GCE

Physics B

H557/02: Scientific literacy in physics

A Level

Mark Scheme for June 2025

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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.

MARKING INSTRUCTIONS

PREPARATION FOR MARKING
RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training*; *OCR Essential Guide to Marking*.

2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor.

3. Log-in to RM Assessor and mark the **required number** of practice responses ("scripts") and the **number of required** standardisation responses.

MARKING

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.

5. **Crossed Out Responses**
   Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

   Rubric Error Responses – Optional Questions
   Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM Assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Contradictory Responses
When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)
Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth two or more marks)
If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)
Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section !!.

7. There is a NR (**No Response**) option. Award NR (No Response):
   - if there is nothing written at all in the answer space
   - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
   - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

   Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:
    a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
    b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. **Annotations**

Annotation		Meaning
	Correct response	Used to indicate the point at which a mark has been awarded (**one tick per mark awarded**).
	Incorrect response	Used to indicate an incorrect answer or a point where a mark is lost.
AE	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.
BOD	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.
BP	Blank page	Use BP on additional page(s) to show that there is no additional work provided by the candidates.
CON	Contradiction	No mark can be awarded if the candidate contradicts himself or herself in the same response.
ECF	Error carried forward	Used in numerical answers only, 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.
L1	Level 1	L1 is used to show 2 marks awarded and L1^ is used to show 1 mark awarded.
L2	Level 2	L2 is used to show 4 marks awarded and L2^ is used to show 3 marks awarded.
L3	Level 3	L3 is used to show 6 marks awarded and L3^ is used to show 5 marks awarded.
POT	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.

Annotation		Meaning
SEEN	Seen	To indicate working/text has been seen by the examiner.
SF	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. **Penalised only once in the paper.**
TE	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.
XP	Wrong physics or equation	Used in numerical answers only, 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.
^	Omission	Used to indicate where more is needed for a mark to be awarded (what is written is not wrong but not enough).

Annotation	Meaning
/	Alternative and acceptable answers for the same marking point
✓	Separates marking points
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

12. **Subject Specific Marking Instructions**

Question			Answer	Mark	Guidance
1	(a)	(i)	Method mark – individually measuring >2 atoms or measuring along a line of atoms and dividing by number (1). Value 1.2×10^{-10} m +/- 0.3×10^{-10} m (1) 2 s.f. max + reason, e.g. gap between atoms, non-circular nature of images, poor quality of image. (1)	3	^ on script if first mark missed. One mark for calculation if diameter calculated rather than radius Accept limitations of the measuring instrument (e.g. ruler). Accept length of arrow given to 2 s.f.
	(b)	(i)	Number of atoms = (19320/0.197)x 6.02×10^{23} (1) = $5.9(0) \times 10^{28}$ (atoms) (1)	2	Must have clear working AND own answer 1 mark for ending at 98071 mol.
		(ii)	Volume of 1 atom = $0.74/5.9 \times 10^{28} = 1.25 \times 10^{-29}$ (1) $r = (1.25 \times 10^{-29} \times 3/(4\pi))^{1/3} = 1.4(4) \times 10^{-10}$ m (1)	2	If 6.0×10^{28} used, $r = 1.4(3) \times 10^{-10}$ m One mark for correctly calculating number of atoms along a side of the cube = 3.9×10^{9}. No ecf as (b)(i) is a 'show that'. Method mark still available.
	(c)		Dislocations are missing atoms in the (crystalline/microscopic) structure of the metal. (1) They lead to the metal becoming less brittle/more tough/more ductile (1) Because crystal planes/planes of atoms can slip over each other (only breaking one bond at a time). (1)	3	AW throughout. Accept 'gaps'. Must have idea of atoms missing from structure. Annotated diagrams can be used.
			Total	**10**	

Question			Answer	Mark	Guidance
2	**(a)**	**(i)**	Number of ions produced per alpha particle $= 1.54 \times 10^5$ (1) Energy per ionisation $= 5.4 \times 10^6 \times 1.6 \times 10^{-19}/(1.54 \times 10^5)$ $= 5.6 \times 10^{-18}$ (J) (1)	2	
		(ii)	Energy transferred from field = *Eqd* $E = 6 \times 10^{-18}/(1.6 \times 10^{-19} \times 700 \times 10^{-9})$ (1) $= 54 \times 10^6$ (V m^{-1})(1)	2	If 5.6×10^{-18} J used, answer = 5.0×10^7 V m^{-1} Can use suvat. For information; $v = 3.5 \times 10^6$ m s^{-1}, $a = 8.8 \times 10^{18}$ m s^{-2}.
		(iii)	Electron(s) from ionisations accelerate in field (1) (This) increases the number liberated electrons which (accelerate and) produce ions (therefore increasing the number of ions produced in unit time)(1)	2	
	(b)	**(i)**	Five lines crossing equipotentials a right angles (by eye) (1) Arrows on all lines point upwards (1)	2	Lines must touch 0V surface and cloud base.
		(ii)	Greatest near the 'spire' (1) (Field strongest here as shown by) the equipotential spacing at its smallest. (1)	2	. Accept field line spacing at its smallest AW
			Total	**10**	

