

GCSE

Additional Science B

Unit **B722/02**: Modules B4, C4, P4 (Higher Tier)

General Certificate of Secondary Education

Mark Scheme for June 2015

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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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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

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

MARK SCHEME

Question	Answer	Marks	Guidance
1 a	H ₂ O and O ₂ (1) with correct balancing ie 6H ₂ O and 6O ₂ (2)	2	
b	<p>any three marks but maximum of two from each section:</p> <p>Low temperatures:</p> <p>reference to slow(er) enzyme action (1) temperature becomes a <u>limiting factor</u> in photosynthesis (1) respiration / reproduction is slow(er) / stops (1)</p> <p>Salt levels:</p> <p>bacteria / cells would lose water (1) by osmosis (1) water needed in bacteria for chemical reactions / photosynthesis / enzyme action / as a solvent (1)</p>	3	<p>not enzyme denatures / enzyme killed</p> <p>ignore stops growing allow stops multiplying</p>
Total		5	

Question	Answer	Marks	Guidance
2 a	(passes up the) <u>xylem</u> (1) (pulled up by) transpiration / evaporation of water from the leaves (1)	2	not phloem
b	to prevent evaporation (from the water in the measuring cylinder) (1)	1	allow idea that any water lost must have passed through the plant / idea that water can't escape into the air / stops water loss
c i	B (1)	1	allow correct answer ticked, circled or underlined on graph if answer line is blank
ii	(lower light intensity so) <u>stoma(ta)</u> close (1) because guard cells change shape / become flaccid (1)	2	ignore guard cells close / pores close allow stomata will not open allow not swollen / less swollen / not turgid / less turgid
Total		6	

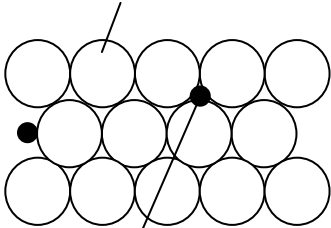
Question	Answer	Marks	Guidance
<p>3</p>	<p>[Level 3] answer includes level 3 reference to the role of at least one mineral / element in plant growth and uses the graphs to link the increasing fertiliser use to a decrease in the area of land needed to maintain the yield of grain production. Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>[Level 2] answer includes reference to two minerals / elements provided by fertilisers and uses the graphs to link the increase use of fertiliser to increased yield of grain production.</p> <p>Or answer includes level 3 reference to the role of at least one mineral / element in plant growth</p> <p>Or uses the graphs to link the increasing fertiliser use to a decrease in the area of land needed to maintain the yield of grain production. Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>[Level 1] answer includes reference to one mineral / element provided by fertilisers and describes one trend shown in one of the graphs. 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>	<p>6</p>	<p>This question is targeted up to grade A* Indicative scientific points at level 3 may include:</p> <ul style="list-style-type: none"> • Nitrates / nitrogen are needed for proteins / amino acids • Phosphates / phosphorus for respiration / DNA / cell membranes • Magnesium for photosynthesis / chlorophyll • Potassium for respiration / photosynthesis / enzymes <p>• Production of grain has slightly increased over the years despite a fall in the area of land used</p> <p>• Use of fertilisers has increased yield so less land is needed to grow the same amount / more grain</p> <p>Indicative scientific points at level 2 may include:</p> <ul style="list-style-type: none"> • Fertilisers contain nitrates / nitrogen / N / phosphates / phosphorus / P / magnesium / potassium / K <p>• the use of fertiliser has increased meaning the production of grain has increased</p> <p>Indicative scientific points at level 1 may include:</p> <ul style="list-style-type: none"> • Fertilisers contain nitrates / nitrogen / N / phosphates / phosphorus / P / magnesium / potassium / K • the use of fertiliser has increased • the production of grain has increased / (approx) stayed the same • the area of land used has decreased <p>Use the L1, L2, L3 annotations in Scoris. Do not use ticks.</p>
<p>Total</p>		<p>6</p>	

Question	Answer	Marks	Guidance
4 a	<p>Any two from:</p> <p>feed on dead material (1)</p> <p>by extracellular digestion / releasing enzymes (onto the material) (1)</p> <p>digested / broken down food absorbed (1)</p>	2	<p>allow feed on detritus allow eat as alternative to feed</p> <p>by releasing enzymes onto dead material (2)</p>
b i	16.7 (1)	1	<p>not 16.6 / 16.66 / 16.666 etc allow 16.6 recurring / 16.67</p> <p>if answer line blank look in table</p>
ii	<p>A (1)</p> <p>earthworms / woodlice can get into the bag (1)</p> <p>they increase the surface area of the leaves (for the bacteria / fungi / saprophytes / decomposers to work on) (1)</p>	3	<p>if A not selected then no marks</p> <p>allow more detritivores in the bag ignore decomposers</p> <p>allow break up the leaves / break the leaves down into smaller pieces</p> <p>ignore just break down the leaves</p> <p>allow reference to more oxygen allowed in (1) ignore more air</p>
iii	<p>any two from:</p> <p>bacteria / fungi / saprophytes / decomposers respire slower / stop respiring (1)</p> <p>bacteria / fungi / saprophytes / decomposers reproduce slower / stop reproducing (1)</p> <p>reference to slower enzyme action (1)</p>	2	<p>allow ORA throughout</p> <p>allow bacteria / fungi / saprophytes / decomposers die or numbers decrease</p> <p>allow one mark for detritivores are less active (1)</p>
	Total	8	

