



GCSE

Science B

General Certificate of Secondary Education

Unit **B711/01**: Unit 1 Modules B1, C1, P1 (Foundation Tier)

Mark Scheme for June 2012

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

For answers marked by levels of response:

- a. **Read through the whole answer from start to finish**
- b. **Decide the level that best fits the answer** – match the quality of the answer to the closest level descriptor
- c. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
A good match to the level descriptor	The higher mark in the level
Just matches the level descriptor	The lower mark in the level

- d. Use the **L1, L2, L3** annotations in Scoris to show your decision; do not use ticks.

Quality of Written Communication skills assessed in 6-mark extended writing questions include:

- appropriate use of correct scientific terms
- spelling, punctuation and grammar
- developing a structured, persuasive argument
- selecting and using evidence to support an argument
- considering different sides of a debate in a balanced way
- logical sequencing.

Annotations used in scoris

Annotation	Meaning
	correct response
	incorrect response
	benefit of the doubt
	benefit of the doubt <u>not</u> given
	error carried forward
	information omitted
	ignore
	reject
	contradiction
	Level 1
	Level 2
	Level 3

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
<u> </u>	=	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

Question		Answer	Marks	Guidance
1	(a)	body mass of 60kg (1) 1.65m tall (1)	2	allow correct ringed answer on paper / answers ticked but answer on answer line takes precedence
	(b)	amino acids / polypeptides / peptides (1)	1	ignore monomers / hydrocarbons
	(c)	<p>[Level 3] Knows effect of lack of protein in the diet and why intake varies between countries and varies between age. Suggests why protein intake depends on age and location. Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>[Level 2] Knows effect of lack of protein in the diet and why intake varies between countries or varies between age. Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>[Level 1] Knows why protein is important in the diet or that intake varies between countries or varies between age. 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 C.</p> <p>Indicative scientific points at level 3 may include:</p> <ul style="list-style-type: none"> • developed countries have higher protein intake than developing in both age groups / ora • 11-18 year olds require more protein than 6-10 year olds in both developed and developing countries / ora • teenagers require more protein for growth during growth spurt <p>Indicative scientific points at level 2 may include:</p> <ul style="list-style-type: none"> • developed countries have higher protein intake than developing / ora • age 6-10 / younger children need less protein than 11-18 / older children / ora • protein deficiency resulting in kwashiorkor / stunted growth • muscle wastage is the result of insufficient protein to meet the needs of the body or when lack of carbohydrate and fat as well as protein results in protein break down as a substitute energy source allow phonetic spelling of kwashiorkor <p>Indicative scientific points at level 1 may include:</p> <ul style="list-style-type: none"> • protein needed for growth and repair (of cells) • correct description of swollen tummy from lack of protein
		Total	9	

Question		Answer	Marks	Guidance
2	(a) (i)	<u>protozoa</u> (1)	1	allow answer underlined or ticked
	(ii)	4($^{\circ}$ C) (1)	1	
	(iii)	pain killer / analgesic (1) blocks nerve impulses (1)	2	allow reduce pain / named pain eg headache
	(b) (i)	inherited / genetic (disorders) (1)	1	allow blood
	(ii)	sample size too small (1) not been tested on adults / only tested on children (1) improved success rate but not by 100% / not all children recover (1) hydroxyurea may have side effects (1)	2	allow not enough tests done allow not tested against control group allow hydroxyurea can weaken immunity (by damaging white blood cells) (1) ignore it's not a fair test / it's not reliable / it's not valid unless qualified
		Total	7	

Question		Answer	Marks	Guidance
3	(a) (i)	decreased (1)	1	allow gone down
	(ii)	death rates for 65-74 year olds are greater than death rates for 55-64 year olds (1)	1	allow ora allow older age group die more ignore older group die faster
	(iii)	$\frac{175}{222} = 78.8\%$ (1) (almost 4 times) more men dying (from CHD than women) (1)	2	allow 79%
	(b)	because (new drug) does not kill bacteria (1) build-up of fat in the artery is not caused by bacteria (1)	2	ignore does not kill fungi / destroy infection
		Total	6	

Question		Answer	Marks	Guidance
4	(a)	as an electrical signal (1) along the axons / nerve fibres / neurones (1) travel at high speed (1)	2	allow electrical pulse allow named examples of neurones eg sensory / relay / motor neurone but ignore order if route given ignore travel down spinal cord ignore references to passage across synapses
	(b)	(Andrew has sensory neurone works to conduct a stimulus) but damaged relay / motor neurone do not work (so no response) (1)	1	allow axon damaged so message cannot reach effector allow synapse between sensory and relay neurone damaged
		Total	3	

