AQA GCSE CHEMISTRY (4402)

CHEMISTRY



EXAM QUESTION PACK

UNIT C2 HIGHER TIER CH2HP PAPERS

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AQA

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

Surname _____

Forename(s) _____

Candidate signature _____

GCSE
ADDITIONAL SCIENCE
CHEMISTRY

H

Higher Tier Unit Chemistry C2

Wednesday 15 June 2016 Afternoon 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(d) 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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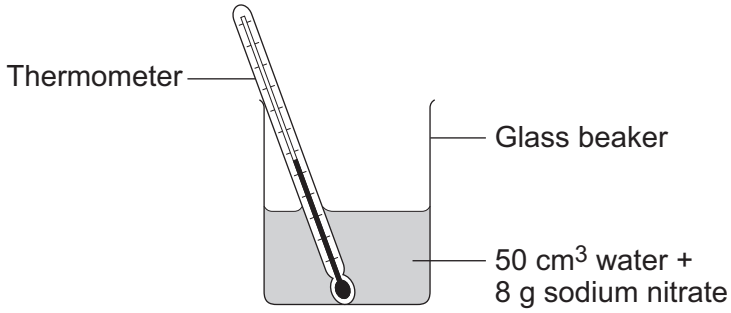
Answer **all** questions in the spaces provided.

1 This question is about temperature changes.

1 (a) A student investigated the temperature change when 8 g of sodium nitrate dissolves in 50 cm^3 of water.

Figure 1 shows the apparatus the student used.

Figure 1



The student did the experiment five times.
Table 1 shows the results.

Table 1

Experiment	Decrease in temperature of water in °C
1	5.9
2	5.7
3	7.2
4	5.6
5	5.8

Do not write outside the box

1 (a) (i) Calculate the mean decrease in temperature.
Do not use the anomalous result in your calculation.

[2 marks]

Mean decrease in temperature = _____ °C

1 (a) (ii) Suggest **one** change in the apparatus in **Figure 1** which would improve the accuracy of the results.
Give a reason for your answer.

[2 marks]

Question 1 continues on the next page

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1 (b) The student investigated the temperature change when different masses of sodium carbonate were added to 50 cm^3 of water at 20 °C.

Table 2 shows the results.

Table 2

Mass of sodium carbonate in g	Final temperature of solution in °C
2.0	21.5
4.0	23.0
6.0	24.5
8.0	26.0
10.0	26.6
12.0	26.6
14.0	26.6

Describe the relationship between the mass of sodium carbonate added and the final temperature of the solution.

Use values from **Table 2** in your answer.

[3 marks]

7

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Turn over for the next question

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ANSWER IN THE SPACES PROVIDED

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2 This question is about ammonia and fertilisers.

2 (a) Ammonia is produced by a reversible reaction.

The equation for the reaction is:

$$N_2 + 3H_2 \rightleftharpoons 2NH_3$$

Complete the sentence.

[1 mark]

The forward reaction is exothermic, so the reverse reaction is _____ .

2 (b) Calculate the percentage by mass of nitrogen in ammonia (NH_3).
Relative atomic masses (A_r): H = 1; N = 14
You **must** show how you work out your answer.

[3 marks]

_____

_____

_____

_____

_____

_____

Percentage by mass of nitrogen = _____ %

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2 (c) A neutral solution can be produced when ammonia reacts with an acid.

2 (c) (i) Give the pH of a neutral solution.

[1 mark]

pH _____

2 (c) (ii) Which of these ionic equations shows a neutralisation reaction?

[1 mark]

Tick (✓) **one** box.

$H^+ + OH^- \longrightarrow H_2O$ ☐

$NH_4^+ + OH^- \longrightarrow NH_4OH$ ☐

$H^+ + Cl^- \longrightarrow HCl$ ☐

$H^+ + H_2O \longrightarrow H_3O^+$ ☐

2 (c) (iii) Name the salt produced when ammonia reacts with hydrochloric acid.

[1 mark]

_____

Question 2 continues on the next page

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

Farmers use ammonium nitrate as a fertiliser for crops.

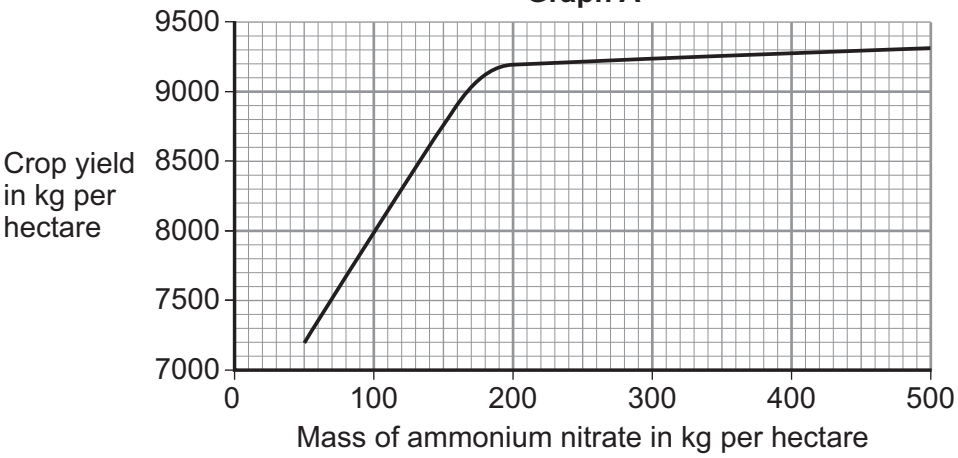
Rainwater dissolves ammonium nitrate in the soil.

Some of the dissolved ammonium nitrate runs off into rivers and lakes.

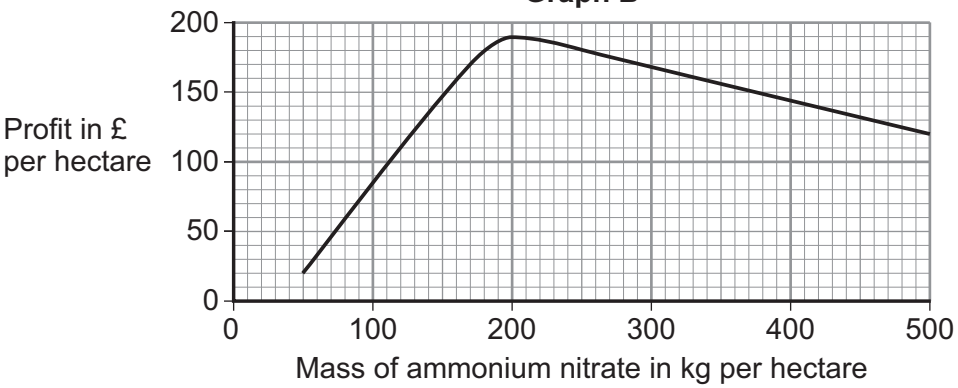
Figure 2 shows three graphs **A**, **B** and **C**. The graphs show information about the use of ammonium nitrate as a fertiliser. A hectare is a measurement of an area of land.

Figure 2

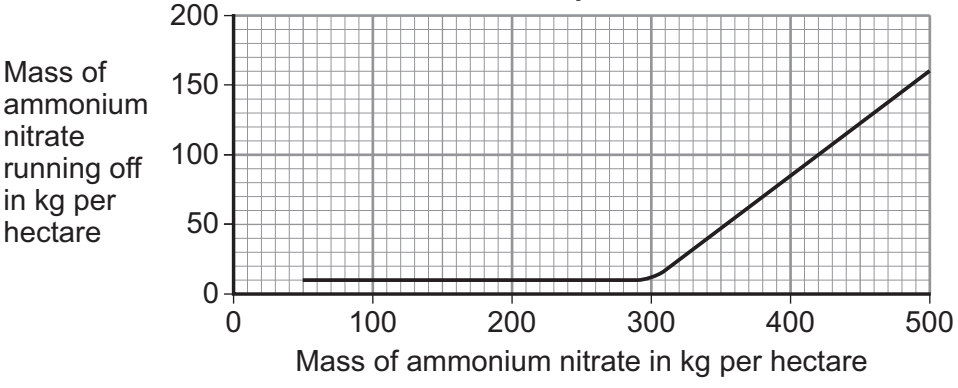
Graph A



Graph B



Graph C



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Suggest how much ammonium nitrate farmers should use per hectare.
Give reasons for your answer.
Use information from graphs **A**, **B** and **C**.

[6 marks]

Extra space

13

Turn over for the next question

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3 This question is about atoms, molecules and nanoparticles.

3 (a) Different atoms have different numbers of sub-atomic particles.

3 (a) (i) An oxygen atom can be represented as $^{16}_{8}O$

Explain why the mass number of this atom is 16.

You should refer to the numbers of sub-atomic particles in the nucleus of the atom.

[2 marks]

3 (a) (ii) Explain why $^{12}_{6}C$ and $^{14}_{6}C$ are isotopes of carbon.

You should refer to the numbers of sub-atomic particles in the nucleus of each isotope.

[3 marks]

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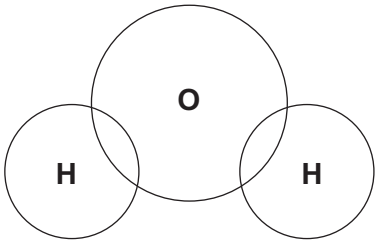
3 (b) Hydrogen atoms and oxygen atoms chemically combine to produce water molecules.

3 (b) (i) Complete **Figure 3** to show the arrangement of the outer shell electrons of the hydrogen and oxygen atoms in a molecule of water.

Use dots (•) or crosses (×) to represent the electrons.

[2 marks]

Figure 3



3 (b) (ii) Name the type of bonding in a molecule of water.

[1 mark]

_____

3 (b) (iii) Why does pure water **not** conduct electricity?

[1 mark]

_____

_____

3 (c) Nanoparticles of cobalt oxide can be used as catalysts in the production of hydrogen from water.

3 (c) (i) How does the size of a nanoparticle compare with the size of an atom?

[1 mark]

_____

_____

3 (c) (ii) Suggest **one** reason why 1 g of cobalt oxide nanoparticles is a better catalyst than 1 g of cobalt oxide powder.

[1 mark]

_____

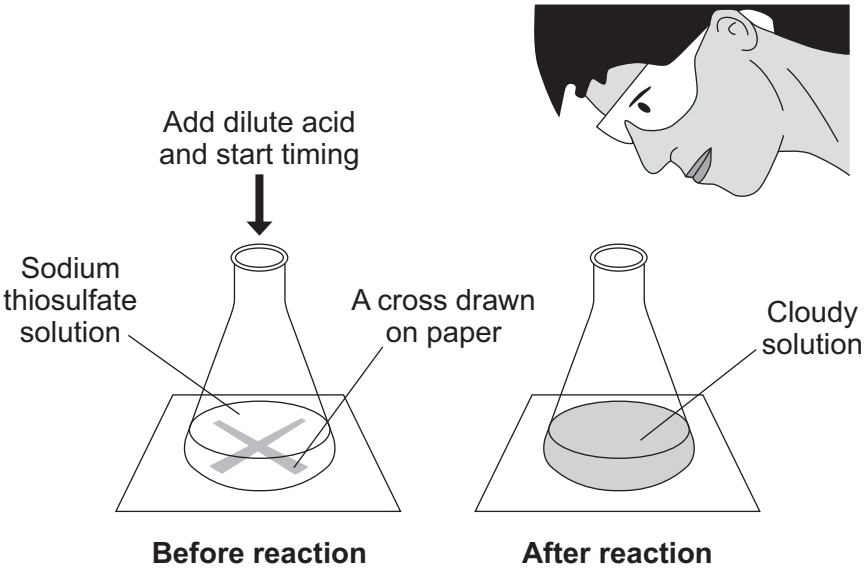
_____

11

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4 A student investigated the effect of temperature on the rate of a reaction.
Figure 4 shows an experiment.

Figure 4



The student:

- put sodium thiosulfate solution into a conical flask
- heated the sodium thiosulfate solution to the required temperature
- put the flask on a cross drawn on a piece of paper
- added dilute hydrochloric acid and started a stopclock
- stopped the stopclock when the cross could no longer be seen
- repeated the experiment at different temperatures.

The equation for the reaction is:

$$Na_2S_2O_3(aq) + 2HCl(aq) \longrightarrow 2NaCl(aq) + H_2O(l) + SO_2(g) + S(s)$$

sodium thiosulfate	hydrochloric acid		sodium chloride	water	sulfur dioxide	sulfur

Do not write outside the box

4 (a) Explain why the solution goes cloudy.

[2 marks]

4 (b) Give **two** variables the student must control to make the investigation a fair test.

[2 marks]

1 _____

2 _____

4 (c) State the effect that increasing the temperature of the sodium thiosulfate solution has on the rate of the reaction.
Explain this effect in terms of particles and collisions.

[4 marks]

4 (d) Suggest how the student should change the method to investigate the rate of reaction at 5 °C.

[1 mark]

9

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5 This question is about magnesium and magnesium chloride.

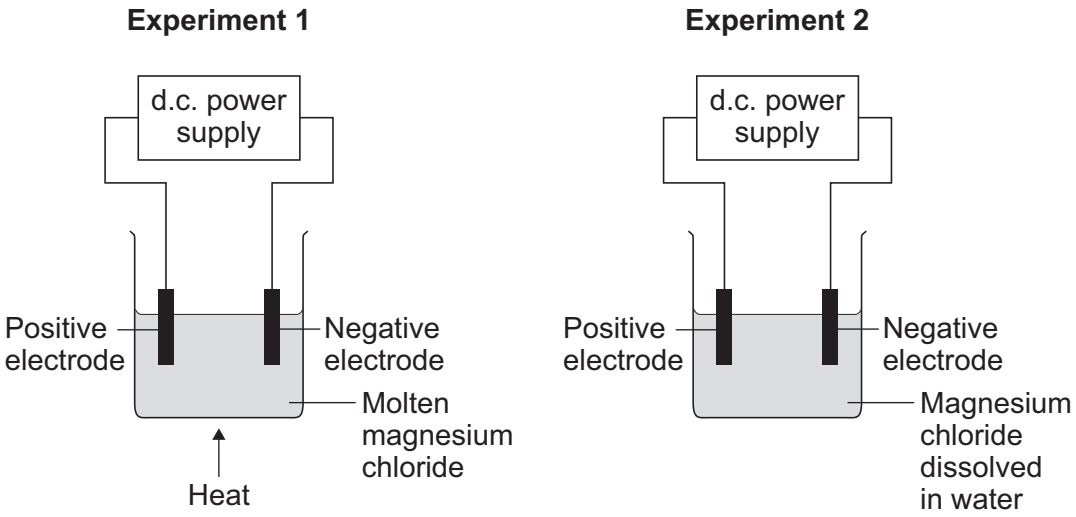
5 (a) Magnesium chloride contains magnesium ions (Mg^{2+}) and chloride ions (Cl^-).

Describe, in terms of electrons, what happens when a magnesium atom reacts with chlorine atoms to produce magnesium chloride.

[4 marks]

5 (b) Magnesium chloride can be electrolysed.
Figure 5 shows two experiments for electrolysing magnesium chloride.

Figure 5



Do not write outside the box

5 (b) (i) Explain why magnesium chloride must be molten or dissolved in water to be electrolysed.

[2 marks]

5 (b) (ii) Explain how magnesium is produced at the negative electrode in **Experiment 1**.

[3 marks]

5 (b) (iii) In **Experiment 2** a gas is produced at the negative electrode.
Name the gas produced at the negative electrode.

[1 mark]

5 (b) (iv) Suggest why magnesium is **not** produced at the negative electrode in **Experiment 2**.

[1 mark]

Question 5 continues on the next page

Do not write outside the box

5 (b) (v) Complete and balance the half equation for the reaction at the positive electrode.

[1 mark]



5 (c) Magnesium is a metal.
Explain why metals can be bent and shaped.

[2 marks]

14

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6 This question is about the properties and uses of materials.

Use your knowledge of structure and bonding to answer the questions.

6 (a) Explain how copper conducts electricity.

[2 marks]

6 (b) Explain why diamond is hard.

[2 marks]

6 (c) Explain why thermosetting polymers are better than thermosoftening polymers for saucepan handles.

