



GCSE

Additional Science B

Unit **B722/02**: Modules B4, C4, P4 (Higher Tier)

General Certificate of Secondary Education

Mark Scheme for June 2016

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations used in scoris

Annotation	Meaning
✓	correct response
✗	incorrect response
BOD	benefit of the doubt
NBOD	benefit of the doubt <u>not</u> given
ECF	error carried forward
▲	information omitted
I	ignore
R	reject
CON	contradiction

Abbreviations, annotations and conventions used in the detailed Mark Scheme.

- / = alternative and acceptable answers for the same marking point
- (1) = separates marking points
- allow** = answers that can be accepted
- not** = answers which are not worthy of credit
- reject** = answers which are not worthy of credit
- ignore** = statements which are irrelevant
- () = words which are not essential to gain credit
- = underlined words must be present in answer to score a mark (although not correctly spelt unless otherwise stated)
- ecf = error carried forward
- AW = alternative wording
- ora = or reverse argument

MARK SCHEME

Question	Answer	Marks	Guidance						
1	<table><tr><td>adding sugar</td><td>draws water out of any microorganisms</td></tr><tr><td>canning</td><td>stops enzymes working in the microorganisms</td></tr><tr><td>freezing</td><td>stops microorganisms getting to the berries</td></tr></table>	adding sugar	draws water out of any microorganisms	canning	stops enzymes working in the microorganisms	freezing	stops microorganisms getting to the berries	2	all correct = 2 one or two correct = 1
adding sugar	draws water out of any microorganisms								
canning	stops enzymes working in the microorganisms								
freezing	stops microorganisms getting to the berries								
	Total	2							

Question	Answer	Marks	Guidance
2 a i	they feed on dead material / dead trees / dead organisms / decaying matter / detritus / rotting material / decomposing material (1)	1	allow dead animals ignore breaks down dead material etc
ii	<p>any three from:</p> <p>population is all (the organisms of) one species living in the same habitat (1)</p> <p>community is all the organisms / species / populations living in the same habitat (1)</p> <p>population is all the ash trees or horseshoe bats or thorn moths or woodpeckers (1)</p> <p>community is all the organisms living in the ash woodland (1)</p>	3	<p>allow all the same type of organism living in the same area (1) not the number of species</p> <p>need reference to same habitat or area at least once for marking points one or two</p>
iii	<p>any two from</p> <p>plantation only contains one type of tree (1)</p> <p>idea of less (variety of) habitats (1)</p> <p>idea that less variety of animals can feed from trees / less variety of food for animals (1)</p> <p>(trees often planted closer together so) less light reaches floor of forest (1)</p> <p>fewer other plants can grow (1)</p>	2	<p>ignore just affects habitats</p> <p>allow idea of disruption of food chains ignore just affects food chains</p> <p>ignore decreases biodiversity</p>

Question	Answer	Marks	Guidance
b	<p>first section: less / no water passes up the xylem (1)</p> <p>less / no water reaches the leaves (1)</p> <p>leaves wilt (1)</p> <p><u>guard cells</u> lose water / become flaccid / change shape (1)</p> <p>second section: so less carbon dioxide available for photosynthesis (1)</p> <p>less minerals available (to leaves) (1)</p>	4	<p>Marking points must appear in the correct section to score but no limit on each section</p> <p>allow idea that it interrupts the transpiration stream</p> <p>allow this marking point once only in either section</p> <p>ignore shrivels</p> <p>ignore reference to respiration but answer must specifically link carbon dioxide to photosynthesis</p>
	Total	10	

