
GCSE ADDITIONAL SCIENCE / PHYSICS

PH2FP
Mark scheme

4408/4403
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Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

Information to Examiners

1. General

The mark scheme for each question shows:

- the marks available for each part of the question
- the total marks available for the question
- the typical answer or answers which are expected
- extra information to help the Examiner make his or her judgement and help to delineate what is acceptable or not worthy of credit or, in discursive answers, to give an overview of the area in which a mark or marks may be awarded
- the Assessment Objectives and specification content that each question is intended to cover.

The extra information is aligned to the appropriate answer in the left-hand part of the mark scheme and should only be applied to that item in the mark scheme.

At the beginning of a part of a question a reminder may be given, for example: where consequential marking needs to be considered in a calculation; or the answer may be on the diagram or at a different place on the script.

In general the right-hand side of the mark scheme is there to provide those extra details which confuse the main part of the mark scheme yet may be helpful in ensuring that marking is straightforward and consistent.

2. Emboldening

- 2.1** In a list of acceptable answers where more than one mark is available ‘any **two** from’ is used, with the number of marks emboldened. Each of the following bullet points is a potential mark.
- 2.2** A bold **and** is used to indicate that both parts of the answer are required to award the mark.
- 2.3** Alternative answers acceptable for a mark are indicated by the use of **or**. Different terms in the mark scheme are shown by a / ; e.g. allow smooth / free movement.

3. Marking points

3.1 Marking of lists

This applies to questions requiring a set number of responses, but for which candidates have provided extra responses. The general principle to be followed in such a situation is that ‘right + wrong = wrong’.

Each error / contradiction negates each correct response. So, if the number of error / contradictions equals or exceeds the number of marks available for the question, no marks can be awarded.

However, responses considered to be neutral (indicated as * in example 1) are not penalised.

Example 1: What is the pH of an acidic solution? (1 mark)

Candidate	Response	Marks awarded
1	green, 5	0
2	red*, 5	1
3	red*, 8	0

Example 2: Name two planets in the solar system. (2 marks)

Candidate	Response	Marks awarded
1	Neptune, Mars, Moon	1
2	Neptune, Sun, Mars, Moon	0

3.2 Use of chemical symbols / formulae

If a candidate writes a chemical symbol / formula instead of a required chemical name, full credit can be given if the symbol / formula is correct and if, in the context of the question, such action is appropriate.

3.3 Marking procedure for calculations

Full marks can be given for a correct numerical answer, without any working shown.

However, if the answer is incorrect, mark(s) can be gained by correct substitution / working and this is shown in the 'extra information' column or by each stage of a longer calculation.

3.4 Interpretation of 'it'

Answers using the word 'it' should be given credit only if it is clear that the 'it' refers to the correct subject.

3.5 Errors carried forward

Any error in the answers to a structured question should be penalised once only.

Papers should be constructed in such a way that the number of times errors can be carried forward are kept to a minimum. Allowances for errors carried forward are most likely to be restricted to calculation questions and should be shown by the abbreviation e.c.f. in the marking scheme.

3.6 Phonetic spelling

The phonetic spelling of correct scientific terminology should be credited **unless** there is a possible confusion with another technical term.

3.7 Brackets

(.....) are used to indicate information which is not essential for the mark to be awarded but is included to help the examiner identify the sense of the answer required.

3.8 Ignore / Insufficient / Do not allow

Ignore or insufficient is used when the information given is irrelevant to the question or not enough to gain the marking point. Any further correct amplification could gain the marking point.

Do **not** allow means that this is a wrong answer which, even if the correct answer is given, will still mean that the mark is not awarded.

Quality of Written Communication and levels marking

In Question 8(a)(iii) candidates are required to produce extended written material in English, and will be assessed on the quality of their written communication as well as the standard of the scientific response.

Candidates will be required to:

- use good English
- organise information clearly
- use specialist vocabulary where appropriate.

The following general criteria should be used to assign marks to a level:

Level 1: basic

- Knowledge of basic information
- Simple understanding
- The answer is poorly organised, with almost no specialist terms and their use demonstrating a general lack of understanding of their meaning, little or no detail
- The spelling, punctuation and grammar are very weak.

