

Chemistry A

General Certificate of Secondary Education

Unit **A172/02**: Modules C4, C5, C6 (Higher Tier)

Mark Scheme for June 2012

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Used in the detailed Mark Scheme:

Annotation	Meaning
/	alternative and acceptable answers for the same marking point
(1)	separates marking points
not/reject	answers which are not worthy of credit
ignore	statements which are irrelevant – applies to neutral answers
allow/accept	answers that can be accepted
(words)	words which are not essential to gain credit
<u>words</u>	underlined words must be present in answer to score a mark
ecf	error carried forward
AW/owtte	credit alternative wording / or words to that effect
ORA	or reverse argument

Available in scoris to annotate scripts:

	indicate uncertainty or ambiguity
	benefit of doubt
	contradiction
	incorrect response
	error carried forward
	draw attention to particular part of candidate's response
	no benefit of doubt
	reject
	correct response
	draw attention to particular part of candidate's response
	information omitted

Subject-specific Marking Instructions

- a. Accept any clear, unambiguous response (including mis-spellings of scientific terms if they are *phonetically* correct, but always check the guidance column for exclusions).
- b. Crossed out answers should be considered only if no other response has been made. When marking crossed out responses, accept correct answers which are clear and unambiguous.

e.g. for a one-mark question where ticks in the third and fourth boxes are required for the mark:

✗
✗

*This would be worth
1 mark.*

✓
✗

*This would be worth
0 marks.*

✗
✗
✓
✓

*This would be worth
1 mark.*

- c. The list principle:
If a list of responses greater than the number requested is given, work through the list from the beginning. Award one mark for each correct response, ignore any neutral response, and deduct one mark for any incorrect response, e.g. one which has an error of science. If the number of incorrect responses is equal to or greater than the number of correct responses, no marks are awarded. A neutral response is correct but irrelevant to the question.

d. Marking method for tick-box questions:

If there is a set of boxes, some of which should be ticked and others left empty, then judge the entire set of boxes.

If there is at least one tick, ignore crosses and other markings. If there are no ticks, accept clear, unambiguous indications, e.g. shading or crosses. Credit should be given according to the instructions given in the guidance column for the question. If more boxes are ticked than there are correct answers, then deduct one mark for each additional tick. Candidates cannot score less than zero marks.

e.g. if a question requires candidates to identify cities in England:

Edinburgh	<input type="checkbox"/>
Manchester	<input type="checkbox"/>
Paris	<input type="checkbox"/>
Southampton	<input type="checkbox"/>

the second and fourth boxes should have ticks (or other clear indication of choice) and the first and third should be blank (or have indication of choice crossed out).

Edinburgh			✓			✓	✓	✓	✓	
Manchester	✓	x	✓	✓	✓				✓	
Paris				✓	✓		✓	✓	✓	
Southampton	✓	x		✓		✓	✓		✓	
Score:	2	2	1	1	1	1	0	0	0	NR

- e. For answers marked by levels of response:
- i. **Read through the whole answer from start to finish**
 - ii. **Decide the level that best fits** the answer – match the quality of the answer to the closest level descriptor
 - iii. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
A good match to the level descriptor	The higher mark in the level
Just matches the level descriptor	The lower mark in the level

- iv. Use the **L1**, **L2**, **L3** annotations in Scoris to show your decision; do not use ticks.

Quality of Written Communication skills assessed in 6-mark extended writing questions include:

- appropriate use of correct scientific terms
- spelling, punctuation and grammar
- developing a structured, persuasive argument
- selecting and using evidence to support an argument
- considering different sides of a debate in a balanced way
- logical sequencing.













