



# Cambridge International AS & A Level

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**CHEMISTRY****9701/33**

Paper 3 Advanced Practical Skills 1

**March 2020**

MARK SCHEME

Maximum Mark: 40

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<b>Published</b>
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This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the March 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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This document consists of **10** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**Science-Specific Marking Principles**

- 1 Examiners should consider the context and scientific use of any keywords when awarding marks. Although keywords may be present, marks should not be awarded if the keywords are used incorrectly.
- 2 The examiner should not choose between contradictory statements given in the same question part, and credit should not be awarded for any correct statement that is contradicted within the same question part. Wrong science that is irrelevant to the question should be ignored.
- 3 Although spellings do not have to be correct, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. ethane / ethene, glucagon / glycogen, refraction / reflection).
- 4 The error carried forward (ecf) principle should be applied, where appropriate. If an incorrect answer is subsequently used in a scientifically correct way, the candidate should be awarded these subsequent marking points. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

**5** 'List rule' guidance (see examples below)

For questions that require *n* responses (e.g. State **two** reasons ...):

- The response should be read as continuous prose, even when numbered answer spaces are provided
- Any response marked *ignore* in the mark scheme should not count towards *n*
- Incorrect responses should not be awarded credit but will still count towards *n*
- Read the entire response to check for any responses that contradict those that would otherwise be credited. Credit should **not** be awarded for any responses that are contradicted within the rest of the response. Where two responses contradict one another, this should be treated as a single incorrect response
- Non-contradictory responses after the first *n* responses may be ignored even if they include incorrect science.

**6** Calculation specific guidance

Correct answers to calculations should be given full credit even if there is no working or incorrect working, **unless** the question states 'show your working'.

For questions in which the number of significant figures required is not stated, credit should be awarded for correct answers when rounded by the examiner to the number of significant figures given in the mark scheme. This may not apply to measured values.

For answers given in standard form, (e.g.  $a \times 10^n$ ) in which the convention of restricting the value of the coefficient (*a*) to a value between 1 and 10 is not followed, credit may still be awarded if the answer can be converted to the answer given in the mark scheme.

Unless a separate mark is given for a unit, a missing or incorrect unit will normally mean that the final calculation mark is not awarded. Exceptions to this general principle will be noted in the mark scheme.

**7** Guidance for chemical equations

Multiples / fractions of coefficients used in chemical equations are acceptable unless stated otherwise in the mark scheme.

State symbols given in an equation should be ignored unless asked for in the question or stated otherwise in the mark scheme.

Question	Answer	Marks
1(a)	<b>I</b> Titration data shown <ul style="list-style-type: none"> <li>• two burette readings for the rough titration</li> <li>• titre for rough titration</li> <li>• initial <b>and</b> final burette readings for <b>two</b> (or more) accurate titrations</li> </ul>	<b>1</b>
	<b>II</b> Titre values for accurate titrations recorded <b>and</b> appropriate headings and units in accurate titration table <ul style="list-style-type: none"> <li>• initial / start <b>and</b> (burette) reading / volume</li> <li>• final / end <b>and</b> (burette) reading / volume</li> <li>• titre <b>or</b> volume / <b>FA 1 and</b> used / added</li> <li>• unit: / cm<sup>3</sup> <b>or</b> (cm<sup>3</sup>) <b>or</b> in cm<sup>3</sup> (for each heading) <b>or</b> cm<sup>3</sup> unit given for each volume recorded</li> </ul>	<b>1</b>
	<b>III</b> All accurate burette readings are recorded to the nearest 0.05 cm <sup>3</sup> .	<b>1</b>
	<b>IV</b> The final accurate titre recorded is within 0.10 cm <sup>3</sup> of any other accurate titre.	<b>1</b>
	Award <b>V, VI</b> and <b>VII</b> if $\delta \leq 0.20$ (cm <sup>3</sup> ) Award <b>V</b> and <b>VI</b> if $0.20 < \delta \leq 0.40$ Award <b>V</b> only if $0.40 < \delta \leq 0.60$	<b>3</b>
1(b)	Correctly calculates mean titre from two (or more) accurate titres where the <b>total</b> spread is $\leq 0.20$ cm <sup>3</sup> <b>AND</b> Answer is given to 2 dp <b>AND</b> Working must be shown or ticks must be put next to the two (or more) accurate titres selected	<b>1</b>
1(c)(i)	All final answers in <b>1(c)</b> are quoted to 3 or 4 significant figures Minimum of four answers attempted	<b>1</b>
1(c)(ii)	Correctly calculates number of moles of KMnO <sub>4</sub> used = $0.03(00) \times \frac{\text{mean titre}}{1000}$	<b>1</b>
1(c)(iii)	Two correct multiplying factors shown <ul style="list-style-type: none"> <li>• answer <b>(ii)</b> <math>\times 2.5</math></li> <li>• (subsequent answer) (mol of H<sub>2</sub>O<sub>2</sub>) <math>\times 40 \left( \times \frac{1000}{25} \right)</math></li> </ul>	<b>1</b>

