



**General Certificate of Secondary Education**

**Additional Science 4463 /  
Chemistry 4421**

**CHY2F                  Unit Chemistry 2**

**Mark Scheme**

*2011 examination – June series*

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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting 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 candidates' 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.

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## MARK SCHEME

### Information to Examiners

#### 1. General

The mark scheme for each question shows:

- the marks available for each part of the question
- the total marks available for the question
- the typical answer or answers which are expected
- extra information to help the Examiner make his or her judgement and help to delineate what is acceptable or not worthy of credit or, in discursive answers, to give an overview of the area in which a mark or marks may be awarded.

The extra information is aligned to the appropriate answer in the left-hand part of the mark scheme and should only be applied to that item in the mark scheme.

At the beginning of a part of a question a reminder may be given, for example: where consequential marking needs to be considered in a calculation; or the answer may be on the diagram or at a different place on the script.

In general the right hand side of the mark scheme is there to provide those extra details which confuse the main part of the mark scheme yet may be helpful in ensuring that marking is straightforward and consistent.

#### 2. Emboldening

- 2.1** In a list of acceptable answers where more than one mark is available ‘any **two** from’ is used, with the number of marks emboldened. Each of the following lines is a potential mark.
- 2.2** A bold **and** is used to indicate that both parts of the answer are required to award the mark.
- 2.3** Alternative answers acceptable for a mark are indicated by the use of **or**. (Different terms in the mark scheme are shown by a / ; eg allow smooth / free movement.)

#### 3. Marking points

##### 3.1 Marking of lists

This applies to questions requiring a set number of responses, but for which candidates have provided extra responses. The general principle to be followed in such a situation is that ‘right + wrong = wrong’.

Each error/contradiction negates each correct response. So, if the number of error/contradictions equals or exceeds the number of marks available for the question, no marks can be awarded.

However, responses considered to be neutral (indicated as \* in example 1) are not penalised.

Example 1: What is the pH of an acidic solution? (1 mark)

Candidate	Response	Marks awarded
1	4,8	0
2	green, 5	0
3	red*, 5	1
4	red*, 8	0

Example 2: Name two planets in the solar system. (2 marks)

Candidate	Response	Marks awarded
1	Pluto, Mars, Moon	1
2	Pluto, Sun, Mars, Moon	0

### 3.2 Use of chemical symbols / formulae

If a candidate writes a chemical symbol / formula instead of a required chemical name, full credit can be given if the symbol / formula is correct and if, in the context of the question, such action is appropriate.

### 3.3 Marking procedure for calculations

Full marks can be given for a correct numerical answer, as shown in the column 'answers', without any working shown.

However if the answer is incorrect, mark(s) can be gained by correct substitution / working and this is shown in the 'extra information' column;

### 3.4 Interpretation of 'it'

Answers using the word 'it' should be given credit only if it is clear that the 'it' refers to the correct subject.

### 3.5 Errors carried forward

Any error in the answers to a structured question should be penalised once only.

Papers should be constructed in such a way that the number of times errors can be carried forward are kept to a minimum. Allowances for errors carried forward are most likely to be restricted to calculation questions and should be shown by the abbreviation e.c.f. in the marking scheme.

### 3.6 Phonetic spelling

The phonetic spelling of correct scientific terminology should be credited **unless** there is a possible confusion with another technical term.

### 3.7 Brackets

(.....) are used to indicate information which is not essential for the mark to be awarded but is included to help the examiner identify the sense of the answer required.

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**CHY2F**
**Question 1**

question	answers	extra information	mark
1(a)(i)	NH <sub>3</sub>		1
1(a)(ii)	electrons		1
1(a)(iii)	covalent		1
1(b)(i)	air natural gas		1 1
1(b)(ii)	reversible		1
1(b)(iii)	iron		1
1(c)	nitric acid		1
1(d)(i)	any <b>one</b> from: <ul style="list-style-type: none"> <li>• lost jobs / unemployment</li> <li>• meant that they had to move away from Humberstone <b>or</b> no one lives there</li> <li>• loss of income (owtte)</li> </ul>	allow closed down the town  ignore it closed the mine unless it is further qualified by some effect of this on the local community	1

**Question 1 continues on the next page**

## Question 1 continued

question	answers	extra information	mark
1(d)(ii)	any <b>two</b> from: <ul style="list-style-type: none"> <li>• less transport (costs)</li> <li>• less pollution / greenhouse gases / global warming <u>from transport</u></li> <li>• cheaper to make in country than to import</li> <li>• not dependent on Chile for nitrate supplies <b>or</b> reliable source</li> <li>• provides employment to workers in Britain</li> <li>• good for British economy</li> <li>• raw materials readily available</li> <li>• continuous process</li> </ul>	ignore reference to environment / ecofriendly allow smaller carbon footprint         ignore reference to quicker	2
<b>Total</b>			<b>11</b>

**CHY2F****Question 2**

question	answers	extra information	mark
2	use a more concentrated solution of sulfuric acid		1
	grind the phosphate rock into a powder before adding the acid		1
	increase the temperature of the sulfuric acid		1
<b>Total</b>			<b>3</b>

