

Sc

KEY STAGE

2

LEVELS

3–5

2006

2006

Science tests

Mark schemes

Tests A and B, levels 3–5



department for

education and skills

creating opportunity, releasing potential, achieving excellence

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Qualifications and Curriculum Authority
83 Piccadilly
London
W1J 8QA
www.qca.org.uk

Marking the science tests

As in 2005, 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 QCA website (www.qca.org.uk) on 19 June 2006.

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 describes the **relationship between two continuous variables**, 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*.

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...?	Marking procedure
The child gives two or more responses to a particular question part.	<p>a) If a child qualifies a scientifically correct answer with a scientifically incorrect statement, no mark will be awarded for that question part.</p> <p>b) If a child 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.</p>
The child has not used ticks to indicate the correct response in a multiple-choice question.	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 child's response. If the correct boxes are left blank, no marks will be awarded.
The child ticks more than the required number of boxes.	One mark will be deducted for each incorrect answer. Negative marks will not be awarded.
In a planning question, no answer is given in the expected place but the correct answer is given in the drafting box.	Where a child has shown understanding of the question, the mark(s) will be given.
The child misspells a word.	<p>a) If it is clear that the child has made a simple error, eg 'tow' for 'two' or 'son' for 'sun', then the incorrect spelling will be accepted and the mark awarded.</p> <p>b) If a child 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.</p> <p>c) 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.</p>

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 child, 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, and on the marksheet.

Each paper has the following number of marks available:

- Test A has 40;
- Test B has 40.

The 2006 key stage 2 science tests and mark schemes were developed by the National Foundation for Educational Research (NFER) and the Centre for Research into Primary Science and Technology (CRIPSAT) on behalf of QCA.

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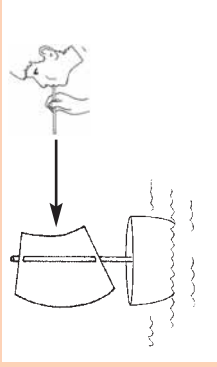
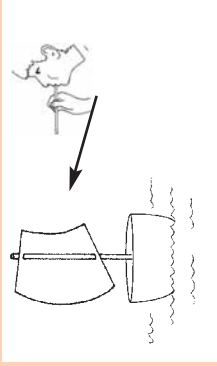
Test A question 1: Popcorn

Question	Mark	Requirements	Allowable answers	Additional guidance															
<p>1a</p> <p>1/2i,j 3/2b</p>	<p>2m</p> <p>or</p> <p>1m</p>	<p>Award TWO marks for all four statements correctly classified:</p> <p>The pictures show that as the corn pops, it...</p> <table border="0"> <tr> <td></td> <td style="text-align: center;">True</td> <td style="text-align: center;">False</td> </tr> <tr> <td>gets bigger.</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>changes to a darker colour.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>changes shape.</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>gets smoother.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table> <p>If you are unable to award two marks, award ONE mark for any two or three statements correctly classified.</p>		True	False	gets bigger.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	changes to a darker colour.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	changes shape.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	gets smoother.	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
	True	False																	
gets bigger.	<input checked="" type="checkbox"/>	<input type="checkbox"/>																	
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changes shape.	<input checked="" type="checkbox"/>	<input type="checkbox"/>																	
gets smoother.	<input type="checkbox"/>	<input checked="" type="checkbox"/>																	
<p>1b</p> <p>3/2c</p>	<p>1m</p>	<p>Award ONE mark for: Sasha should measure the...</p> <ul style="list-style-type: none"> ■ <input type="checkbox"/> temperature. <input checked="" type="checkbox"/> ■ <input type="checkbox"/> <input type="checkbox"/> 																	
<p>1c</p> <p>3/2b</p>	<p>1m</p>	<p>Award ONE mark for:</p> <ul style="list-style-type: none"> ■ <input type="checkbox"/> <input type="checkbox"/> ■ heat <input checked="" type="checkbox"/> <input type="checkbox"/> 																	

Test A question 1: Popcorn (continued)

Question	Mark	Requirements	Allowable answers	Additional guidance
<p>1d</p> <p>3/2f</p>	<p>1m</p>	<p>Award ONE mark for identifying/ describing a non-reversible change where a new material is produced, eg:</p> <ul style="list-style-type: none"> ■ (wood/paper/candle) burning; ■ egg being boiled; ■ mixing vinegar and bicarbonate of soda; ■ cooking a cake/biscuits; ■ making a cake; ■ boiling rice/spaghetti; ■ making paper from wood/trees. <p>❖ Give credit for a correct response that goes beyond the key stage 2 programme of study which names a chemical change:</p> <ul style="list-style-type: none"> ■ combustion; ■ corrosion/rusting; ■ respiration/photosynthesis. 	<p>ONE mark may be awarded for identifying a biological non-reversible change:</p> <ul style="list-style-type: none"> ■ an apple decaying/going rotten; ■ a seed growing into a plant. <p>ONE mark may be awarded for a response identifying a material and what it changes into:</p> <ul style="list-style-type: none"> ■ changing bread into toast; ■ paper to ashes; ■ a grape turning into a raisin; ■ milk turning into cheese; ■ changing sand to glass. 	<p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ heating food [heating may not result in an irreversible change]; ■ boiling. <p>Do not give credit for an insufficient response explicitly relating to popcorn:</p> <ul style="list-style-type: none"> ■ the popcorn cannot change back to seeds again. <p>Do not give credit for an insufficient response naming a non-reversible physical process in which the material is not changed:</p> <ul style="list-style-type: none"> ■ breaking a cup/glass; ■ dropping an egg; ■ ripping paper; ■ popping a balloon. <p>Do not give credit for an insufficient response identifying a new material without identifying the change:</p> <ul style="list-style-type: none"> ■ a cake is non-reversible; ■ candle [the wax burns and melts]; ■ chips; ■ toast.

Test A question 2: Boats

Question	Mark	Requirements	Allowable answers	Additional guidance
2a 4/2d,e	1m	<p>Award ONE mark for:</p> <ul style="list-style-type: none"> The force from the water pushing the boat up. <input checked="" type="checkbox"/> <input type="checkbox"/> 		
2b 1/1a	1m	<p>Award ONE mark for recognising that the larger lump of modelling clay makes boat 2 sit lower in the water or that boat 2 is heavier:</p> <ul style="list-style-type: none"> boat 2 has more clay; the lump of clay in boat 2 is bigger/heavier; the clay makes it heavier; the heavier the boat, the lower it sinks; it is heavier/weights more; there is more force (pulling/pushing) down. 	<p>ONE mark may be awarded for an absolute response implying that boat 2 has more modelling clay than boat 1:</p> <ul style="list-style-type: none"> boat 2 has a lot of clay; boat 2 is heavy. 	<p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> the clay is weighing down the boat; boat 2 floats lower because of the modelling clay; there is a force.
2c 4/2e	1m	<p>Award ONE mark for a horizontal arrow pointing left drawn anywhere on the picture:</p> 	<p>ONE mark may be awarded for an arrow pointing left that is within 45° of the horizontal:</p> 	<p>Do not give credit for an insufficient response where a line is drawn from the straw to the sail with no arrowhead.</p>

