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KEY STAGE
2

LEVELS
3-5

2008

Science tests

Mark schemes

Tests A and B, levels 3-5



National curriculum assessments

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First published 2008

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ISBN 1-84721-508-4

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Marking the science tests

As in 2007, external markers, employed by the external marking agencies under contract to QCA, will mark the test papers. The markers will follow the mark schemes in this booklet, which is supplied to teachers for information.

This booklet contains the mark schemes for the levels 3–5 tests A and B. Level threshold tables will be posted on the NAA website (www.naa.org.uk/tests) on 23 June 2008.

General guidance

The structure of the mark schemes

The marking information for each question is set out in the form of tables. The ‘question’ column on the left-hand side of each table provides a quick reference to the question number and question part. The ‘mark’ column gives the number of marks available for each question part.

The ‘requirements’ column may include three types of information:

- a general statement describing what is required for the award of the mark
- examples of specific creditworthy responses showing correct science
- examples of creditworthy responses beyond the key stage 2 programme of study.

The ‘allowable answers’ column gives examples of allowable creditworthy responses, showing correct science which may not be as clearly expressed.

The ‘additional guidance’ column may include different types of information:

- specific responses which are not creditworthy either because information from the question has been rephrased, or because the responses imply incorrect scientific knowledge
- answers which are insufficient in themselves to gain credit, but are not incorrect science, and would therefore not lose credit if used with a correct response.

Where two marks are available for a question which requires the **relationship between two continuous variables** to be described, the following will apply:

- *two* marks will be awarded for a creditworthy general comparison of the variables in question, eg the *bigger* the grains, the *longer* the sugar takes to dissolve
- *one* mark will be awarded for a pair of creditworthy specific comparisons, eg big grains dissolve *slowly* and small grains dissolve *fast*
- *one* mark will be awarded for a single creditworthy comparison, eg the *biggest* grains dissolve *most slowly*.

Where **one** mark is available for a question which requires the **relationship between two continuous variables** to be described, the following will apply:

- *one* mark will be awarded for a creditworthy general comparison of the variables in question, eg the *bigger* the grains, the *longer* the sugar takes to dissolve
- *one* mark will be awarded for a pair of creditworthy specific comparisons, eg big grains dissolve *slowly* and small grains dissolve *fast*.

Applying the mark schemes

The mark schemes give scientifically correct answers to each question as well as providing guidance on, and examples of, other answers which are allowable. In cases of alternative wording or where an answer is drawn rather than written, external markers will exercise their professional judgement.

In order to ensure consistency of marking, the most frequent queries are listed below, with the action the marker will take.

What if...?

The pupil gives two or more responses to a particular question part.

The pupil has not used ticks to indicate the correct response in a multiple-choice question.

The pupil ticks more than the required number of boxes.

In a planning question, no answer is given in the expected place but the correct answer is given in the drafting box.

The pupil misspells a word.

Marking procedure

- If a pupil qualifies a scientifically correct answer with a scientifically incorrect statement, no mark will be awarded for that question part.
- If a pupil qualifies a scientifically correct answer with an incorrect statement which is not relevant to the context of the question, the latter response is regarded as 'neutral' and the mark will be awarded.

Any unambiguous positive indication of the correct answer will be accepted. Ticks take precedence over any other form of response. Therefore, when ticks and any other sort of response are given together, the boxes with ticks will be assumed to be the pupil's response. If the correct boxes are left blank, no marks will be awarded.

One mark will be deducted for each incorrect answer. Negative marks will not be awarded.

Where a pupil has shown understanding of the question, the mark(s) will be given.

- If it is clear that the pupil has made a simple error, eg 'two' or 'son' for 'sun', then the incorrect spelling will be accepted and the mark awarded.
- If a pupil misspells a word copied from the text of the question or from a selection given, and the new word does not have any inappropriate meaning, the incorrect spelling will be accepted and the mark awarded.
- If specific scientific vocabulary is required in the answer, a creditworthy misspelling must be a phonetic equivalent of the required word, with the major syllables of the correct word represented in the answer.

Recording marks awarded

In the margin, alongside each question part, there is a mark box for each question part.

Depending on the type of response made to each part of each question by the pupil, the external marker will put one of the following into each box:

- '1' for an acceptable/allowable response
- '0' for an incorrect response
- '-' if no response is made.

The number of marks gained on each double page will be written in the box at the bottom of the right-hand page. The total number of marks gained on each paper will be recorded on the front of the test paper.

Each paper has the following number of marks available:

- Test A has 40
- Test B has 40.

The 2008 key stage 2 science tests and mark schemes were developed by the National Foundation for Educational Research (NFER) on behalf of QCA.

Test A question 1: Solids, liquids and gases

Question	Mark	Requirements	Allowable answers	Additional guidance								
<p>1a</p> <p>3/1e</p>	<p>1m</p>	<p>Award ONE mark for correctly matching all three descriptions:</p>										
<p>1b</p> <p>3/1e</p>	<p>1m</p>	<p>Award ONE mark for both rows of the table correctly completed:</p> <table border="1"> <thead> <tr> <th></th> <th>Do they spread out to completely fill up any container?</th> </tr> </thead> <tbody> <tr> <td>Gases</td> <td>yes [given]</td> </tr> <tr> <td>Liquids</td> <td>no</td> </tr> <tr> <td>Solids</td> <td>no</td> </tr> </tbody> </table>		Do they spread out to completely fill up any container?	Gases	yes [given]	Liquids	no	Solids	no		
	Do they spread out to completely fill up any container?											
Gases	yes [given]											
Liquids	no											
Solids	no											

Test A question 2: Teeth (continued)

Question	Mark	Requirements	Allowable answers	Additional guidance
<p>2d i</p> <p>2/2a</p>	1m	<p>Award ONE mark for:</p> <ul style="list-style-type: none"> ■ rip/tear/hold/grip/grab/stab/pierce (its prey/meat/food) ■ kill its prey. 		<p>Do not give credit for a response that includes incorrect science describing the function of other types of teeth than canines:</p> <ul style="list-style-type: none"> ■ crush/grind/chew ■ chop/slice/shred. <p>Do not give credit for an insufficient response giving a general function of all teeth:</p> <ul style="list-style-type: none"> ■ cut/bite. <p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ digging into the meat ■ catching the prey [not specific to the role of teeth]. <p>Do not give credit for an insufficient response which only describes the teeth:</p> <ul style="list-style-type: none"> ■ they are sharp.
<p>2d ii</p> <p>2/2a</p>	1m	<p>Award ONE mark for:</p> <ul style="list-style-type: none"> ■ grind/chomp/crush/crunch/chew (grass/its food). 		<p>Do not give credit for a response that includes incorrect science describing the function of other types of teeth than molars:</p> <ul style="list-style-type: none"> ■ rip/tear/hold/grip ■ chop/slice/shred. <p>Do not give credit for an insufficient response giving a general function of all teeth:</p> <ul style="list-style-type: none"> ■ cut/bite. <p>Do not give credit for an insufficient response which only describes the teeth:</p> <ul style="list-style-type: none"> ■ they are flat.

