



Pearson

# Mark Scheme (Results)

January 2018

Pearson Edexcel International GCSE  
In Physics (4PH0) Paper 2P

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

January 2018

Publications Code 4PH0\_2P\_1801\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2018

## General Marking Guidance


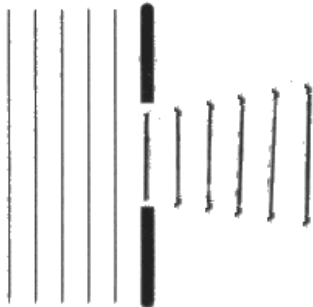
- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question number	Answer	Notes	Marks														
1 (a)	<p>one mark for each correct tick;;;</p> <table border="1" data-bbox="373 371 766 651"> <thead> <tr> <th>Energy source</th> <th>Tick</th> </tr> </thead> <tbody> <tr> <td>wind</td> <td></td> </tr> <tr> <td>oil</td> <td>✓</td> </tr> <tr> <td>coal</td> <td>✓</td> </tr> <tr> <td>geothermal</td> <td></td> </tr> <tr> <td>bio-gas</td> <td></td> </tr> <tr> <td>nuclear</td> <td>✓</td> </tr> </tbody> </table>	Energy source	Tick	wind		oil	✓	coal	✓	geothermal		bio-gas		nuclear	✓	<p>2 marks max. if 4 ticks 1 mark only if 5 ticks 0 marks if 6 ticks</p>	3
Energy source	Tick																
wind																	
oil	✓																
coal	✓																
geothermal																	
bio-gas																	
nuclear	✓																
(b)	<p>advantage: any one from</p> <ul style="list-style-type: none"> <li>• high energy density / eq;</li> <li>• short start up time / adaptable to demand;</li> <li>• reliable technology;</li> <li>• does not depend on weather conditions;</li> <li>• (relatively) cheap;</li> </ul> <p>disadvantage: any one from</p> <ul style="list-style-type: none"> <li>• produces CO<sub>2</sub> / greenhouse gases / air pollution / sulphur dioxide / nitrous oxide;</li> <li>• causes global warming;</li> <li>• causes acid rain;</li> </ul>	<p>ignore ideas about transportation allow 'produces large amount of energy'</p> <p>ignore non-renewable ignore unqualified 'damages environment', 'pollution' etc.</p>	2														

Total for question 1 = 5 marks

Question number	Answer	Notes	Marks																								
2 (a) (i)	power = voltage x current;	allow rearrangements and use of standard symbols e.g. $P = V \times I$ do not allow c/C/A for current	1																								
	(ii) substitution; rearrangement; evaluation;  e.g. $6.5 = 230 \times I$ $(I =) 6.5 / 230$ $(I =) 0.028 \text{ (A)}$	allow 0.03, 0.0283, 0.02826... (A) do not allow 0.02 (A)	3																								
2 (b)	1 mark for each correct;;; <table border="1" data-bbox="280 792 1040 1164"> <thead> <tr> <th>S1</th> <th>S2</th> <th>S3</th> <th>Lamp</th> </tr> </thead> <tbody> <tr> <td>up</td> <td>up</td> <td>up</td> <td>on</td> </tr> <tr> <td>down</td> <td>down</td> <td>down</td> <td>off</td> </tr> <tr> <td>up</td> <td>up</td> <td>down</td> <td>off</td> </tr> <tr> <td>down</td> <td>up</td> <td>up</td> <td>off</td> </tr> <tr> <td>up</td> <td>down</td> <td>down</td> <td>on</td> </tr> </tbody> </table>	S1	S2	S3	Lamp	up	up	up	on	down	down	down	off	up	up	down	off	down	up	up	off	up	down	down	on		3
S1	S2	S3	Lamp																								
up	up	up	on																								
down	down	down	off																								
up	up	down	off																								
down	up	up	off																								
up	down	down	on																								

Total for question 2 = 7 marks

Question number	Answer	Notes	Marks
3 (a)	<p>left diagram: at least 3 correctly curved wavefronts centred on the gap; spacing of wavefronts is consistent with original wavefronts;</p>  <p>right diagram: evenly spaced planar wavefronts (curved at the edges);</p> 	<p>ignore where wavefront lines start and finish DOP judge spacing by eye</p> <p>reject if any wavefront line is as long as original wavefront lines ignore spacing of wavefronts</p>	3
(b) (i)	(wave) speed = frequency x wavelength;	allow rearrangements and use of standard symbols e.g. $v = f \times \lambda$ condone s for speed	1
(b) (ii)	<p>substitution / rearrangement; evaluation of frequency;</p> <p>evaluation of wavelength to at least 2 significant figures;</p> <p>e.g. <math>6.0 = f \times 4.0</math> <math>f = 1.5 \text{ (Hz)}</math> <math>(\lambda_2 =) 2.7 \text{ (cm)}</math></p>	<p>allow alternative methods e.g. <math>6 / 4 = 4 / \lambda</math> gains both method marks</p> <p>allow 2.67, 2.6 recurring condone 2.6, 2.66 etc. do not allow 3.0</p>	3

