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# GCSE

# Combined Science: Trilogy

8464/C/1F – Chemistry Paper 1 – Foundation Tier

Mark scheme

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8464

June 2018

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Version/Stage: 1.1 Final

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## 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
- the Assessment Objectives and specification content that each question is intended to cover.

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 and underlining

- 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 bullet points 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.
- 2.4** Any wording that is underlined is essential for the marking point to be awarded.

### 3. Marking points

#### 3.1 Marking of lists

This applies to questions requiring a set number of responses, but for which students 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]

Student	Response	Marks awarded
1	green, 5	0
2	red*, 5	1
3	red*, 8	0

Example 2: Name two planets in the solar system.

[2 marks]

Student	Response	Marks awarded
1	Neptune, Mars, Moon	1
2	Neptune, Sun, Mars, Moon	0

#### 3.2 Use of chemical symbols / formulae

If a student 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

Marks should be awarded for each stage of the calculation completed correctly, as students are instructed to show their working. Full marks can, however, be given for a correct numerical answer, without any working shown.

#### 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 is 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 ecf 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 Allow

In the mark scheme additional information, 'allow' is used to indicate creditworthy alternative answers.

### 3.9 Ignore

Ignore is used when the information given is irrelevant to the question or not enough to gain the marking point. Any further correct amplification could gain the marking point.

### 3.10 Do **not** accept

Do **not** accept means that this is a wrong answer which, even if the correct answer is given as well, will still mean that the mark is not awarded.

## 4. Level of response marking instructions

Extended response questions are marked on level of response mark schemes.

- Level of response mark schemes are broken down into levels, each of which has a descriptor.
- The descriptor for the level shows the average performance for the level.
- There are two marks in each level.

Before you apply the mark scheme to a student's answer, read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### **Step 1: Determine a level**

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer.

When assigning a level you should look at the overall quality of the answer. Do **not** look to penalise small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level.

Use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 2 with a small amount of level 3 material it would be placed in level 2 but be awarded a mark near the top of the level because of the level 3 content.

### **Step 2: Determine a mark**

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this.

The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do **not** have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

You should ignore any irrelevant points made. However, full marks can be awarded only if there are no incorrect statements that contradict a correct response.

An answer which contains nothing of relevance to the question must be awarded no marks.

Question	Answers	Extra information	Mark	AO / Spec. Ref.										
01.1	ionic		1	AO1 5.2.1.3										
01.2	a molecule		1	AO1 5.2.1.4										
01.3	a fullerene		1	AO1 5.2.3.3										
01.4	covalent		1	AO1 5.2.3.2										
01.5	1		1	AO1 5.2.3.2										
01.6	solid		1	AO1 5.2.2.8										
01.7	electrons		1	AO1 5.2.2.8										
01.8	dissolved		1	AO1 5.2.2.3										
01.9	<table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 50%;">Statement</th> <th style="text-align: left; width: 50%;">Reason</th> </tr> </thead> <tbody> <tr> <td style="border: 1px solid black; padding: 2px;">Solid sodium chloride does not conduct electricity</td> <td style="border: 1px solid black; padding: 2px;">The ions are fixed</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">Molten sodium chloride conducts electricity</td> <td style="border: 1px solid black; padding: 2px;">The ions are mobile</td> </tr> <tr> <td></td> <td style="border: 1px solid black; padding: 2px;">The ions are neutral</td> </tr> <tr> <td></td> <td style="border: 1px solid black; padding: 2px;">The ions are vibrating</td> </tr> </tbody> </table>	Statement	Reason	Solid sodium chloride does not conduct electricity	The ions are fixed	Molten sodium chloride conducts electricity	The ions are mobile		The ions are neutral		The ions are vibrating	do <b>not</b> accept if more than 1 line from 1 box	1  1	AO1 5.2.2.3
Statement	Reason													
Solid sodium chloride does not conduct electricity	The ions are fixed													
Molten sodium chloride conducts electricity	The ions are mobile													
	The ions are neutral													
	The ions are vibrating													
<b>Total</b>			<b>10</b>											

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.1	group 7		1	AO1 5.1.2.6
02.2		<p>one shared pair anywhere in overlap between two circles <b>or</b> on intersection</p> <p>6 other electrons on each atom</p> <p>allow dots <b>or</b> crosses <b>or</b> mixture for all marks</p> <p>ignore any inner shell electrons</p>	1  1	AO2 5.1.2.6 5.2.1.4
02.3	<p>bromine</p> <p>potassium chloride</p>	<p>allow correct chemical formulae</p> <p>either order</p>	1  1	AO2 5.1.1.1 5.1.2.6
02.4	displacement		1	AO1 5.1.2.6
02.5	(an) electron		1	AO2 5.1.2.6
02.6	smaller than		1	AO2 5.1.2.1 5.1.2.6