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Test A question 3: *String instruments*

Question	Mark	Requirements	Allowable answers	Additional guidance
<p>3a</p> <p>4/3g</p>	1m	<p>Award ONE mark for an understanding that the sound travels through the air:</p> <ul style="list-style-type: none"> ■ sound/vibrations travel(s) through the air ■ (it travels through) air. 	<p>ONE mark may be awarded for a response indicating the sound travels through a gas or the atmosphere.</p> <p>ONE mark may be awarded for an indication of other materials the sound may travel through:</p> <ul style="list-style-type: none"> ■ the floor ■ the stick ■ the tub. 	<p>Do not give credit for a response that includes <i>incorrect science</i>:</p> <ul style="list-style-type: none"> ■ <i>airwaves</i>. <p>Do not give credit for an <i>insufficient response</i>:</p> <ul style="list-style-type: none"> ■ <i>vibrations</i> ■ <i>waves</i> [the sound travels in the form of vibrations or waves, not through vibrations or waves] ■ <i>the string</i>.
<p>3b</p> <p>4/3f</p>	1m	<p>Award ONE mark for an indication that more force is applied:</p> <ul style="list-style-type: none"> ■ he plucked the string harder ■ he used more force ■ he pulled it back further. 	<p>ONE mark may be awarded for an absolute response:</p> <ul style="list-style-type: none"> ■ he plucked it hard. 	<p>Do not give credit for a response that includes <i>incorrect science confusing volume with pitch</i>:</p> <ul style="list-style-type: none"> ■ <i>he pulled it/stretched it tighter</i> ■ <i>he made the string shorter</i>. <p>Do not give credit for an <i>insufficient response</i>:</p> <ul style="list-style-type: none"> ■ <i>he plucked it more</i> [ambiguous, could refer to the number of times the string was plucked] ■ <i>he plucked it with force</i>.
<p>3c</p> <p>4/3e</p>	1m	<p>Award ONE mark for an indication that the string is vibrating:</p> <ul style="list-style-type: none"> ■ it vibrates. 	<p>ONE mark may be awarded for a description of the vibration where the rapid speed of movement is indicated:</p> <ul style="list-style-type: none"> ■ she can see it moving back and forth quickly. 	<p>Do not give credit for an <i>insufficient response</i>:</p> <ul style="list-style-type: none"> ■ <i>the string moves</i> ■ <i>it twangs/wobbles</i> ■ <i>the string shakes</i>.
<p>3d</p> <p>4/3f</p>	1m	<p>Award ONE mark for:</p> <ul style="list-style-type: none"> ■ the note is higher. <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 		

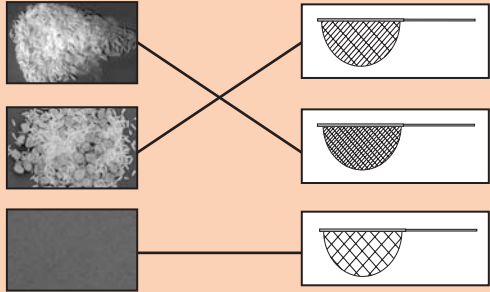
Test A question 4: Fish tank

Question	Mark	Requirements	Allowable answers	Additional guidance
4a 2/3a	1m	Award ONE mark for: <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> <input type="checkbox"/> </div> <ul style="list-style-type: none"> ■ grow more quickly. <input checked="" type="checkbox"/> <input type="checkbox"/> 		
4b 2/5d	1m	Award ONE mark for all three organisms in the correct order: <ul style="list-style-type: none"> ■ algae → (water) snails → (Clown Loach) fish. 	ONE mark may be awarded if (green) plant is used in place of algae in an otherwise correct food chain: <ul style="list-style-type: none"> ■ (green) plant → snail(s) → fish. 	Do not give credit for an alternative food chain for the Clown Loach fish.
4c 4/2a	1m	Award ONE mark for an indication that there are forces of attraction between the magnets or that the magnets have opposite poles facing each other: <ul style="list-style-type: none"> ■ the magnets are attracted to each other ■ because opposite poles attract ■ the North pole of one magnet is facing the South pole of the other magnet. 	ONE mark may be awarded for: <ul style="list-style-type: none"> ■ the magnets stick/stay together ■ magnet B pulls magnet A with it. ONE mark may be awarded for a response indicating the magnetic force extends through the glass/tank: <ul style="list-style-type: none"> ■ the force works through the tank. 	Do not give credit for an insufficient response that does not make explicit that the magnets attract: <ul style="list-style-type: none"> ■ there is a force between the magnets ■ it moves because they are magnetic ■ they connect together. Do not give credit for an insufficient response implying each magnet is a different pole: <ul style="list-style-type: none"> ■ they are opposite poles ■ magnet B is South and magnet A is North.

Test A question 4: Fish tank (continued)

Question	Mark	Requirements	Allowable answers	Additional guidance
<p>4d</p> <p>1/2e 3/2c</p>	1m	<p>Award ONE mark for:</p> <p>■ <input type="checkbox"/> no <input checked="" type="checkbox"/></p> <p>AND</p> <p>a response that indicates the temperature is higher than it should be:</p> <ul style="list-style-type: none"> ■ the water is too hot ■ the water needs to be cooler ■ the water is 10°C higher than it should be ■ it is meant to be 25°C but it is at 35°C. 	<p>ONE mark may be awarded for:</p> <p>■ <input type="checkbox"/> no <input checked="" type="checkbox"/></p> <p>AND</p> <ul style="list-style-type: none"> ■ the tank is too hot/warm ■ there is 10 degrees difference between how the water is and what it needs to be for the fish to be healthy ■ the water/tank is not at 25°C) ■ the water is at the wrong temperature ■ the water is at 35°C. <p>ONE mark may be awarded for:</p> <p>■ <input type="checkbox"/> no <input checked="" type="checkbox"/></p> <p>AND</p> <p>a response where the thermometer has been misread (providing it is above 25°C) or the temperature difference is incorrect but a higher reading is indicated:</p> <ul style="list-style-type: none"> ■ the thermometer says the water is 36°C which is too high ■ the temperature of the water is 8°C higher than it should be ■ the water is at 36°C. <p>ONE mark may be awarded if neither box is ticked but the creditworthy explanation indicates that the pupil believes the water is too hot for the fish to be healthy.</p>	<p>Do not give credit for a response where the 'yes' box has been ticked.</p> <p>Do not give credit for a response that includes incorrect science implying that the water temperature needs to be hotter or that the current temperature is too low:</p> <ul style="list-style-type: none"> ■ the water temperature should be higher. <p>Do not give credit for an insufficient response where the 'no' box has been ticked but the explanation does not give a clear indication that the water temperature is incorrect:</p> <ul style="list-style-type: none"> ■ because it will not keep the fish healthy ■ the higher the temperature, the more unhealthy the fish. <p>Do not give credit for an insufficient response where the 'no' box has been ticked but is followed by information given in the question:</p> <ul style="list-style-type: none"> ■ 25°C keeps the fish healthy ■ it needs to be at 25°C for the fish to be healthy. <p>Do not give credit for an insufficient response where neither box has been ticked and the explanation does not make it clear that the fish will not be healthy at this temperature:</p> <ul style="list-style-type: none"> ■ the water is at 35°C.

