
Level 3 Certificate / Extended Certificate **Applied Science**

ASC1C-Unit 1 Key Concepts In Science
Mark scheme

June 2018

Version/Stage: 1.0 Final

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 Assessment Writer.

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

Level of response marking instructions

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 marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and 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 and not look to pick holes in 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 and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 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.

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

Question	Answers	Additional comments	Mark	AO
01.1	atomic / proton <u>number</u>		1	AO1
01.2	halogens		1	AO1
01.3	(electronegativity) decreases as you go down the group	allow converse	1	AO1
01.4	all have same number of outer shell electrons		1	AO1
	(therefore their chemical reactions will) lose / gain / share of the same number of electrons or they will form the same number of bonds		1	AO1
Total			5	

Question	Answers	Additional comments	Mark	AO
02.1	(atoms with the) same number of protons	allow same atomic number allow same element	1	AO1
	(with) different number of neutrons	allow different mass numbers ignore relative atomic mass	1	AO1
02.2	correct working shown: $28 \times 92 + 29 \times 5 + 30 \times 3$	an answer of 28.1, with working, scores 3 marks	1	AO2
	$(\div 100 =)$ 28.11	an answer of 28.11 scores 2 marks	1	AO2
	28.1	allow answer given to 3 significant figures from an incorrect calculation	1	AO2
02.3	(has) covalent bonds		1	AO2
	(which) require a great deal of energy to break		1	AO1
	there are a large number of bonds present in silicon's structure or (silicon is a) giant structure		1	AO1
Total			8	

Question	Answers	Additional comments	Mark	AO
03.1		an answer of -125.5kJ scores 4 marks		AO2
		an answer of +125.5kJ scores 2 marks		
		an answer of -126kJ scores 3 marks		
		an answer of +126kJ scores 1 mark		
	correct Hess's cycle with CO ₂ and H ₂ O at bottom		1	
	$4(-393.5) + 5(-285.8)$ $= -3003$		1	
	$-3003 - (-2877.5)$		1	
	$= -125.5 \text{ kJ}$		1	
03.2	any two of: • use a lid • insulate beaker • reduce distance between base of beaker and flame • use shields around experiment to reduce draughts		2	
03.3	incomplete combustion or insufficient stirring	ignore human error allow other correct sources of error if not stated in 03.2	1	
Total			7	