[2 marks]

6

END OF QUESTIONS

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GCSE

Additional Science / Chemistry

CH2HP

Mark scheme

4408 / 4402

June 2016

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	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, 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 'ecf' 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 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 a 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 Written Communication and levels marking

In Question 2(d) 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 / SpecRef
1(a)(i)	5.75 **or** 5.8	correct answer with or without working gains **2** marks correct working showing addition of any four results and division by 4 gains **1** mark **OR** 6(.04) for **1** mark	2	AO2/AO3 2.5.1a,c
1(a)(ii)	use a polystyrene cup **or** lid to prevent energy/heat gain **OR** use a digital thermometer easier to read (to 0.1°C)	accept insulate the beaker accept to prevent energy/heat transfer do **not** accept energy/heat loss allow use a data logger	1 1	AO3 2.5.1a,c
1(b)	(as mass increases) the final temperature increases then stays constant correct reference to a value above 8 g up to and including 10 g as mass when the trend changes		1 1 1	2AO2 / 1AO3 2.5.1b
Total			**7**	

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Question	Answers	Extra information	Mark	AO / SpecRef
2(a)	endothermic		1	AO1 2.5.1d
2(b)	82 (%)	correct answer with working gains **3** marks if 17 or 34 not shown in working **max 2** marks accept 82.4 accept 82.35 to full calculator display (82.35294...) correctly rounded to at least 2 sf if no answer or incorrect answer, then *(M_r =)* 17 gains **1** mark **or** 14/17 gains **2** marks **OR** *($2M_r$ =)* 34 gains **1** mark **or** 28/34 gains **2** marks **OR** 14/their M_r shown gains **1** mark **or** correct calculation of 14/their M_r gains **2** marks	3	AO2 2.3.3a, 2.3.1f
2(c)(i)	7 / seven		1	AO1 2.6.2d
2(c)(ii)	$H^+ + OH^- \rightarrow H_2O$		1	AO1 2.6.2e
2(c)(iii)	ammonium chloride	allow NH_4Cl ignore an incorrect formula	1	AO1 2.6.2b

Question 2 continues on the next page

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Question 2 continued

Question	Answers	Extra information	Mark	AO / SpecRef
2(d)			6	2AO2 / 4AO3 2.6.2c

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.	Suggestion with a reference to a graph.	Suggestion with reasons referring to more than one graph.	Suggestion with reasons from all three graphs, and linking of ideas which may explain a compromise.

Examples of chemistry points made in response:

A reasonable suggested amount of fertiliser would be in the region of 200 kg (per ha). Accept any suggestion from about 180 kg (per ha) to 500 kg (per ha).

Yield:

- Using fertiliser improves yield.
- Yield improved most up to about 200 kg (per ha) of fertiliser.
- Yield only increased slightly above about 200 kg (per ha).

Profit:

- About 200 kg of fertiliser gives the most profit.
- Above about 200 kg (per ha) of fertiliser profit declines.

Run off:

- Run off is at low levels until about 300 kg (per ha) of fertiliser.
- Above about 300 kg (per ha) of fertiliser, run off increases.

Examples of linking of ideas:

- Overall 200 kg gives high crop yield and most profit.
- In conclusion 200 kg gives high crop yield and low run off.
- 200 kg gives most profit and low run off.

Examples of compromise:

- Profits go down after about 200 kg (per ha) of fertiliser because cost of fertiliser is not covered by increased yield.
- 200 kg gives the highest profit although it is not the highest yield.
- 500 kg gives the best yield but has the most runoff.

Total			13

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Question	Answers	Extra information	Mark	AO / SpecRef
3(a)(i)	(mass number = 16) because there are 8 protons and 8 neutrons (in the nucleus)	accept mass number is total number of protons and neutrons for **1** mark	2	AO1/AO2 2.3.1a,b,c
3(a)(ii)	same number of protons **or** both have 6 protons ^{12}C has 6 neutrons ^{14}C has 8 neutrons	numbers, if given, must be correct accept same atomic number accept different number of neutrons for **1** mark incorrect reference to electrons = **max 2** marks	1 1 1	2AO1 / 1AO2 2.3.1d
3(b)(i)	2 bonding pairs 4 unbonded electrons around oxygen	accept dot, cross or e or – or any combination additional unbonded electrons negates this mark	1 1	AO1 2.1
3(b)(ii)	covalent		1	AO1 2.1.1g

Question 3 continues on the next page

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Question 3 continued

3(b)(iii)	any **one** from: • no delocalised / free electrons • no overall electric charge • no ions	do **not** accept any implications of the presence of ions ignore mobile electrons accept no charge (carriers)	1	AO1 2.2.1c
3(c)(i)	larger	accept the size of a few hundred atoms accept atoms are smaller (than nanoparticles) allow up to 1000 atoms	1	AO1 2.2.6a
3(c)(ii)	(nanoparticles have) large(r) surface area		1	AO2 2.2.6a
Total			**11**	

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Question	Answers	Extra information	Mark	AO / SpecRef
4(a)	because sulfur / S (forms) (which) is solid / insoluble / a precipitate/ a suspension		1 1	AO2 2.6.1a
4(b)	any **two** from: • volume of sodium thiosulfate • volume of (hydrochloric) acid • concentration of sodium thiosulfate • concentration of (hydrochloric) acid	ignore amount of sodium thiosulfate ignore amount of (hydrochloric) acid if no other mark, allow **1** mark for same cross **or** same flask **or** unspecified volume **or** unspecified concentration ignore same person do **not** accept references to temperature	2	AO3 2.4.1
4(c)	rate increases because particles move faster so frequency of collisions increases more particles/ collisions have energy greater than (or equal to) the activation energy	accept particles have more energy accept particles are more likely to collide **or** more chance of collisions ignore more collisions	1 1 1 1	AO1 2.4.1b,c
4(d)	cool **or** decrease the temperature (of the solutions)	accept refrigerate **or** method to decrease temperature	1	AO3 2.4.1c
Total			**9**	

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Question	Answers	Extra information	Mark	AO / SpecRef
5(a)		reference to incorrect particles **or** incorrect bonding **or** incorrect structure = **max 3**		AO1/AO2 2.1.1a,b,c,e,f
	magnesium loses two electrons **and** chlorine gains one electron	accept magnesium loses electrons **and** chlorine gains electrons for 1 mark ignore oxidation and reduction	2	
	one magnesium and two chlorines	accept $MgCl_2$	1	
	noble gas structure **or** eight electrons in the outer shell **or** (electrostatic) attraction between ions **or** forms ionic bonds	accept full outer shell (of electrons) do **not** accept covalent bonds	1	
5(b)(i)		accept converse for solid		AO1 2.2.2b,2.7.1a
	because ions can move	ignore ions attracted do **not** accept molecules/ atoms moving do **not** accept incorrect reference to electrons moving	1	
	(and ions move) to the electrodes **or** (and ions) carry charge		1	

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5(b)(ii)	magnesium (ions) attracted (to the electrode) so magnesium ions gain electrons 2 electrons	 accept magnesium ions are reduced ignore oxidised accept a correct half equation for 2nd **and** 3rd marking points	1 1 1	2AO1 / 1AO2 2.7.1b,c,d,e
5(b)(iii)	hydrogen	allow H_2	1	AO2 2.7.1f
5(b)(iv)	magnesium is more reactive than hydrogen	accept converse allow magnesium is high in the reactivity series **or** magnesium is very/too reactive. do **not** accept magnesium ions are more reactive than hydrogen ions	1	AO2 2.7.1f
5(b)(v)	**2** Cl^- → Cl_2 + **2e**$^-$	must be completely correct	1	AO1 2.7.1g
5(c)	 layers (of particles/atoms/ions) (particles/atoms/ions/layers) can slide	any mention of intermolecular/ weak bonds/forces = **max 1**	 1 1	AO2 2.2.4b
Total			**14**	

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Question	Answers	Extra information	Mark	AO / SpecRef
6(a)		reference to incorrect particles **or** incorrect bonding **or** incorrect structure = **max 1**		AO1/AO2 2.2.4a; 2.1.1h
	has delocalised electrons	accept free (moving) electrons	1	
	(so electrons) can move through the structure/metal	accept (so electrons) can carry charge through the structure/metal accept (so electrons) can form a current	1	
6(b)		reference to intermolecular forces/bonds **or** incorrect particles = **max 1**		AO1 2.2.3a,b
	giant structure	accept lattice accept each atom forms four bonds (with other carbon atoms) ignore macromolecular	1	
	strong bonds	accept covalent do **not** accept ionic	1	

Question 6 continues on the next page

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Question 6 continued

6(c)		reference to smart polymers = **max 1** accept converse argument		AO1/AO2 2.2.5b
	thermosetting polymers do not melt (when heated)	accept thermosetting polymers do not change shape (when heated) accept thermosetting polymers have high(er) melting points ignore thermosetting polymers do not soften (when heated)	1	
	due to cross-links (between chains)	accept due to bonds between chains	1	

Total			**6**

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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

Additional Science
Unit Chemistry C2

CH2HP

H

Chemistry
Unit Chemistry C2

Thursday 14 May 2015 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.

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(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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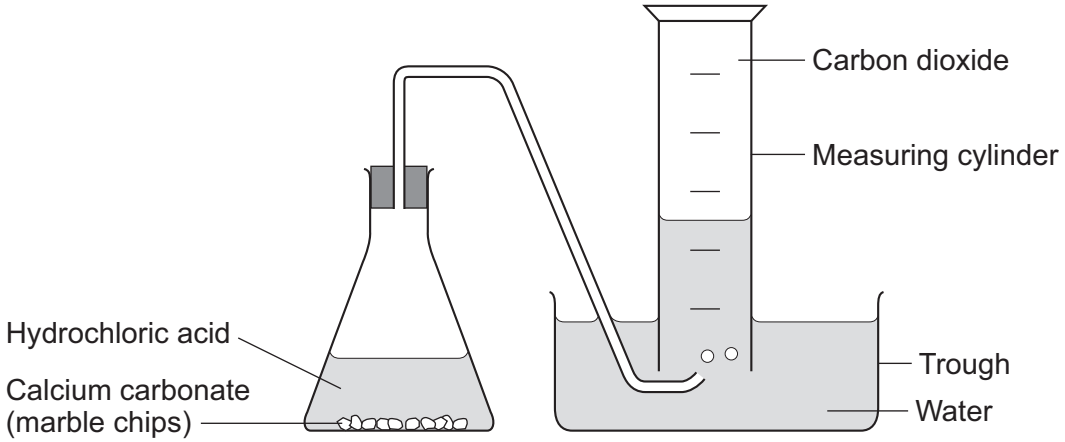
Do not write outside the box

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

1 A student investigated the rate of reaction between calcium carbonate (marble chips) and hydrochloric acid.

The student used the apparatus shown in **Figure 1**.

Figure 1



The student:

- recorded the volume of gas collected every 5 seconds
- repeated the experiment using hydrochloric acid at different temperatures.

The equation for the reaction is:

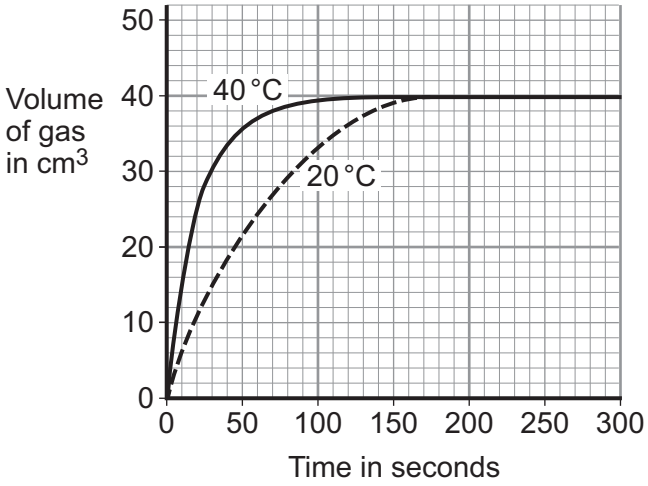
$$CaCO_3(s) + 2\,HCl(aq) \longrightarrow CaCl_2(aq) + H_2O(l) + CO_2(g)$$

Do not write outside the box

1 (a) The student plotted results for the hydrochloric acid at 20 °C and 40 °C on a graph.

Figure 2 shows the student's graph.

Figure 2



Use information from **Figure 2** to answer these questions.

1 (a) (i) State **one** conclusion the student could make about the effect of temperature on the rate of the reaction.

[1 mark]

.....

.....

1 (a) (ii) Give **one** reason why the student could make this conclusion.

[1 mark]

.....

.....

1 (a) (iii) For the hydrochloric acid at 60 °C the student had collected 30 cm^3 after 15 seconds.

Calculate the average rate of reaction from 0 to 15 seconds.

[1 mark]

.....

.....

Rate of reaction = ... cm^3 per second

Turn over ▶

Do not write outside the box

1 (b) The student then investigated how the surface area of marble chips affected the rate of reaction.

1 (b) (i) Which **two** variables should the student keep constant?

[2 marks]

Tick (✓) **two** boxes.

- Amount of water in the trough ☐
- Concentration of acid ☐
- Mass of marble chips ☐
- Size of marble chips ☐
- Volume of measuring cylinder ☐

1 (b) (ii) Explain, in terms of particles and collisions, the effect that increasing the surface area of the marble chips has on the rate of reaction.

[2 marks]

.....

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1 (c) Calcium carbonate is a catalyst for the industrial production of biodiesel.

Give **one** reason why using a catalyst reduces costs.

[1 mark]

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.....

8

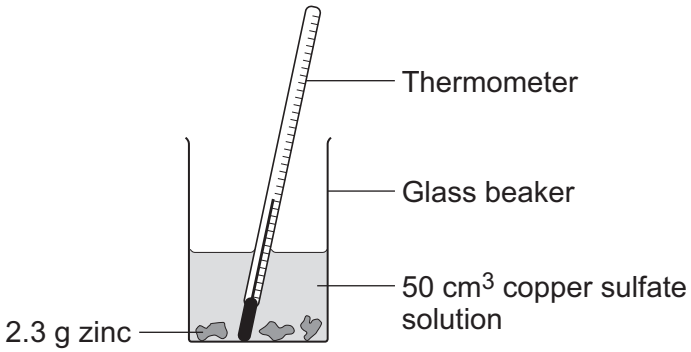
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2 A student investigated the temperature change when zinc reacts with copper sulfate solution.

The student used a different concentration of copper sulfate solution for each experiment.

The student used the apparatus shown in **Figure 3**.

Figure 3



The student:

- measured 50 cm^3 copper sulfate solution into a glass beaker
- measured the temperature of the copper sulfate solution
- added 2.3 g zinc
- measured the highest temperature
- repeated the experiment using copper sulfate solution with different concentrations.

The equation for the reaction is:

$$Zn(s) + CuSO_4(aq) \longrightarrow Cu(s) + ZnSO_4(aq)$$

zinc + copper sulfate solution ⟶ copper + zinc sulfate solution

2 (a) The thermometer reading changes during the reaction.

Give **one** other change the student could **see** during the reaction.

[1 mark]

.....

.....

Question 2 continues on the next page

Turn over ▶

Do not write outside the box

2 (b) Suggest **one** improvement the student could make to the apparatus in **Figure 3**.

Give a reason why this improves the investigation.

[2 marks]

Improvement .....

.....

Reason .....

.....

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

The student's results are shown in **Table 1**.

Table 1

Experiment number	Concentration of copper sulfate in moles per dm^3	Increase in temperature in °C
1	0.1	5
2	0.2	10
3	0.3	12
4	0.4	20
5	0.5	25
6	0.6	30
7	0.7	35
8	0.8	35
9	0.9	35
10	1.0	35

Do not write outside the box

Describe **and** explain the trends shown in the student's results.

[6 marks]

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Extra space .....

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9

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3 This question is about metals and alloys.

3 (a) Explain how electricity is conducted in a metal.

To gain full marks you must include a description of the structure and bonding of a metal.

[4 marks]

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3 (b) Describe how the structure of an alloy is different from the structure of a pure metal.

[2 marks]

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3 (c) Alloys are used to make dental braces and coins.

3 (c) (i) Nitinol is an alloy used in dental braces.

Why is Nitinol used in dental braces?

[1 mark]

.....

.....

Do not write outside the box

3 (c) (ii) Suggest **one** reason why coins are not made of pure copper.

Do **not** give cost as a reason.

[1 mark]

.....

.....

3 (c) (iii) Some coins are made from an alloy of aluminium.

Complete the sentence.

[1 mark]

Aluminium is manufactured by the electrolysis of a molten mixture of

cryolite and ..... .

3 (c) (iv) Banks keep coins in poly(ethene) bags. These bags are made from low density poly(ethene).

High density poly(ethene) can also be made from the same monomer.

How can the same reaction produce two different products?

[1 mark]

.....

.....

3 (d) Give **two** reasons why instrumental methods of analysis are used to detect impurities in metals.

[1 mark]

.....

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.....

11

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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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4 This question is about atoms and isotopes.

4 (a) Atoms contain protons, neutrons and electrons.
A lithium atom has the symbol $^{7}_{3}\text{Li}$

Explain, in terms of sub-atomic particles, why the mass number of this lithium atom is 7.
[3 marks]

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4 (b) Amounts of substances can be described in different ways.

Complete the sentences.
[2 marks]

One mole of a substance is the relative formula mass in ..... .

The relative atomic mass of an element compares the mass of an atom of an element with the mass of an atom of ..... .

