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# **GCSE MARKING SCHEME**

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**SUMMER 2018**

**GCSE  
CHEMISTRY – COMPONENT 2**

**C410U20-1  
C410UB0-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

## GCSE CHEMISTRY COMPONENT 2: Applications in Chemistry

### MARK SCHEME

#### GENERAL INSTRUCTIONS

##### Recording of marks

Examiners must mark in red ink.

One tick must equate to one mark (apart from the questions where a level of response mark scheme is applied).

Question totals should be written in the box at the end of the question.

Question totals should be entered onto the grid on the front cover and these should be added to give the script total for each candidate.

##### Marking rules

All work should be seen to have been marked.

Marking schemes will indicate when explicit working is deemed to be a necessary part of a correct answer.

Crossed out responses not replaced should be marked.

Credit will be given for correct and relevant alternative responses which are not recorded in the mark scheme.

##### Extended response question

A level of response mark scheme is used. Before applying the mark scheme please read through the whole answer from start to finish. Firstly, decide which level descriptor matches best with the candidate's response: remember that you should be considering the overall quality of the response. Then decide which mark to award within the level. Award the higher mark in the level if there is a good match with both the content statements and the communication statements.

##### Marking abbreviations

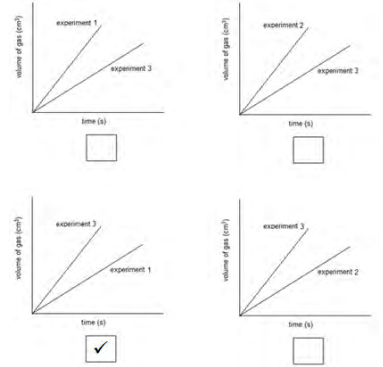
The following may be used in marking schemes or in the marking of scripts to indicate reasons for the marks awarded.

cao = correct answer only  
ecf = error carried forward  
bod = benefit of doubt

**Foundation Tier Section A**

Question				Marking details	Marks available						
					AO1	AO2	AO3	Total	Maths	Prac	
1	(a)			A F E  award (2) for all <b>three</b> correct award (1) for any <b>one</b> correct	2			2			2
	(b)			filtration (1)  distillation (1)  evaporation / crystallisation (1)	3			3			3
				<b>Question 1 total</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>		<b>5</b>

Question				Marking details			Marks available														
							AO1	AO2	AO3	Total	Maths	Prac									
2	(a)			X	oxygen / O <sub>2</sub> / O (1)		2		2		2										
				Y	hydrogen / H <sub>2</sub> / H (1)																
	(b)	(i)		<table border="1"> <thead> <tr> <th>Gas</th> <th>Test they would carry out</th> <th>Expected observation</th> </tr> </thead> <tbody> <tr> <td>carbon dioxide</td> <td>bubble into / add limewater (1)</td> <td></td> </tr> <tr> <td>ammonia</td> <td></td> <td>goes blue (1)</td> </tr> </tbody> </table>			Gas	Test they would carry out	Expected observation	carbon dioxide	bubble into / add limewater (1)		ammonia		goes blue (1)	2			2		2
				Gas	Test they would carry out	Expected observation															
				carbon dioxide	bubble into / add limewater (1)																
ammonia		goes blue (1)																			
carbon dioxide	<b>B</b> (1)																				
ammonia	<b>D</b> (1)																				
<b>Question 2 total</b>						<b>2</b>	<b>4</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>4</b>										

Question			Marking details	Marks available					
				AO1	AO2	AO3	Total	Maths	Prac
3	(a)	(i)	<p>experiments 1 and 2 (1)</p> <p>award (1) for either of following            increasing the concentration decreases the time taken            decreasing the concentration increases the time taken</p> <p>accept reference to <b>rate</b> e.g.            increasing the concentration increases the rate            decreasing the concentration decreases the rate</p> <p>ignore any reference to temperature – neutral answer</p>			2	2		2
		(ii)	<p>mass / amount (1)</p> <p>particle size (e.g. use chips of same size) / surface area (1)</p>	2			2		2
		(iii)	<p>(1)</p> 			1	1	1	1

