| Question        | Answer             | Acceptable answers | Mark |
|-----------------|--------------------|--------------------|------|
| Number          |                    |                    |      |
| <b>1</b> (a)(i) | ⊠ <b>B</b> 2.5 ÷ 4 |                    | (1)  |
|                 |                    |                    |      |

| Question<br>Number | Answer   |     | Acceptable answers                                | Mark |
|--------------------|--|-----|---|------|
| 1(a)(ii)           | either<br>P = 2.5 x 0.2<br>or<br>2.5 = P / 0.2 (1) |     | give full marks for correct<br>answer, no working |      |
|                    | 0.5 (W)  | (1) |   | (2)  |

| Answer           | Acceptable answers | Mark             |
|------------------|--------------------|------------------|
|                  |                    |                  |
| 3.0 +/- 0.5 (cm) |                    | (1)              |
| 3                | 3.0 +/- 0.5 (cm)   | 3.0 +/- 0.5 (cm) |

| Question<br>Number | Answer  | Acceptable answers  | Mark |
|--------------------|---|---|------|
| 1(b)(ii)           | <ul> <li>an explanation linking <ul> <li>2 MHz (1)</li> </ul> </li> <li>and any <b>one</b> from: <ul> <li>has a higher intensity</li> <li>inside tissue (1)</li> </ul> </li> <li>less energy absorbed <ul> <li>(1)</li> <li>less attenuation</li> </ul> </li> </ul> | this frequency alone<br>RA<br>loses intensity more gradually                    |      |
|                    | <ul><li>(1)</li><li>penetrates furthest<br/>/deepest (1)</li></ul>  | highest penetration<br>accept "2MHz and 4MHz" with<br>correct reason for 1 mark | (2)  |

| Number       | -     |  | Mark   |
|--------------|-------|--|--|
| QWC          | * )   | A comparison of endoscopes with any one of the following<br>devices:<br><b>Diagnostic devices</b><br>• CAT scanners<br>• Fluoroscopes<br>• Thermal imagers / IR thermometers<br>• Pulse oximeters<br>• PET scanners<br>• X-ray machines<br>• Gamma cameras<br><b>Link to electromagnetic radiation</b><br>• Endoscopes use TIR of light in optical fibres<br>• CAT scanners X- rays and computer to generate 3D images<br>• Fluoroscopes use X- rays and a video camera<br>• Thermal imagers use infrared emitted by a body<br>• IR / red LEDs used to measure oxygen levels<br>• PET scanners detect radiation emitted by electron-<br>positron annihilation<br>• Gamma cameras detect gamma rays from radioactive sources<br><b>Other factors for comparison</b><br>• Safety   |  |
|              |       | • Ease of use  |  |
|              |       | <ul> <li>Frequency / wave length</li> <li>Intensity</li> </ul>   |  |
|              |       | <ul> <li>Penetration</li> <li>Ionising / non-ionising</li> </ul>   | (6)  |
|              |       |  | (0)  |
| Level        | 0     | No rewardable content  |  |
| 1            | 1 - 2 | <ul> <li>a limited comparison between an endoscope and one device endoscopes use light and CAT scanners detect broken bone the answer communicates ideas using simple language and limited scientific terminology</li> <li>spelling, punctuation and grammar are used with limited accuracy</li> </ul>   | æ e.g.<br>es<br>d uses                             |
| 2            | 3 - 4 | <ul> <li>a simple comparison between an endoscope and one devic<br/>linking them to the electromagnetic radiation used for both<br/>detail of use for one of them e.g. endoscopes use visible lig<br/>examine internal organs and CAT scans use X-rays</li> <li>the answer communicates ideas showing some evidence of<br/>and organisation and uses scientific terminology appropriation<br/>spelling, punctuation and grammar are used with some account of the statement of the s</li></ul> | e,<br>and a<br>ght to<br>clarity<br>tely<br>curacy |
| 3<br>Physics | 5 - 6 | <ul> <li>a detailed comparison between an endoscope and one dev<br/>linking them to the electromagnetic radiation used for both<br/>detail of use for both of them e.g. endoscopes use visible I<br/>which is passed down optical fibres by TIR to examine inte<br/>organs. Fluoroscopes use X-rays and a video camera to sh<br/>positioning of stents in arteries.</li> <li>the answer communicates ideas clearly and coherently use<br/>range of scientific terminology accurately</li> </ul>  | ice,<br>a and a<br>ight<br>rnal<br>ow<br>es a      |

