

GCSE

Chemistry B

Unit **B741/02**: Modules C1, C2, C3 (Higher Tier)

General Certificate of Secondary Education

Mark Scheme for June 2015

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations

Annotation	Meaning
	correct response
	incorrect response
BOD	benefit of the doubt
NBOD	benefit of the doubt not given
ECF	error carried forward
A	information omitted
I	ignore
R	reject
CON	contradiction
L1	Level 1
L2	Level 2
L3	Level 3

ADDITIONAL OBJECTS: You **must** assess and annotate the additional objects for each script you mark. Where credit is awarded, appropriate annotation must be used. If no credit is to be awarded for the additional object, please use annotation as agreed at the SSU.

When you open the script if the message appears that there are additional objects you must check these additional objects.

The additional objects are normally additional sheets of answers that must be marked. You should immediately link each extra answer with the appropriate question using the paper clip icon.

PLEASE ASK YOUR TEAM LEADER IF YOU DO NOT KNOW HOW TO DO THIS.

It is vitally important that all parts of the candidate's answer are marked.

Subject-specific Marking Instructions

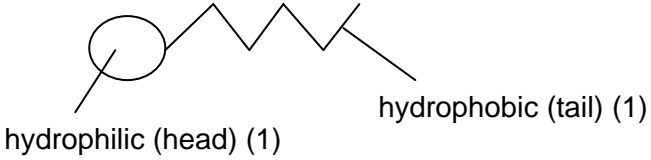
Abbreviations, annotations and conventions used in the detailed Mark Scheme.

/	=	alternative and acceptable answers for the same marking point
(1)	=	separates marking points
allow	=	answers that can be accepted
not	=	answers which are not worthy of credit
reject	=	answers which are not worthy of credit
ignore	=	statements which are irrelevant
()	=	words which are not essential to gain credit
—	=	underlined words must be present in answer to score a mark (although not correctly spelt unless otherwise stated)
ecf	=	error carried forward
AW	=	alternative wording
ora	=	or reverse argument

Question	Answer	Marks	Guidance
1 a	contains carbon and hydrogen (1) only / aw (1)	2	<p>allow (formula) has only (1) C and H (1)</p> <p>the only is not an independent mark and must be linked to the carbon and hydrogen</p> <p>not contains carbon and hydrogen molecules = 0 marks for the question</p> <p>not contains a mixture of carbon and hydrogen = 0 marks for the question</p> <p>not an element containing carbon and hydrogen = 0 marks for the question</p> <p>not hydro atoms</p>
b	all (carbon-carbon) bonds are single bonds / contains only single bonds (1)	1	<p>allow does not contain a double bond (1)</p> <p>ignore has maximum number of bonds</p> <p>ignore has the maximum number of hydrogen atoms</p>
c	<p>idea that hydrocarbons have different boiling points (1)</p> <p>and any two from:</p> <p>larger molecules or longer chains have higher boiling points / ora (1)</p> <p>larger molecules or longer chains have stronger intermolecular forces / ora (1)</p> <p>idea that stronger intermolecular forces results in higher boiling point / ora (1)</p>	3	<p>allow hexadecane for larger molecules or hexane for smaller molecules throughout the question</p> <p>ignore melting points</p> <p>allow molecules with higher mass have higher boiling points / ora (1)</p> <p>allow larger molecules or longer chains have more intermolecular forces / ora (1)</p> <p>allow idea that stronger intermolecular forces results in more energy needed (to boil) / ora (1)</p>

Question	Answer	Marks	Guidance
d	$2\text{C}_6\text{H}_{14} + 19\text{O}_2 \rightarrow 12\text{CO}_2 + 14\text{H}_2\text{O}$ right hand side correct (1) left hand side correct (1)	2	
e	hexane + oxygen → carbon + water or hexane + oxygen → carbon monoxide + water or hexane + oxygen → carbon + carbon monoxide + water (1)	1	allow correct formula instead of names C_6H_{14} , O_2 , C, H_2O and CO allow mix of names and correct formulae symbol equation, if given, does not need to be balanced ignore soot not '+ carbon dioxide' in products not '+ energy'
Total		9	

