



Rewarding Learning

**General Certificate of Secondary Education
2019**

Chemistry

Unit 3: Practical Skills

Practical Booklet B

Higher Tier

[GCM34]

WEDNESDAY 19 JUNE, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for GCSE Chemistry.

Candidates must:

- AO1** Demonstrate knowledge and understanding of:
 - scientific ideas;
 - scientific techniques and procedures.
- AO2** Apply knowledge and understanding of and develop skills in:
 - scientific ideas;
 - scientific enquiry, techniques and procedures.
- AO3** Analyse scientific information and ideas to:
 - interpret and evaluate;
 - make judgements and draw conclusions;
 - develop and improve experimental procedures.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. The exception to this for GCSE Chemistry is when Examiners are marking complex calculations when the Examiners are briefed to mark by error or omission. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Marking Calculations

In marking answers involving calculations, examiners should apply the 'carry error through' rule so that candidates are not penalised more than once for a computational error. To avoid a candidate being penalised, marks can be awarded where correct conclusions or inferences are made from their incorrect calculations.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

In deciding which level of response to award, examiners should look for the number of indicative content points in candidate responses to ensure that the answer has been written to coincide with the question. In deciding which mark within a particular level to award to any response, quality of communication will be assessed and examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of bands of response. The description for each band of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within bands of response as follows:

Band A: Quality of written communication is excellent.

Band B: Quality of written communication is good.

Band C: Quality of written communication is basic.

Band D: Response not worthy of credit

In interpreting these band descriptions, examiners should refer to the more detailed guidance provided below:

Band A (Excellent): Excellent reference to scientific terminology. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Band B (Good): Good reference to scientific terminology. The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Band C (Basic): Basic reference to scientific terminology. The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

1 (a) Indicative content:

- rinse burette with deionised water
- rinse burette with sulfuric acid
- fill burette with sulfuric acid
- ensure jet is filled/no air bubbles
- read at bottom of meniscus (at eye level)
- add dropwise near the end-point/near rough titre value
- swirl the flask (to mix reactants)

Band	Response	Mark
A	Candidates must use appropriate specialist terms to explain fully the preparation and filling of a burette and steps to ensure accuracy around the end-point [6–7 indicative content points]. Relevant material is organised with a high degree of clarity and coherence. They must use excellent spelling, punctuation and grammar and the form and style are of a very high standard.	[5]–[6]
B	Candidates must use appropriate specialist terms to explain fully the preparation and filling of a burette and steps to ensure accuracy around the end-point [3–5 indicative content points]. Relevant material is organised with some clarity and coherence. They use good spelling, punctuation and grammar and the form and style are of a satisfactory standard.	[3]–[4]
C	Candidates describe briefly the preparation and filling of a burette with some steps to ensure accuracy around the end-point [at least 2 indicative content points]. The organisation of material may lack clarity and coherence. They use limited spelling, punctuation and grammar and they have limited use of specialist terms. The form and style are of limited standard.	[1]–[2]
D	A response not worthy of credit.	[0]

[6]

(b) (i) to estimate the end-point/to allow faster subsequent titrations [1]

(ii) yellow [1] to red [1] [2]

(iii) $\frac{20.1 \times 0.045}{1000} = 9.045 \times 10^{-4}$ (0.0009045) [1]

(iv) $9.045 \times 10^{-4} \times 2 = 1.809 \times 10^{-3}$ (0.001809) [1]

(v) $1.809 \times 10^{-3} \times 40 = 0.07236$ [1]

(vi) $0.07236 \times 40 = 2.8944$ [1]

AVAILABLE
MARKS

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			AVAILABLE MARKS	
2	(a)	(i) Zn^{2+}	[1]	14
		(ii) Br^-	[1]	
		(iii) zinc bromide [1] $ZnBr_2$ [1]	[2]	
		(iv) $Ag^+(aq) + Br^-(aq) \rightarrow AgBr(s)$ correct formulae of reactants [1] correct formula of product [1] correct state symbols [1]	[3]	
		(v) zinc hydroxide	[1]	
	(b)	(i) flame test [1] lilac flame [1]	[2]	
		(ii) add acid [1] gas produced/effervescence/fizzing [1] bubble gas through limewater [1] limewater changes from colourless to milky [1]	[4]	

