

GCSE

Chemistry A / Additional Science A

Unit **A172/01**: Modules C4, C5, C6 (Foundation Tier)

General Certificate of Secondary Education

Mark Scheme for June 2017

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

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

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

OCR will not enter into any discussion or correspondence in connection with this mark scheme.










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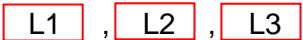














Annotations

Used in the detailed Mark Scheme:

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

Available in RM Assessor to annotate scripts:

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

	draw attention to particular part of candidate's response
	information omitted
	indicate uncertainty or ambiguity
	benefit of doubt
	contradiction
	incorrect response
	error carried forward
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	reject
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	information omitted

Subject-specific Marking Instructions

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

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

*This would be worth
1 mark.*

*This would be worth
0 marks.*

*This would be worth
1 mark.*

- c. The list principle:
If a list of responses greater than the number requested is given, work through the list from the beginning. Award one mark for each correct response, ignore any neutral response, and deduct one mark for any incorrect response, e.g. one which has an error of science. If the number of incorrect responses is equal to or greater than the number of correct responses, no marks are awarded. A neutral response is correct but irrelevant to the question.
- d. Marking method for tick-box questions:
If there is a set of boxes, some of which should be ticked and others left empty, then judge the entire set of boxes. If there is at least one tick, ignore crosses and other markings. If there are no ticks, accept clear, unambiguous indications, e.g. shading or crosses. Credit should be given according to the instructions given in the guidance column for the question. If more boxes are ticked than there are correct answers, then deduct one mark for each additional tick. Candidates cannot score less than zero marks.

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

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

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

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

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

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

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

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

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

Question			Answer	Marks	Guidance
1	(a)	(i)	Na_2SO_4	1	
		(ii)	CaCl_2	1	
	(b)		42 ; 111 ;	2	
	(c)		<p><i>Any two from:</i></p> <p>(ions in solids) are arranged in a regular fashion / (ions in seawater) are random; (ions in solids) are close together / (ions in seawater) are far apart; (ions in solids) only move around fixed position / (ions in seawater) move freely/over each other;</p> <p>any comparison of arrangement or movement between seawater and solid;</p>	3	<p>Allow (ions in seawater) are scattered.</p> <p>Allow water separates the ions (in seawater)</p> <p>Allow they don't move in solids</p> <p>Ignore speed of movement e.g. ions in solid move more slowly/ ions are free.</p> <p>Allow statement about solid and solution from the same MP as a comparison.</p> <p>Ignore comparison of presence of water molecules.</p>
	(d)		<p>idea of less mining / gives disadvantage of mining / examples of spoiling of land; examples of spoiling of marine environment / damage to marine life;</p>	2	<p>Ignore unqualified references to pollution (air pollution etc...)/the environment.</p> <p>Allow discussion of fossil fuel use for advantage or disadvantage e.g. advantage is less fossil fuels because less machinery / disadvantage is more fossil fuels used for extraction from seawater.</p>
Total				9	

Question	Answer	Marks	Guidance
2	<p>[Level 3] Identifies why elements are in group 1 and states changes down the group. Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>[Level 2] States changes down the group or identifies why elements are in group 1 with one statement about one change down the group. Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>[Level 1] Makes statements to compare the atoms OR States a change down the group. Quality of written communication impedes communication of the science at this level. (1 – 2 marks)</p> <p>[Level 0] Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)</p>	6	<p>This question is targeted at grades up to C</p> <p>Indicative scientific points may include:</p> <p>Identifies why in Group</p> <ul style="list-style-type: none"> • group 1 elements all have one electron in outer shell <p>Changes down the group</p> <ul style="list-style-type: none"> • number of electron shells increases (down the group) • number of protons increase (down the group) • number of neutrons increase (down the group) • number of electrons increase (down the group) • atoms get larger (down the group) <p>Level 1 only statements</p> <ul style="list-style-type: none"> • number of protons is different • number of neutrons is different • number of electrons / shells is different • same number of electrons in inner/outer shell • (all have) one more neutron than proton <p>Ignore references to changes in properties/reactivity down the group/quoted electron arrangements without description of change.</p> <p>Use the L1, L2, L3 annotations in RM Assessor; do not use ticks.</p>
		6	

