GCSE
COMBINED SCIENCE: SYNERGY
8465/3F

Foundation Tier Paper 3 Physical Sciences

Mark scheme

June 2023

Version: 1.0 Final

2 3 6 G 8 4 6 5 / 3 F / M S

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 Examiner.

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.

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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 their judgement
- 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 (for example, a scientifically correct answer that could not reasonably be expected from a student's knowledge of the specification).

2. Emboldening and underlining

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**.
Alternative words in the mark scheme are shown by a solidus eg allow smooth / free movement.

2.4 Any wording that is underlined is essential for the marking point to be awarded.

3. Marking points

3.1 Marking of lists

This applies to questions requiring a set number of responses, but for which students 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 errors / 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]

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

Example 2: Name **two** magnetic materials.

[2 marks]

Student	Response	Marks awarded
1	iron, steel, tin	1
2	cobalt, nickel, nail*	2

3.2 Use of symbols / formulae

If a student writes a chemical symbol / formula instead of a required chemical name, or uses symbols to denote quantities in a physics equation, 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

Marks should be awarded for each stage of the calculation completed correctly, as students are instructed to show their working. At any point in a calculation students may omit steps from their working. If a subsequent step is given correctly, the relevant marks may be awarded.

Full marks are **not** awarded for a correct final answer from incorrect working.

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

An error can be carried forward from one question part to the next and is shown by the abbreviation 'ecf'.

Within an individual question part, an incorrect value in one step of a calculation does not prevent all of the subsequent marks being awarded.

3.6 Phonetic spelling

Marks should be awarded if spelling is not correct but the intention is clear, **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 Allow

In the mark scheme additional information, 'allow' is used to indicate creditworthy alternative answers.

3.9 Ignore

Ignore 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.

3.10 Do <u>not</u> accept

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

3.11 Numbered answer lines

Numbered lines on the question paper are intended to support the student to give the correct number of responses. The answer should still be marked as a whole.

4. Level of response marking instructions

Extended response questions are marked on level of response mark schemes.

- Level of response mark schemes are broken down into levels, each of which has a descriptor.
- The descriptor for the level shows the average performance for the level.
- There are two marks in each level.

Before you apply the mark scheme to a student's answer, read through the answer and, if necessary, annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1: Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level.

The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer. Do **not** look to penalise small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level.

Use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 2 with a small amount of level 3 material it would be placed in level 2 but be awarded a mark near the top of the level because of the level 3 content.

Step 2: Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

You should ignore any irrelevant points made. However, full marks can be awarded only if there are no incorrect statements that contradict a correct response.

An answer which contains nothing of relevance to the question must be awarded no marks.

Question 1

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
01.1	9		1	AO1 4.7.3.4

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
01.2	blue		1	AO1 4.7.3.4

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
01.3	pH probe / meter		1	AO1 4.7.3.4

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
01.4	H^+		1	AO1 4.7.3.4

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
01.5	neutralisation		1	AO1 4.7.3.4

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
01.6	7		1	AO2 4.5.2.1

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
01.7	(concentration =) $\frac{9.8}{0.5}$		1	AO2 4.5.2.6
	= 19.6 (g/dm^3)		1	

Total Question 1	**8**

Question 2

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
02.1	generating electricity using nuclear power is reliable		1	AO2 4.8.2.4

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
02.2	the potential difference increases		1	AO1 4.7.2.9

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
02.3	the current decreases		1	AO1 4.7.2.9

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
02.4	the energy transferred to the surroundings decreases		1	AO1 4.7.2.9

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
02.5	useful power output = 0.90 × 2400 useful power output = 2160 (MW)		1 1	AO2 4.8.2.7

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
02.6	(45 + 36 + 2 =) 83 (%) **X** = (100 – 83 =) 17 (%)	 allow correct subtraction using incorrectly determined percentage for total of other energy resources	1 1	AO2 4.8.2.4

Total Question 2	**8**

Question 3

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
03.1	battery		1	AO1 4.7.2.4 4.7.5.2

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
03.2	**A**: copper sulfate (solution) **B**: (negative) electrode **or** cathode	allow electrolyte (solution)	1 1	AO1 4.7.5.2 RPA21

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
03.3	ions		1	AO1 4.7.5.2 4.7.5.3 RPA21