Question	Answer	Marks	Guidance
5 a	A (1)	1	allow $\text{CuCO}_3 \rightarrow \text{CuO} + \text{CO}_2$
b	E (1)	1	allow $2\text{K} + 2\text{H}_2\text{O} \rightarrow 2\text{KOH} + \text{H}_2$
c	C (1)	1	allow $\text{K} - \text{e}^- \rightarrow \text{K}^+$
d	F (1)	1	allow $\text{Cu}^{2+} + 2\text{OH}^- \rightarrow \text{Cu}(\text{OH})_2$
	Total	4	

Question	Answer	Marks	Guidance
6	<p>[Level 3] Explains how far the results support the conclusion by reference to one supporting result and one that is not supporting AND a description of the flame test Quality of written communication does not impede communication of the science at this level (5 – 6 marks)</p> <p>[Level 2] Explains how far the results support the conclusion by reference to one supporting result or one that is not supporting AND a description of the flame test Quality of written communication partly impedes communication of the science at this level (3 – 4 marks)</p> <p>[Level 1] Explains the results of any one test OR gives a description of the flame test OR states what two of the chemical tests are testing for 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 C and D</p> <p>Relevant scientific points supporting could include</p> <ul style="list-style-type: none"> • barium chloride / white precipitate indicates sulfate present <p>Relevant scientific points not supporting could include</p> <ul style="list-style-type: none"> • flame test / yellow flame indicates presence of sodium • silver nitrate / the yellow precipitate indicates iodide present / silver nitrate doesn't test for either iron (II) or sulfate • sodium hydroxide / brown precipitate indicates iron(III) / should go green with iron (II) <p>Relevant scientific points about flame tests could include</p> <ul style="list-style-type: none"> • put substance into a (blue Bunsen) flame • use of a flame test wire / splint / spray • observe the colour of the flame <p>Use the L1, L2, L3 annotations in scoris. Do not use ticks.</p>
Total		6	

Question	Answer	Marks	Guidance												
7 a	<table border="1" data-bbox="423 292 947 703"> <thead> <tr> <th data-bbox="423 292 564 395">Region</th> <th data-bbox="564 292 947 395">Percentage of water resource needed each day in %</th> </tr> </thead> <tbody> <tr> <td data-bbox="423 395 564 459">A</td> <td data-bbox="564 395 947 459">60</td> </tr> <tr> <td data-bbox="423 459 564 523">B</td> <td data-bbox="564 459 947 523">50</td> </tr> <tr> <td data-bbox="423 523 564 587">C</td> <td data-bbox="564 523 947 587">96</td> </tr> <tr> <td data-bbox="423 587 564 651">D</td> <td data-bbox="564 587 947 651">50</td> </tr> <tr> <td data-bbox="423 651 564 703">E</td> <td data-bbox="564 651 947 703">20</td> </tr> </tbody> </table> <p data-bbox="996 710 1037 738">(1)</p>	Region	Percentage of water resource needed each day in %	A	60	B	50	C	96	D	50	E	20	1	both answers needed for the mark
Region	Percentage of water resource needed each day in %														
A	60														
B	50														
C	96														
D	50														
E	20														
b	idea that most of the water available is needed / idea that the water used is close to the total available (1)	1	<p>allow there is very little spare water available (and so could easily run out if there was a problem)</p> <p>allow only 4% reserve each day</p> <p>ignore 96% is used / it will run out / there is not enough / 4%</p>												
Total		2													

Question	Answer	Marks	Guidance
8 a	<p>closely packed metal ions (1)</p> <p>in a sea of electrons / with free electrons / with delocalised electrons (1)</p> <p>metal ion/ positive ion / cation / +</p>  <p>free electrons / e / e⁻ / -</p>	2	<p>not intermolecular forces / covalent bonding / ionic bonding / (metal) molecules = 0 for the question</p> <p>ignore atoms</p> <p>allow positive atoms, cations, positive ions instead of metal ions</p> <p>marks can be awarded from a labelled diagram</p> <p>needs to be minimum of six ions to score metal ion mark</p>
b	<p>high melting point because strong attraction / strong (metallic) bonds / strong forces between metal ions and (delocalised) electrons (1)</p> <p>conducts electricity because electrons can move / it has free electrons / it has delocalised electrons (1)</p>	2	<p>not intermolecular forces / ionic bonds / covalent bonds</p> <p>allow positive atoms, cations, positive ions instead of metal ions</p> <p>allow lots of energy to break bonds / overcome attractions / forces / overcome electrostatic attractions</p> <p>ignore atoms</p> <p>ignore electromagnetic bonds</p>
Total		4	

