 2 marks then both marks will be available for a reverse working; if it is worth 3 marks then only 2 will be available.
- use of the formula means that the candidate demonstrates substitution of physically correct values, although there may be conversion errors e.g. power of 10 error.
- recall of the correct formula will be awarded when the formula is seen or implied by substitution.
- The mark scheme will show a correctly worked answer for illustration only.

Question Number	Answer	Mark
1	B	1
2	B	1
3	C	1
4	D	1
5	B	1

Question Number	Answer	Mark																																																																	
	The question must be marked holistically within the context of the candidate's experimental method.																																																																		
6	<p>1 mark for each appropriate idea explained. Do not credit converse for a second mark: see table for examples. Do not penalise incorrect comments.</p> <p>1 mark for each correct row to a maximum of 5</p> <table border="1"> <thead> <tr> <th>Idea</th> <th>Analogue</th> <th></th> <th>Digital</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>Equipment /cost</td> <td>two meters needed / may be more expensive</td> <td>Or</td> <td>only one meter needed / may be cheaper option</td> <td>1</td> </tr> <tr> <td>Ease of reading</td> <td>two readings must be taken</td> <td>Or</td> <td>one reading only / fluctuates</td> <td>1</td> </tr> <tr> <td>Parallax</td> <td>needs to be considered</td> <td>Or</td> <td>digital display / no parallax error</td> <td>1</td> </tr> <tr> <td>Systematic errors</td> <td>zero errors contact resistance</td> <td>Or</td> <td>zero error contact resistance</td> <td>1</td> </tr> <tr> <td>Scales</td> <td>fixed/ requires interpolation</td> <td>Or</td> <td>variable/can be changed / numeric reading</td> <td>1</td> </tr> <tr> <td>Sensitivity</td> <td>limited by size of scale divisions</td> <td>Or</td> <td>two decimal places</td> <td>1</td> </tr> <tr> <td>Setting up</td> <td>requires both series and parallel connections / additional apparatus</td> <td>Or</td> <td>only requires series connection / must set function switch / use correct terminals</td> <td>1</td> </tr> <tr> <td>Heating effect of current</td> <td>heating may change resistance of wire</td> <td>Or</td> <td>unlikely to be much heating effect</td> <td>1</td> </tr> <tr> <td>Power supply</td> <td>meters do not require individual batteries / but circuit needs a power supply</td> <td>Or</td> <td>internal battery required</td> <td>1</td> </tr> <tr> <td>Uncertainties</td> <td>greater since two readings</td> <td>Or</td> <td>smaller since only one reading</td> <td>1</td> </tr> <tr> <td>Data</td> <td>needs calculation from two readings</td> <td>Or</td> <td>no calculation required/direct reading</td> <td>1</td> </tr> <tr> <td>Graphical method</td> <td>possible</td> <td>Or</td> <td>less simple for a fixed wire</td> <td>1</td> </tr> </tbody> </table>	Idea	Analogue		Digital	Mark	Equipment /cost	two meters needed / may be more expensive	Or	only one meter needed / may be cheaper option	1	Ease of reading	two readings must be taken	Or	one reading only / fluctuates	1	Parallax	needs to be considered	Or	digital display / no parallax error	1	Systematic errors	zero errors contact resistance	Or	zero error contact resistance	1	Scales	fixed/ requires interpolation	Or	variable/can be changed / numeric reading	1	Sensitivity	limited by size of scale divisions	Or	two decimal places	1	Setting up	requires both series and parallel connections / additional apparatus	Or	only requires series connection / must set function switch / use correct terminals	1	Heating effect of current	heating may change resistance of wire	Or	unlikely to be much heating effect	1	Power supply	meters do not require individual batteries / but circuit needs a power supply	Or	internal battery required	1	Uncertainties	greater since two readings	Or	smaller since only one reading	1	Data	needs calculation from two readings	Or	no calculation required/direct reading	1	Graphical method	possible	Or	less simple for a fixed wire	1	5
Idea	Analogue		Digital	Mark																																																															
Equipment /cost	two meters needed / may be more expensive	Or	only one meter needed / may be cheaper option	1																																																															
Ease of reading	two readings must be taken	Or	one reading only / fluctuates	1																																																															
Parallax	needs to be considered	Or	digital display / no parallax error	1																																																															
Systematic errors	zero errors contact resistance	Or	zero error contact resistance	1																																																															
Scales	fixed/ requires interpolation	Or	variable/can be changed / numeric reading	1																																																															
Sensitivity	limited by size of scale divisions	Or	two decimal places	1																																																															
Setting up	requires both series and parallel connections / additional apparatus	Or	only requires series connection / must set function switch / use correct terminals	1																																																															
Heating effect of current	heating may change resistance of wire	Or	unlikely to be much heating effect	1																																																															
Power supply	meters do not require individual batteries / but circuit needs a power supply	Or	internal battery required	1																																																															
Uncertainties	greater since two readings	Or	smaller since only one reading	1																																																															
Data	needs calculation from two readings	Or	no calculation required/direct reading	1																																																															
Graphical method	possible	Or	less simple for a fixed wire	1																																																															
Total for question 6		5																																																																	

