



Mark Scheme (Results)

January 2015

Pearson Edexcel International
Advanced Subsidiary Level in Physics
(WPH01) Paper 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. 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 our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2015

Publications Code IA040640

All the material in this publication is copyright

© Pearson Education Ltd 2015

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.

Quality of Written Communication

Questions which involve the writing of continuous prose will expect candidates to:

- write legibly, with accurate use of spelling, grammar and punctuation in order to make the meaning clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- Organise information clearly and coherently, using specialist vocabulary when appropriate.

Full marks will be awarded if the candidate has demonstrated the above abilities.

Questions where QWC is likely to be particularly important are indicated (QWC) in the mark scheme, but this does not preclude others.

Mark scheme notes

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:

(iii) Horizontal force of hinge on table top

66.3 (N) or 66 (N) **and** correct indication of direction [no ue] ✓ 1
 [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.

1. Mark scheme format

- 1.1 You will not see 'wtte' (words to that effect). Alternative correct wording should be credited in every answer unless the ms has specified specific words that must be present. Such words will be indicated by underlining e.g. 'resonance'
- 1.2 Bold lower case will be used for emphasis.
- 1.3 Round brackets () indicate words that are not essential e.g. "(hence) distance is increased".
- 1.4 Square brackets [] indicate advice to examiners or examples e.g. [Do not accept gravity] [ecf].

2. Unit error penalties

- 2.1 A separate mark is not usually given for a unit but a missing or incorrect unit will normally mean that the final calculation mark will not be awarded.
- 2.2 Incorrect use of case e.g. 'Watt' or 'w' will **not** be penalised.
- 2.3 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, for example in a spreadsheet.
- 2.4 The same missing or incorrect unit will not be penalised more than once within one question (one clip in epen).
- 2.5 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.
- 2.6 The mark scheme will indicate if no unit error penalty is to be applied by means of [no ue].

3. Significant figures

- 3.1 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.
- 3.2 The use of $g = 10 \text{ m s}^{-2}$ or 10 N kg^{-1} instead of 9.81 m s^{-2} or 9.81 N kg^{-1} will be penalised by one mark (but not more than once per clip). Accept 9.8 m s^{-2} or 9.8 N kg^{-1}

4. Calculations

- 4.1 Bald (i.e. no working shown) correct answers score full marks unless in a 'show that' question.
- 4.2 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.
- 4.3 **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.
- 4.4 **recall** of the correct formula will be awarded when the formula is seen or implied by substitution.
- 4.5 The mark scheme will show a correctly worked answer for illustration only.
- 4.6 Example of mark scheme for a calculation:

'Show that' calculation of weight

Use of $L \times W \times H$ ✓

Substitution into density equation with a volume and density ✓

Correct answer [49.4 (N)] to at least 3 sig fig. [No ue] ✓
 [If 5040 g rounded to 5000 g or 5 kg, do not give 3rd mark; if conversion to kg is omitted and then answer fudged, do not give 3rd mark]

3

[Bald answer scores 0, reverse calculation 2/3]

Example of answer:

$$80 \text{ cm} \times 50 \text{ cm} \times 1.8 \text{ cm} = 7200 \text{ cm}^3$$

$$7200 \text{ cm}^3 \times 0.70 \text{ g cm}^{-3} = 5040 \text{ g}$$

$$5040 \times 10^{-3} \text{ kg} \times 9.81 \text{ N/kg}$$

$$= 49.4 \text{ N}$$

5. Quality of Written Communication

- 5.1 Indicated by QoWC in mark scheme. QWC – Work must be clear and organised in a logical manner using technical wording where appropriate.
- 5.2 Usually it is part of a max mark, the final mark not being awarded unless the QoWC condition has been satisfied.

6. Graphs

- 6.1 A mark given for axes requires both axes to be labelled with quantities and units, and drawn the correct way round.
- 6.2 Sometimes a separate mark will be given for units or for each axis if the units are complex. This will be indicated on the mark scheme.
- 6.3 A mark given for choosing a scale requires that the chosen scale allows all points to be plotted, spreads plotted points over more than half of each axis and is not an awkward scale e.g. multiples of 3, 7 etc.
- 6.4 Points should be plotted to within 1 mm.
 - Check the two points furthest from the best line. If both OK award mark.
 - If either is 2 mm out do not award mark.
 - If both are 1 mm out do not award mark.
 - If either is 1 mm out then check another two and award mark if both of these OK, otherwise no mark.

