

Sc

KEY STAGE

3

LEVELS

3-7

2003

Science tests

Mark scheme for Papers 1 and 2

2003

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Introduction

The test papers will be marked by external markers. The markers will follow the mark scheme in this booklet, which is provided here to inform teachers.

This booklet includes the mark scheme for paper 1 and paper 2 in both tiers.

The structure of the mark scheme for tiers 3–6 and 5–7

The mark scheme for each question shows:

- the teaching points from the key stage 3 programme of study;
- the marks available for each part of the question;
- the total marks available for the question;
- the answer or answers expected, indicated by an asterisk;
- acceptable alternatives to the given answer;
- additional guidance to assist markers in making professional judgements.

When a question appears in an identical form in both tiers, the answers to the question are given only once in the mark scheme. For clarity, both question numbers are given. The following example, from tier 3–6 paper 1 question 12 and from tier 5–7 paper 1 question 2, illustrates this.

| Tier 3–6 5–7 | Q No 12 2 | 1/2k 2/2i 3/2i | use observations, measurements and other data to draw conclusions the role of lung structure in gas exchange, including the effect of smoking about possible effects of burning fossil fuels on the environment, <i>for example, production of acid rain, carbon dioxide and solid particles</i> , and how these effects can be minimised | Tier 3–6 5–7 | Q No 12 2 |
|-----------------------------|--------------------------|---|---|--|--------------------------|
| Part | Mark | Answer | Accept | Additional guidance | |
| (a) (i) | 1 | *Amy and Kisham | | answers may be in either order both answers are required for the mark 'pollution' is insufficient | |
| (ii) | 1 | any one from *traffic pollution or air pollution *passive smoking *faulty gas fires or faulty gas heaters | | | |

Where more than one answer is acceptable, this is indicated in the mark scheme by 'any **one** from'. Each possible correct answer is marked with an asterisk. In some cases, alternative answers are indicated by 'or'.

In the following example from part (b) of tier 3–6 paper 2 question 8, an answer giving ‘water’ and ‘minerals’ will be awarded two marks. However, an answer which gives ‘minerals’ and ‘nitrates’ will be given only one mark, as both points are correct answers for the same mark.

| Part | Mark | Answer | Accept | Additional guidance |
|------|------|---|---|---------------------|
| (b) | 2 | any two from *oxygen *water *minerals or nutrients | accept a named mineral such as 'nitrate' accept two named minerals such as 'nitrates' and 'phosphates' for two marks | |

In the following example, from part (b) of tier 3–6 paper 1 question 2, the statement in **bold type** in the ‘Additional guidance’ column is given in order to indicate the general requirements of that part of the question.

| Part | Mark | Answer | Accept | Additional guidance |
|------|------|---|--|--|
| (b) | 1 | any one from * how many seeds germinated at different temperatures? * how many seeds grew or started to grow at different temperatures? * how long does it take seeds to grow or germinate at different temperatures? | accept 'which seeds grow at different temperatures?' accept 'how does temperature affect germination?' accept 'which is the best temperature for seeds to grow?' | the answer must include both a dependent and an independent variable award one mark for identifying temperature as the independent variable and either the number of seeds germinating or the time taken to germinate as the dependent variable <i>do not accept</i> a conclusion such as 'more seeds grew at higher temperatures' <i>do not accept</i> 'how long does it take for lettuce seeds to germinate?' as there is no reference to temperature |

In the ‘Accept’ column there may be:

- examples of answers which are acceptable, although they do not correspond exactly to the expected answers;
- some examples of higher level answers, which could be given by higher attaining pupils answering questions on the lower levels in the tier.

In the ‘Additional guidance’ column there may be:

- examples of answers which are not acceptable;

- a reminder, in questions involving calculations, that consequential marking may be used;
- instructions on action in the event of consequential marking (see below);
- guidance to markers where pupils have not followed the instructions on the question.

Marking

The number of marks available for each part of a question and the maximum number of marks for the question as a whole are shown on the test paper. Every part of a question which has been attempted by a pupil will be marked and an indication given where every mark has been awarded. Half marks will not be given in any question.

The total number of marks awarded for all the parts of questions on a double page will be written in the box at the bottom of the right-hand page. This is the only number that markers will write on a pair of facing pages. In many instances, this will be the sum of marks awarded for two questions. The total number of marks obtained on the paper will be recorded on the front of the test paper.

The total number of marks available is 180 in tier 3–6 and 150 in tier 5–7.

Using professional judgement in marking

The instructions given in the mark scheme will enable the markers to decide whether pupils have correctly answered a particular question. However, there will be instances where an answer given by a pupil does not correspond to any of the possible responses shown in the mark scheme. In such cases, markers will apply their professional judgement to decide if credit should be given. They will consider whether the response:

- is equivalent to those listed;
- conveys the ideas underlying the question as outlined in the statement in the ‘Additional guidance’ column in the mark scheme, if one is given.

If any doubt persists, markers will consult with their supervisors for guidance.

Marking misspellings of words

If a pupil misspells a word, markers will apply the following procedures:

- if it is clear that the pupil has made a simple error, eg ‘tow’ for ‘two’ or ‘Son’ for ‘Sun’, then the incorrect spelling will be accepted and the mark awarded;
- if a pupil misspells a word copied from the text of the question or from a selection given, and the new word does not have any inappropriate meaning, the incorrect spelling will be accepted and the mark awarded;
- if specific scientific vocabulary is required in the answer, a creditworthy misspelling must be a phonetic equivalent of the required word, with the major syllables of the correct word represented in the answer.

Marking lists of alternative answers

In some instances, pupils give more than one answer to a single question. If any of the answers given is incorrect, the mark will not be awarded, irrespective of the order in which the answers are given. In some cases, a correct answer is given alongside other answers which, while correct, would be insufficient for the mark. In these cases, the mark will be given for the correct answer.

Marking questions containing calculations

Some questions require pupils to perform calculations. Where two marks are available, they are advised to show their working. Pupils who do not show their working but give the correct answer will be awarded full marks.

The result of one calculation may be required in order to carry out further calculations. In such instances:

- the term 'consequential marking' appears in the 'Additional guidance' column;
- a pupil's result for the first calculation is treated as the starting point for the second;
- the pupil is awarded full credit for the second calculation if it is carried out correctly, even if the result of the first calculation was wrong.

Marking answers given in the wrong place

In some cases, pupils may write correct answers in the wrong part of the question. Markers will use professional judgement to decide whether a pupil has correctly understood the question and simply written the answer in the wrong place. Similarly, if pupils identify an answer by a cross or other indication when a tick is required, they will be given credit for their responses.

Awarding levels

The sum of the marks gained on both papers determines the level awarded. A copy of the level threshold tables which show the mark ranges for the award of different levels will be sent to each school by QCA in July 2003.

Schools will be notified of pupils' results by means of a marksheet, which will be returned to schools by the External Marking Agency with the pupils' marked scripts. The marksheet will include pupils' scores on the test papers and the levels awarded.

The 2003 key stage 3 science tests and mark schemes were developed by the University of Cambridge Local Examinations Syndicate and the Centre for Research into Primary Science and Technology (CRIPSAT) on behalf of QCA.

Mark Allocation Grid: Tier 3–6

TIER 3–6 Paper 1

| Q | Sc1 | Sc2 | Sc3 | Sc4 |
|--------------|-----------|-----------|-----------|-----------|
| 1 | | 6 | | |
| 2 | 4 | | | |
| 3 | | 4 | | |
| 4 | | | 5 | |
| 5 | | | 6 | |
| 6 | 1 | | 3 | 1 |
| 7 | 1 | | | 2 |
| 8 | 4 | | | |
| 9 | 3 | | | 1 |
| 10 | | | | 4 |
| 11 | | 6 | | |
| 12 | 1 | 2 | 1 | |
| 13 | | 7 | | |
| 14 | | | 6 | |
| 15 | | | 7 | |
| 16 | | | 1 | 4 |
| 17 | | | | 6 |
| 18 | 4 | | | |
| Total | 18 | 25 | 29 | 18 |

