AQA

GCSE

Science A / Physics

PH1FP

Mark scheme

4405/4403
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Version 1.0: Final Mark Scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Mark Scheme

Information to Examiners

1. General

The mark scheme for each question shows:

- the marks available for each part of the question
- the total marks available for the question
- the typical answer or answers which are expected
- extra information to help the Examiner make his or her judgement and help to delineate what is acceptable or not worthy of credit or, in discursive answers, to give an overview of the area in which a mark or marks may be awarded
- the Assessment Objectives and specification content that each question is intended to cover.

The extra information is aligned to the appropriate answer in the left-hand part of the mark scheme and should only be applied to that item in the mark scheme.

At the beginning of a part of a question a reminder may be given, for example: where consequential marking needs to be considered in a calculation; or the answer may be on the diagram or at a different place on the script.

In general the right-hand side of the mark scheme is there to provide those extra details which confuse the main part of the mark scheme yet may be helpful in ensuring that marking is straightforward and consistent.

2. Emboldening

2.1 In a list of acceptable answers where more than one mark is available 'any **two** from' is used, with the number of marks emboldened. Each of the following bullet points is a potential mark.

2.2 A bold **and** is used to indicate that both parts of the answer are required to award the mark.

2.3 Alternative answers acceptable for a mark are indicated by the use of **or**. Different terms in the mark scheme are shown by a / ; eg allow smooth / free movement.

2.4 Any wording that is underlined is essential for the marking point to be awarded.

3. Marking points

3.1 Marking of lists

This applies to questions requiring a set number of responses, but for which students have provided extra responses. The general principle to be followed in such a situation is that 'right + wrong = wrong'.

Each error / contradiction negates each correct response. So, if the number of errors / contradictions equals or exceeds the number of marks available for the question, no marks can be awarded.

However, responses considered to be neutral (indicated as * in example 1) are not penalised.

Example 1: What is the pH of an acidic solution? (1 mark)

Student	Response	Marks awarded
1	green, 5	0
2	red*, 5	1
3	red*, 8	0

Example 2: Name two planets in the solar system. (2 marks)

Student	Response	Marks awarded
1	Neptune, Mars, Moon	1
2	Neptune, Sun, Mars, Moon	0

3.2 Use of chemical symbols / formulae

If a student writes a chemical symbol / formula instead of a required chemical name, full credit can be given if the symbol / formula is correct and if, in the context of the question, such action is appropriate.

3.3 Marking procedure for calculations

Full marks can be given for a correct numerical answer, without any working shown.

However, if the answer is incorrect, mark(s) can be gained by correct substitution / working and this is shown in the 'extra information' column or by each stage of a longer calculation.

3.4 Interpretation of 'it'

Answers using the word 'it' should be given credit only if it is clear that the 'it' refers to the correct subject.

3.5 Errors carried forward

Any error in the answers to a structured question should be penalised once only.

Papers should be constructed in such a way that the number of times errors can be carried forward is kept to a minimum. Allowances for errors carried forward are most likely to be restricted to calculation questions and should be shown by the abbreviation e.c.f. in the marking scheme.

3.6 Phonetic spelling

The phonetic spelling of correct scientific terminology should be credited **unless** there is a possible confusion with another technical term.

3.7 Brackets

(…..) are used to indicate information which is not essential for the mark to be awarded but is included to help the examiner identify the sense of the answer required.

3.8 Accept / allow

Accept is used to indicate an equivalent answer to that given on the left-hand side of the mark scheme. Allow is used to denote lower-level responses that just gain credit.

3.9 Ignore / Insufficient / Do <u>not</u> allow

Ignore of insufficient is used when the information given is irrelevant to the question or not enough to gain the marking point. Any further correct amplification could gain the marking point.

Do **not** allow means that this is a wrong answer which, even if the correct answer is given, will still mean that the mark is not awarded.

