

Higher

GCSE

Physics B Twenty First Century Science

J259/03: Breadth in physics (Higher Tier)

General Certificate of Secondary Education

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.

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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 **required number** of 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.)*

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

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 11.
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:

Read through the whole answer from start to finish, using the Level descriptors to help you decide whether it is a strong or weak answer. The indicative scientific content in the Guidance column indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance. Using a 'best-fit' approach based on the skills and science content evidenced within the answer, first decide which set of level descriptors, Level 1, Level 2 or Level 3, best describes the overall quality of the answer.

Once the level is located, award the higher or lower mark:

The higher mark should be awarded where the level descriptor has been evidenced and all aspects of the communication statement (in *italics*) have been met.

The lower mark should be awarded where the level descriptor has been evidenced but aspects of the communication statement (in *italics*) are missing.

In summary:

The skills and science content determines the level.

The communication statement determines the mark within a level.

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11. Annotations available in RM Assessor

Annotation	Meaning
	Correct response
	Incorrect response
	Omission mark
	Benefit of doubt given
	Contradiction
	Rounding error
	Error in number of significant figures
	Error carried forward
	Level 1
	Level 2
	Level 3
	Benefit of doubt not given
	Noted but no credit given
	Ignore

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12. Abbreviations, annotations and conventions used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions).

Annotation	Meaning
/	alternative and acceptable answers for the same marking point
✓	Separates marking points
DO NOT ALLOW	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

13. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

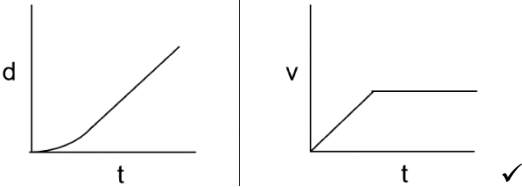
The breakdown of Assessment Objectives for GCSE (9-1) in Physics B:

	Assessment Objective
AO1	Demonstrate knowledge and understanding of scientific ideas and scientific techniques and procedures.
AO1.1	Demonstrate knowledge and understanding of scientific ideas.
AO1.2	Demonstrate knowledge and understanding of scientific techniques and procedures.
AO2	Apply knowledge and understanding of scientific ideas and scientific enquiry, techniques and procedures.
AO2.1	Apply knowledge and understanding of scientific ideas.
AO2.2	Apply knowledge and understanding of scientific enquiry, techniques and procedures.
AO3	Analyse information and ideas to interpret and evaluate, make judgements and draw conclusions and develop and improve experimental procedures.
AO3.1	Analyse information and ideas to interpret and evaluate.
AO3.1a	Analyse information and ideas to interpret.
AO3.1b	Analyse information and ideas to evaluate.
AO3.2	Analyse information and ideas to make judgements and draw conclusions.
AO3.2a	Analyse information and ideas to make judgements.
AO3.2b	Analyse information and ideas to draw conclusions.
AO3.3	Analyse information and ideas to develop and improve experimental procedures.
AO3.3a	Analyse information and ideas to develop experimental procedures.
AO3.3b	Analyse information and ideas to improve experimental procedures.

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Question			Answer	Marks	AO element	Guidance
1	(a)	(i)	First check the answer on the answer line. If answer = 2000 award 2 marks Measurement of both AB (4cm) and AC (10cm) seen / ratio of two measured lengths seen ✓ 2000 m ✓	2	1 × 1.2 1 × 2.2	ALLOW 4 ± 0.2 (cm) and 10 ± 0.2 (cm) ALLOW final answer from 2370 to 1670
		(ii)	First check the answer on the answer line. If answer = 1.1(111...) award 3 marks time $30 \times 60 = 1800$ s ✓ their distance (ECF) ÷ time e.g. $2000 / 1800$ ✓ = 1.1 (m/s) ✓	3	1.1 2 × 2.2	ALLOW substitution seen of unconverted time (30) or incorrect time as a denominator = 1 mark Max. DO NOT ALLOW final mark from unconverted or incorrect time. ALLOW answer to 1SF only if working or unrounded value shown.
	(b)			1	2.1	Third box ticked.

