## Work and Power

## Mark Scheme 1

| Level | IGCSE(9-1) |
| :--- | :--- |
| Subject | Physics |
| Exam Board | Edexcel IGCSE |
| Module | Double Award (Paper 1P) |
| Topic | Energy resources and energy transfers |
| Sub-Topic | Work and Power |
| Booklet | Mark Scheme 1 |


| Time Allowed: | $\mathbf{7 2}$ minutes |
| :--- | :--- |
| Score: | $/ 60$ |
| Percentage: | $/ 100$ |

## Grade Boundaries:

| A* | A | B | C | D | E | U |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| $>85 \%$ | $775 \%$ | $70 \%$ | $60 \%$ | $55 \%$ | $50 \%$ | $<50 \%$ |

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| (b) (i) | power = voltage $\times$ current; | Accept symbols <br> $\mathrm{P}=1 \times \mathrm{V}$ <br> Condone a mix of <br> correct symbols and <br> words | 1 |
| :---: | :---: | :--- | :---: |
| (ii) | Substitution and calculation; <br> Conversion to megawatts; <br> e.g. $\mathrm{P}=1 \times \mathrm{V}$ <br> $\mathrm{P}=4000 \times 600=2400000(\mathrm{~W})$ <br> $=2400000 \div 1000000$ <br> $=2.4(\mathrm{MW})$ | division by $10^{6}$ or <br> 1000000 seen <br> correct answer <br> without working scores <br> two marks | 2 |

