GCSE

WJEC GCSE Integrated Science (Single Award)

Approved by Qualifications Wales

Sample Assessment Materials

Unit 1: Living on Earth
Foundation Tier

Teaching from 2026
For award from 2028



This Qualifications Wales regulated qualification is not available to centres in England.

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WJEC would like to thank the students and teachers of Fitzalan High School, Cardiff and Llanwern High School, Newport for their participation in the creation of these covers.

WJEC GCSE Integrated Science (Single Award)

Unit 1: Living on Earth

Foundation Tier

External Sample Assessment Materials

For teaching from September 2026

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Surname	Centre number	Candidate number
First name(s)		0

GCSE

3450U1

Integrated Science (Single Award)
Unit 1: Living on Earth

Foundation Tier

Time: 1 hour 30 minutes

SAMPLE ASSESSMENT MATERIALS

Additional materials

- **Resource Folder**
- **Calculators may be used**

Instructions to candidates

Use black ink or black ball-point pen. Do **not** use gel pen or correction fluid.

You may use a pencil for graphs and diagrams only.

Write your name, centre number and candidate number in the spaces provided at the top of this page.

Answer **all** questions.

Section	For examiner's use only		
	Question	Maximum mark	Mark awarded
A	1.	13	
	2.	5	
	3.	11	
	4.	5	
	5.	14	
B	6.	6	
	7.	18	
	Total	72	

Write your answers in the spaces in this booklet. If you need more space, use the additional page(s) at the back of this booklet. Numberthe question(s) correctly.

Information for candidates

The number of marks is given in brackets at the end of each question or part-question.

For Section B, you will need to refer to the Resource Folder.

The total number of marks available is **72.**

You should think carefully about how you use your time.

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Equations

$\text{speed} = \frac{\text{distance}}{\text{time}}$	
$\text{acceleration [or deceleration]} = \frac{\text{change in speed}}{\text{time}}$	
$\text{efficiency} = \frac{\text{useful energy transferred}}{\text{input energy}} \times 100$ OR $\text{efficiency} = \frac{\text{useful power output}}{\text{input power}} \times 100$	
$\text{power} = \frac{\text{energy transfer}}{\text{time}}$	$P = \frac{E}{t}$
$\text{frequency} = \frac{1}{\text{period}}$	$f = \frac{1}{T}$

SI multipliers

Prefix	Symbol	Conversion factor	Multiplier
milli	m	divide by 1000	1×10^{-3}
centi	c	divide by 100	1×10^{-2}
kilo	k	multiply by 1000	1×10^{3}
mega	M	multiply by 1 000 000	1×10^{6}

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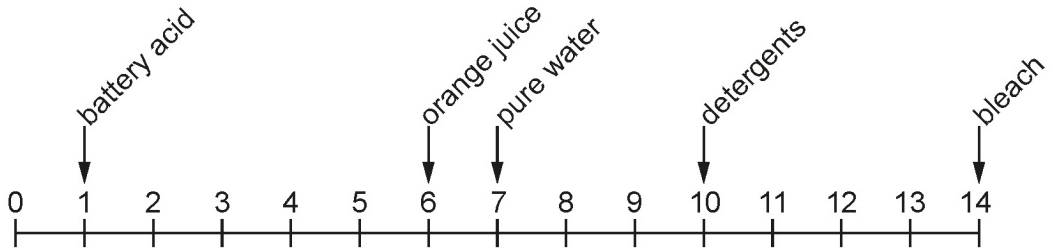
SECTION A

Answer **all** questions.

Examiner only

1. The following diagram shows the pH scale and the pH values of some common substances.



(a) Use the diagram to answer the following questions.

(i) Name the substance that is the weakest acid [1]

……..

(ii) Name the substance that is the strongest alkali. [1]

……..

(iii) State the pH value of a neutral substance. [1]

……..

(b) Salts can be produced by reacting acids with carbonates.

