



Oxford Cambridge and RSA

**GCE**

**Physics B**

**H557/03: Practical skills in physics**

Advanced GCE

**Mark Scheme for Autumn 2021**

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 2021

## 1. Annotations available in RM Assessor

Annotation	Meaning
	Benefit of doubt given
	Contradiction
	Incorrect response
	Error carried forward
	Level 1
	Level 2
	Level 3
	Transcription error
	Benefit of doubt not given
	Power of 10 error
	Omission mark
	Error in number of significant figures
	Correct response
	Wrong physics or equation

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

<b>Annotation</b>	<b>Meaning</b>
/	alternative and acceptable answers for the same marking point
<b>reject</b>	Answers which are not worthy of credit
<b>not</b>	Answers which are not worthy of credit
<b>Ignore</b>	Statements which are irrelevant
<b>Allow</b>	Answers that can be accepted
( )	Words which are not essential to gain credit
—	Underlined words must be present in answer to score a mark
<b>ECF</b>	Error carried forward
<b>AW</b>	Alternative wording
<b>ORA</b>	Or reverse argument

Question			Solution	Marks	Guidance																								
1	a	i	One mark for each column. <table border="1" style="margin-left: 20px;"> <tr> <td>1.01</td> <td>1.03</td> </tr> <tr> <td>1.11</td> <td>1.22</td> </tr> </table> <div style="margin-left: 40px;"> <span style="margin-right: 100px;">✓</span> <span>✓</span> </div>	1.01	1.03	1.11	1.22	2	Accept $t^2$ (any combination) <table border="1" style="margin-left: 20px;"> <tr> <td></td> <td>1.02</td> </tr> <tr> <td></td> <td>1.23</td> </tr> </table>		1.02		1.23																
1.01	1.03																												
1.11	1.22																												
	1.02																												
	1.23																												
		ii	Both points (their values) plotted correctly to within half a small square. ✓ Horizontal error bars on every plot ✓ EITHER Length of error bars all median value of 0.03 ( $\frac{3}{4}$ small square) – accept $\frac{1}{2}$ to 1 small square either side. ✓ OR Length of 6 error bars correct – see table in guidance (to within $\frac{1}{2}$ small square) ✓	3	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>height</th> <th>spread</th> <th>small squares</th> </tr> </thead> <tbody> <tr> <td>2.00</td> <td>0.02</td> <td>up to 1</td> </tr> <tr> <td>3.00</td> <td>0.01</td> <td>up to <math>\frac{1}{2}</math></td> </tr> <tr> <td>4.00</td> <td>0.03</td> <td><math>\frac{1}{2}</math> to 1</td> </tr> <tr> <td>5.00</td> <td>0.03</td> <td><math>\frac{1}{2}</math> to 1</td> </tr> <tr> <td>6.00</td> <td>0.06</td> <td>1 to 2</td> </tr> <tr> <td>7.00</td> <td>0.06</td> <td>1 to 2</td> </tr> <tr> <td>8.00</td> <td>0.04</td> <td><math>\frac{1}{2}</math> to <math>1\frac{1}{2}</math></td> </tr> </tbody> </table> <p>Ignore any vertical error bars.</p>	height	spread	small squares	2.00	0.02	up to 1	3.00	0.01	up to $\frac{1}{2}$	4.00	0.03	$\frac{1}{2}$ to 1	5.00	0.03	$\frac{1}{2}$ to 1	6.00	0.06	1 to 2	7.00	0.06	1 to 2	8.00	0.04	$\frac{1}{2}$ to $1\frac{1}{2}$
height	spread	small squares																											
2.00	0.02	up to 1																											
3.00	0.01	up to $\frac{1}{2}$																											
4.00	0.03	$\frac{1}{2}$ to 1																											
5.00	0.03	$\frac{1}{2}$ to 1																											
6.00	0.06	1 to 2																											
7.00	0.06	1 to 2																											
8.00	0.04	$\frac{1}{2}$ to $1\frac{1}{2}$																											
		iii	Acceptable <u>straight</u> line of best fit drawn. ✓  Gradient calculated correctly. ✓	2	Acceptable range: steepest from (0.24, 1.0) to (1.8, 8.8) least steep from (0.2, 1.0) to (1.8, 8.6)  gradient should be in range 4.75 to 5.0 for an acceptable line. Only answer of 5 (1sf) if calculated value equals 5.0. Watch out for incorrect gradient calculation giving value in range. ALLOW ecf from candidate's line if correct working shown.																								

