GCSE

CHEMISTRY

8462/1H

Paper 1 Higher Tier

Mark scheme

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

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

• the Assessment Objectives, level of demand 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 / ; e.g. 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

Marks should be awarded for each stage of the calculation completed correctly, as students are instructed to show their working. Full marks can, however, be given for a correct numerical answer, without any working shown.

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 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 Allow

In the mark scheme additional information, 'allow' is used to indicate creditworthy alternative answers.

3.9 Ignore

Ignore 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.

3.10 Do not accept

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

4. Level of response marking instructions

Extended response questions are marked on level of response mark schemes.

• Level of response mark schemes are broken down into levels, each of which has a descriptor.

• The descriptor for the level shows the average performance for the level.

• There are two marks in each level.

Before you apply the mark scheme to a student's answer, read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1: Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer.

When assigning a level you should look at the overall quality of the answer. Do not look to penalise small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best
fit approach for defining the level.

Use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly level 2 with a small amount of level 3 material it would be placed in level 2 but be awarded a mark near the top of the level because of the level 3 content.

Step 2: Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this.

The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

You should ignore any irrelevant points made. However, full marks can be awarded only if there are no incorrect statements that contradict a correct response.

An answer which contains nothing of relevance to the question must be awarded no marks.

Question 1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.1	any one from: • so elements / iodine / tellurium were in groups with similar properties • iodine has similar properties to Br / Cl / F / Group 7 • iodine has different properties to Se / S / O / Group 6	ignore reference to atomic structure ignore references to Cr, Mn and Mo allow corresponding argument in terms of tellurium	1	AO1 4.1.2.2
01.2	Mendeleev had predicted properties of missing elements elements were discovered (that filled the spaces / gaps) properties (of these elements) matched Mendeleev's predictions	ignore reference to atomic structure allow atomic weights (of these elements) fitted in the spaces / gaps if no other mark awarded, allow 1 mark for in previous versions of the periodic table the pattern of similar properties broke down	1 1 1	AO1 4.1.2.2
01.3	relative atomic mass		1	AO1 4.1.1.6
01.4	(increasing) atomic / proton number	ignore (increasing) electron number do not accept relative atomic / proton number	1	AO1 4.1.2.1
01.5	(formula) At2 (state) solid	ignore incorrect state symbol allow (s) ignore s	1 1	AO1 4.1.2.6

01.6	any two from: • flame • (white) solid forms • colour of gas / chlorine disappears / fades	allow burns allow (white) smoke forms	2	AO1 4.1.2.5
Total			10	

Question 2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.1	H+		1	AO1 4.4.2.4
02.2	hydrochloric (acid) water	allow HCl allow H2O	1 1	AO2 4.4.2.2
02.3	burette	do not accept biuret	1	AO1 4.4.2.5
02.4	27.6 (cm3)	allow 27.60 (cm3)	1	AO2 4.4.2.5

Question 2 continued

Question	Answers	Mark	AO/ Spec. Ref
02.5	Level 3: The design/plan would lead to the production of a valid outcome. All key steps are identified and logically sequenced.	5–6	AO3 AO1
	Level 2: The design/plan would not necessarily lead to a valid outcome. Most steps are identified, but the plan is not fully logically sequenced.	3–4	AO1 x 2
	Level 1: The design/plan would not lead to a valid outcome. Some relevant steps are identified, but links are not made clear.	1–2	AO1 x 2
	No relevant content	0	
	Indicative content allow converse using acid added to alkali Key steps • measure the volume of acid • add indicator to the acid • add sodium hydroxide solution • until the colour changes • record volume of sodium hydroxide solution added • repeat procedure with the other acid Use of results • compare the two volumes of sodium hydroxide solution to find which sample P or Q is more concentrated Other points • pipette to measure volume of acid • use a few drops of indicator • swirl • use a white tile • rough titration to find approximate end point • add dropwise near the endpoint • read volume from bottom of meniscus • repeat and take a mean		4.4.2.5
Total		11	

Question 3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.1	contain delocalised electrons (so) electrons can move through the structure / nanotube	allow contain free electrons allow (so) electrons can carry charge through the structure / nanotube ignore throughout for through ignore current / electricity for charge	1 1	AO1 4.2.3.3