4 (c) Two isotopes of oxygen are $^{18}_{8}\text{O}$ and $^{16}_{8}\text{O}$

Describe the similarities and differences between the isotopes $^{18}_{8}\text{O}$ and $^{16}_{8}\text{O}$
You should refer to the numbers of sub-atomic particles in each isotope.
[3 marks]

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5 This question is about compounds.

5 (a) **Table 2** gives information about the solubility of some compounds.

Table 2

Soluble compounds
All potassium and sodium salts
All nitrates
Chlorides, bromides and iodides, except those of silver and lead

Use information from **Table 2** to answer these questions.

5 (a) (i) Name a soluble compound that contains silver ions.

[1 mark]

.....

5 (a) (ii) Name a soluble compound that contains carbonate ions.

[1 mark]

.....

5 (b) Metal oxides react with acids to make salts.

What type of compound is a metal oxide?

[1 mark]

.....

Do not write outside the box

5 (c) Lead nitrate solution is produced by reacting lead oxide with nitric acid.

5 (c) (i) State how solid lead nitrate can be obtained from lead nitrate solution.

[1 mark]

.....

.....

5 (c) (ii) Balance the equation for the reaction.

[1 mark]

$$PbO + HNO_3 \longrightarrow Pb(NO_3)_2 + H_2O$$

5 (c) (iii) Give the total number of atoms in the formula $Pb(NO_3)_2$

[1 mark]

.....

5 (d) An oxide of lead that does **not** have the formula PbO contains 6.21 g of lead and 0.72 g of oxygen.

Calculate the empirical formula of this lead oxide.

Relative atomic masses (A_r): O = 16; Pb = 207

You must show your working to gain full marks.

[4 marks]

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Empirical formula = ...

10

Do not write outside the box

6 This question is about sodium chloride and iodine.

6 (a) Describe the structure and bonding in sodium chloride.

[4 marks]

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6 (b) When sodium chloride solution is electrolysed, one product is chlorine.

Name the **two** other products from the electrolysis of sodium chloride solution.

[2 marks]

.....

.....

6 (c) Many people do not have enough iodine in their diet.

Sodium chloride is added to many types of food. Some scientists recommend that sodium chloride should have a compound of iodine added.

Give **one** ethical reason why a compound of iodine should **not** be added to sodium chloride used in food.

[1 mark]

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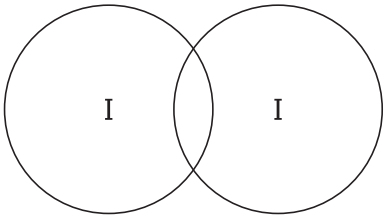
6 (d) The bonding in iodine is similar to the bonding in chlorine.

6 (d) (i) Complete **Figure 4** to show the bonding in iodine.

Show the outer electrons only.

[2 marks]

Figure 4



6 (d) (ii) Explain why iodine has a low melting point.

[3 marks]

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6 (d) (iii) Explain, in terms of particles, why liquid iodine does not conduct electricity.

[2 marks]

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14

END OF QUESTIONS

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There are no questions printed on this page

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AQA

GCSE

Additional Science / Chemistry

CH2HP

Mark scheme

4408 / 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 2(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.

Question	Answers	Extra information	Mark	AO / Spec. Ref.
1(a)(i)	the higher the temperature, the greater the rate **or** at 40 °C rate is faster than at 20 °C	accept the higher the temperature, the faster the reaction	1	**AO3** 2.4.1c
1(a)(ii)	40 °C curve is steeper **or** correct comparison of data from the graph	accept the 40 °C line becomes horizontal sooner accept at higher temperatures the reaction finishes sooner accept reaction finishes sooner at 40 °C accept at higher temperatures the gas is produced faster	1	**AO3** 2.4.1c
1(a)(iii)	2		1	**AO2** 2.4.1a
1(b)(i)	Concentration of acid Mass of marble chips		2	**AO3** 2.4.1e
1(b)(ii)	 increases rate (because of) more frequent collisions (between particles)	incorrect reference to energy = max **1** accept particles are more likely to collide ignore more collisions ignore more successful collisions	 1 1	**AO1** 2.4.1f
1(c)	any **one** from: • increases rate of reaction • reduces energy required • lower temperature can be used • catalyst is not used up		1	**AO1** 2.4.1g,h
Total			**8**	

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Question	Answers	Extra information	Mark	AO / Spec. Ref.
2(a)	any **one** from: • solution becomes colourless or colour fades • zinc becomes bronze / copper coloured • zinc gets smaller • bubbles or fizzing	 allow copper (forms) or a solid (forms) allow zinc dissolves ignore precipitate	1	**AO2** 2.5.1
2(b)	improvement: use a plastic / polystyrene cup or add a lid reason - must be linked reduce / stop heat loss **OR** improvement: use a digital thermometer reason - must be linked more accurate or easy to read or stores data	 accept use lagging/insulation allow use a data logger allow more precise or more sensitive ignore more reliable ignore improvements to method, eg take more readings	1 1	**AO3** 2.5.1a,b

Question 2 continues on the next page

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Question 2 continued

2(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. Examiners should also refer to the information on page 5, and apply a 'best-fit' approach to the marking.

AO2/AO3
2.5.1a,b

0 marks	Level 1 (1–2 marks)	Level 2 (3–4 marks)	Level 3 (5–6 marks)
No relevant content.	There is a statement about the results.	There are statements about the results. These statements may be linked or may include data.	There are statements about the results with at least one link and an attempt at an explanation.

Examples of chemistry points made in the response:

Description:

Statements
Concentration of copper sulfate increases
Temperature change increases
There is an anomalous result
The temperature change levels off
Reaction is exothermic

Linked Statements
Temperature change increases as concentration of copper sulfate increases
The temperature change increases, and then remains constant
After experiment 7 the temperature change remains constant

Statements including data
The trend changes at experiment 7
Experiment 3 is anomalous

Attempted Explanation:
Temperature change increases because rate increases
Temperature change levels off because the reaction is complete

Explanation:
As more copper sulfate reacts, more heat energy is given off
Once copper sulfate is in excess, no further heat energy produced

Total			**9**

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Question	Answers	Extra information	Mark	AO / Spec. Ref.
3(a)		first 3 marks can be obtained from a suitably labelled diagram incorrect structure or bonding or particle = max 3		**AO1** 2.1.h,i 2.2.4a
	giant structure / lattice / layers / close packed		1	
	made up of atoms / <u>positive</u> ions		1	
	with delocalized / free electrons		1	
	so electrons can move / flow through the metal	accept so electrons can carry charge through the metal accept so electrons can form a current	1	
3(b)		accept converse for pure metal throughout both marks can be obtained from suitable diagrams		**AO1** 2,2,4c
	an alloy (is a metal which) has different types / sizes of atoms	allow made of different metals allow mixture of metals / atoms / elements ignore particles ignore properties do **not** accept compound	1	
	alloy has distorted layers	allow layers are unable to slide	1	
3(c)(i)	can return to its original shape	accept shape memory alloy accept smart alloy ignore other properties	1	**AO1** 2.2.4d

Question 3 continues on the next page

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Question 3 continued

3(c)(ii)	(pure copper is too) soft	accept converse accept malleable or bends accept copper is running out ignore references to strength and weakness	1	**AO2** 2.2.4c 2.7.1d
3(c)(iii)	aluminium oxide	accept alumina accept Al_2O_3 ignore bauxite / aluminium ore	1	**AO1** 2.7.1h
3(c)(iv)	any **one** from: • different conditions • different catalyst • different pressure • different temperature	allow different concentration do **not** accept different monomers	1	**AO1** 2.2.5a
3(d)	any **two** from: • accurate • sensitive • rapid • small sample	both needed for 1 mark	1	**AO1** 2.3.2a
Total			**11**	

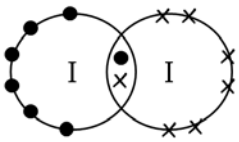
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Question	Answers	Extra information	Mark	AO / Spec. Ref.
4(a)	because this lithium atom has			**AO1/ AO2**
	3 protons		1	2.3.1abc
	and 4 neutrons		1	
	mass number is total of neutrons and protons	accept protons and neutrons have a mass of 1 accept number of neutrons = 7 - 3(protons) ignore mass of electron is negligible	1	
4(b)	grams	accept g	1	**AO1**
	^{12}C	allow carbon-12 **or** C-12 ignore hydrogen **or** H	1	2.3.1eg
4(c)	any **three** from:	max **2** if no numbers given numbers if given must be correct	3	**AO1/ AO2** 2.3.1d
	• both have 8 protons	accept same number of protons		
	• ^{18}O has 10 neutrons • ^{16}O has 8 neutrons	accept different number of neutrons or ^{18}O has two more neutrons for **1** mark		
	• both have 8 electrons	accept same number of electrons		
Total			**8**	

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Question	Answers	Extra information	Mark	AO / Spec. Ref.
5(a)(i)	silver nitrate	allow $AgNO_3$	1	**AO3** 2.6.1d
5(a)(ii)	potassium carbonate **or** sodium carbonate	allow K_2CO_3 allow Na_2CO_3	1	**AO3** 2.6.1d
5(b)	base	allow ionic ignore insoluble or soluble ignore alkali	1	**AO1** 2.6.2a
5(c)(i)	evaporate **or** crystallise	allow heat or boil or leave (to evaporate) allow cool ignore filtration unless given as an alternative do **not** accept freeze or solidify	1	**AO1** 2.6.1c
5(c)(ii)	2 (HNO_3)	accept multiples	1	**AO2** 2.6.1b
5(c)(iii)	9	accept nine	1	**AO2** 2.6.1b 2.1.1a
5(d)	6.21/207 0.72/16 = 0.03 = 0.045 2 3 Pb_2O_3	**1** mark for dividing mass by A_r **1** mark for correct proportions (allow multiples) **1** mark for correct whole number ratio (allow multiples). Can be awarded from formula. allow O_3Pb_2 **ecf** allowed throughout if sensible attempt at step 1 correct formula with no working gains **1** mark	1 1 1 1	**AO2** 2.3.3b
Total			**10**	

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Question	Answers	Extra information	Mark	AO / Spec. Ref.
6(a)		max **3** if incorrect structure or bonding or particles		**AO1** 2.1.1adef 2.2.2a
	lattice / giant structure		1	
	ionic **or** (contains) ions		1	
	Na^+ **and** Cl^-	accept in words or dot and cross diagram: must include type and magnitude of charge for each ion	1	
	electrostatic attraction	allow attraction between opposite charges	1	
6(b)	hydrogen	allow H_2	1	**AO1** 2.7.1i
	sodium hydroxide	allow NaOH	1	
6(c)	any **one** from, eg: • people should have the right to choose • insufficient evidence of effect on individuals • individuals may need different amounts	allow too much could be harmful ignore religious reasons ignore cost ignore reference to allergies	1	**AO3** 2.1
6(d)(i)		accept dot, cross or e or – or any combination, eg 		**AO2** 2.1.1b,g
	one bonding pair of electrons		1	
	6 unbonded electrons on each atom		1	

Question 6 continues on the next page

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Question 6 continued

Question	Answers	Extra information	Mark	AO / Spec. Ref.
6(d)(ii)		max **2** if incorrect structure or bonding or particles		**AO1/ AO2** 2.2.1ab
	simple molecules	accept small molecules accept simple / small molecular structure	1	
	with intermolecular forces	accept forces between molecules must be no contradictory particles	1	
	which are weak **or** which require little energy to overcome – must be linked to second marking point	reference to weak covalent bonds negates second and third marking points	1	
6(d)(iii)	iodine has no delocalised / free / mobile electrons or ions		1	**AO1** 2.2.1c
	so cannot carry charge	if no mark awarded iodine molecules have no charge gains **1** mark	1	2.1.1g
Total			**14**	

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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	

AQA

General Certificate of Secondary Education
Higher Tier
June 2014

Additional Science
Unit Chemistry C2

CH2HP

H

Chemistry
Unit Chemistry C2

Thursday 15 May 2014 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.

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 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 The label shows the ingredients in a drink called Cola.

Cola

Ingredients:

Carbonated water
Sugar
Colouring
Phosphoric acid
Flavouring
Caffeine

1 (a) (i) The pH of carbonated water is 4.5.

The pH of Cola is 2.9.

Name the ingredient on the label that lowers the pH of Cola to 2.9.

[1 mark]

.....

1 (a) (ii) Which ion causes the pH to be 2.9?

[1 mark]

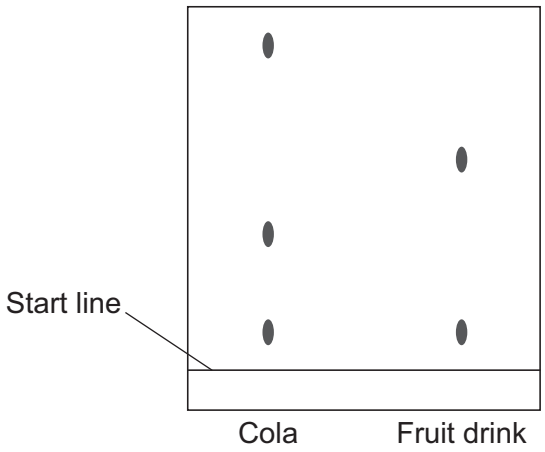
.....

Do not write outside the box

1 (b) A student investigated the food colouring in Cola and in a fruit drink using paper chromatography.

The chromatogram in **Figure 1** shows the student's results.

Figure 1



1 (b) (i) Complete the sentence.

The start line should be drawn with a ruler and ..... .

Give a reason for your answer.

[2 marks]

.....

.....

1 (b) (ii) Suggest **three** conclusions you can make from the student's results.

[3 marks]

.....

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Turn over ▶

Do not write outside the box

1 (c) Caffeine can be separated from the other compounds in the drink by gas chromatography.

Why do different compounds separate in a gas chromatography column?

[1 mark]

.....

.....

1 (d) Caffeine is a stimulant.

Large amounts of caffeine can be harmful.

1 (d) (i) Only **one** of the questions in the table **can** be answered by science alone.

Tick (✓) **one** question.

[1 mark]

Question	Tick (✓)
Should caffeine be an ingredient in drinks?	
Is there caffeine in a certain brand of drink?	
How much caffeine should people drink?	

1 (d) (ii) Give **two** reasons why the other questions **cannot** be answered by science alone.

[2 marks]

Reason 1 .....

.....

Reason 2 .....

.....

11

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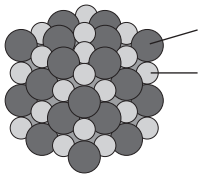
2 **In this question you will be assessed on using good English, organising information clearly and using specialist terms where appropriate.**

Explain why chlorine (Cl_2) is a gas at room temperature, but sodium chloride (NaCl) is a solid at room temperature.

Chlorine

Cl — Cl

Sodium chloride



Include a description of the bonding and structure of chlorine and sodium chloride in your answer.

[6 marks]

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Extra space .....

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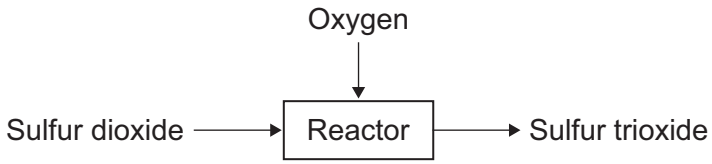
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6

Do not write outside the box

3 **Figure 2** represents a reaction in the production of sulfuric acid.

Figure 2



3 (a) Complete and balance the equation for the reaction.

[2 marks]

..... $SO_2(g)$ + ... (g) $\rightleftharpoons$ ..... $SO_3(g)$

3 (b) The conditions can affect the rate of the reaction.

3 (b) (i) The pressure of the reacting gases was increased.

State the effect of increasing the pressure on the rate of reaction.

Explain your answer in terms of particles.

[3 marks]

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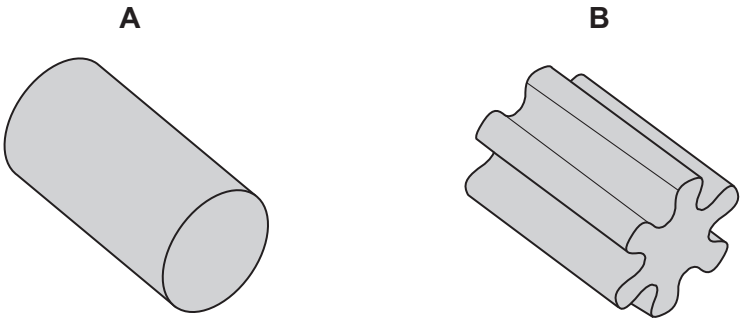
Do not write outside the box

3 (b) (ii) A catalyst is used for the reaction.

The gases pass through a layer containing pieces of the catalyst.

Figure 3 shows the shapes of pieces of catalyst.

Figure 3



Suggest and explain why shape **B** is more effective as a catalyst than shape **A**.

[2 marks]

.....

.....

.....

.....

3 (c) The reaction is carried out at a high temperature to provide the reactants with the **activation energy**.