Question	Answer	Marks	Guidance
2 a	nine (1)	1	more than one tick scores 0
<p data-bbox="136 258 297 296">✎ b</p>	<p data-bbox="297 258 1133 571">Level 3 Explains why the polymer has a low melting point in terms of intermolecular forces AND gives two suitable properties, with reasons, for the polymer Quality of communication does not impede communication of science at this level. (5 - 6 marks)</p> <p data-bbox="297 571 1133 884">Level 2 Explains why the polymer has a low melting point in terms of intermolecular forces OR gives two suitable properties, with reasons, for the polymer Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p data-bbox="297 884 1133 1197">Level 1 Attempts to explain why the polymer has a low melting point in terms of intermolecular forces OR gives one suitable property, with a reason, for the polymer OR gives two suitable properties Quality of communication impedes communication of the science at this level. (1 – 2 marks)</p> <p data-bbox="297 1197 1133 1358">Level 0 Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)</p>	6	<p data-bbox="1263 258 2013 296">This question is targeted at grades up to A*</p> <p data-bbox="1263 296 2013 603">Indicative scientific points at level 3 must include:</p> <ul data-bbox="1263 363 2013 497" style="list-style-type: none"> • weak intermolecular forces between polymer molecules • does not need much energy to overcome or break the intermolecular forces <p data-bbox="1263 497 2013 603">do not allow break covalent bonds</p> <p data-bbox="1263 603 2013 1126">Suitable properties may include:</p> <ul data-bbox="1263 641 2013 1094" style="list-style-type: none"> • insoluble in water or waterproof so drink does not leak out • unreactive so it doesn't react with the contents or doesn't break down • flexible or bendy so can be made into different shapes • non-biodegradable so it will not decompose while still in use • non-toxic so drink does not get contaminated • low density or lightweight so that the bottle isn't heavy (to carry or transport) • strong so it contains the pressure or doesn't break when dropped <p data-bbox="1263 1126 2013 1197">ignore rigid / can be recycled / transparent</p> <p data-bbox="1263 1197 2013 1358">Use the L1, L2, L3 annotations in Scoris. Do not use ticks.</p>
Total		7	

Question	Answer	Marks	Guidance
3 a	B (1) not poisonous (1) no smell (1)	3	A or C scores 0 for the question allow ora, eg A is not suitable as it is poisonous (1) allow ora, eg D is not suitable as it has a smell (1) allow D since it is not poisonous (1)
b i		2	allow one mark if the correct labels are swapped around allow a straight line for the tail ignore water loving / water hating
ii	any two from: cell walls rupture (1) (resulting in) loss of (rigid) structure / a softer texture (1) starch grains swell up (1)	2	allow cell walls break down or burst (1) ignore cellulose breaks down allow potato becomes softer (1) allow starch (molecules) swell up (1) ignore cells swell up ignore references to surface area ignore references to denaturing ignore references to proteins
Total		7	

Question	Answer	Marks	Guidance
4	any two from: idea that results on animals not (necessarily) same as with humans (1) animals do not have a choice of being tested (1) idea that may harm or hurt the animal / testing is cruel (1)	2	allow idea that animals have rights / morally wrong / unethical (1) ignore references to alternative methods of testing cosmetics
	Total	2	

