



**General Certificate of Education (A-level) Applied
June 2013**

Applied Science

SC11

**(Specification
8771/8773/8776/8777/8779)**

Unit 11: Controlling Chemical Processes

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner 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 examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

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

Copyright © 2013 AQA and its licensors. All rights reserved.

Copyright

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

Question	Part	Sub Part	Marking guidance		Mark	Comment
1	a		Avoid inhaling (any method for this - gas mask, fume cupboard)	(1) AO2	1	
1	b		Thermal decomposition/endergonic	(1) AO2	1	
1	c		Indirect Direct Capital Indirect	(1) AO1 (1) AO1 (1) AO1 (1) AO1	4	
1	d	i	75 177	(1) AO2 (1) AO2	2	
1	d	ii	$100000/177 \times 75$ = 42373 g = 42.373kg (accept 42 – 42.4) Correct units 1 compensation mark for calculation	(1) AO2 (1) AO2 (1) AO1	3	
1	d	iii	Incomplete reaction/transfer losses/impure reactant	(1) AO1	1	
1	e	i	+2	(1) AO2	1	
1	e	ii	Not a redox reaction (no mark) Because the oxidation state of every element has not changed	(1) AO1	1	
1	f		$100/82$ $\times 320 = 390\text{kg}$	(1) AO2 (1) AO2	2	

2	a		$\text{C}_2\text{H}_5\text{OH} + 3\text{O}_2 \rightarrow 2\text{CO}_2 + 3\text{H}_2\text{O}$ LHS correct RHS correct	(1) AO2 (1) AO2	2										
2	b	i	Any three from: Thermometer Burette/pipette/measuring cylinder Calorimeter/copper can Balance Spirit burner	(1) AO3 (1) AO3 (1) AO3	3										
2	b	ii	<table border="1"> <tr> <td colspan="3"> The marking scheme for this part of the question includes an assessment of the Quality of Written Communication (QWC). There are no discrete marks for the assessment of written communication but QWC will be one of the criteria used to assign the answer to an appropriate level below. </td> </tr> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> <tr> <td>3</td> <td>4-5</td> <td> an answer will be expected to meet most of the criteria in the level descriptor -answer is full and detailed and is supported by an appropriate range of relevant points such as those given below -argument is well structured with minimal repetition or irrelevant points -accurate and clear expression of ideas with only minor errors in the use of technical terms, spelling, punctuation and grammar </td> </tr> </table>	The marking scheme for this part of the question includes an assessment of the Quality of Written Communication (QWC). There are no discrete marks for the assessment of written communication but QWC will be one of the criteria used to assign the answer to an appropriate level below.			Level	Marks	Descriptor	3	4-5	an answer will be expected to meet most of the criteria in the level descriptor -answer is full and detailed and is supported by an appropriate range of relevant points such as those given below -argument is well structured with minimal repetition or irrelevant points -accurate and clear expression of ideas with only minor errors in the use of technical terms, spelling, punctuation and grammar	(5) AO3	5	
The marking scheme for this part of the question includes an assessment of the Quality of Written Communication (QWC). There are no discrete marks for the assessment of written communication but QWC will be one of the criteria used to assign the answer to an appropriate level below.															
Level	Marks	Descriptor													
3	4-5	an answer will be expected to meet most of the criteria in the level descriptor -answer is full and detailed and is supported by an appropriate range of relevant points such as those given below -argument is well structured with minimal repetition or irrelevant points -accurate and clear expression of ideas with only minor errors in the use of technical terms, spelling, punctuation and grammar													

2	b	ii	<table border="1"> <tr> <td>2</td> <td>2-3</td> <td>-answer has some omissions but is generally supported by some of the relevant points below -the argument shows some attempt at structure the ideas are expressed with reasonable clarity but with a few errors in the use of technical terms, spelling, punctuation and grammar</td> </tr> <tr> <td>1</td> <td>0-1</td> <td>-answer is largely incomplete, and it may contain some valid points which are not clearly linked to an argument structure -unstructured answer -errors in the use of technical terms, spelling, punctuation and grammar or lack of fluency</td> </tr> </table>	2	2-3	-answer has some omissions but is generally supported by some of the relevant points below -the argument shows some attempt at structure the ideas are expressed with reasonable clarity but with a few errors in the use of technical terms, spelling, punctuation and grammar	1	0-1	-answer is largely incomplete, and it may contain some valid points which are not clearly linked to an argument structure -unstructured answer -errors in the use of technical terms, spelling, punctuation and grammar or lack of fluency	(5) AO3	5	
			2	2-3	-answer has some omissions but is generally supported by some of the relevant points below -the argument shows some attempt at structure the ideas are expressed with reasonable clarity but with a few errors in the use of technical terms, spelling, punctuation and grammar							
1	0-1	-answer is largely incomplete, and it may contain some valid points which are not clearly linked to an argument structure -unstructured answer -errors in the use of technical terms, spelling, punctuation and grammar or lack of fluency										
<p>A good answer might include: The mass of the spirit burner with butan-1-ol would be measured and recorded before the experiment. A known volume of water (100cm³) would be accurately measured using a burette and placed in a copper calorimeter. The temperature of the water would be measured for a few minutes to allow the thermometer to equilibrate. The spirit burner would then be lit and used to heat the water in the calorimeter until the temperature had risen by 10°C. The flame would then be extinguished and the mass of the burner, once cool, measured again. Q=mcΔT would then be used to calculate the enthalpy change for the experiment. Where m is the mass of water.</p>												

