GCSE
CHEMISTRY
8462/1F

Paper 1 Foundation Tier

Mark scheme

June 2020

Version: 1.0 Final Mark Scheme

206G8462/1F/MS

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

Level of response marking instructions

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 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. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in 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 and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 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.

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

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 / ; 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

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 <u>not</u> accept

Do **not** 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, ie 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	gas		1	AO2 4.1.2.6 4.2.2.1
01.2	-35 (°C)	allow any value between -35 °C and -100 °C	1	AO2 4.1.2.6 4.2.2.1
01.3	increase increase	 allow become stronger	1 1	AO1 AO2 4.1.2.6 4.2.2.4
01.4	chlorine gas is toxic		1	AO3 4.1.2.6
01.5	increased chlorine (atoms) are now part of the solid (iron chloride) **or** the mass of the chlorine (atoms) is now also measured		1 1	AO2 4.1.2.6 4.3.1.3
01.6	burns very vigorously	allow burns violently allow brighter (orange) glow allow (orange) flame allow explodes	1	AO3 4.1.2.1 4.1.2.6

Question 1 continued

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.7	$2\ Fe + 3\ Br_2 \longrightarrow 2\ FeBr_3$	allow multiples	1	AO2 4.1.1.1 4.1.2.6
01.8	56 + (3 × 80) = 296	 ignore units	1 1	AO2 4.3.1.2
Total			**11**	

Question 2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.1	electron		1	AO1 4.1.1.3
02.2	plum pudding		1	AO1 4.1.1.3
02.3	alpha		1	AO1 4.1.1.3
02.4	Bohr		1	AO1 4.1.1.3
02.5	protons neutrons protons (and) electrons	 either order	1 1 1	AO1 4.1.1.4 4.1.1.5
02.6	a sports arena of radius 100 m		1	AO2 4.1.1.5
Total			**8**	

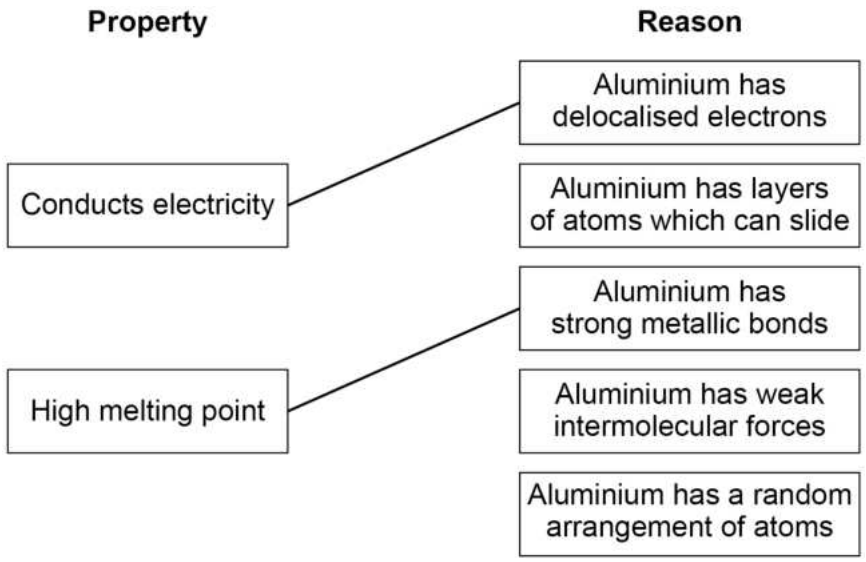
Question 3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.1	water	allow H_2O do **not** accept energy	1	AO1 4.1.1.1 4.5.2.2
03.2	W = energy X = activation energy Y = overall energy change Z = progress of reaction		1 1 1 1	AO1 4.5.1.2
03.3	to produce a potential difference		1	AO1 4.5.2.2
03.4	magnesium **and** copper (the metals) have the largest difference in reactivity		1 1	AO2 4.4.1.2 4.5.2.1
Total			**8**	

