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G481/01 Mark Scheme June 2013 10 Question Answer Marks Guidance 6 (a) (1 watt is equal to) 1 joule (of energy transferred) per second B1 Allow: (1) J s<sup>-1</sup> Not: ' 1 J (of energy transferred) in 1 s ' because the per or rate idea is not clear Note: Do not allow mixture of quantity and unit. Eg: ' 1 J per unit time ' or ' energy per second '

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† Read each question carefully. Make sure you know what you have to do before starting your answer. † Write your answer to each question in the space provided. If additional space is required, you should use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown. † Do not write in the bar codes.

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G481 Mark Scheme June 2014 3 If the data given in a question is to 2 sf, then allow answers to 2 or more significant figures. If an answer is given to fewer than 2 sf, then penalise once only in the entire paper. Any exception to this rule will be mentioned in the Additional Guidance. IMPORTANT UPATE:

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G481/01 Mechanics In response to centre feedback we have provided a correction to the published examination paper to make it more suitable for practice material. Details are provided below: Page 8, Question 5(a), the text in the question refers to 'a table tennis ball' but later in the question it refers to a 'tennis ball'.

post-exam correction G481 01 June 14 v1 01 - OCR

G481 Mark Scheme June 2015 7 Question Answer Marks Guidance 2 a pressure and stress or pressure and Young modulus or stress and Young modulus or moment (of a force) and torque (of a couple) -B1 Allow other correct combinations Allow the following: e.m.f. and p.d. Any two from frequency, activity, decay constant and

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This book reports on a study on physics problem solving in real classrooms situations. Problem solving plays a pivotal role in the physics curriculum at all levels. However, physics students ' performance in problem solving all too often remains limited to basic routine problems, with evidence of poor performance in solving problems that go beyond equation retrieval and substitution.

Adopting an action research methodology, the study bridges the ' research-practical divide ' by explicitly teaching physics problem-solving strategies through collaborative group problem-solving sessions embedded within the curriculum. Data were collected using external assessments and video recordings of individual and collaborative group problem-solving sessions by 16-18 year-olds. The analysis revealed a positive shift in the students ' problem-solving patterns, both at group and individual level. Students demonstrated a deliberate, well-planned deployment of the taught strategies. The marked positive shifts in collaborative competences, cognitive competences, metacognitive processing and increased self-efficacy are positively correlated with attainment in problem solving in physics. However, this shift proved to be due to different mechanisms triggered in the different students.

The present work is intended to assist academics, researchers and proponents of online learning and teaching. Academics will be able to share the findings presented in this book, and the Social Networking and Education Model (SNEM), with their students (i.e. Masters and PhD). It is envisaged that this book will assist researchers and anyone interested in online learning to understand the opportunities and risks associated with the use of Social Networking in the education sector, and assist them to implement SN by means of the new SNEM model. The reader will benefit from our examinations of the risks and opportunities associated with the use of Social Networking in the education sector in various regions around the world: Asia-Pacific, Europe, Mediterranean, America, Middle East and the Caribbean. In addition, a Social Networking and Education Model (SNEM) will be developed to promote and implement Social Networking in the education sector.

In this cleverly conceived book, physicist Robert Gilmore makes accessible some complex concepts in quantum mechanics by sending Alice to Quantumland-a whole new Wonderland, smaller than an atom, where each attraction demonstrates a different aspect of quantum theory. Alice unusual encounters, enhanced by illustrations by Gilmore himself, make the Uncertainty Principle, wave functions, the Pauli Principle, and other elusive concepts easier to grasp.

Classic pasta dishes from America ' s 1st and most beloved master chef Whether you ' re entertaining guests or simply cooking for 1, pasta is sure to delight. The ultimate comfort food, it can be found in the cuisines of nearly every culture. James Beard, heralded by the New York Times as " the dean of American cookery " enriches our understanding of this culinary staple with his collection of recipes and commentary on store-bought versus homemade pasta, wine pairings, choosing the perfect cheese, and other insights. From familiar spaghetti entr é es to more adventurous fare, such as udon noodle soup and sp à tzle, Beard brings meals from all over the globe into the home chef ' s kitchen. Under the guidance of America ' s original gastronomic genius, the basic noodle is elevated in dishes such as basil lasagna, Portuguese fish stew with orzo, and cheddar angel hair souffl é . Beard on Pasta is full of easy-to-follow recipes, along with tips on preparation, sauce, and serving that you ' ll be eager to try. This comprehensive cookbook provides all the tools you need to make delectable and unforgettable pasta for any occasion.

This 2nd edition takes into account recent changes to A-level syllabuses, including the need for modelling. It has been reset to match the larger format of its companion, UNDERSTANDING PURE MATHEMATICS.

This book includes Monday to Friday lessons for each day of a 36-week school year and short daily lessons. The Monday to Thursday lessons include two sentences to edit, including corrections in punctuation, capitalization, spelling, grammar, and vocabulary and three items practicing a variety of language and reading skills. Friday practice cycles through five formats: language usage, identifying and correcting mistakes, combining sentences, choosing reference materials and figurative speech (similes, metaphors). The pages are reproducible and the book includes a skills list and answer keys.

Easing the transition from GCSE to AS level, this textbook meets the 2004 Edexcel specifications and provides numerous worked examples and solutions to aid understanding of key concepts.

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