

GCSE

Science B

General Certificate of Secondary Education

Unit **B711/02**: Modules B1, C1, P1 (Higher Tier)

Mark Scheme for June 2015

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2015

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

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	<p>source 1 and (EAR =) 42 (g) (2)</p> <p>but 42 (g) with no reference to source 1 (1)</p> <p>but if answer is incorrect then source 1 and 0.6 x 70 (1)</p>	2	<p>allow teenage males and (EAR =) 42 (g) (2)</p> <p>allow source 1 is 10g more / source 2 is 10g less (2)</p> <p>unqualified reference to source 1 scores 0</p>
a ii	<p>any two from:</p> <p>age source 1 based on age</p> <p>or idea that source 2 or EAR does not take into account age (1)</p> <p>mass idea that source 1 does not take into account body mass or weight</p> <p>or source 2 or EAR is based on mass or weight (1)</p> <p>gender source 1 based on gender</p> <p>or source 2 is not based on gender (1)</p>	2	<p>allow reference to teenage males instead of source 1</p> <p>allow source 2 or EAR based on body size (1)</p> <p>ignore source 2 or EAR is based on height</p> <p>ignore source 2 is calculated by EAR</p> <p>if no other mark awarded, allow idea that (recommended amounts of protein) vary with age / body mass / gender (1) i.e. without specific mention of source 1 or 2</p> <p>ignore idea that source 1 is only an average as true for both</p>

Question	Answer	Marks	Guidance
b	any two from: idea that EAR is only an average /estimate (1) Jake may still be growing or the idea that his mother is no longer growing (in height) (1) idea that Jake may need to develop more muscle (1) (Jake is male and) males need more protein in their diet / ora (1)	2	ignore EAR is same as they have same mass ignore Jake is heavier / different mass / mum is lighter / ages ignore Jake is still developing ignore idea that Jake is more active
	Total	6	

Question	Answer	Marks	Guidance
2 a	<p>Level 3 (5 – 6 marks) Detailed explanation of how sweating cools the body AND provides detailed explanation of why process of temperature control is negative feedback. Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>Level 2 (3 – 4 marks) Simple explanation of how sweating cools the body to include ideas about evaporation AND attempts to explain negative feedback Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>Level 1 (1 – 2 marks) Simple explanation of how sweating cools the body to include ideas about evaporation OR attempts to explain negative feedback OR links the idea of sweating to changes in the data without mentioning evaporation. 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> <p>Use the L1, L2, L3 annotations in Scoris; do not use ticks.</p>	6	<p>This question is targeted at grades up to A* Indicative scientific points of detailed explanation at Level 3 may include: sweating</p> <ul style="list-style-type: none"> • temperature drops because the sweat is evaporating taking heat from the body • idea that between 0- 32 min body is not sweating enough to cool the body by evaporation <p>negative feedback</p> <ul style="list-style-type: none"> • negative feedback is when the temperature goes up the body will react to return it to normal • negative feedback because when temperature reaches 36.6 °C or back to normal sweating response will be switched off <p>To access level two answer must refer to both sweating and negative feedback Indicative scientific points at Level 1 and 2 may include: explanation of sweating</p> <ul style="list-style-type: none"> • temperature goes down because of evaporation of sweat / evaporation of sweat cools the body <p>negative feedback idea</p> <ul style="list-style-type: none"> • negative feedback is when something in the body changes from the normal it is changed back • negative feedback tries to maintain a constant temperature • negative feedback tries keep the temperature close to 36.6°C (allow 37°C) • negative feedback is linked to homeostasis • negative feedback involves the brain detecting the change in temperature / brain sending impulses to start sweating <p>changes in the data</p> <ul style="list-style-type: none"> • idea that sweating is having a cooling effect on the body after 32 min or after exercise <p>allow if no other marks sweating causes cooling down (Level 1 and 1 mark) ignore references to vasodilatation / vasoconstriction</p>

