

GCSE (9–1)

Physics A (Gateway)

J249/01: Paper 1 (Foundation Tier)

General Certificate of Secondary Education

Mark Scheme for Autumn 2021

GRADEUP.UK

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
✓	Correct response
✗	Incorrect response
^	Omission mark
BOD	Benefit of doubt given
CON	Contradiction
RE	Rounding error
SF	Error in number of significant figures
ECF	Error carried forward
L1	Level 1
L2	Level 2
L3	Level 3
NBOD	Benefit of doubt not given
SEEN	Noted but no credit given
I	Ignore

2. 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

3. 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.

Overlap questions that are common to J249/03 are indicated by grey shading in the left-hand column.

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

	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.

For answers to Section A if an answer box is blank ALLOW correct indication of answer e.g. circled or underlined.

Question			Answer	Marks	AO element	Guidance
1			D ✓	1	1.1	
2			C ✓	1	1.2	
3			B ✓	1	1.1	
4			D ✓	1	1.1	
5			A ✓	1	1.1	
6			D ✓	1	2.1	
7			C ✓	1	1.1	
8			C ✓	1	1.1	
9			A ✓	1	2.1	
10			D ✓	1	2.1	
11			B ✓	1	1.2	
12			D ✓	1	2.1	
13			C ✓	1	1.2	
14			D ✓	1	2.2	
15			B ✓	1	2.1	

Question		Answer	Marks	AO element	Guidance
16	(a)	Arrow near X to the right	1	1.2	ALLOW an arrow near to X / top 3 field lines that points in the correct direction IGNORE any correct arrows on additional field lines DO NOT ALLOW any incorrect arrows on additional field lines
	(b) (i)	At least 2 circles drawn ✓ Anticlockwise arrow on at least one circle ✓	2	1.2 2.2	
	(ii)	Increase current ✓	1	1.2	ALLOW Increase power/voltage/potential difference/pd
	(c) (i)	Both points correctly plotted ✓✓ OR Any one point correctly plotted ✓ Best-fit line is a straight line passing through the origin ✓	3	3 x 2.2	+/- ½ square tolerance DO NOT ALLOW 'blobs' plotted with more than ½ square diameter
	(ii)	As the number of turns increases the number of paperclips picked up increases ✓ The number of paperclips picked up is (directly) proportional to the number of turns ✓	2	2 x 3.1a	ALLOW If the number of turns is doubled the number of paperclips picked up doubles
	(iii)	Any two from: Keep the core (of the electromagnet) the same ✓ Keep the current the same ✓ Keep the area of the coils the same ✓ Use identical paperclips ✓ Keep the distance between the electromagnet and the paperclips the same / AW ✓	2	2 x 3.3a	ALLOW Power/voltage/potential difference/pd

Get the right tutor, Sign up on [Gradeup.UK](https://www.gradeup.uk)

Question		Answer	Marks	AO element	Guidance
17		Correct symbol for a cell ✓ Cell connected correct way around (for current to flow) ✓	2	1.1 1.2	
Question		Answer	Marks	AO element	Guidance
18	(a)	energy ✓ speed ✓ pressure ✓	3	3 x 1.1	ALLOW energy and speed in either order
	(b)	Any two correct calculations (one mark each): 200 x 50 = 10 000 ✓ 250 x 40 = 10 000 ✓ 400 x 25 = 10 000 ✓ 1000 x 10 = 10 000 ✓ Comment that they are the same and therefore PV does equal a constant ✓	3	2 x 2.1 3.2b	
	(c)	Less air (molecules) as height increases / weight of air decreases with height / AW / ORA ✓	1	1.1	

Question		Answer	Marks	AO element	Guidance
19	(a)	2 ✓	1	1.1	
	(b) (i)	B ✓ Any one from: A only goes up to 10 ✓ B has the best resolution (for 11N reading) ✓ Reading on B will be in the middle of the scale ✓ C goes up in 5N (increments)/ scale is too coarse ✓	2	3.2a 2.2	
	(ii)	Elastic limit exceeded / spring no longer returns to original length ✓ Plastic deformation / spring permanently stretched ✓	2	2 x 2.2	ALLOW Newton-meter is broken / no longer works.
	(iii)	C ✓ Least extension (for same force) / AW ✓	2	3.2b 2.2	ALLOW spring is stiffer
	(c)	Any two from: It is not linear ✓ The extension is different when loading and unloading ✓ Force and extension are not proportional ✓ It does not obey/follow Hooke's law ✓	2	2 x 1.2	ALLOW It does not go up (or down) evenly
	(d)	FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 0.024 (J) award 3 marks 4 cm = 0.04 m ✓ $\frac{1}{2} \times 30 \times 0.04^2$ ✓ 0.024 (J) ✓	3	 1.2 2.1 2.1	

