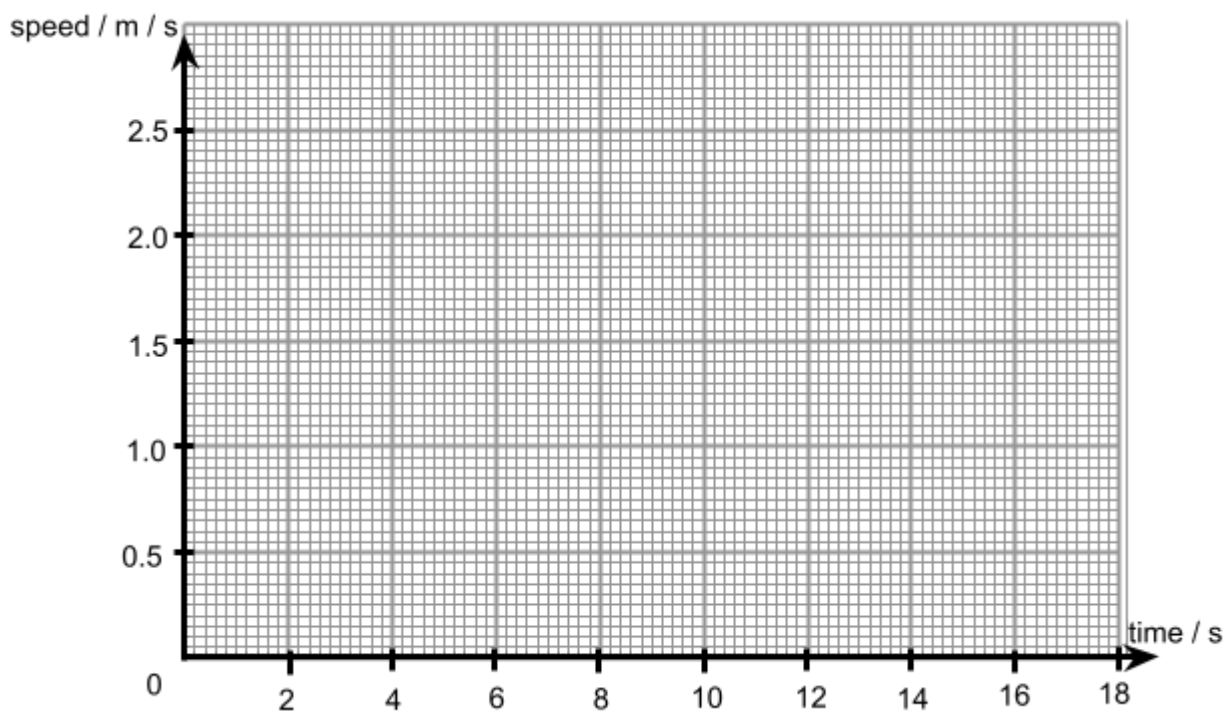


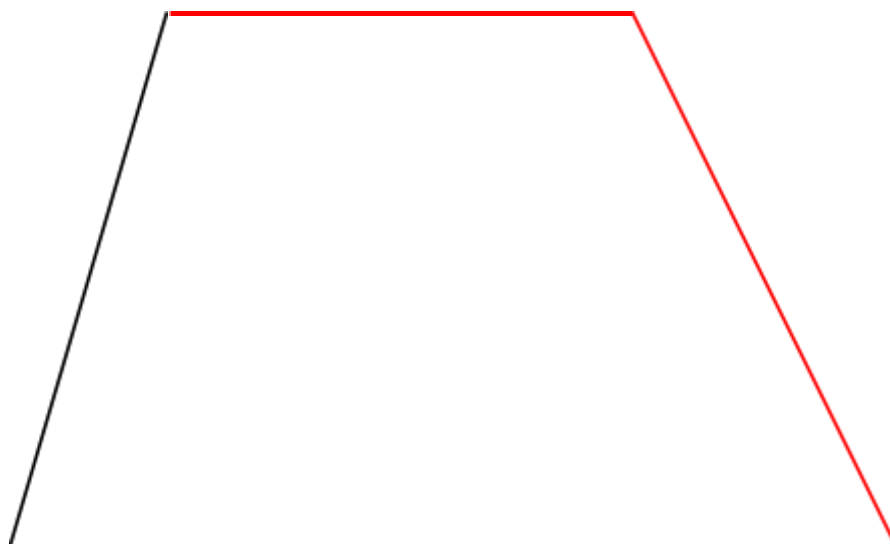
Bedok South Secondary School
Sec 4Exp/ 5NA Science (Physics) Prelim Exam 2020 Marking scheme

