AQA GCSE CHEMISTRY (4402)

CHEMISTRY



EXAM QUESTION PACK

UNIT C1 HIGHER TIER CH1HP PAPERS

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AQA

Please write clearly in block capitals.

Centre number | | | | | | Candidate number | | | | |

Surname _____

Forename(s) _____

Candidate signature _____

GCSE
SCIENCE A
CHEMISTRY

H

Higher Tier Unit Chemistry C1

Thursday 19 May 2016 Morning Time allowed: 1 hour

Materials

For this paper you must have:
- a ruler
- the Chemistry Data Sheet (enclosed).

You may use a calculator.

Instructions
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information
- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- You are expected to use a calculator where appropriate.
- You are reminded of the need for good English and clear presentation in your answers.
- Question 2(c) should be answered in continuous prose.
  In this question you will be marked on your ability to:
  – use good English
  – organise information clearly
  – use specialist vocabulary where appropriate.

Advice
- In all calculations, show clearly how you work out your answer.

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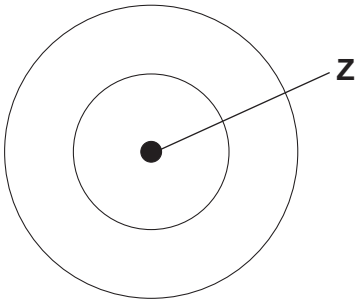
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Answer **all** questions in the spaces provided.

1 There are eight elements in the second row (lithium to neon) of the periodic table.

1 (a) **Figure 1** shows an atom with two energy levels (shells).

Figure 1



1 (a) (i) Complete **Figure 1** to show the electronic structure of a boron atom.

[1 mark]

1 (a) (ii) What does the central part labelled **Z** represent in **Figure 1**?

[1 mark]

_____

1 (a) (iii) Name the sub-atomic particles in part **Z** of a boron atom.

Give the relative charges of these sub-atomic particles.

[3 marks]

_____

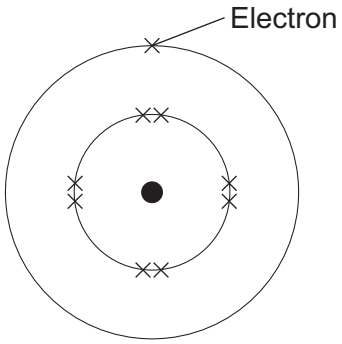
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_____

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1 (b) The electronic structure of a neon atom shown in **Figure 2** is **not** correct.

Figure 2



Explain what is wrong with the electronic structure shown in **Figure 2**.

[3 marks]

8

Turn over for the next question

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ANSWER IN THE SPACES PROVIDED

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2 This question is about hydrocarbons.

2 (a) Most of the hydrocarbons in crude oil are alkanes.

2 (a) (i) Large alkane molecules can be cracked to produce more useful molecules.

The equation shows the cracking of dodecane.

$$\underset{\text{dodecane}}{C_{12}H_{26}} \longrightarrow \underset{\text{butane}}{C_4H_{10}} + \underset{\text{hexene}}{C_6H_{12}} + \underset{\text{ethene}}{C_2H_4}$$

Give **two** conditions used to crack large alkane molecules.

[2 marks]

1 _____

2 _____

2 (a) (ii) The products hexene and ethene are alkenes.

Complete the sentence.

[1 mark]

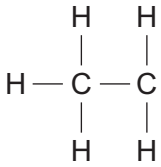
When alkenes react with bromine water the colour changes

from orange to _____ .

2 (a) (iii) Butane (C_4H_{10}) is an alkane.

Complete the displayed structure of butane.

[1 mark]



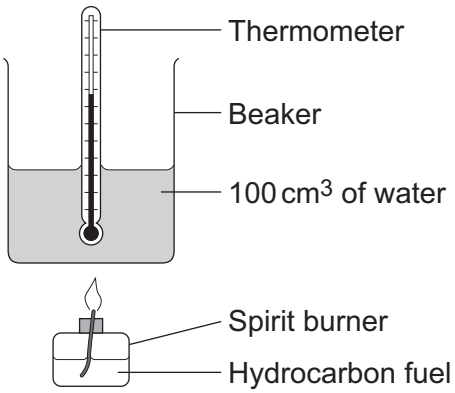
Question 2 continues on the next page

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2 (b) A group of students investigated the energy released by the combustion of four hydrocarbon fuels.

Figure 3 shows the apparatus used.

Figure 3



Each hydrocarbon fuel was burned for two minutes.

Table 1 shows the students' results.

Table 1

	After two minutes				
Name and formula of hydrocarbon fuel	**Mass of fuel used in g**	**Temperature increase of water in °C**	**Energy released by fuel in kJ**	**Energy released by 1.0 g of fuel in kJ**	**Relative amount of smoke in the flame**
Hexane, C_6H_{14}	0.81	40	16.80	20.74	very little smoke
Octane, C_8H_{18}	1.10	54	22.68	20.62	some smoke
Decane, $C_{10}H_{22}$	1.20	58	24.36		smoky
Dodecane, $C_{12}H_{26}$	1.41	67	28.14	19.96	very smoky

Do not write outside the box

2 (b) (i) Calculate the energy released by 1.0 g of decane in kJ.

[2 marks]

Energy released = _____ kJ

2 (b) (ii) Suggest **one** improvement to the apparatus, or the use of the apparatus, that would make the temperature increase of the water for each fuel more accurate.

Give a reason why this is an improvement.

[2 marks]

2 (b) (iii) The students noticed that the bottom of the beaker became covered in a black substance when burning these fuels.

Name this black substance.

Suggest why it is produced.

[2 marks]

2 (b) (iv) A student concluded that hexane is the best of the four fuels.

Give **two** reasons why the results in **Table 1** support this conclusion.

[2 marks]

1 _____

2 _____

Question 2 continues on the next page

Do not write outside the box

2 (c) **In this question you will be assessed on using good English, organising information clearly and using specialist terms where appropriate.**

Most car engines use petrol as a fuel.

- Petrol is produced from the fractional distillation of crude oil.
- Crude oil is a mixture of hydrocarbons.
- Sulfur is an impurity in crude oil.

Car engines could be developed to burn hydrogen as a fuel.

- Hydrogen is produced from natural gas.
- Natural gas is mainly methane.

Table 2 shows information about petrol and hydrogen.

Table 2

	Petrol	**Hydrogen**
State of fuel at room temperature	Liquid	Gas
Word equation for combustion of the fuel	petrol + oxygen ⟶ carbon dioxide + water	hydrogen + oxygen ⟶ water
Energy released from combustion of 1 g of the fuel	47 kJ	142 kJ

Describe the **advantages** and **disadvantages** of using hydrogen instead of petrol in car engines.

Use the information given and your knowledge and understanding to answer this question.

[6 marks]

Do not write outside the box

Extra space

18

Do not write outside the box

3 Metals are extracted from ores in the Earth's crust.

Some ores contain metal carbonates and some ores contain metal oxides.

3 (a) (i) Name the type of reaction that happens when a metal carbonate is heated.

[1 mark]

_____

3 (a) (ii) Which solid product is formed when copper carbonate is heated?

[1 mark]

Tick (✓) **one** box.

copper ☐

copper nitrate ☐

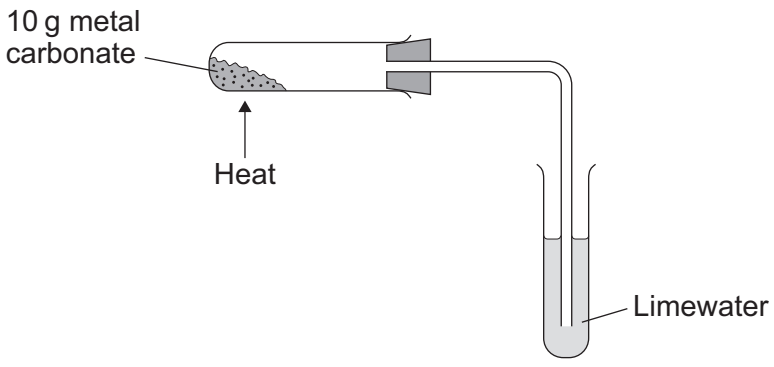
copper oxide ☐

copper sulfide ☐

3 (b) A student investigated heating four metal carbonates.

Figure 4 shows the apparatus used.

Figure 4



Do not write outside the box

The student heated each metal carbonate for five minutes.

Table 3 shows the results.

Table 3

Metal carbonate	Mass of metal carbonate at start in g	Mass of solid after heating for 5 minutes in g	Observations
Copper carbonate	10.0	6.9	Limewater turns cloudy
Magnesium carbonate	10.0	9.1	Limewater turns cloudy
Potassium carbonate	10.0	10.0	Limewater does not turn cloudy
Zinc carbonate	10.0	8.3	Limewater turns cloudy

3 (b) (i) Explain the results for potassium carbonate.

[3 marks]

3 (b) (ii) Suggest how the reactivity series can be used to predict which metal carbonate reacts most easily when heated.

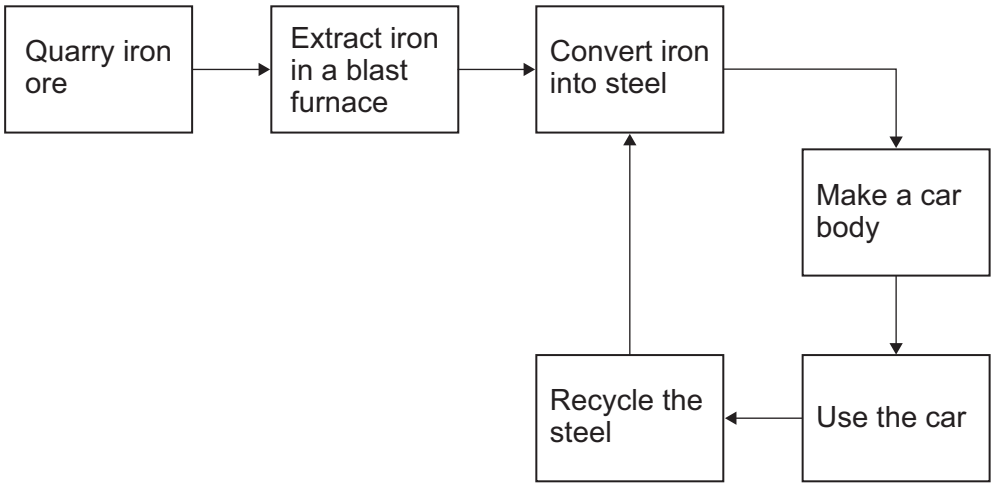
[2 marks]

Question 3 continues on the next page

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3 (c) **Figure 5** shows a simple life cycle of a car body.

Figure 5



3 (c) (i) Complete the sentence.

[1 mark]

Iron ores must contain enough iron to _____

_____

3 (c) (ii) Some iron ores contain iron oxide (Fe_2O_3).

Complete and balance the equation for a reaction to produce iron from iron oxide.

[2 marks]

_____ Fe_2O_3 + _____ C ⟶ _____ + _____ CO_2

3 (c) (iii) Give **two** reasons why iron produced in a blast furnace is converted into steel.

[2 marks]

_____

_____

_____

_____

Do not write outside the box

3 (c) (iv) When a car reaches the end of its useful life, the car body can be:

- recycled
- reused
- sent to landfill.

Give **three** reasons why a steel car body should be recycled and **not** reused or sent to landfill.

[3 marks]

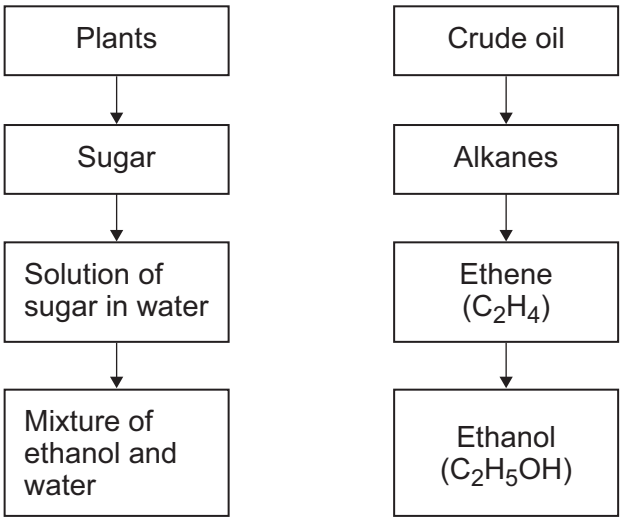
15

Turn over for the next question

Do not write outside the box

4 Ethanol can be made from plants and from crude oil as shown in **Figure 6.**

Figure 6



4 (a) (i) Describe how the solution of sugar in water is used to produce the mixture of ethanol and water.

[2 marks]

4 (a) (ii) Describe how ethanol is produced from ethene.

[2 marks]

Do not write outside the box

4 (b) Explain **one** advantage and **one** disadvantage of using crude oil to make ethanol instead of using plants.

[4 marks]

4 (c) Ethanol has a boiling point of 78 °C.
Water has a boiling point of 100 °C.

Describe how distillation is used to separate a mixture of ethanol and water.

[3 marks]

11

Turn over for the next question

Do not write outside the box

5 This question is about vegetable oils.

5 (a) Explain why using vegetable oils as biofuels does **not** increase global warming.

[3 marks]

5 (b) Describe how **and** explain why vegetable oils are hardened for use in foods.

[5 marks]

8

END OF QUESTIONS

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AQA

GCSE

Science A / Chemistry

CH1HP

Mark scheme

4405 / 4402

June 2016

Version 1.0: Final Mark Scheme

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

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

Further copies of this mark scheme are available from aqa.org.uk

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Information to Examiners

1. General

The mark scheme for each question shows:

- the marks available for each part of the question
- the total marks available for the question
- the typical answer or answers which are expected
- extra information to help the Examiner make his or her judgement and help to delineate what is acceptable or not worthy of credit or, in discursive answers, to give an overview of the area in which a mark or marks may be awarded
- the Assessment Objectives and specification content that each question is intended to cover.

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

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

In general the right-hand side of the mark scheme is there to provide those extra details which confuse the main part of the mark scheme yet may be helpful in ensuring that marking is straightforward and consistent.

2. Emboldening

2.1 In a list of acceptable answers where more than one mark is available 'any **two** from' is used, with the number of marks emboldened. Each of the following bullet points is a potential mark.

2.2 A bold **and** is used to indicate that both parts of the answer are required to award the mark.

2.3 Alternative answers acceptable for a mark are indicated by the use of **or**. Different terms in the mark scheme are shown by a / ; eg allow smooth / free movement.

2.4 Any wording that is underlined is essential for the marking point to be awarded.

3. Marking points

3.1 Marking of lists

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

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

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

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

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

Example 2: Name two planets in the solar system. (2 marks)

Student	Response	Marks awarded
1	Neptune, Mars, Moon	1
2	Neptune, Sun, Mars, Moon	0

3.2 Use of chemical symbols / formulae

If a student writes a chemical symbol / formula instead of a required chemical name, full credit can be given if the symbol / formula is correct and if, in the context of the question, such action is appropriate.

3.3 Marking procedure for calculations

Full marks can be given for a correct numerical answer, without any working shown.

However, if the answer is incorrect, mark(s) can be gained by correct substitution / working and this is shown in the 'extra information' column or by each stage of a longer calculation.

3.4 Interpretation of 'it'

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

3.5 Errors carried forward

Any error in the answers to a structured question should be penalised once only.

Papers should be constructed in such a way that the number of times errors can be carried forward is kept to a minimum. Allowances for errors carried forward are most likely to be restricted to calculation questions and should be shown by the abbreviation e.c.f. in the marking scheme.

3.6 Phonetic spelling

The phonetic spelling of correct scientific terminology should be credited **unless** there is a possible confusion with another technical term.

3.7 Brackets

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

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3.8 Accept / allow

Accept is used to indicate an equivalent answer to that given on the left-hand side of the mark scheme. Allow is used to denote lower-level responses that just gain credit.

3.9 Ignore / Insufficient / Do not allow

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

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

4. Quality of Communication and levels marking

In Question **2(c)** students are required to produce extended written material in English, and will be assessed on the quality of their communication as well as the standard of the scientific response.

Students will be required to:
- use good English
- organise information clearly
- use specialist vocabulary where appropriate.

The following general criteria should be used to assign marks to a level:

Level 1: basic
- Knowledge of basic information
- Simple understanding
- The answer is poorly organised, with almost no specialist terms and their use demonstrating a general lack of understanding of their meaning, little or no detail
- The spelling, punctuation and grammar are very weak.

Level 2: clear
- Knowledge of accurate information
- Clear understanding
- The answer has some structure and organisation, use of specialist terms has been attempted but not always accurately, some detail is given
- There is reasonable accuracy in spelling, punctuation and grammar, although there may still be some errors.

Level 3: detailed
- Knowledge of accurate information appropriately contextualised
- Detailed understanding, supported by relevant evidence and examples
- Answer is coherent and in an organised, logical sequence, containing a wide range of appropriate or relevant specialist terms used accurately.
- The answer shows almost faultless spelling, punctuation and grammar.

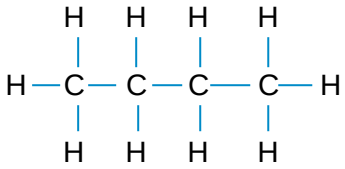
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Question 1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
1(a)(i)	electronic structure 2,3 drawn	allow any representation of electrons, such as, dots, crosses, or numbers (2,3)	1	AO2 1.1.1h
1(a)(ii)	nucleus		1	AO1 1.1.1c
1(a)(iii)	protons and neutrons	do **not** allow electrons in nucleus	1	AO1 1.1.1c/d/f
	(relative charge of proton) +1	allow positive	1	
	(relative charge of neutron) 0	allow no charge/neutral	1	
		ignore number of particles		
1(b)	too many electrons in the first energy level or inner shell	allow inner shell can only have a maximum of 2 electrons	1	AO2+AO3 1.1.1h; 1.1.2b
	too few electrons in the second energy level or outer shell	allow neon has 8 electrons in its outer shell **or** neon does not have 1 electron in its outer shell allow neon has a stable arrangement of electrons or a full outer shell	1	
	neon does not have 9 electrons **or** neon has 10 electrons	allow one electron missing allow fluorine has 9 electrons	1	
		ignore second shell can hold (maximum) 8 electrons or 2,8,8 rule or is a noble gas or in Group 0 max 2 marks if the wrong particle, such as atoms instead of electrons if no other mark awarded allow 1 mark for the electronic structure of neon is 2,8		
Total			**8**	

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Question 2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
2(a)(i)	high temperature catalyst or steam	allow heating / hot / 250-900 ^{o}C allow named catalyst eg zeolite, Al_2O_3, silica, ceramic allow in the absence of air / oxygen ignore any references to pressure	1 1	AO1 1.5.1a
2(a)(ii)	colourless	allow decolourised ignore clear / discoloured	1	AO1 1.5.1d
2(a)(iii)			1	AO2 1.4.2a
2(b)(i)	20.3(0) (kJ)	if answer incorrect allow **1** mark for 24.36/1.2	2	AO2 1.4.3b
2(b)(ii)	use a lid reduce energy / heat loss	allow insulate beaker or use draught shield ignore references to thermometer or repeats or distance of flame or loss of water vapour allow stir (1) to distribute energy / heat (1) allow use a metal can (1) as it's a better conductor (1)	1 1	AO3 4.3.2b/c/d
2(b)(iii)	carbon/soot (produced by) incomplete combustion	ignore tar, smoke allow from a limited supply of oxygen/air	1 1	AO1+AO2 1.4.3a/b
2(b)(iv)	hexane gives out the greatest energy (per 1.0 g) hexane produces the least smoke / carbon / soot	ignore more energy allow has the cleanest flame ignore less smoke / carbon / soot	1 1	AO3 1.4.2c; 1.4.3a/b

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QWC Mark Scheme

Question	Answers	Extra information	Mark	AO / Spec. Ref.
2(c)			6	AO1+AO2+ AO3 1.1.3b; 1.4.1b/c; 1.4.3a/b/c/d ;1.7.2h/i

Marks awarded for this answer will be determined by the Quality of Written Communication (QWC) as well as the standard of the scientific response. Examiners should also refer to the information on page 5 and apply a 'best-fit' approach to the marking.

0 marks	Level 1 (1–2 marks)	Level 2 (3–4 marks)	Level 3 (5–6 marks)
No relevant content	Statements made from the information that indicate whether at least one statement is an advantage **or** a disadvantage **or** a linked advantage or disadvantage	Descriptions of an advantage **and** a disadvantage with some use of their knowledge to add value.	Descriptions of advantages **and** disadvantages that are linked to their own knowledge.

Examples of the added value statements and links made in the response could include:
Note that link words are in bold; links can be either way round.
Accept reverse arguments and ignore cost throughout.

Advantages of using hydrogen:

- Combustion only produces water **so** causes no pollution
- Combustion does not produce carbon dioxide **so** this does not contribute to global warming or climate change
- Combustion does not produce sulfur dioxide **so** this does not contribute to acid rain
- Incomplete combustion of petrol produces carbon monoxide **that is** toxic
- Incomplete combustion of petrol produces particulates **that** contribute to global dimming
- Petrol comes from a non-renewable resource **but** there are renewable/other methods of producing hydrogen
- Hydrogen releases more energy **so** less fuel needed or more efficient

Disadvantages of using hydrogen:

- Hydrogen is a gas **so** is difficult to store or transfer to vehicles
- Hydrogen gas is very flammable **so** leaks cause a greater risk of explosion
- Most hydrogen is produced from fossil fuels **which** are running out
- Cannot be used in existing car engines **so** modification / development or replacement is needed
- Lack of filling stations **so** difficult to refuel your vehicle

Total			**18**

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Question 3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
3(a)(i)	(thermal) decomposition	allow decomposes or endothermic	1	AO1 1.2.1b/c
3(a)(ii)	copper oxide		1	AO2 1.2.1b/c
3(b)(i)	the (potassium) carbonate did not decompose/change/react (when heated) the mass did not change or the limewater did not go cloudy because no carbon dioxide produced	allow temperature not high enough do **not** allow potassium did not decompose ignore references to reactivity	1 1 1	AO1+AO2 +AO3 1.2.1c/e; 4.5.4a
3(b)(ii)	the less reactive the metal the more (easily) its carbonate will decompose/react or vice versa	needs to be a relative comparison allow max **1** mark where the distinction between a metal and its carbonate is not clear allow **1** mark for carbonates of reactive metals do not decompose or vice versa	2	AO3 1.2.1 c; 1.3
3(c)(i)	make it economical (to extract the metal/iron)	allow make it worth extracting allow so they can make money/profit	1	AO1 1.3.1a
3(c)(ii)	Fe balanced correctly (2,3,4,3)	 not ecf allow correct balanced equation but with $2Fe_2$ on right for one mark	1 1	AO2 1.1.3b; 1.3.2c

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3(c)(iii)	**iron** from the blast furnace is brittle **steel** produced is strong / flexible	"it" = iron allow steel has more/specific uses allow steel is rust-resistant	1 1	AO1 1.3.2a/b/c
3(c)(iv)	(recycling) is used to conserve iron (ore) **or** energy **or** resources **or** minimise pollution **or** reduce the need to quarry (not reuse) because of damage, paint removal, rusting/corrosion, metal fatigue/weaker (not landfill) because sites have limited space **or** loss of habitats	allow reverse arguments. allow to reduce the use of landfill	1 1 1	AO1+AO2 1.3.1j
Total			**15**	

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Question 4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
4(a)(i)	add yeast		1	AO1
	and ferment **or** by fermentation	allow in a warm place **or** temperatures within the range 20-45^{o}C **or** with an airlock/absence of air	1	1.5.3b
4(a)(ii)	by hydration with steam	allow react with/addition of steam	1	AO1 1.5.3a
	in the presence of a catalyst	ignore names of catalyst and any other conditions allow a correctly named catalyst e.g. phosphoric acid	1	
4(b)		"it" = crude oil		AO1+AO2 1.4; 1.4.3e
		allow the link pairs in either order		
		ignore cost throughout		
	Advantages			
	crude oil is reliable source of ethanol	**or** produces pure ethanol	1	
	because it is not affected by weather conditions or plant growth is affected by weather condition	so purification/separation is not required	1	
	or does not cause food shortages	**or** quick / continuous process		
	because farmland not used	whereas fermentation takes a long time/is a batch process		
	Disadvantages			
	crude oil is a non-renewable / finite resource	allow production of ethanol from crude oil uses more energy or a higher temperature or burns more fossil fuels	1	
	so it will run out / plants grow again	so releases more carbon dioxide or causes global warming (or an effect)	1	

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4(c)	heat (the mixture) ethanol has a lower boiling point than water **or** more ethanol than water vaporises **or** ethanol evaporates first or when the temperature reaches 78°C condense (the vapour)	 allow ethanol and water boil at different temperatures allow condense at different temperatures for the last two marking points if no other mark is awarded, allow repeat distillation or use fractional distillation apparatus for 1 mark	1 1 1	AO2 1.4.1 b; 1.5.3 b
Total			**11**	

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Question 5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
5(a)	vegetable oils / biofuels combust/burn releasing carbon dioxide	ignore crops burn releasing carbon dioxide do **not** allow fuel/oil does not release CO_2/releases very little CO_2 when burned	1	AO2 1.4.3 b; 1.6
	the growing plants (from which the vegetable oil is extracted) absorb / take in carbon dioxide		1	
	so there is no net increase in the percentage of carbon dioxide in the atmosphere/air	allow carbon instead of carbon dioxide award **3** marks for "plants take in CO_2 when they are growing and the fuel/oil only releases this CO_2 when it is burned". if no other mark awarded allow **1** mark for stating that carbon dioxide causes global warming or that vegetable oils are carbon neutral	1	
5(b)		ignore health issues		AO1
	react with hydrogen or hydrogenation	allow adding hydrogen do **not** allow use of water/hydration	1	1.6.3 b
	in the presence of a nickel catalyst		1	
	at 60 ^{o}C	allow 50-150 ^{o}C	1	
	because vegetable oils are unsaturated or have carbon-carbon double bonds	allow to make them saturated	1	
	(vegetable oils are hardened) to make them solid at room temperature **or** to make them useful as spreads/spreadable	allow to give higher melting point allow to make margarine do **not** allow to make butter allow reverse argument, vegetable oils are liquid/runny or not spreadable	1	
Total			**8**	

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Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
5	
6	
TOTAL	

General Certificate of Secondary Education
Higher Tier
June 2015

Science A
Unit Chemistry C1

CH1HP

H

Chemistry
Unit Chemistry C1

Tuesday 9 June 2015 1.30 pm to 2.30 pm

For this paper you must have:
- a ruler
- the Chemistry Data Sheet (enclosed).

You may use a calculator.

A

Time allowed
- 1 hour

Instructions
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information
- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- You are expected to use a calculator where appropriate.
- You are reminded of the need for good English and clear presentation in your answers.
- Question 3(b) should be answered in continuous prose.
  In this question you will be marked on your ability to:
  – use good English
  – organise information clearly
  – use specialist vocabulary where appropriate.

Advice
- In all calculations, show clearly how you work out your answer.

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Answer **all** questions in the spaces provided.

1 This question is about atomic structure and elements.

1 (a) Complete the sentences.

1 (a) (i) The atomic number of an atom is the number of ..... .

[1 mark]

1 (a) (ii) The mass number of an atom is the number of .....

..... .

[1 mark]

1 (b) Explain why an atom has no overall charge.

Use the relative electrical charges of sub-atomic particles in your explanation.

