



Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCSE

In Combined Science (1SC0) Paper 1PH

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2018

Publications Code 1SC0_1PH_1806_MS

All the material in this publication is copyright

© Pearson Education Ltd 2018

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Mark schemes have been developed so that the rubrics of each mark scheme reflects the characteristics of the skills within the AO being targeted and the requirements of the command word. So for example the command word 'Explain' requires an identification of a point and then reasoning/justification of the point.

Explain questions can be asked across all AOs. The distinction comes whether the identification is via a judgment made to reach a conclusion, or, making a point through application of knowledge to reason/justify the point made through application of understanding. It is the combination and linkage of the marking points that is needed to gain full marks.

When marking questions with a 'describe' or 'explain' command word, the detailed marking guidance below should be consulted to ensure consistency of marking.

Assessment Objective		Command Word	
Strand	Element	Describe	Explain
AO1*		An answer that combines the marking points to provide a logical description	An explanation that links identification of a point with reasoning/justification(s) as required
AO2		An answer that combines the marking points to provide a logical description, showing application of knowledge and understanding	An explanation that links identification of a point (by applying knowledge) with reasoning/justification (application of understanding)
AO3	1a and 1b	An answer that combines points of interpretation/evaluation to provide a logical description	
AO3	2a and 2b		An explanation that combines identification via a judgment to reach a conclusion via justification/reasoning
AO3	3a	An answer that combines the marking points to provide a logical description of the plan/method/experiment	
AO3	3b		An explanation that combines identifying an improvement of the experimental procedure with a linked justification/reasoning

*there will be situations where an AO1 question will include elements of recall of knowledge directly from the specification (up to a maximum of 15%). These will be identified by an asterisk in the mark scheme.

Question Number	Answer	Mark
1(a)(i)	<p>D refraction is the only correct answer</p> <p><i>A 'deflection' is an incorrect distracting description</i></p> <p><i>B 'incidence' is incorrect, that would be angle X</i></p> <p><i>C 'reflection' is incorrect, no reflection being shown in the diagram</i></p>	<p>(1)</p> <p>AO 1 1</p>

Question Number	Answer	Additional guidance	Mark
1(a)(ii)	<p>any pair of coordinates selected from the line (1)</p> <p>in range → 0.6(0) to 0.7(0) (1)</p>	<p>e.g. 20 and (13 or 14) or 10 and (6 or 7)</p> <p>ignore any units given</p> <p>award full marks for a correct answer without working</p>	<p>(2)</p> <p>AO 2 1</p>

Question Number	Answer	Additional guidance	Mark
1(a)(iii)	<p>an explanation linking:</p> <p>repeat (1)</p> <p>different angles / more values of X (1)</p> <p>for larger angles / values of X (1)</p>	<p>allow 'more measurements' / 'repeat experiment' / collect more data</p> <p>> 20°</p>	<p>(3)</p> <p>AO 3 3a</p>

Question Number	Answer	Additional guidance	Mark
2(a)	<p>an answer that combines any 4 points from the following to provide a workable method:</p> <ol style="list-style-type: none"> 1. put rock(s) in front of/near tube (1) 2. measure (count rate) separately for the two different rocks (1) 3. measure each count for the same time period (1) 4. keep source-detector distance the same for both rocks (1) 5. take (into account)/measure background count (1) 6. repeat readings and take average(s) (1) 	<p>not "in" tube</p> <p>keep rocks apart</p>	<p>(4)</p> <p>AO 2 2</p>

Question Number	Answer	Additional guidance	Mark
2(b)	<ul style="list-style-type: none"> point after first half-life 6, 40 (1) point after second half-life 12, 20 (1) point after third half-life 18, 10 (1) 	<p>within 1 small square by eye</p> <p>smooth curve starting at 80, with a decreasing gradient passing through one correct half-life point scores 2 marks</p> <p>smooth curve starting at 80, with a decreasing gradient passing through two correct half-life points scores 3 marks</p> <p>if no other mark scored</p> <p>smooth curve showing decreasing gradient but not going through any correct points scores 1 mark</p>	<p>(3)</p> <p>AO 3 1a</p>

Question Number	Answer	Mark
2(c)	<p>an answer containing both of the following numbers in the correct places (1)</p> $\begin{array}{c} \underline{\underline{99}} \\ \underline{\underline{43}} \end{array} \text{Tc}$	<p>(1)</p> <p>AO 2 1</p>