What is meant by the **activation energy**?

[1 mark]

.....

.....

.....

Turn over ▶

Do not write outside the box

3 (d) Sulfuric acid reacts with metals to produce salts.

3 (d) (i) A student concluded that potassium would **not** be a suitable metal to react with sulfuric acid.

Explain why.

[2 marks]

.....

.....

.....

.....

3 (d) (ii) A student reacted zinc metal with sulfuric acid to produce a salt and another product.

Complete the equation for this reaction.

[2 marks]

$Zn + H_2SO_4 \longrightarrow$ ..... + ...

3 (d) (iii) The student wanted to increase the rate of the reaction between the zinc and sulfuric acid.

State **one** way, other than using a catalyst, that the student could increase the rate of the reaction.

[1 mark]

.....

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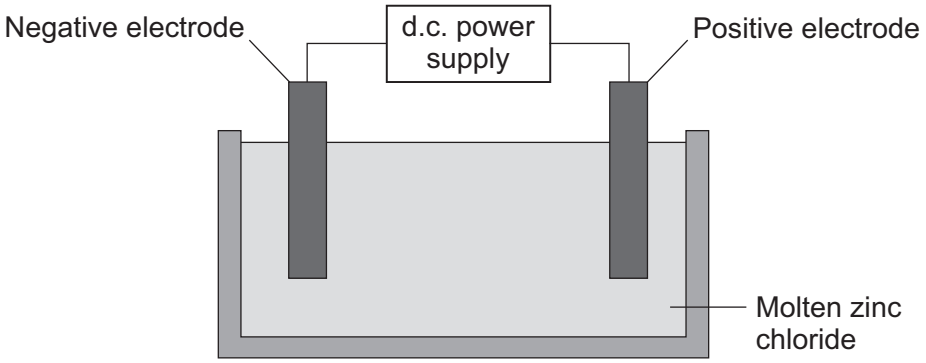
13

Do not write outside the box

4 This question is about zinc and magnesium.

Zinc is produced by electrolysis of molten zinc chloride, as shown in **Figure 4**.

Figure 4



4 (a) (i) Why must the zinc chloride be molten for electrolysis?

[1 mark]

.....

.....

4 (a) (ii) Describe what happens at the negative electrode.

[3 marks]

.....

.....

.....

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.....

4 (a) (iii) Complete the half equation for the reaction at the positive electrode.

[1 mark]

..... $\longrightarrow$ Cl_2 + ... e^-

Do not write outside the box

4 (b) Magnesium can be produced from magnesium oxide.

The equation for the reaction is:

$$Si(s) + 2\,MgO(s) \rightleftharpoons SiO_2(s) + 2\,Mg(g)$$

4 (b) (i) How can you tell from the equation that the reaction is done at a high temperature?

[1 mark]

.....

.....

4 (b) (ii) This reaction to produce magnesium from magnesium oxide is **endothermic**.

What is meant by an **endothermic** reaction?

[1 mark]

.....

.....

4 (b) (iii) A company made magnesium using this reaction.

Calculate the mass of magnesium oxide needed to produce 1.2 tonnes of magnesium.

Relative atomic masses (A_r): O = 16; Mg = 24

[3 marks]

.....

.....

.....

.....

Mass of magnesium oxide needed = ... tonnes

Do not write outside the box

4 (b) (iv) The company calculated that they would produce 1.2 tonnes of magnesium, but only 0.9 tonnes was produced.

Calculate the percentage yield.

[1 mark]

.....

.....

Percentage yield = ... %

4 (b) (v) Give **one** reason why the calculated yield of magnesium might not be obtained.

[1 mark]

.....

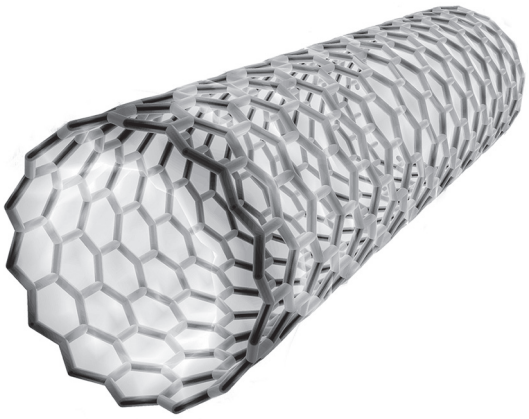
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12

Turn over for the next question

Do not write outside the box

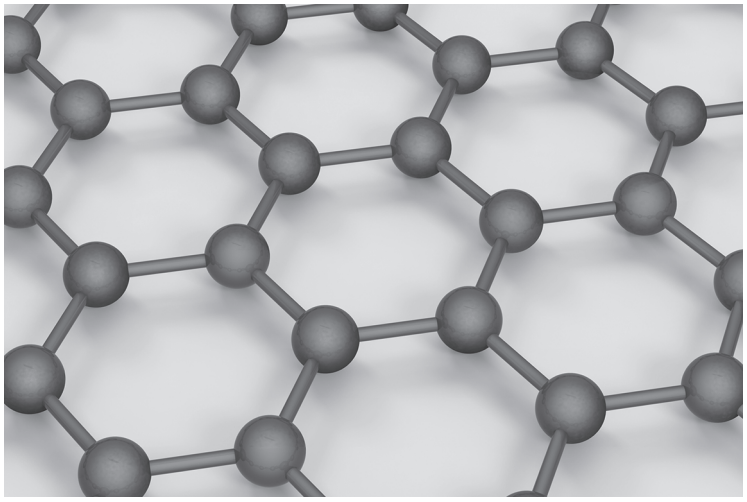
5 Carbon atoms are used to make nanotubes.



Carbon atoms in a nanotube are bonded like a single layer of graphite.

Figure 5 shows the structure of a single layer of graphite.

Figure 5



Do not write outside the box

5 (a) Suggest why carbon nanotubes are used as lubricants.

[2 marks]

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5 (b) Explain why graphite can conduct electricity.

[2 marks]

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4

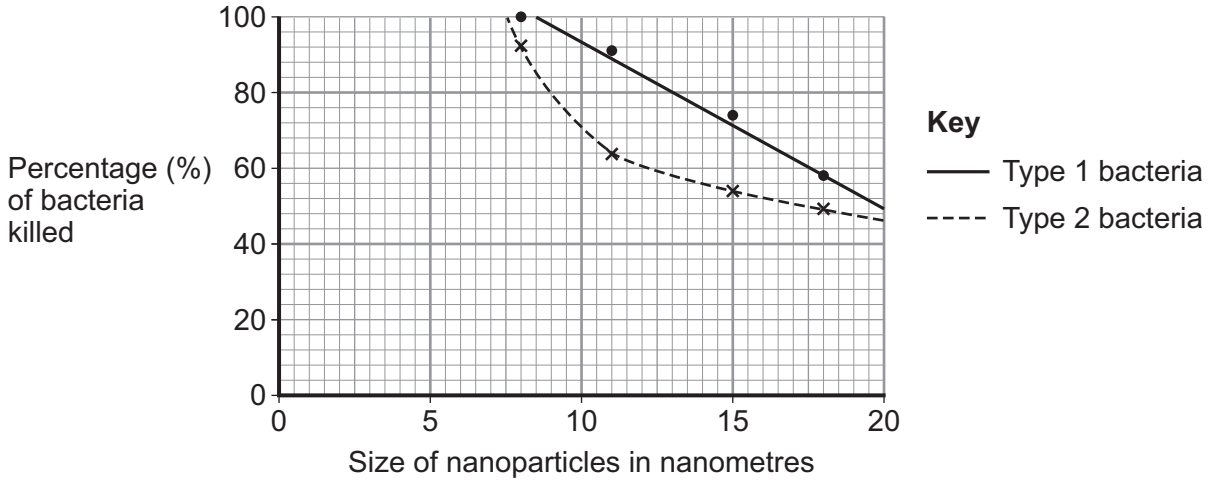
Turn over for the next question

Do not write outside the box

6 Magnesium oxide nanoparticles can kill bacteria.

Figure 6 shows the percentage of bacteria killed by different sized nanoparticles.

Figure 6



6 (a) (i) Give **two** conclusions that can be made from **Figure 6**.

[2 marks]

.....

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6 (a) (ii) Points are plotted for only some sizes of nanoparticles.

Would collecting and plotting data for more sizes of nanoparticles improve the conclusions?

Give a reason for your answer.

[1 mark]

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Do not write outside the box

6 (b) Magnesium oxide contains magnesium ions (Mg^{2+}) and oxide ions (O^{2-}).

Describe, as fully as you can, what happens when magnesium atoms react with oxygen atoms to produce magnesium oxide.

[4 marks]

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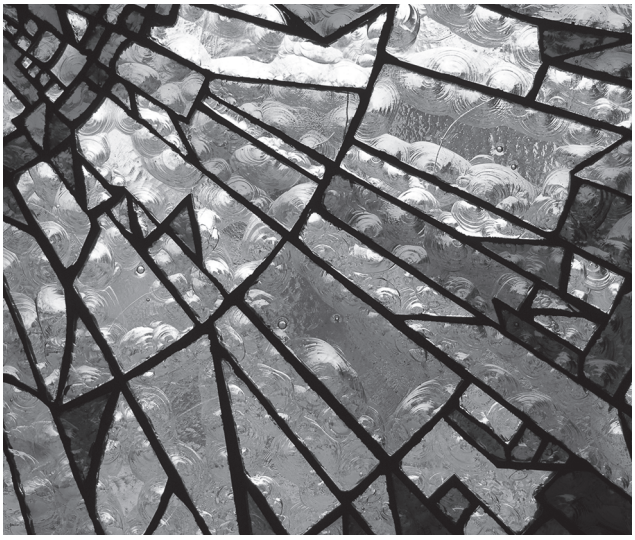
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7

Turn over for the next question

Do not write outside the box

7 Glass is made from silicon dioxide.



7 (a) Silicon dioxide has a very high melting point.

Other substances are added to silicon dioxide to make glass. Glass melts at a lower temperature than silicon dioxide.

Suggest why.

[1 mark]

.....

.....

7 (b) Sodium oxide is one of the substances added to silicon dioxide to make glass.

7 (b) (i) Sodium oxide contains Na^+ ions and O^{2-} ions.

Give the formula of sodium oxide.

[1 mark]

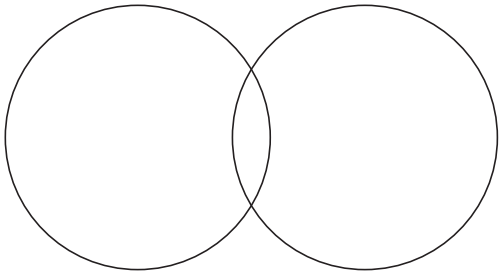
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7 (b) (ii) Sodium oxide is made by heating sodium metal in oxygen gas.

Complete the diagram to show the outer electrons in an oxygen molecule (O_2).

[2 marks]



7 (c) Glass can be coloured using tiny particles of gold. Gold is a metal.

Describe the structure of a metal.

[3 marks]

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7

END OF QUESTIONS

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GCSE
ADDITIONAL SCIENCE / CHEMISTRY

CH2HP
Mark scheme

4408 / 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 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.

Quality of Written Communication and levels marking

In Question 2 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 (for a C grade), 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)	(phosphoric) acid	*allow phosphoric*	1	2 / 2.6.2d	G
1(a)(ii)	H^+ / hydrogen (ion)	*if ion symbol given, charge must be correct*	1	2 / 2.6.2d	E
1(b)(i)	pencil so it will not run / smudge / *dissolve* **or** because ink would run / smudge / *dissolve*	 *ignore pencil will not interfere with / affect the results* *ignore ink will interfere with / affect the results*	1 1	2 / 2.3.2b	E
1(b)(ii)	any **three** from: • *3* colours in Cola • *2* colours in Fruit drink • one of the colours is the same • two of the colours in Cola are different • one of the colours in Fruit drink is different • *one of the colours in Cola is the most soluble*	*reference to spots / dots = max **2*** *allow colouring for colour* *allow more colours in cola **or** fewer colours in fruit drink* *allow some of the colours in the drinks are different* *accept one of the colours in Cola has the highest R_f value*	3	3 / 2.3.2b	E
1(c)	different substances travel at different speeds **or** have different retention times	*accept different attraction to solid* *ignore properties of compounds*	1	1 / 2.3.2c	E

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Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
1(d)(i)	Is there caffeine in a certain brand of drink?		1	3 / 2.3.2	A
1(d)(ii)	any **two** from: • cannot be done by experiment • based on opinion / *lifestyle choice* • ethical, *social* or economic issue	*accept caffeine has different effects on different people*	2	3 / 2.3.2	E
Total			**11**		

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<table>
<tr><th>Question</th><th>Answers</th><th>Extra information</th><th>Mark</th><th>AO / Spec. Ref.</th><th>ID</th></tr>
<tr><td colspan="4">
2 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.
<table>
<tr><th>0 marks</th><th>Level 1 (1–2 marks)</th><th>Level 2 (3–4 marks)</th><th>Level 3 (5–6 marks)</th></tr>
<tr><td>No relevant content</td><td>There is a statement about the bonding and/or structure or melting / boiling point of chlorine or sodium chloride.</td><td>There are statements about the bonding and/or structure of chlorine or sodium chloride.</td><td>There are statements about the bonding and/or structure of chlorine and sodium chloride.

There is an explanation of why chlorine is a gas or sodium chloride is a solid.</td></tr>
</table>
Examples of chemistry points made in response:
Chlorine:
covalent bonds between atoms
forming simple molecules
no / weak attraction / bonds between molecules
low boiling point

Sodium chloride:
ionic bonds or electrostatic attraction
strong bonds
in all directions
between oppositely charged ions
forming giant lattice
large amounts of energy needed to break bonds
high melting point
</td><td>1 + 2 / 2.1.1f/g 2.2.1a 2.2.2a</td><td>E</td></tr>
<tr><td>Total</td><td></td><td></td><td>6</td><td></td><td></td></tr>
</table>

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Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
3(a)	**O_2** in correct space		1	2 / 2.4	E
	correct balancing	accept multiples	1		
3(b)(i)		*incorrect reference to energy = max **2***		1 / 2.4.1d	E
		ignore references to equilibrium			
	rate increases		1		
	because particles are closer together	accept because there are more particles (per unit volume)	1		
		allow particles have less space / room to move around			
	so frequency of collisions increases	*accept particles are more likely to collide*	1		
		ignore more collisions			
		ignore more successful collisions			
3(b)(ii)	has a greater surface area		1	3 / 2.4.1f/g	E
	so the reaction is faster	*accept so more frequent collisions*	1		
3(c)	the (minimum) amount of energy (particles must have) to react ***or*** *to start a reaction*	accept the energy needed to break bonds	1	1 / 2.4.1b	E
		ignore references to heat			
3(d)(i)	(potassium is) too / *very* reactive	*ignore potassium is a Group 1 / alkali metal*	1	1 + 2 / 2.6.1b	E
	so dangerous / *violent reaction*	accept hydrogen produced rapidly	1		
3(d)(ii)		accept products in either order		2 / 2.6.2b	E
		ignore names of substances			
		*do **not** accept brackets or charges in the formulae*			
	$ZnSO_4$		1		
	H_2		1		

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3(d)(iii)	any **one** from: • increase concentration (of sulfuric acid) • increase temperature **or** heat it • increase surface area of zinc		1	1 / 2.4.1	E

Total			**13**

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Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
4(a)(i)	so ions can move (and carry charge)	accept so current can flow *allow so it can conduct (electricity)* *allow so charged particles can move* *do **not** accept so electrons can move*	1	1 / 2.7.1a/b	E
4(a)(ii)	because zinc ions gain electrons 2 (electrons) zinc is formed	accept because zinc ions are reduced *accept correct half equation for **3** marks* *if no mark gained allow* *positive ions go to negative electrode **or*** *opposites attract **or*** *reduction (of zinc) **or*** *(zinc) gains electrons for **1** mark*	1 1 1	1 + 2 / 2.7.1b/c/e	E
4(a)(iii)	**2** Cl^- ⟶ Cl_2 + **2** e^-	must be completely correct	1	1 / 2.7.1g	E
4(b)(i)	because the magnesium is *a gas*	*allow magnesium goes from solid to gas*	1	2 / 2.6.1a	E
4(b)(ii)	(a reaction which) takes in energy (from the surroundings)	*accept more energy needed to break bonds than released by forming bonds* *accept correct reference to energy level diagram* *allow (a reaction which) takes in heat (from the surroundings)*	1	1 / 2.5.1a/b	E