Paper 2 Section A

No.	Answers	Marks
1	<div data-bbox="252 342 927 786"> </div> <div data-bbox="858 815 1329 987"> <p>scale: 1 cm represents2.0..... N [1]</p> <p>resultant force =22..... N [2]</p> <p>direction =26° from 10 N 19° from 14 N..... [1]</p> </div> <div data-bbox="252 1003 1310 1167"> <p>Markers' comments:</p> <ul style="list-style-type: none"> • Most candidates are able to give an appropriate scale. • A number constructed parallelogram without indicating the direction of forces. • Some drew the resultant force incorrectly and many were unable to state the direction. </div>	



2a



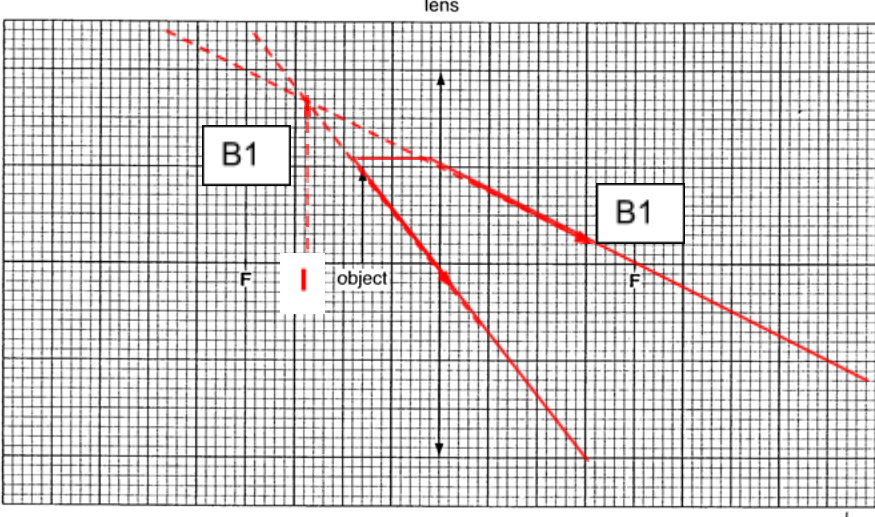
Correct time period and line drawn (B1) for each line.

Markers' comments:

- This question is well attempted.

2b	<p>Distance travelled = $\frac{1}{2} (9 + 17)(2.5) = 32.5 \text{ m}$ Average speed = $32.5 / 17 = 1.91 \text{ m/s}$ [Allow error carry forward from the diagram, as long as student display understanding in how to calculate the total distance based on the graph drawn.]</p> <p>Markers' comments:</p> <ul style="list-style-type: none"> • Generally well attempted. • Weaker ones still continue to assume that distance = speed x time. 	B1 B1
2c	<p>Acceleration = $\frac{0-2.5}{5} = -0.50 \text{ m/s}^2$ Deceleration = 0.50 m/s^2</p> <p>Markers' comments:</p> <ul style="list-style-type: none"> • Some left answer as -0.50 m/s^2 which shows that candidates were unable to the difference between acceleration & deceleration. 	B1 B1
3a	<p>10 m/s^2 or 9.8 m/s^2 or 9.81 m/s^2</p> <p>Markers' comments:</p> <ul style="list-style-type: none"> • Candidates were unable to distinguish between velocity & acceleration as many stated 0. 	B1
3b(i)	$2000 - 800 = 1200 \text{ N}$	B1
3b(ii)	<p>$1200 / 80$ [C1] $= 15 \text{ m/s}^2$ [A1]</p>	C1 A1
4a	<p>$P = \frac{F}{A} = \frac{14\,000 \text{ N}}{500 \text{ cm}^2}$ [C1] $= 28 \text{ N/cm}^2$ [A1]</p>	C1 A1
4b	<p>$\frac{F_{\text{Larger}}}{A_{\text{Larger}}} = \frac{F_{\text{Smaller}}}{A_{\text{Smaller}}}$ [B1] $\frac{F_{\text{Larger}}}{F_{\text{Smaller}}} = \frac{A_{\text{Larger}}}{A_{\text{Smaller}}} = \frac{1440 \text{ cm}^2}{500 \text{ cm}^2} > 1$ Therefore $F_{\text{Larger}} > F_{\text{Smaller}}$ [B1]</p>	B1 B1

