



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2022**

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## **Physics**

**Assessment Unit AS 1**

*assessing*

**Forces, Energy and Electricity**

**[SPH11]**

**WEDNESDAY 18 MAY, MORNING**

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**MARK  
SCHEME**

## Physics Subject Specific Instructions

It is essential that, before using the mark scheme, markers familiarise themselves with the following guidance.

### General

To ensure that all candidates receive the same treatment, the mark scheme must be applied consistently.

The mark scheme for each question shows typical intermediate steps, the answer expected and the marks available for each part of the question.

In cases where a candidate has responded with a seemingly correct response which has not been anticipated in the mark scheme, the marker must make a professional judgement of the correct physics/validity of the response when awarding marks.

Brackets (...) are used to indicate information which is not essential for the mark to be awarded. Alternative answers are indicated by 'or', or the symbol for or, '/'.

### Multiple/Cancelled Responses

If a candidate provides multiple responses, the general principle to be followed is that 'right + wrong = wrong'.

Responses considered to be neutral are not penalised. For example, if additional irrelevant information is given in an explanation that does not contradict the correct information given, the mark(s) can be awarded.

In a numerical problem if two different solutions are presented without a definitive answer on the answer line, credit should not be given. If an answer is given on the answer line, then the solution that has led to the answer given should be marked according to the mark scheme.

If a candidate clearly cancels their working by scoring it out, then this should not be marked. It is not the role of the marker to select from the candidate's response what should or should not be marked.

## Marking Numerical Problems

In numerical problems, the marks for the intermediate steps shown in the mark scheme are for the benefit of candidates who do not obtain the final correct answer.

A correct answer, if obtained from a valid starting point, gets full credit, even if all the intermediate steps are not shown.

This “correct answer” rule does not apply in situations where candidates have been asked to ‘show your working’ or ‘show that’. These answers must be valid in all stages to obtain full credit.

The answer to a ‘show that’ question should be quoted to one more significant figure than that given in the question.

Do not reward wrong physics. No credit is given for consistent substitution of numerical data, or subsequent arithmetic, in a physically incorrect equation.

The normal penalty for an arithmetical error is to lose the mark(s) for the answer/unit line. An arithmetic error should be penalised for one mark only. Arithmetic errors may arise from a slip in a calculation or from an incorrect transfer of a numerical value of a quantity given in a question.

$10^n$  errors count as arithmetical slips and incur a penalty of one mark.

If a candidate rounds a value incorrectly this should be penalised one mark. However, care must be taken not to penalise a candidate for rounding correctly in parts leading up to their final answer in an unstructured numerical problem.

Answers should be given in decimal form. Fractional answers will not be credited with the answer mark.

## Error Carried Forward

An ECF can occur between parts of a question or, in more unstructured numerical problems, within a part.

When an incorrect answer is carried forward from one question to the next, full credit should be awarded in the part where the incorrect answer is used, provided all the working is correct.

Within a part, ECF is applied where a candidate does an incorrect calculation, for example calculates a value for R incorrectly using  $V/I$  and then goes on to use their calculated value or R to calculate a resistivity value. The penalty is applied in the  $V/I$  calculation but then the value of R can be carried forward so that the remainder of the marks are available to the candidate provided all the remainder of their working is correct.

The ECF within a part will only apply in numerical problems where more than one calculation is required in a part.

## Significant Figures

Candidates should show an awareness of using a sensible number of significant figures in their answers, based on the values given in the question. In SPH11, SPH21, APH11 and APH21, unless specifically asked for in the question, candidates will not be penalised for incorrect significant figures.

In SPH31, SPH32, APH31 and APH32, all answers should be given to a suitable number of significant figures and penalties will be applied in these papers unless otherwise stated in the mark schemes.

## Units

In the majority of questions, the unit will be stated on the answer line.

When the unit is omitted, candidates will be clearly asked to state an appropriate unit and this will be credited in the mark scheme.

