Cambridge Assessment International Education

Cambridge O Level

PHYSICS **5054/21**

Paper 2 Theory **May/June 2020**

MARK SCHEME

Maximum Mark: 75

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

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GENERIC MARKING PRINCIPLE 5: Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6: Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Science-Specific Marking Principles

1	Examiners should consider the context and scientific use of any keywords when awarding marks. Although keywords may be present, marks should not be awarded if the keywords are used incorrectly.
2	The examiner should not choose between contradictory statements given in the same question part, and credit should not be awarded for any correct statement that is contradicted within the same question part. Wrong science that is irrelevant to the question should be ignored.
3	Although spellings do not have to be correct, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. ethane / ethene, glucagon / glycogen, refraction / reflection).
4	The error carried forward (ecf) principle should be applied, where appropriate. If an incorrect answer is subsequently used in a scientifically correct way, the candidate should be awarded these subsequent marking points. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

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5 ‘List rule’ guidance (see examples below)

For questions that require ***n*** responses (e.g. State **two** reasons …):

- The response should be read as continuous prose, even when numbered answer spaces are provided
- Any response marked *ignore* in the mark scheme should not count towards ***n***
- Incorrect responses should not be awarded credit but will still count towards ***n***
- Read the entire response to check for any responses that contradict those that would otherwise be credited. Credit should **not** be awarded for any responses that are contradicted within the rest of the response. Where two responses contradict one another, this should be treated as a single incorrect response
- Non-contradictory responses after the first ***n*** responses may be ignored even if they include incorrect science.

6 Calculation specific guidance

Correct answers to calculations should be given full credit even if there is no working or incorrect working, **unless** the question states ‘show your working’.

For questions in which the number of significant figures required is not stated, credit should be awarded for correct answers when rounded by the examiner to the number of significant figures given in the mark scheme. This may not apply to measured values.

For answers given in standard form, (e.g. $a \times 10^n$) in which the convention of restricting the value of the coefficient (a) to a value between 1 and 10 is not followed, credit may still be awarded if the answer can be converted to the answer given in the mark scheme.

Unless a separate mark is given for a unit, a missing or incorrect unit will normally mean that the final calculation mark is not awarded. Exceptions to this general principle will be noted in the mark scheme.

7 Guidance for chemical equations

Multiples / fractions of coefficients used in chemical equations are acceptable unless stated otherwise in the mark scheme.

State symbols given in an equation should be ignored unless asked for in the question or stated otherwise in the mark scheme.

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Question	Answer	Marks
1(a)	78 m	**B1**
1(b)	(starting to) apply the brakes	**B1**
1(c)(i)	time taken to think / react is the same (and speed is the same)	**B1**
1(c)(ii)	friction is lower **or** less backwards / resistant force **or** car slides or skids / tyres do not grip road / car aquaplanes	**B1**
	takes longer time to stop **or** acceleration is less	**B1**

Question	Answer	Marks
2(a)	Hang card from pin / nail though hole **and** wait until stationary	**B1**
	using plumb line from hole mark line (on card)	**B1**
	repeat with another hole	**B1**
2(b)(i)	centre of mass / C falls outside base	**B1**
	weight creates moment / turning effect	**B1**
2(b)(ii)	lower centre of gravity **or** wider / longer base	**C1**

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Question	Answer	Marks
3(a)	straight line	**B1**
	through the origin	**B1**
3(b)	add loads above 8 N	**B1**
	increase in length same increase in load is different **or** graph does not continue as a straight line	**B1**
3(c)	(force of) 4(.0 N) seen	**C1**
	(a =) F/m in any form algebraic or numerical	**C1**
	0.8(0) m/s^2	**A1**

Question	Answer	Marks
4(a)	***glass*** molecules vibrate	**B1**
	molecules pass on energy / vibration from one to another	**B1**
	contains <u>many / more</u> free electrons / electrons that can move	**B1**
	electrons collide with atoms / molecules (and gain / lose energy)	**B1**
4(b)(i)	glass warms up (before water) **or** glass expands first	**B1**
	water expands more than glass	**B1**
4(b)(ii)	convection **or** hot water rises	**B1**
	convection <u>current</u> formed **or** hot water rises **and** cold water falls **or** density of water falls (as it heats)	**B1**