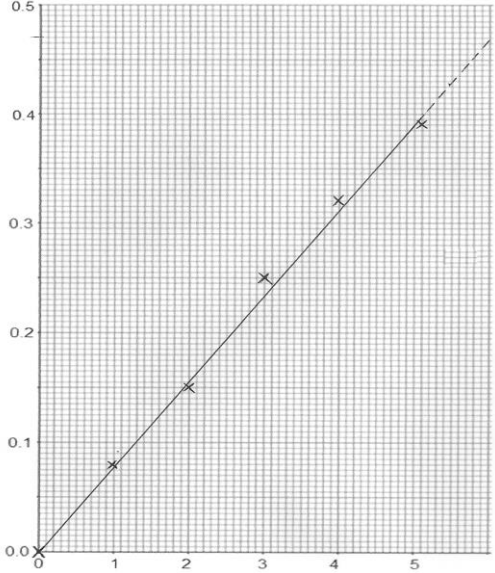
Question		Marking details		Marks available					
				AO1	AO2	AO3	Total	Maths	Prac
	(b)		<p>any <b>two</b> of following for (1) each</p> <ul style="list-style-type: none"> <li>no gas can escape / all the gas will be collected</li> <li>readings are more precise / more accurate</li> <li>easier to read the scale on the syringe / no bubbles to interfere with reading</li> <li>carbon dioxide will not dissolve in water</li> </ul>			2	2		2
	(c)	(i)	<p>mass decreases / goes down (1)</p> <p>because gas escapes / leaves the flask (1)</p>	2			2		2
		(ii)	<p>award (1) for any of following</p> <ul style="list-style-type: none"> <li>records continually</li> <li>records automatically</li> <li>records at exactly the right time</li> <li>saves data</li> <li>generates graph</li> </ul> <p>any reference to accuracy needs qualification human error – neutral answer</p>	1			1		1
			<b>Question 3 total</b>	<b>5</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>1</b>	<b>10</b>

Question			Marking details	Marks available															
				AO1	AO2	AO3	Total	Maths	Prac										
4	(a)	(i)	<p>copper(II) oxide / CuO / 2CuO (1)</p> <p>loses oxygen / has oxygen taken away (1) do not accept 'loses oxide' carbon more reactive than copper – neutral answer</p> <p>marking points are <b>not</b> linked so second mark to be awarded when 'copper' is named</p>	2			2		2										
		(ii)	<table border="1"> <tr> <td>copper and magnesium oxide</td> <td><input type="checkbox"/></td> </tr> <tr> <td>carbon and aluminium oxide</td> <td><input type="checkbox"/></td> </tr> <tr> <td>carbon and iron oxide</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>gold and copper oxide</td> <td><input type="checkbox"/></td> </tr> <tr> <td>magnesium and copper oxide</td> <td><input checked="" type="checkbox"/></td> </tr> </table> <p>award (1) for each correct answer award (1) if <b>two</b> correct and <b>one</b> incorrect box ticked</p>	copper and magnesium oxide	<input type="checkbox"/>	carbon and aluminium oxide	<input type="checkbox"/>	carbon and iron oxide	<input checked="" type="checkbox"/>	gold and copper oxide	<input type="checkbox"/>	magnesium and copper oxide	<input checked="" type="checkbox"/>		2		2		2
copper and magnesium oxide	<input type="checkbox"/>																		
carbon and aluminium oxide	<input type="checkbox"/>																		
carbon and iron oxide	<input checked="" type="checkbox"/>																		
gold and copper oxide	<input type="checkbox"/>																		
magnesium and copper oxide	<input checked="" type="checkbox"/>																		



Question		Marking details		Marks available							
				AO1	AO2	AO3	Total	Maths	Prac		
	(b)			79.9 / 79.87 % (2)		2					
				if incorrect award (1) for $M_r(\text{Cu}_2\text{S}) = 159$							
				greater percentage of metal by mass than in haematite (and sphalerite) but less than in galena (1)			1	3	2		
				ecf possible if incorrect percentage calculated							
				sensible calculation required for final mark to be awarded							
				<b>Question 4 total</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>7</b>	<b>2</b>	<b>4</b>	

