

**GCSE (9–1)**

**Chemistry B (Twenty First Century Science)**

**J258/02: Depth in chemistry (Foundation Tier)**

General Certificate of Secondary Education

**Mark Scheme for November 2020**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## Annotations

Annotation	Meaning
	Correct response
	Incorrect response
	Omission mark
	Benefit of doubt given
	Contradiction
	Rounding error
	Error in number of significant figures
	Error carried forward
	Level 1
	Level 2
	Level 3
	Benefit of doubt not given
	Noted but no credit given
	Ignore

Abbreviations, annotations and conventions used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions).

<b>Annotation</b>	<b>Meaning</b>
/	alternative and acceptable answers for the same marking point
✓	Separates marking points
<b>DO NOT ALLOW</b>	Answers which are not worthy of credit
<b>IGNORE</b>	Statements which are irrelevant
<b>ALLOW</b>	Answers that can be accepted
( )	Words which are not essential to gain credit
—	Underlined words must be present in answer to score a mark
<b>ECF</b>	Error carried forward
<b>AW</b>	Alternative wording
<b>ORA</b>	Or reverse argument

**Subject-specific Marking Instructions****INTRODUCTION**

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

The breakdown of Assessment Objectives for GCSE (9-1) in Chemistry B:

	<b>Assessment Objective</b>
<b>AO1</b>	<b>Demonstrate knowledge and understanding of scientific ideas and scientific techniques and procedures.</b>
AO1.1	Demonstrate knowledge and understanding of scientific ideas.
AO1.2	Demonstrate knowledge and understanding of scientific techniques and procedures.
<b>AO2</b>	<b>Apply knowledge and understanding of scientific ideas and scientific enquiry, techniques and procedures.</b>
AO2.1	Apply knowledge and understanding of scientific ideas.
AO2.2	Apply knowledge and understanding of scientific enquiry, techniques and procedures.
<b>AO3</b>	<b>Analyse information and ideas to interpret and evaluate, make judgements and draw conclusions and develop and improve experimental procedures.</b>
<b>AO3.1</b>	Analyse information and ideas to interpret and evaluate.
AO3.1a	Analyse information and ideas to interpret.
AO3.1b	Analyse information and ideas to evaluate.
<b>AO3.2</b>	Analyse information and ideas to make judgements and draw conclusions.
AO3.2a	Analyse information and ideas to make judgements.
AO3.2b	Analyse information and ideas to draw conclusions.
<b>AO3.3</b>	Analyse information and ideas to develop and improve experimental procedures.
AO3.3a	Analyse information and ideas to develop experimental procedures.
AO3.3b	Analyse information and ideas to improve experimental procedures.

Question		Answer	Marks	AO element	Guidance		
1	(a)	✓✓	2	1.1	All correct = 2 marks Two or three correct = 1 mark		
						<b>Element (✓)</b>	<b>Compound (✓)</b>
		carbon dioxide					✓
		chlorine				✓	
		hydrogen				✓	
		water		✓			
	(b)	They bond by sharing electrons ✓ They contain only a few atoms ✓	2	1.1			
	(c)	Four electrons between carbon and oxygen ✓ Idea that one bond has two electrons ✓	2	1.1	<b>ALLOW</b> bond is a pair of electrons		
	(d)	<b>Atom</b>	<b>Number of bonds</b>	2	1.1	All correct = 2 marks Two correct = 1 mark	
hydrogen		1	✓✓				
oxygen		(2)					
carbon		4					
chlorine		1					
	(e)	How - Argon is a single atom / is unreactive / does not form bonds / does not form molecules ✓ Why - Argon has a full outer shell (of electrons) ✓		2	1.1	<b>ALLOW</b> 'Argon has 8 electrons in the outer shell so the atom is stable' for two marks	

Question			Answer	Marks	AO element	Guidance												
2	(a)	(i)	To avoid contamination / so that solutions do not mix ✓	1	3.3b													
		(ii)	<table border="1" style="margin-left: 40px;"> <thead> <tr> <th></th> <th>pH meter 1</th> <th>pH meter 2</th> <th>pH meter 3</th> </tr> </thead> <tbody> <tr> <td>Accurate</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Not accurate</td> <td></td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table> ✓✓		pH meter 1	pH meter 2	pH meter 3	Accurate	✓	✓		Not accurate			✓	2	3.2a	All three correct = 2 marks pH Meter 2 <b>AND</b> PH meter 1 ✓ pH meter 3 ✓
	pH meter 1	pH meter 2	pH meter 3															
Accurate	✓	✓																
Not accurate			✓															
	(b)	(i)	Use universal indicator ✓	1	1.2													
		(ii)	checking or comparing results ✓  to increase confidence in the data / to see if they agree ✓	2	2.1	<b>DO NOT ALLOW</b> improved accuracy  <b>ALLOW</b> identify anomalies												