Question	Answers	Mark	AO / Spec. Ref.
03.2	Level 2: Some logically linked reasons are given. There may also be a simple judgement.	3–4	AO3 4.2.2.7 4.2.3.3
	Level 1: Relevant points are made. They are not logically linked.	1–2	
	No relevant content	0	
	Indicative content • wood is the least dense so lightest to use • aluminium is the most dense so will make the racket too heavy • carbon nanotube is the strongest so least likely to break • wood / aluminium are too weak so the racket will break more easily • carbon nanotube is the stiffest so least likely to bend out of shape • wood / aluminium are not very stiff so could bend out of shape • justified conclusion		

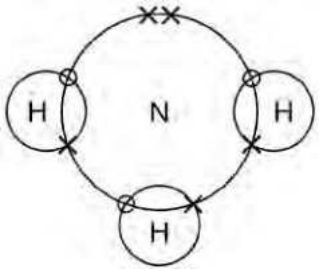
Question 3 continued

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.3	(822 =) 6724 (nm2) (6 x 6724 =) 40344 (nm2) = 4.0 x 104 (nm2)	an answer of 4.0 x 104 (nm2) scores 3 marks an answer of 40344 (nm2) scores 2 marks allow 40344 (nm2) correctly rounded to any number of significant figures allow correct calculation using incorrectly calculated value of area of one face from step 1 allow 4.0344 x 104 (nm2) correctly rounded to 1 or more significant figures allow a correctly calculated and rounded conversion to standard form of an incorrect calculation of surface area	1 1 1	AO2 4.2.4.1
03.4	any one from: • less can be used (for the same effect) • greater surface area (to volume ratio)	allow converse statements about fine particles ignore nanoparticles are smaller	1	AO3 4.2.4.2
Total			10	

Question 4

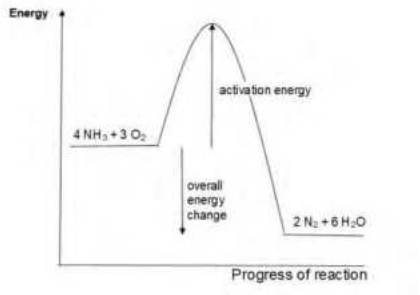
Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.1	(neutron) 1 0 proton 1 (+1) number of protons plus neutrons	both needed allow (neutron) 1 neutral both needed	1 1	AO1 4.1.1.4 4.1.1.5
04.2		allow number of protons and neutrons ignore protons and neutrons unqualified do not accept references to mass or relative mass of protons and / or neutrons	1	AO1 4.1.1.5
04.3	(the isotopes contain) different numbers of neutrons		1	AO2 4.1.1.5
04.4	most (alpha) particles passed (straight) through (the gold foil) (so) the mass of the atom is concentrated in the nucleus / centre or (so) most of the atom is empty space some (alpha) particles were deflected / reflected (so) the atom has a (positively) charged nucleus / centre	if not awarded for MP2, allow (so) the mass of the atom is concentrated in the nucleus / centre.	1 1 1 1	AO1 4.1.1.3
Total			8	

Question 5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.1	1 bonding pair of electrons in each overlap 2 non-bonding electrons on nitrogen do not accept non-bonding electrons on hydrogen ignore inner shell electrons drawn on nitrogen	 scores 2 marks allow dots, crosses, circles or e(-) for electrons	1 1	AO1 4.2.1.4
05.2	does not show the shape or only two-dimensional allow is not three-dimensional		1	AO1 4.2.1.4
05.3	(ammonia has) small molecules allow (ammonia has) a simple molecular (structure) (ammonia has) weak allow (ammonia has) weak intermolecular forces intermolecular bonds do not accept weak covalent bonds (so) little energy is needed to allow (so) little energy is needed overcome the intermolecular to break the intermolecular forces bonds to separate the molecules do not accept references to breaking covalent bonds	allow (so) little energy is needed	1 1 1	AO1 4.2.2.1 4.2.2.4

05.4	Cr_2O_3		1	AO2 4.1.3.2
05.5	(for bonds broken) ((12 x 391) + (3 x 498) =) 6186 (for bonds made) ((2 x 945) + (12 x 464) =) 7458 (overall energy change = 6186-7458 =) (-)1272 (kJ)	an answer of (-)1272 (kJ) scores 3 marks allow correct calculation using incorrectly calculated values from step 1 and/or step 2	1 1 1	AO2 4.5.1.3

