GCSE
COMBINED SCIENCE: TRILOGY
8464/C/1H

Chemistry Paper 1H

Mark scheme

June 2019

Version: 1.0 Final

196G8464c1h/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 Assessment Writer.

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 / ; 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 not 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, 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	Answers	Extra information	Mark	AO / Spec. Ref.
01.1	Ca Mg Zn Cu		1	AO3 5.4.1.2
01.2	any **two** from: • mass (of metal / element) • surface area (of metal / element) • concentration (of acid) • volume (of acid) • temperature (of acid)	 allow weight ignore size ignore length ignore pH ignore strength ignore room temperature	2	AO3 5.4.1.2
01.3	(type of) metal / element		1	AO2 5.4.1.2

01.4		allow converse answers for magnesium MP2 only if MP1 is correct		AO3 5.1.2.3 5.1.2.5 5.4.1.2
	(beryllium is) less reactive		1	
	any **one** from: • greater attraction between nucleus and outer electrons • more energy is needed to remove electrons • loss of electrons is more difficult • outer electrons closer to nucleus • less shielding	allow higher in group allow reactivity increases down the group ignore reactivity series	1	

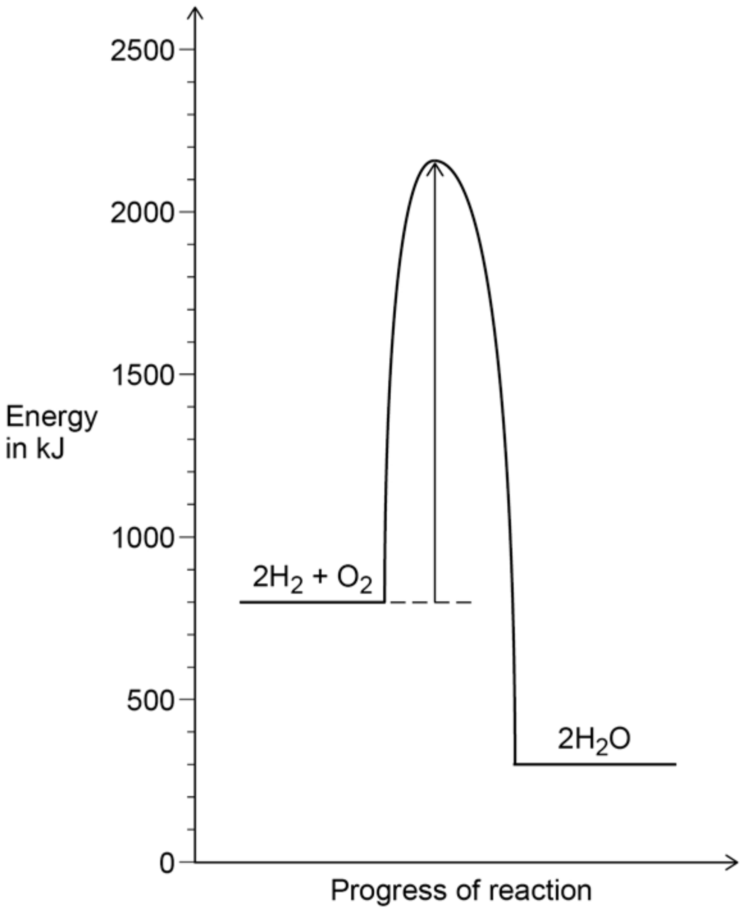
01.5		an answer of 64 (g per dm^3) scores **3** marks an incorrect answer for one step does **not** prevent allocation of marks for subsequent steps		AO2 5.3.2.5
	$\frac{50}{1000}$ (dm^3)		1	
	= 0.05 (dm^3)		1	
	($\frac{3.2}{0.05}$) = 64 (g per dm^3)		1	
	alternative approach: $\frac{3.2}{50}$ (1) = 0.064 (1) (× 1000) = 64 (g per dm^3) (1) **alternative approach**: $\frac{1000}{50}$ (1) = 20 (1) (× 3.2) = 64 (g per dm^3) (1)			
		an answer of 0.16 / 0.064 / 0.64 / 6.4 / 6.4×10^{-5} (g per dm^3) gains **2** marks		