Total for question 3 = 7 marks

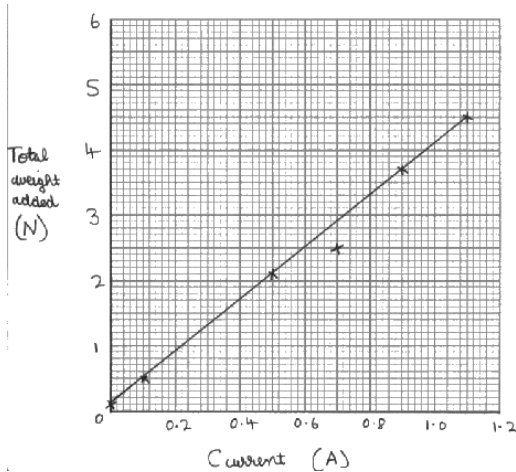
Question number	Answer	Notes	Marks
4 (a)	(total) momentum before (a collision) = (total) momentum after (a collision);	ignore unqualified 'momentum is conserved'	1
(b)	correct value of momentum before collision seen anywhere in the calculation; substitution into balanced equation; evaluation of velocity;  e.g. (momentum before =) 1.6 (kgm/s) $1.6 = 0.16 \times 8 + 0.16 \times v$ (v =) 2 (m/s)	either as 0.16 x 10 or 1.6	3
(c)	calculation of KE before collision; calculation of KE of either ball after collision; evaluation of energy difference;  e.g. $0.5 \times 0.16 \times 10^2$ $(0.5 \times 0.16 \times 8^2)$ OR $(0.5 \times 0.16 \times 2^2)$ $(8 - (5.12 + 0.32) =) 2.6$ (J)	ecf from (b)  8 (J) 5.12 OR 0.32 (J) allow 2.56 (J)	3

Total for question 4 = 7 marks

Question number	Answer	Notes	Marks
5 (a)	any 4 from: MP1. fewer particles outside the balloon; MP2. (hence) fewer impacts (per second) on the outside of the balloon; MP3. (hence) pressure outside balloon is reduced; MP4. pressure inside balloon > pressure outside balloon; MP5. (hence) air inside the balloon expands until the pressures balance;	condone idea that all particles have been removed  ignore references to vacuum  reject 'air particles expanding'	4
(b) (i)	pressure increases; (because) volume (of trapped air) has decreased / particles collide with liquid surface more (often);	allow walls for liquid surface	2
(ii)	water level increases / rises; greater {force / pressure} acts on the water (so can support greater weight of water above);	allow formula as justification $p = h\rho g$ (because the increased pressure difference supports a greater height of water)	2
(iii)	water level decreases / falls; (because) pressure <b>difference</b> is now less/eq;		2

Total for question 5 = 10 marks



Question number	Answer	Notes	Marks														
6 (a)	<p>either correct moment seen; use of principle of moments;</p> <p>correct evaluation of weight;</p> <p>e.g.  <math>W \times 8</math> OR <math>0.1 \times 12</math>  <math>W \times 8 = 0.1 \times 12</math>  <math>(W =) 0.15 \text{ (N)}</math></p>	<p>seen mathematically or in writing e.g. 'clockwise moment = anticlockwise moment'</p> <p>answer of 0.25 (N) gets 2 marks</p> <p>allow 0.2 (N) if supported by correct working</p>	3														
(b)	<p>coil becomes an electromagnet / coil produces a magnetic field; coil {attracts / exerts a force on} magnet; increasing anti-clockwise moment;</p>	<p>allow current for coil</p> <p>reject if repulsion mentioned allow creating (additional) anti-clockwise moment</p>	3														
(c) (i)	<p>sensible linear scales on both axes that occupy &gt;50% of the grid; both axes labelled correctly with quantity and unit; correct orientation; all 6 points correctly plotted;</p> <div style="text-align: center;">  <p>Total weight added (N)</p> <p>Current (A)</p> </div>	<p>allow symbols I for current and W for weight current on x-axis reject plotting mark if non-linear scale used in region of plots</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Current in A</th> <th>Total weight added in N</th> </tr> </thead> <tbody> <tr> <td>0.0</td> <td>0.1</td> </tr> <tr> <td>0.1</td> <td>0.5</td> </tr> <tr> <td>0.5</td> <td>2.1</td> </tr> <tr> <td>0.7</td> <td>2.5</td> </tr> <tr> <td>0.9</td> <td>3.7</td> </tr> <tr> <td>1.1</td> <td>4.5</td> </tr> </tbody> </table>	Current in A	Total weight added in N	0.0	0.1	0.1	0.5	0.5	2.1	0.7	2.5	0.9	3.7	1.1	4.5	4
Current in A	Total weight added in N																
0.0	0.1																
0.1	0.5																
0.5	2.1																
0.7	2.5																
0.9	3.7																
1.1	4.5																
(ii)	<p>straight line of best fit avoiding anomalous reading;</p>		1														
(iii)	<p>(repeat to) check accuracy / validity of reading; (because) reading appears to be anomalous;</p>	<p>allow idea of checking to see if same reading obtained again allow reading does not follow the trend / does not lie near the line of best fit</p>	2														

(iv)	pattern statement e.g. as current increases the force increases; suitable comment about linearity;	ignore references to weight allow (directly) proportional	2
(v)	relevant use of one set of data from graph or table; 8.1 (N);	exclude data from 0.7A reading allow ecf from line on graph allow answers that round to 8.1 (N)	2

Total for question 6 = 17 marks

Question number	Answer	Notes	Marks
7 (a)	(i) measuring cylinder;	allow graduated cylinder, burette, pipette, syringe	1
	(ii) 0.005 (cm <sup>3</sup> )		1
(b)	(i) correctly calculated average; given to 3 significant figures;  e.g. (average =) 300.8 (mm) (average to 3 s.f. =) 301 (mm)	DOP	2
	(ii) use of radius in calculation; substitution and rearrangement; evaluation;  e.g. radius = 150(.4) (mm) (length =) $1.0 / (\pi \times 150.4 \times 150.4)$  (length =) $1.4 \times 10^{-5}$ (mm)		3
		-1 for POT error answer of $3.5 \times 10^{-6}$ (mm) gains 2 marks for using diameter instead of radius	
		allow answers that round to 1.40-1.41	

Total for question 7 = 7 marks

