

Cambridge International AS & A Level

CHEMISTRY**9701/31**

Paper 3 Advanced Practical Skills 1

May/June 2025

MARK SCHEME

Maximum Mark: 40

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **12** printed pages.

PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- 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.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

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).

GENERIC MARKING PRINCIPLE 6:

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.

Science-Specific Marking Principles

- 1 Examiners should consider the context and scientific use of any keywords when awarding marks. Although keywords may be present, marks should not be awarded if the keywords are used incorrectly.
- 2 The examiner should not choose between contradictory statements given in the same question part, and credit should not be awarded for any correct statement that is contradicted within the same question part. Wrong science that is irrelevant to the question should be ignored.
- 3 Although spellings do not have to be correct, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. ethane / ethene, glucagon / glycogen, refraction / reflection).
- 4 The error carried forward (ecf) principle should be applied, where appropriate. If an incorrect answer is subsequently used in a scientifically correct way, the candidate should be awarded these subsequent marking points. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.
- 5 'List rule' guidance

For questions that require ***n*** responses (e.g. State **two** reasons ...):
 - The response should be read as continuous prose, even when numbered answer spaces are provided.
 - Any response marked *ignore* in the mark scheme should not count towards ***n***.
 - Incorrect responses should not be awarded credit but will still count towards ***n***.
 - Read the entire response to check for any responses that contradict those that would otherwise be credited. Credit should **not** be awarded for any responses that are contradicted within the rest of the response. Where two responses contradict one another, this should be treated as a single incorrect response.
 - Non-contradictory responses after the first ***n*** responses may be ignored even if they include incorrect science.

6 Calculation specific guidance

Correct answers to calculations should be given full credit even if there is no working or incorrect working, **unless** the question states 'show your working'.

For questions in which the number of significant figures required is not stated, credit should be awarded for correct answers when rounded by the examiner to the number of significant figures given in the mark scheme. This may not apply to measured values.

For answers given in standard form (e.g. $a \times 10^n$) in which the convention of restricting the value of the coefficient (a) to a value between 1 and 10 is not followed, credit may still be awarded if the answer can be converted to the answer given in the mark scheme.

Unless a separate mark is given for a unit, a missing or incorrect unit will normally mean that the final calculation mark is not awarded. Exceptions to this general principle will be noted in the mark scheme.

7 Guidance for chemical equations

Multiples / fractions of coefficients used in chemical equations are acceptable unless stated otherwise in the mark scheme.

State symbols given in an equation should be ignored unless asked for in the question or stated otherwise in the mark scheme.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Correct point or mark awarded
	Incorrect point or mark not awarded
	Information missing or insufficient for credit
	Benefit of the doubt given
	Contradiction in response otherwise markworthy, mark not given
	Error in number of decimal places
	Error carried forward applied
	Incorrect or insufficient point ignored while marking the rest of the response
	Benefit of the doubt not applied in this instance
	Rounding error
	Repeat error

Annotation	Meaning
SEEN or /	Blank page or part of script seen
SF	Error in number of significant figures
TE	Transcription error

Question	Answer	Marks
1(a)	I Unambiguous headings in space for results AND correct units in the space for results for: (mass of) container with FA 1 / solid (mass of) container (+ residual FA 1 / solid) (mass of) FA 1 (volume of) gas / CO₂ (produced)	1
	II Both weighings to a consistent number of decimal places (either to 2 dp or to 3 dp) AND mass of FA 1 correctly calculated AND volume of gas (in cm ³) produced recorded as an integer value (No headings are required for this mark.)	1
	III Volume of gas produced Award in range 90–210 cm ³ (0.090–0.210 dm ³)	1
1(b)(i)	Correctly calculates (amount of CO ₂ =) volume of gas collected / 24000 mol AND amount of CaCO ₃ = amount of CO ₂ AND both answers to 2–4 sf	1
1(b)(ii)	Correct display $\% \text{ purity} = \frac{[(b)(i) \times 100.1 / \text{mass of FA 1}]}{\text{mass of FA 1}} \times 100$ AND answer to 2–4 sf	1
1(c)	M1: the bottom box is ticked AND the volume of gas collected is less M2: more gas escapes (before the bung is replaced) AND the (initial) rate is greater	2

Question	Answer	Marks
1(d)(i)	<i>One of:</i> • unreacted solid / FA 1 / CaCO₃ remains in the (conical) flask (after bubbling stops) • not all the solid / FA 1 has reacted / disappeared (at end of reaction)	1
1(d)(ii)	% purity is less AND M1 : volume of gas collected is less % purity is less AND M2 : so amount / moles / mass of calcium carbonate (calculated) is lower	2

Question	Answer	Marks
2(a)	I The following data must be shown - two burette readings AND titre for rough titration - initial and final burette readings for two (or more) accurate titrations II Titre values recorded for accurate titrations AND correct headings and units in the accurate titration table - initial / start AND (burette) reading / volume - final / end AND (burette) reading / volume - titre OR volume / FA 5 AND used / added unit: / cm³ OR (cm³) OR in cm³ (for each heading) OR cm³ unit given for each volume recorded III All accurate burette readings are to nearest 0.05 cm³ IV The final accurate titre recorded must be within 0.10 cm³ of any other accurate titre. Accuracy (Q) marks: marks V, VI and VII will be determined by comparison of candidate and supervisor Round burette readings to the nearest 0.05 cm³. Check and correct titre subtractions where necessary. Select the best mean titre, using the following hierarchy: 2 identical accurate titres (ignoring any that are labelled 'rough'), <i>then</i> - accurate titres within 0.05 cm³, <i>then</i> - accurate titres within 0.10 cm³, <i>etc.</i> Calculate the Supervisor's mean titre to two decimal places. Calculate the candidate's mean titre to two decimal places. Calculate the difference (δ) between the supervisor's and candidate's mean titre. V, VI, VII Award V if $\delta \leq 0.80$ cm³ Award VI if $\delta \leq 0.50$ cm³ Award VII if $\delta \leq 0.30$ cm³	7
2(b)	Correct calculation of the mean titre - candidate must take the average of two (or more) titres that are within a total spread of not more than 0.20 cm³. - working/ explanation must be shown OR ticks must be put next to the two(or more) accurate readings selected. - the mean must be quoted to 2 decimal place and be rounded to the nearest 0.01 cm³, e.g., 26.675 must be rounded to 26.68.	1

Question	Answer	Marks
2(c)(i)	Significant figures All quoted answers in (c)(ii)–(c)(v) are expressed to 3 or 4 sf.	1
2(c)(ii)	Correctly calculates amount of NaOH = $0.09 \times (\text{vol (b)}/1000)$ mol	1
2(c)(iii)	Correctly calculates amount of HCl in 250 cm ³ FA 4 = (c)(ii) × 10 mol AND amount of HCl in 250 cm ³ FA 3 = [(c)(ii) × 10] × 10 mol	1
2(c)(iv)	Correctly calculates amount of HCl used to prepare FA 3 = $(250/1000) \times 2 = 0.500$ mol	1
2(c)(v)	Correctly uses (c)(iv) – (c)(iii)	1
2(c)(vi)	Correctly uses amount of CaCO ₃ present = (c)(v)/2 mol	1
2(c)(vii)	Correctly uses % purity = [(c)(vi) × 100.1 / 19.0] × 100	1
2(d)(i)	Any two of: • some gas / carbon dioxide dissolves in the water (in trough / measuring cylinder) • some gas escapes before the bung is replaced on the conical flask • the impurity may react to produce gas	2
2(d)(ii)	Any one of: • description of both CaCO₃ and acid being separated within the stoppered flask until reaction starts, e.g. use of small container for CaCO₃ which can be tipped over, package of CaCO₃ held by a thread, etc. • saturate the water with CO₂ prior to experiment / use of warmer water • use of gas syringe	1

Question	Answer	Marks																		
FA 7 is NH ₄ Cl and CuCl ₂ ; FA 8 is NaHCO ₃ ; FA 9 is Na ₂ CO ₃																				
3(a)(i)	2 * = 1 mark (round down) <table><tr><td>Test 1 NH₃(aq)</td><td>(pale) blue ppt * soluble in excess * (to give a) dark / deep blue solution *</td></tr><tr><td>Test 2 NaOH(aq)</td><td>(pale) blue ppt AND insoluble in excess *</td></tr><tr><td>warm</td><td>gas / bubbles / NH₃ turns (red) litmus blue * black solid / ppt / residue *</td></tr><tr><td>Test 3 AgNO₃</td><td>white ppt *</td></tr><tr><td>Test 4 Ba²⁺(aq)</td><td>no (visible) change / remains pale blue solution / no (visible) reaction / no ppt *</td></tr><tr><td>Test 5 Dilute HNO₃</td><td>no (visible) change / remains pale blue solution / no (visible) reaction / no effervescence AND</td></tr><tr><td>standing</td><td>no change / remains pale blue solution *</td></tr><tr><td>Test 6 KI(aq)</td><td>Brown *</td></tr><tr><td>starch</td><td>Blue-black / <u>dark</u> blue / black *</td></tr></table>	Test 1 NH ₃ (aq)	(pale) blue ppt * soluble in excess * (to give a) dark / deep blue solution *	Test 2 NaOH(aq)	(pale) blue ppt AND insoluble in excess *	warm	gas / bubbles / NH ₃ turns (red) litmus blue * black solid / ppt / residue *	Test 3 AgNO ₃	white ppt *	Test 4 Ba ²⁺ (aq)	no (visible) change / remains pale blue solution / no (visible) reaction / no ppt *	Test 5 Dilute HNO ₃	no (visible) change / remains pale blue solution / no (visible) reaction / no effervescence AND	standing	no change / remains pale blue solution *	Test 6 KI(aq)	Brown *	starch	Blue-black / <u>dark</u> blue / black *	5
Test 1 NH ₃ (aq)	(pale) blue ppt * soluble in excess * (to give a) dark / deep blue solution *																			
Test 2 NaOH(aq)	(pale) blue ppt AND insoluble in excess *																			
warm	gas / bubbles / NH ₃ turns (red) litmus blue * black solid / ppt / residue *																			
Test 3 AgNO ₃	white ppt *																			
Test 4 Ba ²⁺ (aq)	no (visible) change / remains pale blue solution / no (visible) reaction / no ppt *																			
Test 5 Dilute HNO ₃	no (visible) change / remains pale blue solution / no (visible) reaction / no effervescence AND																			
standing	no change / remains pale blue solution *																			
Test 6 KI(aq)	Brown *																			
starch	Blue-black / <u>dark</u> blue / black *																			
3(a)(ii)	Cu²⁺(aq) + 2OH⁻(aq) → Cu(OH)₂(s) OR Ag⁺(aq) + Cl⁻(aq) → AgCl(s) OR 2Cu²⁺(aq) + 4I⁻(aq) → 2CuI(s) + I₂(aq)	1																		

