



GCSE COMBINED SCIENCE: SYNERGY 8465/3H

Higher Tier Paper 3 Physical Sciences

Mark scheme

June 2025

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

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Information to Examiners

1. General

The mark scheme for each question shows:

- the marks available for each part of the question
- the total marks available for the question
- the typical answer or answers which are expected
- extra information to help the examiner make their judgement
- the Assessment Objectives and specification content that each question is intended to cover.

The extra information is aligned to the appropriate answer in the left-hand part of the mark scheme and should only be applied to that item in the mark scheme.

At the beginning of a part of a question a reminder may be given, for example: where consequential marking needs to be considered in a calculation; or the answer may be on the diagram or at a different place on the script.

In general the right-hand side of the mark scheme is there to provide those extra details which confuse the main part of the mark scheme yet may be helpful in ensuring that marking is straightforward and consistent (for example, a scientifically correct answer that could not reasonably be expected from a student's knowledge of the specification).

2. Emboldening and underlining

- 2.1** In a list of acceptable answers where more than one mark is available 'any **two** from' is used, with the number of marks emboldened. Each of the following bullet points is a potential mark.
- 2.2** A bold **and** is used to indicate that both parts of the answer are required to award the mark.
- 2.3** Alternative answers acceptable for a mark are indicated by the use of **or**.
Alternative words in the mark scheme are shown by a solidus eg allow smooth / free movement.
- 2.4** Any wording that is underlined is essential for the marking point to be awarded.

3. Marking points

3.1 Marking of lists

This applies to questions requiring a set number of responses, but for which students have provided extra responses. The general principle to be followed in such a situation is that ‘right + wrong = wrong’.

Each error / contradiction negates each correct response. So, if the number of errors / contradictions equals or exceeds the number of marks available for the question, no marks can be awarded.

However, responses considered to be neutral (indicated as * in example 1) are not penalised.

Example 1: What is the pH of an acidic solution?

[1 mark]

Student	Response	Marks awarded
1	green, 5	0
2	red*, 5	1
3	red*, 8	0

Example 2: Name **two** magnetic materials.

[2 marks]

Student	Response	Marks awarded
1	iron, steel, tin	1
2	cobalt, nickel, nail*	2

3.2 Use of symbols / formulae

If a student writes a chemical symbol / formula instead of a required chemical name, or uses symbols to denote quantities in a physics equation, full credit can be given if the symbol / formula is correct and if, in the context of the question, such action is appropriate.

3.3 Marking procedure for calculations

Marks should be awarded for each stage of the calculation completed correctly, as students are instructed to show their working. At any point in a calculation students may omit steps from their working. If a subsequent step is given correctly, the relevant marks may be awarded.

Full marks should be awarded for a correct numerical answer, without any working shown. Full marks are **not** awarded for a correct final answer from incorrect working.

3.4 Interpretation of ‘it’

Answers using the word ‘it’ should be given credit only if it is clear that the ‘it’ refers to the correct subject.

3.5 Errors carried forward

An error can be carried forward from one question part to the next and is shown by the abbreviation 'ecf'.

Within an individual question part, an incorrect value in one step of a calculation does not prevent all of the subsequent marks being awarded.

3.6 Phonetic spelling

Marks should be awarded if spelling is not correct but the intention is clear, **unless** there is a possible confusion with another technical term.

3.7 Brackets

(.....) are used to indicate information which is not essential for the mark to be awarded but is included to help the examiner identify the sense of the answer required.

3.8 Allow

In the mark scheme additional information, 'allow' is used to indicate creditworthy alternative answers.

3.9 Ignore

Ignore is used when the information given is irrelevant to the question or not enough to gain the marking point. Any further correct amplification could gain the marking point.

3.10 Do not accept

Do **not** accept means that this is a wrong answer which, even if the correct answer is given as well, will still mean that the mark is not awarded.

3.11 Numbered answer lines

Numbered lines on the question paper are intended to support the student to give the correct number of responses. The answer should still be marked as a whole.

4. Level of response marking instructions

Extended response questions are marked on level of response mark schemes.

- Level of response mark schemes are broken down into levels, each of which has a descriptor.
- The descriptor for the level shows the average performance for the level.
- There are two marks in each level.

Before you apply the mark scheme to a student's answer, read through the answer and, if necessary, annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1: Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level.

The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer. Do **not** look to penalise small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level.

