MARK SCHEME for the May/June 2012 question paper

for the guidance of teachers

5054 PHYSICS

5054/22

Paper 2 (Theory), maximum raw mark 75

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

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	Page 2			Mark Scheme: Teachers' version	Syllabus	Pape	r
				GCE O LEVEL – May/June 2012	5054	22	
				Section A			
1	(a)	(i)	(amo	ount of) matter/material/substance it contains		B1	
		(ii)		of scale and subtraction/difference/increase in length read distance between two marks on the scale with d		B1	
	(b)	(i)		force values with $F_A > F_B$ for the same extension two extension values with $e_B > e_A$ for the same force/a	at maximum	B1	
		(ii)	OR	that A is a straight line and B is not gradient constant in A but not in B same increase in F every cm for A but not B		B1	
	(iii)	15 N			B1	[5]
2		whe	en obj	jects slide over/rub one another ses (relative) motion/movement		B1 B1	
	(b)	(i)	cons	stant/uniform speed OR constant/uniform velocity OR z	zero acceleration	B1	
		(ii)	• •) <i>ma</i> seen in any form numerical or algebraic) (N) OR 6200N seen) N		C1 C1 A1	
	(iii)		e B increases OR backwards force/resistance/friction/ peed/velocity increases	drag increases	M1 A1	
			E =) m 00 00	ngh in any form numerical or algebraic 0 J		C1 A1	[10]
3				emperature difference (between bedroom and outside de is hot(ter than main room))	B1	
	(b)	(i)	3 30	0 000 J(/hour)		B1	
		(ii))		C1	
				2.3 kWh		A1	
	(c)	colo	d air s	sinks		B1	
		(col	ld air	has a) high(er) density or contracts		B1	
		hot	air ris	Ses			
	OR hot air has a low(er) density OR (hot) air comes in to replace cold air					B1	[7]

	Page 3		Mark Scheme: Teachers' version	Syllabus	Paper	
			GCE O LEVEL – May/June 2012	5054	22	
4	(a)	80°C			B1	
	(b)	(Q =) <i>m</i> a 1530 J	cT in any form numerical or algebraic		C1 A1	
	(c)	(i) Any • • •	2 lines from latent heat/energy mentioned latent heat/energy given out/lost bonds being made/strengthened molecules lose PE molecules KE constant		В2	
		mol • • cha •	(2 lines but max 1 if no change/comparison implied ecules change from OR in liquid random arrangement move throughout in some form (e.g. move freely) move or occur in clusters nge to OR in solid regular arrangement/shape or fixed position/shape vibrate		В2	[7]
		•	separation (probably) close(r)		DZ	[7]
5	(a)	OR grea OR faste OR less OR long OR (mot	ephone signals (at one time) tt(er) bandwidth; more data (per sec); more signals er data/information transfer attenuation; less energy/power/signal loss; (er) distance (before regeneration) re) secure noise/interference OR high(er) quality/clear(er)		B1	
	(b)	(i) corr	ect normal and angle marked		B1	
		• •	l internal reflection le of incidence is larger than critical angle		B1 B1	
	(c)		<i>il</i> sin <i>r</i> in any form numerical or algebraic 4)° unit ° needed		C1 A1	[6]
6	(a)		oscillation/vibration/movement up and down			
			net) movement of the medium/transfer of matter)		B2	
	(b)	arrow do	ownwards or upwards or both		B1	

	Page 4		Mark Scheme: Teachers' version	Syllabus	Paper	
			GCE O LEVEL – May/June 2012	5054	22	
	(c)) $f\lambda$ in any form numerical or algebraic)cm/s or 0.05(0)m/s		C1 A1	
		(ii) line	or indication labelled D of length 2 wavelengths		B1	[6]
7	(a)	they leav	es from one sphere to the other and some lines sho ve one sphere and come together nearing the other direction on at least one line and none wrong	ould spread out a	as B1 B1	
	(b)	(<i>I</i> =) Q/ <i>t</i> 2.4 × 10	in any form numerical or algebraic ^{−3} A		C1 A1	[4]