[2 marks]

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1 (c) Explain why fluorine and chlorine are in the same group of the periodic table.

Give the electronic structures of fluorine and chlorine in your explanation.

[2 marks]

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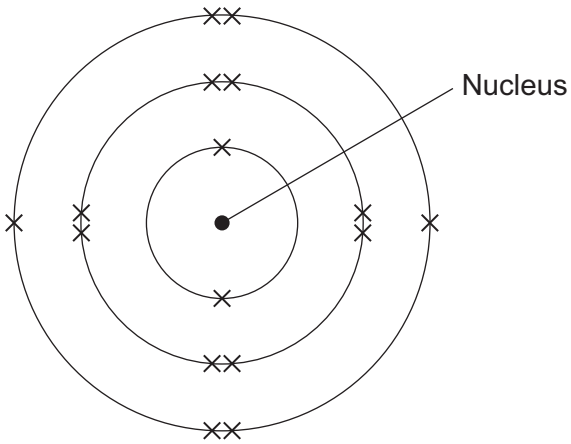
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1 (d) **Figure 1** shows the electronic structure of an atom of a non-metal.

Figure 1



What is the chemical symbol of this non-metal?

[1 mark]

Tick (✓) **one** box.

Ar ☐

O ☐

S ☐

Si ☐

1 (e) When elements react, their atoms join with other atoms to form compounds.

Complete the sentences.

1 (e) (i) Compounds formed when non-metals react with metals consist of

particles called ..... .

[1 mark]

1 (e) (ii) Compounds formed from only non-metals consist of

particles called ..... .

[1 mark]

9

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ANSWER IN THE SPACES PROVIDED

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2 Limestone is used to make many different materials.

2 (a) Heating limestone produces calcium oxide and carbon dioxide.

Complete the sentences.

2 (a) (i) The main compound in limestone is calcium ..... .

[1 mark]

2 (a) (ii) The reaction to produce calcium oxide from limestone is thermal ..... .

[1 mark]

2 (a) (iii) Calcium hydroxide is produced when calcium oxide reacts with ..... .

[1 mark]

2 (a) (iv) Calcium hydroxide is used to neutralise acids because it is an ..... .

[1 mark]

Question 2 continues on the next page

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2 (b) Cement is made from limestone and clay.

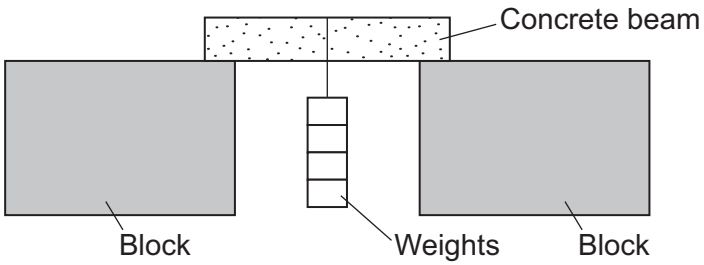
Concrete is made by mixing cement with water, sand and aggregate (small pieces of rock).

A group of students did an investigation on the amount of aggregate needed to make the strongest concrete beam.

The students used this method:

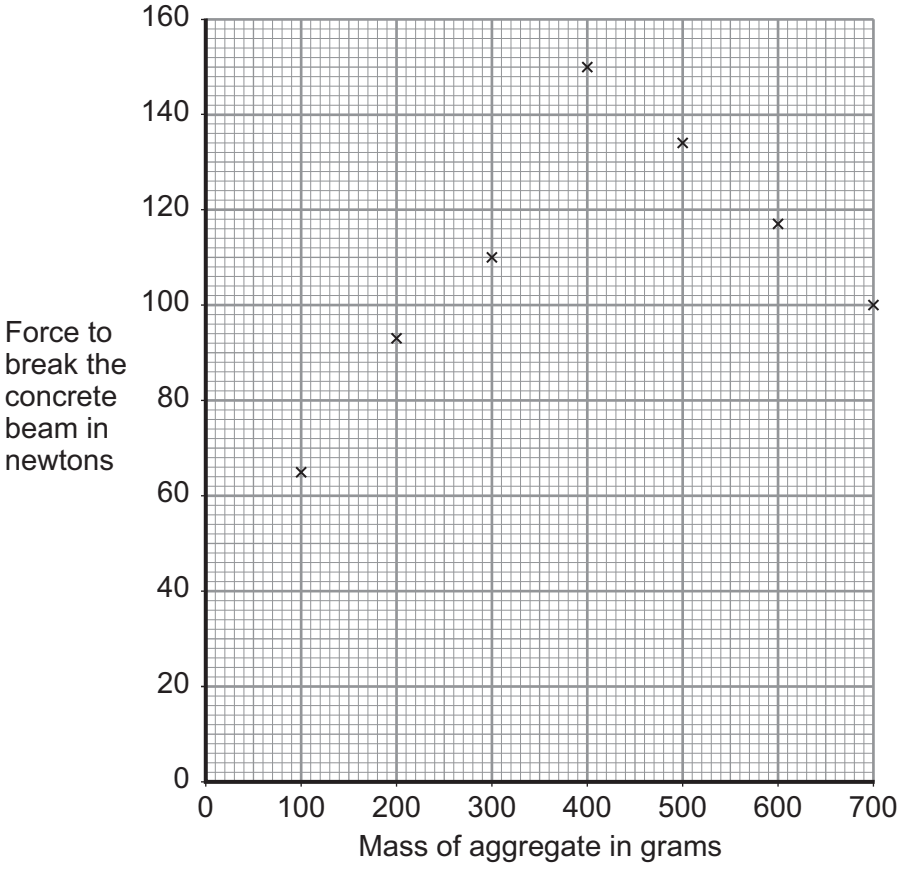
- use the same mass of cement and the same mass of sand but change the mass of aggregate to make seven different concrete mixtures
- use the different concrete mixtures to make beams of the same size
- add weights, as shown in **Figure 2**, until the concrete beam breaks.

Figure 2



The students' results are plotted on the graph in **Figure 3**.

Figure 3



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2 (b) (i) One of the points is anomalous.

Complete the graph in **Figure 3** by drawing **two** straight lines of best fit.

[2 marks]

2 (b) (ii) Describe **one** way the students could improve the method so that their results are more accurate for each graph point.

[2 marks]

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2 (b) (iii) What force is needed to break a concrete beam containing no aggregate?

Show your working on the graph.

[2 marks]

Force = ... newtons

2 (b) (iv) One of the students concluded that:

'The force needed to break a concrete beam increases as the mass of aggregate increases.'

The student's conclusion is **not completely** correct. Use values from the graph to explain why.

[3 marks]

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3 This question is about life, the Earth and its atmosphere.

3 (a) There are many theories about how life was formed on Earth.

Suggest **one** reason why there are many theories.

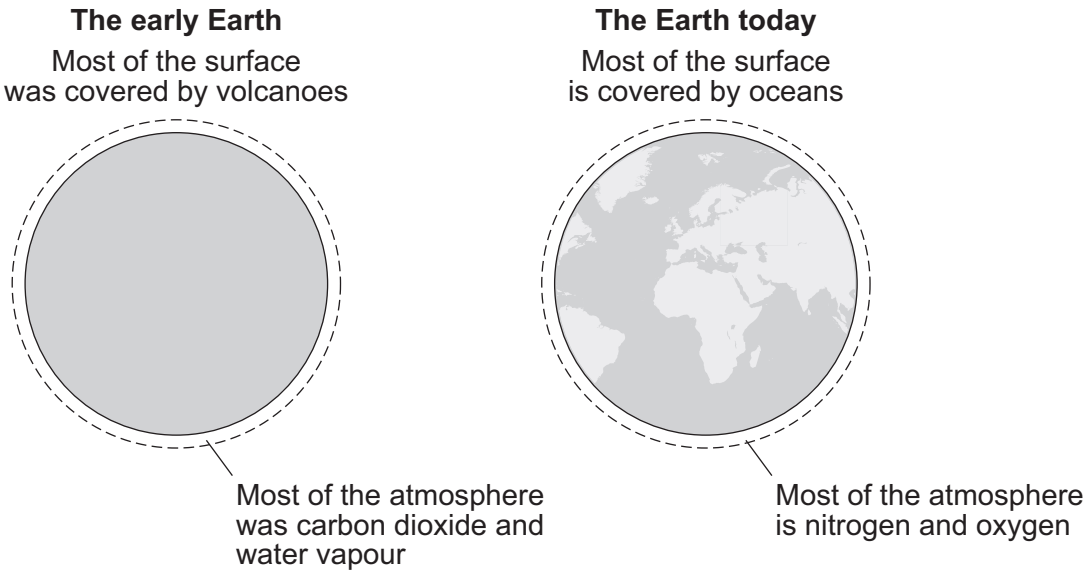
[1 mark]

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3 (b) **In this question you will be assessed on using good English, organising information clearly and using specialist terms where appropriate.**

This Earth and its atmosphere today are not like the early Earth and its atmosphere.



Describe and explain how the surface of the early Earth and its atmosphere have changed to form the surface of the Earth and its atmosphere today.

[6 marks]

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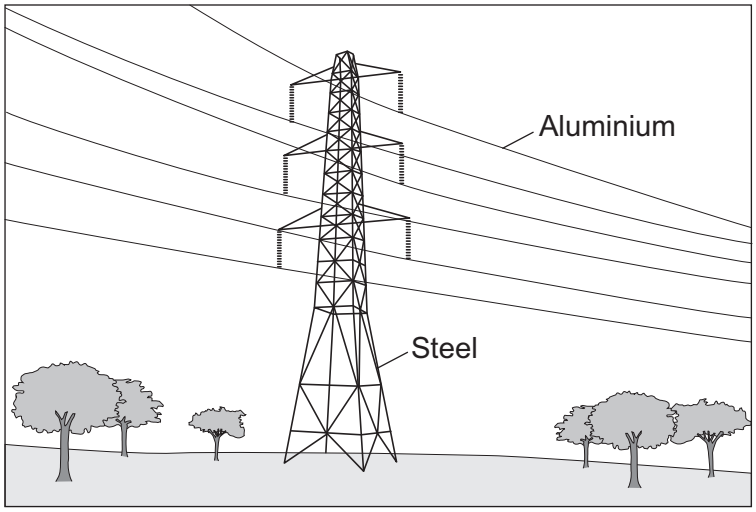
Turn over for the next question

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4 This question is about metals.

Figure 4 shows the metals used to make pylons and the wires of overhead cables.

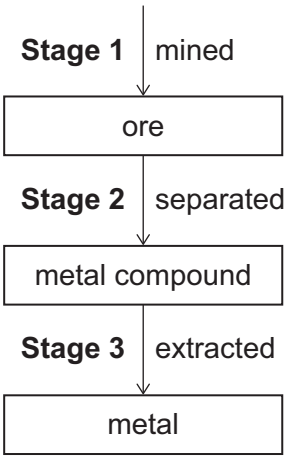
Figure 4



4 (a) An ore contains a metal compound.

A metal is extracted from its ore in three main stages, as shown in **Figure 5**.

Figure 5



Explain why **Stage 2** needs to be done.

[2 marks]

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4 (b) Cast iron from a blast furnace contains 96% iron and 4% carbon.

4 (b) (i) Cast iron is not suitable for the manufacture of pylons.

Give **one** reason why.

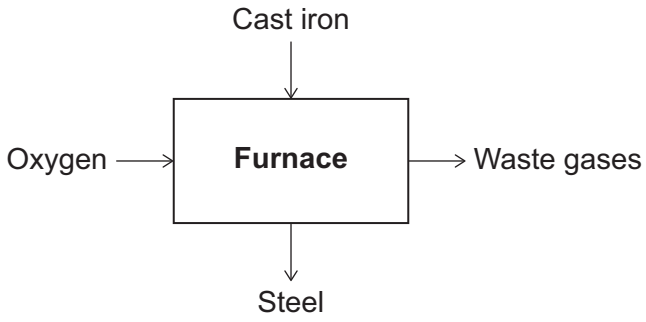
[1 mark]

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4 (b) (ii) Most cast iron is converted into steel, as shown in **Figure 6**.

Figure 6



Describe how cast iron is converted into steel.

Use **Figure 6** to help you to answer this question.

[2 marks]

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Question 4 continues on the next page

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4 (c) Aluminium and copper are good conductors of electricity.

4 (c) (i) State **one** property that makes aluminium more suitable than copper for overhead cables.

[1 mark]

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4 (c) (ii) How can you tell that copper is a transition metal and aluminium is **not** a transition metal from the position of each metal in the periodic table?

[2 marks]

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4 (c) (iii) Copper can be extracted from solutions of copper salts by adding iron.

Explain why.

[2 marks]

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Turn over for the next question

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ANSWER IN THE SPACES PROVIDED

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5 Crude oil is a fossil fuel.

5 (a) Describe how crude oil is separated into fractions.

[4 marks]

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5 (b) Fuel oil is one of the fractions from crude oil.

Power stations burn fuel oil to generate electricity. The waste gases from the combustion of fuel oil contain carbon dioxide, water vapour, sulfur dioxide and oxides of nitrogen.

The waste gases are passed through a suspension of limestone in water. Limestone is mainly calcium carbonate.

Suggest how the use of a suspension of limestone decreases one of the environmental impacts that the waste gases would cause.

[3 marks]

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5 (c) Some fractions from crude oil contain large hydrocarbon molecules.

5 (c) (i) Hydrocarbon molecules, such as decane, can be cracked to produce smaller, more useful molecules.

Write the correct formula of the third product to complete the chemical equation.

You do not need to give the name of this product.

[1 mark]

$C_{10}H_{22} \longrightarrow C_5H_{10} + C_3H_8 +$ .....

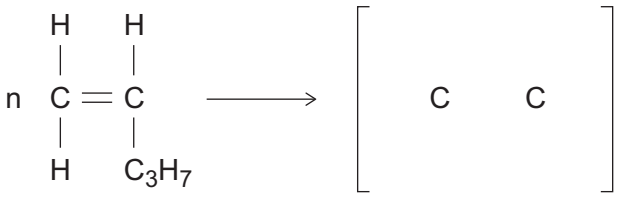
decane pentene propane

5 (c) (ii) Pentene is used to produce poly(pentene).

Complete the equation and the displayed structure of poly(pentene).

[3 marks]

Pentene **Poly(pentene)**



5 (c) (iii) Some polymers are described as smart polymers.

Suggest **one** property of a smart polymer that is different to that of an ordinary polymer.

[1 mark]

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12

Turn over for the next question

Do not write outside the box

6 Useful materials, including foods and fuels, are produced from plants.

6 (a) Some plants have seeds that contain vegetable oils.

6 (a) (i) Give **one** reason why vegetable oils are important foods and fuels.

[1 mark]

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6 (a) (ii) State the **two** main stages used to extract a sample of vegetable oil from seeds.

[2 marks]

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6 (b) One property of a vegetable oil gives the oil an advantage over water for cooking foods.

Explain how.

[2 marks]

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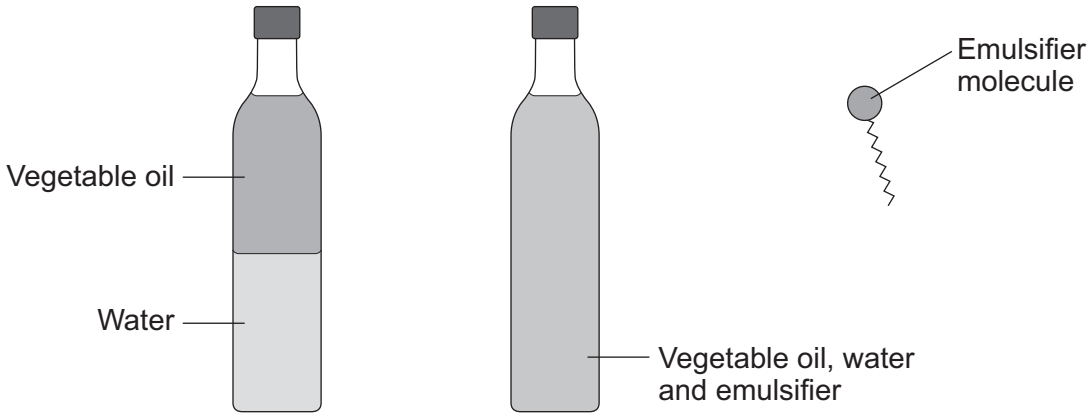
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6 (c) Vegetable oils and water do not mix.

An emulsion is made by shaking a vegetable oil and water with an emulsifier, as shown in **Figure 7**.

Figure 7



Explain how the emulsifier molecules are able to produce an emulsion that is a stable mixture containing the vegetable oil and water.

Use the diagram of the emulsifier molecule to help you to answer this question.

[4 marks]

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END OF QUESTIONS

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AQA

GCSE

Science A / Chemistry

CH1HP

Mark scheme

4405 / 4402

June 2015

Version/Stage: 1.0 Final

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

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

Further copies of this Mark Scheme are available from aqa.org.uk

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Information to Examiners

1. General

The mark scheme for each question shows:

- the marks available for each part of the question
- the total marks available for the question
- the typical answer or answers which are expected
- extra information to help the Examiner make his or her judgement and help to delineate what is acceptable or not worthy of credit or, in discursive answers, to give an overview of the area in which a mark or marks may be awarded
- the Assessment Objectives and specification content that each question is intended to cover.

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

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

In general the right-hand side of the mark scheme is there to provide those extra details which confuse the main part of the mark scheme yet may be helpful in ensuring that marking is straightforward and consistent.

2. Emboldening and underlining

2.1 In a list of acceptable answers where more than one mark is available 'any **two** from' is used, with the number of marks emboldened. Each of the following bullet points is a potential mark.

2.2 A bold **and** is used to indicate that both parts of the answer are required to award the mark.

2.3 Alternative answers acceptable for a mark are indicated by the use of **or**. Different terms in the mark scheme are shown by a / ; eg allow smooth / free movement.

2.4 Any wording that is underlined is essential for the marking point to be awarded.

3. Marking points

3.1 Marking of lists

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

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

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

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

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

Example 2: Name two planets in the solar system. (2 marks)

Student	Response	Marks awarded
1	Neptune, Mars, Moon	1
2	Neptune, Sun, Mars, Moon	0

3.2 Use of chemical symbols / formulae

If a student writes a chemical symbol / formula instead of a required chemical name, full credit can be given if the symbol / formula is correct and if, in the context of the question, such action is appropriate.

3.3 Marking procedure for calculations

Full marks can be given for a correct numerical answer, without any working shown.

However, if the answer is incorrect, mark(s) can be gained by correct substitution / working and this is shown in the 'extra information' column or by each stage of a longer calculation.

3.4 Interpretation of 'it'

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

3.5 Errors carried forward

Any error in the answers to a structured question should be penalised once only.

Papers should be constructed in such a way that the number of times errors can be carried forward is kept to a minimum. Allowances for errors carried forward are most likely to be restricted to calculation questions and should be shown by the abbreviation e.c.f. in the marking scheme.

3.6 Phonetic spelling

The phonetic spelling of correct scientific terminology should be credited **unless** there is a possible confusion with another technical term.

3.7 Brackets

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

3.8 Ignore / Insufficient / Do <u>not</u> allow

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

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

Quality of Written Communication and levels marking

In Question 3(b) students are required to produce extended written material in English, and will be assessed on the quality of their written communication as well as the standard of the scientific response.

Students will be required to:

- use good English
- organise information clearly
- use specialist vocabulary where appropriate.

The following general criteria should be used to assign marks to a level:

Level 1: basic

- Knowledge of basic information
- Simple understanding
- The answer is poorly organised, with almost no specialist terms and their use demonstrating a general lack of understanding of their meaning, little or no detail
- The spelling, punctuation and grammar are very weak.

Level 2: clear

- Knowledge of accurate information
- Clear understanding
- The answer has some structure and organisation, use of specialist terms has been attempted but not always accurately, some detail is given
- There is reasonable accuracy in spelling, punctuation and grammar, although there may still be some errors.

Level 3: detailed

- Knowledge of accurate information appropriately contextualised
- Detailed understanding, supported by relevant evidence and examples
- Answer is coherent and in an organised, logical sequence, containing a wide range of appropriate or relevant specialist terms used accurately.
- The answer shows almost faultless spelling, punctuation and grammar.

Question	Answers	Extra information	Mark	AO / Spec. Ref.
1(a)(i)	protons	allow “protons or electrons”, but do not allow “protons and electrons”	1	1 / 1.1.1g
1(a)(ii)	protons plus/and neutrons		1	1 / 1.1.1g
1(b)	(because the relative electrical charges are) –(1) for an electron and +(1) for a proton and the number of electrons is equal to the number of protons	allow electrons are negative and protons are positive if no other mark awarded, allow 1 mark for the charges cancel out	1 1	1 / 1.1.1d/e
1(c)	(the electronic structure of) fluorine is 2,7 and chlorine is 2,8,7 (so fluorine and chlorine are in the same group) because they have the same number of or 7 electrons in their highest energy level or outer shell	allow diagrams for the first marking point if no other mark awarded, allow 1 mark for have the same/similar properties	1 1	1+2 / 1.1.1a / 1.1.2a
1(d)	S		1	2 / 1.1.1b
1(e)(i)	ions		1	1 / 1.1.3a
1(e)(ii)	molecules		1	1 / 1.1.3a
Total			**9**	

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Question	Answers	Extra information	Mark	AO / Spec. Ref.
2(a)(i)	(calcium) carbonate	ignore $CaCO_3$	1	1 / 1.2.1a
2(a)(ii)	(thermal) decomposition		1	1 / 1.2.1b
2(a)(iii)	water	allow H_2O allow hydrogen oxide	1	1 / 1.2.1d
2(a)(iv)	alkali	allow base	1	1 / 1.2.1d
2(b)(i)	straight line through the first, second and fourth points straight line through the last four points	 allow a straight line through the last three points if the first straight line extrapolates below point four	1 1	2+3 / 1.2.1g
2(b)(ii)	repeat the experiment (at each mass of aggregate) (use the results to) calculate a mean/average value (for each mass of aggregate)	do not allow repeat at other masses	1 1	3 / 1.2.1g

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Question	Answers	Extra information	Mark	AO / Spec. Ref.
2(b)(iii)	line drawn to y axis showing extrapolation		1	2+3 / 1.2.1g
	correct value read from graph	allow +/- one small square do not allow 0 award 1 mark for a value of 34-40 if no extrapolation shown	1	
2(b)(iv)	at first, the force needed to break a concrete beam increases	allow values allow at first the statement is correct	1	3 / 1.2.1g
	but the force needed to break a concrete beam then decreases	allow values	1	
	mention of 400 g as the point at which the force needed changes or value from graph	allow 400g if there is no intercept on graph	1	
Total			**13**	

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Question	Answers	Extra information	Mark	AO / Spec. Ref.	
3(a)	any **one** from: • not enough evidence or proof • (life and the Earth were created) billions of years ago	allow no evidence or no proof allow a long time ago ignore different beliefs or no one was there	1	2 / 1.7.2d	

3(b) Marks awarded for this answer will be determined by the Quality of Written Communication (QWC) as well as the standard of the scientific response. Examiners should also refer to the information on page 5, and apply a 'best-fit' approach to the marking.

1+2+3 / 1.7.1a/b/c / 1.7.2a/b/c/f/g/h

0 marks	Level 1 (1–2 marks)	Level 2 (3–4 marks)	Level 3 (5–6 marks)
No relevant content	Statements based on diagrams	Description of how one change occurred	Descriptions of how at least two changes occurred

Examples of chemistry points made in the response could include:

Main changes

- oxygen increased because plants / algae developed and used carbon dioxide for photosynthesis / growth producing oxygen; carbon dioxide decreased because of this
- carbon dioxide decreased because oceans formed and dissolved / absorbed carbon dioxide; carbon dioxide became locked up in sedimentary / carbonate rocks and / or fossil fuels
- oceans formed because the Earth / water vapour cooled and water vapour in the atmosphere condensed
- continents formed because the Earth cooled forming a supercontinent / Pangaea which formed the separate continents
- volcanoes reduced because the Earth cooled forming a crust

Other changes

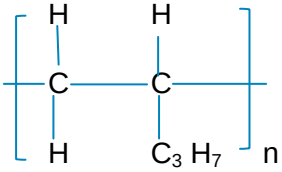
- nitrogen formed because ammonia in the Earth's early atmosphere reacted with oxygen / denitrifying bacteria

Total			7

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Question	Answers	Extra information	Mark	AO / Spec. Ref.
4(a)	The ore is not pure or contains impurities or the ore does not contain 100% of the metal compound rock / other compounds need to be removed / separated	allow to concentrate the metal or metal compound	1 1	2+3 / 1.3.1b
4(b)(i)	(cast iron is) brittle	allow not strong ignore weak	1	1 / 1.3.2a
4(b)(ii)	the oxygen reacts with carbon reducing the percentage of carbon in the mixture **or** producing carbon dioxide	allow carbon burns in oxygen or is oxidised	1 1	2 / 1.3.2b
4(c)(i)	aluminium has a low density		1	2 / 1.3.3c
4(c)(ii)	(because copper) is in the central/middle (block of the periodic table) whereas aluminium is in Group 3 (of the periodic table)		1 1	1 / 1.3.3a
4(c)(iii)	iron is more reactive (than copper) so copper is displaced/reduced	ignore cost	1 1	1+2 / 1.3.1h/i
Total			**10**	

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Question	Answers	Extra information	Mark	AO / Spec. Ref.
5(a)	any **four** from: • (crude oil is) heated • to evaporate/vaporise/boil (the substances/ hydrocarbons) • the column is hotter at the bottom or is cooler at the top • (vapours/fractions) condense • at their boiling points or at different levels	marks can be taken from a diagram max 3 marks for reference to cracking allow fractional distillation allow vapours (enter the column) allow temperature gradient or (vapours) cool as they rise allow description e.g. vapour turns to liquid) allow they have different boiling points	4	1 / 1.4.1a/b / 1.4.2b
5(b)	acid rain is caused by sulfur dioxide or oxides of nitrogen they react with/are neutralised by calcium carbonate or limestone **OR** global warming is caused by carbon dioxide carbon dioxide will react or dissolve in suspension of limestone	allow consequences of acid rain second marking point is dependent on first marking point allow greenhouse effect is caused by or allow consequences of global warming	1 1 1	2+3 / 1.4.3a/b/c/ d / 1.2.1f
5(c)(i)	C_2H_4	must be formula ignore any name	1	2 / 1.1.3b/c / 1.5.1b
5(c)(ii)	a single bond between carbon atoms other four bonds linking hydrogen atoms and C_3H_7 group plus two trailing/connecting bonds n at the bottom right hand corner of the bracket	 would score 3 marks	1 1 1	2 / 1.5.2a

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5(c)(iii)	has a shape memory or (a smart polymer) can return to original shape (when conditions change)		1	2 / 1.5.2b
Total			**12**	

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Question	Answers	Extra information	Mark	AO / Spec. Ref.
6(a)(i)	(vegetable oils) provide energy		1	1 / 1.6.1b
6(a)(ii)	any **two** from: • crushing • pressing • distillation	allow filtering, decanting, centrifuging (for either second or third bullet point)	2	1 / 1.6.1a
6(b)	vegetable oils have a higher boiling point (than water) so foods are cooked faster (than with water)	allow cooks food at a higher temperature (than water) if no other mark awarded allow 1 mark for flavour / texture	1 1	1 / 1.6.1c
6(c)	 the emulsifier molecules have a 'head' or hydrophilic end which dissolves in/attracted to water the emulsifier molecules have a 'tail' or hydrophobic end which dissolves in/attracted to oil so forms a (stable) suspension or droplets of oil in water or vice versa hydrophilic is the 'head' of the molecule **or** hydrophobic is the 'tail' of the molecule	allow a diagram for any of the marking points allow 1 mark if both attractions are reversed allow droplets repel each other allow this mark anywhere in the answer	 1 1 1 1	1+2 / 1.6.2a/b
Total			**9**	

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Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
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TOTAL	

General Certificate of Secondary Education
Higher Tier
June 2014

Science A
Unit Chemistry C1

CH1HP

H

Chemistry
Unit Chemistry C1

Tuesday 10 June 2014 1.30 pm to 2.30 pm

For this paper you must have:
- a ruler
- the Chemistry Data Sheet (enclosed).