Question	Answer	Marks	Guidance
b	high salt intake / stress / high alcohol intake / overweight / smoking / high fat diet (1)	1	allow description of stressful situation e.g. taking exams (1) allow adrenalin (1) allow high cholesterol (1) ignore drinking too much unless alcohol is mentioned ignore diet unless qualified ignore eating too much / high sugar diet / gaining weight
c i	fatty acids and glycerol (1)	1	both needed – more than 2 rings scores zero
c ii	around organs / under skin (1) as adipose tissue fat (1)	2	allow around / on / in skin (1) allow stored around a named organ (1) allow fat is stored in the liver (1) ignore around muscle ignore fat stored as glycogen or glucose
Total		10	

Question	Answer	Marks	Guidance
3 a	<p>smoke (cannabis) without tobacco (1)</p> <p>idea that tobacco causes named effect such as emphysema / cancer (1)</p>	2	<p>allow take cannabis as tablet or injection (1) ignore make cannabis legal (for MS sufferers)</p> <p>allow tobacco produces harmful carbon monoxide / tobacco is addictive (1) allow tobacco causes high blood pressure (1)</p>
b	<p>idea that they give some patients cannabis and others a placebo (1)</p> <p>idea that patients will not know what they have or (only) the doctors / scientists know which patients have the drug (1)</p>	2	<p>not patient has both cannabis and the placebo ignore reference to taking drugs with or without tobacco but allow smoke tobacco with or without cannabis (1)</p> <p>not idea that patients and doctors will not know what they have</p> <p>allow explanation linked to study – e.g. so that patients with placebo may say their symptoms are reduced (1)</p>

Question	Answer	Marks	Guidance
c	<p>35% think you should be able to get cannabis on prescription. <input data-bbox="875 268 972 373" type="checkbox"/></p> <p>26% think you should be able to buy cannabis without a prescription. <input checked="" data-bbox="875 424 972 529" type="checkbox"/></p> <p>9% think you should be able to buy cannabis without a prescription from a licensed outlet. <input data-bbox="875 580 972 718" type="checkbox"/></p> <p>26% think you the sale of cannabis should be illegal. <input checked="" data-bbox="875 769 972 874" type="checkbox"/></p> <p>Less than 50% think cannabis should be made legal either with or without a prescription. <input data-bbox="875 925 972 1078" type="checkbox"/></p> <p style="text-align: right;">(2)</p>	2	<p>each correct tick = 1 mark</p> <p>if three ticks maximum 1 mark</p> <p>four ticks = 0 marks</p>
Total		6	

Question	Answer	Marks	Guidance
4 a	<p>130 tall and 130 short (2)</p> <p>but if answer incorrect then look at diagram</p> <p>tall plants genotype = Tt and short plants genotype = tt (1)</p> <p>or</p> <p>correct number of offspring from their diagram or correct ratio from their diagram (1)</p> <p>or</p> <p>idea that it is a one to one ratio / 50% chance of each genotype (1)</p> <p>but</p> <p>idea that it is a one to one ratio / 50% chance of each genotype with correct diagram (2)</p>	2	<p>ignore diagram if answer is correct</p> <pre> T t t Tt tt t Tt tt </pre> <p>e.g. if they have Tt x Tt then numbers will be 195 tall to 65 small in diagram, TT x Tt 260 tall 0 small (1)</p>
b	<p>any one from:</p> <p>the other scientists would not have known what Mendel did (1)</p> <p>Mendel could not talk to them as he was dead (1)</p> <p>Mendel's work would have been lost to the other scientists after he died (1)</p> <p>other scientists can compare or check their results (with Mendel's) (1)</p> <p>other scientists can test Mendel's theory (1)</p>	1	<p>allow the scientists could improve or develop Mendel's investigations / other scientists could learn about his findings (1)</p> <p>ignore the scientists could improve their own investigations</p> <p>allow so other scientists can look at his results / so other scientists didn't steal his ideas (1)</p> <p>ignore other scientists can use it to prove their theories</p> <p>ignore Mendel got recognition or credit (for his work)</p>
	Total	8	