Use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 2 with a small amount of level 3 material it would be placed in level 2 but be awarded a mark near the top of the level because of the level 3 content.

Step 2: Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do **not** have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

You should ignore any irrelevant points made. However, full marks can be awarded only if there are no incorrect statements that contradict a correct response.

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

Question 1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.1	$s = v \times t$		1	AO1 4.7.1.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.2	$44 = v \times 5.0$		1	AO2 4.7.1.2
	$v = \frac{44}{5.0}$		1	
	$v = 8.8 \text{ (m/s)}$		1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.3	$a = \frac{\Delta v}{t}$		1	AO1 4.7.1.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.4	$t = 0.400 \text{ (s)}$	all subsequent marks may be awarded if t is incorrectly / not converted	1	AO2 4.7.1.4
	$a = \frac{(0.0 -) 6.0}{0.400}$	allow $a = \frac{6.0 - 0.0}{0.400}$	1	
	$a = (-) 15 \text{ (m/s}^2\text{)}$		1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.5	$F = m \times a$		1	AO1 4.7.1.6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.6	$m = 3.5 \text{ kg}$	all subsequent marks may be awarded if m is incorrectly / not converted	1	AO2 4.7.1.6
	$F = 3.5 \times 540$		1	
	$F = 1890 \text{ (N)}$		1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.7	player can be treated for head injuries sooner or player can be taken off the field if there is a possibility of head injury or the doctor can get to the player sooner	ignore (data about) forces are transmitted	1	AO3 4.7.1.6

Total Question 1	13
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Question 2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.1	(gold is) unreactive		1	AO1 4.8.2.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.2	(substance oxidised) carbon	allow C	1	AO2 4.8.2.1
	(reason) oxygen is gained (by carbon)	MP2 is dependent upon MP1 being awarded	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.3		allow converse statements for reactivity	1	AO2 4.8.2.2
	aluminium is more reactive than carbon	allow aluminium is above carbon in the reactivity series		

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.4	to melt the mixture (of aluminium oxide and cryolite)	allow to melt the aluminium oxide allow to melt the compound(s)	1	AO1 4.8.2.2
	to produce the (electrical) current	allow process uses electricity	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.5	(energy decrease = $162 - 11 =$) 151 (MJ)		1	AO2 4.8.2.9
	(percentage energy decrease =) $\frac{151}{162} \times 100$	allow correct use of an incorrectly determined value for energy decrease	1	
	= 93.2 (%)	allow 93.2098765.... (%)	1	
	= 93 (%)	allow an answer correctly rounded to 2 significant figures from an incorrect calculation which uses all the data in the table	1	
	alternative approach			
	(percentage energy for recycled aluminium =) $\frac{11}{162} \times 100$ (1)			
	= 6.79 (%) (1)	allow 6.790123.... (%)		
	(percentage energy decrease = $100 - 6.79 =$) 93.2 (%) (1)	allow correct use of an incorrectly determined percentage for recycled aluminium		
		allow 93.2098765.... (%)		
	= 93 (%) (1)	allow an answer correctly rounded to 2 significant figures from an incorrect calculation which uses all the data in the table		
Total Question 2			10	

Question 3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.1	(conversion 2 mm =) 2 000 000 nm		1	AO2 4.8.1.1
	(length : diameter =) 2 000 000 : 0.8	allow incorrect / no conversion of length	1	
		allow (length : diameter =) $\frac{2\,000\,000}{0.8} (: 1)$		
	= 2 500 000 : 1		1	
	alternative approach: (conversion 0.8 nm =) 0.000 000 8 mm (1) (length : diameter =) 2 : 0.000 000 8 (1)	allow incorrect / no conversion of diameter allow (length : diameter =) $\frac{2}{0.000\,000\,8} (: 1)$		
	= 2 500 000 : 1 (1)			

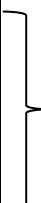
Question	Answers	Mark	AO / Spec. Ref.
03.2	Level 2: Scientifically relevant features are identified; the way(s) in which they are similar / different is made clear and (where appropriate) the magnitude of the similarity / difference is noted.	4–6	AO1 4.6.2.1 4.6.2.4 4.6.2.5 4.8.1.1
	Level 1: Relevant features are identified and differences noted.	1–3	
	No relevant content	0	
	Indicative content • both are made up of carbon atoms • both are giant structures • graphite has layers ◦ of hexagonal rings • in diamond each carbon / atom forms 4 bonds • in graphite each carbon / atom forms 3 bonds • graphite has delocalised electrons ◦ one delocalised electron per carbon atom • graphite has no bonds between the layers • graphite has weak forces between the layers • both have covalent bonds • both have bonds formed by sharing pairs of electrons • both have strong bonds		