Test A question 2: Boats (continued)

Question	Mark	Requirements	Allowable answers	Additional guidance
2d 4/2c	1m	Award ONE mark for: <ul style="list-style-type: none"> friction. 	ONE mark may be awarded for: <ul style="list-style-type: none"> air resistance; water resistance; drag. 	Do not give credit for a response that includes incorrect science: <ul style="list-style-type: none"> gravity/weight. Do not give credit for an insufficient response describing friction: <ul style="list-style-type: none"> (the force from the) air/water/wind.
2e 1/2/ 4/2c	1m	Award ONE mark for a response indicating that the big sail will have a greater pushing/blowing force on it: <ul style="list-style-type: none"> the force on the big sail is larger; there is more sail for the blowing force to act on; there is a bigger force because it has more sail to push; the small sail will not get as much pushing force so it will be slower. 	ONE mark may be awarded for a response indicating that the big sail catches or traps more air/wind, pushing it along (faster/further): <ul style="list-style-type: none"> the bigger sail catches more wind and is pushed faster; more air will collect in the big sail to push it along. 	Do not give credit for a response that includes incorrect science: <ul style="list-style-type: none"> air resistance makes the boat go faster. Do not give credit for an insufficient response where the forces on the sail have not been described: <ul style="list-style-type: none"> the bigger the sail, the faster the boat [this is a consequence of a bigger force, not a description of the force]; the big sail will catch the wind better; a bigger sail will catch more wind; the small sail does not get as much wind; the wind will blow the bigger sail faster [given].

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Test A question 3: Mini-beasts

Question	Mark	Requirements	Allowable answers	Additional guidance																				
3a 2/4a,b	1m	<p>Award ONE mark for all four animals correctly placed:</p> <table border="1"> <thead> <tr> <th>Name</th> <th>Legs</th> <th>Wings</th> <th>Antennae</th> </tr> </thead> <tbody> <tr> <td>butterfly</td> <td>6</td> <td>4</td> <td>2</td> </tr> <tr> <td>hoverfly</td> <td>6</td> <td>2</td> <td>2</td> </tr> <tr> <td>ant</td> <td>6</td> <td>0</td> <td>2</td> </tr> <tr> <td>spider</td> <td>8</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Name	Legs	Wings	Antennae	butterfly	6	4	2	hoverfly	6	2	2	ant	6	0	2	spider	8	0	0		Do not give credit for an insufficient response that replaces 'butterfly' or 'hoverfly' with 'fly'.
Name	Legs	Wings	Antennae																					
butterfly	6	4	2																					
hoverfly	6	2	2																					
ant	6	0	2																					
spider	8	0	0																					
3b 2/5a	1m	<p>Award ONE mark for:</p> <ul style="list-style-type: none"> in the place where they were found <input type="checkbox"/> <input checked="" type="checkbox"/> 																						
3c 2/4a,b	1m	<p>Award ONE mark for correctly naming both animals:</p> <ul style="list-style-type: none"> (i) dragonfly; and (ii) housefly; [in that order]. 		Do not give credit for an insufficient response for naming either insect as 'fly'.																				
3d 1/2b 2/4a,b	1m	<p>Award ONE mark for both boxes ticked:</p> <ul style="list-style-type: none"> <input type="checkbox"/> has a long thin tail <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> has 4 wings <input type="checkbox"/> 																						

Test A question 4: Isaac Newton

Question	Mark	Requirements	Allowable answers	Additional guidance
4a 1/1a 4/2b	1m	<p>Award ONE mark for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a pulling force <input checked="" type="checkbox"/> towards the Earth 		
4b 1/1b	1m	<p>Award ONE mark for an indication that Newton needed evidence to support his ideas or so that he could be more certain of his ideas:</p> <ul style="list-style-type: none"> to gather evidence to support (or reject) his ideas; to see if his ideas were supported by his results/investigations; to see if his predictions were correct; to find out if other things fall from the same force; if he said anything without investigating it, other people may find something different. 	<p>ONE mark may be awarded for a response that implies he would know if his ideas were true:</p> <ul style="list-style-type: none"> to see whether his ideas were right/wrong; to see if it/his idea works/is true; to check his ideas; to know (for sure) which force causes the apple to fall; if he just guessed he may be wrong; so he could know why the apple fell on his head; if he did not test, he would not know what happened. 	<p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> to test his ideas [given]; to make sure; to see if his results are true; to check his results; <p>[these responses imply an investigation has already been carried out];</p> <ul style="list-style-type: none"> to see if he had the right/correct answer [implies results for his ideas have been determined previously]; to make it a fair test; to make it accurate; to see if the investigation worked.
4c 4/2b 1/2l	1m	<p>Award ONE mark for recognising that gravitational force is responsible for keeping the Earth in orbit:</p> <ul style="list-style-type: none"> gravity. 		<p>Do not give credit for an insufficient response describing gravitational force:</p> <ul style="list-style-type: none"> a pulling force towards the Earth.
4d 4/4d	1m	<p>Award ONE mark for a response giving a time period equivalent to a year:</p> <ul style="list-style-type: none"> 1 year; 52 weeks; 365–366 days [inclusive]. 		<p>Do not give credit for an insufficient response that gives no units or uses inappropriate units:</p> <ul style="list-style-type: none"> 365; 52 days.

Test A question 4: Isaac Newton (continued)

Question	Mark	Requirements	Allowable answers	Additional guidance
4e 4/4c	1m	<p>Award ONE mark for a response that clearly describes the Earth spinning on its axis to cause day and night:</p> <ul style="list-style-type: none"> ■ it rotates; ■ it spins (on its axis); ■ it turns on its axis. 	<p>ONE mark may be awarded for:</p> <ul style="list-style-type: none"> ■ it revolves; ■ (it moves) on its axis. 	<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 turns around the Sun; ■ it orbits. <p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ it turns; ■ it goes (a)round; ■ during the day, the Earth is facing the Sun, at night the Earth is facing away from the Sun/facing the Moon.

