

GCSE

Science B

Unit **B712/02**: Modules B2, C2, P2 (Higher Tier)

General Certificate of Secondary Education

Mark Scheme for June 2016

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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.

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1. Annotations used in scoris

Annotation	Meaning
	correct response
	incorrect response
BOD	benefit of the doubt
NBOD	benefit of the doubt not given
ECF	error carried forward
	information omitted
I	ignore
R	reject
CON	contradiction

2. 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
- = 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	i	(below critical level) they may become extinct (1)	1	<p>ignore become endangered allow they will die out (1) allow ideas about would affect food chain (1)</p> <p>allow decrease in gene pool (1)</p> <p>allow decrease (genetic) variation (1)</p> <p>allow unable to recover numbers (1)</p> <p>allow population not enough to reproduce a healthy number (1)</p>
	a	ii	<p>any two from idea that it is difficult to police large areas or idea that it is difficult to enforce (1)</p> <p>need for international agreement (1)</p> <p>idea that some societies need food or resources from whales / whales are a source of income in some communities (1)</p> <p>idea that still need to hunt for research purposes (1)</p>	2	<p>allow idea that whales are spread over a wide area (1) allow difficult to track them (1) allow can't keep them in controlled areas (1) allow it is hard to find them (1) ignore too big to have in captivity</p> <p>allow some countries allow whale hunting (1) allow different countries have different laws (1)</p> <p>allow idea that whale hunting is traditional in some communities (1)</p>

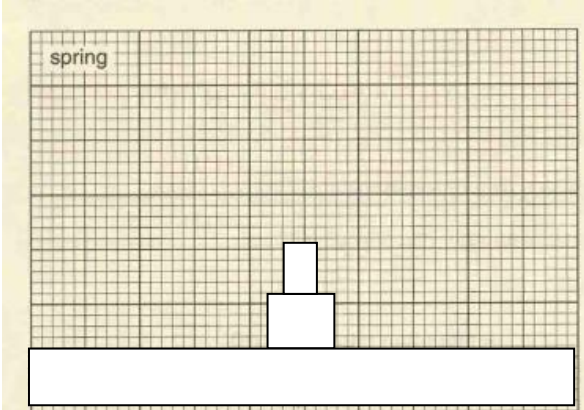
Question		Answer	Marks	Guidance
	b	<p>any two from</p> <p>idea that only take a small amount / set quota (1)</p> <p>idea that leave enough to breed (and maintain population) (1)</p> <p>idea of taking only whales of a certain minimum size or age (1)</p> <p>educate people (as to why they need to be saved) (1)</p> <p>restrict areas where hunting is allowed (1)</p> <p>seasonal restrictions to hunting (1)</p>	2	<p>ignore captive breeding</p> <p>allow limit the number of whales killed or hunted (1)</p> <p>allow low level of hunting (1)</p> <p>allow amount being hunted is equal to amount being born (1)</p> <p>allow leave enough to repopulate (1)</p>
		Total	5	

Question	Answer	Marks	Guidance
2 a	<p>no (no mark)</p> <p>mistletoe or birch tree is not (mutualism) / mistletoe is a parasite (1)</p> <p>because the tree is harmed / causes less growth in tree / tree does not benefit from it / only one organism benefits (1)</p>	2	<p>If answer is yes then scores 0.</p> <p>allow the bottom example or the third example or the last example for mistletoe</p> <p>allow only the mistletoe benefits (1)</p> <p>allow birch tree does not benefit (1)</p> <p>ignore any reference to ants harming other trees</p> <p>allow converse argument</p> <p>e.g. only bees / flowers and acacia / ants are mutualism (1) as both the organisms benefit from the relationship (1)</p>
b	<p>bacteria gain sugars or food from the plant (1)</p> <p>plant gains nitrates from the bacteria / bacteria help plants make proteins / bacteria fix nitrogen (1)</p>	2	<p>ignore bacteria gain nutrients from the plant</p> <p>ignore plants take nitrogen from the bacteria</p> <p>ignore references to incorrectly named bacteria</p>
Total		4	

