

Mark schemes

To help you understand the mark schemes

Using the mark schemes is a good way to check your understanding of the topic or skills being tested in the questions and to ensure you understand exactly what the examiner is looking for in an answer. These mark schemes show you what would be accepted for an answer to a question and how many marks you would get for the answer that you have written.

The table below gives you some of the shorthand symbols we use in the book and the mark schemes that follow, and other helpful notes about the mark schemes.

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|---------------------------------------|--|
| Dot (•) at the start of the line | Each point in the mark scheme starts on a separate line, shown by a dot (•) at the start of the line. |
| Oblique (/) | Often there are different possible answers, any of which is acceptable, so these alternative answers are separated by an oblique (/). Sometimes there is only one word (or group of words) that is acceptable for an answer, so this word must be given to gain the mark. |
| 'eq' | 'eq' stands for 'equivalent' – there could be other ways of phrasing the answer (provided it is close to the word given) or there may be other suitable examples (but only a few are listed). |
| More mark descriptions than the total | Sometimes there are more mark descriptions than the total for that part of the question. There could, for example, be a list of six marking points but only 4 marks for the question part. The maximum marks awarded would be 4, but you can see that there is some flexibility as to how you achieve those marks. Even if you give six points that are all correct, you can score only a maximum of 4 marks. |
| 'Internal maximum' | In certain questions – e.g. when making comparisons between two features – there may be an 'internal maximum' showing how you must refer to both features to gain full marks. You cannot just write all your answer about one feature and expect to gain full marks. |
| Words in (brackets) | Some words are given in brackets – this means that the words need not be repeated in giving the information for the marking point, but the context or reference must be clear. Sometimes these words may have been given credit earlier in an answer. |
| Words in <i>italics</i> | Words in italics generally give further explanations or other examples that could be used. |
| Show your working in calculations | In calculations you are always advised to show the steps in your working. This may, for example, show that you have read off two figures correctly from a graph but made a mistake in doing the rest of the calculation so that the answer is incorrect. In this case, you would get some marks for the correct readings but not for the final answer. If, however, you show no working but do get the correct answer, usually you get the full marks. |
| 'Example' | 'Example' indicates that you can give further support to your answer (and gain more marks) by referring to a relevant example that helps illustrate the point. |
| Marks for each part | The marks for each part are shown in a separate column. You cannot 'transfer' marks and get a mark for saying something (even though it is correct) in a different part of the question. |

For the answers included in this book, we have kept closely to the limits of the specification. If you give an answer that goes beyond your specification, say into A level work, an examiner may give you credit (provided it is relevant to the question set), but we have not included these answers in this book. You should be able to gain full marks for a question using material in the specification.