GCSE
COMBINED SCIENCE: SYNERGY
8465/3F

Foundation Tier Paper 3 Physical Sciences

Mark scheme

June 2022

Version: 1.0 Final Mark Scheme

226G8465/3F/MS

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.

Further copies of this mark scheme are available from aqa.org.uk

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2022 AQA and its licensors. All rights reserved.

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	hydrogen	allow H do **not** accept H_2	1	AO1 4.8.1.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.2	4		1	AO1 4.8.1.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.3	plankton		1	AO1 4.8.1.2

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

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.5	any **one** from: • petrol • diesel (oil) • kerosene • heavy fuel oil • liquefied petroleum gases	 allow LPG allow named petroleum gases	1	AO1 4.8.1.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.6	carbon dioxide water		1 1	AO1 4.8.1.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.7	larger hydrocarbon molecules have greater viscosity		1	AO1 4.8.1.3

Total Question 1		**8**

Question 2

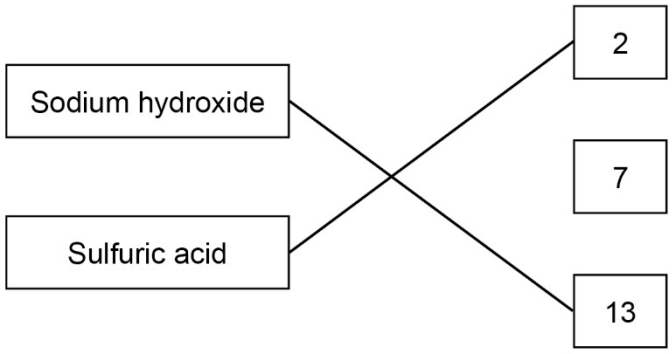
Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.1	H^+		1	AO1 4.7.3.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.2	universal indicator		1	AO1 4.7.3.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.3	wear eye protection		1	AO1 4.7.3.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.4	sodium sulfate		1	AO2 4.7.3.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.5	water		1	AO1 4.7.3.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.6	**Solution** **pH of solution**  do **not** accept more than one line from a box on the left		1 1	AO2 4.7.3.4

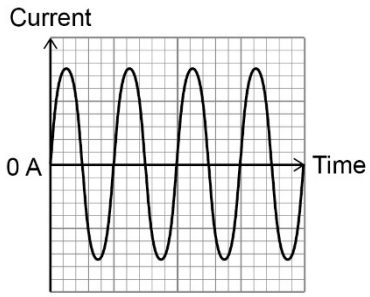
Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.7	neutralisation		1	AO1 4.7.3.2

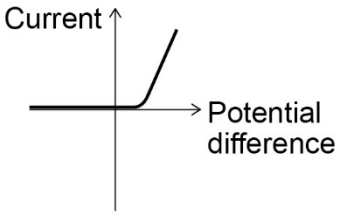
Total Question 2		**8**

Question 3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.1	stays the same increases decreases		1 1 1	AO1 4.7.2.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.2	current = $\frac{252}{36}$ current = 7 (A)		1 1	AO2 4.7.2.7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.3			1	AO1 4.7.2.5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.4			1	AO3 4.7.2.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.5	charge flow = 5.0 × 7200 charge flow = 36 000 coulombs / C		1 1 1	AO2 AO2 AO1 4.7.2.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.6	W = 1150 × 7200 W = 8 280 000 (J)		1 1	AO2 4.7.2.7

Total Question 3		**12**

Question 4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.1	$2\,Ca + O_2 \rightarrow 2\,CaO$	allow multiples	1	AO2 4.5.2.1 4.5.2.2