Question			Answer	Mark	Guidance
3	(a)	(i)	Activity = $3.5 \times 10^{4} / 8.96 \times 10^{-13} = 3.9 \times 10^{16}$ (Bq) (1)	1	Clear working or own, correct value
		(ii)	$4x\ 10^{16} = 2.48 \times 10^{-10}\ N$ $N = 1.61 \times 10^{26}$ (1) mass = $1.61 \times 10^{26} \times 3.95 \times 10^{-25} = 63.7$ kg (1)	2	3.9×10^{16} used, $N = 1.58 \times 10^{26}$, mass = 62 (.1) kg
	(b)	(i)	$P/P_0 = e^{-(2.48 \times 10\text{^}-10 \times 42 \times 3.16 \times 10\text{^}7)}$ (1) = 0.7195.. (1) (~ 72%)	2	Own value or clear correct working. May see actual values of power calculated. Power after 42 years = 2.5×10^{4} W.
		(ii)	Average velocity = 5/7 c = 2.14×10^{8} m s^{-1} (1)	1	Allow 2.23×10^{8} m s^{-1} if 1 l.y. = 1×10^{16} m and 1 year = 3.2×10^{7} s used.
		(iii)	γ factor = $\frac{1}{\sqrt{1-(\frac{5}{7})^2}}$ (1) = 1.43 (1) τ = 29.4 years (1) $P/P_0 = e^{-(2.48 \times 10\text{^}-10 \times 29.4 \times 3.16 \times 10\text{^}7)}$(1) = 0.794 (~ 79%)	4	May see velocities in m s^{-1} in the denominator. May see actual values of power calculated. ECF from (b) (ii). If 2.23×10^{8} m s^{-1} used, $\iota = 1.5$, leading to t = 28.1 years, power ratio = 0.81 (81%).
			Total	**10**	

Question			Answer	Mark	Guidance
4	**(a)**	**(i)**	E.m.f. is the <u>energy</u> transferred per unit charge/coulomb to the charge in the cell. (1) Potential difference is the <u>energy</u> transferred per unit charge/coulomb from the charge in the component/resistor (1)	2	1 mark max if 'per coulomb' or 'unit charge' missing. AW for transferred.
		(ii)	R_2 = (30 x 1.1)/0.4 (1) = 83 (Ω) (1)	2	Accept 82.5 Ω Potential divider equation may be used
	(b)	**(i)**	Method for changing temperature of thermistor in controlled manner AND method of measuring temperature (1) Source of uncertainty (1) Method of reducing uncertainty (1)	3	e.g. water bath, beaker and heating source/hot water cooling in beaker e.g. temperature measurements/uneven temperature/response time of thermistor e.g. multiple thermometers/stirring

Question			Answer	Mark	Guidance
		(ii)	**Level 3 (5–6 marks)** *There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.* Calculations of sensitivity and resolution accurate and include correct units. Reduction in sensitivity logically argued with correct calculations to support argument if written explanation insufficient. **Level 2 (3–4 marks)** *The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.* Calculation of sensitivity and resolution correct. Some attempt to explain the effect of changing the value of fixed resistor correctly states that sensitivity will decrease OR clear explanation and partially correct calculations of sensitivity and resolution. **Level 1 (1–2 marks)** *The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.* Attempts calculation using correct method and makes a logical statement about sensitivity change with change of resistor. **0 marks** No response or no response worthy of credit	6	**Indicative scientific points may include:** *Calculations:* Tangent found using gradient with ΔT at least 20 ^{o}C giving sensitivity of 0.042 - 0.050 V $^{o}C^{-1}$ Resolution = 0.01V/sensitivity = 0.2 – 0.24 ^{o}C.(ecf) *Effect of changing the value of the fixed resistor:* The sensitivity of the sensor decreases because the value of the fixed resistor is always much greater than that of the thermistor so the majority of the potential difference is always across the fixed resistor as ratio fo p.d.s = ratio of resistances AW. Calculation of p.d across fixed resistor at stated values, e.g.: p.d. at 20 ^{o}C = 5.2 V, p.d. at 60 ^{o}C = 5.8 V Credit given for calculating other resistance values for different temperatures from graph and linking these to calculations of new potential differences around 37^{o} c.
	(c)		Number (density) of electrons increases (1) because they are given sufficient energy to move into conduction band AW (1) Increased number (density) leads to increased current for same p.d. (so resistance decreases) (1)	3	Accept ‘become delocalised’ or other statements suggesting electrons become available for conduction.