			AVAILABLE MARKS
3	(a)	electronic balance [1]	
		conical flask on balance [1]	
		containing marble chip and acid in contact [1]	
		stop clock [1]	[4]
	(b)	(i) reaction stops or finishes/no more gas produced	[1]
		(ii) starts at 101.70 and remains lower and levels off at same mass	[1]
	(c)	(i) $101.70 - 101.48 = 0.22\text{ g}$	[1]
		(ii) moles of $\text{CO}_2 = \frac{0.22}{44} = 5 \times 10^{-3}$ (0.005)	[1]
		(iii) moles of $\text{CaCO}_3 = 5 \times 10^{-3}$ (0.005)	[1]
		(iv) mass of $\text{CaCO}_3 = 5 \times 10^{-3} \times 100 = 0.5$	[1]
	(v) $\frac{0.5}{0.56} \times 100$ [1] = 89.3 [1]	[2]	12

4 (a) (i)

Metal	Initial temperature (°C)	Highest temperature (°C)	Temperature change (°C)
zinc	20	25	5
copper	20	20	0
magnesium	20	39	19
iron	20	23	3
tin	20	21	1

[1]

- (ii) Most reactive: magnesium
zinc
iron
tin [1]
- Least reactive: copper

[1]

(iii) temperature increases

[1]

- (iv) any **two** from:
apparatus
volume of acid
concentration of acid
moles of metal
particle size/surface area of metal

[2]

- (v) $\text{Mg} + 2\text{HNO}_3 \rightarrow \text{Mg}(\text{NO}_3)_2 + \text{H}_2$
correct formulae of reactants [1]
correct formulae of products [1]
correct balancing [1]

[3]

(b) (i)

Cobalt is more reactive than chromium

Cobalt is more reactive than copper and tin

Chromium is more reactive than iron and less reactive than zinc

[1]

- (ii) cobalt nitrate [1]
copper [1]

[2]

- (iii) $2\text{Cr} + 3\text{Fe}(\text{NO}_3)_2 \rightarrow 2\text{Cr}(\text{NO}_3)_3 + 3\text{Fe}$
correct formulae of reactants [1]
correct formulae of products [1]
correct balancing [1]

[3]

AVAILABLE MARKS

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			AVAILABLE MARKS	
5	(a) (i)	OH/hydroxyl	[1]	
	(ii)	alcohols	[1]	
	(iii)	C=C	[1]	
	(iv)	COOH/carboxyl	[1]	
	(v)	$ \begin{array}{c} \text{H} \quad \text{H} \quad \text{H} \\ \quad \quad \\ \text{H}-\text{C}-\text{C}-\text{C}-\text{OH} \\ \quad \quad \\ \text{H} \quad \text{H} \quad \text{H} \end{array} $	[1]	
		$ \begin{array}{c} \text{H} \quad \text{H} \quad \text{H} \\ \quad \quad \\ \text{H}-\text{C}-\text{C}-\text{C}-\text{H} \\ \quad \quad \\ \text{H} \quad \text{OH} \quad \text{H} \end{array} $	[1]	
		propan-1-ol	[1]	
		propan-2-ol	[1]	
			[4]	
	(b) (i)	not completely ionised in water	[1]	
	(ii)	pH meter/pH paper and compare to pH colour chart [1]		
		weak acid: pH above 2 and less than 7/pH 3–6 [1]		
		strong acid: pH 0–2 [1]		
		OR		
		universal indicator/pH paper [1]		
		weak acid: yellow/orange [1]		
		strong acid: red [1]		
			[3]	
	(c) (i)	sodium propanoate	[1]	
	(ii)	colourless to blue	[1]	
	(iii)	$2\text{CH}_3\text{CH}_2\text{COOH} + \text{CuCO}_3 \rightarrow (\text{CH}_3\text{CH}_2\text{COO})_2\text{Cu} + \text{CO}_2 + \text{H}_2\text{O}$		
		correct formulae of reactants [1]		
		correct formulae of products [1]		
		correct balancing [1]		
			[3]	17
		Total		70