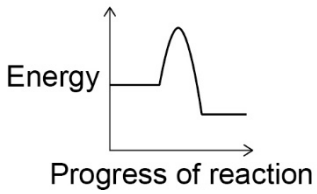
Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.2	(mass =) $\frac{10}{40} \times 56$ = 14 (g)		1 1	AO2 4.5.2.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.3	(the ignored point is) anomalous	allow the point does not fit the pattern	1	AO3 4.5.2.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.4	(as the mass of magnesium increases) the mass of magnesium oxide (produced) increases		1	AO2 4.5.2.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.5 view with Figure 3	line of best fit extended to 0.5 g 0.8 (g)	 allow a tolerance of ± ½ a small square allow a mass value correctly read from an incorrectly drawn extension of the line of best fit	1 1	AO3 4.5.2.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.6	(**X** =) $\frac{0.51 + 0.47 + 0.48 + 0.50}{4}$ = 0.49 (g)		1 1	AO2 4.5.2.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.7			1	AO1 4.7.4.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.8	activation energy		1	AO1 4.7.4.4

Total Question 4		**11**

Question 5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.1	iron is less reactive than carbon		1	AO2 4.8.2.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.2	iron oxide		1	AO2 4.8.2.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.3	carbon		1	AO1 4.8.2.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.4	to melt the mixture (of aluminium oxide and cryolite)	allow to heat the mixture (of aluminium oxide and cryolite) allow aluminium oxide / cryolite / compound for the mixture	1	AO1 4.8.2.2
	to produce an (electrical) current	allow process uses electricity	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.5	the ions must be free to move (so) charge can flow		1 1	AO1 4.6.2.3 4.7.5.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.6	does not react **or** unreactive		1	AO1 4.7.5.2 4.7.5.3 RPA21

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.7			1 1	AO2 AO1 4.5.1.5 4.7.5.2 4.7.5.3 RPA21

	Product at positive electrode	Product at negative electrode
Name of product	Chlorine	Copper
State of product	Gas	Solid

Total Question 5		10

Question 6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.1	(kinetic energy =) $0.5 \times 360 \times 1.50^2$ = 405 (J)		1 1	AO2 4.7.1.9

Question	Answers	Mark	AO / Spec. Ref.
06.2	efficiency = $\frac{\text{useful power output}}{\text{total power input}}$	1	AO1 4.8.2.7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.3	$0.80 = \frac{\text{useful power output}}{220}$ (useful power output =) 0.80×220 = 176 (W)		1 1 1	AO2 4.8.2.7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.4	(velocity) decreases		1	AO1 4.7.1.5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.5	decreases increases		1 1	AO1 4.8.2.5

Total Question 6		**9**

Question 7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.1	to stop acid splashing out of the conical flask		1	AO3 4.7.4.1 4.7.4.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.2	surface area (of calcium carbonate)	allow size of (calcium carbonate) lumps	1	AO2 4.7.4.1 4.7.4.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.3	any **one** from: • volume of (hydrochloric) acid • concentration of (hydrochloric) acid • temperature (of hydrochloric acid) • mass of calcium carbonate		1	AO2 4.7.4.1 4.7.4.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.4	(mean rate =) $\frac{0.09}{60}$ = 0.0015 (g/s)		1 1	AO2 4.7.4.1 4.7.4.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.5	(*y*-axis label) decrease in mass after 60 seconds in grams		1	AO2 4.7.4.1 4.7.4.2
	bar to 0.09 (g) labelled small (lumps)	allow a tolerance of ± ½ a small square for plotting	1	
	bar to 0.06 (g) labelled large (lumps)	allow **1** mark for both bars correctly plotted with no / incorrect labels	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.6	size of (calcium carbonate) lumps is a categoric variable	allow size of (calcium carbonate) lumps is not a continuous variable allow there are only two results	1	AO2 4.7.4.1 4.7.4.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.7	increasing the size of the lumps decreases the rate of reaction		1	AO3 4.7.4.1 4.7.4.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.8	(total surface area =) 6 × 0.8 × 0.8		1	AO2 4.7.4.2
	= 3.84 (cm^2)		1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.9	the lump has an irregular shape		1	AO3 4.7.4.2

Total Question 7		**13**

Question 8

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.1	layers of atoms slide over each other		1	AO1 4.6.2.7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.2	delocalised electrons	allow free electrons	1	AO1 4.6.2.6
	(which) carry (electrical) charge	ignore current / electricity for charge	1	4.6.2.7
	(as the electrons move) through the metal / structure	ignore throughout for through	1	