<b>02.7</b>	(chlorine has) fewer levels / shells (of electrons)	mark independent of answer to question <b>02.6</b> allow converse for bromine allow (chlorine has) fewer electrons allow Cl has 3 levels / shells <u>and</u> Br has 4 levels / shells ignore atomic number <b>or</b> mass number <b>or</b> number of protons	1	AO2 5.1.2.1 5.1.2.6
<b>02.8</b>	3	allow multiples	1	AO2 5.1.1.1 5.1.2.6
<b>02.9</b>	there are <u>weak forces</u>  between <u>molecules</u>  which require little <u>energy</u> to overcome / break	do <b>not</b> accept weak bonds  allow weak intermolecular forces for the first <b>2</b> marks  allow does not need much <u>energy</u> to boil	1  1  1	AO1 5.1.2.6 5.2.2.4  AO1 5.1.2.6 5.2.2.4  AO2 5.1.2.6 5.2.2.4
<b>Total</b>			<b>13</b>	

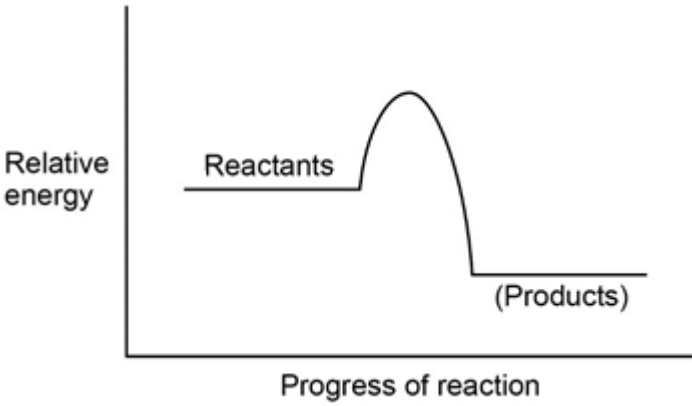
Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.1	H <sup>+</sup>		1	AO1 5.4.2.4
03.2	nitric (acid) <b>or</b> HNO <sub>3</sub> zinc (oxide) <b>or</b> ZnO	this order only	1 1	AO2 5.4.2.3
03.3	dissolved in water		1	AO1 5.1.1.1
03.4	any value from 0 to less than 8		1	AO2 5.4.2.4
03.5	<b>Level 2:</b> The method would lead to the production of a valid outcome. Key steps are identified and logically sequenced.		3–4	AO3
	<b>Level 1:</b> The method would not lead to a valid outcome. Some relevant steps are identified, but links are not made clear.		1–2	AO2
	<b>No relevant content</b>		0	
	<b>Indicative content</b>  <ul style="list-style-type: none"> <li>add universal indicator <b>or</b> wide range indicator</li> </ul> indicator turns blue / purple / violet (because pH = 14) <b>or</b> has highest pH <b>or</b> is an alkali so A is sodium hydroxide  indicator turns red (because pH = 2) <b>or</b> has lowest pH <b>or</b> is an acid so B is phosphorus oxide  indicator turns green (because pH = 7) <b>or</b> neutral so C is silicon dioxide  <ul style="list-style-type: none"> <li>add solid to water</li> </ul> A and B dissolve; C does not so C is silicon dioxide		5.1.2.3 5.4.2.4	
<b>Total</b>			<b>9</b>	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.1	B		1	AO2 5.1.2.1
04.2	calcium oxide <b>or</b> CaO carbon dioxide <b>or</b> CO <sub>2</sub>	either order	1 1	AO1 5.1.1.1 5.3.1.3
04.3	decomposition		1	AO1 5.3.1.3
04.4	endothermic		1	AO1 5.5.1.1
04.5	32 (g)	allow 31–33 (g)	1	AO2 5.3.1.3
04.6	$\frac{32}{5.2} \times 24$ 148 (g) <b>or</b> uses graph eg 12 dm <sup>3</sup> gives 74 (g) (1) (then factors up so that 24 dm <sup>3</sup> gives) 148 (g) (1)	an answer of 148 (g) scores <b>2</b> marks allow ecf from question <b>04.5</b>  allow a range 143–153 (g)  allow a range 143–153 (g)	1  1	AO3 5.3.1.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
<b>04.7</b>	(mistakes) increase in mass = 3 (not 4)  inserted numbers inversely into formula  (calculation)  $\text{gradient} = \frac{750}{3}$  250 (cm <sup>3</sup> per g)	mark mistakes and calculation independently  allow mistakes in either order  allow numbers wrong way round  an answer of 250 scores the <b>2</b> calculation marks  allow $\frac{1000}{4}$  if no calculation marks awarded allow $\frac{750}{3}$ <b>or</b> 187.5 <b>or</b> $\frac{3}{750}$ <b>or</b> 0.004 for <b>1</b> mark	1  1  1  1	AO3 5.3.1.3
<b>04.8</b>	3 × 16 or 48  (48) + 12 or 60  84 – (60) <b>or</b> 24  magnesium <b>or</b> Mg	an answer of 24 scores the <b>3</b> calculation marks  allow their mass of oxygen + 12  allow 84 – their mass of carbonate  magnesium <b>or</b> Mg without working scores this mark	1  1  1  1	AO2 5.3.1.2 5.3.1.3 5.1.1.5
