# GCSE Further Additional Science 

## Foundation Tier

## Unit 3 Physics 3F

## SPECIMEN MARK SCHEME <br> V1

## Quality of Written Communication and levels marking

In Question 11 candidates are required to produce extended written material in English, and will be assessed on the quality of their written communication as well as the standard of the scientific response.

Candidates 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.

In order to attain a mark within a certain level, both the science and the QWC must be of a standard appropriate to that level.

COMPONENT NUMBER: Unit 3 Physics 3F
COMPONENT NAME: Further Additional Science
STATUS: Specimen v1

| question | answers | extra information | mark |
| :---: | :---: | :---: | :---: |
| 1(a) | A - lens <br> B - retina <br> C - pupil |  | $\begin{aligned} & 1 \\ & 1 \\ & 1 \end{aligned}$ |
| 1(b) | L <br> it diverges the light (before entering the eye) or it will make the light focus on the retina | accept spreads for diverges | $\begin{aligned} & 1 \\ & 1 \end{aligned}$ |
| Total |  |  | 5 |
| question | answers | extra information | mark |
| 2(a) | centripetal |  | 1 |
| 2(b) | B |  | 1 |
| 2(c) | decreases |  | 1 |
| Total |  |  | 3 |


| question | answers | extra information | mark |
| :---: | :--- | :--- | :---: |
| 3(a) | X drawn at the centre of the tyre | judge by eye | 1 |
| 3(b)(i) | second |  | 1 |
| 3(b)(ii) | decreases it |  | 1 |


| Total |  | 3 |
| :---: | :--- | :--- | :---: |

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| question | answers | extra information | mark |
| :---: | :--- | :--- | :---: |
| 4(a)(i) | must use an a.c. |  | 1 |
| 4(a)(ii) | more than 30 | 1 |  |
| 4(b) | iron | reason can only score if iron is <br> chosen | 1 |
|  | because it can be magnetised <br> (and demagnetised) easily |  | 1 |
| Total |  |  | 4 |


| question | answers | extra information | mark |
| :---: | :---: | :---: | :---: |
| 5(a) | D |  | 1 |


| 5(b)(i) | total internal reflection shown |  | 1 |
| :--- | :--- | :--- | :--- |
|  | 2 or 3 reflections only |  | 1 |


| 5(b)(ii) | R U S T | correct order <br> allow 2 marks for two in correct <br> place <br> allow $\mathbf{1}$ mark for one in correct <br> place | 3 |
| :---: | :--- | :--- | :---: |
| Total |  |  | $\mathbf{6}$ |

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| question | answers | extra information | mark |
| :---: | :--- | :--- | :---: |
| 6(a) | converging | accept convex | 1 |
| 6(b) | 3 | allow $\mathbf{1}$ mark for substitution into <br> the correct equation ie $\frac{3}{1}$ or $\frac{15}{5}$ | 2 |
| 6(c) | bigger <br> upright <br> virtual | accept magnified | 1 <br> 1 |
| Total |  |  | $\mathbf{6}$ |


| question | answers | extra information | mark |
| :---: | :--- | :--- | :---: |
| 7(a) | 360 | allow 1 mark for correct length <br> used ie 1.2 m <br> allow 2 marks for substitution into <br> correct equation - ie 300 x 1.2 <br> allow 1 mark only for an answer <br> 240 | 3 |
|  | Newton-metre or Nm |  | 1 |


| 7(b) | the force is applied further from <br> the pivot <br> which causes an increased <br> moment to act on the steel bar <br> and therefore an increased force <br> acts on the tree stump | 1 |
| :---: | :--- | :---: |


| Total |  |  | 7 |
| :--- | :--- | :--- | :--- |

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| question | answers | extra information | mark |
| :---: | :--- | :--- | :---: |
| $\mathbf{8 ( a )}$ | force |  | 1 |
| 8(b) | 5 | allow 1 mark for substitution into <br> correct equation ie $\frac{50}{10}$ | 2 |
| 8(c) | the same as/equal to | accept $=$ | 1 |
| Total |  |  | 4 |

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| question | answers | extra information | mark |
| :---: | :--- | :--- | :---: |
| 9(a) | so the results can be compared <br> fairly | fair test is insufficient | 1 |
| 9(b) | J L M | all 3 required and no other | 1 |
| 9(c)(i) | for a given current the number of <br> paper clips increases by the same <br> factor as the number of turns |  | 1 |
| plus a mathematical explanation <br> using the data <br> eg a current of 1A with 10 turns <br> picks up 3 clips, a current of 1A <br> with 20 turns picks up 6 clips | 1 |  |  |


| 9(c)(ii) | 30 | allow 1 mark for showing correct <br> use of figures eg <br> 20 turns $\times 5=100$ turns | 2 |
| :---: | :--- | :--- | :---: |


| 9(c)(iii) | check the new data/repeat the <br> experiment <br> to identify any anomalous results <br> then reconsider the prediction / <br> hypothesis in the light of new <br> evidence | 1 |
| :--- | :--- | :---: |


| Total |  |  |
| :---: | :---: | :---: | :---: |

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| question | answers | extra information | mark |
| :---: | :--- | :--- | :---: |
| $\mathbf{1 0 ( a )}$ | X-rays are ionising <br> or <br> X-rays kill / damage cells <br> any stray X-rays are absorbed by <br> the screen <br> which reduces the radiation dose <br> to the radiographer | accept cause cancer | 1 |


| 10(b) | medical records / X-ray records |  | 1 |
| :--- | :--- | :--- | :---: |
|  | of people with cancer |  | 1 |


| 10(c) | a CT scan gives a 3D image |  |
| :---: | :--- | :--- | :---: |
| therefore the image can be <br> observed from different directions |  | 1 |


| Total |  |  | 7 |
| :---: | :--- | :--- | :---: |

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\(\left.$$
\begin{array}{l}\text { 11 } \\
\begin{array}{l}\text { Marks awarded for this answer will be determined by the Quality of Written Communication } \\
\text { (QWC) as well as the standard of the scientific response. Examiners should also refer to } \\
\text { the information on page 2. }\end{array} \\
\hline \mathbf{0} \text { marks } \\
\hline \text { Level 1 (1-2 marks) } \\
\hline \begin{array}{l}\text { No relevant } \\
\text { content. }\end{array} \\
\begin{array}{l}\text { There is a brief } \\
\text { explanation of how a } \\
\text { current is caused to (3-4 marks) } \\
\text { flow in the starter motor } \\
\text { circuit. }\end{array} \\
\begin{array}{l}\text { Level 3 (5-6 marks) }\end{array} \\
\begin{array}{l}\text { There is some } \\
\text { explanation of how a } \\
\text { current is caused to } \\
\text { flow in the starter } \\
\text { motor circuit. }\end{array}\end{array}
$$ \begin{array}{l}There is a clear and <br>
detailed explanation <br>
of how a current is <br>
caused to flow in the <br>

starter motor circuit.\end{array}\right] |\)| response |
| :--- |
| current flows through the coil / electromagnet |
| magnetic field produced |
| (short side of) iron bar attracted to electromagnet |
| contacts pushed together (by iron bar) |
| starter motor circuit completed |
| current flows through starter motor |
| or |
| p.d. across starter motor |


| Total |  |  | 6 |
| :---: | :---: | :---: | :---: |