Question	Answer	Marks	AO element	Guidance	
20	*	<p>Please refer to the marking instructions on page 5 of this mark scheme for guidance on how to mark this question.</p> <p>Level 3 (5–6 marks)</p> <p>Detailed description of method(s), including relevant equipment and equation(s) AND Detailed comments about accuracy/precision.</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>Level 2 (3–4 marks)</p> <p>Description of method, including relevant equipment OR Description of method, including relevant equation(s) AND Basic comment about accuracy/precision.</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>	6	1x1.2 2x2.2 1x3.1b 2x3.3b	<p>AO1.2 Demonstrate knowledge and understanding of relevant equations:</p> <ul style="list-style-type: none"> • volume of cube = $l \times b \times h$ or $(\text{length})^3$ OR can use displacement for the regular block • density = mass / volume <p>AO2.2 Apply knowledge and understanding of techniques and procedures to describe methods of determining density</p> <ul style="list-style-type: none"> • relevant equipment to include e.g. ruler, balance, measuring cylinder, displacement can • mass of copper/iron measured using balance • measure length/side/edge of cube • place copper (in water) in measuring cylinder and record increase in volume (of water) OR place copper (in water) in displacement can and use a measuring cylinder to measure the volume of the displaced water <p>ALLOW volume of cube measured using displacement method</p> <p>AO3.1b / 3.3b Analyse information and ideas to evaluate and improve accuracy and precision of experimental procedures</p> <ul style="list-style-type: none"> • repeat readings and calculate the mean • make sure no zero error on balance • use equipment with a high resolution • read measuring cylinder at eye level / no parallax error • dry the objects before measuring mass

Question	Answer	Marks	AO element	Guidance
	<p>Level 1 (1–2 marks)</p> <p>Basic description of method with some omissions. AND One relevant equation. OR Basic comment about accuracy/precision.</p> <p><i>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.</i></p> <p>0 marks <i>No response or no response worthy of credit.</i></p>			

Question			Answer	Marks	AO element	Guidance
21	(a)	(i)	Earth ✓ g is largest ($W = mg$ and m is fixed) ✓	2	3.2a 1.1	
		(ii)	Mass ✓	1	1.1	ALLOW distance from another object
	(b)	(i)	FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 2000 (N/m²) award 3 marks pressure = force / area ✓ 600 / 0.3 ✓ 2000 (N/m ²) ✓	3	1.2 2.1 2.1	
		(ii)	Upwards arrow labelled as normal contact force ✓ Downwards arrow labelled as weight ✓ Arrows are equal length (by eye) ✓	3	3 x 1.1	ALLOW force exerted by ground ALLOW two upwards arrows, one per foot ALLOW force exerted by Earth If two upwards arrows, each should be half the weight

Question			Answer	Marks	AO element	Guidance
22	(a)	(i)	FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 480 (J) award 3 marks (0.6 kN =) 600 N ✓ 600 x 0.8 ✓ 480 (J) ✓	3	1.2 2.1 2.1	
		(ii)	FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 9.6 (s) award 3 marks (Rearrangement) Time taken = work done / power ✓ 480 ÷ 50 ✓ 9.6 (s) ✓	3	1.2 2.1 2.1	ALLOW ECF from (a)(i)
		(iii)	FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 2.1 (A) award 4 marks (Rearrangement) Current = power / potential difference or $I = P / V$ ✓ 50 / 24 ✓ 2.08(3) (A) ✓ 2.1 (A) (2 sig.fig) ✓	4	1.2 2.1 2.1 1.2	ALLOW voltage for potential difference

Question			Answer	Marks	AO element	Guidance
23	(a)	(i)	450 m ✓	1	2.2	
		(ii)	350 s ✓	1	2.2	ALLOW 5 minutes 50 s
		(iii)	FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 1.3 (m/s) award 3 marks (Rearrangement) Speed = distance / time ✓ 450 / 350 ✓ 1.3 (m/s) ✓	3	1.2 2.2 2.2	ALLOW ECF from (a)(i) and(ii) ALLOW 1.2857 (m/s) ALLOW $s = d / t$
		(iv)	Section E ✓ Steepest <u>gradient</u> or <u>slope</u> ✓	2	2.2 1.1	ALLOW correct speeds calculated (1 m/s) and compared for sloped sections
		(v)	(The student) Stopped ✓	1	1.1	ALLOW any sensible answer related to stopping
	(b)		(Time) Watch / stopwatch / stopclock / timer AND (Distance) trundle wheel / (measuring) tape ✓	1	2.2	ALLOW mobile (phone) <u>timer</u> IGNORE mobile (phone) ALLOW metre rule ALLOW tracking / fitbit app on mobile to measure distance IGNORE ruler

Question		Answer	Marks	AO element	Guidance
24	(a)	<p>Ammeter B AND Ammeter B does not have a zero error / ammeter A has a zero error ✓</p> <p>Ammeter B can read a current of 1 A / ammeter A cannot read up to a current of 1 A / only reads to 50 mA ✓</p>	2	3.3b x 2	<p>ALLOW ammeter A does not start at zero</p> <p>ALLOW Ammeter A does not read high enough DO NOT ALLOW higher degree of precision / digital</p>
	(b) (i)	<p>(For a fixed resistor) V is (directly) proportional to I / $V=IR$ ✓</p> <p>And gives a straight-line graph through the origin ✓</p>	2	3.2b x 2	<p>ALLOW calculation of resistance of $10\ \Omega$ from the gradient of the graph for two different points for 1 mark</p> <p>ALLOW constant gradient through the origin</p>
	(ii)	<p>Any one from:</p> <p>(Higher current) gives greater heating effect ✓</p> <p>Apparatus was not left to cool between readings ✓</p>	1	3.3b	<p>ALLOW the resistor / component had heated up</p> <p>DO NOT ALLOW random error</p>
	(iii)	<p>Ask someone else to repeat your experiment ✓</p> <p>Repeat experiment using different equipment ✓</p>	2	3.3b x 2	IGNORE just repeat experiment
	(c)	<p>FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 2.5 (W) award 2 marks</p> <p>$0.5^2 \times 10$ ✓</p> <p>2.5 (W) ✓</p>	2	<p>2.1</p> <p>2.1</p>	

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

www.ocr.org.uk

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

Get the right tutor, Sign up on Gradeup.UK