Question		Answer			Mark	Guidance
1	(a)		true (✓)	false (✓)	2	all correct = 2 2/3 correct = 1 1 correct = 0
		Rubidium is more reactive than sodium.	✓			
		Rubidium is a non-metal.		✓		
		Rubidium has a lower proton number than lithium.		✓		
		Rubidium reacts with water to make hydrogen gas.	✓			
	(b)	RbOH			1	do not accept RBOH or R _B OH O must be at least half height of H
				Total	3	

Question		Answer	Marks	Guidance
2	(a)	<p>[Level 3] Makes points about different properties of Gp1 and Gp 7 and identifies L3 points that do not support Mendeleev. Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>[Level 2] Makes points about <u>different</u> properties for Gp1 and Gp 7. Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>[Level 1] Makes points about the same property for Gp 1 and Gp 7 OR makes points about different properties for one group. Quality of written communication impedes communication of the science at this level. (1 – 2 marks)</p> <p>[Level 0] Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)</p>	6	<p>This question is targeted at grades up to C Indicative scientific points may include: Points about Gp 1 Group 1 / Li, Na, K.....</p> <ul style="list-style-type: none"> • are all shiny / solids / similar appearance • all conduct electricity • MPts/BPts show a trend in Gp 1 / MPts/BPts decrease down Gp 1 / MPts/BPts for Gp 1 are generally high(er) / BPts have a large(r) range / (ignore references to MPt range) <p>Points about Gp 7 Group 7 / Cl, Br, I.....</p> <ul style="list-style-type: none"> • do not conduct electricity • all coloured • states/colours/appearance of Gp 7 are different • MPts/BPts show a trend in Gp 7 / MPts/BPts increase down Gp 7 / MPts/BPts for Gp 7 are generally low(er)/ BPts have a small(er) range / (ignore references to MPt range) <p>L3 points that do not support Mendeleev</p> <ul style="list-style-type: none"> • iodine's MPt is high for Gp 7/higher than Na/K/ high compared to Gp 1/similar to Gp 1 / links iodine is a solid to Gp1 • Li has an unusually high BPt for Gp 1 <p>ignore discussion of any properties not from the table e.g. atomic structure / reactivity (at rtp) Use the L1, L2, L3 annotations in Scoris; do not use ticks.</p>

Question		Answer	Marks	Guidance
	(b)	<p>both have one electron in the outer shell / same number of electrons in the outer shell;</p> <p>different number of shells of electrons / Na has 3 shells <u>and</u> K has 4 shells / Na has two full shells <u>and</u> K has 3 full shells;</p>	2	<p>ignore 'they both have 2 full shells' 'they both have 2 electrons in the first shell / 8 in the second'</p> <p>ignore references to the size of the atom / distance of outer electrons from nucleus / ease of losing electron / Na has 11 electrons and K has 19</p> <p>do not allow 'Na has <i>more</i> shells than K / K has <i>fewer</i> shells than Na'</p> <p>allow Na is 2.8.1 and K is 2.8.8.1 for (2) marks</p>
		Total	8	

Question			Answer	Mark	Guidance
3	(a)	(i)	B and E	1	both needed
		(ii)	A and C	1	both needed
		(iii)	D	1	
	(b)		+1 / 1+ / +	1	ignore '1' alone with no charge ignore positive allow C ⁺ or Li ⁺ but no other letter
Total				4	

Question			Answer	Mark	Guidance
4	(a)		tarnish/goes dull/white/grey/darker/lighter / loses its shine; reacts; reference to oxygen/water/moisture/making sodium oxide;	3	ignore 'goes rusty' allow 'it corrodes' for MP1 allow (2) for 'oxidises' / 'oxidation' for MP2 and MP3 ignore 'oxidisation' 'reacts with air' = (1) for MP2 ignore references to CO ₂
		(b)	$2\text{Na} + \text{Cl}_2 \rightarrow 2\text{NaCl}$ / $\text{Na} + \frac{1}{2}\text{Cl}_2 \rightarrow \text{NaCl}$	2	all three formulae correct (1) correct formulae and correct balancing (2) ignore state symbols
Total				5	