	<p>OR</p> $F_{\text{larger}} = 28 \text{ N/cm}^2 \times 1440 \text{ cm}^2$ $= 40\,230 \text{ N} \quad [\text{B1}]$ <p>Since $F_{\text{smaller}} = 14\,000 \text{ N}$, $F_{\text{larger}} > F_{\text{smaller}}$ [B1]</p> <p>Markers' comments:</p> <ul style="list-style-type: none"> Generally well attempted and for those who can recall the Pressure formula. 	<p>B1 B1</p>
5a	Elastic Potential Energy	B1
5b(i)	$\text{KE} = \frac{1}{2} \times m \times v^2$ $1900 = \frac{1}{2} \times 45 \times v^2 \quad [\text{C1}]$ $v = 9.19 \text{ m/s} \quad [\text{A1}]$	<p>C1 A1</p>
5b(ii)	<p>Loss in KE = Gain in GPE</p> $1900 = m \times g \times h$ $1900 = 45 \times 10 \times h \quad [\text{C1}]$ $h = 4.22 \text{ m} \quad [\text{A1}]$ <p>Markers' comments:</p> <ul style="list-style-type: none"> Some candidates wrote KE = GPE which is not acceptable conceptually. You are supposed to write loss in KE = Gain in GPE. 	<p>C1 A1</p>
6a(i)	<p>Foam-filled wall: It traps air which is a poor conductor of heat. It reduces heat loss through conduction</p> <p>Markers' comments:</p> <ul style="list-style-type: none"> There is a need to identify air is trapped in the foam filled walls as a significant number of candidates just stated foam is a poor conductor of heat. 	<p>B1 B1</p>
6a(ii)	<p>Shiny outer casing: A shiny surface is a poor emitter of heat. It reduces heat loss by radiation.</p> <p>Markers' comments:</p> <ul style="list-style-type: none"> Some candidates stated that shiny surface is a poor absorber of heat which is not applicable in this situation. Some phrases their answer without clarity e.g. Shiny outer casing is a poor emitter of heat. This can be better with just "Shiny surface is a poor emitter of heat." 	<p>B1 B1</p>
6b	<p>During evaporation, the more energetic particles at the surface of the liquid break the forces of attraction and left the liquid. Leaving behind particles with lower kinetic energy and thus, lowering the temperature of the liquid.</p> <p>Markers' comments:</p> <ul style="list-style-type: none"> This question is badly attempted. Most answers did not use the ideas of molecules to explain evaporation. 	<p>B1</p> <p>B1</p>

7a	 <p>1 m for correct ray drawn 1m for image and labeling of Image (I) Max penalty of 1m for missing arrows or image is not dotted</p>	2
7b	<p>Real, inverted and same size as object Any 2 correct <input type="checkbox"/> 1m All 3 correct <input type="checkbox"/> 2m</p>	2
8a	<p>The free moving negative charges in the metal ball will be repelled by the negatively charged rod and move to the metal thread.</p> <p>The metal threads containing the excess negative charges will repel each other as like charges repel.</p> <p>Markers' comments:</p> <ul style="list-style-type: none"> Not well attempted as many candidates assumed that the threads are negatively charged initially despite the question stated that the threads has no overall charge. Many were unable to explain the movement of free electrons due to the rod and them being evenly distributed to each threads. 	B1 B1
8b(i)	$Q = I \times t$ $= (0.3 \times 10^{-3}) \times (50 \times 10^{-6}) \quad [C1]$ $= 1.5 \times 10^{-8} \text{ C} \quad [A1]$	C1 A1
8b(ii)	$E = V \times Q$ $= 120000 \times 1.5 \times 10^{-8}$ $= 1.8 \times 10^{-3} \text{ J}$ <p>Alternative method ($E = P \times t$)</p> $P = V \times I$ $= 120000 \times 0.3 \times 10^{-3}$ $= 36 \text{ W}$ $E = P \times t$ $= 36 \times 50 \times 10^{-6}$ $= 1.8 \times 10^{-3} \text{ J}$ <p>Markers' comments:</p> <ul style="list-style-type: none"> Both parts of Q8b were badly attempted due to the wrong prefixes recalled. 	C1 A1 C1 A1
9a	$V = RI$ $6 = 8 I \quad [C1]$ $I = 0.75 \text{ A} \quad [A1]$	C1 A1

	Markers' comments: <ul style="list-style-type: none"> Many candidates were unable to determine that the effective resistance is 8 ohms. 	
9b	Same brightness [B1] They are connected in series, current through both the bulb is the same. Resistance of the bulbs are also the same. [B1] Markers' comments: Many candidates has the misconceptions of current decreasing after passing through a component. Hence, mistakenly assumed that brightness of L2 will be decreased as compared to L1.	B1 B1
9c	$V = RI$ $6 = 6 I$ [M1] (Short circuit) $I = 1 A$ [A1] Markers' comments: Many candidates were unable to apply the effect of short circuit.	M1 A1

