

GCSE

Physics A

Unit **A183/01**: Unit 3 – Module P7 (Foundation Tier)

General Certificate of Secondary Education

Mark Scheme for June 2016

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 will not enter into any discussion or correspondence in connection with this mark scheme.




© OCR 2016

1. Annotations

Used in the detailed Mark Scheme:

Annotation	Meaning
/	alternative and acceptable answers for the same marking point
(1)	separates marking points
not/reject	answers which are not worthy of credit
ignore	statements which are irrelevant - applies to neutral answers
allow/accept	answers that can be accepted
(words)	words which are not essential to gain credit
words	underlined words must be present in answer to score a mark
ecf	error carried forward
AW/owtte	alternative wording
ORA	or reverse argument

	indicate uncertainty or ambiguity
	benefit of doubt
	contradiction
	incorrect response
	error carried forward
	draw attention to particular part of candidate's response
	draw attention to particular part of candidate's response
	draw attention to particular part of candidate's response
	no benefit of doubt
	reject

	correct response
	draw attention to particular part of candidate's response
	information omitted

2. Subject-specific Marking Instructions

- a. If a candidate alters his/her response, examiners should accept the alteration.
- b. Crossed out answers should be considered only if no other response has been made. When marking crossed out responses, accept correct answers which are clear and unambiguous.

E.g.

For a one mark question, where ticks in boxes 3 and 4 are required for the mark:

Put ticks (✓) in the two correct boxes.

✗
✗

This would be worth 1 mark.

Put ticks (✓) in the two correct boxes.

✓
✗

This would be worth 0 marks.

Put ticks (✓) in the two correct boxes.

✗
✗
✓
✓

This would be worth 1 mark.

- c. The list principle:
If a list of responses greater than the number requested is given, work through the list from the beginning. Award one mark for each correct response, ignore any neutral response, and deduct one mark for any incorrect response, e.g. one which has an error of science. If the number of incorrect responses is equal to or greater than the number of correct responses, no marks are awarded. A neutral response is correct but irrelevant to the question.

- d. Marking method for tick boxes:

Always check the additional guidance.

If there is a set of boxes, some of which should be ticked and others left empty, then judge the entire set of boxes.

If there is at least one tick, ignore crosses. If there are no ticks, accept clear, unambiguous indications, e.g. shading or crosses.

Credit should be given for each box correctly ticked. If more boxes are ticked than there are correct answers, then deduct one mark for each additional tick. Candidates cannot score less than zero marks.

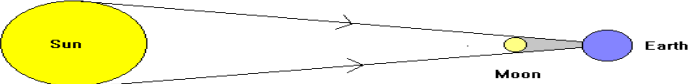
E.g. If a question requires candidates to identify a city in England, then in the boxes

Edinburgh	
Manchester	
Paris	
Southampton	

the second and fourth boxes should have ticks (or other clear indication of choice) and the first and third should be blank (or have indication of choice crossed out).

Edinburgh			✓			✓	✓	✓	✓	
Manchester	✓	x	✓	✓	✓				✓	
Paris				✓	✓		✓	✓	✓	
Southampton	✓	x		✓		✓	✓		✓	
Score:	2	2	1	1	1	1	0	0	0	NR

Question			Answer			Mark	Guidance
1	a	i	Neptune	✓		2	
			the Moon				
			Saturn				
			stars				
			the Sun	✓			
		ii	Direction is wrong (1) Should be North / Because pole star / North star in centre (1) Time is correct / it is 6 hours (1) Because stars have moved about a quarter of the way around the sky(1)			4	Accept just 'No' if it is clearly about the direction Ignore Sue is (partly) correct/incorrect Accept just 'Yes' if it is clearly about the time/6hours Accept quarter of a circle, 24 hours to travel complete circle
		iii	Idea of Earth moving / Earth is on the other side of its orbit/the Sun different stars (are seen) / looking at the stars in a different direction / stars (appear to be) in a different position/at different angles / original stars are blocked/behind the Sun			2	Ignore rotation of Earth on its axis pole Not stars have moved Not just stars look different (stem)
	b		Earth in centre of moons orbit Sun to right hand side of the moons orbit			2	At least one of Earth or Sun must be labelled to gain any marks Accept an arrow pointing off page to right and labelled Sun
	c		angles			1	
					Total	11	

Question	Answer	Mark	Guidance
2	<p>[Level 3] Detailed explanation of eclipse and a detailed explanation of the importance of apparent size Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>[Level 2] Detailed explanation of eclipse OR detailed explanation of the importance of apparent size OR Limited explanation of eclipse and limited explanation of the importance of apparent size Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>[Level 1] Limited explanation of eclipse. Quality of written communication impedes communication of the science at this level. (1 – 2 marks)</p> <p>[Level 0] Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)</p>	6	<p>This question is targeted at grades up to E. Indicative scientific points may include:</p> <p>Detailed explanation of eclipse</p> <ul style="list-style-type: none"> • Moon between Sun and the Earth casts shadow/causes darkness on Earth • example of diagram:  <p>Explanation of the importance of apparent size</p> <p>Detailed</p> <ul style="list-style-type: none"> • diagram showing Moon near enough to Earth to produce umbra • Moon is smaller but much closer / enough to block out all the light from the Sun • Sun is wider and much further away so Moon can block all light from the Sun <p>Limited</p> <ul style="list-style-type: none"> • Moon is smaller / Sun is bigger <p>Limited explanations of eclipse</p> <ul style="list-style-type: none"> • Moon orbits the Earth • Moon moves between Earth and Sun • Moon blocks Sun • Moon cast shadow on Earth • Total/full eclipse seen within umbra of shadow/ when all light blocked • Partial eclipse seen in penumbra of shadow <p>Ignore diagrams that do not produce an eclipse. Use the L1, L2, L3 annotations in RM Assessor; do not use ticks.</p>
	Total	6	