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Question			Answer	Marks	AO element	Guidance
	(c)		First check the answer on the answer line. If answer = 0.05 award 3 marks Gradient method recalled or attempted (e.g. triangle drawn) ✓ Correct read-offs from the line used to calculate gradient ✓ e.g. $(1.2 - 0.8) \div 8$ OR $(1.1 - 0.9) \div (6 - 2)$ OR $0.4 \div 8$ = 0.050 (m/s²) ✓	3	1.1 2 × 2.2	ALLOW correct equation seen e.g. $(v-u)/t = a$ or any $\Delta s \div \Delta t$ for 1st marking point. DO NOT ALLOW speed ÷ time ALLOW mark point 1 also if gradient calculation shown. Read-offs should be correct to ± half a square. ALLOW answer in range 0.045 to 0.055.
	(d)		12 m/s ✓	1	1.1	Second box ticked.

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Question			Answer	Marks	AO element	Guidance
2	(a)		unstable ✓ fission ✓	2	1.1	
	(b)	(i)	Any one from: Neutrons add mass / make it heavier (when captured) ✓ Fermi was famous ✓ Fermi had experimental data / evidence ✓ (Noddack) had little or no evidence / no experimental data ✓ Idea related to the historical views or status of female scientists in early 20th century ✓	1	2.1	DO NOT ALLOW Fermi confirmed nuclei could be split. IGNORE conservation of mass or energy
		(ii)	(in 1939) there was new / more evidence / idea that Fermi's experiment was shown to be repeatable AW ✓ AND Any one from: (Specific evidence:) - barium is lighter than uranium ✓ (Hahn's results) identified barium / a lighter nucleus as a product ✓ - Meitner's calculation / confirmation that energy is conserved ✓	2	3.1b	IGNORE science evolves / more theories / peer review. ALLOW more experiments were carried out to prove / test the theory e.g. Haan did experiments. ALLOW atoms or particles as AW for nuclei. ALLOW Barium not present before. IGNORE just energy is conserved i.e. it was the calculation that increased confidence in the theory not the statement.
	(c)		The neutrons released are absorbed by other uranium nuclei. ✓	1	1.1	First box ticked.

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Question			Answer	Marks	AO element	Guidance
	(d)		As kinetic energy of the new particles. ✓ By emission of ionising radiation. ✓	2	1.1	First box ticked. Last box ticked.

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Question			Answer	Marks	AO element	Guidance
4	(a)		Draw the normal/a line at right angles to the mirror (where the incident ray hits the mirror) ✓ Draw the reflected ray, (by eye) equal in angle to the incident ray ✓ Label the angle of incidence AND the angle of reflection (i, r / θ_i, θ_r) ✓	3	1.1	DO NOT ALLOW normal line drawn elsewhere on the mirror. IGNORE arrowheads DO NOT ALLOW angles between mirror and ray.
	(b)		Electromagnetic ✓ Transverse ✓	2	1.1	
	(c)		(Colours have) different frequencies / wavelengths ✓ (Colours) have different speeds (in glass) ✓	2	1.1	DO NOT ALLOW amplitude DO NOT ALLOW red has the shortest wavelength / violet has lowest frequency ALLOW each colour gets refracted by a different amount. ALLOW e.g. red has longer wavelength so refracts least = 2 marks IGNORE just it / white light changes speed DO NOT ALLOW rarefaction DO NOT ALLOW if speed increases

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Question			Answer	Marks	AO element	Guidance
	(d)		First check the answer on the answer line. If answer = 2×10^8 (m/s) award 3 marks Select wave speed = frequency $\times$ wavelength ✓ Substitution e.g. Wave speed = $5.0 \times 10^{14} \times 400 \times 10^{-9}$ ✓ Wave speed = 200000000 or 2×10^8 (m/s) ✓	3	1.1 2 $\times$ 2.2	ALLOW the first marking point also for correct substitution
	(e)		Medium Speed of sound wave ✓✓✓	3	2 $\times$ 1.1 1 $\times$ 2.1	All 4 correct = 3 marks 3 correct = 2 marks 2 correct = 1 mark SEQUENCE 2,4,1,3