(i) Complete the following equation for the reaction between an acid and a carbonate. Underline the correct word in the brackets. [1]

acid + carbonate → salt + **(hydrogen / oxygen / water) + carbon dioxide**

(ii) **Circle** the word which describes the reaction between an acid and a carbonate. [1]

displacement neutralisation oxidation reduction

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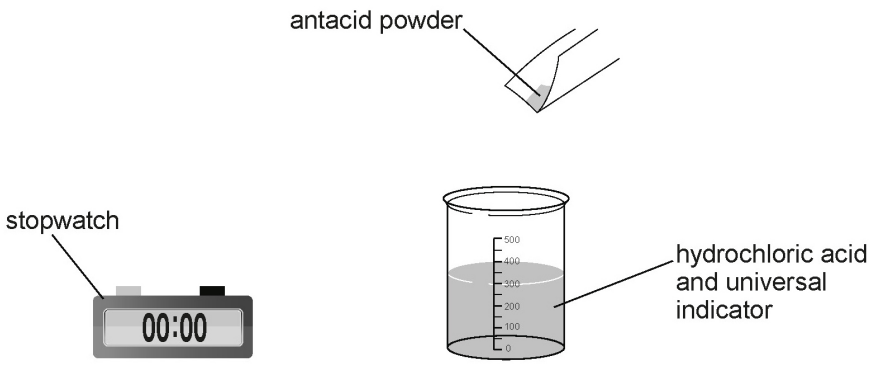
Examiner only

(c) A group of students compared three brands of antacid powder. They used the following apparatus to see which is the best at treating acid indigestion.



They added each antacid powder to separate beakers. Each beaker contained hydrochloric acid and universal indicator.

They recorded the time taken for the universal indicator to turn green in each beaker.

Their results are shown in the table.

Antacid powder	Time taken for the universal indicator to turn green (s)			
	Result 1	Result 2	Result 3	Result 4
Brand A	325	336	314	325
Brand B	268	199	272	270
Brand C	148	150	164	154

(i) **Circle** the anomalous result for brand B. [1]

(ii) The range is the difference between the largest value and smallest value in a set of results.

State the range in the results for brand A. [1]

Range = …… s

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Examiner only

(iii) State which brand is the best for treating acid indigestion. Give a reason for your answer. [2]

Best brand: ……..

Reason: ……

……

(d) Stomach acid is one of the human body's natural defence mechanisms. Other defence mechanisms are shown below.

Draw **one** line from each defence mechanism to its role in protecting the body. [4]

Defence mechanism	Role
Skin	Destroys pathogens
Platelets	Destroys ingested bacteria
Phagocytes	Moves particles out of the respiratory system
Stomach acid	Provides a barrier to pathogens
	Produces blood clots

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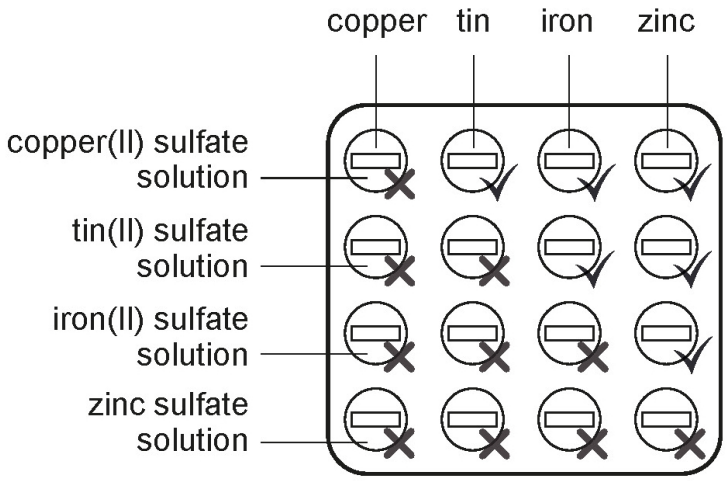
Examiner only

2. A group of students were investigating the reactivity of metals. In each test they placed a small piece of metal into a solution of the sulfate of a different metal.

The students recorded the results by putting a tick (✓) next to a mixture which showed signs of a reaction and a cross (X) next to a mixture which showed no signs of a reaction.

One student recorded the following results.



(a) Tick (✓) the three correct statements in the table below. [3]

Statement	Tick (✓)
tin displaces copper	
copper displaces tin, iron and zinc	
tin displaces iron and zinc	
zinc does not react with any solution	
iron displaces tin and copper	
zinc displaces copper, tin and iron	

