



**General Certificate of Secondary Education  
June 2013**

**Science A / Chemistry**

**CH1FP**

**(Specification 4405 / 4402)**

**Unit 1: Chemistry 1**

**Final**

***Mark Scheme***

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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 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. Boldening

- 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 boldened. 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

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

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

### 3.2 Use of chemical symbols / formulae

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

### 3.3 Marking procedure for calculations

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

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

### 3.4 Interpretation of 'it'

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

### 3.5 Errors carried forward

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

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

### 3.6 Phonetic spelling

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

### 3.7 Brackets

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

### 3.8 Ignore / Insufficient / Do not allow

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

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

### **Quality of Written Communication and levels marking**

In Question 8(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.

**Question 1**

question	answers	extra information	Mark
1(a)		one mark for each substance linked correctly to its description do <b>not</b> accept more than one line from each substance	3
1(b)	0 / zero / none / no charge electron		1 1
1(c)(i)	nucleus		1
1(c)(ii)	atomic number		1
1(c)(iii)	mass number		1
<b>Total</b>			<b>8</b>

**Question 2**

question	Answers	extra information	Mark
<b>2(a)</b>	oxygen	must be name do <b>not</b> accept oxide or dioxide	1
<b>2(b)(i)</b>	2 x C–C and 5 x C–H	all single (line) bonds	1
<b>2(b)(ii)</b>	C <sub>3</sub> H <sub>8</sub>	must be formula do <b>not</b> accept lower case h	1
<b>2(b)(iii)</b>	water		1
<b>2(c)</b>	ethane and butane boil at temperatures less than 20°C		1
	ethene and hexene each have a carbon-carbon double bond		1
<b>2(c)</b>	ethane and butane boil at temperatures less than 20°C		1
	ethene and hexene each have a carbon-carbon double bond		1
<b>Total</b>			<b>6</b>

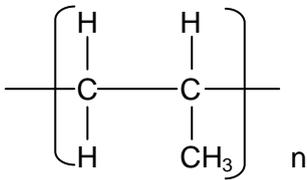
**Question 3**

<b>question</b>	<b>answers</b>	<b>extra information</b>	<b>Mark</b>
<b>3(a)(i)</b>	magnesium oxide		1
<b>3(a)(ii)</b>	decomposition		1
<b>3(b)(i)</b>	bar chart		1
<b>3(b)(ii)</b>	more		1
<b>3(b)(iii)</b>	limewater		1
	turns cloudy / milky	accept forms a white precipitate	1
<b>Total</b>			<b>6</b>

**Question 4**

question	answers	extra information	Mark
4(a)(i)	a vegetable oil has a mixture of fats		1
4(a)(ii)	corn (oil)	allow 229 to 268 (°C)	1
4(b)(i)	colourless		1
4(b)(ii)	rapeseed (oil) because this oil has most unsaturated fat  <b>or</b> because this oil has the most carbon-carbon double bonds	accept because this oil has least saturated fat  allow this oil has more unsaturated fat  ignore figures unless there is an indication that 88.6(%) is the highest percentage of unsaturated fat  ignore melting points / smoke points  if corn oil or olive oil is chosen then allow 1 mark for has a high amount / percentage of unsaturated fat <b>or</b> has a low amount / percentage of saturated fat	1  1
4(c)(i)	(olive oil / molecules) decompose / break down	allow burn ignore react	1
4(c)(ii)	<b>any two</b> from: for olive oil <ul style="list-style-type: none"> <li>• different flavour / taste</li> <li>• high(er) energy content</li> <li>• hard(er) / crisp(er) <b>or</b> different texture</li> <li>• dark(er) / different colour</li> <li>• have (more) fat</li> <li>• cooks quick(ly)</li> </ul>	if answered in terms of water: <ul style="list-style-type: none"> <li>• different flavour / taste</li> <li>• low(er) energy content</li> <li>• soft(er) <b>or</b> different texture</li> <li>• light(er)/ different colour</li> <li>• have less / no fat</li> <li>• cooks slow(ly)</li> </ul> ignore healthier	2
<b>Total</b>			<b>8</b>

## Question 5

question	answers	extra information	Mark
5(a)(i)	ethene	allow C <sub>2</sub> H <sub>4</sub>	1
5(a)(ii)		accept line drawn from word 'Monomer' or from the monomer box to the correct 'Polymer' allow the correct 'Polymer' indicated by a tick, circled etc.	1
5(b)(i)	nickel	accept Ni	1
5(b)(ii)	75(%)		1
5(b)(iii)	(stainless steel) is hard /strong / durable (stainless steel) resistant to corrosion <b>or</b> unreactive	it = stainless steel accept (pure) iron is soft accept (pure) iron rusts / corrodes / reacts do <b>not</b> allow corrosive	1 1
5(c)	<b>Advantage:</b> Conserves resources of crude oil and ores <b>Disadvantage:</b> High cost of separating materials	do <b>not</b> allow more than one tick in the advantage column do <b>not</b> allow more than one tick in the disadvantage column	1 1
<b>Total</b>			<b>8</b>