Question	Answer	Marks	Guidance
5 a	sand and water <input type="checkbox"/> limestone and sand <input type="checkbox"/> limestone and clay <input checked="" type="checkbox"/> limestone and granite <input type="checkbox"/> sand and clay <input type="checkbox"/>	1	more than one tick scores 0
b i	any two from: steel is strong (under tension) (1) steel is (more) flexible (1) steel stops the concrete stretching / cracking / breaking (1) concrete is hard (1) concrete is strong under compression (1)	2	Assume unqualified answers refer to reinforced concrete allow steel gives concrete (more) strength (1) allow concrete cracks (without steel reinforcing) (1) allow combines the strength and flexibility of steel with the hardness of concrete (2) ignore reinforced concrete is a composite material if no other mark awarded, allow reinforced concrete is stronger or reinforced concrete is more flexible (1)
b ii	(C because) any two from: strongest (1) (very good) resistance to corrosion (1) easily shaped (1) low density (1) other properties more important than high cost (1)	2	marks are for explanation if A or B chosen scores 0 allow doesn't corrode (1) ignore light, but allow lightweight (1)
Total		5	

Question	Answer	Marks	Guidance
6 a	(no because) hastelloy is more resistant to corrosion at high(er) concentrations of acid (at 20°C) / ora (1) but (yes because) all (three) metals are more resistant to corrosion at low(er) temperatures / ora (1)	2	marks are for explanations
b i	0.6 (cm ³ /hour) (1)	1	
b ii	(pH) 6	1	
c	$2Al + 3H_2SO_4 \rightarrow Al_2(SO_4)_3 + 3H_2$ formulae (1) balancing (1)	2	balancing mark is conditional on correct formulae allow any correct multiple e.g. $4Al + 6H_2SO_4 \rightarrow 2Al_2(SO_4)_3 + 6H_2$ allow = or \Rightarrow for arrow not 'and' or & for + allow one mark for correct balanced equation with incorrect use of upper and lower case formulae e.g. $2Al + 3H_2SO_4 \rightarrow Al_2(SO_4)_3 + 3H_2$
	Total	6	


Question	Answer	Marks	Guidance
7 a	hydrogen (1)	1	allow correct answer ticked, circled or underlined in list if answer line is blank
b	chlorine is reactive (and may react with the electrode)/ so that the products don't react with the electrode (1)	1	allow electrode product reacts with electrode / hydrogen reacts with electrode (1) ignore so electrodes do not react with sodium chloride (solution) / so electrodes do not react with solution or electrolyte
c i	$2Cl^- - 2e^- \rightarrow Cl_2$ (1)	1	allow any correct multiple, including fractions
c ii	oxidation because electrons are lost (1)	1	allow oxidation number of <i>Cl</i> increases / oxidation number of <i>Cl</i> goes from -1 to 0 (1) not chlorine loses electrons or chlorine ions lose electrons
Total		4	

Question	Answer	Marks	Guidance										
8 a	<p>argument for: (world) population is rising / (so) need to produce more food (1)</p> <p>argument against: eutrophication or death of aquatic organisms (from excessive use of fertilisers) / idea of pollution of water supplies (from excessive use of fertilisers) (1)</p>	2	<p>must have an argument for and an argument against the use of fertilisers for 2 marks</p> <p>allow increasing population to feed (1) allow fertilisers increase crop yield (1) allow higher level answers eg replace essential elements (used by a previous crop) (1) ignore crops grow bigger or faster or idea of better crops</p> <p>ignore cost</p>										
b i	<table border="1" data-bbox="405 804 936 1038"> <thead> <tr> <th data-bbox="405 804 669 852">Atom</th> <th data-bbox="669 804 936 852">Number</th> </tr> </thead> <tbody> <tr> <td data-bbox="405 852 669 900">N</td> <td data-bbox="669 852 936 900">3</td> </tr> <tr> <td data-bbox="405 900 669 948">H</td> <td data-bbox="669 900 936 948">12</td> </tr> <tr> <td data-bbox="405 948 669 995">P</td> <td data-bbox="669 948 936 995">1</td> </tr> <tr> <td data-bbox="405 995 669 1038">O</td> <td data-bbox="669 995 936 1038">4</td> </tr> </tbody> </table> <p>all four correct scores (2) two or three correct scores (1) one correct scores (0)</p>	Atom	Number	N	3	H	12	P	1	O	4	2	
Atom	Number												
N	3												
H	12												
P	1												
O	4												