Question	Answer	Marks	Guidance
3 a	<p>[Level 3] Explains in detail how carbon became locked up in limestone AND describes a detailed link between weathering and global warming. Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>[Level 2] Gives a limited explanation as to how carbon became locked up in limestone AND describes a simple link between weathering and global warming. Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>[Level 1] Gives a limited explanation as to how carbon became locked up in limestone OR describes a simple link between weathering and global warming. Quality of written communication impedes communication of the science at this level. (1 – 2 marks)</p>	6	<p>This question is targeted at grades up to A* Indicative scientific points at level 3 include:</p> <p>To access level 3 carbonates must be mentioned. detailed explanation as to how carbon became locked up in limestone</p> <ul style="list-style-type: none"> • (marine organisms) made shells out of carbonates <p>detailed link between weathering and global warming</p> <ul style="list-style-type: none"> • acid rain reacts with carbonates • weathering increases the levels of carbon dioxide in the atmosphere • increased carbon dioxide levels causes global warming <p>Indicative scientific points at level 1 and 2 may include:</p> <p>limited explanation as to how carbon became locked up in limestone.</p> <ul style="list-style-type: none"> • limestone made of shells • limestone contains remains of dead animals • shells contain carbon <p>link between weathering and global warming</p> <ul style="list-style-type: none"> • acid rain is sulfuric acid • carbon dioxide is a greenhouse gas • weathering releases carbon dioxide • carbon dioxide causes global warming <p>If just carbon released and nothing else worthy of credit then limited to level 1 (1 mark)</p> <p>Use the L1, L2, L3 annotations in Scoris; do not use ticks.</p>

Question	Answer	Marks	Guidance
	[Level 0] Insufficient or irrelevant science. Answer not worthy of credit. (0marks)		
b	lichen (1)	1	ignore moss
	Total	7	

Question	Answer	Marks	Guidance
4 a	no (no mark) and any one from idea that C and D (are more closely related because they) are in the same genus (1) idea that A and B are in different genera / different genus name (1)	1	if yes then zero for question if unclear assume answer refers to A and B allow <i>Dytiscus marginalis</i> for C throughout allow <i>Dytiscus latissimus</i> for D throughout allow <i>Gyrinus natator</i> for A throughout allow <i>Orectochilus villosus</i> for B throughout allow C and D (more closely related) because the first part of their name is the same / both have <i>Dytiscus</i> in the name / have similar binomial names (1) not same binomial name allow A and B have different first part of name (1) allow A and B do not have a similar binomial name (1) ignore different binomial names ignore references to species

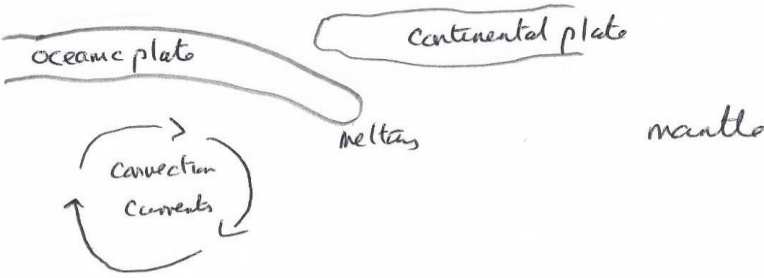
Question	Answer	Marks	Guidance
b i	<p>bars drawn to correct scale \pm half a square and in the correct order (1)</p> <p>bars correctly labelled (1)</p>	2	 <p>order of labels secondary consumers (6 mm) primary consumers (12 mm) producers(100 mm)</p> <p>All bars need to be same height as each other – actual height is not important</p>

Question	Answer	Marks	Guidance
b ii	<p>difference any one from</p> <p>winter (pyramid) is not a pyramid (shape) / in winter there is less (mass of) producers than consumers / ora (1)</p> <p>winter (pyramid) is smaller (than spring pyramid) / ora (1)</p> <p>identifies any level in winter (pyramid) being smaller than spring (pyramid) (1)</p> <p>reason</p> <p>(in winter) less light or less energy for photosynthesis / less light or less energy for growth / ora (1)</p>	2	<p>If unclear assume answer refers to winter pyramid</p> <p>allow less biomass in winter / ora (1)</p> <p>examples include less producers in winter (than spring) / ora (1) less consumers or animals in winter (than spring) / consumers or animals hibernate in winter /ora (1)</p> <p>ignore less Sun for photosynthesis allow (in winter) lower temperature so less photosynthesis / lower temperature so less growth / ora (1)</p> <p>allow idea that more energy is lost as heat (1)</p>
Total		5	

