



Level 3 Certificate / Extended Certificate **Applied Science**

ASC1P-Unit 1 Key Concepts In Science
Mark scheme

June 2018

Version/Stage: 1.0 Final

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

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Question	Answers	Additional comments	Mark	AO
01.1	<u>gravitational potential</u> (energy) or <u>stored gravitational</u>	allow gpe	1	AO1
01.2	no unbalanced forces or the forces are balanced or no resultant force	allow 1 mark for correct reference to Newton's <u>1st</u> Law	1	AO1
	(between the downwards) force due to gravity/weight (and reaction) and the (upwards) magnetic force	allow 'the gravitational force and magnetic force are equal and opposite' for 2 marks	1	AO1
01.3	1.7(1)	allow 1.709(40...)	1	AO2
01.4	correct rearrangement of formula: $a = \frac{2s}{t^2}$ or $a = \frac{2 \times 0.60}{0.351^2}$ or correct substitution into $s = ut + \frac{1}{2} at^2$	an answer of 9.7(40...) scores 2 marks alternative method for 1 st mark: use of $s = \left(\frac{u+v}{2}\right) t$ to give $v = 3.42 \text{ m s}^{-1}$ and $a = \frac{3.42}{0.351}$	1	AO2
	9.7(40....)		1	AO2
	m s^{-2} or m/s^2 or N kg^{-1} or N/kg	unit is a standalone mark	1	AO1

01.5	any two from: <ul style="list-style-type: none">• repeat the experiment• identify / discard anomalies• calculate a mean• increase the distance/height (between the light gates)	ignore references to additional equipment (eg video the experiment in slow motion) ignore reference to human error	2	AO3
01.6	correct substitution of values into equation ($KE = 0.5 \times 0.06 \times 3.7^2$) 0.4(107)	an answer of 0.4(107) scores 2 marks	1 1	AO2

<p>01.7</p>	<p>the ball bearing decelerates / accelerates</p> <p>because $F = ma$ or because of Newton's <u>2nd</u> Law, (there must be a force)</p> <p>or alternative answer in terms of momentum:</p> <p>the momentum of the ball bearing changes (1)</p> <p>because $F = \frac{\Delta p}{t}$, (there must be a force) (1)</p> <p>or alternative answer in terms of Newton's 1st Law:</p> <p>the ball bearing is not at rest or moving at constant speed (1)</p> <p>because of Newton's <u>1st</u> Law, there must be an unbalanced force acting (1)</p> <p>or alternative answer in terms of Newton's 3rd Law:</p> <p>the pad exerts a force on the ball bearing (1)</p> <p>because of Newton's <u>3rd</u> Law, the ball bearing must exert an equal and opposite force on the pad (1)</p>	<p>allow 'the ball bearing's speed changes' or 'kinetic energy changes'</p>	<p>1</p> <p>1</p>	<p>AO1</p>
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<p>Total</p>			<p>13</p>
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Question	Answers	Additional comments	Mark	AO
02.1	all points correct (plotted to within $\pm \frac{1}{2}$ grid square)		1	AO2
	best fit line (curve) drawn	allow a suitable best fit line from incorrect points	1	AO2
02.2	a measure of how good (or bad) a (thermal) <u>insulator</u> is or a measure of the (rate of) heat transfer <u>through</u> a material	allow 'rate of transfer of heat (energy) through a material per m ² per °C temperature difference'	1	AO1
02.3	correct substitution of values into the equation: ($U = \frac{58}{0.05 \times 1 \times 65}$)	an answer of 18 scores 2 marks	1	AO2
	17.8(46...)	allow 17.8 or 17.85	1	AO2
02.4	any two suitable examples where thermal transfer is maximised: for example: <ul style="list-style-type: none"> • car radiator • heat exchanger at back of fridge / freezer • heat sink of a computer • heating element of kettle / electric shower • heat exchanger in hot water tank • sweating to keep cool • solar panels • thermometer 	do not allow examples which are designed to keep things hot / cold with insulation do not allow solar cells	2	AO1
Total			7	