



Rewarding Learning

**General Certificate of Secondary Education
2013–2014**

Science: Single Award

Unit 2 (Chemistry)

Foundation Tier

[GSS21]

THURSDAY 15 MAY 2014, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

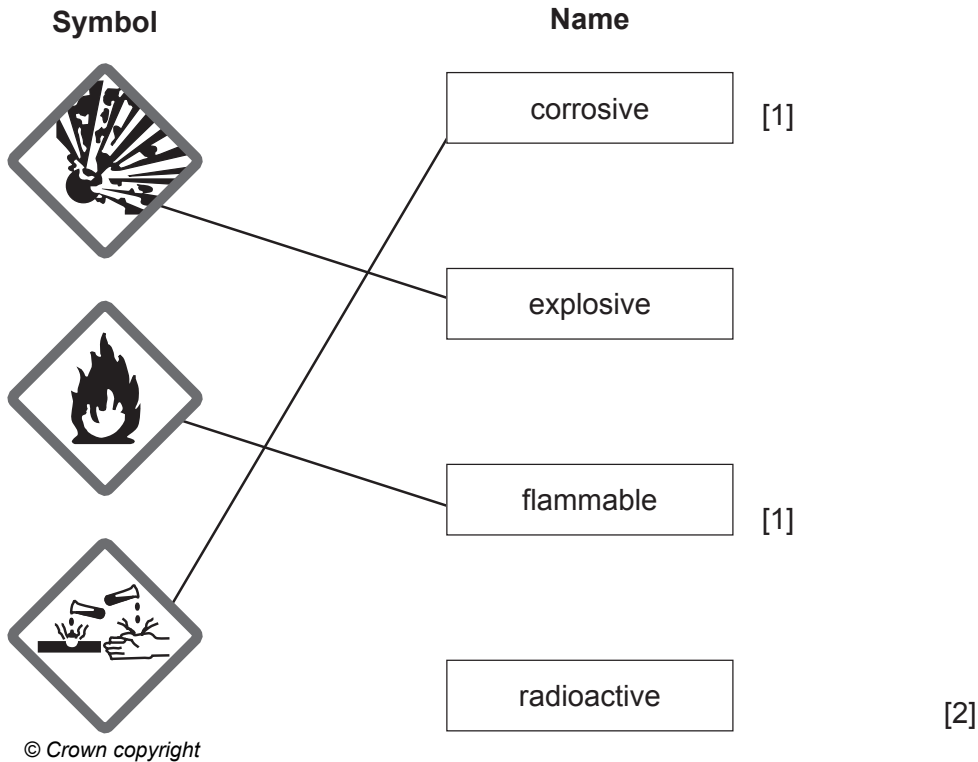
The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

1 (a) [1] for each correct line drawn



(b) Poisonous/kills if swallowed or inhaled/can kill [1] 3

2 (a) Conductor [1]
plastic [1] [2]

(b) Lead [1]
it will have melted at 330 °C [1] [2] 4

3 (a) (i) Lycra [1]
(ii) Nylon **and** Lycra [1]

(b) Any two from:
Synthetic materials are stronger/cheaper/better wearing [2] 4

4 (a) Wool [1]

(b) (i) Fingerprints are unique [1]

(ii) Loop [1]
Arch [1] (Any order) [2] 4

5 (a) D [1]