Total Question 3	9
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Question 4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.1	1.5 (V)		1	AO3 4.7.2.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.2	2000 (Ω) the potential difference (p.d.) of battery is shared equally between the LDR and the resistor	MP2 dependent on scoring MP1 allow divided for shared	1 1	AO2 AO1 4.7.2.3 RPA16

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.3	the resistance of the LDR decreased (so) the current (in the circuit) increased (so) the potential difference across the 2000 (Ω) resistor increased (so the p.d. across the LDR decreased)	 allow so the resistance of the LDR is a smaller proportion of the total resistance for marking points 2 and 3	1 1 1	AO1 4.7.2.2 RPA16

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.4	the reading would be 6.0 V (because) the voltmeter displays the p.d. across the battery (which is constant)	allow the reading on the voltmeter stays the same allow the p.d. across the battery is not affected (by light intensity)	1 1	AO1 4.7.2.2 RPA16

Total Question 4	8
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Question 5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.1	gain of electrons (by silver ions)	do not accept reference to oxygen	1	AO2 4.7.5.5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.2	$\text{Cu} + 2 \text{Ag}^+ \rightarrow \text{Cu}^{2+} + 2 \text{Ag}$	allow multiples allow 1 mark for Cu and Ag ignore state symbols	2	AO2 4.5.2.1 4.7.5.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.3	$\text{Cu}(\text{NO}_3)_2$		1	AO2 4.7.3.2

Question	Answers				Mark	AO / Spec. Ref.
05.4		metal nitrate solution				AO3 4.7.5.1
		cobalt nitrate	nickel nitrate	copper nitrate		
	cobalt	pink	pink	pink		
	nickel	pink	green	green		
	copper	pink	green	blue		
	If no other mark awarded allow 1 mark for an answer which indicates that there was no reaction between the metal and metal nitrate solution of that metal and correctly identifies the colours for all other reactions					

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.5	(copper has) delocalised electrons		1	AO1 4.6.2.6 4.6.2.7
	(so) electrons carry (electrical) charge	ignore current / electricity for charge	1	
	(as) the electrons move through the copper / metal / structure	ignore throughout for through	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.6	alloys contain different sized atoms	allow alloys contain different sized (positive) ions	1	AO1 4.6.2.7
	(so the) layers are distorted		1	
	(so the) layers (of atoms) slide less easily	allow (so the) atoms cannot slide over each other	1	

Total Question 5	13
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Question 6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.1	$v^2 - 0^2 = 2 \times 25 \times 32$		1	AO2 4.7.1.4
	$v^2 = 1600$		1	
	or $v = \sqrt{1600}$			
	$v = 40 \text{ (m/s)}$		1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.2	air resistance increases	allow drag for air resistance	1	AO1 4.7.1.10
	(so) resultant force on car increases	allow the parachute causes a backwards force on the car	1	
	(so) deceleration increases	allow deceleration takes less time	1	
		ignore descriptions of deceleration being faster / slower		

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.3	tangent drawn at 2.5 seconds		1	AO2 4.7.1.10
	two corresponding pairs of values from tangent	allow a tolerance of $\pm \frac{1}{2}$ a small square	1	
		allow corresponding change in velocity and change in time from tangent		
	a deceleration consistent with their tangent		1	

Total Question 6	9
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Question 7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.1	(A) activation energy		1	AO1 4.7.3.3
	(B) overall energy change		1	4.7.4.4
	(C) product(s)	allow lithium chloride	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.2	exothermic		1	AO2 4.7.3.3 4.7.4.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.3	lithium atom(s) lose electrons	} allow 1 mark for lithium loses electrons and chlorine gains electrons	1	AO1 4.6.2.2
	chlorine atom(s) gain electrons		1	
	reference to transfer of one electron		1	
	lithium ions and chloride ions are formed	allow Li ⁺ (ions) and Cl ⁻ (ions) are formed allow lithium forms positive ions and chlorine forms negative ions	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.4		allow converse statements for the trend going up the group		
		allow energy level for shell		
	reactivity increases going down the group		1	AO1 4.5.1.4
	(because) the outer electron / shell is further from the nucleus	allow (because) the atoms are larger	1	
		allow (because) the atoms have more shells		
	(so) there is less (electrostatic) attraction between the nucleus and the outer electron(s)	allow (so) there is more shielding between the outer electron(s) and the nucleus	1	
	(so) the (outer) electron is lost more easily		1	

