

Higher

GCSE

Combined Science B Twenty First Century Science

J260/06: Chemistry (Higher Tier)

General Certificate of Secondary Education

Mark Scheme for June 2025

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor.
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.

5. **Crossed-Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM Assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate). *When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space).

Longer Answer Questions **(requiring a developed response)**

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your Team Leader, use the phone, the RM Assessor messaging system, or email.

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

Read through the whole answer from start to finish, using the Level descriptors to help you decide whether it is a strong or weak answer. The indicative scientific content in the Guidance column indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance. Using a 'best-fit' approach based on the skills and science content evidenced within the answer, first decide which set of level descriptors, Level 1, Level 2 or Level 3, best describes the overall quality of the answer.

Once the level is located, award the higher or lower mark:

The higher mark should be awarded where the level descriptor has been evidenced and all aspects of the communication statement (in italics) have been met.

The lower mark should be awarded where the level descriptor has been evidenced but aspects of the communication statement (in italics) are missing.

In summary:

The skills and science content determines the level.

The communication statement determines the mark within a level.

Level of response question on this paper is **5(a)(i)**

11. Annotations available in RM Assessor

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

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

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

13. 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.

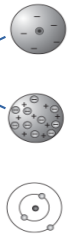
You should ensure that you have copies of these materials.

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 **Combined Science** B:

	Assessment Objective
AO1	Demonstrate knowledge and understanding of scientific ideas and scientific techniques and procedures.
AO1.1	Demonstrate knowledge and understanding of scientific ideas.
AO1.2	Demonstrate knowledge and understanding of scientific techniques and procedures.
AO2	Apply knowledge and understanding of scientific ideas and scientific enquiry, techniques and procedures.
AO2.1	Apply knowledge and understanding of scientific ideas.
AO2.2	Apply knowledge and understanding of scientific enquiry, techniques and procedures.
AO3	Analyse information and ideas to interpret and evaluate, make judgements and draw conclusions and develop and improve experimental procedures.
AO3.1	Analyse information and ideas to interpret and evaluate.
AO3.1a	Analyse information and ideas to interpret.
AO3.1b	Analyse information and ideas to evaluate.
AO3.2	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.
AO3.3	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)		Electrons are discovered. Electrons are in shells. Nucleus is discovered ✓✓ 	2	1.1	3 correct = 2 marks 2 or 1 correct = 1 mark
	(b)		True False False True ✓✓✓	3	1.1	4 correct = 3 marks 3 correct = 2 marks 2 or 1 correct = 1 mark
	(c)		First check answer on answer line If answer = 5×10^4 / 50 000 award 2 marks Rounding 1.7 to 2 ✓ $1 \times 10^{-10} / 2 \times 10^{-15} = 5 \times 10^4$ ✓	2	2.2	DO NOT ALLOW if 10^{-15} is on one side only ALLOW ECF $1 \times 10^{-10} / 1.7 \times 10^{-15} = 5.882352942 \times 10^4 / 58823.52942$ (any number of decimal places, ignore incorrect rounding) for marking point 2.
	(d)		(Argon) 18 electrons AND 18 protons ✓ (Potassium) Atomic number 19 ✓ (Argon) 22 neutrons ✓ (Potassium) mass number 39 ✓	4	1.2 x 2 2.2 x 2	IGNORE 39.1

Question		Answer	Marks	AO element	Guidance
2	(a)	First check answer on answer line If answer = 64.7 (kg) award 4 marks Mass of ore = (mass Zn ÷ percentage Zn) x 100 ✓ (5.5 ÷ 8.5) × 100 ✓ = 64.70588235 (kg) ✓ = 64.7 (kg) (3sf) ✓	4	2.2 x 3 1.2	ALLOW ECF if incorrectly rearranges equation but puts in values to this E.g Mass of ore = (percentage Zn ÷ mass Zn) x 100 (8.5 ÷ 5.5) ÷ 100 ✓ = 0.01545454... (kg) ✓ = 0.0155 (kg) (3sf) ✓ IGNORE incorrect truncation here. E.g. 64.7058 ALLOW correct sf from incorrect calculation shown in working
	(b)	Oxidation – carbon because it gains oxygen ✓ Reduction – zinc <u>oxide</u> because it loses oxygen ✓	2	2.1	Same substance in both answer lines = 0 IGNORE name of product DO NOT ALLOW zinc on its own ALLOW carbon oxidised AND zinc oxide reduced for 1 mark ALLOW answers in terms electrons Oxidation – carbon because it loses electrons ✓ Reduction – zinc <u>ion</u> because it gains electrons ✓
	(c)	Zinc is less reactive/ lower in reactivity series than carbon ✓ Aluminium is more reactive / higher in reactivity series than carbon ✓	2	2.1	