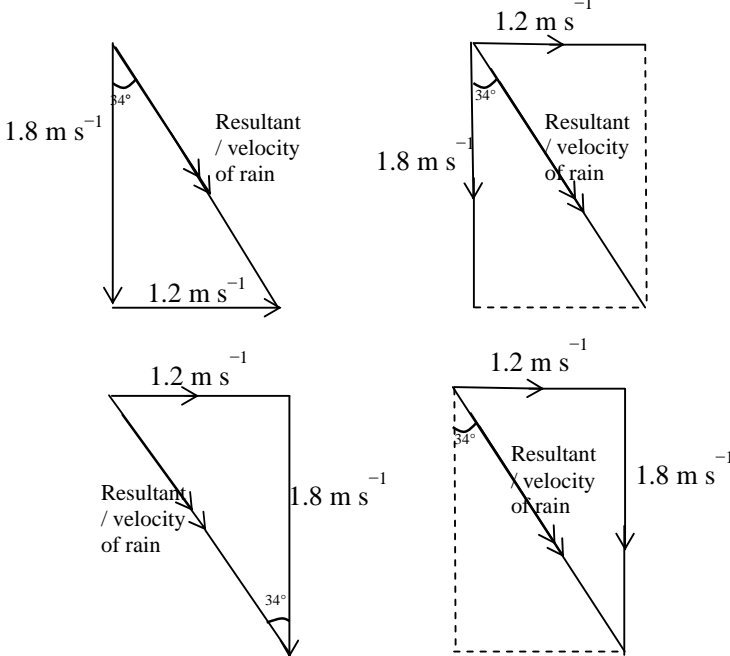
For a line mark there must be a thin continuous line which is the best-fit line for the candidate's results.


Question Number	Answer	Mark
1	C	1
2	C	1
3	D	1
4	B	1
5	D	1
6	B	1
7	D	1
8	B	1
9	B	1
10	A	1

Question Number	Answer	Mark
11(a)	Use of $W = mg$ (1) Use of $F = (-) kx$ (1) $k = 123 \text{ (N m}^{-1}\text{)}$ (1) (use of $g = 10 \text{ N kg}^{-1} \rightarrow 125 \text{ (N m}^{-1}\text{)}$ scores 2 marks) <u>Example of calculation</u> $W = 0.1 \text{ kg} \times 9.81 \text{ N kg}^{-1} = 0.981 \text{ N}$ $(-) 0.981 \text{ N} = (-) k \times 0.008 \text{ m}$ $k = 122.6 \text{ N m}^{-1}$	3
11(b)	(If the load is too high) the <u>elastic limit</u> (of the spring) will be exceeded Or the maximum load is at the <u>elastic limit</u> (1) (accept 1.2 kg/12 N for maximum load) The spring will not return to its original length/position Or the spring will be permanently deformed (1) The idea that the calibrations of the scale will not be correct e.g. the calibration/scale is now incorrect/inaccurate Or the spring constant will change (1)	3
Total for question 11		6