You may use a calculator.

A

Time allowed
- 1 hour

Instructions
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information
- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- You are expected to use a calculator where appropriate.
- You are reminded of the need for good English and clear presentation in your answers.
- Question 2(b) should be answered in continuous prose.
  In this question you will be marked on your ability to:
  – use good English
  – organise information clearly
  – use specialist vocabulary where appropriate.

Advice
- In all calculations, show clearly how you work out your answer.

Do not write outside the box

Answer **all** questions in the spaces provided.

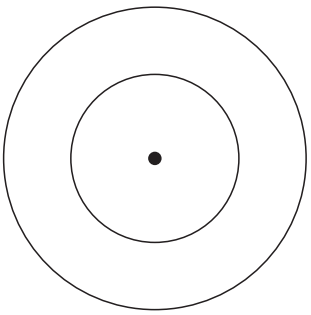
1 Fossil fuels contain carbon and hydrogen.

1 (a) (i) Use the Chemistry Data Sheet to help you to answer this question.

Complete **Figure 1** to show the electronic structure of a carbon atom.

[1 mark]

Figure 1



1 (a) (ii) Complete the word equation for the oxidation of hydrogen.

[1 mark]

hydrogen + oxygen ⟶ .....

1 (b) Coal is a fossil fuel.

Coal contains the elements hydrogen, sulfur, oxygen and carbon.

Name **two** products of burning coal that have an impact on the environment.

What impact does each of the products you named have on the environment?

[4 marks]

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Do not write outside the box

2 Ethanol and vegetable oil are used as fuels.

2 (a) There are two different ways to produce ethanol:

- using ethene from crude oil
- using sugar from plants.

2 (a) (i) Ethanol is produced from ethene by **hydration** in the presence of a catalyst.

What is **hydration**?

[1 mark]

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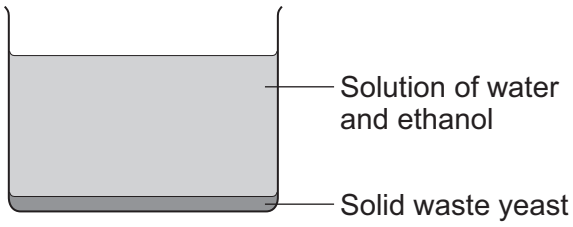
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2 (a) (ii) Fermentation is used to produce ethanol from sugar by:

- dissolving the sugar in water
- adding yeast to the sugar solution
- leaving the mixture for three days.

Figure 2 shows the substances after three days.

Figure 2



Suggest:

- how the solid waste yeast is removed
- how ethanol is obtained from the solution.

[2 marks]

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Do not write outside the box

2 (b) **In this question you will be assessed on using good English, organising information clearly and using specialist terms where appropriate.**

Crude oil is separated to produce the fraction petroleum diesel.

Worries about low supplies of crude oil have led to the growing of large areas of crops to produce vegetable oil.

Vegetable oils are used to produce biodiesel.

There are economic, ethical and environmental issues about the use of biodiesel.

Biodiesel and petroleum diesel are used as a fuel for cars. In a car engine the fuel burns and releases waste products through the car exhaust system.

Table 1 shows the amount of waste products formed by biodiesel compared with the amount of waste products formed by petroleum diesel.

(Note that ppm is parts per million.)

Table 1

	Carbon dioxide in ppm	Nitrogen oxides in ppm	Sulfur dioxide in ppm	Particulates in g per m^3
Biodiesel	20 000	760	0	0.3
Petroleum diesel	80 000	700	300	0.6

Use this information and your knowledge and understanding to give advantages and disadvantages of using biodiesel instead of petroleum diesel.

[6 marks]

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3 Cooking oils contain unsaturated fats. Unsaturated fats are more healthy than saturated fats.

Unsaturated fats change bromine water from orange to colourless.

A scientist from a food company called Vegio wanted to find the amount of unsaturated fat in cooking oils.

The scientist tested Vegio's own brand of oil and oils from four other companies, **A**, **B**, **C** and **D**.

The scientist used the same volume of oil for each test.

The scientist's results are shown in **Table 2**.

Table 2

Company	**Number of drops of bromine water that reacted**		
	Test 1	**Test 2**	**Test 3**
Vegio	14	13	16
A	25	17	27
B	17	18	16
C	5	6	4
D	10	9	7

3 (a) (i) Describe how the bromine water is used to obtain these results.

[3 marks]

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3 (a) (ii) Choose **one** result from **Table 2** that should be tested again.

Result: Company ..... Test .....

Why did you choose this result?

[2 marks]

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3 (a) (iii) The same volume of each oil was used for each test.

Suggest **one** other variable that should be controlled in these tests.

[1 mark]

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3 (b) The Vegio food company claims that its cooking oil has more unsaturated fat than other cooking oils.

Compare the results for Vegio's cooking oil with the results of the other companies, **A**, **B**, **C** and **D**.

Give **three** conclusions that can be made from the results.

[3 marks]

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4 Where copper ore has been mined there are areas of land that contain very low percentages of copper compounds.

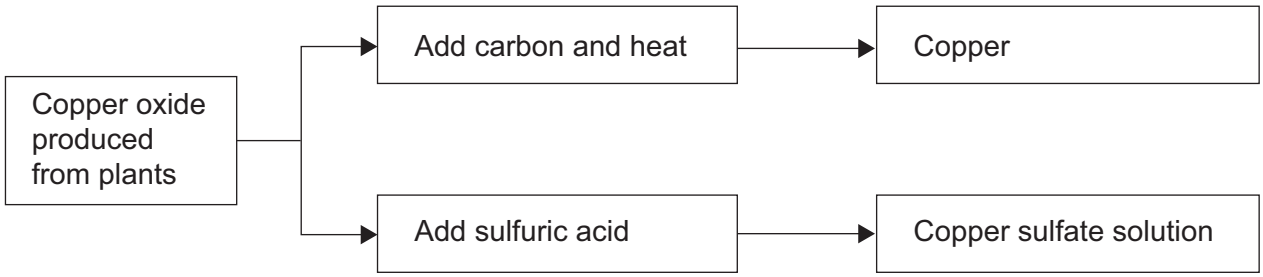
One way to extract the copper is to grow plants on the land.

The plants absorb copper compounds through their roots.

The plants are burned to produce copper oxide.

The copper oxide produced from plants can be reacted to produce copper or copper sulfate solution, as shown in **Figure 3**.

Figure 3



4 (a) (i) Complete the sentence.

[1 mark]

Using plants to extract metals is called ..... .

4 (a) (ii) Suggest **two** reasons why copper from these areas of land is **not** extracted by smelting.

[2 marks]

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4 (a) (iii) Complete and balance the chemical equation for the reaction of copper oxide with carbon.

[2 marks]

.....CuO + C ⟶ ..... + CO_2

Do not write outside the box

4 (b) Copper is produced from copper sulfate solution by displacement using scrap iron or by electrolysis.

4 (b) (i) Use the Chemistry Data Sheet to help you to answer this question.

Give **two** reasons why scrap iron is used to displace copper.

[2 marks]

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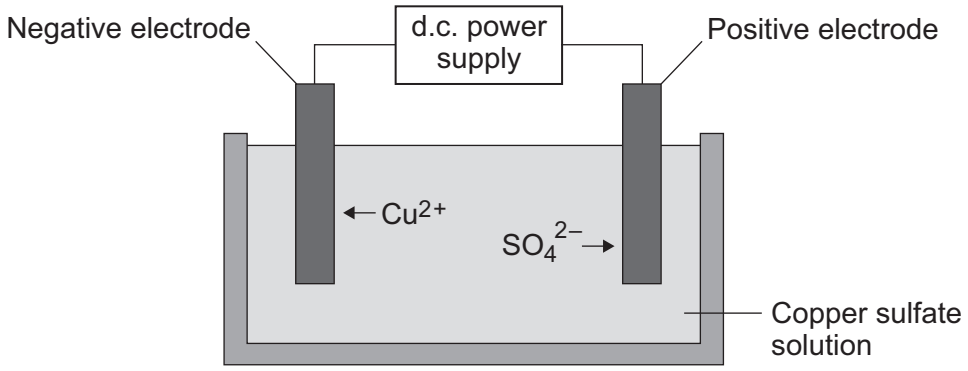
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4 (b) (ii) **Figure 4** shows the electrolysis of copper sulfate solution.

Figure 4



Describe what happens to the copper ions during electrolysis.

[2 marks]

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Turn over ▶

Do not write outside the box

5 Limestone contains calcium carbonate ($CaCO_3$).

5 (a) Name the type of reaction that takes place when calcium carbonate is heated strongly.

Name the products formed.

[3 marks]

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5 (b) A student investigated what happens when limestone is heated strongly.

This is the method the student used:

- measure the mass of limestone before heating
- measure the mass of solid product after heating
- repeat the experiment three more times.

The student's results are shown in **Table 3**.

Table 3

	Experiment 1	**Experiment 2**	**Experiment 3**	**Experiment 4**
Mass of limestone before heating in g	5.0	5.0	5.0	5.0
Mass of solid product after heating in g	3.2	4.0	3.1	3.3
Mass lost in g	1.8	1.0	1.9	1.7

5 (b) (i) Calculate the mean mass lost, taking account of any anomalies.

[2 marks]

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Mean mass lost = ... g

Do not write outside the box

5 (b) (ii) The student used the chemical equation to calculate the maximum mass lost by 5.0 g of calcium carbonate when heated.

The maximum mass lost is 2.2 g.

Suggest and explain **two** reasons why the mean mass lost in the experiments to heat limestone is less than 2.2 g.

Do **not** include any reference to weighing errors in your answer.

[4 marks]

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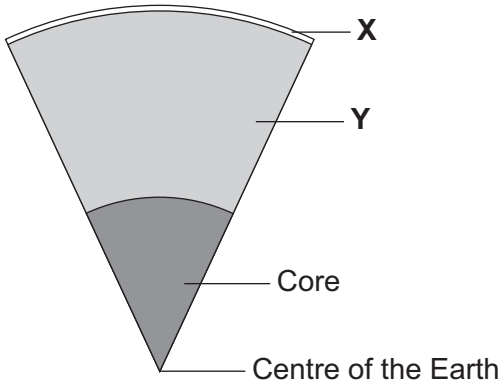
Turn over for the next question

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6 The Earth is almost spherical and is surrounded by an atmosphere.

Figure 5 shows a section of the layered structure of the Earth.

Figure 5



6 (a) In 1915 Alfred Wegener put forward his idea of continental drift.

6 (a) (i) Why did most scientists in 1915 **not** accept Wegener's idea of continental drift?

[1 mark]

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6 (a) (ii) Describe how **and** explain why continental drift takes place.

Include the names of **X** and **Y** in your answer.

[5 marks]

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Do not write outside the box

6 (b) **Table 4** shows some properties of gases in the Earth's atmosphere.

Table 4

Gas	Melting point in °C	Boiling point in °C
Argon	–189	–186
Carbon dioxide	–78	–78
Helium	–272	–269
Neon	–249	–246
Nitrogen	–210	–196
Oxygen	–219	–183

These gases are separated by:

- removing carbon dioxide
- cooling the remaining gases to –200 °C
- removing the gases that do not condense
- allowing the liquefied gases to warm up.

6 (b) (i) Suggest **one** reason why carbon dioxide is removed before the gases are cooled to –200 °C.

[1 mark]

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6 (b) (ii) Draw a ring around **one** gas that does **not** condense when the remaining gases are cooled to –200 °C.

[1 mark]

argon **neon** **nitrogen** **oxygen**

6 (b) (iii) The oxygen separated by this process contains another gas.

Name the gas and give a reason for your answer.

[2 marks]

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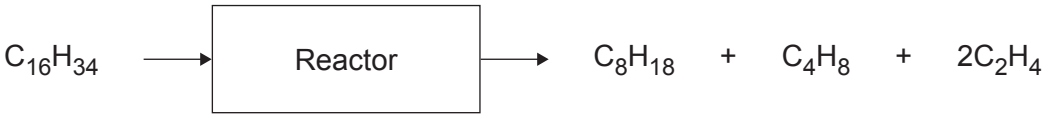
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7 Poly(butene) is a polymer made from crude oil in two stages.

7 (a) The first stage in making poly(butene) is to break down large hydrocarbon molecules from crude oil into smaller hydrocarbon molecules, as shown in **Figure 6**.

Figure 6



7 (a) (i) The products contain two types of hydrocarbon with different general formulae.

Name the two types of hydrocarbon.

[1 mark]

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7 (a) (ii) Describe the conditions in the reactor.

[2 marks]

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7 (a) (iii) Suggest why air must **not** enter the reactor.

[1 mark]

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7 (a) (iv) Suggest a method that can be used to separate butene (C_4H_8) from the other hydrocarbons.

[1 mark]

.....

Do not write outside the box

7 (b) The second stage is to use butene (C_4H_8) to produce poly(butene).

7 (b) (i) Draw the displayed structure of a butene (C_4H_8) molecule.

[1 mark]

7 (b) (ii) Describe how molecules of butene (C_4H_8) form poly(butene).

[2 marks]

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8

END OF QUESTIONS

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There are no questions printed on this page

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GCSE

SCIENCE A / CHEMISTRY

CH1HP

Mark scheme

4405 / 4402

June 2014

Version 1.0 Final

STEMUP.CO.UK

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

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

Further copies of this Mark Scheme are available from aqa.org.uk

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Information to Examiners

1. General

The mark scheme for each question shows:

- the marks available for each part of the question
- the total marks available for the question
- the typical answer or answers which are expected
- extra information to help the Examiner make his or her judgement and help to delineate what is acceptable or not worthy of credit or, in discursive answers, to give an overview of the area in which a mark or marks may be awarded
- the Assessment Objectives and specification content that each question is intended to cover.

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

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

In general the right-hand side of the mark scheme is there to provide those extra details which confuse the main part of the mark scheme yet may be helpful in ensuring that marking is straightforward and consistent.

2. Emboldening and underlining

2.1 In a list of acceptable answers where more than one mark is available 'any **two** from' is used, with the number of marks emboldened. Each of the following bullet points is a potential mark.

2.2 A bold **and** is used to indicate that both parts of the answer are required to award the mark.

2.3 Alternative answers acceptable for a mark are indicated by the use of **or**. Different terms in the mark scheme are shown by a / ; eg allow smooth / free movement.

2.4 Any wording that is underlined is essential for the marking point to be awarded.

3. Marking points

3.1 Marking of lists

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

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

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

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

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

Example 2: Name two planets in the solar system. (2 marks)

Student	Response	Marks awarded
1	Neptune, Mars, Moon	1
2	Neptune, Sun, Mars, Moon	0

3.2 Use of chemical symbols / formulae

If a student writes a chemical symbol / formula instead of a required chemical name, full credit can be given if the symbol / formula is correct and if, in the context of the question, such action is appropriate.

3.3 Marking procedure for calculations

Full marks can be given for a correct numerical answer, without any working shown.

However, if the answer is incorrect, mark(s) can be gained by correct substitution / working and this is shown in the 'extra information' column or by each stage of a longer calculation.

3.4 Interpretation of 'it'

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

3.5 Errors carried forward

Any error in the answers to a structured question should be penalised once only.

Papers should be constructed in such a way that the number of times errors can be carried forward is kept to a minimum. Allowances for errors carried forward are most likely to be restricted to calculation questions and should be shown by the abbreviation e.c.f. in the marking scheme.

3.6 Phonetic spelling

The phonetic spelling of correct scientific terminology should be credited **unless** there is a possible confusion with another technical term.

3.7 Brackets

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

3.8 Ignore / Insufficient / Do <u>not</u> allow

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

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

Quality of Written Communication and levels marking

In Question 2(b) students are required to produce extended written material in English, and will be assessed on the quality of their written communication as well as the standard of the scientific response.

Students will be required to:

- use good English
- organise information clearly
- use specialist vocabulary where appropriate.

The following general criteria should be used to assign marks to a level:

Level 1: basic

- Knowledge of basic information
- Simple understanding
- The answer is poorly organised, with almost no specialist terms and their use demonstrating a general lack of understanding of their meaning, little or no detail
- The spelling, punctuation and grammar are very weak.

Level 2: clear

- Knowledge of accurate information
- Clear understanding
- The answer has some structure and organisation, use of specialist terms has been attempted but not always accurately, some detail is given
- There is reasonable accuracy in spelling, punctuation and grammar, although there may still be some errors.

Level 3: detailed

- Knowledge of accurate information appropriately contextualised
- Detailed understanding, supported by relevant evidence and examples
- Answer is coherent and in an organised, logical sequence, containing a wide range of appropriate or relevant specialist terms used accurately.
- The answer shows almost faultless spelling, punctuation and grammar.

Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
1(a)(i)	2,4 drawn (as dots / crosses / e^-)		1	2 / 1.1.1h	E
1(a)(ii)	Water (vapour) / steam	allow hydrogen oxide / H_2O *do **not** accept hydroxide*	1	1 / 1.4.3b	G
1(b)	any **two** pairs from: carbon dioxide (1) causes global warming (1) **or** carbon (particles) / *soot* (1) causes global dimming (1) **or** carbon monoxide (1) is toxic (1) **or** sulfur dioxide (1) causes acid rain (1)	*allow greenhouse effect / climate change / sea level rise / melting of polar ice caps* *allow particulates* *allow blocks out sunlight / smog / prevents plant growth / causes breathing difficulties* *allow kills plants / erosion / acidifies water*	4	1 / 1.4.3a/c	E
Total			**6**		

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Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
2(a)(i)	reaction with water / steam	allow add water / steam *(to produce ethanol)* *allow H_2O or hydrogen oxide for water* *ignore mix*	1	1 / 1.5.3a	E
2(a)(ii)	filter / decant (to remove the yeast) *(fractional) distillation / distil*	*allow answers in either order* *accept description of decanting* *ignore sieve* *accept evaporation then condensation*	1 1	2 / 1.5.3b	E

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2(b) Marks awarded for this answer will be determined by the Quality of Written Communication (QWC) as well as the standard of the scientific response. Examiners should also refer to the information on page 5, and apply a 'best-fit' approach to the marking.

0 marks	Level 1 (1–2 marks)	Level 2 (3–4 marks)	Level 3 (5–6 marks)
No relevant content	There is a stated advantage **or** disadvantage of using biodiesel ***or*** petroleum diesel.	There is a stated advantage **or** disadvantage of using biodiesel **or** petroleum diesel with a linked consequence.	There is at least one stated advantage **and** at least one stated disadvantage of using biodiesel **or** petroleum diesel with a linked consequence for each.

Examples of points made in the response could include:

Advantages *of biodiesel*:

- Produces less carbon dioxide
- Produces no sulfur dioxide
- Produces less particulates
- Sustainable / renewable
- Growing crops absorb carbon dioxide
- Carbon neutral
- Produces less acid rain
- Conserves the limited amount of petroleum diesel

Disadvantages *of biodiesel*:

- Produces more nitrogen oxides
- Deforestation for land
- Destruction of habitats for land
- Uses land that could be used for food crops
- Creates food shortages
- Crops are not reliable

1+2+3 / 1.4.3e

E

Total			**9**

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Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
3(a)(i)	add bromine (water) *to the oil* *one drop at a time / dropwise* ***or*** *count / record number of drops* until the bromine (water) no longer decolourises **or** until bromine water remains orange	*it = bromine water* *allow shake / mix / stir* *ignore clear*	1 1 1	1+2 / 1.6.3a	E
3(a)(ii)	A 2 anomalous result ***or*** *explanation*	both need to be correct *allow A 17* *ignore does not fit pattern/trend* *independent marking points*	1 1	3 / 1.6.3a	E
3(a)(iii)	any **one** from: • temperature • concentration of bromine water • (same) *dropper / pipette*	*ignore references to time* *allow same bromine water* *allow (same) drop size*	1	3 / 1.6.3a	E

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3(b)	any **three** from: • A's oil has more unsaturated fat (than Vegio) **or** has the most unsaturated fat • B's oil has more unsaturated fat (than Vegio) • C's oil has less unsaturated fat (than Vegio) **or** has the least unsaturated fat • D's oil has less unsaturated fat (than Vegio) • Vegio is in 3rd position	*comparison must be to Vegio* allow *healthier **or** better (for you)* for *more* unsaturated fat *ignore references to bromine water* *allow <u>only</u> A and B have more unsaturated fat than Vegio **or** <u>only</u> C and D have less unsaturated fat than Vegio for **3** marks*	3	3 / 1.6.3a	E
Total			**9**		

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Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
4(a)(i)	phytomining		1	1 / 1.3.1g	G
4(a)(ii)	*(the land contains)* very little copper uneconomical	*allow low grade ore **or** large amounts of waste* *ignore quarrying / benefits of using plants* *accept (smelting) uses a lot of energy / fossil fuels* *allow expensive*	1 1	3 / 1.3.1f/g	E
4(a)(iii)	Cu **2** $CuO + C \rightarrow$ **2** $Cu + CO_2$	*allow 2 $CuO + C \rightarrow Cu_2 + CO_2$ for **1** mark*	1 1	2 / 1.3.1f	E
4(b)(i)	iron is more reactive (than copper) iron is cheap(er than copper)	*allow cheaper **or** uses less energy than electrolysis*	1 1	1 + 2 / 1.3.1h	E
4(b)(ii)	*any **two** from:* • copper / ions move **or** are attracted to the negative electrode / *cathode* • where they are reduced **or** gain (two) electrons • *where they form copper (metal / atoms)*		2	1 / 1.3.1h	E
Total			**9**		

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Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
5(a)	(thermal) decomposition	accept limestone decomposes allow endothermic	1	1 / 1.2.1b	E
	(to produce) calcium oxide / *CaO* ***or*** *quicklime*	accept a correct word or chemical equation for the last two marking points	1		
	(to produce) carbon dioxide / CO_2		1		
5(b)(i)	1.8(g)	*accept correct answer with or without working* accept $1.8 + 1.9 + 1.7 \div 3$ for **1** mark if no other mark awarded allow **1** mark for 1.6(g) or any calculation with one error	2	2 + 3 / 1.2.1b	E
5(b)(ii)	the limestone was not pure (calcium carbonate) **or** *contained impurities*		1	2 + 3 / 1.2.1b	E
	so less carbon dioxide was produced		1		
	the temperature was not high enough	allow not heated for long enough	1		
	so the limestone / *calcium carbonate* did not fully decompose / *react*		1		
Total			**9**		

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Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
6(a)(i)	*Wegener / they* could not explain how continents could move	*allow not enough or no evidence or no proof (of movement)* *ignore status / technology*	1	1 / 1.7	E
6(a)(ii)	*because the (Earth's) <u>crust</u>* *(is divided into tectonic) plates* *the heat (released) from radioactive processes* *causes convection currents* *in the <u>mantle</u> (that move the tectonic plates)*		1 1 1 1 1	1 / 1.7.1b/c	E
6(b)(i)	forms a solid **or** freezes	accept would block pipes	1	2 / 1.7.2j	E
6(b)(ii)	neon		1	2 / 1.7.2j	A
6(b)(iii)	argon because the <u>boiling</u> points are almost the same **or** only 3 degrees different	*do **not** allow reference to melting points*	1 1	3 / 1.7.2j	E
Total			**10**		

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Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
7(a)(i)	alkanes **and** alkenes	any order allow saturated **and** unsaturated (hydrocarbons)	1	1 / 1.4.2a	E
7(a)(ii)	high temperature catalyst **or** steam	*allow temperatures from 300 – 900 ^{o}C* *allow vapours* *ignore heat / hot **or** pressure* *allow zeolite / aluminium oxide* *ignore names of other catalysts*	1 1	1 / 1.5.1a	E
7(a)(iii)	<u>*oxygen*</u> could react / *burn* with the hydrocarbons	allow <u>*oxygen*</u> could cause an explosion	1	2 / 1.5.1a	E
7(a)(iv)	*(fractional)* distillation		1	2 / 1.4.2b	E
7(b)(i)	displayed structure of butene drawn		1	2 / 1.5.1c	E
7(b)(ii)	many monomers **or** many butene molecules *form chains **or** very large molecules*	 if no other mark awarded allow double bond breaks / opens up **or** double bond forms a single bond for **1** mark	1 1	1 / 1.5.2a	E
Total			**8**		

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Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
TOTAL	

General Certificate of Secondary Education
Higher Tier
June 2013

Science A
Unit Chemistry C1

Chemistry
Unit Chemistry C1

CH1HP

H

Monday 10 June 2013 1.30 pm to 2.30 pm

For this paper you must have:
- a ruler
- the Chemistry Data Sheet (enclosed).

You may use a calculator.

Time allowed
- 1 hour

Instructions
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information
- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- You are expected to use a calculator where appropriate.
- You are reminded of the need for good English and clear presentation in your answers.
- Question 3(b) should be answered in continuous prose.
  In this question you will be marked on your ability to:
  – use good English
  – organise information clearly
  – use specialist vocabulary where appropriate.

Advice
- In all calculations, show clearly how you work out your answer.

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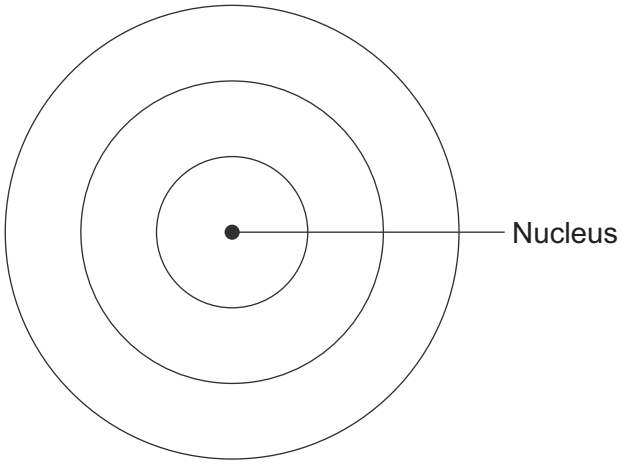
Do not write outside the box

Answer **all** questions in the spaces provided.

1 Aluminium has many uses.

1 (a) An aluminium atom has 13 electrons.

1 (a) (i) Draw the electronic structure of an aluminium atom.



(1 mark)

1 (a) (ii) Name the **two** sub-atomic particles in the nucleus of an aluminium atom.

..... and .....

(1 mark)

1 (a) (iii) Why is there no overall electrical charge on an aluminium atom?

.....

.....

(1 mark)

Do not write outside the box

1 (b) Rail tracks are made from steel.

Molten iron is used to weld rail tracks.

The reaction of aluminium with iron oxide is used to produce molten iron.

1 (b) (i) Balance the chemical equation for the reaction.

$$\text{.....Al} + Fe_2O_3 \longrightarrow \text{.....Fe} + Al_2O_3$$

(1 mark)

1 (b) (ii) Why does aluminium react with iron oxide?

.....

.....

(1 mark)

5

Turn over for the next question

Do not write outside the box

2 Metals are extracted from their ores.

Many copper ores contain only 2% of copper compounds.