TIER 3–6 Paper 2

| Q | Sc1 | Sc2 | Sc3 | Sc4 |
|--------------|-----------|-----------|-----------|-----------|
| 1 | | | | 4 |
| 2 | | | | 4 |
| 3 | | | | 6 |
| 4 | 4 | | | |
| 5 | 2 | | 2 | |
| 6 | | | 7 | |
| 7 | 3 | 3 | | |
| 8 | | 5 | | |
| 9 | | 5 | | |
| 10 | 1 | | | 4 |
| 11 | | | | 5 |
| 12 | | | | 6 |
| 13 | 5 | | | |
| 14 | 1 | | 4 | |
| 15 | 4 | | | |
| 16 | | 6 | | |
| 17 | | 5 | | |
| 18 | | | 4 | |
| Total | 20 | 24 | 17 | 29 |

| | | | | | |
|---------------------|-----------|-----------|-----------|-----------|----------------|
| Total P1 + 2 | 38 | 49 | 46 | 47 | Overall |
| | | | | | 180 |

Mark Allocation Grid: Tier 5–7

TIER 5–7 Paper 1

| Q | Sc1 | Sc2 | Sc3 | Sc4 |
|--------------|----------|-----------|-----------|-----------|
| 1 | | 6 | | |
| 2 | 1 | 2 | 1 | |
| 3 | | 7 | | |
| 4 | | | 6 | |
| 5 | | | 7 | |
| 6 | | | 1 | 4 |
| 7 | | | | 6 |
| 8 | 4 | | | |
| 9 | | 5 | | |
| 10 | | 4 | | |
| 11 | 2 | | 4 | |
| 12 | | | 5 | |
| 13 | 2 | | | 4 |
| 14 | | | | 4 |
| Total | 9 | 24 | 24 | 18 |

TIER 5–7 Paper 2

| Q | Sc1 | Sc2 | Sc3 | Sc4 |
|--------------|-----------|-----------|-----------|-----------|
| 1 | 1 | | | 4 |
| 2 | | | | 5 |
| 3 | | | | 6 |
| 4 | 5 | | | |
| 5 | 1 | | 4 | |
| 6 | 4 | | | |
| 7 | | 6 | | |
| 8 | | 5 | | |
| 9 | | | 4 | |
| 10 | 5 | | | |
| 11 | | | | 5 |
| 12 | 4 | | | |
| 13 | | | 6 | |
| 14 | | 6 | | |
| 15 | 4 | | | |
| Total | 24 | 17 | 14 | 20 |

| | | | | | |
|---------------------|-----------|-----------|-----------|-----------|----------------|
| Total P1 + 2 | 33 | 41 | 38 | 38 | Overall |
| | | | | | 150 |

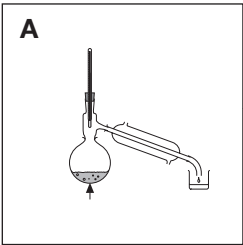
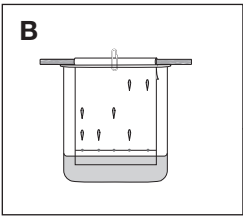
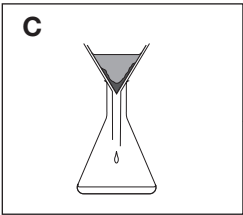
The requirements of the Introduction to the Programme of Study apply across Sc1, Sc2, Sc3 and Sc4.

The Mark Allocation Grids on this pair of pages show the context of these questions in relation to Sc1, Sc2, Sc3 and Sc4.

| Tier 3–6 | Q No 1 | 2/4a 2/4c | about environmental and inherited causes of variation within a species that selective breeding can lead to new varieties | Tier 3–6 | Q No 1 |
|--------------|-----------|--|---|---|-----------|
| Part | Mark | Answer | Accept | Additional guidance | |
| (a) | 1 | * <i>feature</i> : strong muscles | accept 'muscles' | features may be in either order each reason must correspond to the correct feature | |
| | 1 | * <i>reason</i> : to pull a sledge or to carry a load | | | |
| | 1 | * <i>feature</i> : thick fur | accept 'fur' | <i>do not accept</i> 'to keep the cold out' | |
| | 1 | * <i>reason</i> : to keep them warm or to trap air | accept 'to insulate them' | | |
| (b) (i) | 1 | * variation ✓ | | if more than one box is ticked, award no mark | |
| (ii) | 1 | * information passed from the mother in an egg ✓ | | if more than one box is ticked, award no mark | |
| Total | 6 | | | | |

| Tier 3–6 | Q No 2 | 1/2a use scientific knowledge and understanding to turn ideas into a form that can be investigated, and to decide on an appropriate approach 1/2i use a wide range of methods, including diagrams, tables, charts, graphs and ICT, to represent and communicate qualitative and quantitative data 1/2k use observations, measurements and other data to draw conclusions 1/2o consider whether the evidence is sufficient to support any conclusions or interpretations made | Tier 3–6 | Q No 2 |
|--------------|----------|---|---|--|
| Part | Mark | Answer | Accept | Additional guidance |
| (a) | 1 | * 0 | accept the correct answer written outside the table | |
| (b) | 1 | any one from * how many seeds germinated at different temperatures? * how many seeds grew or started to grow at different temperatures? * how long does it take seeds to grow or germinate at different temperatures? | accept 'which seeds grow at different temperatures?' accept 'how does temperature affect germination?' accept 'which is the best temperature for seeds to grow?' accept statements which are not framed as questions such as 'the number of seeds germinating at different temperatures' | the answer must include both a dependent and an independent variable award one mark for identifying temperature as the independent variable and either the number of seeds germinating or the time taken to germinate as the dependent variable <i>do not</i> accept a conclusion such as 'more seeds grew at higher temperatures' <i>do not</i> accept 'how long does it take for lettuce seeds to germinate?' as there is no reference to temperature |
| (c) | 2 | * true ✓ cannot tell ✓ false ✓ false ✓ | | if all four answers are correct, award two marks if three or two answers are correct, award one mark if more than one box is ticked in any row, award no mark for that row |
| Total | 4 | | | |

| Tier 3–6 | Q No 3 | 2/1a 2/1c 2/1d 2/2g | that animal and plant cells can form tissues, and tissues can form organs ways in which some cells, including ciliated epithelial cells, sperm, ova, and root hair cells, are adapted to their functions that fertilisation in humans and flowering plants is the fusion of a male and female cell about the human reproductive system, including the menstrual cycle and fertilisation | Tier 3–6 | Q No 3 |
|---------------------|-------------------|------------------------------|--|---|-------------------|
| Part | Mark | Answer | Accept | Additional guidance | |
| (a) | 1 | * cells ✓ | | if more than one box is ticked, award no mark | |
| (b) | 1 | * tail | | | |
| (c) | 1 | * testis or testicle | accept plurals | | |
| (d) | 1 | * fertilisation ✓ | | if more than one box is ticked, award no mark | |
| Total | 4 | | | | |

| Tier 3–6 | Q No 4 | 3/1h how to separate mixtures into their constituents using distillation, chromatography and other appropriate methods | Tier 3–6 | Q No 4 |
|--------------|---------------------|--|--|--|
| Part | Mark | Answer | Accept | Additional guidance |
| (a) | 1 1 1 | <p>* A</p>  <p>* B</p>  <p>* C</p>  | <p>chromatography</p> <p>distillation</p> <p>filtration</p> <p>crystallisation</p> | <p>if more than one line is drawn from a diagram, award no mark for that diagram</p> |
| (b) (i) | 1 | * C | accept 'filtration' | |
| (ii) | 1 | * A | accept 'distillation' | |
| Total | 5 | | | |

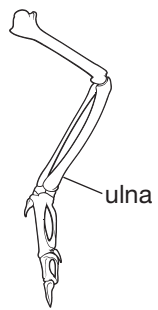
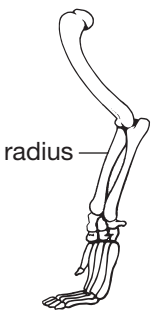
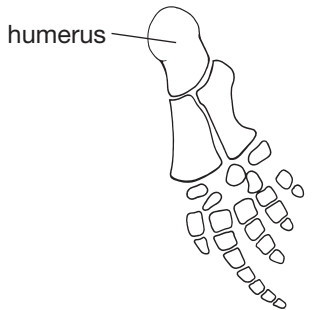
| Tier 3–6 | Q No 5 | 3/1d 3/1h 3/3a | how elements vary widely in their physical properties, including appearance, state at room temperature, magnetic properties and thermal and electrical conductivity, and how these properties can be used to classify elements as metals or non-metals how to separate mixtures into their constituents using distillation, chromatography and other appropriate methods how metals react with oxygen, water, acids and oxides of other metals, and what the products of these reactions are | Tier 3–6 | Q No 5 |
|--------------|----------|---|--|---|--------|
| Part | Mark | Answer | Accept | Additional guidance | |
| (a) | 1 | * an element ✓ | | if more than one box is ticked, award no mark | |
| (b) (i) | 1 | * it stays shiny | | answers may be in either order | |
| (ii) | 1 1 | * it conducts electricity * it conducts heat | accept 'it conducts' for one mark if neither of the fully correct answers is given accept 'it stays shiny' | | |
| (c) | 1 | * water | | | |
| (d) | 1 | any one from * a magnet * an electromagnet | | | |
| Total | 6 | | | | |