Test A question 5: Sieves

Question	Mark	Requirements	Allowable answers	Additional guidance
<p>5a</p> <p>3/3a</p>	<p>1m</p>	<p>Award ONE mark for correctly matching all three mixtures to the sieves that will separate them:</p> 		
<p>5b</p> <p>3/3a</p>	<p>1m</p>	<p>Award ONE mark for a response explaining the grains of salt and sugar are similar in size:</p> <ul style="list-style-type: none"> ■ the bits of sugar and salt are the same size ■ for a sieve to work, the solids must be different sizes. 	<p>ONE mark may be awarded for:</p> <ul style="list-style-type: none"> ■ they are (both) small (and fit through the sieves) ■ they are (both) fine ■ the holes (of the sieve) are too big. 	<p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ they would need an extremely small-holed sieve. <p>Do not give credit for an insufficient response that does not fully identify the property needed to separate the sugar and salt:</p> <ul style="list-style-type: none"> ■ size ■ the sugar and salt will both go through [given] ■ they are the same [does not necessarily refer to size] ■ it is too small [ambiguous as to what 'it' refers to].

Test A question 5: Sieves (continued)

Question	Mark	Requirements	Allowable answers	Additional guidance
5c i 3/3b	1m	Award ONE mark for a response explaining the salt dissolves in the water: <ul style="list-style-type: none"> the salt will form a solution the salt will dissolve. 		Do not give credit for an insufficient response: <ul style="list-style-type: none"> the salt disappears.
5c ii 3/3d	1m	Award ONE mark for an indication that the mixture can be separated by evaporating (the water leaving the salt behind): <ul style="list-style-type: none"> by evaporation evaporate the water (leaving the salt). 	ONE mark may be awarded for a response explaining the mixture should be moved to a warmer place and/or left to dry: <ul style="list-style-type: none"> move the mixture onto a (sunny/warm) window sill put it on a radiator leave the salt to dry heat it put it on a shelf and wait. 	Do not give credit for a response that includes incorrect science implying the salt will evaporate: <ul style="list-style-type: none"> evaporate the mixture/it. Do not give credit for an insufficient response: <ul style="list-style-type: none"> leave it (out).
5d 3/3c	1m	Award ONE mark for identifying filtration as a better method for separating soil and water: <ul style="list-style-type: none"> he should filter it use filter paper. 	ONE mark may be awarded for: <ul style="list-style-type: none"> filter paper use a finer sieve put paper in the sieve. ONE mark may be awarded for a response which implies action to evaporate the water quickly: <ul style="list-style-type: none"> boil/heat the mixture evaporate the water. 	Do not give credit for an insufficient response: <ul style="list-style-type: none"> use a funnel [both could go through a funnel] decant it [soil is floating on top] use a small(er) sieve. Do not give credit for an insufficient response implying the water should be evaporated slowly: <ul style="list-style-type: none"> leave it (to dry in sunlight) put it on a shelf and wait.

Test A question 6: Bananas



Question	Mark	Requirements	Allowable answers	Additional guidance
<p>6a</p> <p>1/2d</p>	<p>2m</p> <p>or</p> <p>1m</p>	<p>Award TWO marks for all three statements correctly classified:</p> <p><i>To make the test fair...</i></p> <p><i>both bananas must be unripe.</i> True</p> <p><i>an apple must be put in both bags.</i> False</p> <p><i>the bags must be left in the same place.</i> True</p> <p>If you are unable to award two marks, award ONE mark for any two statements correctly classified.</p>		
<p>6b</p> <p>BoS 2a 1/2c</p>	<p>1m</p>	<p>Award ONE mark for:</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>■ observations <input checked="" type="checkbox"/> <input type="checkbox"/></p>		
<p>6c</p> <p>1/2j</p>	<p>1m</p>	<p>Award ONE mark for:</p> <p>■ yes <input checked="" type="checkbox"/> <input type="checkbox"/></p> <p>AND</p> <p>a response comparing the bananas in bags A and B:</p> <ul style="list-style-type: none"> ■ the banana by itself was not as ripe ■ the banana in bag B went yellow ■ in bag A the banana is still green. 	<p>ONE mark may be awarded if neither box is ticked but the creditworthy explanation, referring to the results of the investigation, unambiguously indicates that the pupil believes the apple helped the banana ripen more quickly.</p>	<p>Do not give credit if the 'no' box is ticked.</p> <p>Do not give credit for an insufficient response that does not clarify which banana they are referring to:</p> <ul style="list-style-type: none"> ■ the banana went yellow ■ after 7 days the banana is green. <p>Do not give credit for an insufficient response that repeats/restates information already given without referring to the results:</p> <ul style="list-style-type: none"> ■ apples make bananas ripen more quickly.

Test A question 6: *Bananas (continued)*

Question	Mark	Requirements	Allowable answers	Additional guidance
6d 1/2a	1m	<p>Award ONE mark for identifying both the independent variable (IV: different fruit) and the dependent variable (DV: effect on/speed of ripening):</p> <ul style="list-style-type: none"> ■ do other fruits help the banana ripen faster (than leaving it by itself)? ■ do different fruits have a different effect on ripening bananas? ■ do different fruits make it ripen faster like apples do? 	<p>ONE mark may be awarded for a response in which the DV is not fully defined:</p> <ul style="list-style-type: none"> ■ what effect do different fruit have on bananas? ■ will different fruits make them/bananas yellow? <p>ONE mark may be awarded for a conclusion which includes both the IV and the DV:</p> <ul style="list-style-type: none"> ■ other fruits help bananas to ripen. 	<p>Do not give credit for an insufficient response opening the investigation from bananas to other fruits ripening in general:</p> <ul style="list-style-type: none"> ■ what fruits make other fruits ripen? <p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ does it work with different fruit?
6e 1/2m	1m	<p>Award ONE mark for a response that recognises the banana by itself was green in Test 1 (compared with yellow in Test 2): <i>In Test 1...</i></p> <ul style="list-style-type: none"> ■ the banana by itself did not ripen (but it did in Test 2) ■ the banana by itself stayed green ■ the banana in bag A is not ripe. 		<p>Do not give credit for an insufficient response indicating that the results for all the fruit in Test 2 were the same [this does not identify which bananas/bags have conflicting results]: <i>In Test 1...</i></p> <ul style="list-style-type: none"> ■ they were different but in Test 2 they all went yellow. <p>Do not give credit for an insufficient response which does not select the appropriate evidence from Test 1: <i>In Test 1...</i></p> <ul style="list-style-type: none"> ■ the banana in bag A is green and the banana in bag B is yellow (the apple has not changed). <p>Do not give credit for an insufficient response: <i>In Test 1...</i></p> <ul style="list-style-type: none"> ■ the results were different (and need checking) ■ the banana in bag B is yellow.