Question	Answer	Marks	Guidance
9 a	<p>idea that there is more evidence being found (1)</p> <p>idea that better technology / equipment available nowadays (1)</p>	2	<p>allow idea that finding out more about them / making new discoveries / making new developments / better understanding / scientists are still working on the topic</p> <p>ignore reference to discoveries of new elements</p>
b	<p>contains 16 protons because this is the atomic / proton number (1)</p> <p>contains 16 neutrons as this is the difference between mass number and atomic number / number of protons (1)</p> <p>contains 18 electrons as two more than proton number (1)</p>	3	<p>allow clear indication on symbol that 16 is the number of protons / bottom number on the symbol is the number of protons</p> <p>allow $32 - 16 = 16$</p> <p>allow ECF eg if they give number of protons as 18, then allow $32 - 18 = 14$</p> <p>allow $16 + 2 = 18$</p> <p>if incorrect number of protons given, allow a mark for a clear explanation that it has 2 more electrons than the number of protons stated</p> <p>allow ECF</p> <p>allow 16 protons, 16 neutrons, 18 electrons for one mark if no other marks scored</p>
Total		5	

Question	Answer	Marks	Guidance
10 a	6 (1)	1	more than one answer = 0
b i	strong attraction between positive and negative ion (1)	1	not strong covalent bond, strong metallic bond / intermolecular forces or references to molecules allow strong ionic bond / ions have strong bonds ignore strong bonds unless qualified allow it takes a lot of heat energy to break or overcome the ionic bonds
ii	any two from Mg ²⁺ has a higher charge (than Na ⁺) (1) O ²⁻ has a higher charge (than Cl ⁻) (1) greater attraction between ions (1)	2	assume answers refer to magnesium oxide allow ora allow Mg ²⁺ is smaller (than Na ⁺) not atom allow ora allow O ²⁻ is smaller (than Cl ⁻) not atom charge on ions in MgO greater than in NaCl (2) not strong covalent bond, strong metallic bond / intermolecular forces or references to molecules allow stronger ionic bonds ignore strong bonds unless qualified if no other marks scored then identifying Mg ²⁺ and O ²⁻ (1)
	Total	4	

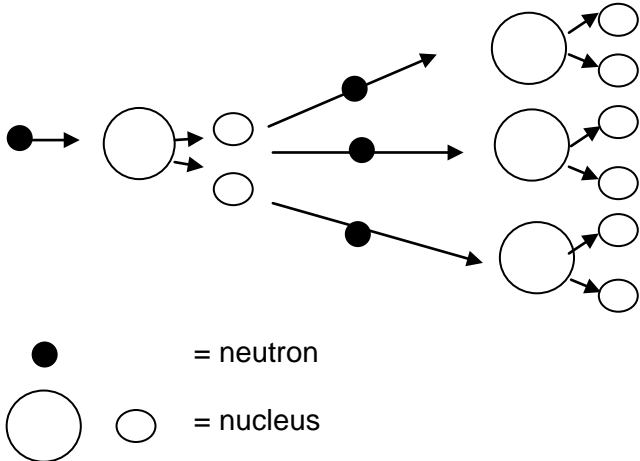
Question	Answer	Marks	Guidance
11 a	16(.0) (ohms) (2) but if incorrect $\frac{8}{0.5}$ (1)	2	if answer line blank allow answer in table
	B (1) (and) D (1)	2	either order
b	Total	4	

Question	Answer	Marks	Guidance
12 a	time taken for count rate / activity to drop to half its value (1)	1	allow time for half the mass of isotope to decay (1) allow time for half the atoms / nuclei to decay (1) ignore time to give out half the radiation / half of the time taken for the substance to decay / ignore time for half the atom / nucleus to decay
b	8 hours (2) but if incorrect ideas that 3200 to 400 or 400 to 50 are 3 half-lives (1)	2	allow 3200 – 1600 – 800 - 400 / 400 – 200 – 100 – 50 (1)
c	any two from: the type of radiation (emitted) (1) how penetrating the radiation is (1) how ionising is it (1)	2	allow is it alpha / beta /gamma ignore can it penetrate the skin (as this is referring to the isotope) is it beta / gamma as they can penetrate (2) cannot use alpha as it does not penetrate (2) cannot use alpha as it is too ionising (2) ignore references to harmful / damaging
Total		5	