Question 5 continued

05.6	7458 (kJ) (released in making bonds) is greater than 6186 (kJ) (used in breaking bonds) or the products have 1272 (kJ) less energy than the reactants (so) energy is released (to the surroundings)	allow ecf from question 05.5 allow the (overall) energy change is -1272 (kJ) dependent on MP1 being awarded allow (so) heat is released (to the surroundings) if no values given, allow 1 mark for more energy released in making bonds than used in breaking bonds	1 1	AO2 4.5.1.3
05.7	activation energy labelled (overall) energy change labelled	 scores 2 marks allow discontinuous lines ignore arrow heads	1 1	AO1 4.5.1.2
Total			14	

Question 6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.1	any two from: • temperature (of solution) • concentration of electrolyte / solution • compound / ions in electrolyte / solution	ignore room temperature allow volume of electrolyte / solution allow size of electrode allow distance between electrodes do not accept electrode X unqualified do not accept (measured) voltage	2	AO3 4.5.2.1
06.2	order: (most reactive) magnesium cobalt nickel tin copper (least reactive) silver justification: the higher the (positive) voltage, the more reactive (the metal) silver has a negative voltage because silver is less reactive than copper	allow 1 mark for magnesium, cobalt, nickel, tin in order at top allow 1 mark for copper and silver in order at the bottom allow the most reactive (metal) has the highest voltage	2 1 1	AO3 4.4.1.2 4.5.2.1
06.3	magnesium and tin		1	AO3 4.5.2.1

06.4	(in a fuel cell) hydrogen is oxidised (to produce water) water is produced / released as gas / vapour / steam	allow (in a fuel cell) hydrogen reacts with oxygen (to produce water) if no other mark awarded, allow 1 mark for fuel cells produce water	1 1	AO3 4.5.2.2
Total			9	

Question 7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.1	mixture has a lower melting point (than aluminium oxide) (so) less energy needed aluminium ions gain electrons	allow cryolite lowers melting point (of aluminium oxide) ignore boiling point do not accept cryolite is a catalyst ignore cost	1 1 1	AO1 4.4.3.3
07.2				AO1 4.4.1.4 4.4.3.3
07.3	22-- O → O2 + 4 e	allow multiples allow 1 mark for an unbalanced equation containing correct species	2 1	AO2 4.1.1.1 4.4.3.1 4.4.3.3
07.4	the electrode reacts with oxygen the electrode is carbon / graphite (so) carbon dioxide is produced	allow (so) the electrode / carbon / graphite is used up allow (so) the electrode / carbon / graphite is burned away ignore (so) the electrode / carbon / graphite is worn away ignore (so) the electrode / carbon / graphite is corroded	1 1	AO1 4.4.3.3

Question 7 continued

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.5	(*M*r of Al_2O_3 =) 102 $\frac{2\,000\,000}{102}$ = 19 608 (mol Al_2O_3) 19 608 × 3 = 29 412 (mol O_2) $\frac{29\,412 \times 32}{1000}$ = 941 (kg) alternative approach: (*M*r of Al_2O_3 =) 204 (1) 204 (kg of Al_2O_3) gives 96 (kg of O_2) (1) (2000 kg of Al_2O_3 gives) $\frac{2000}{204} \times 96$ (kg of O_2) or $\frac{2000000}{204} \times 96$ (g of O_2) (1) = 941 (kg) (1)	an answer of 941 (kg) scores 4 marks allow correct calculation using incorrectly calculated value of *M*r of Al_2O_3 allow correct calculation using incorrectly calculated value of moles of Al_2O_3 allow 941.1764706 (kg) correctly rounded to at least 2 significant figures allow correct answer using incorrectly calculated value of moles of O_2	1 1 1 1	AO2 4.3.2.2

07.6	hydrogen (gas) would be produced (instead of sodium) (because) sodium is more reactive than hydrogen		1 1	AO3 4.4.1.2 4.4.3.3 4.4.3.4

07.7	$\frac{150\,000}{71}$ 2113 (mol of Cl2) or $\frac{71}{150\,000}$ = $\frac{1}{2113}$ (volume of 1 g of Cl2 = $\frac{24}{71}$ =) 0.34 (dm3) ($\frac{150\,000}{71}$ × 24) = 50700 (dm3)	an answer of 50700 (dm3) scores 2 marks an answer of 50.7 (dm3) scores 1 mark allow 50704.22535 (dm3) correctly rounded to at least 2 significant figures allow correct calculation using their calculated number of moles and/or calculated volume of 1 g	1 1 1	AO2 4.3.5
Total			16	