Question	Answer	Marks	Guidance
b ii	<p>Level 3 States the name of the acid <u>and</u> the alkali needed to make ammonium phosphate AND fully describes how ammonium phosphate can be made. Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>Level 2 States the name of the acid <u>and</u> the alkali needed to make ammonium phosphate AND attempts to describe how ammonium phosphate can be made. Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>Level 1 States the name of the acid <u>and</u> the alkali needed to make ammonium phosphate OR attempts to describe how ammonium phosphate can be made. Quality of written communication impedes communication of the science at this level. (1 – 2 marks)</p> <p>Level 0 Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)</p>	6	<p>This question is targeted at grades up to A</p> <p>Indicative scientific points may include:</p> <p>Acid needed is phosphoric acid / H_3PO_4</p> <p>Alkali needed is ammonia / ammonium hydroxide / NH_3 / NH_4OH ignore ammonia hydroxide</p> <p>To make ammonium phosphate:</p> <ul style="list-style-type: none"> • titrate the acid with the alkali, using an indicator / add the acid to the alkali (or vice versa), using an indicator • repeat the titration until consistent results are obtained • use the titration result to add the correct amounts of acid and alkali together without the indicator / decolourise indicator with carbon • evaporate (most of) the solution • leave the remaining solution to crystallise <p>allow add excess ammonia to phosphoric acid and then heat the mixture to drive off the excess ammonia</p> <p>Use the L1, L2, L3 annotations in Scoris. Do not use ticks.</p>
Total		10	

Question	Answer	Marks	Guidance
9 a i	all atoms in reactants end up in the product (1)	1	<p>allow only hydrogen peroxide is made / only one product made / no waste products / no unwanted products (1)</p> <p>ignore no product is wasted</p> <p>ignore same number of atoms on each side of the equation / all reactants have been converted into products</p>
ii	<p>reduce the production of unwanted products / reduces amount of waste products (1)</p> <p>makes the process more sustainable (1)</p>	2	<p>reduces waste is not sufficient more cost effective / makes more profit is not sufficient</p> <p>allow makes the process greener (1) ignore better for the environment</p>
b i	<p>idea that 2 g of H₂ makes 34 g of H₂O₂ (1)</p> <p>idea that 100 g of H₂ is 50 x 2 g so mass of H₂O₂ is 34 x 50 (1)</p>	2	<p>allow $\frac{34}{2} \times 100$ (2)</p> <p>eg H₂ + O₂ → H₂O₂ (1) 2x 50 = 100 34 x 50 = 1700</p> <p>allow 32 x 50 = 1600g O₂ (1) and 100g H₂ + 1600g O₂ = 1700g H₂O₂ (1)</p> <p>but 100g + 1600g = 1700g scores 0 if no evidence of other relevant calculation</p>

Question	Answer	Marks	Guidance
ii	<p>LOOK FOR ANSWER FIRST OF ALL IF percentage yield = 90 AWARD 2 MARKS</p> $\frac{1530}{1700} \times 100 \text{ (1)}$ <p>90 (1)</p>	2	<p>allow $\frac{\text{actual}}{\text{predicted}} \times 100$ or $\frac{\text{am}}{\text{pm}} \times 100$ (1)</p>
c	<p>LOOK FOR ANSWER FIRST OF ALL IF atom economy = 12.7(34) OR 13 AWARD 2 MARKS</p> $\frac{34}{169 + 98} \times 100 \text{ or } \frac{34}{267} \times 100 \text{ or } \frac{34}{34 + 233} \times 100 \text{ (1)}$ <p>12.7 (1)</p>	2	<p>allow $\frac{M_r \text{ of desired product}}{\text{sum of } M_r \text{ of all products}} \times 100$ (1)</p>
Total		9	