Question			Marking details					Marks available																														
								AO1	AO2	AO3	Total	Maths	Prac																									
5	(a)	(i)	<table border="1"> <tbody> <tr> <td>1</td> <td>0.08</td> <td>0.10</td> <td>0.06</td> <td>0.08</td> </tr> <tr> <td>2</td> <td>0.14</td> <td>0.15</td> <td>0.16</td> <td>0.15</td> </tr> <tr> <td>3</td> <td>0.25</td> <td>0.23</td> <td>0.27</td> <td>0.25</td> </tr> <tr> <td>4</td> <td>0.39</td> <td>0.31</td> <td>0.33</td> <td>0.32</td> </tr> <tr> <td>5</td> <td>0.40</td> <td>0.38</td> <td>0.33</td> <td>0.39</td> </tr> </tbody> </table> <p><b>both</b> needed for (1)</p>					1	0.08	0.10	0.06	0.08	2	0.14	0.15	0.16	0.15	3	0.25	0.23	0.27	0.25	4	0.39	0.31	0.33	0.32	5	0.40	0.38	0.33	0.39		1		1		1
		1	0.08	0.10	0.06	0.08																																
2	0.14	0.15	0.16	0.15																																		
3	0.25	0.23	0.27	0.25																																		
4	0.39	0.31	0.33	0.32																																		
5	0.40	0.38	0.33	0.39																																		
		(ii)	award (1) for any of following <ul style="list-style-type: none"> <li>• most consistent results</li> <li>• smallest variation</li> <li>• smallest range</li> <li>• all measurements within the smallest range</li> <li>• all results closest to the mean</li> </ul>						1		1		1																									

Question			Marking details	Marks available						
				A01	A02	A03	Total	Maths	Prac	
		(iii)	 <p>all points plotted correctly (2)      tolerance <math>\pm\frac{1}{2}</math> square  any 3/4 points plotted correctly (1)</p> <p>straight line through origin (by eye) (1)  do not accept 'point to point' line</p>		3		3	3	3	
		(iv)	I	0.195    accept 0.20      ecf possible from incorrect graph		1		1	1	1
			II	any answer in the range 0.46-0.48 (accept with or without working on graph)  ecf possible from incorrect graph			1	1	1	1

Question			Marking details	Marks available											
				AO1	AO2	AO3	Total	Maths	Prac						
	(b)	(i)	award (1) for any of following some of the silver left on the rod some of the silver left in the beaker some of the silver left on the filter paper  'not all collected' – neutral answer			1	1		1						
		(ii)	the silver was not dried / was still wet			1	1		1						
	(c)	(i)	<table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Variable</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>independent variable</td> <td>length of copper rod</td> </tr> <tr> <td>dependent variable</td> <td>mass of silver deposited</td> </tr> </tbody> </table> <p><b>both</b> needed for (1)</p>	Variable	Description	independent variable	length of copper rod	dependent variable	mass of silver deposited			1	1		1
Variable	Description														
independent variable	length of copper rod														
dependent variable	mass of silver deposited														
		(ii)	award (1) for any of following <ul style="list-style-type: none"> <li>• time</li> <li>• volume of silver nitrate (solution)</li> <li>• concentration of silver nitrate (solution)</li> <li>• temperature</li> <li>• diameter of rod / circumference of rod</li> </ul>			1	1		1						
			<b>Question 5 total</b>	<b>0</b>	<b>6</b>	<b>5</b>	<b>11</b>	<b>5</b>	<b>11</b>						

Question				Marking details	Marks available						
					AO1	AO2	AO3	Total	Maths	Prac	
6				<p><b>Indicative content</b>  <b>AO1 allocation</b>            flame test – gives a yellow flame / same colour for all solutions            add hydrochloric acid – gives a reaction / produces carbon dioxide with the carbonate            add silver nitrate solution – gives a cream precipitate with the bromide            add sodium hydroxide – no observation for any of the solutions</p> <p><b>AO2 allocation</b>            no one test can be used to identify all three            neither the flame test nor the sodium hydroxide test is effective            carbonate identified by the hydrochloric acid            bromide by the silver nitrate            sulfate identified by a process of elimination</p> <p><b>5-6 marks</b>            Identification of two tests as useful and two as not; correct observations and conclusions  <i>There is a sustained line of reasoning which is coherent, relevant, substantiated and logically structured. The candidate uses appropriate scientific terminology and accurate spelling, punctuation and grammar.</i></p> <p><b>3-4 marks</b>            Identification of one test as useful test and one as not; some correct observations and conclusions  <i>There is a line of reasoning which is partially coherent, largely relevant, supported by some evidence and with some structure. The candidate uses mainly appropriate scientific terminology and some accurate spelling, punctuation and grammar.</i></p> <p><b>1-2 marks</b>            Appropriate comment on one test with observation / conclusion  <i>There is a basic line of reasoning which is not coherent, largely irrelevant, supported by limited evidence and with very little structure. The candidate uses limited scientific terminology and inaccuracies in spelling, punctuation and grammar.</i></p> <p><b>0 marks</b>  <i>No attempt made or no response worthy of credit.</i></p>	4						2
				<b>Question 6 total</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>2</b>	