(Total for Question 2 = 8 marks)

Question Number	Answer	Additional guidance	Mark
3(a)	<p>a description to include: (the prong makes the) air vibrate/oscillate (1)</p> <p>in the same direction as /parallel to the wave travels (1)</p>	<p>causes compressions and rarefactions in air</p> <p>transfers ke to air</p> <p>longitudinal</p> <p>credit can be given for a labelled diagram</p>	<p>(2)</p> <p>AO 1 1</p>

Question Number	Answer	Additional guidance	Mark
3(b)	<p>in this order</p> <p>infrared (wave) / IR (1)</p> <p>micro(wave) (1)</p> <p>radio (wave) (1)</p> <p>gamma (ray/wave)(1)</p>	<p>accept μ(wave)</p> <p>accept γ not X</p>	<p>(4)</p> <p>AO 1 1</p>

Question Number	Answer	Additional guidance	Mark
3(c)	an explanation linking: (the colours have) different wavelengths (1) different wavelengths / colours travel at different speeds (1) so refract by different amounts (1)	allow the word frequencies for wavelengths for refract allow bend/change direction/follow different path	(3) AO 2 1

(Total for Question 3 = 9 marks)

Question Number	Answer	Mark
4(a)	<p>C N/kg is the only correct answer</p> <p>A J/kg is not dimensionally the same as m/s²</p> <p>B J/kg² is not dimensionally the same as m/s²</p> <p>D N/kg² is not dimensionally the same as m/s²</p>	<p>(1)</p> <p>AO 1 1</p>

Question Number	Answer	Additional guidance	Mark
4(b)(i)	<p>substitution (1)</p> $\frac{2 \times 2.5}{0.74^2}$ <p>evaluation (1)</p> <p>9.1(3) (m/s²)</p>	$\frac{5}{0.5476}$ <p>award full marks for the correct answer with no working</p>	<p>(2)</p> <p>AO 2 1</p>

Question Number	Answer	Additional guidance	Mark
4(b)(ii)	<p>$(0.74 + 0.69 + 0.81) \div 3$ (1)</p> <p>0.7(5) (1)</p>	<p>accept 0.7 or 0.75</p> <p>award full marks for the correct answer with no working</p> <p>0.746 or 0.747 or 0.750 scores 1 mark</p>	<p>(2)</p> <p>AO 3 2a</p> <p>AO 3 2b</p>

Question Number	Answer	Additional guidance	Mark
4(c)	<p>an explanation linking:</p> <p>use an electronic timer / (1)</p> <p>to eliminate reaction time (1)</p>	<p>light gate/ data logger</p> <p>there are other options which should be judged to this pattern</p> <p>(e.g. increase distance to reduce effect of reaction time)</p>	<p>(2)</p> <p>AO 3 3b</p>

Question Number	Answer	Additional guidance	Mark
4(d)	<p>rearrangement (1)</p> $a = \frac{(v^2 -)u^2}{2x}$ <p>substitution (1)</p> $a = \frac{(-)15^2}{2 \times 14}$ <p>evaluation (1)</p> <p>deceleration = 8(.04) (m/s²)</p>	<p>rearrangement and substitution in either order</p> <p>225/28 for 2 marks</p> <p>accept - 8(.04)</p> <p>award full marks for the correct answer with no working</p>	<p>(3)</p> <p>AO 2 1</p>

(Total for Question 4 = 10 marks)

Question Number	Answer	Mark
5(a)	<p>B natural gas is the only correct answer</p> <p>A <i>geothermal is not a non-renewable source of energy</i></p> <p>C <i>tidal is not a non-renewable source of energy</i></p> <p>D <i>solar is not a non-renewable source of energy</i></p>	<p>(1)</p> <p>AO 1 1</p>

Question Number	Answer	Additional guidance	Mark
5(b)	<p>an explanation linking:</p> <p>increased use of renewables/decrease use of non-renewables (1)</p> <p>reason (1)</p>	<p>accept "them" as renewable</p> <p>accept reason why renewables are beneficial</p> <p>accept reason why non-renewable(s) are not beneficial</p>	<p>(2)</p> <p>AO 1 1</p>

