



Pearson

# Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE  
In Combined Science (1SC0) Paper 2CH

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

### **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2022

Publications Code 1SC0\_2CH\_2206\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2022

## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Mark schemes have been developed so that the rubrics of each mark scheme reflects the characteristics of the skills within the AO being targeted and the requirements of the command word. So for example the command word 'Explain' requires an identification of a point and then reasoning/justification of the point.

Explain questions can be asked across all AOs. The distinction comes whether the identification is via a judgment made to reach a conclusion, or, making a point through application of knowledge to reason/justify the point made through application of understanding. It is the combination and linkage of the marking points that is needed to gain full marks.

When marking questions with a 'describe' or 'explain' command word, the detailed marking guidance below should be consulted to ensure consistency of marking.

Assessment Objective		Command Word	
Strand	Element	Describe	Explain
AO1*		An answer that combines the marking points to provide a logical description	An explanation that links identification of a point with reasoning/justification(s) as required
AO2		An answer that combines the marking points to provide a logical description, showing application of knowledge and understanding	An explanation that links identification of a point (by applying knowledge) with reasoning/justification (application of understanding)
AO3	1a and 1b	An answer that combines points of interpretation/evaluation to provide a logical description	
AO3	2a and 2b		An explanation that combines identification via a judgment to reach a conclusion via justification/reasoning
AO3	3a	An answer that combines the marking points to provide a logical description of the plan/method/experiment	
AO3	3b		An explanation that combines identifying an improvement of the experimental procedure with a linked justification/reasoning

\*there will be situations where an AO1 question will include elements of recall of knowledge directly from the specification (up to a maximum of 15%). These will be identified by an asterisk in the mark scheme.

## 1SC0/2CH 2206 Paper 2 Higher Tier

Question number	Answer	Additional Guidance	Mark
1(a)(i)	<ul style="list-style-type: none"> <li>• <b>100 cm<sup>3</sup></b> measuring cylinder/ (gas) syringe (1)</li> <li>• which has smaller gradations / higher resolution (1)</li> </ul>	<p>allow 'smaller measuring cylinder' ignore gas measurer reject (upturned) burette for MP1</p> <p>MP2 is dependent on MP1 allow (more) precise / (more) accurate allow smaller measurements/ increments ignore easier to use / no gas will escape</p>	<p><b>(2)</b></p> <p><b>A03 3b</b></p>

Question number	Answer	Additional guidance	Mark
1(a)(ii)	<ul style="list-style-type: none"> <li>• volume read at 90s = 29 cm<sup>3</sup> (1)</li> <li>• rate = <math>\frac{\text{volume}}{90}</math> (1)</li> <li>• = 0.3222.... (cm<sup>3</sup> per second) (1)</li> </ul>	<p>0.31, 0.32, 0.33 with or without working scores 3 0.3 alone scores 0 all other answers require working to have marks awarded</p> <p>allow any value 28-30 ECF for incorrect volume</p> <p>ECF if fraction inverted ECF if 1.5 used instead of 90 eg <math>\frac{28/29/30}{1.5} = 18.66.../ 19.33.../ 20</math> scores 2</p> <p>MP3 must be decimal value correctly rounded – ignore fractions</p>	<p><b>(3)</b></p> <p><b>A03 2</b></p>

Question number	Answer	Additional guidance	Mark
1(a)(iii)	volumes were {constant / stopped rising}  OR  graph was {flat/plateaued/ levelled off}	allow reactant(s) used up / limiting factor allow no more hydrogen evolved allow EVIDENCE that reaction stopped: measurements stayed the same/ no more bubbles  allow graph has reached zero gradient ignore graph is a straight line ignore it has reached the highest {point / volume}  ignore reaction has stopped / is complete reject reaction is becoming slower	(1)  A03 2

Question number	Answer	Additional guidance	Mark
1(b)(i)	An explanation linking <ul style="list-style-type: none"> <li>more particles present (in same volume) (1)</li> <li>so more frequent collisions/ more chance of collision (1)</li> </ul>	allow atoms/ molecules/ ions for particles ignore more acid present  allow more collisions per {sec/min/unit time} ignore more collisions/ more successful collisions ignore references to energy / moving faster  mark independently	(2)  A01 1

Question number	Answer	Mark
1(b)(ii)	<b>D</b> use the same metal but in a powdered form is the only correct answer <b>B</b> and <b>C</b> are incorrect because the reactants are not changed <b>A</b> is incorrect because the reaction will be slower	(1)  A02 1

