



Rewarding Learning

**General Certificate of Secondary Education
2013–2014**

Science: Single Award

Unit 3 (Physics)

Higher Tier

[GSS32]

MONDAY 19 MAY 2014, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

			AVAILABLE MARKS		
1	(a) (i)	A to B = stopped [1]	[2]	5	
		B to C = steady speed [1]			
	(ii)	50/50 [1] 1.0 [1]	[2]		
(b)	B and D	[1]			
2	(a) (i)	3 points plotted correctly [1]	[2]		6
		Line of best fit [1]			
	(ii)	48 mpg (from script)	[1]		
	(b) (i)	Electric/hybrid/smaller engines/stop-start technology/ lighter cars/more streamlined	[1]		
(ii)		fossil fuels/energy sources are running out/non-renewable [1] more efficient uses less fuel [1]	[2]		
3	(a) (i)	1000 – 880 [1]	[2]	8	
		120 [1]			
	(ii)	Any 3 from:	[3]		
		• no power produced until speed reaches 3 m/s (at low wind speed)			
		• as wind speed increases, output power increases			
	• up to a maximum of 880 W/14 m/s (units not required)				
(b) (i)	Will not run out	[1]			
	(ii)	Less air pollution/(less) carbon dioxide/(less) global warming [1] Unsightly/noisy [1]	[2]		

4 (a) (i) 3 [1]

(ii) 10 [1]

(b) Indicative content

- echoes
- reflected sound
- hard surfaces
- hear the same sound at different times
- sound travels different distances
- use soft materials (Named surface)
- to absorb sound

Band	Response	Mark
A	Candidates must use appropriate specialist terms throughout to describe fully, in a logical sequence, why some people may not hear the sound clearly (using 6 or more of the above points). They use good spelling, punctuation and grammar and the form and style are of a high standard.	[5–6]
B	Candidates use some appropriate specialist terms to partially describe, in a logical sequence, why some people may not hear the sound clearly (using 4 or 5 of the above points). They use satisfactory spelling, punctuation and grammar and the form and style are of a satisfactory standard.	[3–4]
C	Candidates describe why some people may not hear the sound clearly (using 1, 2, or 3 of the above points). However these are not in a logical sequence. They use limited spelling, punctuation and grammar and they have made little use of specialist terms. The form and style are of a limited standard.	[1–2]
D	Response not worthy of credit.	[0]

[6]

(c) Sounds with a frequency [1]
greater than 20kHz [1] [2]

AVAILABLE
MARKS

10

			AVAILABLE MARKS
5	<p>(a) • refraction = bending of light [1]</p> <p>Any 2 from:</p> <ul style="list-style-type: none"> • cornea/lens both refract light inwards/converge • cornea refracts more than the lens • clear image formed on retina 	[3]	7
	<p>(b) (i) Long sight [1] lens too weak [1] image would be focussed behind retina [1]</p> <p>(ii) Converging/convex lens</p>	[3] [1]	
6	<p>(a) (i) Weight/gravity</p> <p>(ii) Stationary/at rest/not moving [1] balanced forces [1]</p> <p>(iii) Resultant = 7 million (N) [1] causes an acceleration/change in speed [1]</p> <p>(b) (i) 2 000 000 x 450 [1] 900 000 000 / 9 x 10⁸ [1]</p> <p>(ii) kgm/s / Ns</p>	[1] [2] [2] [2] [2] [1]	
7	<p>(a) Magnet + coil of wire [1] handle is turned (to create relative movement) [1] faster movement makes brighter light [1]</p> <p>(b) • heat --- kinetic (in boiler) [1] • kinetic (steam) --- kinetic (blade) (in turbine) [1] • kinetic --- electric (in generator) [1]</p> <p>(c) (i) A2 = 0.3 A3 = 0.3 A4 = 0.6 All 3 correct = 2 marks 1/2 correct = 1 mark</p> <p>(ii) • flow of electrons [1] • from negative to positive side of batteries [1] • electrons are negatively charged [1]</p>	[3] [3] [3] [2] [3]	11

			AVAILABLE MARKS
8	(a) (Combination of) protons and neutrons [1] making the nucleus unstable/disintegrate [1]	[2]	
	(b) (i) Any 3 from <ul style="list-style-type: none"> • alpha would be stopped by smoke • beta/gamma would not be stopped by smoke • beta/gamma would go straight through cover/Alpha won't • beta/gamma could cause cancer/tumour to user/Alpha won't • beta/gamma would not let alarm sound 	[3]	
	(ii) Will not need replacing so often	[1]	
	(iii) Radiation that produces ions/removes electrons	[1]	
	(c) (i) 5500 ± 100	[1]	
	(ii) 3800 ± 100	[1]	9

9 (a) G [1]
Light takes longest to get here / most red shift [1] [2]

(b) **Indicative content**

- starts from a singularity
- explosion
- gravity
- pulls dust and gas together
- to form stars and planets
- Universe is still expanding
- further galaxies more red shift
- red shift occurs when galaxies are moving away
- as red shift increase time for light to reach Earth increases

Band	Response	Mark
A	Candidates must use appropriate specialist terms throughout to describe fully, in a logical sequence, the Big Bang theory and how it is proved by red shift (using at least seven of the above points). They use good spelling, punctuation and grammar and the form and style are of a high standard.	[5–6]
B	Candidates use some appropriate specialist terms to partially describe, in a logical sequence, the Big Bang theory and how it is proved by red shift (using 4 to 6 of the above points). They use satisfactory spelling, punctuation and grammar and the form and style are of a satisfactory standard.	[3–4]
C	Candidates describe the Big Bang theory and how it is proved by red shift (using 1, 2 or 3 of the above points). However these are not in a logical sequence. They use limited spelling, punctuation and grammar and they have made little use of specialist terms. The form and style are of a limited standard.	[1–2]
D	Response not worthy of credit.	[0]

[6]

(c) 13.5 → 14 billion (years) [1]

(d) steady state theory [1]

(e) distance light travels in 1 year [1]

Total

AVAILABLE MARKS
11
75