Question Number	Answer	Mark								
12(a)	<table border="1"> <thead> <tr> <th>Stage of jump</th> <th>Energy transfer</th> </tr> </thead> <tbody> <tr> <td>freefall jump</td> <td>Gravitational potential energy → kinetic energy</td> </tr> <tr> <td>deceleration as the bungee rope stretches</td> <td>Gravitational potential energy and/or kinetic energy → elastic potential/strain energy</td> </tr> <tr> <td>upwards motion as the bungee rope contracts</td> <td>Elastic potential/strain energy → gravitational potential energy and kinetic energy</td> </tr> </tbody> </table> <p>(Ignore any additional energy transfers e.g. due to the effects of air resistance) (Only penalise once for an omission of potential or strain with elastic or gravitational potential energy)</p>	Stage of jump	Energy transfer	freefall jump	Gravitational potential energy → kinetic energy	deceleration as the bungee rope stretches	Gravitational potential energy and/or kinetic energy → elastic potential/strain energy	upwards motion as the bungee rope contracts	Elastic potential/strain energy → gravitational potential energy and kinetic energy	(1) (1) 2
Stage of jump	Energy transfer									
freefall jump	Gravitational potential energy → kinetic energy									
deceleration as the bungee rope stretches	Gravitational potential energy and/or kinetic energy → elastic potential/strain energy									
upwards motion as the bungee rope contracts	Elastic potential/strain energy → gravitational potential energy and kinetic energy									
12(b)(i)	<p>Use of $E_{\text{grav}} = mgh$ (with either 65 m or 55 m) $E_{\text{grav}} = 29$ (kJ)</p> <p><u>Example of calculation</u> $E_{\text{grav}} = 54 \text{ kg} \times 9.81 \text{ N kg}^{-1} \times 55 \text{ m}$ $E_{\text{grav}} = 2.91 \times 10^4 \text{ J}$</p>	(1) (1) 2								
12(b)(ii)	<p>Calculation of the extension Or (55 – 23) seen Use of $E = \frac{1}{2}F\Delta x$ to find force $F = 1800 \text{ N}$ (ecf from (b)(i))</p> <p>(Using show that value $F = 1875 \text{ N}$)</p> <p><u>Example of calculation</u> $\Delta x = 55 \text{ m} - 23 \text{ m} = 32 \text{ m}$ $F = \frac{2.91 \times 10^4 \text{ J}}{32 \text{ m}}$ $F = 1813 \text{ N}$</p>	(1) (1) (1) 3								
Total for Question 12		7								

Question Number	Answer	Mark
13	<p>Explanation in terms of N3 (stated or implied) e.g due to N3, magnet A exerts a force on magnet B Or magnet A exerts a force on magnet B and magnet B exerts an equal and opposite force on magnet A Or the magnets exert equal and opposite forces on each other</p> <p>The idea that the magnets are connected to the same body/each other</p> <p>There will be no resultant force Or the two (applied) forces will cancel out Or forces balance/equilibrium</p>	(1) (1) (1) 3
Total for Question 13		3

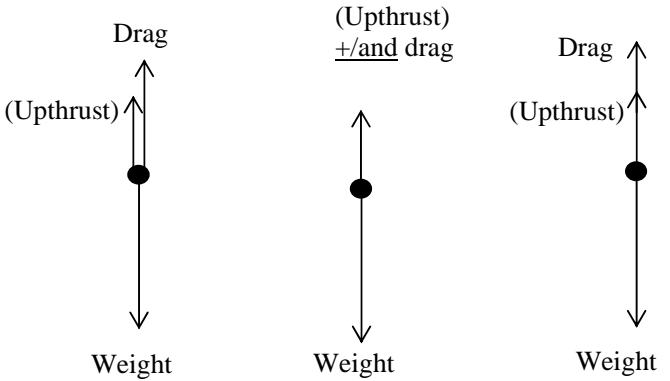
Question Number	Answer	Mark
<p>14</p>	<p>An attempt at a vector diagram constructed with 1.8 vertically and 1.2 horizontally (accept any labelling in ratio of 3:2) (1)</p> <p>Correct vector diagram with velocities labelled (as in MP1) and velocities and resultant in the correct direction (1)</p> <p>Diagram to scale, either scale stated or lengths in ratio 3:2 (1)</p> <p>$v = 2.2 \text{ m s}^{-1} \pm 0.1 \text{ m s}^{-1}$ (1)</p> <p>Direction = $34^\circ \pm 1^\circ$ (1)</p> <p><u>Example of calculation</u></p> <p>$v = \sqrt{1.8^2 + 1.2^2}$</p> <p>$v = 2.16 \text{ m s}^{-1}$</p> <p>e.g. for walking to the right (reverse for walking to the left)</p> 	<p>5</p>
<p>Total for Question 14</p>		<p>5</p>