| Part | Mark | Answer | Accept | Additional guidance |
|--------------|----------|--|--|---|
| Tier 3–6 | Q No 6 | 1/2j 3/1b 3/1e 3/2i 4/5a | use diagrams, tables, charts and graphs, including lines of best fit, to identify and describe patterns or relationships in data how the particle theory of matter can be used to explain the properties of solids, liquids and gases, including changes of state, gas pressure and diffusion how elements combine through chemical reactions to form compounds, <i>for example, water, carbon dioxide, magnesium oxide, sodium chloride, most minerals</i> , with a definite composition about possible effects of burning fossil fuels on the environment, <i>for example, production of acid rain, carbon dioxide and solid particles</i> , and how these effects can be minimised about the variety of energy resources, including oil, gas, coal, biomass, food, wind, waves and batteries, and the distinction between renewable and non-renewable resources | Tier 3–6 Q No 6 |
| (a) | 1 | * ethanol or alcohol | | if more than one box is ticked, award no mark |
| (b) | 1 | any one from * burning hydrogen does not produce carbon monoxide * burning hydrogen does not produce sulphur dioxide * burning hydrogen only produces water * burning petrol causes acid rain | accept 'petrol or ethanol or alcohol produces carbon monoxide' accept 'petrol produces sulphur dioxide' accept 'hydrogen or ethanol or alcohol does not cause acid rain' | |
| (c) | 1 | * hydrogen | accept 'H ₂ ' accept 'gas' | |
| (d) | 1 | * oxygen ✓ | | if more than one box is ticked, award no mark |
| (e) | 1 | any one from * it can be grown * it can be replanted * it is renewable * it can be reproduced | accept 'it does not take long to grow' accept 'it can be replaced' accept 'it produces seeds' | |
| Total | 5 | | | |

| Tier 3–6 | Q No 7 | 1/2k 4/4b 4/5g | use observations, measurements and other data to draw conclusions the relative positions of the Earth, Sun and planets in the solar system that although energy is always conserved, it may be dissipated, reducing its availability as a resource | Tier 3–6 | Q No 7 |
|--------------|-----------|--|--|---|-----------|
| Part | Mark | Answer | Accept | Additional guidance | |
| (a) | 1 | * The Moon is nearer to the Earth than the Sun is. ✓ | | if more than one box is ticked, award no mark | |
| (b) (i) | 1 | * 11.16 | accept any number from 11.15 to 11.17 | | |
| (ii) | 1 | * it decreased or went down because the Moon blocked the Sun's heat or rays or radiation | accept 'there was no sunlight to give heat' accept 'there was no Sun to make it warm' accept 'there was no heat from the Sun' accept 'there was no Sun' | both the answer and the reason are required for the mark <i>do not accept</i> 'it blocked the Sun's light' | |
| Total | 3 | | | | |

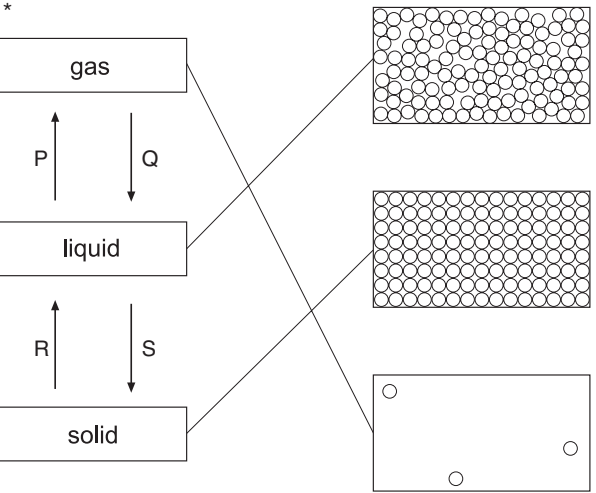
| Tier 3–6 | Q No 8 | 1/2c 1/2d 1/2e 1/2k | carry out preliminary work and to make predictions, where appropriate consider key factors that need to be taken into account when collecting evidence, and how evidence may be collected in contexts, <i>for example, fieldwork, surveys</i> , in which the variables cannot readily be controlled decide the extent and range of data to be collected and the techniques, equipment and materials to use, <i>for example, appropriate sample size for biological work</i> use observations, measurements and other data to draw conclusions | Tier 3–6 | Q No 8 |
|--------------|-----------|--|--|---|-----------|
| Part | Mark | Answer | Accept | Additional guidance | |
| (a) | 1 | * ruler ✓ | | if more than one box is ticked, award no mark | |
| (b) | 1 | any one from * tubes had different widths * the tubes had different bores * he blew in different ways * different thickness of paper * different paper | accept 'tubes had different shapes' accept 'tubes were different sizes' accept 'tubes are one big, one medium, one little' | do not accept 'different lengths' | |
| (c) | 1 | * the longer tube will make a lower sound ✓ | | if more than one box is ticked, award no mark | |
| (d) | 1 | * 5 | | | |
| Total | 4 | | | | |

| Tier 3–6 | Q No 9 | 1/2i use a wide range of methods, including diagrams, tables, charts, graphs and ICT, to represent and communicate qualitative and quantitative data 1/2j use diagrams, tables, charts and graphs, including lines of best fit, to identify and describe patterns or relationships in data 1/2k use observations, measurements and other data to draw conclusions 4/3i that light can travel through a vacuum but sound cannot, and that light travels much faster than sound | Tier 3–6 | Q No 9 |
|--------------|----------|--|--|--|
| Part | Mark | Answer | Accept | Additional guidance |
| (a) | 1 | any one from * light travels faster than sound * sound travels more slowly than light | accept 'light travels faster' accept 'sound travels slower' accept 'light is faster than sound' | <i>do not accept</i> 'light travels fast' or 'sound travels slow' <i>do not accept</i> 'light travels before sound' |
| (b) (i) | 1 | * a bar halfway between 8 and 10 seconds | | the top of the bar must be in the middle third between 8 and 10 |
| (ii) | 1 | * C | accept '3.0' | |
| (iii) | 1 | any one from * the storm became closer then moved further away * towards then away from Omar * the distance decreased then increased | accept 'the storm passed over' or 'it passed by' accept 'at flash A Omar was closer and at flash F Omar was further' accept 'it increased' accept 'it went further away' | |
| Total | 4 | | | |

| Part | Mark | Answer | Accept | Additional guidance | |
|-----------------|--------------|--|---|--|---------------------------------------|
| Tier 3–6 5–7 | Q No 11 1 | 1/2j 2/2e 2/4b 2/5c | use diagrams, tables, charts and graphs, including lines of best fit, to identify and describe patterns or relationships in data the role of the skeleton and joints and the principle of antagonistic muscle pairs, <i>for example, biceps and triceps</i> , in movement to classify living things into the major taxonomic groups how some organisms are adapted to survive daily and seasonal changes in their habitats | Tier 3–6 5–7 Q No 11 1 | |
| (a) | 1 | * vertebrates | accept 'animals with backbones' | <i>do not accept</i> 'warm blooded' | |
| (b) | 3 | * (i)  ulna | * (ii)  radius | * (iii)  humerus | award one mark for each correct label |
| (c) | 1 | any one from * paddle shaped * fin-like * wide bones * streamlined | accept 'large surface' accept 'it is thick' accept 'it is a big fin' accept 'big bones' | <i>do not accept</i> 'it is big' or 'it is strong' <i>do not accept</i> 'it can paddle in water' 'it is flexible' is insufficient | |
| (d) | 1 | * they are light | accept 'they make the bird lighter' | | |
| Total | 6 | | | | |

| Part | Mark | Answer | Accept | Additional guidance |
|--------------|----------|--|--|---|
| (a) (i) | 1 | * Amy and Kisham | | answers may be in either order both answers are required for the mark |
| (ii) | 1 | any one from * traffic pollution or air pollution * passive smoking * faulty gas fires or faulty gas heaters | | 'pollution' is insufficient |
| (b) | 2 | any two from * smokers have a higher concentration of carbon monoxide in the blood * the blood of smokers contains or transports less oxygen * smokers breathe more quickly to try to get enough oxygen or air | accept 'they have a lot of carbon monoxide in their blood' accept 'not enough oxygen gets to the muscles or to other parts of the body or to the other cells' accept 'smoke contains carbon monoxide' or accept 'smokers breathe in more carbon monoxide' | <i>do not accept</i> 'stops the blood taking up oxygen' <i>do not accept</i> 'less oxygen gets into the lungs' |
| Total | 4 | | | |