Question	Answer	Marks
1(c)(iv)	Correctly calculates concentration of $\text{H}_2\text{O}_2$ = final answer in <b>(iii)</b> $\times 10$	<b>1</b>
1(c)(v)	Correctly uses (iv) to find moles of $\text{O}_2$ = answer <b>(iv)</b> $\times 0.5$	<b>1</b>
	Correctly uses (iv) to find 'volume strength' = moles of $\text{O}_2 \times 24$ Answer for default value = 12.24 vol	<b>1</b>
1(d)	% error pipette = 0.24 <b>and</b> % error burette = 0.4(0) <b>OR</b> $2 \times 0.05 \text{ (cm}^3\text{)}$ is greater (than 0.06 / pipette error) Working must be shown	<b>1</b>

Question	Answer	Marks										
2(a)	<b>I</b> Table (or two lists) showing unambiguous headings and data for both experiments in the space provided: <ul style="list-style-type: none"> <li>• two initial thermometer readings + values</li> <li>• two final / highest thermometer readings + values</li> <li>• two temperature rises / changes + values</li> </ul>	<b>1</b>										
	<b>II</b> Recording of data <ul style="list-style-type: none"> <li>• correct units 'covering' all thermometer readings</li> <li>• <b>all</b> four <b>readings</b> recorded to .0 or .5 °C</li> <li>• both rises in temperature correctly calculated</li> </ul>	<b>1</b>										
	<b>III</b> Award this mark based on the table below	<b>1</b>										
	<b>IV</b> Award this mark based on the table below	<b>1</b>										
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;"><math>\Delta T_{\text{sup}} (\text{°C})</math></th> <th style="padding: 5px;"><math>\Delta T \geq 15.0</math></th> <th style="padding: 5px;"><math>15 &gt; \Delta T \geq 10.0</math></th> <th style="padding: 5px;"><math>10 &gt; \Delta T \geq 5.0</math></th> <th style="padding: 5px;"><math>\Delta T &lt; 5.0</math></th> </tr> </thead> <tbody> <tr> <th style="padding: 5px;"><math>\delta</math></th> <td style="padding: 5px;">2.0</td> <td style="padding: 5px;">1.5</td> <td style="padding: 5px;">1.0</td> <td style="padding: 5px;">0.5</td> </tr> </tbody> </table>	$\Delta T_{\text{sup}} (\text{°C})$	$\Delta T \geq 15.0$	$15 > \Delta T \geq 10.0$	$10 > \Delta T \geq 5.0$	$\Delta T < 5.0$	$\delta$	2.0	1.5	1.0	0.5	
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	<b>V</b> Award mark if both the candidate's corrected temperature rises are within 1.0 °C of each other	<b>1</b>										
2(b)(i)	Correctly calculates heat produced = $30 \times 4.2 \times \text{temp rise for expt 1}$ <b>AND</b> answer given to 2–4 sf	<b>1</b>										
2(b)(ii)	Correctly uses number of moles $\text{H}_2\text{O}_2 = 0.03 \times \text{answer to 1(c)(iv)}$ <b>AND</b> answer given to 2–4 sf Answer for default value = 0.0306 / 0.031 mol	<b>1</b>										
2(b)(iii)	Correct expression for enthalpy change <ul style="list-style-type: none"> <li>• Enthalpy change = <math>\frac{\text{ans (i)}}{\text{ans (ii)}} \times \frac{1}{1000}</math></li> <li>• Negative sign must be shown</li> <li>• Answer is shown to 2–4 sf</li> </ul>	<b>1</b>										

Question	Answer	Marks
2(c)(i)	<b>(FA 5 / MnO<sub>2</sub> is a) catalyst</b>	<b>1</b>
	(Student is wrong: the mass of MnO <sub>2</sub> used does not alter the heat produced / enthalpy change / temperature change (for decomposition of H <sub>2</sub> O <sub>2</sub> )	<b>1</b>
2(c)(ii)	Student is correct: energy / heat released is greater because more / greater (moles / molecules of) hydrogen peroxide / <b>FA 3</b> is used in Experiment 2 <b>AND</b> more moles / molecules / greater amount of water / solution / <b>FA 3</b> / hydrogen peroxide heated is greater (in the same proportion)	<b>1</b>