Question		Answer	Mark	Guidance
3	a	14,000 million years	1	
	b	70 x 300 21000 (km/s)	2	correct numerical answer gains 2 marks
	c	uses 273 -270	2	Allow -276 / 276 / 270 / 273-3 / 273x3 etc. Allow just 273 correct numerical answer gains 2 marks
		Total	5	

Question		Answer	Mark	Guidance
4	a	Any correct average using 4 or 5 stars to any s.f. [1] correct average distance 170 [1] Star D is too far away/not in the group/an outlier OR distances A, B, C and E are similar	3	5 stars gives 186 (Others mean values for 4 of the stars are 191.25, 187.5, 192.5 and 188.75) 170 = 2 marks
	b	i	Hydrogen Helium	2 Any order Accept symbols H ₂ / H / He
		ii	any 3 Gravity (pulls cloud inwards) temperature increases pressure (increases) (At high enough temperature) fusion starts Hydrogen fuses to helium	3 Accept compresses Ignore fusion causing initial temperature and pressure increase / fusion causing further temperature increase Ignore changes in volume allow initial low temperature needed for atoms to be pulled in by gravity.
			Total	8

Question	Answer	Mark	Guidance
5	<p>[Level 3] The correct sequence of change and a nuclear reaction in a RG or WD and a correct change in a RG or WD Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>[Level 2] Two of: part of the sequence of change / a nuclear reaction in a RG or WD / a correct change in a RG or WD Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>[Level 1] One of: part of the sequence of change OR a nuclear reaction in a RG or WD OR a correct change in a RG or WD Quality of written communication impedes communication of the science at this level. (1 – 2 marks)</p> <p>[Level 0] Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)</p>	6	<p>This question is targeted at grades up to E Indicative scientific points may include:</p> <p>Sequence of change</p> <ul style="list-style-type: none"> • (low mass star) → red giant → white dwarf (→ black/brown dwarf) <p>Description of what happens as a <u>Main Sequence</u> changes to Red Giant</p> <ul style="list-style-type: none"> • core gets hotter • expands/swells (to become a red giant) • (surface/photosphere) cools • hydrogen (in core) runs out • mass decreases <p>Description of what happens as a <u>Red Giant</u> changes to a White Dwarf</p> <ul style="list-style-type: none"> • loses outer layers • cools • fades • shrinks • helium runs out • mass decreases <p>Nuclear reactions:</p> <ul style="list-style-type: none"> • fusion of hydrogen in MS/ the Sun • fusion of heavier elements (e.g He → C) in RG • fusion stops in WD/Black Dwarf/Brown Dwarf <p>Use the L1, L2, L3 annotations in RM Assessor; do not use ticks.</p>
	Total	6	

Question		Answer	Mark	Guidance
6	a	0.2 1	2	If no response in table check the graph
	b	(Yes) it has the largest/biggest diameter [1] it will collect the most light [1]	2	No mark for Yes/No. But, if 'No' 1 mark max. Accept it is the biggest (lens) / has the largest aperture Accept correct comparative size e.g it is big compared to all the others / it is bigger Accept it collects a lot of light Ignore more wavelengths/frequencies
	c	speed wavelength not bent	3	
		Total	7	

Question			Answer	Mark	Guidance
7*	a	i	background/fixed stars [1] star (to be measured) [1] Earth / planet / satellite / observer / eye [1] Sun [1]	4	Accept distant stars accept closer star Not Sun Not Moon Ignore star
		ii	Clear indication of half the angle subtended by the Earth's orbit	1	accept equivalent angles e.g. the angle between a vertical line through the Earth and the adjacent light ray.
	b		$1 \div 0.71$ 1.4 Parsec / pc	3	correct numerical answer gains 2 marks ignore megaparsec/Mpc
			Total	8	

Question			Answer	Mark	Guidance
8*	a		idea of spreading cost [1] idea of sharing expertise / more scientists [1]	2	Accept more/sharing resources for 1 mark, if no other mark scored Ignore expertise in analysing results
	b	i	idea of non-scientists e.g. politicians/bureaucrats/administrators/officials/Head of (ESA) /Governments/EU.	1	Not just engineers/ESA Ignore NASA

Question	Answer	Mark	Guidance
8*	ii [Level 3] States 3 advantages and 3 disadvantages. Quality of written communication does not impede communication of the science at this level. (5 – 6 marks) [Level 2] States 2 advantages and 2 disadvantages. 3 and 0 = 3 marks. Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks) [Level 1] States an advantage and a disadvantage. Quality of written communication impedes communication of the science at this level. (1 – 2 marks) [Level 0] Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)	6	This question is targeted at grades up to C Indicative scientific points may include: advantages <ul style="list-style-type: none"> • no atmospheric pollution • no light pollution • avoids atmospheric refraction • avoids atmospheric absorption • all parts of em spectrum available • new discoveries • shows beauty of science • collect more accurate/detailed data • national prestige • international cooperation • encourage support for science • clearer image disadvantages <ul style="list-style-type: none"> • cost of setting up • cost of maintenance • cost of repair • money could be used for better purposes e.g. hospitals etc. • pollution during take off • risk of accident during take off • very hazardous for astronauts • difficult working conditions (to maintain/repair/upgrade) Ignore incorrect statements Do not accept space telescopes are closer to observed stars Use the L1, L2, L3 annotations in RM Assessor; do not use ticks.
	Total	9	

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

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; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

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

© OCR 2016