Question	Answer	Marks	Guidance
3 a	<p>[Level 3] Answer includes an appreciation that photosynthesis and respiration are happening in the light but photosynthesis is faster, so there is net oxygen increase and only respiration occurs in the dark using up oxygen This is coupled to a quantitative analysis of the results. Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>[Level 2] Answer includes an appreciation that photosynthesis and respiration are happening in the light and only respiration occurs in the dark using up oxygen Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>[Level 1] Answer includes some understanding of the idea that photosynthesis is happening in the light which causes the increase in oxygen or idea that respiration is happening in the dark which uses up oxygen. Quality of written communication impedes communication of the science at this level. (1 – 2 marks)</p> <p>[Level 0] Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)</p>	6	<p>This question is targeted from grades to C to A*</p> <p>Indicative scientific points at level 3 may include:</p> <ul style="list-style-type: none"> Photosynthesis is faster than respiration so oxygen increases In the clear bottle photosynthesis produces 2mg more oxygen than respiration uses up In the dark respiration uses up 3mg of oxygen Therefore photosynthesis makes 5mg of oxygen. <p>Indicative scientific points at level 2 may include:</p> <ul style="list-style-type: none"> In the clear bottle both respiration and photosynthesis are occurring Only respiration occurs in the dark so oxygen is used up <p>Indicative scientific points at level 1 may include:</p> <ul style="list-style-type: none"> Clear bottle allows light in Photosynthesis needs light to occur and releases oxygen Oxygen level in the clear bottle rises Respiration occurs in the dark bottle This uses up oxygen Oxygen level in the black bottle drops <p>ignore references to fish</p> <p>Use L1, L2 and L3 in RM assessor. Do not use ticks.</p>
b	(Magnesium is needed) to make <u>chlorophyll</u> (1)	1	ignore chloroplasts
	Total	7	

Question	Answer	Marks	Guidance
4 a	cows in the barn produce more milk than those in the field (1) this is because they need to move less / lose less energy keeping warm (1)	2	
b	both groups would make equal profit (1) difference in milk production is 60kg / £30 (which is the cost of the extra food) (1)	2	Independent marking points allow barn = £90 and field = £60 (but food for the barn costs £30) (1) allow both make £60 (2)
c	any two from they cannot move around much / less exercise (1) lack of stimulation (1) disease may spread / wastes may build up (1) may get aggressive / injure each other (1)	2	allow not free to move around / cannot roam freely / confined ignore just less freedom
	Total	6	

Question	Answer	Marks	Guidance
5 a	electrons (1)	1	allow correct answer ticked, circled or underlined in list if the answer line is blank or fully crossed out not electron shells
b	<p>any two from:</p> <p>he split the atom (1)</p> <p>discovered the nucleus (which was part of an atom) (1)</p> <p>showed that the nucleus was positive (1)</p> <p>idea that he showed that the atom had (lots of) empty space (1)</p>	2	<p>ignore references to protons and neutrons</p> <p>allow showed that the atom is not a solid mass</p>
	Total	3	

Question	Answer	Marks	Guidance
6	<p>[Level 3] Constructs the balanced symbol equation and draws the 'dot and cross' diagram for O₂ and draws the 'dot and cross' diagram for CaO Quality of written communication does not impede communication of the science at this level (5 – 6 marks)</p> <p>[Level 2] Constructs the balanced symbol equation and draws the 'dot and cross' diagram for either O₂ or CaO</p> <p>OR Draws the 'dot and cross' diagram for O₂ and draws the 'dot and cross' diagram for CaO Quality of written communication partly impedes communication of the science at this level (3 – 4 marks)</p> <p>[Level 1] Constructs the balanced symbol equation OR Describes the bonding in CaO and O₂ OR Describes or draws the 'dot and cross' diagram for O₂ OR Describes or draws the 'dot and cross' diagram for CaO Quality of written communication impedes communication of the science at this level (1 – 2 marks)</p> <p>[Level 0] Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)</p>	6	<p>This question is targeted at grades up to A*.</p> <p>Indicative scientific points at all levels may include:</p> <ul style="list-style-type: none"> • Correct 'dot and cross' diagram for oxygen. • Correct electronic structure for Ca²⁺ • Correct electronic structure for O²⁻ • 2Ca + O₂ → 2CaO or any other correct multiple <p>ignore inner shells</p> <p>allow calcium ion outer shell can be shown as empty.</p> <p>No need to show the charge on the ions – this is given in the question but if it is incorrect if the wrong charge is shown</p> <p>Relevant points describing the bonding at levels 1 could include</p> <ul style="list-style-type: none"> • Calcium oxide is ionic • Oxygen is covalent <p>Use the L1, L2, L3 annotations in scoris. Do not use ticks.</p>
	Total	6	

Question	Answer	Marks	Guidance
7 a	(yes because) (potassium gives a) lilac flame (in the flame test) (1) (iodide because a) pale yellow precipitate (with silver nitrate) (1)	2	no marks for just saying yes – marks are for explanation if no, 0 for question allow result from test 2 shows that it contains potassium (1) allow result from test 5 shows that it contains iodide (1) not iodine
b	any three from: idea of use a (flame test) wire (1) dip wire into solution / dip wire into solid (1) put wire or substance into a (blue) (Bunsen) flame (1) observe the colour of the flame (1)	3	marks can be awarded from a labelled diagram if heating in a test tube / beaker etc scores 0 for question allow use a wooden splint / spray solution (1)
	Total	5	