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Test A question 7: Floating on salty water

Question	Mark	Requirements	Allowable answers	Additional guidance
7a i 4/2b	1m	Award ONE mark for: <ul style="list-style-type: none"> ■ weight ■ gravitational pull/attraction. 	ONE mark may be awarded for: <ul style="list-style-type: none"> ■ gravity. 	Do not give credit for an insufficient response: <ul style="list-style-type: none"> ■ downward pull [given].
7a ii 4/2d	1m	Award ONE mark for an indication of the upward push of the water: <ul style="list-style-type: none"> ■ upthrust ■ upward push of the water/solution/liquid ■ a force up from the water. <p>❖ Give credit for a correct response that goes beyond the key stage 2 programme of study:</p> <ul style="list-style-type: none"> ■ buoyancy. 	ONE mark may be awarded for: <ul style="list-style-type: none"> ■ a force up ■ an upward push/force. 	Do not give credit for an insufficient response: <ul style="list-style-type: none"> ■ a force [given] ■ (amount of) salt ■ a force from the water [no direction indicated] ■ water resistance.
7b 1/2i	1m	Award ONE mark for an estimation greater than 34 cm ³ but less than 39 cm ³ .		
7c 1/1a	1m	Award ONE mark for: <ul style="list-style-type: none"> ■ <input type="checkbox"/> salt <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 		
7d 4/2d 1/2j	1m	Award ONE mark for both correct words circled: <p>The greater the  force on</p> <p>the clay ball, the  it floats.</p>		Do not give credit for a response that includes incorrect science: <ul style="list-style-type: none"> ■ The greater the downwards force on the clay ball, the lower it floats [the downward force of weight does not change because the amount of clay is constant].

Test A question 8: *Sleeping babies*

Question	Mark	Requirements	Allowable answers	Additional guidance
<p>8a</p> <p>1/2c</p>	<p>1m</p>	<p>Award ONE mark for an appropriate measure of quality/quantity of sleep:</p> <ul style="list-style-type: none"> ■ how long the babies sleep for ■ how often the babies wake up ■ how often the babies cry (at night) ■ if the babies sleep longer at night than in the day ■ how long it takes for them to go to sleep. 	<p>ONE mark may be awarded for an observation:</p> <ul style="list-style-type: none"> ■ see if they wake up/start to cry ■ observe how deeply they are breathing ■ their heart rate ■ how much they move. 	<p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ <i>time</i> ■ <i>watch the baby sleep</i> ■ <i>ask the parents.</i>
<p>8b</p> <p>1/2c</p>	<p>2m</p> <p>or</p> <p>1m</p>	<p>Award TWO marks for all three statements correctly classified:</p> <p style="text-align: right;"><i>Would the baby spend more time in daylight?</i></p> <p>Parents could...</p> <p><i>play with the baby more often in the garden.</i> Yes</p> <p><i>keep the curtains closed in the baby's room.</i> No</p> <p><i>take the baby for a walk in the pram.</i> Yes</p> <p>If you are unable to award two marks, award ONE mark for any two statements correctly classified.</p>		

Test A question 8: *Sleeping babies (continued)*

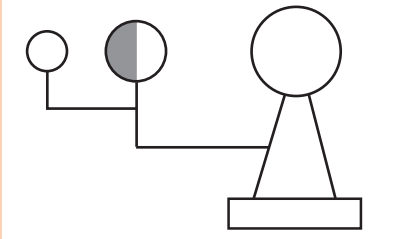
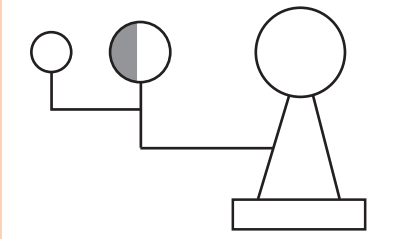
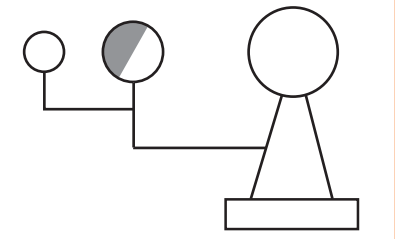
Question	Mark	Requirements	Allowable answers	Additional guidance
<p>8c</p> <p>BoS 2b</p>	1m	<p>Award ONE mark for a precaution against sunburn:</p> <ul style="list-style-type: none"> ■ put sunblock/suncream on the babies ■ make the baby wear a (sun)hat ■ do not put babies in the sun at midday ■ put the baby in clothes which cover up its arms and legs ■ put the babies in the shade. 	<p>ONE mark may be awarded for:</p> <ul style="list-style-type: none"> ■ put clothes on them ■ cover them with a blanket. 	<p>Do not give credit for an insufficient response which implies the babies are not in any sunlight:</p> <ul style="list-style-type: none"> ■ close the curtains ■ keep them in the dark. <p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ put cream on them.
<p>8d</p> <p>1/2g</p>	1m	<p>Award ONE mark for an indication that carrying out the test with several babies would improve the reliability of the results/ test OR they needed to have similar results from more than one baby:</p> <ul style="list-style-type: none"> ■ so their results are more reliable ■ some babies may sleep better than others naturally ■ to check that it would have the same effect on most ■ to check their idea worked on a number of babies ■ so you can compare the results from different babies. 	<p>ONE mark may be awarded for a response that recognises babies are not all the same:</p> <ul style="list-style-type: none"> ■ some babies are different ■ different/some babies react differently ■ to see if the babies are the same/ different. <p>ONE mark may be awarded for:</p> <ul style="list-style-type: none"> ■ to make their results (more) accurate ■ to check their results [implies replication of results] ■ to make sure of their idea/results ■ to get an average (of how long they sleep) ■ so there is more evidence ■ it may not work on all babies. 	<p>Do not give credit for an insufficient response implying there is a correct answer:</p> <ul style="list-style-type: none"> ■ to make it right ['it' refers to test or method] ■ to see if they are (getting it) right. <p>Do not give credit for an insufficient response indicating that people should be tested but not indicating that there could be a variation in how babies/people sleep or react to the test:</p> <ul style="list-style-type: none"> ■ to see what effect it could have ■ to make sure ■ to get more results ■ to see what a couple of babies do.

