



Level 3 Certificate/Extended Certificate

APPLIED SCIENCE

ASC1C

Unit 1 Key Concepts in Science

Section B – Chemistry

Mark scheme

January 2019

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 Assessment Writer.

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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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different 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. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

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 and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example 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 example.

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 valid points. Students do not have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Question	Answers	Additional comments	Mark	AO
01.1	protons are positive and electrons are negative		1	AO1
	number of protons (or positives) are equal to number of electrons (or negatives)		1	AO1
01.2	(because) outer shell electrons		1	AO1
	free to move / delocalised (throughout the structure)		1	AO1
01.3	$\text{Mg}_{(s)} + 2\text{HCl}_{(aq)} \rightarrow \text{MgCl}_{2(aq)} + \text{H}_{2(g)}$	1 mark LHS 1 mark RHS 1 mark state symbols	3	AO2
01.4	regular arrangement of copper atoms in layers		1	AO1
	layers disrupted / distorted by different sized atoms		1	AO1
01.5	in alloy layers of atoms unable to slide over each other or in pure copper layers of atoms able to slide over each other		1	AO1
01.6	fewer shells	allow converse if clearly describing strontium	1	AO1
	(so) less shielding in magnesium		1	AO1
Total			12	

Question	Answers	Additional comments	Mark	AO
02.1	$n = \frac{PV}{RT}$ $= \frac{150\,000 \times 4}{8.31 \times 500}$ $\left(= \frac{600\,000}{4155} = \right) 144(.404\dots)$	an answer of 144 (.404...) scores 3 marks if no other mark awarded allow 1 marks for evidence of converting 150 to 150 000	1	AO2
			1	AO2
			1	AO2
02.2	thermal decomposition		1	AO1
02.3	(= 27 × 44) 1188 g	1 mark for 1188 1 mark for g		AO2 AO1
			1 1	
02.4	any two from: <ul style="list-style-type: none"> • temperature not high enough • not heated for long enough • reagent impure 	if neither mark awarded allow 1 mark for incomplete reaction	2	AO3
Total			8	