Question			Answer	Marks	AO element	Guidance
5	(a)		First check the answer on the answer line. If answer = 1600 (years) award 3 marks Indication of reading activities from the graph (ratio 2:1) e.g. 3400, 1700, e.g. $3400 \div 2 = 1700$ ✓ Indication of reading corresponding times e.g. -4000 to -2400 ✓ and interpreting the interval/finding the half-life e.g. 1600 (years) ✓	3	2 × 2.2 3.2a	ALLOW a correct time interval for any change in activity seen e.g. from 3400 to 600 takes 4000 years = 1 mark IGNORE 2400 on its own, no working
	(b)	(i)	First check the answer on the answer line. If answer = 75 (cps) award 2 marks Working to indicate that 3 half-lives is $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$ OR $600 \div 2 (=300)$; $300 \div 2 (=150)$; $150 \div 2 =$ ✓ $\frac{1}{8} \times 600 = 75$ (cps) ✓	2	2.2	ALLOW e.g. candidate uses 1600 from part (a) and halves three times → 200 ALLOW indication of halving 3 times
		(ii)	7/8 OR 0.875 ✓	1	2.2	ALLOW e.g. $525 \div 600$
	(c)		Just as hazardous OR slightly less hazardous ✓ 100 years is a small fraction of the half-life OR 0.0625 (100/1600) half-lives have elapsed ✓	2	3.1b	ALLOW slightly more 100 years ago IGNORE more / less unqualified ALLOW 100 is small compared to 1600 ALLOW decrease in cps from 5 to 50 / both have about 600cps / same (radio)activity / (radio)activity has not decreased much

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Question			Answer	Marks	AO element	Guidance
6	(a)		4 lines drawn radially (between N and S poles) ✓ Arrows pointing from N to S ✓	2	2.2	DO NOT ALLOW if any curvature seen DO NOT ALLOW if arrow points away from S-pole
	(b)	(i)	the current produces its own magnetic field ✓ the current is in a magnetic field ✓ current is at a right angle to magnetic field OR reference to left hand rule / motor effect OR idea of interaction of magnetic fields ✓	3	3 x 1.1	ALLOW the wire has a magnetic field / becomes magnetised IGNORE just there is a current in the wire / wire is magnetic / becomes a magnet / magnetic force induced for this mark ALLOW (permanent) magnet has a magnetic field ALLOW attraction/repulsion with permanent magnet DO NOT ALLOW if interaction produces/induces current or induces voltage in wire DO NOT ALLOW if reference to electric field IGNORE changing magnetic fields / induction of force
		(ii)	coil vibrates ✓ Any two from: (due to) changing magnetic field ✓ (due to) changing direction of force on coil ✓ (coil is attached to cone, so) cone vibrates ✓ cone pushes air producing compressions and rarefactions ✓ a longitudinal wave is produced (in the air) ✓ air particles vibrate with same frequency as the a.c. ✓	3	1.1	ALLOW coil moves back and forth / to and from / oscillates / wire as AW for coil IGNORE magnet vibrates MAX 2 if reference to induction ALLOW attracted and repelled ALLOW vibrations travel through the air

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Question			Answer	Marks	AO element	Guidance
		(iii)	First check the answer on the answer line. If answer = 0.018 (N) award 4 marks Convert 5 cm to 0.05 m ✓ Select $F = BIL$ (or word form) ✓ Correct substitution $F = 1.2 \times 0.3 \times 0.05$ ✓ $F = 0.018$ (N) ✓	4	1.2 1.1 2 × 2.2	ALLOW second marking point also for correct substitution OR correct substitution of an incorrect conversion = 2 marks
		(iv)	Any three from: Increase the number of turns on the coil / more loops of wire ✓ Increase the current ✓ Use a stronger magnet / higher magnetic flux density / increase strength of magnetic field ✓ Use an iron core / magnetic core / soft magnetic material ✓	3	3.3b	IGNORE closer loops / larger coil / wider coil / coil size / more wire, unless clearly linked to increasing the length of wire in the field IGNORE references to voltage / electric field / resistance unless clearly linked to more current IGNORE stronger magnetism / size of field DO NOT ALLOW steel core IGNORE core unqualified

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Question			Answer	Marks	AO element	Guidance
7	(a)		A split ring commutator ✓	1	1.1	
	(b)		The potential difference is always a positive value ✓	1	3.1a	
	(c)	(i)	Can be replenished / regrown / will not run out ✓	1	1.1	ALLOW is not finite IGNORE named examples e.g. solar / can be renewed (stem) / can be got back / won't get used up / doesn't use finite resources / reference to emissions
		(ii)	(Renewable) The rider's energy is from food which can be regrown OR the rider's energy source is renewable / sustainable / can be regrown / replenished AW ✓ OR (Non-renewable) The rider's energy will run out/is limited (e.g. when tired) OR rider can't produce electricity once their energy runs out AW ✓	1	3.2b	The first marking point relates to where the rider gets their energy from (e.g. food / chemical energy input) and focuses on that energy source as replenishable ALLOW chemical energy as AW for energy source AND qualified e.g. replenished The second marking point relates to the rider as the energy source, AND focuses on that energy source as finite or unsustainable