Question	Answer	Marks
3(a)(iii)	Cations: Cu^{2+} , NH_4^+ Anions: Cl^- 2 correct = 1 mark. All 3 correct = 2 marks	2
3(b)(i)	condensation / water vapour / (colourless) droplets / steam	1
3(b)(ii)	M1: effervescence / bubbling / fizzing M2: EITHER gas / fizzing / CO_2 gives a white ppt with limewater OR (white solid / FA 9 reacts and) colourless solution formed	2
3(b)(iii)	FA 8 is NaHCO_3 from appropriate observations: condensation in (b)(i) AND evidence of CO_2 in (b)(ii)	1

Cambridge International AS & A Level

CHEMISTRY**9701/32**

Paper 3 Advanced Practical Skills 2

May/June 2025

MARK SCHEME

Maximum Mark: 40

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **12** printed pages.

PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- 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.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

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).

GENERIC MARKING PRINCIPLE 6:

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.

Science-Specific Marking Principles

- 1 Examiners should consider the context and scientific use of any keywords when awarding marks. Although keywords may be present, marks should not be awarded if the keywords are used incorrectly.
- 2 The examiner should not choose between contradictory statements given in the same question part, and credit should not be awarded for any correct statement that is contradicted within the same question part. Wrong science that is irrelevant to the question should be ignored.
- 3 Although spellings do not have to be correct, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. ethane / ethene, glucagon / glycogen, refraction / reflection).
- 4 The error carried forward (ecf) principle should be applied, where appropriate. If an incorrect answer is subsequently used in a scientifically correct way, the candidate should be awarded these subsequent marking points. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.
- 5 'List rule' guidance

For questions that require ***n*** responses (e.g. State **two** reasons ...):
 - The response should be read as continuous prose, even when numbered answer spaces are provided.
 - Any response marked *ignore* in the mark scheme should not count towards ***n***.
 - Incorrect responses should not be awarded credit but will still count towards ***n***.
 - Read the entire response to check for any responses that contradict those that would otherwise be credited. Credit should **not** be awarded for any responses that are contradicted within the rest of the response. Where two responses contradict one another, this should be treated as a single incorrect response.
 - Non-contradictory responses after the first ***n*** responses may be ignored even if they include incorrect science.

6 Calculation specific guidance

Correct answers to calculations should be given full credit even if there is no working or incorrect working, **unless** the question states 'show your working'.

For questions in which the number of significant figures required is not stated, credit should be awarded for correct answers when rounded by the examiner to the number of significant figures given in the mark scheme. This may not apply to measured values.

For answers given in standard form (e.g. $a \times 10^n$) in which the convention of restricting the value of the coefficient (a) to a value between 1 and 10 is not followed, credit may still be awarded if the answer can be converted to the answer given in the mark scheme.

Unless a separate mark is given for a unit, a missing or incorrect unit will normally mean that the final calculation mark is not awarded. Exceptions to this general principle will be noted in the mark scheme.

7 Guidance for chemical equations

Multiples / fractions of coefficients used in chemical equations are acceptable unless stated otherwise in the mark scheme.

State symbols given in an equation should be ignored unless asked for in the question or stated otherwise in the mark scheme.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Correct point or mark awarded
	Incorrect point or mark not awarded
	Information missing or insufficient for credit
	Benefit of the doubt given
	Contradiction in response otherwise markworthy, mark not given
	Error in number of decimal places
	Error carried forward applied
	Incorrect or insufficient point ignored while marking the rest of the response
	Benefit of the doubt not applied in this instance
	Rounding error

PUBLISHED

Annotation	Meaning
REP	Repeat error
SEEN or /	Blank page or part of script seen
SF	Error in number of significant figures
TE	Transcription error

Question	Answer	Marks
1(a)	I The following data are recorded - two burette readings AND titre for the rough titration - initial and final burette readings for two (or more) accurate titrations	1
	II Titre values recorded for accurate titrations, AND Correct headings and units in the accurate titration table - initial / start AND (burette) reading / volume - final / end AND (burette) reading / volume - titre OR volume used / added / OR FB 2 used / added - unit: / cm³ OR (cm³) OR in cm³ (for each heading) OR cm³ unit given for each volume recorded.	1
	III All accurate burette readings recorded to 0.05 cm ³	1
	IV The final accurate titre recorded must be within 0.10 cm ³ of any other accurate titre	1
	Accuracy (Q) marks Round burette readings to the nearest 0.05 cm ³ . Check and correct titre subtractions where necessary. Select the best mean titre, using the following hierarchy: - two (or more) accurate identical titres (ignoring any that are labelled 'rough'), <i>then</i> - two (or more) accurate titres within 0.05 cm³, <i>then</i> - two (or more) accurate titres within 0.10 cm³, <i>etc</i> Calculate the Supervisor's mean titre to two decimal places. Calculate the candidate's mean titre to two decimal places. Calculate the difference (δ) between the supervisor's and candidate's mean titre.	
	Award accuracy Q marks as follows: V Award if $\delta \leq 0.50 \text{ cm}^3$ VI Award if $\delta \leq 0.30 \text{ cm}^3$ VII Award if $\delta \leq 0.20 \text{ cm}^3$	3

Question	Answer	Marks
1(b)	Correctly calculates mean titre • Candidate must take the average of two (or more) titres that are within a total spread of not more than 0.20 cm³. • Working/explanation must be shown OR ticks must be put next to the two (or more) accurate readings selected. • The mean should be quoted to 2 dp and be rounded to nearest 0.01 cm³. (e.g. 26.675 cm³ must be rounded to 26.68 cm³)	1
1(c)(i)	Correctly uses (answer to 3 or 4 sf) M1: Amount citric acid in titration = $\frac{25}{1000} \times \frac{7.50}{192}$ M2: $9.766 \times 10^{-4} \text{ mol}$ OR $9.77 \times 10^{-4} \text{ mol}$	2
1(c)(ii)	Correctly calculates Amount of NaOH used = $\frac{(b)}{1000} \times \frac{4.5}{40} \text{ mol}$ AND answer to 3 or 4 sig fig	1
1(c)(iii)	Calculated mole ratio = $\frac{(c)(ii)}{(c)(i)}$ OR stated mole ratio of $2.5 \leq \text{mole ratio} \leq 3.5$ AND results support the statement / acid is triprotic. OR stated mole ratio ≤ 2.5 or ≥ 3.5 AND results do not support the statement / acid is not triprotic.	1
1(c)(iv)	Equation $\text{C}_6\text{H}_8\text{O}_7 + 3\text{NaOH} \rightarrow \text{C}_6\text{H}_5\text{O}_7\text{Na}_3 + 3\text{H}_2\text{O}$	1
1(c)(v)	Any valid displayed/structural/skeletal formula containing 3 COOH groups Expected answer is $\text{HOOCCH}_2\text{C}(\text{OH})\text{COOHCH}_2\text{COOH}$	1
1(d)	Student is not correct AND uncertainty in burette volume = 2×0.05 (which is greater than 0.06)	1

Question	Answer	Marks
2(a)	M1 Unambiguous headings for mass, with units, correctly displayed, in (a) AND (c) in (a): • (Mass of) container + FB 4 / g • (Mass of) container empty (or, with residue) / g • (Mass of) FB 4 (used / added) / g AND value for mass of FB 5 used in (c) is between 4.80 and 5.00 g M2 Unambiguous headings for temperature, with units, correctly displayed, in (a) AND (c) in (a): • Initial temperature (or temperature of water) / °C • Final / minimum temperature / °C • Temperature change / fall / ΔT / °C in (c): • Initial temperature (or temperature of FB 6) / °C • Final / maximum temperature / °C • Temperature change / rise / ΔT / °C M3 Precision of readings in (a) AND (c) • Both balance readings in (a) given to the same number of decimal places (2 or 3). • Four thermometer readings recorded to .0 or .5 °C	3
2(b)(i)	Correctly calculates Energy change = $30 \times 4.18 \times \text{temp decrease J}$ AND answer correctly rounded to 2 – 4 sf	1
2(b)(ii)	Correct use of (b)(i) M1: Correct display Amount of citric acid = $\frac{\text{mass used}}{192} \text{ mol}$ (no answer required) M2: Correctly uses Enthalpy change = $\frac{\text{(b)(i)}}{\text{mol citric acid}} \times \frac{1}{1000} \text{ kJ mol}^{-1}$ AND answer shows positive sign AND is quoted to 2 – 4 sf	2

