

Mark Scheme for June 2012

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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For answers marked by levels of response:

- a. **Read through the answer from start to finish**
- b. **Decide the level** that **best fits** the answer – match the quality of the answer to the closest level descriptor
- c. **To determine the mark within the level**, consider the following:













Descriptor	Award mark
A good match to the level descriptor	The higher mark in the level
Just matches the level descriptor	The lower mark in the level

- d. Use the **L1**, **L2**, **L3** annotations in Scoris to show your decision; do not use ticks.

Quality of Written Communication skills assessed in 6-mark extended writing questions may include:

- appropriate use of correct scientific terms
- spelling, punctuation and grammar
- developing a structured, persuasive argument
- selecting and using evidence to support an argument
- considering different sides of a debate in a balanced way
- logical sequencing.

Annotations used in scoris

Annotation	Meaning
	correct response
	incorrect response
	benefit of the doubt
	benefit of the doubt not given
	error carried forward
	information omitted
	ignore
	reject
	contradiction
	Level 1
	Level 2
	Level 3

Abbreviations, annotations and conventions used in the detailed Mark Scheme.

/	=	alternative and acceptable answers for the same marking point
(1)	=	separates marking points
allow	=	answers that can be accepted
not	=	answers which are not worthy of credit
reject	=	answers which are not worthy of credit
ignore	=	statements which are irrelevant
()	=	words which are not essential to gain credit
<u> </u>	=	underlined words must be present in answer to score a mark (although not correctly spelt unless otherwise stated)
ecf	=	error carried forward
AW	=	alternative wording
ora	=	or reverse argument

Question		Answer	Marks	Guidance
1	(a)	<u>class</u> (1)	1	allow classes (1)
	(b) (i)	idea that oryx might have a different name in another language but the binomial name is consistent (1)	1	allow international name / agreed name / universal name / Latin name (1) allow can be identified in any language / country (1) allow species and genus put together (1) allow includes the genus (1)
	(ii)	idea of mating or breeding (1) but if they don't mate (they are different species) / the offspring are not fertile / ora (2)	2	allow (compare) DNA or genes or genome (1) allow mate them to see if they are fertile (1)
	(c) (i)	actual value is 55.2% (2) or (2001 is 250 so) 50% is 125 (1) any number from 110 to 115 is less than 125 /AW (1)	2	allow 54-56% (2) allow (any number from 135 to 140) ÷ 250 x100 (1) If correct calculations but candidate then says that the conclusion is incorrect then scores max 1 allow it has dropped by more than 125 (1) allow any number from (135 to 140) is more than half (1) allow $\frac{(110 \text{ to } 115)}{250} \times 100 = (44-46)\%$ therefore conclusion is correct (2)

Question	Answer	Marks	Guidance
	<p>(ii) any 2 from: the Oryx could eat local crops (1) which means there would be less or no food for the locals or loss of income (1)</p> <p>people could see the Oryx without going into the park (1) idea that they would make less money from tourism (1)</p> <p>idea that if they go free they could be hunted (1)</p> <p>(as their numbers are going down) they could become extinct or endangered (1)</p>	2	<p>allow could cause traffic accidents (1) allow idea of competition for grazing land (1) ignore they can be a nuisance or damage to buildings or harms humans unless qualified e.g. by reference to horns allow spread disease or catch diseases (1) allow attract predators (1)</p>
	Total	8	

Question		Answer	Marks	Guidance
2	(a)	<p>any 1 from: respiration (1) excretion (1) egestion (1)</p>	1	<p>allow heat (energy) / movement (1) allow urine (1) allow faeces (1)</p> <p>allow not all the dead plants are used by mushrooms / energy is lost in spore production / not all parts of mushroom eaten (1)</p> <p>ignore references to growth</p>
	(b)	<p>idea that humans / mushrooms / dead plants belong to more than one food chain (1)</p> <p>idea that need to measure dry mass (1)</p>	2	<p>e.g. mushrooms not just eaten by humans (1) e.g. other decomposers may break down the dead plants (1)</p> <p>allow difficult to measure dry mass (1) as have to kill organism (1)</p> <p>allow idea of sampling (dry) mass and calculating an average (1)</p>
	(c)	<p>mushrooms breakdown proteins or amino acids or urea (1)</p> <p>into ammonia (1)</p>	2	<p>ignore mushrooms recycle nitrogen</p> <p>ignore references to nitrates</p>
Total			5	