Foundation Tier Section B / Higher Tier Section A

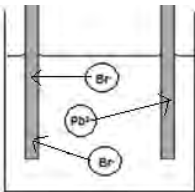
Question				Marking details	Marks available					
					AO1	AO2	AO3	Total	Maths	Prac
7/1	(a)			—OH / hydroxyl		1		1		
	(b)			$  \begin{array}{c}  \text{H} & \text{H} & \text{H} \\    &   &   \\  \text{H}-\text{C}-\text{C}-\text{C}-\text{OH} \\    &   &   \\  \text{H} & \text{H} & \text{H}  \end{array}  \qquad  \begin{array}{c}  \text{H} & \text{H} & \text{H} \\    &   &   \\  \text{H}-\text{C}-\text{C}-\text{C}-\text{H} \\    &   &   \\  \text{H} & \text{OH} & \text{H}  \end{array}  \qquad (1)  $ C <sub>3</sub> H <sub>7</sub> OH / C <sub>3</sub> H <sub>8</sub> O (1) ecf possible from incorrect displayed formula	1	1		2		
	(c)			350 million barrels is 57 % of total world production (1)  total world production $\frac{100}{57} \times 350 \text{ million} = 614 \text{ million barrels} \quad (1)$  Brazil production $\frac{27}{100} \times 614 \text{ million barrels}$  166 million barrels (1) accept any value from 165-168 million						

Question		Marking details		Marks available							
				A01	A02	A03	Total	Maths	Prac		
	(d)			heat has been lost to the environment (1)							
				award (1) for any of following							
				<ul style="list-style-type: none"> <li>• use a draft excluder</li> <li>• use a calorimeter / copper can</li> <li>• insulate the flask</li> </ul>				2	2		2
	(e)			in general, the energy content increases as the C:H ratio decreases (1)							
				ethanol does not fit this trend (as its energy content is lower than coal/petroleum) (1)							
				hydrogen cannot be included in this trend as it has no carbon present (1)				3	3		

Question		Marking details		Marks available						
				AO1	AO2	AO3	Total	Maths	Prac	
	(f)		<p>evidence to agree with statement</p> <ul style="list-style-type: none"> <li>hydrogen has a higher energy content (than ethanol) (1)</li> <li>hydrogen does not produce CO<sub>2</sub> so will not contribute to the greenhouse effect / global warming (as ethanol does) (1)</li> </ul> <p>evidence to disagree with statement</p> <ul style="list-style-type: none"> <li>hydrogen requires specialist fuel cell technology (but ethanol can be used in traditional petrol engines with minimal conversion) (1)</li> <li>hydrogen costs a lot to more to produce (than ethanol) / ethanol can be produced from crops (1)</li> <li>hydrogen is a gas – collection / storage / transport is more difficult (than it is for ethanol) (1)</li> <li>hydrogen requires a lot of infrastructure investment / does not have fuelling stations available at the moment (but ethanol can be sold in traditional petrol stations) (1)</li> </ul> <p>comparison can be inferred – direct reference to both hydrogen and ethanol is <b>not</b> required</p> <p>award max (2) for advantages and max (2) for disadvantages</p>	2						
			<b>Question 7/1 total</b>	<b>3</b>	<b>7</b>	<b>5</b>	<b>15</b>	<b>2</b>	<b>2</b>	



### Higher Tier Section B

Question			Marking details	Marks available					
				AO1	AO2	AO3	Total	Maths	Prac
2	(a)	(i)	so that the ions (are free to) move	1			1		1
		(ii)	 <p>arrows showing all ions correctly moving to the correct electrode accept arrow on just one bromide ion</p>	1			1		1
		(iii)	$\boxed{2} \text{ Br}^- - \boxed{2} \text{ e}^- \rightarrow \text{Br}_2$ <p>Both numbers correct for 1 mark</p>		1		1		

Question			Marking details	Marks available					
				AO1	AO2	AO3	Total	Maths	Prac
	(b)	(i)	<p>as time increases, the mass of lead formed increases (1)</p> <p>there is a linear relationship / it increases in regular intervals each minute (1)</p> <p>award (2) for time and mass are directly proportional</p>			2	2		2
		(ii)	<p>weigh the electrode at start and finish (1)</p> <p>calculate the difference / increase (in mass) (1)</p> <p>award max (1) for 'scrape off and weigh'</p> <p>ignore any reference to cooling – neutral</p>			2	2		2
			<b>Question 2 total</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>7</b>	<b>0</b>	<b>6</b>