Question	Answer	Marks
2(c)	M1 Correct subtractions in (a) AND (c) - Mass of FB 4 and FB 5 - Two temperature changes (ignore sign)	1
	Accuracy (Q) marks Round thermometer readings to 0.5 °C if necessary before calculating temperature rise. If the candidate has a temp. increase in (a) OR a temp. decrease in (c) , award zero Q marks. If temperatures are clearly a factor of 10 too small, multiply by 10 before assigning marks II and III . Calculate the candidate's mass ratio (to 2dp) = temp rise in (c) / mass of FB5 used	
	Award accuracy (Q) marks as follows: Award II if $2.75 \leq \text{ratio} \leq 3.75$ Award III if $3.00 \leq \text{ratio} \leq 3.50$	2
2(d)	Correct use of data in enthalpy calculation M1 Energy change = $50 \times 4.18 \times \text{temp rise in (c)}$ (J) M2 Correct use of data in remainder of calculation (all three bullets correct) $n = \text{mass of FB 5} / 192 \text{ mol}$ $\Delta H_2 = \text{energy change} / n \times 1 / 1000 \text{ kJ mol}^{-1}$ - Sign is negative AND answer given to 2–4 sig fig	2
2(e)	Enthalpy change (with correct sign) $\Delta H_r = (\text{d}) - (\text{b})(\text{ii}) = \Delta H_2 - \Delta H_1$	1

Question	Answer	Marks																				
FB7 is $\text{Cu}(\text{NO}_3)_2$; FB8 is FeCl_3																						
3(a)	2 * = 1 mark (round down). Max. 6 marks 2 × highlighted boxes = 1 * <table border="1"> <thead> <tr> <th rowspan="2">test</th><th colspan="2">observations</th></tr> <tr> <th>FB 7</th><th>FB 8</th></tr> </thead> <tbody> <tr> <td>Test 1 (5*) Add an equal volume of potassium iodide (aq),</td><td>Brown colour (ignore state) *</td><td>Brown / red-brown solution (forms) *</td></tr> <tr> <td>then add excess sodium thiosulfate (aq).</td><td>white ppt (formed)* ppt soluble in excess / solution turns colourless*</td><td>turns colourless / goes (pale) yellow / pale pink*</td></tr> <tr> <td>Test 2 (4*) Add a small spatula measure of zinc powder. Leave the mixture to stand.</td><td>Pink / brown / black solid* solution turns paler blue / colourless *</td><td>Fizzing / effervescence * (gas) pops with lighted splint *</td></tr> <tr> <td>Test 3 (1*) Add a few drops of silver nitrate (aq).</td><td>no change / no ppt / no reaction AND</td><td>ppt forms *</td></tr> <tr> <td>Test 4 (3*) Add ammonia (aq).</td><td>(pale) blue ppt * soluble in excess * deep / dark blue solution formed / in excess *</td><td>brown / red-brown / rust ppt AND insoluble in excess (NH_3) *</td></tr> </tbody> </table>	test	observations		FB 7	FB 8	Test 1 (5*) Add an equal volume of potassium iodide (aq),	Brown colour (ignore state) *	Brown / red-brown solution (forms) *	then add excess sodium thiosulfate (aq).	white ppt (formed)* ppt soluble in excess / solution turns colourless*	turns colourless / goes (pale) yellow / pale pink*	Test 2 (4*) Add a small spatula measure of zinc powder. Leave the mixture to stand.	Pink / brown / black solid* solution turns paler blue / colourless *	Fizzing / effervescence * (gas) pops with lighted splint *	Test 3 (1*) Add a few drops of silver nitrate (aq).	no change / no ppt / no reaction AND	ppt forms *	Test 4 (3*) Add ammonia (aq).	(pale) blue ppt * soluble in excess * deep / dark blue solution formed / in excess *	brown / red-brown / rust ppt AND insoluble in excess (NH_3) *	6
test	observations																					
	FB 7	FB 8																				
Test 1 (5*) Add an equal volume of potassium iodide (aq),	Brown colour (ignore state) *	Brown / red-brown solution (forms) *																				
then add excess sodium thiosulfate (aq).	white ppt (formed)* ppt soluble in excess / solution turns colourless*	turns colourless / goes (pale) yellow / pale pink*																				
Test 2 (4*) Add a small spatula measure of zinc powder. Leave the mixture to stand.	Pink / brown / black solid* solution turns paler blue / colourless *	Fizzing / effervescence * (gas) pops with lighted splint *																				
Test 3 (1*) Add a few drops of silver nitrate (aq).	no change / no ppt / no reaction AND	ppt forms *																				
Test 4 (3*) Add ammonia (aq).	(pale) blue ppt * soluble in excess * deep / dark blue solution formed / in excess *	brown / red-brown / rust ppt AND insoluble in excess (NH_3) *																				
3(a)(ii)	FB 8 is FeCl_3	1																				

Question	Answer	Marks
3(a)(iii)	Tests 1 AND 2 (are redox)	1
3(a)(iv)	One equation from: $\text{Cu}^{2+}(\text{aq}) + 2\text{OH}^{-}(\text{aq}) \rightarrow \text{Cu}(\text{OH})_2(\text{s})$ $\text{Cu}^{2+}(\text{aq/s}) + 4\text{NH}_3(\text{aq}) \rightarrow [\text{Cu}(\text{NH}_3)_4]^{2+}(\text{aq})$ $\text{Fe}^{3+}(\text{aq}) + 3\text{OH}^{-}(\text{aq}) \rightarrow \text{Fe}(\text{OH})_3(\text{s})$	1
3(b)(i)	M1 Add (excess) NaOH to FB 7 AND heat AND add aluminium M2 Gas / ammonia / fizzing turns (damp red) litmus blue M3 Add (acidified) KMnO_4 AND remains purple / no change / not decolorised OR Add specified (dilute) mineral acid AND no change / no fizzing / no brown gas	3
3(b)(ii)	FB 7 is $\text{Cu}(\text{NO}_3)_2$	1

Cambridge International AS & A Level

CHEMISTRY**9701/33**

Paper 3 Advanced Practical Skills 1

May/June 2025**MARK SCHEME**Maximum Mark: 40

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **13** printed pages.

PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- 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.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

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).

GENERIC MARKING PRINCIPLE 6:

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.

Science-Specific Marking Principles

- 1 Examiners should consider the context and scientific use of any keywords when awarding marks. Although keywords may be present, marks should not be awarded if the keywords are used incorrectly.
- 2 The examiner should not choose between contradictory statements given in the same question part, and credit should not be awarded for any correct statement that is contradicted within the same question part. Wrong science that is irrelevant to the question should be ignored.
- 3 Although spellings do not have to be correct, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. ethane / ethene, glucagon / glycogen, refraction / reflection).
- 4 The error carried forward (ecf) principle should be applied, where appropriate. If an incorrect answer is subsequently used in a scientifically correct way, the candidate should be awarded these subsequent marking points. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.
- 5 'List rule' guidance

For questions that require ***n*** responses (e.g. State **two** reasons ...):
 - The response should be read as continuous prose, even when numbered answer spaces are provided.
 - Any response marked *ignore* in the mark scheme should not count towards ***n***.
 - Incorrect responses should not be awarded credit but will still count towards ***n***.
 - Read the entire response to check for any responses that contradict those that would otherwise be credited. Credit should **not** be awarded for any responses that are contradicted within the rest of the response. Where two responses contradict one another, this should be treated as a single incorrect response.
 - Non-contradictory responses after the first ***n*** responses may be ignored even if they include incorrect science.

6 Calculation specific guidance

Correct answers to calculations should be given full credit even if there is no working or incorrect working, **unless** the question states 'show your working'.

For questions in which the number of significant figures required is not stated, credit should be awarded for correct answers when rounded by the examiner to the number of significant figures given in the mark scheme. This may not apply to measured values.

For answers given in standard form (e.g. $a \times 10^n$) in which the convention of restricting the value of the coefficient (a) to a value between 1 and 10 is not followed, credit may still be awarded if the answer can be converted to the answer given in the mark scheme.

Unless a separate mark is given for a unit, a missing or incorrect unit will normally mean that the final calculation mark is not awarded. Exceptions to this general principle will be noted in the mark scheme.

7 Guidance for chemical equations

Multiples / fractions of coefficients used in chemical equations are acceptable unless stated otherwise in the mark scheme.

