



Cambridge O Level

PHYSICS

5054/04

Paper 4 Alternative to Practical

For examination from 2023

MARK SCHEME

Maximum Mark: 40

Specimen

This document has **10** pages. Any blank pages are indicated.

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.

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.
- 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.

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

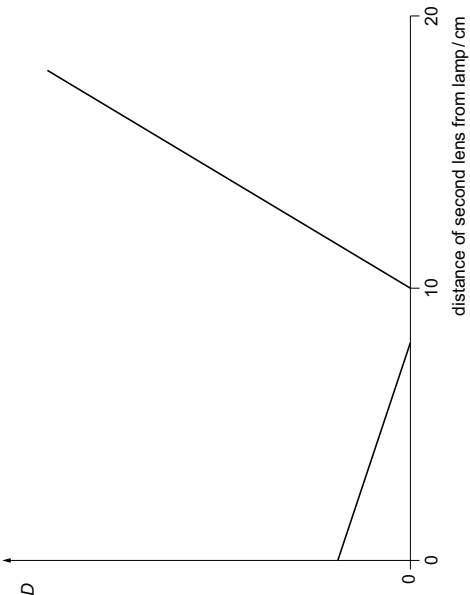
Multiples / fractions of coefficients used in chemical equations are acceptable unless stated otherwise in the mark scheme.

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

Abbreviations and guidance

;	Separates marking points.
/	Alternative answers for the same marking point.
<u>underline</u> (brackets)	Actual word underlined must be used by candidate (grammatical variants accepted). The word or phrase in brackets is not required but sets the context.
AND / and	Statements on both sides of the AND are needed for that mark.
OR / or	Indicates alternative answers, any one of which is satisfactory for scoring the marks.
NOT / not	Indicates that an incorrect answer is not to be disregarded but cancels another otherwise correct alternative offered by the candidate for this mark.
Accept / A	A less than ideal answer which should be marked correct.
Ignore / Ig	Indicates that something which is not correct or irrelevant is to be disregarded.
e.c.f.	'error carried forward'
o.w.t.t.e.	'or words to that effect'
s.f.	'significant figures' – answers are normally acceptable to any number of significant figures ≥ 2 . Any exceptions to this general rule will be specified in the mark scheme.
Arithmetic errors	If the only error in arriving at a final answer is clearly an arithmetic one, all but the final A mark can be awarded. Regard a power of ten error as an arithmetic error.
Transcription errors	If the only error in arriving at a final answer is because given or previously calculated data has clearly been misread but used correctly, all but the final A mark can be awarded.
Fractions	Only accept these where specified in the mark scheme.
Crossed-out work	Work which has been crossed out and not replaced but can easily be read, should be marked as if it had not been crossed out.

Question	Answer	Marks
1(a)(i)	3.2	1
1(a)(ii)	any one from: so that the colour is evenly distributed ; so that the reading on the voltmeter is repeatable ;	1
1(b)	all values in table plotted correctly to within $\frac{1}{2}$ small square ; smooth curved line of best fit with even distribution of points either side and gradient remains negative ;	2
1(c)(i)	tangent at 5 cm ³	1
1(c)(ii)	two correct sets of x, y values from the candidate's line and separated by at least 5 cm along the tangent line drawn by candidate ; values substituted in $\frac{\Delta y}{\Delta x}$ and evaluated ;	2
1(d)	any one from: check for zero error ; tap the meter in case the needle sticks ;	1
1(e)	any two from: level of background light ; the type / mix / consistency of the coloured liquid ; distance between light source and LDR ; how much water the coloured liquid is mixed with ;	2

Question	Answer	Marks
2(a)	<p>any two from:</p> <p>weight to prevent stand toppling ;</p> <p>supply voltage not exceeding rating of lamp ; o.w.t.t.e.</p> <p>lens clamped securely (because glass can break) ;</p> <p>apparatus away from edge of bench ;</p> <p>leads to the supply are pushed out of the way ;</p> <p>moment due to lamp and/or lens is small (reduces risk of toppling) ;</p>	2
2(b)	<p>negative gradient to $D = 0$ at $x \approx 9$ cm by eye ;</p> <p>positive gradient from $x = 10$ cm to $x < 20$ cm and final D approximately $6\times$ more than initial D ;</p> <p>i.e.</p> 	2
2(c)(i)	$56.5 - 27.6$; 28.9 (cm) ;	2
2(c)(ii)	$\frac{27.6 \times 28.9}{56.5}$; 14.1 (cm) ; e.c.f.	2
2(d)(i)	you cannot get a sharp image / the lamp and the paper need to be further apart (to get a sharp image)	1
2(d)(ii)	some valid practical suggestion to increase the distance between the lamp and the paper, e.g. use a longer rod, raise the stand	1

Question	Answer	Marks
3(a)	values of d and w with consistent unit	1
3(b)(i)	0 + half the diameter or 100 – half the diameter	1
3(b)(ii)	masses are more likely to become detached or adhesive not strong enough to hold them o.w.t.t.e.	1
3(b)(iii)	working shows both raw values to nearest mm ; 88.1 cm ;	2
3(c)(i)	average of both readings $\frac{\text{sum of both readings}}{20}$ or $\frac{\text{sum of both readings}}{40}$; 0.53 s and to 2 s.f. only ;	2
3(c)(ii)	(L) cm and (t) s and row 1 completed	1
3(c)(iii)	axes labelled (ignore unit) and independent variable L on x-axis and scale of 1, 2, 5 or 10, etc. ; suitable scale with range of plots at least 4 large squares horizontally and 6 large squares vertically and at least five points plotted ; all values plotted correctly to within $\frac{1}{2}$ small square ; line of best fit with an even distribution of points above and below ;	4
3(c)(iv)	0.35 ± 0.02	1
3(d)	too many oscillations to count with certainty ; the period of oscillation is too short to count with repeatability ;	1

Question	Answer	Marks
4	<p>Method (2 marks)</p> <ul style="list-style-type: none"> • Hot water in small metal can, time taken for temperature to drop • Use of at least 3 larger outer containers <p>Controls (2 marks) Any two from:</p> <ul style="list-style-type: none"> • Same volume of hot water • Same room temperature • Same starting temperature of water <p>Table (1 mark) Table with clear columns for air gap and temperature change / time taken (to match method), with appropriate units</p> <p>Conclusion (1 mark)</p> <ul style="list-style-type: none"> • Air gap that causes the greatest change in temperature / has shortest time shows greater rate of cooling <p>or</p> <ul style="list-style-type: none"> • Plot temperature against time and steepest gradient shows greater rate of cooling 	6

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