



H

GCSE (9-1)

Chemistry B (Twenty First Century Science)

J258/03: Breadth in chemistry (Higher 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 |

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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.

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

| | 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. |

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| Question | | | Answer | Marks | AO element | Guidance |
|----------|-----|------|---|-------|------------|--|
| 1 | (a) | (i) | strong (covalent) bonds / <u>bonds</u> need a lot of energy to break / each atom bonded to 4 others / lots of bonds/ giant covalent structure ✓ | 1 | 1.1 | DO NOT ALLOW – incorrect type of bonding DO NOT ALLOW ‘strong intermolecular forces / strong intermolecular bonds’ |
| | | (ii) | One mark for each property linked to its correct explanation: PROPERTY <ul style="list-style-type: none"> Slippery / soft / lubricating / marks paper / flakes easily (Electrical / thermal) conductivity Strength (along layer) EXPLANATION <ul style="list-style-type: none"> layers (with weak bonds between) delocalised/free electrons / sea of electrons / electrons can move strong bonds (within layers) | 2 | 2×2.1 | ALLOW one mark for two independent properties OR two independent explanations OR one property and one explanation IGNORE ‘intermolecular’ IGNORE melting point, boiling point |
| | (b) | | FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 3.4 (g) award 2 marks mass = 1 / 0.29 OR 3.448 / 3.45 / 3.5 etc✓ mass = 3.4 (g) ✓ | 2 | 2×2.2 | Answer must be to two sig figs |
| | (c) | (i) | FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 0.0037 (g) award 2 marks 44/12 ✓ Mass = 0.0037 (g) / 3.7×10^{-3} (g)✓ | 2 | 2×2.2 | Answer must be to two sig figs |

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| | | | | | | |
|--|--|------|---|---|--------|---|
| | | (ii) | Idea that volume or density of diamond and graphite are different / volume or density are irrelevant ✓ Both contain the same amount (12g) of carbon / graphite is pure carbon and thus makes 44g / same mass of CO ₂ produced as same mass of C in each / same number of carbon atoms present in each ✓ | 2 | 2×3.2a | ALLOW distance between atoms is irrelevant |
|--|--|------|---|---|--------|---|

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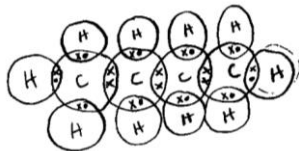
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| Question | | | Answer | Marks | AO element | Guidance |
|----------|-----|-------|---|-------|------------|--|
| 2 | (a) | (i) | propanone and ethanol ✓ | 1 | 1.1 | ALLOW propanone only |
| | | (ii) | propanone ✓ | 1 | 2.2 | |
| | (b) | (i) | (Filter) paper ✓ | 1 | 1.2 | |
| | | (ii) | solvent is above line / dot ✓ otherwise dot will (mostly) dissolve / spread out / dot/dye <u>does not</u> travel up paper ✓ | 2 | 2×3.3b | |
| | | (iii) | yellow spot ✓ $R_f = \text{distance moved by spot} \div \text{distance moved by solvent front}$ / largest distance moved by a spot / nearest solvent front ✓ | 2 | 1.1 2.2 | |
| | (c) | | Kareem/it is not pure AND because there is more than one spot / ORA ✓ | 1 | 3.2b | ALLOW 'several spots / dots / colours' ALLOW contains 3 or 4 components/substances/chemicals ALLOW idea of can be separated IGNORE 'more than one <u>dye</u> ' IGNORE it is a mixture |
| | (d) | | Sharp (AW) melting point / temperature / melting point same as reference value ✓ | 1 | 2.2 | IGNORE melting point high IGNORE melts at the same <u>time</u> |