Where there is a final calculation required to get from the unit of the answer calculated to the unit on the answer line the required unit will be stated in the question. For example, if wavelength was calculated and the answer line was in nm a statement 'Give your answer in nanometres' would be included.

The unit on the answer line will generally be the SI unit but may in some cases be a more appropriate unit. For example, if values of mass in g and momentum in  $\text{g cm s}^{-1}$  were given, the unit on answer line for speed could reasonably be  $\text{cm s}^{-1}$  without prompt.

## COVID-19 Context

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

- 1 (a) 1 A magnitude  
2 A unit

[1]  
[1] [2]

(b)

Quantity	Unit	Base	Derived
Time	s	✓	
Length	m	✓	
Force	N		✓
Kinetic Energy	J		✓
Amount of substance	mol	✓	
Charge	C		✓

$6 \times [\frac{1}{2}]$  1st column

$6 \times [\frac{1}{2}]$  2nd and 3rd column round down

[6]

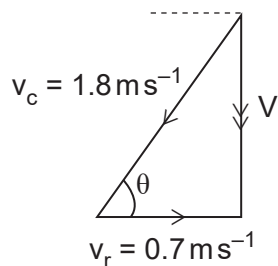
- (c)  $V = W/Q$  or equivalent  
relevant equation for energy  
base unit of energy correct  
 $\text{kg m}^2 \text{s}^{-3} \text{A}^{-1}$

[1]  
[1]  
[1]  
[1] [4]

12

- 2 (a) (i) Right angled triangle drawn  
Correctly labelled vectors &  $V$  in correct direction  
 $\theta$  correctly marked

[1]  
[1]  
[1] [3]



(ii)  $\cos \theta = \frac{0.7}{1.8}$   
 $\theta = 67^\circ$

[1]  
[1] [2]

- (b) (i)  $V = (1.8^2 - 0.7^2)^{\frac{1}{2}}$   
 $= 1.7 \text{ m s}^{-1}$   
 $t = 500/1.7 = 294 \text{ s}$

[1]  
[1]  
[1] [3]

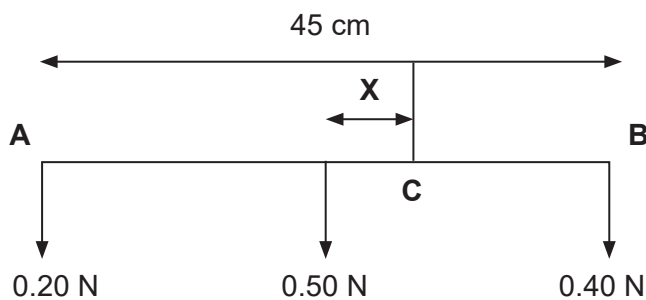
(ii)  $E_k = \frac{1}{2} mv^2$   
 $= \frac{1}{2} \times (73 + 20) \times 1.7^2$   
 $= 134 \text{ J}$

[1]  
[1]  
[1] [3]

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AVAILABLE  
MARKS

- 3 (a) When a body is in (rotational) equilibrium [1]  
Sum of (total) clockwise moments = sum of (total) anticlockwise moments [1]  
About the same point/pivot [1] [3]
- (b) (i) Tension in string at C upwards = 1.10 N [1]  
Take moments about A:  $ACM = CM$   
 $(1.10 \times AC) = (0.50 \times 22.5) + (0.40 \times 45)$  [2]  
 $AC = 26.6 \text{ cm}$  [1] [4]
- or equivalent method taking moments about B
- or  
Take moments about C:  $ACM = CM$   
 $(0.20 \times (22.5 + X)) + (0.50 \times X) = (0.40 \times (22.5 - X))$  [2]  
 $X = 4.1 \text{ cm}$  [1]  
 $AC = 22.5 + 4.1 = 26.6 \text{ cm}$  [1]