2 (a) Copper is now extracted from ores containing a low percentage of copper compounds.

Suggest **two** reasons why.

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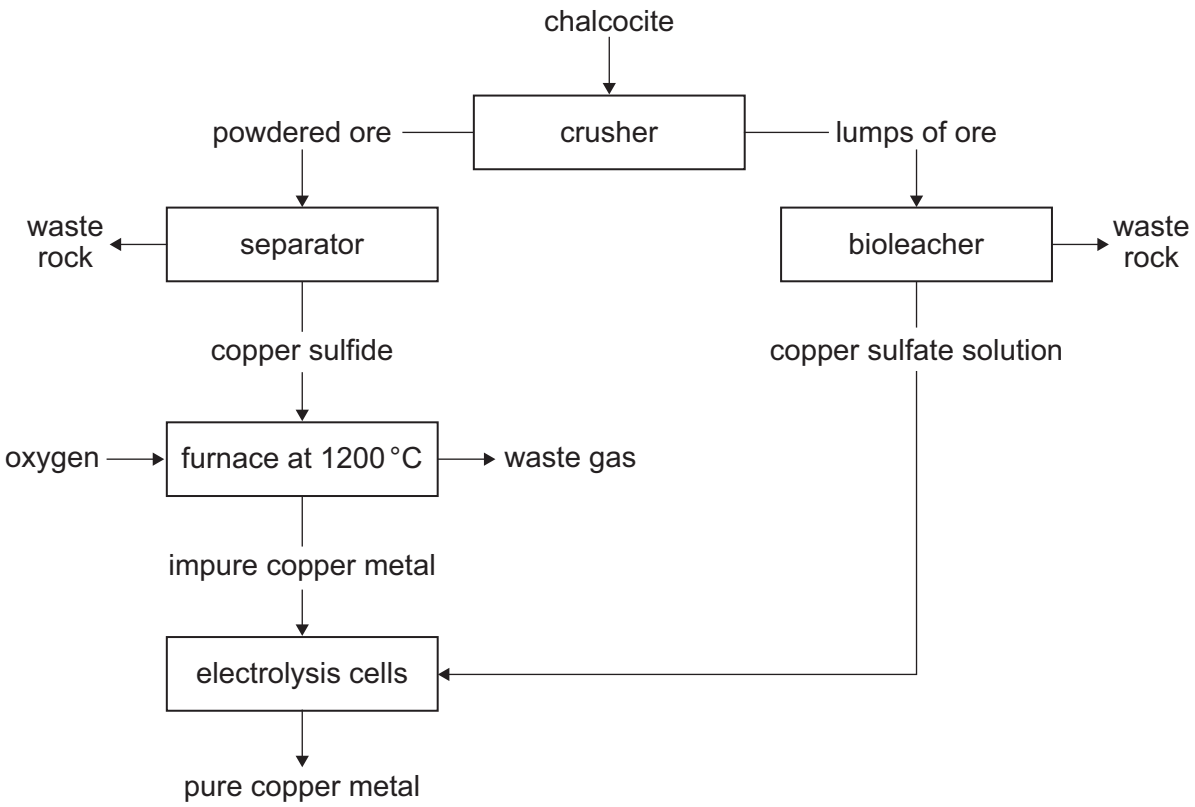
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(2 marks)

2 (b) Chalcocite, an ore of copper, contains copper sulfide.
The flow diagram shows how copper metal is extracted from chalcocite.



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2 (b) (i) Suggest **one** reason why it is difficult to dispose of the waste rock.

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(1 mark)

2 (b) (ii) The reaction in the furnace could cause environmental pollution.
Explain how.

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(2 marks)

2 (b) (iii) The extraction of pure copper is expensive.
Give **one** reason why.

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(1 mark)

2 (b) (iv) Pure copper is produced by electrolysis of copper sulfate solution.

Which electrode do the copper ions move towards?
Give a reason for your answer.

.....

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(2 marks)

2 (b) (v) Large areas of land are contaminated with copper compounds.
Phytomining can be used to remove these copper compounds from the land.

What is used in phytomining to remove copper compounds from the land?

.....

.....

(1 mark)

9

Turn over ▶

Do not write outside the box

3 Crude oil is a mixture of many different chemical compounds.

3 (a) Fuels, such as petrol (gasoline), can be produced from crude oil.

3 (a) (i) Fuels react with oxygen to release energy.

Name the type of reaction that releases energy from a fuel.

.....

(1 mark)

3 (a) (ii) Fuels react with oxygen to produce carbon dioxide.
The reaction of a fuel with oxygen can produce a different oxide of carbon.

Name this different oxide of carbon and explain why it is produced.

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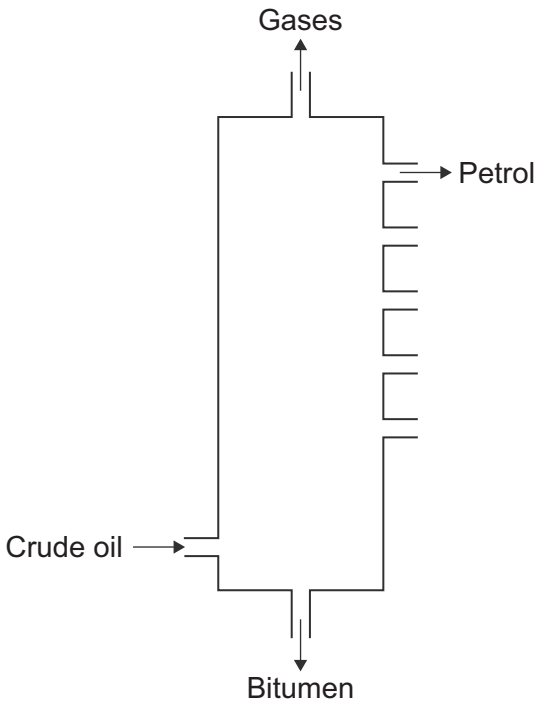
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(2 marks)

3 (b) Most of the compounds in crude oil are hydrocarbons.
Hydrocarbons with the smallest molecules are very volatile.



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Do not write outside the box

In this question you will be assessed on using good English, organising information clearly and using specialist terms where appropriate.

Describe and explain how **petrol** is separated from the mixture of hydrocarbons in crude oil.

Use the diagram and your knowledge to answer this question.

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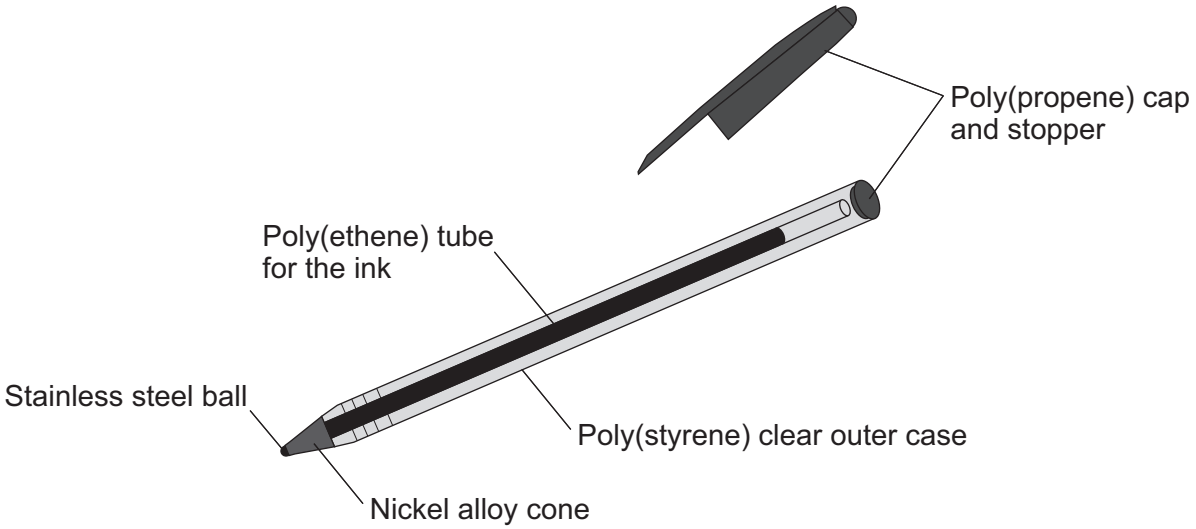
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(6 marks)

9

Do not write outside the box

4 The diagram shows a ballpoint pen.



4 (a) Give **one** advantage and **one** disadvantage of recycling the materials from this type of ballpoint pen.

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(2 marks)

4 (b) Alloys are used to make the ballpoint pen.

Give **two** reasons why alloys are used in the ballpoint pen.

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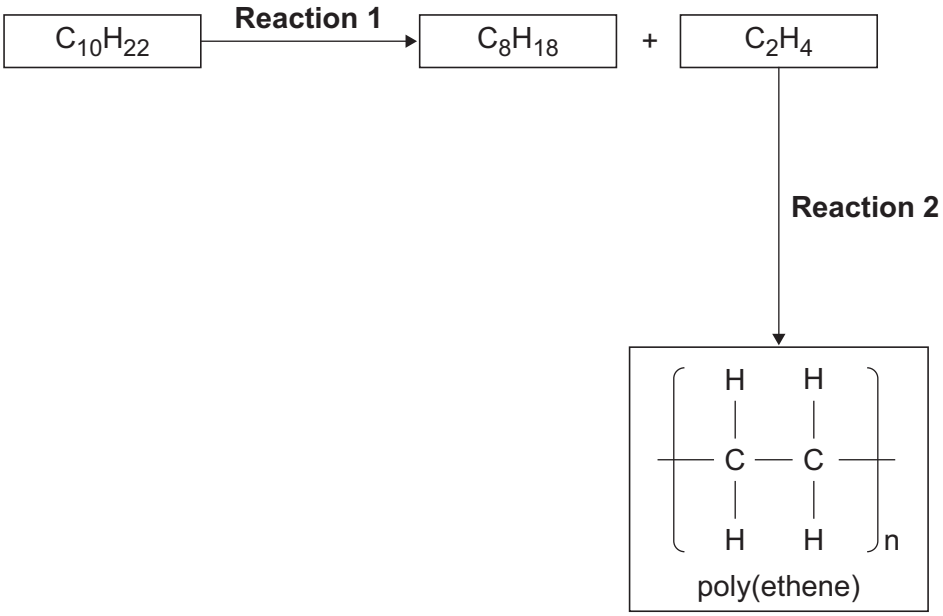
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(2 marks)

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4 (c) Decane ($C_{10}H_{22}$) can be used to produce poly(ethene).



4 (c) (i) Describe the conditions needed for **Reaction 1**.

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(2 marks)

4 (c) (ii) Describe, in terms of molecules, how poly(ethene) is produced in **Reaction 2.**

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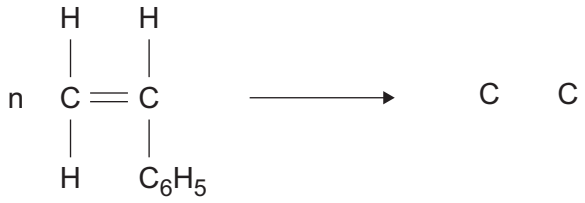
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(2 marks)

Question 4 continues on the next page

Do not write outside the box

4 (d) Complete the displayed structure of the product in the equation.



styrene poly(styrene)

(2 marks)

10

5 The amount of carbon dioxide in the Earth's atmosphere has changed since the Earth was formed.
The amount of carbon dioxide continues to change because of human activities.

5 (a) Cement is produced when a mixture of calcium carbonate and clay is heated in a rotary kiln. The fuel mixture is a hydrocarbon and air.

Hydrocarbons react with oxygen to produce carbon dioxide.
Calcium carbonate decomposes to produce carbon dioxide.

5 (a) (i) Complete each chemical equation by writing the formula of the other product.

$$CH_4 + 2O_2 \longrightarrow 2 \text{ .....} + CO_2$$

$$CaCO_3 \longrightarrow \text{.....} + CO_2$$

(2 marks)

5 (a) (ii) Hydrocarbons and calcium carbonate contain *locked up* carbon dioxide.

What is *locked up* carbon dioxide?

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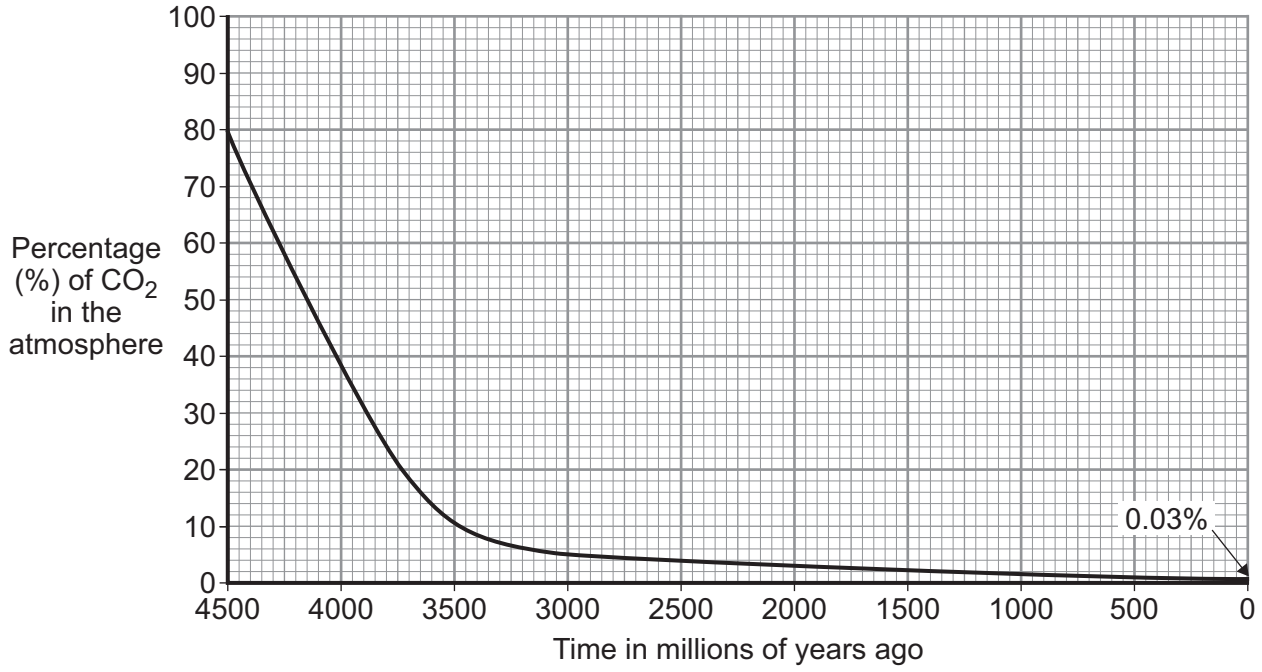
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(2 marks)

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5 (b) **Graph 1** shows how the percentage of carbon dioxide in the atmosphere changed in the last 4500 million years.

Graph 1



Use information from **Graph 1** to answer these questions.

5 (b) (i) Describe how the percentage of carbon dioxide has changed in the last 4500 million years.

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(2 marks)

5 (b) (ii) Give **two** reasons why the percentage of carbon dioxide has changed.

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(2 marks)

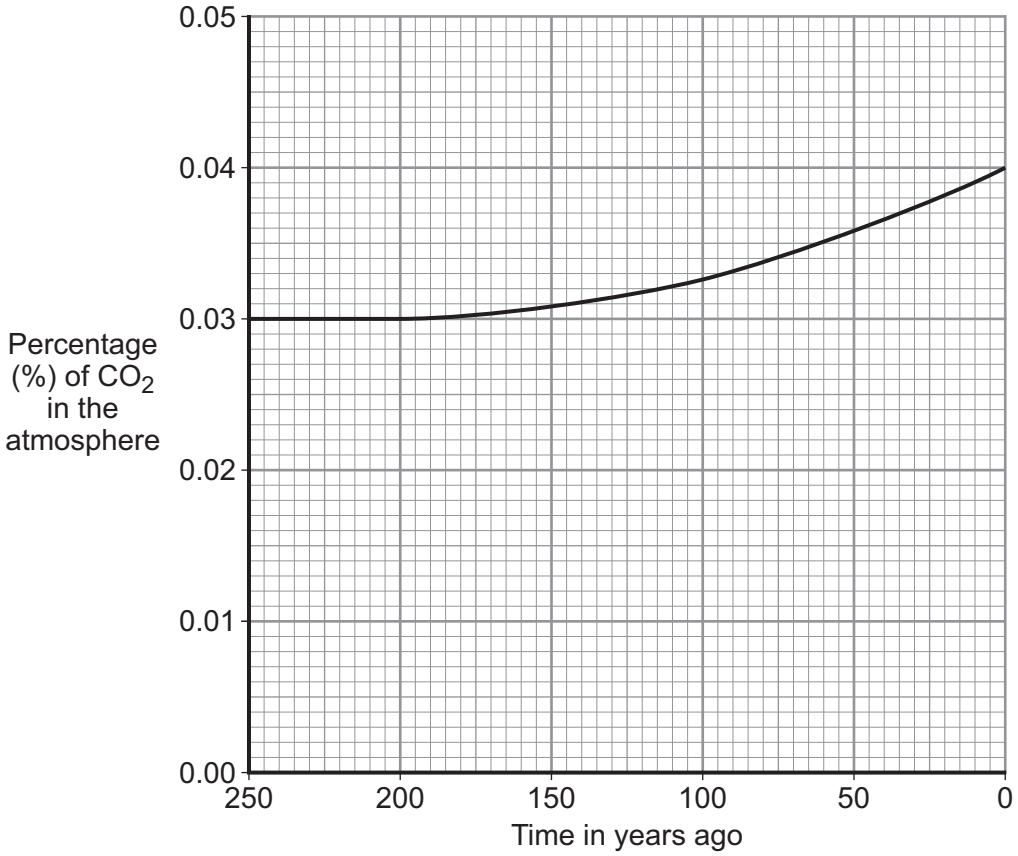
Question 5 continues on the next page

Turn over ▶

Do not write outside the box

5 (c) **Graph 2** shows how the percentage of carbon dioxide in the atmosphere changed in the last 250 years.

Graph 2



Should we be concerned about this change in the percentage of carbon dioxide?

Explain your answer.

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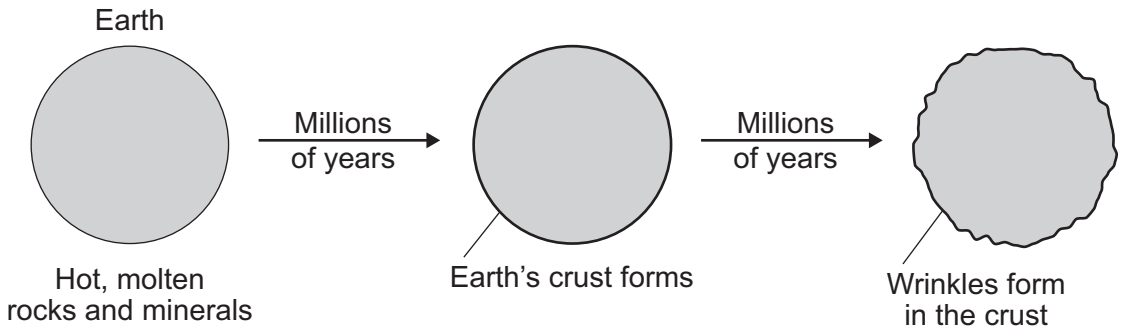
(2 marks)

10

Do not write outside the box

6 There were many ideas about how the Earth was formed from a molten ball of rock and minerals.

At one time scientists thought the features of the Earth were caused when the molten ball of rock and minerals cooled and wrinkled.



6 (a) Scientists now have evidence that the Earth has a layered structure.

Describe the layered structure of the Earth. You should indicate the relative sizes of the layers.

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(3 marks)

6 (b) At one time scientists thought the Earth's continents were formed in fixed positions when the molten ball of rock and minerals cooled and wrinkled.

In 1912, the scientist Alfred Wegener suggested his idea about how Earth's continents formed.

Describe Wegener's idea of how Earth's continents formed.

.....

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(2 marks)

5

Turn over ▶

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7 There has been research into fuels for car engines.

Fuel	Content	Melting point in °C	Flashpoint in °C	Energy released in MJ per litre
Ethanol	C_2H_5OH	–114	+14	21.2
Diesel	hydrocarbons	About –24	+64	38.6
Petrol	hydrocarbons	About –57	–45	34.8
Rapeseed oil	fats	About +5	+130	32.8

The flashpoint is the lowest temperature a fuel vapour ignites in air.

7 (a) The melting point of ethanol is precise but the other melting points are approximate. Suggest why.

.....

.....

.....

(2 marks)

7 (b) Ethanol is produced by fermentation of sugar cane. Rapeseed oil is produced by pressing rapeseeds. Waste plant material from both processes is used to feed animals.

7 (b) (i) Describe how the process of fermentation is done.

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(2 marks)

7 (b) (ii) Carbon neutral fuels do **not** increase the amount of carbon dioxide in the atmosphere.

Suggest why using a biofuel, such as ethanol or rapeseed oil, is thought to be carbon neutral.

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(2 marks)

Do not write outside the box

7 (c) When any fuel from the table is used in a car engine, the exhaust gases contain nitrogen oxides.

Explain why.

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(2 marks)

7 (d) Evaluate replacing petrol with ethanol as a fuel for cars.

To gain full marks you should give a justified conclusion.

Use the information from the table and your knowledge to answer this question.

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(4 marks)

12

END OF QUESTIONS

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Version 1.0



General Certificate of Secondary Education
June 2013

Science A / Chemistry CH1HP

(Specification 4405 / 4402)

Unit 1: Chemistry 1

Final

Mark Scheme

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

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

Further copies of this Mark Scheme are available from: aqa.org.uk

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Information to Examiners

1. General

The mark scheme for each question shows:

- the marks available for each part of the question
- the total marks available for the question
- the typical answer or answers which are expected
- extra information to help the Examiner make his or her judgement and help to delineate what is acceptable or not worthy of credit or, in discursive answers, to give an overview of the area in which a mark or marks may be awarded.

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

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

In general the right-hand side of the mark scheme is there to provide those extra details which confuse the main part of the mark scheme yet may be helpful in ensuring that marking is straightforward and consistent.

2. Emboldening

2.1 In a list of acceptable answers where more than one mark is available 'any **two** from' is used, with the number of marks emboldened. Each of the following bullet points is a potential mark.

2.2 A bold **and** is used to indicate that both parts of the answer are required to award the mark.

2.3 Alternative answers acceptable for a mark are indicated by the use of **or**. Different terms in the mark scheme are shown by a / ; e.g. allow smooth / free movement.

3. Marking points

3.1 Marking of lists

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

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

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

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

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

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Example 2: Name two planets in the solar system. (2 marks)

Student	Response	Marks awarded
1	Neptune, Mars, Moon	1
2	Neptune, Sun, Mars, Moon	0

3.2 Use of chemical symbols / formulae

If a student writes a chemical symbol / formula instead of a required chemical name, full credit can be given if the symbol / formula is correct and if, in the context of the question, such action is appropriate.

3.3 Marking procedure for calculations

Full marks can be given for a correct numerical answer, without any working shown.

However, if the answer is incorrect, mark(s) can be gained by correct substitution / working and this is shown in the 'extra information' column or by each stage of a longer calculation.

3.4 Interpretation of 'it'

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

3.5 Errors carried forward

Any error in the answers to a structured question should be penalised once only.

Papers should be constructed in such a way that the number of times errors can be carried forward are kept to a minimum. Allowances for errors carried forward are most likely to be restricted to calculation questions and should be shown by the abbreviation e.c.f. in the marking scheme.

3.6 Phonetic spelling

The phonetic spelling of correct scientific terminology should be credited **unless** there is a possible confusion with another technical term.

3.7 Brackets

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

3.8 Ignore / Insufficient / Do not allow

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

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

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Quality of Written Communication and levels marking

In Question 3(b) candidates are required to produce extended written material in English, and will be assessed on the quality of their written communication as well as the standard of the scientific response.

Candidates will be required to:

- use good English
- organise information clearly
- use specialist vocabulary where appropriate.

The following general criteria should be used to assign marks to a level:

Level 1: basic

- Knowledge of basic information
- Simple understanding
- The answer is poorly organised, with almost no specialist terms and their use demonstrating a general lack of understanding of their meaning, little or no detail
- The spelling, punctuation and grammar are very weak.

Level 2: clear

- Knowledge of accurate information
- Clear understanding
- The answer has some structure and organisation, use of specialist terms has been attempted but not always accurately, some detail is given
- There is reasonable accuracy in spelling, punctuation and grammar, although there may still be some errors.

Level 3: detailed

- Knowledge of accurate information appropriately contextualised
- Detailed understanding, supported by relevant evidence and examples
- Answer is coherent and in an organised, logical sequence, containing a wide range of appropriate or relevant specialist terms used accurately.
- The answer shows almost faultless spelling, punctuation and grammar.

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Question 1

question	answers	extra information	Mark
1(a)(i)	2.8.3	any sensible symbol can be used to represent an electron	1
1(a)(ii)	proton(s) **and** neutron(s)	both needed for the mark	1
1(a)(iii)	number of protons is equal to number of electrons	allow positive and negative charges cancel out allow same amount of protons and electrons	1
1(b)(i)	**2** Al + Fe_2O_3 → **2** Fe + Al_2O_3	equation must be balanced	1
1(b)(ii)	aluminium is more reactive (than iron)	it = aluminium accept converse accept aluminium displaces iron accept aluminium is higher in the reactivity series (than iron)	1
Total			**5**

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Question 2

question	answers	extra information	Mark
2(a)	any **two** from: • copper / ores are running out / harder to find • there are no / very small amounts of high-grade copper ores left • copper metal is in demand • copper is expensive • now economical to extract copper from low-grade ores	it = copper allow new methods of extraction e.g. bioleaching and phytomining allow high-grade ores are running out for **2** marks	2
2(b)(i)	large amounts / 98% of rock to dispose of as waste **or** waste rock takes up a lot of space	accept contains toxic (metal) compounds / bioleacher	1
2(b)(ii)	(copper sulfide reacts with oxygen to) produce sulfur dioxide / SO_2 that causes acid rain	allow (sulfur reacts with oxygen to) produce sulfur dioxide / SO_2 allow description of effects of acid rain **or** sulfur dioxide if no other mark awarded allow CO_2 produced which causes global warming **or** CO_2 produced by burning fuel or heating the furnace for **1** mark	1 1
2(b)(iii)	any **one** from: • large amounts of fuels / energy used (for the furnace and electrolysis) • (the extraction has) many steps / stages / processes • large amounts of ore / material have to be mined	 allow large amounts of electricity needed ignore high temperature / electrolysis unqualified allow (extraction) is a long process / takes a lot of time allow ores contain a low percentage of copper	1

Question 2 continues on the next page

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Question 2 continued

question	answers	extra information	Mark
2(b)(iv)	(copper ions move towards) the negative electrode / *cathode* because copper ions / Cu^{2+} are positively charged **or** are oppositely charged **or** copper ions need to gain electrons	 allow because metal ions are positive **or** opposites attract	1 1
2(b)(v)	(growing) plants		1
Total			**9**

Question 3

question	answers	extra information	Mark
3(a)(i)	exothermic	accept combustion allow burning **or** oxidation **or** redox	1
3(a)(ii)	carbon monoxide / *CO* (is produced) because there is incomplete / partial combustion (of the fuel)	allow monoxide (is produced) ignore carbon oxide accept because there is insufficient oxygen / air (to burn the fuel)	1 1

Question 3(b) continues on the next page

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Question 3 continued

question	Answers	extra information	Mark
3(b)	Marks awarded for this answer will be determined by the Quality of Written Communication (QWC) as well as the standard of the scientific response. Examiners should also refer to the information on page 5.		6

0 marks	**Level 1 (1-2 marks)**	**Level 2 (3-4 marks)**	**Level 3 (5-6 marks)**
No relevant content.	There is a statement that crude oil is heated **or** that substances are cooled. However there is little detail and any description may be confused or inaccurate.	There is some description of heating / evaporating crude oil **and either** fractions have different boiling points **or** there is an indication of a temperature difference in the column.	There is a reasonable explanation of how petrol is or fractions are separated from crude oil using evaporating **and** condensing.