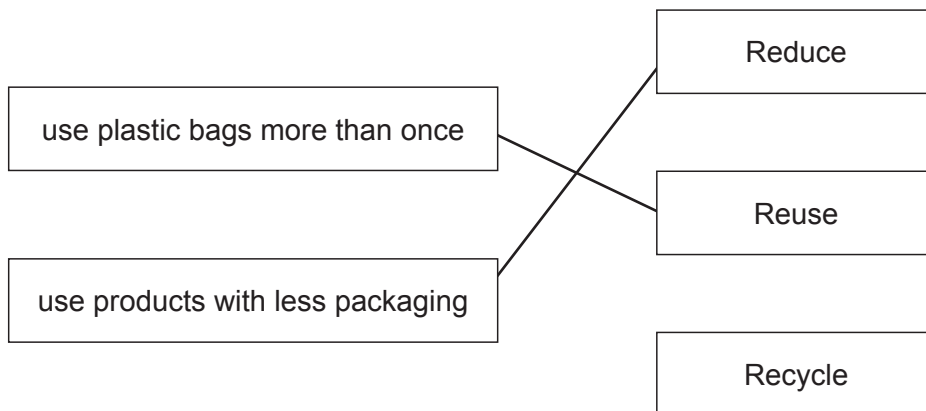
(b) Between 65 and 225 million years old [1]

(c) Earthquakes/weathering/erosion/mountain formation [1] 3

AVAILABLE MARKS
3
4
4
4
3

6 (a) $22.5 + 20 + 16.5 + 10 + 23 = 92$ [1] Must be shown for N.C.M. $100 - 100 - 92 = 8\%$ [1] [2]

(b)



[1] for each line correctly drawn [2]

(c) Reprocessing of cullet/broken into pieces [1]
 use furnace/melt [1]
 remould [1] [3]

(d) 4 bars plotted correctly [2]
 (3 bars plotted correctly [1])
 (ignore bar plotted for glass) [2]

(e) **Any two:**
 providing recycling bins [1]
 separating metal from general waste [1]
 producing mulch from garden waste [1]
 charging businesses for using landfill/fines [1]
 providing recycling centres [1]
 advertising/education [1] [2]

7 (a) Balance/electronic scales (Not scale on own) [1]

(b) Carbon dioxide/a gas is given off [1]

(c) Zinc (carbonate) [1]

(d) Sodium (carbonate) [1]
 no decrease in mass [1]
 no effect on limewater [1]
 (penalise no change in colour) [3]

AVAILABLE MARKS	
11	
6	

			AVAILABLE MARKS
8	(a) Nucleus [1] (electron) shell [1]	[2]	9
	(b) 4	[1]	
	(c) The number of protons and neutrons	[1]	
	(d) Group 2 [1] the atom has two electrons in its outside shell [1]	[2]	
	(e) 2.6	[1]	
	(f) (i) Magnesium oxide	[1]	
	(ii) Oxidation (accept combustion)	[1]	
9	(a) Sedimentary [1] metamorphic [1] (Any order)	[2]	4
	(b) Aluminium	[1]	
	(c) 5.7	[1]	

10 (a) Indicative Content:

- Similarities: **two** from: metal floats on water, bubbles/fizzing/gas given off, moves on water, metal dissolves/disappears, exothermic
- Differences: **two** from: potassium more vigorous, faster, lilac flame
- Products: metal hydroxide and hydrogen [6]

Band	Response	Mark
A	Candidates must use appropriate specialist terms throughout to compare the reactivity of potassium and sodium with water using five or six of the points above, in a logical sequence which includes a named product. They use good spelling, punctuation and grammar and the form and style are of a high standard.	[5–6]
B	Candidates use some appropriate specialist terms to compare the reactivity of potassium and sodium with water using three to four of the points above, in a logical sequence. They use satisfactory spelling, punctuation and grammar and the form and style are of a satisfactory standard.	[3–4]
C	Candidates compare the reactivity of potassium and sodium with water using one or two of the above points. However, these are not presented in a logical sequence. They use limited spelling, punctuation and grammar and have made limited use of specialist terms. The form and style are of a limited standard.	[1–2]
D	Not worthy of credit.	[0]

(b) Francium is very/too reactive [1]
it would be dangerous [1] [2] 8

11 (a) Sodium chloride [1]
water [1]
carbon dioxide [1] (Any order) [3]

(b) Sodium hydroxide is a strong alkali/too corrosive [1] 4

Total 60

AVAILABLE MARKS