Question		Answer	Marks	Guidance												
3	(a)	mutualism (1)	1	allow mutual or mutualistic (1) allow symbiosis (1)												
	(b)	<p>any 3 from:</p> <table border="1"> <thead> <tr> <th>Adaptation</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td>have rounded / stone shaped leaves (no mark)</td> <td>to store water (1)</td> </tr> <tr> <td>have long or deep or wide or spreading roots (1)</td> <td>to collect water (1)</td> </tr> <tr> <td>few leaves or less stem above the ground (1)</td> <td>to reduce water loss (1)</td> </tr> <tr> <td>(shaped like a stone) so less surface area compared to volume (1)</td> <td>to reduce water loss (1)</td> </tr> <tr> <td>thick cuticle or waxy leaves (1)</td> <td>to reduce water loss (by evaporation) (1)</td> </tr> </tbody> </table>	Adaptation	Explanation	have rounded / stone shaped leaves (no mark)	to store water (1)	have long or deep or wide or spreading roots (1)	to collect water (1)	few leaves or less stem above the ground (1)	to reduce water loss (1)	(shaped like a stone) so less surface area compared to volume (1)	to reduce water loss (1)	thick cuticle or waxy leaves (1)	to reduce water loss (by evaporation) (1)	3	<p>answer must include max 2 for adaptations; explanation mark must be linked to correct adaptation</p> <p>allow idea of the plants are camouflaged to stop them being eaten / AW (1)</p> <p>allow high level answers e.g. sunken or hairy stomata (1) to reduce transpiration / water loss (1) e.g. idea of opening stomata at night and closing them during the day (1) means less water loss during hot part of day (1)</p>
Adaptation	Explanation															
have rounded / stone shaped leaves (no mark)	to store water (1)															
have long or deep or wide or spreading roots (1)	to collect water (1)															
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(shaped like a stone) so less surface area compared to volume (1)	to reduce water loss (1)															
thick cuticle or waxy leaves (1)	to reduce water loss (by evaporation) (1)															
		Total	4													

Question		Answer	Marks	Guidance
4	(a)	<p>Level 3 Applies understanding of natural selection but also includes ideas about how competition is different on the different islands and includes ideas about gene pool and shows understanding of why long necks are a new species Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>Level 2 Explains ideas about natural selection but also compares the competition on different islands Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>Level 1 Explains ideas about natural selection to include variation or competition or survival of the fittest. Quality of written communication impedes communication of the science at this level. (1 – 2 marks)</p> <p>Level 0 Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)</p>	6	<p>This question is targeted at grades up to A/A*</p> <p>Indicative scientific points at Level 3 may include:</p> <ul style="list-style-type: none"> gene pool changes as more tortoises had the longer necks genes or alleles for smaller necks lost from population DNA became so different they were unable to breed (becomes new species) on larger island less chance of isolation as population larger <p>Indicative scientific points at Level 2 may include:</p> <ul style="list-style-type: none"> Less food available (on smaller islands) leads to increased competition increased competition means shorter necked tortoises more likely to die out / ora More food available on some islands or larger islands so less competition so less chance of short necks dying out / ora <p>Indicative scientific points at Level 1 may include:</p> <ul style="list-style-type: none"> islands had tortoises with different length necks those with longer necks were able to reach more food longer necks meant more likely to survive and pass on genes
		Total	6	

Question		Answer	Marks	Guidance
	(b)	no actual proof (1) more evidence may be collected in the future to disprove the theory (1)	2	allow no (scientific) evidence (1) allow idea that fossil record is incomplete (1) allow no ancestors to compare with modern tortoises (1) allow no DNA available to identify changes (1) allow idea that changes are very slow (1) ignore ideas that we have not seen them
Total			8	