<b>Total</b>			<b>16</b>	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.1	chlorine		1	AO2 5.4.3.4
05.2	copper is less reactive than hydrogen		1	AO2 5.4.3.4
05.3	1.8 (mg)	allow an answer in range 1.7–1.9	1	AO3 5.4.3.4
05.4	$\frac{3.02 + 3.01 + x}{3} = 3.06$ 3.15 (mg)	an answer of 3.15 (mg) scores <b>2</b> marks  allow any other suitable method   if no other mark awarded allow 9.18 for <b>1</b> mark	1   1	AO2 5.4.3.4
05.5	$\frac{50}{1000} \text{ or } \frac{1}{20} \text{ or } 0.05$ (0.05) × 300  15 (g)  or $\frac{300}{1000} \text{ or } \frac{3}{10} \text{ or } 0.03 (1)$ (0.3) × 50 (1)  15 (g) (1)	an answer of 15 (g) scores <b>3</b> marks   the second mark is dependent on the first mark being scored   the second mark is dependent on the first mark being scored   if no other mark awarded allow 150 or 15 000 for <b>1</b> mark	1  1  1	AO2 5.3.2.5
<b>Total</b>			<b>8</b>	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.1	(difference) sodium has one and chlorine has seven electrons in <u>outer</u> level / shell <b>or</b> number of electrons	number of electrons must be correct if quoted	1	AO2 5.1.1.7 5.1.2.1
	(similarity) both have three / same number of levels / shells <b>or</b> have electrons in third level / shell <b>or</b> both have incomplete (outer) levels / shells	allow both have 2 electrons in inner shell <b>or</b> both have 8 electrons in second shell <b>or</b> both are one electron away from full outer level / shell	1	
06.2	sodium (atom) loses	allow marks from suitable diagram(s)	1	AO1 5.2.1.2
	one (outer shell electron)	allow moves / transfers for loses do <b>not</b> accept sodium ion loses	1	
	chlorine (atom) gains	do <b>not</b> accept chloride	1	
	one (electron)	transfer of 1 electron from chlorine to sodium <b>max 2</b> marks reference to sharing <b>or</b> covalent bonding <b>max 3</b> marks	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.3		<p>ignore labels</p> <p>any curve / line going up and then down</p> <p>products <u>line</u> below reactants</p> <p>allow curve to start / finish anywhere along reactant / product lines</p>	<p>1</p> <p>1</p>	<p>AO1 5.5.1.2</p>
<b>Total</b>			<b>8</b>	

Question	Answers	Mark	AO / Spec. Ref.
07	<b>Level 3:</b> Relevant points (reasons / causes) are identified, given in detail and logically linked to form a clear account.	5–6	AO3
	<b>Level 2:</b> Relevant points (reasons / causes) are identified, and there are attempts at logical linking. The resulting account is not fully clear.	3–4	AO3
	<b>Level 1:</b> Points are identified and stated simply, but their relevance is not clear and there is no attempt at logical linking.	1–2	AO1
	<b>No relevant content</b>	0	
	<b>Indicative content:</b> <ul style="list-style-type: none"> <li>• uses sulfuric acid not hydrochloric acid or sulfuric acid needed</li> <li>• uses copper carbonate / oxide not calcium carbonate or copper carbonate / oxide needed</li> <li>• add solid until solid remains or is in excess or no more reacts / dissolves so that most / all of the acid reacts</li> <li>• filter to remove excess or unreacted carbonate / oxide / solid</li> <li>• heat gently or partially evaporate or leave until crystals appear or to crystallise</li> </ul> <p>for <b>level 3</b> the correct chemicals must have been selected</p>		5.4.2.3
<b>Total</b>			<b>6</b>