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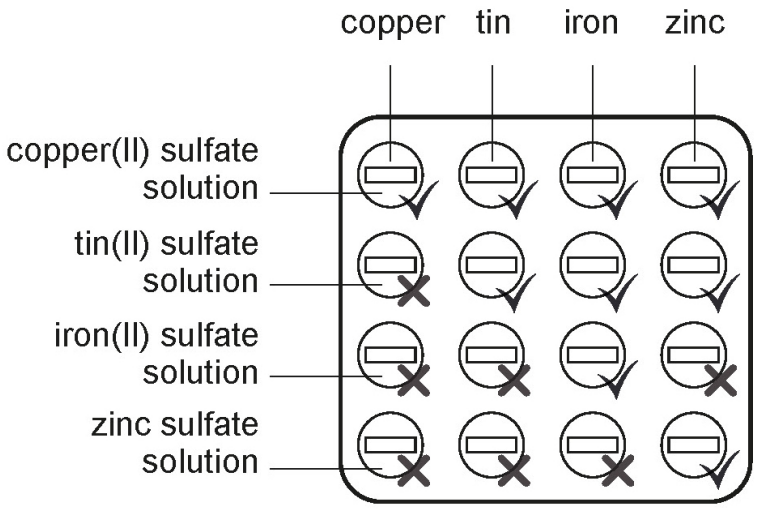
(b) The results of another student are shown below.



The results are inaccurate because metals do not displace themselves from their own sulfate solutions.

(i) There are four ticks in the wrong place on the diagram above.

Circle one of these wrong ticks. [1]

(ii) There is also one cross in the wrong place.

Circle this cross on the diagram. [1]

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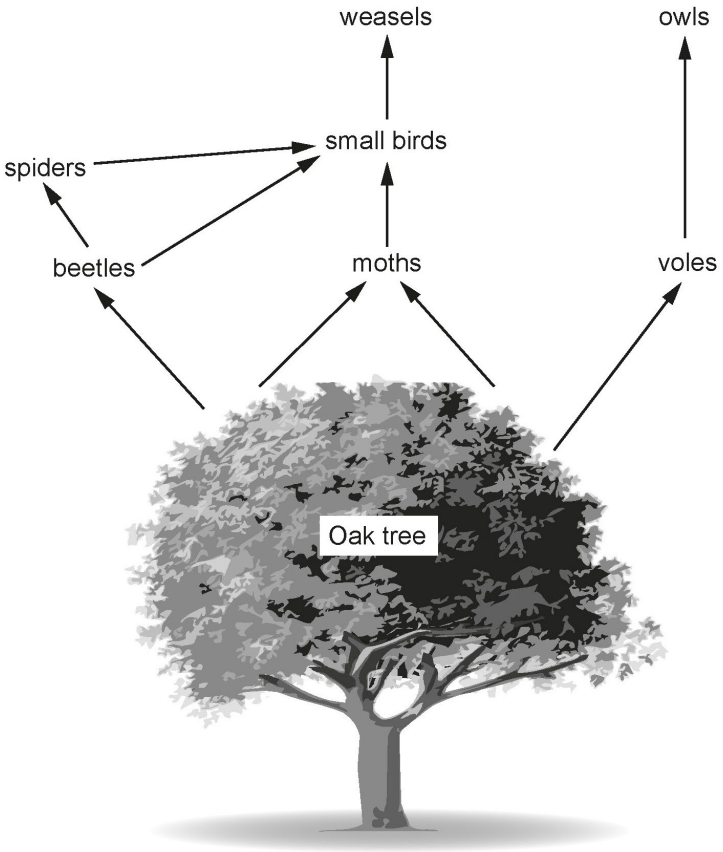
3. The diagram represents a food web that exists within a park in Wales.



(a) (i) State the source of energy for the food web. [1]

……

(ii) State **one** way in which energy can be wasted in the food web. [1]

……

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(b) The table below shows statements about this food web. [3]

Examiner only

Circle either true or false for each statement.

	Statement		
1	Moths and voles are first stage consumers.	True	False
2	Owls are third stage consumers.	True	False
3	Small birds are both third stage and second stage consumers.	True	False
4	Weasels and spiders are second stage consumers.	True	False
5	The oak tree is the only producer.	True	False

(c) Complete the flow diagram below to show **one food chain** from the food web that contains 5 stages. [2]

Oak tree → ……..…… → ……..…… → ……..…… → weasels

(d) The numbers of small birds decrease a lot due to a disease.

Describe how this will affect the population of moths and weasels. Underline the correct words in brackets. [4]

The population of moths will (**decrease / increase / stay the same)** because its **(predator / prey / producer)** population decreases.

The population of weasels will (**decrease / increase / stay the same**) because its (**predator / prey / producer**) population decreases.

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4. Lichens are organisms that commonly grow on trees and rocks. The photograph shows three types of lichen.



bushy leafy crusty

The table shows how the presence of each type of lichen can be used to assess the type of air pollution found in any given area. A (✓) indicates the lichen is present, and a (×) indicates the lichen is not present.