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| Question | | | Answer | Marks | AO element | Guidance |
|----------|-----|------|--|-------|------------------|--|
| 3 | (a) | (i) | Fully correct dot and cross for butane with 8 electrons around all four carbons and 2 around all ten hydrogens ✓ | 1 | 1.2 | e.g.  ALLOW all dots/all crosses |
| | (a) | (ii) | ball and stick: shows spatial arrangement / shape / bond angles / is 3D / (relative) sizes of atoms ✓ dot and cross shows (shared) electrons / shows how bonds form / shows type of bond / shows bonds are covalent ✓ | 2 | 1.2 x 2 | IGNORE 'Shows the bonds / structure' ALLOW shows electrons transferred/shows if compound is ionic ALLOW 'shows if bonds are single or double' in either answer, but not in both |
| | (b) | | FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 83 (%) award 3 marks RFM of butane = 58 / C ₄ = 48 ✓ % of C = 48/58 × 100 ✓ = 83 (%) 2 sf ✓ | 3 | 2.2x2 1.2 | ALLOW mark point three for incorrect answer to two sig figs with working shown. |

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| | | | | | |
|--|-----|---|---|-------|--|
| | (c) | <p>Any two from:</p> <p>MP1 - Butane has bigger/heavier molecules/more carbons/longer chain ✓</p> <p>MP2 - Butane has stronger/more intermolecular forces/forces between molecules ✓</p> <p>MP3 - more <u>energy</u> required to separate/break/overcome forces between butane molecules ✓</p> | 2 | 2×2.1 | <p>ALLOW ORA throughout</p> <p>For MP2 ALLOW 'intermolecular bonds' or 'bonds between molecules'</p> <p>For MP3 DO NOT ALLOW implication that bonds <u>within</u> molecules break IGNORE 'harder to break'</p> |
|--|-----|---|---|-------|--|

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| Question | | Answer | Marks | AO element | Guidance |
|----------|-----|--|-------|-----------------------|---|
| 4 | (a) | <p>FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 62 (%) award 2 marks</p> <p>Decrease = $343 - 132 = 211$ ✓</p> <p>% decrease = $211 / 343 \times 100 = 62$ (%) 2sf ✓</p> | 2 | 2×2.2 | <p>Answer must be to two sig figs ALLOW one mark for 54% to two sig figs – this is for calculation of decrease in Use data.</p> |
| | (b) | <p>(energy for) disposal of product ✓</p> <p>collection/sorting/landfill/reuse/recycle/incinerate ✓</p> | 2 | <p>1.2</p> <p>1.1</p> | <p>ALLOW thrown away/grave</p> |

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| Question | | Answer | Marks | AO element | Guidance |
|----------|-----|--|-------|------------|--|
| 5 | (a) | atomic mass fitted ✓ reactions fitted / properties fitted / is similar to Al ✓ | 2 | 2×1.1 | ALLOW it has the same number (three) electrons in its outer shell/atomic number fitted IGNORE more/less reactive or higher/lower named physical property IGNORE the same properties |
| | (b) | atomic numbers were measured ✓ | 1 | 1.2 | |
| | (c) | Ga ³⁺ with eight or zero electrons depending on number of shells shown ✓ O ²⁻ with eight electrons ✓ Charges on ions 3+ and 2- ✓ | 3 | 3×1.2 | DO NOT ALLOW shared electrons/covalent structure IGNORE subscripts |

