

GCSE (9–1)

Chemistry A

(Gateway Science)

J248/02: Paper 2 (Foundation Tier)

General Certificate of Secondary Education

Mark Scheme for June 2019

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations available in RM Assessor

Annotation	Meaning
	Correct response
	Incorrect response
	Omission mark
	Benefit of doubt given
	Contradiction
	Rounding error
	Error in number of significant figures
	Error carried forward
	Level 1
	Level 2
	Level 3
	Benefit of doubt not given
	Noted but no credit given
	Ignore

Abbreviations, annotations and conventions used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions).

Annotation	Meaning
/	alternative and acceptable answers for the same marking point
✓	Separates marking points
DO NOT ALLOW	Answers which are not worthy of credit
IGNORE	Statements which are irrelevant
ALLOW	Answers that can be accepted
()	Words which are not essential to gain credit
—	Underlined words must be present in answer to score a mark
ECF	Error carried forward
AW	Alternative wording
ORA	Or reverse argument

Subject-specific Marking Instructions**INTRODUCTION**

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

The breakdown of Assessment Objectives for GCSE (9-1) in Chemistry A:

	Assessment Objective
AO1	Demonstrate knowledge and understanding of scientific ideas and scientific techniques and procedures.
AO1.1	Demonstrate knowledge and understanding of scientific ideas.
AO1.2	Demonstrate knowledge and understanding of scientific techniques and procedures.
AO2	Apply knowledge and understanding of scientific ideas and scientific enquiry, techniques and procedures.
AO2.1	Apply knowledge and understanding of scientific ideas.
AO2.2	Apply knowledge and understanding of scientific enquiry, techniques and procedures.
AO3	Analyse information and ideas to interpret and evaluate, make judgements and draw conclusions and develop and improve experimental procedures.
AO3.1	Analyse information and ideas to interpret and evaluate.
AO3.1a	Analyse information and ideas to interpret.
AO3.1b	Analyse information and ideas to evaluate.
AO3.2	Analyse information and ideas to make judgements and draw conclusions.
AO3.2a	Analyse information and ideas to make judgements.
AO3.2b	Analyse information and ideas to draw conclusions.
AO3.3	Analyse information and ideas to develop and improve experimental procedures.
AO3.3a	Analyse information and ideas to develop experimental procedures.
AO3.3b	Analyse information and ideas to improve experimental procedures.

For answers to Section A if an answer box is blank ALLOW correct indication of answer e.g. circled or underlined.

Question			Answer	Marks	AO element	Guidance
1			C ✓	1	1.1	
2			D ✓	1	1.1	
3			C ✓	1	1.2	
4			C ✓	1	1.2	
5			D ✓	1	1.1	
6			C ✓	1	2.1	
7			C ✓	1	1.1	
8			A ✓	1	1.2	
9			C ✓	1	1.1	
10			A ✓	1	1.1	
11			D ✓	1	1.1	
12			B ✓	1	1.1	
13			C ✓	1	1.1	
14			D ✓	1	2.2	
15			D ✓	1	1.1	

Question		Answer	Marks	AO element	Guidance
16	(a)	Tube A (nail) will rust because water AND air/oxygen are present ✓ Tube B no rust/change as there is no air/oxygen present ✓ Tube C no rust/change as there is no water present ✓	3	2.2	Observation AND explanation needed for each mark ALLOW For Tube A idea of suitable colour change e.g. red/orange. Allow 'nothing happens' ALLOW 'because it's dry' as the reason ALLOW One mark for getting all three observations as a standalone mark
	(b)	(Oil) prevents water (reaching the iron) ✓ (Oil) prevents air / oxygen (reaching the iron) ✓	2	1.1	IGNORE other detail which doesn't contradict the answer 'lubricates the chain so it doesn't absorb water'
	(c)	(Iron has not rusted because) zinc is more reactive (than iron) / ora ✓ (so) zinc corrodes instead of iron / zinc acts as a sacrificial metal ✓	2	1.1	Marks are for explanation