Question			Answer	Marks	AO element	Guidance
3	(a)	(i)	(Screening) Large solids cannot pass through wide mesh ✓ (Filtration) Soil too big to pass through sand ✓ (Disinfection) Microorganisms / bacteria / microbes / pathogens / virus/algae ✓ Microorganisms are killed ✓	4	1.2	ALLOW Filtered out/large objects left behind/stuck on the mesh/mesh catches the objects IGNORE only water can get through ALLOW soil is too big IGNORE Taken out by sand / small objects can't pass through / filtration / soil is caught in sand / only water can get through ALLOW answer in either box IGNORE germs / parasites DO NOT ALLOW small particles ALLOW chlorine is toxic if suitable impurity is named / kills all the impurities if suitable impurity is named IGNORE sterilisation
		(ii)	Dissolved minerals / other pollutants (still in water) / chlorine / very small particles / remains of microorganisms ✓	1	2.1	ALLOW still substances in the water/still other elements in the water/other chemicals or minerals/stages don't remove everything/chemicals have been added IGNORE still some live organic matter / bacteria in water

	(b)		Water evaporates / boils / vapourises ✓ Solid left behind ✓ Water (vapour) condenses in the condenser / condenses into beaker / condenses into separate container / condenses and is collected ✓	3	1.2	ALLOW seawater boils/ water changes (from liquid) to gas/steam IGNORE seawater evaporates DO NOT ALLOW incorrect change of state ALLOW salt is not evaporated ALLOW water is collected with concept of turning from gas to liquid DO NOT ALLOW incorrect change of state IGNORE water condenses alone / incorrectly named apparatus e.g. conical flask
	(c)	(i)	High(er) (mean) hours of sunshine ✓	1	3.2a	IGNORE reference to data from table with no comparison / hot / dry
		(ii)	Plentiful / unlimited surface water ✓ Energy / heating cost for seawater purification/distillation would be too high ✓	2	3.1b	ALLOW freshwater / groundwater ALLOW wet climate so surface water is replenished DO NOT ALLOW warm DO NOT ALLOW unlimited seawater unless explains why not used IGNORE plentiful water/unlimited water ALLOW Purification of surface water needs less energy / heat

Question			Answer	Marks	AO element	Guidance
4	(a)		$2\text{C}_6\text{H}_{14} + 19\text{O}_2 \rightarrow 12\text{CO}_2 + 14\text{H}_2\text{O}$ 12 (CO₂) AND 14 (H₂O) ✓ 19 (O₂) ✓	2	2.2	ALLOW multiples. e.g. $\text{C}_6\text{H}_{14} + 9.5\text{O}_2 \rightarrow 6\text{CO}_2 + 7\text{H}_2\text{O}$ 1 mark for 6 (CO₂) AND 7 (H₂O) 1 mark for 9.5 (O₂) DO NOT ALLOW marking point 1 if balancing does not match the number of hexanes. ALLOW ECF for marking point 2 if O₂ correctly balanced from incorrectly balanced products. e.g. $2\text{C}_6\text{H}_{14} + 18\text{O}_2 \rightarrow 6\text{CO}_2 + 24\text{H}_2\text{O}$ 6 (CO₂) AND 24 (H₂O) not creditworthy 1 mark for 18 (O₂)
	(b)		Use thermometer to measure temperatures ✓ Use balance/scales to measure masses ✓ AND any two from: Measure mass of can of water empty and with water / empty can tared on balance ✓ Measure mass of hexane/burner before and after (burning) / mass of hexane when all hexane is burned ✓ Measure temperature of water before and after (burning) ✓	4	3.3a	IGNORE measuring cylinder used for water/scale alone ALLOW weighing scale ALLOW measure mass of hexane before and then burn all the hexane
	(c)	(i)	First check answer on answer line If answer = 26.25 (kJ) award 3 marks	3		ALLOW ECF for marking points 2 and 3 from incorrect unit conversion