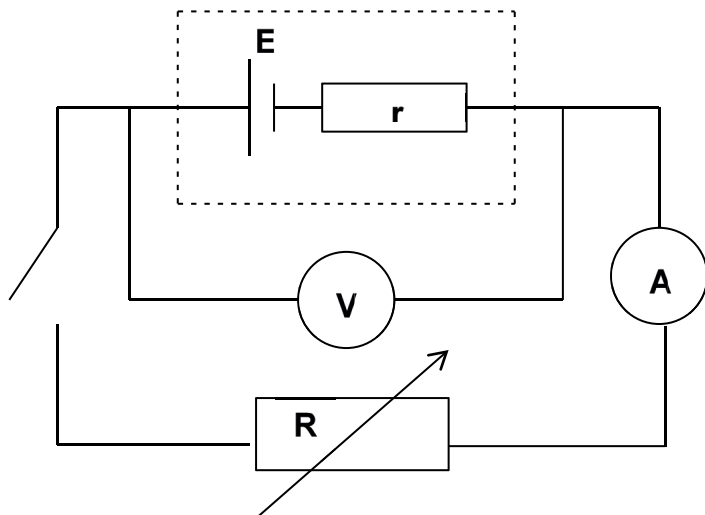
- (ii) Remains horizontal [1]  
Weight acts through pivot/no moment created [1] [2] 9
- 4 (a) (i) Horizontal component =  $0.69 \text{ m s}^{-1}$  [1]  
Vertical component =  $2.42 \text{ m s}^{-1}$  [1] [2]
- (ii)  $v^2 = u^2 + 2as$  [1]  
 $0 = 2.42^2 - 2 \times 9.81 \times s$  [1]  
 $s = 0.30 \text{ m}$  [1] [3]
- (iii)  $v = u + at$  [1]  
 $0 = 2.42 - 9.81t$  [1]  
 $t = 0.25 \text{ s}$  [1] [3]
- (b) (i) Product of force and time for which the force acts [1]  
[1] [2]
- (ii) Impulse =  $m(v - u)$  [1]  
 $6.25 \times 10^{-5} = m(1.25 - 0)$  [1]  
 $m = 5 \times 10^{-5} \text{ kg}$  [1]  
 $= 50 \text{ mg}$  [1] [4]
- (iii)  $X = x_1 + x_2$   
Use of  $s = ut + \frac{1}{2}at^2$  with  $a = 0$  [1]  
 $x_1 = (ut)_{\text{fish}} = 0.69 \times 0.25 = 0.17 \text{ m}$  [1]  
 $x_2 = (ut)_{\text{insect}} = 1.25 \times 0.25 = 0.31 \text{ m}$  [1]  
 $X = 0.48 \text{ m}$  [1] [4]
- (iv) Kinetic energy not conserved [1]