Question	Answer	Marks	Guidance
8 a	sodium (carbonate) and potassium (carbonate) (1)	1	both needed
bi	0.96 (g) (1)	1	
bii	all metal carbonates (that decomposed) had the same starting mass (1) idea that this is the least amount of solid left / most mass lost (so the greatest amount of gas produced) (1)	2	allow decomposed the most lowest mass of solid left in relation to mass of carbonate (2) allow four correct percentage calculations (2)
c	$\text{MnCO}_3 \rightarrow \text{MnO} + \text{CO}_2$ (1)	1	allow any correct multiple not heat in the equation rather than over the equation all formulae must be completely correct
	Total	5	

Question	Answer	Marks	Guidance
9 a	material has (very) low resistance (1)	1	allow material has no resistance
b	idea of super-fast electronic circuits / loss free power transmission (1) only work at (very) low temperatures (1)	2	allow idea of less or no heat / energy lost ignore cannot work at room temperature allow temperature in the range -100 to -273
	Total	3	

Question	Answer	Marks	Guidance						
10	<table border="1"> <tr> <td>Number of protons in particle</td> <td>26 (1)</td> </tr> <tr> <td>Number of electrons in particle</td> <td>24 (1)</td> </tr> <tr> <td>Number of neutrons in particle</td> <td>29 (1)</td> </tr> </table>	Number of protons in particle	26 (1)	Number of electrons in particle	24 (1)	Number of neutrons in particle	29 (1)	3	
Number of protons in particle	26 (1)								
Number of electrons in particle	24 (1)								
Number of neutrons in particle	29 (1)								
	Total	3							

Question	Answer	Marks	Guidance
11 a	(idea of) electron movement (1) (correct direction idea) from rod (to cloth) (1)	2	mention of positive electrons or moving ions = 0 marks accept cloth gains electrons from rod (2) but electrons move from cloth to rod scores (1) only
b	B (1)	1	mark answer on the line first allow answer ringed, underlined or ticked on diagram if no answer on the answer line
c	any two ideas from these categories quicker (1) more (different) designs can be tested / range of experiments (1) more expertise in different areas / technology / knowledge / information / evidence / perspective (1) spread the cost / share equipment (1)	2	allow more likely to find a solution allow they can compare results / can check results not just 'do things differently' allow more ideas ignore just cheaper
d	any one from better finish (1) shadows painted (1) less paint used / less waste (1) quicker (1)	1	allow does not drip / even coating (1) ignore it sticks better allow idea of better penetration of dents or scratches ignore just cheaper
	Total	6	

Question	Answer	Marks	Guidance
12 a	2.5 (Ω) (2) but if incorrect $\frac{5}{2}$ (1)	2	
b	40 (cm) (2) but if incorrect allow the idea of: 2/5ths of 100 (1) or 0.05 ohms/cm (1)	2	
c i	3.04 / 3.0 / 3 (2) but if incorrect $\frac{700}{230}$ (1)	2	allow 3.04347826 A or any correct rounding (2)
ii	5 A (1)	1	answer dependent on answer in (c)(i) e.g. an answer of 0.33 A is a fuse of 3A answer of 6A is a 10A fuse If no answer in ci) answer is 5A mark answer on line first allow answer ringed, underlined or ticked on diagram if no answer on the answer line
	Total	7	