Question	Answer	Marks	Guidance
5 a i	because it contains bromine / does not contain carbon and hydrogen only (1)	1	allow has Br in the formula (1) ignore contains bromine water ignore contains a bromine molecule allow C and H for carbon and hydrogen not does not contain carbon and hydrogen molecules only not does not contain carbon and hydro
ii	C ₂ H ₃ Br (1)	1	allow elements in any order not C ₂ H ₃ Br / C ² H ³ Br
b	idea that (many) alkenes or monomers or (unsaturated) molecules make a polymer or idea that (many) alkenes or monomers or (unsaturated) molecules are joined together (1) (conditions are) catalyst / named catalyst e.g. Ziegler-Natta catalyst or triethylaluminium (1) high pressure (1)	3	not saturated molecules make a polymer allow high level answers e.g. the double bond between carbon atoms splits so the bond can be used to attach to more (creating a chain) (1) ignore incorrect catalyst allow any pressure above atmospheric pressure (1) ignore just 'pressure' ignore references to temperature
c	saturated (1)	1	allow correct answer ticked, circled or underlined in list if answer line is blank more than one answer = 0
	Total	6	

Question	Answer	Marks	Guidance
6 a	(carboxylic) acid (1) (+ alcohol → ester + water)		<p>allow organic acid (1)</p> <p>not acid catalyst</p> <p>not any named acid other than a named carboxylic acid</p>
b	<p>idea that attraction or force between water molecules is strong</p> <p>or</p> <p>idea that attraction or force between particles in nail varnish is strong (1)</p> <p>idea that the attraction or force between water molecules and nail varnish particles is weak (1)</p>	2	<p>answer must refer to particles or molecules or intermolecular</p> <p>allow the force between water molecules is greater than the force between water molecules and nail varnish particles scores (2)</p> <p>allow the force between particles in nail varnish is greater than the force between water molecules and nail varnish particles (2)</p> <p>allow bonds for attraction or force</p> <p>not intramolecular attraction or force or bond</p> <p>not covalent bond</p>
Total		3	

Question	Answer	Marks	Guidance
7 a	<p>D (1)</p> <p>then any two from: no carbon monoxide is produced (1) no soot is produced (1) only carbon dioxide is produced (1) idea that D gives the most or more energy per £ (1)</p>	3	<p>if more than one or no choice is made max 2</p> <p>answer must include reference to both cost and energy output e.g. D gives out a (relatively) high amount of energy more cheaply (1) allow correct comparison to fuel A e.g. gives similar amount of energy to A but costs less(1)</p> <p>ignore just 'D is cheaper than A' ignore just 'D gives out 3800J and only costs £3.00 per litre'</p> <p>if A is chosen then max 2 marks any two from no carbon monoxide is produced (1) no soot is produced (1) only carbon dioxide is produced (1)</p> <p>if B is chosen then max 1 mark no soot is produced (1)</p>
b	<p>x = 3 y = 2 z = 3 (1)</p>	1	<p>all three required for the mark</p>
	Total	4	

Question	Answer	Marks	Guidance				
8 a	(Fraction A is) LPG and (Fraction B is) petrol (1)	1	both required in the correct order for the mark				
b	any two from: idea that demand (always) exceeds supply / ora (1) supply of oil decreased (from 2009 to 2012) (1) demand for oil decreased (from 2009 to 2012) (1)	2	ignore demand stays the same from 2009 to 2010				
c	Boiling point <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="text-align: center;">low</td></tr></table> → <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="text-align: center;">high</td></tr></table> (1) Intermolecular forces <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="text-align: center;">weak / low</td></tr></table> → <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="text-align: center;">strong / high</td></tr></table> (1)	low	high	weak / low	strong / high	2	both required for the mark both required for the mark
low							
high							
weak / low							
strong / high							
d	(during boiling) only intermolecular forces are broken or covalent bonds are not broken (1)	1	allow idea that more energy is needed to break the covalent bonds or covalent bonds are too strong (to break) (1)				
Total		6					