Question		Answer	Marks	Guidance
5	(a)	oil (1)	1	
	(b)	did not have enough evidence / used different evidence (1)	1	allow might not use the same evidence allow might not use the same methods (for collecting evidence)
	(c)	any two from: oil slicks (1) beaches covered with oil / coastline covered with oil (1) animals killed / fish killed / plants killed (1)	2	allow oil floating on sea allow habitats damaged allow sea-life harmed
		Total	4	

Question		Answer	Marks	Guidance
6	(a)	butane / C_4H_{10} (1)	1	formulae must be correct if used
	(b)	increases (1)	1	allow smaller molecules decrease melting point
	(c)	hexane / C_6H_{14} (1)	1	formulae must be correct if used
		Total	3	

Question		Answer	Marks	Guidance
7	(a)	H ₂ O (1)	1	2NaHCO ₃ → Na ₂ CO ₃ + CO ₂ + H ₂ O
	(b)	(i) (bubbled gas made into) lime water (1) which will go milky / AW (1)	2	second marking point is dependent on identification of lime-water
		(ii) goes down because a gas is given off / goes down because steam is given off / goes down because carbon dioxide is given off (1) stops going down when all the baking powder has reacted / reaction has finished / no more gas is made (1)	2	not a named gas other than steam or carbon dioxide
		Total	5	

Question		Answer	Marks	Guidance
8	(a)	B because it dissolves both nail varnish colours (1) because it is not poisonous (1)	2	marks are for the reasons and not the choice of B allow takes off both nail varnish colours ignore references to flammability
	(b)	any two from: will it irritate the skin (1) how much does it cost to make (1) does it evaporate easily / is it volatile (1) does it smell (1)	2	allow does it damage clothing
		Total	4	

Question		Answer	Marks	Guidance
9	(a)	50(%) (1)	1	
	(b)	<p>use any one from: (warnings on hot water) cups (1) (to tell if water is hot in a) kettle / pans (1) drink cans / bottle labels (1) thermometers (on babies head or wall strips) (1) (babies) spoons (1) babies bath toys (1) radiators (1) mood rings (1) battery testing (1) T shirts (1) wall paper (1) paint (1)</p> <p>explanation any one from: (because) change colour when heated (1) (because) change colour when cooled (1)</p>	2	<p>allow any other suitable use for a thermochromic pigment (1) allow detect temperature changes (1)</p> <p>ignore references to cooker hobs / fridges / freezers</p> <p>not paint in wrong context eg paint can be spread on walls</p> <p>allow colour changes as temperature changes (1)</p>
		Total	3	

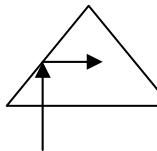
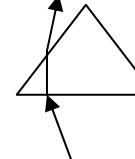
Question		Answer	Marks	Guidance
10		<p>[Level 3] Suggests two suitable properties of poly(ethane) and links these to its uses and discusses a disposal method or a disposal problem. Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>[Level 2] Suggests a suitable property of poly(ethene) and a disposal method or disposal problem. Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>[Level 1] Suggests a suitable property of poly(ethene) or a disposal method or disposal problem. Quality of written communication impedes communication of the science at this level. (1 – 2 marks)</p> <p>[Level 0] Insufficient or irrelevant science such as repeating the question. Answer not worthy of credit. (0 marks)</p>	6	<p>This question is targeted at grades up to C. Indicative scientific points at level 2 and 3 may include: suitable properties linked to use (2 required for L3) eg</p> <ul style="list-style-type: none"> • flexible so can fold bag up / fit around the shopping • waterproof so will not dissolve in rainwater or can hold wet items / shopping stays dry • strong / tear-proof so does not break when it has shopping in it • non-toxic or not poisonous so food stuffs do not get contaminated • it is lightweight so easy to carry • printable or can be coloured to add logos <p>problem discussed</p> <ul style="list-style-type: none"> • land-fill sites - (many polymers) are non-biodegradable so will not rot / land-fill sites get filled up quickly / need for more land-fill site / uses up valuable land space • burning - produces greenhouse gases or toxic gases • recycling - difficult to sort / difficult to get everyone to do it <p>Indicative scientific points at level 1 may include: properties</p> <ul style="list-style-type: none"> • flexible /waterproof / strong / tear-proof /non-toxic or non-poisonous / lightweight / printable / can be coloured <p>disposal methods</p> <ul style="list-style-type: none"> • land-fill sites • burning • recycling <p>disposal problems</p> <ul style="list-style-type: none"> not enough / use up space / do not rot/ causes litter / costly to dispose of produces gases not everyone does it / has to be sorted
		Total	6	