Question	Answer	Mark	Guidance										
5 (a)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">name</th> <th style="width: 75%;">arrangement of atoms and relative mass</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">nitrogen</td> <td style="text-align: center;"> relative mass 32</td> </tr> <tr> <td style="text-align: center;">oxygen</td> <td style="text-align: center;"> relative mass 40</td> </tr> <tr> <td style="text-align: center;">argon</td> <td style="text-align: center;"> relative mass 44</td> </tr> <tr> <td style="text-align: center;">carbon dioxide</td> <td style="text-align: center;"> relative mass 28</td> </tr> </tbody> </table>	name	arrangement of atoms and relative mass	nitrogen	 relative mass 32	oxygen	 relative mass 40	argon	 relative mass 44	carbon dioxide	 relative mass 28	2	all correct = 2 2/3 correct = 1 1 correct = 0
name	arrangement of atoms and relative mass												
nitrogen	 relative mass 32												
oxygen	 relative mass 40												
argon	 relative mass 44												
carbon dioxide	 relative mass 28												
(b)	<p>All the gases in the air are elements. <input type="checkbox"/></p> <p>Air contains only non-metal elements. <input checked="" type="checkbox"/></p> <p>There are weak attractions between molecules in air. <input checked="" type="checkbox"/></p> <p>All the gases have high melting points and boiling points. <input type="checkbox"/></p> <p>The gases are good conductors of electricity. <input type="checkbox"/></p>	2											

Question	Answer	Mark	Guidance
(c)	<p>A covalent bond is made by sharing electrons. <input checked="" type="checkbox"/></p> <p>The atoms gain positive or negative charges when the bond is made. <input type="checkbox"/></p> <p>The atoms are held together by the attraction between the nuclei of the atoms and the electrons between them. <input checked="" type="checkbox"/></p> <p>Each atom is surrounded by a sea of electrons that can move. <input type="checkbox"/></p> <p>The atoms are bonded covalently into large, three dimensional structures. <input type="checkbox"/></p>	2	
	Total	6	

Question	Answer	Mark	Guidance
6	<p>[Level 3] Identifies all three ions present and links these to the correct test result. Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>[Level 2] Identifies some ions present in solution (with no incorrect ions) and EITHER links each ion to the correct test result OR identifies a test not carried out. Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>[Level 1] States presence or absence of some ions in the solution but may have additional incorrect ions stated. Quality of written communication impedes communication of the science at this level. (1 – 2 marks)</p> <p>[Level 0] Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)</p>	6	<p>This question is targeted at grades up to A* Indicative scientific points may include:</p> <p>Presence or absence of ions in the solution</p> <ul style="list-style-type: none"> • contains zinc (ions) • contains sulphate (ions) • contains chloride (ions) • does not contain calcium (ions) <p>allow other ions not present e.g. carbonate, copper, iron allow ions if given in compounds e.g. ‘contains calcium chloride’ would be correct for ‘contains chloride ions’ but incorrect for ‘no calcium ions’</p> <p>Tests not carried out</p> <ul style="list-style-type: none"> • Zak had not tested for a sulfate / had not added (acidified) barium chloride/barium nitrate • Amy had not added enough/excess sodium hydroxide / did not test for zinc <p>Test Result</p> <ul style="list-style-type: none"> • (acidified) barium chloride/barium nitrate gives a white precipitate with a sulfate • sodium hydroxide gives a white precipitate with a zinc ion • sodium hydroxide added to excess redissolves for a zinc ion • sodium hydroxide gives a white precipitate with a calcium ion • silver nitrate gives a white precipitate with a chloride <p>Use the L1, L2, L3 annotations in Scoris; do not use ticks.</p>
		6	

Question		Answer	Mark	Guidance
7	(a)	relative formula mass PbO = 223 (1) answer = 414 = (2)	3	ignore units if given if 414 is not given as final answer, allow (1) for 207 used in second part of answer
	(b) (i)	disadvantages: eyesore (from waste rock) / noise / traffic / possible toxicity / dust / subsidence; advantages: work / jobs / improved transport links / more facilities available;	2	ignore wildlife/habitat/environment/pollution/danger/hazard ideas
	(ii)	idea that it cannot be made completely safe / benefits outweigh risks; need lead for building materials / people need the jobs / boosts local economy;	2	allow other correct uses
		Total	7	

