



GCSE

Chemistry B

Unit **B741/01**: Modules C1, C2, C3 (Foundation Tier)

General Certificate of Secondary Education

Mark Scheme for June 2017

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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 used in scoris

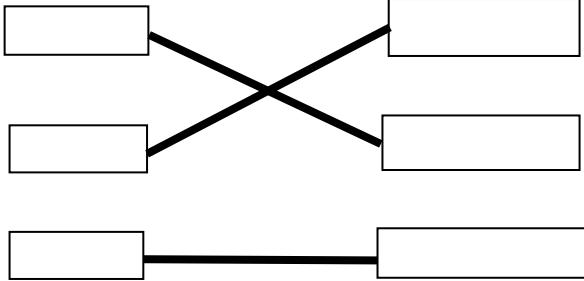
Annotation	Meaning
✓	correct response
✗	incorrect response
BOD	benefit of the doubt
NBOD	benefit of the doubt <u>not</u> given
ECF	error carried forward
▲	information omitted
I	ignore
R	reject
CON	contradiction

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

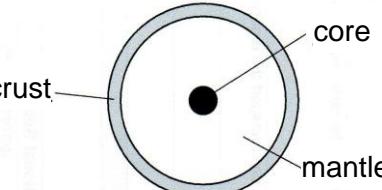
MARK SCHEME

Question	Answer	Marks	Guidance
1 a i	B / purple (1) colour fades in both light and temperature (1)	2	award 0 marks for the question with incorrect choice
ii	C / pink (1) changes colour as the temperature changes (1)	2	award 0 marks for the question with incorrect choice but second mark can be given if no choice given
b	solvent – thins the paint (1) binding medium – sticks the pigment to the surface (1)	2	allow solvent dissolves other constituents / makes the paint easier to run / so it is easier to spread (1) allow sticks the paint to the surface (1) not binds the pigment together / binds pigment to solvent
	Total	6	

Question	Answer	Marks	Guidance
2 a	acid + alcohol → ester + water (1)	1	allow a named alcohol e.g. ethanol (1) allow phonetic spelling
b	perfumes (1)	1	allow pear drops / food flavours / air freshener / deodorants (1) food additive it not sufficient
c	 (2)	2	all correct (2) one or two correct (1)
d	any two from: to check they are not poisonous or toxic (1) to check they do not irritate skin (1) to check they do not stain (1) to check they are safe (1)	2	allow to check if they are harmful (1) allow to see if there is a reaction with skin (1) allow to check if they are dangerous (1) allow to check for 'side-effects' / to check to see if there is a reaction (1) ignore testing the smell or odour
	Total	6	

Question	Answer	Marks	Guidance
3 a	B (1)	1	allow ethene / C_2H_4 (1) but letter takes precedence
b	A (1)	1	allow methane / CH_4 (1) but letter takes precedence
c	B (1)	1	allow ethene / C_2H_4 (1) but letter takes precedence
d	C (1)	1	allow poly(bromoethene) / $(C_2H_3Br)_n$ (1) but letter takes precedence (1)
e	land fill (1) burning / incinerating (1) recycling (1)	3	allow put on tip / bury underground (1) ignore reuse them allow cracked (to make new monomers) (1) ignore put in the bin ignore turn it into a gas not broken down into smaller polymers
	Total	7	

Question	Answer	Marks	Guidance
4	<p>Level 3 States two other factors to be considered AND chooses A or B with at least two reasons Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>Level 2 States two other factors to be considered OR States one other factor and chooses A or B with a reason OR chooses A or B with at least two reasons Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>Level 1 States one other factor to be considered OR chooses A or B with a reason 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 grade C.</p> <p>Indicative scientific points may include:</p> <p>Other factors</p> <ul style="list-style-type: none"> • availability • storage • toxicity • ease of use • amount of ash or smoke produced • physical state of fuel • renewability • flammability / does it explode easily • how long to make the fuel <p>ignore general references to pollution</p> <p>Choice and reasons</p> <ul style="list-style-type: none"> • A because it has a high energy value, only makes carbon dioxide and is reasonably cheap • B because it is cheap and has many years supply <p>Use the L1, L2, L3 annotations in Scoris; do not use ticks.</p>
		6	