Type of lichen	No pollution	Low pollution	Moderate pollution	High pollution
bushy	✓	×	×	×
leafy	✓	✓	×	×
crusty	✓	✓	✓	×

(a) Sharon and Ethan used the photographs to identify the types of lichen found on the trees within their school grounds. Only leafy and crusty lichens were found on the trees.

Sharon concluded there must be low air pollution in the school grounds. Ethan disagreed and concluded there must be moderate air pollution.

Explain why Sharon is correct and Ethan is not correct. [2]

……...

……...

……...

……...

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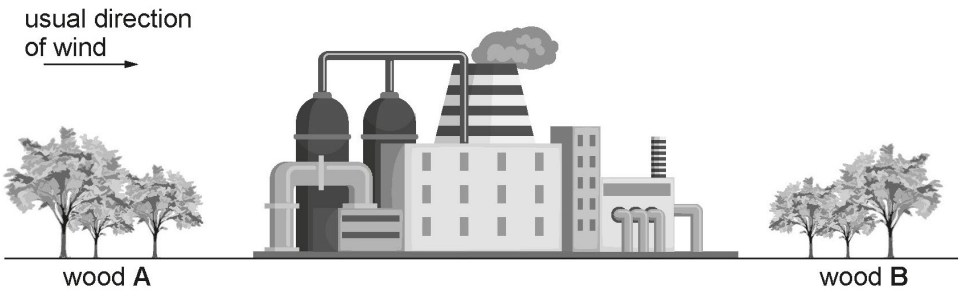
Examiner only

(b) The drawing shows two woods, **A** and **B**. The woods are separated by a factory.



Sharon and Ethan extended their investigation to compare air pollution in the woods. They predicted that air pollution would be higher in wood **B** than in wood **A**.

(i) State the evidence in the drawing used to make this prediction. [1]

……

……

(ii) The steps below describe the start of the method used.

- Identify the types of lichen present in wood A.
- Determine the pollution level in wood A.

Describe the next steps in their investigation. [2]

……

……

……

……

5

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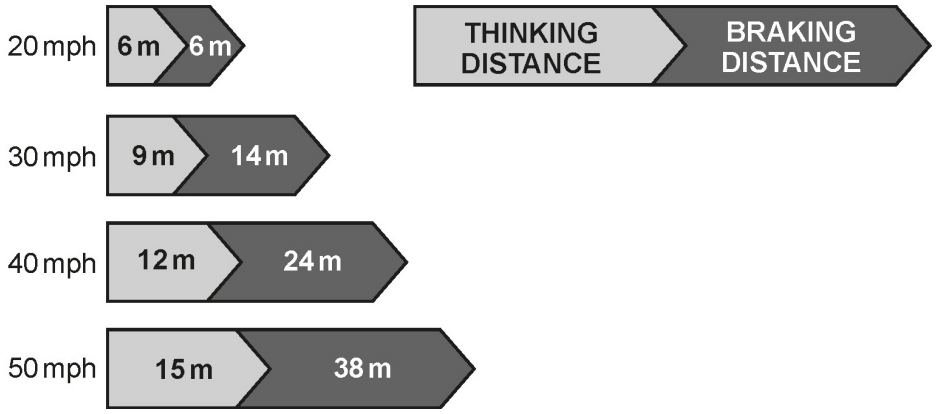
5. For all alert drivers, thinking time before braking is similar.

The thinking distance and braking distance depend on speed, as shown in **Image 1** below.

The overall stopping distance is given by:

Overall stopping distance = thinking distance + braking distance

Image 1



(a) In Wales, the speed limit on some roads has been reduced to 20mph.

Along one road in Cardiff, the speed limit was changed from 40 mph to 20mph.

A local resident has said that this will halve the value of the stopping distance.

Explain whether you agree with this suggestion. Include data from **Image 1** to support your answer. [2]

……...

……...

……...

……...