Question	Answer	Marks	Guidance
<p>13 a</p>	<p>[Level 3] Identifies the mistake in the wiring of kettle 2 AND explains why kettle 1 is safe AND explains why kettle 2 is unsafe. Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>[Level 2] identifies the mistake in the wiring of kettle 2 AND explains why kettle 1 is safe OR identifies the mistake in the wiring of kettle 2 AND explains why kettle 2 is unsafe OR explains why kettle 1 is safe AND explains why kettle 2 is unsafe Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>[Level 1] Identifies the mistake in the wiring of kettle 2 OR explains why kettle 1 is safe OR explains why kettle 2 is unsafe. 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>	<p>6</p>	<p>This question is targeted at grades up to A*</p> <p>Indicative scientific points about mistake in the wiring of kettle 2</p> <ul style="list-style-type: none"> • fuse is in the neutral wire / is in the wrong place • should be in the live wire <p>Indicative scientific points about why kettle 1 is safe:</p> <ul style="list-style-type: none"> • if large current / live wire touches metal case then large current to earth • fuse melt / blows / breaks so kettle not live • current stops <p>Indicative scientific points about why kettle 2 is NOT safe:</p> <ul style="list-style-type: none"> • if large current / live wire touches metal case • fuse does not melt / blow / breaks so kettle live • current does not stop <p>Use the L1, L2, L3 annotations in Scoris; do not use ticks.</p>

b	current = 10.9 (A) (1) fuse rating = 13 (A) (1)	2	allow 11 / 10.87 / 10.870 / 10.8696 etc not 10.8 or 10.86 or 11.0 allow ecf from current value fuse chosen must be appropriate to the current given eg if current is calculated as 2A then fuse should be 3A
Total		8	

Question	Answer	Marks	Guidance
14 a	<u>at positive plate:</u> ball becomes positively charged / loses electrons (1) <u>at negative plate:</u> ball receives negative charge / electrons (1) <u>consequence:</u> positive ball repelled from positive plate / positive ball attracted to negative plate / negative ball repelled from negative plate / negative ball attracted to positive plate (1)	3	unless qualified 'it' refers to ball allow ball gains a positive charge not ball gains positive charges If no other mark awarded allow: each time the ball touches a plate it gains that charge (1)
b	wire mesh is made of metal / wire mesh is a conducting material (1) charge is removed / charge flows to earth (1)	2	Allow it / pipe / nozzle / pump for wire mesh allow current / electrons for charge ignore electricity flows to earth
Total		5	

Question	Answer	Marks	Guidance
<p>15 a</p>	<p>any two from</p> <p>neutron collision causes nucleus to split giving several neutrons (1)</p> <p>neutrons collide with other nuclei (1)</p> <p>these neutrons cause more nuclei to split (1)</p>	<p>2</p>	<p>allow correct answers on a diagram e.g.</p>  <p>allow atoms for nuclei throughout</p> <p>ignore inserting rods unless qualified by neutron absorption</p> <p>not metal rods / graphite rods</p>
<p>b</p>	<p>(by inserting) control rods / boron rods (1)</p>	<p>1</p>	<p>ignore inserting rods unless qualified by neutron absorption</p> <p>not metal rods / graphite rods</p>
<p>Total</p>		<p>3</p>	

Question	Answer	Marks	Guidance				
16 a	carbon fibre is strong(er) so screen (it) is less likely to break (1) carbon fibre has low(er) density so computer (it) will be light (1)	2	allow ORA throughout ignore carbon fibre is light allow lightweight if no other mark awarded allow carbon fibre / computer is strong(er) and has low(er) density (1)				
b i	1.3 x 10 ⁷ (1) <table border="1" style="margin-left: 20px;"><tr><td> </td></tr><tr><td>√</td></tr><tr><td> </td></tr><tr><td> </td></tr></table>		√			1	
√							
ii	8 / 9 (years) (1)	1	allow 8.9 / 8.91 / 8.906 etc				
iii	any two from: can be used because resistance can be less than 30 Ω (1) at 30 Ω / maximum transparency for screens is 87% (1) can give lower resistance but it is not very transparent (1) less transparent than graphene (1)	2	allow can be used because it can be less than 30 Ω allow maximum is 86 – 88% allow as resistance decreases, transparency decreases ORA ignore less transparent / low transparency unless qualified				
c	any four from: strong(er) (1) low(er) density (than carbon fibre or indium) (1) graphite will not run out for a long time (1) graphite not run out for 64.5 years (1) it has a high transparency (1) but it has a high transparency for its resistance / for a low resistance (2)	4	ignore light / allow lightweight ignore lots of graphene left / it will not run out allow any value in range 60 -70				
	Total	10					

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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