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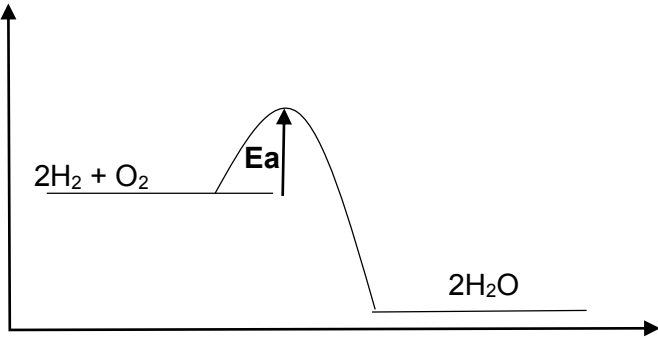
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| Question | | Answer | Marks | AO element | Guidance |
|----------|-----|---|-------|------------|---|
| 6 | (a) | <p>Advantage: less produce CO₂ / less produce greenhouse gases / less named pollutant / less CO / less NO_x / less C particulates / less SO₂ / less unburnt hydrocarbons / <u>only</u> produces water ✓</p> <p>Disadvantage: Any one from:</p> <ul style="list-style-type: none"> • there are fewer places to refuel cars ✓ • fuel cells not as durable ✓ • cost of cars/cost of fuel more expensive ✓ • difficult to store hydrogen/gas / takes up large volume ✓ • tank of hydrogen does not last as long as petrol / does not produce as much power / does not give out as much energy ✓ • safety concerns about use of hydrogen / it is (more) flammable / explosive ✓ | 2 | 2×1.2 | <p>ALLOW 'does not produce CO₂/greenhouse gases etc. IGNORE references to pollution / harmful gases ALLOW reasonable points relating to convenience of use ALLOW reasonable points relating to energy efficiency</p> <p>ALLOW fossil fuels still used to produce (electricity which produces) hydrogen IGNORE 'costs more' alone</p> |

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| | | | | | |
|-----|--|--|----------|---------------------------------------|---|
| (b) | |  <p style="text-align: center;">progress of reaction</p> <p>product line below reactant line and 'hump'; ✓ labelled activation energy with arrow starting on reactant line and ending at top of hump by eye ✓ the formulae of reactants and products balanced ✓</p> | 3 | <p>1.2x2</p> <p>2.1</p> | <p>IGNORE state symbols</p> <p>ALLOW double arrow for Ea (activation energy) DO NOT ALLOW arrow if it is too short</p> |
| (c) | | <p>FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 240 (kJ) award 2 marks</p> <p>RFM H₂ = 2 ✓</p> <p>Energy = 1200 × 2/10 = 240 (kJ) ✓</p> | 2 | 2×2.2 | <p>ALLOW one mark for 120 (kJ) (ECF on RFM H₂= 1) or 480 (kJ) (ECF for x2)</p> |

| Question | | Answer | Marks | AO element | Guidance |
|----------|-----|--|-------|----------------|---|
| 7 | (a) | <p>Any one from:</p> <ul style="list-style-type: none"> positive charge spread over atom / sea of positive charge ✓ electrons spread out / electrons do not move ✓ <u>no</u> 'empty space' ✓ | 1 | 1.1 | <p>IGNORE references to neutrons ALLOW protons for positive charges</p> <p>ALLOW 'electrons delocalised'</p> <p>IGNORE statements give in Q turned into negatives e.g. 'there is no positive nucleus'</p> <p>DO NOT ALLOW any reference the Thomson atom having a nucleus</p> |
| | (b) | Very few positive particles 'bounced back' ✓ | 1 | 2.1 | |
| | (c) | <p>FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 4×10^{-7} (m) award 2 marks</p> <p>conversion cm to m (2 cm = 0.02 m) ✓</p> <p>diameter = $0.02/50000 = 4 \times 10^{-7}$ (m) ✓</p> | 2 | 1.2 2.2 | <p>Answer must be in standard form for second mark. ALLOW one mark for 4×10^x if x is not -7 / incorrect place value but ends in 4 ALLOW one mark for 0.0000004</p> |