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Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
4(b)(iii)	*(M_r* MgO =) 40	*accept (2 M_r* MgO =) 80	1	2 / 2.3.3c	E
	1.2/24 (x40) **or** 0.05 (x40) **or** 40/24 (x1.2) **or** 1.67 (x1.2)	allow ecf from step 1	1		
	2(.0)	allow ecf carried through from step 1 correct answer with or without working gains **3** marks	1		
4(b)(iv)	75(%)		1	2 / 2.3.3e	E
4(b)(v)	any **one** from: • the reaction is reversible • *some lost /escaped/ released (when* separated) • some of the reactant may react in different ways from the expected reaction • *impure reactant(s)*	*accept incomplete reaction* *ignore equilibrium not reached* *ignore measurement and calculation errors*	1	1 / 2.3.3d/f	E
Total			**12**		

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Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
5(a)	nanotubes can slide (over each other) because no (covalent) bonds between the nanotubes	allow nanotubes can roll (over each other) *accept weak forces between the nanotubes **or** weak intermolecular forces* *allow layers for nanotubes throughout*	1 1	1 / 2.2.3d	E
5(b)	delocalised electrons *so (delocalised) electrons* can move through the graphite	*accept free electrons* *accept so (delocalised) electrons can carry charge through the graphite*	1 1	1 + 2 / 2.2.3c/e	E
Total			**4**		

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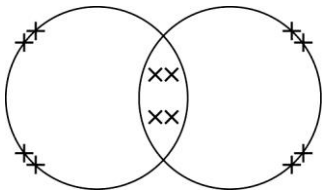
Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
6(a)(i)	any **two** from: • *100% of (type 1 and type 2) bacteria are killed with a particle size of 7.5 to 8.5 nm* • *as the size increases (beyond 8.5 nm), nanoparticles are less effective at killing (type 1 and type 2) bacteria* • *type 1 shows a linear relationship **or** type 2 is non-linear* • type 1 bacteria more susceptible than type 2 (at all sizes of nanoparticles shown on the graph)	*ignore any conclusion drawn referring to data below 7.5 nm or above 20 nm* *accept nanoparticles in the range of 7.5 to 8.5 nm are most effective at killing (type 1 and type 2) bacteria* *allow type 2 bacteria are harder to kill*	2	3 / 2.2.6a	E
6(a)(ii)	(yes) because you *could confirm the pattern that has been observed* **or** (no) because trend/*conclusion* is already clear	*allow would reduce the effect of anomalous points / random errors* *allow would give better line of best fit* *ignore references to reliability / precision / accuracy / reproducibility / repeatability / validity*	1	3 / 2.2.6a	E

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6(b)		reference to incorrect particles **or** incorrect bonding **or** incorrect structure = max **3**		1 / 2.1.1c/f	E
	magnesium loses electron(s)		1		
	oxygen gains electron(s)		1		
	<u>two</u> electrons (per atom)		1		
	gives full outer shells (of electrons) ***or*** *eight electrons in highest energy level*	*accept noble gas structure*	1		
	or				
	(electrostatic) attraction between ions **or** forms ionic bonds				

Total			**7**

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Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
7(a)	*weaker bonds* ***or*** *fewer bonds* ***or*** *disruption to lattice*	*allow (other substances) react with the silicon dioxide* *ignore weaker / fewer forces* *do **not** accept reference to intermolecular forces / bonds*	1	2 / 2.2.3a	E
7(b)(i)	Na_2O	*do **not** accept brackets or charges in the formula*	1	2 / 2.1	E
7(b)(ii)	 2 bonding pairs 2 lone pairs on each oxygen	*electrons can be shown as dots, crosses, e or any combination* *accept 4 electrons within the overlap* *accept 4 non-bonding electrons on each oxygen*	 1 1	1 / 2.1	E
7(c)	*lattice / regular pattern / layers / giant structure / close-packed arrangement* (of) positive ions **or** (of) atoms (with) delocalised / free electrons	reference to incorrect particles **or** incorrect bonding **or** incorrect structure = max **2**	1 1 1	1 / 2.1.1h/i	E
Total			**7**		

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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 2013

Additional Science
Unit Chemistry C2

CH2HP

H

Chemistry
Unit Chemistry C2

Monday 20 May 2013 1.30 pm to 2.30 pm

For this paper you must have:
- 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.

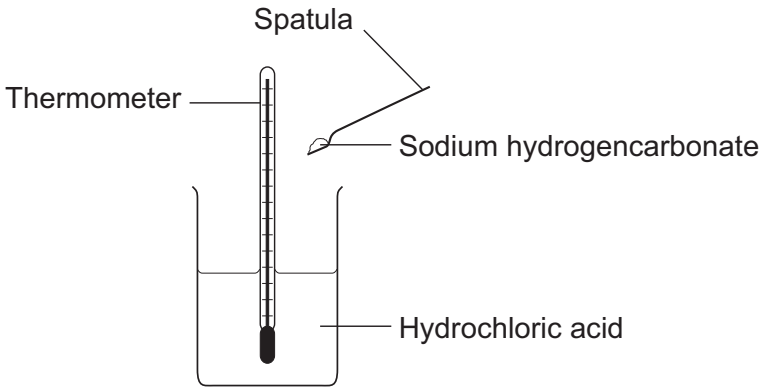
Information
- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- You are expected to use a calculator where appropriate.
- You are reminded of the need for good English and clear presentation in your answers.
- Question 2(b) should be answered in continuous prose.
  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 (a) Some students did an experiment to find the temperature change when hydrochloric acid reacts with sodium hydrogencarbonate.



The results are in the table.

Number of spatula measures of sodium hydrogencarbonate	Start temperature in °C	Final temperature in °C	Change in temperature in °C
2	20	16	4
4	20	14	6
6	19	11	8
8	20	10	10
10	19	9	10
12	20	10	10

Do not write outside the box

1 (a) (i) Describe, as fully as you can, the trends shown in the students' results.

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.....

(3 marks)

1 (a) (ii) State the type of energy transfer for this reaction.

.....

.....

(1 mark)

Question 1 continues on the next page

Do not write outside the box

1 (b) Sodium hydrogencarbonate is used as baking powder for making cakes.

When the cake mixture is baked the sodium hydrogencarbonate decomposes.

The equation for the reaction is:

$$2\,NaHCO_3(s) \xrightarrow{\text{Heat}} Na_2CO_3(s) + H_2O(g) + CO_2(g)$$

1 (b) (i) The cake mixture rises when baked.



Use the equation to suggest why.

.....

.....

(1 mark)

1 (b) (ii) The same reaction can be reversed to produce sodium hydrogencarbonate from sodium carbonate.

$$Na_2CO_3 + H_2O + CO_2 \longrightarrow 2\,NaHCO_3$$

Do the reactants need to be heated?

Give a reason for your answer.

.....

.....

(1 mark)

Do not write outside the box

1 (c) (i) Calculate the relative formula mass of sodium hydrogencarbonate ($NaHCO_3$).

Relative atomic masses (A_r): H=1; C=12; O=16; Na=23

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Relative formula mass (M_r) = ...

(2 marks)

1 (c) (ii) Calculate the percentage by mass of carbon in sodium hydrogencarbonate.

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.....

Percentage of carbon = ... %

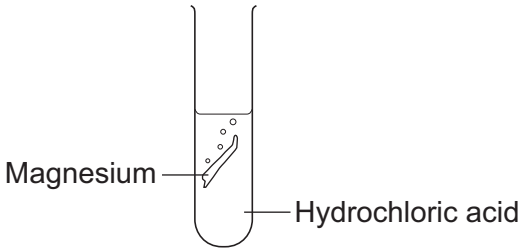
(1 mark)

9

Turn over for the next question

Do not write outside the box

2 A student investigated the reaction between magnesium and hydrochloric acid.



The equation for the reaction is:

Mg(s)	+	2 HCl(aq)	⟶	$MgCl_2$(aq)	+	H_2(g)
magnesium		hydrochloric acid		magnesium chloride		hydrogen

2 (a) Give **two** observations the student could make during the reaction.

1 .....

.....

2 .....

.....

(2 marks)

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

The student investigated how the rate of this reaction changed when the concentration of hydrochloric acid was changed.

Write a plan the student could use.

In your plan you should:

- describe how you would carry out the investigation and make it a fair test
- describe the measurements you would make.

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(6 marks)

8

Do not write outside the box

3 Ammonia is produced from nitrogen and hydrogen.

The equation for this reaction is:

$$N_2(g) + 3H_2(g) \rightleftharpoons 2NH_3(g)$$

3 (a) (i) A company wants to make 6.8 tonnes of ammonia.

Calculate the mass of nitrogen needed.

Relative atomic masses (A_r): H = 1; N = 14

.....

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Mass of nitrogen = ... tonnes

(3 marks)

3 (a) (ii) The company expected to make 6.8 tonnes of ammonia.

The yield of ammonia was only 4.2 tonnes.

Calculate the percentage yield of ammonia.

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.....

Percentage yield of ammonia = ... %

(2 marks)

3 (a) (iii) Use the equation above to explain why the percentage yield of ammonia was less than expected.

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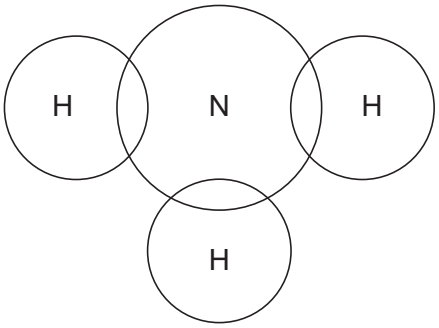
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(1 mark)

Do not write outside the box

3 (b) Complete the diagram to show the arrangement of the outer shell electrons of the nitrogen and hydrogen atoms in ammonia.

Use dots (●) and crosses (x) to represent the electrons.



(2 marks)

3 (c) Ammonia dissolves in water to produce an alkaline solution.

3 (c) (i) Which ion makes ammonia solution alkaline?

.....

(1 mark)

3 (c) (ii) Name the type of reaction between aqueous ammonia solution and an acid.

.....

(1 mark)

3 (c) (iii) Name the acid needed to produce ammonium nitrate.

.....

(1 mark)

3 (c) (iv) The reaction of ammonia with sulfuric acid produces ammonium sulfate.

Use the formulae of the ions on the Chemistry Data Sheet.

Write the formula of ammonium sulfate.

.....

(1 mark)

12

Do not write outside the box

4 This question is about potassium.

4 (a) Humphrey Davy was a professor of chemistry.

In 1807 Davy did an electrolysis experiment to produce potassium.

4 (a) (i) Davy first tried to electrolyse a solid potassium salt to produce potassium.

Explain why this electrolysis did **not** work.

.....

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(2 marks)

4 (a) (ii) Humphrey Davy was the first person to produce potassium.

Humphrey Davy's experiment to produce this new element was quickly accepted by other scientists.

Suggest why.

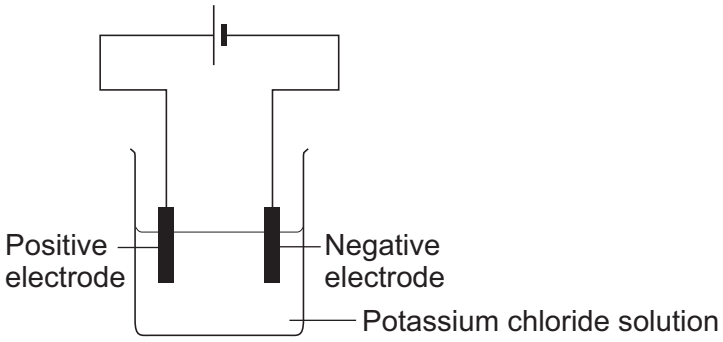
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(1 mark)

4 (b) A student dissolved some potassium chloride in water.
The student tried to electrolyse the potassium chloride solution to produce potassium.

The apparatus the student used is shown in the diagram.



Do not write outside the box

The student expected to see potassium metal at the negative electrode, but instead saw bubbles of a gas.

- Name the gas produced at the negative electrode.
- Explain why this gas was produced at the negative electrode **and** why potassium was not produced.

The reactivity series of metals on the Chemistry Data Sheet may help you to answer this question.

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(3 marks)

4 (c) The student tried to electrolyse molten potassium chloride to produce potassium.

4 (c) (i) Potassium metal was produced at the negative electrode.

Describe how potassium atoms are formed from potassium ions.

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(2 marks)

Question 4 continues on the next page

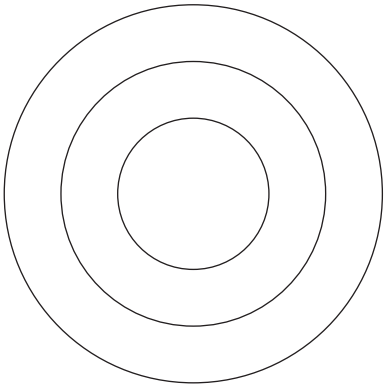
Do not write outside the box

4 (c) (ii) Complete and balance the equation for the reaction at the positive electrode.

.....Cl^- $\longrightarrow$ Cl_2 + ...

(1 mark)

4 (c) (iii) Complete the diagram to show the electronic structure of a chloride ion (Cl^-).



(1 mark)

10

5 Oil rigs are used to drill for crude oil.



5 (a) Drill heads are made from steel. Steel is an alloy.

Explain why alloys are harder than pure metals.

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(3 marks)

Do not write outside the box

5 (b) Drill heads also contain diamonds.

Describe, as fully as you can, the structure and bonding in diamond.

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(4 marks)

5 (c) Polymers are produced from crude oil.

Describe the structure and bonding in a thermosoftening polymer and explain why thermosoftening polymers melt when heated.

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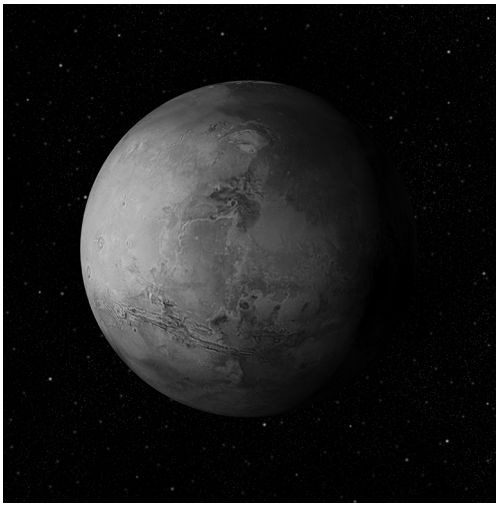
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(4 marks)

11

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6 Spacecraft have been to the planets Venus and Mars. The spacecraft have sent back information about the atmosphere of each planet.



6 (a) The main gas in the atmosphere of Mars is carbon dioxide.

Explain why, in terms of structure, carbon dioxide is a gas, even at low temperatures.

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(3 marks)

Do not write outside the box

6 (b) Gas chromatography linked to a mass spectrometer (GC-MS) is used to identify substances found on Mars.

6 (b) (i) What is the purpose of gas chromatography?

.....

.....

(1 mark)

6 (b) (ii) What information do the molecular ion peaks from the mass spectrometer give about the substances?

.....

(1 mark)

6 (c) The atmosphere on Venus contains droplets of sulfuric acid solution.

6 (c) (i) Suggest a pH value for sulfuric acid solution.

pH = ...

(1 mark)

6 (c) (ii) Name the ion which makes sulfuric acid solution acidic.

.....

(1 mark)

6 (d) The atmosphere of Venus contains the isotopes $^{2}_{1}H$ and $^{1}_{1}H$

Describe the similarities and the differences in the isotopes $^{2}_{1}H$ and $^{1}_{1}H$

You should refer to the sub-atomic particles in each isotope.

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(3 marks)

10

END OF QUESTIONS

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Version 1.0



General Certificate of Secondary Education
June 2013

Additional Science / Chemistry CH2HP

(Specification 4408 / 4402)

Unit 2: Chemistry 2

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.