Test A question 5: Trees

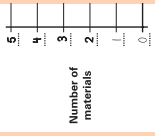
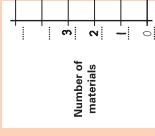
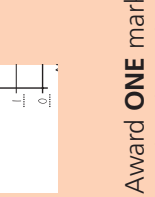
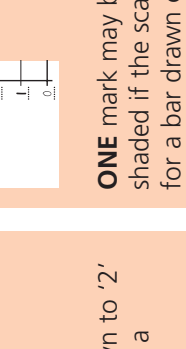
Question	Mark	Requirements	Allowable answers	Additional guidance
5a 2/3c	1m	<p>Award ONE mark for an indication either that the trunk transports water/nutrients or that the trunk supports the tree:</p> <ul style="list-style-type: none"> ■ the trunk carries/moves water and nutrients (from the roots to the leaves); ■ the trunk supports the tree/leaves/branches; ■ the trunk holds the tree upright. <p>❖ Give credit for a correct response that goes beyond the key stage 2 programme of study:</p> <ul style="list-style-type: none"> ■ it carries food to the roots/parts of the plant that are growing; ■ the trunk/it stores water. 	<p>ONE mark may be awarded for a response indicating a supporting function of the trunk/stem which works in conjunction with the roots:</p> <ul style="list-style-type: none"> ■ to keep/hold it up; ■ to stand up (straight); ■ to keep it stable/steady; ■ to stop the tree blowing over. 	<p>Do not give credit for a response that includes incorrect science:</p> <ul style="list-style-type: none"> ■ it absorbs/takes in/sucks up water/nutrients from the soil; ■ to anchor the tree; ■ [these responses refer to functions of the roots]; ■ it feeds the tree.
5b 2/3b	1m	<p>Award ONE mark for naming leaves:</p> <ul style="list-style-type: none"> ■ (the) leaf. 	<p>ONE mark may be awarded for a response indicating a green part:</p> <ul style="list-style-type: none"> ■ green twig/branch/stalk. 	<p>Do not give credit for a response that includes incorrect science:</p> <ul style="list-style-type: none"> ■ roots; ■ flowers. <p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ the stem/stalk/trunk [the stem can only photosynthesise if it is green].

Test A question 5: Trees (continued)

Question	Mark	Requirements	Allowable answers	Additional guidance
5c 2/3a,b	1m	<p>Award ONE mark for a response indicating that less light is available or that the tree may not have leaves (for the production of new materials for growth) or that water and/or nutrients may be less accessible to the tree (as the ground is more likely to be frozen):</p> <ul style="list-style-type: none"> ■ (the hours of daylight are shorter so) there is less light/sunshine; ■ the (sun)light is not as intense/strong; ■ the tree has lost its leaves (so it cannot make new material for growth); ■ trees cannot get the nutrients (out of the ground); ■ there is less water because it is frozen; ■ the tree cannot make enough food (to grow). <p>❖ Give credit for a correct response that goes beyond the key stage 2 programme of study:</p> <ul style="list-style-type: none"> ■ there is less photosynthesis; ■ there is less light/water taken in (by the tree) for photosynthesis. 	<p>ONE mark may be awarded for a response referring to the Sun rather than to light:</p> <ul style="list-style-type: none"> ■ the Sun does not get so high in the sky; ■ there is less Sun (in winter). 	<p>Do not give credit for a response that includes incorrect science:</p> <ul style="list-style-type: none"> ■ trees die in winter; ■ trees get less food from the Sun. <p>Do not give credit for an insufficient response implying there is complete darkness during winter:</p> <ul style="list-style-type: none"> ■ there is no sunlight/Sun; ■ trees need light to grow. <p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ there is less heat; ■ it is cold; ■ [given]; ■ there is less water/nutrients; ■ (trees get) less food.
5d i 2/4a	1m	<p>Award ONE mark for:</p> <ul style="list-style-type: none"> ■ Norway maple. 	<p>ONE mark may be awarded for an unambiguous indication of the correct tree:</p> <ul style="list-style-type: none"> ■ Norway/maple. 	
5d ii 2/4a	1m	<p>Award ONE mark for:</p> <ul style="list-style-type: none"> ■ Alder buckthorn. 	<p>ONE mark may be awarded for an unambiguous indication of the correct tree:</p> <ul style="list-style-type: none"> ■ Alder/buckthorn. 	

When applying this mark scheme, please also refer to the General guidance given on pages 1 and 2.

Test A question 6: Magnets

Question	Mark	Requirements	Allowable answers	Additional guidance
<p>6a i 1/2h</p>	<p>1m</p>	<p>Award ONE mark for 1 to 5 marked on the vertical or y axis:</p> 	<p>ONE mark may be awarded for a sequence of 1, 2, 3, or 1, 2, 3, 4 correctly placed:</p> 	
<p>6a ii 1/2h</p>	<p>1m</p>	<p>Award ONE mark for a bar drawn to '2' on the chart above 'Attracted to a magnet':</p> 	<p>ONE mark may be awarded for 2 squares shaded if the scale is incorrect/missing or for a bar drawn consistently with an incorrect scale:</p> 	
<p>6b 1/2j</p>	<p>1m</p>	<p>Award ONE mark for a response recognising that the results are not referred to or interpreted:</p> <ul style="list-style-type: none"> ■ she has not talked about what she has found out/what happened/her results; ■ it does not give reasons/an explanation. 	<p>ONE mark may be awarded for a response which implies that there is not enough information or recognises that 'good' is not defined:</p> <ul style="list-style-type: none"> ■ it does not tell you anything; ■ it needs to tell you more about the results; ■ it has not got enough detail; ■ we need more information; ■ it does not tell us why it is good; ■ she needs to explain 'good'. 	<p>Do not give credit for an insufficient response which refers to a prediction or method, or which presents a conclusion:</p> <ul style="list-style-type: none"> ■ she does not say what was supposed to happen; ■ she has not talked about what she did; ■ it does not describe the investigation; ■ metals were attracted to the magnet. <p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ it does not tell you her conclusion; ■ she is just saying it is good; ■ she does not use scientific words; ■ it does not say why it is attracted to the materials.

Test A question 6: Magnets (continued)

Question	Mark	Requirements	Allowable answers	Additional guidance																								
6c 1/2k	2m or 1m	<p>Award TWO marks for all five observations correctly classified:</p> <table border="1"> <thead> <tr> <th>Observation</th> <th>Supports Ali's and Jane's ideas</th> <th>Supports only Jane's idea</th> <th>Does not support either idea</th> </tr> </thead> <tbody> <tr> <td>The iron nail is attracted to the magnet.</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>The steel clip is attracted to the magnet.</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>The metal coin is not attracted to the magnet.</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>The modelling clay is not attracted to the magnet.</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>The chocolate is not attracted to the magnet.</td> <td></td> <td></td> <td>✓</td> </tr> </tbody> </table> <p>If you are unable to award two marks, award ONE mark for any three or four correct observations.</p>	Observation	Supports Ali's and Jane's ideas	Supports only Jane's idea	Does not support either idea	The iron nail is attracted to the magnet.	✓			The steel clip is attracted to the magnet.	✓			The metal coin is not attracted to the magnet.		✓		The modelling clay is not attracted to the magnet.			✓	The chocolate is not attracted to the magnet.			✓		
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The modelling clay is not attracted to the magnet.			✓																									
The chocolate is not attracted to the magnet.			✓																									
6d 1/2m	1m	<p>Award ONE mark for an indication that the suggested change would give a different investigation:</p> <ul style="list-style-type: none"> ■ they only want to know if the material is attracted or not; ■ they were not testing the strength of the magnets; ■ it was not what they were testing. 	<p>ONE mark may be awarded for a response suggesting measurement is not needed for their investigation:</p> <ul style="list-style-type: none"> ■ how far it moves does not matter; ■ it would not make any difference; ■ it has nothing to do with the test. <p>ONE mark may be awarded for a response recognising that only some of the materials are magnetic:</p> <ul style="list-style-type: none"> ■ if it is not attracted to the magnet it will not move; ■ only steel/iron will attract the magnet; ■ chocolate would never move; ■ some materials were not magnetic. 	<p>Do not give credit for a response that includes incorrect science which is not supported by the results of the investigation:</p> <ul style="list-style-type: none"> ■ the materials all move the same distance; ■ all the materials attract so it will not work; ■ some metals repel magnets. <p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ measuring would not help; ■ it is easier to see. 																								