4. Quality of Communication and levels marking

In Question **7(b)** students are required to produce extended written material in English, and will be assessed on the quality of their communication as well as the standard of the scientific response.

Students will be required to:
- use good English
- organise information clearly
- use specialist vocabulary where appropriate.

The following general criteria should be used to assign marks to a level:

Level 1: basic
- Knowledge of basic information
- Simple understanding
- The answer is poorly organised, with almost no specialist terms and their use demonstrating a general lack of understanding of their meaning, little or no detail
- The spelling, punctuation and grammar are very weak.

Level 2: clear
- Knowledge of accurate information
- Clear understanding
- The answer has some structure and organisation, use of specialist terms has been attempted but not always accurately, some detail is given
- There is reasonable accuracy in spelling, punctuation and grammar, although there may still be some errors.

Level 3: detailed
- Knowledge of accurate information appropriately contextualised
- Detailed understanding, supported by relevant evidence and examples
- Answer is coherent and in an organised, logical sequence, containing a wide range of appropriate or relevant specialist terms used accurately.
- The answer shows almost faultless spelling, punctuation and grammar.

Question	Answers	Extra information	Mark	AO / Spec. Ref.
1(a)	geothermal nuclear biofuel		1 1 1	AO1 1.4.1a 1.4.1d
1(b)	gravitational (potential) kinetic sound		1 1 1	AO1 1.3.1a 1.4.1b
1(c)(i)	90% or 0.9(0)	an answer of 0.9(0) with a unit gains **1** mark an answer of 90 with no unit or an incorrect unit gains **1** mark	2	AO2 1.2.1d
1(c)(ii)	60 (MW)	allow 10%	1	AO2 1.2.1b
1(c)(iii)	increased		1	AO1 1.2.1c
Total			**10**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
2(a)	46 200	accept 46 000 allow **1** mark for correct substitution ie 0.5 x 4200 x 22 provided no subsequent step	2	AO2 1.1.4d
2(b)	Energy is used to heat the kettle.		1	AO2 1.2.1b
2(c)	9 (pence)	allow **1** mark for correct substitution ie 0.6 x 15 provided no subsequent step	2	AO2 1.3.1d
2(d)(i)	conduction and convection		1	AO1 1.1.3a
2(d)(ii)	any **one** from: • water stays hotter for longer (than a 'conventional' kettle) • water boiled less often • less energy transferred to the surroundings • (new design is) more efficient		1	AO2 1.2
Total			**7**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
3(a)(i)	any **one** from: • (visible) light • UV / ultra violet • X-ray • gamma / γ-ray		1	AO1 1.5.1e
3(a)(ii)	less than less than the same as		1 1 1	AO1 1.5.1d 1.5.1e
3(b)(i)	(the) Big Bang (theory)		1	AO1 1.5.4e
3(b)(ii)	the red-shift of light from distant galaxies		1	AO1 1.5.4c
Total			**6**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
4(a)	dependent		1	AO3 1.1.3b
4(b)	The equipment has a better resolution.		1	AO3 1.1.3
4(c)	(probe) C largest difference between reading and actual temperature	allow 103.2 reason only scores if C chosen accept larger it is 3.2 greater is insufficient comparing C with only one other probe is insufficient	1 1	AO3 1.1.3
4(d)(i)	12(°C)	accept a value between 12.0 and 12.2 inclusive	1	AO2 1.1.3d
4(d)(ii)	140 (seconds) <u>temperature</u> starts to rise	accept an answer between 130 and 150 inclusive only scores if time mark awarded accept the <u>temperature</u> was lowest (at this time)	1 1	AO2 AO3 1.1.3b
4(d)(iii)	increase	accept faster (rate)	1	AO1 1.1.3b
Total			**8**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
5(a)	it would decrease the time		1	AO3 1.2.1a
5(b)	720 (J)	allow **1** mark for correct substitution ie 12 x 60 provided no subsequent step	2	AO2 1.3.1c
5(c)	<u>dense</u> rises falls	 accept equivalent words accept equivalent words	1 1 1	AO1 1.1.3a
5(d)	 decreases decreases decreases	more than one tick in any row negates the mark	 1 1 1	AO3 1.1.3c 1.1.3d
Total			**9**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
6(a)	frequency		1	AO1 1.5.3b
6(b)	echo(es)		1	AO1 1.5.3c
6(c)	spreading (out) equal to	changing direction is insufficient moving apart is insufficient bending is insufficient accept: similar to same (order of magnitude) as slightly smaller than slightly larger than	1 1	AO1 1.5.1g
6(d)	340 (m/s)	allow **1** mark for correct substitution ie 25 000 x 0.0136 provided no subsequent step or allow 1 mark for a correct calculation showing an incorrect value from conversion to hertz x 0.0136 an answer of 0.34 gains **1** mark	2	AO2 1.5.1j
6(e)	(a wave where the) oscillations are parallel to the direction of energy transfer causing (areas of) compression and rarefaction	both marking points may appear as labels on a diagram accept vibrations for oscillations accept in same direction as for parallel to allow direction of wave (motion) for direction of energy transfer accept correct description in terms of particles mechanical wave is insufficient needs a medium to travel through is insufficient	1 1	AO1 1.5.1b
Total			**8**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
7(a)	any **one** from: • high cost of installing overhead power lines or underground cables or pylons • high cost as (very) long cables needed • amount of electricity required is too low	allow not enough (surplus) electricity would be generated	1	AO1 1.4.1e