Question Number	Answer The question must be marked holistically within the context of the candidate's experimental method.	Mark
7	<p>(a) <i>labels on diagram plus additional apparatus required which is not on diagram</i> markers or reference to light gates (1) rule, timing device, micrometer (1)</p> <p>(b) <i>state the quantities to be measured</i> <u>diameter</u>, distance, time (1) Or <u>diameter</u>, velocity (1)</p> <p>(c) <i>for two of these quantities explain your choice of measuring instrument,</i> Max 2 per quantity e.g. diameter – micrometer (1) reading to 0.01 mm (0.001 mm) (1) length – metre rule (1) reading to 1 mm (1) time – stopwatch (1) reading to 0.1 s (0.01 s) (1)</p> <p>(d) <i>state which is the independent and which is the dependent variable:</i> diameter/radius, (terminal) velocity or time (1)</p> <p>(e) <i>explain how the data will be used</i> Max 2 e.g. radius determination from measured diameter Or velocity from distance and time (1) graph of v against r^2 <u>and</u> reference to gradient (1)</p> <p>(f) <i>identify the main source of uncertainty and/or systematic error:</i> Max 2 terminal velocity not reached (1) reaction time (1) temperature not constant (1) measurement of diameter (1) micrometer zero error (1) measurement of distance fallen (1) parallax error (1)</p> <p>(g) <i>appropriate comment on safety</i> Max 1 Answer should have some explanation/justification e.g. mop up spills (1) wear goggles to avoid splashes in eye (1) use gloves (if allergic to oil) (1) normal laboratory rules should be followed (1) low risk experiment (1)</p>	<p>2</p> <p>1</p> <p>4</p> <p>1</p> <p>2</p> <p>2</p> <p>1</p>
	Total for question 7	13

Question Number	Answer	Mark
8 (a)	<p>Max 2</p> <p>only 4 (1)</p> <p>precision or sig fig inconsistent (1)</p> <p>no repetition (1)</p> <p>small range (1)</p>	2
8(b)	<p>use of $\lambda = c/f$ Or 6.9/7/7.0 (equation use implicit) (1)</p> <p>value 7.0 (1)</p>	2
8(c)	<p>Label on axes with units, including powers of 10 (1)</p> <p>Appropriate choice of scale – frequency should not have zero origin (1)</p> <p>Plotting of points (if no value written in table, ignore missing point - ecf) (1)</p> <p>Line of best fit: either ‘balanced’ or through any 3 (allow ecf) (1)</p> <div style="text-align: center;"> </div>	4
8(d)	<p>Correct rearrangement of equation (1)</p> <p>comparison to $y = mx + c$ (may be implicit or diagrammatic)</p> <p>Or</p> <p>h, e, ϕ are constants, hence straight line (1)</p> <p>gradient is h/e (1)</p> <p>multiply gradient by e to find h (1)</p>	4
8(e)	<p>Use of gradient (may be implicit) (1)</p> <p>Gradient multiplied by e (1)</p> <p>Value (from candidate graph) with unit (allow J Hz^{-1}) (1)</p> <p><u>Example of calculation</u></p> <p>$0.386 \times 10^{-14} \times 1.6 \times 10^{-19} = 6.17 \times 10^{-34} \text{ Js}$</p>	3
8(f)	<p>For graph of V against f</p> <p>Identification of use of either x or y intercept (1)</p> <p>Multiplication by h (x-intercept) or e (y-intercept) (1)</p> <p>[Candidate may describe plotting f against V, or even eV with hf, explanation will need to be checked carefully for this.]</p>	2
Total for question 8		17

Further copies of this publication are available from
International Regional Offices at www.edexcel.com/international

For more information on Edexcel qualifications, please visit
www.edexcel.com

Alternatively, you can contact Customer Services at
www.edexcel.com/ask or on + 44 1204 770 696

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government