Level 2: clear

- Knowledge of accurate information
- Clear understanding
- The answer has some structure and organisation, use of specialist terms has been attempted but not always accurately, some detail is given
- There is reasonable accuracy in spelling, punctuation and grammar, although there may still be some errors.

Level 3: detailed

- Knowledge of accurate information appropriately contextualised
- Detailed understanding, supported by relevant evidence and examples
- Answer is coherent and in an organised, logical sequence, containing a wide range of appropriate or relevant specialist terms used accurately.
- The answer shows almost faultless spelling, punctuation and grammar.

Question	Answers	Extra information	Mark	AO spec ref
1(a)	main sequence star	correct order only	1	AO1
	supernova		1	2.6.2e
1(b)	balanced by		1	AO1 2.6.2d
Total			3	

Question	Answers	Extra information	Mark	AO spec ref
2(a)(i)	not moving		1	AO2 2.1.2b
2(a)(ii)	straight line from origin to (200,500)	ignore a horizontal line after (200,500)	1	AO2 2.1.2b
2(b)	35 000	allow 1 mark for correct substitution, ie $14\,000 \times 2.5$ provided no subsequent step an answer of 87 500 indicates acceleration (2.5) has been squared and so scores zero	2	AO2 2.1.2a
Total			4	

Question	Answers	Extra information	Mark	AO spec ref
3(a)		allow 1 mark for each correct line if more than one line is drawn from any symbol then all of those lines are wrong	3	AO1 2.3.2
3(b)(i)	half		1	AO1 2.3.2k
3(b)(ii)	3(V)		1	AO2 2.3.2k
3(b)(iii)	V_1		1	AO2 2.3.2k

Question 3 continues on the next page . . .

Question 3 continued . . .

Question	Answers	Extra information	Mark	AO spec ref
3(c)(i)	potential difference / voltage of the power supply	accept the power supply accept the voltage / volts accept number of cells / batteries accept (same) cells / batteries do not accept same ammeter / switch / wires	1	AO3 2.3.2i
3(c)(ii)	bar drawn – height 1.(00)A	ignore width of bar allow 1 mark for bar shorter than 3 rd bar	2	AO2 2.3.2i
3(c)(iii)	as the number of resistors increases the current decreases		1	AO3 2.3.2i
Total			10	

Question	Answers	Extra information	Mark	AO spec ref
4(a)	Zero / 0 velocity / speed = 0	Accept none Nothing is insufficient accept it is not moving paintball has not been fired is insufficient	1	AO1 2.2.2a
			1	
4(b)	0.27	allow 1 mark for correct substitution, ie $p = 0.003(0) \times 90$ provided no subsequent step	2	AO2 2.2.2a
4(c)	equal to		1	AO1 2.2.2b
Total			5	

Question	Answers	Extra information	Mark	AO spec ref
5(a)(i)	neutron		1	AO1 2.5.1a, b
5(a)(ii)	neutron proton	both required, either order	1	AO1 2.5.1b
5(a)(iii)	2		1	AO1
	number of <u>protons</u>	do not accept number of electrons	1	2.5.1e
5(b)(i)	any one from: <ul style="list-style-type: none"> • beta • gamma 	accept correct symbols accept positron / neutrino / neutron cosmic rays is insufficient	1	AO1 2.5.2
5(b)(ii)	electrons		1	AO1 2.5.2c
5(b)(iii)	are highly ionising		1	AO1 2.5.2e
5(c)(i)	mutate / destroy / kill / damage / change / ionise	Harm is insufficient	1	AO3 2.5
5(c)(ii)	much smaller than		1	AO3 2.5