If cracking is given as a preliminary or subsequent process to fractional distillation then ignore.

However, if cracking / catalyst is given as part of the process, maximum is **level 2**

examples of chemistry points made in the response could include:

- Some / most of the hydrocarbons (or petrol) evaporate / form vapours or gases
- When some of / a fraction of the hydrocarbons (or petrol) cool to their boiling point they condense
- Hydrocarbons (or petrol) that have (relatively) low boiling points and are collected near the top of the fractionating column or hydrocarbons with (relatively) high boiling points are collected near the bottom of the fractionating column
- The process is fractional distillation
- Heat the crude oil / mixture of hydrocarbons or crude oil / mixture is heated to about 350°C
- Some of the hydrocarbons remain as liquids
- Liquids flow to the bottom of the fractionating column
- Vapours / gases rise up the fractionating column
- Vapours / gases cool as they rise up the fractionating column
- The condensed fraction (or petrol) separates from the vapours / gases and flows out through a pipe
- Some of the hydrocarbons remain as vapours / gases
- Some vapours / gases rise out of the top of the fractionating column
- There is a temperature gradient in the fractionating column or the fractionating column is cool at the top and hot at the bottom

Total			**9**

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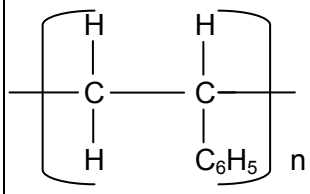
Question 4

question	Answers	extra information	Mark
4(a)	any **one** advantage from:	ignore can be made into other items	1
	• conserves resources (of crude oil / metal ores)	allow the materials (in the pen) are non-renewable allow less expensive than producing from the raw material	
	• reduces use of landfill	ignore less waste	
	• less use of fuels/energy		
	• less carbon dioxide produced	ignore global warming unqualified	
	any **one** disadvantage from:		1
	• made of different polymers / alloys / materials		
	• difficulty / cost of separating the different materials	allow not all the materials can be recycled	
4(b)	hard / strong / durable		1
	resistant to corrosion **or** unreactive	allow do not rust do **not** allow corrosive	1
4(c)(i)		ignore pressure / hot / heat	
	vapours (of decane)	allow high temperature (≥150 °C)	1
	passed over a catalyst **or** porous pot **or** aluminium oxide	allow catalyst even if incorrectly named	1
	or		
	mixed with steam (1)		
	at a (very) high temperature (1)	if temperature quoted, must be ≥500 °C	

Question 4 continues on the next page

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Question 4 continued

question	Answers	extra information	Mark
4(c)(ii)	many monomers **or** many ethene molecules		1
	join / bond **OR** monomers / ethene molecules (1) form chains **or** very large molecules (1)	allow addition polymerisation for second mark if no other mark awarded allow double bond breaks / opens up **or** double bond forms a single bond for **1** mark	1
4(d)		allow bonds that do not extend through brackets 7 single bonds are used and are in the correct places with no additional atoms (1) the brackets and the n are in the correct place (1)	2
Total			**10**

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Question 5

question	Answers	extra information	Mark
5(a)(i)	H_2O	must be formula	1
	CaO	must be formula	1
5(a)(ii)		it = carbon (dioxide)	
	carbon dioxide from the air / (Earth's early) atmosphere	accept carbon dioxide from millions of years ago	1
	formed (sedimentary) rocks **or** fossil fuels	ignore trapped / stored	1
5(b)(i)		it = carbon (dioxide)	
	decreases rapidly at first		1
	then slowly **or** levels off		1
		allow both marks if the description is correct using either 'rapidly' **or** 'slowly'	
		allow correct use of figures for either marking point	
		if no other mark awarded, allow CO_2 decreased for **1** mark	
5(b)(ii)	any **two** from: • used by plants • dissolved in oceans • 'locked up' in fossil fuels **or** formed fossil fuels • 'locked up' in rocks **or** formed rocks	it = carbon (dioxide) accept photosynthesis	2

Question 5 continues on the next page

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Question 5 continued

question	Answers	extra information	Mark
5(c)		it = percentage of carbon (dioxide)	
	(yes)	ignore yes or no	
	because the percentage of carbon dioxide is increasing		1
	which causes global warming (to increase)	allow (carbon dioxide) causes greenhouse effect/climate change	1
	or		
	(no)		
	because the percentage of carbon dioxide is low (1)		
	compared to millions of years ago (1)	allow global warming can be caused by other factors (e.g. Sun / water vapour / methane)	
Total			**10**

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Question 6

question	Answers	extra information	Mark
6(a)	Earth consists of crust, mantle and core		1
	relative positions (of crust, mantle and core) correctly given		1
	crust is thinner than the mantle and core	accept correct information from a labelled diagram	1
6(b)	continents were joined together	accept there was a supercontinent / Pangaea	1
	the continents then drifted apart **or** moved apart	ignore attempts at explanations for movement	1
Total			**5**

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Question 7

question	Answers	extra information	Mark
7(a)	ethanol is made up of only one type of molecule **or** ethanol is a compound	allow ethanol is pure	1
	diesel / petrol / rapeseed oil are mixtures	accept composition of diesel / petrol / rapeseed oil varies / changes allow different hydrocarbons have different melting points ignore diesel, petrol and rapeseed oil are impure	1
7(b)(i)	sugar is mixed with / dissolved in water	accept sugar cane for sugar	1
	yeast (is added)	allow enzymes are added if no other mark awarded, allow correct word or chemical equation for **1** mark	1
7(b)(ii)		accept carbon for carbon dioxide	
	(growing sugar cane / rapeseed) plants absorbs carbon dioxide	accept carbon dioxide is used for photosynthesis	1
	which is released (when the biofuel burns)	do **not** accept no carbon dioxide is released (when biofuels burn)	1
7(c)	nitrogen / N_2 **and** oxygen / O_2 (in the air)	do **not** accept fuels contain nitrogen	1
	react in the hot engine / at high temperature		1

Question 7 continues on the next page

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Question 7 continued

question	Answers	extra information	Mark
7(d)	any **three** from: • ethanol needs a higher temperature to burn than petrol **or** ethanol has a higher flashpoint than petrol • ethanol releases less energy (per litre) than petrol • sugar is renewable **or** crude oil is non-renewable / will run out • sugar cane growth is unreliable / slow **or** crude oil is a reliable supply • ethanol is made by a batch / slow process **or** petrol is made by a continuous / fast process • ethanol is carbon neutral **or** petrol contains 'locked up' carbon dioxide • sugar / sugar cane should be used for food not for fuels	ignore references to melting point allow ethanol is not readily available **or** petrol is readily available accept idea of food shortages	3
	a justified conclusion that adds value	accept one **additional** point from the list above as long as one comparison of replacing petrol with ethanol is made	1
Total			**12**

UMS Conversion Calculator: www.aqa.org.uk/umsconversion

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Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
TOTAL	

General Certificate of Secondary Education
Higher Tier
January 2013

Science A
Unit Chemistry C1

CH1HP

H

Chemistry
Unit Chemistry C1

Monday 14 January 2013 9.00 am to 10.00 am

For this paper you must have:
- a ruler
- the Chemistry Data Sheet (enclosed).

You may use a calculator.

Time allowed
- 1 hour

Instructions
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

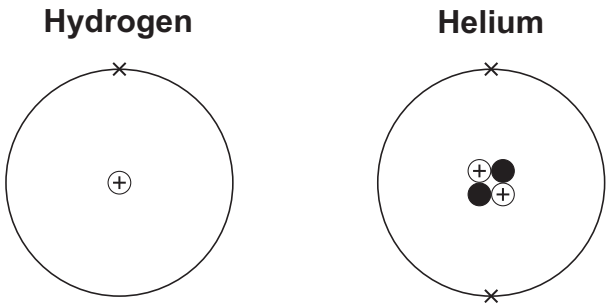
Information
- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- You are expected to use a calculator where appropriate.
- You are reminded of the need for good English and clear presentation in your answers.
- Question 3(c) should be answered in continuous prose.
  In this question you will be marked on your ability to:
  – use good English
  – organise information clearly
  – use specialist vocabulary where appropriate.

Advice
- In all calculations, show clearly how you work out your answer.

Do not write outside the box

Answer **all** questions in the spaces provided.

1 The Sun produces helium atoms from hydrogen atoms by nuclear fusion reactions.



1 (a) Describe the differences in the atomic structures of a hydrogen atom and a helium atom.

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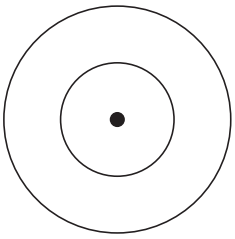
(3 marks)

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1 (b) The Sun consists of 73% hydrogen and 25% helium.
The rest is other elements.
One of the other elements in the Sun is neon.

Use the Chemistry Data Sheet to help you to answer these questions.

1 (b) (i) Complete the diagram to show the electronic structure of a neon atom.



(1 mark)

1 (b) (ii) Why is neon in the same group of the periodic table as helium?

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(1 mark)

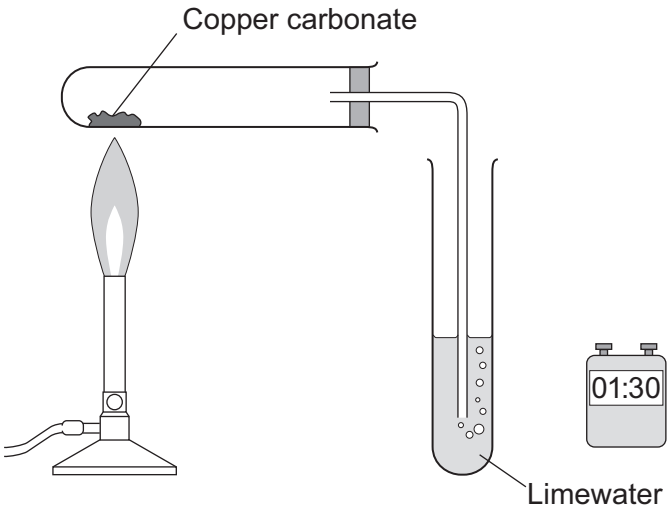
5

Turn over for the next question

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2 Carbon dioxide is produced when copper carbonate is heated.

A student investigated heating copper carbonate.
The student used the apparatus to measure how long it took for carbon dioxide to be produced.
The student also noted what happened during each minute for three minutes.



2 (a) The student used changes to the limewater to measure how long it took for carbon dioxide to be produced.

Describe how.

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(2 marks)

Do not write outside the box

2 (b) The student wrote down her observations.

Time interval in minutes	Observations
Between 0 and 1	A slow release of gas bubbles. The limewater did not change. The solid in the test tube was green.
Between 1 and 2	A fast release of gas bubbles. The limewater changed at 1 minute 10 seconds.
Between 2 and 3	No release of gas bubbles. The solid in the test tube was black.

2 (b) (i) Suggest the reason for the student's observations between 0 and 1 minute.

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(2 marks)

2 (b) (ii) Explain the student's observations between 1 and 2 minutes.

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(2 marks)

2 (b) (iii) Explain the student's observations between 2 and 3 minutes.

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(2 marks)

8

Turn over ▶

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There are no questions printed on this page

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ANSWER IN THE SPACES PROVIDED

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3 This question is about oil reserves.

3 (a) Diesel is separated from crude oil by fractional distillation.

Describe the steps involved in the fractional distillation of crude oil.

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(3 marks)

3 (b) Diesel is a mixture of lots of different *alkanes*.

What are *alkanes*?

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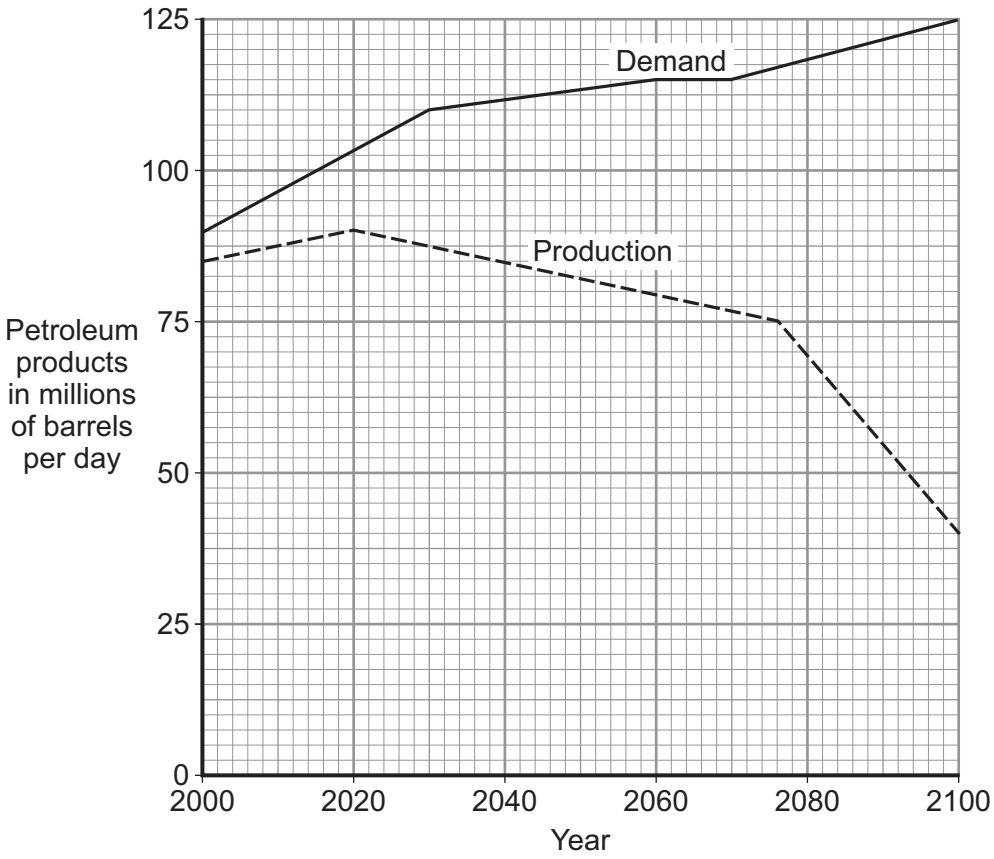
(2 marks)

Question 3 continues on the next page

Do not write outside the box

3 (c) *In this question you will be assessed on using good English, organising information clearly and using specialist terms where appropriate.*

Petroleum products, such as petrol, are produced from crude oil.
The graph shows the possible future production of petroleum products from crude oil and the expected demand for petroleum products.



Canada's oil sands hold about 20% of the world's known crude oil reserves.

The oil sands contain between 10 to 15% of crude oil. This crude oil is mainly bitumen.

In Canada the oil sands are found in the ground underneath a very large area of forest. The trees are removed. Then large diggers and trucks remove 30 metres depth of soil and rock to reach the oil sands. The oil sands are quarried. Boiling water is mixed with the quarried oil sands to separate the bitumen from the sand. Methane (natural gas) is burned to heat the water.

The mixture can be separated because bitumen floats on water and the sand sinks to the bottom of the water. The bitumen is cracked and the products are separated by fractional distillation.

Do not write outside the box

Use the information on page 8 and your knowledge and understanding to suggest the advantages and disadvantages of extracting petroleum products from oil sands.

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(6 marks)

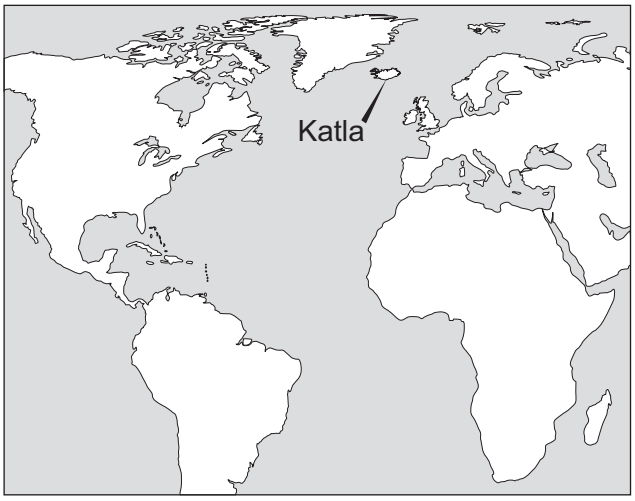
11

Turn over ▶

Do not write outside the box

4 Iceland has many volcanoes.

4 (a) Scientists are monitoring a volcano in Iceland, called Katla.
There has been an increase in the number of tremors (small earthquakes) in this area.



4 (a) (i) Why does Iceland have volcanoes?

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(1 mark)

4 (a) (ii) Scientists predict that Katla may erupt soon.
However, scientists do **not** know exactly when Katla will erupt.

Suggest **one** reason why.

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(1 mark)

Do not write outside the box

4 (b) During the first billion years of the Earth's existence its surface was covered with volcanoes.

Describe how this volcanic activity led to the formation of oceans.

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(2 marks)

4 (c) The Earth has about 500 000 earthquakes each year.

Describe how activity within the Earth results in earthquakes.

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(3 marks)

7

Turn over for the next question

Do not write outside the box

5 Olive oil has a melting point of –6 °C and a boiling point of 300 °C.
Olive oil has a high content of healthy, unsaturated fats.

5 (a) Olive oil can be hardened by reacting it with hydrogen.

5 (a) (i) State the conditions needed for this reaction.

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(2 marks)

5 (a) (ii) A student said that hardening would make olive oil healthier.

Is this student's hypothesis correct?

Explain your answer in terms of what happens in the hardening process.

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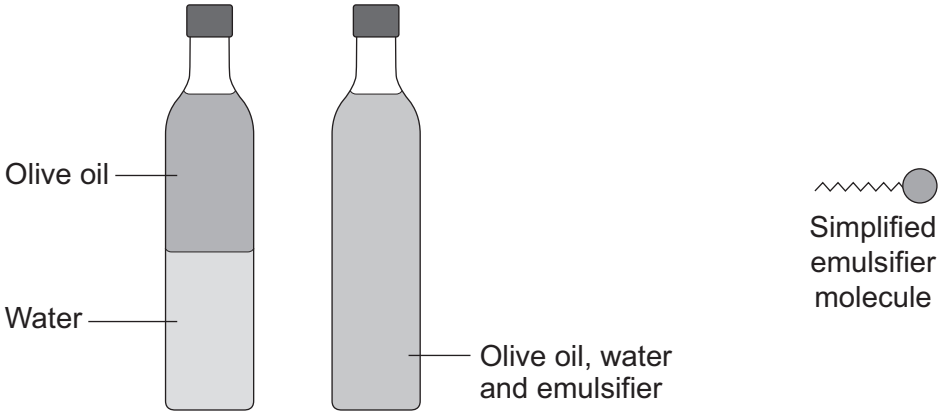
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(2 marks)

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5 (b) Olive oil and water do not mix.
A salad dressing is made by shaking olive oil and water with an emulsifier.



Explain how these emulsifier molecules are able to produce a stable mixture after shaking olive oil and water.

Use the diagram of the simplified emulsifier molecule to help you to answer this question.

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(3 marks)

7

Turn over for the next question

Do not write outside the box

6 Most petrol used in cars contains about 5% ethanol (C_2H_5OH).

6 (a) The complete combustion of ethanol produces carbon dioxide and water.

Complete and balance the symbol equation for the complete combustion of ethanol.

C_2H_5OH + ...O_2 → ..... + ...

(2 marks)

6 (b) Ethanol can be produced from octane (C_8H_{18}).
The two chemical equations represent the production of ethanol from octane.

Equation 1: $C_8H_{18} \rightarrow C_4H_{10} + 2C_2H_4$

Equation 2: $C_2H_4 + H_2O \rightarrow C_2H_5OH$

6 (b) (i) In **Equation 1** the products are a mixture of two gases.

Describe a chemical test that would indicate the presence of ethene (C_2H_4) in the mixture.

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(2 marks)

Do not write outside the box

6 (b) (ii) Describe, as fully as you can, the conditions used for the two reactions to produce ethanol from octane.

Use **Equation 1** and **Equation 2** to help you with your answer.

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(4 marks)

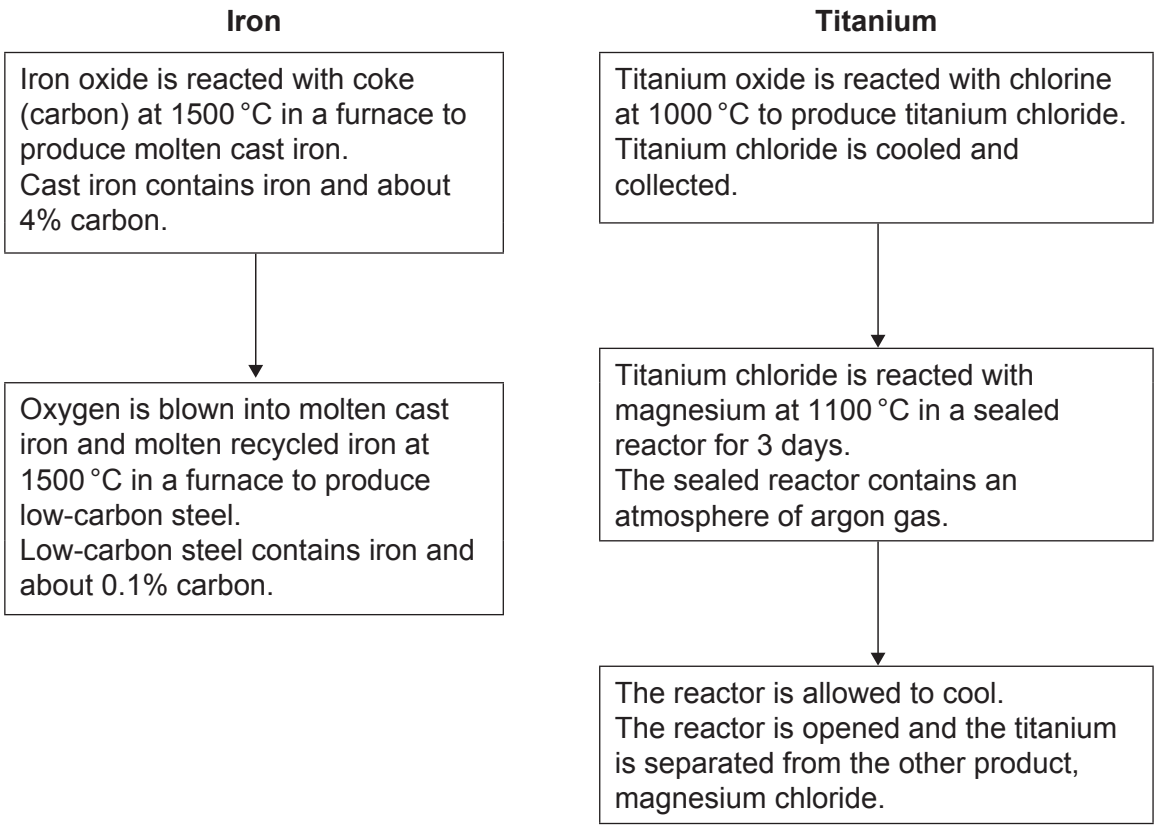
8

Turn over for the next question

Do not write outside the box

7 Iron is produced from the ore haematite (iron oxide).

Titanium is produced from the ore rutile (titanium oxide).



7 (a) The production of low-carbon steel uses oxygen but the production of titanium uses argon.

Explain why.

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(3 marks)

Do not write outside the box

7 (b) There is less titanium than iron in the Earth's crust.

Apart from titanium's scarcity, explain why titanium costs much more than iron.

Use the two flow diagrams on page 16 to help you to answer this question.

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(3 marks)

7 (c) Many chemical reactions take place in the production of both metals.

A chemical reaction in the production of iron is:

$$2\,Fe_2O_3 + 3\,C \rightarrow 4\,Fe + 3\,CO_2$$

A chemical reaction in the production of titanium is:

$$TiCl_4 + 2\,Mg \rightarrow Ti + 2\,MgCl_2$$

Titanium can be used to produce iron from iron oxide. The chemical reaction is:

$$2\,Fe_2O_3 + 3\,Ti \rightarrow 4\,Fe + 3\,TiO_2$$

Use these three reactions and the Chemistry Data Sheet to answer this question.

Suggest the position of titanium in the Reactivity Series of Metals.

Explain your answer.

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(2 marks)

8

Do not write outside the box

8 Scientists study the atmosphere on planets and moons in the Solar System to understand how the Earth's atmosphere may have evolved.

Titan is the largest moon of Saturn.

The table shows data about some substances in the atmosphere of Titan.

Substance	Melting point in °C	Boiling point in °C
Nitrogen	–210	–196
Methane	–183	–164
Argon	–189	–186
Hydrogen	–259	–253
Carbon monoxide	–205	–192

8 (a) There is no water on Titan. The average surface temperature on Titan is –179 °C.

Which of the substances in the table would form oceans on Titan?

Explain your answer.

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(2 marks)

Do not write outside the box

8 (b) Amino acids are essential to life.

In the 1950s the Miller-Urey experiment showed that simple amino acids, such as glycine (NH_2CH_2COOH), could have been produced from the Earth's early atmosphere.

The Miller-Urey experiment showed that simple amino acids could be produced by reactions between hydrocarbons, ammonia and water.

Explain how the Miller-Urey experiment suggests that reactions between the substances in Titan's atmosphere could also produce simple amino acids.

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(4 marks)

6

END OF QUESTIONS

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General Certificate of Secondary Education
January 2013

Science A / Chemistry CH1HP

(Specification 4405 / 4402)

Unit 1: Chemistry 1

Final

Mark Scheme

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

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

Further copies of this Mark Scheme are available from: aqa.org.uk

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Information to Examiners

1. General

The mark scheme for each question shows:

- the marks available for each part of the question
- the total marks available for the question
- the typical answer or answers which are expected
- extra information to help the Examiner make his or her judgement and help to delineate what is acceptable or not worthy of credit or, in discursive answers, to give an overview of the area in which a mark or marks may be awarded.

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

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

In general the right-hand side of the mark scheme is there to provide those extra details which confuse the main part of the mark scheme yet may be helpful in ensuring that marking is straightforward and consistent.

2. Emboldening

2.1 In a list of acceptable answers where more than one mark is available 'any **two** from' is used, with the number of marks emboldened. Each of the following bullet points is a potential mark.

2.2 A bold **and** is used to indicate that both parts of the answer are required to award the mark.

2.3 Alternative answers acceptable for a mark are indicated by the use of **or**.
Different terms in the mark scheme are shown by a / ; eg allow smooth / free movement.

3. Marking points

3.1 Marking of lists

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

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

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

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

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

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Example 2: Name two planets in the solar system. (2 marks)

Student	Response	Marks awarded
1	Neptune, Mars, Moon	1
2	Neptune, Sun, Mars, Moon	0

3.2 Use of chemical symbols / formulae

If a student writes a chemical symbol / formula instead of a required chemical name, full credit can be given if the symbol / formula is correct and if, in the context of the question, such action is appropriate.