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Test A question 9: Candle

Question	Mark	Requirements	Allowable answers	Additional guidance						
<p>9a</p> <p>3/2g 3/2d</p>	<p>1m</p>	<p>Award ONE mark for both of the changes correctly classified:</p> <table border="1"> <thead> <tr> <th>Change</th> <th>Is the change reversible?</th> </tr> </thead> <tbody> <tr> <td>The wax melts.</td> <td>yes</td> </tr> <tr> <td>The wax burns.</td> <td>no</td> </tr> </tbody> </table>	Change	Is the change reversible?	The wax melts.	yes	The wax burns.	no		
Change	Is the change reversible?									
The wax melts.	yes									
The wax burns.	no									
<p>9b</p> <p>3/2b,c</p>	<p>1m</p>	<p>Award ONE mark for correctly classifying all three statements:</p> <p>The wax must be heated to melt. True</p> <p>When a solid melts it changes into a gas. False</p> <p>Temperature shows how hot or cold something is. True</p>								
<p>9c</p> <p>1/2l,h</p>	<p>1m</p>	<p>Award ONE mark for a graph line showing the decrease of mass from 100 g over time:</p> <ul style="list-style-type: none"> 	<p>ONE mark may be awarded for a response where the mass decreases but does not start at 100 g:</p> <ul style="list-style-type: none"> <p>ONE mark may be awarded for a decrease in mass after it has initially stayed constant:</p> <ul style="list-style-type: none"> 	<p>Do not give credit for a response that includes <i>incorrect science</i> where the graph shows:</p> <ul style="list-style-type: none"> an intentional increase in mass over time a decrease in mass, followed by the mass staying constant over time. <p>Do not give credit for an insufficient response where a bar graph is drawn:</p> <ul style="list-style-type: none"> 						

Test B question 1: *The Earth, Moon and Sun*

Question	Mark	Requirements	Allowable answers	Additional guidance
1a 4/4a	1m	Award ONE mark for: <ul style="list-style-type: none"> ■ <input type="checkbox"/> sphere <input checked="" type="checkbox"/> ■ <input type="checkbox"/> <input type="checkbox"/> 		
1b 4/3a 4/4d	2m or 1m	Award TWO marks for all three sentences correctly completed: <ul style="list-style-type: none"> ■ The Sun is a source of light. ■ The Earth orbits the Sun. ■ The Moon has an orbit of 28 days. <p>If you are unable to award two marks, award ONE mark for correctly completing any two sentences.</p>		Do not give credit for the insufficient response: <ul style="list-style-type: none"> ■ The Earth and Moon orbits the Sun.
1c 4/4c	1m	Award ONE mark for correct shading on the diagram to show where it is night: <ul style="list-style-type: none"> ■  	ONE mark may be awarded for a response within 2mm either side of the central vertical line: <ul style="list-style-type: none"> ■  	Do not give credit for a response that includes incorrect science showing a shadow aligned with the Earth's axis: <ul style="list-style-type: none"> ■  <p>Do not give credit for a response that includes incorrect science showing shading on the Sun.</p> <p>Do not give credit for an insufficient response showing shading on the Moon.</p>

Test B question 1: *The Earth, Moon and Sun (continued)*

Question	Mark	Requirements	Allowable answers	Additional guidance
1d 4/4c	1m	<p>Award ONE mark for indicating that day and night are caused by the spin of the Earth:</p> <ul style="list-style-type: none"> ■ the Earth/it is rotating (on its axis) ■ the Earth spinning (on its axis) ■ it spins (on its axis) ■ it turns/moves on its axis. 	<p>ONE mark may be awarded for:</p> <ul style="list-style-type: none"> ■ it revolves. <p>ONE mark may be awarded for a response correctly indicating night and day are caused by the spin of the Earth, as well as describing the Earth's orbit around the Sun:</p> <ul style="list-style-type: none"> ■ the Earth spins as it orbits the Sun ■ the Earth turns on its axis and moves around the Sun. 	<p>Do not give credit for an insufficient response implying night and day are caused by the Earth orbiting the Sun:</p> <ul style="list-style-type: none"> ■ it orbits ■ it turns/spins around the Sun. <p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ it turns (around) ■ the rotation [does not indicate what is rotating] ■ it moves (round) ■ during the day, the Earth is facing the Sun, at night the Earth is facing away from the Sun/facing the Moon.

Test B question 2: Penguins

Question	Mark	Requirements	Allowable answers	Additional guidance
2a 2/4a	1m	Award ONE mark for identifying the penguin correctly: <ul style="list-style-type: none"> Galapagos penguin. 		
2b 2/4c	1m	Award ONE mark for: <ul style="list-style-type: none"> so you can find out what scientific group they are in <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 		
2c i 2/1a	1m	Award ONE mark for: <ul style="list-style-type: none"> <input type="checkbox"/> nutrition <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 		
2c ii 2/5d 2/5e	1m	Award ONE mark for an explanation that fish cannot make their own food: <ul style="list-style-type: none"> a fish eats other things (to live) a fish cannot make its own food a producer is a plant a fish is not a plant a fish is an animal it is a consumer/predator. <p>❖ Give credit for a correct response that goes beyond the key stage 2 programme of study:</p> <ul style="list-style-type: none"> the fish/it cannot photosynthesise. 		<p>Do not give credit for an insufficient response that describes the position of the fish in the food chain:</p> <ul style="list-style-type: none"> it is not the first thing in the food chain. <p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> the fish cannot be a producer [given] it is not green.

Test B question 2: Penguins (continued)

Question	Mark	Requirements	Allowable answers	Additional guidance
2d 2/1c	1m	<p>Award ONE mark for a feature of a penguin and a description of how it helps a penguin to live in its environment:</p> <ul style="list-style-type: none"> ■ (thick) feathers it keeps them warm ■ webbed feet to allow them to swim/to walk on snow ■ streamlined shape for swimming ■ layer of fat/blubber it insulates them ■ a rounded body reduces heat loss/allows it to slide on ice ■ white tummies/a black back animals swimming underneath/above them cannot see them easily ■ flippers they can pull themselves through the water ■ beak to eat/catch fish. 	<p>ONE mark may be awarded for a feature of a penguin's behaviour rather than its body which accurately describes how it may help the penguin to live:</p> <ul style="list-style-type: none"> ■ huddling together keeps them warm. <p>ONE mark may be awarded for a response confusing the penguins' feathers with fur [specific knowledge of penguins' anatomy is not required]:</p> <ul style="list-style-type: none"> ■ fur/hair/thick coat to help keep them warm. 	<p>Do not give credit for an insufficient response that identifies a feature of a penguin but omits or gives an insufficient explanation of how that feature helps the penguin live in its environment:</p> <ul style="list-style-type: none"> ■ flippers in the water [does not describe how flippers help in water]. <p>Do not give credit for an insufficient response giving a generalised feature of many animals even when an appropriate explanation is given:</p> <ul style="list-style-type: none"> ■ feet it helps them walk/balance ■ coat helps to keep it warm ■ arms to help swim.