Question 7 continues on the next page . . .

Question	Answers	Extra information	Mark	AO / Spec. Ref.
7 (b)	Marks awarded for this answer will be determined by the Quality of Written Communication (QWC) as well as the standard of the scientific response. Examiners should also refer to the information on page 5 and apply a 'best-fit' approach to the marking.		6	3 AO1 2 AO2 1 AO3 1.4.1b

0 marks	Level 1 (1-2 marks)	Level 2 (3-4 marks)	Level 3 (5-6 marks)
No relevant information	at least **one** advantage **or one** disadvantage of either method	at least **one** advantage **and one** disadvantage is stated for **one** method **and** a different advantage **or** disadvantage is stated for the other method	clear comparison of advantages **and** disadvantages of **each** method

examples of physics points made in the response	extra information
Advantages of both methods:	
• both renewable sources of energy	
• both have no fuel (cost)	accept carbon neutral
• both have very small (allow 'no') running costs	accept no greenhouse gases
• no carbon dioxide produced	accept doesn't contribute to global warming
Advantages of wind:	
• higher average power output	produces more energy is insufficient
Advantages of hydroelectric:	
• constant / reliable power (output)	
• lower (installation) cost	
Disadvantages of wind:	
• higher (installation) cost	
• variable / unreliable power output	
• (may) kill birds / bats	
Disadvantages of hydroelectric:	
• lower power output	
• (may) kill fish or (may) damage habitats	
• more difficult to set up (within river)	
Disadvantages of both methods	
• (may be) noisy	
• visual pollution	ignore payback time unless no other relevant points made ignore time to build for both

Total			7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
8(a)	a proportion / percentage of the energy is wasted	allow heat for energy allow some energy is wasted	1	AO2 1.2.1b 1.2.1c
	(wasted) energy is transferred to surroundings **or** energy is needed to heat pan (before food is heated)		1	
8(b)	(fins have a) large(r) surface area	accept fins increase the surface area	1	AO1 1.1.1c 1.1.1e 1.1.3c
	(black metal surface is a) good / better absorber of infrared radiation	allow 'heat' or 'energy' for infrared radiation ignore good emitter of infrared radiation not a good reflector is insufficient	1	
8(c)	the higher the temperature (of the saucepan) the greater the rate at which infrared radiation is emitted	accept converse answer allow the higher the temperature the more infrared radiation is emitted allow there is a positive correlation	1	AO2 1.1.1b
Total			**5**	