Total			**9**

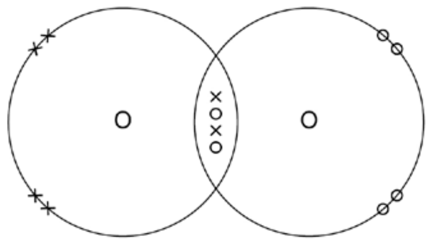
Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.1	(aq)	allow aq ignore aqueous ignore formulae	1	AO1 5.2.2.2
02.2	HNO_3		1	AO1 5.1.1.1 5.4.2.2
02.3	red purple **or** blue	allow orange or yellow do **not** accept green allow shades of purple eg violet	1 1	AO1 5.4.2.4
02.4	D		1	AO3 5.4.2.4
02.5	3 × 16 **or** 48 $\frac{48}{80}$ (×100) 60 (%)	an answer of 60 (%) scores **3** marks an answer of 20 (%) scores **2** marks for: $\frac{16}{80}$ (× 100) (1) = 20 (%) (1)	1 1 1	AO2 5.3.1.2

Question	Answers	Mark	AO/ Spec. Ref
02.6	**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 AO2
	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	5.5.1.1
	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	
	No relevant content	0	
	Indicative content **Steps** • use a suitable container eg test tube • use insulation • add water • measure the initial water temperature (with a thermometer) • add stated mass eg 1g **or** 1 spatula • stir (to dissolve the solid) • measure the final (allow lowest or highest) temperature of the solution • calculate the temperature difference **or** determine graphically • repeat with different masses • repeat with the same volume of water to access level 3 there must be an indication of how the temperature change is determined using different masses dissolved in the same quantity of water		

Total			**14**

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.1	line from reactants to top of curve (i.e. from 800 to 2160)  ignore arrowheads		1	AO1 5.5.1.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.2		an answer of (–) 500 (kJ) scores **2** marks ignore sign		AO2 AO3 5.5.1.2
	reads levels of reactants (800 kJ) and products (300 kJ)		1	
	(800 – 300) = 500 (kJ)	allow correct subtraction of one incorrect value determined for the energy change	1	

03.3		allow combination of circles, dots, crosses or $e^{(-)}$		AO2 5.2.1.4
	two shared pairs in overlap		1	
	all non-bonding electrons in outer shell (4 electrons on each O atom)	ignore any inner shell electrons	1	
		 diagram scores 2 marks		

03.4		an answer of (–) 220 (kJ) scores **3** marks an incorrect answer for one step does **not** prevent allocation of marks for subsequent steps		AO2 5.1.1.1 5.5.1.1 5.5.1.3
	(bonds broken) ((4×463) + (2×138) =) **2128**		1	
	(bonds made) ((4×463) + (496) =) **2348**		1	
	(energy change = bonds broken – bonds made) (2128 – 2348 =) (–) **220** (kJ)	ignore energy change sign allow correct calculation using incorrect values from step 1 and/or step 2	1	
	alternative approach: (bonds broken) (2× (O–O) = (2×138) =) **276** (1) (bonds made) (1× (O=O) =) **496** (1) (energy change = bonds broken – bonds made) (276 – 496 =) (–) **220** (kJ) (1)			

Total			**8**

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.1	atomic weight	do **not** accept atomic mass or A_r	1	AO1 5.1.2.2
04.2	left gaps / spaces **or** changed the order based on atomic weights	allow placed them in correct groups according to properties do **not** accept reference to atomic number	1	AO1 5.1.2.2
04.3	weak forces between the molecules **or** weak intermolecular forces	allow weak intermolecular bonds do **not** accept incorrect references to covalent bonds	1	AO1 AO3 5.1.2.6 5.2.2.4
	(so) little energy required to overcome / break the forces between molecules **or** (so) little energy required to overcome / break the intermolecular forces	allow (so) little energy required to separate the molecules allow (so) little energy required to overcome / break the intermolecular bonds ignore less energy	1	

04.4	(the) molecules get larger going down the group (so the) forces between the molecules increase **or** (so the) intermolecular forces increase (so the) boiling points increase going down the group **or** (so the) boiling points increase with increasing relative atomic mass	allow converse explanation in terms of boiling point allow (so) more energy is needed to separate the molecules	1 1 1	AO1 AO3 5.1.2.6 5.2.2.4

04.5	2,8 (so) stable arrangement of electrons **or** (so) full outer shell	allow diagram or description	1 1	AO1 5.1.2.4

04.6	$\frac{1}{40} \times 6.02 \times 10^{23}$ **or** $0.025 \times 6.02 \times 10^{23}$ 1.51×10^{22}	an answer of 1.51×10^{22} scores **2** marks allow 1.505×10^{22}	1 1	AO2 5.3.2.1