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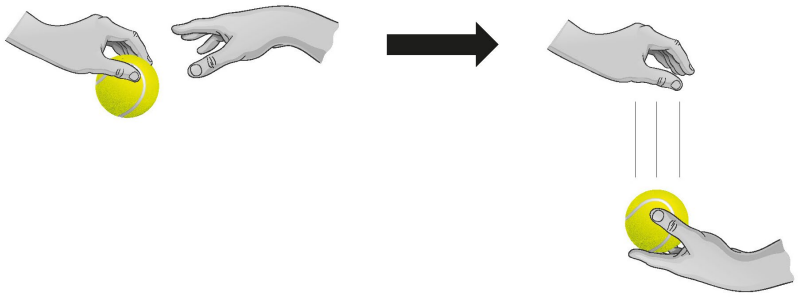
(b) Formula 1 (F1) drivers have much shorter thinking times than most people. This causes the values in **Image 1** to be different.

Image 2 shows the test that an F1 driver completes before a race to practise their reactions. They catch a tennis ball dropped by a team member. The distance the ball falls before being caught can be used to work out thinking time.

Image 2



The table below shows the thinking time for different distances fallen by the ball.

Distance fallen by ball (cm)	Thinking time (s)
5	0.10
11	0.15
20	0.20
33	0.26
44	0.30
60	0.35
67	0.37
79	0.40

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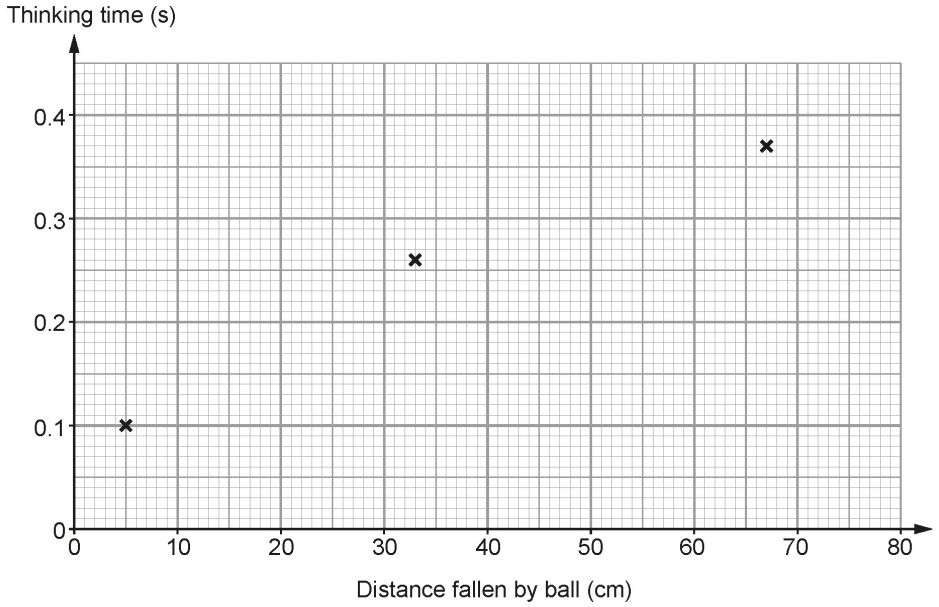
Examiner only

(i) Plot the data on the grid below and draw a suitable line. [3]

Three points have already been plotted.



(ii) Use the graph above to determine the thinking time for a F1 driver who catches the ball after it falls 16 cm. [1]

Thinking time = ……. s

(iii) Use your answer in part (ii) and the equation:

thinking distance = thinking time × speed

to calculate the thinking distance for a F1 driver when travelling at 22 m/s in a car. [2]

Thinking distance = …… m

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(iv) A speed of 22 m/s is equivalent to 50 mph. Use the information in **Image 1** and your answer in part (iii) to calculate the overall stopping distance of the car when driven by a F1 driver. [2]

Overall stopping distance = ……. m

(c) Part of the body of a F1 car is now made of carbon fibre instead of steel.
The table lists properties of some materials.

Property	Steel	Carbon fibre
Density (g/cm^3)	7.7	1.8
Strength (MPa)	270	3000
Brittle	No	Yes

(i) Use information from the table to state two advantages of using carbon fibre instead of steel. [2]

1. ……

……

2. ……

……

(ii) Explain one disadvantage of using carbon fibre instead of steel. Use information from the table. [2]

……

……

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SECTION B

Answer all questions.

The questions in this section are based on the content of the resource booklet. Some questions will require you to use material taken directly from the booklet.

For each question part, you will be told which section of the resource booklet to refer to, if required.

Examiner only

6. (a) Use the information in **Figure 3** to answer the question below.

Calculate the increase in the power generated by renewable sources from 2010 to 2050. [2]

Increase in power generation by renewable sources = …….. GW

(b) Use the information in **Figure 4** to answer the following questions.