(Total for question 1 = 9 marks)

Question number	Answer	Mark
2(a)	<b>B</b> effervescence is seen is the only correct answer. <b>A, C</b> and <b>D</b> are incorrect as they are not linked to gas production	<b>(1)</b> <b>AO1 2</b>

Question number	Answer	Mark
2(b)	<b>B</b> chlorine is the only correct answer. <b>A, C</b> and <b>D</b> are incorrect because only chlorine bleaches litmus	<b>(1)</b> <b>AO1 1</b>

Question number	Answer	Additional guidance	Mark
2(c)	2.20 with or without working scores (2) <ul style="list-style-type: none"> <li>• <math>5(.000) - 2.8(00) = 2.2(00)</math> (1)</li> <li>• <math>= 2.20</math> (1)</li> </ul>	<p>reject additional processing for MP1 (e.g <math>5 - 2.8 = 2.2</math> then <math>\frac{2.2}{100} = 0.0220</math>)</p> <p>does not score MP1 - additional process of dividing by 100 does not score MP2 - using a number not in the question</p> <p>for MP2 final answer must be to 3sf, correct evaluation of expression using only numbers from the question <math>2.2 / 2.200</math> scores 1 mark</p> <p><math>\frac{5.000}{2.800} = 1.79</math> scores 1 mark <math>\frac{2.800}{5.000} = 0.560</math> scores 1 mark [<math>0.56 = 0</math>] <math>5.000 \times 2.800 = 14.0</math> scores 1 mark [<math>14 = 0</math>] <math>5.000 + 2.800 = 7.80</math> scores 1 mark [<math>7.8 = 0</math>]</p>	<b>(2)</b> <b>AO2 1</b>

Question number	Answer	Additional guidance	Mark
2(d)(i)	<p>An explanation linking:</p> <ul style="list-style-type: none"> <li>it has <b>two</b> electrons in outer shell/ it has a <b>full</b> outer shell / OWTTE (1)</li> <li>so does not {gain/ lose/ transfer/ share} <b>electrons</b> (1)</li> </ul>	<p>MP1 – reject if number of electrons in outer shell is stated and not 2 ignore references to protons and neutrons allow helium has <b>two</b> electrons in its (only) shell / helium’s (only) shell is full</p> <p>ignore helium does not need to react</p>	<p><b>(2)</b></p> <p><b>AO1 1</b></p>

Question number	Answer	Additional guidance	Mark
2(d)(ii)	less dense than air	<p>allow less dense than nitrogen allow low density / not (very) dense allow diffuses slowly out of balloon</p> <p>ignore less dense than oxygen ignore it is a gas / light / lightweight / inert/ unreactive/ non-flammable / lighter than air / makes balloon float / it rises/ it floats</p> <p>ignore non-toxic / not poisonous</p>	<p><b>(1)</b></p> <p><b>AO2 1</b></p>

Question number	Answer	Additional guidance	Mark
2(e)	<p><math>4.214 \times 10^{24}</math> with or without working scores (2)</p> <p><math>2 \times 3.5</math> (1) (= 7(.0)) <math>7(.0) \times 6.02 \times 10^{23}</math> (1) (= <math>4.214 \times 10^{24}</math>)</p> <p>OR</p> <p><math>3.5 \times 6.02 \times 10^{23}</math> (1) (= <math>2.107 \times 10^{24}</math>) <math>2 \times 2.107 \times 10^{24}</math> (1) (= <math>4.214 \times 10^{24}</math>)</p>	<p>allow any number of sig figs except 1 for full marks</p> <p>allow answer not in standard form</p>	<p><b>(2)</b></p> <p><b>AO2 1</b></p>

**(Total for question 2 = 9 marks)**



Question number	Answer	Additional guidance	Mark
3(a)(i)	diesel releases <b>more</b> (nitrogen oxides / NO <sub>x</sub> ) (per km driven) / ORA (1)  diesel releases <b>more</b> particulates (per km driven) / ORA (1)	ignore just quoting numbers from the table  answer does need to make comparison – can be shown by statements about diesel <b>and</b> petrol  ignore any effect of pollutants ignore anything about rights and wrongs of either NO <sub>x</sub> or particulates	(2)  <b>A03 1</b>