Question		Answer	Mark	Guidance
8	(a)	hydrochloric acid; water and H ₂ O;	2	ignore hydrogen chloride do not allow H ² O / H ₂ O O must be at least half the height of H
	(b)	copper oxide <u>and</u> copper hydroxide;	1	need both
	(c) (i)	<i>any two from:</i> starts low / gives pH 1-3; (1) increases; (1) goes to 7; (1) <u>acid</u> used up; (1)	2	ignore references to colours ignore the pH is neutralised / the pH goes to neutral ignore 'acid is neutralised'
	(ii)	<p style="text-align: right;"><input type="checkbox"/></p> <p>pH meter <input checked="" type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p> <p>universal indicator <input checked="" type="checkbox"/></p>	1	need both 0 marks if more than two boxes are ticked
		Total	6	

Question	Answer	Mark	Guidance
9 (a)	<p>[Level 3] Gives a logical sequence of method which leads to an endpoint and includes reference to some fine detail. Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>[Level 2] Gives a logical sequence of several points to give a method which leads to an endpoint. Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>[Level 1] Makes several points about the method used. Quality of written communication impedes communication of the science at this level. (1 – 2 marks)</p> <p>[Level 0] Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)</p>	6	<p>This question is targeted at grades up to A* Indicative scientific points may include:</p> <p>Method</p> <ul style="list-style-type: none"> • use a <u>burette</u> • <u>acid goes into</u> the burette • add indicator to flask/potassium hydroxide / use a pH meter (allow idea of thermometric methods) • add acid to potassium hydroxide • add acid dropwise/slowly (near the end) / swirl • take a reading <p>Endpoint</p> <ul style="list-style-type: none"> • stop when <u>colour</u> (of indicator) changes / allow example of colour change (allow 'goes colourless' but ignore 'goes clear' ignore 'until neutral' if an indicator is used) • stop when pH meter shows solution shows neutral or sudden pH change • (for thermometric) stop when highest temperature reached <p>Fine detail</p> <ul style="list-style-type: none"> • pipette the KOH • repeat titrations • idea of ignoring the rough • calculation of averages • use a white tile • read from the meniscus • washing conical flask with water / burette rinsed with acid / pipette rinsed with potassium hydroxide <p>consider the use of universal/pH indicator OR if adding an indicator is implied (e.g. by reference to colour change) but not clearly stated as impeding communication at level 2 and 3</p> <p>Use the L1, L2, L3 annotations in Scoris; do not use ticks.</p>

Question		Answer	Mark	Guidance
	(b) (i)	5 g	1	
	(ii)	shows 3.5 in calculation; correct answer 70%	2	[answer (b) (i) shown for reference, correct answer 5g] 70 % gains both marks allow ecf from part (b)(i) for both marks if 4.05, 9, 10 or 45 are given as incorrect answer in (b) (i) 4.05 gives 86% / 86.4% 9 gives 39%/ 38.9% 10 gives 35% 45 gives 8% / 7.8% if 0.05 is given as answer in (b) (i), only MP1 for 3.5 can score allow 90 % for (1) (from 4.5 used in calculation)
(c)	(i)	<u>concentration</u> (of the acid)	1	ignore references to 'dilution' / pH / acid strength do not allow 'concentration of potassium hydroxide'
	(ii)	it will be the same / no effect / no change; (no change because) he is using the same amount of potassium hydroxide / potassium hydroxide is the limiting factor / <u>only</u> changes the rate idea;	2	accept 'nothing' ignore 'only the acid concentration changes'
(d)	(i)	40; 60;	2	allow 40.0 60.2
	(ii)	$\text{H}^+ + \text{OH}^- \rightarrow \text{H}_2\text{O}$	1	ignore state symbols (i.e. (aq) or (l) written after each formulae)
Total			15	

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