Question	Answer	Marks	Guidance
10 	<p>Level 3 Complete evaluation including some information from the graph AND explanation using reacting particle model that must mention the idea of collision frequency Quality of communication does not impede communication of science at this level. (5 - 6 marks)</p> <p>Level 2 Complete evaluation including some information from the graph AND explanation using reacting particle model that must mention the idea of collisions OR explanation using reacting particle model that must mention the idea of collision frequency Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>Level 1 Complete evaluation including some information from the graph OR explanation using reacting particle model that must mention the idea of collisions Quality of communication impedes communication of the science at this level. (1 – 2 marks)</p> <p>Level 0 Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)</p>	6	<p>This question is targeted at grades up to A</p> <p>Indicative scientific points may include:</p> <p>Evaluation</p> <ul style="list-style-type: none"> • results support the analysis • idea that as concentration increases reaction time decreases and the rate of reaction increases <p>Reacting particle model</p> <ul style="list-style-type: none"> • as acid is more concentrated particles (of acid) are more crowded • as acid is more concentrated particles (of acid) are closer together • as acid is more concentrated more particles (of acid) per unit volume • as acid is more concentrated there are more collisions • as acid is more concentrated there are more collisions per second <p>allow collisions more often, more chance of collision, increases collision frequency for more collisions per second allow reverse argument with as acid gets less concentrated</p> <p>Use the L1, L2, L3 annotations in Scoris. Do not use ticks.</p>
Total		6	

Question	Answer	Marks	Guidance
11 a	<p>any one from:</p> <p>idea of easier for quality control / idea that batches can be traced and recalled (1)</p> <p>idea of matching seasonal demand (1)</p> <p>often only a small amount of the drug is needed / not in high demand / ora (1)</p> <p>idea that you can switch to making a different drug (1)</p>	1	<p>allow idea of fluctuating demand (1)</p> <p>allow (drugs) aren't needed all the time (1)</p> <p>allow idea that made in batches so that they don't go out of date (1)</p> <p>ignore references to cost</p>
b	<p>any two from:</p> <p>takes a long time to research or test the drug (1)</p> <p>raw materials may be rare (1)</p> <p>purification procedures may be expensive / quality control is expensive (1)</p> <p>may be difficult to automate so expensive labour costs (1)</p> <p>idea that strict safety laws have to be met (1)</p>	2	<p>allow idea that many tests need to be carried out (in developing a drug) (1)</p> <p>allow raw materials are difficult to extract (from plants) (1)</p> <p>ignore raw materials are expensive</p> <p>allow idea of high wages for skilled workers / scientists (1)</p>
Total		3	

Question	Answer	Marks	Guidance
12 a	<p>LOOK FOR ANSWER FIRST OF ALL IF final temperature = 37.2 AWARD 3 MARKS IF final temperature = 37. 23809523809524 / 37 / or any value correctly rounded up to 2 or more decimal places AWARD 2 MARKS</p> $\Delta T = \frac{1600}{25 \times 4.2} \quad (1)$ <p>$\Delta T = 15.23809523809524 \quad (1)$</p> <p>Final temperature = 37.2 (1)</p>	3	<p>allow $\Delta T = \frac{q}{c \times m} \quad (1)$ q = energy transferred c = specific heat capacity m = mass</p> <p>allow any answer correctly rounded up</p> <p>only allow this mark if quoted to one decimal place allow ecf from wrong temperature rise calculated</p>
b	<p>bond breaking absorbs or takes in energy AND bond making releases or gives out energy (1)</p> <p>idea that energy released is greater than energy absorbed (1)</p>	2	<p>Second marking point is dependent on the first</p> <p>allow bond breaking is endothermic AND bond making is exothermic (1)</p> <p>allow more energy associated with bond making than with bond breaking (1) BUT more energy released on forming bonds than absorbed in breaking bonds (2)</p>
Total		5	

Question	Answer	Marks	Guidance
13 a	slippery (1)	1	allow weak bonds or forces between layers (1) allow layers can slide over each other (1)
b	has delocalised electrons / free electrons / electrons can move (1)	1	ignore spare electrons not ions can move
	Total	2	

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