(i) An area of 100 km^2 containing willow is to be used to supply biomass. Calculate the yield from this area per year. [1]

Yield = ……tonnes

(ii) Calculate the energy stored in 6000 tonnes of willow. [1]

Energy stored = …….units

(c) Use the information under **Figure 7** to answer the following questions.

(i) Calculate the maximum power output from 20 m^2 of PV solar panels. [1]

Maximum power output = …… kW

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(ii) State one reason why this maximum power output will not always be achieved. [1]

Examiner only

……

……

6

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Examiner only

7. (a) The Government wants no gas, oil or coal to be used to generate electricity by 2050. Read the information on page 4 about renewable energy sources.

State three ways the pie chart in **Figure 1** (page 2) will change. [3]

1. ……

2. ……

3. ……

(b) Use the information in **Figure 2** to answer the following questions.

(i) Name the fraction which contains the compound with the boiling point of –89 °C. [1]

……

(ii) Name the fraction which contains the compound with the formula C_5H_{12}. [1]

……

(iii) State the number of carbon atoms in the hydrocarbon compound found in both paraffin and diesel oil. [1]

……

(c) (i) Burning biomass pellets is more environmentally friendly than burning fossil fuels.

Explain why. [2]

……

……

……

……

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Examiner only

(ii) A school in Wales replaces a gas boiler with a biomass pellet boiler.

The school buys biomass pellets from Ireland. They are transported to the school by ship and lorry. The school claims this replacement boiler will reduce its greenhouse emissions.

Suggest two pieces of information that need to be checked before the school's claim can be accepted. [2]

1. ……

……

2. ……

……

(d) Use the information about wind power in **Figure 5** to answer the following question.

Complete the table by ticking (✓) in the correct column for each wind speed. [2]

One has been completed as an example.

Steady wind speed (m/s)	Zero output power	Between zero and maximum rated output power	Maximum rated output power
2	✓		
19			
27			

(e) Use the information in **Figure 6** to answer the following questions.

(i) Calculate how many wind turbines are needed to generate the same maximum power output as a nuclear power station. [2]

Number of wind turbines = ……..…

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(ii) Use your answer in part (i) to calculate how many wind turbines are needed to generate the same maximum power output for the lifetime of a nuclear power station. [2]

Examiner only

Number of wind turbines = ……..

(f) **Figure 7** shows the materials used to make PV solar panels. The silicon used is extracted from silicon dioxide when it reacts with carbon in a furnace.

(i) Name the type of reaction where oxygen is lost. [1]

……..

(ii) Name the other product of this reaction. [1]

……..

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END OF PAPER

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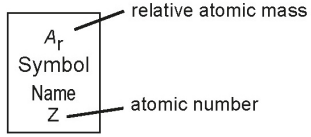
THE PERIODIC TABLE

1	2	Group										3	4	5	6	7	0
							1 H Hydrogen 1										4 He Helium 2
7 Li Lithium 3	9 Be Beryllium 4											11 B Boron 5	12 C Carbon 6	14 N Nitrogen 7	16 O Oxygen 8	19 F Fluorine 9	20 Ne Neon 10
23 Na Sodium 11	24 Mg Magnesium 12											27 Al Aluminium 13	28 Si Silicon 14	31 P Phosphorus 15	32 S Sulfur 16	35.5 Cl Chlorine 17	40 Ar Argon 18
39 K Potassium 19	40 Ca Calcium 20	45 Sc Scandium 21	48 Ti Titanium 22	51 V Vanadium 23	52 Cr Chromium 24	55 Mn Manganese 25	56 Fe Iron 26	59 Co Cobalt 27	59 Ni Nickel 28	63.5 Cu Copper 29	65 Zn Zinc 30	70 Ga Gallium 31	73 Ge Germanium 32	75 As Arsenic 33	79 Se Selenium 34	80 Br Bromine 35	84 Kr Krypton 36
86 Rb Rubidium 37	88 Sr Strontium 38	89 Y Yttrium 39	91 Zr Zirconium 40	93 Nb Niobium 41	96 Mo Molybdenum 42	99 Tc Technetium 43	101 Ru Ruthenium 44	103 Rh Rhodium 45	106 Pd Palladium 46	108 Ag Silver 47	112 Cd Cadmium 48	115 In Indium 49	119 Sn Tin 50	122 Sb Antimony 51	128 Te Tellurium 52	127 I Iodine 53	131 Xe Xenon 54
133 Cs Caesium 55	137 Ba Barium 56	139 La Lanthanum 57	179 Hf Hafnium 72	181 Ta Tantalum 73	184 W Tungsten 74	186 Re Rhenium 75	190 Os Osmium 76	192 Ir Iridium 77	195 Pt Platinum 78	197 Au Gold 79	201 Hg Mercury 80	204 Tl Thallium 81	207 Pb Lead 82	209 Bi Bismuth 83	210 Po Polonium 84	210 At Astatine 85	222 Rn Radon 86
223 Fr Francium 87	226 Ra Radium 88	227 Ac Actinium 89															