Question	Answer	Marks
<b>FA 6</b> is $(\text{NH}_4)_2\text{Fe}(\text{SO}_4)_2(\text{aq})$ ; <b>FA 7</b> is $\text{KI}(\text{aq})$ ; <b>FA 8</b> is $\text{HCl}(\text{aq})$		
3(a)(i)	Green precipitate <b>and</b> insoluble / no change in excess (NaOH)	<b>1</b>
	(Green) precipitate darkens and / or goes brown	<b>1</b>
	(When mixture heated) gas / ammonia turns (red) litmus blue	<b>1</b>
	Both cations in <b>FA 6</b> identified <ul style="list-style-type: none"> <li>• <math>\text{Fe}^{2+}</math> ions / iron(II)</li> <li>• Ammonium / <math>\text{NH}_4^+</math></li> </ul>	<b>1</b>
3(a)(ii)	Goes brown / rust / red-brown / orange-brown <b>AND</b> bubbles / fizzing / effervescence	<b>1</b>
3(a)(iii)	$\text{Fe}^{2+} \rightarrow \text{Fe}^{3+} + \text{e}^- / \text{Fe}^{2+} - \text{e}^- \rightarrow \text{Fe}^{3+}$	<b>1</b>

Question	Answer	Marks																				
3(b)(i)	Award one mark for every two correct observations (*) as shown in table below	5																				
<table border="1"> <thead> <tr> <th data-bbox="212 284 515 416" rowspan="2">test</th> <th colspan="2" data-bbox="515 284 2022 347">observations</th> </tr> <tr> <th data-bbox="515 347 1270 416">FA 7</th> <th data-bbox="1270 347 2022 416">FA 8</th> </tr> </thead> <tbody> <tr> <td data-bbox="212 416 515 549"><b>Test 1</b> + Na<sub>2</sub>CO<sub>3</sub>(s)</td> <td data-bbox="515 416 1270 549">no (visible) reaction / no change / no precipitate / solid (carbonate) dissolves / no effervescence *</td> <td data-bbox="1270 416 2022 549">effervescence / fizzing / bubbles * gas / CO<sub>2</sub> gives a white ppt with limewater / turns limewater milky / cloudy white / chalky *</td> </tr> <tr> <td data-bbox="212 549 515 681"><b>Test 2</b> + H<sup>+</sup>/KMnO<sub>4</sub>(aq)</td> <td data-bbox="515 549 1270 681">solution turns yellow / brown / orange-brown / red-brown / yellow-brown *</td> <td data-bbox="1270 549 2022 681">no (visible) reaction / no change / KMnO<sub>4</sub>/ solution stays purple / colourless solution turns purple / purple solution formed *</td> </tr> <tr> <td data-bbox="212 681 515 745">+ starch(aq)</td> <td data-bbox="515 681 1270 745">(turns) dark blue / deep blue / blue-black / black *</td> <td data-bbox="1270 681 2022 745">ignore</td> </tr> <tr> <td data-bbox="212 745 515 845"><b>Test 3</b> + AgNO<sub>3</sub>(aq)</td> <td data-bbox="515 745 1270 845">(pale) yellow ppt (formed) *</td> <td data-bbox="1270 745 2022 845">white ppt (formed) *</td> </tr> <tr> <td data-bbox="212 845 515 909">+ NH<sub>3</sub>(aq)</td> <td data-bbox="515 845 1270 909">(ppt) insoluble / does not dissolve / no change *</td> <td data-bbox="1270 845 2022 909">(ppt) dissolves / soluble / gives a colourless solution *</td> </tr> </tbody> </table>			test	observations		FA 7	FA 8	<b>Test 1</b> + Na <sub>2</sub> CO <sub>3</sub> (s)	no (visible) reaction / no change / no precipitate / solid (carbonate) dissolves / no effervescence *	effervescence / fizzing / bubbles * gas / CO <sub>2</sub> gives a white ppt with limewater / turns limewater milky / cloudy white / chalky *	<b>Test 2</b> + H <sup>+</sup> /KMnO <sub>4</sub> (aq)	solution turns yellow / brown / orange-brown / red-brown / yellow-brown *	no (visible) reaction / no change / KMnO <sub>4</sub> / solution stays purple / colourless solution turns purple / purple solution formed *	+ starch(aq)	(turns) dark blue / deep blue / blue-black / black *	ignore	<b>Test 3</b> + AgNO <sub>3</sub> (aq)	(pale) yellow ppt (formed) *	white ppt (formed) *	+ NH <sub>3</sub> (aq)	(ppt) insoluble / does not dissolve / no change *	(ppt) dissolves / soluble / gives a colourless solution *
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3(b)(ii)	Anion in <b>FA 7</b> is iodide (ion) / I <sup>-</sup> must be concluded from a (pale) yellow precipitate	1																				
3(b)(iii)	<b>FA 8</b> is hydrochloric acid / HCl	1																				
3(b)(iv)	One suitable test for H <sup>+</sup> (reagent <b>and</b> observation) in any acid identified in <b>(b)(iii)</b> <ul style="list-style-type: none"> <li>• named pH indicator <b>and</b> correct final colour</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• add magnesium <b>and</b> fizzes or gas / H<sub>2</sub> pops with a lighted splint</li> </ul>	1																				