



General Certificate of Education

Physics 6451

Specification A

PHA6/W Medical Physics

Mark Scheme

2007 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Instructions to Examiners

- 1 Give due credit to alternative treatments which are correct. Give marks for what is correct; do not deduct marks because the attempt falls short of some ideal answer. Where marks are to be deducted for particular errors specific instructions are given in the marking scheme.
- 2 Do not deduct marks for poor written communication. Refer the script to the Awards meeting if poor presentation forbids a proper assessment. In each paper candidates may be awarded up to two marks for the Quality of Written Communication in cases of required explanation or description. Use the following criteria to award marks:
 - 2 marks: Candidates write legibly with accurate spelling, grammar and punctuation; the answer containing information that bears some relevance to the question and being organised clearly and coherently. The vocabulary should be appropriate to the topic being examined.
 - 1 mark: Candidates write with reasonably accurate spelling, grammar and punctuation; the answer containing some information that bears some relevance to the question and being reasonably well organised. Some of the vocabulary should be appropriate to the topic being examined.
 - 0 marks: Candidates who fail to reach the threshold for the award of one mark.
- 3 An arithmetical error in an answer should be marked AE thus causing the candidate to lose one mark. The candidate's incorrect value should be carried through all subsequent calculations for the question and, if there are no subsequent errors, the candidate can score all remaining marks (indicated by ticks). These subsequent ticks should be marked CE (consequential error).
- 4 With regard to incorrect use of significant figures, normally two, three or four significant figures will be acceptable. Exceptions to this rule occur if the data in the question is given to, for example, five significant figures as in values of wavelength or frequency in questions dealing with the Doppler effect, or in atomic data. In these cases up to two further significant figures will be acceptable. The maximum penalty for an error in significant figures is **one mark per paper**. When the penalty is imposed, indicate the error in the script by SF and, in addition, write SF opposite the mark for that question on the front cover of the paper to obviate imposing the penalty more than once per paper.
- 5 No penalties should be imposed for incorrect or omitted units at intermediate stages in a calculation or which are contained in brackets in the marking scheme. Penalties for unit errors (incorrect or omitted units) are imposed only at the stage when the final answer to a calculation is considered. The maximum penalty is **one mark per question**.
- 6 All other procedures, including the entering of marks, transferring marks to the front cover and referrals of scripts (other than those mentioned above) will be clarified at the standardising meeting of examiners.

PHA6/W: Medical Physics

Question 1		
(a)	<p>the decay constant is the number of disintegrations per second divided by the number of nuclei/atoms (available) for decay</p> <p>or the proportion of nuclei decaying in one a given time period</p> <p>or the decay constant λ is the constant of proportionality in the equation $\Delta N/\Delta t = -\lambda N$ ✓</p> <p>sample X initially has more counts per second/the total count from sample X is always larger ✓</p> <p>the count rate from sample X falls more rapidly than from sample Y ✓</p>	3
(b)	<p>(i) use of $A = A_0 e^{-\lambda t}$ ✓</p> <p>$1.0 \times 10^2 = 1.0 \times 10^5 e^{-\lambda \times 6.9 \times 10^6}$ ✓ (or alternative substitution)</p> <p>$\lambda = \ln 1000 / 6.9 \times 10^6$ ✓ (to give $1.00 \times 10^{-6} \text{ s}^{-1}$)</p> <p>(ii) $T_{1/2} (= \ln 2 / \lambda) = 6.9 \times 10^5 \text{ (s)}$ ✓</p> <p>= 8.0(1) (days) ✓</p> <p>(iii) (use of $dN/dt = -\lambda N$)</p> <p>$N = 1.0 \times 10^5 / 1.0 \times 10^{-6}$ ✓</p> <p>= 1×10^{11} (atoms) ✓</p>	7
	Total	10

Question 2		
(a)	<p>electrical potential axis: mV: 0 where line starts to 1 at top of peak ✓</p> <p>time axis: s: 0 at start to 0.8 at end of trace (tolerance 0.2) ✓</p>	2
(b)	<p>depolarisation – potential across membrane going from – to +/or changes sign</p> <p>and potential across membrane going from + to – /or</p> <p>repolarisation – back to resting potential ✓</p> <p>depolarisation due to movement of Na^+ ions into the cell ✓</p> <p>repolarisation due to movement of K^+ ions out of cell ✓</p>	3
(c)	<p>P – atrial depolarisation/signal from sinoatrial node, causes atria to contract ✓</p> <p>Q – (ventricular depolarisation) causes ventricles to contract and (atrial repolarisation allows) atria to relax ✓</p> <p>T – ventricular repolarisation allows ventricles to relax ✓</p>	3
	Total	8

Question 3		
(a)	angled to make small source area ✓ acts like a point to source to produce no penumbra ✓ rotates to allow smaller target area ✓	max 2
(b)	1 mark for each method and explanation, examples: 'window' defining target area – less exposure to surrounding tissue Use of lead apron to cover area not to be photographed – less exposure to body as a whole use of (aluminium) filter – reduces % of less energetic X-rays (if lead filter mentioned then x eop) selected energy of X-rays – best energy for picture production use of intensifying screen//contrast minimum – shorter exposure time any three ✓✓✓	3
(c)	$\mu = \ln 2/1.5$ ✓ = 0.46 $I/I_0 = e^{-\mu x}$ ✓ = 0.57 ✓	3
Total		8

Question 4		
(a)	hypermetropia - blurred (owtte) ✓ astigmatism - in focus in a plane, but out of focus in perpendicular plane ✓	2
(b) (i)	hypermetropia or long sight ✓	4
(ii)	$u = 0.36 \text{ m}$ $v = (-) 2.5 \times 0.36$ ✓ = (-) 0.90 m $P = 1/f = 1/u + 1/v = (1/0.36) - (1/0.90)$ ✓ = + 1.7 D ✓	
Total		6

Question 5		
(a)	<p>sound/pressure waves in ear canal force eardrum to vibrate ✓</p> <p>vibration of eardrum passed via lever system of middle ear forcing oval window to vibrate ✓</p> <p>sets pressure waves in fluid filled cochlea ✓</p> <p>lever system increases the force (by $\times 1.5$) ✓</p> <p>oval window about 1/20 area of eardrum/much smaller area ✓</p> <p>pressure increased by about $\times 30$/large amount ✓</p>	max 4
(b)	<p>logarithmic scale ✓</p> <p>frequency compensated/frequency dependant ✓</p>	2
	Total	6
Quality of Written Communication Q1 (a) and/or Q5 (a)		2