Question	Answer	Marks	Guidance
5 a	any one from idea that it is based on where they live or their habitat (1) not based on evolution (1)	1	allow they all live near or in the sea (1) ignore based on what they look like allow not based on genetics or DNA (1)

Question	Answer	Marks	Guidance
b	<p>Similar up to two from</p> <p>live in similar habitats or environments or climates (1)</p> <p>hold similar niche within habitat (1)</p> <p>feed in similar ways (1)</p> <p>but</p> <p>adapted to similar environment (2)</p> <p>Different up to two from:</p> <p>because they evolved thousands of miles apart (1)</p> <p>live on different hemispheres / geographic isolation (1)</p> <p>had different ancestors (1)</p>	3	<p>Use ticks on this question for maximum three marks at least one difference and one similarity.</p> <p>allow both live in water or cold conditions (1)</p> <p>allow both feed on fish (1)</p> <p>allow adapted some of the same traits (1)</p> <p>correctly stated adaptation linked to cold climate scores 2 e.g. they are both streamlined to swim (2) e.g. thick feathers to keep warm in the cold environment (2)</p> <p>ignore both are birds</p> <p>ignore different species or different genes or different DNA or evolved differently</p>
Total		4	

Question	Answer	Marks	Guidance
6 a	<p>(when Wegener made the proposal) there was little or no evidence or no proof (1)</p> <p>now other scientists have tested the theory (1)</p>	2	<p>allow people did not believe him because they could not see it happening (1)</p> <p>allow it was hard to collect evidence (1)</p> <p>allow it was just a theory (1)</p> <p>allow examples of why he had no evidence e.g. cannot go below the surface and see what is happening (1)</p> <p>allow they did not have the technology (1)</p> <p>ignore religion / beliefs</p> <p>allow collect data (1)</p> <p>allow it takes evidence to prove that a theory is correct (2)</p> <p>allow specific examples of evidence available now e.g.</p> <p>allow not accepted until sea floor spreading discovered / not accepted until submarines could investigate constructive plate margins under the ocean (2)</p> <p>allow the technology to observe plate movements was not available in Wegener's time (2)</p>
b	<p>any three from</p> <p>convection currents in the mantle (causes plates to move) (1)</p> <p>oceanic plate is more dense (than continental plate) (1)</p> <p>so oceanic plate goes under continental plate (1)</p> <p>oceanic plate or more dense starts to melt (1)</p>	3	<p>allow movement of magma drags plates (1)</p> <p>allow one plate is more dense (than the other) (1)</p> <p>marks can be scored from a labelled diagram e.g.</p>

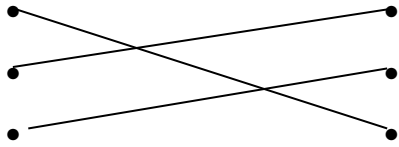
Question	Answer	Marks	Guidance
			 <p>if both plates not correctly named scores max of 2</p>
	Total	5	

Question	Answer	Marks	Guidance												
7	<table border="0"> <thead> <tr> <th>Name of fertiliser</th> <th>Name of alkali used</th> <th>Name of acid used</th> </tr> </thead> <tbody> <tr> <td>ammonium phosphate</td> <td>ammonia</td> <td>phosphoric acid</td> </tr> <tr> <td>potassium nitrate</td> <td>potassium hydroxide</td> <td>nitric acid / HNO₃(1)</td> </tr> <tr> <td>ammonium sulfate / (NH₄)₂SO₄(1)</td> <td>ammonia</td> <td>sulfuric acid</td> </tr> </tbody> </table>	Name of fertiliser	Name of alkali used	Name of acid used	ammonium phosphate	ammonia	phosphoric acid	potassium nitrate	potassium hydroxide	nitric acid / HNO₃(1)	ammonium sulfate / (NH₄)₂SO₄(1)	ammonia	sulfuric acid	2	<p>allow correct formulae</p> <p>not ammonia sulfate</p>
Name of fertiliser	Name of alkali used	Name of acid used													
ammonium phosphate	ammonia	phosphoric acid													
potassium nitrate	potassium hydroxide	nitric acid / HNO₃(1)													
ammonium sulfate / (NH₄)₂SO₄(1)	ammonia	sulfuric acid													
	Total	2													

