



General Certificate of Secondary Education

**Additional Science 4463 /
Chemistry 4421**

CHY2F Unit Chemistry 2

Mark Scheme

2009 examination – January series

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 candidates' 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 candidates' 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 candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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MARK SCHEME

Information to Examiners

1. General

The mark scheme for each question shows:

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

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

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

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

2. 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 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 candidates 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)

Candidate	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)

Candidate	Response	Marks awarded
1	Pluto, Mars, Moon	1
2	Pluto, Sun, Mars, Moon	0

3.2 Use of chemical symbols / formulae

If a candidate 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.

COMPONENT NUMBER: CHY2F**COMPONENT NAME: Additional Science / Chemistry****STATUS: Final****DATE: January 2009**

question	answers	extra information	mark
1(a)	C ₃ H ₈	capital letters for symbols numbers must be halfway or lower down the element symbol allow H ₈ C ₃ do not allow 3:8 or C ₃ and H ₈	1
1(b)(i)	electron		1
1(b)(ii)	covalent		1
1(c)	low and small	both for 1 mark	1
Total			4

COMPONENT NUMBER: CHY2F**COMPONENT NAME: Additional Science / Chemistry****STATUS: Final****DATE: January 2009**

question	answers	extra information	mark
2(a)	water	accept H ₂ O or 5H ₂ O 2 must be below halfway	1
2(b)	the cold water / ice / cubes (owtte)	accept 'cooled down' or references to cold	1
2(c)	reversible reaction		1
2(d)(i)	0.87g		1
2(d)(ii)	the student made errors in weighing during the experiments		1
	the student did not heat the copper sulfate for long enough in one of the experiments		1
2(e)	white		1
	blue	allow 1 mark for blue to white	1
Total			8

COMPONENT NUMBER: CHY2F**COMPONENT NAME: Additional Science / Chemistry****STATUS: Final****DATE: January 2009**

question	answers	extra information	mark
3(a)	reduce wear of metal ie don't get damaged or stop / reduce <u>friction</u> or prevent seizing	or other sensible answer accept stop metal heating up accept move more smoothly ignore make it slippery / rub more smoothly accept can move freely	1
3(b)(i)	carbon		1
3(b)(ii)	layers (of atoms) can slide / slip over each other or weak forces of attraction / weak bonds (between layers)	allow slip off allow no bonds accept there are weak forces of attraction for 1 mark even when there is no reference to layers accept atoms slide over each other (for 1 mark) an answer which only states there are weak bonds would gain 0 marks when there is no reference to layers weak covalent bonds = 0 marks	1 1
Total			4

COMPONENT NUMBER: CHY2F**COMPONENT NAME: Additional Science / Chemistry****STATUS: Final****DATE: January 2009**

question	answers	extra information	mark
4(a)(i)	increase		1
4(a)(ii)	high melting point		1
4(b)(i)	decreases increases		1 1
4(b)(ii)	it gives the particles more energy it makes the particles move faster		1 1
Total			6

COMPONENT NUMBER: CHY2F**COMPONENT NAME: Additional Science / Chemistry****STATUS: Final****DATE: January 2009**

question	answers	extra information	mark
5(a)	positive	accept + or +ve or plus	1
5(b)	chlorine		1
5(c)(i)	hydroxide	Any indication of hydro...	1
5(c)(ii)	destroys / damages / dissolves (owtte) the hair / follicle / root	allow burns / reacts with the hair ignore incorrect name of compound	1
Total			4

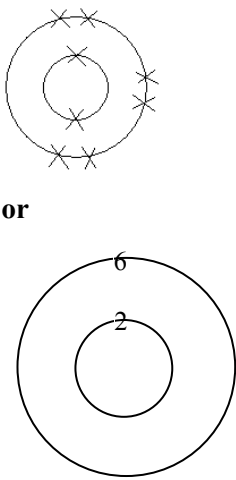
COMPONENT NUMBER: CHY2F**COMPONENT NAME: Additional Science / Chemistry****STATUS: Final****DATE: January 2009**

question	answers	extra information	mark
6(a)	Stops / reduces air from escaping (owtte)	allow keeping shape or keeping it hard	1
6(b)	a layer a few hundred atoms thick		1
6(c)	any two from: <ul style="list-style-type: none"> • last longer • use fewer balls • less materials or save resources • less manufactured • less energy • less fuel • less pollution / greenhouse effect / global warming • less waste 	any two ideas accept less factories ignore references to cost / recycling	2
Total			4