Total Question 7	12
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Question 8

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.1	(graphite is) inert	allow (graphite is) unreactive	1	AO1 4.7.5.3 RPA21

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.2	sodium hydroxide		1	AO2 4.7.5.3 RPA21

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.3	$2\text{Cl}^- \rightarrow \text{Cl}_2 + 2\text{e}^-$	allow multiples allow 1 mark for $\text{Cl}^- \rightarrow \text{Cl}_2 + \text{e}^-$ with incorrect / no balancing numbers ignore state symbols	2	AO2 4.7.5.3 RPA21

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.4	water (molecules) break down to produce hydrogen ions (and hydroxide ions)		1	AO1 4.7.5.2 4.7.5.3 RPA21
	(and) hydrogen is less reactive than sodium		1	
	(so) hydrogen ions gain electrons	allow (so) hydrogen ions are reduced	1	
	to form a hydrogen molecule	ignore to form a hydrogen atom	1	

Total Question 8	8
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Question 9

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.1	(when there is an upwards magnetic force on the wire) there is a downward magnetic force on the magnet(s)	allow (when there is an upwards magnetic force on the wire) the downward force on the balance increases	1	AO2 4.7.1.7
	due to Newton's 3 rd Law		1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.2	any one from:	allow increase the potential difference allow position the magnets closer together ignore bigger magnets ignore use more magnets	1	AO1 4.6.3.5
	• increase the current • use stronger magnets			

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.3	pole A is south / S and pole B is north / N		1	AO3 4.6.3.5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.4	$2.0 \times 10^{-3} = I \times 4.0 \times 10^{-4}$		1	AO2 4.6.3.5 4.7.2.2
	$I = \frac{2.0 \times 10^{-3}}{4.0 \times 10^{-4}}$		1	
	$I = 5.0 \text{ (A)}$		1	
	$L = 0.060 \text{ (m)}$	all subsequent marks may be awarded if L is incorrectly / not converted	1	
	$F = 0.025 \times 5.0 \times 0.060$	the equation $V=IR$ must have been used to score subsequent marks	1	
	$F = 0.0075 \text{ (N)}$	allow a correct substitution using their value of I allow a correct calculation using their value of I	1	
Total Question 9			10	

Question 10

Question	Answers	Extra information	Mark	AO / Spec. Ref.
10.1	any three from: • spherical • hollow • hexagonal rings (of carbon atoms) • each carbon / atom bonds with three other carbons / atoms	do not accept cylindrical allow delocalised electrons	3	AO1 4.8.1.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
10.2	$(M_r \text{ of } C_{60} = 60 \times 12 =) 720$		1	AO2 4.5.2.3
	$(\text{moles of } C_{60} =) \frac{9.00}{720}$	allow correct use of an incorrectly determined M_r	1	4.5.2.4 4.8.1.1
	$= 0.0125$		1	
	$(\text{number of } C_{60} \text{ molecules} =) 0.0125 \times 6.02 \times 10^{23}$	allow correct use of an incorrectly determined number of moles of C_{60}	1	
	$= 7.525 \times 10^{21}$	allow 7.525×10^{21} correctly rounded to at least two significant figures	1	
	alternative approach:			
	$(\text{moles of C atoms} = \frac{9.00}{12} =) 0.75 \text{ (1)}$			
	$(\text{number of C atoms} =) 0.75 \times 6.02 \times 10^{23} \text{ (1)}$	allow correct use of an incorrectly determined number of moles of carbon atoms		
	$= 4.515 \times 10^{23} \text{ (1)}$			
	$(\text{number of } C_{60} \text{ molecules} =) \frac{4.515 \times 10^{23}}{60} \text{ (1)}$	allow correct use of an incorrectly determined number of carbon atoms		
	$= 7.525 \times 10^{21} \text{ (1)}$	allow 7.525×10^{21} correctly rounded to at least two significant figures		

Total Question 10**8**