State symbols given in an equation should be ignored unless asked for in the question or stated otherwise in the mark scheme.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Correct point or mark awarded
	Incorrect point or mark not awarded
	Information missing or insufficient for credit
BOD	Benefit of the doubt given
CON	Contradiction in response otherwise markworthy, mark not given
DP	Error in number of decimal places
ECF	Error carried forward applied
I	Incorrect or insufficient point ignored while marking the rest of the response
NBOD	Benefit of the doubt not applied in this instance

Annotation	Meaning
RE	Rounding error
REP	Repeat error
SEEN or /	Blank page or part of script seen
SF	Error in number of significant figures
TE	Transcription error

Question	Answer	Marks
1(a)	I All the following data are recorded: - two burette readings AND titre for the rough titration - initial and final burette readings for two (or more) accurate titrations.	1
	II Titre values recorded for accurate titrations, AND correct headings and units in the accurate titration table - initial / start AND (burette) reading / volume - final / end AND (burette) reading / volume - titre OR volume used / added OR FA 2 used / added - unit: / cm³ OR (cm³) OR in cm³ (for each heading) OR cm³ unit given for each volume recorded.	1
	III All accurate burette readings recorded to 0.05 cm ³ .	1
	IV The final accurate titre recorded must be within 0.10 cm ³ of any other accurate titre.	1
	Accuracy (Q) marks Round burette readings to the nearest 0.05 cm ³ . Check and correct titre subtractions where necessary. Select the best mean titre, using the following hierarchy: - two (or more) accurate identical titres (ignoring any that are labelled 'rough'), <i>then</i> - two (or more) accurate titres within 0.05 cm³, <i>then</i> - two(or more) accurate titres within 0.10 cm³, <i>etc.</i> Calculate the candidate's mean value. Calculate the difference (δ) between the candidate's mean titre and the supervisor's mean titre.	
	Award accuracy Q marks as follows: V Award if $\delta \leq 0.80 \text{ cm}^3$ VI Award if $\delta \leq 0.50 \text{ cm}^3$ VII Award if $\delta \leq 0.30 \text{ cm}^3$	3

Question	Answer	Marks
1(b)	Correct calculation of the mean titre • Candidate must take the average of two (or more) titres that are within a total spread of not more than 0.20 cm³. • Working/explanation must be shown OR ticks must be put next to the two (or more) accurate readings selected. • The mean should be quoted to 2 d.p. and be rounded to nearest 0.01 cm³..	1
1(c)(i)	Significant figures All answers in (c)(ii) – (c)(iv) are expressed to 3 or 4 sf.	1
1(c)(ii)	Correctly calculates amount of MnO ₄ ⁻ = $(^b) / 1000 \times 0.03 \text{ mol}$	1
1(c)(iii)	Correctly uses amount of H ₂ O ₂ = (c)(ii) $\times 2.5 \text{ mol}$	1
1(c)(iv)	Correctly uses [H ₂ O ₂] = (c)(iii) $\times 40 \times 10 \text{ mol dm}^{-3}$	1
1(d)	M1 Student is not correct AND acid is in excess M2 Calculation to show n(H ⁺) added = 0.02 mol AND calculation of n(H ⁺) required = (c)(ii) $\times 3$ OR = (c)(iii) $\times 1.2$ AND n(H ⁺) added more than / greater than / in excess of n(H ⁺) required.	2

Question	Answer	Marks																						
2(a)	I Recording of results in the space for results Unambiguous headings AND units for all recorded results: • initial / FA 1 temperature / temp / T; • final / maximum temperature / temp / T • temp(erature) change / rise / ΔT • Units: ($^{\circ}\text{C}$) // $^{\circ}\text{C}$ with each heading OR $^{\circ}\text{C}$ with each piece of data. II initial and final temperatures recorded for both experiments. AND clear indication of Experiments 1 and 2. III All thermometer readings recorded to nearest .5 $^{\circ}\text{C}$ AND temperature changes correctly calculated. IV Difference in temperature changes for Exps 1 and 2 are within the following ranges of the candidate's mean ΔT: <table><tr><td>Cand mean ΔT</td><td>≤ 5.0</td><td>5.25 – 10.0</td><td>10.25 – 15.0</td><td>≥ 15.25</td></tr><tr><td>$\Delta T_1 - \Delta T_2$</td><td>≤ 0.5</td><td>≤ 1.0</td><td>≤ 1.5</td><td>≤ 2.0</td></tr></table> V Difference between mean temperature change for candidate and supervisor rounded to the nearest 0.5 $^{\circ}\text{C}$, δ: <table><tr><td>Sup mean ΔT</td><td>≤ 5.0</td><td>5.25 – 10.0</td><td>10.25 – 15.0</td><td>15.25 – 20.0</td><td>20.25 – 25.0</td></tr><tr><td>δ</td><td>≤ 1.0</td><td>≤ 1.5</td><td>≤ 2.5</td><td>≤ 3.5</td><td>≤ 4.5</td></tr></table>	Cand mean ΔT	≤ 5.0	5.25 – 10.0	10.25 – 15.0	≥ 15.25	$ \Delta T_1 - \Delta T_2 $	≤ 0.5	≤ 1.0	≤ 1.5	≤ 2.0	Sup mean ΔT	≤ 5.0	5.25 – 10.0	10.25 – 15.0	15.25 – 20.0	20.25 – 25.0	δ	≤ 1.0	≤ 1.5	≤ 2.5	≤ 3.5	≤ 4.5	5
Cand mean ΔT	≤ 5.0	5.25 – 10.0	10.25 – 15.0	≥ 15.25																				
$ \Delta T_1 - \Delta T_2 $	≤ 0.5	≤ 1.0	≤ 1.5	≤ 2.0																				
Sup mean ΔT	≤ 5.0	5.25 – 10.0	10.25 – 15.0	15.25 – 20.0	20.25 – 25.0																			
δ	≤ 1.0	≤ 1.5	≤ 2.5	≤ 3.5	≤ 4.5																			
2(b)(i)	Correctly calculates Energy change = $40 \times 4.18 \times \Delta T$ for Exp 2. AND answer given to 2–4 sf.	1																						

Question	Answer	Marks
2(b)(ii)	M1 Correctly uses $[H_2O_2] = \frac{(b)(i)}{(98.2 \times 40)}$ M2 Correct answer with some working shown OR some correct working which includes: $\frac{(b)(i)}{98.2}$ OR $\frac{(b)(i)}{98\,200}$ OR $\frac{(b)(i)}{3928}$ AND answer given to 2–4 sf	2
2(c)(i)	Concentration will be lower AND two of: • ΔT / maximum temp will be lower • (calculated / apparent) energy released / change will be lower • amount / moles (of FA 1 / H_2O_2) will be lower	1
2(c)(ii)	The student is correct AND ΔT will be lower AND (%) error will be greater OR The student is correct AND the experiment will be slower AND more time for heat to escape OR The student is not correct AND ΔT will be lower AND heat loss will be less OR Student is not correct AND ΔT will be lower AND this is cancelled out by a slower reaction.	1

Question	Answer	Marks
FA 2 is $\text{KMnO}_4(\text{aq})$; FA 5 is MnO_2 ; FA 6 is FeC_2O_3 ; FA 7 is KI		
3(a)(i)	M1 filtrate / solution AND (dark) green M2 (green) solution OR turns AND pink / purple	2
3(a)(ii)	M1 filtrate / solution AND yellow / (pale) brown M2 red-brown / brown ppt (with NaOH) AND insoluble in excess	2
3(a)(iii)	oxidising agent / oxidant	1
3(a)(iv)	$\text{Fe}^{3+}(\text{aq}) + 3\text{OH}^{-}(\text{aq}) \rightarrow \text{Fe}(\text{OH})_3(\text{s})$ OR $\text{H}^{+}(\text{aq}) + \text{OH}^{-}(\text{aq}) \rightarrow \text{H}_2\text{O}(\text{l})$	1

Question	Answer		Marks
3(b)(i)	2 * = 1 mark (round down).		6
			6
3(b)(ii)	silver nitrate / AgNO ₃ AND white ppt		1

Question	Answer	Marks
3(b)(iii)	FA 6: Fe^{3+} , H^+ , Cl^- FA 7: I^- , unknown 2 or 3 correct = 1 mark 4 correct = 2 marks 5 correct = 3 marks	3

Cambridge International AS & A Level

CHEMISTRY**9701/34**

Paper 3 Advanced Practical Skills 2

May/June 2025

MARK SCHEME

Maximum Mark: 40

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **12** printed pages.

PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- 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.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

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).

GENERIC MARKING PRINCIPLE 6:

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.

Science-Specific Marking Principles

- 1 Examiners should consider the context and scientific use of any keywords when awarding marks. Although keywords may be present, marks should not be awarded if the keywords are used incorrectly.
- 2 The examiner should not choose between contradictory statements given in the same question part, and credit should not be awarded for any correct statement that is contradicted within the same question part. Wrong science that is irrelevant to the question should be ignored.
- 3 Although spellings do not have to be correct, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. ethane / ethene, glucagon / glycogen, refraction / reflection).
- 4 The error carried forward (ecf) principle should be applied, where appropriate. If an incorrect answer is subsequently used in a scientifically correct way, the candidate should be awarded these subsequent marking points. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.
- 5 'List rule' guidance

For questions that require ***n*** responses (e.g. State **two** reasons ...):
 - The response should be read as continuous prose, even when numbered answer spaces are provided.
 - Any response marked *ignore* in the mark scheme should not count towards ***n***.
 - Incorrect responses should not be awarded credit but will still count towards ***n***.
 - Read the entire response to check for any responses that contradict those that would otherwise be credited. Credit should **not** be awarded for any responses that are contradicted within the rest of the response. Where two responses contradict one another, this should be treated as a single incorrect response.
 - Non-contradictory responses after the first ***n*** responses may be ignored even if they include incorrect science.

6 Calculation specific guidance

Correct answers to calculations should be given full credit even if there is no working or incorrect working, **unless** the question states 'show your working'.

For questions in which the number of significant figures required is not stated, credit should be awarded for correct answers when rounded by the examiner to the number of significant figures given in the mark scheme. This may not apply to measured values.

For answers given in standard form (e.g. $a \times 10^n$) in which the convention of restricting the value of the coefficient (a) to a value between 1 and 10 is not followed, credit may still be awarded if the answer can be converted to the answer given in the mark scheme.

Unless a separate mark is given for a unit, a missing or incorrect unit will normally mean that the final calculation mark is not awarded. Exceptions to this general principle will be noted in the mark scheme.