Question		Answer	Marks	AO element	Guidance
3	(a)	<u>Only</u> ✓ contains <u>hydrogen</u> and <u>carbon</u> ✓	2	1.1	<b>ALLOW</b> Symbols H and C
	(b)	$C_8H_{18}$ is because hydrogen atoms are $2n+2$ the number of carbon atoms / fits the general formula ✓ $C_3H_8S$ is not because it contains sulfur / is not a hydrocarbon ✓ $C_6H_{12}$ is not because it has too few hydrogen atoms ✓	3	2.1	<b>ALLOW</b> one mark for each molecule and a reason, or three decisions correct with all incorrect reasons ✓

Question		Answer	Marks	AO element	Guidance
4	(a)	hydrogen ✓	1	2.1	<b>ALLOW</b> correct formula H <sub>2</sub>
	(b)	shows water in trough and cylinder ✓ delivery tube and bung (with no leaks and no seals across the gas flow) ✓	2	1.2  3.3a	
	(c)	(i) faster when concentration increases (Shorter time indicates a faster reaction) ✓  <u>fastest / most difference in time taken when temperature is higher</u> ✓  faster when surface area is greater (Shorter time indicates a faster reaction and more of an impact on rate of reaction than concentration of acid) ✓	3	3.2b	<b>ALLOW</b> faster / shorter time when temperature is higher if no other points ✓
		(ii) 1.0 mol/dm <sup>3</sup> ✓  20 °C ✓  large pieces of zinc ✓	3	3.1b	
	(d)	<75 s ✓  decrease ✓	2	2.2  1.2	

Question	Answer	Marks	AO element	Guidance
5 (a)*	<p>Please refer to the marking instructions on page 4 of this mark scheme for guidance on how to mark this question.</p> <p><b>Level 3 (5–6 marks)</b> Describes the change in terms of number of electrons gained or lost for both ions and links this with an explanation to the charge on both ions. <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p><b>Level 2 (3–4 marks)</b> Describes the changes in terms of number of electrons gained or lost for both ions. <b>OR</b> Describes the change in terms of number of electrons gained or lost for one ion and links this with an explanation to the charge on the ion. <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p><b>Level 1 (1–2 marks)</b> Describes that one ion has lost or gained electrons (no numbers needed). <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p><b>0 marks</b> <i>No response or no response worthy of credit.</i></p>	6	2 x 1.1 4x 2.1	<p><b>AO1.1 Demonstrates knowledge and understanding of what happens when ionic bonds are formed</b></p> <ul style="list-style-type: none"> <li>• magnesium has two electrons in its outer shell</li> <li>• oxygen has six electrons in its outer shell.</li> <li>• atoms try to gain a full shell of electrons</li> </ul> <p><b>AO2.1 Applies knowledge and understanding to explain electronic changes shown on the diagram</b></p> <p><b><u>Description of what happens</u></b></p> <ul style="list-style-type: none"> <li>• magnesium loses electrons</li> <li>• oxygen gains electrons</li> <li>• Idea that magnesium gives electrons to oxygen</li> </ul> <p><b><u>Number of electrons gained or lost. Charges on ions.</u></b></p> <ul style="list-style-type: none"> <li>• magnesium ion has a +2 charge and oxygen has a -2 charge / idea that they have opposite charges</li> <li>• electrons are negatively charged.</li> <li>• links charges to number of electrons gained or lost</li> <li>• two electrons gained give a 2- charge</li> <li>• two electrons lost give a 2+ charge.</li> </ul>

Question		Answer	Marks	AO element	Guidance												
(b)	(i)	<p>✓✓</p> <table border="0"> <tr> <td style="text-align: center;"><b>Oxide</b></td> <td style="text-align: center;"><b>State</b></td> <td style="text-align: center;"><b>State symbol</b></td> </tr> <tr> <td style="text-align: center;">magnesium oxide</td> <td style="text-align: center;">gas</td> <td style="text-align: center;">(s)</td> </tr> <tr> <td style="text-align: center;">carbon monoxide</td> <td style="text-align: center;">liquid</td> <td style="text-align: center;">(l)</td> </tr> <tr> <td style="text-align: center;">water</td> <td style="text-align: center;">solid</td> <td style="text-align: center;">(g)</td> </tr> </table>	<b>Oxide</b>	<b>State</b>	<b>State symbol</b>	magnesium oxide	gas	(s)	carbon monoxide	liquid	(l)	water	solid	(g)	2	2.1 1.1	LHS (Oxide to State) correct = 1 mark RHS (State to State Symbol) correct = 1 mark
<b>Oxide</b>	<b>State</b>	<b>State symbol</b>															
magnesium oxide	gas	(s)															
carbon monoxide	liquid	(l)															
water	solid	(g)															
	(ii)	<p>magnesium oxide carbon monoxide ✓</p> <p>weak intermolecular forces ✓</p> <p>covalent ✓</p>	3	2.1  2 x 1.1													