| Question | Answer         | Acceptable answers | Mark |
|----------|----------------|--------------------|------|
| Number   |                |                    |      |
| 2(a)     | A all the time |                    | (1)  |
|          |                |                    |      |

| Question<br>Number | Answer                                 |              |            | Mark |     |
|--------------------|--|--------------|------------|------|-----|
| 2(b)               |  |              |            |      |     |
|                    | radiation                              | type         | transfer   |      |     |
|                    | alpha                                  | particle     | energy     |      |     |
|                    | beta                                   | particle (1) | energy     |      |     |
|                    | gamma                                  | wave (1)     | energy (1) |      |     |
|                    | 2 words in 1 box scores 0 for that box |              |            |      | (3) |

| Question<br>Number | Answer   | Acceptable answers   | Mark |
|--------------------|--|--|------|
| 2(c)               | Any <b>two</b> from the following points                 |  |      |
|                    | <ul> <li>sterilising food (1)</li> </ul>                 | cleaning water   |      |
|                    | <ul> <li>sterilising medical<br/>equipment(1)</li> </ul> |  |      |
|                    | <ul> <li>detection of cancer(1)</li> </ul>               | PET scan gamma camera  |      |
|                    | <ul> <li>treatment of cancer(1)</li> </ul>               | Radiotherapy   |      |
|                    |  | Industrial uses<br>eg Measuring thickness<br>Tracers<br>(Gamma) telescopes | (2)  |

| Question  | Answer  | Acceptable answers | Mark |
|-----------|---|--------------------|------|
| Number    |   |                    |      |
| 2(d)      | A description including the                               |                    |      |
|           | following points  |                    |      |
|           | <ul> <li>travel at the same speed</li> <li>(1)</li> </ul> |                    |      |
| PhysicsAr | • in a vacuum/space (1)                                   |                    | (2)  |

| Question        | Answer                    | Acceptable answers | Mark |
|-----------------|---------------------------|--------------------|------|
| Number          |                           |                    |      |
| <b>3</b> (a)(i) | A infrared and microwaves |                    | (1)  |

| Question | Answer                             | Acceptable answers | Mark |
|----------|------------------------------------|--------------------|------|
| Number   |                                    |                    |      |
| 3(a)(ii) | C lower frequency than ultraviolet |                    | (1)  |
|          |                                    |                    |      |

| Question<br>Number | Answer   | Acceptable answers                                      | Mark |
|--------------------|--|---|------|
| 3(b)(i)            | A description including <b>two</b> of the following points   | Ignore "harm" or "harmful"<br>Accept "tissue" for cells |      |
|                    | <ul> <li>Either</li> <li>UV penetrates the skin / can damage normal cells/ cause cell mutation/ionise cells (1)</li> <li>can cause (skin) cancer / can cause premature ageing (1)</li> </ul> | sunburn   |      |
|                    | <ul> <li>OR</li> <li>UV penetrates the eye / can damage/mutate cells in the eye (1)</li> <li>can cause cataracts /</li> </ul>  | can cause (snow) blindness                              |      |
|                    | damage to the retina<br>(macular degeneration) (1)   |   | (2)  |

| Question<br>Number | Answer  | Acceptable answers                          | Mark |
|--------------------|---|---|------|
| 3(b)(ii)           | An explanation linking two of the following points  | Accept reverse argument if clearly about IR |      |
|                    | <ul> <li>(ultraviolet/it) has a higher<br/>frequency (than infrared)<br/>(1)</li> </ul>                 | has a shorter wavelength                    |      |
|                    | <ul> <li>(therefore ultraviolet/it) has<br/>higher (photon) energy (1)</li> </ul>                       |   |      |
|                    | <ul> <li>(ultraviolet/it) penetrates<br/>further /(ultraviolet/it)<br/>causes ionisation (1)</li> </ul> |   |      |
|                    |   |   | (2)  |