Question	Answer	Marks	Guidance
5 a (2)	 <p>core crust mantle</p>	2	<p>all three labels correct (2)</p> <p>one or two labels correct (1)</p> <p>allow inner core for core but not outer core</p> <p>allow inner or outer crust for crust</p>
b	<p>any two from:</p> <p>soil is (very) fertile / crops grow better / aw (1)</p> <p>provide geothermal energy / used to heat water / cheap source of heat (1)</p> <p>idea of taking advantage of tourists (1)</p> <p>idea that people may want to study the volcano (1)</p>	2	<p>allow soil has many nutrients present (1)</p> <p>ignore soil is good unless qualified, e.g. can grow bigger crops or soil good for crops would be sufficient to gain a mark</p> <p>ignore for warmth</p> <p>views and attractiveness is not sufficient</p> <p>allow want to live in same place (as rest of family) (1)</p> <p>allow housing may be cheap / land may be cheap (1)</p> <p>ignore because there is nowhere else to go</p>

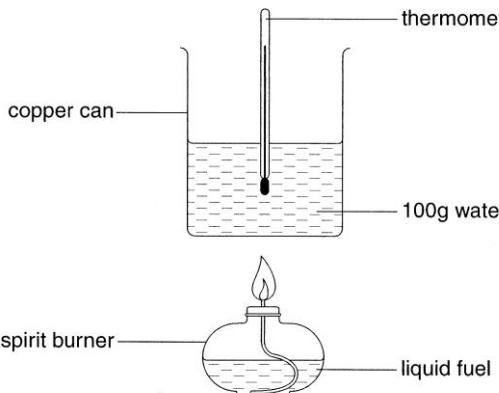
Question	Answer	Marks	Guidance
5 c	<p>any one from:</p> <p>(scientific) conference / lecture (1) (scientific) paper / journal / magazine (1) internet / blog / Twitter / Facebook (1) email (1) book (1) newspaper (1) television (1)</p> <p>AND</p> <p>any one from:</p> <p>work can be checked (1) to see if work can be replicated / so work does not need to be duplicated (1) so that further evidence can be collected (1) to provide information to other scientists or public or other organisations / AW (1) so they can get recognition for their work (1) for education (1)</p>	2	<p>send it to a scientist is not sufficient</p> <p>allow media or write up his work or writing down his work if no other marks scored from this section (1)</p> <p>allow peer-review / work can be evaluated (1)</p> <p>allow work can be developed further (1)</p> <p>allow so other scientists cannot take credit (1)</p> <p>allow to help predict other eruptions (1)</p> <p>allow so others know what they have done (1)</p>
	Total	6	

Question	Answer	Marks	Guidance										
6 a	ammonia + sulfuric (acid) \rightarrow ammonium sulfate (1)	1	<p>allow = or \rightleftharpoons instead of \rightarrow not 'and' or '&' instead of '+'</p> <p>allow $\text{NH}_3 + \text{H}_2\text{SO}_4 \rightarrow (\text{NH}_4)_2\text{SO}_4$ balancing not required</p> <p>allow mix of correct names and correct formulae if mix of names and formulae, name takes precedence</p> <p>ignore + water as a product</p>										
b	potassium nitrate (1)	1	allow KNO_3 but name takes precedence (1)										
c	burette (1)	1	allow correct answer ticked, circled or underlined in list if answer line is blank										
d	<table border="1"> <thead> <tr> <th>Atom</th><th>Number</th></tr> </thead> <tbody> <tr> <td>N</td><td>1</td></tr> <tr> <td>H</td><td>6</td></tr> <tr> <td>P</td><td>1</td></tr> <tr> <td>O</td><td>4</td></tr> </tbody> </table>	Atom	Number	N	1	H	6	P	1	O	4	2	<p>all four correct (2)</p> <p>two or three correct (1)</p>
Atom	Number												
N	1												
H	6												
P	1												
O	4												
	Total	5											

Question	Answer	Marks	Guidance
7 a	nitrogen obtained from air (1) hydrogen obtained from natural gas / hydrogen obtained by cracking oil fractions (1)	2	
b	reaction that goes both ways / AW (1)	1	<p>allow returns to original reactants / goes back to where it started (1)</p> <p>allow idea that you can get the reactants back, this may be in the form of a word equation (1)</p> <p>allow the reaction can go backwards and forwards / reaction can be undone</p> <p>ignore 'a reaction that can be reversed'</p> <p>ignore can get elements back</p> <p>ignore physical processes mentioned</p>
c	manufacture of nitric acid / manufacture of explosives / use in cleaning fluids / manufacture of dyes / manufacture of plastics / manufacture of drugs (1)	1	ignore to make bleach
d	(pressure) 400 (atmospheres) and (temperature) 100 (°C) (1)	1	<p>both required</p> <p>allow any pressure above 400 and any temperature below 100</p>
	Total	5	