Question Number	Answer	Mark
15(a)	Correct trajectory e.g. 	(1) 1
15(b)(i)	Use of trig function appropriate to calculate the horizontal component of velocity Or $2.25 \text{ (m s}^{-1}\text{)}$ seen Use of $v = s/t$ time = 0.67 (s) <u>Example of calculation</u> $u_h = 4.5 \text{ m s}^{-1} \times \cos 60^\circ = 2.25 \text{ m s}^{-1}$ $t = \frac{1.5 \text{ m}}{2.25 \text{ m s}^{-1}}$ $t = 0.67 \text{ s}$	(1) (1) (1) 3
15(b)(ii)	Use of trig function appropriate to calculate the vertical component of velocity Or $3.9 \text{ (m s}^{-1}\text{)}$ seen Use of suitable equation(s) of motion to find the vertical displacement from the release point after 0.67 s Displacement from release point = 0.41 - 0.42 m (ecf for t from (b)(i)) (show that value of 0.7 s gives displacement = 0.32 m – 0.33 m) Statement to explain why the ball will miss/overshoot the ring e.g. the ball passes below the net Or the ball will not have reached the height of the ring yet Or $0.41 < 0.7$ Or ball undershoots ring (Explanation must be consistent with the calculated value of displacement) <u>Example of calculation</u> $u_v = 4.5 \text{ m s}^{-1} \times \sin 60^\circ = 3.9 \text{ m s}^{-1}$ $s = (3.9 \text{ m s}^{-1} \times 0.67 \text{ s}) + (-\frac{1}{2} \times 9.81 \text{ m s}^{-2} \times (0.67 \text{ s})^2)$ $s = 0.41 \text{ m}$	(1) (1) (1) (1) 4
15(b)(iii)	The ball would be travelling with a decreasing (horizontal) speed Or there would be a (horizontal) deceleration The (calculated) time would increase	(1) (1) 2
	Total for question 15	10

Question Number	Answer	Mark
16(a)(i)	Can withstand large stress/ force / tension Or requires a large stress/force to fracture	(1) 1
*16(a)(ii)	(QWC – work must be clear and organised in a logical manner using technical terminology where appropriate) Max 4 (any two properties and corresponding explanations) Higher elastic limit so will return to its original length/shape if greater forces are applied (if a fly flies into it for the same thickness of silk) Higher ultimate /breaking <u>stress</u> so stronger Or higher strength Or so the thread could be thinner (so less visible to the fly) Or for same (cross-sectional)area can withstand larger force Larger area under the graph so tougher Or can absorb more energy (and will not break if a fly stretches the web) Larger gradient Or steeper Or greater Young modulus Or smaller strain/extension for the same stress/force so stiffer	(1) (1) (1) (1) (1) (1) (1) (1)
16(b)(i)	Use of the gradient Or correct use of pair of values from linear section of the graph (up to 0.05 for strain) Young modulus = 1.5×10^9 Pa (Accept from 1.45×10^9 Pa to 1.65×10^9 Pa) <u>Example of calculation</u> Gradient = $\frac{30 \times 10^6 \text{ Pa}}{0.02}$ Young Modulus = 1.49×10^9 Pa	(1) (1) 2
16(b)(ii)	Use of $E = \sigma / \epsilon$ Or uses $\sigma = 44$ (MPa) read from graph Use of $\epsilon = 0.03$ (or lengths equal to this) Use of $\sigma = \frac{F}{A}$ $r = 2.0 \times 10^{-6}$ m (ecf from part (b)(i) for YM) (Accept answers in the range 1.9×10^{-6} m to 2.1×10^{-6} m) <u>Example of calculation</u> Stress = 1.49×10^9 Pa \times $0.03 = 4.47 \times 10^7$ Pa $A = \frac{300 \times 10^{-6} \text{ N}}{4.47 \times 10^7 \text{ Pa}} = 1.30 \times 10^{-11} \text{ m}^2$ $r = \sqrt{\frac{1.30 \times 10^{-11} \text{ m}^2}{\pi}} = 2.03 \times 10^{-6} \text{ m}$	(1) (1) (1) (1) 4
Total for question 16		11

Question Number	Answer	Mark
17(a)(i)	Use of work done = force \times distance (1) Work done = 91(J) (1) <u>Example of calculation</u> Work done = 65 N \times 1.4 m Work done = 91 J	2
17(a)(ii)	Use of power = $\frac{\text{work done}}{\text{time}}$ (1) Power = 83 W (ecf from (a)(i)) (1) (Show that value gives P = 82.5 W) <u>Example of calculation</u> Power = $\frac{91 \text{ J} \times 88}{60 \text{ s}}$ Power = 83.4 W	2
*17(b)(i)	(QWC – work must be clear and organised in a logical manner using technical terminology where appropriate) Velocity is decreasing Or the swimmers are decelerating (1) Rate of change of velocity decreases Or deceleration/acceleration decreases Or Drag force decreases as speed decreases (1) Glide 2 has a greater drag/resistance/friction (1) Explanation of why the drag force of 2 is greater than 1 e.g. cross sectional area is greater Or more turbulent flow Or less streamlined (1)	4
17(b)(ii)	See: $C \times \text{kg m}^{-3} \times \text{m}^2 \times (\text{m s}^{-1})^2$ (in equation) (1) See force/ N /LHS = kg m s^{-2} (1) <u>Example</u> $\text{kg m s}^{-2} = C \times \text{kg m}^{-3} \times \text{m}^2 \times \text{m}^2 \text{ s}^{-2}$ $C = \frac{\text{kg m s}^{-2}}{\text{kg m}^{-3} \times \text{m}^2 \times \text{m}^2 \text{ s}^{-2}}$ $C = \frac{\text{kg m s}^{-2}}{\text{kg} \times \text{m} \times \text{s}^{-2}}$	2

