AQA

AS
Chemistry

7404/1-Paper 1 Inorganic and Physical Chemistry
Mark scheme

June 2018

Version/Stage: 1.0 Final

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.

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AS and A-Level Chemistry
Mark Scheme Instructions for 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 in the 'Comments' column 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.

You should mark according to the contents of the mark scheme. If you are in any doubt about applying the mark scheme to a particular response, consult your Team Leader.

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 might confuse the main part of the mark scheme yet may be helpful in ensuring that marking is straightforward and consistent.

The use of M1, M2, M3 etc in the right-hand column refers to the marking points in the order in which they appear in the mark scheme. So, M1 refers to the first marking point, M2 the second marking point etc.

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 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.

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 'List' 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 (often prefaced by 'Ignore' in the mark scheme) are not penalised.

For example, in a question requiring 2 answers for 2 marks:

Correct answers	Incorrect answers (i.e. incorrect rather than neutral)	Mark (2)	Comment
1	0	1	
1	1	1	They have not exceeded the maximum number of responses so there is no penalty.
1	2	0	They have exceeded the maximum number of responses so the extra incorrect response cancels the correct one.
2	0	2	
2	1	1	
2	2	0	
3	0	2	The maximum mark is 2
3	1	1	The incorrect response cancels out one of the two correct responses that gained credit.
3	2	0	Two incorrect responses cancel out the two marks gained.
3	3	0	

3.2 Marking procedure for calculations

Full marks should be awarded for a correct numerical answer, without any working shown, unless the question states 'Show your working' or 'justify your answer'. In this case, the mark scheme will clearly indicate what is required to gain full credit.

If an answer to a calculation is incorrect and working is shown, process mark(s) can usually be gained by correct substitution / working and this is shown in the 'Comments' column or by each stage of a longer calculation.

3.3 Errors carried forward, consequential marking and arithmetic errors

Allowances for errors carried forward are most likely to be restricted to calculation questions and should be shown by the abbreviation ECF or consequential in the marking scheme.

An arithmetic error should be penalised for one mark only unless otherwise amplified in the marking scheme. Arithmetic errors may arise from a slip in a calculation or from an incorrect transfer of a numerical value from data given in a question.

3.4 Equations

In questions requiring students to write equations, state symbols are generally ignored unless otherwise stated in the 'Comments' column.

Examiners should also credit correct equations using multiples and fractions unless otherwise stated in the 'Comments' column.

3.5 Oxidation states

In general, the sign for an oxidation state will be assumed to be positive unless specifically shown to be negative.

3.6 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.

3.7 Phonetic spelling

The phonetic spelling of correct scientific terminology should be credited **unless** there is a possible confusion with another technical term or if the question requires correct IUPAC nomenclature.

3.8 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.

3.9 Ignore / Insufficient / Do <u>not</u> allow

Ignore or insufficient 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.

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

3.10 Marking crossed out work

Crossed out work that **has not been** replaced should be marked as if it were not crossed out, if possible. Where crossed out work **has been** replaced, the replacement work and not the crossed out work should be marked.

3.11 Reagents

The command word "Identify", allows the student to choose to use **either** the name or the formula of a reagent in their answer. In some circumstances, the list principle may apply when both the name and the formula are used. Specific details will be given in mark schemes.

The guiding principle is that a reagent is a chemical which can be taken out of a bottle or container. Failure to identify complete reagents **will be penalised**, but follow-on marks (e.g. for a subsequent equation or observation) can be scored from an incorrect attempt (possibly an incomplete reagent) at the correct reagent. Specific details will be given in mark schemes.

For example, **no credit** would be given for

- the cyanide ion or CN^- when the reagent should be potassium cyanide or KCN;
- the hydroxide ion or OH^- when the reagent should be sodium hydroxide or NaOH;

- the $Ag(NH_3)_2^+$ ion when the reagent should be Tollens' reagent (or ammoniacal silver nitrate). In this example, no credit is given for the ion, but credit could be given for a correct observation following on from the use of the ion. Specific details will be given in mark schemes.

In the event that a student provides, for example, **both** KCN and cyanide ion, it would be usual to ignore the reference to the cyanide ion (because this is not contradictory) and credit the KCN. Specific details will be given in mark schemes.

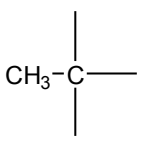
3.12 Organic structures

Where students are asked to draw organic structures, unless a specific type is required in the question and stated in the mark scheme, these may be given as displayed, structural or skeletal formulas or a combination of all three as long as the result is unambiguous.

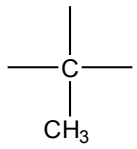
In general

- Displayed formulae must show all of the bonds and all of the atoms in the molecule, but need not show correct bond angles.
- Skeletal formulae must show carbon atoms by an angle or suitable intersection in the skeleton chain. Functional groups must be shown and it is essential that all atoms other than C atoms are shown in these (except H atoms in the functional groups of aldehydes, secondary amines and N-substituted amides which do not need to be shown).
- Structures must not be ambiguous, e.g. 1-bromopropane should be shown as $CH_3CH_2CH_2Br$ and not as the molecular formula C_3H_7Br which could also represent the isomeric 2-bromopropane.
- Bonds should be drawn correctly between the relevant atoms. This principle applies in all cases where the attached functional group contains a carbon atom, e.g nitrile, carboxylic acid, aldehyde and acid chloride. The carbon-carbon bond should be clearly shown. Wrongly bonded atoms will be penalised **on every occasion**. (see the examples below)
- The same principle should also be applied to the structure of alcohols. For example, if students show the alcohol functional group as C ─ HO, they should be penalised **on every occasion**.
- Latitude should be given to the representation of C ─ C bonds in alkyl groups, given that CH_3─ is considered to be interchangeable with H_3C─ even though the latter would be preferred.
- Similar latitude should be given to the representation of amines where NH_2─ C will be allowed, although H_2N─ C would be preferred.
- Poor presentation of vertical C ─ CH_3 bonds or vertical C ─ NH_2 bonds should **not** be penalised. For other functional groups, such as ─ OH and ─ CN, the limit of tolerance is the half-way position between the vertical bond and the relevant atoms in the attached group.

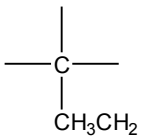
By way of illustration, the following would apply.



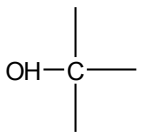
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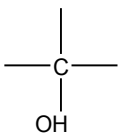
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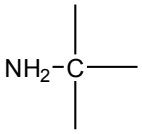
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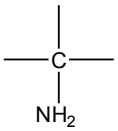
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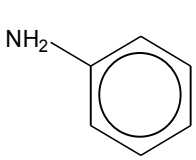
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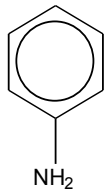
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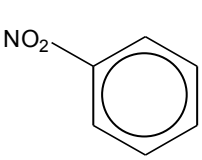
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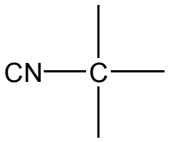
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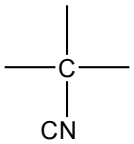
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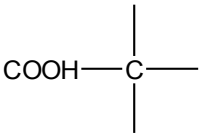
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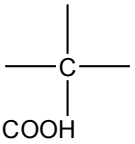
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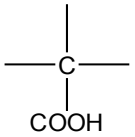
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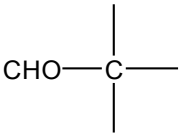
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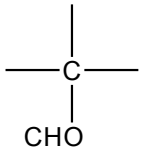
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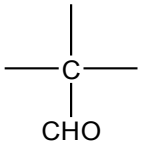
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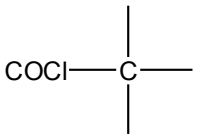
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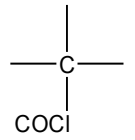
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- Representation of CH_2 by $C{-}H_2$ will be penalised
- Some examples are given here of **structures** for specific compounds that should **not** gain credit (but, exceptions <u>may</u> be made in the context of balancing equations)

CH_3COH	for	ethanal
CH_3CH_2HO	for	ethanol
$OHCH_2CH_3$	for	ethanol
C_2H_6O	for	ethanol
CH_2CH_2	for	ethene
$CH_2.CH_2$	for	ethene
$CH_2{:}CH_2$	for	ethene

- Each of the following **should gain credit** as alternatives to correct representations of the structures.

$CH_2 = CH_2$	for	ethene, $H_2C{=}CH_2$
$CH_3CHOHCH_3$	for	propan-2-ol, $CH_3CH(OH)CH_3$

- In most cases, the use of "sticks" to represent C ─ H bonds in a structure should **not** be penalised. The exceptions to this when "sticks" will be penalised include
  - structures in mechanisms where the C ─ H bond is essential (e.g. elimination reactions in halogenoalkanes and alcohols)
  - when a displayed formula is required
  - when a skeletal structure is required or has been drawn by the candidate

3.13 Organic names

As a general principle, non-IUPAC names or incorrect spelling or incomplete names should **not** gain credit. Some illustrations are given here.

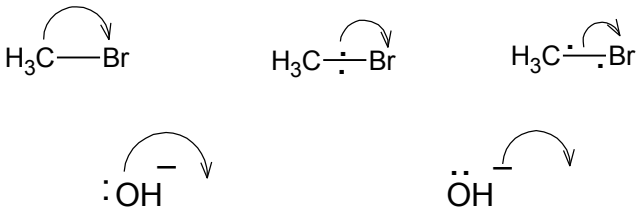
Unnecessary but not wrong numbers will **not** be penalised such as the number '2' in 2-methylpropane or the number '1' in 2-chlorobutan-1-oic acid.

but-2-ol	should be **butan-2-ol**
2-hydroxybutane	should be **butan-2-ol**
butane-2-ol	should be **butan-2-ol**
2-butanol	should be **butan-2-ol**
ethan-1,2-diol	should be **ethane-1,2-diol**
2-methpropan-2-ol	should be **2-methylpropan-2-ol**
2-methylbutan-3-ol	should be **3-methylbutan-2-ol**
3-methylpentan	should be **3-methylpentane**
3-mythylpentane	should be **3-methylpentane**
3-methypentane	should be **3-methylpentane**
propanitrile	should be **propanenitrile**
aminethane	should be **ethylamine** (although aminoethane can gain credit)
2-methyl-3-bromobutane	should be **2-bromo-3-methylbutane**
3-bromo-2-methylbutane	should be **2-bromo-3-methylbutane**
3-methyl-2-bromobutane	should be **2-bromo-3-methylbutane**
2-methylbut-3-ene	should be **3-methylbut-1-ene**
difluorodichloromethane	should be **dichlorodifluoromethane**

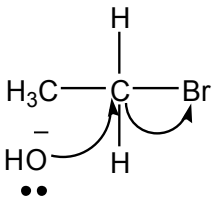
3.14 Organic reaction mechanisms

Curly arrows should originate either from a lone pair of electrons or from a bond.

The following representations should not gain credit **and will be penalised each time** within a clip.



For example, the following would score zero marks



When the curly arrow is showing the formation of a bond to an atom, the arrow can go directly to the relevant atom, alongside the relevant atom or **more than half-way** towards the relevant atom.

In free-radical substitution

- the absence of a radical dot should be penalised **once only** within a clip.
- the use of half-headed arrows is not required, but the use of double-headed arrows or the incorrect use of half-headed arrows in free-radical mechanisms should be penalised **once only** within a clip

The correct use of skeletal formulae in mechanisms is acceptable, but where a C-H bond breaks, both the bond and the H must be drawn to gain credit.

3.15 Extended responses

For questions marked using a 'Levels of Response' mark scheme:

Level of response mark schemes are broken down into three levels, each of which has a descriptor. Each descriptor contains two statements. The first statement is the Chemistry content statement and the second statement is the communication statement.

Determining a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the Chemistry content descriptor for that level. The descriptor for the level indicates the 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 and not look to pick holes in 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.

Once the level has been decided, the mark within the level is determined by the communication statement:

• If the answer completely matches the communication descriptor, award the higher mark within the level.

• If the answer does not completely match the communication descriptor, award the lower mark within the level.

The exemplar materials used during standardisation will help you to determine the appropriate level. There will be an exemplar in the standardising materials which will correspond with each level of the mark scheme and for each mark within each level. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the exemplar 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 exemplar.

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 chemically valid points. Students may not have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme. The mark scheme will state how much chemical content is required for the highest level.

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

For other extended response answers:

Where a mark scheme includes linkage words (such as 'therefore', 'so', 'because' etc), these are optional. However, a student's marks for the question may be limited if they do not demonstrate the ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured. In particular answers in the form of bullet pointed lists may not be awarded full marks if there is no indication of logical flow between each point or if points are in an illogical order.

The mark schemes for some questions state that the maximum mark available for an extended response answer is limited if the answer is not coherent, relevant, substantiated and logically structured. During the standardisation process, the Lead Examiner will provide marked exemplar material to demonstrate answers which have not met these criteria. You should use these exemplars as a comparison when marking student answers.

Qu	Marking Guidance	Additional Comments	Mark
1.1	Assume current model unless otherwise stated. Statement about the nucleus: (Central) nucleus contains protons <u>and</u> neutrons. Statement about electrons Electrons are now arranged in energy levels/shells/orbitals	 Allow "protons and neutrons are in the centre of the atom" Ignore "mostly empty space" Ignore electrons surround / orbit nucleus Allow additional statement about neutrons but must be separate from statement about nucleus to score e.g. no neutrons in plum pudding / neutrons now recognised	 1 1
1.2	$1s^2 2s^2 2p^3$	Ignore commas, capitals and subscripts Allow $1s^2 2s^2 2px^1 2py^1 2pz^1$	1
1.3	(R is N (nitrogen)) Formula Be_3N_2	Accept Be_3R_2 only if stated R = nitrogen Accept N_2Be_3	1

Qu	Marking Guidance	Additional Comments	Mark
2.1	M_r NaF = 42(.0)	Incorrect M_r loses M1 & M4	1
	Mass NaF in 1 g = $2.88 \times 10^{-5} \times 42.0$ (= 1.210 (1.2096) $\times 10^{-3}$ g)		1
	Mass NaF in 1 kg = 1.210 (1.2096) g	M3 = M2 x 1000 (g) Units, if given, must match answer	1
	(Mass in mg = 1210 (1209.6) mg)		
	Concentration of NaF = <u>1210</u> (ppm)	Allow 1.21×10^3 ppm	1
2.2	Toxic mass = $3.19 \times 10^{-2} \times 75 \times 1000$ = 2390 mg	Allow 2393	1
2.3	Mass of toothpaste needed = $\frac{2390}{2800}$ = 0.854 kg	Mark consequential to Q2.2 Q2.2 ÷ 2800 (to at least 2 sig fig) Allow 0.85 - 0.86 kg	1
2.4	B	If not B, allow M2 only If blank, read on.	1
	Both Na^+ and F^- same electron arrangement ($1s^2 2s^2 2p^6$) or isoelectronic	Electronegativity, molecules or IMF = CE, M1 only	1
	Sodium (ion) has more protons <u>so attracts (outer) electrons closer</u> / Sodium (ion) has more protons <u>so stronger attractions for (outer) electrons</u>	Ignore shielding, higher charge density, atomic radius If reference to fluorine rather than fluoride, then penalise 1 mark only	1

Qu	Marking Guidance	Additional Comments	Mark
3.1	**M1:** Mass Na_2CO_3 = 0.57g AND Mass H_2O = 0.55g **M2:** Mol Na_2CO_3 = $\frac{0.57}{106}$ AND Mol H_2O = $\frac{0.55}{18}$ **M3:** = <u>0.0054</u> : <u>0.0306</u> **M4:** ÷by smallest = 1 : 5.682 **M5:** Value of x = 5.68 (2dp) OR **M1:** Mass Na_2CO_3 = 0.57g AND Mass $Na_2CO_3.xH_2O$ = 1.12g **M2:** Moles anhydrous Na_2CO_3 = $\frac{0.57}{106}$ = 5.377 x 10^{-3} **M3:** M_r of hydrated Na_2CO_3 = 1.12/5.377 x 10^{-3} = 208.3 **M4:** M_r of x H_2O = 102.3 **M5:** Value of x = 5.68 (2dp)	If incorrect masses other than AE, lose M1 & M3 M2 = process M3 = these values only (at least 2sf) M4 = process mark Allow 5.67 – 5.74 Allow 5.67 – 5.74	1 1 1 1 1 OR 1 1 1 1 1
3.2	Failure to drive off all the water OR Failure to heat for long enough OR Not heated to constant mass	Allow evaporate instead of drive off Ignore incomplete reaction	1
3.3	Heat to constant mass / heat for longer / use a smaller mass You can be sure all / more of the water has been driven off	 Ignore incomplete reaction M2 dependent on M1	1 1

04.1 LOR Mark Scheme

Marks awarded for this answer will be determined by the quality of written communication as well as the standard of the scientific response. Examiners should apply a 'best-fit' approach to the marking. **Additional tests limits to lower mark within a level.** This would include, for example, adding silver nitrate to the already identified sodium carbonate. Use of hydrochloric acid with silver nitrate also limits to lower mark within a level as this would not be a logical sequence/method that would work.	**Indicative Chemistry Content** **Stage 1 Suggested tests** 1a Add named acid to all 3 1b Add water / <u>make into</u> a solution 1c Add $AgNO_3$ Ignore addition of NH_3 / Ignore additional test for CO_2 produced **Stage 2 Expected observations - conclusions** 2a Na_2CO_3 will fizz with acid 2b NaCl gives white ppt with $AgNO_3$ 2c NaF shows no (visible) change / no ppt Additional incorrect observations loses point **Stage 3 Equations** – state symbols must match method 3a $Na_2CO_3 + 2HNO_3 \rightarrow 2NaNO_3 + CO_2 + H_2O$ … or ionic 3b $AgNO_3 + NaCl \rightarrow AgCl + NaNO_3$ … or ionic 3c correct state symbols
Level 3 (5—6 marks)	
All stages are covered and each stage is generally correct and virtually complete. Answer is communicated coherently and shows a logical progression from Stage 1 to Stages 2 and 3 to identify all three compounds in a logical sequence with results and equations for all compounds stated. **Covers 2 tests with matching observations, conclusions and equations**	
Level 2 (3—4 marks)	
All stages are covered but stage(s) may be incomplete or may contain inaccuracies OR two stages are covered and are generally correct and virtually complete. Answer is communicated mainly coherently and shows a logical progression from Stage 1 to Stages 2 and 3. **Covers 2 compounds** Isolated tests on named compounds – max LEVEL 2	
Level 1 (1—2 marks)	
Two stages are covered but stage(s) may be incomplete or may contain inaccuracies OR only one stage is covered but is generally correct and virtually complete. Answer includes isolated statements but these are not presented in a logical order.	

Qu	Marking Guidance	Additional Comments	Mark
5.1	3 minutes	M2 dependent on M1 or near miss	1
	(At equilibrium, $rate_{fwd}$ = $rate_{back}$ so) concentrations (of O_2 and SO_3) remain constant	Not concentrations are the same/equal Allow (after this point) gradient is zero / curve flattens out	1
5.2	Sketch begins at origin <u>and</u> goes up until 3 mins		1
	Levels off at 0.3 mol dm^{-3}	Mark Independently	1
5.3	T_2 (Not worth a mark alone)	T_1, CE=0	
	Equilibrium has <u>moved / shifted</u> to <u>RHS/forward</u> in <u>endothermic</u> direction	Both RHS / forward and endothermic needed	1
	Equilibrium has opposed the increase in T / Equilibrium moves to decrease the T	Not just to oppose the change	1

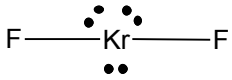
Qu	Marking Guidance		Additional Comments	Mark
6.1	The sum of (<u>weighted) average masses of atoms in formula</u> 1/12 mass of an atom of ^{12}C		<u>Average mass of one molecule</u> 1/12 mass of an atom of ^{12}C	1
	Method 1	**Method 2**		
	Mass of Y = 0.21g	Mass of Y = 0.21g	If incorrect lose M5 also, unless AE	1
	$M_r = \frac{mRT}{pV}$	n = $\frac{pV}{RT}$ and $M_r = \frac{m}{n}$	Can be implied in calculations	1
	$M_r = \frac{0.21 \times 8.31 \times 371.1}{102000 \times 85x10^{-6}}$	n = $\frac{102000 \times 85x10^{-6}}{8.31 \times 371.1}$ (= 2.81×10^{-3})	M4 – awarded for all 3 unit conversions If incorrect, also lose M5	1
	M_r = 74.7	M_r = 74.7	Allow 75	1
6.2	Lower volume recorded		Allow (Evaporated) mass of gas is less than the recorded mass of liquid / 0.21g (or converse)	1
	M_r would be greater (than the real M_r)		Ignore other references to mass	1

Qu	Marking Guidance	Additional Comments	Mark
7.1	Two correct Cl ox states: HClO = +1 HCl = -1		1
7.2	Oxidation: $Cl_2 + 2H_2O \rightarrow 2HClO + 2H^+ + 2e^-$ Reduction: $Cl_2 + 2H^+ + 2e^- \rightarrow 2HCl$	Accept - $2e^-$ on the other side Allow $Cl_2 + 2H_2O \rightarrow 2ClO^- + 2e^-$ Allow $Cl_2 + 2e^- \rightarrow 2Cl^-$ If both equations correct but incorrect order, allow 1 Ignore state symbols	1 1
7.3	$2NaOH + Cl_2 \rightarrow NaCl + NaClO + H_2O$	Allow $2OH^- + Cl_2 \rightarrow Cl^- + ClO^- + H_2O$ Allow NaOCl Ignore state symbols	1
7.4	mol ClO^- = conc × vol = 0.0109 × 0.02 = 0.000218 / 2.18×10^{-4} mol mol KI = 0.000218 × 2 = 0.000436 mol mass KI = M_r ×mol = 166.0 × 0.000436 = 0.072376 g = 72.4 (mg) black solid/ppt appears/forms (in a colourless solution) or (colourless solution) turns brown (solution)	 M2 = M1 x2 If incorrect ratio, M2 & M3 = 0 M3 = M1 x 2 x 166.0 x 1000 Must be to 3 sig figs Not purple. Not red. Not brown ppt/solid Ignore grey.	1 1 1 1

7.5	$KClO_4 \rightarrow KCl + 2O_2$	Ignore state symbols Allow multiples	1
	$\Delta H = -436 - -434 = -2$ kJ mol^{-1}	Must be negative Mark independently Allow consequential for multiples	1

Qu	Marking Guidance		Additional Comments	Mark
8.1	= 79 / (1000 x 6.022 ×10^{23}) = <u>1.31 ×10^{-25}</u> kg			1
	either	or		
	$V_{79} = \frac{d}{t}$ = 0.950 / 6.69 x 10^{-4} = 1420 ms^{-1}	$m_1(d/t_1)^2 = m_2 (d/t_2)^2$ or $m_1 / t_1^2 = m_2 / t_2^2$	Do not mix and match methods In method 1, M2 can be awarded in M3	1
	KE = ½ mv^2 = ½ x 1.312 x 10^{-25} x $(1420)^2$ = 1.32 x 10^{-19} J	$t_2^2 = t_1^2 (m_2/m_1)$ Or $t_2^2 = (6.69 \times 10^{-4})^2$ x (81/79)	In method 1, mark consequential to their velocity and mass. Allow mass of 79 etc.	1
	$V_{81} = \sqrt{(\frac{2KE}{m})}$ = √ 1.963 x 10^6 = 1.40 x 10^3 ms^{-1} (allow 1.398 x 10^3 - 1.402 x 10^3)	t_2^2 = 4.59 x 10^{-7}	In method 1, mark consequential to their KE. Allow mass of 81 etc In method 2, mark consequential to their M3	1
	$t = \frac{d}{v} = \frac{0.950}{v_{81}}$ = 6.80 x 10^{-4} s	t = 6.77 x 10^{-4} s	In both methods, mark consequential to their M4 Accept 6.77 – 6.80 x10^{-4} s	1

8.2	ion hits the detector / negative plate <u>and</u> gains an electron (relative) abundance is proportional to (the size of) the current	Not positive plate	1 1

Qu	Marking Guidance	Additional Comments	Mark
9.1	 Linear 180°	Allow diagram with 2 bonds and 3 lone pairs	1 1 1
9.2	Lone pairs repel more than bond pairs bond angle will be lower (than regular tetrahedral angle) / bond angle of 103-106°	 Allow idea of reducing bond angle	1 1
9.3	Van der Waals forces (Uneven distribution of electrons in) one molecule induces dipole in neighbouring/another/nearby molecule symmetrical molecule / dipoles cancel OR no hydrogens bonded to F (N or O), therefore no hydrogen bonding	Allow London forces, dispersion forces, induced dipole-dipole Apply List for M1. Allow M2 if vdW mentioned in M1, otherwise CE=0	1 1 1

Question	Marking Guidance
10	C
11	C
12	D
13	D
14	A
15	B
16	C
17	B
18	B

Question	Marking Guidance
19	D
20	A
21	C
22	A
23	B
24	B