Cambridge Assessment International Education

Cambridge O Level

PHYSICS **5054/42**

Paper 4 Alternative to Practical **May/June 2023**

MARK SCHEME

Maximum Mark: 30

Published

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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

Cambridge International is publishing the mark schemes for the May/June 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U 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.

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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.
5	'List rule' guidance 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.

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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)(i)	*h*, *D* and *d* all recorded to the nearest 0.1 cm ; *h* = 8.3 (cm), *D* = 6.9 (cm), *d* = 4.6 (cm) ;	**2**
1(a)(ii)	d_A = 5.75 ;	**1**
1(a)(iii)	accept any answer between 210 and 220 (cm^3) inclusive ;	**1**
1(b)(i)	17.58 (cm) ;	**1**
1(b)(ii)	accept any answer between 204 and 205 (cm^3) inclusive ;	**1**
1(c)(i)	32 (cm^3) ;	**1**
1(c)(ii)	220 – 32 = 188 (cm^3) ;	**1**
1(d)	**method 2** any **one** from: string not correctly / closely positioned ; loops of string may overlap ; string too tightly / loosely wrapped ; string may stretch ; string has thickness ; external diameter is measured ; circumference of cup not uniform (over the height of the cup) ; **method 3** any **one** from: cup underfilled or overfilled ; water spilled on transfer ; water left in the cup / measuring cylinder ; readings not taken perpendicularly to scale / parallax error ; measuring cylinder only reads to 1 cm^3 (or 2 cm^3) ;	**2**

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Question	Answer	Marks
2(a)	V_1 = 2.9(0) (V) ; I_1 = 0.46(0) (A) ;	**2**
2(a)(ii)	R_1 = 6.3(04347) (Ω) ;	**1**
2(a)(iii)	any **one** from: to prevent resistors / wires / circuit overheating ; to allow resistors to cool down ; to prevent cell running down / to save power ;	**1**
2(b)	3.2 (3.1818181...) and 6.4	**1**
2(c)	statement matches results – should be yes / resistors have the same value ; use values of 6.3 and 6.4 and a correct calculation to show that difference < 10% of either, or the ratio $R_1/2R_2 \geqslant 0.9$ (or 90 %) ;	**2**
2(d)	any **one** from: lamp (filaments) glow(s) ; lamps get hot ; lamps have different brightness (in the two circuits) ; brightness of lamps changes ;	**1**
2(e)	correct symbol for a lamp ; different combination of lamps between X and Y i.e., 3 lamps in series or 2 lamps in parallel and in series with the 3rd lamp ;	**2**

Question	Answer	Marks
3(a)	2.6 ± 0.1 (cm) ;	**1**
3(b)(i)	7.8 ± 0.1 (cm) ;	**1**

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Question	Answer	Marks
3(b)(ii)	0.13 − answer given to 2 significant figures only, correctly rounded ;	**1**
3(c)(i)	both unit headings correct ;	**1**
3(c)(ii)	0.13, 0.26, 0.38, 0.63, 0.91 ;	**1**
3(d)	any **one** from: image too big to fit on screen ; object inside focal length ; image becomes virtual ;	**1**
3(e)	axes labelled, quantity **and** unit ; scales linear, not awkward, start from (0,0) ; points plotted accurately, to the nearest ½ square ; thin best-fit straight line drawn ;	**4**
3(f)(i)	values indicated on graph , ⩾ ½ the distance between the extreme plotted points ; m = 0.026 ± 0.004 ;	**2**
3(f)(ii)	calculation of f correct from candidate's values ;	**1**
3(g)	any **one** from: graph paper or a scale on the screen ; clamp ruler near/by the side of the screen ; translucent screen and measure at the back ;	**1**

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Question	Answer	Marks
4	**method** MP1 insulate / wrap / cover (one sheet of) cardboard around the beaker, add hot water and ice cubes – can award from a labelled diagram ;	**1**
	MP2 measure the time taken to melt / stop stopwatch when ice has melted ;	**1**
	MP3 repeat with at least 4 more layers / thickness / sheets of insulation ;	**1**
	MP4 **key variables** one from: • initial temperature of the (hot) water ; • mass / volume / number / size of ice cubes (per test) ; • temperature of ice cubes ; • volume / mass of water in the beaker ; • room temperature ;	**1**
	MP5 **table** table with columns for thickness (of insulation) / (number of) sheets (of insulation) and time with appropriate units in the headers	**1**
	MP6 **conclusion** plot a graph of thickness (of insulation) against time taken (to melt) ; accept number of sheets against time − accept a bar chart or a graph in this case **or** (use results tablet to) compare the time taken to melt with the thickness (of the insulation) **or** compare the results to see if / how changing the thickness (of the insulation) has any effect on the time taken (for the ice to melt) ;	**1**

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