3.3 Marking procedure for calculations

Full marks can be given for a correct numerical answer, without any working shown.

However, if the answer is incorrect, mark(s) can be gained by correct substitution / working and this is shown in the 'extra information' column or by each stage of a longer calculation.

3.4 Interpretation of 'it'

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

3.5 Errors carried forward

Any error in the answers to a structured question should be penalised once only.

Papers should be constructed in such a way that the number of times errors can be carried forward are kept to a minimum. Allowances for errors carried forward are most likely to be restricted to calculation questions and should be shown by the abbreviation e.c.f. in the marking scheme.

3.6 Phonetic spelling

The phonetic spelling of correct scientific terminology should be credited **unless** there is a possible confusion with another technical term.

3.7 Brackets

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

3.8 Ignore / Insufficient / Do <u>not</u> allow

Ignore or insufficient is used when the information given is irrelevant to the question or not enough to gain the marking point. Any further correct amplification could gain the marking point.
Do **not** allow means that this is a wrong answer which, even if the correct answer is given, will still mean that the mark is not awarded.

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Quality of Written Communication and levels marking

In Question 7(c) students are required to produce extended written material in English, and will be assessed on the quality of their written communication as well as the standard of the scientific response.

Students will be required to:

- use good English
- organise information clearly
- use specialist vocabulary where appropriate.

The following general criteria should be used to assign marks to a level:

Level 1: basic

- Knowledge of basic information
- Simple understanding
- The answer is poorly organised, with almost no specialist terms and their use demonstrating a general lack of understanding of their meaning, little or no detail
- The spelling, punctuation and grammar are very weak.

Level 2: clear

- Knowledge of accurate information
- Clear understanding
- The answer has some structure and organisation, use of specialist terms has been attempted but not always accurately, some detail is given
- There is reasonable accuracy in spelling, punctuation and grammar, although there may still be some errors.

Level 3: detailed

- Knowledge of accurate information appropriately contextualised
- Detailed understanding, supported by relevant evidence and examples
- Answer is coherent and in an organised, logical sequence, containing a wide range of appropriate or relevant specialist terms used accurately.
- The answer shows almost faultless spelling, punctuation and grammar.

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CH1HP

question	answers	extra information	mark
1(a)	hydrogen has one proton whereas helium has two protons	accept numbers for words accept hydrogen only has one proton ignore references to groups	1
	hydrogen has one electron whereas helium has two electrons	accept hydrogen only has one electron allow helium has a full outer shell (of electrons)	1
	hydrogen has no neutrons **or** helium has two neutrons	if no other mark awarded, allow helium has more electrons / protons / neutrons for **1** mark	1
1(b)(i)	2 electrons on first shell **and** 8 electrons on outer shell		1
1(b)(ii)	they have a stable arrangement of electrons	accept they have full outer energy level/shell of electrons do **not** accept they have the same number of electrons in their outer energy level / shell allow they are noble gases ignore they are in group 0	1
Total			**5**

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CH1HP

question	answers	extra information	mark
2(a)	time from when the heating is started until		1
	the limewater turns cloudy / milky		1
2(b)(i)	the temperature was not high enough	accept the copper carbonate had not started to decompose / react accept it takes time to heat up the copper carbonate	1
	the bubbles of gas were air	accept no carbon dioxide produced	1
2(b)(ii)	the copper carbonate was decomposing / reacting	accept the temperature was high enough to cause decomposition / a reaction	1
	so carbon dioxide was produced	allow correct word / symbol equation	1
2(b)(iii)	copper oxide was produced	allow correct word / symbol equation	1
	because the copper carbonate had completely decomposed / reacted	ignore all of the carbon dioxide had been given off	1
Total			**8**

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CH1HP

question	answers	extra information	mark
3(a)	heat to vaporise (the crude oil)	do **not** accept cracking / burning	1
	vapours condense		1
	at different temperatures	allow they have different boiling points	1
3(b)	(alkanes) are hydrocarbons **or** are compounds of hydrogen and carbon only		1
	alkanes are saturated **or** have only (carbon-carbon) single bonds	accept have no (carbon-carbon) double bonds accept general formula is C_nH_{2n+2} for **2** marks	1

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CH1HP

question		mark

3(c)

Marks awarded for this answer will be determined by the Quality of Written Communication (QWC) as well as the standard of the scientific response. — 6

0 marks	Level 1 (1-2 marks)	Level 2 (3-4 marks)	Level 3 (5-6 marks)
No relevant content.	There is a basic description of at least one advantage or one disadvantage of extracting petroleum products from oil sands.	There is a clear description of an advantage and a disadvantage of extracting petroleum products from oil sands.	There is a detailed description of both advantages and disadvantages of extracting petroleum products from oil sands.

examples of the chemistry/environmental/economic/social points made in the response

Advantages:

- the oil sands are needed because crude oil is running out
- this crude oil is needed because demand is increasing
- the oil sands contain a large amount of crude oil
- the oil sands could improve Canada's economy
- the oil sands provide employment for a lot of people
- the trees / forest are used for wood products / fuel

Disadvantages:

- destruction of environment / habitats
- fewer trees / forests to absorb carbon dioxide
- specified pollution, for example, visual, noise, atmospheric (including dust), water (including river or drinking) with cause, e.g. gases/particulates from burning diesel
- large amounts of methane(natural gas) are used to provide energy
- energy / fuel needed for cracking and fractional distillation
- burning fuel releases carbon dioxide
- crude oil / natural gas contains locked up carbon
- crude oil is non-renewable

Total			11

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CH1HP

question	answers	extra information	mark
4(a)(i)	(Iceland is) on a boundary between (tectonic) plates	allow where tectonic plates move apart / meet / collide	1
4(a)(ii)	any **one** from: • not all tremors (small earthquakes) indicate that the volcano will erupt • scientists cannot monitor what is happening below the Earth's crust or in the Earth's mantle	ignore tremors (small earthquakes) are random / have no pattern ignore difficult to predict / no evidence / no proof allow these tremors (small earthquakes) may be false alarms	1
4(b)	water vapour / steam released by volcanic activity condensed to form the oceans	allow a description of condensing do **not** accept other gases condensing	1 1
4(c)	earthquakes are caused by the sudden movement of the Earth's (tectonic) plates caused by convection currents in the Earth's mantle caused (by the heat released) by radioactive processes (within the Earth)	ignore collision (of tectonic plates)	1 1 1
Total			**7**

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CH1HP

question	answers	extra information	mark
5(a)(i)	in the presence of a nickel catalyst		1
	at about 60°C	allow 50 – 150°C	1
5(a)(ii)	(no) because hydrogen adds to the unsaturated fat **or** (no) because hydrogen reduces the number of (carbon–carbon) double bonds	accept (no) because hydrogen increases number of (carbon-carbon) single bonds	1
	therefore there will be less unsaturated fat	accept therefore there will be more saturated fat ignore prefixes to unsaturated e.g. trans/mono/poly if the answer is 'yes' maximum **1** mark	1
5(b)	(shaking breaks up the olive oil into tiny) droplets that are unable to join up		1
	because (molecules in the) emulsifier have a 'head' which dissolves in / is attracted to water **or** is hydrophilic	accept correctly drawn diagram for **2** marks	1
	because (molecules in the) emulsifier have a 'tail' which dissolves in / is attracted to oil **or** is hydrophobic	if hydrophilic and hydrophobic are given the wrong way round, allow **1** mark	1
Total			**7**

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CH1HP

question	answers	extra information	mark
6(a)	CO_2 (+) H_2O	correct products	1
	3(O_2) **2**(CO_2) **3**(H_2O)	correct balancing	1
6(b)(i)	add bromine water	allow iodine	1
	changes (from orange) to colourless / decolourised	ignore clear	1
6(b)(ii)		ignore any references to butane (C_4H_{10}) ignore incorrect names of catalysts	
	octane vapours		1
	are passed over a catalyst (to produce ethene)		1
	OR		
	octane mixed with steam (1)	for steam cracking, second mark is conditional on 'steam'	
	at a (very) high temperature (1)		
	steam is added (to ethene)	ignore the formula H_2O / water	1
	in the presence of a catalyst (to produce ethanol)		1
		if no other marks awarded then allow **1** mark for cracking of octane **or** hydration of ethene	
Total			**8**

STEMUP.CO.UK

CH1HP

question	answers	extra information	mark
7(a)	(because to produce low-carbon steel) oxygen is needed to react with / oxidise carbon	accept (to produce low-carbon steel) oxygen removes carbon as carbon dioxide	1
	(to produce titanium) an atmosphere of argon is used because it is unreactive		1
	any oxygen / air would react with / oxidise magnesium or titanium	ignore magnesium chloride / titanium chloride reacts with oxygen	1
7(b)		it = titanium ignore references to abundance / usefulness / temperature / amounts / relative reactivity / equipment	
	for titanium:	allow converse arguments for iron	
	• there are more stages in its manufacture	accept slower rate of production **or** is more labour intensive **or** a batch process is used or the process used is not continuous	1
	• larger amounts of energy are needed	accept the titanium chloride is cooled and reheated which is not energy efficient	1
	• magnesium / chlorine / argon have to be produced **or** are expensive **or** are used		1

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CH1HP

question	answers	extra information	mark
7(c)	titanium is below magnesium and above iron (in the reactivity series of metals)	allow similar position to aluminium **or** carbon **or** zinc	1
	because magnesium removes chlorine from titanium chloride **and** titanium removes oxygen from iron oxide	allow magnesium displaces titanium **and** titanium displaces iron	1
	OR		
	magnesium more reactive than titanium because it removes chlorine from titanium chloride (1)	accept magnesium more reactive than titanium because it displaces titanium	
	titanium more reactive than iron because it removes oxygen from iron oxide (1)	accept titanium more reactive than iron because it displaces iron	
Total			**8**

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CH1HP

question	answers	extra information	mark
8(a)	methane		1
	because at the surface temperature of -179°C only methane has melted but has not boiled	accept a correct explanation using the boiling points(and melting points) of the gases **or** methane is a liquid **and** all the others are gases	1
8(b)	CH_4 is a hydrocarbon **or** methane / carbon monoxide contains carbon **or** carbon monoxide + hydrogen → hydrocarbon		1
	nitrogen **and** hydrogen are present in Titan's atmosphere **or** nitrogen + hydrogen → ammonia		1
	carbon monoxide contains oxygen **or** carbon monoxide + hydrogen / methane → water		1
	amino acids contain carbon, hydrogen, nitrogen + oxygen **or** amino acids can be made from (methane), hydrogen, carbon monoxide and nitrogen **OR** lightning / ultraviolet / electrical discharge / high energy needed for reaction		1
Total			**6**

UMS conversion calculator www.aqa.org.uk/umsconversion

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Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
TOTAL	

General Certificate of Secondary Education
Higher Tier
June 2012

Science A
Unit Chemistry C1

CH1HP

H

Chemistry
Unit Chemistry C1

Friday 15 June 2012 1.30 pm to 2.30 pm

For this paper you must have:
- a ruler
- the Chemistry Data Sheet (enclosed).

You may use a calculator.

Time allowed
- 1 hour

Instructions
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information
- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- You are expected to use a calculator where appropriate.
- You are reminded of the need for good English and clear presentation in your answers.
- Question 3(b) should be answered in continuous prose.
  In this question you will be marked on your ability to:
  – use good English
  – organise information clearly
  – use specialist vocabulary where appropriate.

Advice
- In all calculations, show clearly how you work out your answer.

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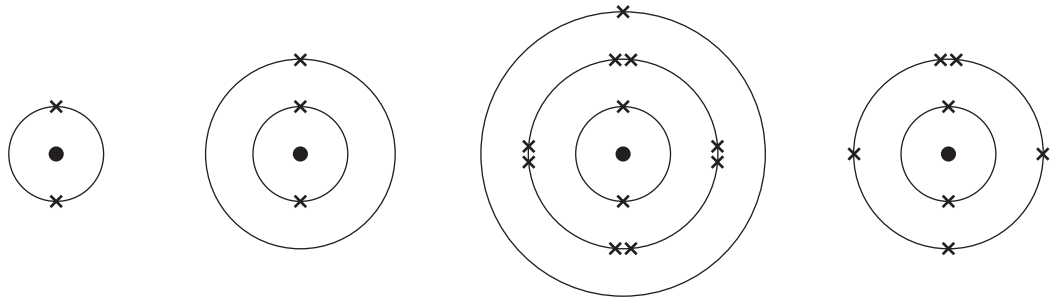
There are no questions printed on this page

DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED

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Answer **all** questions in the spaces provided.

1 The diagrams show the electronic structure of four different atoms.



Atom A **Atom B** **Atom C** **Atom D**

Use the Chemistry Data Sheet to help you to answer these questions.

1 (a) Name the two sub-atomic particles in the nucleus of an atom.

.....

(1 mark)

1 (b) Why is there no overall electrical charge on each atom?

.....

.....

(1 mark)

1 (c) Why is **Atom A** unreactive?

.....

(1 mark)

1 (d) Which **two** of these atoms have similar chemical properties?
Give a reason for your answer.

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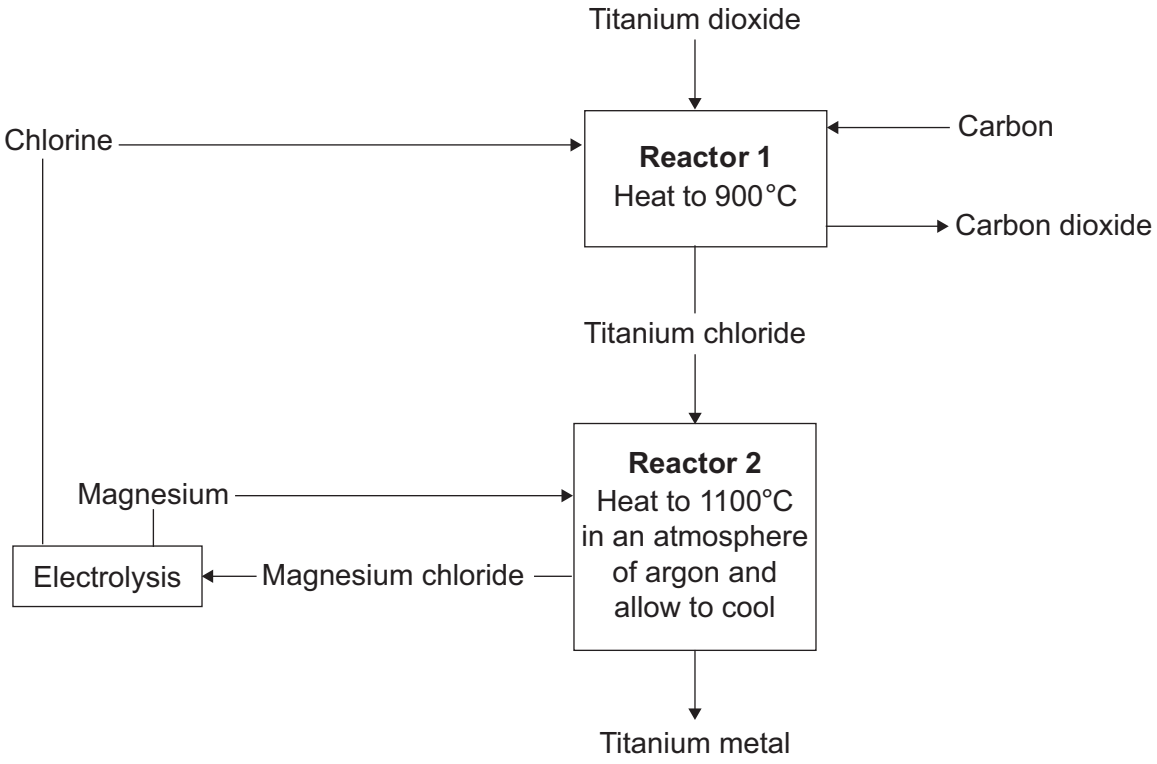
(2 marks)

5

Turn over ▶

Do not write outside the box

2 Rutile is an ore of titanium. Rutile contains titanium dioxide.
The flow chart shows how titanium metal is extracted from titanium dioxide.



2 (a) Titanium is much more expensive than iron.

Give **one** reason why.

.....

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(1 mark)

2 (b) Name the only waste product shown on the flow chart.

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(1 mark)

Do not write outside the box

2 (c) Describe the example of recycling shown on the flow chart.

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(2 marks)

2 (d) The air is removed from **Reactor 2**. An atmosphere of argon is used for the reaction between titanium chloride and magnesium metal.

Explain why.

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(2 marks)

Question 2 continues on the next page

Do not write outside the box

2 (e) Titanium metal is produced by reacting titanium chloride with magnesium.

950 kg of titanium chloride was mixed with 240 kg of magnesium metal. The mixture was heated and produced 950 kg of magnesium chloride.

Calculate the mass of titanium metal produced.

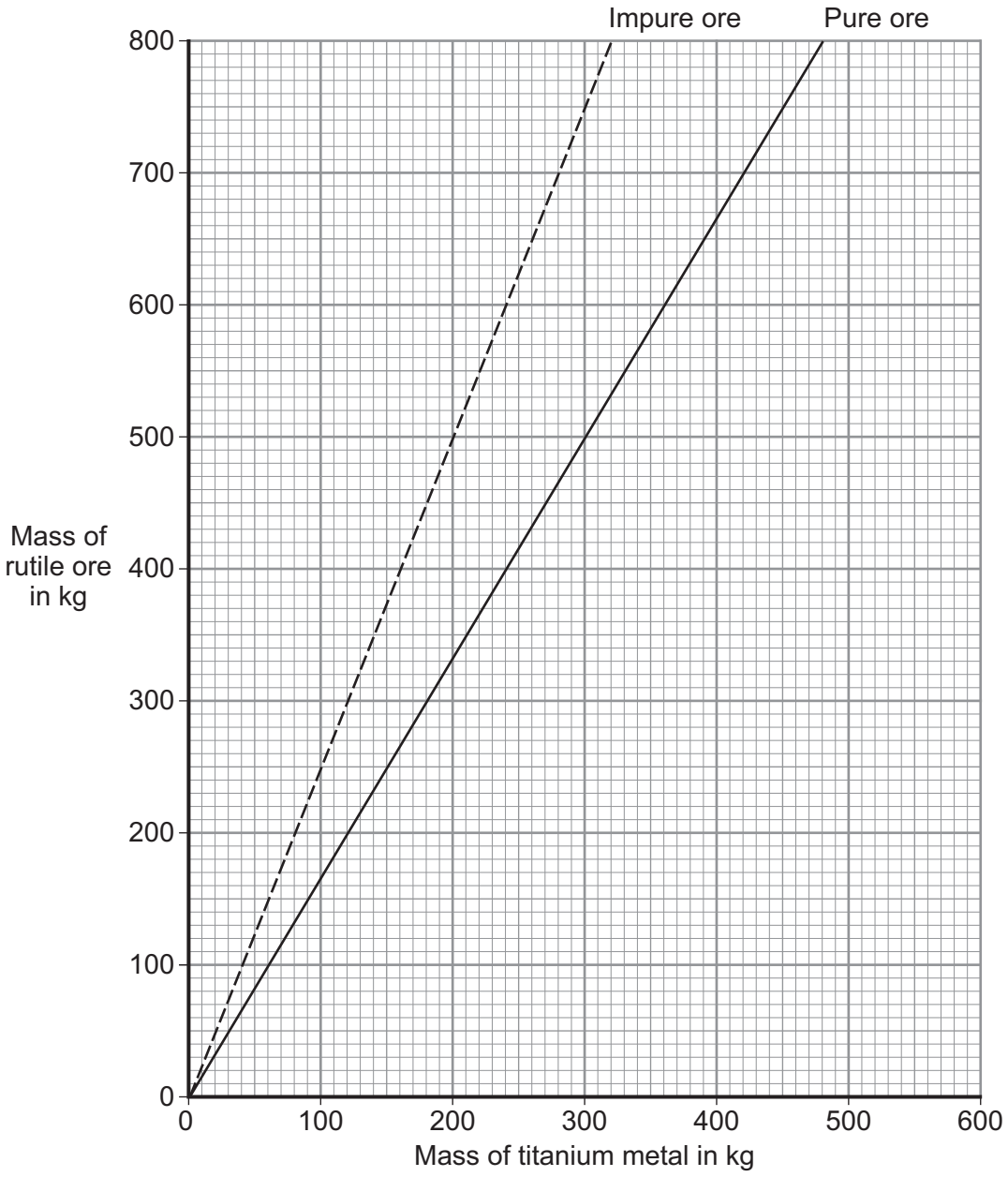
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Mass = ... kg

(1 mark)

Do not write outside the box

2 (f) The graph shows the mass of titanium metal produced from a pure rutile ore and from an impure rutile ore.



The difference between the two lines represents the amount of waste rock in the impure ore.

300 kg of titanium metal was produced from the impure ore.

Calculate the mass of waste rock in the impure ore.

.....

Mass = ... kg

(1 mark)

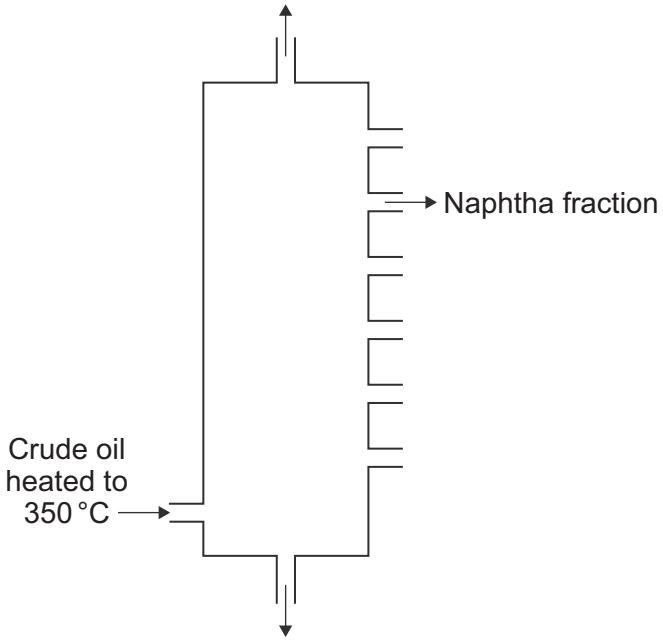
8

Turn over ▶

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3 Crude oil is used to produce poly(ethene).

3 (a) Fractional distillation is used to separate crude oil into fractions.



3 (a) (i) Write a number, **2**, **3**, **4** or **5**, next to each stage so that the description of fractional distillation is in the correct order. Numbers **1** and **6** have been done for you.

Number	Stage
1	The crude oil is heated to 350 °C.
	When a fraction in the vapours cools to its boiling point, the fraction condenses.
	Any liquids flow down to the bottom of the column and the hot vapours rise up the column.
6	The condensed fraction is separated and flows out through a pipe.
	When the hot vapours rise up the column, the vapours cool.
	Most of the compounds in the crude oil evaporate.

(2 marks)

3 (a) (ii) The naphtha fraction is cracked to produce ethene (C_2H_4).
Ethene is used to make the polymer called poly(ethene).

Name **two** substances produced when poly(ethene) burns in air.

1 .....

2 .....

(2 marks)

Do not write outside the box

3 (b) *In this question you will be assessed on using good English, organising information clearly and using specialist terms where appropriate.*

Each year in the UK, billions of plastic bags are given free to shoppers. These bags are made from poly(ethene) and are often used only once.
After being used many of these plastic bags are either thrown away as litter or buried in landfill sites.

In 2006 over 10 billion of these plastic bags were given free to shoppers.
In 2009 the number of plastic bags given to shoppers had decreased to 6.1 billion.
One reason for the decrease was because some supermarkets made people pay for their plastic bags.

From 2011 a new type of plastic shopping bag made mainly from poly(ethene) had a use-by date of only one year printed on the bag.

Use the information above and your knowledge and understanding to describe advantages and disadvantages of using plastic shopping bags made from poly(ethene).

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(6 marks)

10

Do not write outside the box

4 Venus is often compared to the Earth. The Earth's early atmosphere was mainly carbon dioxide like the atmosphere of Venus today.

Atmosphere of Earth today		Atmosphere of Venus today	
Gas	**Percentage (%)**	**Gas**	**Percentage (%)**
Nitrogen	78	Nitrogen	3.5
Oxygen	21	Oxygen	A trace
Carbon dioxide	0.04	Carbon dioxide	96

4 (a) Give **two** reasons why the percentage of carbon dioxide decreased in the Earth's early atmosphere.

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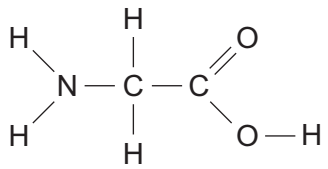
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(2 marks)

4 (b) In the 1950s two scientists, Miller and Urey, investigated the origin of life on Earth.
Miller and Urey used the gases that they believed were in the Earth's early atmosphere and used water to represent the oceans.
The gases they used were methane (CH_4), ammonia (NH_3) and hydrogen (H_2).
A continuous electrical spark was used to simulate lightning storms.

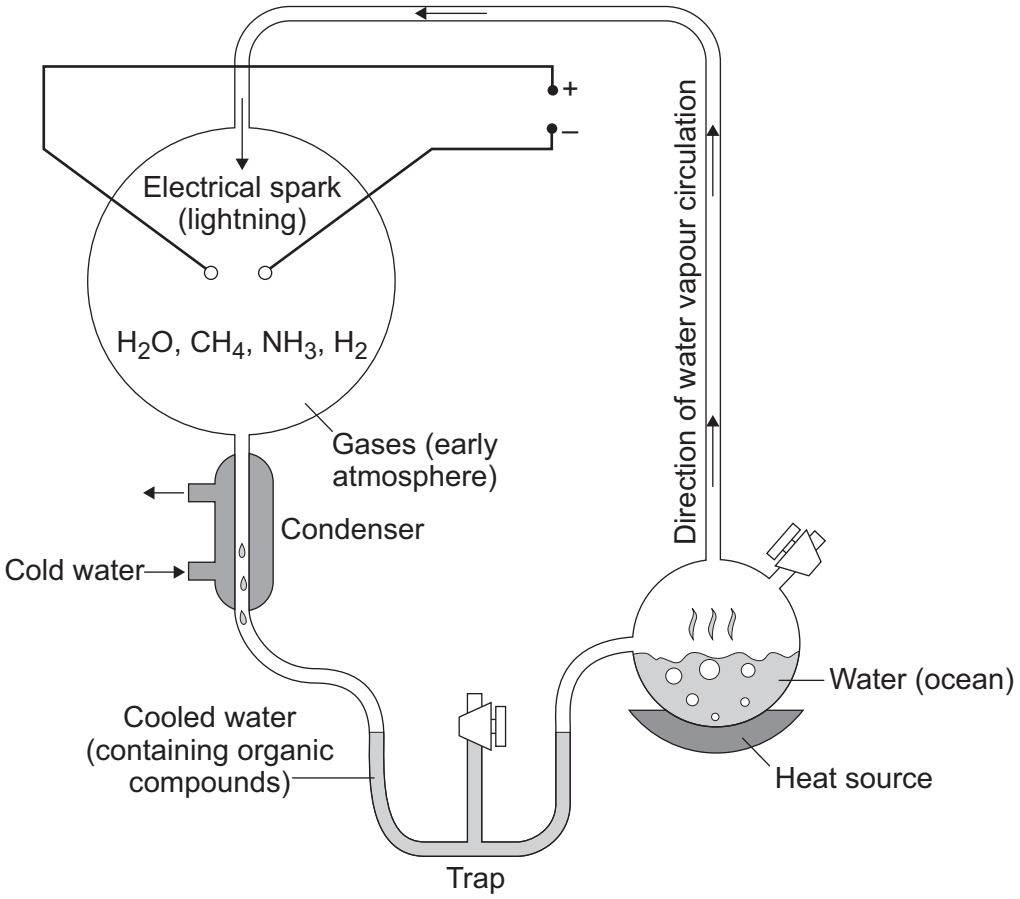
After one week the Miller-Urey experiment had produced amino acids.
Amino acids are essential to life.