Question			Answer	Marks	AO element	Guidance												
17	(a)		<table><tr><th>Name of alkane</th><th>Molecular formula</th><th>Structure</th></tr><tr><td>Methane</td><td>CH₄</td><td><pre> H H-C-H H</pre></td></tr><tr><td>Ethane</td><td>C₂H₆ ✓</td><td><pre> H H H-C-C-H H H</pre></td></tr><tr><td>Butane ✓</td><td>C₄H₁₀</td><td><pre> H H H H H-C-C-C-C-H H H H H</pre> ✓</td></tr></table>	Name of alkane	Molecular formula	Structure	Methane	CH ₄	<pre> H H-C-H H</pre>	Ethane	C ₂ H ₆ ✓	<pre> H H H-C-C-H H H</pre>	Butane ✓	C ₄ H ₁₀	<pre> H H H H H-C-C-C-C-H H H H H</pre> ✓	3	1.1	
Name of alkane	Molecular formula	Structure																
Methane	CH ₄	<pre> H H-C-H H</pre>																
Ethane	C ₂ H ₆ ✓	<pre> H H H-C-C-H H H</pre>																
Butane ✓	C ₄ H ₁₀	<pre> H H H H H-C-C-C-C-H H H H H</pre> ✓																
	(b)		Hydrocarbon because contains only carbon and hydrogen ✓ Saturated because contains single (covalent) bonds <u>only</u> / AW ✓	2	2.1	ALLOW fits the general formula C_nH_{2n+2} ALLOW has only H and C ✓ DO NOT ALLOW contains carbon and hydrogen molecules / contains a mixture of carbon and hydrogen ALLOW does not have a double bond IGNORE 'saturated because not an alkene/ because all its carbons have 4 bonds												

17	(c)	Ethane – bromine water remains orange / orange-brown ✓ Ethene – bromine water is decolourised / turns colourless ✓	2	2.2	IGNORE No change IGNORE turns clear / disappears
	(d)	Alkene(s) ✓	1	1.1	
	(e)	$\text{C}_5\text{H}_{12} + 8\text{O}_2 \rightarrow 5\text{CO}_2 + 6\text{H}_2\text{O}$ Formulae ✓ Balancing ✓	2	2.2	ALLOW any correct multiple, including fractions DO NOT ALLOW 'and'/'&' instead of '+' Balancing mark is dependent on the correct formulae but ALLOW 1 mark for a balanced equation with a minor error in subscripts / formulae eg $\text{C}_5\text{H}_{12} + 8\text{O}_2 \rightarrow 5\text{Co}_2 + 6\text{h}_2\text{O}$

Question			Answer	Marks	AO element	Guidance
19	(a)	(i)	Idea that rate of forward reaction equals rate of backward reaction ✓	1	1.1	ALLOW balanced / becomes the same IGNORE stays the same
		(ii)	Idea that the concentrations of the reacting substances remain constant ✓	1	1.1	ALLOW stays the same / unchanged IGNORE 'are' the same
	(b)	(i)	Phosphorus ✓ Potassium ✓	2	1.1	ALLOW P, K ALLOW oxygen/O/ sulfur/S IGNORE radicals eg sulfate / phosphate
	(c)		Heat the solution / to evaporate (most of the water) ✓ Dry in a warm oven / dry in air ✓	2	2.2	IGNORE allow to crystallise unless detail given (stem) IGNORE 'dry it' / 'let it dry out' unless detail given
	(d)		Explanation must match the description Any pair from: Add excess / more sodium sulfate (rather than a few drops) ✓ (so) more reaction occurs / forms more calcium sulfate ✓ OR Filter the reaction mixture (rather than pouring off the liquid) ✓ (so) none/less of the calcium sulfate is lost ✓ OR Wash the calcium sulfate ✓ (so) the impurities are removed ✓ OR Put the calcium sulfate in an oven / warm place ✓ (so) the calcium sulfate is dry ✓	4	4 x3.3b	ALLOW other suitable points IGNORE increase the calcium nitrate / both reactants IGNORE crystallisation IGNORE Idea of evaporation

