



General Certificate of Secondary Education

Science B 4462 / Chemistry 4421

CHY1F Unit 1 Chemistry

Mark Scheme

2008 examination – January 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.

3.8 Unexpected Correct Answers not in the Mark Scheme

The Examiner should use professional judgement to award credit where a candidate has given an unexpected correct answer which is not covered by the mark scheme. The Examiner should consult with the Team Leader to confirm the judgement. The Team Leader should pass this answer on to the Principal Examiner with a view to informing all examiners.

CHY1F**Question 1**

question	answers	extra information	mark
(a)(i)	made up of one sort of atom	accept it is in the periodic table or has its own symbol	1
(a)(ii)	nitrogen / N / N ₂ or oxygen / O / O ₂	do not accept argon or helium do not accept oxide	1
(b)(i)	compound carbon		1 1
(b)(ii)	bond		1
total			5

CHY1F**Question 2**

question	answers	extra information	mark
(a)(i)	colours		1
(a)(ii)	emulsifiers		1
(a)(iii)	preservatives	allow antioxidants	1
(b)	drinks / colours B and C are safe drinks / colours A and D are not safe	accept a <u>pair</u> of one safe colour and one not safe colour identified for 1 mark accept A, B, C and D all contain one safe colour for 1 mark ignore references to shading	1 1
total			5

CHY1F**Question 3**

question	answers	extra information	mark
(a)	soft from vegetable oils only	accept Z	1
	contains the high(est) amount of polyunsaturated fat or the low(est) amount of saturated fat	ignore any values / percentages	1
(b)(i)	unsaturated		1
(a)(ii)	hydrogen		1
	higher		1
total			5

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Question 4

question	answers	extra information	mark
(a)(i)	monomers		1
(a)(ii)	crude oil		1
(b)	<p>any three from:</p> <ul style="list-style-type: none"> • metal may not corrode away / remains • plastic remains / does not break down (decay) / not affected by microorganisms • should recycle / conserve resources / mend the kettle / burn (plastic) as a fuel • landfill sites are limited / filling up • water pollution 	<p>accept non-biodegradable</p> <p>accept it is a waste of materials / resources</p> <p>ignore harms wildlife / habitats or problems caused by burning the kettle</p>	3
total			5

CHY1F**Question 5**

question	answers	extra information	mark
(a)	curve of best fit drawn through or close to all of the points		1
(b)(i)	313		1
(b)(ii)	1989 +/- 1		1
(c)	concentration / amount of carbon dioxide has <u>increased</u> recently the rate of increase is <u>increasing</u>		1 1
total			5

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Question 6

question	answers	extra information	mark
(a)	good (electrical) conductor	allow low reactivity / resistance to corrosion do not accept <u>heat conductor</u>	1
(b)	a mixture of metals	accept contains more than one type of metal	1
(c)(i)	any one from: <ul style="list-style-type: none"> • eyesore • destruction of <u>habitats</u> • pollution of water • dust pollution • noise • traffic pollution 		1
(c)(ii)	acid rain	allow sulfur dioxide is a pollutant	1
(d)(i)	running out of copper (ores)		1
(d)(ii)	any two from: <ul style="list-style-type: none"> • any <u>specific example</u> of using less copper • reuse / recycle • use low-grade copper ores • use other metals / materials in place of copper 	allow do not throw copper / brass away	2
total			7

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Question 7

question	answers	extra information	mark
(a)(i)	old animals / fossils / rocks match (when the continents are put together) or (continents) fit together	ignore 'they are the same shape'	1
(a)(ii)	any two from: <ul style="list-style-type: none"> • continents / plates cannot move (thousands of kilometres) • modern / new animals are different • a land bridge (could explain the matching fossils / rocks) 	accept the continents / plates are attached to the Earth or continents / plates cannot drift / float ignore 'no evidence' 'no proof' 'no reputation'	2
(b)	crust mantle year	allow lithosphere	1 1 1
total			6

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Question 8

question	answers	extra information	mark
(a)(i)	oxygen / O / O ₂	do not accept oxide	1
(a)(ii)	sodium and carbon and oxygen all correct numbers linked to correct elements ie 2 (sodium), a / 1 (carbon), 3 (oxygen)	do not allow symbols alone do not allow oxide accept statement ‘the number and type of atoms’ for 1 mark only ignore types of particles	1 1
(b)(i)	calcium carbonate → calcium oxide + carbon dioxide	allow CaCO ₃ either way round allow CaO + CO ₂ do not allow quick lime maximum 1 mark for unbalanced symbol equation	1 1
(b)(ii)	thermal decomposition	accept endothermic do not accept reversible / equilibrium	1
(c)	any one from: <ul style="list-style-type: none">• lowers energy / temperature needed or conserves energy• decreases the amount of fuel needed• no / less glass going to landfill	do not accept no energy ignore cheaper / easier ignore conserves raw materials or more quarries needed	1
total			7