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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 <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 2(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)	the more sodium hydrogencarbonate the greater the temperature change up to 8 spatula measures then the temperature change is constant	accept examples from the table accept any correct indication of when change occurs if no marks awarded allow **1** mark for: the more sodium hydrogencarbonate the lower the final temperature	1 1 1
1(a)(ii)	energy is taken in from the surroundings **or** endothermic		1
1(b)(i)	gas / carbon dioxide / steam / water is produced	accept carbon dioxide is a gas **or** steam / water is a gas allow gas / air expands when heated	1
1(b)(ii)	no, because (reaction) is exothermic **or** yes, to start the reaction	allow no, because (reactants) were formed by heating ignore references to cooling	1
1(c)(i)	84	correct answer with or without working gains **2** marks if no answer or incorrect answer then evidence of 23 +1 + 12 + (3 × 16) gains **1** mark	2
1(c)(ii)	14.29	accept rounding to 14.3 or 14 allow ecf from (c)(i)	1
Total			**9**

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Question 2

question	answers	extra information	Mark
2(a)	any **two** from: • effervescence / bubbles / fizzing • magnesium disappears / dissolves • heat given off / exothermic • change in pH	 allow gas / hydrogen is given off allow volume of gas allow magnesium floats allow change in mass of magnesium allow temperature change do **not** accept temperature decreases do **not** accept pH decreases	2

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.			6
0 marks	**Level 1 (1-2 marks)**	**Level 2 (3-4 marks)**	**Level 3 (5-6 marks)**	
No relevant content.	A simple plan without reference to changing any variable but should include an attempt at measuring rate **or** an attempt at fair testing	A plan including change of concentration / 'volume' of acid **and** should include an attempt at measuring rate **and / or** an attempt at fair testing	A workable plan including change of concentration **and** measurement of rate **and** fair testing	

examples of chemistry points made in the response could include:

Plan:

- add magnesium to acid
- time reaction / 'count bubbles' / measure volume of gas
- change concentration / 'volume' of acid

Control Variables:

- amount / mass / length / same 'size' of magnesium
- volume / amount of acid

Total			**8**

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Question 3

question	Answers	extra information	Mark
3(a)(i)		correct answer with or without working gains **3** marks accept correct rounding of intermediate answers	
	M_r of NH_3 = 17 **or** 2 (moles of) NH_3 = 34 **or** 14 → 17 **or** 28 → 34	can be credited from correct substitution from step 2	1
	(28/34) x 6.8 **or** (14/17) x 6.8	allow ecf from step 1	1
	= 5.6	allow ecf from step 1	1
3(a)(ii)	61.8	accept 61.76 **or** 62 **or** 61.76… correct answer with or without working gains **2** marks if answer is not correct evidence of 4.2 / 6.8 x 100 gains **1** mark if answer not correct 0.618 or 0.62 gains **1** mark	2
3(a)(iii)	reaction is reversible	accept reaction reaches equilibrium allow reaction does not reach completion ignore some is lost	1
3(b)	3 bonding pairs	do **not** accept extra electrons on hydrogen	1
	1 lone pair	accept 2 non-bonding electrons on outer shell of nitrogen	1
3(c)(i)	hydroxide / OH^-	accept phonetic spelling	1

Question 3 continues on the next page

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Question 3 continued

question	Answers	extra information	Mark
3(c)(ii)	neutralisation	accept acid-base allow exothermic	1
3(c)(iii)	nitric (acid)	allow HNO_3 ignore incorrect formula	1
3(c)(iv)	$(NH_4)_2SO_4$	allow $(NH_4^+)_2SO_4^{2-}$	1
Total			**12**

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Question 4

question	Answers	extra information	Mark
4(a)(i)	current / charge couldn't flow	allow could not conduct (electricity)	1
	because the ions / particles couldn't move **or** (salt) needs to be molten / dissolved (to conduct electricity) (1)	do **not** accept electrons/ molecules / atoms	1
	so that the ions / particles can move (1)	do **not** accept electrons / molecules / atoms	
4(a)(ii)	he had status **or** he had evidence / proof	accept he had authority **or** experience accept the experiment could be repeated	1
4(b)	hydrogen / H_2	do **not** allow hydrogen ions	1
	the ions are positive	accept because opposite (charges) attract	1
	potassium is more reactive (than hydrogen)	accept potassium ions are less easily discharged (than hydrogen) **or** potassium ions are less easily reduced (than hydrogen)	1
4(c)(i)	gain electron(s)	accept fully balanced correct equation for **2** marks	1
	one electron if no other marks awarded allow (potassium ions) reduced for **1** mark		1
4(c)(ii)	$\mathbf{2}Cl^- \rightarrow Cl_2 + \mathbf{2e^-}$	must be completely correct, including charge on electron accept correct multiples	1
4(c)(iii)	2, 8, 8	accept any combination of dots, crosses, "e" or any other relevant symbol ignore any charges if given	1
Total			**10**

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Question 5

question	Answers	extra information	Mark
5(a)	because atoms / ions / particles in alloy are different (sizes)	do **not** allow reference to molecules ignore reference to compounds	1
	so layers distorted		1
	(and layers / atoms / ions / particles) don't slide **or** slide less easily		1
		accept all marking points in a suitably labelled or annotated diagram	
		if no other mark awarded accept an alloy is a mixture **or** contains different metals / elements for **1** mark	
5(b)		max **3** marks if incorrect bonding	
	giant structure **or** lattice **or** macromolecule		1
	strong bonds (between carbon / atoms)		1
	covalent (bonds)		1
	each carbon / atom forms 4 bonds	accept tetrahedral	1
		if no other marks awarded, allow carbon (atoms) for **1** mark	
5(c)		reference to incorrect bonding = max **3**	
		reference to 'weak covalent bonds' = max **2**	
		allow correctly drawn diagram for first two marking points eg. (tangled) lines with no cross-links	
	chains **or** large molecules	ignore layers	1
	with intermolecular forces **or** forces between chains	allow bonds for forces accept no cross-links	1
	that are weak	must relate to 2nd marking point	1
	and are easily overcome/ broken (when heated)	accept molecules / chains can flow / move	1
Total			**11**

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Question 6

question	Answers	extra information	Mark
6(a)	has simple / small molecules	accept molecular covalent	1
	the intermolecular forces / intermolecular bonds (are weak)	do **not** accept weak covalent bonds **or** reference to incorrect bonding	1
	only need a small amount of energy to be overcome	accept only need a small amount of energy to separate the molecules if no other mark awarded, allow it has a low boiling point for **1** mark	1
6(b)(i)	to separate		1
6(b)(ii)	(relative) molecular mass	allow M_r / (R)MM / relative mass / mass of molecule / (R)FM	1
6(c)(i)	any pH value from 0 to 6.9		1
6(c)(ii)	hydrogen	allow H^+ ignore H / H_2 / H^-	1
6(d)	any **three** from:		3
	• same number of protons	accept same atomic number numbers if given must be correct	
	• ^2H has one neutron • ^1H has no neutrons	accept different mass number **or** different number of neutrons for **1** mark ignore relative atomic mass	
	• same number of electrons	numbers if given must be correct	
Total			**10**

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 2013

Additional Science
Unit Chemistry C2

CH2HP

H

Chemistry
Unit Chemistry C2

Thursday 24 January 2013 9.00 am to 10.00 am

For this paper you must have:
- 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 2(d) 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 A student investigated the rate of reaction between sodium thiosulfate and dilute hydrochloric acid.

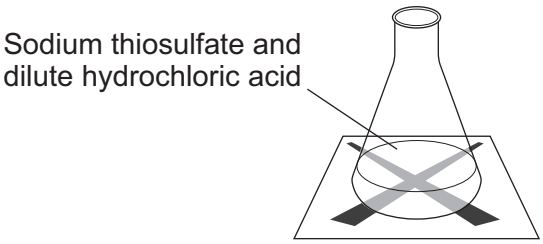
The student placed a conical flask over a cross on a piece of paper.

The student mixed the solutions in the flask.

The solution slowly went cloudy.

The student timed how long it took until the cross could not be seen.





The equation for the reaction is:

$$Na_2S_2O_3(aq) + 2HCl(aq) \rightarrow 2NaCl(aq) + H_2O(l) + SO_2(g) + S(s)$$

sodium thiosulfate + hydrochloric acid → sodium chloride + water + sulfur dioxide + sulfur

1 (a) Explain why the solution goes cloudy.

.....

.....

.....

.....

(2 marks)

Do not write outside the box

1 (b) The student repeated the experiment with different concentrations of sodium thiosulfate.

Concentration of sodium thiosulfate in moles per dm^3	Time taken until the cross could not be seen in seconds			
	Trial 1	Trial 2	Trial 3	Mean
0.040	71	67	69	69
0.060	42	45	45	44
0.080	31	41	33	

1 (b) (i) Calculate the mean time for 0.080 moles per dm^3 of sodium thiosulfate.

.....

.....

.....

Mean = ... seconds

(2 marks)

1 (b) (ii) Describe and explain, in terms of particles and collisions, the effect that increasing the concentration of sodium thiosulfate has on the rate of the reaction.

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.....

(3 marks)

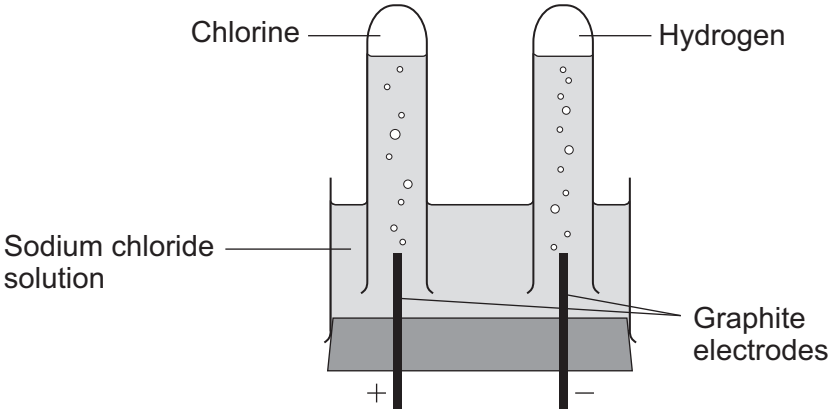
7

Turn over for the next question

Do not write outside the box

2 The electrolysis of sodium chloride solution is an industrial process.

The diagram shows the apparatus used in a school experiment.



2 (a) One of the products of the electrolysis of sodium chloride solution is hydrogen.

2 (a) (i) Why do hydrogen ions move to the negative electrode?

.....

.....

(1 mark)

2 (a) (ii) How does a hydrogen ion change into a hydrogen atom?

.....

.....

(1 mark)

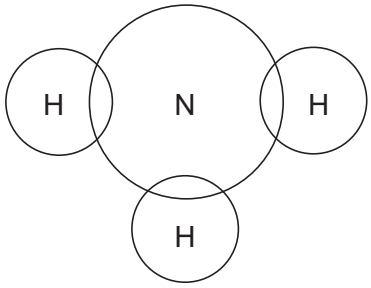
Do not write outside the box

2 (b) Hydrogen is used to make ammonia (NH_3).

Complete the diagram to show the bonding in ammonia.

Use dots (●) and crosses (x) to show electrons.

Show only outer shell electrons.



(2 marks)

2 (c) The table shows the ions in sodium chloride solution.

Positive ions	Negative ions
hydrogen	chloride
sodium	hydroxide

In industry, some of the waste from the electrolysis of sodium chloride solution is alkaline and has to be neutralised.

2 (c) (i) Which ion makes the waste alkaline?

.....

(1 mark)

2 (c) (ii) This waste must be neutralised.

Write the ionic equation for the neutralisation reaction.

.....

(1 mark)

Question 2 continues on the next page

Do not write outside the box

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

The electrolysis of sodium chloride solution also produces chlorine and sodium hydroxide.

In industry, the electrolysis of sodium chloride solution can be done in several types of electrolysis cell.

Some information about two different types of electrolysis cell is given below.

	Mercury cell	**Membrane cell**
Cost of construction	Expensive	Relatively cheap
Additional substances used	Mercury, which is recycled. Mercury is toxic so any traces of mercury must be removed from the waste.	Membrane, which is made of a polymer. The membrane must be replaced every 3 years.
Amount of electricity used for each tonne of chlorine produced in kWh	3400	2950
Quality of chlorine produced	Pure	Needs to be liquefied and distilled to make it pure.
Quality of sodium hydroxide solution produced	50% concentration. Steam is used to concentrate the sodium hydroxide solution produced.	30% concentration. Steam is used to concentrate the sodium hydroxide solution produced.

Use the information and your knowledge and understanding to compare the environmental and economic advantages and disadvantages of these **two** types of electrolysis cell.

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Do not write outside the box

(6 marks)

12

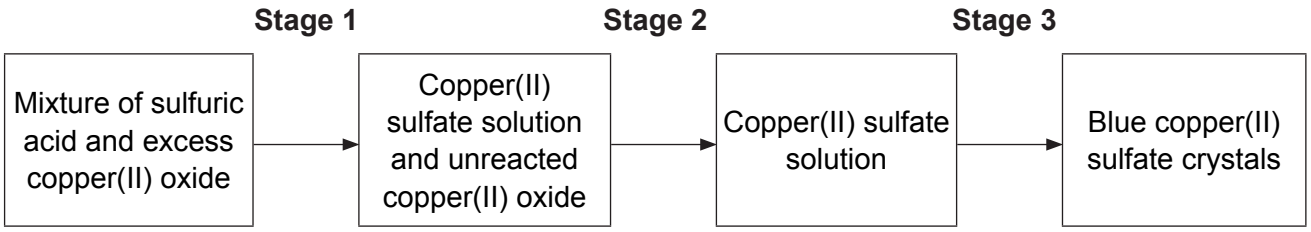
Turn over ▶

Do not write outside the box

3 This question is about compounds of copper.

3 (a) A student made some copper(II) sulfate crystals.

The flow diagram shows the stages of the preparation of copper(II) sulfate crystals.



3 (a) (i) The reaction mixture is heated in **Stage 1**.

Suggest why.

.....

.....

(1 mark)

3 (a) (ii) Complete the equation for this reaction.

CuO + ... → $CuSO_4$ + ...

(2 marks)

3 (a) (iii) How would the student remove the unreacted copper(II) oxide in **Stage 2**?

.....

.....

(1 mark)

3 (a) (iv) How would the student obtain copper(II) sulfate crystals from the copper(II) sulfate solution in **Stage 3**?

.....

(1 mark)

3 (a) (v) The mass of crystals obtained was less than the student had calculated.

Suggest **one** reason why.

.....

.....

(1 mark)

Do not write outside the box

3 (b) The student heated the blue copper(II) sulfate crystals.

The word equation for the reaction is shown below.

hydrated copper(II) sulfate ⇌ anhydrous copper(II) sulfate + water

blue white

3 (b) (i) What does the symbol ⇌ mean ?

.....

(1 mark)

3 (b) (ii) 300 J of energy are taken in when some blue copper(II) sulfate crystals are heated.

What is the energy change when an excess of water is added to the anhydrous copper(II) sulfate produced?

.....

.....

(2 marks)

3 (c) A sample of copper nitride contains 3.81 g of copper and 0.28 g of nitrogen.

Calculate the empirical formula.

You **must** show all your working to get full marks.

Relative atomic masses (A_r): N = 14; Cu = 63.5.

.....

.....

.....

.....

.....

.....

.....

Empirical formula = ...

(4 marks)

13

Turn over ▶

Do not write outside the box

4 Thermosoftening polymers can be used to make plastic bottles and food packaging.

4 (a) The reaction to produce polymers uses a catalyst.

Why does the catalyst work for a long time before it needs replacing?

.....

.....

(1 mark)

4 (b) Thermosoftening polymers would **not** be suitable for packaging very hot food.

Explain why in terms of their properties and structure.

.....

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(2 marks)

Do not write outside the box

4 (c) Compounds from food packaging must not contaminate the food.

Food can be tested for contamination using gas chromatography linked to mass spectroscopy (GC-MS).

4 (c) (i) Gas chromatography can separate substances in a mixture of compounds.

Describe how, as fully as you can.

.....

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(3 marks)

4 (c) (ii) What information does the molecular ion peak give about the molecule?

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(1 mark)

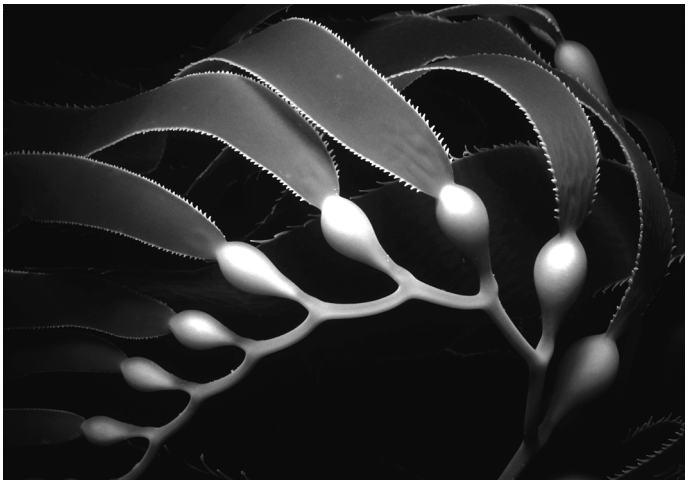
7

Turn over for the next question

Do not write outside the box

5 Kelp is a seaweed.

Kelp can be used in foods and as a renewable energy source.



5 (a) Scientific experiments, on their own, **cannot** fully answer one of the following questions. Which one?

Tick (✓) **one** box.

Questions	Tick (✓)
How much carbon dioxide is produced when 100 g of kelp is burned?	
Does kelp give out more heat energy than coal?	
Will kelp last longer than coal as an energy source?	
Which fuel, kelp or coal, produces the most ash when burned?	

(1 mark)

5 (b) Scientists cannot answer the question 'should people use kelp instead of coal as an energy source?'

Give **two** reasons why.

.....

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.....

(2 marks)

Do not write outside the box

5 (c) Sodium iodide can be produced from kelp.

5 (c) (i) How many electrons are in the outer shell of an iodine atom?

(1 mark)

5 (c) (ii) Sodium iodide contains sodium ions (Na^+) and iodide ions (I^-).