Test B question 3: Electricity

Question	Mark	Requirements	Allowable answers	Additional guidance												
3a 3/1c	1m	Award ONE mark for a response indicating conductivity: <ul style="list-style-type: none"> ■ (electrical) conductor. 		Do not give credit for a response that includes incorrect science: <ul style="list-style-type: none"> ■ thermal conductor. 												
3b 4/1a 1/2c	1m	Award ONE mark for naming a cell: <ul style="list-style-type: none"> ■ battery (in a holder). 	ONE mark may be awarded for: <ul style="list-style-type: none"> ■ power pack ■ power source. 	Do not give credit for an insufficient response: <ul style="list-style-type: none"> ■ switch. 												
3c 4/1a 1/2c	1m	Award ONE mark for a response indicating the bulb will light up: <ul style="list-style-type: none"> ■ the bulb will light ■ the bulb will turn on. 	ONE mark may be awarded for: <ul style="list-style-type: none"> ■ the bulb will work/switch on ■ if the bulb lights up ■ the bulb heats up. 	Do not give credit for an insufficient response: <ul style="list-style-type: none"> ■ electricity will flow ■ the circuit will work ■ it conducts ■ it heats up. 												
3d 3/1c	2m or 1m	Award TWO marks for a correct response for all four objects: <table border="1" data-bbox="481 933 981 1024"> <thead> <tr> <th>Name of object</th> <th>Paper-clip</th> <th>Metal coin</th> <th>Iron nail</th> <th>Plastic ruler</th> <th>Steel spoon</th> </tr> </thead> <tbody> <tr> <td>Does electricity pass through?</td> <td>yes (given)</td> <td>yes</td> <td>yes</td> <td>no</td> <td>yes</td> </tr> </tbody> </table> <p>If you are unable to award two marks, award ONE mark for a correct response for two or three objects.</p>	Name of object	Paper-clip	Metal coin	Iron nail	Plastic ruler	Steel spoon	Does electricity pass through?	yes (given)	yes	yes	no	yes		
Name of object	Paper-clip	Metal coin	Iron nail	Plastic ruler	Steel spoon											
Does electricity pass through?	yes (given)	yes	yes	no	yes											

Test B question 3: *Electricity (continued)*

Question	Mark	Requirements	Allowable answers	Additional guidance
<p>3e</p> <p>1/2h</p>	<p>1m</p>	<p>Award ONE mark for a response recognising the table is better because it shows which objects conduct electricity:</p> <ul style="list-style-type: none"> ■ the table tells you which objects conduct ■ the bar chart tells you the number of objects but the table shows the number and the objects which allow electricity to pass through. 	<p>ONE mark may be awarded for:</p> <ul style="list-style-type: none"> ■ which objects/things ■ types of objects ■ the names (of the objects) ■ it tells you what the materials are ■ that the electricity does not go through the ruler. 	<p>Do not give credit for an insufficient response which refers only to 'the objects' (as this could refer to the number or type of object) rather than to the name of the objects:</p> <ul style="list-style-type: none"> ■ it tells you the objects that Peter is testing ■ the objects (that Peter tested on). <p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ the bar chart just gives the number of objects.

Test B question 4: Hot drinks

Question	Mark	Requirements	Allowable answers	Additional guidance																							
4a 3/1a	1m	<p>Award ONE mark for:</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>■ <input type="checkbox"/> insulating <input checked="" type="checkbox"/> <input type="checkbox"/></p>																									
4b 1/2j 3/1b	1m	<p>Award ONE mark for correctly placing all three cups in the table:</p> <table border="1"> <thead> <tr> <th rowspan="2">Cup</th> <th colspan="3">Temperature (°C) at ...</th> </tr> <tr> <th>0 mins</th> <th>15 mins</th> <th>30 mins</th> </tr> </thead> <tbody> <tr> <td>D</td> <td>70</td> <td>64</td> <td>60</td> </tr> <tr> <td>A</td> <td>70</td> <td>59</td> <td>54</td> </tr> <tr> <td>C</td> <td>70</td> <td>53</td> <td>46</td> </tr> <tr> <td>B</td> <td>70</td> <td>49</td> <td>40</td> </tr> </tbody> </table>	Cup	Temperature (°C) at ...			0 mins	15 mins	30 mins	D	70	64	60	A	70	59	54	C	70	53	46	B	70	49	40		
Cup	Temperature (°C) at ...																										
	0 mins	15 mins	30 mins																								
D	70	64	60																								
A	70	59	54																								
C	70	53	46																								
B	70	49	40																								
4c 1/2l 3/1b	1m	<p>Award ONE mark for an indication that cup B is thinner:</p> <ul style="list-style-type: none"> ■ cup B is not as thick as the other cups ■ it is the thinnest. <p>Award ONE mark for a response identifying that cup B is less well insulated:</p> <ul style="list-style-type: none"> ■ there is less insulation. 	<p>ONE mark may be awarded for an indication that cup B is thin, but which does not include a comparison:</p> <ul style="list-style-type: none"> ■ the material is (very) thin ■ it is not insulated well. <p>ONE mark may be awarded for a response stating that cup B is made of less material:</p> <ul style="list-style-type: none"> ■ it has less/least material/insulator ■ it does not have much material. <p>ONE mark may be awarded for a response recognising that cup B is not a good insulator:</p> <ul style="list-style-type: none"> ■ it is a weak insulator. 	<p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ it does not have a lid [cups A and C also do not have lids] ■ it only has one layer [cup C also has one layer] ■ it is not a thermal insulator ■ it is not insulated. 																							