Total			9		
Question	Answers	Extra information	Mark	AO spec ref	
6(a)(i)		all 3 correct for 2 marks allow 1 mark for 1 correct	2	AO1 2.4.1f	
	Wire				Plug terminal
	Live				C
	Neutral				A
	Earth				B
6(a)(ii)	plastic or rubber	accept: ABS UF/urea formaldehyde nylon PVC	1	AO1 2.4.1f	
6(b)(i)	600	allow 1 mark for correct substitution, ie $P = \frac{30\,000}{50}$ provided no subsequent step	2	AO2 2.4.2b	
6(b)(ii)	power is greater than 820 (W)	power is 1200 W is insufficient	1	AO3	
	the lead /cable / wire <u>will</u> overheat / get (too) hot	accept lead / cable will melt may overheat / get hot is insufficient	1	2.4.2a	
	so there is a risk of fire	accept causing a fire	1		
6(c)	X any one from: <ul style="list-style-type: none">most / more efficientsmallest energy input (per second)cheapest to operate	mark only scores if X is chosen mark is for the reason accept smallest input (power) for same output (power) accept wastes least energy smallest (power) input is insufficient uses least electricity is insufficient	1	AO3 2.4.2a	

Total			9
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Question	Answers	Extra information	Mark	AO spec ref
7(a)	450	allow 1 mark for correct substitution, ie $18 \times 10 \times 2.5$ provided no subsequent step shown	2	AO2 2.2.1f
7(b)(i)	friction between child ('s clothing) and slide causes electron / charge transfer (between child and slide)	accept friction between two insulators accept child rubs against the slide accept when two insulators rub (together) accept specific reference, eg electrons move onto / off the child / slide reference to positive electrons / protons / positive charge / atoms transfer negates this mark answers in terms of the slide being initially charged score zero	1 1	AO1 2.3.1a
7(b)(ii)	all the charges (on the hair) are the same (polarity) charges / hairs are repelling	accept (all) the charge/hair is negative / positive accept it is positive/negative both parts should be marked together	1 1	AO3 2.3.1d
7(b)(iii)	charge would pass through the metal (to earth)	accept metal is a conductor accept metal is not an insulator accept there is no charge / electron transfer accept the slide is earthed accept metals contain free electrons	1	AO1 2.3.1e
Total			7	

Question	Answers	Extra information	Mark	AO spec ref
8(a)(i)	friction		1	AO1 2.1.3a
8(a)(ii)	air resistance	accept drag friction is insufficient	1	AO1 2.1.3a
8(a)(iii)	Marks awarded for this answer will be determined by the Quality of Written Communication (QWC) as well as the standard of the scientific response. Examiners should also refer to the information on page 5, and apply a 'best-fit' approach to the marking.		Mark 6	AO spec ref
0 marks	Level 1 (1–2 marks)	Level 2 (3–4 marks)	Level 3 (5–6 marks)	AO2 AO3 2.1.4c
No relevant content.	There is an attempt to explain in terms of forces A and B why the velocity of the cyclist changes between any two points or a description of how the velocity changes between any two points.	There is an explanation in terms of forces A and B of how the velocity changes between X and Y and between Y and Z or a complete description of how the velocity changes from X to Z. or an explanation and description of velocity change for either X to Y or Y to Z	There is a clear explanation in terms of forces A and B of how the velocity changes between X and Z and a description of the change in velocity between X and Z.	

examples of the points made in the response	extra information
X to Y <ul style="list-style-type: none"> at X force A is greater than force B cyclist accelerates and velocity increases as cyclist moves toward Y, force B (air resistance) increases (with increasing velocity) resultant force decreases cyclist continues to accelerate but at a smaller value so velocity continues to increase but at a lower rate Y to Z <ul style="list-style-type: none"> from Y to Z force B (air resistance) increases acceleration decreases force B becomes equal to force A resultant force is now zero acceleration becomes zero velocity increases until... cyclist travels at constant / terminal velocity 	accept speed for velocity throughout

Question	Answers	Extra information	Mark	AO spec ref
8(b)(i)	3360	allow 1 mark for correct substitution, ie 140×24 provided no subsequent step	2	AO1 AO2 2.2.1b
	joule / J	accept 3400 for 2 marks if correct substitution is shown do not accept j do not accept Nm	1	
8(b)(ii)	decreases	accept an alternative word / description for decrease do not accept slows down	1	AO1 2.1.3e
	temperature	accept thermal energy accept heat	1	
Total			13	