Question		Answer	Marks	Guidance
5	(a)	aluminium (1) any two from: because it is least dense or low density (1) because it is attractive to look at or shiny (1) because it is strong (1)	3	If choice is neither steel or aluminium scores zero allow because aluminium does not rust or corrode(1) allow lightweight but ignore light allow steel (1) because it is cheap(est) (1) because it is strong(est) (1) ignore references to melting point
	(b) (i)	$4\text{Fe} + 3\text{O}_2 \rightarrow 2\text{Fe}_2\text{O}_3$ correct formulae (1) balancing (1)	2	balancing mark is conditional on correct formulae allow any correct multiple e.g. $8\text{Fe} + 6\text{O}_2 \rightarrow 4\text{Fe}_2\text{O}_3$ allow = or \rightleftharpoons for arrow not 'and' or & for + allow one mark for correct balanced equation with incorrect use of upper and lower case formulae e.g. $4\text{FE} + 3\text{O}^2 \rightarrow 2\text{Fe}_2\text{O}_3$ (1)
	(ii)	oxidation (1) loss of electrons (1)	2	mark independently ignore ionising or ionisation
Total			7	

Question		Answer	Marks	Guidance
6	(a)	$C_2H_4 + H_2O \rightarrow C_2H_6O$ (1)	1	allow C_2H_5OH for C_2H_6O allow any correct multiple e.g. $2C_2H_4 + 2H_2O \rightarrow 2C_2H_6O$ (1) allow = or \rightleftharpoons for arrow not 'and' or & for +
	(b)	decreases / goes down / AW (1)	1	
	(c)	any three from: idea that lower temperature gives higher yield (1) but reaction too slow at lower temperature / ora (1) but unreacted gases are recycled (1) idea that high pressures or 70atm give higher yield (1) and higher rate (1) but high pressures or high temperatures are expensive to generate (1) catalyst increases rate of reaction (1)	3	allow catalyst does not affect yield (1)
Total			5	

Question		Answer	Marks	Guidance
7		any two from: to predict future eruptions (1) to minimise danger to life or keep people safe (1) to reveal information about the structure of the Earth (1)	2	ignore to predict earthquakes allow so they can understand how volcanoes are formed (1) ignore to understand about the Earth or tectonic plates
Total			2	

Question	Answer	Marks	Guidance
8	<p>Level 3 Applies knowledge of acids and alkalis to name both chemicals required and the answer includes a comprehensive explanation of eutrophication which includes reference to bacteria using up oxygen. Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>Level 2 Applies knowledge of acids and alkalis to name at least one chemical required and the answer includes an appreciation of increased growth of algae due to fertiliser in the water. Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>Level 1 Applies knowledge of acids and alkalis to name one correct chemical and/or a limited description of eutrophication is offered. Quality of written communication impedes communication of the science at this level. (1 – 2 marks)</p> <p>Level 0 Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)</p>	6	<p>This question is targeted at grades up to A/A*. Indicative scientific points at level 3 may include: most of the points mentioned up to level 2 and</p> <ul style="list-style-type: none"> • reference to bacteria or decomposers using up oxygen. • alkali is potassium hydroxide (KOH) or potassium oxide (K₂O) and acid is nitric acid (HNO₃) <p>A comprehensive explanation of eutrophication but either no mention of chemicals used or both chemicals named incorrectly scores level 2 (4 marks). If one chemical correct then 5 marks.</p> <p>Indicative scientific points at levels 1 and 2 may include: Eutrophication involves:</p> <ul style="list-style-type: none"> • run off • increased fertiliser concentration in water • algal bloom • blocking off of sunlight to other plants • other plants die <p>At level 1, a limited explanation is likely to include reference to run off and the death of aquatic organisms.</p> <p>not reference to poisoning by fertilisers above level 1</p>
	Total	6	