Test B question 4: *Hot drinks (continued)*

Question	Mark	Requirements	Allowable answers	Additional guidance
4d i 1/2i	1m	Award ONE mark for: <ul style="list-style-type: none"> 150 <i>minutes</i>. 	ONE mark may be awarded for a response in the range of 121–150 minutes inclusive.	
4d ii 1/2i	1m	Award ONE mark for an indication that the temperature of the drink has reached the temperature of the surroundings: <ul style="list-style-type: none"> the drink has cooled to room temperature the temperature of the air around the drink is the same as the drink's temperature it was at the temperature around it. 	ONE mark may be awarded for: <ul style="list-style-type: none"> the drink was as cold as it could go in that room. 	Do not give credit for an insufficient response indicating that the drink could not get any colder: <ul style="list-style-type: none"> <i>the drink was as cold as it could go.</i> Do not give credit for an insufficient response: <ul style="list-style-type: none"> <i>it was at the normal temperature.</i>

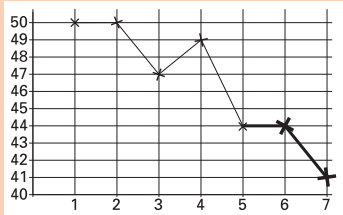
Test B question 5: Flowering plants

Question	Mark	Requirements	Allowable answers	Additional guidance
5a 2/3b,c	1m	<p>Award ONE mark for all three labels correct:</p> <p>The diagram shows two flowering plants. The plant on the left is a grass-like plant with a single stem and a cluster of flowers at the top. The plant on the right is a bushy plant with multiple stems, leaves, and several flowers. Four labels with lines pointing to the corresponding parts are shown in the center: 'flower' points to the top of the grass plant, 'stem/stalk' points to the main stem of the bushy plant, 'leaf/leaves' points to a leaf on the bushy plant, and 'root(s)' points to the root system of the bushy plant.</p>		
5b 1/2h,i	1m	<p>Award ONE mark for:</p> <ul style="list-style-type: none"> June. 		
5c 2/3d 2/1b	1m	<p>Award ONE mark for a response which names reproduction:</p> <ul style="list-style-type: none"> for reproducing. 	<p>ONE mark may be awarded for a response which describes or implies reproduction:</p> <ul style="list-style-type: none"> so that it can make new plants (so that it can) make seeds for fertilisation to carry on the life cycle so the species survives for pollination to make a new generation to give new life to grow more plants. 	<p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> to attract bees/insects/animals [has not explained why insects need to be attracted] to produce flowers/pollen/fruit dropping seeds/seed dispersal.
5d 2/3d	1m	<p>Award ONE mark for:</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> stamen <input checked="" type="checkbox"/> 		

Test B question 5: Flowering plants (continued)

Question	Mark	Requirements	Allowable answers	Additional guidance
5e 2/3d	1m	<p>Award ONE mark for:</p> <ul style="list-style-type: none"> ■ <input type="checkbox"/> plant B <input checked="" type="checkbox"/> <p>AND a response which identifies a feature shown in the picture which makes plant B suited to insect pollination:</p> <ul style="list-style-type: none"> ■ the flower is big enough for the insect (to get inside) ■ insects can easily see the flowers ■ insects can land on the petals ■ the flower has opened up. 	<p>ONE mark may be awarded for:</p> <ul style="list-style-type: none"> ■ <input type="checkbox"/> plant B <input checked="" type="checkbox"/> <p>AND a feature not shown in the picture which makes plant B suited to insect pollination:</p> <ul style="list-style-type: none"> ■ the flowers are colourful/bright ■ the flowers have a strong scent ■ insects can see the pollen ■ it has nectar. <p>ONE mark may be awarded if neither box is ticked, but the creditworthy explanation indicates unambiguously that the pupil is referring to plant B:</p> <ul style="list-style-type: none"> ■ the flowers on B are large (to attract insects). 	<p>Do not give credit if the 'plant A' box is ticked.</p> <p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ it is yellow ■ it is more attractive/beautiful/pretty [a reason why the flower is attractive must be given]. <p>Do not give credit for an insufficient response referring to plant B having a flower [both plants have flowers]:</p> <ul style="list-style-type: none"> ■ the flowers/petals attract the insects [reason why flowers on plants attract must be given] ■ it has more pollen ■ it has more flowers.

Test B question 6: School pond

Question	Mark	Requirements	Allowable answers	Additional guidance
<p>6a i</p> <p>1/1a 3/2e</p>	1m	<p>Award ONE mark for naming rain:</p> <ul style="list-style-type: none"> ■ it rained. 	<p>ONE mark may be awarded for:</p> <ul style="list-style-type: none"> ■ hail ■ snow ■ wet weather. 	<p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ stormy ■ winter.
<p>6a ii</p> <p>1/2i</p>	1m	<p>Award ONE mark for naming week 4:</p> <ul style="list-style-type: none"> ■ week 4. 		
<p>6b</p> <p>3/2e</p>	1m	<p>Award ONE mark for naming evaporation:</p> <ul style="list-style-type: none"> ■ it evaporated. 		<p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ the pond was leaking ■ the sun(light).
<p>6c</p> <p>1/2h</p>	1m	<p>Award ONE mark for correctly plotting the results for both weeks 6 and 7:</p> <ul style="list-style-type: none"> ■  	<p>ONE mark may be awarded for a response in which the graph line is drawn correctly without crosses or for correct crosses which are not joined by a graph line.</p> <p>ONE mark may be awarded for a response in which the midpoint of the cross is less than half a week and half a cm out from the requirement.</p>	
<p>6d</p> <p>1/2j</p>	1m	<p>Award ONE mark for:</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> weeks 4 and 5 <input type="checkbox"/> </p>		

Test B question 6: *School pond (continued)*

Question	Mark	Requirements	Allowable answers	Additional guidance
<p>6e</p> <p>3/2e</p>	<p>1m</p>	<p>Award ONE mark for naming condensation:</p> <ul style="list-style-type: none"> ■ condensing. 		<p>Do not give credit for a response that includes incorrect science:</p> <ul style="list-style-type: none"> ■ evaporation. <p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ cooling.

Test B question 7: Shoes

Draft box

Markers should read the answers to all parts before marking this question. The draft box can be consulted when marking parts 7a–7d, for clarification of any ambiguity in the marked response, or when no answer is given. If an answer is correct, ignore contradictory statements written in the draft box. Parts 7a–7d must form a coherent investigation which may study an alternate but appropriate property.