AVAILABLE  
MARKS

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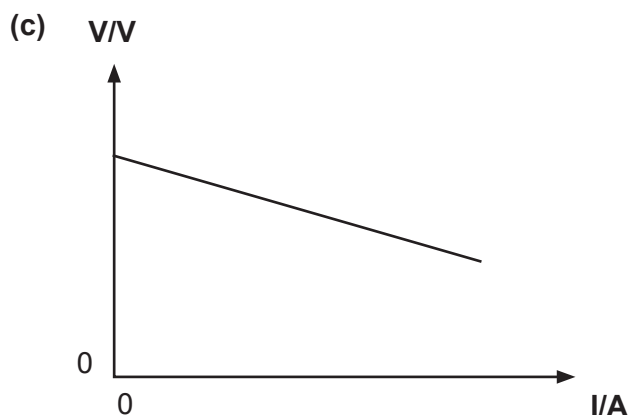
			AVAILABLE MARKS	
5	(a) (i)	150 mph = (150 × 1609)/3600	[1]	[2]
		= 67.04 ms <sup>-1</sup>	[1]	
	(ii)	<p>A graph with Velocity/ms<sup>-1</sup> on the vertical axis and Time/s on the horizontal axis. A straight line starts at (0, 67.0) and ends at (2.85, 0).</p>		
		line values	[1] [1]	[2]
	(iii)	Area between graph and time axis from (t = 0 to t = 2.85 s)		[1]
	(iv)	$S = \frac{t}{2} (u + v)$	[1]	
		$\frac{1}{2} (2.85 \times 67)$	[1]	
		95.5	[1]	
		45 m to 3rd wire	[1]	
		150 – (95.5 + 45) = 9.5 m (accept 140.5m)	[1]	[5]
(b)	If body A exerts a force on body B, then body B exerts an equal and opposite force on body A	[1]		
	Force down on exhaust gases creates an upward lift force on the jet	[1]	[2]	
6	(a) (i)	P = VI	[1]	
		I = P/V = 9.50 × 10 <sup>3</sup> /230	[1]	
		= 41.3 A	[1]	[3]
	(ii)	E = VIt or E = Pt	[1]	
		t = 600 s	[1]	
		E = 5.70 × 10 <sup>6</sup> J	[1]	[3]
	(iii)	<b>ecf for I</b>		
		n = It/e or Q = It or Q = E/V	[1]	
		= (41.3 × 600)/1.6 × 10 <sup>-19</sup>	[1]	
		= 1.55 × 10 <sup>23</sup>	[1]	[3]
	<b>ecf for E or I</b>			
(b) (i)	Resistivity is (numerically equal to) the resistance of a 1 m length (of copper) with CSA 1 m <sup>2</sup>	[1] [1]	[2]	
	<b>or</b> (numerically equal to) the resistance between opposite faces of a 1 m cube (of copper)			
(ii)	R = ρL/A	[1]		
	A = πd <sup>2</sup> /4 = 5.98 × 10 <sup>-6</sup>	[1]		
	R = (1.72 × 10 <sup>-8</sup> × 15)/5.98 × 10 <sup>-6</sup>	[1]		
	= 4.31 × 10 <sup>-2</sup> Ω	[1]	[4]	
(c)	(CSA smaller) R <sub>wire</sub> increases or R <sub>cable</sub> increases	[1]		
	Cable will get hotter	[1]	[2]	
			17	

7 (a)



- Cell (and switch) [1]
- Variable resistor in series with cell [1]
- Voltmeter in correct position [1]
- Ammeter in correct position [1] [4]

- (b) Record V and I [1]
- Vary load resistor R; (record V and I) [1]
- Repeat for at least **5 values** of R [1] [3]



- Correctly labels on axis V and I [1]
- Correct shape [1] [2]
- or correct alternative

- (d) e.m.f.= intercept on V axis [1]
- Calculate gradient of graph [1]
- $r = -1 \times \text{gradient}$  [1] [3]
- or correct alternative from their graph in (c)

AVAILABLE MARKS

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8 (a)  $V_{out} = R_1 V_{IN} / R_{Total}$

$R_T = 30 + 20 + r$

$7.12 = [30 / (50 + r)] 12$  use of equation with correct subs

$(50 + r) = (30 \times 12) / 7.12$

$r = 0.560 \Omega$

[1]

[1]

[1]

[1] [4]

or

$I = 7.12 / 30 = 0.237 \text{ A}$

$V_{thermistor} = I \times 20$

$V_r = 12 - (7.12 + V_{th})$

$r = 0.562 \Omega (0.591 \Omega)$

(b)

	$V_{out}$
<b>Increases</b>	✓
<b>Decreases</b>	
<b>No change</b>	

[1]

As temperature increases,  $R_{th}$  decreases

$V_{th}$  decreases

(Hence,  $V_{out}$  increases)

[1]

[1] [3]

(c) To turn a fan on (when room gets warm)

(Any appropriate/correct use)

[1]

8

**Total**

**100**

AVAILABLE MARKS