17(b)(iii)	<p>Wear tight fitting clothes Or swimming hats Or body shaving Or wear fastskins (1)</p> <p>To reduce turbulent flow Or the idea that there will be more laminar flow Or reduce <u>viscous</u> drag (of water) (1)</p> <p>Or</p> <p>Keep their body as flat as possible in the water (1)</p> <p>to keep their cross sectional area as small as possible (1)</p> <p>Or</p> <p>Roll the body as they swim (1)</p> <p>To reduce the size of the waves created (1)</p> <p>Or</p> <p>Swim at a slower speed (1)</p> <p>as velocity⁽²⁾ of the swimmer is proportional to the drag (1)</p> <p>(Do not credit references to increasing the temperature of the water, reducing the density of the water, wearing smooth clothes, using oil)</p>	2
	Total for question 17	12

Question Number	Answer	Mark
18(a)(i)	<p>Weight Or W Or mg (1)</p> <p>(Viscous) drag Or (air)resistance Or D (1)</p> <p>Minus 1 for additional forces except electric forces</p> 	2
18(a)(ii)	<p>Drag increases as the velocity increases Or the velocity of the drop increases and the drag is proportional to velocity⁽²⁾ (1)</p> <p>Resultant/total force becomes zero Or weight – drag – upthrust = 0 Or forces balance (1)</p> <p>(Do not accept $\Sigma F = 0$ unless F is defined) (ecf incorrect label only but not incorrect direction or forces from (a)(i) in a stated equation)</p>	2

18(b)(i)	Use of $v = s/t$ $v = 8.6 \times 10^{-4} \text{ (m s}^{-1}\text{)}$ (1) (1) 2 <u>Example of calculation</u> $v = \frac{10.2 \times 10^{-1} \text{ m}}{11.8 \text{ s}}$ $v = 8.57 \times 10^{-4} \text{ m s}^{-1}$	
18(b)(ii)	Use of density = m/V and $W = mg$ Or see $W = \rho Vg$ (1) Use of Drag force = $6\pi r\eta v$ (1) See or use of $V = 4/3\pi r^3$ (1) $r = 2.8 \times 10^{-6} \text{ (m)}$ (ecf for velocity from part (iv)) (1) (Using show that value $r = 3.0(1) \times 10^{-6} \text{ (m)}$) <u>Example of calculation</u> Weight = drag $4/3 \pi r^3 \times 920 \text{ kg m}^3 \times 9.81 \text{ N kg}^{-1} = 6 \times \pi \times r \times 1.82 \times 10^{-5} \text{ Pa s} \times 8.57 \times 10^{-4} \text{ m s}^{-1}$ $r = 2.79 \times 10^{-6} \text{ m}$	4
18(b)(iii)	Max 2 The drop is too/very small (1) The idea that the drop's shape is easily changed e.g. it is only a drop when falling Or if placed on a surface to measure, it would flatten (1) The idea that there is no suitable measuring equipment for a small drop e.g. the precision of most measuring devices is too low for the size of the drop (1)	2
18(c)	Viscosity (of air) changes with temperature (1) Velocity/drag changes if the temperature/viscosity (of air) changes (1) (To score either mark it must be clear that the viscosity of air is being discussed and not that of the oil/liquid)	2
18(d)	The idea that Stokes law doesn't apply (to ball bearing falling through air) Or a statement that laminar flow is needed (1) Ball bearing would: not reach its terminal velocity Or be accelerating Or need to be dropped from a greater height Or need to fall through a medium such as oil (1)	2
	Total for Question 18	16