	<b>iv</b>	<p>Acceleration of free fall = 2 x value obtained for gradient in part (iii). ✓</p> <p>EITHER:</p> <p>Worst fit line drawn on graph ✓</p> <p>gradient calculated correctly ✓</p> <p>absolute uncertainty in <math>g</math> within range 0.3 to 0.6 (with correct working) ✓</p> <p>OR:</p> <p>Calculation of approx uncertainty using <math>g = \frac{2s}{t^2}</math></p> <p>Eg: relative uncertainty of <math>h = 0.02 \div 2 = 1\%</math> and relative uncertainty of <math>t = 0.015 \div 0.66 = 2\%</math>. ✓</p> <p>Relative uncertainty in <math>g</math> is <math>1\% + 2 \times 2\% = 5\%</math> ✓</p> <p>Absolute uncertainty in <math>g</math> within range 0.3 to 0.7 (with correct working) ✓</p>	<b>4</b>	<p><math>s = ut + \frac{1}{2}gt^2</math> and <math>u = 0</math>, so gradient = <math>\frac{1}{2}g</math>.</p> <p>Value written on the answer line should be twice the value calculate for gradient.</p> <p>Steepest or shallowest line drawn through error bars (if drawn). ALLOW ecf for their error bars.</p> <p>Using median values: relative uncertainty of <math>h = 0.02 \div 5 = 0.4\%</math> and relative uncertainty of <math>t = 0.02 \div 1.01 \approx 2\%</math>. ✓ Relative uncertainty in <math>g</math> is <math>0.4\% + 2 \times 2\% \approx 4\%</math> ✓</p> <p>If candidate has given gradient value = <math>g</math>, only a max 2 marks can be awarded.</p>
<b>b</b>	<b>i</b>	Length of card only. ✓	<b>1</b>	DO NOT ALLOW a list of examples.

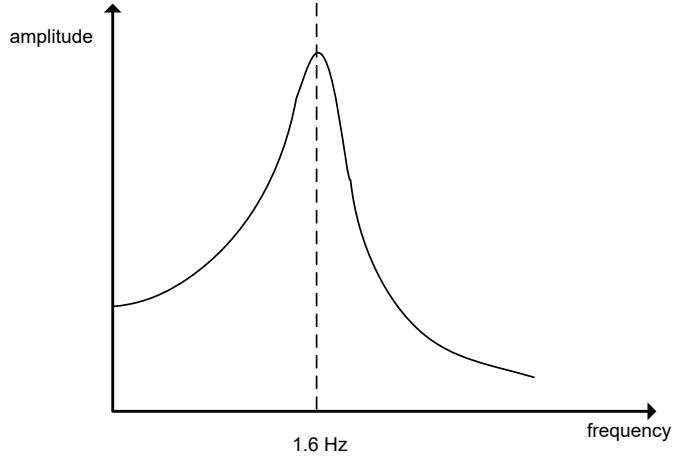
		<p><b>ii</b> First mark for identifying a source of error. ✓          Second mark for discussion/comparison of effect of that error. ✓          Third mark for a second pair of error <u>and</u> comparison. ✓</p> <p>Any of source/effect pairs:</p> <ul style="list-style-type: none"> <li>• Duration of drop</li> <li>• Light gate method uses shorter drop so a greater <u>relative/percentage</u> error in time measurement ora</li> <li>• Relevant length measurement</li> <li>• Length of card measured in light gate method is smaller then drop height measured for G-ball so greater <u>relative/percentage</u> error ora.</li> <li>• Problem with card falling between light gates</li> <li>• length of card passing through light gates inaccurate.</li> <li>• Air resistance</li> <li>• If air resistance present then <math>g</math> will not be a constant, or some sensible comparison of air resistance on both experiments.</li> <li>• Precision of timer</li> <li>• Both methods using electronic timers so likely to have similar (absolute) uncertainties.</li> </ul>	<b>3</b>	<p>IGNORE reference to distance between light gates for first mark.          DO NOT ALLOW explicit reference to measuring height of drop in light gate method for the explanation mark.</p>
		QUESTION TOTAL	<b>15</b>	