Question number	Answer	Additional guidance	Mark
3(a)(ii)	an explanation linking <ul style="list-style-type: none"> <li>diesel releases less carbon dioxide (1)</li> <li>which is a greenhouse gas/contributes to global warming (1)</li> </ul> OR <ul style="list-style-type: none"> <li>diesel releases less sulfur dioxide (1)</li> <li>which causes acid rain (1)</li> </ul>	vague references to pollution / harms environment do need to be qualified for any MP2  allow climate change ignore effects of climate change  ignore carbon monoxide / unburnt hydrocarbons ignore ozone / ozone layer / effects of acid rain  reject particulates  MP2 depends on MP1	(2)  <b>A03 2</b>

Question number	Answer	Mark
3(b)(i)	<b>D</b> their viscosity increases as the molecules get larger is the only correct answer  <b>A, B, C</b> are incorrect statements	(1)  <b>A01 1</b>

Question number	Answer	Mark
3(b)(ii)	<b>C</b> C <sub>4</sub> H <sub>10</sub> is the only correct answer <b>A, B</b> and <b>D</b> are not alkanes	<b>(1)</b> <b>A02 1</b>

Question number	Answer	Additional guidance	Mark
3(b)(iii)	2 C <sub>8</sub> H <sub>18</sub> + 25 O <sub>2</sub> → 16 CO <sub>2</sub> + 18 H <sub>2</sub> O  LHS formulae → (1) → RHS formulae (1) balancing correct formulae (1)	allow multiples including halves  ignore any state symbols	<b>(3)</b> <b>A02 1</b>

**(Total for question 3 = 9 marks)**

Question number	Answer	Additional guidance	Mark
4(a)	bromine	ignore Br	(1) AO1 1

Question number	Answer	Additional guidance	Mark
4(b)	<p>An explanation linking</p> <ul style="list-style-type: none"> <li>outer {shell / electron(s)} is further from nucleus in iodine/OR A (1)</li> <li>{force / attraction} between nucleus and (electrons in) outer shell is less in iodine/OR A (1)</li> <li>iodine does not gain (an) electron(s) as readily/OR A (1)</li> </ul>	<p>accept reverse argument throughout</p> <p>allow iodine has more shells / larger atomic radius / OR A reject 'more outer shells'</p> <p>chlorine has {fewer (electron) shells / smaller atomic radius}</p> <p>allow shielding arguments for either MP1 OR MP2 for either iodine or chlorine</p> <p>allow outer electrons / incoming electron</p> <p>if no other mark scored (group 7 elements) gain one electron (when they react) (1)</p>	(3) AO1 1

Question number	Answer	Additional guidance	Mark
4(c)	sodium chloride	<p>allow NaCl</p> <p>ignore 'salt'</p> <p>reject sodium chlorine / incorrect formula</p>	(1) AO2 1

Question number	Answer	Additional guidance	Mark
4(d)(i)	$2\text{Na} + \text{Br}_2 \rightarrow 2\text{NaBr}$ 1 mark for correct formulae 1 mark for balancing correct formulae	ignore state symbols even if incorrect	<b>(2)</b> <b>A02 2</b>

Question number	Answer	Additional guidance	Mark
4(d)(ii)	turns yellow / orange (liquid / solution)	reject brown as standalone colour ignore brown as in 'yellow-brown' ignore red as in 'red-orange' reject other changes eg effervescence	<b>(1)</b> <b>A02 2</b>

Question number	Answer	Additional guidance	Mark
4(d)(iii)	bromide (ions)/ (2)Br <sup>-</sup> (1) <b>loses/lost</b> electrons (1)	reject bromine / Br  allow bromine loses electrons for MP2 only reject answers in terms of {chlorine / chloride} being oxidised  reject Br <sub>2</sub> loses electrons	<b>(2)</b> <b>A01 1</b>

**(Total for question 6 = 10 marks)**

Question number	Answer	Additional guidance	Mark
5(a)	an explanation linking <ul style="list-style-type: none"> <li>plants (1)</li> <li>(produces oxygen by) photosynthesis (1)</li> </ul>	allow cyanobacteria / stromatolites  allow 'photosynthetic organisms' = 2 marks	<b>(2)</b>  <b>AO1 1</b>

Question number	Answer	Additional guidance	Mark
5(b)	an explanation linking <ul style="list-style-type: none"> <li>reheat (and record the mass) (1)</li> <li>until mass remains constant (1)</li> </ul>	allow burn ignore continue heating the magnesium until it no longer glows / all turned white  'heat to constant mass' = 2 marks	<b>(2)</b>  <b>AO1 2</b>