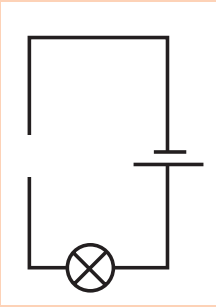
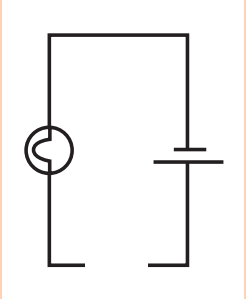
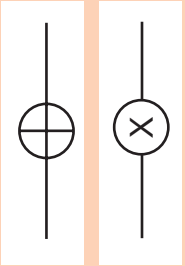
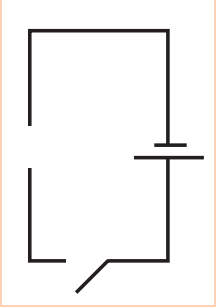
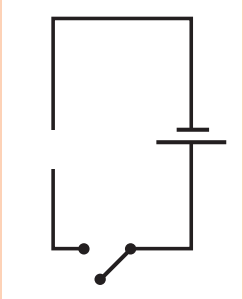
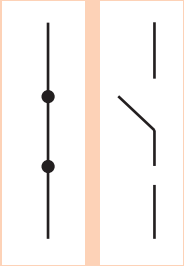
Test A question 7: Ice experiments

Question	Mark	Requirements	Allowable answers	Additional guidance
7a i 3/2d,b	1m	Award ONE mark for a response that names or describes evaporation : <ul style="list-style-type: none"> the (hot) water evaporates; it changes into water vapour; it evaporates. 	<p>ONE mark may be awarded for:</p> <ul style="list-style-type: none"> it evaporates/changes into steam. <p>ONE mark may be awarded if evaporation is the only process named or described.</p>	<p>Do not give credit in both 7ai and 7a ii for a response that includes incorrect science indicating that the water comes from the melting ice:</p> <ul style="list-style-type: none"> water from the melting ice cubes drips through/underneath the plate.
7a ii 3/2d,b	1m	Award ONE mark for a response that names or describes condensation : <ul style="list-style-type: none"> the water vapour condenses into liquid; the (cold) plate causes the evaporated water to condense; the water vapour turns back into liquid; it condenses. 	<p>ONE mark may be awarded for:</p> <ul style="list-style-type: none"> the steam condenses/changes into water. <p>ONE mark may be awarded if condensation is the only process named or described.</p>	<p>Do not give credit in either 7ai or 7a ii for a response that includes incorrect science despite using the words evaporation and/or condensation:</p> <ul style="list-style-type: none"> the gas evaporates and then condenses so that liquid forms under the plate [mark for 7ai only cannot be awarded]; the water condenses because of the heat and turns into water vapour [mark for 7a ii cannot be awarded]; the heat touches the cold plate and condenses [mark for 7a ii cannot be awarded].
				<p>Do not give credit in either 7ai or 7a ii for a response that includes incorrect science where steam is referred to as a liquid:</p> <ul style="list-style-type: none"> the steam evaporates [mark for 7ai cannot be awarded]; the gas cools and changes into steam on the bottom of the plate [mark for 7a ii cannot be awarded]. <p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> hot air condenses on the plate [there is likely to be water vapour in the air, but this needs to be explicit].


Test A question 7: Ice experiments (continued)

Question	Mark	Requirements	Allowable answers	Additional guidance
7b 1/2h	1m	Award ONE mark for labelling the horizontal axis with time and giving minutes as the unit of measurement: <ul style="list-style-type: none"> time (in) mins. 	<p>ONE mark may be awarded for:</p> <ul style="list-style-type: none"> minutes; how long it takes in minutes. 	<p>Do not give credit for a response that includes incorrect science giving the units of time as anything other than minutes:</p> <ul style="list-style-type: none"> time (seconds); hours; seconds; time (m) ['m' is the unit of measurement for metres]. <p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> time [does not give units]; how long [does not give units and could refer to length].
7c 1/2j	1m	Award ONE mark for an explanation that salt increases the rate of melting: <ul style="list-style-type: none"> salt makes ice melt quicker; ice melts more quickly when salt is added. 	<p>ONE mark may be awarded for:</p> <ul style="list-style-type: none"> the water comes through the funnel faster when he adds salt; salt melts the ice better; ice melts easier with salt. 	<p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> water melts quicker with salt; the salt melts the ice quickly [the ice melts without salt as well]; ice melts without salt; salt affects the rate at which ice melts; [these responses do not describe the effect of adding salt].
7d 1/2m	1m	Award ONE mark for: <ul style="list-style-type: none"> He did not try different amounts of salt. 		

Test A question 8: Train in the tunnel

Question	Mark	Requirements	Allowable answers	Additional guidance
8a i 4/1c	1m	Award ONE mark for a correctly drawn symbol for a light bulb in either position in the circuit: 	ONE mark may be awarded for an obsolete symbol for the bulb: 	Do not give credit for a response that includes incorrect science where a bulb symbol has been incorrectly drawn in the circuit: 
8a ii 4/1c	1m	Award ONE mark for a correctly drawn symbol for a switch in either position in the circuit: 	ONE mark may be awarded for an obsolete symbol for the switch: 	Do not give credit for a response that includes incorrect science where a switch symbol has been incorrectly drawn in the circuit: 
8b 3/1a	1m	Award ONE mark for naming one of the following properties: <ul style="list-style-type: none"> ■ (electrical) conductor; ■ flexible. 	<ul style="list-style-type: none"> ■ it is easy to cut; ■ electricity goes through metal. <p>ONE mark may be awarded for a response indicating that the foil needs to be rigid enough to stay against the roof of the tunnel:</p> <ul style="list-style-type: none"> ■ it is a bit rigid so that it can stand up (to touch the tunnel). 	<p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ it is metal/aluminium; ■ the foil is rigid [implies no flexibility and offers no explanation].