| Tier 3–6 5–7 | Q No 13 3 | 2/1b the functions of chloroplasts and cell walls in plant cells and the functions of the cell membrane, cytoplasm and nucleus in both plant and animal cells 2/1e to relate cells and cell functions to life processes in a variety of organisms | Tier 3–6 5–7 | Q No 13 3 |
|--------------------|-----------------|---|--|---|
| Part | Mark | Answer | Accept | Additional guidance |
| (a) (i) | 1 1 | * cell membrane * cytoplasm | accept 'membrane' | answers must be in the correct order |
| (ii) | 2 | any two from * cell wall * chloroplast * large vacuole | accept 'chlorophyll' accept 'vacuole' | |
| (b) | 1 1 1 | <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">* white blood cell</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">absorbs light</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">to prevent disease</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">* leaf cell</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">transports oxygen</div> <div style="border: 1px dashed black; padding: 5px; margin: 5px;"><i>to digest food</i></div> <div style="border: 1px dashed black; padding: 5px; margin: 5px;"><i>cell in the intestine</i></div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">traps micro-organisms</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">for respiration</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">* red blood cell</div> <div style="border: 1px dashed black; padding: 5px; margin: 5px;"><i>produces enzymes</i></div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">for photosynthesis</div> </div> | | if more than one line is drawn from any cell or function, award no mark for those linkages |
| Total | 7 | | | |

| Tier 3–6 5–7 | Q No 15 5 | 3/1a how materials can be characterised by melting point, boiling point and density 3/1b how the particle theory of matter can be used to explain the properties of solids, liquids and gases, including changes of state, gas pressure and diffusion 3/1c that the elements are shown in the periodic table and consist of atoms, which can be represented by symbols 3/2c to relate changes of state to energy transfers 3/2i about possible effects of burning fossil fuels on the environment, <i>for example, production of acid rain, carbon dioxide and solid particles</i> , and how these effects can be minimised | Tier 3–6 5–7 | Q No 15 5 |
|--------------------|-----------------|---|--|--|
| Part | Mark | Answer | Accept | Additional guidance |
| (a) (i) | 1 | <p>* </p> | | all three lines must be correct for the mark |
| (ii) | 1 1 | <p>* evaporation: P * melting: R</p> | | |
| (b) (i) | 1 | * liquid | | answers must be in the correct order |
| (ii) | 1 | * carbon | | |
| | 1 | * hydrogen | | |
| (iii) | 1 | * carbon dioxide | accept 'CO ₂ ' accept 'carbon monoxide' or 'CO' accept 'carbon' or 'soot' | |
| Total | 7 | | | |

| Part | Mark | Answer | Accept | Additional guidance |
|-----------------|--------------|--|--|--|
| Tier 3–6 5–7 | Q No 16 6 | 3/1b how the particle theory of matter can be used to explain the properties of solids, liquids and gases, including changes of state, gas pressure and diffusion 4/1a how to design and construct series and parallel circuits, and how to measure current and voltage 4/1b that the current in a series circuit depends on the number of cells and the number and nature of other components and that current is not 'used up' by components 4/5e ways in which energy can be usefully transferred and stored | | Tier 3–6 5–7 Q No 16 6 |
| (a) (i) | 1 | * circuit A: series circuit B: parallel | | both answers are required for the mark |
| (b) (i) | 1 | * the circuit or heating element will stop working | accept 'it will not work' or 'it will be off' accept 'the whole circuit has no current through it' accept 'it becomes cooler' | <i>do not accept</i> 'it breaks the heater or element or it' |
| (ii) | 1 | any one from * the circuit or element will continue to work * one wire will not heat the window | accept 'the bottom one has no current through it' accept 'it will work less well' accept 'the bottom wire becomes cooler' | 'nothing' or 'it will not be affected' are insufficient <i>do not accept</i> 'it becomes cooler' <i>do not accept</i> 'it does not work properly' |
| (c) (i) | 1 | * thermal | accept 'heat' | |
| (ii) | 1 | * <i>from solid to liquid to gas</i> | accept ' <i>from solid to liquid to vapour or steam</i> ' accept ' <i>from ice to water to vapour or gas</i> ' | all three states are required for the mark |
| Total | 5 | | | |

| Tier 3–6 5–7 | Q No 17 7 | 4/4c 4/4d | about the movements of planets around the Sun and to relate these to gravitational forces that the Sun and other stars are light sources and that the planets and other bodies are seen by reflected light | Tier 3–6 5–7 | Q No 17 7 |
|--------------------|-----------------|---|--|---|-----------------|
| Part | Mark | Answer | Accept | Additional guidance | |
| (a) | 1 | * gravitational pull of the Sun or the Sun's gravity | accept 'gravity' accept 'weight' | | |
| (b) | 2 | any two from * its average speed is lower * for most of its orbit the Sun's gravity is less * its orbit is longer * for most of its orbit it is further from the Sun | accept 'its speed is slower' or 'it travels more slowly' accept 'the pull of the Sun is weaker' or 'gravity is less' accept 'it travels further' or 'the orbit is bigger' accept 'it is further from the Sun' or 'further away' | | |
| (c) (i) | 1 1 | * light from the Sun * reflects off Pluto and Neptune or the planets or them | accept for two marks 'sunlight reflects off them' | award the second mark only for 'the Sun reflects off the planets' | |
| (ii) | 1 | any one from * it is smaller * it reflects less light * it absorbs more light | accept 'it is small' accept 'it is darker and smaller' | <i>do not accept</i> 'it is further away (from the Earth)' or 'it is further from the Sun' <i>do not accept</i> 'it is darker' | |
| Total | 6 | | | | |

| Tier 3–6 5–7 | Q No 18 8 | 1/2k 1/2l 1/2o | use observations, measurements and other data to draw conclusions decide to what extent these conclusions support a prediction or enable further predictions to be made consider whether the evidence is sufficient to support any conclusions or interpretations made | Tier 3–6 5–7 | Q No 18 8 |
|--------------------|-----------------|---|--|---|-----------------|
| Part | Mark | Answer | Accept | Additional guidance | |
| (a) | 1 | * A and B | | answers may be in either order both answers are required for the mark | |
| (b) (i) | 1 | any one from * the longer the string, the longer it takes * the longer the string the more time it takes | accept the converse | references to both length and time are required for the mark | |
| (ii) | 1 | * A and C and D | accept 'B and C and D' if part (a) is correct | answers may be in any order all three answers are required for the mark | |
| (c) | 1 | * E: 10.0 F: from 18 to 25 | accept '10' | both answers are required for the mark | |
| Total | 4 | | | | |

| Tier 5–7 | Q No 9 | 2/2d 2/2n | that food is used as a fuel during respiration to maintain the body's activity and as a raw material for growth and repair how the growth and reproduction of bacteria and the replication of viruses can affect health, and how the body's natural defences may be enhanced by immunisation and medicines | Tier 5–7 | Q No 9 |
|--------------|----------|--|---|---|--------|
| Part | Mark | Answer | Accept | Additional guidance | |
| (a) | 1 | any one from * for transport or for blood or plasma * it is needed for sweat or for cooling * for tears * it is a solvent * for getting rid of waste * it is needed for gas exchange * it is a lubricant * it is part of the cytoplasm | accept 'it stops cells becoming dehydrated' accept 'allows chemical reactions to take place' accept 'for digestion' | 'it stops the body becoming dehydrated' or 'it keeps us hydrated' are insufficient | |
| (b) | 2 | any two from * white blood cells * (produce) antibodies or antitoxins * prevent further infections or destroy the toxin or poison | accept 'destroy or kill the bacteria' | | |
| (c) (i) | 1 | any one from * so that the patient does not get cholera * so the poison does not prevent the large intestine from absorbing water | accept 'the person might die' accept 'intestine' for large intestine | <i>do not accept</i> 'small intestine' | |
| (ii) | 1 | any one from * no need for injections * some people are afraid of needles * less or no risk of infection | accept 'it does not hurt' | <i>do not accept</i> 'so they can be vaccinated against several diseases' | |
| Total | 5 | | | | |