Question number	Answer	Additional guidance	Mark
5(c)	$\frac{1.24}{31}$ P (= 0.04) and $\frac{1.6}{16}$ O (= 0.1) (1)  ratio = 2:5 OR empirical formula = P <sub>2</sub> O <sub>5</sub> (1)  relative formula mass P <sub>2</sub> O <sub>5</sub> = 142 (1)  molecular formula = P <sub>4</sub> O <sub>10</sub> (1)	full marks can only be obtained with working shown  allow elements in either order in any formula  allow ECF from moles of elements calculated allow 1:2.5  allow 4 : 10 (1)  allow $\frac{31}{1.24}$ P = 25 and $\frac{16}{1.6}$ O = 10 (0) ratio = 2.5:1 or 5:2 or empirical formula = P <sub>5</sub> O <sub>2</sub> (1) relative formula mass P <sub>5</sub> O <sub>2</sub> = 187 (1)	<b>(4)</b>  <b>AO2 1</b>

Question number	Answer	Additional guidance	Mark
5(d)(i)	<p>iron wool {turns orange-brown / rusts} (1) (because) it has {oxidised/ reacted with oxygen} (1)</p> <p>OR</p> <p>water level in test tube rises (1) (because) oxygen (in the air) has reacted (with the iron) / volume of oxygen (in test tube) has decreased (1)</p>	<p>allow any suitable colour to describe rust ignore changes colour ignore air</p> <p>allow volume of air decreases</p> <p>the iron turns orange-brown because it has rusted = 2 marks</p> <p>allow 1 mark for volume of water (in beaker) decreases due to evaporation</p>	<p><b>(2)</b></p> <p><b>A02 2</b></p>

Question number	Answer	Additional guidance	Mark
5(d)(ii)	<p>replace test tube with a measuring cylinder (1)</p> <p>to measure the {volume / amount} of oxygen used up / to measure the change in {volume / amount} of gas in the tube (1)</p>	<p>graduated test tube allow (upturned) burette ignore gas syringe</p> <p>allow air in place of gas</p> <p>allow gas syringe (0) to measure volume of oxygen used (1) allow use of ruler (1) to measure water heights (1)</p>	<p><b>(2)</b></p> <p><b>A03 3</b></p>

**(Total for question 5 = 12 marks)**

Question number	Answer	Mark
6(a)(i)	<b>C</b> energy is absorbed energy is released is the only correct answer. <b>B, C</b> and <b>D</b> are incorrect because at least one energy change is reversed	<b>(1)</b> <b>AO1 1</b>

Question number	Answer	Additional guidance	Mark
6(a)(ii)	<ul style="list-style-type: none"> <li>energy change in reactants = <math>436 + 158 (= 594)</math> (1)</li> <li>energy change in products = <math>2 \times 562 (= 1124)</math> (1)</li> <li>overall energy change = <math>594 - 1124</math> (1)</li> <li><math>= -530</math> (1) (<math>\text{kJ mol}^{-1}</math>)</li> </ul>	<p>allow ECF throughout</p> <p>ignore sign/unit in MP1</p> <p>ignore sign/unit in MP2</p> <p>MP3 for the difference between MP1 and MP2</p> <p>ignore sign / unit in MP3</p> <p>MP4 for correct sign or stating exothermic / endothermic based on MP3</p> <p>(+)530 scores 3 marks (loses MP4)</p> <p>(+)64 scores 3 marks (MP1 doubled)</p> <p>-64 scores 2 marks (MP1 doubled and loses MP4)</p> <p>(+)32 scores 3 marks (MP2 not doubled)</p> <p>-32 scores 2 marks (MP2 not doubled and loses MP4)</p>	<b>(4)</b> <b>AO2 1</b>