Question			Marking details	Marks available					
				AO1	AO2	AO3	Total	Maths	Prac
3	(a)		<p>graph with smaller gradient but still increasing <b>or</b> finished at 100cm<sup>3</sup> of gas (1)</p> <p>rate of reaction is lower / reaction not as fast <b>because</b> particles have less (kinetic) energy (1)</p> <p>award (1) for either of following</p> <ul style="list-style-type: none"> <li>• lower <b>chance</b> / <b>frequency</b> of successful collisions</li> <li>• fewer particles overcome activation energy</li> </ul>	2	1		3	1	3
	(b)		<p>0.0084g / 0.00834g of hydrogen gas formed (2)</p> <p>if incorrect award (1) for 0.0042 / 0.00417 mol of hydrogen gas</p> <p>the change would be too small to measure using the balance / balance is not to enough decimal places / balance is not precise enough (1)</p> <p>reference to 'accuracy' requires explanation</p>		2	1	3	2	3
			<b>Question 3 total</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>6</b>	<b>3</b>	<b>6</b>

Question		Marking details		Marks available					
				AO1	AO2	AO3	Total	Maths	Prac
4	(a)		<p>add each halogen to the solutions of the other halides (1)</p> <p>award (1) each for up to <b>two</b> of following</p> <ul style="list-style-type: none"> <li>chlorine displaces both bromine (from bromide) and iodine (from iodide)</li> <li>iodine doesn't displace either of the others</li> <li>bromide displaces iodine (from iodide) but not chlorine (from chloride)</li> </ul> <p>chlorine more reactive than bromine and bromine more reactive than iodine (1)</p> <p>displace <math>\equiv</math> react <math>\equiv</math> change colour</p>	4			4		4
	(b)		<p>the halogens all need to gain one electron to make outer shell full (1)</p> <p>the further the outer shell from the nucleus, the more difficult it is to gain one electron / the smaller the atom, the stronger the attractive force (1)</p>	2			2		
		<b>Question 4 total</b>		<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>4</b>

Question		Marking details		Marks available						
				AO1	AO2	AO3	Total	Maths	Prac	
5	(a)			add sodium hydroxide (solution) (1)	2					
				<p><math>\text{Fe}^{3+}</math> ions give a brown <b>precipitate / solid</b> (1)</p> <p>do <b>not</b> award credit without reference to sodium hydroxide do <b>not</b> award credit without reference to precipitate or solid</p> $\begin{array}{c} \text{Fe}^{3+} + 3\text{OH}^- \longrightarrow \text{Fe}(\text{OH})_3 \\ \underbrace{\hspace{1.5cm}} \qquad \qquad \qquad \underbrace{\hspace{0.5cm}} \\ \text{1 mark} \qquad \qquad \qquad \text{1 mark} \end{array}$ <p>correct left hand side (1)</p> <p>correct product (1)</p> <p>ignore state symbols</p>						
	(b)			add barium chloride (solution) (1)	2					
				<p>produces a white precipitate / solid (1)</p> <p>do <b>not</b> award credit without reference to barium chloride</p> <p>barium sulfate and iron(III) chloride formed – both needed (1)</p> <p>do <b>not</b> accept iron chloride / iron(II) chloride</p>						
				<b>Question 5 total</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>7</b>

Question			Marking details	Marks available					
				AO1	AO2	AO3	Total	Maths	Prac
6	(a)	(i)	<p>mass of Na = 1.61g</p> <p>mass of O = 0.37g (1)</p> <p>moles Na = <math>\frac{1.61}{23} / 0.07</math></p> <p>moles O = <math>\frac{0.37}{16} / 0.023</math> (1)</p> <p>ratio of 3:1 therefore simplest formula is Na<sub>3</sub>O (1)</p> <p>award max (1) for correct answer with no working</p>		3	(1)	3	3	3
		(ii)	<p>get another group/person to carry out the same experiment / compare the results of another group (1)</p> <p>repeat the experiment – neutral answer but allows access to second mark</p> <p>if the experiment is reproducible the results/calculation would be similar / same (1)</p> <p>'same pattern in results' is too vague – neutral answer</p>	2			2		2
	(b)		<p>award (1) each for any <b>two</b> of following</p> <ul style="list-style-type: none"> <li>• sodium not completely oxidised / not enough oxygen</li> <li>• sodium was already oxidised / not pure</li> <li>• other products formed / side reactions taking place</li> <li>• insufficient time</li> </ul>			2	2		2
			<b>Question 6 total</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>7</b>	<b>3</b>	<b>7</b>