7 Guidance for chemical equations

Multiples / fractions of coefficients used in chemical equations are acceptable unless stated otherwise in the mark scheme.

State symbols given in an equation should be ignored unless asked for in the question or stated otherwise in the mark scheme.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Correct point or mark awarded
	Incorrect point or mark not awarded
	Information missing or insufficient for credit
BOD	Benefit of the doubt given
CON	Contradiction in response otherwise markworthy, mark not given
DP	Error in number of decimal places
ECF	Error carried forward applied
I	Incorrect or insufficient point ignored while marking the rest of the response
NBOD	Benefit of the doubt not applied in this instance
RE	Rounding error
REP	Repeat error

Annotation	Meaning
SEEN or /	Blank page or part of script seen
SF	Error in number of significant figures
TE	Transcription error

Question	Answer	Marks
1(a)	I All the following data recorded. - two burette readings AND titre for the rough titration - initial and final readings for two (or more) accurate titrations II Titre values recorded for accurate titrations, AND correct headings and units in the accurate titration table - initial / start AND (burette) reading / volume - final / end AND (burette) reading / volume - titre OR volume used / added OR FB 2 used / added - unit: / cm³ OR (cm³) OR in cm³ (for each heading) OR cm³ unit given for each volume recorded. III All accurate burette readings recorded to 0.05 cm³. IV The final accurate titre recorded must be within 0.10 cm³ of any other accurate titre.	7
	Accuracy (Q) marks Round burette readings to the nearest 0.05 cm³. Check and correct titre subtractions where necessary. Select the best mean titre, using the following hierarchy: - two (or more) accurate identical titres (ignoring any that are labelled “rough”), <i>then</i> - two (or more) accurate titres within 0.05 cm³, <i>then</i> - two(or more) accurate titres within 0.10 cm³, <i>etc.</i> Calculate the Supervisor’s mean titre to two decimal places. Calculate the Candidate’s mean titre to two decimal places. Calculate the difference (δ) between the Supervisor’s and Candidate’s mean titre.	
	Award accuracy Q marks as follows: V award if $\delta \leq 0.50 \text{ cm}^3$ VI award if $\delta \leq 0.30 \text{ cm}^3$ VII award if $\delta \leq 0.20 \text{ cm}^3$	

Question	Answer	Marks
1(b)	Correct calculation of the mean titre • Candidate must take the average of two (or more) titres that are within a total spread of not more than 0.20 cm³. • Working/explanation must be shown OR ticks must be put next to the two (or more) accurate readings selected. • The mean should be quoted to 2 d.p. and be rounded to nearest 0.01 cm³ (e.g. 26.675 cm³ must be rounded to 26.68 cm³).	1
1(c)(i)	Final answers for (c)(ii), (c)(iii) and (c)(iv) to 3 or 4 significant figures.	1
1(c)(ii)	Correctly calculates amount of manganate(VII) = $0.01 \times \text{volume in (b)} / 1000 \text{ mol}$	1
1(c)(iii)	Correctly uses amount of Fe ²⁺ reacting with FB 2 = (c)(ii) × 5 mol AND concentration of Fe ²⁺ = ((c)(ii) × 5) × 40 mol dm ⁻³	1
1(c)(iv)	Correctly uses concentration of Fe ²⁺ = (c)(iii) × 55.8 g dm ⁻³	1
1(c)(v)	Conclusion yes / correct (because) AND (c)(iv) × 1000 / 14 (> 150 claimed as present in tablet)	1
1(d)	no because chloride (ions) are oxidised by manganate(VII) / KMnO ₄ . OR no because hydrochloric acid is monoprotic AND might not produce enough H ⁺ . OR yes because hydrochloric acid is a strong acid.	1

Question	Answer	Marks
2(a)	I Temperature for all 7 volumes recorded. II All thermometer readings including initial temperature (if recorded) ending in .0 or .5 III Selects two additional volumes of FB 5 for experiments 6 and 7 AND total volume for each additional experiment = 10.00 cm³ AND all four volumes recorded to 2 d.p. and ending in 0 or 5 IV Calculate the difference between the initial temperature of FB 4 and the temperature recorded in experiment 3 for both the supervisor and the candidate. Mark awarded if difference between candidate temperature rise in experiment 3 and the supervisor temperature rise is less than or equal to 1.0 °C.	4
2(b)(i)	I Unambiguous labelled axes with (maximum) temperature on the y-axis and volume of FB 5 on the x-axis OR correct units AND suitable linear scales. II Points plotted accurately. III two lines of best fit drawn (straight line or smooth curve) that account for all the plotted points ignoring any points labelled anomalous IV Both lines extrapolated to intersect.	4
2(b)(ii)	Volume at intersection read correctly.	1
2(c)(i)	Correctly calculates amount $\text{HCl} = \frac{2.00 \times \text{volume from (b)(ii)}}{1000} \text{ mol}$ AND amount $\text{NaOH} = \text{amount HCl}$ AND both answers to 2 – 4 sf	1

Question	Answer	Marks
2(c)(ii)	Correctly uses Energy = $20 \times 4.18 \times \Delta T$ J $\Delta T = \text{max } T - \text{initial } T$ of FB 4 AND answer to 2 – 4 sf	1
2(c)(iii)	Correctly uses Enthalpy change = $\frac{((c)(ii) / 1000)}{(c)(i)} \text{ kJ mol}^{-1}$ AND negative sign AND answer to minimum 2 sf	1

Question	Answer				Marks
FB 6 is CH ₃ COOH(aq); FB 7 is NaOH(aq); FB 8 is H ₂ O ₂ (aq); FB 9 is Na ₂ CO ₃ + NH ₄ Br.					
3(a)		observations			4
	test	FB 6	FB 7	FB 8	
	Test 1 MnO ₂	No change	No change	Fizzing * Heat released * (Gas / oxygen) relights a glowing splint *	
	Test 2 Mg	Fizzing * Heat released (only award if not awarded for FB 8 test 1) (Gas / hydrogen ignites with) a pop (sound) with a lit splint *	No change / no fizzing	No change	
	Test 3 FeSO ₄	No change * (award one * if both no changes highlighted correctly recorded)	Green ppt * (ppt) turns brown (on standing) *	Either solution OR turns AND yellow / yellow-orange / orange- brown / yellow-brown / (light) brown * Fizzing * (Gas / oxygen) relights a glowing splint (only award if not awarded in FB 8 test 1 above)	
2 * = 1 mark (round down)					

Question	Answer	Marks
3(a)(ii)	FB 6 CH ₃ COOH/ formula of any acid containing O FB 7 NaOH/ formula of any Group 1 hydroxide FB 8 H ₂ O ₂	2
3(b)(i)	Fizzing* Forms colourless solution* Attempts limewater test* Gas gives white ppt with limewater *	2
3(b)(ii)	Cream/ off-white ppt AND Partially soluble/ insoluble in (aqueous) ammonia	1
3(b)(iii)	M1 Test 1 No change / no ppt AND (on heating) gas / fizzing / ammonia turns litmus blue	1
	M2 Test 2 Brown or yellow solution OR turns brown or yellow	1
3(b)(iv)	cations: NH ₄ ⁺ and unknown anions: Br ⁻ and CO ₃ ²⁻	2
3(b)(v)	Ag ⁺ (aq) + Br ⁻ (aq) → AgBr(s)	1

Cambridge International AS & A Level

CHEMISTRY**9701/35**

Paper 3 Advanced Practical Skills 1

May/June 2025

MARK SCHEME

Maximum Mark: 40

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **11** printed pages.

PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- 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.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

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).

GENERIC MARKING PRINCIPLE 6:

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.

Science-Specific Marking Principles

- 1 Examiners should consider the context and scientific use of any keywords when awarding marks. Although keywords may be present, marks should not be awarded if the keywords are used incorrectly.
- 2 The examiner should not choose between contradictory statements given in the same question part, and credit should not be awarded for any correct statement that is contradicted within the same question part. Wrong science that is irrelevant to the question should be ignored.
- 3 Although spellings do not have to be correct, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. ethane / ethene, glucagon / glycogen, refraction / reflection).
- 4 The error carried forward (ecf) principle should be applied, where appropriate. If an incorrect answer is subsequently used in a scientifically correct way, the candidate should be awarded these subsequent marking points. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.
- 5 'List rule' guidance

For questions that require ***n*** responses (e.g. State **two** reasons ...):
 - The response should be read as continuous prose, even when numbered answer spaces are provided.
 - Any response marked *ignore* in the mark scheme should not count towards ***n***.
 - Incorrect responses should not be awarded credit but will still count towards ***n***.
 - Read the entire response to check for any responses that contradict those that would otherwise be credited. Credit should **not** be awarded for any responses that are contradicted within the rest of the response. Where two responses contradict one another, this should be treated as a single incorrect response.
 - Non-contradictory responses after the first ***n*** responses may be ignored even if they include incorrect science.

6 Calculation specific guidance

Correct answers to calculations should be given full credit even if there is no working or incorrect working, **unless** the question states 'show your working'.

For questions in which the number of significant figures required is not stated, credit should be awarded for correct answers when rounded by the examiner to the number of significant figures given in the mark scheme. This may not apply to measured values.

For answers given in standard form (e.g. $a \times 10^n$) in which the convention of restricting the value of the coefficient (a) to a value between 1 and 10 is not followed, credit may still be awarded if the answer can be converted to the answer given in the mark scheme.