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| Question | | Answer | Marks | AO element | Guidance |
|----------|---------|---|-------|------------|--|
| 8 | (a) | powder AND surface area is greater / more collisions per second ✓ | 1 | 3.2b | |
| | (b) | fizzing / reaction faster ✓ copper sulfate / blue colour unchanged at the end ✓ | 2 | 2×2.1 | ALLOW 'more bubbles' but not 'more gas produced' IGNORE references to mass change ALLOW copper sulfate unchanged / not used up |
| | (c) (i) | FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 2.4 (dm³) award 2 marks n = 6.5 / 65.4 = 0.1 / 0.099 mol Zn ✓ vol H ₂ = 0.099 × 24 dm ³ = 2.4 dm ³ 2sf ✓ | 2 | 2×2.2 | Answer must be to two sig figs ALLOW mark point two for incorrect mol Zn x 24 correctly calculated to two sig figs ALLOW one mark for 160 (6.5 x 24 to two sig figs) |
| | (ii) | same ✓ catalysts do not affect yield / only affect rate ✓ | 2 | 2×1.2 | |

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| Question | | Answer | Marks | AO element | Guidance |
|----------|-----|--------------------------------|-------|------------|--|
| 9 | (a) | acidic ✓ bleaching action ✓ | 2 | 2×1.2 | |
| | (b) | (i) | 2 | 2×1.2 | ALLOW bacteria/pathogens/microbes ALLOW one mark for 'sterilises water' |
| | | (ii) | 1 | 1.2 | IGNORE 'harmful' alone |
| | (c) | (i) | 1 | 2.2 | IGNORE 'red' alone |
| | | (ii) | 2 | 2×1.2 | IGNORE additional formulae for first mark only ALLOW one mark for fully correct symbol equation $\text{Cl}_2 + 2\text{NaBr} \rightarrow 2\text{NaCl} + \text{Br}_2$ IGNORE state symbols |
| | | | | | Correct formulae ✓ Balanced ✓ |

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| Question | | Answer | Marks | AO element | Guidance |
|----------|-----|--|-------|------------|--|
| 10 | (a) | there is a mixture of N ₂ , H ₂ and NH ₃ ✓ The reaction N ₂ (g) + 3H ₂ (g) → 2NH ₃ (g) is going in both directions. ✓ | 2 | 2×1.2 | |
| | (b) | hydrogen is made from natural gas and steam ✓ ammonia is separated and the nitrogen and hydrogen are recycled ✓ | 2 | 2×1.2 | |
| | (c) | Advantage: low temperature increases the yield / moves equilibrium to the right / favours forward reaction ORA ✓ however it is produced very slowly / less is produced <u>per day</u> / reactions are slower at lower temperatures ORA ✓ 450 is a compromise between rate and yield / compromise conditions are used ✓ | 3 | 3×3.2a | IGNORE 'more ammonia' for 'more yield' DO NOT ALLOW 'more ammonia is produced per day' |
| | (d) | FOR: enters watercourses / eutrophication / increased plant or algal growth ✓ AGAINST: there are not enough natural fertilisers / ammonium compounds can be manufactured (in large quantities) / need to grow more food/crops ✓ | 2 | 2×3.1b | ALLOW nitrates in drinking water are harmful IGNORE makes <u>plants</u> grow faster |