Test A question 8: Train in the tunnel (continued)

Question	Mark	Requirements	Allowable answers	Additional guidance
8c 4/1a	1m	<p>Award ONE mark for an understanding that the bulb does not light up because there is a break in the circuit:</p> <ul style="list-style-type: none"> ■ <i>The circuit is not complete;</i> ■ <i>The circuit has a gap in it.</i> <p>❖ Give credit for a correct response that goes beyond the key stage 2 programme of study:</p> <ul style="list-style-type: none"> ■ <i>The circuit is open;</i> ■ <i>The circuit has no current flowing.</i> 	<p>ONE mark may be awarded for:</p> <ul style="list-style-type: none"> ■ <i>The circuit is broken;</i> ■ <i>The circuit is not completely joined up;</i> ■ <i>The circuit is not connected (properly);</i> ■ <i>The circuit is switched off.</i> 	<p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ <i>The circuit does not have enough electricity/energy;</i> ■ <i>The circuit needs both foil strips to touch;</i> ■ <i>The circuit has only one foil strip touching;</i> ■ <i>[given].</i>
8d 1/2m 4/1a	1m	<p>Award ONE mark for:</p> <div style="display: flex; align-items: center; gap: 10px;"> <input type="checkbox"/>  <input checked="" type="checkbox"/> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <input type="checkbox"/> <input type="checkbox"/> </div>		

Test B question 1: Bones

Question	Mark	Requirements	Allowable answers	Additional guidance
1a 2/2e	1m	Award ONE mark for: <input type="checkbox"/> <input type="checkbox"/> <ul style="list-style-type: none"> movement <input checked="" type="checkbox"/> 		
1b 1/1a 2/5c	1m	Award ONE mark for an indication that the bones are lighter: <ul style="list-style-type: none"> the bones are not as heavy; they do not need as much effort to lift them. 		<p>Do not give credit for an insufficient response that gives information from the question/stem:</p> <ul style="list-style-type: none"> it makes it easier for the birds to fly; it has a lot of air inside. <p>Do not give credit for an insufficient response where no comparison is implied:</p> <ul style="list-style-type: none"> because they are light; they are not weighing them down.
1c 2/2b	1m	Award ONE mark for: <input type="checkbox"/> <input type="checkbox"/> <ul style="list-style-type: none"> a balanced diet <input checked="" type="checkbox"/> 		




Test B question 1: Bones (continued)

Question	Mark	Requirements	Allowable answers	Additional guidance
1d 2/2h,g	1m	<p>Award ONE mark for an indication that humans should exercise or not smoke:</p> <ul style="list-style-type: none"> ■ they should play football/go running (regularly); ■ they should keep fit; ■ they should not smoke/start smoking. <p>❖ Give credit for a correct response that goes beyond the key stage 2 programme of study:</p> <ul style="list-style-type: none"> ■ they should not drink too much caffeine/coffee/tea; ■ they should take mineral(s) (supplements of calcium/phosphorus/sodium/potassium); ■ they should have vitamin (D/C/K) tablets. 	<p>ONE mark may be awarded for a response which elaborates on the types of food which improve/reduce bone strength:</p> <ul style="list-style-type: none"> ■ they should drink/eat milk/cheese. 	<p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ eat different types of food; ■ eat five portions of fruit and vegetables a day; ■ eat healthy food; ■ eat a balanced diet [given]; ■ do not drink alcohol [moderate amounts can improve bone strength]; ■ drink lots of water [too much fluoride can decrease bone strength]; ■ eat protein [can have a negative or positive effect on bone strength].

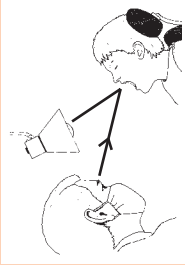
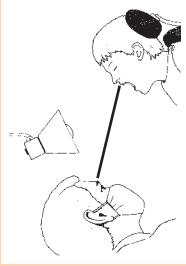
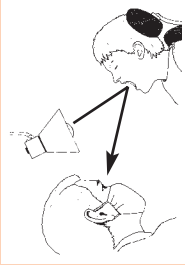
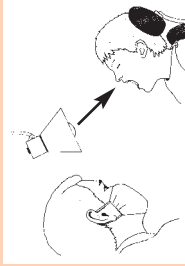
Test B question 2: In the kitchen (continued)

Question	Mark	Requirements	Allowable answers	Additional guidance
2d i 3/2d	1m	Award ONE mark for: <ul style="list-style-type: none"> the water evaporates. 		
2d ii 1/1a 3/2d	1m	Award ONE mark for a response indicating that the water inside the pan evaporates: <ul style="list-style-type: none"> the water evaporates; the water inside the pan turns to water vapour (when the water boils); it changes to a gas. 	ONE mark may be awarded for an observation implying the water evaporates: <ul style="list-style-type: none"> the water turns to steam. 	Do not give credit for a response that includes incorrect science indicating the gas will disappear: <ul style="list-style-type: none"> the water will turn to water vapour which disappears. Do not give credit for an insufficient response: <ul style="list-style-type: none"> the water disappears; the water boils; the pan goes/boils dry; steam; it will turn into condensation; water vapour.

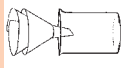
Test B question 3: At the dentist

Question	Mark	Requirements	Allowable answers	Additional guidance
3a i 4/2e	1m	<p>Award ONE mark for an arrow pointing upwards anywhere on the picture:</p>  <p>■</p>	<p>ONE mark may be awarded for any arrow pointing up that is within 45° of the vertical:</p>  <p>■</p>	<p>Do not give credit for a response that includes incorrect science showing an arrow pointing down:</p>  <p>■</p> <p>Do not give credit for an insufficient response where a line rather than an arrow is drawn.</p>
3a ii 2/2a	1m	<p>Award ONE mark for labelling the tooth as an incisor.</p>		
3b 2/2a	1m	<p>Award ONE mark for a response that identifies one way of preventing tooth decay:</p> <ul style="list-style-type: none"> ■ brush/clean teeth (regularly); ■ use dental floss; ■ use a mouth wash; ■ chew sugar free gum; ■ avoid fizzy drinks; ■ do not eat lots of sugary/acidic foods; ■ get a new toothbrush every couple of months; ■ drink milk/eat calcium-rich foods. 	<p>ONE mark may be awarded for:</p> <ul style="list-style-type: none"> ■ drink lots of water (containing fluoride); ■ eat a balanced diet; ■ do not smoke. 	<p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ visit the dentist regularly [given]; ■ eat healthy food [not specific to food that affects teeth]; ■ chew gum.
3c 4/3b	1m	<p>Award ONE mark for:</p> <ul style="list-style-type: none"> ■ <input type="checkbox"/> glass <input checked="" type="checkbox"/> ■ <input type="checkbox"/> <input type="checkbox"/> 		

Test B question 3: At the dentist (continued)