Question 4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.1	(negative electrode) solid produced	allow the electrode changes colour ignore metal produced	1	AO3 4.4.3.4 RPA 3
	(positive electrode) bubbles / fizzing / effervescence	ignore gas produced	1	
04.2	potassium nitrate		1	AO3 4.4.3.4 RPA 3
	hydrogen is not a metal	allow hydrogen is a gas allow hydrogen is not a solid allow the products at both electrodes are gases allow the product at the negative electrode is not potassium allow potassium is more reactive than hydrogen	1	
04.3	(graphite) conducts (electricity)	allow (graphite) has delocalised / free electrons	1	AO1 4.2.3.2 4.4.3.4 RPA 3
	(graphite) is inert	allow (graphite) is unreactive	1	
04.4	the ions move towards the positive electrode		1	AO3
	the electrode attracts ions of the opposite charge	allow opposite charges attract	1	AO1 4.4.3.1
Total			**8**	

Question 5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.1	 additional line from a box on the left negates the mark from that box		1 1	AO1 4.2.1.5 4.2.2.7 4.2.2.8
05.2	a mixture of metals	allow a mixture of a metal with other elements	1	AO1 4.2.2.7
05.3	bauxite contains a variable percentage of aluminium	allow converse argument allow bauxite does not have a fixed proportion / percentage of aluminium	1	AO3 4.1.1.1
05.4	any **two** from: • danger of dam bursting • leakage of toxic substances from mud to environment • water pollution • damage to habitats • visual pollution • (dam) blocks light • reduces the value of houses	allow the lake (of mud) could overflow allow unpleasant smell	2	AO3 4.4.3.3

Question 5 continued

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.5	10 / ten		1	AO2 4.1.1.1
05.6	to lower the melting point of the mixture		1	AO1 4.4.3.3
05.7	oxygen carbon	must be in this order	1 1	AO1 4.4.3.3
05.8	$\frac{25}{100}$ × 300 000 =75 000 (kg) = 7.5 ×10^4 (kg)	 allow correct conversion to standard form of an incorrectly calculated mass	1 1 1	AO2 4.4.3.3
Total			**13**	

Question 6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.1	$C_6H_8O_7$		1	AO2 4.2.1.4
06.2	covalent		1	AO1 4.2.1.4
06.3	shows (single and) double bonds shows which atoms are which element		1 1	AO3 4.2.1.4
06.4	temperature decreases (during the reaction)	allow (the solution) gets colder	1	AO3 4.5.1.1 RPA 4
06.5	all six points plotted correctly line of best fit extrapolation to meet the printed line	allow a tolerance of ± ½ small square allow **1** mark for four / five points plotted correctly	2 1 1	AO2 4.5.1.1 RPA 4
06.6	22.6 – 20.2 = 2.4 (°C)	allow ecf from question **06.5** ignore sign if no other mark awarded allow **1** mark for 2.2 (°C)	1 1	AO2 4.5.1.1 RPA 4

Question 6 continued

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.7	temperature of solution		1	AO1 4.5.1.1 RPA 4
Total			**12**	

Question 7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.1	nitric acid		1	AO2 4.4.2.2 RPA 1
07.2	zinc oxide		1	AO2 4.4.2.2 RPA 1
07.3	magnesium bromide		1	AO2 4.1.1.1
07.4		allow a tolerance of 1 cm^3 on volumes allow a tolerance of 0.2 on pH values		AO2 4.4.2.4
	(from 0) to 20 cm^3 the pH increases (gradually)	allow increase from pH 1 to pH 3	1	
	at 20 cm^3 the pH changes from pH 3 to pH 11	allow sudden / steep increase at 20 cm^3 allow sudden / steep increase from pH 3 to pH 11	1	
	from 20 cm^3 the pH increases (gradually)	allow (gradual) increase from pH 11 if no other marks awarded allow **1** mark for a description of the three stages with no values used.	1	

Question 7 continued

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.5	20 (cm^3)	allow 20.0 (cm^3)	1	AO3 4.4.2.4
07.6	red		1	AO3 4.4.2.4
07.7	$\frac{0.06}{25(.0)} \times 100$ = 0.24 (%)		1 1	AO2 4.4.2.5
07.8	(pipette) measures volume more accurately **or** (pipette has a) smaller (percentage) uncertainty	allow (pipette is) more accurate	1	AO3 4.4.2.5 RPA 2
Total			**11**	

Question 8

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.1	poly(ethene) water		1 1	AO2 4.2.1.4 4.2.2.4 4.2.2.5