Question		Answer	Marks	Guidance
9	(a)	hydrogen (1)	1	allow H ₂ / H (1)
	(b)	chloride ions removed at or attracted to anode / hydrogen ions removed at or attracted to cathode (1) so Na ⁺ and OH ⁻ left (making sodium hydroxide) (1)	2	allow hydrogen produced at the cathode / chlorine produced at the anode (1) allow positive electrode for anode or negative electrode for cathode allow Na ⁺ and OH ⁻ do not react at the electrodes but the other ions do (2)
	(c)	idea that water is pumped underground (1) salt dissolves (1)	2	allow flood the mine or fill the mine with water (1)
Total			5	

Question		Answer	Marks	Guidance
10	(a)	idea of fuel burnt idea of steam generated idea of steam drives or turns turbine idea of turbine drives generator	2	all correct (2) one missing or out of order (1) allow correct descriptions of a generator e.g. a coil turns inside a magnet
	(b)	0.235 or 23.5(%) (1)	1	allow any value from 0.23 to 0.24 (1) allow any value from 23(%) to 24(%) (1) allow 0.2 (1) 0.24% or 0.235% scores (0)
	(c) (i)	5000 (A) (2) But if incorrect <u>500 000 000</u> (1) 100 000	2	allow $\frac{500}{100\ 000}$ or 0.005 (A) (1) or allow $\frac{500\ 000}{100\ 000}$ or 5 (A) (1)
	(ii)	(idea that) increasing the voltage reduces the current (1) (idea that) less current reduces the energy or heat loss / ora (1)	2	not just reduces energy loss not less current stops energy loss ignore references to efficiency allow halving current decreases energy loss by a factor of 4 (2)
	(d) (i)	any value from 7.0(%) to 20.0(%) (1)	1	

Question	Answer	Marks	Guidance
(ii)	<p>any two from:</p> <p>environmental issues idea that there is concern about climate change and air quality or amount of carbon dioxide being produced or reducing carbon footprint / less demand due to energy saving e.g. better insulation or sustainable transport (1)</p> <p>economic issues idea of economic recession / idea of changing price of non-renewable fuel or fossil fuel / incentives to install renewable energy sources / less money available to develop renewable energy resources / economic growth or demand for non-renewables on a world market (e.g. China) is increasing / increase use of renewable energy sources to power homes and /or businesses e.g. solar panels (1)</p> <p>technological issues idea of improved technology e.g. more efficient power stations or discovering new energy sources (1)</p> <p>political issues idea of pressure groups / change in government policy / change in international context e.g. war (1)</p>	2	<p>ignore fossil fuels may run out</p> <p>ignore merely (unspecified) find a new way of making electricity</p>
	Total	10	

Question		Answer	Marks	Guidance	
11	(a)	Radiation (max 1)	linked reason	3	<p>Max 1 for correct type(s) of radiation present stated. but if a list is given and includes any incorrect type of radiation this negates the mark e.g. gamma & alpha (0) gamma & UV (0)</p> <p>To score max 3 marks, explanations must be correctly linked to the type of radiation.</p> <p>allow it is gamma (1) because it goes though all the absorbers (1) allow gamma is only stopped by thick lead (1)</p> <p>allow change with paper due to random nature of radiation (1)</p>
		not alpha	(idea that) no change / little change in count rate with paper absorber (1)		
		beta	(idea that) reduced count rate with aluminium (1)		
		gamma	(idea that) reduced count rate with lead / some is stopped by lead / some can pass through (thin) lead (1)		
		(gamma)	radiation travels through aluminium or not all radiation is stopped by aluminium (1)		
	(b) (i)	removal or addition of an electron (from an atom) (1)	1	<p>not removal or addition of an electron from an ion or a cell allow removal or addition of an electron from a particle or a molecule (1)</p>	
	(ii)	DNA or genes or chromosomes or chromatin damaged (1)	1	<p>allow cells damaged / nucleus (of cells) damaged (1)</p> <p>allow can mutate living cells (1)</p> <p>ignore idea of causes uncontrolled cell division ignore kills cells</p>	
Total			5		