Page !	5		Syllabus	Pape	r
		GCE O LEVEL – May/June 2012	5054	22	
		Section B			
(a) (i)	•	battery/cell/d.c. power supply			
				B1	
	amr	neter clearly measures current through W		B1	
	voltr	meter clearly across W if W shown or a resistor if not		B1	
(ii)	Any	2 from			
	•	resistance (calculated from) V/I or V = IR seen			
	•			D 2	
	•			DZ	
(iii)	1.				
		•	ous	B1	
				ы	
	2.				
				B1	
				51	
(b) (i)	(V=) <i>IR</i> in any form numerical or algebraic		C1	
				A1	
(ii)	0.1(0)A		B1	
(iii)	(Z) ł	nas the same potential difference/voltage		B1	
	(Z) I	nas less/small(er) current (thus larger resistance)		B1	
(iv)		, , , , , , , , , , , , , , , , , , , ,			
	OR	(R _Z =) 2/0.1 OR 20 (Ω) seen		C1	
	(tota	al p.d.) 5 (V)			
	OR	$1/R_{\rm T} = 1/R_1 + 1/R_2$ in any form numerical or algebraic C	JR 20/3 seen	C1	
	16.7	′ Ω ; 17 Ω ; 16.67 Ω; 16.66 Ω		A1	[15]
(a) (i)	con	ventional current direction correct in coil/one lead		B1	
(ii)				B1	
				B1	
	corr	ect direction on at least one line/arrow for candidate's ((i)	B1	
	(a) (i) (ii) (iii) (b) (i) (ii) (ii) (iv) (a) (i)	 (ii) Any (ii) Any (iii) 1. (iii) 1. (iii) 1. (iii) 0.1((iii) 0	GCE O LEVEL – May/June 2012Section B(a) (i) correct circuit symbols containing, in any circuit, a• battery/cell/d.c. power supply• ammeter• voltmeter• trixed resistorammeter clearly measures current through Wvoltmeter clearly across W if W shown or a resistor if not(ii) Any 2 from• resistance (calculated from) V/I or $V = IR$ seen• length (of wire), V and I all three measured• change length and V and I measured(iii) 1. resistance/resistivity changes (with temperature) OR wire gets hot and melts/burns/catches fire/danger OR V only proportional to I at constant temperature2. use of a water bath/heat sink OR use small currents OR take reading (quickly) and switch off(b) (i) ($V =) IR$ in any form numerical or algebraic 2(.0)V(ii) 0.1(0)A(iii) (Z) has the same potential difference/voltage (Z) has less/small(er) current (thus larger resistance)(iv) (p.d. across X =) 0.3 × 10(V) OR ($R_2 = 2/0.1$ OR 20 (Ω) seen OR 1/ $R_T = 1/R_1 + 1/R_2$ in any form numerical or algebraic OR 1($R_T = 1/R_1 + 1/R_2$ in any form numerical or algebraic OR 1($R_T = 1/R_1 + 1/R_2$ in any form numerical or algebraic OR 1($R_T = 1/R_1 + 1/R_2$ in any form numerical or algebraic OR 1($R_T = 1/R_1 + 1/R_2$ in any form numerical or algebraic OR 1($R_T = 1/R_1 + 1/R_2$ in any form numerical or algebraic OR 1($R_T = 1/R_1 + 1/R_2$ in any form numerical or algebraic OR 1($R_T = 1/R_1 + 1/R_2$ in any form numerical or algebraic OR 1($R_T = 1/R_1 + 1/R_2$ in any form numerical or algebraic OR 1($R_T = 1/R_1 + 1/R_2$ in any form numerical or algebraic OR 1($R_T = 1/R_1 + 1/R_2$ in any form numerical or algebraic OR 1($R_T = 1/R_1 + 1/R_2$ in any form numeri	GCE O LEVEL – May/June 2012 5054 Section B (a) (i) correct circuit symbols containing, in any circuit, a 	GCE O LEVEL - May/June 2012 5054 22 Section B (a) (i) correct circuit symbols containing, in any circuit, a • batter/ycell/d.c. power supply • ammeter • voltmeter • voltmeter • B1 ammeter clearly measures current through W B1 ammeter clearly measures current through W B1 (ii) Any 2 from • resistance (calculated from) V/I or V = IR seen • length (of wire), V and I all three measured B2 (iii) 1. resistance/resistivity changes (with temperature) OR wire gets hot and melts/burns/catches fire/dangerous B1 OR vonly proportional to I at constant temperature B1 OR use small currents OR take reading (quickly) and switch off B1 (ii) 0.1(0)A B1 B1 B1 (iii) (Z) has the same potential difference/voltage B1 C1 (i) (i) 0.1(0)A B1 B1 B1 (iii) (Z) has the same potential difference/voltage B1 B1 (i) (i) 0.1(0)A B1 C1 C0V (b) (ii) (i) 0.1(0, A B1 C1 C2(0)V C1 (iii) 0.1(0)A