Question		Answer	Marks	AO element	Guidance
6	(a)	oxygen ✓  $2(\text{Mg})$ AND $2(\text{MgO})$ ✓	2	1.1	DO NOT ALLOW O <sub>2</sub>
				2.1	
	(b)	(i)	1	2.2	
		(ii)	3		ALLOW ECF from (i)
		<b>FIRST CHECK THE ANSWER ON ANSWER LINE</b> <b>If answer = 93(%) award 3 marks</b>  $(3.7/4.0) \times 100$ ✓ $= 92.5$ ✓ $= 93 (\%) (2\text{sf})$ ✓		2.2x2	
	(c)	(i)	4	2.1	ALLOW one mark if three points are correctly plotted
		All points correctly plotted ✓✓  Best fit line using three or more correctly plotted points ignoring outlier ✓  Appropriate scales for axes ✓			
		(ii)	2	2.2	ALLOW ECF if graph shows a point below best fit line.  IGNORE references to data table
		Reaction 2 ✓  Because it is too low on the graph and/or it's an outlier/anomalous result in the graph ✓			

Question		Answer	Marks	AO element	Guidance
7	(a)	The energy change of reaction is negative. ✓ The reactants have more energy than the products. ✓	2	1.1	
	(b)	(i) measure temperature of water <u>before</u> adding solid ✓ add solid to water (stir/dissolve) and measure the temperature ✓ temperature should increase ✓	3	2x3.1a  1x2.2	<b>ALLOW</b> this mark if implication is clear
		(ii) Idea of harm to skin and eyes /keep it away from skin and eyes /it is corrosive ✓	1	2.2	<b>ALLOW</b> 'hands' for 'skin'

Question		Answer	Marks	AO element	Guidance
8	(a)	Idea of cross checking data / look for anomalies / take a mean / idea of repeating readings ✓	1	3.3a	
	(b)	(i) vehicles produce sulfur dioxide ✓  which would make it impossible to measure how much sulfur dioxide came from the power station / idea that you cannot tell what the source of sulfur dioxide is ✓	2	3.3a	
		(ii) distance from power station /different directions around power station ✓	1	3.3a	<b>IGNORE</b> costs / references to avoiding other roads.

8	(c)*	<p>Please refer to the marking instructions on page 4 of this mark scheme for guidance on how to mark this question.</p> <p><b>Level 3 (5–6 marks)</b> Describes the changes in detail (general trend or Thursday increase) <b>AND</b> Justifies the changes in terms of at least two weather conditions.</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p><b>Level 2 (3–4 marks)</b> Describes some changes during the 6 day period <b>AND</b> Justifies at least one change in terms of a weather condition.</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p><b>Level 1 (1–2 marks)</b> Describes a change in sulfur dioxide concentration during the 6 day period. <b>OR</b> Links a weather condition to a concentration change. <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i> <b>0 marks</b> <i>No response or no response worthy of credit.</i></p>	6	2 x 2.1 4 x 3.2a	<p><b>AO3.2a Justifies reasons for the changes.</b></p> <ul style="list-style-type: none"> <li>• concentration is higher in dry weather</li> <li>• rain decreases concentration</li> <li>• wind decreases concentration</li> <li>• rain has more effect than wind</li> <li>• heavy rain causes the biggest decrease</li> <li>• sunny or cloudy weather does not have a large impact on concentration</li> </ul> <p><b>AO 2.1 Describes a change in sulfur dioxide concentration</b></p> <ul style="list-style-type: none"> <li>• sulfur dioxide concentration (generally) decreases</li> <li>• identifies two days and comments on the relative sulfur dioxide concentration (e.g. Tuesday is higher than Wednesday)</li> <li>• Thursday concentration is higher than Wednesday</li> </ul>
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Question		Answer	Marks	AO element	Guidance
9	(a)	Any <b>two</b> from: (Symbol) can (easily) separate / can identify / gives recycling instructions ORA ✓  symbol is international / people overseas can read it / people might not know what symbol means ✓ ORA ✓  don't need words / no need to read / name very long / visual symbols are easier to read ORA ✓	2	2.1	
	(b)	(i) UV does not go through glass / is absorbed by glass ✓	1	2.1	<b>ALLOW</b> reflects off glass
		(ii) chlorine / Cl <sub>2</sub> ✓	1	1.1	<b>ALLOW</b> ozone <b>DO NOT ALLOW</b> chloride
	(c)	(i) Stage 3 / shredding <u>and</u> separation ✓	1	2.1	
		(ii) Stage 2 / washing and drying ✓	1	2.1	
	(d)	Links reusing as a bottle (to clean water)/using the bottles again <u>and</u> recycling to padding/using it to make it into different product ✓  Reusing uses the bottle in its same form idea / not changed / recycled polymer is processed/shredded/melted/shaped ✓	2	1.1  2.1	<b>IGNORE</b> wear jacket several times
	(e)	Any <b>two</b> from: Using bottles to treat water does not need any processing / process is different / only need washing (and drying) / padding has been processed/shredded/melted/shaped ✓  Different life spans ✓  Bottles reused many times ✓	2	2.1	