Question		Answer	Marks	Guidance										
3	(a)	<p>Any 2 from:</p> <p>Reaction is displacement ;</p> <p>bromine reacts with (potassium) <u>iodide</u> / bromine gains electrons (from iodide) / bromine reacts to form (potassium) bromide ;</p> <p>iodine forms ;</p>	2	<p>Accept 'replacement' or 'takes the place of'</p> <p>Do not allow bromine gains electrons from potassium</p> <p>'Bromine displaces iodine' is (2 marks) for MP1 and MP3</p> <p>Accept correct formulae for names of substances</p>										
	(b)	<p>glowing iron / solid/fumes formed; (1)</p> <p>faster/more vigorous reaction (with chlorine); (1)</p>	2	<p>Accept 'iron burns'</p> <p>Ignore colour of solid/fumes</p> <p>Allow bigger reaction with chlorine</p> <p>Iron burns more brightly/brighter (with chlorine) = 2 marks.</p>										
	(c)	<table border="0"> <thead> <tr> <th>word</th> <th>meaning</th> </tr> </thead> <tbody> <tr> <td></td> <td>all of the atoms in bromine are the same</td> </tr> <tr> <td>element</td> <td>bromine is in group 7</td> </tr> <tr> <td>diatomic</td> <td>bromine is a gas</td> </tr> <tr> <td></td> <td>every molecule of bromine contains two atoms</td> </tr> </tbody> </table>	word	meaning		all of the atoms in bromine are the same	element	bromine is in group 7	diatomic	bromine is a gas		every molecule of bromine contains two atoms	2	
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Total			6											

Question	Answer	Marks	Guidance																
4 (a)	They are all solids. <input type="checkbox"/> They all conduct electricity. <input type="checkbox"/> They are all non-metals. <input checked="" type="checkbox"/> They all react with water. <input type="checkbox"/>	1																	
(b) (i)	$(12+16)/2 ; (1)$ $= 14 ; (1)$	2	14 alone (2)																
(ii)	14	1																	
(iii)	(yes because) the two values agree/are the same.	1	Allow values are similar/close Allow ecf on incorrect (i) and/or (ii)																
(c)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">group</th> <th colspan="3">triad</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">calcium Ca</td> <td style="text-align: center;">strontium Sr</td> <td style="text-align: center;">barium Ba</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">sulfur S</td> <td style="text-align: center;">selenium Se</td> <td style="text-align: center;">tellurium Te</td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">nitrogen N</td> <td style="text-align: center;">phosphorus P</td> <td style="text-align: center;">arsenic As</td> </tr> </tbody> </table>	group	triad			2	calcium Ca	strontium Sr	barium Ba	5	sulfur S	selenium Se	tellurium Te	6	nitrogen N	phosphorus P	arsenic As	2	All correct (2) 1 or two correct (1)
group	triad																		
2	calcium Ca	strontium Sr	barium Ba																
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6	nitrogen N	phosphorus P	arsenic As																
(d)	<p>data about some elements did not fit his idea <input checked="" type="checkbox"/></p> <p>the Periodic Table had not yet been developed <input type="checkbox"/></p> <p>other scientists had better ideas about organising elements <input checked="" type="checkbox"/></p> <p>some elements had not been discovered <input type="checkbox"/></p>	2																	
Total		9																	

Question	Answer	Marks	Guidance
5 a	<p>[Level 3] States that sodium cannot be identified and gives correct test solutions for specified ions linked to correct observations. Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>[Level 2] States that sodium cannot be identified and gives a correct test solution for a specified ion linked to a correct observation. OR States that sodium cannot be identified and gives correct test solutions for specified ions. OR Gives correct test solutions for specified ions linked to correct observations Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>[Level 1] Identifies that sodium cannot be identified OR gives a correct test solution for a specified ion linked to a correct observation. OR Gives correct test solutions for specified ions. Quality of written communication impedes communication of the science at this level. (1 – 2 marks)</p> <p>[Level 0] Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)</p>	6	<p>This question is targeted at grades up to C</p> <p>Indicative scientific points may include:</p> <ul style="list-style-type: none"> • sodium cannot be identified <p>Test solutions and observations:</p> <ul style="list-style-type: none"> • Use dilute sodium hydroxide • calcium gives white precipitate (which does not dissolve in excess) • (dilute acid plus) silver nitrate • white precipitate shows chloride • (dilute acid plus) barium nitrate/chloride • white precipitate shows sulfate. <p>Use the L1, L2, L3 annotations in RM Assessor; do not use ticks.</p>

Question		Answer	Marks	Guidance
5	b	flame tests <input checked="" type="checkbox"/>	2	
		crystallisation <input type="checkbox"/>		
		evaporation <input type="checkbox"/>		
		looking at line spectra <input checked="" type="checkbox"/>		
		filtration <input type="checkbox"/>		
			8	