Question	Answer	Marks	Guidance
8 a	<p>A and C both have good (electrical) conductivity / A has a better (electrical) conductivity than C (1)</p> <p>metal A has a high density and is expensive (1)</p> <p>metal C has a low density and is cheap (1)</p>	3	<p>Use ticks on this question. ignore references to other properties</p> <p>allow heavy / light for density</p> <p>allow correct comparison of conductivity of A and C (1) allow correct comparison of densities of A and C (1) allow correct comparison of costs of A and C (1)</p>
b	<p>metal A any two from for 1 mark strong / high density / expensive (1)</p> <p>metal B any two from for 1 mark strong(est) / high density / cheap(est) (1)</p> <p>metal C any two from for 1 mark strong / low density / expensive (1)</p>	3	<p>Use ticks on this question. ignore references to other properties</p> <p>allow heavy / light for density</p>
Total		6	

Question	Answer	Marks	Guidance
9 a	decreases / AW (1)	1	allow if temp decreases yield increases (1) changes is not sufficient
b i	idea that catalyst increases rate of reaction (1)	1	allow increases amount of successful or frequent collisions (1) allow lowers activation energy (1)
ii	any two from faster at 450°C / slower at 200°C (1) even though yield at 200°C is greater than at 450°C (1) energy needed at 200°C is less than at 450°C (1)	2	If unclear assume answers refer to 450°C allow idea that 450°C is a compromise (between rate and yield) or 450°C is the optimum temperature (1) allow ora allow higher level answers e.g. higher temperature means more successful, energetic or frequent collisions (1) allow ora
c	$\text{N}_2 + 3\text{H}_2 \rightarrow 2\text{NH}_3$ formulae (1) balancing dependent on correct formulae (1)	2	allow any correct multiple e.g. $2\text{N}_2 + 6\text{H}_2 \rightarrow 4\text{NH}_3$ (2) allow = or \rightleftharpoons for arrow not 'and' or & for + allow one mark for correct balanced equation with minor errors in case, subscript and superscript e.g. $\text{N}^2 + 3\text{h}_2 \rightarrow 2\text{NH}_3$
Total		6	

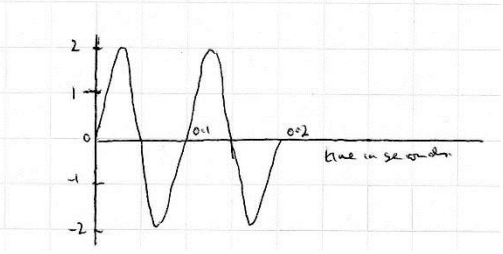
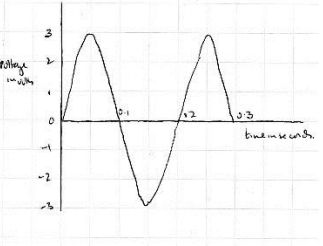
Question	Answer	Marks	Guidance
10	<p>Level 3 All three of the products are correctly identified <u>AND</u> one correct equation for the reaction at one of the electrodes is written. Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>Level 2 Two of the products are correctly identified with at least one correct location Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>Level 1 One of the products is correctly identified <u>OR</u> a sensible attempt at an equation for the reaction at one of the electrodes is made 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. (0marks)</p>	6	<p>This question is targeted at grades up to A/A*.</p> <p>Indicative scientific points may include:</p> <p>Products</p> <ul style="list-style-type: none"> • chlorine at the anode • hydrogen at the cathode • sodium hydroxide <p>Equations</p> <ul style="list-style-type: none"> • $2\text{H}^+ + 2\text{e}^- \rightarrow \text{H}_2$ • $2\text{Cl}^- - 2\text{e}^- \rightarrow \text{Cl}_2 / 2\text{Cl}^- \rightarrow \text{Cl}_2 + 2\text{e}^-$ <p>Other</p> <ul style="list-style-type: none"> • Na^+ and OH^- remain in the solution making sodium hydroxide <p>allow products and location from (incorrect) equation</p> <p>At Level 1 allow correct identification of electrodes to which ions are attracted i.e. Na^+ and H^+ attracted to cathode or negative electrode and Cl^- and OH^- attracted to anode or positive electrode.</p> <p>At Level 1 allow oxidation at anode or positive electrode and reduction at cathode or negative electrode.</p> <p>Use the L1, L2, L3 annotations in Scoris; do not use ticks.</p>
		6	