Question	Mark	Requirements	Allowable answers	Additional guidance
7a 1/2a,d	1m	Award ONE mark for giving the material as the independent variable (IV): <ul style="list-style-type: none"> the (type of) material the (type of) shoes the grip. 	ONE mark may be awarded for a feature/property of the shoes/materials: <ul style="list-style-type: none"> the thickness of the materials. 	Do not give credit for a response that includes incorrect science giving the dependent variable or a control variable: <ul style="list-style-type: none"> the amount of water I put the shoes in.
7b 1/2c,d 3/1a	1m	Award ONE mark for any acceptable dependent variable (DV) identified which could be observed or measured: <p>Waterproof</p> <ul style="list-style-type: none"> how quickly water drips through how much water is soaked up walk through a puddle and see if water gets in. <p>Gripping</p> <ul style="list-style-type: none"> pull all the materials and find out how much force is needed to make them move put the materials on a ramp and lift the ramp until they start to slide I would walk on ice and see if I slip over. <p>Other appropriate property</p> <ul style="list-style-type: none"> the temperature/warmth inside the shoes how long/far do I walk until my feet ache? 	ONE mark may be awarded for: <p>Waterproof</p> <ul style="list-style-type: none"> are Emma's feet wet? how wet are my feet? <p>Gripping</p> <ul style="list-style-type: none"> does Emma slip over in the shoes? <p>Other appropriate property</p> <ul style="list-style-type: none"> are Emma's feet warm? are my feet insulated? how warm your feet are. 	A DV without an IV can gain credit. If there is an IV, the DV must agree with it. <p>Do not give credit for an insufficient response:</p> <p>Waterproof</p> <ul style="list-style-type: none"> the wetness of the shoes [ambiguous, could refer to the outside of the shoe] how waterproof the shoes are [given]. <p>Gripping</p> <ul style="list-style-type: none"> the grippiness of the shoes [given] how well the shoes grip [given]. <p>Other appropriate property</p> <ul style="list-style-type: none"> how warm the shoes are [implies measuring the temperature of the shoe itself rather than inside the shoe] how comfortable the shoes are [not clear how this will be measured]. <p>Do not give credit for an insufficient response describing a method without stating the DV:</p> <p>Waterproof</p> <ul style="list-style-type: none"> walk through a puddle. <p>Gripping</p> <ul style="list-style-type: none"> go outside and run in the shoes. <p>Other appropriate property</p> <ul style="list-style-type: none"> go outside and stand in the snow.

Test B question 7: Shoes (continued)

Question	Mark	Requirements	Allowable answers	Additional guidance
7c 1/2d	1m	<p>Award ONE mark for any acceptable control variable (CV) that is not already used as an IV or DV in the investigation:</p> <p>Waterproof</p> <ul style="list-style-type: none"> the amount of water put on the shoe the time the materials are in the water wear the same type of socks. <p>Gripping</p> <ul style="list-style-type: none"> the surface I do the test on how quickly I lift the ramp. <p>Other appropriate property</p> <ul style="list-style-type: none"> the type of sock I am wearing the surface I walk on. 	<p>ONE mark may be awarded for an inherent feature of the materials which is different but would not necessarily have to be controlled:</p> <ul style="list-style-type: none"> the thickness of the materials. <p>ONE mark may be awarded for:</p> <ul style="list-style-type: none"> do it in the same weather/place have the same shoe size. 	<p>Do not give credit for a CV that is inconsistent with, or repeats, the IV or DV offered in parts 7a and 7b respectively.</p> <p>If neither an IV nor a DV is offered, the CV may gain credit, provided it is consistent with the context of the investigation presented in the introduction. An appropriate CV can gain credit where both the IV and DV are insufficient or incorrect.</p> <p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> the water/liquid.
7d 1/2b 3/1a	1m	<p>Award ONE mark for a response explaining why it is important for the shoes to have the chosen property:</p> <p>Waterproof</p> <ul style="list-style-type: none"> if the material is not waterproof her feet will get wet it is best to stop her feet getting wet. <p>Gripping</p> <ul style="list-style-type: none"> a good grip will help her not to slip if the material grips well she will not fall over you will know which shoes you will fall over in. <p>Other appropriate property</p> <ul style="list-style-type: none"> you do not want blisters on your feet when you are walking. 	<p>ONE mark may be awarded for:</p> <ul style="list-style-type: none"> in case you get wet feet you could slip (and hurt yourself). 	<p>Do not give credit for an insufficient response describing a characteristic of winter without relating it to the shoes:</p> <ul style="list-style-type: none"> in winter it rains a lot it is icy in winter. <p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> so they do not get wet [implies the shoes, not her feet] if it was icy you would need grip [no implication why grip is needed]. <p>Do not give credit for a response that is not consistent with the investigation planned in parts 7a–7c.</p> <p>If an IV, DV and CV are not offered, the response may gain credit, provided it is consistent with the context of the investigation presented in the introduction.</p>

Test B question 8: Parachutes

Question	Mark	Requirements	Allowable answers	Additional guidance
8a 4/2c	1m	Award ONE mark for: <ul style="list-style-type: none"> air resistance. 	ONE mark may be awarded for: <ul style="list-style-type: none"> friction wind resistance drag. 	Do not give credit for a response that includes incorrect science: <ul style="list-style-type: none"> gravity. Do not give credit for an insufficient response: <ul style="list-style-type: none"> upthrust resistance.
8b 1/2j	1m	Award ONE mark for a general comparison describing the relationship between the area of the parachute and the time taken for the parachute to fall to the ground: <ul style="list-style-type: none"> the larger the parachute, the longer the time taken to fall the bigger the parachute, the greater the time. 	ONE mark may be awarded for a general comparison describing the relationship between the area of the parachute and the rate of fall: <ul style="list-style-type: none"> the smaller the area, the faster it fell. ONE mark may be awarded for two specific comparisons describing the relationship: <ul style="list-style-type: none"> the largest area took longer, the smallest area took the shortest time the parachute with the largest area fell slowest and the smallest fell quickest. 	Do not give credit for an insufficient response giving a single comparison of the variables: <ul style="list-style-type: none"> the biggest parachute takes the longest to fall the smallest area is the fastest. Do not give credit for a response that changes one or both variables: <ul style="list-style-type: none"> the heavier the parachute, the longer it takes the smaller the parachute, the better/easier it falls the higher, the more time it takes. Do not give credit for an insufficient response repeating/restating one line of the table: <ul style="list-style-type: none"> the parachute took 5.3 seconds to fall and the area is 36. Do not give credit for an insufficient response with a causal explanation.
8c 1/2/ 4/2c	1m	Award ONE mark for: <i>The mass with no parachute...</i> <ul style="list-style-type: none"> <input type="checkbox"/> has less upwards force on it. <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 		

Test B question 8: *Parachutes (continued)*

Question	Mark	Requirements	Allowable answers	Additional guidance
<p>8d</p> <p>2/3d</p>	<p>1m</p>	<p>Award ONE mark for an indication that dandelion seeds are dispersed by the wind:</p> <ul style="list-style-type: none"> ■ the wind (spreads these seeds) ■ the dandelion seed acts like a parachute and is spread by the wind. 	<p>ONE mark may be awarded for:</p> <ul style="list-style-type: none"> ■ by (blowing) air ■ it is blown. 	<p>Do not give credit for a response that includes incorrect science describing other methods of seed dispersal:</p> <ul style="list-style-type: none"> ■ it sticks to animal fur. <p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ it flies away ■ it falls off ■ it lands on the ground.

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