Question			Answer	Marks	AO element	Guidance
			$500\text{g} = 0.5\text{kg} \checkmark$ $4.2 \times 0.5 \times 12.5 \checkmark$ $= 26.25 \text{ (kJ)} \checkmark$		1.2 2.2 x 2	
		(ii)	First check answer on answer line If answer = 86 (g) award 2 marks Selects 12(.0) for C and 1(.0) for H $\checkmark$ $72 + 14 = 86 \text{ (g)} \checkmark$	2	1.2 2.2	ALLOW ECF if atomic numbers used i.e. 50 = 1 mark
		(iii)	First check answer on answer line If answer = 3010(kJ) award 3 marks $86/0.75 = 114.6... \checkmark$ $114.6... \times 26.25 \checkmark$ $= 3010 \text{ (kJ)} \checkmark$ OR $26.25/0.75 = 35.0 \checkmark$ $35 \times 86 \checkmark$ $= 3010 \text{ (kJ)} \checkmark$	3	2.2	ALLOW ECF from incorrect answer to ci and cii cii/0.75 (Finding the number of moles) x ci (finding energy for 1 mole) correct value OR ci/0.75 (finding energy from 1g) x cii (finding energy for 1 mole) correct value ALLOW marking point 3 for a correct evaluation of a calculation involving division AND multiplication using the 0.75 and the values given in ci and cii

	Question		Answer	Marks	AO element	Guidance
5	(a)	(i)*	Please refer to the marking instructions on page 4 of this mark scheme for guidance on how to mark this question. Level 3 (5–6 marks) Detailed description of how chromatography is used to test samples for purity AND Detailed description of how substances in samples can be identified using R_f values <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i> Level 2 (3–4 marks) Basic description of how chromatography is used to test samples for purity AND Basic description of how substances in samples can be identified using R_f values <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i> Level 1 (1–2 marks) Limited description of how chromatography is used to test samples for purity OR Limited description of how substances in samples can be identified using R_f values <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i>	6	1.2	AO1.2 Demonstrates knowledge and understanding of chromatographic methods and chromatograms Basic method • draw line on paper • spot of sample on line • dip paper/TLC plate into solvent • leave for solvent to rise • idea of purity test Detailed method • line drawn in pencil • choose suitable solvent • level of solvent below line • take out when solvent near top How identified • Mark line to show how far solvent has moved (solvent front) • Measure distance between start line and spot • Use a ruler • Measure distance between start line and solvent front • $R_f = \frac{\text{distance moved by sample}}{\text{distance moved by solvent}}$ • Check R_f values against reference values to identify substances Aspects of the communication statement might typically be missing when: • Irrelevant information is provided

			0 marks <i>No response or no response worthy of credit.</i>			• Information presented is incoherent • Information presented is contradictory • Information presented does not have a logical structure • Use of correct terminology is not secure/present within answer
		(ii)	Pure sample should have only 1 spot ✓	1	3.1a	ALLOW It has 2 spots / shows it has different substances
		(iii)	Leave paper in solvent for longer ✓	1	3.3a	
	(b)		Check melting point (to see if melting point is sharp or not) ✓	1	2.2	IGNORE boiling point

Question			Answer	Marks	AO element	Guidance
6	(a)	(i)	7 electrons in outer shell/1 electron short (of full outer shell)/needs to gain an electron ✓ Share electrons. ✓ To get full outer shell. ✓	3	2.1	DO NOT ALLOW electrons gained IGNORE bond covalently/ionically IGNORE references to stability of outer shell
		(ii)	Vigorous reaction with burning hydrogen. ✓	1	3.2a	ALLOW any idea of slower than chlorine and faster than iodine. e.g. fast when heated strongly/slow when heated lightly/explodes when heated/slow reaction in cold and dark IGNORE reference to sparks/bubbles/ignites
		(iii)	Boiling points increase down group/table. ✓ Intermolecular forces/bonds get stronger. ✓ More energy needed to separate / overcome intermolecular forces/bonds. ✓	3	2.1	DO NOT ALLOW reference to bonds unless clearly between molecules for MP 2 and 3 / intermolecular forces between atoms ALLOW ORA for marking points 2 and 3 ALLOW marking point 3 if no order of boiling points given but links strength of intermolecular forces with energy needed to overcome them
	(b)		MgCl ₂ ✓ Fe ³⁺ AND Br ⁻ ✓	2	2.2	
	(c)	(i)	Cl ₂ (g or aq) + 2I ⁻ (aq) → 2Cl ⁻ (aq) + I ₂ (aq) Formulae ✓ State symbols ✓ Balancing ✓	3	2.2	IGNORE state symbols and balancing for incorrect formulae ALLOW for 1 mark, correct state symbols applied to equation given in stem. Cl ₂ (g or aq) + 2KI(aq) → 2KCl(aq) + I ₂ (aq)
		(ii)	Iodine and potassium bromide formed. ✓ No reaction. ✓	2	2.1	ALLOW correct formulae instead of names. ALLOW bromine and potassium chloride

