



Rewarding Learning

General Certificate of Secondary Education
2014

Motor Vehicle and Road User Studies

Unit 1: Motor Vehicle and Road User Theory

Foundation Tier

[GMV11]

THURSDAY 5 JUNE, 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.

Section A

- 1 Primary/Carriageways
- 2 11.30pm
- 3 14
- 4 Hazard warning
- 5 Hidden dip
- 6 Primary
- 7 50
- 8 Vehicle safety
- 9 Black ice
- 10 Level crossing
- 11 Renewal notice
- 12 V5 form/tax book
- 13 1930
- 14 Straight sale
- 15 Running
- 16 Call the emergency services/dial 999
- 17 Spark plug
- 18 Alternator/dynamo
- 19 Front
- 20 Cooling

20 × [1]

Section A

AVAILABLE
MARKS

20

20

Section B

		AVAILABLE MARKS
21	Note passing places, watch for vehicles approaching, careful of unfenced ground, watch for animals, check behind for traffic etc. Any two correct.	[2] 2
22	(a) 60 mph.	
	(b) 60 mph.	[2] 2
23	Either insurance cover note or temporary cover note.	[1] 1
24	Coil. High tension leads. Spark plugs.	[3] 3
25	Downhill.	[1] 1
26	(a) To indicate their presence.	
	(b) When visibility is reduced to 100m. or less.	[2] 2
27	BHP – Brake Horse Power. SORN – Statutory Off Road Notification. DVA – Driver and Vehicle Agency.	[3] 3
28	To reverse into a parking space against the kerb between two parked cars.	[2] 2
29	Any two from: self regulating; no traffic lights; low maintenance; ease of route at complex junction etc.	[2] 2
30	(a) Any two from: failing vision; slow or delayed reactions; failure to judge distance accurately; unfamiliar with updated highway code; may have medical problems etc.	[2]
	(b) Any two from: drive fast; take risks; take dares; impulsive etc.	[2] 4
31	1. Catalytic converter. 2. Brake servo. 3. Fuel injector.	[3] 3

		AVAILABLE MARKS
<p>32 Any two from:</p> <ul style="list-style-type: none"> – penalty points for mobile phone use/non-wearing of seat belts/not displaying MOT disc; – retraining courses for drink/drive offences; – on-the-spot fines for foreign nationals; – police to seize and dispose of vehicles driven without insurance. 	[2]	2
<p>33 Any two from: lighting; indicators; horn; steering and suspension; seal on fuel filler; brakes etc.</p>	[2]	2
<p>34 Do not exceed 45 mph; 'R' plate display for 12 months etc.</p>	[2]	2
<p>35 (a) $\text{£}1.50 \times 7 = \text{£}10.50$ Ans $\text{£}10.50$</p>	[1]	
<p>(b) $24 + 1 = 25$ 30L divided by 25 = 1.2L Ans 1.2L</p>	[2]	3
<p>36 (a) Any two from: check coolant level; security of hoses; check fan tension etc.</p>	[2]	
<p>(b) Cooling fan pushes air through radiator matrix and cools coolant.</p>	[1]	
<p>(c) Air flows over cylinder fins where heat from piston is transferred to be cooled.</p>	[2]	5
<p>37 (a) Either a bridge or an exposed section of road etc.</p>		
<p>(b) Vehicle could be blown off course or rocked etc.</p>	[2]	2
<p>38 Fig. 38.1 – traffic signals/lights. Fig. 38.2 – uneven road. Fig. 38.3 – staggered junction. Fig. 38.4 – no entry. Fig. 38.5 – cycle route. Fig. 38.6 – one-way traffic.</p>	[6]	6

		AVAILABLE MARKS
39 (a)	Any two from: stop; stay at the scene; summon emergency vehicles; give details to people who are entitled to them; report accident to police within 24 hours.	[2]
(b)	Any two from: location; no. of casualties; their condition; no. of vehicles involved. etc.	[2]
(c)	bandage and pressure.	[1]
40 (a)	Either quad bike or a horse rider.	[1]
(b)	Any two from: accident protection; weather protection.	[2]
41 (a)	20.05m (20m).	[1]
(b)	Being aware of vision from the side of your eyes while looking straight ahead	[1]
42	Any two from: not the full width; does not handle the same; max. speed 50mph for 80 miles etc.	[2]
43 (a)	105 miles divided by 2.5 hours = Ans 42 mph	[1]
(b)	105 miles divided by 7 = 15 miles. Ans 15m/L	[1]
44 (a)	To allow one rear wheel to run faster than the other when going round corners.	[1]
(b)	Controls the opening and/or closing of inlet and exhaust valves.	[2]
(c)	Exhaust gases can kill etc.	[1]
45 (a)	Any two from: overtake, park or stop etc.	[2]
(b)	Phone the police from the nearest emergency phone.	[1]
		5
		3
		2
		2
		2
		4
		3

50 Candidates may refer to and/or develop some/many/all of the following points:

Pedestrians:

General: use pavements; crossings; green cross code; face oncoming traffic; “see and be seen”

Morning: rushing to school/work; may be careless; wear bright clothing; be aware of traffic volume; should use school crossing points; give vehicles time to stop

Night: use reflective clothing; “wear something bright at night”; carry torch; face traffic; cross under street lights or at official crossing

Motorists:

General: “see and be seen”; drive at suitable speed for conditions; all vehicle systems eg lights working properly

Morning: use appropriate lights; clear windscreen; be aware of school children. School buses/crossings

Rush hour traffic: lane discipline

Afternoon: be aware of school closing/children; drive at appropriate speed; do not obstruct school entrances, crossings etc.

Evening: rush hour; lane discipline; speed; be aware of pedestrians/other vehicles

Night: drive within stopping distance of lights; proper use of dipped headlights; aware of lighting up time etc.

[0] a zero mark will be awarded if the response is not worthy of credit.

Level 1 ([1]–[4])

The candidate may focus only on one or two of the required references and give limited or irrelevant detail. Specialist vocabulary will be limited or inappropriately used. The answer may lack clarity and/or cohesion and may also contain significant grammatical, punctuation or spelling errors.

Level 2 ([5]–[8])

The candidate addresses at least two of the required references in some relevant detail. Specialist vocabulary is correctly used. The style of writing is appropriate and the meaning is clear although there may be some errors in spelling, punctuation or grammar.

Level 3 ([9]–[12])

The candidate addresses all of the required references in line with the detail set out above. Specialist vocabulary is used correctly. The answer is well structured and relevant material is presented with a high degree of clarity and coherence. Spelling, punctuation and grammar will generally be correct. [12]

Section B

Total

AVAILABLE
MARKS

12

100

120