

Q1 Biology Specimen 8(b)

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 2, and apply a 'best-fit' approach to the marking.

0 marks	Level1 (1-2 marks)	Level 2 (3-4 marks)	Level 3 (5-6 marks)
No relevant content.	There is a basic description which describes how a quadrat or a metre tape could be used to collect data	There is a clear description of how a quadrat and a metre tape could be used to collect data along a line	There is a clear, logical and detailed description of a method that will produce valid, repeatable results across / at intervals along the stream.

examples of procedural points made in the response:

- Use of tape measure to produce transect
- placing of quadrats
- transect placed across stream
- score presence of each plant species
- use quadrat at regular intervals along tape
- repeat transect several times (• 3)
- along stream
- at random **or** regular intervals the information on page 2.

Q2

0 marks	Level 1 (1-2 marks)	Level 2 (3-4 marks)	Level 3 (5-6 marks)
No relevant content.	There is a brief description of the method or a risk assessment.	There is some description of the method that may include a risk assessment.	There is a clear, balanced and detailed description of the method and a risk assessment.

examples of chemistry points made in the response	extra information
<p><input type="checkbox"/> sulfuric acid is heated in a beaker and copper oxide is added with stirring</p> <p><input type="checkbox"/> until the copper oxide is in excess</p> <p><input type="checkbox"/> the mixture is filtered</p> <p>or</p> <p>the mixture is poured through a funnel and filter paper</p> <p><input type="checkbox"/> to remove the excess copper oxide</p> <p><input type="checkbox"/> some of the solution is evaporated</p> <p>or</p> <p>heated in an evaporating basin/dish</p> <p><input type="checkbox"/> the solution is allowed to crystallise / cool down</p> <p>examples of the risk assessment points made in the response</p> <p><input type="checkbox"/> wear safety goggles . to protect eyes because sulfuric acid is corrosive / an irritant</p> <p><input type="checkbox"/> care when heating . to protect against burns</p> <p><input type="checkbox"/> wash hands after the preparation . copper sulfate is harmful</p> <p><input type="checkbox"/> care when handling glass apparatus . to protect against cuts</p>	<p>the underlined words are needed to gain each bullet point</p>

Physics Q3 (10c Specimen)

0 marks	Level 1 (1-2 marks)	Level 2 (3-4 marks)	Level 3 (5-6 marks)
No relevant content.	There is a brief description of the life cycle of a star like the sun.	There is some description of the life cycle of a star like the sun.	There is a clear and detailed description of the life cycle of a star like the sun.
examples of the physics points made in the		extra information	
<p>response</p> <ul style="list-style-type: none"> <input type="checkbox"/> gases and dust pulled together by gravity <input type="checkbox"/> nuclear fusion begins <input type="checkbox"/> when forces are balanced star is stable <input type="checkbox"/> expands <input type="checkbox"/> cools <input type="checkbox"/> becomes a red giant <input type="checkbox"/> shrinks <input type="checkbox"/> temperature rises <input type="checkbox"/> glows much brighter <input type="checkbox"/> becomes a white dwarf 		<p>to score full marks either the term red giant or white dwarf must be used do not accept red supergiant any mention of supernova negates a mark any mention of black hole negates a mark individual points must be linked in a correct sequence</p>	