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
03.4	(mass =) $\frac{0.52}{20}$ = 0.026 (g)	 if no other mark awarded allow **1** mark for an answer of 0.0225 (g) **or** 0.025 (g)	1 1	AO2 4.7.5.2 4.7.5.3 RPA21

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
03.5	(mean mass =) $\frac{0.52 + 0.45 + 0.50}{3}$ = 0.49 (g)		1 1	AO2 4.7.5.2 4.7.5.3 RPA21

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
03.6	0.01 g		1	AO3 4.7.5.2 4.7.5.3 RPA21

Total Question 3	**9**

Question 4

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
04.1	diamond		1	AO1 4.8.1.1

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
04.2	conducts electricity		1	AO1 4.8.1.1

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
04.3	C_{60}		1	AO1 4.8.1.1

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
04.4	C_2H_6		1	AO2 4.6.2.4 4.8.1.2

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
04.5	covalent strong		1 1	AO1 4.6.2.4 4.8.1.2

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
04.6	(total percentage of petrol, diesel oil and kerosene =) 92 (%)		1	AO2 4.8.1.2 4.8.1.3
	(total percentage of LPG and fuel oil = 100−92 =) 8 (%)	allow correct use of incorrectly determined percentage for total of other fractions	1	
	(percentage of LPG =) 6 (%) **and** (percentage of fuel oil =) 2 (%)	allow correct use of incorrectly determined percentage for LPG and fuel oil	1	

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
04.7	vaporise	must be in this order	1	AO1 4.8.1.3
	condense		1	

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
04.8	boiling point		1	AO1 4.8.1.3

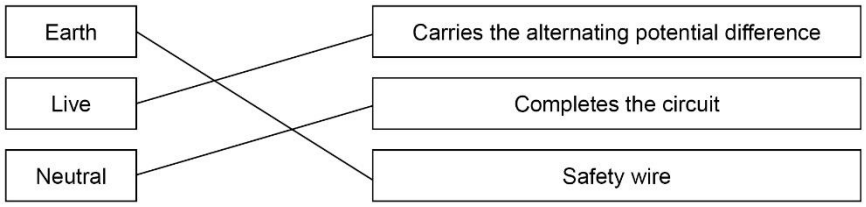
Question	Answers	Extra information	Mark	AO/ Spec. Ref.
04.9	cracking		1	AO1 4.8.1.4

Total Question 4	**13**

Question 5

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
05.1	the potential difference changes direction		1	AO1 4.7.2.5

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
05.2	230 volts		1	AO1 4.7.2.5 4.7.2.6

Question	Answers	Mark	AO/ Spec. Ref.
05.3	 3 lines correct = 2 marks 1 or 2 lines correct = 1 mark do **not** accept more than 1 line from a box on the left	2	AO1 4.7.2.6

Question	Answers	Mark	AO/ Spec. Ref.
05.4	**Switches** / **Heating elements on or off?** (**A** and **B** / **C** and **D**) S_1 open and S_2 open — off — off S_1 closed and S_2 open — on — off S_1 closed and S_2 closed — on — on 1 mark for each correct row	2	AO1 4.7.2.3 4.7.2.4

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
05.5	energy transferred = power × time **or** $E = P \times t$		1	AO1 4.7.2.7 4.7.2.8

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
05.6	t = 1200 (s)		1	AO2 4.7.2.7
	E = 12 × 1200	allow a correct substitution of an incorrectly / not converted value of time	1	4.7.2.8
	E = 14 400 (J)	allow an answer consistent with an incorrectly / not converted value of time	1	

Total Question 5	**10**

Question 6

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
06.1	(g)		1	AO2 4.5.2.1 4.7.5.1

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
06.2	a burning splint makes a pop sound		1	AO1 4.7.5.4

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
06.3	Ca^{2+}		1	AO2 4.6.2.2

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
06.4	increases		1	AO3 4.7.5.1

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
06.5	(*y*-axis) mass of calcium chloride produced in grams / g		1	AO2 4.7.5.1
	all points correctly plotted	allow a tolerance of ± ½ a small square allow **1** mark for three points correctly plotted	2	
	line of best fit		1	

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
06.6	3.5 (g)	allow ecf from question **06.5** allow a tolerance of ± ½ a small square	1	AO3 4.7.5.1

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
06.7	(M_r =) 40 + 35.5 + 35.5 = 111		1 1	AO2 4.5.2.3

