Rewarding Learning

General Certificate of Secondary Education
2024

Single Award Science

Unit 4

Booklet B

Higher Tier

[GSA44]

TUESDAY 11 JUNE, MORNING

MARK SCHEME

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for GCSE Single Award Science

Candidates must:

AO1 Demonstrate knowledge and understanding of scientific ideas, scientific techniques and procedures;

AO2 Apply knowledge, skills and understanding of scientific ideas, scientific enquiry, techniques and procedures; and

AO3 Analyse information and ideas to interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Marking Calculations

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- ***Threshold performance:*** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- ***Intermediate performance:*** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- ***High performance:*** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.
Level 2: Quality of written communication is good.
Level 3: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Good): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (Excellent): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Section A – Biology

					AVAILABLE MARKS
1	**(a)**		Stage – to hold the microscope slide [1] Mirror – to reflect light onto the slide [1]	[2]	
	(b)	**(i)**	10 times bigger	[1]	
		(ii)	smallest (4×) [1] close to [1]	[2]	
	(c)	**(i)**	So you do not damage the cheek cells/cheek	[1]	
		(ii)	Place the cotton bud in disinfectant	[1]	
		(iii)	**X** – nucleus [1] **Y** – cytoplasm [1]	[2]	
	(d)		Iodine	[1]	10
2	**(a)**	**(i)**	20°C	[1]	
		(ii)	All bars drawn correctly [2] 3 bars drawn correctly [1]	[2]	
		(iii)	It is the crisp with the highest temperature rise	[1]	
		(iv)	They kept relighting the crisp until it was fully burnt	[1]	
	(b)	**(i)**	Line drawn accurately at 25 cm^3	[1]	
		(ii)	**Y**	[1]	7
3	**(a)**	**(i)**	4 mins and 6 mins	[1]	
		(ii)	2 mins	[1]	
		(iii)	bpm	[1]	
	(b)		Wear suitable footwear/make sure the area is free from dangers.	[1]	
	(c)		Any **two** from: • lower resting pulse rate • pulse rate does not go as high during exercise • pulse rate returns to resting pulse rate quicker	[2]	6
				Section A Total	**23**

Section B – Chemistry

					AVAILABLE MARKS
4	**(a)**	**(i)**	y-axis labelled: Volume of acid/cm^3	[1]	
		(ii)	All points plotted correctly [2] (3 points plotted correctly [1]) line of best fit [1]	[3]	
		(iii)	As the mass of calcium carbonate increases the volume of acid needed to neutralise it increases	[1]	
		(iv)	0 cm^3	[1]	
		(v)	76–88 cm^3	[1]	
	(b)	**(i)**	The glass tube is not in the limewater/there is no bung in the calcium carbonate test tube	[1]	
		(ii)	From colourless [1] to milky [1]	[2]	10
5	**(a)**		Correctly labelled filter funnel [1] and beaker [1]	[2]	
	(b)	**(i)**	Chromatography paper drawn inside beaker [1] baseline above the solvent level [1]	[2]	
		(ii)	Three spots drawn directly above the ink sample	[1]	5
6	**(a)**	**(i)**	The higher the temperature, the faster the reaction	[1]	
		(ii)	Any **two** from: • No more bubbles will be seen • The mass will no longer decrease • The zinc granules will have disappeared	[2]	
	(b)	**(i)**	20–60°C (accept 40°C)	[1]	
		(ii)	2g	[1]	
		(iii)	Every 5 seconds	[1]	
		(iv)	Curve drawn starting on y-axis at the same point as the original [1] curve always below original [1]	[2]	8
			Section B Total		**23**

Section C – Physics

AVAILABLE MARKS

7 **(a)** **(i)** Same length of rod/same diameter rods/same amount of wax [1]

(ii) Copper, aluminium, brass, iron
any **two** in the correct order [1]
all correct [2] [2]

(iii) 90 circled in table [1]

(iv) Result was ignored/not included in calculation of the average [1]

(v) To improve reliability [1]

(b) **(i)** Matt black [1]
it cooled down the quickest [1] [2]

(ii) From 6 to 8 min [1] 9

8 **(a)** Attempt 3 [1]
caught the ruler nearest the bottom [1] [2]

(b) 0.125 s [1]

(c) As time increases, reaction time decreases [1] 4

		AVAILABLE MARKS
9 **(a)** **(i)** Indicative content:		
• Meter 1 is an Ammeter • Meter 2 is an Voltmeter • Voltmeter (Meter 2) connected in parallel/ammeter (Meter 1) in series • Measure voltage and current • V = IR used to calculate resistance • Conclusion is as length increases resistance increases • Risk: wire heating up and reduce risk by turning on/off power supply or don't have flying lead on too long.		

Band	Response	Mark
A	Candidates must use appropriate specialist terms throughout to describe fully, in a logical sequence, how to investigate the length of wire on resistance (using at least **six** 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 how to investigate the length of wire on resistance (using **four or five** 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 how to investigate the length of wire on resistance (using **one to three** 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]

(ii) Length [1]

(iii) Temperature/material from which the wire is made [1]

(b) 12.3 Ω [1]

(c) The higher the amount of nickel the lower the resistance [1] the greater the cross-sectional area of the wire the lower the resistance [1] [2] 11

Section C Total **24**

Total **70**