Question	Answer	Marks	Guidance
11 a	 <p style="text-align: right;">(2)</p>	2	3 correct (2) 1 or 2 correct (1)
b	<p>yes if alpha or beta (1) as it will be stopped (by thick aluminium) (1)</p> <p>or</p> <p>no if gamma (1) as it can penetrate (aluminium) or not stopped (by aluminium) (1)</p>	2	<p>allow alpha will be stopped (by aluminium) (2) allow beta will be stopped (by aluminium) (2)</p> <p>allow gamma will penetrate (aluminium) (2) allow for gamma (thick) lead is needed (2)</p> <p>if no other marks awarded ignore yes or no and allow 1 mark from idea that (some types of) radioactive emissions or radiation can penetrate or be stopped by (aluminium) (1) ignore waste or liquid penetrates aluminium beta and gamma get through (aluminium) (1) need to use lead (1)</p>
Total		4	

Question	Answer	Marks	Guidance
12 a	<p>reason for max one from less or no carbon dioxide / greenhouse gases (1)</p> <p>does not contribute to global warming (1)</p> <p>no smoke or ash (1)</p> <p>no need to transport fuel to power station (1)</p> <p>it is renewable (1)</p> <p>reduces dependency on fossil fuels (1)</p> <p>reason against max one from large numbers needed / need 1000 wind turbines / do not produce much power or enough power(1)</p> <p>idea that it is not always windy (1)</p> <p>idea of visual pollution (1)</p> <p>noise pollution (1)</p> <p>need space / use land that could be used for farming (1)</p> <p>kills birds (1)</p>	2	<p>ignore produce no pollution ignore references to environmentally friendly / eco-friendly / won't harm the environment</p> <p>allow reduces climate change (1)</p> <p>allow less lorries needed (to transport fuel) (1)</p> <p>allow it will not run out (1) ignore it is sustainable</p> <p>ignore references to cost</p> <p>allow power stations produce more power (1) ignore use less power</p> <p>allow if there is no wind then no electricity is generated (1) ignore not reliable</p> <p>allow spoils the view / spoils the scenery / unattractive (1)</p> <p>allow (noise) will keep people awake (1)</p> <p>allow take up a lot of space (1)</p>

Question	Answer	Marks	Guidance
b	<p>any two from light or (IR) radiation or (short wavelength) radiation or (high frequency) radiation (from the Sun) passes through glass (1)</p> <p>light or (IR) radiation or (short wavelength) radiation or (high frequency) radiation is absorbed by surfaces (1)</p> <p>re-emitted at longer wavelengths or lower frequency (1)</p> <p>longer wavelengths (IR) or lower frequency (IR) is trapped / cannot penetrate through the glass / reflected by the glass (1)</p> <p>and</p> <p>idea of maximising the amount of Sun / light (1)</p>	3	<p>allow heat passes through the glass (1)</p> <p>allow heat absorbed by surfaces (1)</p> <p>allow named example e.g. use big windows / position the windows so they face the Sun / put windows all the way round (to get as much Sun as possible) / south facing windows (1)</p> <p>allow maximise the Sun's potential (1)</p>
Total		5	

Question	Answer	Marks	Guidance
13 a	<p>[Level 3] Gives the four stages in the production of electricity AND correctly calculates the amount of coal burnt each second. Quality of written communication does not impede communication of the science at this level (5 – 6 marks)</p> <p>[Level 2] Gives three stages in the production of electricity OR correctly calculates the energy input each second OR calculates the coal burnt each second without considering efficiency Quality of written communication partly impedes communication of the science at this level (3 – 4 marks)</p> <p>[Level 1] Gives two stages in the production of electricity 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 up to A* To access Level 3 answer must include at least one correct calculation</p> <p>Indicative scientific points may include: In the power station</p> <ul style="list-style-type: none"> (in furnace) coal is burnt or stored (chemical) energy is converted to heat energy (in boiler) water is heated to produce steam (turbine) turns drives or spins the generator for electrical production or converts kinetic to electrical energy <p>Ignore references to transmission of electricity</p> <p>Calculation</p> <p>Correct response</p> <ul style="list-style-type: none"> energy input = $\frac{1.5 \times 10^6 \times 100}{30}$ $= 5 (.0) \times 10^6 \text{ J}$ coal burnt each second = $\frac{5.0 \times 10^6 \text{ J}}{2 \times 10^4}$ $= 250 \text{ (kg)}$ coal burnt per second not considering efficiency of transfer $= \frac{1.5 \times 10^6 \text{ J}}{2 \times 10^4}$ $= 75 \text{ (kg)}$ <p>Use the L1, L2, L3 annotations in Scoris Do not use ticks</p>

