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for the guidance of teachers

9702 PHYSICS

9702/31

Paper 31 (Advanced Practical Skills 1), maximum raw mark 40

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.

CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Syllabus age 2 Mark Scheme: Teachers' version Syllabus age 2 Syllabus GCE AVAS LEVEL – May/June 2009 Syllabus Mark Scheme: Teachers' version Syllabus Mark Scheme: Teachers' version Syllabus One mark for each set of readings for different $R_{teach rD}$. Incorrect values of $R - 1$. Apparatus setup correctly without help from supervisor. [1] Range of R : to include (12 / 16 Ω) and (71 / 94 Ω) and (141 / 188 Ω). [1] Column headings ($R(\Omega, IIA, 1IIA^{-1}$). Must have R and $1IC$ oolumns. [1] Each column heading on the ontain a quantity and a unit where appropriate. [3] Ignore units in the body of the table. Do not accept 1/I (A). There must be some distinguishing mark between the quantity and the unit (i.e. solidus is expected I/A, but accept, for example, I (A)). Consistency of presentation of raw readings. [1] Consistency of presentation of raw readings. [1] ft aurent same consistency = 0. [1] Significant figures [1] ft aw I is given to 2 sf, then accept 1/I to 2 or 3 sf. [1] raw I is given to 2 sf, then accept 1/I to 3 or 4 sf. [1] </th <th>Page</th> <th>2</th> <th>Mark Scheme: Teachers' version</th> <th>Syllabus Syllabus</th> <th>ŗ</th>	Page	2	Mark Scheme: Teachers' version	Syllabus Syllabus	ŗ
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				= mx + c.	[1]

Page 3	Mark Scheme: Teachers' version	Syllabus 74.0	r
i ugo o	GCE A/AS LEVEL – May/June 2009	9702	
(d) Correct	method for finding P and Q. $m = 1/P$. $c = Q/P$	·Cal	nb.
	method needed. Value for <i>P</i> and Q. Ignore negative s $\Omega - 5.0 \text{ V}$ (or A Ω). $Q = 50 - 150 \Omega$ (or V/A) (Res e AE.	0	102
		[Tota	l: 20]
	I same, Measurements = 5 max, Consistency = 0, Axe ncy = 0, $1/I$ calculation = 0, SF = 0. Allow CH mark on c).
	ow reference to measuring cylinder and consistent num ference to precision of measuring cylinder . Consisten		[1]
(b) (i) All	raw heights to nearest mm. (heights < 30.0 cm)		[1]
(ii) <i>θ</i> <	90°		[1]
lf re	rcentage uncertainty in θ . $\Delta \theta = 2 - 5^{\circ}$. epeated readings have been done then the uncertainty or rrect ratio idea required. $\Delta \theta \cdot \theta (\times 100\%) (\times 100\%)$ can be in	•	[1]
(c) Measur	rement of 2 nd height less than first height.		[1]
Measur	rement of 2^{nd} raw θ (any value) to nearest degree or half	f a degree	[1]
Measur	rement of 2 nd volume		[1]
(c)/(b)(ii)	Evidence of repeats in angle measurement		[1]
	$\theta_{(b)(ii)} > \theta_{(c)}$		[1]
(c), (b)(iv)	Volume in (c) half of volume in (b)(iv). $0.4 \le V_o / V_b \le 0$.	.6.	[1]
(d) Correct One nu	calculation to check inverse proportionality. $\sqrt{h} \times \cos \theta$ merical check: check 2 nd value if available.	$\theta = \mathbf{k}$	[1]
value a	sion. Sensible comments relating to calculations to and suggested relation. Allow ecf in conclusion if arithmetect ideas or no ratio then conclusion = 0.		[1]

Special case: If 2^{nd} Volume $\frac{3}{4}$ and not $\frac{1}{4}$ full, then 2^{nd} Vol = 0 and allow for 2^{nd} height and 2^{nd} angle greater than the first height and first angle respectively.

		4777
Page 4	Mark Scheme: Teachers' version	Syllabus
	GCE A/AS LEVEL – May/June 2009	9702

(e)(i) and (ii)

So	urces of error or limitation. [4]		provements. Use of other apparatus or ferent procedures.	de com	
A _p	Two readings are not enough (to draw a valid conclusion).	As	Take many (sets of) readings <u>and plot a</u> <u>graph</u> of the results. Be clear NOT just repeat readings.	OM	
B _p	Parallax error in measuring h/θ .	Bs	Get eye level/'eye level' perpendicular (to protractor lines, ruler scale or meniscus). Put scale onto bottle.	I	
C _p	Difficult to measure height <u>owing to</u> refraction/shape of bottle/thickness of bottom not taken into account/ruler does not start at zero/cannot see meniscus clearly.	Cs	Add dye/use ruler with a zero at the start.		
D _p	Difficulty in <u>deciding</u> the toppling point.	Ds	Move by increments/hold with newtonmeter and tilt until F = 0/bottle on tilting ramp idea.		
Ep	Difficulty in measuring θ <u>owing to</u> container not perfectly right angled (curved) at the bottom/difficult to line up protractor/ horizontal line of protractor not on table/ difficult to manipulate bottle and measure angle/flexible container/shape of bottle.	Es	Make bottom square with plasticine/use protractor with horizontal line flush to table top/freestanding or clamped protractor.		

[Total: 20]

No reference to light gates, motion sensors, video, reaction time, volume measurements, pointers, changing bottle, repeat readings, calipers or movement of container.