Describe, as fully as you can, what happens when sodium atoms react with iodine atoms to produce sodium iodide.

You may use a diagram in your answer

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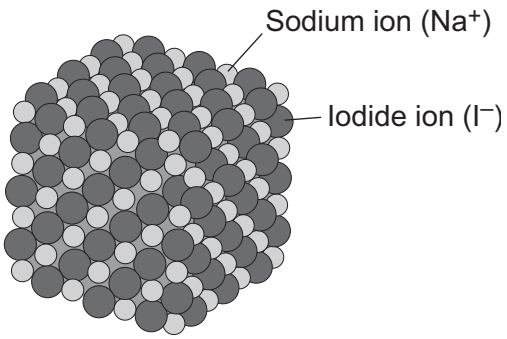
.....

(3 marks)

Question 5 continues on the next page

Do not write outside the box

5 (c) (iii) The diagram shows the structure of sodium iodide.



Solid sodium iodide does not conduct electricity.

Why does sodium iodide solution conduct electricity?

.....

.....

(1 mark)

5 (c) (iv) When sodium iodide solution is electrolysed, iodine is formed at the positive electrode.

Complete and balance the half equation for the formation of iodine.

..... I^- $\rightarrow$ I_2 + ... e^-

(1 mark)

5 (c) (v) What is formed at the negative electrode when sodium iodide solution is electrolysed?

Explain why.

.....

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.....

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(2 marks)

11

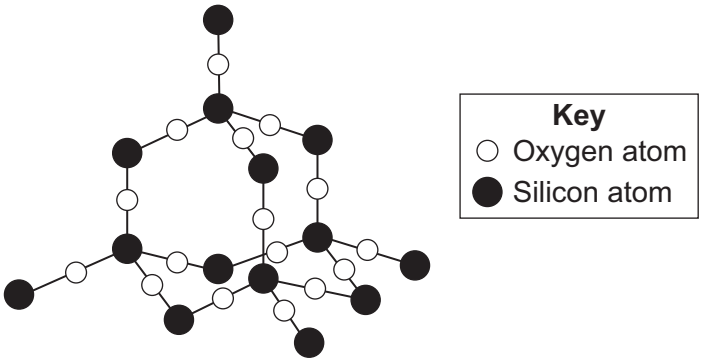
Do not write outside the box

6 Silicon dioxide is used as a lining for furnaces.

Furnaces can be used to melt iron for recycling.



The diagram shows a small part of the structure of silicon dioxide.



Explain why silicon dioxide is a suitable material for lining furnaces.

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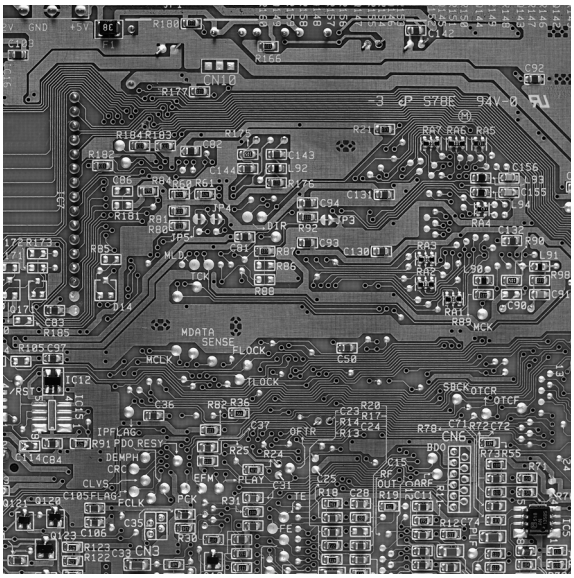
(4 marks)

4

Turn over ▶

Do not write outside the box

7 Etching is a way of making printed circuit boards for computers.



Printed circuit boards are made when copper sheets are etched using iron(III) chloride solution. Where the copper has been etched, only plastic remains.

7 (a) Copper is a good conductor of electricity.

Explain why.

.....

.....

.....

.....

(2 marks)

Do not write outside the box

7 (b) Iron(III) chloride can be produced by the reaction shown in the equation:

$$2\,Fe + 3\,Cl_2 \rightarrow 2\,FeCl_3$$

7 (b) (i) Calculate the maximum mass of iron(III) chloride ($FeCl_3$) that can be produced from 11.20 g of iron.

Relative atomic masses (A_r): Cl = 35.5; Fe = 56.

.....

.....

.....

.....

.....

Maximum mass of iron(III) chloride = ... g

(3 marks)

7 (b) (ii) The actual mass of iron(III) chloride ($FeCl_3$) produced was 24.3 g.

Calculate the percentage yield.

(If you did not answer part (b)(i) assume that the maximum theoretical mass of iron(III) chloride ($FeCl_3$) is 28.0 g. This is **not** the correct answer to part (b)(i).)

.....

.....

Percentage yield = ...%

(1 mark)

6

END OF QUESTIONS

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02.13



General Certificate of Secondary Education
January 2013

Additional Science / Chemistry CH2HP

(Specification 4408 / 4402)

Unit 2: Chemistry 2

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

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.

Quality of Written Communication and levels marking

In Question 2(d) 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.

CH2HP

question	answers	extra information	mark
1(a)	because sulfur / S forms which is insoluble / a solid / a precipitate		1 1
1(b)(i)	32	correct answer with or without working gains **2** marks accept evidence of 31 + 33 / 2 for **1** mark allow 35 for **1** mark	2
1(b)(ii)	reaction rate increases because of more particles (per unit volume) and because there is an increase in frequency of collisions	if incorrect reference to energy = max **2** allow because particles are closer together accept because particles are more likely to collide **or** higher chance of collision ignore more (successful) collisions	1 1 1
Total			**7**

CH2HP

question	answers	extra information	mark
2(a)(i)	because they are positively charged	accept they are positive / H^+ accept oppositely charged **or** opposites attract ignore they are attracted	1
2(a)(ii)	gains one / an electron	accept $H^+ + e^- \rightarrow H$ or multiples allow gains electrons	1
2(b)	3 bonding pairs 1 lone pair	 accept 2 non-bonding electrons on outer shell of nitrogen	1 1
2(c)(i)	hydroxide / OH^-	do **not** accept sodium hydroxide	1
2(c)(ii)	$H^+ + OH^- \rightarrow H_2O$	ignore state symbols ignore word equation	1

CH2HP

<table>
<tr><th>question</th><th>answers</th><th>extra information</th><th>mark</th></tr>
<tr><td>2(d)</td><td colspan="2">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.</td><td>6</td></tr>
<tr><td>0 marks</td><td>Level 1 (1-2 marks)</td><td>Level 2 (3-4 marks)</td><td>Level 3 (5-6 marks)</td></tr>
<tr><td>No relevant content.</td><td>There are basic descriptions of advantages or disadvantages of the electrolysis cells.</td><td>There are clear descriptions of environmental or economic advantages or disadvantages of the electrolysis cells. Comparisons may be implied.</td><td>There are detailed descriptions of environmental and economic advantages and disadvantages, comparing the electrolysis cells.</td></tr>
<tr><td colspan="4">examples of chemistry points made in the response:
Accept converse where appropriate.
• mercury cell is more expensive to construct
• mercury is recycled but membranes must be replaced
• mercury is toxic but membrane / polymer is not
• removing traces of mercury from waste is expensive
• mercury cell uses more electricity
• mercury cell produces chlorine that is purer
• mercury cell produces higher concentration / better quality of sodium hydroxide (solution)</td></tr>
<tr><td>Total</td><td></td><td></td><td>12</td></tr>
</table>

CH2HP

question	answers	extra information	mark
3(a)(i)	to increase the rate of reaction		1
3(a)(ii)	H_2SO_4 on the left hand side H_2O on right hand side		1 1
3(a)(iii)	filtration	allow centrifuging **or** decanting ignore evaporation if after filtration	1
3(a)(iv)	crystallisation **or** evaporation / heating / boiling / cooling	ignore reference to filtration unless given as an alternative	1
3(a)(v)	any **one** from: • because of an incomplete reaction • because some (copper sulfate) lost on filtering **or** when poured into evaporating basin **or** boiled over **or** left in apparatus • weighing error (of copper sulfate)	 accept not all acid reacted accept impure reactants accept unexpected reaction ignore reversible reaction must specify when lost accept some (copper sulfate **or** acid) spilt	1
3(b)(i)	reversible (reaction)		1
3(b)(ii)	300(J) (energy) given out / released	allow the same accept exothermic / – ignore increasing **or** decreasing energy	1 1

Question 3 continues on the next page

CH2HP

Question 3 cont'd

question	answers		extra information	mark
3(c)	$\frac{3.81}{63.5}$	$\frac{0.28}{14}$	**1** mark for dividing mass by A_r (max **2** if A_r divided by mass)	1
	= 0.06	= 0.02	**1** mark for correct proportions	1
	3	1	**1** mark for correct whole number ratio (allow multiples). Can be awarded from formula	1
	Cu_3N		**ecf** allowed from **step 2 to step 3** and **step 3 to step 4** if sensible attempt at step 1 correct formula gains **1** mark	1
Total				**13**

CH2HP

question	answers	extra information	mark
4(a)	it is not used up	accept does not change accept reusable allow does not react	1
4(b)	they would melt **or** they have a low melting point	allow would lose their shape ignore soften	1
	because there are no cross links **or** there are weak intermolecular forces	accept there are weak bonds / forces between (polymer) chains	1
4(c)(i)		ignore reference to mass spectroscopy do **not** accept other incorrect process described	
	substances carried by gas	allow named gas	1
	(through) column / coil / tube **or** (through) solid (material) / powder		1
	at different speeds	accept different retention times	1
4(c)(ii)	(relative) molecular mass / M_r	allow (relative) formula mass **or** relative mass ignore relative atomic mass ignore identity of substance / molecule	1
Total			**7**

CH2HP

question	answers	extra information	mark
5(a)	Will kelp last longer than coal as an energy source?		1
5(b)	any **two** from: • cannot be determined by experiment • based on opinion • ethical **or** environmental **or** economic reason	 allow can't predict how long kelp / coal will last allow more testing needed allow could damage ecosystem allow reference to cost	2
5(c)(i)	7		1
5(c)(ii)	 sodium (atom) loses (electron) **and** iodine (atom) gains (an electron) 1 electron (electrostatic) attraction **or** forms ionic bond(s)	reference to incorrect bonding **or** incorrectly named particle = max **2** any or all marks can be obtained from a labelled diagram ignore inner shell electrons if shown	 1 1 1
5(c)(iii)	<u>ions</u> can move (in the solution)		1
5(c)(iv)	**2** I^- → $\mathbf{I_2}$ + **2** e^-		1

Question 5 continues on the next page

CH2HP

Question 5 cont'd

question	answers	extra information	mark
5(c)(v)	hydrogen is formed because sodium is more reactive (than hydrogen)		1 1
Total			**11**

CH2HP

question	answers	extra information	mark
6		reference to incorrect bonding **or** incorrect particles **or** incorrect structure = max **3**	
	high melting point	accept will not melt (at high temperatures) ignore withstand high temperatures	1
	because a lot of energy needed to break bonds		1
	because it is covalent **or** has strong bonds	accept bonds are hard to break	1
	and because it is a giant structure **or** a macromolecule **or** a lattice	ignore many bonds	1
Total			**4**

CH2HP

question	answers	extra information	mark
7(a)	copper has delocalised electrons	accept copper has free electrons ignore sea of electrons **or** mobile electrons	1
	(electrons) which can move through the metal / structure	allow (electrons) which can carry a charge through the metal / structure	1
7(b)(i)		correct answer with or without working gains **3** marks	
	(M_r $FeCl_3$ =) 162.5 **or** 2 (moles of) $FeCl_3$ = 325 **or** 112 → 325	can be credited from correct substitution in step **2**	1
	$\frac{11.20}{56} \times 162.5$	allow ecf from step 1 accept $\frac{325}{112} \times 11.2$	1
	= 32.5	accept 32.48	1
7(b)(ii)	74.8	accept 74.77 - 75 accept ecf from 7 (b)(i) if there is no answer to part(i) **or** if candidate chooses not to use their answer then accept 86.79 - 87	1
Total			**6**

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

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 2012

Additional Science
Unit Chemistry C2

CH2HP

H

Chemistry
Unit Chemistry C2

Thursday 24 May 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 2(a) 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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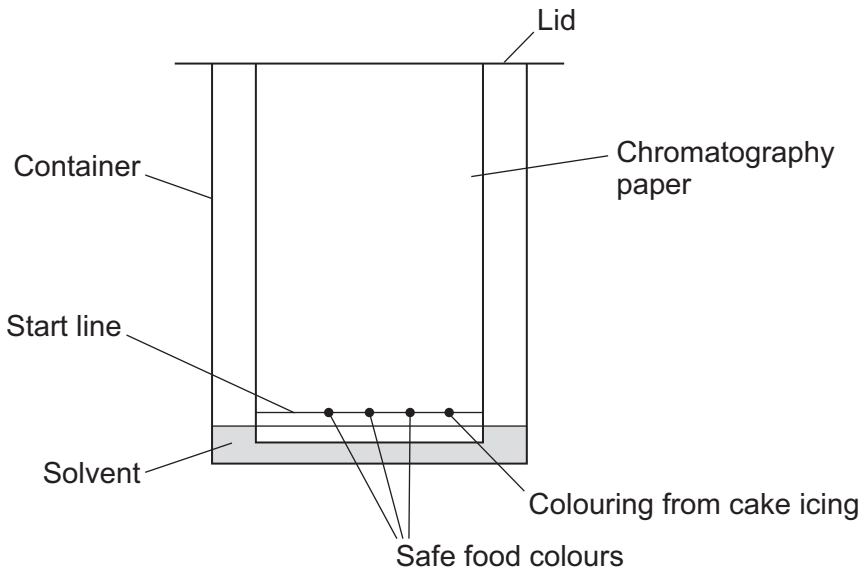
Answer **all** questions in the spaces provided.

1 Icing on cakes is tested to check that safe colours were used when they were made.



Paper chromatography is one method of testing which colours are in cake icing.

1 (a) The diagram shows an experiment a student did.



1 (a) (i) Suggest why there is a lid on the container.

.....

.....

(1 mark)

1 (a) (ii) The start line should be drawn in pencil **not** in ink.
Suggest why.

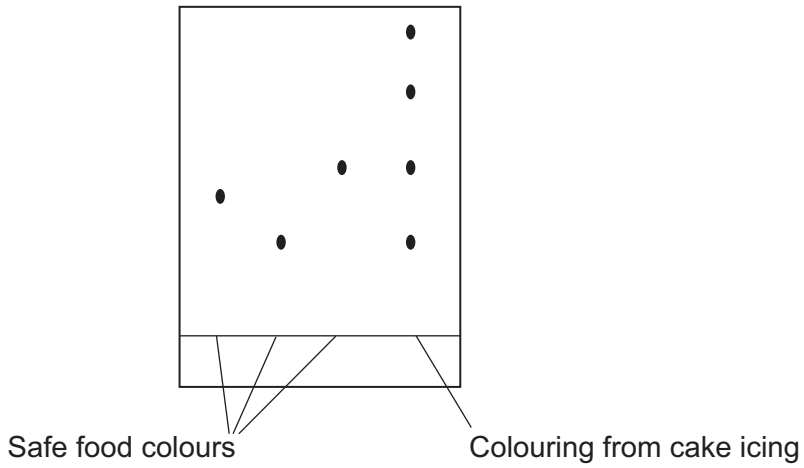
.....

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(1 mark)

Do not write outside the box

1 (b) The diagram shows the results of the paper chromatography experiment.



1 (b) (i) How many different food colours were used in the colouring from the cake icing?

.....

(1 mark)

1 (b) (ii) Is the cake icing safe to eat?

Give a reason for your answer.

.....

.....

(1 mark)

Question 1 continues on the next page

Do not write outside the box

1 (c) Gas chromatography linked to mass spectroscopy is an example of an instrumental method. This method was used on a mixture of solvents.

1 (c) (i) Give **two** advantages of gas chromatography compared with paper chromatography.

.....

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(2 marks)

1 (c) (ii) What does gas chromatography do to the mixture of solvents?

.....

.....

(1 mark)

1 (c) (iii) What information does mass spectroscopy give?

.....

.....

(1 mark)

8

Do not write outside the box

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

The salt called potassium chloride is made when potassium hydroxide solution reacts with hydrochloric acid.

potassium hydroxide solution + hydrochloric acid → potassium chloride solution + water

Describe a method for making **crystals** of potassium chloride from potassium hydroxide solution and hydrochloric acid.

In this method you should:

- describe how you will add the correct amount of the hydrochloric acid to neutralise the potassium hydroxide solution
- describe how you will get crystals of potassium chloride.

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(6 marks)

Question 2 continues on the next page

Do not write outside the box

2 (b) Ammonium nitrate is another salt.
Ammonium nitrate is made when ammonia solution is neutralised with an acid.