Unless a separate mark is given for a unit, a missing or incorrect unit will normally mean that the final calculation mark is not awarded. Exceptions to this general principle will be noted in the mark scheme.

7 Guidance for chemical equations

Multiples / fractions of coefficients used in chemical equations are acceptable unless stated otherwise in the mark scheme.

State symbols given in an equation should be ignored unless asked for in the question or stated otherwise in the mark scheme.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Correct point or mark awarded
	Incorrect point or mark not awarded
	Information missing or insufficient for credit
BOD	Benefit of the doubt given
CON	Contradiction in response otherwise markworthy, mark not given
DP	Error in number of decimal places
ECF	Error carried forward applied
I	Incorrect or insufficient point ignored while marking the rest of the response
NBOD	Benefit of the doubt not applied in this instance

Annotation	Meaning
RE	Rounding error
REP	Repeat error
SEEN or /	Blank page or part of script seen
SF	Error in number of significant figures
TE	Transcription error

Question	Answer	Marks
1(a)	M1 Unambiguous headings and correct units for • (mass of) container with FA 1 • (mass of) container (+ residual FA 1) • (mass of) FA 1 (added) • (final) volume (of gas produced) Units: /g, (g), in g or g with each mass entry AND /cm³, (cm³), in cm³ or cm³ against the volume entry M2 Both balance readings given consistently to either 2 or to 3 dp AND mass of FA 1 correctly calculated AND volume recorded as integer (cylinder graduations at 2 cm³) M3 125 cm³ ≤ volume of gas collected ≤ 250 cm³	3
1(b)(i)	Correctly calculates amount of CO₂ = $\frac{\text{vol in (a)}}{24\,000}$ mol AND answer given to 2 – 4 sf	1
1(b)(ii)	M₂CO₃(s) + H₂SO₄(aq) → M₂SO₄(aq) + H₂O(l) + CO₂(g)	1
1(b)(iii)	Correctly uses amount of M₂CO₃ = (b)(i) mol AND <i>M</i>_r of M₂CO₃ = $\frac{\text{mass of FA 1}}{\text{(b)(i)}}$ AND answer given to 2 – 4 sf	1
1(b)(iv)	M1 Correct working shown <i>A</i>_r of M = $\frac{\text{(b)(iii)} - 60}{2}$ M2 Identifies closest group 1 metal Li ≤ 14.95 ≤ Na ≤ 31.05 ≤ K ≤ 62.30 ≤ Rb ≤ 109.20 ≤ Cs ≤ 250.	2
1(b)(c)	percentage error = $\frac{(49.3 - 40.1) \times 100}{40.1} = 22.9\%$	1

Question	Answer	Marks
1(d)	The calcium sulfate formed is sparingly / partially soluble in water (so inhibits further reaction) OR a sparingly/partially soluble surface layer is formed.	1

Question	Answer	Marks
2(a)	I All the following data recorded - two burette readings and titre for the rough titration - initial AND final burette readings for two (or more) accurate titrations	1
	II Titre values recorded for accurate titrations and correct headings and units in the accurate titration table - initial / start AND (burette) reading / volume - final / end AND (burette) reading / volume - titre OR volume / FA 4 AND used / added - unit: /cm³ OR (cm³) OR in cm³ (for each heading) OR cm³ unit given for each volume recorded	1
	III All accurate burette readings are to nearest 0.05 cm ³ .	1
	IV The final accurate titre recorded must be within 0.10 cm ³ of any other accurate titre.	1
	Accuracy (Q) marks Round burette readings to the nearest 0.05 cm ³ . Check and correct titre subtractions where necessary. Select the best mean titre, using the following hierarchy: - two (or more) accurate identical titres (ignoring any that are labelled 'rough'), <i>then</i> - two (or more) accurate titres within 0.05 cm³, <i>then</i> - two(or more) accurate titres within 0.10 cm³, <i>etc.</i> Calculate the candidate's mean value. Calculate the difference (δ) between the candidate's mean titre and the supervisor's mean titre.	
	Award V if $\delta \leq 0.50$ (cm ³) Award VI if $\delta \leq 0.30$ Award VII if $\delta \leq 0.20$	3

Question	Answer	Marks
2(b)	Correct calculation of the mean titre • Candidate must take the average of two (or more) titres that are within a total spread of not more than 0.20 cm³. • Working / explanation must be shown OR ticks must be put next to the two (or more) accurate readings selected. • The mean should be quoted to 2 d.p. and be rounded to nearest 0.01 cm³.	1
2(c)(i)	Correctly calculates amount of H₂SO₄ = 0.0500 × (b) / 1000 mol AND answer given to 3 or 4 sf	1
2(c)(ii)	Correctly uses amount of Z₂CO₃ = (c)(i) × 1000 / 25 mol AND answer given to 3 or 4 sf	1
2(c)(iii)	Correctly uses M1 M_r of Z₂CO₃ = 7.26 / (c)(ii) M2 A_r of Z = (answer – 60) / 2 AND correctly identifies Z Li ≤ 14.95 ≤ Na ≤ 31.05 ≤ K ≤ 62.30 ≤ Rb ≤ 109.20 ≤ Cs ≤ 250.	2
2(d)	amount / moles of metal carbonate is less with hydrated salt AND (fewer moles of acid are required so) titre is smaller	1
2(e)	two of the following: • some CO₂ / gas dissolved in water (so volume inaccurate) • some CO₂ / gas escaped before bung was inserted • concordant titres	2

Question	Answer	Marks
FA 6 is $\text{FeSO}_4(\text{aq})$; FA 7 is $\text{CrCl}_3(\text{aq})$; FA 8 is $\text{C}_2\text{H}_5\text{OH}(\text{aq})$		
3(a)(i)	Marks for observations: 2 * = 1 mark Test 1 FA 6 green ppt * insoluble in excess OR ppt turns brown on standing / in air * FA 7 grey-green ppt * soluble in excess OR forms dark green solution * Test 2 FA 7 grey-green ppt insoluble in excess * (pale) purple / mauve / lilac solution on standing * Test 3 FA 6 With peroxide: (solution) turns yellow AND with hydroxide: (dark) brown ppt/solid with $\text{NaOH}(\text{aq})^*$ In either box (or both) bubbling / effervescence / fizzing * gas relights glowing splint *	4
3(a)(ii)	M1 Tests and observations shown clearly in a table with at least one reagent and one observation listed. Headings must be given. M2 Tests both FA 6 AND FA 7 with one of (aqueous) silver nitrate / barium chloride / barium nitrate (1st reagent) OR Tests FA 6 or FA 7 with two of the reagents given above. M3 FA 6 + $\text{BaCl}_2(\text{aq})$ or $\text{Ba}(\text{NO}_3)_2(\text{aq})$: white ppt AND insoluble in (dilute) HNO_3 or HCl M4 FA 7 + $\text{AgNO}_3(\text{aq})$: white ppt	4

Question	Answer	Marks
3(a)(iii)	M1 FA 6 is FeSO_4 M2 FA 7 is CrCl_3	2
3(b)(i)	M1 Observation: KMnO_4 / purple (solution) turns colourless / pale yellow / pale brown M2 Conclusion: FA 8 could be any two from 1° alcohol / 2° alcohol / aldehyde OR FA 8 cannot be ketone / 3° alcohol	2
3(ii)	M1 Observation: no change / no reaction / no effervescence M2 Conclusion: FA 8 is not a (carboxylic) acid	2
3(iii)	One of: • 2,4-DNPH / Brady's reagent AND aldehyde • Tollens' / Fehling's / Sandell's (reagent) AND aldehyde • Na / PCl_5 / SOCl_2 AND alcohol	1

Cambridge International AS & A Level

CHEMISTRY**9701/37**

Paper 3 Advanced Practical Skills 1

May/June 2025**MARK SCHEME**Maximum Mark: 40

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **13** printed pages.

PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- 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.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

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).

GENERIC MARKING PRINCIPLE 6:

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.

Science-Specific Marking Principles

- 1 Examiners should consider the context and scientific use of any keywords when awarding marks. Although keywords may be present, marks should not be awarded if the keywords are used incorrectly.
- 2 The examiner should not choose between contradictory statements given in the same question part, and credit should not be awarded for any correct statement that is contradicted within the same question part. Wrong science that is irrelevant to the question should be ignored.
- 3 Although spellings do not have to be correct, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. ethane / ethene, glucagon / glycogen, refraction / reflection).
- 4 The error carried forward (ecf) principle should be applied, where appropriate. If an incorrect answer is subsequently used in a scientifically correct way, the candidate should be awarded these subsequent marking points. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.
- 5 'List rule' guidance

For questions that require ***n*** responses (e.g. State **two** reasons ...):
 - The response should be read as continuous prose, even when numbered answer spaces are provided.
 - Any response marked *ignore* in the mark scheme should not count towards ***n***.
 - Incorrect responses should not be awarded credit but will still count towards ***n***.
 - Read the entire response to check for any responses that contradict those that would otherwise be credited. Credit should **not** be awarded for any responses that are contradicted within the rest of the response. Where two responses contradict one another, this should be treated as a single incorrect response.
 - Non-contradictory responses after the first ***n*** responses may be ignored even if they include incorrect science.

6 Calculation specific guidance

Correct answers to calculations should be given full credit even if there is no working or incorrect working, **unless** the question states 'show your working'.

For questions in which the number of significant figures required is not stated, credit should be awarded for correct answers when rounded by the examiner to the number of significant figures given in the mark scheme. This may not apply to measured values.

For answers given in standard form (e.g. $a \times 10^n$) in which the convention of restricting the value of the coefficient (a) to a value between 1 and 10 is not followed, credit may still be awarded if the answer can be converted to the answer given in the mark scheme.