Question	Answer	Marks	Guidance
13	<p>[Level 3] Answer includes a description of a beta particle and describes two or more changes in the nucleus including some reference to atomic number or mass number and constructs fully correct balanced nuclear equation Quality of written communication does not impede communication of the science at this level (5 – 6 marks)</p> <p>[Level 2] Answer includes a description of a beta particle and one change in the nucleus OR Constructs fully correct balanced nuclear equation Quality of written communication partly impedes communication of the science at this level (3 – 4 marks)</p> <p>[Level 1] Answer includes a description of a beta particle OR one change in the nucleus OR constructs a partially correct balanced nuclear equation Quality of written communication impedes communication of the science at this level (1 – 2 marks)</p> <p>[Level 0] Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)</p>	6	<p>This question is targeted up to A*</p> <p>Indicative scientific points about the Beta particle include</p> <ul style="list-style-type: none"> • Beta particle is a high speed / energy electron <p>Indicative scientific points about changes in the nucleus include</p> <ul style="list-style-type: none"> • Nucleus gains a proton • Nucleus loses a neutron • Neutron changes to a proton (counts as two changes) • Atomic number increases by one • Mass number unchanged <p>Indicative scientific points involving the balanced nuclear equation</p> $ \begin{array}{ccc} (14) & \longrightarrow & 14 \quad 0 \\ (6) & & + \\ & & 7 \quad -1 \end{array} $ <p>Use the L1, L2, L3 annotation in Scoris; do not use ticks</p>
	Total	6	

Question	Answer	Marks	Guidance
14 a	<p>A (1)</p> <p>idea that half-life is time to reduce count rate to half its original value / idea that half-life is time taken to reduce to 3000 (1)</p> <p>BUT idea that A reaches half its original value (3000) in a shorter time than the others (2)</p>	3	<p>If A not chosen, 0 for question</p> <p>allow time for activity to halve / time for half the mass of isotope to decay / time for half the atoms or nuclei to decay (1)</p> <p>ignore time to give out half the radiation / half of the time taken for the substance to decay</p> <p>ignore time for half the atom or nucleus to decay</p> <p>ignore just it has the shortest half-life (in stem of question)</p> <p>allow detail from the graphs eg reaches half original value between 20 and 30 sec for A 40 and 50 sec for B 60 and 70 sec for C (1)</p> <p>allow it has the steepest gradient at the start (1)</p> <p>eg A's activity halves in the shortest time (3)</p> <p>ignore faster or quicker time</p>
b i	<p>any two from</p> <p>C-14 can only be used to date materials that were once living (1)</p> <p>idea that when the plants were living, C-14 levels remain constant (1)</p> <p>idea of C-14 in the plant reducing after plants die (1)</p> <p>idea of comparison of activity in living and dead material / age can be read off a decay curve (1)</p>	2	<p>allow idea that all living plants have same amount of C-14 (1)</p> <p>allow idea that dead plants do not take in any more C-14 (1)</p>
ii	(idea of) little difference in count rate over 100 years (1)	1	<p>allow 100 years is small compared to the half-life of C-14 (1)</p> <p>ignore the half-life is too long</p>
	Total	6	

Question	Answer	Marks	Guidance
15 a	<p>any three from:</p> <p>similarities:</p> <p>both photosynthesise faster / make sugar faster in summer / named months (1)</p> <p>in October / April rates are equal (1)</p> <p>differences:</p> <p>deciduous has a higher maximum rate (1)</p> <p>evergreen photosynthesises/ makes sugar throughout the year but deciduous does not / the minimum rate for deciduous tree is lower / deciduous has a faster rate of fall or increase in production (1)</p> <p>correct reference to data for both trees in any marking point (1)</p>	3	<p>not makes / produces energy ignore works better allow produces energy in sugars allow traps / stores energy</p> <p>allow in summer / named month the rate for deciduous is higher (than the evergreen)</p> <p>allow only evergreen photosynthesises / makes sugar in winter / named months not makes / produces energy ignore works better</p> <p>allow produces energy in sugars allow traps / stores energy</p> <p>so 1600 max v 1000 max (2)</p>
b i	<p>any two from:</p> <p>same month / time of the year / both in July (1)</p> <p>same place / area of forest (1)</p> <p>same area of each tree (1)</p>	2	<p>ignore same brightness or intensity of sun</p> <p>allow same environment / habitat (1)</p>
ii	no, they both trapped 32 000 (1)	1	allow 32000 shown for both on the table

Question	Answer	Marks	Guidance
c i	5(%) (2) but , if answer incorrect $1600/32000 \times 100$ (1)	2	allow 0.05 (1)
ii	any two from: deciduous trees do not photosynthesise / makes sugar in the winter / deciduous trees lose leaves in the winter (1) but deciduous trees have a higher efficiency (1) idea that they can photosynthesise / makes more sugar at certain times or idea that they can photosynthesise / makes more sugar in the summer (1)	2	It = deciduous tree not makes / produces energy / takes in sugar allow produces energy in sugars allow do not make sugar all the year round
	Total	10	

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