Total			**11**

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.1	metal is too reactive to be extracted using carbon **or** metal reacts with carbon	allow metal is more reactive than carbon	1	AO1 5.4.3.3
05.2	aluminium oxide cryolite	either order ignore bauxite **or** aluminium ore	1 1	AO1 5.4.3.3
05.3	negative electrode: $Cu^{2+} + 2e^{-} \rightarrow Cu$ positive electrode: $2Cl^{-} \rightarrow Cl_2 + 2e^{-}$	allow multiples allow $2Cl^{-} - 2e^{-} \rightarrow Cl_2$	1 1	AO2 5.4.3.2 5.4.3.5
05.4	any **two** from: • concentration / volume of solution was different • impurities in solution • error in timing • copper falls off (electrode) • copper removed when drying electrode • electrode not dry (when weighed) • voltage / current was different	allow copper at bottom of beaker ignore power supply ignore recorded mass inaccurately	2	AO3 5.4.3.4

05.5		an incorrect answer for one step does **not** prevent allocation of marks for subsequent steps		AO2 5.4.3.4
	reading of mass at stated time	allow tolerance of ± ½ small square eg at 30 minutes value is 5.4 (mg)	1	
	factor from time to 24 hours	eg 5.4 × 48 $(= \frac{24 \text{ hours}}{30 \text{ minutes}})$ allow correct calculation using incorrectly read value for mass at time quoted	1	
	correct evaluation	eg = 259 (mg)	1	
	alternative approach:			
	calculates the gradient (1)	eg (1.8÷10) = 0.18		
	gradient × time in minutes in 24 hours (1)	eg 0.18 × 24 × 60 **or** eg 0.18 × 1440 allow correct use of incorrectly determined gradient		
	correct evaluation (1)	eg = 259 (mg)		

05.6	4.75 (g)	allow values in range 4.7–4.8 (g)	1	AO2 5.4.3.4

05.7		an answer in the range 0.18–0.25 scores **2** marks (**3** marks with correct unit)		AO2 5.4.3.4
	(working) Y increase **and** X increase measured from graph	allow ecf from question **05.6**		
	and substitution into $\frac{\text{Y increase}}{\text{X increase}}$	eg = $\frac{2.0}{10}$	1	
	correct evaluation	eg = 0.2	1	
	(units) g/hour	allow g/h **or** g/hr **or** g per hour	1	

Total			**14**

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.1	2 Na + Cl_2 → 2 NaCl		1	AO2 5.1.1.1 5.1.2.5
06.2	(before) silver solid / liquid / metal **or** green (gas)	allow grey solid / metal allow yellow (gas)	1	AO1 5.1.2.5
	(during) yellow flame **or** white smoke **or** green colour fades / disappears	allow orange / white flame allow vigorous reaction	1	
	(after) white solid / powder		1	

06.3		allow converse for potassium		AO1 5.1.2.5
	(sodium has) fewer energy levels / shells	allow diagrams of electron structure	1	
	<u>outer</u> electron / shell is closer to nucleus **or** <u>outer</u> electron / shell is less shielded		1	
	(so) greater attraction between nucleus and outer electron / shell		1	
	(so) outer electron is less easily lost	allow (so) loses an / one electron less easily allow (so) more energy needed to remove an / one electron	1	

Question	Answers	Mark	AO/ Spec. Ref
06.4	**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 AO2
	Level 1: Relevant features are identified and differences noted.	1–3	
	No relevant content	0	

Indicative content

	sodium chloride	hydrogen chloride
differences in bonding	ionic	covalent
	metal & non-metal	two non-metals
	transferring electrons	sharing electrons
	ions (Na^+ and Cl^-)	molecules
	charged particles	neutral **or** no overall charge
differences in structure	**giant** structure or lattice	**small** / **simple** / **discrete** molecules
	electrostatic	intermolecular forces
	(electrostatic forces) are **strong**	(intermolecular forces) are **weak**
	act in all directions	random **or** between the molecules
	regular	irregular / random
similarities in bonding	full shells **or** stability	full shells **or** stability
	(transferring) electrons	(sharing) electrons
	strong bonds	**strong** (covalent) bonds
similarities in structure	(electrostatic) forces	(intermolecular) forces

ignore properties eg melting points, conduct electricity

to access level 2 there must be a comparison of the structure **and** bonding **and** magnitude of both sodium chloride **and** hydrogen chloride.

Total			**14**