Question			Answer	Mark	Guidance
5	**(a)**	**(i)**	Angular velocity = 2.0 x 10^{-7} (rad s^{-1}) (1) Orbital speed = 2.95 x 10^{4} (m s^{-1})(1)	2	Accept 1.96 x 10^{-7} (rad s^{-1}) Accept 2.94 x 10^{4} (m s^{-1})
		(ii)	a = (1.96 x 10^{-7})^2 x 1.5 x 10^{11} = 5.8 x 10^{-3} (m s^{-2})(1)	1	Angular velocity of 2.0 x 10^{-7} gives 6 x 10^{-3} m s^{-2}. Must show own value or working.
		(iii)	$M = a r^2/G$ (1) = 6.0 x 10^{-3} x (1.5 x 10^{11})^2 / 6.7 x 10^{-11} (1) = 2.0 x 10^{30} (kg) (1)	3	Must show own value or working.
	(b)	**(i)**	ratio = $\frac{k\,e^2\,r^{-2}}{G\,m_p m_e r^{-2}} = \frac{k\,e^2}{G\,m_p m_e}$ (1) = $\frac{9.0\times10^{9}\times(1.6\times10^{-19})^2}{6.7\times10^{-11}\times9.1\times10^{-31}\times1.7\times10^{-27}}$ (1) = 2.22 x 10^{39} (1)	3	If more precise value of constants used, ratio = 2.3 x 10^{39}
		(ii)	Electrostatic force can be both positive and negative (repulsive/attractive). (1) As the Universe has equal numbers of positive and negative charges (1) the forces cancel.	2	Accept gravity is always attractive
	(c)	**(i)**	F = (-) 9.0 x 10^{9} x $(1.6 \times 10^{-19})^2$/ (0.5 x 10^{-10})^2 = 9.22 x 10^{-8} (1) a = 9.22 x 10^{-8}/9.1 x 10^{-31} = 1.0 x 10^{23} (m s^{-2}) (1)	2	no ecf
		(ii)	Radiating transfers energy (1) (AW) Electron would spiral into nucleus/atom would be unstable (1)	2	'change their orbit' AW OR: Atoms do not constantly radiate (1). Therefore the electrons are not (centripetally) accelerating and therefore cannot be orbiting the proton.(1)
			Total	**15**	

Question			Answer	Mark	Guidance
6	(a)	(i)	Any four from: • Boyle's Law is relationship between p and *V* as only variables/ requires constant *T* • Increased *T* gives increased speed/k.e. • Hence more collisions per second/greater rate of collisions • more momentum change per collision (of particle with 'wall') • volume would (therefore) not increase proportionately with 1/*p*	4	AW throughout
		(ii)	Systematic error (on a proportional relationship) (1) e.g. zero error on pressure gauge (1)	2	AW throughout Accept real gas behaviour (1), detail (1)
	(b)	(i)	$NkT = \frac{1}{3}Nm\overline{c^2}$ (1) $\overline{c^2}$ = 252712… (m^2s^{-2}) (1) c = 503 m s^{-1} (1)	3	Need own value or clear, complete working 506 m s^{-1} if 1.4 x 10^{-38} is used.
		(ii)	(Short displacements followed by) abrupt changes of direction on collision (with other particles). AW	1	
	(c)	(i)	1 cm^{-3} = 1 x 10^6 m^{-3} & 1 kPa^{-1} = 0.001 Pa^{-1} (1) therefore, kPa^{-1} cm^{-3} = 1 x 10^3 Pa^{-1} m^{-3} leading to required value (1)	2	If other correct methods used, first mark is given for correct conversion of each unit which can be achieved numerically, and the second mark is a method mark leading to correct value.
		(ii)	1/gradient = pV (1) 5 = *n* x 8.31 x 293 (1) *n* = 2.1 x 10^{-3} mol (1)	3	
			Total	**15**	