Question number	Indicative content	Mark
<b>*6(b)</b>	<p>Answers will be credited according to candidate's deployment of knowledge and understanding of the material in relation to the qualities and skills outlined in the generic mark scheme.  The indicative content below is not prescriptive and candidates are not required to include all the material that is indicated as relevant.  Additional content included in the response must be scientific and relevant.</p> <p style="text-align: center;"><b>AO1</b></p> <p><b>DESCRIPTION</b></p> <ul style="list-style-type: none"> <li>• increases the rate of reaction</li> <li>• does not alter products of reaction</li> <li>• is chemically unchanged by reaction</li> <li>• does not get used up</li> <li>• so catalyst mass does not change</li> </ul> <p><b>FUNCTION</b></p> <ul style="list-style-type: none"> <li>• particles must have minimum energy for reactions to occur</li> <li>• this is called activation energy</li> <li>• reaction proceeds by an alternative route</li> <li>• which reduces activation energy</li> <li>• so a greater proportion of collisions are successful</li> </ul> <p><b>DIAGRAM</b></p> <ul style="list-style-type: none"> <li>• reaction profile with catalyst has start and end energies the same</li> <li>• because reactants and products the same (label or in text)</li> <li>• new profile has lower peak</li> <li>• this represents lower activation energy (label or in text)</li> </ul> <p><b>EXAMPLES</b></p> <ul style="list-style-type: none"> <li>• Haber process to make ammonia uses iron catalyst</li> <li>• cracking to make smaller alkanes uses catalyst</li> <li>• (fermentation) to make alcoholic drinks uses (yeast which contains) an enzyme</li> <li>• hydrogen peroxide decomposition uses catalysts</li> <li>• used in catalytic converters</li> <li>• use of enzymes as biological catalysts</li> </ul>	<p><b>(6)</b></p> <p><b>AO1</b></p>



Level	Mark	Additional Guidance	General additional guidance – the decision between levels
	0	No rewardable material.	Read whole answer and ignore all incorrect material/ discard any contradictory material then:
Level 1	1-2	<u>Additional Guidance</u> identifies a catalysed reaction describes simply the role of a catalyst or labelling activation energy on the diagram	<u>Possible Candidate Responses</u> <ul style="list-style-type: none"> <li>Haber process to make ammonia (uses iron catalyst)</li> <li>enzymes are catalysts</li> <li>a catalyst speeds up a reaction but does not get used up</li> </ul>
Level 2	3-4	<u>Additional Guidance</u> Two from  identifies at least <b>one</b> catalysed reaction  gives a good description of the role of catalyst  describes the function of a catalyst OR draws a labelled reaction profile (or amends that on question)	<u>Possible Candidate Responses</u> Two from: <ul style="list-style-type: none"> <li>Haber process to make ammonia (uses iron catalyst) and cracking to make smaller alkanes</li> <li>a catalyst increases the rate of a reaction without affecting the products; the catalyst is chemically unchanged and its mass remains the same</li> <li>a catalyst provides an alternative route for a reaction in which the activation energy is lowered so a greater proportion of collisions lead to products</li> </ul> OR provides a labelled reaction profile (or amended the one in the question)
Level 3	5-6	<u>Additional Guidance</u> Identifies at least <b>one</b> catalysed reactions  <b>AND</b> Gives a good description of the role of catalyst  <b>AND</b> describes the function of a catalyst <b>OR</b> draws a labelled reaction profile (or amends that on question)	<u>Possible Candidate Responses</u> <ul style="list-style-type: none"> <li>Haber process to make ammonia uses iron catalyst / cracking to make smaller alkanes</li> </ul> a catalyst increases the rate of a reaction without affecting the products; the catalyst is chemically unchanged and its mass remains the same  a catalyst provides an alternative route for a reaction in which the activation energy is lowered so a greater proportion of collisions lead to products  <b>OR</b> provides a labelled reaction profile (or amended the one in the question)

Level	Mark	Descriptor
	0	<ul style="list-style-type: none"> <li>No awardable content</li> </ul>
Level 1	1-2	<ul style="list-style-type: none"> <li>Demonstrates elements of chemical understanding, some of which is inaccurate. Understanding of scientific ideas lacks detail. (AO1)</li> <li>Deconstructs scientific information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. (AO3)</li> </ul>
Level 2	3-4	<ul style="list-style-type: none"> <li>Demonstrates chemical understanding, which is mostly relevant but may include some inaccuracies. Understanding of scientific ideas is not fully detailed and/or developed. (AO1)</li> <li>Deconstructs scientific information and provides some logical connections between scientific concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently (AO3)</li> </ul>
Level 3	5-6	<ul style="list-style-type: none"> <li>Demonstrates accurate and relevant chemical understanding throughout. Understanding of the scientific ideas is detailed and fully developed. (AO1)</li> <li>Deconstructs scientific information and provide logical connections between scientific concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently. (AO3)</li> </ul>

**(Total for question 6 = 11 marks)**