Question		Answer	Marks	Guidance
11	(a)	<p>information any one from: temperature (of parts) of the house (1)</p> <p>light parts show heat/are hot / dark parts show cold/are cold (1)</p> <p>shows 'hot spots' (1)</p> <p>idea that it shows where most heat is 'lost' / wasted (1)</p> <p>useful any one from: idea that it shows which part needs insulating (1) idea of where or how to save energy / heat (1)</p>	2	<p>allow temperature of named part of house eg windows have highest temperature (1)</p> <p>allow correct examples eg windows are hottest (1)</p> <p>allow named example of type of insulation</p>

Question		Answer	Marks	Guidance
(b)		<p>[Level 3] Describes how the materials reduce heat loss and why the percentage reduction in heat loss is different, recognising the significance in the percentages. Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>[Level 2] Describes how the materials reduce heat loss and how the percentage reduction in heat loss is different. Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>[Level 1] Name the best material for reducing heat loss or comments on how the percentage reduction in heat loss is different. 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 E.</p> <p>At all levels ignore air stops heat escaping / mention of heat particles</p> <p>Indicative scientific points at level 3 may include:</p> <ul style="list-style-type: none"> • trapped air reduces energy transfer • light weight curtains reduce heat loss a little because lightweight curtains are thin / don't trap air very well • heavyweight curtains better because better at trapping air / thicker • shutters better than curtains at reducing heat loss because shutters fit over whole window / trap air <p>allow higher level answers eg trapped air reduces convection currents</p> <p>Indicative scientific points at level 2 may include:</p> <ul style="list-style-type: none"> • air is a good insulator / poor conductor • air is trapped or cannot move (in the material / behind the shutters) • shutters best to use as percentage loss is the biggest number • heavyweight curtains are better than lightweight curtains because reduction in heat loss is 10 times better / AW <p>Indicative scientific points at level 1 may include:</p> <ul style="list-style-type: none"> • best one to use is shutters • curtains not as good as shutters • heavyweight curtains are better than lightweight curtains

Question		Answer	Marks	Guidance
12	(a)	<p>(i) any two from: allows results to be replicated (1) allows further evidence to be collected (1) idea that results can be checked or compared (1) so other scientists know what work they have done (1) so the public is made aware (of possible dangers) (1) so the public can make informed decisions (1) so they can get credit for their work (1)</p>	2	<p>allow so other scientist can develop or further the results (1)</p> <p>allow so other scientists can read about their work (1)</p> <p>allow named examples of credit eg awards / money for further research (1)</p>
	(ii)	<p>any valid conclusion: an idea of insignificant number of people that report an effect / AW or a correct calculation of percentages involved (1)</p>	1	<p>examples of valid conclusions: Jadyen has 0.12% with more people in study (1) Kiera has 0.11% with more people (1) Masie has 0.1% with more / most people in study (1) Jayden's, Kiera's and Masie's results are very similar / about 0.1% / reliable (1)</p>
	(b)	<p>any two from: (microwaves cause a) heating effect (1) possible cell / tissue damage / DNA mutation (1) cell damage greatest in young (1) possible cancer risk / tumour (1) idea that less concerned about texting as phone not so close to head (1) RSI (1) danger of accident due to poor concentration (1)</p>	2	<p>allow brain damage</p> <p>allow brain cancer only if brain damage not mentioned</p> <p>ignore cyber bullying</p>
		<p>Total</p>	5	

Question		Answer	Marks	Guidance
13	(a)	seismometer (1)	1	allow seismograph accept phonetic spelling allow microphone
	(b) (i)	200 (mm) (1)	1	allow 0.2m or 20cm if units have been crossed out ignore + / -
	(ii)	2:15 (hours) (1)	1	allow 2.25 or $2\frac{1}{4}$
	(c)	P / Primary wave / longitudinal (no mark) fast(er) (1)	1	no mark for wave but must have P wave / longitudinal somewhere in answer before mark can be awarded for reason
		Total	4	

Question		Answer	Marks	Guidance
14	(a)	radio (mast) (microwave) (visible/candle) light (ultraviolet) X-ray	1	all 3 correct for one mark ignore gamma in bottom box
	(b)	any frequency in the range 10^{10} to 10^{15} (Hz) (1)	1	allow ecf from 14(a) if light is top box 10^6 to 10^{10} (Hz) if light is bottom box 10^{10} to 10^{18} (Hz)
	(c)	correct completion of ray diagram to show reflection happening at X (1)	3	award marks from diagrams and/or descriptions allow reflected line to right of incident line but must remain inside of prism 
		correct completion of ray diagram to show refraction happening at X (1)		allow refracted line to bend to the right but must stay outside of prism 
		(idea that refraction occurs at the boundary between mediums) due to a change in the (wave) speed (1)		allow (idea that refraction occurs at the boundary between mediums) due to a change in the (material) density (1)
		Total	5	

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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