



**General Certificate of Secondary Education
2018–2019**

**Single Award Science
Chemistry**

Unit 2
Higher Tier

[GSA22]

THURSDAY 28 FEBRUARY 2019, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for GCSE Single Award Science

Candidates must:

- AO1** Demonstrate knowledge and understanding of scientific ideas, scientific techniques and procedures;
- AO2** Apply knowledge, skills and understanding of scientific ideas, scientific enquiry, techniques and procedures; and
- AO3** Analyse information and ideas to interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Marking Calculations

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is good.

Level 3: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Good): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (Excellent): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

1 (a) (i)

Particle	Number
proton	11
neutron	12

[2]

(ii) 2, 8, 1

[1]

(iii) The sodium atom loses 1 electron

[1]

(b) Both sodium and potassium have 1 electron in their outer shell

[1]

5

2 (a) Any **two** of:

- they endanger marine life
- 82% of all litter on beaches is plastic
- they take over 200 years to break down
- 100 000 sea mammals dying every year
- one million birds dying every year

[2]

(b) Shortage of landfill sites/unsightly/take a **long time** to break down (over 200 years)

[1]

(c) Global warming/**increased** greenhouse effect/Earth heating up [1]
polar ice **caps** melt/sea levels rise/increased flooding/climate change/
loss of low-lying land/spread of tropical diseases/weather extremes [1]

[2]

5

3 (a) Safety:

- use safety glasses

Flame Test

- use a flame test rod/inoculating loop
- dip rod into (concentrated) acid
- heat in Bunsen flame
- blue flame
- dip the end of the cleaned rod into the metal solution and place into (blue) Bunsen flame
- clean rod/use a new rod for the other sample
- see if the colours match

Results

- calcium – (brick) red

Band	Response	Mark
A	Candidates must use appropriate specialist terms throughout to describe the experiment, in a logical sequence and using six to eight of the above flame test points and must also include a result. They use good spelling, punctuation and grammar and the form and style are of a high standard.	[5]–[6]
B	Candidates must use some appropriate specialist terms throughout to describe the procedure, using four to five of the above points. They use satisfactory spelling, punctuation and grammar and the form and style are of a satisfactory standard.	[3]–[4]
C	Candidates describe the procedure using only one to three of the above points however these are not presented in a logical sequence. They use limited spelling, punctuation and grammar and they have made little use of specialist terms.	[1]–[2]
D	Not worthy of credit.	[0]

[6]

(b) Microscope

[1]

(c) Any **two** from:

- loop
- whorl
- arch
- composite

[1]

8

4 (a) (i) Volume of gas/cm ³	[1]	AVAILABLE MARKS
(ii) Less than 3 correct points = [0] mark 3 correct points = [1] mark 4 correct points = [2] marks Line of best fit = [1] mark (no ruler)	[3]	
(iii) As time increases volume of gas increases [1] until 80 s/77 cm ³ of gas then remains the same [1]	[2]	
(iv) $\frac{58}{40} = 1.45$	[1]	
(b) (i) Any three points from: • as temperature increases reactant particles have more energy • more particles have enough energy to collide • particles are moving faster (at high temperature)/collide more often • leading to more successful collisions • in a given period of time	[3]	
(ii) Increasing concentration [1] catalyst [1]	[2]	12
5 (a) The temperature at which a solid turns into a liquid	[1]	
(b) (i) Methane	[1]	
(ii) Methane	[1]	
(iii) Gas [1] 100 °C is above its boiling point [1]	[2]	
(c) Sublimation	[1]	6
6 (a) $6.2 \div 10.5$ [1] = 0.59 [1] 0.6 to 1 decimal point [1]	[3]	
(b) (i) C	[1]	
(ii) Mobile	[1]	
(iii) Water/ethanol/alcohol	[1]	6

7 (a) (i)

Element	Numbers of atoms
Aluminium	2 [1]
Carbon	
Oxygen	9 [1]

[2]

(ii) 11

[1]

(b) (i) 2(HCl)

[1]

(ii) Neutralisation

[1]

5

8 (a) Covalent bonding [1]

idea of sharing electrons [1]

each atom shares 1 electron [1]

[3]

(b) 3

[1]

(c) Hydrogen/water/methane/ammonia/oxygen or any other correct

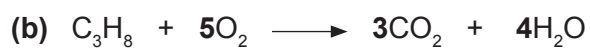
[1]

5

9 (a)

Alkane	Molecular formula	Structural formula
Methane [1]		
		$ \begin{array}{cc} \text{H} & \text{H} \\ & \\ \text{C} = & \text{C} \\ & \\ \text{H} & \text{H} \end{array} $
	C_4H_{10} [1]	

[3]



LHS [1] RHS [1] Balanced equation [1]

[3]

(c) **Many** small molecules (monomers) [1]
can be joined (to make polymers). [1]

[2]

TotalAVAILABLE
MARKS

8

60