Question	Answer	Marks	Guidance
8 a	E (1)	1	
b	<p>(yes because)</p> <p>idea that this alloy is a good conductor (of electricity) (1)</p> <p>and has good ductility / can easily be pulled into wires (1)</p>	2	<p>marks are for explanation BUT just quoting numbers is insufficient</p> <p>just 'conducts (electricity)' is not sufficient</p> <p>not it has the highest (electrical) conductivity</p> <p>just 'it is ductile' / 'it is quite ductile' / 'it is fairly ductile' is not sufficient</p> <p>ignore comments about strength</p> <p>ignore comments about other brasses</p> <p>BUT</p> <p>allow no use A because it is the best conductor (of electricity) (1)</p>

Question	Answer	Marks	Guidance												
8 c	<p>Level 3 Identifies and explains at least one relevant property needed in making helicopters</p> <p>AND</p> <p>Explains which metal (aluminium, steel or both) is suited to make helicopters Quality of written communication does not impede communication of the science at this level. (5–6 marks)</p> <p>Level 2 Identifies and explains at least one relevant property needed in making helicopters</p> <p>OR</p> <p>Explains which metal (aluminium, steel or both) is suited to make helicopters Quality of written communication partly impedes communication of the science at this level. (3–4 marks)</p> <p>Level 1 Identifies at least one relevant property of metals needed to make a helicopter. Quality of written communication impedes communication of the science at this level. (1–2 marks)</p> <p>Level 0 Insufficient or irrelevant science such as repeating the question. Answer not worthy of credit. (0 marks)</p>	6	<p>This question is targeted at grades up to C</p> <p>Relevant scientific points at level 3 may include:</p> <table border="1"> <thead> <tr> <th>Property for making helicopter</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td>low density / lightweight</td> <td>so less fuel needed / travels faster</td> </tr> <tr> <td>does not corrode</td> <td>will last longer / no need to pay for rust treatment</td> </tr> <tr> <td>malleable</td> <td>can be easily shaped</td> </tr> <tr> <td>strong</td> <td>less damage (in a crash)</td> </tr> <tr> <td>hard</td> <td>not scratched</td> </tr> </tbody> </table> <p>ignore strong so lasts a long time</p> <p>Relevant scientific point at all levels may include:</p> <p>Aluminium is used to make helicopters because it is</p> <ul style="list-style-type: none"> • lower density / lightweight • does not corrode • malleable. <p>Steel is used to make helicopters because it is</p> <ul style="list-style-type: none"> • stronger • malleable • cheaper <p>Use the L1, L2, L3 annotations in scoris. Do not use ticks.</p>	Property for making helicopter	Explanation	low density / lightweight	so less fuel needed / travels faster	does not corrode	will last longer / no need to pay for rust treatment	malleable	can be easily shaped	strong	less damage (in a crash)	hard	not scratched
Property for making helicopter	Explanation														
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malleable	can be easily shaped														
strong	less damage (in a crash)														
hard	not scratched														
	Total	9													

Question	Answer	Marks	Guidance
10 a	 <p>any three from:</p> <ul style="list-style-type: none"> suitable container for fuel (1) suitable container of water above burning flame (1) use of thermometer in the water (1) fair test – same mass or volume or amount of water in copper can / same distance between burner and copper can / use same burner each time / same copper can / same size flame or wick (1) 	3	<p>if experiment is unsafe, or incorrect experiment, max 1</p> <p>marks can be awarded from a labelled diagram or written answer</p> <p>allow paraffin burner / crucible with fuel not Bunsen burner</p> <p>ignore same mass of fuel</p>
b	<p>(yes because)</p> <p>fuel B gave same temperature rise as other fuels (1)</p> <p>for least mass of fuel burned (1)</p>	2	<p>marks are for explanation</p> <p>allow temperature rise was 20°C for all fuels</p> <p>allow only 0.6g of fuel burned i.e. answers must be comparative</p>