Question	Mark	Requirements	Allowable answers	Additional guidance
3d i 4/3c	1m	Award ONE mark for two lines (with or without correct arrowheads) showing the correct path of light. The lines must go from the lamp to Jon (between his nose and chin) and from Jon to the dentist (between his hairline and nose):		<p>Do not give credit for an insufficient response where only one line is drawn:</p> 
3d ii 4/3a,d	1m	Award ONE mark for two arrowheads showing the direction of light travel from the lamp to Jon (between his nose and chin) and from Jon to the dentist (between his hairline and nose):		<p>Do not give credit for an insufficient response where the direction of travel is shown only by one non-reflected arrow:</p> 

Test B question 4: Adding water

Question	Mark	Requirements	Allowable answers	Additional guidance										
4a 3/2a, f 3/3b	1m	<p>Award ONE mark for correctly completing all four rows of the table:</p> <table border="1"> <thead> <tr> <th>Solid</th> <th>Beaker</th> </tr> </thead> <tbody> <tr> <td>soil</td> <td>B</td> </tr> <tr> <td>vitamin tablet</td> <td>D</td> </tr> <tr> <td>plastic beads</td> <td>A</td> </tr> <tr> <td>salt</td> <td>C</td> </tr> </tbody> </table>	Solid	Beaker	soil	B	vitamin tablet	D	plastic beads	A	salt	C		
Solid	Beaker													
soil	B													
vitamin tablet	D													
plastic beads	A													
salt	C													
4b 3/3b	1m	<p>Award ONE mark for a response indicating the solid dissolved:</p> <ul style="list-style-type: none"> ■ salt/it dissolved; ■ it formed a solution. 	<p>ONE mark may be awarded for a response stating that the vitamin tablet dissolved if the pupil has identified that the vitamin tablet is in beaker C in part 4a.</p>	<p>Do not give credit for an insufficient response that does not explain what happened to the solid:</p> <ul style="list-style-type: none"> ■ it disappeared. <p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ it mixed with the water. 										
4c 3/2f	1m	<p>Award ONE mark for:</p> <ul style="list-style-type: none"> ■ Beaker D. 	<p>ONE mark may be awarded for:</p> <ul style="list-style-type: none"> ■ vitamin tablet. 											
4d 1/2c	1m	<p>Award ONE mark for:</p> <ul style="list-style-type: none"> ■ <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 												

Test B question 4: Adding water (continued)

Question	Mark	Requirements	Allowable answers	Additional guidance
4e 3/3d	1m	<p>Award ONE mark for an indication that Safara should evaporate the water:</p> <ul style="list-style-type: none"> ■ evaporate the water; ■ by evaporation. 	<p>ONE mark may be awarded for a response explaining the beaker should be moved to a warmer place and/or left to dry:</p> <ul style="list-style-type: none"> ■ move the beaker on to a (sunny/warm) window sill; ■ put the beaker on a radiator; ■ by heating it. 	<p>Do not give credit for an insufficient response where it is ambiguous what is evaporating:</p> <ul style="list-style-type: none"> ■ evaporate the mixture; ■ evaporate it [it refers to the salt]. <p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ filter the solution.

Test B question 5: Bean seeds

Question	Mark	Requirements	Allowable answers	Additional guidance
5a 1/2d	1m	<p>Award ONE mark for:</p> <ul style="list-style-type: none"> ■ yes <input checked="" type="checkbox"/> <input type="checkbox"/> <p>AND</p> <p>an indication that the soil would have an effect on the investigation or that only one variable is changed in a fair test:</p> <ul style="list-style-type: none"> ■ the soil will make a difference/have an effect on the results; ■ otherwise you could not compare (the growth of the plants); ■ using different soils will make the conclusion wrong; ■ you can only change the seeds/one thing in this investigation; ■ all the bean seeds will be in the same conditions. 	<p>Award ONE mark for:</p> <ul style="list-style-type: none"> ■ yes <input checked="" type="checkbox"/> <input type="checkbox"/> <p>AND</p> <p>a description of a difference between two soils:</p> <ul style="list-style-type: none"> ■ chalk may be dry and clay wet; ■ one soil may have more nutrients or moisture than others; ■ one soil might be better than another; ■ one might be richer/finer/rougher. <p>ONE mark may be awarded if neither box is ticked but the creditworthy explanation indicates that using the same type of soil helps to make the test fair.</p>	<p>Do not give credit if the 'no' box is ticked.</p> <p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ yes <input checked="" type="checkbox"/> <input type="checkbox"/> <p>AND</p> <ul style="list-style-type: none"> ■ keep everything the same; ■ if you had different soils it would be unfair; ■ it may be a different type of soil.
5b 1/2d	1m	<p>Award ONE mark for:</p> <ul style="list-style-type: none"> ■ <input type="checkbox"/> no <input checked="" type="checkbox"/> <p>AND</p> <p>an indication that the results will not be affected if the colour of the can is changed or that there are other control variables which have a greater effect:</p> <ul style="list-style-type: none"> ■ you only need to control factors that affect the test, (the colour does not); ■ you will be able to compare the results for the different seeds even if you change the colour of the can; ■ as long as she uses the same amount of water, the test will be fair; ■ it does not matter about colour so long as the material is the same; ■ the amount of water has a greater effect. 	<p>Award ONE mark for:</p> <ul style="list-style-type: none"> ■ <input type="checkbox"/> no <input checked="" type="checkbox"/> <p>AND</p> <ul style="list-style-type: none"> ■ the colour makes no difference; ■ it has no effect; ■ the (amount/type of) water is the same; ■ the colour will not change the test; ■ the water makes a difference. <p>ONE mark may be awarded if neither box is ticked but the creditworthy explanation indicates that using the same colour watering can does not affect the fairness of the test.</p> <p>ONE mark may be awarded if 'yes' is ticked AND there is an explicit explanation of how the watering can's colour may affect the temperature of any water stored.</p>	<p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ <input type="checkbox"/> no <input checked="" type="checkbox"/> <p>AND</p> <ul style="list-style-type: none"> ■ the size/shape of the watering can affects the plants [size/shape does not affect the amount of water you give it]; ■ it would not be fair if she uses the same coloured watering can [restates information given via the tick box]. <p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ yes <input checked="" type="checkbox"/> <input type="checkbox"/> <p>AND</p> <ul style="list-style-type: none"> ■ you should only change one variable/ factor in a fair test.