Page 6		6	Mark Scheme: Teachers' version		ape	r	
				GCE O LEVEL – May/June 2012	5054	22	
	(b)	(i)		gnetic) flux/field cuts (coil B) field/flux changes (in coil B)		B1	
			indu	uces an e.m.f./voltage/current (in B)		B1	
		(ii)	(vol	tmeter) deflects to left/opposite (and returns to zero)		B1	
			OR OR	field decreases/collapses/reduces iron loses magnetism change in field is in opposite direction to oppose flux/field change		B1	
		(iii)	mor larg batt sma thicl coil	 Ines turns on coil B er voltage/current (e.g. of battery)/more cells ery smaller (internal) resistance aller resistance of wires; thicker wires; shorter wires ker or shorter iron ring; use soft iron; A and B closer (on ring); e sensitive voltmeter; laminate the iron ring 		B2	
	(c)	(i)		:) <i>VI</i> algebraic or numerical W OR 380W		C1 A1	
		(ii)	ÔR	:) $I^2 R$ OR ($P =$) V^2/R VI and V/R seen algebraic or numerical clear voltage of 4(.0V) or 8(.0V) seen		C1	
				× 2.5 OR 1.6 ² × 5 (power) 6.4 (W) seen		C1	
			12.8	3W OR 13W		A1	[15]
10	(a)	(i)	OR OR (and	protons has charge +2(e) helium nucleus OR He nucleus d) two neutrons has mass 4 (u)		B1	
			OR	symbol ⁴ ₂ He		B1	
		(ii)		stromagnetic (particle/wave) n frequency/high energy/low wavelength		M1 A1	
	(b)	(i)	1.	alpha identified (as the reason)		B1	
				(alpha) particles stopped/blocked/absorbed (few cm OR distance covered by/range of (alpha) particles (in cm		B1	
			2.	experiment takes time in some way OR otherwise count falls (during half life)		B1	

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(ii)	OR OR	o distance (e.g. use forceps/tongs, do not point at pers use absorber (e.g. lead covering) place in store when not in use; use for short time wear badge	on/eyes)	B1
(c) (i)		(alpha particles present) count falls with paper in some way		B1
(ii)		(beta particles) n (5 mm) A <i>l</i> used and		M1
		urther/more/extra reduction OR no difference		A1
(iii)		(gammas present) gammas pass through (5mm) A <i>l</i> or 820 after A <i>l</i>		B1
roci rad wea lea l	mic ra ks (e. on/the apons ks fro	nes ays; the Sun; outer space g. granite); stones; soil; buildings; food oron/carbon-14 (gas) s tests; nuclear bombs om (nuclear) power stations waste		B2
rad ger cell	iation netic p dam	accept any specific cancer); tumours sickness; burns; mutations; problems; damage to DNA/chromosomes age (e.g. kills cells, cures cancer); birth defects nair loss		B1 [15]