Key



Question number	Additional page, if required. Write the question number(s) in the left-hand margin.
	…… ……

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INTEGRATED SCIENCE (SINGLE AWARD)

UNIT 1: LIVING ON EARTH

Foundation Tier

MARK SCHEME

Guidance for examiners

Generic marking principles

- Marks awarded are always whole marks (not half marks, or other fractions).
- Answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.
- Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
- Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Positive marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes, rather than adopting the approach of penalising candidates for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

For questions that are objective or points-based, the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision made.

Mark schemes often list points which may be included in candidates' answers. The list is not exhaustive. The inclusion of *'Credit any other valid response.'* (or similar instruction) within mark schemes allows for the possible variation in candidates' responses. Credit should be given according to the accuracy and relevance of candidates' answers.

Appropriate terminology is reflected in exemplar responses in mark schemes. However, unless there is a specific requirement within a question, candidates may be awarded marks where the answer is accurate but expressed in their own words.

Marking abbreviations

The following may be used in marking schemes or in the marking of scripts to indicate reasons for the marks awarded.

ecf = error carried forward
bod = benefit of doubt

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SECTION A

Question			Marking details	Marks Available					
				AO1	AO2	AO3	Total	Maths	Enquiry
1.	(a)	(i)	Orange juice	1			1		
		(ii)	bleach	1			1		
		(iii)	7	1			1		
	(b)	(i)	Water underlined	1			1		
		(ii)	neutralisation	1			1		
	(c)	(i)	199		1		1		1
		(ii)	22 [s] Accept 336 - 314		1		1		1
		(iii)	Brand C (1) takes the least amount of time / is the fastest (to turn the indicator green / neutralise the acid) (1)			2	2		2
	(d)		Skin → provides a barrier to pathogens (1) Platelets → produce blood clots (1) Phagocytes → destroys pathogens (1) Stomach acid → destroys ingested bacteria (1)	4			4		
			Question 1 total	**9**	**2**	**2**	**13**	**0**	**4**

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Question			Marking details	Marks Available					
				AO1	AO2	AO3	Total	Maths	Enquiry
2.	(a)		✓ in boxes 1, 5 and 6 i.e. Tin displaces copper (1) Iron displaces tin and copper (1) Zinc displaces copper, tin and iron (1)		3		3		3
	(b)	(i)	**Any 1 × (1) from:** Circle around: Copper – copper(II) sulfate solution tick (1) Tin – tin(II) sulfate solution tick (1) Iron – iron(II) sulfate solution tick (1) Zinc – zinc sulfate solution tick (1)		1		1		1
		(ii)	Circle around zinc – iron(II) sulfate		1		1		1
			Question 2 total	**0**	**5**	**0**	**5**	**0**	**5**

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Question			Marking details	Marks Available					
				AO1	AO2	AO3	Total	Maths	Enquiry
3.	(a)	(i)	Sun / sunlight / solar	1			1		
		(ii)	Energy is transferred to a thermal store in respiration OR to a chemical store in waste materials.	1			1		
	(b)		1. True 2. False 3. True 4. False 5. True All correct (3) 4 correct (2) 3 correct (1) 0/1/2 correct (0)		3		3		
	(c)		(Oak tree) → beetles (1) → spiders (1) → small birds (1)→ (weasels) Any one correct (1) All correct (2) max		2		2		
	(d)		Moths: increase (1) predator (1) and weasels: decrease (1) prey (1)			4	4		
			Question 3 total	**2**	**5**	**4**	**11**	**0**	**0**