| Question<br>Number |                | Indicative content   | Mark |
|--------------------|----------------|--|------|
| QWC *              | ° <b>3(</b> C) | A comparison including some of the following points  Similarities  used white light from the Sun  glass prism  produced a visible spectrum   |      |
|                    |                | <ul> <li>(Herschel's) infrared experiment <ul> <li>used a thermometer to measure the temperature of different colours of the visible spectrum</li> <li>temperature increased towards the red end</li> <li>temperature increased more past the red end of the spectrum.</li> <li>temperature rise was due to invisible rays named infrared</li> </ul> </li> <li>(Ritter's) ultraviolet experiment <ul> <li>used silver chloride on paper this slowly turns black in visible light.</li> <li>silver chloride turned black faster as the paper was put at the violet end of the spectrum</li> <li>beyond the violet the silver chloride turned black even more rapidly</li> <li>due to the presence of invisible rays (originally called chemical rays) now called ultraviolet</li> </ul> </li> </ul> | (6)  |

| Level | 0    | no rewardable material   |
|-------|------|--|
| 1     | 1 -2 | <ul> <li>a limited description of either experiment including two or more basic points (written or shown on a labelled diagram)</li> <li>e.g. prism is made of glass; the colours of the spectrum are ROYGBIV</li> <li>OR (Herschel's) experiment discovered IR; he measured the temperature of the spectrum</li> <li>OR (Ritter) put sensitive (silver chloride) paper at different places in the spectrum; (Ritter's) experiment discovered UV</li> <li>the answer communicates ideas using simple language and uses limited scientific terminology</li> <li>spelling, punctuation and grammar are used with limited accuracy</li> </ul>   |
| 2     | 3 -4 | <ul> <li>a simple description of either experiment including a statement<br/>linking two ideas and a point of similarity or difference with the<br/>other experiment e.g. (Herschel) moved a thermometer beyond the<br/>red end of the spectrum and the temperature increased and both<br/>(Herschel's and Ritter's) experiments use a prism to produce the<br/>spectrum (NB this last point could be shown in a labelled diagram)<br/>OR The sensitive paper that (Ritter) used turns black in visible light and<br/>it turns black quicker when moved beyond the violet end of the<br/>spectrum and (Ritter's) experiment shows ultraviolet rays but<br/>(Herschel's) experiment shows infrared rays (NB this last point could<br/>also be shown in a labelled diagram)</li> <li>the answer communicates ideas showing some evidence of clarity<br/>and organisation and uses scientific terminology appropriately</li> <li>spelling, punctuation and grammar are used with some accuracy</li> </ul> |
| 3     | 5 -6 | <ul> <li>A detailed description including statements about each experiment that link ideas to show a point of similarity AND a point of difference e.g. (Herschel) measured the temperature of the colours and discovered a higher temperature beyond the red end and (Ritter) used sensitive (silver chloride) paper that turned black very quickly when moved beyond the violet end of the spectrum and both experiments use a prism to separate the colours of the spectrum and (Herschel's) experiment uses a thermometer instead of sensitive paper (already stated)</li> <li>the answer communicates ideas clearly and coherently uses a range of scientific terminology accurately</li> <li>spelling, punctuation and grammar are used with few errors</li> </ul>   |

| Question<br>Number | Answer        |              |                          |                  |                  |            |                  | Acceptable answers | Mark |
|--------------------|---------------|--------------|--------------------------|------------------|------------------|------------|------------------|--------------------|------|
| 4(a)(i)            | • inf         | frared       | (1)                      |                  |                  |            |                  |                    |      |
|                    | • ra          | dio wa       | aves (1)                 |                  |                  |            |                  |                    |      |
|                    | • 2           | marks        | if both co               | rrect i.e        | 9.               |            |                  |                    |      |
|                    | gamma<br>rays | X-<br>rays   | ultraviolet              | visible<br>light | infrared<br>/IR  | microwaves | radio<br>(waves) |                    |      |
|                    | • 1           | mark<br>mark | for one co<br>if answers | rrect<br>interch | anged i.e        |            |                  |                    |      |
|                    | gamma<br>rays | X-<br>rays   | ultraviolet              | visible<br>light | radio<br>(waves) | microwaves | infrared<br>∕IR  |                    |      |
|                    |               | 1            | 1                        | 1                |                  |            | 1                |                    |      |
|                    |               |              |                          |                  |                  |            |                  |                    |      |
|                    |               |              |                          |                  |                  |            |                  |                    | (2)  |

