CAMBRIDGE
International Education

Cambridge International AS & A Level

CHEMISTRY **9701/21**

Paper 2 AS Structured Questions **October/November 2024**

MARK SCHEME

Maximum Mark: 60

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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PUBLISHED

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

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GENERIC MARKING PRINCIPLE 5: Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6: Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Science-Specific Marking Principles

1	Examiners should consider the context and scientific use of any keywords when awarding marks. Although keywords may be present, marks should not be awarded if the keywords are used incorrectly.
2	The examiner should not choose between contradictory statements given in the same question part, and credit should not be awarded for any correct statement that is contradicted within the same question part. Wrong science that is irrelevant to the question should be ignored.
3	Although spellings do not have to be correct, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. ethane / ethene, glucagon / glycogen, refraction / reflection).
4	The error carried forward (ecf) principle should be applied, where appropriate. If an incorrect answer is subsequently used in a scientifically correct way, the candidate should be awarded these subsequent marking points. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.
5	‘List rule’ guidance For questions that require ***n*** responses (e.g. State **two** reasons …): • The response should be read as continuous prose, even when numbered answer spaces are provided. • Any response marked *ignore* in the mark scheme should not count towards ***n***. • Incorrect responses should not be awarded credit but will still count towards ***n***. • Read the entire response to check for any responses that contradict those that would otherwise be credited. Credit should **not** be awarded for any responses that are contradicted within the rest of the response. Where two responses contradict one another, this should be treated as a single incorrect response. • Non-contradictory responses after the first ***n*** responses may be ignored even if they include incorrect science.

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6 Calculation specific guidance

Correct answers to calculations should be given full credit even if there is no working or incorrect working, **unless** the question states 'show your working'.

For questions in which the number of significant figures required is not stated, credit should be awarded for correct answers when rounded by the examiner to the number of significant figures given in the mark scheme. This may not apply to measured values.

For answers given in standard form (e.g. $a \times 10^n$) in which the convention of restricting the value of the coefficient (a) to a value between 1 and 10 is not followed, credit may still be awarded if the answer can be converted to the answer given in the mark scheme.

Unless a separate mark is given for a unit, a missing or incorrect unit will normally mean that the final calculation mark is not awarded. Exceptions to this general principle will be noted in the mark scheme.

7 Guidance for chemical equations

Multiples / fractions of coefficients used in chemical equations are acceptable unless stated otherwise in the mark scheme.

State symbols given in an equation should be ignored unless asked for in the question or stated otherwise in the mark scheme.

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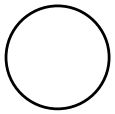
<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(a)(i)</td><td>$1s^2\ 2s^2\ 2p^6\ 3s^2\ 3p^6$</td><td>1</td></tr>
<tr><td>1(a)(ii)</td><td></td><td>1</td></tr>
<tr><td>1(a)(iii)</td><td>3 (three)</td><td>1</td></tr>
<tr><td>1(b)</td><td>
<table>
<tr><th>isotope</th><th>number of protons</th><th>number of neutrons</th><th>total number of electron shells</th></tr>
<tr><td>$^{103}_{45}Rh$</td><td>● 45</td><td>58</td><td>● 5</td></tr>
<tr><td>$^{191}_{77}Ir$</td><td>● 77</td><td>● 114</td><td>6</td></tr>
<tr><td>$^{193}_{77}Ir$</td><td>● 77</td><td>● 116</td><td>6</td></tr>
</table>
</td><td>3</td></tr>
<tr><td rowspan="2">1(c)</td><td>mass of an atom of an isotope</td><td>1</td></tr>
<tr><td>compared to the mass of the unified atomic mass unit (amu)
OR
on a scale on which a carbon-12 atom has a mass of exactly 12 units
OR
divided by $\frac{1}{12}$ mass of a carbon-12 atom</td><td>1</td></tr>
<tr><td rowspan="2">1(c)(ii)</td><td>$\frac{190.96\times15.18 + 192.96\times34.82}{50.00}$</td><td>1</td></tr>
<tr><td>= 192.35</td><td>1</td></tr>
</table>

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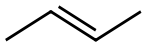
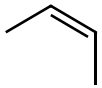
Question	Answer	Marks
1(d)(i)	**M1** $\frac{79.5}{209.4} : \frac{20.5}{18.0} = 0.380 : 1.14 = 1:3$ OR $18x / (102.9 + 3(35.5) + 18x) = 0.205$ $x = 3$ OR $(102.9 + 3(35.5)) / (209.4 + 18x) = 0.795$ $x = 3$	**1**
	M2 $x = 3$	**1**
1(d)(ii)	molecules with the same structural formula and same molecular formula with different 3D / different spatial arrangement of atoms / groups	**1**
1(d)(iii)	a **single** product is made	**1**
1(d)(iv)		**1**
		**1**