Question	Answer	Marks	Guidance
12	<p>Level 3: (5 – 6 marks) Interpret the data to give balanced arguments of the advantages and disadvantages of each lamp to include delay with fluorescent. LED or filament suggested as the best lamp with a reasoned argument. Quality of written communication does not impede communication of the science at this level.</p> <p>Level 2: (3 – 4 marks) Interpret the data to give some balanced arguments of the advantages and disadvantages of at least two lamps. A reasoned suggestion of the best lamp given (not necessarily LED or filament) Quality of written communication partly impedes communication of the science at this level.</p> <p>Level 1: (1 – 2 marks) Interpret the data to give advantages and /or disadvantages of any of the lamps. Quality of written communication impedes communication of the science at this level.</p> <p>Level 0: (0 marks) Insufficient or irrelevant science. Answer not worthy of credit.</p>	6	<p>This question is targeted at grades up to grade C</p> <p>LED: advantages</p> <ul style="list-style-type: none"> • has long(est) lifetime • comes on immediately • uses least power <p>disadvantages</p> <ul style="list-style-type: none"> • most expensive • gives out least light <p>Filament: advantages</p> <ul style="list-style-type: none"> • comes on immediately • gives out most light • cheap(est) <p>disadvantages</p> <ul style="list-style-type: none"> • has short(est) lifetime • takes most power (would need too many photocell panels) <p>Fluorescent: advantages</p> <ul style="list-style-type: none"> • gives out most light • reasonable lifetime • uses small amount of power <p>disadvantages</p> <ul style="list-style-type: none"> • delay in coming on • reasonably expensive
	Total	6	

Question		Answer	Marks	Guidance
13	(a)	(£)18 (2) but if incorrect 3 x 0.2 x 30 (1)	2	allow 1800p (2) allow 1800 (1) allow 3000 x 30 x 0.2 (1) allow 3 x 30 x 20 (1)
	(b)	idea of evens out the energy demand / no need to switch off power stations / electricity cannot be stored (1)	1	allow reduces the need for more power stations at peak times (1) allow idea that power company can still sell the electricity (1) ignore to make more profit ignore so electricity is not wasted
	(c)	idea of would not be able to use appliances / named appliances during the day or when off-peak electricity is not available eg watch TV during the day, fridge is on all day (1)	1	allow only available at night (1) allow some appliances cannot be used at night e.g. electric fire (1)
		Total	4	

Question		Answer	Marks	Guidance
14	(a)	likely that wind power will continue to increase (1) likely that other sources e.g. tidal will continue to increase (1) likely that hydro–electric will stay the same (1)	3	if no other mark scored, the idea of an overall increase in use of renewables scores (1) allow trends shown on the graph without a prediction for 2014 e.g. hydroelectric power has stayed near the same value (1)
	(b) (i)	both bio-fuels have shown an increase (1) but bio-ethanol has shown a (gradual) increase and idea that bio-diesel has increased rapidly more recently (2)	2	allow reference to any year between 2003 and 2007
	(ii)	any two from: greater land area used for bio-fuels / ora (1) so less available for food production (1) idea that greater use of bio-fuels leads to less burning of fossil fuels / making fossil fuels last longer (1) so reducing carbon footprint or AW (1)	2	allow food prices will increase (1) allow food shortages may occur or more food may need to be imported (1) allow reduced global warming (1) ignore plants reduce CO ₂
	(c) (i)	St. Mawgan (1) has highest (average) wind speed for most (months) of the year (1)	2	2 nd mark is dependent on St Mawgan being chosen allow the yearly average wind speed is the highest or shown by calculations that it is higher on average than the others (1) ignore wind speed higher in all months of the year
	(ii)	population size in the area / ease of connection to the National Grid / environmental lobby / residents objections / (1)	1	allow type of landscape(1) allow enough space (1) allow whether to build on land or at sea (1) allow noise or eyesore or visual pollution (1) allow affects habitats or wildlife (1) ignore any reference to cost ignore references to weather as this is in the stem of the question
Total			10	

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