| Tier 5–7 | Q No 10 | 2/4a 2/4c | about environmental and inherited causes of variation within a species that selective breeding can lead to new varieties | Tier 5–7 | Q No 10 |
|--------------|------------|--|---|---|------------|
| Part | Mark | Answer | Accept | Additional guidance | |
| (a) | 1 | any one from * in the eggs and sperm * on chromosomes | accept 'gametes' or 'sex cells' accept 'DNA' accept 'at fertilisation' | answers must refer to both eggs and sperm 'by sexual reproduction' is insufficient | |
| (b) | 3 | any three from * choose zebras which look most like quaggas * breed from them or cross them * choose the most quagga-like offspring * breed from the offspring * repeat the process | accept for two marks 'mate the zebras with most quagga genes' | | |
| Total | 4 | | | | |

| Part | Mark | Answer | Accept | Additional guidance |
|--------------|----------|---|---|--|
| Tier 5–7 | Q No 11 | 1/2d consider key factors that need to be taken into account when collecting evidence, and how evidence may be collected in contexts, <i>for example, fieldwork, surveys</i> , in which the variables cannot readily be controlled 1/2k use observations, measurements and other data to draw conclusions 3/2g how mass is conserved when chemical reactions take place because the same atoms are present, although combined in different ways 3/3e how metals and bases, including carbonates, react with acids, and what the products of these reactions are 3/3g how acids in the environment can lead to corrosion of some metals and chemical weathering of rock, <i>for example, limestone</i> | | Tier 5–7 Q No 11 |
| (a) | 1 | * calcium chloride | | <i>do not accept</i> the formula |
| (b) (i) | 1 | any one from * a gas or carbon dioxide or CO ₂ was given off * water or H ₂ O was formed and drained away or evaporated | accept 'the chemicals formed are washed away' accept 'calcium chloride is more soluble than calcium carbonate' | <i>do not accept</i> 'chemical weathering' |
| (ii) | 1 | any one from * the soils at B and C contain no acid or are not acidic * soil B is neutral and soil C is alkaline * the pH is higher or too high | | |
| (iii) | 1 | * acid rain | accept a recognisable method of lowering the pH of the soil | |
| (c) (i) | 1 | * any value greater than 960 but smaller than 984 | | |
| (ii) | 1 | any one from * cannot control the environmental variables involved * pH of soil may vary * cannot predict rainfall during this time * cannot predict temperature during this time | accept 'data in the table could be unreliable' | |
| Total | 6 | | | |

| Tier 5–7 | Q No 12 | 3/3c how a reactivity series of metals can be determined by considering these reactions, and used to make predictions about other reactions | Tier 5–7 | Q No 12 |
|--------------|----------|---|---------------------|---|
| Part | Mark | Answer | Accept | Additional guidance |
| (a) | 2 | * zinc lead copper silver | | award two marks if all four metals are in the correct order award one mark for zinc at the top and silver at the bottom of the list award one mark for lead and copper in the correct order |
| (b) | 1 | * zinc | | |
| (c) | 1 | * no because zinc is more reactive than silver or zinc is above silver in the reactivity series | accept the converse | both the answer and the reason are required for the mark |
| (d) | 1 | * below silver or at the bottom because gold is the least reactive or gold does not react | | both the answer and the reason are required for the mark |
| Total | 5 | | | |

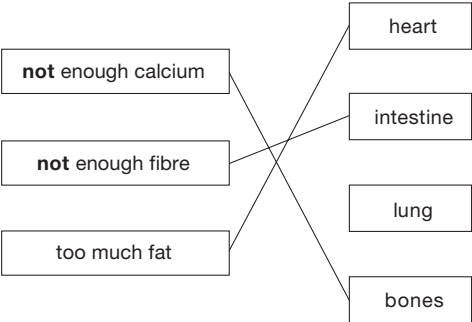
| Tier 5–7 | Q No 13 | 1/2j 4/2a 4/2c | use diagrams, tables, charts and graphs, including lines of best fit, to identify and describe patterns or relationships in data how to determine the speed of a moving object and to use the quantitative relationship between speed, distance and time that unbalanced forces change the speed or direction of movement of objects and that balanced forces produce no change in the movement of an object | Tier 5–7 | Q No 13 |
|--------------|------------|--|--|---|------------|
| Part | Mark | Answer | Accept | Additional guidance | |
| (a) (i) | 1 | * constant speed or steady speed | accept 'not accelerating' | | |
| (ii) | 1 | * stationary or not moving or stopped | accept 'steady speed of zero' | <i>do not accept</i> 'it has a steady speed' | |
| (b) | 1 | * 1.8 | accept ' $\frac{18}{10}$ ' | | |
| | 1 | * m/s | accept 'metres per second' or 'ms ⁻¹ ' | <i>do not accept</i> 'mps' | |
| (c) (i) | 1 | * The forward force was zero and friction was greater than zero. ✓ | | if more than one box is ticked, award no mark | |
| (ii) | 1 | * 6 | accept answers from 5.8 to 6.2 | | |
| Total | 6 | | | | |

| Tier 5–7 | Q No 14 | 4/2e 4/2f | that forces can cause objects to turn about a pivot the principle of moments and its application to situations involving one pivot | Tier 5–7 | Q No 14 |
|--------------|----------|---|---|--|---------|
| Part | Mark | Answer | Accept | Additional guidance | |
| (a) | 1 1 | * 0.96 * Ncm | accept '0.06 × 16' accept 'cmN' accept for both marks '0.0096 Nm' | <i>do not accept</i> lower case n for N the mark for the unit may be given in (b) (i) provided it is not contradicted in part (a) | |
| (b) (i) | 1 | any one from * 0.96 Ncm * the same as the carbon dioxide balloon | accept the same numerical answer given in (a) (the unit is not required) accept 'the same' | | |
| (ii) | 1 | * 0.02 | | consequential marking applies accept numerical answer to (b) (i) ÷ 48 | |
| Total | 4 | | | | |

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PAPER 2

| Tier 3–6 | Q No 1 | 4/2e 4/2f | that forces can cause objects to turn about a pivot the principle of moments and its application to situations involving one pivot | Tier 3–6 | Q No 1 |
|--------------|-----------|--|---|--|-----------|
| Part | Mark | Answer | Accept | Additional guidance | |
| (a) | 1 | * down | | | |
| (b) | 1 | * Ellie and Maggy | | names may be in either order both names are required for the mark do not accept '540 and 540' this rules out the same person being used twice | |
| (c) | 1 | * A B <input type="text" value="up"/> <input type="text" value="down"/> | | award the mark if only one of these correct responses is given provided an incorrect response is not written in the other box | |
| (d) | 1 | any one from * Rosie * Jack * Rosie or Jack | | do not accept '490' do not accept '510' do not accept '490 or 510' do not accept 'Rosie and Jack' | |
| Total | 4 | | | | |

| Tier 3–6 | Q No 2 | 4/2b that the weight of an object on Earth is the result of the gravitational attraction between its mass and that of the Earth 4/4a how the movement of the Earth causes the apparent daily and annual movement of the Sun and other stars | Tier 3–6 | Q No 2 |
|--------------|----------|--|--------------|---|
| Part | Mark | Answer | Accept | Additional guidance |
| (a) (i) | 1 | * four arrows, all towards the centre of the Earth  | | all four arrows, correctly drawn, are required for the mark the arrows may be drawn outside the Earth |
| (ii) | 1 | * ball hanging towards the centre of the Earth at B, C and D | | all three positions, B, C and D, are required for the mark |
| (b) (i) | 1 | * 365 days | accept '365' | |
| (ii) | 1 | * 24 hours | accept '24' | |
| Total | 4 | | | |

| Tier 3–6 | Q No 3 | 4/5a about the variety of energy resources, including oil, gas, coal, biomass, food, wind, waves and batteries, and the distinction between renewable and non-renewable resources 4/5c that electricity is generated by means of a variety of energy resources | Tier 3–6 | Q No 3 |
|--------------|-----------|---|--------------|---|
| Part | Mark | Answer | Accept | Additional guidance |
| (a) | 1 1 | * oil * natural gas | accept 'gas' | answers may be in either order |
| (b) (i) | 2 | any two from * wind * solar * tidal * biomass * geothermal | | answers may be in either order |
| (ii) | 2 | * <u> C </u> <u> E </u> <u> A </u> <u> B </u> <u> D </u> | | if all three letters are correct, award two marks if one letter is correct, award one mark |
| Total | 6 | | | |