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Question			Marking details	Marks Available					
				AO1	AO2	AO3	Total	Maths	Enquiry
4.	(a)	(i)	The air cannot be moderately polluted otherwise there would be {no leafy lichen / only crusty lichen} (1) Leafy and crusty lichen can survive in low air pollution (1) so Sharon must be correct. Correct conclusion must be stated for full marks.			2	2		2
	(b)	(i)	Wind {direction / blows towards wood B}			1	1		1
		(ii)	Award any 2 x (1) from: Identify types of lichen present in wood B (1) decide pollution level in wood B (1) Compare results in B with A (1)			2	2		2
			Question 4 total	**0**	**0**	**5**	**5**	**0**	**5**

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Question			Marking details	Marks Available					
				AO1	AO2	AO3	Total	Maths	Enquiry
5.	(a)		Stopping distance at 40 mph = 12 + 24 =36 [m] (1) Stopping distance at 20 mph = 6 + 6 = 12 [m] (1) (which is not a half of 36 / is 3 times more)			2	2	2	
	(b)	(i)	5 plots correct ± <one small square (2) 4 plots correct (1) 3 or less plots correct (0) Curve (1)		3		3	3	
		(ii)	Expect 0.18 ± 0.02 [s] however read value from their graph		1		1	1	
		(iii)	Thinking distance = 0.18 (ecf) × 22 subs (1) = 3.96 or 4 [m] (1)	1	1		2	2	
		(iv)	38 selected (1) + 3.96 (ecf) = 41.96 [m] (1)	1	1		2	2	
	(c)	(i)	Carbon fibre is less dense/lighter than steel (1) Carbon fibre is stronger than steel (1)		2		2		
		(ii)	Carbon fibre is brittle (1) Will crack in an accident (1)		2		2		
Question 5 total				**2**	**10**	**2**	**14**	**10**	**0**

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SECTION B

Question			Marking details	Marks Available					
				AO1	AO2	AO3	Total	Maths	Enquiry
6.	(a)		31 – 5 (1) = 26 [GW] (1)		2		2		
	(b)	(i)	100 × 10 = 1000 tonnes		1		1	1	
		(ii)	6000 × 20 = 120 000 [units]		1		1	1	
	(c)	(i)	1.2 × 20 = 24 [kW]		1		1	1	
		(ii)	Not always sunny / angle of Sun (1)	1			1		
			Question 6 total	**1**	**5**	**0**	**6**	**3**	**0**

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Question			Marking details	Marks Available					
				AO1	AO2	AO3	Total	Maths	Enquiry
7.	(a)		No segments for coal or oil (1) 90% segment for renewable (1) 10% segment for nuclear (imports and other) (1)			3	3		
	(b)	(i)	Petroleum gases		1		1		
		(ii)	petrol		1		1		
		(iii)	15		1		1		
	(c)	(i)	During photosynthesis plants extract carbon dioxide from the atmosphere (1) Either: which balances the carbon dioxide added to the atmosphere when burned(1) **Or** Fossil fuels add carbon dioxide to the atmosphere when they are burned (1)	2			2		
		(ii)	**Any 2 × (1) from:** • The reduction in mass of CO_2 produced by not burning gas (1) • The carbon dioxide produced in transporting the pellets from Ireland (1) • How sustainable is the supply of trees [in Ireland] (1)			2	2		

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	(d)	<table><tr><th>Steady wind speed (m/s)</th><th>Zero output power</th><th>Between zero and maximum rated output power</th><th>Maximum rated output power</th></tr><tr><td>2</td><td>✓</td><td></td><td></td></tr><tr><td>19</td><td></td><td></td><td>✓ (1)</td></tr><tr><td>27</td><td>✓ (1)</td><td></td><td></td></tr></table>				2		2		
	(e)	(i)	$\frac{3600}{2}$ (1) = 1800 (1)			2		2	2	
		(ii)	1800 **(ecf)** × 3 (1) = 5400 (1) **Accept:** 45 × 3600 = 162 000 (1) $\frac{162\,000}{30}$ = 5400 (1)			2		2	2	
	(f)	(i)	reduction	1			1			
		(ii)	carbon dioxide	1			1			
			Question 7 total	**4**	**9**	**5**	**18**	**4**	**0**	

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FOUNDATION TIER

SUMMARY OF MARKS ALLOCATED TO ASSESSMENT OBJECTIVES

Question	AO1	AO2	AO3	TOTAL MARK	MATHS	ENQUIRY
1	9	2	2	13	0	4
2	0	5	0	5	0	5
3	2	5	4	11	0	0
4	0	0	5	5	0	5
5	2	10	2	14	10	0
6	1	5	0	6	3	0
7	4	9	5	18	4	0
TOTAL	**18**	**36**	**18**	**72**	**17**	**14**

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