<table>
<tr><th>Question</th><th>Answers</th><th>Mark</th><th>AO / Spec. Ref.</th></tr>
<tr><td rowspan="4">08.3</td><td>Level 2: Scientifically relevant features are identified; the way(s) in which they are similar / different is made clear and (where appropriate) the magnitude of the similarity / difference is noted.</td><td>4–6</td><td rowspan="4">AO1
4.6.2.1
4.6.2.2
4.6.2.3
4.6.2.4
4.6.2.5
4.8.1.1</td></tr>
<tr><td>Level 1: Relevant features are identified and differences noted.</td><td>1–3</td></tr>
<tr><td>No relevant content</td><td>0</td></tr>
<tr><td>Indicative content

similarities:

• giant structure
• regular structure
• strong bonds

differences:

<table>
<tr><th>diamond:</th><th>sodium chloride:</th></tr>
<tr><td>• only consists of carbon atoms</td><td>• consists of sodium ions and chloride ions</td></tr>
<tr><td>• element (carbon)</td><td>• compound made of two elements (sodium and chlorine)</td></tr>
<tr><td>• non-metal</td><td>• contains a metal and a non-metal</td></tr>
<tr><td>• covalent bonding</td><td>• ionic bonding</td></tr>
<tr><td>• shared pairs of electrons</td><td>• electrostatic forces of attraction</td></tr>
<tr><td>• between (carbon) atoms</td><td>• between oppositely charged ions (sodium and chloride)</td></tr>
<tr><td>• each carbon atom is bonded to four other atoms</td><td>• each ion is surrounded by six other ions

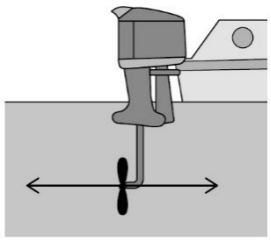
• forces act in all directions</td></tr>
</table>
</td><td></td><td></td></tr>
</table>

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.4	(M_r =) (12 × 2) + (4 × 1) = 28		 1 1	AO2 4.5.2.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.5	poly(ethene) has larger molecules (so poly(ethene)) has stronger intermolecular forces (so) more energy is needed to overcome the intermolecular forces	allow converse	1 1 1	AO2 4.6.2.5

Total Question 8		**15**

Question 9

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.1		force arrow pointing horizontally to the right starting/finishing on the propellor force arrow pointing horizontally to the right and same length as force of propeller on water arrow	1 1	AO2 4.6.1.1 4.7.1.7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.2	<table><tr><td>Quantity</td><td>Scalar</td><td>Vector</td></tr><tr><td>Speed</td><td>✓</td><td></td></tr><tr><td>Velocity</td><td></td><td>✓</td></tr><tr><td>Mass</td><td>✓</td><td></td></tr><tr><td>Weight</td><td></td><td>✓</td></tr></table>	4 correct answers for **2** marks 2 or 3 correct answers for **1** mark	2	AO1 4.6.1.1 4.6.1.4 4.7.1.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.3	$v = \frac{s}{t}$		1	AO1 4.7.1.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.4	$6000 = 12 \times t$ $t = \frac{6000}{12}$ $t = 500$ (s)		1 1 1	AO2 4.7.1.2

Question	Answers	Mark	AO / Spec. Ref.
09.5	**Level 3:** Relevant points (reasons / causes) are identified, given in detail and logically linked to form a clear account.	5–6	AO1 4.7.1 4.7.1.5 4.7.1.6 4.7.1.7
	Level 2: Relevant points (reasons / causes) are identified, and there are attempts at logical linking. The resulting account is not fully clear.	3–4	
	Level 1: Points are identified and stated simply, but their relevance is not clear and there is no attempt at logical linking.	1–2	
	No relevant content	0	
	Indicative content • forward force decreases (to zero) • (because) propeller stops turning **or** (because) the engine has been turned off • water resistance decreases • (because) water resistance depends on speed • weight of boat remains constant • (because) weight depends on mass which is constant • upthrust force is constant • (because) same volume of water is displaced Extra descriptions • upthrust force remains equal to the weight of the boat • vertical resultant force does not change • initially resultant (horizontal) force acts to the left • horizontal resultant force decreases to zero		

Total Question 9		**14**