



*Rewarding Learning*

**General Certificate of Secondary Education  
2020–2021**

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**Single Award Science  
Chemistry**

Unit 2  
Higher Tier

**[GSA22]**

**THURSDAY 12 NOVEMBER, MORNING**

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**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) As you move down (the group) melting point decreases [1]
- (ii) 550–650 °C [1]
- (iii) **Potassium** has a lower density than **sodium/sodium** has a higher density than **potassium** [1]
- (b) (i) Float, move **across the surface**, make bubbles, disappear, lilac flame, exothermic/heat given out, violent reaction (any **two**) [2]
- (ii) Differences, choose any from:
- rubidium melts quickly, unlike potassium
  - rubidium burns more violently than potassium
  - rubidium disappears instantly, faster than potassium
  - rubidium sinks, potassium floats
- do **not** accept rubidium is more reactive  
Or other suitable [1]
- (iii) Potassium + water  $\longrightarrow$  potassium hydroxide + hydrogen  
[1] [1] [2]

2 Safety:

- care using a Bunsen burner/do not touch hot nichrome wire/wear gloves when handling acid

Flame Test

- dip wire into (concentrated) acid and put into Bunsen flame
- until no change in the flame colour
- dip the end of the cleaned wire into the sample
- place into **blue** (Bunsen) flame
- clean the nichrome wire in between samples

Results

- copper – blue-green
- sodium – yellow/orange

| Band | Response  | Mark    |
|------|---|---------|
| A    | Candidates must use appropriate specialist terms throughout to describe the experiment, in a logical sequence and using <b>six to eight</b> 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 <b>three to five</b> 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 <b>one or two</b> 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    | Response not worthy of credit.  | [0]     |

[6]

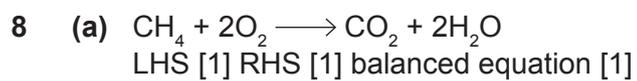
AVAILABLE  
MARKS

8

6

|   |     |   | AVAILABLE MARKS |   |
|---|-----|---|-----------------|---|
| 3 | (a) | Carbon and hydrogen   | [1]             |   |
|   | (b) | (i) Total 96.9 [1]<br>100 – 96.9 = 3.1 [1]  | [2]             |   |
|   |     | (ii) It is brittle below 5 °C so will crack.  | [1]             |   |
|   |     | (iii) It bends/become more flexible/lose its shape, so less useful for holding liquids                | [1]             |   |
|   | (c) | It cannot be broken down [1] by microbes [1]  | [2]             | 7 |
| 4 | (a) | Any <b>two</b> from:<br>• transparent<br>• lightweight<br>• good conductor of electricity             | [2]             |   |
|   | (b) | (i) $1 \times 10^{-9}$ m/0.000000001 m  | [1]             |   |
|   |     | (ii) Benefits:<br>no white marks/better skin coverage/more protection from UV rays                    | [1]             |   |
|   |     | (iii) Risks:<br>not all risks may be evident yet/can enter human cells and cause damage to body cells | [1]             |   |
| 5 | (a) | (i) Correct shell diagram (2,8,3)   | [1]             |   |
|   |     | (ii) Number of <b>protons</b> equal number of <b>electrons</b>  | [1]             |   |
|   |     | (iii) Total number of protons and neutrons in an atom   | [1]             |   |
|   |     | (iv) Aluminium has 3 <b>electrons</b> in its outer shell.   | [1]             |   |
|   | (b) | (i) Lone pair   | [1]             |   |
|   |     | (ii) 2  | [1]             |   |
|   |     | (iii) A <b>shared pair</b> of electrons   | [1]             |   |
|   |     | (iv) Hydrogen, hydrogen chloride, methane or other suitable   | [1]             |   |
|   |     |   |                 | 8 |

|   |     |   | AVAILABLE MARKS |    |
|---|-----|---|-----------------|----|
| 6 | (a) | Many monomers/repeating units/small molecules [1]<br>joined to make a long chain [1]  | [2]             |    |
|   | (b) | (i) <div style="display: flex; align-items: center; margin-left: 20px;"> <math display="block">\left[ \begin{array}{cc} \text{Cl} &amp; \text{H} \\   &amp;   \\ \text{--- C} &amp; \text{--- C ---} \\   &amp;   \\ \text{H} &amp; \text{H} \end{array} \right]_n</math> <div style="margin-left: 10px;"> <p>single bond with lines through the brackets [1]<br/>correct position of "n" [1]</p> </div> </div> | [2]             |    |
|   |     | (ii) Chloroethene has a chlorine as well as carbon and hydrogen/<br>not just carbon and hydrogen only   | [1]             | 5  |
| 7 | (a) | (i) Conical flask   | [1]             |    |
|   |     | (ii) Lit splint produces a squeaky pop  | [1]             |    |
|   |     | (iii) $\text{Mg (s)} + 2\text{HCl (aq)} \longrightarrow \text{MgCl}_2 \text{ (aq)} + \text{H}_2 \text{ (g)}$<br>Correct state symbols [2] any 2 correct state symbols [1]   | [2]             |    |
|   | (b) | (i) 6 correct points [2] 5 correct points [1]<br>correct line of best fit [1]   | [3]             |    |
|   |     | (ii) $30 \text{ s} \pm 1$   | [1]             |    |
|   | (c) | (i) As time increases volume of gas produced increases [1]<br>until 155/160 s then it remains the same/75 cm <sup>3</sup> of gas then<br>remains the same [1]   | [2]             |    |
|   |     | (ii) Steeper curve starting at (0,0) [1]<br>levels off at same volume (75 cm <sup>3</sup> ) [1]   | [2]             |    |
|   |     | (iii) Any <b>three</b> of the following: <ul style="list-style-type: none"> <li>• particles in this reaction have more energy</li> <li>• they move faster</li> <li>• have more collisions</li> <li>• leading to more successful collisions</li> <li>• in a given period (of time)</li> </ul>  | [3]             | 15 |



[3]

(b)

| Hydrocarbon | Molecular formula          | Structure   |
|-------------|----------------------------|---|
| methane     | $\text{CH}_4$              | <pre>       H             H-C-H               H           </pre>  |
| ethane      | $\text{C}_2\text{H}_6$ [1] | <pre>       H   H                 H-C - C-H                   H   H           </pre>  |
| butane [1]  | $\text{C}_4\text{H}_{10}$  | <pre>       H   H   H   H                         H-C - C - C - C-H                           H   H   H   H           </pre> <p>[1]</p> |

[3]

**Total**

**AVAILABLE  
MARKS**

6

**60**