| Question<br>Number | Answer       | Acceptable answers         | Mark |
|--------------------|--------------|----------------------------|------|
| 4(a)(ii)           | gamma (rays) | or symbol for gamma e.g. γ | (1)  |

| Question<br>Number | Answer   | Acceptable answers   | Mark |
|--------------------|--|--|------|
| 4(b)(i)            | <ul> <li>A description linking one of the following pairs</li> <li>on items (1)</li> <li>assist in identification (if stolen) (1)</li> <li>on document/currency (1)</li> </ul> | <ul> <li>named item</li> <li>to identify (owner)</li> <li>banknotes eq (1)</li> </ul>  |      |
|                    | <ul> <li>help to identify forgery (1)</li> <li>write (on paper) (1)</li> <li>secret message (1)</li> </ul>   | <ul> <li>(to identify) genuine<br/>notes/forgeries (1)</li> <li>write (message /note)(1)</li> <li>(that) other people cannot<br/>see(1)</li> </ul>   |      |
|                    | <ul> <li>stamp / on (back of) hand (1)</li> <li>as pass out for an event (1)</li> </ul>  | <ul> <li>(print on) t-shirt (1)</li> <li>shows up in club (1)</li> <li>Allow to detect UV (radiation) for 1mark</li> <li>Ignore uv light uses not on ink, e.g. forensic use on blood/ use in the dark (as it glows)/ etc.</li> </ul> | (2)  |

| Question<br>Number | Answer   | Acceptable answers   | Mark |
|--------------------|--|--|------|
| 4(b)(ii)           | causes damage to (unprotected)<br>eyes/skin/DNA/ cells (1) | blindness /(skin)<br>cancer/(sun)burn (to<br>skin)/mutations | (1)  |

| Question<br>Number | Answer   |   | Mark |
|--------------------|--|---|------|
| 4(c)               | A description linking <b>one</b> of the following pairs  | statement of recognised<br>application<br>detail of how it works/ how it is<br>used   |      |
|                    | <ul> <li>(at the) airport /customs /<br/>docks / security checks (1)</li> </ul>                            | <ul> <li>to scan {luggage / people/<br/>vehicles} (1)</li> </ul>  |      |
|                    | <ul> <li>for dangerous/illegal items         <ul> <li>(1)</li> </ul> </li> </ul>                           | <ul> <li>(check) for things that are<br/>not meant to be there e.g.<br/>liquids, knives, guns,<br/>explosives, drugs etc (1)</li> </ul> |      |
|                    | <ul> <li>checking welds (1)</li> </ul>   | checking<br>pipes/engines/aircraft/structures<br>etc  |      |
|                    | <ul> <li>to examine under the<br/>surface (1)</li> </ul>   | for cracks  |      |
|                    | <ul> <li>checking paintings eq (1)</li> <li>to look for detail under the top paint layer (1)</li> </ul>    | IGNORE idea of X-ray vision   |      |
|                    | <ul> <li>X-ray telescopes/astronomy</li> <li>to study/look at objects in space</li> </ul>                  | e.g. stars/ galaxies/ space/black<br>holes/neutron stars/planets  |      |
|                    | <ul> <li>check packaging e.g.<br/>cans/packets</li> <li>(to see if) filled to correct<br/>level</li> </ul> | for 'foreign' objects   |      |
|                    | <ul> <li>sterilising (1)</li> <li>food/hospital equipment (1)</li> </ul>                                   | killing bacteria  |      |
|                    | ·····(')   | <b>NOT</b> to scan (the body) for broken bones  | (2)  |
|                    |  |   |      |