Question			Answer	Marks	AO element	Guidance
7	(a)	(i)	Any two from (similarities): Both have covalent bonds/structure ✓ Both have C attached to 3 other C's ✓ Both have hexagons ✓ Both have high surface area to volume ratio ✓ Any two from (differences): Fullerene a ball / sphere AND graphene is sheet ✓ Fullerene has some pentagons, graphene does not ✓ Fullerene is a (large) molecule, graphene is a giant structure ✓	4	2.1	DO NOT ALLOW giant (covalent) structure ALLOW each carbon has 3 bonds ALLOW hexagonal (structure) DO NOT ALLOW both have only hexagons / hexagonal layers ALLOW fullerene is 3d structure AND graphene is 2d structure DO NOT ALLOW graphene is in layers ALLOW Graphene has only hexagonal rings whereas fullerene does not
		(ii)	(One) unbonded electron (per carbon.) ✓ These electrons can move throughout the sheet / structure. ✓	2	1.1	IGNORE references to sliding layers ALLOW has delocalised electrons / free electrons IGNORE electrons can move / are delocalised unless has idea of throughout the sheet
	(b)	(i)	D AND E ✓	1	1.2	ALLOW 2.7×10^{-10} AND 3.3×10^{-10}
		(ii)	B ✓ C ✓	2	1.2	ALLOW 1.5×10^{-8} ALLOW 3.9×10^{-9}

Question			Answer	Marks	AO element	Guidance
8	(a)		Lighted splint ✓ Squeaky pop ✓	2	1.2	ALLOW 1 mark for squeaky pop test
	(b)	(i)	Burette/measuring cylinder ✓ Over water ✓	2	1.2	ALLOW shown in a diagram ALLOW measuring tube
		(ii)	Any two from: Particle size/surface area of solid ✓ Volume of acid ✓ Mass/volume of solid /number of solid pieces ✓	2	3.3a	ALLOW zinc for solid / size of zinc pieces IGNORE amount of acid / same acid ALLOW amount of zinc IGNORE same metal
	(c)		Curve steeper with catalyst so faster rate ✓ Same total amount of gas so yield unchanged ✓	2	3.1b	ALLOW more hydrogen in less time so faster ALLOW reaction is faster and has same yield / curve is steeper and same total of gas for 1 mark
	(d)		Particles/ hydrogen ions faster / have more kinetic energy ✓ More collisions successful / more collisions with E_a ✓	2	1.1	IGNORE energy unqualified / vibrate faster / incorrect particles e.g. atoms / molecules

Question			Answer	Marks	AO element	Guidance
9	(a)		Covalent ✓ Each (carbon) bonded to 4 others ✓ 3-dimensional (arrangement) ✓	3	1.1	ALLOW tetrahedral arrangement ALLOW 3-d / lattice DO NOT ALLOW 3-dimensional layers IGNORE giant structure
	(b)		Diamond has strong bonds in all directions ✓ So difficult to break apart ✓ Graphite weak bonds/forces between layers ✓ Layers can slide over each other ✓	4	1.1	ALLOW idea of only strong bonds in diamond / all carbons are bonded strongly ALLOW forces for bonds ALLOW Weak intermolecular forces between layers
	(c)		Idea of diamond having a giant covalent structure / many covalent bonds / only covalent bonds ✓ Large amount of energy needed to break these strong (covalent) bonds ✓	2	1.1	ALLOW carbons covalently bonded to 4 others

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