Question	Answer	Marks	Guidance
9	<p>Level 3 (5 – 6 marks) Answer chooses B to make a water pipe and explains why the polymer is suitable, giving at least two relevant reasons AND relates the melting point of A <u>and</u> B to the structure of the polymers. Quality of written communication does not impede communication of the science at this level.</p> <p>Level 2 (3 – 4 marks) Answer chooses B to make a water pipe and explains why the polymer is suitable, giving at least three relevant reasons OR relates the melting point of <u>either</u> A or B to the structure of the polymer. Quality of written communication partly impedes communication of the science at this level.</p> <p>Level 1 (1 – 2 marks) answer chooses B to make a water pipe and explains why the polymer is suitable, giving at least two relevant reasons. 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 A*</p> <p>Indicative scientific points may include:</p> <p>B is used for making water pipes because</p> <ul style="list-style-type: none"> • it has a relatively low density (so doesn't require heavy lifting equipment to install) • it is strong (so will not break easily) • it is rigid (so pipe will not bend) • idea that its melting point is above boiling water or above the temperature of any liquid that will flow through the pipe / pipes will not melt with hot water <p>Relating melting point of the polymers to their structures</p> <ul style="list-style-type: none"> • A has a low(er) melting point because it has weak (intermolecular) forces between polymer molecules • B has a high(er) melting point because it has strong (intermolecular) forces or covalent bonds or cross-linking bridges between the polymer molecules <p>allow comparison as a description for both A and B e.g. B has a higher melting point because it has stronger (intermolecular) forces between the polymer molecules</p> <p>marks can be scored from a labelled diagram</p> <p>If no other marks awarded allow correct properties of polymer B even if polymer A is chosen for Level 1 one mark</p> <p>Use the L1, L2, L3 annotations in Scoris. Do not use ticks.</p>
	Total	6	

Question	Answer	Marks	Guidance
10 a	<p>any two from</p> <p>poor (internet) connection / poor (mobile phone) reception / interruption (of signal) / disruption (of signal) / blocking (of signal) / not near a hot spot (1)</p> <p>interference / signals crossing (1)</p> <p>(radiation can be) reflected (1)</p> <p>(radiation can be) refracted (1)</p>	2	<p>allow too many devices connected / devices too far apart / if you are far away it may not work / poor signal or poor coverage / no direct line of sight / poor weather conditions (1)</p> <p>allow background noise (1)</p> <p>ignore bounces</p> <p>ignore diffracted</p>
b	<p>digital (1)</p> <p>different codes / different (sets of) signals / different frequencies / different wavelengths (1)</p>	2	<p>allow correct description of digital signal e.g. on and off / 0 and 1 (1)</p> <p>not analogue and digital signals used</p> <p>ignore just uses signals</p>
Total		4	

Question	Answer	Marks	Guidance
11 a	<p>[Level 3] Final temperature calculated AND an explanation of the results using data from the table. Quality of written communication does not impede communication of the science at this level (5 – 6 marks)</p> <p>[Level 2] Temperature change calculated AND describes a result. Quality of written communication partly impedes communication of the science at this level (3 – 4 marks)</p> <p>[Level 1] Attempt to calculate final temperature OR describes a result. 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*.</p> <p>final temperature calculated may include:</p> <ul style="list-style-type: none"> • final temperature = 30 (°C) allow written in table • energy = mass x specific heat capacity x temperature change allow as triangle formula • temperature change = $\frac{\text{energy}}{\text{mass x specific heat capacity}}$. • temperature change = $\frac{8400}{0.2 \times 4200}$. • temperature change = 10 (°C) allow written in table <p>results <u>explained</u> at level 3 may include:</p> <ul style="list-style-type: none"> • energy supplied is larger than energy absorbed as not all the energy is used to heat the water • the difference between energy supplied and energy absorbed increases as the final temperature increases because the rate of heat loss increases • the difference between energy supplied and energy absorbed increases as the final temperature increases because greater difference with air temperature <p>results <u>described</u> at level 1 and 2 may include:</p> <ul style="list-style-type: none"> • any correct description e.g. greater temperature change requires more energy / higher final temperature requires more energy • energy supplied is larger than energy absorbed • the difference between energy supplied and energy absorbed increases as the final temperature increases • the difference between energy supplied and energy absorbed increases as the final temperature increases <p>Use the L1, L2, L3 annotations in scoris. Do not use ticks.</p>