Question		Solution	Marks	Guidance
2	a	Measure across a number of fringes AND find mean spacing (divide by the number of fringe widths); ✓ Using a travelling microscope/ruler ✓	2	Accept Vernier callipers
	b	i		
		$\lambda = ax/D$ ; ✓  $\lambda = (8.5 \times 10^{-5})(1.02 \times 10^{-2}) \div 1.5$ ✓ $\lambda = 5.8 \times 10^{-7} \text{ m}$ . ✓	3	Any subject. Accept $\lambda = sw/D$ ALLOW use of $n\lambda = a\sin\theta$ with $n = 1$ ✓ $\sin\theta = \frac{1.02 \times 10^{-2}}{1.5} = 6.8 \times 10^{-3}$ . $\theta = 0.39^\circ$ ✓ POT error will lose one mark.
	b	ii		
		Absolute uncertainty in $D = \pm 1 \times 10^{-2} \text{ m}$ ✓  EITHER: Percentage uncertainty in $\lambda$ found by adding their correctly calculated percentage uncertainties eg = $2\% + 10\% + (.01 \div 1.5) \times 100 = 12.7\%$ or $13\%$ or $12\%$ ✓ Absolute uncertainty in $\lambda = 7(.4) \times 10^{-8} \text{ m}$ ✓  OR State 10% most significant uncertainty and ignore the other two uncertainties. ✓ Absolute uncertainty in $\lambda = 5.8 \times 10^{-8} \text{ m}$ ✓  OR: Max value of $\lambda = (\text{max value of } a \times \text{max value of } x) \div (\text{min value of } D)$ , or min value of $\lambda = (\text{min value of } a \times \text{min value of } x) \div (\text{max value of } D)$ ✓ Absolute uncertainty in $\lambda = \text{max value of } \lambda - 5.78 \times 10^{-7}$ , or Absolute uncertainty in $\lambda = 5.78 \times 10^{-7} - \text{min value of } \lambda$ , or Absolute uncertainty in $\lambda = \frac{1}{2}(\text{max value of } \lambda - \text{min value of } \lambda)$ ✓	1  2	This could be implied/seen in working.  ALLOW ecf for incorrect value of $\lambda$ from (b)(i) ALLOW ecf for incorrect abs uncert in $D$ provided it is between 0 (ignored) and 5 cm. ALLOW 13% to give absolute uncertainty = $8 \times 10^{-8} \text{ m}$  If uncertainty in $D$ is ignored/omitted without explanation this final mark can be awarded, for method.



	<b>b</b>	<b>iii</b>	Fringes will be more widely spaced so relative uncertainty in $x$ is less. ✓ ANY 2 of: (Red light will have wider spacing of fringes) <u>because</u> (average) wavelength is longer. ✓ Relative uncertainty in $D$ <u>and</u> $a$ remain the same. ✓ Fringes will be more clearly defined <u>because</u> only one wavelength/frequency or monochromatic ora. ✓ Fringes will be brighter/easier to see <u>because</u> laser light is more intense	<b>3</b>	
			Question total	<b>13</b>	

Question			Solution	Marks	Guidance																																		
3	a	i	<p><math>l/T</math> or <math>T/l</math> should be constant A set (at least 3) of correct calculations to show that.</p> <p>OR</p> <p><math>\Delta T</math> for each <math>\Delta l</math> should be constant A set (at least 3) of suitable calculations to show that. ✓</p> <p>OR</p> <p><math>l/T</math> should be constant Find one value for <math>l/T</math> and then use it to predict values for <math>T</math> for at (east 2) other values of <math>l</math> (or vice versa).</p>	2	<table border="1"> <thead> <tr> <th>length</th> <th>period</th> <th><math>l/T</math></th> <th><math>T/l</math></th> <th><math>\Delta T</math></th> </tr> </thead> <tbody> <tr> <td>28.0</td> <td>0.734</td> <td>38.1</td> <td>0.0262</td> <td></td> </tr> <tr> <td>26.0</td> <td>0.677</td> <td>38.4</td> <td>0.0260</td> <td>0.057</td> </tr> <tr> <td>24.0</td> <td>0.623</td> <td>38.5</td> <td>0.0260</td> <td>0.054</td> </tr> <tr> <td>22.0</td> <td>0.569</td> <td>38.7</td> <td>0.0259</td> <td>0.054</td> </tr> <tr> <td>20.0</td> <td>0.511</td> <td>39.1</td> <td>0.0256</td> <td>0.058</td> </tr> </tbody> </table>					length	period	$l/T$	$T/l$	$\Delta T$	28.0	0.734	38.1	0.0262		26.0	0.677	38.4	0.0260	0.057	24.0	0.623	38.5	0.0260	0.054	22.0	0.569	38.7	0.0259	0.054	20.0	0.511	39.1	0.0256	0.058
					length	period	$l/T$	$T/l$	$\Delta T$																														
					28.0	0.734	38.1	0.0262																															
					26.0	0.677	38.4	0.0260	0.057																														
					24.0	0.623	38.5	0.0260	0.054																														
					22.0	0.569	38.7	0.0259	0.054																														
20.0	0.511	39.1	0.0256	0.058																																			
Ignore POT as long as consistent.																																							
Calculated values should be to at least 2sf																																							
If no (or insufficient) calculations, then one mark can be awarded for describing a valid test to carry out.																																							
ALLOW one mark max for description of graphical method if straight line through the origin is mentioned.																																							
	a	ii	$1 \div 0.623 = 1.6(1) \text{ Hz}$ ✓	1																																			
	b	i	(Resonance occurs when) driving or forced frequency is <u>equal to</u> the natural frequency; ✓ and amplitude will be at a maximum. ✓	2	ALLOW very large amplitude or very large increase in amplitude.																																		

