



Rewarding Learning

**General Certificate of Secondary Education
2015–2016**

Science: Single Award

Unit 3 (Physics)

Foundation Tier

[GSS31]

FRIDAY 26 FEBRUARY 2016, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

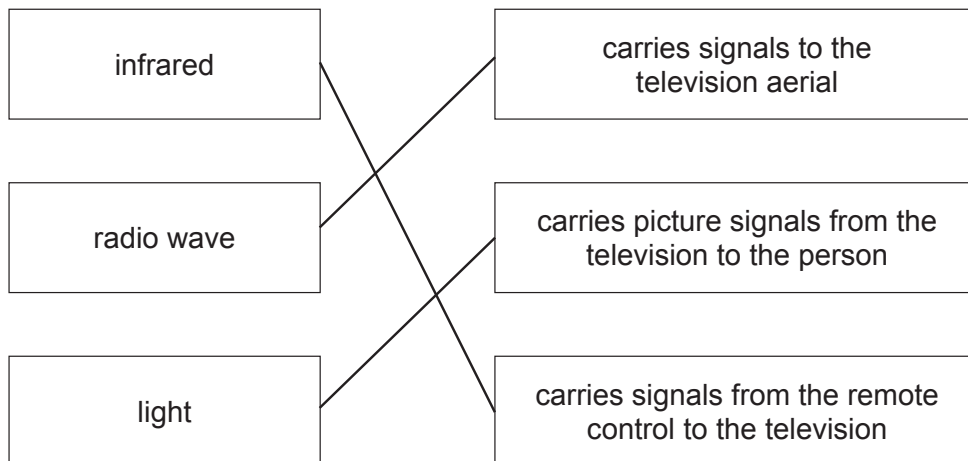
It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

			AVAILABLE MARKS											
1	(a)	C [1] A [1]	[2]	8										
	(b)	(i) Neutral	[1]											
		(ii) Plastic is an insulator [1] it prevents electrocution [1]	[2]											
		(iii) 3	[1]											
	(iv) 230×2 [1] 460 W [2]	[2]												
2	(a)	(i) C	[1]	7										
		(ii) Venus	[1]											
		(iii) A	[1]											
	(b)	Asteroid, Moon, Earth, Sun All 4 correct = 2 2 in correct order = 1	[2]											
	(c)	Fusion [1] hydrogen [1]	[2]											
3	(a)	Background	[1]	5										
	(b)	Cosmic	[1]											
	(c)	$14 + 0.5 + 10 + 11.5 + 50$ [1] 14 [2]	[2]											
	(d)	As the concentration of radon increases, the number of cases of lung cancer increases	[1]											
4	(a)	(i) 9 m	[1]	6										
		(ii) As speed increases braking distance increases/as speed increases thinking distance increases	[1]											
	(b)	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Factor</th> <th>Thinking distance</th> <th>Braking distance</th> </tr> </thead> <tbody> <tr> <td>driving on a wet road</td> <td>no effect</td> <td>increased</td> </tr> <tr> <td>using a mobile phone</td> <td>increased</td> <td>no effect</td> </tr> <tr> <td>drinking alcohol</td> <td>increased</td> <td>no effect</td> </tr> </tbody> </table>	Factor		Thinking distance	Braking distance	driving on a wet road	no effect	increased	using a mobile phone	increased	no effect	drinking alcohol	increased
Factor	Thinking distance	Braking distance												
driving on a wet road	no effect	increased												
using a mobile phone	increased	no effect												
drinking alcohol	increased	no effect												
(c)	There is a higher/better/highest chance of survival (if hit at 20 mph) allow converse	[1]												

- 5 (a) Ultraviolet, infrared, microwaves
all 3 in correct order [2]
1 in correct order [1] [2]
- (b) They all **carry** energy/they all travel at the speed of light/they are all transverse/they can all travel through a vacuum [1]

(c) **Electromagnetic wave**

Use



- 1 correct [1]
all 3 correct [2] [2]

- (d) As sun factor increases protection increases [1]/less change after 5/no change after 30 [1] [2]

- 6 (a) Dead plants and animals [1]
compressed/high temperature [1]
over millions of years [1] [3]

- (b) (i) A – boiler [1]
B – turbine [1] [2]

- (ii) Magnet and coil [1]
implied movement of magnet/coil [1] [2]

- (c) (i) Answer between 20–22% [1]

- (ii) To reduce the use of fossil fuels/reduce global warming [1]

- (d) Heating oil [1]
cheapest per kWh [1] [2]

AVAILABLE MARKS

7

11

- 7 (a) The time [1]
it takes the radioactivity to fall by half [1] [2]
- (b) 260 [1]
- (c) (i) $\frac{1}{4}$ [1]
- (ii) radium-224 – (passes through air and) stopped by paper [1]
radium-226 – passes through aluminium and stopped by lead [1]
radium-228 – (passes through paper and) stopped by aluminium [1] [3]

8 **Indicative content**

- ammeter measures current
- voltmeter measures voltage
- voltmeter wired in parallel
- ammeter wired in series
- keep type of wire the same/width/power off between readings (temperature)
- change the length
- use formula $V=IR$
- the longer the wire the higher the resistance

Band	Response	Mark
A	Candidates must use appropriate specialist terms throughout to describe fully, in a logical sequence, how to measure the resistance of different lengths of resistance wire (using at least six of the above points). They use good spelling, punctuation and grammar and the form and style are of a high standard.	[5]–[6]
B	Candidates use some appropriate specialist terms to partially describe, in a logical sequence, how to measure the resistance of different lengths of resistance wire (using four or five of the above points). They use satisfactory spelling, punctuation and grammar and the form and style are of a satisfactory standard.	[3]–[4]
C	Candidates describe how to measure the resistance of different lengths of resistance wire (using one to three of the above points). However these are not in a logical sequence. They use limited spelling, punctuation and grammar and they have made little use of specialist terms. The form and style are of a limited standard.	[1]–[2]
D	Response not worthy of credit.	[0]

- 9 (a) A – cornea [1]
B – retina [1] [2]

- (b) C [1]

Total

**AVAILABLE
MARKS**

7

6

3

60