			The molar enthalpy change for butan-1-ol would then be calculated using Q/no of moles			
2	b	iii	Any two of: Insulate container/lid Reduce draughts (i.e. use heat shield) Stir consistently	(1) AO3 (1) AO3	2	
2	c	i	The enthalpy/heat energy change When one mole of the compound is formed From the elements in their standard states	(1) AO1 (1) AO1 (1) AO1	3	
2	c	ii	$\Sigma\Delta H_f(\text{products}) - \Sigma\Delta H_f(\text{reactants})$ /appropriate Hess's cycle $\Sigma\Delta H_f(\text{products}) = 4 \times -394.4 + 5 \times -285.8 = -3006.6$ $\Sigma\Delta H_f(\text{reactants}) = -327.4$ $-3006.6 - (-327.4) = -2679.2$ (ignore units)	(1) AO2 (1) AO2 (1) AO2 (1) AO2	4	
2	c	iii	It is an element (in its standard state)	(1) AO1	1	
2	c	iv	Incomplete combustion Heat loss	(1) AO2 (1) AO2	2	
3	a		Change in concentration (of products/reactants) In a given time	(1) AO1 (1) AO1	2	
3	b	i	3	(1) AO2	1	
3	b	ii	7.5×10^{-3} 4.8×10^{-5} 2.0×10^{-3}	(1) AO2 (1) AO2 (1) AO2	3	

3	b	iii	$k = \text{rate}/[\text{NO}]^2/[\text{H}_2] = 1.2 \times 10^{-5}/(2.0 \times 10^{-3})^2(1.5 \times 10^{-3})$ 1 mark for correct rearrangement 1 mark for correct substitution =2000	(1) AO2 (1) AO2 (1) AO2	3	
3	b	iv	Units are $\text{mol}^{-2}\text{dm}^6\text{s}^{-1}$	(1) AO2	1	
3	c	i	Vertical axis = number of particles/molecules Horizontal axis = Energy	(1) AO1 (1) AO1	2	
3	c	ii	Peak to right And lower	(1) AO2 (1) AO2	2	
3	d	i	the <u>minimum</u> amount of energy Particles require to react when they collide	(1) AO1 (1) AO1	2	
3	d	ii	At a higher temperature the particles will move faster and so collide more frequently The proportion of particles that possess an energy greater than or equal to the E_a will increase There will therefore be more successful collisions per second	(1) AO2 (1) AO2 (1) AO2	3	
4	a		Reactants on left, products on right Correct general shape Products lower than reactants	(1) AO1 (1) AO1 (1) AO2	3	

4	b	The marking scheme for this part of the question includes an assessment of the Quality of Written Communication (QWC). There are no discrete marks for the assessment of written communication but QWC will be one of the criteria used to assign the answer to an appropriate level below.			(2) AO1 (3) AO2	5
		Level	Marks	Descriptor an answer will be expected to meet most of the criteria in the level descriptor		
		3	4-5	-answer is full and detailed and is supported by an appropriate range of relevant points such as those given below -argument is well structured with minimal repetition or irrelevant points -accurate and clear expression of ideas with only minor errors in the use of technical terms, spelling, punctuation and grammar		
		2	2-3	-answer has some omissions but is generally supported by some of the relevant points below -the argument shows some attempt at structure the ideas are expressed with reasonable clarity but with a few errors in the use of technical terms, spelling, punctuation and grammar.		

			<table border="1"> <tr> <td>1</td> <td>0-1</td> <td> -answer is largely incomplete, and it may contain some valid points which are not clearly linked to an argument structure -unstructured answer -errors in the use of technical terms, spelling, punctuation and grammar or lack of fluency </td> </tr> </table> <p>A good answer might include: Bond breaking requires energy. Bond making releases energy. The overall enthalpy change is the sum of the energies required take away the sum of the energies released. When a longer chain alcohol is burnt many more of the same type of bonds are formed than are formed when a shorter chain alcohol is burnt therefore more energy is released. (This can be quantified). More bonds also need to be broken when a longer chain alcohol is burnt compared to when a shorter chain alcohol is burnt but this is outweighed by the larger energy release.</p>	1	0-1	-answer is largely incomplete, and it may contain some valid points which are not clearly linked to an argument structure -unstructured answer -errors in the use of technical terms, spelling, punctuation and grammar or lack of fluency			
1	0-1	-answer is largely incomplete, and it may contain some valid points which are not clearly linked to an argument structure -unstructured answer -errors in the use of technical terms, spelling, punctuation and grammar or lack of fluency							

5	a	i	Reactants are added as products are removed Process is non-stop	(1) AO1 (1) AO1	2	
---	---	---	--------------------------------------------------------------------	--------------------	---	--

5	a	ii	Reactants are added, reaction occurs Then products are removed (and vessel is cleaned)	(1) AO1 (1) AO1	2	
---	---	----	-------------------------------------------------------------------------------------------	--------------------	---	--

5	a	iii	Lower capital cost Possible to change product easily	(1) AO1 (1) AO1	2	
---	---	-----	---------------------------------------------------------	--------------------	---	--

5	b		<u>All reactants and products/ all substances</u> <u>In same state</u>	(1) AO1	1	
5	c	i	A system at equilibrium will alter the position of equilibrium to oppose the change imposed.	(1) AO1 (1) AO1	2	
5	c	ii	Increase 4 moles of gas particles on LHS and 2 moles of gas particles on RHS Position of equilibrium will shift to side that reduces pressure. This is the side with the fewer particles.	(1) AO2 (1) AO2 (1) AO2	3	
5	c	iii	None Increases the rate of both forward and reverse reactions equally	(1) AO2 (1) AO2 (1) AO2	3	