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Question	Answer	Marks
5(a)	pressure = force / area	**B1**
	sharp knife has small(er) area and large(r) pressure **or** blunt knife has large(r) area and small(er) pressure	**B1**
5(b)(i)	temperature	**B1**
	mass of gas **or** number of molecules	**B1**
5(b)(ii)	molecules hit sides of container	**B1**
	twice as many molecules per second hit (unit area) **or** molecules hit twice as frequently	**B1**

Question	Answer	Marks
6(a)	behind the mirror **or** on the opposite side (of mirror) to object	**B1**
	same distance as object (from mirror)	**B1**
6(b)(i)	image marked at correct position by eye	**B1**
6(b)(ii)	ray from tooth to mirror **and** ray from mirror to eye	**M1**
	angles of incidence and reflection equal (by eye)	**A1**
6(c)	virtual **or** same size (as object) **or** laterally inverted	**B1**

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Question	Answer	Marks
7(a)	emission of (at least one of) alpha, beta and gamma (particles / rays)	**B1**
	from the nucleus **or** at random	**B1**
7(b)	***carbon-12*** 6, 6	**B1**
	carbon-14 6, 8, 6	**B1**
7(c)(i)	beta (particles)	**B1**
7(c)(ii)	(does not emit) gamma	**B1**
	gamma passes through thick container / 6 mm (aluminium)	**B1**

Question	Answer	Marks
8(a)(i)	electrical in first box	**B1**
	heat	**B1**
	light	**B1**
8(a)(ii)	energy output / energy input	**C1**
	useful output energy / total energy input	**A1**
8(b)	two decrease	**C1**
	all three decrease	**A1**
8(c)(i)	(R =) V / I in any form numerical or algebraic	**C1**
	total current = 2.5 A **or** both resistances 24 (Ω) and 6(.0 Ω)	**C1**
	4.8 Ω	**A1**

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Question	Answer	Marks
8(c)(ii)	smaller area / diameter / radius	**B1**
8(d)	current in the coil	**B1**
	coil / core becomes magnetised	**B1**
	attracts iron armature	**B1**
	armature turns **and** contacts close	**B1**

Question	Answer	Marks
9(a)(i)	(sound that) cannot be heard	**C1**
	(sound with) frequency above 20 kHz	**A1**
9(a)(ii)	(some) reflect	**B1**
	(some) pass into new material **or** (some) absorbed by material	**B1**
9(a)(iii)	(d =) $s \times t$ in any form numerical or algebraic	**C1**
	1500×0.03 ($\times 10^{-3}$ / 2)	**C1**
	0.022 m **or** 0.023 m	**A1**
9(a)(iv)	***gases*** 150 – 1000 m/s	**B1**
	solids 2000 – 8000 m/s	**B1**

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Question	Answer	Marks
9(b)(i)	(more) X-rays make the image black(er)	**B1**
	X-rays absorbed by bone **or** do not reach detector through bone	**B1**
	some X-rays pass through tissue **or** tissue absorbs some X-rays	**B1**
9(b)(ii)	($f =$) v / λ in any form numerical or algebraic	**C1**
	1.5×10^{17} Hz	**A1**
9(b)(iii)	(X-rays) cause mutation / cancer / kill cells / ionisation	**B1**

Question	Answer	Marks
10(a)(i)	ammeter in series connecting switch with motor	**B1**
	voltmeter across motor or battery	**B1**
10(a)(ii)	($E =$) VIt in any form numerical or algebraic **or** $P =$VI and $P = E / t$ in any form	**C1**
	48 J	**A1**
10(a)(iii)	($E = mgh$) in any form numerical or algebraic	**C1**
	$0.15 \times 0.8(0) \times 10$	**C1**
	1.2 J	**A1**
10(a)(iv)	ANY two of • motor / mass has kinetic energy • heat generated in motor / wires • heat generated in air due to drag / resistance • work done to lift string	**B2**

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Question	Answer	Marks
10(b)(i)	mention of magnetic field (between N and S poles)	**B1**
	coil cuts lines of magnetic flux / magnetic field lines **or** flux / field in coil changes	**B1**
	induction	**B1**
10(b)(ii)	***statement of Lenz's law***, e.g. (induced) current flows in a direction to oppose the change producing it	**B1**
	coil becomes a magnet **or** current flowing in coil produces force in field	**M1**
	poles of coil attracted to opposite poles on magnet **or** force up on a side as side moves down	**A1**

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