	<b>b</b>	<b>ii</b>	Non-zero amplitude at $f = 0$ (not maximum) (intercept $> 5\text{mm}$ from origin*) ✓ Rising to a labelled max amplitude at natural frequency ( $f = 1.6\text{ Hz}$ ); ✓ Decreasing towards (not equal to) zero after $f_0$ . ✓	<b>3</b>	
--	----------	-----------	---	----------	---

	<b>b</b>	<p><b>iii</b></p> <p><b>Level 3 (5-6 marks) ✓✓</b> Detailed understanding of damping and resonance. Very clear method and explanation of expected results.</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p><b>Level 2 (3-4 marks) ✓✓</b> Clear understanding of how damping affects resonant amplitudes. Clear method and description of expected results.</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p><b>Level 1 (1-2 marks) ✓✓</b> Limited understanding of how damping relates to resonance. Some description of experimental method and/or expected results.</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p><b>0 marks</b> <i>No response or no response worthy of credit.</i></p>	<b>6</b>	<p><b>Indicative scientific points may include:</b></p> <p>Data collection:</p> <ul style="list-style-type: none"> <li>• Find or use the natural frequency of the undamped blade</li> <li>• record the amplitude of oscillations for both damped and undamped blades at different driving frequencies.</li> <li>• repeat and determine an average amplitude at a given frequency.</li> <li>• frequency range should be either side of natural frequency.</li> <li>• adjust the frequency in small increments close to the resonant frequency.</li> </ul> <p>Expected findings and explanation:</p> <ul style="list-style-type: none"> <li>• cards cause damping due to air resistance.</li> <li>• damped oscillations will have smaller amplitude at all frequencies. <ul style="list-style-type: none"> <li>○ damping removes energy from the oscillating system.</li> <li>○ the larger card causes more damping than the smaller card.</li> <li>○ ignore any reference to damped free oscillations.</li> </ul> </li> <li>• the amplitude <u>at resonance</u> is only dependent on the amount of damping.</li> <li>• forced oscillations will be out of phase with the driver oscillator.</li> <li>• frequency of resonance decreases with increasing damping.</li> <li>• More highly damped oscillator will have a broader resonance peak or a</li> <li>• damped oscillators have amplitude of driver at <math>f = 0</math>.</li> <li>• Expected findings could be seen by plotting graphs of amplitude against frequency for the damped blades.</li> </ul>
		Question total	<b>15</b>	

Question			Solution	Marks	Guidance
4	a	i	Alpha line stops at paper Beta line stops at 3mm Al Gamma line continues through 1cm Pb	1	1 mark for ALL three paths drawn correctly. Allow arrows.
		ii	Radiation needs to be detected outside the body so $\gamma$ emitter is used OR $\beta$ not suitable. ✓ Radiation causes damage/larger dose to patient so $\beta$ less suitable (more ionising) OR $\gamma$ more suitable (less ionising). ✓	2	1 mark max. may still be awarded for a correct statement from the marking points if Xenon-135 is chosen If neither isotope is identified, then max 1 mark. Ignore any reference to half-life
		iii	${}_{37}^{81}\text{Rb} \rightarrow {}_{36}^{81}\text{Kr} + {}_1^0\text{e}^{(+)} + {}_0^0\text{v}$  37 ✓ e (with or without the bar) ✓	2	1 mark for each.  Accept $\beta$ or $\beta^+$ NOT $\text{e}^-$ or $\beta^-$ .
		iv	Rubidium decays to produce Krypton. ✓	1	Mark given for candidates clearly demonstrating they understand the krypton is generated at the point of use from the parent isotope.
	b	i	<ul style="list-style-type: none"> <li>• reduce time using the source; ✓</li> <li>• this reduces total exposure/dose to ionising radiation ✓ OR</li> <li>• use tongs to handle source;</li> <li>• increases distance from source OR minimise contamination OR</li> <li>• wear gloves</li> <li>• to minimise contamination OR</li> <li>• point source away from body/use shielding</li> <li>• to reduce dose OR</li> <li>• other valid precaution</li> <li>• associated explanation</li> </ul>	2	1 mark given for the precaution, 1 mark for the related explanation. An explanation on its own gains no marks.
		ii	(This records) background radiation ✓ This value will be subtracted from measurements taken with the source (to obtain the count rate for the source). ✓	2	