| Part | Mark | Answer | Accept | Additional guidance |
|--------------|----------|--|---|---|
| Tier 3–6 | Q No 4 | 1/1b that it is important to test explanations by using them to make predictions and by seeing if evidence matches the predictions 1/2a use scientific knowledge and understanding to turn ideas into a form that can be investigated, and to decide on an appropriate approach 1/2c carry out preliminary work and to make predictions, where appropriate 1/2d consider key factors that need to be taken into account when collecting evidence, and how evidence may be collected in contexts, <i>for example, fieldwork, surveys</i> , in which the variables cannot readily be controlled | | Tier 3–6 Q No 4 |
| (a) | 1 | * Glossy or it would have more or higher bubbles than the others | accept 'more bubbles' | <i>do not accept</i> 'lots of bubbles' |
| (b) | 1 | any one from * to make the test fair * if they use different amounts it will be unfair | accept 'it is a controlled experiment' | |
| (c) | 1 | any one from * they could not compare the amounts of bubbles * they could not compare them * they could not tell which was better * they could not tell the difference * they could not know which made the most bubbles | accept 'they were all the same' accept an appropriate practical problem which would prevent the collection of valid results such as 'the bung stops the bubbles' or 'the test-tubes are not long enough' or 'they used too much washing-up liquid' | <i>do not accept</i> 'the bubbles all went to the top' <i>do not accept</i> 'they could not see how many bubbles there were' |
| (d) | 1 | any one from * Shine will have most bubbles * Shine will make most froth | accept 'Shine made the most bubbles' accept 'Shine would produce more bubbles than glossy' | |
| Total | 4 | | | |

| Tier 3–6 | Q No 5 | 1/2j 3/3d | use diagrams, tables, charts and graphs, including lines of best fit, to identify and describe patterns or relationships in data to use indicators to classify solutions as acidic, neutral or alkaline, and to use the pH scale as a measure of the acidity of a solution | Tier 3–6 | Q No 5 |
|--------------|-----------|---|--|--|-----------|
| Part | Mark | Answer | Accept | Additional guidance | |
| (a) (i) | 1 | * 7 | | <i>do not accept 'neutral'</i> | |
| (ii) | 1 | * it was neutral ✓ | | if more than one box is ticked, award no mark consequential marking applies accept 'it was acidic' if the answer to part (i) was less than 7 accept 'it was alkaline' if the answer to part (i) was greater than 7 and up to 14 | |
| (b) | 1 | any one from * it decreased or went down * it became acidic or more acidic | accept 'it dropped to 5' | | |
| (c) | 1 | * an alkali ✓ | | if more than one box is ticked, award no mark | |
| Total | 4 | | | | |

| Tier 3–6 | Q No 6 | 3/2c 3/2e 3/2f 3/2h | to relate changes of state to energy transfers about the formation of rocks by processes that take place over different timescales, and that the mode of formation determines their texture and the minerals they contain how igneous rocks are formed by the cooling of magma, sedimentary rocks by processes including the deposition of rock fragments or organic material, or as a result of evaporation, and metamorphic rocks by the action of heat and pressure on existing rocks that virtually all materials, including those in living systems, are made through chemical reactions, and to recognise the importance of chemical change in everyday situations, <i>for example, ripening fruit, setting superglue, cooking food</i> | Tier 3–6 | Q No 6 |
|--------------|-----------|--|--|---|-----------|
| Part | Mark | Answer | Accept | Additional guidance | |
| (a) (i) | 1 | * C | | | |
| (ii) | 1 | * A | | | |
| (iii) | 1 | * D | | | |
| (b) | 1 | * igneous rock ✓ | | if more than one box is ticked, award no mark | |
| (c) | 1 | * water is heated to form water vapour ✓ | | if more than one box is ticked, award no mark | |
| (d) (i) | 1 | * skeleton or bones | accept 'spine' or 'backbone' or 'ribs' or 'skull' | | |
| (ii) | 1 | * fossils | accept 'scales' | | |
| Total | 7 | | | | |

| Tier 3–6 | Q No 7 | 1/2j 1/2k 2/2d | use diagrams, tables, charts and graphs, including lines of best fit, to identify and describe patterns or relationships in data use observations, measurements and other data to draw conclusions that food is used as a fuel during respiration to maintain the body's activity and as a raw material for growth and repair | Tier 3–6 | Q No 7 |
|--------------|-------------|--|---|--|--------|
| Part | Mark | Answer | Accept | Additional guidance | |
| (a) (i) | 1 | * water | | | |
| (ii) | 1 | * skin or peel | | | |
| (b) | 1 | * 18 28 | | answers must be in the correct order both answers are required for the mark | |
| (c) | 1 1 1 | * not enough calcium * not enough fibre * too much fat | <pre> graph LR A["* not enough calcium"] --- B["heart"] A --- C["bones"] D["* not enough fibre"] --- E["intestine"] F["* too much fat"] --- B F --- C </pre> | if more than one line is drawn from any fact about the diet, award no mark for that fact | |
| Total | 6 | | | | |

| Tier 3–6 | Q No 8 | 2/3a 2/3d | that plants need carbon dioxide, water and light for photosynthesis, and produce biomass and oxygen the role of root hairs in absorbing water and minerals from the soil | Tier 3–6 | Q No 8 |
|--------------|-----------|--|---|---|-----------|
| Part | Mark | Answer | Accept | Additional guidance | |
| (a) (i) | 1 | any one from * to make food or glucose or sugar or starch * photosynthesis | accept 'for growth' | | |
| (ii) | 1 | any one from * there is not enough light * there is less light | accept 'no light' or 'no Sun' accept 'light cannot reach them' | <i>do not accept</i> 'because plants need light' | |
| (b) | 2 | any two from * oxygen * water * minerals or nutrients | accept a named mineral such as 'nitrate' accept for two marks two named minerals such as 'nitrates' and 'phosphates' | | |
| (c) | 1 | * B ✓ | | if more than one box is ticked, award no mark | |
| Total | 5 | | | | |

| Tier 3–6 | Q No 9 | 2/4b 2/5b 2/5e | to classify living things into the major taxonomic groups that habitats support a diversity of plants and animals that are interdependent about food webs composed of several food chains, and how food chains can be quantified using pyramids of numbers | Tier 3–6 | Q No 9 |
|--------------|-----------|--|--|---|-----------|
| Part | Mark | Answer | Accept | Additional guidance | |
| (a) (i) | 1 | * producer | | | |
| (ii) | 1 | * predator | | | |
| (iii) | 1 | any one from * prey * herbivore | | | |
| (b) | 1 | any one from * they had less food * they would decrease | accept 'no food' or 'they died out' or 'they died' | | |
| (c) | 1 | * reptiles ✓ | | if more than one box is ticked, award no mark | |
| Total | 5 | | | | |

| Tier | Q No | 4/3a | that light travels in a straight line at a finite speed in a uniform medium | Tier | Q No |
|--------------|----------|--|---|---|------|
| 3–6 | 10 | 4/3c | how light is reflected at plane surfaces | 3–6 | 10 |
| 5–7 | 1 | BS/1a | a range of domestic, industrial and environmental contexts | 5–7 | 1 |
| Part | Mark | Answer | Accept | Additional guidance | |
| (a) | 1 | * B ✓ | | if more than one box is ticked, award no mark | |
| (b) (i) | | <p style="text-align: center;">shop windows made of glass</p> | | | |
| | 1 | * a continuous straight line from Joan's motor bike to the glass, and then from the glass to Nadia's head | | the incident ray and the reflected ray must touch the glass at the same point | |
| | 1 | * angle of incidence must be approximately equal to the angle of reflection | | the incident ray must hit the mirror within the tolerance shown | |
| | 1 | * an arrow pointing away from Joan's motor bike on either section of the ray | | | |
| (ii) | 1 | any one from * traffic coming round the bend or at the junction will be seen * Nadia or Joan or you can see round the bend | | | |
| Total | 5 | | | | |

| Tier 3–6 5–7 | Q No 11 2 | 4/3k 4/5e | the relationship between the pitch of a sound and the frequency of the vibration causing it ways in which energy can be usefully transferred and stored | Tier 3–6 5–7 | Q No 11 2 |
|---------------------------|------------------------|-------------------------------------|--|---|------------------------|
| Part | Mark | Answer | Accept | Additional guidance | |
| (a) (i) | 1 | * electrical to chemical ✓ | | if more than one box is ticked, award no mark | |
| (ii) | 1 | * chemical to electrical to sound ✓ | | if more than one box is ticked, award no mark | |
| (b) | 1 1 1 | * Q * R * P | | | |
| Total | 5 | | | | |