Question	Answer	Marks	Guidance
<p>b</p>	<p>correct diagram showing increased frequency of wave(s) for at least one complete wave (1)</p>  <p>correct diagram showing voltage going up higher and / or down lower (1)</p> 	<p>2</p>	<p>allow correct continuation of existing wave more than 1 wave in 0.2 seconds or more than 2 complete waves in the 0.4 seconds</p> <p>amplitude greater than 2V or Peaks and / or troughs greater than 2V</p>
<p>Total</p>		<p>8</p>	

Question	Answer	Marks	Guidance
14 a	0.075 (kW) (2) but if incorrect $\frac{1.8}{24}$ (1)	2	
b	28.8 (pence) (1)	1	allow 29 (pence)
c	low(est) current (1) (so) low(est) heating effect or reduces energy loss through heating (1)	2	allow as voltage increases current decreases (1)
Total		5	

Question	Answer	Marks	Guidance
15 a	B (1) it is travelling faster or fastest or because this is where the force is stronger or strongest / greater or greatest force of attraction / greater or greatest gravitational force (1)	2	If not B then score zero for question
b	gravitational field of Jupiter (prevents planet forming) (1)	1	allow gravitational force of Jupiter and Mars (1)
	Total	3	

Question	Answer	Marks	Guidance
16 a i	China USA UK Japan Rest of Europe Canada all correct (2) any three on the correct lines (1)	2	allow correct numbers i.e. 80 46 30 28 22 14 (all ± 1) all numbers correct (2) any three numbers on the correct lines (1)
ii	idea that population is high(est) / more (heavy) industry (1)	1	ignore idea that they have large reserves of coal ignore they are larger countries ignore idea that population is increasing allow produce goods for other countries (1) ignore they are developed countries
iii	any three correct conclusions or comparisons within a country or between countries (3)	3	Use ticks on this question ignore answers about coal which repeat the answers given in 16ai ignore incorrect statements Examples of correct conclusions or comparisons include: Canada uses highest proportion of hydroelectricity (1) Canada uses most hydroelectricity (1) Europe has highest proportion of nuclear (1) any correct ranking for any of the fuels (1) UK generates least electricity overall (1) USA generates greatest amount of electricity overall (1)

Question	Answer	Marks	Guidance
b	<p>any two from</p> <p>total or world electricity production is increasing (1)</p> <p>total or world electricity production decreased in 1997 or 2003 or 2007 or 2008 or 2009 (1)</p> <p>percentage increased and then decreased (1)</p> <p>percentage increased until 1992 / percentage highest in 1992 / percentage decreased from 1992 (1)</p>	2	<p>assume total or electricity or world or TWh refers to bar chart</p> <p>assume percentage refers to line graph</p> <p>not any incorrect year e.g. total decreased in 1997 and 2006 (0)</p> <p>allow percentage decreased after any year in the range of 1992 – 2004 (1)</p> <p>not any incorrect year e.g. percentage increased until 1990 (0)</p> <p>allow percentage increased quicker until 1987 (2)</p> <p>allow total world production must be increasing if total increasing but percentage decreasing (2)</p> <p>allow idea that if percentage of nuclear is decreasing then percentage of other fuels or methods is increasing (1)</p>
c	<p>any two from</p> <p>idea that need to reduce dependency on fossil fuels (as they are running out) / idea of over-reliance on fossil fuels / idea that fossil fuels or named fossil fuel(s) are running out (1)</p> <p>increased use of nuclear (1)</p> <p>increased use of (named) renewables (1)</p>	2	<p>allow idea that as nuclear share is falling other resources will need to be used (1)</p> <p>allow non-renewable fuels will run out (1)</p> <p>allow nuclear fuel will become scarce or in high demand (1) but ignore nuclear fuel will run out</p> <p>allow increased use of nuclear will lead to increased problems of disposal of radioactive or nuclear waste (2)</p> <p>ignore increased use of alternatives</p>
	Total	10	

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