Question	Answer	Marks	AO element	Guidance
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Question			Answer	Marks	AO element	Guidance
20	(a)		Z ✓	1	2.1	
	(b)		FIRST CHECK ANSWER ON ANSWER LINE If answer = 40.31(kg) award 2 marks $\frac{29}{100} \times 139$ ✓ $= 40.31(\text{kg})$ ✓	2	2.2	ALLOW 40.3 / 40 ✓✓ ALLOW ecf for one mark if 26% or 28% used (=36.14 or 38.92) ✓
	(c)		C ₁₆ H ₃₄ ✓	1	2.1	ALLOW H ₃₄ C ₁₆
	(d)	(i)	Any two from: idea that decane boils / evaporates / turns into gaseous decane ✓ Idea that decane (vapour or gas) reacts /breaks down as it comes into contact with the porcelain chips ✓ Idea that large molecules of decane produce smaller molecules like ethene ✓	2	1.2	ALLOW passed over hot catalyst ALLOW liquid decane reacts with chips BOD
		(ii)	C ₆ H ₁₄ ✓	1	2.2	ALLOW H ₁₄ C ₆ ALLOW if the candidate tries to write an (erroneous) equation for cracking and gives it as a product

Question			Answer	Marks	AO element	Guidance
21	(a)		$\text{Mg} + 2\text{HCl} \rightarrow \text{MgCl}_2 + \text{H}_2$ Formulae ✓ Balancing ✓	2	2.2	ALLOW any correct multiple, including fractions DO NOT ALLOW 'and/&' instead of '+' balancing mark is dependent on the correct formulae but ALLOW 1 mark for a balanced equation with a minor error in subscripts / formulae eg $\text{Mg} + 2\text{HCL} \rightarrow \text{Mgc}l_2 + \text{H2}$

21	(b)*	Please refer to the marking instructions on page 4 of this mark scheme for guidance on how to mark this question. Level 3 (5–6 marks) Analyses the results (in relation to <u>both</u> volume of acid & mass of magnesium) to show that they do not support the prediction. AND explains the results using the reacting particle model. <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i> Level 2 (3–4 marks) Analyses the results (in relation to <u>both</u> volume of acid & mass of magnesium) to show that they do not support the prediction OR sees that (both) predictions are incorrect and uses the data to show that only concentration affects reaction time AND explains the results using the reacting particle model Uses the reacting particle model in terms of more collisions rather than frequency of collisions. <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i> Level 1 (1–2 marks) Analyses the results to show one of the predictions to be incorrect OR Uses the reacting particle model in terms of more collisions rather than frequency of collisions. <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i>	6	3 x 2.2 3 x 3.2b	AO3.2b Analyse information and ideas to draw conclusions. • results show as volume decreases reaction time does not change so reaction time does not change • results show that as mass of magnesium increases reaction time does not change • reaction in experiment 3 is faster / has a shorter reaction time, than experiment 2 AO2.2 Apply knowledge and understanding of scientific enquiry, techniques and procedures. • concentration is higher in experiment 3 • acid particles are more crowded in experiment 3 / acid particles are closer together / more acid particles per unit volume / more acid particles per cm³ / more acid particles in the same space • more (successful) collisions per second / collisions more often / increased collision frequency / more chance of a collision IGNORE references to 'faster' collisions
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			0 marks <i>No response or no response worthy of credit.</i>			
21	(c)		Any two from: Cooling the acid: - idea that acid particles move slower / particles have less energy ✓ - idea of decreased collision frequency ✓ - idea of less successful collisions / collisions are less energetic ✓ AND Predicted reaction time – Any time more than 30s ✓	3	3 x 2.2	ALLOW particles don't move as much ALLOW 'less (unspecified) kinetic energy' IGNORE 'less energy' unless linked to particles
	(d)		(As reactants are used up) concentration of reactants decreases / particles of reactants become less crowded / less reactant particles per unit volume ✓ (so) collision frequency is less / less collisions per second ✓	2	1.2	Must have idea of concentration IGNORE references to fewer particles/collisions, only mark credit-worthy responses