| Part | Mark | Answer | Accept | Additional guidance |
|--------------|----------|---|---|--|
| (a) (i) | 2 | any two from * gravity or weight * friction * reaction * air resistance | accept 'upthrust' accept 'drag' | <i>do not accept</i> 'centrifugal force' or 'centripetal force' or 'g-force' |
| (ii) | 1 | any one from * constant speed * steady speed * it stays the same | accept 'it is the same' or 'it does not change' | |
| (b) | 1 | * friction is less | | 'it is smoother' or 'it is slippery' are insufficient |
| (c) | 1 1 | * it increases * because there is less air resistance or friction | accept 'he goes more quickly' accept 'he is streamlined or aerodynamic' | |
| Total | 6 | | | |

| Part | Mark | Answer | Accept | Additional guidance |
|---------|------|---|---|--|
| (a) | 1 | <p>* No ✓ and any one from</p> <ul style="list-style-type: none"> * sulphuric acid did not cure scurvy * not all the sailors recovered * only two pairs recovered * only those that had fruit-related additions recovered * some with acid failed to recover <p>* a week is not long enough to show the effect</p> | <p>accept 'some acids did not cure scurvy' accept 'only pair 5 totally recovered'</p> <p>accept 'a week is not long enough'</p> | <p>if more than one box is ticked, award no mark both the answer and the explanation are required for the mark</p> <p>'only those who received vitamin C recovered' is insufficient</p> |
| (b) (i) | 1 | <p>any one from</p> <ul style="list-style-type: none"> * addition to their diet * food or drink supplements * type of acid | <p>accept 'the acid' accept 'amount of acid'</p> | <p><i>do not accept</i> 'type of food or drink' <i>do not accept</i> 'kind of meal'</p> <p><i>do not accept</i> conclusions such as '4 out of 6 pairs of sailors had scurvy'</p> |
| (ii) | 1 | <p>any one from</p> <ul style="list-style-type: none"> * whether they recovered * return to health * recovery from scurvy * effect after one week | <p>accept 'scurvy is cured'</p> | <p><i>do not accept</i> 'time to recover'</p> |

| Tier 3–6 5–7 | Q No 13 4 | | Tier 3–6 5–7 | Q No 13 4 |
|--------------------|-----------------|---|--|--|
| Part | Mark | Answer | Accept | Additional guidance |
| (c) | 1 | any one from * there must be a different substance or something present in fruits that cures scurvy | accept 'fruits will cure scurvy' accept 'vitamin in the fruit would cure scurvy' accept 'vitamin C will cure scurvy' accept any named vitamin for vitamin C accept 'vitamins would have an effect' | 'the acids in oranges and lemons cure scurvy' is insufficient 'oranges and lemons will cure scurvy' is insufficient |
| (d) | 1 | any one from * effects due to diet may take more than a week to reveal themselves * the body takes time to adjust to the diet * time is needed for the results to reveal themselves * the effects do not take place before a week * the longer the time the more reliable the results | accept 'one week is too short' or 'you need to see long term effects' accept 'oranges or lemons might be a short term cure' | |
| Total | 5 | | | |

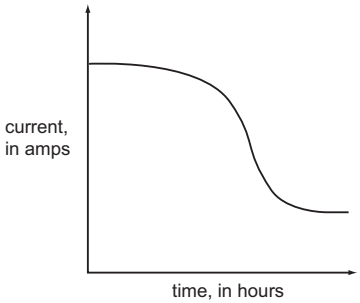
| Part | Mark | Answer | Accept | Additional guidance |
|--------------|----------|---|---|---|
| (a) (i) | 1 | * water | accept 'H ₂ O' | |
| (ii) | 1 | * carbon dioxide | accept 'CO ₂ ' | |
| (b) (i) | 1 | * do not use antifreeze or methanol near a naked flame and do not swallow | accept 'it catches fire easily and it is poisonous' accept 'wash hands after use' for do not swallow accept 'it is flammable or inflammable and it is poisonous' | both answers are required for the mark |
| (ii) | 1 | any one from * water froze * the mixture froze * the contents froze | accept '10% antifreeze is not enough to stop the water freezing' | 'not enough antifreeze used' is insufficient <i>do not accept</i> 'it froze' |
| | 1 | * and expanded | | |
| Total | 5 | | | |

| Tier 3–6 5–7 | Q No 15 6 | 1/2j 1/2n | use diagrams, tables, charts and graphs, including lines of best fit, to identify and describe patterns or relationships in data consider anomalies in observations or measurements and try to explain them | Tier 3–6 5–7 | Q No 15 6 |
|--------------------|-----------------|--|--|--|-----------------|
| Part | Mark | Answer | Accept | Additional guidance | |
| (a) (i) | 1 | * the point at (60,33) circled | | | |
| (ii) | 1 | * a smooth curve touching all points except the anomalous point at 60°C | accept a reasonable smooth curve | the curve must be near to or touching all points except the anomalous point <i>do not accept</i> a dot to dot drawing <i>do not accept</i> lines which are thicker than the points if the points are not visible the lines are too thick | |
| | | <p>mass of copper sulphate crystals, in g</p> <p>temperature of water, in °C</p> | | | |
| (iii) | 1 | * 38 | accept answers from 37 to 39 | | |
| (b) | 1 | any one from * they measured mass or temperature inaccurately * they failed to make sure the solution was saturated * the solution had cooled | accept 'they counted the mass wrong' accept 'not enough time to dissolve' accept 'they did not stir the solution properly' accept 'they did not use enough water' | <i>do not accept</i> 'carelessness' or 'measured it wrong' <i>do not accept</i> 'it was not a fair test' <i>do not accept</i> 'they measured in wrong units' <i>do not accept</i> 'they wrote it down wrong' | |
| Total | 4 | | | | |

| Tier 3–6 5–7 | Q No 16 7 | 2/1c ways in which some cells, including ciliated epithelial cells, sperm, ova, and root hair cells, are adapted to their functions 2/2i the role of lung structure in gas exchange, including the effect of smoking | Tier 3–6 5–7 | Q No 16 7 |
|--------------------|-----------------|---|---|--|
| Part | Mark | Answer | Accept | Additional guidance |
| (a) | 1 | any one from * to prevent it collapsing * to keep it open * for support | accept 'protects against collapse' accept 'for strength' accept 'for flexibility' | 'for protection' is insufficient |
| (b) (i) | 1 | * A: oxygen B: carbon dioxide | accept 'O ₂ ' accept 'CO ₂ ' | both answers are required for the mark |
| (ii) | 1 | any one from * it is thin * it is one cell thick * it is close to the blood supply | accept 'there is a diffusion gradient' accept 'it is moist' | |
| (c) (i) | 1 | any one from * it moves mucus * it sweeps dust from lungs | accept 'it moves bacteria' | 'to clear or clean the airways' is insufficient |
| (ii) | 1 | any one from * it paralyses the cilia * it stops the cilia working * it clogs the cilia | accept 'it destroys them' | <i>do not accept</i> 'it kills cilia' |
| (iii) | 1 | * nicotine | | |
| Total | 6 | | | |

| Tier 3–6 5–7 | Q No 17 8 | 2/2g 2/2h | about the human reproductive system, including the menstrual cycle and fertilisation how the foetus develops in the uterus, including the role of the placenta | Tier 3–6 5–7 | Q No 17 8 |
|--------------------|-----------------|--|---|--|-----------------|
| Part | Mark | Answer | Accept | Additional guidance | |
| (a) (i) | 1 | * the nucleus of the egg and the nucleus of the sperm join or fuse | accept 'the sperm and the egg join' accept 'a sperm fertilises an egg' | 'a sperm meets an egg' is insufficient | |
| (ii) | 1 | * the oviduct or fallopian tube | | | |
| (iii) | 1 | * uterus | accept 'womb' | | |
| (b) | 1 | any one from * the egg cannot pass down the oviduct * the sperm and egg cannot meet * sperm cannot get through | | <i>do not accept</i> 'the egg cannot reach the uterus' | |
| (c) | 1 | any one from * muscles contract * contractions | | | |
| Total | 5 | | | | |