COMPONENT NUMBER: CHY2F**COMPONENT NAME: Additional Science / Chemistry****STATUS: Final****DATE: January 2009**

question	answers	extra information	mark
7(a)	152	correct answer with or without working = 2 marks 56 + 32 + (4 × 16) gains 1 mark ignore any units	2
7(b)	152g(rams)	ecf from the answer to (a) and g must have unit g / gram / gramme / grams etc accept g / mol or g per mole or g mole ⁻¹ or g/mol or g per mol or g mol ⁻¹ do not accept g m do not accept G	1
7(c)	76(g)	ecf from their answer to (a) or (b) divided by 2 ignore units	1
Total			4

COMPONENT NUMBER: CHY2F**COMPONENT NAME: Additional Science / Chemistry****STATUS: Final****DATE: January 2009**

question	answers	extra information	mark
8(a)(i)		<p>allow any arrangement of electrons on the shells</p> <p>accept o, x, - or e as representing electrons</p>	1
8(a)(ii)	nucleus	<p>accept nucleus (protons plus neutrons)</p> <p>do not accept protons plus neutrons on its own</p> <p>allow nuclei / nukes / neucleus / phonetic spelling</p> <p>do not accept neutron</p>	1

Question 8 continued on next page...

COMPONENT NUMBER: CHY2F**COMPONENT NAME: Additional Science / Chemistry****STATUS: Final****DATE: January 2009****Question 8 continued...**

question	answers	extra information	mark
8(b)	it has 2 more neutrons or converse or O-16 has 8 neutrons (1 mark) O-18 has 10 neutrons (1 mark)	accept 'it has more neutrons' or 'different number of neutrons' for 1 mark '2 more protons / electrons + correct number of neutrons' = max 1 mark } if incorrectly calculated but } shows more neutrons in 0-18 } allow for 1 mark accept it has more particles or it has 2 more particles for 1 mark ignore any reference to charges just 2 more without reference to particles = 0 marks	2
Total			4

COMPONENT NUMBER: CHY2F**COMPONENT NAME: Additional Science / Chemistry****STATUS: Final****DATE: January 2009**

question	answers	extra information	mark
9(a)	he made urea / organic compound / he made another organic compound	ignore 'he made it' unless qualified eg accept he made it from non-living material or not made from animals / plants	1
9(b)	any one from: sensible ideas eg <ul style="list-style-type: none"> • famous scientists / eminent scientists / high status scientists accepted the life-force theory (owtte) • sensible references to lack of status of Wöhler • was not in line with accepted ideas of time / religious beliefs etc • other sensible answers eg fake / anomalous result or lack of evidence / proof or not reliable or not repeated owtte	eg it was a new idea accept only made 1 compound	1
9(c)	sensible idea such as: Wöhler made another organic compound or more evidence or repeated it	accept 'other scientists repeated his experiment / made other organic compounds'	1
9(d)(i)	nitric (acid)	Spelling must be correct accept HNO ₃ correctly written ignore hydrogen nitrate	1
9(d)(ii)	evaporate or allow to crystallise	allow heat / boil / cool do not allow freeze ignore filtration ignore distillation	1

Question 9 continued on next page...

COMPONENT NUMBER: CHY2F**COMPONENT NAME: Additional Science / Chemistry****STATUS: Final****DATE: January 2009****Question 9 continued...**

question	answers	extra information	mark
9(e)	<p>any two from:</p> <ul style="list-style-type: none"> more of the starting materials end up as useful products less / fewer reactants / atoms <u>used</u> or method 1 has more reactants / atoms <u>used</u> method 1 has 4 reactants method 2 has 2 reactants less / fewer (waste) products / atoms in the products or method 1 has more (waste) products / atoms in products in method one there are 2 waste products / 15 waste atoms (or similar idea) in method two there is only one waste product / only 3 wasted atoms <p>or</p> <p>correctly calculated atom economies for both marks</p> <p>method 1 : 21.3% (1)</p> <p>method 2 : 76.9% (1)</p> <p>or</p> <p>atom economy equation correctly stated (1)</p> $\text{atom economy} = \frac{M_r \text{ of useful product}}{(\text{total}) M_r \text{ of reactants}} \times 100$ $\text{atom economy} = \frac{M_r \text{ of useful product}}{(\text{total}) M_r \text{ of products}} \times 100$ <p>sensible explanation of why method 1 has a higher atom economy in terms of the equation (or converse) (1)</p>	<p>accept 'less chemicals / compounds / substances <u>used</u>'</p> <p>ignore less elements / materials used</p> <p>accept method 1 <u>uses</u> 4 chemicals</p> <p>accept method 2 <u>uses</u> 2 chemicals</p> <p>accept less waste</p> <p>accept unwanted chemicals for waste products</p> <p>accept converse</p> <p>} accept comparison of named waste products for both marks eg in method 2 only H₂O is wasted whereas in method 1 KNO₃ and Pb(OH)₂ is wasted</p> <p>ignore purification / pollution</p> <p>accept 21%</p> <p>accept 77%</p>	2
Total			7