Question			Answer	Marks	AO element	Guidance
22	(a)		Any two from: (Kevlar®) has a <u>low(er) density</u> / is (more) lightweight (than steel) ✓ so it is easier to wear or carry / more comfortable to wear ✓ OR (Kevlar®) is strong(er) ✓ so it is less likely to be penetrated (by a bullet) ✓ OR (Kevlar®) is (more) flexible ✓ so it is easier to wear / more comfortable to wear / idea that it allows movement more easily ✓ OR (Kevlar®) does not corrode / does not rust ✓ so it will last longer ✓	4	3.2b	Explanation must be linked to description ALLOW 'light / lighter' only if supported by comparative data ALLOW idea that person can move more easily or more quickly ALLOW idea that (Kevlar®) can withstand a greater impact / is less easily damaged / is more resistant to wear IGNORE just the idea that (Kevlar®) is better at keeping you safe ALLOW idea that the vest can be worn in all weathers
	(b)		(Condensation) polymer ✓	1	1.1	ALLOW polyamide / polypeptide DO NOT ALLOW addition polymer DO NOT ALLOW chain
	(c)	(i)	FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 100 award 3 marks Round each number to 1 significant figure: Silicon dioxide nanoparticle 20 nm ✓ Silicon atom 0.2 nm ✓ Number of times larger $\cong 20/0.2 = 100$ ✓	3	2.2	ALLOW $(18 \div 0.22 \cong) 81.8 / 82 / 80$ for 1 mark if no other mark awarded ALLOW $(18 \div 0.2 \cong) 90$ for 2 marks if no other mark awarded

Question			Answer	Marks	AO element	Guidance
22	(c)	(ii)	(Silicon dioxide) nanoparticles have a greater surface area (to volume ratio than powder) / ORA ✓ Idea that chemical reactions take place on the surface of a catalyst ✓ Idea that there will be more (frequent) collisions / the rate of reaction will be faster ✓	3	1 x 2.1 2 x 1.1	ALLOW more active sites / idea that there are more places for the reaction to occur on IGNORE idea that there is more area of catalyst to react with

Question			Answer	Marks	AO element	Guidance
23	(a)		CO₂ emissions (in the UK) have decreased (from 1993 to 2013 / from 2006) ✓ Global sea levels have risen (from 1993 to 2013) ✓ (Therefore) data suggests that CO₂ emissions are not the (only) cause of rising sea levels / Idea that factors other than CO₂ emissions contribute to rising sea levels / data does not support a link (between human activity and climate change) ✓	3	3.1b	ALLOW idea that there is a negative correlation between CO₂ emissions and global sea levels / CO₂ emissions and global sea levels are inversely proportional for 2 marks ALLOW idea that sea levels were still rising when CO₂ emissions were decreasing for 2 marks ALLOW idea that the data does not completely support a link ALLOW idea that there is a mismatch between the data, ie one is UK but one is global
	(b)		Any two from: Idea that CO₂ emissions (from burning fossil fuels) are only from the UK and not a global figure ✓ Global CO₂ emissions could be increasing ✓ Idea that CO₂ emissions from other sources (not just burning fossil fuels) should be considered ✓ Idea that there is a lag between CO₂ emissions impacting on global sea levels ✓	2	3.2a	ALLOW idea that different countries produce different CO₂ emissions ALLOW idea that emissions from one country will not have a large impact on global CO₂ levels IGNORE idea that other factors may affect global sea levels IGNORE idea that there are other greenhouse gases

Question			Answer	Marks	AO element	Guidance
23	(c)	(i)	Any one from: Idea of melting ice caps / melting glaciers / melting sea ice ✓ Altered weather patterns ✓	1	1.1	IGNORE 'melting ice' ALLOW specific examples or effects of altered weather patterns eg drought in some places or flooding in others ALLOW specific effects of rising sea levels eg coastal erosion / flooding of low lying land IGNORE rising temperatures
		(ii)	Any one from: Reduce consumption of fossil fuels ✓ Use biofuels ✓ Use renewable energy sources ✓ Stop carbon dioxide escaping when fuels are used ✓ Plant more trees / reduce deforestation / AW ✓	1	1.1	ALLOW specific examples eg car share / cycle to work / use public transport / use electric cars / don't leave appliances on standby ALLOW specific renewable energy sources eg wind / solar energy / tidal IGNORE use carbon neutral energy sources ALLOW use carbon capture (and storage)

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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