| Tier 3–6 5–7 | Q No 18 9 | 3/1g 3/1h 3/2f | that mixtures, <i>for example, air, sea water and most rocks</i> , are composed of constituents that are not combined how to separate mixtures into their constituents using distillation, chromatography and other appropriate methods how igneous rocks are formed by the cooling of magma, sedimentary rocks by processes including the deposition of rock fragments or organic material, or as a result of evaporation, and metamorphic rocks by the action of heat and pressure on existing rocks | Tier 3–6 5–7 | Q No 18 9 |
|--------------------|-----------------|---|--|--|-----------------|
| Part | Mark | Answer | Accept | Additional guidance | |
| (a) | 1 | any one from * it contains more than one substance which are not chemically combined * they can be separated by physical means or by sedimentation or filtration * she sees a red and a brown layer | accept 'substances are not combined' accept 'they can be separated easily' accept 'there are layers' accept 'it splits into sand and clay' | | |
| (b) (i) | 1 | any one from * heat the liquid * evaporate the water | accept 'leave it until the water had gone' accept 'leave it on a radiator' accept 'distill it' | mark parts (b) (i) and (b) (ii) together 'leave it' is insufficient | |
| (ii) | 1 | * a deposit left behind | accept 'a deposit' or 'a salt' or 'a solid' or 'crystals' | | |
| (c) | 1 | * transported deposited compacted | | all three processes in the correct order are required for the mark | |
| Total | 4 | | | | |

| Tier 5–7 | Q No 10 | 1/2j 1/2l 1/2m 1/2n | use diagrams, tables, charts and graphs, including lines of best fit, to identify and describe patterns or relationships in data decide to what extent these conclusions support a prediction or enable further predictions to be made use their scientific knowledge and understanding to explain and interpret observations, measurements or other data, and conclusions consider anomalies in observations or measurements and try to explain them | Tier 5–7 | Q No 10 |
|--------------|----------|---|--|---|---------|
| Part | Mark | Answer | Accept | Additional guidance | |
| (a) | 2 | any two from: * manufacturing differences or bulbs are different * reading error * dirty contacts * unreliable or inaccurate meter | accept 'different resistances' accept 'different ages' accept 'bulbs were not screwed in properly' accept 'faulty ammeter' accept 'different wires' or 'differences in the wires' | | |
| (b) | 1 | * 0.75 | | | |
| (c) | |  | | | |
| | 1 | * Y axis: current, in amps or A or milliamps or mA X axis: time, in hours or minutes or seconds | accept 'I, in amps' accept 't, in hours' | both axes must be labelled correctly with both the variable and the unit | |
| | 1 | * a line or curve from top left to bottom right | | | |
| Total | 5 | | | | |

| Tier 5–7 | Q No 11 | 4/3f the effect of colour filters on white light and how coloured objects appear in white light and in other colours of light | | Tier 5–7 | Q No 11 |
|--------------|------------|---|--|--|------------|
| Part | Mark | Answer | Accept | Additional guidance | |
| (a) | 1 | any one from * white light is a mixture of colours * white light contains green light | | | |
| | 1 | * the green light passes through | accept for two marks 'all the other colours are absorbed or filtered out' accept for two marks 'only the green light passes through' | | |
| (b) (i) | 1 | * red because red light passes through the filter | | both the colour and explanation are required for the mark | |
| (ii) | 1 | * black | accept 'she cannot see it' | | |
| | 1 | any one from * because red light will not pass through * a green filter absorbs red light | accept 'only green light passes through' | | |
| Total | 5 | | | | |

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| Tier 5–7 | Q No 12 | 1/1a 1/2d 1/2g | about the interplay between empirical questions, evidence and scientific explanations using historical and contemporary examples, <i>for example, Lavoisier's work on burning, the possible causes of global warming</i> consider key factors that need to be taken into account when collecting evidence, and how evidence may be collected in contexts, <i>for example, fieldwork, surveys</i> , in which the variables cannot readily be controlled make observations and measurements, including the use of ICT for datalogging, <i>for example, variables changing over time</i> , to an appropriate degree of precision | Tier 5–7 | Q No 12 |
|--------------|------------|---|---|--|------------|
| Part | Mark | Answer | Accept | Additional guidance | |
| (a) | 1 | any one from * plants subjected to or not subjected to acid * pH of the acid * strength of solution * volume of acid | accept 'concentration of acid' accept 'amount of acid' | accept any appropriate independent variable | |
| (b) (i) | 1 | any one from * plants live or die * plants healthy or not healthy * plants or leaves change colour * how many seeds grow | | mark parts (b) (i) and (b) (ii) together the dependent variable must relate to the independent variable mentioned in part (a) | |
| (ii) | 1 | any one from * number of plants dying or ailing * number of leaves falling or ailing * mass of plant matter * area of plant leaf growth * height of plant | accept 'count them' | | |
| | | | accept a reference to appropriate measuring equipment | | |
| (c) | 1 | any one from * soil nutrients * temperature * humidity * light * acidity of soil at the beginning | accept any suitable control relevant to the factors specified in parts (a) and (b)(i) | | |
| Total | 4 | | | | |

| Tier 5–7 | Q No 13 | 3/1f 3/3a 3/3c | to represent compounds by formulae and to summarise reactions by word equations how metals react with oxygen, water, acids and oxides of other metals, and what the products of these reactions are how a reactivity series of metals can be determined by considering these reactions, and used to make predictions about other reactions | Tier 5–7 | Q No 13 | | | | | | |
|-------------------------|--------------------|--|--|--|---------|---------|------|-------------------------|-----------------|-------------------------|--------------------|
| Part | Mark | Answer | Accept | Additional guidance | | | | | | | |
| (a) (i) | 1 1 | * <i>magnesium</i> + hydrochloric acid → <i>magnesium chloride</i> + * hydrogen | | <i>do not accept</i> 'hydrogen chloride' <i>do not accept</i> formulae | | | | | | | |
| (ii) | 1 | * magnesium is more reactive than hydrogen and copper is less reactive than hydrogen | accept 'magnesium is more reactive than copper' accept 'copper is less reactive than magnesium' accept 'magnesium is higher than copper in the reactivity series' accept 'copper is lower in the reactivity series' | | | | | | | | |
| (b) | 1 | * sulphuric | | | | | | | | | |
| (c) | 1 1 | * * | | <table border="1"> <thead> <tr> <th>formula</th> <th>name</th> </tr> </thead> <tbody> <tr> <td><i>CuSO₄</i></td> <td>copper sulphate</td> </tr> <tr> <td><i>MgCl₂</i></td> <td>magnesium chloride</td> </tr> </tbody> </table> | | formula | name | <i>CuSO₄</i> | copper sulphate | <i>MgCl₂</i> | magnesium chloride |
| formula | name | | | | | | | | | | |
| <i>CuSO₄</i> | copper sulphate | | | | | | | | | | |
| <i>MgCl₂</i> | magnesium chloride | | | | | | | | | | |
| Total | 6 | | | | | | | | | | |

| Tier 5–7 | Q No 14 | 2/2a about the need for a balanced diet containing carbohydrates, proteins, fats, minerals, vitamins, fibre and water, and about foods that are sources of these 2/3a that plants need carbon dioxide, water and light for photosynthesis, and produce biomass and oxygen 2/5a about ways in which living things and the environment can be protected, and the importance of sustainable development | Tier 5–7 | Q No 14 |
|--------------|----------|--|--|--|
| Part | Mark | Answer | Accept | Additional guidance |
| (a) | 3 | any three from * by photosynthesis * carbon dioxide and water used * oxygen produced * chlorophyll or chloroplasts absorb solar energy or sunlight | accept for two marks the second and third marking points in a word or symbol equation, for example 'carbon dioxide + water → glucose + oxygen' accept 'solar energy transferred to chemical energy' | |
| (b) | 1 | * carbohydrates | | |
| (c) (i) | 1 | any one from * loss of habitat * use of herbicides or weedkillers * climate change * competition with other plants | accept 'more buildings' accept 'global warming' | <i>do not accept</i> 'growing populations' as this answer is too vague |
| (ii) | 1 | * it increases because there is more light or there is more photosynthesis | | both the answer and the explanation are required for the mark |
| Total | 6 | | | |

| Tier 5–7 | Q No 15 | 1/2d consider key factors that need to be taken into account when collecting evidence, and how evidence may be collected in contexts, <i>for example, fieldwork, surveys</i> , in which the variables cannot readily be controlled 1/2o consider whether the evidence is sufficient to support any conclusions or interpretations made | Tier 5–7 | Q No 15 |
|--------------|------------|---|---|---|
| Part | Mark | Answer | Accept | Additional guidance |
| (a) | 1 | any one from * only a small sample or insufficient evidence * a bigger sample may have boys with green eyes | accept 'they only tested boys in their class' | |
| (b) | 1 | any two from * armspan * handspan * height * mass | | both answers are required for the mark |
| (c) | 2 | * false * true * true * cannot tell | | award two marks if all four answers are correct award one mark for three or two correct answers |
| Total | 4 | | | |

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