Question			Answer	Mark	Guidance
7			Calculation: number of bits = $\log_2(2.075/.075)$ (1) = 4.79 (1) Reasoning: 4 bits so as not to record unnecessary noise detail OR 5 bits to capture all detail even though some will be noise (1)	3	1 mark for calculation if signal/noise used (giving 4.74) rather than (signal +noise)/signal
8	**(a)**		• mass of diaphragm affects response/limits acceleration (1) • amplitude of oscillation reduced (1) • diaphragm cannot respond quickly enough to respond to high frequency components of complex waveforms.(1)	3 LHH	e.g. cannot distinguish timbres/tones
	(b)		Gradient value 2.5 x 10^{-3} (Wb s^{-1}) (1) Emf = gradient x 170 = 0.43 (V)	2 LM	Tolerance +/- 0.2 Wb s^{-1} Range: 0.39 – 0.46 V Ecf from gradient
9	**(a)**		C = 8.85 x 10^{-12} x π x $(9x\ 10^{-4})^2$/9.5 x 10^{-6} (1) = 2.37 (pF) (1)	2 LL	Must have own value or complete working. If 9.6 x 10^{-6} used, C = 2.35 (pF) gains one mark.
	(b)		E = ½ x 2.37 x 10^{-12} $x12^2$ = 1.7 x 10^{-10} (J) (1)	1 L	Only accept ecfs which round to 1.7 (J)
	(c)		ΔC = 2.4 pF – 2.35 pF = 0.05 (pF) ΔQ = 0.05 x 10^{-12} x 12 = 0.6 x 10^{-12} (C) (1) Δt = 340^{-1}/4 = 0.735 x 10^{-3} (s) (1) I = 0.6 x 10^{-12} /0.735 x 10^{-3} = 8.16 x 10^{-10} (A)	3 MHH	If 2.37 pF used: ΔQ = 0.24 10^{-12} C (1) Δt = 340^{-1}/4 = 0.735 x 10^{-3} (s) (1) I = 0.24 x 10^{-12} /0.735 x 10^{-3} = 3.26 x 10^{-10} (A) Allow one ecf only from within question.

10			**Level 3 (5–6 marks)** *There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.* The discussion of phase is clear, correct and linked to relevant equations from the article. Physical understanding shown rather than just quoting the equations. Graphs of the output from square wave are correct, with time divisions and the conclusion and reasoning is clear and correct OR complete description of output trace. **Level 2 (3–4 marks)** *The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.* Covers both parts of the question but may miss out detail, for example, the value of the phase difference and/or the time divisions on the sketch graphs/ incomplete description of output traces. Arguments may be incomplete, for example, not linking the dynamic microphone graph to movement of coil in field. **Level 1 (1–2 marks)** *The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.* Makes correct but unanalysed statements about phase difference OR draws reasonable graphs without time intervals or explanation of the shape of the lines/ gives superficial description of output traces. **0 marks** No response or no response worthy of credit	6	**Indicative scientific points may include:** **Phase** • Shows that the dynamic microphone output is $\pi/2$ rad or 90^o out of phase with the incident wave. • Uses ideas that induced emf is rate of change of flux linkage. • Shows that condenser output is in phase with incident wave as charge on capacitor is inversely proportional to plate separation (at constant potential difference) • Equations used to clarify arguments. **Incident square wave:** • Condenser microphone the better choice • Condenser microphone produces a square wave output • Sketch graph showing correct shape • Sketch graph includes time divisions • Dynamic microphone produces peaks • Rate of change of flux will be sudden as coil sharply pushed in and out of the magnetic field • Sketch graph showing correct shape, with sections of zero output • Sketch graph shows correct phase • Sketch graph includes time divisions
			total	**6**	

11	**a**		$\frac{1}{C_{total}} = \frac{h}{\varepsilon_0 \varepsilon_r S} + \frac{d}{\varepsilon_0 S}$ (1) Leading to: $\frac{\varepsilon_r}{C_{total}} = \frac{\varepsilon_r d + h}{\varepsilon_0 S}$ Therefore : $\frac{C_{total}}{\varepsilon_r} = \frac{\varepsilon_0 S}{\varepsilon_r d + h}$ (1) Leading to equation	2	Other valid routes acceptable (SSU)
	b		*C* = $8.85 \times 10^{-12} \times 1.8 \times 4.5 \times 10^{-6} / ((1.8 \times 3.8 \times 10^{-5}) + 1.9 \times 10^{-5})$ $= 8.2 \times 10^{-13}$ F (1) $V = 9.7 \times 10^{-11} / 8.2 \times 10^{-13} = 120$ V (1)	2 s	Accept 118 V
			total	**4**	

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