The simplest amino acid is glycine (aminoethanoic acid).



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The apparatus used in the Miller-Urey experiment is shown in the diagram.



Use the information in the diagram and on page 10 to answer these questions.

4 (b) (i) Miller and Urey used methane, ammonia and hydrogen for the Earth's early atmosphere.

Suggest why.

.....

.....

(1 mark)

4 (b) (ii) The experiment provides only weak evidence of how amino acids formed on Earth.

Suggest **two** reasons why.

.....

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(2 marks)

5

Turn over ▶

Do not write outside the box

5 Calcium carbonate is found in limestone.
Limestone is used as a building material.
Limestone is also used to make calcium oxide and calcium hydroxide.

5 (a) Limestone is heated to make calcium oxide.

5 (a) (i) Calcium oxide reacts with a substance to produce calcium hydroxide.
Name the substance.

.....

(1 mark)

5 (a) (ii) Calcium hydroxide reacts with a substance to produce calcium carbonate.
Name the substance.

.....

(1 mark)

5 (b) Limestone reacts with acids.

5 (b) (i) Balance the chemical equation for the reaction of calcium carbonate with hydrochloric acid.

$$CaCO_3 + HCl \longrightarrow CaCl_2 + CO_2 + H_2O$$

(1 mark)

5 (b) (ii) Buildings made from limestone are affected by the products from burning fossil fuels containing sulfur.

Explain why.

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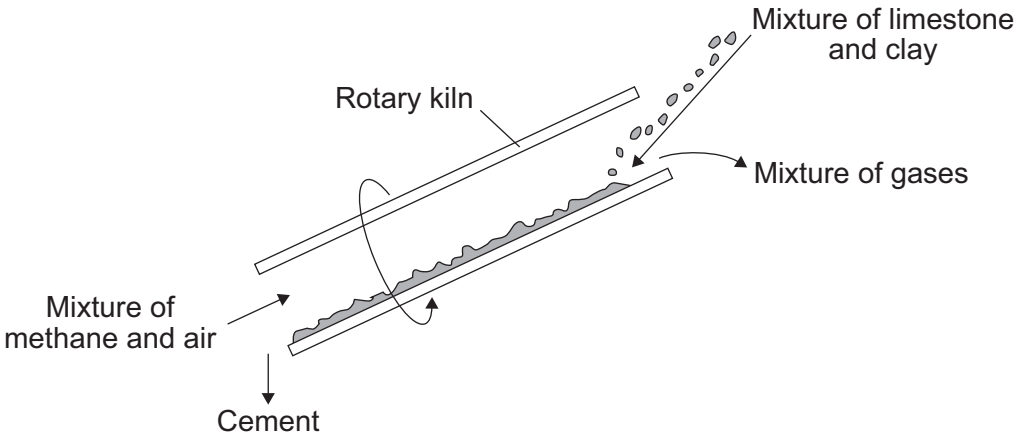
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(2 marks)

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5 (c) When a mixture of limestone and clay is heated in a rotary kiln cement is produced.
Burning a mixture of methane and air heats the kiln.
Clay does not decompose in the kiln.



5 (c) (i) Carbon dioxide is one of the main gases in the mixture of gases coming out of the kiln.

Give **two** reasons why.

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(2 marks)

5 (c) (ii) Name the other main gas in the mixture of gases coming out of the kiln.

Give a reason why there is a high percentage of this gas in the mixture of gases coming out of the kiln.

Name of gas .....

Reason .....

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(2 marks)

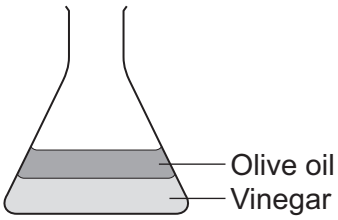
9

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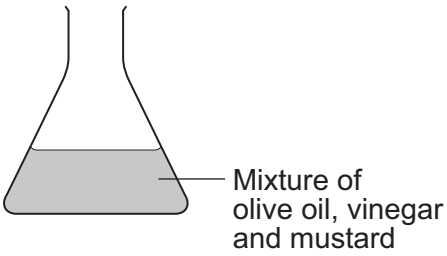
6 Olive oil is used to make salad dressings and margarine.

6 (a) Vinegar is often used to make salad dressings.
Vinegar contains 95% water and 5% ethanoic acid.

Simple salad dressing



French salad dressing



To make a simple salad dressing add olive oil to vinegar and shake. After a few minutes the mixture separates.
To make a French salad dressing add mustard to the olive oil and vinegar and shake. After several minutes the mixture does **not** separate.

6 (a) (i) Why does the mixture in the simple salad dressing separate?

.....

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(1 mark)

6 (a) (ii) Mustard in the French salad dressing has molecules with hydrophilic properties and hydrophobic properties.

Explain why the French salad dressing does **not** separate.
You may include a diagram to help you to answer this question.

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(3 marks)

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6 (b) Olive oil contains 89 % unsaturated fats and 11 % saturated fats.

What is the test and the result for unsaturated fats?

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(2 marks)

6 (c) Olive oil is hardened to make margarine.

Describe the reaction and conditions needed to harden a vegetable oil.

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(3 marks)

9

Turn over for the next question

Do not write outside the box

7 Ethanol (C_2H_5OH) is produced from ethene or from sugar cane.

The two different methods to produce ethanol are summarised in the table.

Ethanol from sugar cane is a batch process	Ethanol from crude oil is a continuous process
Sugar cane plants are crushed and soaked in water for one day.	Crude oil is distilled to separate the naphtha fraction.
The sugar solution is separated by filtration.	The naphtha fraction is cracked when the vaporised hydrocarbons are passed over a hot catalyst.
Yeast is added to the sugar solution and fermented for three days.	The ethene produced is separated by distillation.
The solution of water and ethanol produced is separated by filtration.	Ethene is reacted with steam in the presence of a catalyst.
Distillation of this solution produces a 50 % solution of ethanol.	This hydration reaction produces 100 % ethanol.

7 (a) Complete and balance an equation for the cracking of the hydrocarbon C_6H_{14} to produce ethene.

C_6H_{14} ⟶ ..... + ...

(2 marks)

7 (b) What is **seen** when the sugar solution and yeast are fermented?

.....

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(1 mark)

Do not write outside the box

7 (c) Evaluate the issues involved with the production of ethanol from sugar cane compared with the production of ethanol from crude oil.
You should explain why each issue you describe is important.

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(5 marks)

8

Turn over for the next question

Do not write outside the box

8 The table shows some properties of gases in dry air.

Gas in dry air	Density in kg/m^3	Melting point in °C	Boiling point in °C	Percentage (%) in air
Nitrogen	1.2506	–210	–196	78.08
Oxygen	1.4290	–219	–183	20.95
Carbon dioxide	1.977	–57	–57	0.033
Helium	0.1785	–272	–269	0.00052
Neon	0.8999	–249	–246	0.0019
Argon	1.7837	–189	–186	0.934
Krypton	3.74	–157	–153	0.00011
Xenon	5.86	–112	–108	0.0000087

8 (a) In 1895, Lord Rayleigh isolated nitrogen from dry air by removing the other known gases, oxygen and carbon dioxide.
He then discovered that nitrogen from dry air had a different density to pure nitrogen produced from chemical reactions.
He concluded that nitrogen extracted from dry air was mixed with another gas.
The density of nitrogen extracted from dry air was higher than the density of pure nitrogen.

Use the information above to explain why.

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(2 marks)

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8 (b) Gases from the air are separated to provide raw materials used in many different industrial processes.

Steps in dry air separation:

Step 1: Filter to remove solid particles

Step 2: Remove carbon dioxide

Step 3: Cool the remaining air to –200 °C

Step 4: Separate by allowing the liquefied gases to warm up.

8 (b) (i) Carbon dioxide is removed before the air is cooled to –200 °C.

Suggest **one** reason why.

.....

.....

(1 mark)

8 (b) (ii) Which two gases do **not** condense when the remaining air is cooled to –200 °C?

..... and .....

(1 mark)

8 (b) (iii) Two gases in air do **not** separate completely when the liquefied gases are allowed to warm up.

Name these **two** gases and give a reason for your answer.

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(2 marks)

6

END OF QUESTIONS

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Version : 10/08/2012

General Certificate of Secondary Education

Science A 4405 / Chemistry 4402

CH1HP Unit Chemistry 1

Mark Scheme

2012 examination – June series

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

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MARK SCHEME

Information to Examiners

1. General

The mark scheme for each question shows:

- the marks available for each part of the question
- the total marks available for the question
- the typical answer or answers which are expected
- extra information to help the Examiner make his or her judgement and help to delineate what is acceptable or not worthy of credit or, in discursive answers, to give an overview of the area in which a mark or marks may be awarded.

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

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

In general the right hand side of the mark scheme is there to provide those extra details which confuse the main part of the mark scheme yet may be helpful in ensuring that marking is straightforward and consistent.

2. Emboldening

2.1 In a list of acceptable answers where more than one mark is available 'any **two** from' is used, with the number of marks emboldened. Each of the following lines is a potential mark.

2.2 A bold **and** is used to indicate that both parts of the answer are required to award the mark.

2.3 Alternative answers acceptable for a mark are indicated by the use of **or**. (Different terms in the mark scheme are shown by a / ; eg allow smooth / free movement.)

3. Marking points

3.1 Marking of lists

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

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

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

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

Student	Response	Marks awarded
1	4,8	0
2	green, 5	0
3	red*, 5	1
4	red*, 8	0

Example 2: Name two planets in the solar system. (2 marks)

Student	Response	Marks awarded
1	Neptune, Mars, Moon	1
2	Neptune, Sun, Mars, Moon	0

3.2 Use of chemical symbols / formulae

If a student writes a chemical symbol / formula instead of a required chemical name, full credit can be given if the symbol / formula is correct and if, in the context of the question, such action is appropriate.

3.3 Marking procedure for calculations

Full marks can be given for a correct numerical answer, as shown in the column 'answers', without any working shown.

However if the answer is incorrect, mark(s) can be gained by correct substitution / working and this is shown in the 'extra information' column;

3.4 Interpretation of 'it'

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

3.5 Errors carried forward

Any error in the answers to a structured question should be penalised once only.

Papers should be constructed in such a way that the number of times errors can be carried forward are kept to a minimum. Allowances for errors carried forward are most likely to be restricted to calculation questions and should be shown by the abbreviation e.c.f. in the marking scheme.

3.6 Phonetic spelling

The phonetic spelling of correct scientific terminology should be credited **unless** there is a possible confusion with another technical term.

3.7 Brackets

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

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Quality of Written Communication and levels marking

In Question 3(b) students are required to produce extended written material in English, and will be assessed on the quality of their written communication as well as the standard of the scientific response.

Students will be required to:

- use good English
- organise information clearly
- use specialist vocabulary where appropriate.

The following general criteria should be used to assign marks to a level:

Level 1: Basic

- Knowledge of basic information
- Simple understanding
- The answer is poorly organised, with almost no specialist terms and their use demonstrating a general lack of understanding of their meaning, little or no detail
- The spelling, punctuation and grammar are very weak.

Level 2: Clear

- Knowledge of accurate information
- Clear understanding
- The answer has some structure and organisation, use of specialist terms has been attempted but not always accurately, some detail is given
- There is reasonable accuracy in spelling, punctuation and grammar, although there may still be some errors.

Level 3: Detailed

- Knowledge of accurate information appropriately contextualised
- Detailed understanding, supported by relevant evidence and examples
- Answer is coherent and in an organised, logical sequence, containing a wide range of appropriate or relevant specialist terms used accurately.
- The answer shows almost faultless spelling, punctuation and grammar.

CH1HP

Question 1

question	answers	extra information	mark
1(a)	protons (**and**) neutrons	both needed for **1** mark ignore p / + and n / 0 do **not** accept electrons	1
1(b)	because the number of protons is equal to the number of electrons	allow protons and electrons balance / cancel out allow positive / + and negative / - balance / cancel out	1
1(c)	because atom A has a full highest energy level **or** full outer shell **or** because atom A has a stable arrangement of electrons	it = atom A allow all the shells are full **or** no incomplete shell allow because atom A is in Group 0 / a noble gas	1
1(d)	(atom) B / lithium / Li (**and**) (atom) C / sodium / Na because they have the same number/one outer electron(s)	both needed for **1** mark linked to answer for first mark accept because both need to lose one / an electron allow because (atoms) B and C are in Group 1 / the same group / are alkali metals	1 1
Total			**5**

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CH1HP

Question 2

question	answers	extra information	mark
2(a)	any **one** from: • there are many stages needed (to extract titanium) • more energy / materials are needed (to extract titanium) • titanium cannot be extracted by using carbon	ignore references to cost / mining / availability allow longer / slower / more complicated process / batch process ignore higher temperature ignore reference to electrolysis do **not** accept titanium extracted by electrolysis	1
2(b)	carbon dioxide	allow CO_2	1
2(c)	magnesium chloride is electrolysed / used / decomposed magnesium and / or chlorine are recycled / reused	 allow the products of electrolysis are recycled word / symbol equation = **1** mark	1 1
2(d)	 because oxygen / nitrogen (in air) would react with the magnesium **or** would produce magnesium oxide / nitride whereas argon is inert / unreactive **or** argon does not react (with magnesium)	accept titanium for magnesium ignore argon is in Group 0 / noble gas	 1 1
2(e)	240		1
2(f)	250	allow range 245 to 250	1
Total			**8**

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Question 3

question	answers	extra information	mark
3(a)(i)	(1) 5 3 (6) 4 2	all numbers in the correct order gains both marks any two numbers in the correct position gains **1** mark	2
3(a)(ii)	water carbon dioxide	ignore formula if correct name given accept hydrogen oxide allow H_2O allow CO_2 accept carbon monoxide / CO **or** carbon / C	1 1

Question 3 continues on the next page . . .

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Question 3 cont'd…

question	answers	extra information	mark
3(b)	Marks awarded for this answer will be determined by the Quality of Written Communication (QWC) as well as the standard of the scientific response. **Examiners should also refer to the information on page 2**, and apply a 'best-fit' approach to the marking.		6

0 marks	Level 1 (1-2 marks)	Level 2 (3-4 marks)	Level 3 (5-6 marks)
No relevant content.	There is a **basic** description of at least one advantage **or** one disadvantage caused by using plastic shopping bags made from poly(ethene).	There is a **clear** description of both an advantage **and** a disadvantage caused by using plastic shopping bags made from poly(ethene).	There is a **detailed** description of both advantages **and** disadvantages caused by using plastic shopping bags made from poly(ethene).

examples of the chemistry/social points made in the response:
ignore cost unqualified

Advantages:

- Simple properties eg strong / low density / water resistant
- Bags can be reused (for shopping) **or** another specified use eg bin liners
- Money charged for bags can go to good causes **or** encourage reuse
- Poly(ethene) bags can be recycled eg made into milk bottle crates
- Poly(ethene) bags can be burned to provide heat for buildings/generation of electricity
- New bags are now made that can biodegrade

Disadvantages:

- (Older) bags can take many years to biodegrade
- There is a shortage of landfill space
- Bags are made from (crude) oil which is a non-renewable resource/running out
- Large amounts of energy/fuel are used for the production of poly(ethene)
- Production of poly(ethene) releases carbon dioxide/causes global warming
- Specified issue caused by litter eg visual pollution or effect on wildlife
- Burning bags release carbon dioxide / causes global warming

Total			10

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Question 4

question	answers	extra information	mark
4(a)	any **two** from: • carbon dioxide dissolves in water/oceans • marine organisms use (dissolved) carbon dioxide to form their shells/skeletons **or** limestone was formed from the shells/skeleton of marine organisms • plants / algae photosynthesise/ absorb/use carbon dioxide	 accept carbon dioxide became locked up in sedimentary rocks/carbonates/limestone **or** precipitation or formation of insoluble carbonates accept remains of plants/algae/ marine organisms contain locked up carbon dioxide/carbon in the form of fossil fuels do **not** accept plants use carbon dioxide for respiration	2
4(b)(i)	because these gases/molecules contain the elements / atoms in amino acids **or** the gases / they contain carbon, hydrogen and nitrogen	 ignore oxygen	1

Question 4 continues on the next page . . .

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Question 4 cont'd…

question	answers	extra information	mark
4(b)(ii)	any **two** from: • nobody knows what was in the Earth's early atmosphere • there may not have been (continuous) lightning • Miller and Urey selected only the gases needed to produce amino acids	ignore small-scale / timescale ignore references to water/oceans or other theories accept these gases / hydrogen / methane / ammonia may not have been in the Earth's early atmosphere accept carbon dioxide / nitrogen may have been in the Earth's early atmosphere accept reference to Venus' present atmosphere ignore concentration of gases	2
Total			**5**

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Question 5

question	answers	extra information	mark
5(a)(i)	water	accept hydrogen oxide allow H_2O	1
5(a)(ii)	carbon dioxide	allow CO_2 accept any soluble carbonate **or** carbonic acid	1
5(b)(i)	$CaCO_3$ + **2** HCl → $CaCl_2$ + CO_2 + H_2O		1
5(b)(ii)	because sulfur reacts with oxygen / air to produce <u>sulfur dioxide</u> **or** sulfur burns to produce <u>sulfur dioxide</u> and (sulfur dioxide) causes acid rain that reacts with/erodes limestone/calcium carbonate	accept correct equation ignore wears away	1 1
5(c)(i)	 because carbon dioxide is produced from burning <u>methane</u> because carbon dioxide is produced from <u>decomposing</u> calcium carbonate/limestone	it = carbon dioxide ignore references to carbon dioxide is in the air accept correct equation accept correct equation do **not** accept carbon in calcium carbonate reacting with air	 1 1
5(c)(ii)	nitrogen this is the main gas / 75 – 80% / of air	 allow there is a lot of this gas in air	1 1
Total			**9**

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Question 6

question	answers	extra information	mark
6(a)(i)	olive oil does not dissolve in water	accept olive oil and water are immiscible allow there is no emulsifier ignore mustard ignore do not mix / different densities	1
6(a)(ii)	because mustard is an emulsifier **or** an emulsion forms **or** a suspension of oil in vinegar / water forms **or** vice versa	accept because an emulsifier is added	1
	the molecules have a 'head' / hydrophilic end which dissolves in / attracted to water	accept a diagram for either or both of these two marking points	1
	and a 'tail' / hydrophobic end which dissolves in / attracted to oil	if diagram contradicts the description or vice versa max one of these two marks	1
6(b)	(test:) bromine (water)	allow iodine (solution)	1
	(result:) turns colourless	allow orange colour disappears / decolourises ignore clear	1
6(c)	(olive oil is reacted with) hydrogen	accept hydrogenated	1
	using a nickel catalyst		1
	(at a temperature of about) 60 °C	allow 50 – 120°C ignore hot / heat	1
Total			**9**

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Question 7

question	answers	extra information	mark
7(a)	C_2H_4 a correct other product **and** balanced eg C_4H_{10}		1 1
7(b)	bubbling / fizzing / frothing / effervescence	ignore gas given off **or** solution goes cloudy	1
7(c)	any **five** from the following bullet points: To gain full marks there should be both advantageous and disadvantageous issues and their importance **Advantageous issues using sugar cane:** • sugar cane/plants absorb carbon dioxide / photosynthesise • sugar cane / plants are renewable / sustainable • low energy process	allow converse for ethanol from crude oil ignore costs – unless specified ignore safety ignore simple/low technology process ignore labour intensive as an advantage **linked importance** so is carbon neutral **or** reduce global warming and so save resources / oil **or** crude oil is non-renewable and so it saves fuel **or** / making ethanol from crude oil needs fuel for fractional distillation / cracking	5

Question 7(c) continues on the next page . . .

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Question 7(c) cont'd…

question	answers	extra information	mark
7(c)	**Disadvantageous issues using sugar cane:**	ignore fermentation releases carbon dioxide; destruction of habitats/land to build production plants; types of pollution; waste products	
	• large areas of land are needed	which leads to destruction of habitats / forest	
	• land could be used for food crops	may cause food shortages **or** increases the price of food **or** increasing world population	
	• slow process	so limits supply / production of ethanol	
	• ethanol is impure **or** contains 50% ethanol	so needs further separation or ethanol from crude oil is 100% pure	
	• batch process	so uses more labour	
	• the crop yield / supply of ethanol is unreliable	because growth is seasonal / weather dependent **or** possibility of crop failure	
	a justified conclusion	**compensation mark,** if no other mark awarded allow one mark for two or more issues	
Total			**9**

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Question 8

question	answers	extra information	mark
8(a)	because the nitrogen from dry air contained noble/Group 0 gases **or** (because the nitrogen from dry air) contained argon / krypton / xenon	ignore other gases ignore helium and neon	1
	and three / some of these gases, (argon, krypton, xenon) have a greater density than nitrogen **or** and argon / krypton / xenon has a greater density than nitrogen	ignore helium and neon	1
8(b)(i)	carbon dioxide would form / is a solid **or** (solid) carbon dioxide would block pipes	accept carbon dioxide freezes or its freezing point is > –200°C ignore melting point	1
8(b)(ii)	helium (**and)** neon	both needed for **1** mark accept He and Ne	1
8(b)(iii)	argon (**and)** oxygen because there is only a difference of 3 °C in their boiling points	accept Ar and O_2 accept because they have boiling points that are almost the same	1 1
Total			**6**

UMS Conversion Calculator www.aqa.org.uk/umsconversion

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Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
TOTAL	

General Certificate of Secondary Education
Higher Tier
January 2012

Science A
Unit Chemistry C1

CH1HP

H

Chemistry
Unit Chemistry C1

Wednesday 18 January 2012 9.00 am to 10.00 am

For this paper you must have:
- a ruler
- the Chemistry Data Sheet (enclosed).

You may use a calculator.

Time allowed
- 1 hour

Instructions
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information
- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- You are expected to use a calculator where appropriate.
- You are reminded of the need for good English and clear presentation in your answers.
- Question 7(b) should be answered in continuous prose.
  In this question you will be marked on your ability to:
  – use good English
  – organise information clearly
  – use specialist vocabulary where appropriate.

Advice
- In all calculations, show clearly how you work out your answer.

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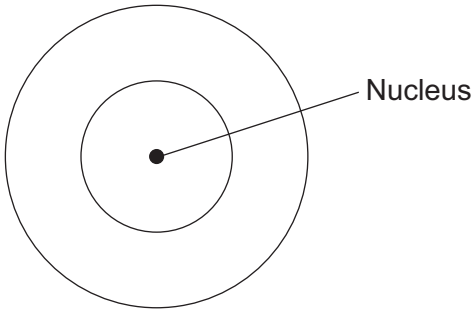
Answer **all** questions in the spaces provided.

1 The picture shows a diamond ring.



1 (a) Diamond is a form of carbon. A carbon atom has six electrons.

Draw the electronic structure of a carbon atom.



(1 mark)

1 (b) A gold atom has an atomic number of 79 and a mass number of 197.

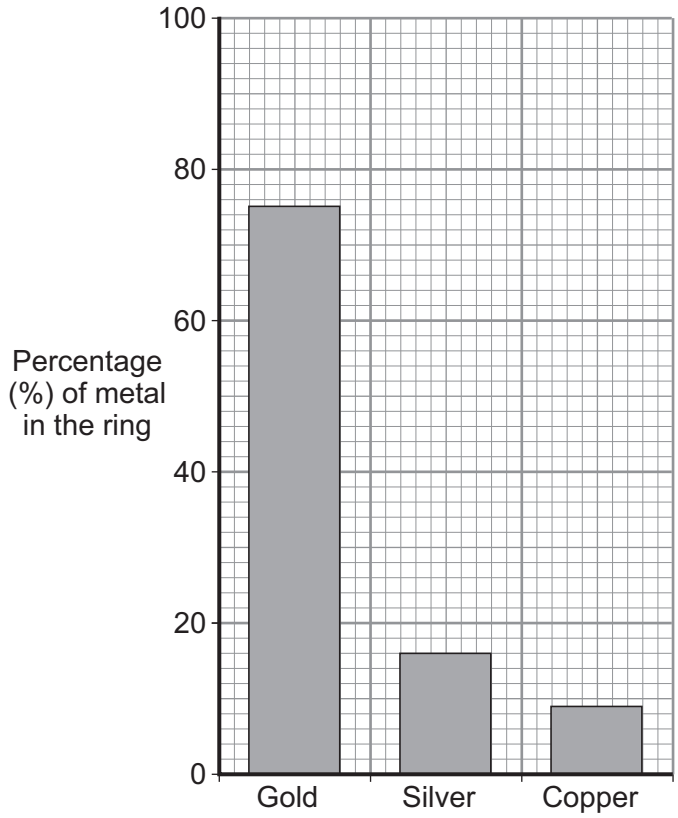
Complete the table to show the name and number of each sub-atomic particle in this gold atom.

Name	Number
Proton	79
Electron	.....
.....	.....

(3 marks)

Do not write outside the box

1 (c) The bar chart shows the composition of this gold ring.



1 (c) (i) Give the percentage of the other two metals in this gold ring.

Silver is ..... % and copper is ..... %

(1 mark)

1 (c) (ii) This gold ring is not made from 100 % gold.

Give **two** reasons why.

1 .....

.....

.....

2 .....

.....

.....

(2 marks)

7

Turn over ▶

Do not write outside the box

There are no questions printed on this page

DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED

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2 A mixture of petrol and air is burned in a car engine.
Petrol is a mixture of alkanes. Air is a mixture of gases.

The tables give information about the composition of petrol and the composition of air.

Petrol	
Alkane	**Formula**
hexane	C_6H_{14}
heptane	
octane	C_8H_{18}
nonane	C_9H_{20}
decane	$C_{10}H_{22}$

Air	
Gas	**Percentage (%)**
nitrogen	78
oxygen	21
carbon dioxide	0.035
Small amounts of other gases and water vapour	

2 (a) Use the information above to answer these questions.

2 (a) (i) Give the formula for heptane.

.....

(1 mark)

2 (a) (ii) Complete the general formula of alkanes.
n = number of carbon atoms

$$C_nH$$

(1 mark)

2 (b) Alkanes in petrol burn in air.
The equations represent two reactions of hexane burning in air.

Reaction 1 $2C_6H_{14} + 19O_2 \rightarrow 12CO_2 + 14H_2O$

Reaction 2 $2C_6H_{14} + 13O_2 \rightarrow 12CO + 14H_2O$

Reaction 2 produces a different carbon compound to **Reaction 1**.

2 (b) (i) Name the carbon compound produced in **Reaction 2**.

.....

(1 mark)

2 (b) (ii) Give a reason why the carbon compounds produced are different.

.....

.....

(1 mark)

Question 2 continues on the next page

Turn over ▶

Do not write outside the box

2 (c) The table shows the percentages of some gases in the exhaust from a petrol engine.

Name of gas	Percentage (%)
nitrogen	68
carbon dioxide	15
carbon monoxide	1.0
oxygen	0.75
nitrogen oxides	0.24
hydrocarbons	0.005
sulfur dioxide	0.005
other gases	

2 (c) (i) What is the percentage of the other gases in the table?