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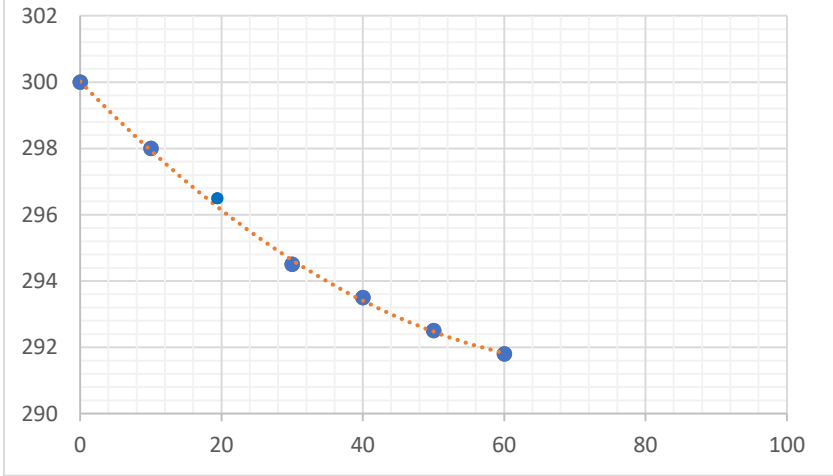
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| Question | | | Answer | Marks | AO element | Guidance |
|----------|-----|-------|--|-------|------------|---|
| 11 | (a) | (i) | A and it is most reactive / fast(est) reaction ✓ | 1 | 2.1 | |
| | | (ii) | $A \rightarrow A^{2+} + 2e$ ✓ | 1 | 1.2 | ALLOW $A - 2e \rightarrow A^{2+}$ |
| | | (iii) | A is oxidised as it loses electrons ✓ | 1 | 2.1 | |
| | (b) | | $C(s) + CuSO_4(aq) \rightarrow CSO_4(aq) + Cu(s)$ Equation ✓ State symbols ✓ | 2 | 2×1.2 | ALLOW ionic equation: $C(s) + Cu^{2+}(aq) \rightarrow C^{2+}(aq) + Cu(s)$ ALLOW (s) on metal formula + (aq) on compounds formulae for state symbol mark even if equation wrong. |
| | (c) | | delocalised electrons ✓ electrons can move ✓ | 2 | 2×1.1 | ALLOW free/sea of electrons as AW for 'delocalised' IGNORE 'carry charge' unless movement is clearly implied |

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| Question | | | Answer | Marks | AO element | Guidance |
|----------|-----|-------|--|-------|-------------|---|
| 12 | (a) | (i) |  <p>Single, continuous line of best fit that ignores point at 20s ✓</p> | 1 | 2.2 | Line should be within 1 square of every point except point at 20s IGNORE the curve after 60s |
| | | (ii) | <p>FIRST CHECK THE ANSWER ON ANSWER LINE If answer is between 0.18 - 0.22 (g/s) award 2 marks</p> <p>Draw tangent on graph / reads value of mass and time ✓</p> <p>Gradient (e.g. 10 / (value between 45 and 55) = Gradient in the range 0.22 to 0.18 (g/s) ✓</p> | 2 | 2.2 1.2 | Commonly seen values are 300 (- 290) and ~ 50 / 10 and 2; |
| | | (iii) | gets slower / decreases with time / gradient decreases ✓ | 1 | 3.1a | |
| | | (iv) | <p>Best fit line extended (to 100) or gives readings between 290.4 and 291.6 ✓</p> <p>Mass loss = (300 – 291) = 9 ✓</p> | 2 | 3.2a 1.2 | ALLOW 'curve/best fit line extended' appropriately drawn on graph or stated ALLOW 8.4 to 9.6 |
| | | | | | | |

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| | | | | | | |
|--|-----|------|---|---|-------|--|
| | (b) | (i) | FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 0.18 (mol) award 2 marks $\text{Mr CO}_2 = 44 / 12 + 2 \times 16 \checkmark$ $n = 0.18 \text{ (mol) } 2\text{sf} \checkmark$ | 2 | 2×2.2 | Answer must be to two sig figs |
| | | (ii) | FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 15 (g) award 2 marks $\text{Mr}(\text{NaHCO}_3) = 84 / 23 + 1 + 12 + 3 \times 16 \checkmark$ $m = n \times \text{Mr} = 0.18 \times 84 = 15 \text{ (g) } 2\text{sf} \checkmark$ | 2 | 2×2.2 | ALLOW one mark for ECF(b)(i) x 84 correctly calculated Answer must be to two sig figs |
| | (c) | (i) | (volumetric) pipette / burette \checkmark | 1 | 3.3a | |
| | (c) | (ii) | do another titration/more repeats (until concordant) \checkmark | 1 | 3.3b | ALLOW improvements to technique e.g. adding acid dropwise (near the end point) |

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