**CHY2F****Question 3**

question	answers	extra information	mark
3(a)	carbon		1
3(b)	<u>layers</u>		1
	have weak forces / attractions / bonds between them <b>or</b> are only held together weakly  <b>or</b> can slide over each other <b>or</b> separate (1)	second mark must be linked to layers	1
3(c)	covalent		1
<b>Total</b>			<b>4</b>

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**CHY2F****Question 4**

<b>question</b>	<b>answers</b>	<b>extra information</b>	<b>mark</b>
<b>4(a)</b>	cannot move		1
<b>4(b)</b>	water		1
<b>4(c)(i)</b>	a positive charge		1
<b>4(c)(ii)</b>	atoms		1
<b>Total</b>			<b>4</b>



**CHY2F****Question 5**

<b>question</b>	<b>answers</b>	<b>extra information</b>	<b>mark</b>
<b>5(a)</b>	gives out / releases / transfers to surroundings heat / energy	ignore light / burns ignore the wire gets hot	1
<b>5(b)</b>	activation energy		1
<b>5(c)</b>	(aluminium +) oxygen (→) aluminium oxide	accept correct formulae	1
<b>5(d)</b>	C		1
<b>5(e)(i)</b>	a negative		1
<b>5(e)(ii)</b>	loses		1
<b>5(e)(iii)</b>	gains two		1 1
<b>Total</b>			<b>8</b>

## CHY2F

## Question 6

question	answers	extra information	mark
6(a)	kills <u>bacteria</u>  or stops growth of <u>bacteria</u>	allow destroys bacteria ignore attacks / reacts with bacteria ignore 'traps the smell'  ignore microbes	1
6(b)	<u>smaller</u> / <u>very</u> small / tiny	assume they are referring to nanoparticles unless they state otherwise  accept 1 – 100nm in size  accept a few hundred atoms in size  accept normal size particles are (much) <u>larger</u>	1
6(c)	any <b>one</b> from:  • big(ger) surface area  • react fast(er)	    accept more reactive ignore kill faster	1
6(d)	so they do not get released during washing <b>or</b> so they do not get into rivers / ecosystem / environment  because this could harm fish / aquatic life <b>or</b> so the socks keep their odour – preventing properties (owtte)		1  1
<b>Total</b>			<b>5</b>

## CHY2F

## Question 7

question	answers	extra information	mark
7(a)	because they are <u>gases</u>	ignore vapours / evaporate / (g) allow it is a gas	1
7(b)(i)	80 / 79.5	correct answer with or without working = <b>2</b> marks ignore units  if no answer <b>or</b> incorrect answer then evidence of 64 / 63.5 + 16 gains <b>1</b> mark	2
7(b)(ii)	80 / 79.87 / 79.9 / 79.375 / 79.38 / 79.4	correct answer with or without working = <b>2</b> marks  if no answer <b>or</b> incorrect answer then  evidence of $\frac{64}{80}$ <b>or</b> $\frac{63.5}{79.5}$ (x100) gains <b>1</b> mark  accept (ecf) $\frac{64\text{or}63.5}{\text{answer}(b)(i)}$ (x100) for <b>2</b> marks if correctly calculated  if incorrectly calculated evidence of $\frac{64\text{or}63.5}{\text{answer}(b)(i)}$ (x100) gains <b>1</b> mark	2
7(b)(iii)	3.2	correct answer with or without working = <b>1</b> mark  allow (ecf) 4 x ((b)(ii)/100) for <b>1</b> mark if correctly calculated	1

Question 7 continues on the next page

**Question 7 continued**

question	answers	extra information	mark
7(c)(i)	3.3	accept 3.33..... or $3\frac{1}{3}$ or 3.3 <sup>*</sup> or 3.3 <sup>f</sup>	1
7(c)(ii)	measure to more decimal places <b>or</b> use a more sensitive balance / apparatus	allow use <u>smaller</u> scale (division) <b>or</b> use a <u>smaller</u> unit ignore accurate / repeat	1
7(c)(iii)	any <b>two</b> from: <ul style="list-style-type: none"> <li>• different balances used <b>or</b> faulty balance</li> <li>• reading / using the balance incorrectly <b>or</b> recording error</li> <li>• spilling copper oxide / copper</li> <li>• copper oxide impure</li> <li>• not all of the copper oxide was reduced / converted to copper <b>or</b> not enough / different amounts of methane used</li> <li>• <u>heated</u> for different times</li> <li>• <u>heated</u> at different temperatures</li> <li>• some of the copper made is oxidised / forms copper oxide</li> <li>• some of the copper oxide / copper blown out / escapes (from tube)</li> <li>• some water still in the test tube</li> </ul>	ignore systematic / human / apparatus / zero / measurement / random / weighing / reading errors unless qualified  ignore dirty apparatus  accept incorrect weighing of copper / copper oxide  allow some copper left in tube  allow impure copper (produced)  accept not all copper oxide (fully) reacted  accept Bunsen burner / flame at different temperatures  ignore some copper oxide / copper lost	2
<b>Total</b>			<b>10</b>

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