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Question			Answer	Marks	AO element	Guidance
8	(a)		More weight of water above (object at greater depth) ✓ More force on same area ✓	2	1.1	ALLOW more mass of water above / more force above / more particles pushing down IGNORE amount of water / more water DO NOT ALLOW if reference to density increase
	(b)	(i)	First check the answer on the answer line. If answer = 4080 (kPa) award 4 marks Select $P = h \rho g$ ✓ Substitution: pressure = $400 \times 1020 \times 10$ ✓ Pressure = 4 080 000 (Pa) ✓ Conversion to kPa Pressure = 4 080 (kPa) ✓	4	1.1 2×2.2 1.2	ALLOW 4 080 000 = 3 marks on its own ALLOW 1 mark for clear evidence of incorrect answer correctly divided by 1000 to change units to kPa
		(ii)	The answer to (b)(i) would be higher ✓ (Because) more weight of water above OR pressure is proportional to density OR h is the same and g is constant OR volume of water above has more mass ✓	2	3.1b	ALLOW more mass of water above / more particles pushing down IGNORE more force acting down IGNORE more mass per unit volume

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Question			Answer	Marks	AO element	Guidance
	(c)		<u>pressure</u> (from the water) produces upthrust / net upward force ✓ the upthrust is due to (weight of) displaced water / displaced water pushes up OR the net force from the water excludes the penguin's weight ✓	2	2.1	IGNORE reference to Newton's 3 rd Law
	(d)		First check the answer on the answer line. If answer = 663 (kg/m³) award 3 marks (Volume = $\pi \times (0.10)^2 \times 1.2 =$) 0.038 (m³) ✓ Select and apply: density = mass ÷ volume OR 25 ÷ 0.037699 ✓ Density = 663 (kg/m³) ✓	3	2.2 1.1 2.2	ALLOW 0.037699 OR a volume that can be rounded to 0.038 OR 38 000 cm³ ALLOW = 25 ÷ 0.038 OR their volume ALLOW an answer that is 660 at 2.s.f. (i.e. do not check for rounding errors) ALLOW 700 only (i.e. 1 s.f. as 0.1 is the labelled radius) DO NOT ALLOW use of their incorrect volume for this marking point

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Question			Answer	Marks	AO element	Guidance
	(e)	(i)	(Trend) any one from: as depth increases, volume decreases as depth increases, density increases as volume decreases, density increases ✓ AND (Explanation of trend) Volume decreases because air inside the air sacs compresses ✓ Density increases because same mass / the penguin's mass occupies a smaller volume/space ✓	3	3.2b 2 × 2.1	DO NOT ALLOW incorrect trend, and may negate explanations also IGNORE references to proportional / inversely proportional Award marking point 2 for any explanation that: - Uses the idea of gas compression to explain decreasing volume - Uses $p=m/V$ to explain increasing density due to constant mass DO NOT ALLOW marking point 2 for a repeat of the trend e.g. the density increases because the volume increases / density increases because more mass per unit volume
		(ii)	(Sinks because) penguin is more dense (than seawater) ✓ any one from: ✓ weight of penguin is greater than upthrust from seawater ORA / upthrust too small to balance weight OR swimming produces an upward force / swimming need to maintain position	2	3.1a	ALLOW penguin is already sinking at 96cm IGNORE forces down more than forces up / unbalanced forces / resultant force downwards

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Question			Answer	Marks	AO element	Guidance
9	(a)	(i)	Force of gravity/it is stronger closer to Earth ORA ✓	1	2.1	ALLOW more force of gravity in first orbit
		(ii)	At new orbit, the satellite's speed is lower ORA ✓ (because) the <u>radius</u> of the orbit has increased ORA ✓	2	1.1	IGNORE satellite is further away (given in stem) / distance has increased / reference to centripetal force / reference to orbital circumference
		(iii)	Direction changes ✓ (so) velocity changes ✓	2	1.1	IGNORE references to gravity / speed DO NOT ALLOW if velocity increases / decreases
	(b)		First check the answer on the answer line. If answer = 7620 (m/s) award 3 marks (Select =) mass x velocity ✓ (rearrange and substitute) Velocity = $9144000 / 1200$ ✓ Velocity = 7620 (m/s) ✓	3	1.1 2 × 2.2	ALLOW marking point 1 also for substitution

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