	<b>c</b>	<p><b>i*</b></p> <p><b>Level 3 (5-6 marks) ✓✓</b></p> <p>One (or more) full, accurate and clearly explained mathematical test(s) to show it is exponential AND an accurate calculation of the half thickness.</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p><b>Level 2 (3-4 marks) ✓✓</b></p> <p>A correct mathematical test attempted from the data and/or a correct calculation of half-thickness from the graph (multiple readings necessary) with some explanation of mathematical method.</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p><b>Level 1 (1-2 marks) ✓✓</b></p> <p>There is a basic description of the pattern shown by the data with an incorrect or partial calculation of either the mathematical test or half thickness.</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p><b>0 marks</b></p> <p><i>No response or no response worthy of credit.</i></p>	<b>6</b>	<p><b>Indicative scientific points may include:</b></p> <p>Use of data in table:</p> <ul style="list-style-type: none"> <li>• Data from table used to find constant reduction factor between successive data points.</li> <li>• Multiple data points tested and shown to have a constant factor.</li> <li>• Natural log values for count rate calculated and the difference between successive values calculated and found to be constant.</li> <li>• Other valid test applied successfully.</li> </ul> <p>Use of graph:</p> <ul style="list-style-type: none"> <li>• count rate decreases with increasing thickness;</li> <li>• Relationship shows an exponential decrease of count rate with increasing thickness;</li> <li>• Data showing count rate halves at regular intervals of shielding thickness.</li> <li>• Thickness found for count rate to drop by same fraction (half-thickness);</li> <li>• Finding gradient of curve at different thicknesses to show that it halves at regular intervals.</li> </ul> <p>Calculation of half-thickness value:</p> <ul style="list-style-type: none"> <li>• Half thickness <math>\approx 2</math>cm.</li> <li>• Graph used to take measurements of half-thickness.</li> <li>• Multiple measurements taken at different values of count rate.</li> <li>• Average value for half-thickness calculated for precision.</li> <li>• Use <math>\frac{A_2}{A_1} = e^{-kx}</math> or <math>\ln A_2 - \ln A_1 = kx</math> and <math>x_{0.5} = \frac{\ln 2}{k}</math> with data from table.</li> <li>• <math>\frac{A_2}{A_1} \approx 0.72</math>; hence <math>x_{0.5} = 2.1</math> cm.</li> <li>• <math>\ln A_2 - \ln A_1 \approx 0.33</math>; hence <math>x_{0.5} = 2.1</math> cm.</li> </ul>
--	----------	---	----------	---

**Example data from table:**

thickness	count	rate	ratio	log values	diff
0	1240			7.1229	
1	905	0.7298		6.8079	0.3149
2	626	0.6917		6.4394	0.3686
3	465	0.7428		6.1420	0.2973
4	343	0.7376		5.8377	0.3043
5	230	0.6706		5.4381	0.3997
6	172	0.7478		5.1475	0.2906
	Mean ratio	0.7201		mean difference	0.3292

**Example data from graph:**

count	rate	thickness	half thickness
1200	0.2		
600	2.2	2	
1000	0.7		
500	2.7	2	
800	1.3		
400	3.4	2.1	
600	2.2		
300	4.2	2	
400	3.4		
200	5.4	2	

		<b>ii</b>	Equation rearranged to give $\ln I = \ln I_0 - \mu x$ ✓ Gradient calculation using suitable points with $dx \geq 5$ cm. ✓ Attenuation co-efficient value = +35 ✓ Unit $\text{m}^{-1}$ ✓	<b>4</b>	ALLOW values in range 34 to 36. ALLOW answers given in $\text{cm}^{-1}$ (in range 0.34 to 0.36). Unit must correspond to POT of value (or calculation).
			Question Total	<b>20</b>	



**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored