AQA

AS
CHEMISTRY
7404/1

Paper 1 Inorganic and Physical Chemistry

Mark scheme

June 2022

Version: 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 Examiner.

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 (ie 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 not 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 (eg 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.

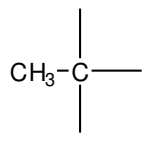
3.12 Organic structures

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.

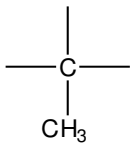
In general

- 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, eg 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, eg 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.

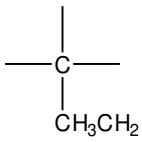
By way of illustration, the following would apply.



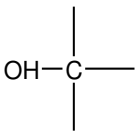
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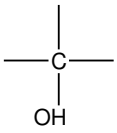
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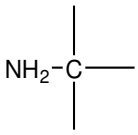
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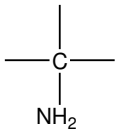
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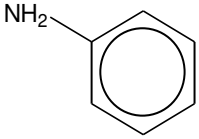
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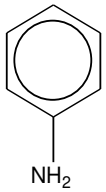
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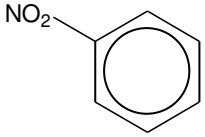
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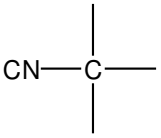
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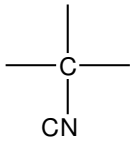
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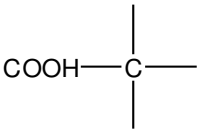
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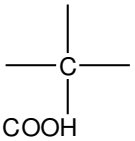
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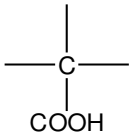
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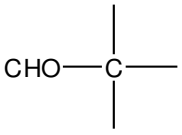
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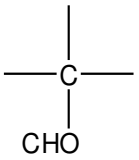
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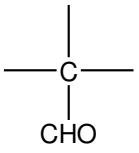
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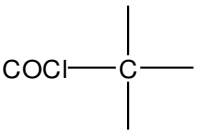
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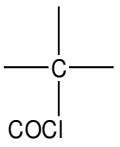
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- Representation of CH_2 by $C–H_2$ will be penalised
- Some examples are given here of **structures** for specific compounds that should **not** gain credit (but, exceptions may be made in the context of balancing equations)

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 (eg 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.

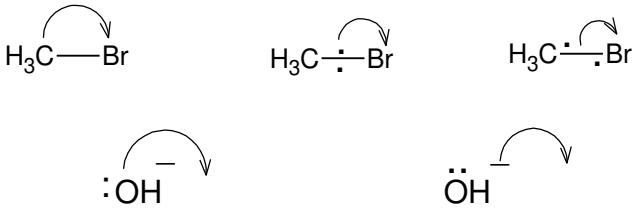
Unnecessary but not wrong numbers will **not** be penalised such as the number '2' in 2-methylpropane or the number '1' in 2-chlorobutan-1-oic acid.

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**

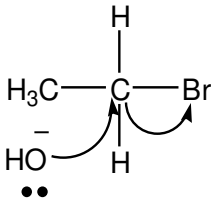
3.14 Organic reaction mechanisms

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.

Question	Marking guidance	Additional Comments/Guidelines	Mark
01.1	the outer electron is in a higher (energy) level / there is an increase in shielding / the atoms get larger / more shells There is a weaker attraction between the nucleus and the outer electron.	Mark independently	1 1 (2 x AO1)

Question	Marking guidance	Additional Comments/Guidelines	Mark
01.2	$Mg^{2+}(g) \rightarrow Mg^{3+}(g) + e^-$	$Mg^{2+}(g) + e^- \rightarrow Mg^{3+}(g) + 2\,e^-$	1 (AO2)

Question	Marking guidance	Additional Comments/Guidelines	Mark
01.3	The electron is removed from 2p sub-shell / 2nd energy level / lower energy level / sub-shell that is closer to the nucleus (Electron being removed is) less shielded (than 3s)		1 1 (2 x AO2)

Question	Marking guidance	Additional Comments/Guidelines	Mark
02.1	**M1** measure the mass of the weighing boat (or similar) and solid **M2** Add the solid to a beaker (or other suitable container) and then reweigh the weighing boat (and subtract to find the mass of solid added.) **OR** **M1** Place weighing boat on a balance and zero the balance **M2** Add the solid to a beaker (or other suitable container), wash out weighing boat and transfer washing to the beaker.	M1 place (an empty) beaker on balance and zero M2 add the solid to the beaker and record the mass OR M1 place (an empty) beaker on balance and measure its mass M2 add the solid to the beaker and subtract mass of empty beaker from the total mass	1 1 (2 x AO1)

Question	Marking guidance	Additional Comments/Guidelines	Mark
02.2	**M1** M_r citric acid = 192.0 **M2** Amount of citric acid = Mass / M_r = 0.834 / 192 = 0.0043438 (mol) **M3** Concentration = moles / volume = 0.0043438 / 0.5 = 0.00869 (mol dm^{-3})	M2 conseq on M1 M3 conseq on M2 **Alternative Method** M1 Concentration (g/dm^3) = 0.834 / 0.50 = 1.668 M2 M_r citric acid = 192.0 M3 Concentration (mol/dm^3) = M1/M2 = 0.00869	1 1 1 (3 x AO2)

<table>
<tr><th>Question</th><th>Marking guidance</th><th>Additional Comments/Guidelines</th><th>Mark</th></tr>
<tr>
<td>02.3</td>
<td>This question is marked using levels of response. Refer to the Mark Scheme Instructions for Examiners for guidance on how to mark this question.
<table>
<tr><td>Level 3:
Three stages are covered and the explanation of each stage is generally correct and virtually complete.
Answer is well structured with no repetition or irrelevant points.
Accurate and clear expression of ideas with no errors in use of technical terms.</td><td>5-6</td></tr>
<tr><td>Level 2:
Three stages are covered but the explanation of each stage may be incomplete or may contain inaccuracies OR two stages are covered and the explanations are generally correct and virtually complete.
Answer shows some attempt at structure.
Ideas are expressed with reasonable clarity with, perhaps, some repetition or some irrelevant points.
Some minor errors in use of technical terms.</td><td>3-4</td></tr>
<tr><td>Level 1:
Two stages are covered but the explanation of each stage may be incomplete or may contain inaccuracies, OR only one stage is covered but the explanation is generally correct and virtually complete.
Answer includes isolated statements but these are not presented in a logical order or show some confusion.
Answer may contain valid points which are not clearly linked to an argument structure. Errors in the use of technical terms.</td><td>1-2</td></tr>
<tr><td>Level 0
Insufficient correct chemistry to gain a mark.</td><td>0</td></tr>
</table>
</td>
<td>Use best three of these four stages

Stage 1
a. Problem – using a measuring cylinder
b. Explanation – large uncertainty / not accurate enough
c. Improvement – use a (volumetric) pipette (Not dropping pipette)

Stage 2
a. Problem – too much indicator
b. Explanation – may react and affect the endpoint reading
c. Improvement – use a smaller volume (2-6 drops)

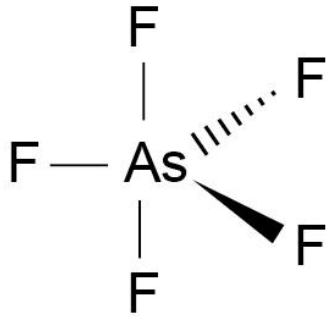
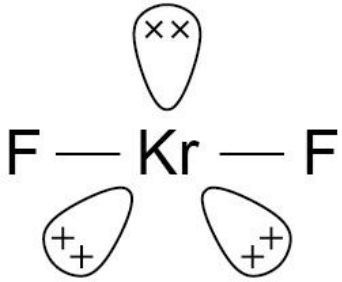
Stage 3
a. Problem – rinsing the burette with distilled or deionised water
b. Explanation – will slightly dilute the alkali solution
c. Improvement – rinse the burette with alkali solution

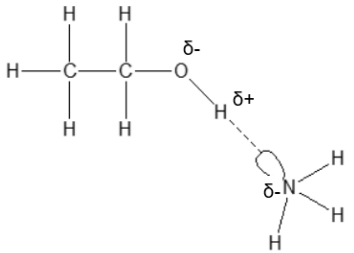
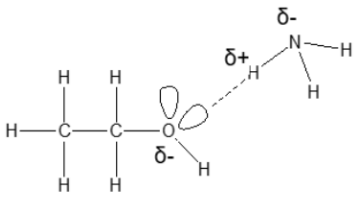
Stage 4
a. Problem – adding alkali solution until the indicator “just” changes colour
b. Explanation – acid may not have fully reacted (as mixture not swirled)
c. Improvement – add alkali solution until a permanent colour change is seen.</td>
<td>6

(3 x AO1, 3 x AO3)</td>
</tr>
</table>

Question	Marking guidance	Additional Comments/Guidelines	Mark
02.4	Calculates the titres for each of 1,2,3 as **1** | **2** | **3** 22.95 | 23.10 | 22.90 Averages concordant titres: (22.95 + 22.90) ÷ 2 = 22.93 cm^3	 Allow 22.9(25) cm^3	1 1 (2 x AO1)

Question	Marking guidance	Additional Comments/Guidelines	Mark
02.5	(0.15 / 22.95) × 100 = 0.65%	0.15 / (Their Run 1) × 100	1 (AO1)

Question	Marking guidance	Additional Comments/Guidelines	Mark
03.1	<table><tr><th></th><th>AsF_5</th><th>KrF_2</th></tr><tr><td>**Diagram of shape**</td><td>M1</td><td>M2</td></tr><tr><td>**Bond angle(s)**</td><td>M3: 90 and 120</td><td></td></tr></table>	KrF_2 must show lone pairs (either as lobes or crosses/dots) and must be linear. Ignore any lone pairs on fluorine.	3 (3 x AO1)

Question	Marking guidance	Additional Comments/Guidelines	Mark
04.1	  M1 –lone pairs and partial charges (δ–, δ+, δ–) on atoms involved in the hydrogen bond M2 – dotted line between lone pair on N/O to correct H M3 – linear O–H···N / linear N–H···O	Ignore partial charges on C-H	1 1 1 (3 x AO2)

Question	Marking guidance	Additional Comments/Guidelines	Mark
04.2	The (relative) tendency of an atom to attract a pair of electrons/ the electrons/ electron density in a covlent bond	Allow Nucleus instead of atom Power of an atom to attract a bonding/shared pair of electrons Power of an atom to withdraw electron density from a covalent bond Not lone pair / element	1 (AO1)

Question	Marking guidance	Additional Comments/Guidelines	Mark
04.3	H and O	O–H	1 (AO2)

Question	Marking guidance	Additional Comments/Guidelines	Mark
04.4	M1 the molecule is completely symmetrical / the molecule is tetrahedral / there is an even distribution of electron density M2 the dipoles cancel out	 Do not allow The polar bonds cancel out / no dipole moment / partial charges cancel	1 1 (2 x AO2)

Question	Marking guidance	Additional Comments/Guidelines	Mark
04.5	M1 CBr_4 has van der Waals' forces between molecules M2 $CHBr_3$ has van der Waals' forces and dipole-dipole intermolecular forces M3 The van der Waals' between CBr_4 molecules are stronger than the dipole-dipole and van der Waals' forces between $CHBr_3$ (because it has a larger mass/more electrons/larger electron cloud) OR The intermolecular forces between CBr_4 molecules are stronger than the intermolecular forces between $CHBr_3$	M3 cannot be awarded if mention of breaking bonds	1 1 1 (3 x AO2)

Question	Marking guidance	Additional Comments/Guidelines	Mark
05	Mass of one ion of $^{121}Sb^{+}$ $= 121 / (1000 \times 6.022 \times 10^{23})$ $= 2.009 \times 10^{-25}$ kg		1
	$V = d/t$ $= 1.050 / 5.93 \times 10^{-4}$ $= 1770.658$ (m s^{-1})	Alternative method $KE = ½ m d^2/t^2$	1
	$KE = ½ m v^2$ $= ½ \times 2.009 \times 10^{-25} \times (M2)^2$ (or $= ½ \times M1 \times (M2)^2$) $= 3.1493 \times 10^{-19}$ (J)	$m_{121}/t_{121}^2 = m_{123}/t_{123}^2$	1
	$V_{123} = \sqrt{\left(\frac{2KE}{m}\right)}$ $= \sqrt{[2(M3) / 2.0425 \times 10^{-25}]}$ $= \sqrt{3083769.889}$ $= 1756.07$ (m s^{-1})	$t_{123}^2 = 123/121 \times t_{121}^2$ $= 3.57 \times 10^{-7}$ (s^2)	1
	$t = d / v$ $= 1.050 / (M4)$ $= 5.98 \times 10^{-4}$ s	$t_{123} = \sqrt{M4}$	1 (5 x AO2)

Question	Marking guidance	Additional Comments/Guidelines	Mark
06.1	Electron acceptor / gains electrons	Do not allow electron pair acceptor / gain of electrons	1 (AO1)

Question	Marking guidance	Additional Comments/Guidelines	Mark
06.2	Oxidation half equation $2\ I^- \rightarrow I_2 + 2\ e^-$ Reduction half equation $2\ IO_3^- + 12\ H^+ + 10\ e^- \rightarrow I_2 + 6\ H_2O$	Allow multiples. Award 1 mark if the two equations are shown transposed	1 1 (2 x AO2)

Question	Marking guidance	Additional Comments/Guidelines	Mark
06.3	Equation: $6\ I^- + 6\ H^+ + H_2SO_4 \rightarrow S + 3\ I_2 + 4\ H_2O$ Foul smelling gas – H_2S / hydrogen sulphide	Allow 6HI Allow $6I^- + 8H^+ + SO_4^{2-}$	1 1 (2 x AO1)

Question	Marking guidance	Additional Comments/Guidelines	Mark
07.1	Lower yield at higher temperature So, equilibrium has shifted backwards/left/in the endothermic direction to oppose the increase in temperature	Allow converse arguments Higher yield at lower temperature So, equilibrium has shifted forwards/right/in the exothermic direction to oppose the decrease in temperature Ignore reference to pressure	1 1 (2 x AO3)

Question	Marking guidance	Additional Comments/Guidelines	Mark
07.2	Increase Lower yield at higher pressure So, equilibrium has shifted backwards/to the side with fewest number of moles to oppose the increase in pressure	 Higher yield at lower pressure So, equilibrium has shifted forwards/to the side with highest number of moles to oppose the decrease in pressure Ignore reference to temperature	1 1 1 (3 x AO3)

Question	Marking guidance	Additional Comments/Guidelines	Mark
07.3	Increases the rate of forwards and reverse reactions equally		1 (AO1)

Question	Marking guidance	Additional Comments/Guidelines	Mark
07.4	$K_c = \frac{[NH_3]^2}{[H_2]^3[N_2]}$ $0.118 = \frac{[NH_3]^2}{\left[{}^{0.0285}/_{0.150}\right]^3\left[{}^{0.0870}/_{0.150}\right]}$ $0.118 = \frac{[NH_3]^2}{[0.190]^3[0.580]}$ $[NH_3]^2 = 4.69 \times 10^{-4}$ $[NH_3] = 0.0217\ mol\ dm^{-3}$ $n(NH_3) = 0.0217 \times 0.150 = 3.25 \times 10^{-3}\ mol$	M1: Kc expression M2: converts moles to concentration; divides mole quantities by 0.150 M3: calculation of $[NH_3]^2$ M4 = $\sqrt{M3}$ M5 = M4 x 0.150 (allow ecf on an incorrect volume used in M2) If K_c upside down then can still score 4	1 1 1 1 1 (5 x AO2)

Question	Marking guidance	Additional Comments/Guidelines	Mark
07.5	$K_c (= \frac{1}{0.118}) = 8.47$ Units – $mol^2\ dm^{-6}$	Allow 8.45 – 8.5	1 1 (2 x AO2)

Question	Marking guidance	Additional Comments/Guidelines	Mark
08.1	Identity of gas: Carbon dioxide / CO_2 Test: When gas bubbled through limewater, a white ppt formed	 When gas bubbled through limewater, it turns milky/cloudy M2 dependent on M1	1 (AO3) 1 (AO1)

Question	Marking guidance	Additional Comments/Guidelines	Mark
08.2	Effervescence (with Na_2CO_3,) so contains H^+ ions / Effervescence (with Na_2CO_3,) so is acidic White ppt (with $AgNO_3$,) so contains chloride ions	The result from Test 1 shows the presence of H^+ / acidic The result from Test 2 shows the presence of chloride ions. Allow balanced equation for each test that links to each observation	1 1 (2 x AO2)

Question	Marking guidance	Additional Comments/Guidelines	Mark
08.3	 (Warm with some) NaOH, Damp red litmus at the mouth of the tube turns blue Add (acidified) $BaCl_2$ / $Ba(NO_3)_2$ White ppt formed	Use of $Ba(OH)_2$ can score M1 and M3 Do not allow red litmus dipped in solution If reagent incorrect, cannot score observation mark If reagent incomplete, mark on	 1 1 1 1 (4 x AO3)

Question	Marking guidance	Additional Comments/Guidelines	Mark
08.4	The second mass is smaller / the mass after step 4 is smaller than the mass after step 2 AgCl dissolves in dilute ammonia / some ppt dissolves as AgCl is soluble in dilute ammonia	 The ppt formed by chloride ions dissolves in dilute ammonia.	1 1 (2 x AO3)

Question	Marking Guidance	Mark	Comments
9	D (AO1)	1	$^{56}_{26}Fe$
10	C (AO1)	1	Oxygen
11	B (AO3)	1	Carbon
12	C (AO1)	1	**C** | $1s^2 2s^2 2p^5$ | $1s^2 2s^2 2p^6$
13	C (AO1)	1	They have the same number of neutrons.
14	C (AO2)	1	Mo_2O_3
15	A (AO1)	1	Co-ordinate bond
16	B (AO1)	1	The oxidising ability of the element decreases.
17	A (AO3)	1	S^{2-}
18	D (AO1)	1	Iodide ions reduce chlorine to form chloride ions.
19	A (AO1)	1	OF_2
20	B (AO1)	1	f block
21	D (AO1)	1	OH^-
22	A (AO1)	1	Magnesium oxide is a product when magnesium reacts with steam.
23	D (AO2)	1	The lone pair electrons in liquid water molecules