.....

(1 mark)

2 (c) (ii) What is the name of the compound that makes up most of the other gases?

.....

(1 mark)

2 (c) (iii) Give a reason why sulfur dioxide is produced in a petrol engine.

.....

.....

(1 mark)

2 (c) (iv) State how nitrogen oxides are produced in a petrol engine.

.....

.....

.....

.....

(2 marks)

Do not write outside the box

2 (d) Many scientists are concerned about the carbon dioxide released from burning fossil fuels such as petrol.

Explain why.

.....

.....

.....

.....

(2 marks)

11

Turn over for the next question

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3 There are about 500 000 earthquakes every year. On 12 January 2010 there was an earthquake near Port-au-Prince in Haiti. Many buildings were destroyed causing the deaths of thousands of people. The earthquake did not come as a surprise to scientists who predicted the earthquake a week earlier. The Government and people ignored the prediction.



The Richter scale is used to compare the size of earthquakes.

Richter scale value	Effect of earthquake
Less than 2	People do not feel the earthquake.
2 – 4	People feel the earthquake but the earthquake rarely causes damage to buildings.
4 – 5	People feel the earthquake and the earthquake causes minor damage to a few buildings.
5 – 6	Shaking of the ground and major damage to some buildings.
6 – 8	Violent shaking of the ground and many buildings destroyed.
8 – 10	Very violent shaking of the ground and most buildings destroyed.

3 (a) Use the information above to answer these questions.

3 (a) (i) Suggest the Richter scale value for the earthquake that happened near Port-au-Prince in Haiti.

.....

(1 mark)

3 (a) (ii) Governments and people often ignore scientists' predictions of an earthquake.

Suggest **three** reasons why.

1 .....

.....

.....

Do not write outside the box

2 .....

.....

.....

3 .....

.....

.....

(3 marks)

3 (b) During the twentieth century many scientists proposed ideas about the cause of earthquakes and about the Earth's crust.
In 1912 Alfred Wegener proposed his idea of '*continental drift*'.
In 1930 Arthur Holmes suggested his idea of '*mantle dynamics*'.

3 (b) (i) What did Wegener mean by *'continental drift'*?

.....

.....

.....

.....

.....

(2 marks)

3 (b) (ii) Holmes' idea of '*mantle dynamics*' provided an explanation for Wegener's idea of *'continental drift'*.

Suggest what *'mantle dynamics'* is and state what causes *'mantle dynamics'*.

.....

.....

.....

.....

.....

(2 marks)

8

Do not write outside the box

4 Cans for food and drinks are made from steel or aluminium.
The main metal in steel is iron.



4 (a) Iron is extracted by heating a mixture of iron oxide and carbon in a blast furnace.

4 (a) (i) Name this type of reaction.

.....

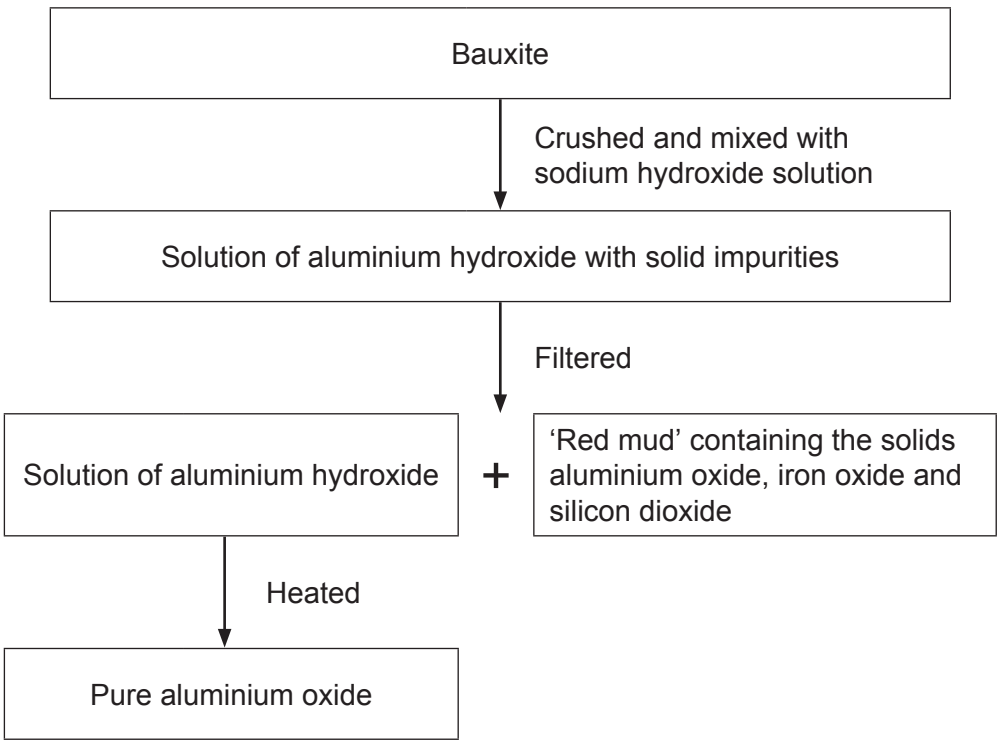
(1 mark)

4 (a) (ii) Balance the symbol equation for this reaction.

$2Fe_2O_3$ + ... C → ..... Fe + ... CO_2

(1 mark)

4 (b) Aluminium ore, bauxite, contains aluminium oxide, iron oxide and silicon dioxide.
Aluminium is extracted by electrolysis of aluminium oxide.



Do not write outside the box

The 'red mud' which is dumped in very large ponds contains:

Name of solid	Percentage (%)
Aluminium oxide	10
Iron oxide	65
Silicon dioxide	25

4 (b) (i) 100 tonnes of bauxite produced 50 tonnes of pure aluminium oxide and 50 tonnes of 'red mud'.

What percentage of aluminium oxide did the bauxite contain?

.....

Answer = ... %

(1 mark)

4 (b) (ii) Apart from the solids shown in the table, name **one** other substance that would be in the 'red mud'.

.....

(1 mark)

4 (b) (iii) The purification of the aluminium oxide is usually done near to the bauxite quarries.

Suggest **one** reason why.

.....

(1 mark)

4 (c) Aluminium is used to make many things including cans.

During one year in the USA:
- 100 billion aluminium cans were sold
- 55 billion aluminium cans were recycled.

Give **one** environmental impact of recycling aluminium cans and **one** ethical or social impact of recycling aluminium cans.

Environmental .....

.....

Ethical or social .....

.....

(2 marks)

7

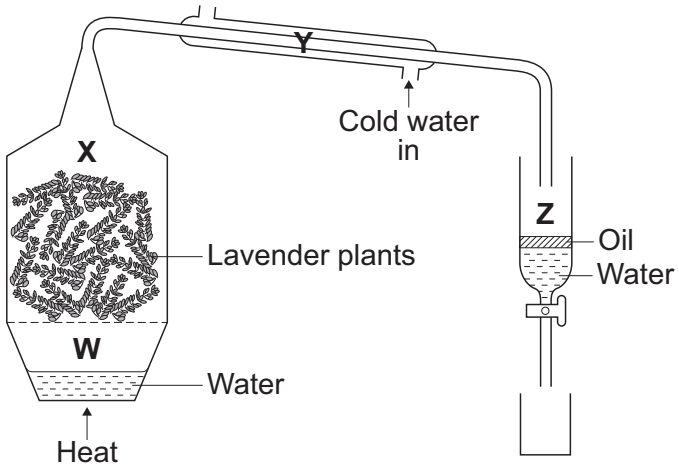
Turn over ▶

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5 This question is about plant oils.

5 (a) Steam distillation is used to separate oils from plants.

The diagram shows some apparatus that can be used to separate oil from lavender plants.
Four parts of the apparatus are labelled **W**, **X**, **Y** and **Z**.



Describe how lavender oil is separated from the plant material.

You need to describe what happens in each of the parts, **W**, **X**, **Y** and **Z**, of the apparatus.

.....

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(4 marks)

Do not write outside the box

5 (b) Olive oil can be used in the manufacture of margarine.
Olive oil has a melting point of –6 °C and contains about 11 % saturated fat and 89 % unsaturated fat.

5 (b) (i) Describe a test to show that olive oil contains unsaturated compounds.

Give the result of the test.

.....

.....

.....

.....

.....

(2 marks)

5 (b) (ii) To make margarine from olive oil the percentage of unsaturated fat needs to be decreased.

Give **one** reason why.

.....

.....

(1 mark)

5 (b) (iii) Describe how to decrease the percentage of unsaturated fat in olive oil.

.....

.....

.....

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.....

.....

(3 marks)

10

Do not write outside the box

6 Limestone is used as a building material. Acid rain erodes limestone.

6 (a) Limestone contains calcium carbonate.
The symbol equation for the reaction of calcium carbonate with hydrochloric acid is shown.

$$CaCO_3(s) + 2HCl(aq) \rightarrow CaCl_2(aq) + H_2O(l) + CO_2(g)$$

Describe a test to show that carbon dioxide is produced in this reaction.

Give the result of the test.

.....

.....

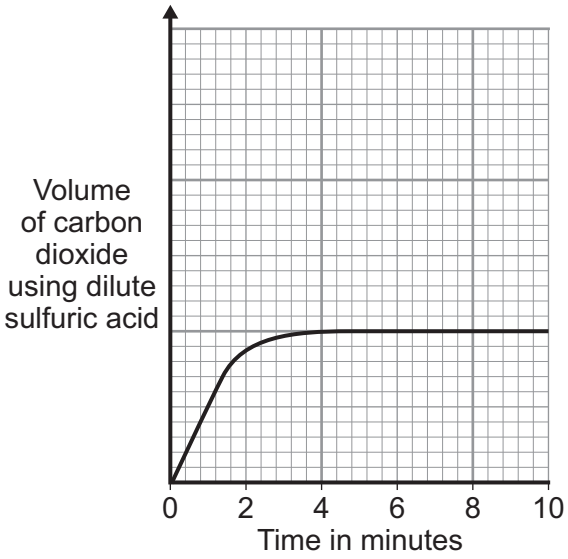
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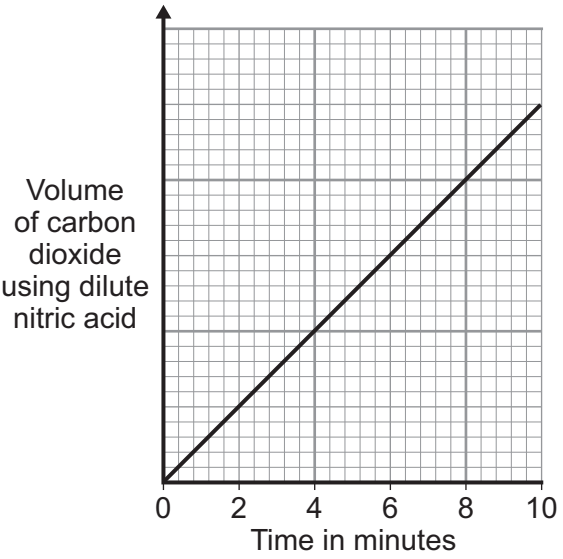
.....

(2 marks)

6 (b) Gases from vehicle exhausts produce sulfuric acid and nitric acid.

A student investigated the reaction of these two acids with calcium carbonate (limestone).
The type of acid was changed but all other variables were kept the same.
The student measured the volume of carbon dioxide produced each minute for a total of 10 minutes. He did this first for the reaction between dilute sulfuric acid and a cube of calcium carbonate (limestone).
The student repeated the experiment using dilute nitric acid in place of the dilute sulfuric acid.
The results are shown below.





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Do not write outside the box

6 (b) (i) State **two** variables that must be kept the same for this investigation.

.....

.....

.....

.....

(2 marks)

6 (b) (ii) Reacting calcium carbonate with sulfuric acid gave different results to nitric acid.

The symbol equations for the reaction of calcium carbonate with sulfuric acid and with nitric acid are shown below.

$CaCO_3(s) + H_2SO_4(aq) \rightarrow CaSO_4(s) + H_2O(l) + CO_2(g)$

$CaCO_3(s) + 2HNO_3(aq) \rightarrow Ca(NO_3)_2(aq) + H_2O(l) + CO_2(g)$

Describe how the results for sulfuric acid are different **and** use the symbol equations to explain this difference.

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(3 marks)

7

Turn over for the next question

Do not write outside the box

7 Ethene is used as a starting material for the production of many other substances, including ethanol.

7 (a) Ethene is produced when hydrocarbons are cracked. To do this hydrocarbons are heated to vaporise them. The vapours are then passed over a hot catalyst. The symbol equation shows the reaction for one hydrocarbon.

$$C_{28}H_{58} \rightarrow C_{11}H_{24} + C_{11}H_{22} + C_4H_8 + C_2H_4$$

7 (a) (i) One of the products is a different type of hydrocarbon to the other products.

Complete the sentences.

The formula of the product that is a different type of hydrocarbon is ..... .

The chemical structure of this product is different to the other products because

.....

.....

(2 marks)

7 (a) (ii) Ethanol is produced when ethene reacts with steam in the presence of a hot catalyst.

Draw the missing bonds to complete the displayed structures in the equation.

ethene			steam			ethanol		
H	H					H	H	
C	C	+	H — O — H	→	H	C	C — O — H	
H	H					H	H	

(2 marks)

7 (b) *In this question you will be assessed on using good English, organising information clearly and using specialist terms where appropriate.*

In 1970, the Brazilian Government had stated that all petrol must contain more than 25 % ethanol. The reasons for this statement in 1970 were:

- the oilfields in Brazil at that time only supplied 20 % of the crude oil needed to make petrol
- Brazil has a climate suitable for growing sugar cane.

To produce ethanol the sugar cane plants are crushed and soaked in water for one day. The sugar solution is separated from the plant material by filtration. Yeast is added to the sugar solution and fermented for three days. The yeast is separated from the solution of water and ethanol by filtration. Ethanol is separated from water by fractional distillation.

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In 2011, the Brazilian Government decided to reduce the amount of ethanol in petrol to 18%. The reasons were that in 2011:

- the demand for ethanol and the price of ethanol had greatly increased
- very large offshore oilfields had been discovered. These offshore oilfields would make Brazil one of the biggest crude oil producers in the world.

Use the information above and your own knowledge and understanding to evaluate whether Brazil should in future produce ethanol from crude oil or produce ethanol from sugar cane.

You should include environmental and economic or social factors in your evaluation.

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(6 marks)

10

END OF QUESTIONS

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Version : 07/03/2012

General Certificate of Secondary Education

Science A 4405 / Chemistry 4402

CH1HP Unit Chemistry 1

Mark Scheme

2012 examination – January series

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

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

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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MARK SCHEME

Information to Examiners

1. General

The mark scheme for each question shows:

- the marks available for each part of the question
- the total marks available for the question
- the typical answer or answers which are expected
- extra information to help the Examiner make his or her judgement and help to delineate what is acceptable or not worthy of credit or, in discursive answers, to give an overview of the area in which a mark or marks may be awarded.

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

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

In general the right hand side of the mark scheme is there to provide those extra details which confuse the main part of the mark scheme yet may be helpful in ensuring that marking is straightforward and consistent.

2. Emboldening

2.1 In a list of acceptable answers where more than one mark is available 'any **two** from' is used, with the number of marks emboldened. Each of the following lines is a potential mark.

2.2 A bold **and** is used to indicate that both parts of the answer are required to award the mark.

2.3 Alternative answers acceptable for a mark are indicated by the use of **or**. (Different terms in the mark scheme are shown by a / ; eg allow smooth / free movement.)

3. Marking points

3.1 Marking of lists

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

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

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

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

Student	Response	Marks awarded
1	4,8	0
2	green, 5	0
3	red*, 5	1
4	red*, 8	0

Example 2: Name two planets in the solar system. (2 marks)

Student	Response	Marks awarded
1	Pluto, Mars, Moon	1
2	Pluto, Sun, Mars, Moon	0

3.2 Use of chemical symbols / formulae

If a student writes a chemical symbol / formula instead of a required chemical name, full credit can be given if the symbol / formula is correct and if, in the context of the question, such action is appropriate.

3.3 Marking procedure for calculations

Full marks can be given for a correct numerical answer, as shown in the column 'answers', without any working shown.

However if the answer is incorrect, mark(s) can be gained by correct substitution / working and this is shown in the 'extra information' column;

3.4 Interpretation of 'it'

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

3.5 Errors carried forward

Any error in the answers to a structured question should be penalised once only.

Papers should be constructed in such a way that the number of times errors can be carried forward are kept to a minimum. Allowances for errors carried forward are most likely to be restricted to calculation questions and should be shown by the abbreviation e.c.f. in the marking scheme.

3.6 Phonetic spelling

The phonetic spelling of correct scientific terminology should be credited **unless** there is a possible confusion with another technical term.

3.7 Brackets

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

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Quality of Written Communication and levels marking

In Question 7(b) students are required to produce extended written material in English, and will be assessed on the quality of their written communication as well as the standard of the scientific response.

Students will be required to:

- use good English
- organise information clearly
- use specialist vocabulary where appropriate.

The following general criteria should be used to assign marks to a level:

Level 1: Basic

- Knowledge of basic information
- Simple understanding
- The answer is poorly organised, with almost no specialist terms and their use demonstrating a general lack of understanding of their meaning, little or no detail
- The spelling, punctuation and grammar are very weak.

Level 2: Clear

- Knowledge of accurate information
- Clear understanding
- The answer has some structure and organisation, use of specialist terms has been attempted but not always accurately, some detail is given
- There is reasonable accuracy in spelling, punctuation and grammar, although there may still be some errors.

Level 3: Detailed

- Knowledge of accurate information appropriately contextualised
- Detailed understanding, supported by relevant evidence and examples
- Answer is coherent and in an organised, logical sequence, containing a wide range of appropriate or relevant specialist terms used accurately.
- The answer shows almost faultless spelling, punctuation and grammar.

CH1HP

Question 1

question	answers	extra information	mark
1(a)	2,4	allow electrons in any position on correct shells	1
1(b)	(electron) 79 neutron 118	 allow phonetic spelling 	1 1 1
1(c)(i)	16 **and** 9	in this order	1
1(c)(ii)	any **two** from: • (100% / pure) gold is soft • (alloyed) to make the metal hard(er) • gold is expensive **or** alloy is less expensive	ignore reasons about colour / lustre / corrosion / rarity allow layers can slide in pure gold ignore just 'the ring is an alloy' allow (alloyed) to stop the layers sliding allow (alloyed) to make the metal strong	2
Total			**7**

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CH1HP

Question 2

question	answers	extra information	mark
2(a)(i)	C_7H_{16}	mark answer line first answer may be given in the table	1
2(a)(ii)	C_nH_{2n+2}		1
2(b)(i)	carbon monoxide	do **not** accept carbon oxide do **not** accept water ignore CO	1
2(b)(ii)	because of partial / incomplete combustion (in reaction 2) **or** complete combustion (in reaction 1)	allow because there is less/insufficient oxygen (in reaction 2) **or** sufficient oxygen (in reaction 1) allow different amounts of oxygen used (in the reactions) **or** $19O_2$ (in reaction 1) **and** $13O_2$ (in reaction 2) ignore air	1
2(c)(i)	15 (%)	ignore units	1
2(c)(ii)	water (vapour) / steam	allow H_2O / OH_2 / hydrogen oxide	1
2(c)(iii)	<u>sulfur</u> in petrol / crude oil (reacts with oxygen)	it = sulfur dioxide	1
2(c)(iv)	because nitrogen **and** oxygen (are in the air and) react at high temperature (inside a petrol engine)	allow nitrogen **and** oxygen burn accept nitrogen + oxygen → nitrogen oxide **or** symbol equation ignore air allow heat/hot (engine)	1 1

Question 2 continues on the next page……..

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Question 2 cont'd….

question	answers	extra information	mark
2(d)	because carbon dioxide / it causes global warming **or** because carbon dioxide / it has an impact on oceans because this carbon dioxide / carbon / it was 'locked up' (in fossil fuels) **or** because the percentage/amount of carbon dioxide/it in the atmosphere is increasing	allow because carbon dioxide/it causes greenhouse effect / climate change	1 1
Total			**11**

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CH1HP

Question 3

question	answers	extra information	mark
3(a)(i)	6-8	accept any value in the range 6-8	1
3(a)(ii)	any **three** from: • there are many earthquakes predicted by scientists each year • expense / inconvenience / panic caused by government / people taking action • most / some earthquakes do little or no damage • scientists do not know what is happening below the crust • scientists cannot (accurately) predict where the earthquake will occur • scientists cannot (accurately) predict when the earthquake will occur • scientists cannot (accurately) predict the strength of the earthquake	allow scientists / predictions have been wrong ignore lack of evidence allow earthquakes are random If none of the last 3 points have been awarded then 'scientists cannot accurately predict earthquakes' gains **1** mark	3
3(b)(i)	continents were once joined together **or** continents breaking up / separating / fitted like a jigsaw so the continents are moving	allow crust/plate for continent accept there was a supercontinent / Pangaea accept continents not in fixed positions allow continents move apart for **2** marks if no other mark awarded allow continents drift apart for **1** mark	1 1

Question 3 continues on the next page……..

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Question 3 cont'd….

question	answers	extra information	mark
3(b)(ii)		allow credit for both marking points if given in 3(b)(i)	
	convection currents (in the mantle)	accept movement / flow (in the mantle)	1
	caused by heat **or**		
	caused by radioactive processes	ignore chemical reactions	1
Total			**8**

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Question 4

question	answers	extra information	mark
4(a)(i)	reduction	accept redox / smelting	1
4(a)(ii)	3 4 3		1
4(b)(i)	55	ignore other units	1
4(b)(ii)	water	accept sodium hydroxide accept correct formulae H_2O or NaOH	1
4(b)(iii)	any **one** from: • save energy / fuel for transporting the ore • (old) quarries nearby for waste/red mud	accept less (cost of) transport allow transported quickly	1

Question 4 continues on the next page …….

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CH1HP

Question 4 cont'd…

question	answers	extra information	mark
4(c)	**Environmental** any **one** from: • less mining / quarrying (of bauxite) • less landfill space needed / used • less use of fossil fuels / energy • less carbon dioxide produced **Ethical or social** any **one** from: • saves resources • creates (local) employment • more people aware of the need for recycling	 allow loss of habitat / less qualified noise pollution allow less red mud / waste allow using resources more than once if answers reversed and both correct award **1** mark allow less qualified noise pollution if not given in environmental	1 1
Total			**7**

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CH1HP

Question 5

question	answers	extra information	mark
5(a)		students do not have to use the letters but the descriptions should be in logical order	
	W the water boils **or** steam is produced	allow water vapour rises	1
	X the oils / substances (in lavender) are vaporised / removed (by the steam)		1
	Y (the vapours are) condensed	allow turned back to liquid ignore cooled	1
	Z the water can be run off / tapped off leaving the oil(s)	allow oil floats on water **or** they form two layers	1
5(b)(i)		incorrect reagent = 0 marks	
	add bromine water		1
	(bromine water) is decolourised / goes colourless	ignore clear if colour of bromine water given it must be yellow, orange, red or brown	1
5(b)(ii)	any **one** from: • to harden the oil • to change the oil into a solid • to make the oil into a spread • to increase its melting point	 ignore boiling point	1

Question 5 continues on the next page……

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Question 5 cont'd…

question	answers	extra information	mark
5(b)(iii)		incorrect process = max 2	
	(olive oil is) reacted with hydrogen	accept hydrogenated	1
	using a <u>nickel</u> catalyst		1
	at a temperature of about 60 °C	allow 50°C to 160°C	1
		if last two points not given allow 'heat with a catalyst' for **1** mark	
Total			**10**

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Question 6

question	answers	extra information	mark
6(a)	limewater **or** calcium hydroxide solution		1
	(reacts with carbon dioxide and) turns cloudy / milky	linked to first point if no other mark awarded 'puts out lighted splint' gains **1** mark	1
6(b)(i)	any **two** from: • same volume / amount of the acids • concentration of the acids • temperature • same surface area / size / mass / amount of calcium carbonate • same measuring equipment		2

Question 6 continues on the next page…….

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CH1HP

Question 6 cont'd…

question	answers	extra information	mark
6(b)(ii)	any **three** from: • (after about 4 minutes) the sulfuric acid stops reacting **or** nitric acid continues to react • (initially) the reaction with sulfuric acid is faster • (the reaction stops) because calcium sulfate is a solid • (the reaction continues) because calcium nitrate is soluble / in solution / aqueous • because the calcium sulfate prevents the sulfuric acid reacting with the calcium carbonate • (the rate is faster) because sulfuric acid contains two hydrogens	accept more CO_2 with nitric acid at any time after 4 minutes allow sulfuric acid produces a solid allow nitric acid produces an (aqueous) solution	3
Total			**7**

CH1HP

Question 7

question	answers	extra information	mark
7(a)(i)	$C_{11}H_{24}$ it does not have a (carbon carbon) double bond **or** it has only single (carbon carbon) bonds.	 linked to first mark point accept it is an alkane **or** it is (a) saturated (hydrocarbon) accept converse statement	1 1
7(a)(ii)	ethene 4 x single C-H bonds 1 x double C=C bond ethanol 5 x single C-H bonds 1 x single C-C bond	 if additional bonds are given on water molecule then both ethene and ethanol must be correct for **1** mark	1 1
7(b)	Marks awarded for this answer will be determined by the Quality of Written Communication (QWC) as well as the standard of the scientific response. Examiners should also refer to the information on page 2, and apply a 'best-fit' approach to the marking.		6

0 marks	Level 1 (1-2 marks)	Level 2 (3-4 marks)	Level 3 (5-6 marks)
No relevant content.	There is a simple description of advantages **and / or** disadvantages of environmental or economic or social factors why Brazil should produce ethanol from crude oil or from sugar cane. There is a weak or no conclusion.	There a clear description of advantages **and /or** disadvantages of environmental **and** economic or social factors why Brazil should produce ethanol from crude oil or from sugar cane. There is a conclusion based on the factors described.	There is a detailed description of the advantages **and / or** disadvantages of environmental **and** economic or social factors why Brazil should produce ethanol from crude oil or from sugar cane, considering both processes. There is a justified conclusion.

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<table>
<tr><td colspan="4">examples of the chemistry points made in the response</td></tr>
<tr><td colspan="2">Sugar cane

Advantage

Environmental:
• it is renewable / sustainable
• it grows absorbing CO_2 which makes it ‘carbon neutral’

Economical / Social:
• growing it is labour intensive so provides (local, rural) employment
• low amount of energy / fuel needed so process costs are low
• simple / low technology process so process / investment costs are low

Disadvantage

Environmental:
• destruction of habitats / biodiversity to provide land to grow sugar cane

Economical / Social:
• land should be used to grow food (shortage / cost / population increase)
• growing or process is slow / batch / unreliable (crop failure)</td><td colspan="2">Crude oil

Disadvantage

Environmental:
• it is non-renewable / will run out
• it contains ‘locked up’ carbon / CO_2 or when released increases global warming
• destruction of marine habitats caused by accidents / spillages

Economical / Social:
• process requires small number of trained workers
• high amount of energy / fuel needed so process costs are high
• complex / high tech process so process / investment costs are high

Advantage

Environmental:
• does not use land as it is offshore

Economical / Social:
• no loss of food crops
• extracting or process is fast / continuous / reliable</td></tr>
<tr><td>Total</td><td></td><td></td><td>10</td></tr>
</table>

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