**Question 6**

<b>question</b>	<b>answers</b>	<b>extra information</b>	<b>Mark</b>
<b>6(a)</b>	any <b>two</b> from: <ul style="list-style-type: none"> <li>• similar fossils in Africa and South America</li> <li>• similar rocks in Africa and South America</li> <li>• 'jigsaw fit'</li> </ul>	ignore same plants / animals  allow rocks / fossils <u>match</u> in Africa and South America	2
<b>6(b)</b>	crust mantle heat / energy earthquake		1 1 1 1
<b>Total</b>			<b>6</b>

**Question 7**

question	answers	extra information	Mark
<b>7(a)</b>	any <b>two</b> from: <ul style="list-style-type: none"> <li>copper / ores are running out / harder to find</li> <li>there are no / very small amounts of high-grade copper ores left</li> <li>copper metal is in demand</li> <li><u>copper</u> is expensive</li> <li>now economical to extract copper from low-grade ores</li> </ul>	it = copper  allow new methods of extraction e.g. bioleaching and phytomining allow high-grade ores are running out for <b>2</b> marks	<b>2</b>
<b>7(b)(i)</b>	<u>large</u> amounts / 98% of rock to dispose of as waste  or waste rock takes up a lot of space	accept contains toxic (metal) compounds / bioleacher	<b>1</b>
<b>7(b)(ii)</b>	(copper sulfide reacts with oxygen to) produce sulfur dioxide / SO <sub>2</sub> that causes acid rain	allow (sulfur reacts with oxygen to) produce sulfur dioxide / SO <sub>2</sub>  allow description of effects of acid rain <b>or</b> sulfur dioxide  if no other mark awarded allow CO <sub>2</sub> produced which causes global warming <b>or</b> CO <sub>2</sub> produced by burning fuel or heating the furnace for <b>1</b> mark	<b>1</b>  <b>1</b>
<b>7(b)(iii)</b>	any <b>one</b> from: <ul style="list-style-type: none"> <li><u>large</u> amounts of fuels / energy used (for the furnace and electrolysis)</li> <li>(the extraction has) <u>many</u> steps / stages / processes</li> <li><u>large</u> amounts of ore / material have to be mined</li> </ul>	allow <u>large</u> amounts of electricity needed ignore high temperature / electrolysis unqualified  allow (extraction) is a long process / takes a lot of time  allow ores contain a low percentage of copper	<b>1</b>

**Question 7 continues on the next page**

**Question 7 continued**

<b>question</b>	<b>answers</b>	<b>extra information</b>	<b>Mark</b>
<b>7(b)(iv)</b>	(copper ions move towards) the negative electrode / <i>cathode</i>		1
	because copper ions / $\text{Cu}^{2+}$ are positively charged <b>or</b> are oppositely charged <b>or</b> copper ions need to gain electrons	allow because metal ions are positive <b>or</b> opposites attract	1
<b>7(b)(v)</b>	(growing) plants		1
<b>Total</b>			<b>9</b>

**Question 8**

question	answers	extra information	Mark
<b>8(a)(i)</b>	exothermic	accept combustion allow burning <b>or</b> oxidation <b>or</b> redox	1
<b>8(a)(ii)</b>	carbon monoxide / CO (is produced)	allow monoxide (is produced) ignore carbon oxide	1
	because there is incomplete / partial combustion (of the fuel)	accept because there is insufficient oxygen / air (to burn the fuel)	1

**Question 8(b) continues on the next page**

**Question 8 continued**

question	Answers	extra information	Mark
<b>8(b)</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
<b>0 marks</b>	<b>Level 1 (1-2 marks)</b>	<b>Level 2 (3-4 marks)</b>	<b>Level 3 (5-6 marks)</b>
No relevant content.	There is a statement that crude oil is heated <b>or</b> that substances are cooled. However there is little detail and any description may be confused or inaccurate.	There is some description of heating / evaporating crude oil <b>and either</b> fractions have different boiling points <b>or</b> there is an indication of a temperature difference in the column.	There is a reasonable explanation of how petrol is or fractions are separated from crude oil using evaporating <b>and</b> condensing.
<p>If cracking is given as a preliminary or subsequent process to fractional distillation then ignore.</p> <p>However, if cracking / catalyst is given as part of the process, maximum is <b>level 2</b></p> <p><b>examples of chemistry points made in the response could include:</b></p> <ul style="list-style-type: none"> <li>• Some / most of the hydrocarbons (or petrol) evaporate / form vapours or gases</li> <li>• When some of / a fraction of the hydrocarbons (or petrol) cool to their boiling point they condense</li> <li>• Hydrocarbons (or petrol) that have (relatively) low boiling points and are collected near the top of the fractionating column or hydrocarbons with (relatively) high boiling points are collected near the bottom of the fractionating column</li> <li>• The process is fractional distillation</li> <li>• Heat the crude oil / mixture of hydrocarbons or crude oil / mixture is heated to about 350°C</li> <li>• Some of the hydrocarbons remain as liquids</li> <li>• Liquids flow to the bottom of the fractionating column</li> <li>• Vapours / gases rise up the fractionating column</li> <li>• Vapours / gases cool as they rise up the fractionating column</li> <li>• The condensed fraction (or petrol) separates from the vapours / gases and flows out through a pipe</li> <li>• Some of the hydrocarbons remain as vapours / gases</li> <li>• Some vapours / gases rise out of the top of the fractionating column</li> <li>• There is a temperature gradient in the fractionating column or the fractionating column is cool at the top and hot at the bottom</li> </ul>			
<b>Total</b>			<b>9</b>

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