Question			Answer	Marks	Guidance
6	(a)	(i)	<p>Any three from:</p> <p>hydrochloric and/or nitric have one H atom in the formula /sulfuric acid has more (two) H atoms/ions in the formula;</p> <p>acids with one hydrogen (atom/ion) give same temperature/change/5 (°C) / both hydrochloric and nitric give the same temperature/change/5 (°C);</p> <p>sulfuric acid / the acid with 2 hydrogens gives a higher temperature/change/9.5(°C);</p> <p>sulfuric acid gives (almost) double the temperature/change / the acid with 2 hydrogen (atoms/ions) gives (almost) double the temperature/change;</p>	3	<p>If no other marks are given Allow (1) mark only for 'the more hydrogen (ions) the greater the temperature change (increase)'</p> <p>Allow hydrochloric and/or nitric have fewer/less hydrogen atoms/ions in the formula ;</p> <p>MP4 includes MP3 and so scores (2)</p>
		(ii)	<p>(repeat with) the same acids;</p> <p>(repeat with) more/different acids;</p> <p>(repeat with) acids with more than 2 H atoms;</p>	3	<p>Allow repeat experiment</p> <p>Ignore (repeat with) all acids.</p> <p>MP3 includes MP2 and so scores 2 marks.</p> <p>Ignore references to strength of acids.</p>
	(b)		<p>neutralisation <input checked="" type="checkbox"/></p> <p>titration <input type="checkbox"/></p> <p>analysis <input type="checkbox"/></p> <p>exothermic <input checked="" type="checkbox"/></p> <p>corrosive <input type="checkbox"/></p>	2	

	(c)	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>hydrogen ion</p> <hr style="width: 100%;"/> <p>hydroxide ion</p> <hr style="width: 100%;"/> <p>water</p> </div> <div style="width: 45%; text-align: right;"> <p>H₂(g)</p> <p>H⁺(aq)</p> <p>OH⁻(aq)</p> <p>O²⁻(aq)</p> <p>H₂O(s)</p> <p>H₂O(l)</p> </div> </div>	<p>2</p>	<p>All correct (2) 1 or 2 correct (1)</p>																
	(d)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 20%;">name</th> <th style="width: 15%;">formula</th> <th style="width: 50%;">elements in formula</th> </tr> </thead> <tbody> <tr> <td>acid used</td> <td>sulfuric acid</td> <td>H₂SO₄</td> <td>hydrogen sulfur oxygen</td> </tr> <tr> <td>alkali used</td> <td>sodium hydroxide</td> <td>NaOH</td> <td>sodium <u>oxygen</u> <u>hydrogen</u> ; (1)</td> </tr> <tr> <td>salt formed</td> <td><u>sodium sulfate</u> ; (1)</td> <td>Na₂SO₄</td> <td><u>sodium</u> <u>sulfur</u> <u>oxygen</u> ; (1)</td> </tr> </tbody> </table>		name	formula	elements in formula	acid used	sulfuric acid	H ₂ SO ₄	hydrogen sulfur oxygen	alkali used	sodium hydroxide	NaOH	sodium <u>oxygen</u> <u>hydrogen</u> ; (1)	salt formed	<u>sodium sulfate</u> ; (1)	Na ₂ SO ₄	<u>sodium</u> <u>sulfur</u> <u>oxygen</u> ; (1)	<p>3</p>	
	name	formula	elements in formula																	
acid used	sulfuric acid	H ₂ SO ₄	hydrogen sulfur oxygen																	
alkali used	sodium hydroxide	NaOH	sodium <u>oxygen</u> <u>hydrogen</u> ; (1)																	
salt formed	<u>sodium sulfate</u> ; (1)	Na ₂ SO ₄	<u>sodium</u> <u>sulfur</u> <u>oxygen</u> ; (1)																	
		<p>Total</p>	<p>13</p>																	

Question			Answer	Marks	Guidance
7	(a)	(i)	Any 2 from: volume/amount/type of acid ; mass/amount/volume/size of pieces/surface area of zinc; temperature ;	2	Ignore 'concentration of zinc' Accept: use the same (type of) catalyst / mass/amount/volume/size of pieces/surface area of catalyst
		(ii)	hydrogen	1	

Question	Answer	Marks	Guidance
7 b	<p>[Level 3] Makes correct conclusions about the effect of concentration and a catalyst on rate and supports both conclusions with data. Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>[Level 2] Makes correct conclusions about the effect of both concentration and a catalyst on rate. OR Makes a correct conclusion about the effect of either concentration or a catalyst on rate and supports conclusion with data. OR Makes correct statements about the effect of concentration and catalyst on volume of gas produced and supports statements with data. Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>[Level 1] Makes a correct statement about the results. Quality of written communication impedes communication of the science at this level. (1 – 2 marks)</p> <p>[Level 0] Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)</p>	6	<p>This question is targeted at grades up to C/D</p> <p>Conclusions about rate</p> <ul style="list-style-type: none"> • higher concentration makes reaction faster / speeds it up /faster rate • using a catalyst makes reaction faster / speeds it up / faster rate <p>Data supporting conclusions/statements</p> <ul style="list-style-type: none"> • Quotes two volumes both with catalyst linked to concentration change. • Quotes two volumes both without catalyst linked to concentration change. • Quotes two volumes at same concentration linked to catalyst • Volume doubles with a catalyst (this is also a statement) <p>Statements about the results</p> <ul style="list-style-type: none"> • at higher concentrations higher volume/more gas given off. • when a catalyst is used higher volume/more gas is given off • bigger volume means faster rate <p>Use the L1, L2, L3 annotations in RM Assessor; do not use ticks.</p>
	Total	9	

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