Question	Answer	Marks	Guidance								
10 c	energy given out or heat given out (1)	1	allow temperature (of surroundings) increase allow heat or energy produced / made / exits / released allow energy or heat is lost (limit of acceptability) ignore gives more energy not energy or heat is created								
d	<table border="1"> <thead> <tr> <th>atom</th> <th>number</th> </tr> </thead> <tbody> <tr> <td>C</td> <td>4</td> </tr> <tr> <td>H</td> <td>10</td> </tr> <tr> <td>O</td> <td>1</td> </tr> </tbody> </table>	atom	number	C	4	H	10	O	1	2 (2)	all three correct (2) one or two correct (1)
atom	number										
C	4										
H	10										
O	1										
	Total	8									

Question	Answer	Marks	Guidance
11 a	calcium carbonate + hydrochloric acid → calcium chloride + carbon dioxide + water (1)	1	order of substances on either side of arrow is unimportant allow marble for calcium carbonate allow mixture of correct formulae and names but names take precedence allow correct formulae, i.e. (1) $\text{CaCO}_3 + \text{HCl} \rightarrow \text{CaCl}_2 + \text{CO}_2 + \text{H}_2\text{O}$ balancing is not required

			allow = or \rightleftharpoons for arrow not 'and' or & for +
b i	0.49 / 0.5 (g) (1)	1	
b ii	2.9 / 3.0 (minutes) (1)	1	allow just '3' (minutes)
b iii	curve for small chips is steeper / ora (1)	1	assume unqualified answer refers to small marble chips allow for a given time more gas with smaller chips (1) allow reaction finishes in shorter time / reaction finishes before the large chips / curve ends first / reaction stops sooner (1) ignore references to reaction finishes in a faster / quicker time allow numbers quoted from the graph but they must be correct to within $\pm\frac{1}{2}$ square
c	idea that powders are very flammable / idea that powders can lead to explosions (1)	1	allow reference to choking hazard allow respiratory or breathing problems

Question	Answer	Marks	Guidance
d	<p>Level 3 Answer applies understanding of the reacting particle model (with collisions) to explain how increasing the temperature AND increasing the concentration of the acid will increase the rate of reaction. Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>Level 2 Answer applies understanding of the reacting particle model (collisions) to explain how increasing the temperature increases the rate of</p>	6	<p>This question is targeted at grades up to C</p> <p>Indicative scientific points may include:</p> <ul style="list-style-type: none"> more collisions between particles result in faster reaction <p>temperature increase: increasing the temperature of the increases the rate of reaction because</p> <ul style="list-style-type: none"> idea that particles move faster / particles have more energy / more (successful) collisions / collisions are more energetic idea of increased collisions (frequency)

<p>reaction OR increasing the concentration of the acid increases the rate of reaction.</p> <p>OR</p> <p>Answer applies understanding of the reacting particle model (no collisions) to explain how increasing the temperature increases the rate of reaction AND increasing the concentration of the acid increases the rate of reaction</p> <p>Quality of written communication partly impedes communication of the science at this level.</p> <p style="text-align: right;">(3 – 4 marks)</p> <p>Level 1</p> <p>Answer describes that increasing the temperature and increasing the concentration will increase the rate of reaction</p> <p>OR</p> <p>describes that more collisions will increase the rate of reaction.</p> <p>Quality of written communication impedes communication of the science at this level.</p> <p style="text-align: right;">(1 – 2 marks)</p> <p>Level 0</p> <p>Insufficient or irrelevant science. Answer not worthy of credit</p> <p style="text-align: right;">(0 marks).</p>		<p>concentration increase: increasing the concentration of a reactant increases the rate of reaction because</p> <ul style="list-style-type: none"> • idea of more crowded particles / more particles in same volume • idea of increased collisions (frequency) <p>ignore references to 'more particles'</p> <p>allow increase in pressure / shaking / swirling as another method of increasing the rate of reaction</p> <p>pressure increase: increasing the pressure of a (gaseous) reactant increases the rate of reaction because</p> <ul style="list-style-type: none"> • idea of more crowded particles / more particles in same volume • idea of increased collisions (frequency) <p>ignore references to 'more particles'</p> <p>allow reference to ions / atoms / molecules instead of particles</p> <p>Use the L1, L2, L3 annotations in Scoris. Do not use ticks.</p>
Total	11	

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