Question Number	Answer	Additional Guidance	Mark
5(c)(i)	<p>recall (1)</p> <p>$(\Delta PE) = mgh$</p> <p>substitution and rearrangement (1)</p> <p>$h = \frac{1300}{7 \times 10}$</p> <p>evaluation (1)</p> <p>19 (m)</p>	<p>$1300 = 7 \times 10 \times h$</p> <p>work done = force x distance</p> <p>accept answers that round up to 19 (m) (e.g. 18.57 (m))</p> <p>award full marks for the correct answer with no working</p>	<p>(3)</p> <p>AO 1 1</p> <p>AO 2 1</p>

Question Number	Answer	Additional guidance	Mark
5(c)(ii)	recall (1) $KE = \frac{1}{2} m v^2$ substitution and rearrangement (1) $v = \sqrt{(2 \times 1100 \div 8)}$ evaluation (1) 17 (m/s)	$v^2 = \frac{2 \times 1100}{8}$ accept answers that round up to 17 (m/s) (e.g. 16.58 (m/s)) award full marks for the correct answer with no working	(3) AO 1 1 AO 2 1

Question Number	Answer	Additional guidance	Mark
5(d)	reading energies from graph (1) 5.2 and 3.9 (kJ) substitution (1) e.g. $\frac{1.3 \times (100)}{5.2}$ evaluation (1) 25(%)	accept 5.0 to 5.4 and 3.7 to 4.1 0.18 to 0.32 18 to 32 (%) award full marks for the correct answer with no working	(3) AO 2 1

(Total for Question 5 = 12 marks)

Question Number	Answer	Additional guidance	Mark
6(a)(i)	a description to include: add weight / mass (1) to the weight hanger (1)	ignore references to friction here by inclining runway allow (component of) gravity to act on trolley	(2) AO 1 2

Question Number	Answer	Additional guidance	Mark
6(a)(ii)	a description to include: transfer mass (1) between trolley and hanger (1)	allow weight(s) for mass mass removed from trolley = mass added to hanger for 2 marks	(2) AO 1 2

Question Number	Answer	Additional guidance	Mark
6(a)(iii)	<p>an explanation that links:</p> <p>raise one end of the runway (1)</p> <p>(so that) trolley (not attached to weight hanger) rolls at constant speed / just starts to move / (force of) gravity (on the trolley) balances forces of friction (1)</p>	<p>credit methods for reducing friction directly (e.g. oil wheels, runway etc.)</p> <p>to reduce (effects of) friction</p> <p>allow credit for identifying magnitude of frictional forces and subtracting or using graph</p>	<p>(2)</p> <p>AO 3 3b</p>

Question Number	Answer	Mark
6(b)*	<p>Answers will be credited according to candidate's deployment of knowledge and understanding of the material in relation to the qualities and skills outlined in the generic mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Additional content included in the response must be scientific and relevant.</p> <p style="text-align: center;">AO1 (6 marks)</p> <ul style="list-style-type: none"> • momentum = mass × velocity • action and reaction are equal and opposite (N 3) • force of R on Q = -force of Q on R • $\frac{\text{change in momentum of Q}}{\text{time}} = -\frac{\text{change in momentum of R}}{\text{time}}$ • time of collision same for both • change in momentum of Q = - change in momentum of R • no overall change in momentum • R accelerates because of force from Q • transfer of momentum between Q and R 	<p>(6)</p> <p>AO 1 1</p>

Level	Mark	Descriptor
	0	<ul style="list-style-type: none"> No rewardable material.
Level 1	1-2	<ul style="list-style-type: none"> An explanation that demonstrates elements of physics understanding, some of which is inaccurate. Understanding of scientific ideas lacks detail. (AO1) <p>Presents an explanation with some structure and coherence. (AO1)</p>
Level 2	3-4	<ul style="list-style-type: none"> An explanation that demonstrates physics understanding, which is mostly relevant but may include some inaccuracies. Understanding of scientific ideas is not fully detailed and/or developed. (AO1) Presents an explanation that has a structure which is mostly clear, coherent and logical. (AO1)
Level 3	5-6	<ul style="list-style-type: none"> An explanation that demonstrates accurate and relevant physics understanding throughout. Understanding of the scientific ideas is detailed and fully developed. (AO1) Presents an explanation that has a well-developed structure which is clear, coherent and logical. (AO1)

(Total for Question 6 = 12 marks)