Continued

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\begin{tabular}{|c|c|c|c|}
\hline Question number \& Answer \& Notes \& Marks \\
\hline \begin{tabular}{l}
\[
1 \text { (c) (i) }
\] \\
(ii)
\end{tabular} \& ```
work done = force }\times\mathrm{ distance (moved)
Substitution;
Calculation;
e.g. Work = 400 000 }\times19
76000000 (J)
``` \& \begin{tabular}{l}
Accept symbols \(\mathrm{W}=\mathrm{F} \times \mathrm{d}\) \(\mathrm{W}=\mathrm{Fd}\) \\
Accept \\
76 MJ with correct unit
\[
7.6 \times 10^{7}(\mathrm{~J})
\]
\[
76 \times 10^{6}(\mathrm{~J})
\]
\end{tabular} \& 1
2 \\
\hline \begin{tabular}{l}
(d) \\
(i) \\
(ii)
\end{tabular} \& \begin{tabular}{l}
Substitution into given equation; \(\mathrm{P}=\mathrm{W} / \mathrm{t}\) \\
Rearrangement; \\
Calculation; \\
e.g. \\
\(1.9=67 \div\) t..............worth 1 \\
\(\mathrm{t}=67 \div 1.9\) \(\qquad\) worth 2 \\
\(=35(\mathrm{~s})\) \(\qquad\) worth 3 \\
Any one of :Takes longer /eq; \\
More time needed to raise coal; Load moves more slowly;
\end{tabular} \& \begin{tabular}{l}
No mark for the equation as it is given in QP \\
Substitution and rearrangement in either order \\
Or (in joules and watts) \(67000000 \div 1900000\) (35.26) correct answer without working \(=3\) \\
Ignore: unqualified comments about the amount of work done
\end{tabular} \& 3

1 <br>
\hline
\end{tabular}

Total 15 marks

| Question number | Answer | Notes | Marks |
| :---: | :---: | :---: | :---: |
| 2 (a) (i) | $\begin{aligned} & \text { gravitational potential energy }=\text { mass } \times \\ & \mathrm{g} \times \text { height } \end{aligned}$ | Allow abbreviations e. <br> g.p.e. $=\mathrm{mgh}$ for g/gravitational field strength reject 'gravity' | 1 |
| (ii) | Substitution into correct equation; Evaluation; $\begin{aligned} & \text { e.g. g.p.e. }=0.19 \times 10 \times 17 \\ & =32(\mathrm{~J}) \end{aligned}$ | 32.3 (J) (or 31.6 J when $\mathrm{g}=9.8 \mathrm{~ms}^{-2}$ ) allow 32300 for 1 mark | 2 |
| (iii) | Value same as for (a)(ii) | Allow "the same" | 1 |


| (b) (i) | Judge by eye <br> Weight shown acting downwards; <br> Drag shown acting against motion; | NB NO label = no <br> mark <br> Allow <br> abbreviations for labels e.g W, mg ignore gravity | 2 |
| :---: | :---: | :---: | :---: |
| (ii) | $\text { k.e. }=1 / 2 \times \text { mass } \times \text { velocity }^{2}$ | Allow abbreviations e.g. k.e. $=1 / 2 m v^{2}$ | 1 |
| (iii) | Substitution into correct equation; Evaluation; $\begin{aligned} & \text { e.g. k.e. }=1 / 2 \times 0.19 \times 13^{2} \\ & =16(\mathrm{~J}) \end{aligned}$ | $\begin{aligned} & \text { (16.055) } \\ & 16055 \text { gets } 1 \text { mark } \end{aligned}$ | 2 |
| (iv) | A an unbalanced force acts on the squirrel |  | 1 |

Total 10 marks

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|  | Question number | Answer | Notes | Marks |
| :---: | :---: | :---: | :---: | :---: |
| 3 |  | any six points from the following 2 groups: <br> Relating to energy and position <br> MP1 statement re KE values e.g. KE is zero at top and bottom OR KE is greatest/4J in the middle; <br> MP2 statement re GPE values e.g. GPE is greatest/25J at the top OR GPE is least/5J at the bottom; <br> MP3 statement re EPE values e.g. EPE is greatest/21J at the bottom OR EPE is least/1J at the top; <br> MP4 the change in GPE/EPE is 20J OR the change in KE is 4 J ; <br> MP5 change in GPE/EPE > change in KE; <br> MP6 total energy is constant (in all three charts)/eq; <br> Relating to speed and position <br> MP7 in the middle speed is greatest; <br> MP8 in the middle $v=2.8(\mathrm{~m} / \mathrm{s})$; <br> MP9 ball is stationary at the top/bottom; | allow GPE decreases as the ball moves down <br> allow EPE increases as the ball moves down <br> allow ball moves through height of 2 metres | 6 |

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| Question <br> number | Answer | Notes | Marks |
| :---: | :--- | :--- | :--- |
| 4 (a) (i) | can all be switched separately ; <br> others stay alight when 1 bulb blows/eq; <br> (ii) <br> One of - <br> to prevent overheating in the circuit / appliance/ <br> wiring/ lamps; <br> to switch off the circuit; <br> to prevent current exceeding a certain value; <br> (iii) | (if or when) current exceeds stated value/current <br> too high; <br> the fuse (over heats and) melts; <br> this breaks the circuit/stops the current/ turns the <br> circuit off; | I |
| allow "fuse blows" <br> ignore burns <br> ignore <br> 'stops the electricity' | 3 |  |  |

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\begin{tabular}{|c|c|c|c|}
\hline Question number \& Answer \& Notes \& Marks \\
\hline \begin{tabular}{l}
4 (b) (i) \\
(ii) \\
(iii) \\
(iv)
\end{tabular} \& \begin{tabular}{l}
\[
\mathrm{P}=\mathrm{I} \times \mathrm{V} \text {; }
\] \\
rearrangement; \\
sub into equation; \\
evaluation; \\
e.g. \\
\(\mathrm{I}=\mathrm{P} / \mathrm{V}\) \\
\(=250 / 230\)
\[
=1.1(\mathrm{~A})
\] \\
value 3 (A); \\
fuse (value should only be) a little bigger than the current; \\
In ANY order \\
Any two from:- \\
MP1. circuit breakers are resettable/eq; \\
MP2. circuit breakers work instantly/ fuses do not work instantly; \\
MP3. doesn't require earth wire; \\
MP4. Circuit breakers are more sensitive;
\end{tabular} \& \begin{tabular}{l}
Allow \\
- rearrangements \\
- standard abbreviations \\
- equation in words \\
rearrange and sub in either order allow a power of ten (POT) error for -1 \\
1.09 (A) \\
Allow ecf from bii
\end{tabular} \& 1

3
2
2 <br>
\hline (c) \& D \& \& 1 <br>
\hline
\end{tabular}

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| Question number | Answer | Notes | Marks |
| :---: | :---: | :---: | :---: |
| 5 (a) (i) | work done $=$ force $\times$ distance moved; | accept <br> standard abbreviations rearrangements | (1) |
| (ii) | Substitution into correct equation; evaluation; <br> e.g. $\begin{aligned} & =23 \times 0.34 \\ & 7.8(\mathrm{~J}) \end{aligned}$ | allow a POT error for -1 $7.82$ | (2) |
| (b) | determination of time for 1 movement/eq; <br> substitution; <br> evaluation; <br> e.g. <br> 15 times in $60 \mathrm{~s}=4 \mathrm{~s}$ $\begin{aligned} & =\frac{7.8}{4} \\ & 2.0(\mathrm{~W}) \end{aligned}$ | ecf from (aii) <br> allow: <br> calculation of total work <br> done / 60 <br> allow 1 mark for correct use of 15 $\text { 1.955, } 2 \text { (W) }$ <br> allow 1 mark only for $7.82 / 60$ <br> or $782 / 60$ | (3) |

Total for Question 5 = 6 marks

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| Question number |  |  | Answer | Notes | Marks |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | (a) | (i) | power = voltage $\times$ current; | Accept rearrangements and symbols <br> e.g. current $=$ power $\div$ voltage, $\mathrm{P}=\mathrm{IV}, \mathrm{I}=\mathrm{P} / \mathrm{V}$ <br> ignore <br> a triangle mnemonic <br> an eqn in units | 1 |
|  |  | (ii) | 2.9 (A); | Accept 2.92 (A), 2.916 (A) | 1 |
|  | (b) | (i) | Any three of : <br> MP1. if current gets too high/exceeds 13 A or a set value; <br> MP2. fuse (wire) melts / breaks; <br> MP3. breaking circuit / switching off; <br> MP4. prevents cable over heating; | allow: <br> fuse blows <br> stops current /flow of electrons | 3 |
|  |  | (ii) | any one of: <br> MP1. cable can't be fully extended; <br> MP2. limits the use of the extension cable; <br> MP3. can't exceed 1200 W; <br> MP4. can't reach 10.0 (A) / max working value/eq; <br> AND (because otherwise) 5 A fuse will blow/ will cut the power; | allow RA <br> ignore vague comments re energy or power being too much or too high | 2 |
|  |  | (iii) | (to prevent) the cable overheating/OWTTE; |  | 1 |