Test B question 5: Bean seeds (continued)

Question	Mark	Requirements	Allowable answers	Additional guidance																				
5c 1/2d	2m or 1m	<p>Award TWO marks for all four factors correctly classified:</p> <table border="1"> <thead> <tr> <th>Factor</th> <th>Factor to be changed</th> <th>Factor to be kept the same</th> <th>Result to be measured</th> </tr> </thead> <tbody> <tr> <td>the type of bean seed</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>the time taken for the seed to germinate</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>the place where the seeds are left</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>the type of pot the seed is grown in</td> <td></td> <td>✓</td> <td></td> </tr> </tbody> </table> <p>If you are unable to award two marks, award ONE mark for any three factors correctly classified.</p>	Factor	Factor to be changed	Factor to be kept the same	Result to be measured	the type of bean seed	✓			the time taken for the seed to germinate			✓	the place where the seeds are left		✓		the type of pot the seed is grown in		✓			
Factor	Factor to be changed	Factor to be kept the same	Result to be measured																					
the type of bean seed	✓																							
the time taken for the seed to germinate			✓																					
the place where the seeds are left		✓																						
the type of pot the seed is grown in		✓																						
5d 1/2g	1m	<p>Award ONE mark for an indication that reliability is increased:</p> <ul style="list-style-type: none"> ■ to make results more reliable; ■ some seeds may not germinate/grow; ■ to help ensure she gets a result; ■ there is more chance of germination; ■ she will have more evidence/results; ■ to check/confirm results; ■ to get an average. 	<p>ONE mark may be awarded for a response which suggests that the same type of bean should grow similarly:</p> <ul style="list-style-type: none"> ■ to see if the same type of seed always germinates more quickly; ■ to see if they germinate at the same rate; ■ she can compare her results/them. <p>ONE mark may be awarded for a response which refers to accuracy:</p> <ul style="list-style-type: none"> ■ to be more accurate. 	<p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ to get the correct/right results/answer implies that there is a predetermined correct answer]; ■ so she can see which is best; ■ to see which (type of seed) germinates quickest [focuses on comparing different types of beans rather than beans of the same type]; ■ so you have lots of plants to check; ■ so the test was fair/right/correct. 																				

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Test B question 6: Tuning fork

Question	Mark	Requirements	Allowable answers	Additional guidance												
6a 4/3e	1m	Award ONE mark for identifying vibrations: <ul style="list-style-type: none"> they vibrate; vibrations. 	ONE mark may be awarded for an appropriate description of vibrations: <ul style="list-style-type: none"> it moves up and down quickly. 	Do not give credit for an insufficient response: <ul style="list-style-type: none"> they move up and down; they wobble/shake; they are hit [given]. 												
6b 4/3f	1m	Award ONE mark for identifying that the sound made by the tuning fork will become louder/last longer: <ul style="list-style-type: none"> it will produce a louder sound; it will go on for longer. 	ONE mark may be awarded for: <ul style="list-style-type: none"> the volume is higher; it made a loud/long sound. 	Do not give credit for a response that includes incorrect science referring to pitch: <ul style="list-style-type: none"> it/the pitch is higher; it produces a higher sound. <p>Do not give credit for an insufficient response for which the meaning is ambiguous: <ul style="list-style-type: none"> the sound gets harder; it will vibrate more. </p>												
6c 4/3g	1m	Award ONE mark for ticking the two correct boxes as shown: <table border="1" data-bbox="1010 1240 1142 1727"> <thead> <tr> <th>What does the sound travel through when...</th> <th>desk</th> <th>air</th> <th>both</th> </tr> </thead> <tbody> <tr> <td>...the tuning fork is not touching the desk?</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>...the tuning fork is touching the desk?</td> <td></td> <td></td> <td>✓</td> </tr> </tbody> </table>	What does the sound travel through when...	desk	air	both	...the tuning fork is not touching the desk?		✓		...the tuning fork is touching the desk?			✓	ONE mark may be awarded if both 'desk' and 'air' boxes (with or without the 'both' box) are ticked in the bottom row of the table.	
What does the sound travel through when...	desk	air	both													
...the tuning fork is not touching the desk?		✓														
...the tuning fork is touching the desk?			✓													

Test B question 7: Brine shrimps and flamingoes

Question	Mark	Requirements	Allowable answers	Additional guidance
7a 2/5c	1m	<p>Award ONE mark for an indication that the neck is long and/or flexible:</p> <ul style="list-style-type: none"> it is (long and) bendy; it is flexible; it is long; it can reach out (to find food). 	<p>ONE mark may be awarded for:</p> <ul style="list-style-type: none"> the length (of the neck); (it bends) to allow the beak to get in the correct position to feed; it can stretch; it is curly/bent. <p>ONE mark may be awarded for a response that indicates that food passes from the mouth to the stomach, via the neck.</p>	<p>Do not give credit for an insufficient response which does not describe a property of the neck:</p> <ul style="list-style-type: none"> they do not have to bend over; it is easier to feed; they can put their head in the water.
7b 2/5d,e	1m	<p>Award ONE mark for all three organisms in the correct order:</p> <pre> graph LR A[algae] --> B[brine shrimp] B --> C[flamingo] </pre>	<p>ONE mark may be awarded for a food chain in which 'green plants' replace 'algae'.</p>	<p>Do not give credit for an insufficient response naming 'bird' in place of 'flamingo'.</p> <p>Do not give credit for an insufficient response naming an organism from a different habitat.</p>

Test B question 7: Brine shrimps and flamingoes (continued)

Question	Mark	Requirements	Allowable answers	Additional guidance
7c 1/1a 2/1a 2/5c	1m	<p>Award ONE mark for an understanding of the role of the eggs in the life cycle of the brine shrimp or a response relating to the survival of the population, rather than of the individual:</p> <ul style="list-style-type: none"> ■ (if the eggs do not die), they can still hatch (when the lake fills with water); ■ (new) brine shrimps can still develop from the eggs (when the lake fills up); ■ it might prevent the species dying out/becoming extinct; ■ the brine shrimp population/species will survive; ■ if the eggs die, there will not be any brine shrimps (to reproduce). 	<p>ONE mark may be awarded for:</p> <ul style="list-style-type: none"> ■ it will not die out ['die out' implies extinction of the population]; ■ to carry on the life cycle; ■ more brine shrimps will grow (if the water dries up); ■ more brine shrimps will be produced/ can be born; ■ they can reproduce. 	<p>Do not give credit for an insufficient response implying the adult brine shrimp, rather than the population, continues to live or reproduce:</p> <ul style="list-style-type: none"> ■ it helps the brine shrimps to live longer; ■ it can stay alive and live for a long time. <p>Do not give credit for an insufficient response which describes, without qualification, what happens if the eggs do die:</p> <ul style="list-style-type: none"> ■ the brine shrimp will become extinct. <p>Do not give credit for an insufficient response that repeats given information without further explanation:</p> <ul style="list-style-type: none"> ■ the adult dies but the eggs do not; ■ because the shrimp eggs can live in dried up water/on land; ■ because the lake will fill up again; ■ brine shrimp eggs do not dry up.

Test B question 8: Keeping drinks hot

Draft box

Markers should read the answers to all parts before marking this question.

The draft box can be consulted when marking parts 8a, 8b and 8c, 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 8a–8c must form a coherent investigation.