Total Question 6	**11**

Question 7

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
07.1	power = $200^2 \times 1.75$ power = 70 000 (W)		1 1	AO2 4.7.2.7

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
07.2	distance = 12.5 × 600 distance = 7500 (m)		1 1	AO2 4.7.1.2

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
07.3	(measured distance from P to Q) = 9.6 (cm) distance (= 9.6 × 5) = 48 (km)	allow a distance in the range 9.4 to 9.8 cm allow their measured distance from P to Q x 5	1 1	AO2 4.7.1.1

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
07.4	60°		1	AO2 4.7.1.1

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
07.5	acceleration = $\frac{\text{change in velocity}}{\text{time}}$ **or** $a = \frac{\Delta v}{t}$		1	AO1 4.7.1.4

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
07.6	$4.0 = \frac{24}{t}$ $t = \frac{24}{4.0}$ t = 6.0 (s)		1 1 1	AO2 4.7.1.4

Total Question 7	**11**

Question 8

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
08.1	lithium	allow Li	1	AO2 4.5.1.1

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
08.2	loss of an electron		1	AO2 4.5.1.2 4.6.2.2

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
08.3	(an) alloy		1	AO1 4.6.2.7

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
08.4	percentage of copper = 59 (%) (mass =) $\frac{59}{100} \times 20$ = 11.8 (g)	 allow correct use of incorrectly determined percentage of copper 	1 1 1	AO2 4.6.2.7

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
08.5	the alloy / mixture contains different size atoms (so) the (crystal) structure is distorted (so in the alloy / mixture) the layers / atoms cannot slide over each other easily	 allow (so) the regular pattern is distorted allow (so) in (pure) copper the layers / atoms can slide over each other easily	1 1 1	AO1 4.6.2.6 4.6.2.7

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
08.6	any **two** from: • (copper has a) giant structure • (copper has) strong (metallic) bonds • large amount of energy needed to break bonds	allow (copper has a giant) lattice structure do **not** accept reference to intermolecular forces	2	AO1 4.6.2.6 4.6.2.7

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
08.7	(copper has) delocalised electrons	allow (copper has) electrons which are free to move through the metal / structure	1	AO1 4.6.2.6 4.6.2.7

Total Question 8	**12**

Question 9

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
09.1	$E_k = \frac{1}{2}\ mv^2$		1	AO1 4.7.1.9

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
09.2	v = 24 (m/s)	subsequent marks can only be awarded if value for v is in the range 22 to 28	1	AO2 4.7.1.9
	900 000 = 0.5 × m × 24^2	allow a correct substitution of an incorrect value of v	1	
	$m = \frac{900\ 000}{0.5 \times 24^2}$	allow a correct rearrangement using an incorrect value of v	1	
	m = 3125 (kg)	allow m = 3100 (kg) allow an answer consistent with an incorrect value of v	1	

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
09.3	kinetic energy is transferred to gravitational potential energy		1	AO1 4.7.1.9 4.6.1.5 4.8.2.5

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
09.4	water decreases the friction that causes braking	allow water lubricates the brakes	1	AO1 4.7.1.10
	(which) increases the (braking) distance		1	

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
09.5	(the material) is a good (thermal) conductor		1	AO1 4.8.2.6
	(because) it has a high rate of energy transfer		1	

Total Question 9	**10**

Question 10

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
10.1	water	allow H_2O	1	AO1 4.7.3.1
	carbon dioxide	allow CO_2	1	4.7.3.2 RPA17

Question	Answers	Mark	AO/ Spec. Ref.
10.2	**Level 3**: The method would lead to the production of a valid outcome. The key steps are identified and logically sequenced.	5–6	AO1 4.7.3.2 RPA17
	Level 2: The method would not necessarily lead to a valid outcome. Most steps are identified, but the method is not fully logically sequenced.	3–4	
	Level 1: The method would not lead to a valid outcome. Some relevant steps are identified, but links are not made clear.	1–2	
	No relevant content	0	
	Indicative content • **add copper carbonate to (hydrochloric) acid** • in suitable container • stir • **continue adding copper carbonate until in excess** • when solid remains **or** when effervescence stops • **filter (the reaction mixture)** • to remove excess copper carbonate • using filter paper and funnel • pour solution into evaporating dish • **heat the solution** • using electric heater **or** using a Bunsen burner and a water bath • to crystallisation point • **leave solution to crystallise** • dry crystals with filter paper		

Total Question 10	**8**