Section B

No.	Answers	Marks
10a	Centre of gravity is a point on an object where the entire weight appears to act on	B1
10b	$W = mg$ $= 50 \text{ kg} \times 10 \text{ N/kg}$ $= \mathbf{500 \text{ N}}$ [B1]	B1
10c	clockwise moment = $500 \text{ N} \times 0.90 \text{ m}$ [C1] [allow e.c.f. from (b)] $= 450 \text{ Nm}$ [A1]	C1 A1
10d	$F \times 1.4 \text{ m} = 450 \text{ Nm}$ [C1] [allow e.c.f. from (c)] $F = \mathbf{321 \text{ N}}$ [A1]	C1 A1
10e(i)	The additional weights positioned at the shoulders of the woman causes the centre of gravity of the woman to shift further away from the pivot O. Since moment = force x distance, as the distance increases, the clockwise moment increases. So, students need to actually talk about what the additional weights do, -Shifts the centre of gravity further from pivot O -Increase the weight of the setup.	B1 B1
10e(ii)	Since the total clockwise moments is increased, the total anti-clockwise moments increased too. [B1] Hence F increases. [B1] [ECF] (If the students mentioned in 10e(i) that the clockwise moment decreases,) Since the total clockwise moments is decreased, the total anti-clockwise moments decreased too. [B1] Hence F decreases. [B1] Another method By the principle of moments, the sum of clockwise moment about a pivot is equal to the sum of anti-clockwise moment about the same pivot. [B1] Hence F increases. [B1]	B1 B1
	Q10 Markers' comments: <ul style="list-style-type: none"> Only Q10b is well attempted. 	

	<ul style="list-style-type: none"> Q10c to 10d were badly done. Many were unable to explain clearly by using concepts of moments. E.g. When weights are strapped, weight increases hence F increases. 	
11a(i)	Period = 2 ms = 0.002 s Frequency = $1 / 0.002 = 500 \text{ Hz}$	B1 B1
11a(ii)	Same period but with twice the amplitude	B1 B1
11a(iii)	The higher pressure is the compression region while the lower pressure region is the rarefaction region.	B1
11b(i)	Ultra-violet Alright to accept ultraviolet radiation, ultraviolet rays	B1
11b(ii)	Speed = $1.48 \times 10^{15} \times 2 \times 10^{-7}$ $= 2.96 \times 10^8 \text{ m/s}$	C1 A1
11b(iii)	Electromagnetic waves are <u>transverse</u> waves while <u>sound waves</u> are <u>longitudinal</u> waves. Electromagnetic waves <u>can travel through vacuum</u> but sound waves <u>cannot travel through vacuum</u> .	B1 B1
	Markers' comments: <ul style="list-style-type: none"> Q11a(i) were done badly as many missed out the prefix milli- for the x axis. Rest of the question were generally well attempted. 	
12 a(i)	It means that the appliance will function with <u>a power of 2000 W</u> when connected to a 240 V electrical source (normal operating conditions).	B1
12a(ii)	$I = P/V$ $= 2000/240$ $= 8.33 \text{ A}$	M1 A1
12a(iii)	The wire with diameter = 1mm It can accommodate up to 10 A safely and the operating current (8.33 A) is less than 10 A	B1 B1
12a(iv)	As diameter increases, cross sectional area increases. Resistance decreases (R inversely proportional to A) $P = I^2R$. With lower resistance , power generated is lower with the same current of 8.33 A flowing through the wire, less heat produced . Hence overheating will not occur with the operational current.	B1 B1
12b(i)	P: live wire Q: neutral wire R: Earth wire Not all correct, cannot be full marks. If it is not all wrong, we can give one mark. - 1 or 2 out of 3 correct, we give one marks	2 m
12b(ii)	A fuse is a safety device used to limit the current flow in a circuit to prevent overheating.	B1
12b(iii)	If the appliance does not have a metal casing, the Earth wire is not required as the user has both an insulating case/cover as well as the wire insulation to protect against electrocution. Acceptable answers are "No Metal Casing " OR "Have Double Insulation ".	B1
	Markers' comments: <ul style="list-style-type: none"> Only Q12a(ii) & (iii) are well attempted. For Q12a(i), candidates were unable to explain what is voltage and power. Some were only able to relate the numbers to the respective physical quantities. For Q12a(iv), many were unable to relate this with constant current and a varying resistance value due to the thickness of wires. 	

	<ul style="list-style-type: none"> For Q12b, candidates were shown that they are not well-prepared to identify the wires and the recalling of purpose of fuse and reasons of no 3 pin plug. 	
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