Question 8

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.1	to make sure all of the oxide (of copper) has reacted or to make sure all water (produced) is removed	ignore to ensure complete reaction unqualified ignore to make sure all of the hydrogen has reacted	1	AO3 4.3.2.3
08.2	to prevent hydrogen escaping (into the air) (because) hydrogen is explosive	 ignore hydrogen is flammable	1 1	AO3 4.3.2.3
08.3	(mass of copper) 8.66 (g) (mass of water) 2.45 (g)		1 1	AO2 4.3.2.3

08.4	moles Cu = 0.04 or 2.54 = 0.04 63.5 moles H2O = 0.04 or 0.72 = 0.04 18 ratio = 1:1 so equation 2 is correct alternative approach A (calculating mass of water from copper) moles Cu= 0.04 or 2.54 = 0.04(1) 63.5 0.02 x 18 = 0.36 (g of water for equation 1) (1) 0.04 x 18 = 0.72 (g of water) so equation 2 is correct (1) alternative approach B (calculating mass of copper from water) moles HO=0.04 0.722or=0.04 (1) 18 0.08 x 63.5 = 5.08 (g of copper for equation 1) (1) 0.04 x 63.5 = 2.54 (g of copper) so equation 2 is correct (1) alternative approach C (mass ratio) (copper : water for equation 1) 127 : 18 = 7.06 : 1 (1) (copper : water for equation 2) 63.5 : 18 = 3.53 : 1 (1) so equation 2 is correct (1)	2.54 : 0.72 = 3.53 : 1 = 63.5 : 18	1 1 1	AO2 4.3.2.1 4.3.2.3
Total			8	

Question 9

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.1	polystyrene is a better (thermal) insulator (so) reduces energy exchange (with the surroundings)	allow polystyrene is a poorer (thermal) conductor allow (so) reduces energy / heat loss (to the surroundings)	1 1	AO3 4.5.1.1
09.2	all six points plotted correctly line of best fit through points plotted from Table 6 both lines of best fit extrapolated correctly until they cross	allow a tolerance of ± ½ a small square allow 1 mark for at least 3 points plotted correctly	2 1 1	AO2 4.5.1.1
09.3	11 (cm3)	allow ecf from question 09.2 allow answers in the range 10.75 to 11.25 (cm3) allow a tolerance of ± ½ a small square	1	AO2 4.5.1.1
09.4	(27.5 – 18.9) = 8.6 (°C)	allow ecf from question 09.2 allow answers in the range 8.5 to 8.7 (°C) allow a tolerance of ± ½ a small square	1	AO2 4.5.1.1

Question 9 continued

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.5	(moles HSO = $\frac{0.500 \times 15.524}{1000}$) = 0.00775 (moles KOH = 2 x moles $\overline{H2SO4}$ = 2 x 0.00775) = 0.0155 (conc KOH = moles KOH x $\frac{1000}{25.0}$) = 0.0155 x $\frac{1000}{25.0}$ = 0.62 (mol/dm3) (*M*r KOH =) 56 (conc = *M* x conc in mol/dm3r = 56 x 0.62) = 34.7 (g/dm3) allow 35 or 34.72 (g/dm3) allow correct answer using incorrectly calculated value of incorrect *M*r alternative approach for step 1 to step 4 $\frac{2}{1} = \frac{25 \times \text{conc KOH}}{15.5 \times 0.500}$ (2) (conc KOH) = $\frac{2 \times 15.5 \times 0.500}{25.0}$ (1) = 0.62 (mol/dm3) (1)	an answer of 0.62 (mol/dm3) for concentration in mol/dm3 scores 4 marks an answer of 0.31 (mol/dm3) for concentration in mol/dm3 scores 3 marks allow correct calculation using incorrectly calculated value of moles of H2SO4 allow correct calculation using incorrectly calculated value of moles of KOH allow correct answer using incorrectly calculated value of concentration in mol/dm3 and/or allow 1 mark if mole ratio is incorrect	1 1 1 1 1 1	AO2/2 4.3.1.2 4.3.2.5 4.3.4 4.4.2.5

Total			14