Question	Mark	Requirements	Allowable answers	Additional guidance
<p>8a 1/2d</p>	<p>1m</p>	<p>Award ONE mark for any acceptable factor that describes the independent variable (IV):</p> <ul style="list-style-type: none"> ■ the type of material; ■ number of layers of material; ■ the insulators. 	<p>ONE mark may be awarded for:</p> <ul style="list-style-type: none"> ■ type of cup. 	
<p>8b 1/2d</p>	<p>1m</p>	<p>Award ONE mark for any acceptable control variable:</p> <ul style="list-style-type: none"> ■ volume/amount of liquid; ■ shape of container; ■ the place where the cups are put; ■ starting temperature; ■ same type of drink; ■ the time the drinks are left. 	<p>ONE mark may be awarded for:</p> <ul style="list-style-type: none"> ■ the cups; ■ drink; ■ how hot or cold the room is. 	<p>Do not give credit for a control variable that is inconsistent with, or repeats, the IV or DV offered in parts 8a and 8c respectively.</p> <p>If neither an IV nor a DV are offered, the control variable may gain credit, provided it is consistent with the context of the investigation presented in the introduction. If both the IV and DV are insufficient or incorrect, the control variable cannot gain credit.</p>

Test B question 8: Keeping drinks hot (continued)

Question	Mark	Requirements	Allowable answers	Additional guidance
8c 1/2d	1m	<p>Award ONE mark for any acceptable dependent variable (DV) identified, eg:</p> <ul style="list-style-type: none"> ■ time to reach a particular temperature; ■ time taken for this drink to cool; ■ time the drink stays warm; ■ which drink stayed hotter for longest; ■ rate of cooling/temperature change over time; ■ temperature decrease in a given time; ■ temperature (of the drink); ■ how hot or cold it is. 	<p>ONE mark may be awarded for:</p> <ul style="list-style-type: none"> ■ heat (of the drink). <p>ONE mark may be awarded for naming the appropriate equipment needed to measure the DV:</p> <ul style="list-style-type: none"> ■ thermometer; ■ timer. 	
8d 1/2c	1m	<p>Award ONE mark for any acceptable new IV:</p> <ul style="list-style-type: none"> ■ the material the cup is made of; ■ cups with and without lids; ■ the amount/type of drink or liquid; ■ the number of cups into which a drink is placed; ■ the place where the drink is left; ■ the thickness of the material/cup. 	<p>ONE mark may be awarded for:</p> <ul style="list-style-type: none"> ■ number of layers of materials; ■ with and without a thermos flask; ■ the temperature of liquid; ■ heat (of the drink). 	<p>Do not give credit for an insufficient response naming the IV given in part 8a:</p> <ul style="list-style-type: none"> ■ insulators; ■ material.

Test B question 9: Making bread

Question	Mark	Requirements	Allowable answers	Additional guidance																																														
9a 1/2f	1m	<p>Award ONE mark for an indication that the yeast makes the dough/bread rise:</p> <ul style="list-style-type: none"> ■ it causes the dough/bread to rise; ■ without the yeast, the bread stays flat. <p>❖ Give credit for a correct response that goes beyond the key stage 2 programme of study:</p> <ul style="list-style-type: none"> ■ it produces carbon dioxide. 	<p>ONE mark may be awarded for indication that the bread increases in volume or that gas is produced:</p> <ul style="list-style-type: none"> ■ it makes the bread grow/bigger; ■ the bread has more/bigger holes; ■ it rises; ■ it makes gas. 	<p>Do not give credit for a response that includes incorrect science:</p> <ul style="list-style-type: none"> ■ it makes air/oxygen; ■ the bread becomes harder. <p>Do not give credit for a response that includes incorrect science describing an increase in the mass/weight of the bread:</p> <ul style="list-style-type: none"> ■ it makes the bread heavier. <p>Do not give credit for an insufficient response:</p> <ul style="list-style-type: none"> ■ it affects the taste of the bread; ■ it changes the height of the bread [does not necessarily imply an increase]. 																																														
9b 1/2d	1m	<p>Award ONE mark for all ticks in the right place according to either set of answers:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Mixture 1</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>flour</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>yeast</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>sugar</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>warm water</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>cold water</td><td><input type="checkbox"/></td></tr> </table> </td> <td style="width: 50%; vertical-align: top;"> <p>Mixture 2</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>flour</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>yeast</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>sugar</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>warm water</td><td><input type="checkbox"/></td></tr> <tr><td>cold water</td><td><input checked="" type="checkbox"/></td></tr> </table> </td> </tr> <tr> <td colspan="2" style="text-align: center; padding: 10px 0;">OR</td> </tr> <tr> <td style="width: 50%; vertical-align: top;"> <p>Mixture 1</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>flour</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>yeast</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>sugar</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>warm water</td><td><input type="checkbox"/></td></tr> <tr><td>cold water</td><td><input checked="" type="checkbox"/></td></tr> </table> </td> <td style="width: 50%; vertical-align: top;"> <p>Mixture 2</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>flour</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>yeast</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>sugar</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>warm water</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>cold water</td><td><input type="checkbox"/></td></tr> </table> </td> </tr> </table>	<p>Mixture 1</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>flour</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>yeast</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>sugar</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>warm water</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>cold water</td><td><input type="checkbox"/></td></tr> </table>	flour	<input checked="" type="checkbox"/>	yeast	<input checked="" type="checkbox"/>	sugar	<input checked="" type="checkbox"/>	warm water	<input checked="" type="checkbox"/>	cold water	<input type="checkbox"/>	<p>Mixture 2</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>flour</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>yeast</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>sugar</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>warm water</td><td><input type="checkbox"/></td></tr> <tr><td>cold water</td><td><input checked="" type="checkbox"/></td></tr> </table>	flour	<input checked="" type="checkbox"/>	yeast	<input checked="" type="checkbox"/>	sugar	<input checked="" type="checkbox"/>	warm water	<input type="checkbox"/>	cold water	<input checked="" type="checkbox"/>	OR		<p>Mixture 1</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>flour</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>yeast</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>sugar</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>warm water</td><td><input type="checkbox"/></td></tr> <tr><td>cold water</td><td><input checked="" type="checkbox"/></td></tr> </table>	flour	<input checked="" type="checkbox"/>	yeast	<input checked="" type="checkbox"/>	sugar	<input checked="" type="checkbox"/>	warm water	<input type="checkbox"/>	cold water	<input checked="" type="checkbox"/>	<p>Mixture 2</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>flour</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>yeast</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>sugar</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>warm water</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>cold water</td><td><input type="checkbox"/></td></tr> </table>	flour	<input checked="" type="checkbox"/>	yeast	<input checked="" type="checkbox"/>	sugar	<input checked="" type="checkbox"/>	warm water	<input checked="" type="checkbox"/>	cold water	<input type="checkbox"/>		
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Test B question 9: Making bread (continued)

Question	Mark	Requirements	Allowable answers	Additional guidance
<p>9c 2/5f</p>	<p>2m</p> <p>or</p> <p>1m</p>	<p>Award TWO marks for all four statements correctly classified:</p> <p><i>Micro-organisms... are very small.</i> True.....</p> <p><i>cannot reproduce.</i> False.....</p> <p><i>need nutrients.</i> True.....</p> <p><i>can grow.</i> True.....</p> <p>If you are unable to award two marks, award ONE mark for any two or three statements correctly classified.</p>		

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