Question	Answer	Marks	Guidance
b i	<p>conduction put material around cup / cover it with insulation (1)</p> <p>convection add lid / cover top of cup / cover opening of cup (1)</p>	2	<p>allow named suitable insulation material e.g. bubble wrap / foam / polystyrene / paper / cardboard / tin foil allow wrap something around the cup (1) ignore 'insulates cup' or 'use insulated cup'</p> <p>if no other mark awarded allow 'cover or wrap the cup' for either conduction or convection</p>
ii	<p>less time needed / quicker / faster (1)</p> <p>then any one from:</p> <p>less energy lost or less heat lost (1)</p> <p>(so) less energy needed or less heat needed (1)</p>	2	<p>allow less heat escapes (1) allow less convection / less conduction / less radiation (1) ignore no heat loss / no energy loss</p>
Total		10	

Question	Answer	Marks	Guidance
12 a	<p>strong waves linked to high level of ozone (1) weak waves linked to low level of ozone (1)</p> <p>but</p> <p>stronger waves linked to more ozone or weaker waves linked to less ozone (2)</p>	2	<p>ignore ref to more or less long waves</p>
b	<p>any two from: CFCs have depleted the ozone layer (1)</p> <p>this lets more ultraviolet radiation (reach Earth) (1)</p> <p>ultraviolet causes skin cancer or cataracts or sunburn (1)</p>	2	<p>allow CFCs have reduced / thinned / damaged or destroyed (in parts) the ozone layer (1) allow idea that CFCs make the hole larger (1) ignore CFCs make the hole large ignore CFCs make the hole weaker ignore CFCs have made a hole in the ozone</p> <p>allow UV for ultraviolet radiation</p> <p>allow UV for ultraviolet radiation</p>
c i	<p>any one from:</p> <p>idea that whole world being affected (1)</p> <p>idea that without an agreement then hole in ozone layer will get worse (1)</p> <p>idea that many countries are needed to reduce the hole in the ozone layer / just a few countries or one country are not enough to reduce the hole in the ozone layer (1)</p>	1	<p>allow it's a global problem / not just affecting one country or a few countries (1)</p> <p>allow to increase the impact of reducing the depletion of the ozone layer / has more effect / impact will be more significant (1)</p> <p>ignore to save the planet / stop wars / stop conflict</p>

Question	Answer	Marks	Guidance
c ii	<p>any one from:</p> <p>idea that some countries have lots of CFC to dispose of (1)</p> <p>some countries are more reliant on CFCs (1)</p> <p>some have large populations (using CFCs) (1)</p> <p>some countries do not have the money to change CFC use / LEDC problems / country is still developing (1)</p> <p>some countries are small so impact is very small (1)</p> <p>need (time) to find alternatives / no safe alternatives (1)</p>	1	
	Total	6	

Question	Answer	Marks	Guidance
13 a	<div data-bbox="387 264 922 331">.....into water <input type="checkbox"/></div> <div data-bbox="387 395 922 462">....by body tissue <input checked="" type="checkbox"/></div> <div data-bbox="387 526 922 593">.....through plastic <input type="checkbox"/></div> <div data-bbox="387 657 922 724">..... absorbs microwaves <input checked="" type="checkbox"/></div> <div data-bbox="387 788 922 855">.....diffract at all <input type="checkbox"/></div> <div data-bbox="387 919 922 986">.....weather conditions <input type="checkbox"/></div> <div data-bbox="969 986 1008 1018">(2)</div>	2	<p>each correct tick = 1 mark</p> <p>if three ticks maximum 1 mark</p> <p>four ticks = 0 marks</p>

Question	Answer	Marks	Guidance
b	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">1cm into food <input style="width: 30px; height: 15px; border: none;" type="checkbox"/> </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">shiny surface <input style="width: 30px; height: 15px; border: none;" type="checkbox"/> </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">surface of food <input checked="" style="width: 30px; height: 15px; border: none;" type="checkbox"/> </div> <div style="border: 1px solid black; padding: 2px;">the frequency <input style="width: 30px; height: 15px; border: none;" type="checkbox"/> </div> <p style="text-align: right;">(1)</p>	1	more than one tick = 0 marks
c	C (1) optical fibres use total internal reflection or TIR and multiplexing and fast(er) (than A)(1)	2	if A B D then 0 marks allow good channel speed or medium channel speed for idea of fast
	Total	5	

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

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

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

© OCR 2015