Question			Answer	Marks	AO element	Guidance
			<p>Jackets thrown away after use ✓</p> <p>Different disposal or waste implications / different waste produced / more packaging for jackets ✓</p> <p>Different energy use ✓</p> <p>Different water use ✓</p>			

Question			Answer	Marks	AO element	Guidance												
10	(a)	(i)	<p>Copper chloride: (Positive electrode -) chlorine (gas) <b>AND</b> (negative electrode -) copper (metal) ✓</p> <p>Sodium sulfate: (Positive electrode -) oxygen (gas) ✓</p> <p>(Negative electrode -) hydrogen (gas) ✓</p>	3	2.1	<p><b>DO NOT ALLOW</b> one mark for any other permutation</p> <p><b>DO NOT ALLOW</b> chloride</p> <p><b>ALLOW</b> correct formula i.e. <math>Cl_2</math>, Cu, <math>O_2</math>, <math>H_2</math></p>												
		(ii)	<p>✓✓</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 30%;">Gas</th> <th style="text-align: left; width: 70%;">Test and result</th> </tr> </thead> <tbody> <tr> <td style="border: 1px solid black; padding: 5px;">chlorine</td> <td style="border: 1px solid black; padding: 5px;">relights a glowing splint</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">oxygen</td> <td style="border: 1px solid black; padding: 5px;">makes a lighted splint go 'pop'</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">hydrogen</td> <td style="border: 1px solid black; padding: 5px;">turns lime water milky</td> </tr> <tr> <td></td> <td style="border: 1px solid black; padding: 5px;">turns blue litmus paper red and then bleaches it</td> </tr> <tr> <td></td> <td style="border: 1px solid black; padding: 5px;">turns red litmus paper blue and then bleaches it</td> </tr> </tbody> </table>	Gas	Test and result	chlorine	relights a glowing splint	oxygen	makes a lighted splint go 'pop'	hydrogen	turns lime water milky		turns blue litmus paper red and then bleaches it		turns red litmus paper blue and then bleaches it	2	1.2	<p>All correct = 2 marks</p> <p>2 correct = 1 mark</p>
Gas	Test and result																	
chlorine	relights a glowing splint																	
oxygen	makes a lighted splint go 'pop'																	
hydrogen	turns lime water milky																	
	turns blue litmus paper red and then bleaches it																	
	turns red litmus paper blue and then bleaches it																	
		(iii)	<p>Idea that copper is less reactive (than hydrogen) ORA ✓</p> <p>Sodium is more reactive <u>than hydrogen</u> ORA ✓</p>	2	2.1	<p><b>ALLOW</b> (1) for copper is less reactive than sodium / copper is unreactive</p>												

Question		Answer	Marks	AO element	Guidance
	(b)	<p>2 correctly labelled apparatus: electrodes, battery, beaker, solution ✓</p> <p>Shows battery connected to leads connected to electrodes <b>AND</b> electrodes are at least partially submerged into solution ✓</p>	2	<p>1.2</p> <p>3.3a</p>	<p><b>ALLOW</b> anode and cathode for electrodes <b>ALLOW</b> NaCl (aq) for solution</p> <p><b>ALLOW</b> correct symbol for battery without label <b>DO NOT ALLOW</b> circuit unless current can flow</p>

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