Question 8 continued

Question	Answers	Mark	AO/ Spec. Ref
08.2	**Level 2:** Scientifically relevant features are identified; the way(s) in which they are similar/different is made clear and (where appropriate) the magnitude of the similarity/difference is noted.	4–6	AO1 4.2.1.2 4.2.1.3 4.2.1.4
	Level 1: Relevant features are identified and differences noted.	1–3	
	No relevant content	0	
	Indicative content • (both) carbon dioxide and silicon dioxide are made up of atoms • (but) magnesium oxide is made up of ions • (both) silicon dioxide and magnesium oxide are giant structures • (but) carbon dioxide is small molecules • with weak intermolecular forces • all three compounds have strong bonds • (both) carbon dioxide and silicon dioxide are formed from two non-metals • (so) bonds formed are covalent • (so) electron (pairs) are shared (between atoms) • (but) magnesium oxide is formed from a metal and a non-metal • (so) bonds in magnesium oxide are ionic • (so) electrons are transferred • from magnesium to oxygen • two electrons are transferred • bonds in silicon dioxide are single bonds • (where) each silicon forms four bonds • (and) each oxygen forms two bonds • (but) in carbon dioxide the bonds are double bonds • (where) carbon forms two double bonds • (and) oxygen forms one double bond ignore properties e.g. melting point, electrical conductivity		

Total			**8**

Question 9

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.1	they form ions with different charges		1	AO1 4.1.3.1 4.1.3.2
	they have high melting points		1	
09.2	the (grey) crystals are silver		1	AO3 4.4.1.2
	the copper ions (produced) are blue	allow the copper nitrate / compound (produced) is blue	1	
	(because) copper displaces silver		1	

Question 9 continued

Question	Answers	Mark	AO/ Spec. Ref
09.3	**Level 2:** The method would lead to the production of a valid outcome. The key steps are identified and logically sequenced.	3–4	AO1 AO3 4.4.1.2 4.5.1.1 RPA 4
	Level 1: The method would not lead to a valid outcome. Some relevant steps are identified, but links are not made clear.	1–2	
	No relevant content	0	
	Indicative content **Key steps** • add the metals to (dilute) hydrochloric acid • measure temperature change **or** compare rate of bubbling **or** compare colour of resulting solution for copper: • no reaction • shown by no temperature change **or** shown by no bubbles for magnesium and iron: • magnesium increases in temperature more than iron **or** magnesium bubbles faster than iron **or** magnesium forms a colourless solution and iron forms a coloured solution **Control variables** • same concentration / volume of hydrochloric acid • same mass / moles of metal • same particle size of metal • same temperature (of acid if comparing rate of bubbling)		

Question 9 continued

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.4	$\frac{(203 \times 30) + (205 \times 70)}{100}$ **or** $\frac{6090 + 14\,350}{100}$		1	AO2 4.1.1.6
	= 204.4	ignore units	1	

Total			11

Question 10

Question	Answers	Extra information	Mark	AO / Spec. Ref.
10.1	(total) mass before = 156.76 (g) **and** (total) mass after = 156.76 (g) **or** increase in mass of beaker **A** and contents = 29.96 (g) **and** decrease in mass of beaker **B** and contents = 29.96 (g) (so) the mass of products equals the mass of the reactants **or** (so) there is no change in mass during the reaction	allow 78.26 + 78.50 = 156.76 **and** 108.22 + 48.54 = 156.76 allow 108.22 – 78.26 = 29.96 **and** 48.54 – 78.50 = – 29.96 allow (so) no atoms were lost or made during the reaction	1 1	AO2 AO1 4.3.1.1
10.2	filter / filtration	allow a description of filtration	1	AO2 4.1.1.2
10.3	sodium nitrate (solution) **or** silver nitrate (solution) **or** sodium iodide (solution)	allow correct formulae allow sodium / nitrate / silver / iodide ions	1	AO2 4.1.1.2
10.4	to remove / evaporate the water	allow to dry (the solid)	1	AO3 4.1.1.2

Question 10 continued

Question	Answers	Extra information	Mark	AO / Spec. Ref.
10.5	(total M_r = 170 + 150) = 320	allow (235 + 85) = 320	1	AO2 4.3.3.2
	(% atom economy =) $\frac{235}{320} \times 100$	allow correct use of incorrectly calculated total M_r	1	
	= 73.4375 (%)		1	
	= 73.4 (%)	allow an answer correctly calculated to 3 significant figures from an incorrect percentage calculation which uses the values in the question	1	
10.6	any **one** from: • for sustainable development • for economic reasons • to produce a high(er) percentage of useful product	allow to reduce waste	1	AO1 4.3.3.2
Total			**10**	