Unless a separate mark is given for a unit, a missing or incorrect unit will normally mean that the final calculation mark is not awarded. Exceptions to this general principle will be noted in the mark scheme.

7 Guidance for chemical equations

Multiples / fractions of coefficients used in chemical equations are acceptable unless stated otherwise in the mark scheme.

State symbols given in an equation should be ignored unless asked for in the question or stated otherwise in the mark scheme.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Correct point or mark awarded
	Incorrect point or mark not awarded
	Information missing or insufficient for credit
BOD	Benefit of the doubt given
CON	Contradiction in response otherwise markworthy, mark not given
DP	Error in number of decimal places
ECF	Error carried forward applied
I	Incorrect or insufficient point ignored while marking the rest of the response
NBOD	Benefit of the doubt not applied in this instance

Annotation	Meaning
RE	Rounding error
REP	Repeat error
SEEN or /	Blank page or part of script seen
SF	Error in number of significant figures
TE	Transcription error

Question	Answer	Marks
1(a)	I All the following data are recorded: - two burette readings AND titre for the rough titration - initial and final burette readings for two (or more) accurate titrations.	1
	II Titre values recorded for accurate titrations, AND correct headings and units in the accurate titration table - initial / start AND (burette) reading / volume - final / end AND (burette) reading / volume - titre OR volume used / added OR FA 2 used / added - unit: / cm³ OR (cm³) OR in cm³ (for each heading) OR cm³ unit given for each volume recorded.	1
	III All accurate burette readings recorded to 0.05 cm ³ .	1
	IV The final accurate titre recorded must be within 0.10 cm ³ of any other accurate titre.	1
	Accuracy (Q) marks Round burette readings to the nearest 0.05 cm ³ . Check and correct titre subtractions where necessary. Select the best mean titre, using the following hierarchy: - two (or more) accurate identical titres (ignoring any that are labelled 'rough'), <i>then</i> - two (or more) accurate titres within 0.05 cm³, <i>then</i> - two(or more) accurate titres within 0.10 cm³, <i>etc.</i> Calculate the candidate's mean value. Calculate the difference (δ) between the candidate's mean titre and the supervisor's mean titre.	
	Award accuracy Q marks as follows: V Award if $\delta \leq 0.80 \text{ cm}^3$ VI Award if $\delta \leq 0.50 \text{ cm}^3$ VII Award if $\delta \leq 0.30 \text{ cm}^3$	3

Question	Answer	Marks
1(b)	Correct calculation of the mean titre • Candidate must take the average of two (or more) titres that are within a total spread of not more than 0.20 cm³. • Working/explanation must be shown OR ticks must be put next to the two (or more) accurate readings selected. • The mean should be quoted to 2 d.p. and be rounded to nearest 0.01 cm³..	1
1(c)(i)	Significant figures All answers in (c)(ii) – (c)(iv) are expressed to 3 or 4 sf.	1
1(c)(ii)	Correctly calculates amount of MnO ₄ ⁻ = $(^b) / 1000 \times 0.03 \text{ mol}$	1
1(c)(iii)	Correctly uses amount of H ₂ O ₂ = (c)(ii) × 2.5 mol	1
1(c)(iv)	Correctly uses [H ₂ O ₂] = (c)(iii) × 40 × 10 mol dm ⁻³	1
1(d)	M1 Student is not correct AND acid is in excess M2 Calculation to show n(H ⁺) added = 0.02 mol AND calculation of n(H ⁺) required = (c)(ii) × 3 OR = (c)(iii) × 1.2 AND n(H ⁺) added more than / greater than / in excess of n(H ⁺) required.	2

Question	Answer	Marks																						
2(a)	I Recording of results in the space for results Unambiguous headings AND units for all recorded results: • initial / FA 1 temperature / temp / T; • final / maximum temperature / temp / T • temp(erature) change / rise / ΔT • Units: ($^{\circ}\text{C}$) // $^{\circ}\text{C}$ with each heading OR $^{\circ}\text{C}$ with each piece of data. II initial and final temperatures recorded for both experiments. AND clear indication of Experiments 1 and 2. III All thermometer readings recorded to nearest .5 $^{\circ}\text{C}$ AND temperature changes correctly calculated. IV Difference in temperature changes for Exps 1 and 2 are within the following ranges of the candidate's mean ΔT: <table><tr><td>Cand mean ΔT</td><td>≤ 5.0</td><td>5.25 – 10.0</td><td>10.25 – 15.0</td><td>≥ 15.25</td></tr><tr><td>$\Delta T_1 - \Delta T_2$</td><td>≤ 0.5</td><td>≤ 1.0</td><td>≤ 1.5</td><td>≤ 2.0</td></tr></table> V Difference between mean temperature change for candidate and supervisor rounded to the nearest 0.5 $^{\circ}\text{C}$, δ: <table><tr><td>Sup mean ΔT</td><td>≤ 5.0</td><td>5.25 – 10.0</td><td>10.25 – 15.0</td><td>15.25 – 20.0</td><td>20.25 – 25.0</td></tr><tr><td>δ</td><td>≤ 1.0</td><td>≤ 1.5</td><td>≤ 2.5</td><td>≤ 3.5</td><td>≤ 4.5</td></tr></table>	Cand mean ΔT	≤ 5.0	5.25 – 10.0	10.25 – 15.0	≥ 15.25	$ \Delta T_1 - \Delta T_2 $	≤ 0.5	≤ 1.0	≤ 1.5	≤ 2.0	Sup mean ΔT	≤ 5.0	5.25 – 10.0	10.25 – 15.0	15.25 – 20.0	20.25 – 25.0	δ	≤ 1.0	≤ 1.5	≤ 2.5	≤ 3.5	≤ 4.5	5
Cand mean ΔT	≤ 5.0	5.25 – 10.0	10.25 – 15.0	≥ 15.25																				
$ \Delta T_1 - \Delta T_2 $	≤ 0.5	≤ 1.0	≤ 1.5	≤ 2.0																				
Sup mean ΔT	≤ 5.0	5.25 – 10.0	10.25 – 15.0	15.25 – 20.0	20.25 – 25.0																			
δ	≤ 1.0	≤ 1.5	≤ 2.5	≤ 3.5	≤ 4.5																			
2(b)(i)	Correctly calculates Energy change = $40 \times 4.18 \times \Delta T$ for Exp 2. AND answer given to 2–4 sf.	1																						

Question	Answer	Marks
2(b)(ii)	M1 Correctly uses $[H_2O_2] = \frac{(b)(i)}{(98.2 \times 40)}$ M2 Correct answer with some working shown OR some correct working which includes: $\frac{(b)(i)}{98.2}$ OR $\frac{(b)(i)}{98\ 200}$ OR $\frac{(b)(i)}{3928}$ AND answer given to 2–4 sf	2
2(c)(i)	Concentration will be lower AND two of: • ΔT / maximum temp will be lower • (calculated / apparent) energy released / change will be lower • amount / moles (of FA 1 / H_2O_2) will be lower	1
2(c)(ii)	The student is correct AND ΔT will be lower AND (%) error will be greater OR The student is correct AND the experiment will be slower AND more time for heat to escape OR The student is not correct AND ΔT will be lower AND heat loss will be less OR Student is not correct AND ΔT will be lower AND this is cancelled out by a slower reaction.	1

Question	Answer	Marks
FA 2 is $\text{KMnO}_4(\text{aq})$; FA 5 is MnO_2 ; FA 6 is FeC_2O_3 ; FA 7 is KI		
3(a)(i)	M1 filtrate / solution AND (dark) green M2 (green) solution OR turns AND pink / purple	2
3(a)(ii)	M1 filtrate / solution AND yellow / (pale) brown M2 red-brown / brown ppt (with NaOH) AND insoluble in excess	2
3(a)(iii)	oxidising agent / oxidant	1
3(a)(iv)	$\text{Fe}^{3+}(\text{aq}) + 3\text{OH}^{-}(\text{aq}) \rightarrow \text{Fe}(\text{OH})_3(\text{s})$ OR $\text{H}^{+}(\text{aq}) + \text{OH}^{-}(\text{aq}) \rightarrow \text{H}_2\text{O}(\text{l})$	1

Question	Answer			Marks
3(b)(i)	2 * = 1 mark (round down).			6
		FA 6 (FeCl₃)	FA 7 (KI)	
	Test 1 + NaOH (aq)	Red-brown / brown / rust ppt * insoluble in excess *	No change/ no ppt AND	
	Heat	No change / red litmus does not turn blue AND	No change / red litmus does not turn blue *	
	Test 2 + acidified KMNO ₄ (aq)	No change / purple colour / solution remains *	(mixture/solution) turns brown / red-brown *	
	Test 3 + FA 1 , H ₂ O ₂ , then		solution turns yellow / red-brown / brown * Effervescence / fizzing / bubbling* (gas / O ₂) relights a glowing splint*	
	+ starch solution		dark blue / blue-black / black *	
	Test 4 + Na ₂ CO ₃ (aq)	Effervescence * Gas / CO ₂ / fizz forms white ppt with limewater * Red-brown / orange-brown / brown ppt. *	No change *	
3(b)(ii)	silver nitrate / AgNO ₃ AND white ppt			1

Question	Answer	Marks
3(b)(iii)	FA 6: Fe^{3+} , H^+ , Cl^- FA 7: I^- , unknown 2 or 3 correct = 1 mark 4 correct = 2 marks 5 correct = 3 marks	3

Cambridge International AS & A Level

CHEMISTRY**9701/38**

Paper 3 Advanced Practical Skills 2

May/June 2025**MARK SCHEME**Maximum Mark: 40

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **12** printed pages.

PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- 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.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

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).

GENERIC MARKING PRINCIPLE 6:

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.

Science-Specific Marking Principles

- 1 Examiners should consider the context and scientific use of any keywords when awarding marks. Although keywords may be present, marks should not be awarded if the keywords are used incorrectly.
- 2 The examiner should not choose between contradictory statements given in the same question part, and credit should not be awarded for any correct statement that is contradicted within the same question part. Wrong science that is irrelevant to the question should be ignored.
- 3 Although spellings do not have to be correct, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. ethane / ethene, glucagon / glycogen, refraction / reflection).
- 4 The error carried forward (ecf) principle should be applied, where appropriate. If an incorrect answer is subsequently used in a scientifically correct way, the candidate should be awarded these subsequent marking points. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.
- 5 'List rule' guidance

For questions that require ***n*** responses (e.g. State **two** reasons ...):
 - The response should be read as continuous prose, even when numbered answer spaces are provided.
 - Any response marked *ignore* in the mark scheme should not count towards ***n***.
 - Incorrect responses should not be awarded credit but will still count towards ***n***.
 - Read the entire response to check for any responses that contradict those that would otherwise be credited. Credit should **not** be awarded for any responses that are contradicted within the rest of the response. Where two responses contradict one another, this should be treated as a single incorrect response.
 - Non-contradictory responses after the first ***n*** responses may be ignored even if they include incorrect science.

6 Calculation specific guidance

Correct answers to calculations should be given full credit even if there is no working or incorrect working, **unless** the question states 'show your working'.

For questions in which the number of significant figures required is not stated, credit should be awarded for correct answers when rounded by the examiner to the number of significant figures given in the mark scheme. This may not apply to measured values.

For answers given in standard form (e.g. $a \times 10^n$) in which the convention of restricting the value of the coefficient (a) to a value between 1 and 10 is not followed, credit may still be awarded if the answer can be converted to the answer given in the mark scheme.

Unless a separate mark is given for a unit, a missing or incorrect unit will normally mean that the final calculation mark is not awarded. Exceptions to this general principle will be noted in the mark scheme.

7 Guidance for chemical equations

Multiples / fractions of coefficients used in chemical equations are acceptable unless stated otherwise in the mark scheme.

State symbols given in an equation should be ignored unless asked for in the question or stated otherwise in the mark scheme.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Correct point or mark awarded
	Incorrect point or mark not awarded
	Information missing or insufficient for credit
BOD	Benefit of the doubt given
CON	Contradiction in response otherwise markworthy, mark not given
DP	Error in number of decimal places
ECF	Error carried forward applied
I	Incorrect or insufficient point ignored while marking the rest of the response
NBOD	Benefit of the doubt not applied in this instance
RE	Rounding error
REP	Repeat error

PUBLISHED

Annotation	Meaning
SEEN or /	Blank page or part of script seen
SF	Error in number of significant figures
TE	Transcription error

Question	Answer	Marks
1(a)	I All the following data recorded. - two burette readings AND titre for the rough titration - initial and final readings for two (or more) accurate titrations II Titre values recorded for accurate titrations, AND correct headings and units in the accurate titration table - initial / start AND (burette) reading / volume - final / end AND (burette) reading / volume - titre OR volume used / added OR FB 2 used / added - unit: / cm³ OR (cm³) OR in cm³ (for each heading) OR cm³ unit given for each volume recorded. III All accurate burette readings recorded to 0.05 cm³. IV The final accurate titre recorded must be within 0.10 cm³ of any other accurate titre.	7
	Accuracy (Q) marks Round burette readings to the nearest 0.05 cm³. Check and correct titre subtractions where necessary. Select the best mean titre, using the following hierarchy: - two (or more) accurate identical titres (ignoring any that are labelled “rough”), <i>then</i> - two (or more) accurate titres within 0.05 cm³, <i>then</i> - two(or more) accurate titres within 0.10 cm³, <i>etc.</i> Calculate the Supervisor’s mean titre to two decimal places. Calculate the Candidate’s mean titre to two decimal places. Calculate the difference (δ) between the Supervisor’s and Candidate’s mean titre.	
	Award accuracy Q marks as follows: V award if $\delta \leq 0.50 \text{ cm}^3$ VI award if $\delta \leq 0.30 \text{ cm}^3$ VII award if $\delta \leq 0.20 \text{ cm}^3$	

Question	Answer	Marks
1(b)	Correct calculation of the mean titre • Candidate must take the average of two (or more) titres that are within a total spread of not more than 0.20 cm³. • Working/explanation must be shown OR ticks must be put next to the two (or more) accurate readings selected. • The mean should be quoted to 2 d.p. and be rounded to nearest 0.01 cm³ (e.g. 26.675 cm³ must be rounded to 26.68 cm³).	1
1(c)(i)	Final answers for (c)(ii), (c)(iii) and (c)(iv) to 3 or 4 significant figures.	1
1(c)(ii)	Correctly calculates amount of manganate(VII) = $0.01 \times \text{volume in (b)} / 1000 \text{ mol}$	1
1(c)(iii)	Correctly uses amount of Fe²⁺ reacting with FB 2 = (c)(ii) × 5 mol AND concentration of Fe²⁺ = ((c)(ii) × 5) × 40 mol dm⁻³	1
1(c)(iv)	Correctly uses concentration of Fe²⁺ = (c)(iii) × 55.8 g dm⁻³	1
1(c)(v)	Conclusion yes / correct (because) AND (c)(iv) × 1000 / 14 (> 150 claimed as present in tablet)	1
1(d)	no because chloride (ions) are oxidised by manganate(VII) / KMnO₄. OR no because hydrochloric acid is monoprotic AND might not produce enough H⁺. OR yes because hydrochloric acid is a strong acid.	1

Question	Answer	Marks
2(a)	I Temperature for all 7 volumes recorded. II All thermometer readings including initial temperature (if recorded) ending in .0 or .5 III Selects two additional volumes of FB 5 for experiments 6 and 7 AND total volume for each additional experiment = 10.00 cm³ AND all four volumes recorded to 2 d.p. and ending in 0 or 5 IV Calculate the difference between the initial temperature of FB 4 and the temperature recorded in experiment 3 for both the supervisor and the candidate. Mark awarded if difference between candidate temperature rise in experiment 3 and the supervisor temperature rise is less than or equal to 1.0 °C.	4
2(b)(i)	I Unambiguous labelled axes with (maximum) temperature on the y-axis and volume of FB 5 on the x-axis OR correct units AND suitable linear scales. II Points plotted accurately. III two lines of best fit drawn (straight line or smooth curve) that account for all the plotted points ignoring any points labelled anomalous IV Both lines extrapolated to intersect.	4
2(b)(ii)	Volume at intersection read correctly.	1
2(c)(i)	Correctly calculates amount $\text{HCl} = \frac{2.00 \times \text{volume from (b)(ii)}}{1000} \text{ mol}$ AND amount $\text{NaOH} = \text{amount HCl}$ AND both answers to 2 – 4 sf	1

Question	Answer	Marks
2(c)(ii)	Correctly uses Energy = $20 \times 4.18 \times \Delta T$ J $\Delta T = \text{max } T - \text{initial } T$ of FB 4 AND answer to 2 – 4 sf	1
2(c)(iii)	Correctly uses Enthalpy change = $\frac{((c)(ii) / 1000)}{(c)(i)} \text{ kJ mol}^{-1}$ AND negative sign AND answer to minimum 2 sf	1

Question	Answer				Marks
FB 6 is CH ₃ COOH(aq); FB 7 is NaOH(aq); FB 8 is H ₂ O ₂ (aq); FB 9 is Na ₂ CO ₃ + NH ₄ Br.					
3(a)		observations			4
	test	FB 6	FB 7	FB 8	
	Test 1 MnO ₂	No change	No change	Fizzing * Heat released * (Gas / oxygen) relights a glowing splint *	
	Test 2 Mg	Fizzing * Heat released (only award if not awarded for FB 8 test 1) (Gas / hydrogen ignites with) a pop (sound) with a lit splint *	No change / no fizzing	No change	
	Test 3 FeSO ₄	No change * (award one * if both no changes highlighted correctly recorded)	Green ppt * (ppt) turns brown (on standing) *	Either solution OR turns AND yellow / yellow-orange / orange- brown / yellow-brown / (light) brown * Fizzing * (Gas / oxygen) relights a glowing splint (only award if not awarded in FB 8 test 1 above)	
2 * = 1 mark (round down)					

Question	Answer	Marks
3(a)(ii)	FB 6 CH ₃ COOH/ formula of any acid containing O FB 7 NaOH/ formula of any Group 1 hydroxide FB 8 H ₂ O ₂	2
3(b)(i)	Fizzing* Forms colourless solution* Attempts limewater test* Gas gives white ppt with limewater *	2
3(b)(ii)	Cream/ off-white ppt AND Partially soluble/ insoluble in (aqueous) ammonia	1
3(b)(iii)	M1 Test 1 No change / no ppt AND (on heating) gas / fizzing / ammonia turns litmus blue	1
	M2 Test 2 Brown or yellow solution OR turns brown or yellow	1
3(b)(iv)	cations: NH ₄ ⁺ and unknown anions: Br ⁻ and CO ₃ ²⁻	2
3(b)(v)	Ag ⁺ (aq) + Br ⁻ (aq) → AgBr(s)	1