Question		Marking details	Marks available					
			AO1	AO2	AO3	Total	Maths	Prac
7	(a)	<p><b>Indicative content</b></p> <p>reactions both produce salt + water + carbon dioxide  reactions are both exothermic  reactions of strong acid (hydrochloric acid) is faster and more exothermic than weak acid (ethanoic acid)  hydrochloric acid has more dissociation of H<sup>+</sup> ions than ethanoic acid</p> <p>products of both reactions  word equations  symbol equations</p> <p><b>5-6 marks</b>  Similarities and difference given; strong and weak acids in terms of dissociation; products named and good attempt at symbol equations  <i>There is a sustained line of reasoning which is coherent, relevant, substantiated and logically structured. The candidate uses appropriate scientific terminology and accurate spelling, punctuation and grammar.</i></p> <p><b>3-4 marks</b>  Similarities given; recognition of strong and weak acids; some products named and good attempt at word equations  <i>There is a line of reasoning which is partially coherent, largely relevant, supported by some evidence and with some structure. The candidate uses mainly appropriate scientific terminology and some accurate spelling, punctuation and grammar.</i></p> <p><b>1-2 marks</b>  Simple description of acid/carbonate reactions or give the names of the products formed.  <i>There is a basic line of reasoning which is not coherent, largely irrelevant, supported by limited evidence and with very little structure. The candidate uses limited scientific terminology and inaccuracies in spelling, punctuation and grammar.</i></p> <p><b>0 marks</b>  <i>No attempt made or no response worthy of credit.</i></p>	4	2		6		6

Question			Marking details	Marks available					
				AO1	AO2	AO3	Total	Maths	Prac
	(b)	(i)	<p>mean volume of sodium hydroxide = <math>25/25.0 \text{ cm}^3</math> (1) do <b>not</b> credit <math>25.46 \text{ cm}^3</math> ecf possible</p> <p>number of moles NaOH = <math>0.20 \times 25/1000 = 0.005 \text{ mol}</math> (1) (credit <math>0.0051 \text{ mol}</math> if ecf from <math>25.46 \text{ cm}^3</math>)</p> <p>number of moles of ethanoic acid = <math>0.005 \text{ mol}</math> (1) (<math>0.0051 \text{ mol}</math> ecf)</p> <p>conc<sup>n</sup> of ethanoic acid = <math>0.005 \div 20/1000 = 0.25 \text{ mol/dm}^3</math> (1) (<math>0.255 \text{ mol/dm}^3</math> ecf)</p> <p>accept alternative method</p>			1			
					3		4	3	4
		(ii)	<p><math>M_r(\text{CH}_3\text{COOH}) = 60</math> (1)</p> <p>mass of <math>\text{CH}_3\text{COOH}</math> in <math>1 \text{ dm}^3 = (0.25 \times 60) = 15 \text{ g}</math></p> <p>mass of <math>\text{CH}_3\text{COOH}</math> in <math>100 \text{ cm}^3 = 1.5 \text{ g}</math> therefore <b>label is correct</b> (1)</p> <p>accept alternative method using number of moles</p> <p>do <b>not</b> credit random guess at label being correct</p>						
					2		2	2	2
			<b>Question 7 total</b>	<b>4</b>	<b>7</b>	<b>1</b>	<b>6</b>	<b>5</b>	<b>12</b>



## FOUNDATION TIER

### SUMMARY OF MARKS ALLOCATED TO ASSESSMENT OBJECTIVES

Question	AO1	AO2	AO3	TOTAL MARK	MATHS	PRAC
1	5	0	0	5	0	5
2	2	4	0	6	0	4
3	5	0	5	10	1	10
4	2	4	1	7	2	4
5	0	6	5	11	5	11
6	4	2	0	6	0	2
7	3	7	5	15	2	2
<b>TOTAL</b>	<b>21</b>	<b>23</b>	<b>16</b>	<b>60</b>	<b>10</b>	<b>38</b>

## HIGHER TIER

### SUMMARY OF MARKS ALLOCATED TO ASSESSMENT OBJECTIVES

Question	AO1	AO2	AO3	TOTAL MARK	MATHS	PRAC
1	3	7	5	15	2	2
2	2	1	4	7	0	6
3	2	3	1	6	3	6
4	6	0	0	6	0	4
5	4	3	0	7	0	7
6	2	3	2	7	3	7
7	4	7	1	6	5	12
<b>TOTAL</b>	<b>23</b>	<b>24</b>	<b>13</b>	<b>60</b>	<b>13</b>	<b>44</b>