Name the acid to complete the word equation.

ammonia + ... acid → ammonium nitrate

(1 mark)

2 (c) Read the information.

Ammonium nitrate – good or bad?

Some farmers put a lot of ammonium nitrate on their farmland.

Many people are worried about this use of ammonium nitrate.

Rain water can wash the ammonium nitrate off the farmland and into rivers and lakes. The ammonium nitrate may get into drinking water supplies and could be harmful to health.

2 (c) (i) Why do some farmers put ammonium nitrate on their farmland?

.....

.....

(1 mark)

Do not write outside the box

2 (c) (ii) Which **one** of the questions in the table cannot be answered by science alone?

Tick (✓) **one** question.

Question	Tick (✓)
How much ammonium nitrate is in drinking water?	
Should farmers stop using ammonium nitrate on their farmland?	
Is ammonium nitrate soluble in rain water?	

Give **two** reasons why this question **cannot** be answered by science alone.

.....

.....

.....

.....

(3 marks)

11

Turn over for the next question

Do not write outside the box

3 The symbol equation for the decomposition of hydrogen peroxide is:

$$2H_2O_2 \rightarrow 2H_2O + O_2$$

3 (a) This reaction is *exothermic*.

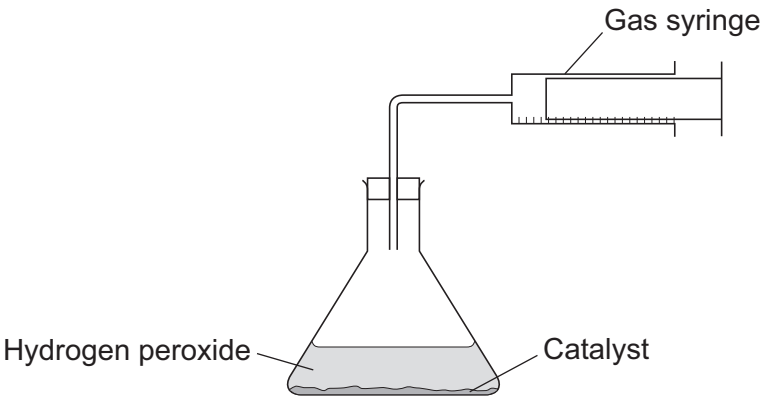
What is an *exothermic* reaction?

.....

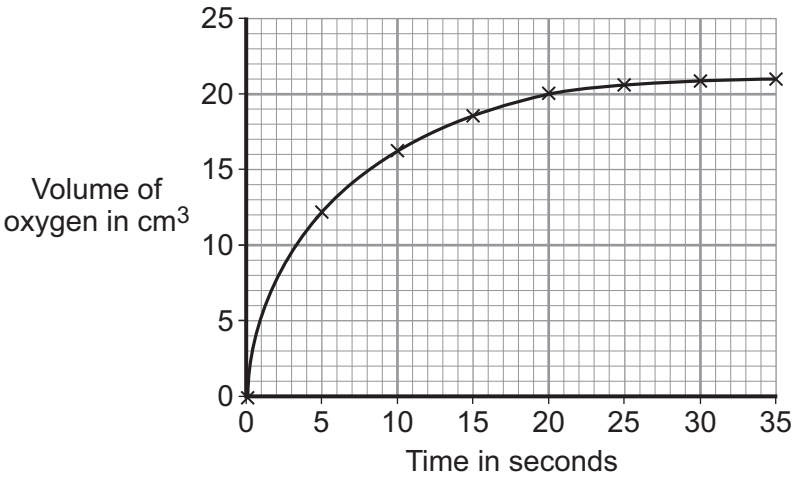
.....

(1 mark)

3 (b) A student measured the volume of oxygen produced by 50 cm^3 of hydrogen peroxide.



The graph shows the results.



Do not write outside the box

3 (b) (i) Use the graph to describe the changes in the rate of the reaction from 0 to 35 seconds.

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(3 marks)

3 (b) (ii) What was the total volume of oxygen gas collected? ..... cm^3

(1 mark)

3 (b) (iii) The student had calculated that the hydrogen peroxide used should produce 25 cm^3 of oxygen.

Calculate the percentage yield of oxygen.

.....

.....

.....

Answer = ... %

(2 marks)

3 (c) An increase in the temperature of the hydrogen peroxide increases the rate of the reaction.

Use your knowledge of particles to explain why.

.....

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(3 marks)

10

Do not write outside the box

4 This question is about gold (Au).

4 (a) An atom of gold is represented as:

$$^{197}_{79}\text{Au}$$

How many neutrons are in this atom of gold? .....

(1 mark)

4 (b) Gold ions are used as a catalyst.

How does a gold atom (Au) become a gold ion (Au^{3+})?

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(2 marks)

Do not write outside the box

4 (c) A gold catalyst can be used when carbon monoxide reacts with oxygen to make carbon dioxide.

4 (c) (i) Complete and balance the equation for this reaction.

..... CO + ... → ..... CO_2

(2 marks)

4 (c) (ii) Carbon dioxide has a very low boiling point.

Explain why.

.....

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(3 marks)

4 (d) Gold is used as a catalyst in industrial processes. Gold is rare and increasingly expensive.

Suggest **three** reasons why gold is still used in industrial processes.

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(3 marks)

11

Turn over for the next question

Do not write outside the box

5 Aluminium is extracted from aluminium oxide.

5 (a) The formula of aluminium oxide is Al_2O_3

The relative formula mass (M_r) of aluminium oxide is 102.

Calculate the percentage of aluminium in aluminium oxide.

Relative atomic masses (A_r): O = 16; Al = 27.

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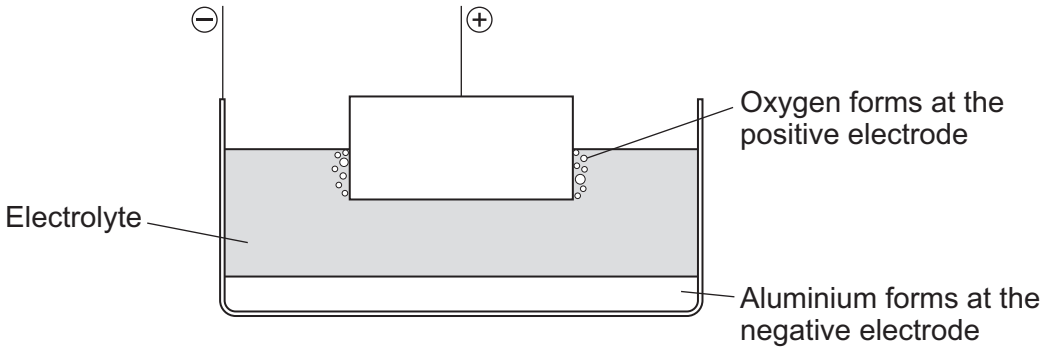
.....

Percentage of aluminium = ... %

(2 marks)

5 (b) Aluminium is extracted from aluminium oxide using electrolysis.

The diagram shows a cell used for the extraction of aluminium.



Do not write outside the box

5 (b) (i) The electrolyte contains cryolite.

Explain why.

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(2 marks)

5 (b) (ii) Oxygen is formed at the positive electrode. Complete and balance the equation for this reaction.

..... O^{2-} → O_2 + ...

(2 marks)

5 (b) (iii) The positive electrode in the cell is used up during the process.

Explain why.

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(2 marks)

8

Turn over for the next question

Do not write outside the box

6 This question is about calcium hydroxide.

Ancient artworks and monuments can be protected from acid rain if the surface is sprayed with calcium hydroxide nanoparticles.



6 (a) Calcium hydroxide has the formula $Ca(OH)_2$

Why are there two hydroxide ions for each calcium ion in the formula?

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(1 mark)

6 (b) The calcium hydroxide is used in the form of *nanoparticles*.

What are *nanoparticles*?

.....

.....

(1 mark)

Do not write outside the box

6 (c) A student added water to calcium oxide to make calcium hydroxide.

The equation for the reaction is shown below.

$$CaO + H_2O \rightarrow Ca(OH)_2$$

Calculate the maximum mass of calcium hydroxide which could be made from 2.00 g of calcium oxide.

Relative atomic masses (A_r): H = 1; O = 16; Ca = 40.

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Maximum mass of calcium hydroxide = ... g

(3 marks)

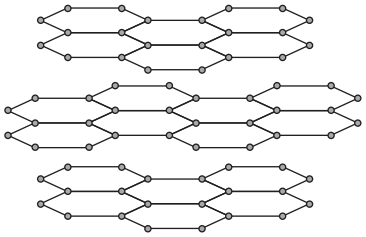
5

Turn over for the next question

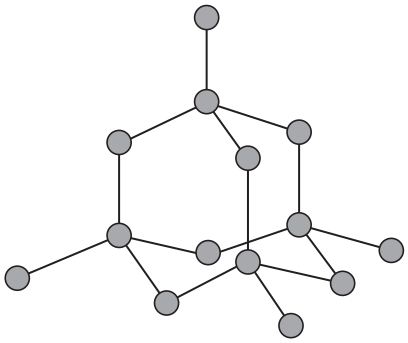
Do not write outside the box

7 Graphite and diamond are different forms of the element carbon.
Graphite and diamond have different properties.

The structures of graphite and diamond are shown below.



Graphite



Diamond

7 (a) Graphite is softer than diamond.

Explain why.

.....

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(4 marks)

Do not write outside the box

7 (b) Graphite conducts electricity, but diamond does not.

Explain why.

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(3 marks)

7

END OF QUESTIONS

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ANSWER IN THE SPACES PROVIDED

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Version: 10/08/2012

General Certificate of Secondary Education

Additional Science 4408 / Chemistry 4402

CH2HP Unit Chemistry 2

Mark Scheme

2012 examination – June 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 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.

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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 2(a) 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.

CH2HP

Question 1

question	answers	extra information	mark
1(a)(i)	prevent evaporation of solvent	allow prevent loss of solvent allow to support the (chromatography) paper	1
1(a)(ii)	ink dissolves in the solvent **or** carbon / graphite does not dissolve in the solvent	allow ink 'runs' / spreads **or** pencil does not 'run' / spread allow ink would affect the result / mixes with colours accept pencil for carbon / graphite	1
1(b)(i)	4		1
1(b)(ii)	any **one** from: • because not all colours match • not all colours are safe • some colours could be unsafe • some colours travelled higher (than safe colours)	no mark for 'no / don't know' ignore numbers	1
1(c)(i)	any **two** from: • rapid / quick • accurate • sensitive **or** detects very small quantities	ignore reliable / precise accept small sample	2

Question 1 continues on the next page . . .

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Question 1 cont'd…..

question	answers	extra information	mark
1(c)(ii)	separates		1
1(c)(iii)	identifies solvents / compounds / substances	accept (relative) molecular mass accept formula mass accept M_r accept relative mass accept molecular ion peak	1
Total			**8**

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CH2HP

Question 2

question	answers	extra information	mark
2(a)	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 a laboratory procedure for obtaining potassium chloride.	There is a clear description of a laboratory procedure for obtaining potassium chloride from potassium hydroxide solution and hydrochloric acid that does not necessarily allow the procedure to be completed successfully by another person. The answer must include the use of an indicator / pH meter **or** a method of obtaining crystals.	There is a detailed description of a laboratory procedure for obtaining potassium chloride from potassium hydroxide solution and hydrochloric acid that can be followed by another person. The answer must include the use an indicator / pH meter **and** a method of obtaining crystals

examples of the chemistry points made in the response:

- One reagent in beaker (or similar)
- Add (any named) indicator
- Add other reagent
- Swirl **or** mix
- Add dropwise near end point
- Stop addition at change of indicator colour
- Note volume of reagent added
- Repeat without indicator, adding same volume of reagent **or** remove indicator using charcoal
- Pour solution into basin / dish
- Heat (using Bunsen burner)
- Leave to crystallise / leave for water to evaporate / boil off water

Accept any answers based on titration

Question 2 continues on the next page . . .

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CH2HP

Question 2 cont'd…

question	answers	extra information	mark
2(b)	nitric (acid)	allow HNO_3 ignore incorrect formula	1
2(c)(i)	because it is a fertiliser / helps plants grow	allow plant food do **not** accept pesticide / herbicide / neutralising soil	1
2(c)(ii)	tick by: 'Should farmers stop using ammonium nitrate on their land?' any **two** from: • cannot be done by experiment • based on opinion / view • ethical **or** economic issue	 accept difficult to get / not enough evidence allow must be done by survey if top box ticked allow **1** mark for drinking water varies from place to place	1 2
Total			**11**

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CH2HP

Question 3

question	answers	extra information	Mark
3(a)	gives out energy **or** heat		1
3(b)(i)		accept qualified answers in terms of volume of gas related to time	
	fast initially		1
	slows down		1
	reaction stops	accept reaction is now very slow	1
3(b)(ii)	21		1
3(b)(iii)	84	correct answer with or without working = **2** marks allow ecf from 3(b)(ii) correctly calculated for **2** marks allow evidence of 21/25 **or** 3(b)(ii)/25 for **1** mark	2
3(c)	because they / particles have more energy / move faster	ignore particles move more / vibrate	1
	(and so) particles collide more often / more frequently **or** particles more likely to collide	ignore collide faster ignore more collisions	1
	(and) more of the collisions are successful **or** particles collide with more energy / harder **or** more of the particles have the activation energy	accept more successful collisions	1
Total			**10**

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Question 4

question	answers	extra information	mark
4(a)	118		1
4(b)	it loses / transfers electrons three electrons	it = Au / gold atom sharing / covalency = max **1** mark	1 1
4(c)(i)	O_2 **2** CO and **2** CO_2 **or** correct balancing of equation from O	 accept correct multiples / fractions throughout	1 1
4(c)(ii)	 because carbon dioxide is simple molecular / small molecules there are intermolecular forces (between the molecules) so a small amount of energy needed (to separate molecules) **or** (intermolecular forces) are weak	reference to incorrect bonding = **1** mark max allow intermolecular bonds	 1 1 1

Question 4 continues on the next page . . .

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Question 4 cont'd…

question	answers	extra information	mark
4(d)	any **three** from: • gold is the only catalyst for some reactions • catalysts are not used up • improves speed of reaction • reduces amount of energy **or** process needs low(er) temperature • only small quantities (of catalyst) needed	if no mark awarded, allow catalyst reduce costs (of the process) for **1** mark	3
Total			**11**

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Question 5

question	answers	extra information	mark
5(a)	52.9(411765) / 53	correct answer with or without working = **2** marks if answer incorrect allow 2 x 27= 54 **or** 27/102 x 100 **or** 26.5 for **1** mark	2
5(b)(i)	because it lowers the melting point (of the aluminium oxide) so less energy is needed (to melt it)	allow lowers the temperature needed do **not** accept lowers boiling point accept so that the cell / equipment does not melt	1 1
5(b)(ii)	**2** O^{2-} on left hand side **4e**$^{-}$ on right hand side	accept correct multiples or fractions accept –**4e**$^{-}$ on left hand side	1 1
5(b)(iii)	because the electrode reacts with oxygen **or** because the electrode burns to form carbon dioxide **or** electrode made from carbon / graphite		1 1
Total			**8**

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Question 6

question	answers	extra information	mark
6(a)	because calcium is +2 and hydroxide is –1 **or** to make the compound neutral (in terms of charges)	accept to balance the charges allow calcium needs to lose 2 electrons and hydroxide needs to gain one electron	1
6(b)	particles of size 1-100 nm **or** particles with a few hundred atoms / ions **or** particles with a high surface area (to volume ratio) **or** as different properties to 'normal' size particles of the same substance	allow clear comparison to 'normal' size particles	1
6(c)	M_r CaO = 56 **and** M_r $Ca(OH)_2$= 74 2/56 (x74) **or** 0.036 (x74) **or** 74/56 (x2) **or** 1.3(214…) (x2) 2.6(428…) in range 2.6 to 2.96	 allow ecf from step 1 correct answer with or without working gains **3** marks allow ecf carried through from step 1 ignore final rounding to 3	1 1 1
Total			**5**

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Question 7

question	answers	extra information	mark
7(a)	**Graphite:**	it = graphite	
	because the layers (of carbon atoms) in graphite can move / slide		1
	this is because there are only weak intermolecular forces **or** weak forces between layers	accept Van der Waals' forces allow no covalent bonds between layers	1
	Diamond:		
	however, in diamond, each carbon atom is (strongly / covalently) bonded to 4 others	allow diamond has three dimensional / tetrahedral structure	1
	so no carbon / atoms able to move / slide	allow so no layers to slide **or** so diamond is rigid	1
7(b)	because graphite has delocalised electrons / sea of electrons	allow free / mobile / roaming electrons	1
	which can carry charge / current **or** move through the structure		1
	however, diamond has no delocalised electrons	accept however, diamond has all (outer) electrons used in bonding	1
Total			**7**

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

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