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Question	Answer	Marks
2(a)(i)	chlorine = yellow-green bromine = orange / brown / red iodine = silver grey / black	**1**
2(a)(ii)	oxidising strength **decreases** from chlorine to iodine	**1**
2(a)(iii)	green colour disappears	**1**
2(a)(iv)	H—Hal covalent bond strength **decreases** down the group	**1**
2(b)(i)	a species with one or more unpaired electrons	**1**
2(b)(ii)	ultraviolet	**1**
2(b)(iii)	$C_2H_6 + Cl^{\bullet} \rightarrow C_2H_5^{\bullet} + HCl$	**1**
	$C_2H_5^{\bullet} + Cl_2 \rightarrow C_2H_5Cl + Cl^{\bullet}$	**1**
2(c)(i)	**cold** NaOH(aq)	**1**
2(c)(ii)	a reaction where a species / same species is both oxidised and reduced simultaneously / in the same reaction	**1**
2(c)(iii)	$CH_3COCH_3 + \mathbf{3}NaClO \rightarrow \mathbf{1}CHCl_3 + \mathbf{1}CH_3COONa + \mathbf{2}NaOH$	**1**
2(c)(iv)	**M1 white** precipitate/**white** ppt forms	**1**
	M2 $CHCl_3$ is hydrolysed / chloride ions are released **OR** Cl^- / chloride ions which are released react with Ag^+ **OR** silver chloride / AgCl is formed	**1**

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(a)(i)</td><td>
<table>
<tr><td>element</td><td>C (graphite)</td><td>Sn</td></tr>
<tr><td>state and appearance</td><td>grey shiny solid</td><td>silvery solid</td></tr>
<tr><td>electrical conductivity</td><td>● good/ conductor</td><td>good</td></tr>
<tr><td>type of bonding</td><td>● covalent</td><td>metallic</td></tr>
<tr><td>type of structure</td><td>giant</td><td>● giant</td></tr>
</table>
</td><td>3</td></tr>
<tr><td>3(a)(ii)</td><td>giant molecular</td><td>1</td></tr>
<tr><td>3(a)(iii)</td><td>its delocalised electrons are free to move</td><td>1</td></tr>
<tr><td>3(b)(i)</td><td>$MgCO_3 + 2HCl \rightarrow MgCl_2 + CO_2 + H_2O$</td><td>1</td></tr>
<tr><td>3(b)(ii)</td><td>thermal stability increases down the group</td><td>1</td></tr>
<tr><td>3(b)(iii)</td><td>M1 NH_4^+ / ammonium ion / ammonium cation is a proton / $\mathbf{H^+}$ donor

M2 OH^- is a proton / $\mathbf{H^+}$ acceptor
OR
the OH^- / NaOH is a stronger base than NH_3</td><td>2</td></tr>
<tr><td rowspan="2">3(c)(i)</td><td>M1 general increase</td><td>1</td></tr>
<tr><td>M2 increase in IE between IE4 and IE5 is noticeably the largest increase between IE’s shown</td><td>1</td></tr>
<tr><td>3(c)(ii)</td><td>$Si^+(g) \rightarrow Si^{2+}(g) + e^-$</td><td>1</td></tr>
</table>

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Question	Answer	Marks
3(d)(i)	**M1** molecules CH_4 to PbH_4 have greater number of electrons / number of electrons increase	**1**
	M2 greater / stronger instantaneous dipole–induced forces / London forces / dispersion forces **OR** more energy required to overcome the instantaneous dipole–induced forces / London forces / dispersion forces	**1**
3(d)(ii)	tetrahedral	**1**
3(e)(i)	$Si + 2Cl_2 \rightarrow SiCl_4$	**1**
3(e)(ii)	effervescence / misty / steamy fumes	**1**
3(e)(iii)	**M1** SiO_2 is giant covalent **AND** $SiCl_4$ is simple covalent / simple molecular / molecular **M2** so need less **energy** to overcome IMF's in $SiCl_4$, compared to the **bonds** in SiO_2 **ora**	**2**
3(f)	$Sn(SO_4)_2$	**1**

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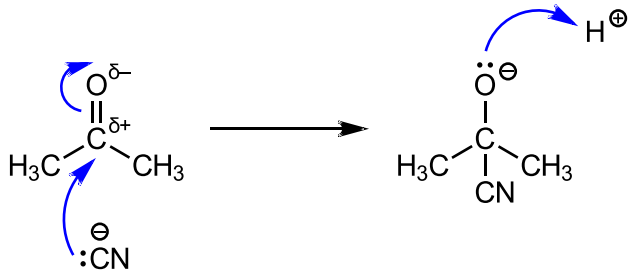
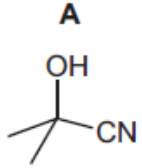
Question	Answer	Marks
4(a)(i)	 • curly arrow from lone pair on C of CN^- to carbonyl C • correct dipole on C=O • curly arrow from C=O bond to O • correct intermediate (the lone pair(s) not needed for this bullet point) • curly arrow from lone pair on —O to (source of) H^+	**1**
		1
		1
4(a)(ii)	A's central carbon atom is not bonded to four different atoms/groups of atoms **A** 	**1**
4(b)	H_2SO_4(aq) or HC*l*(aq)	**1**
4(c)(i)	CH_3COCH_3 + **2**[H] → $CH_3CH(OH)CH_3$	**1**
4(c)(ii)	propan-2-ol	**1**

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Question	Answer	Marks
4(d)	red / orange / yellow ppt	**1**
4(e)	Fehling's solution cannot **oxidise** ketones OR ketones are not easily **oxidised**	**1**
4(f)(i)	All three have a C—H **OR** CH **bond**	**1**
4(f)(ii)	compound **A** **AND** absorption at 2200–2250 cm^{-1} indicates C≡N	**1**

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