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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS GCE Advanced Level

MARK SCHEME for the October/November 2011 question paper for the guidance of teachers

9701 CHEMISTRY

9701/42

Paper 4 (A2 Structured Questions), maximum raw mark 100

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.

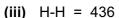
Mark schemes must be read in conjunction with the question papers and the report on the examination.

• Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	
	GCE A LEVEL – October/November 2011	9701	

- 1 (a) (i) either burn or shine light/uv on mixture of $H_2 + Cl_2$ but NOT heat
 - (ii) red/orange/brown colour of bromine decolourises/disappears steamy/misty/white fumes produced container gets warm/hot



$$Cl-Cl = 244$$

$$H-Cl = 431$$

$$\Delta H = 436 + 244 - 2(431)$$

$$= -182 \text{ kJ mol}^{-1}$$

$$H-H = 436$$

$$Br-Br = 193$$

$$H-Br = 366$$

$$\Delta H = 436 + 193 - 2(366)$$

$$= -103 \text{ kJ mol}^{-1}$$

(iv) H-Br bond is weaker than the H-Cl bond – allow converse.

[1] [8]

(b) (i) light

(ii) bonds broken = C-H & I-I =
$$410 + 151 = 561$$

bonds made = C-I & H-I = $240 + 299 = 539$

$$\Delta H = 551 - 539 = +22 \text{ kJ mol}^{-1}$$
 [2]

(iii) The overall reaction is endothermic or no strong bonds/only weak bonds are formed or high $\mathsf{E}_{\mathsf{act}}$

[1] **[4]**

- (c) (i) homolytic fission is the breaking of a bond to form (two) radicals/neutral species/ odd-electron species [1]
 - (ii) •CH₂C*l* [1] the C-Br bond is the weakest or needs least energy to break/breaks most easily [1]

[3]

(d)

$$CI$$
 CI CI CI CI

4 structures: [2]

2 or 3 structures: [1]

Correct chiral atom identified

[1] [3]

[Total: 18]

Page 3	Mark Scheme: Teachers' version	Syllabus	er
	GCE A LEVEL – October/November 2011	9701	100

2 (a) (i) Order w.r.t. [CH₃CHO] = 1 Order w.r.t. [CH₃OH] = 1 Order w.r.t. [H⁺] = 1

(ii) rate = $k[CH_3CHO][CH_3OH][H^{\dagger}]$

(iii) units =
$$\text{mol}^{-2} \text{ dm}^6 \text{ s}^{-1}$$

(iv) rate will be $2 \times 4 = 8$ times as fast as reaction 1 (relative rate = 8)

[1] COM

[1] **[6]**

(b) [CH₃OH] /mol dm⁻³ [acetal **A**] /mol dm⁻³ [CH₃CHO] $[H^{\dagger}]$ [H₂O]/mol dm⁻³ $/mol dm^{-3}$ /mol dm⁻³ 0.00 at start 0.20 0.10 0.05 0.00 (0.20 - x)(0.10 - 2x)0.05 at equilibrium X Х 0.175 0.05 0.025 0.025 at equilibrium 0.05

(i) 3 values in second row 3 x [1]

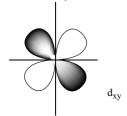
(ii) 4 values in third row 4 x [1]

(iii) $K_c = \{[acetal \mathbf{A}][H_2O]\}/\{[CH_3CHO][CH_3OH]^2\}$ [1] units = $mol^{-1}dm^3$ [1]

(iv) $K_c = 0.025^2/(0.175 \times 0.05^2) = 1.4(3) \text{ (mol}^{-1} \text{ dm}^3)$ [1] [max 9]

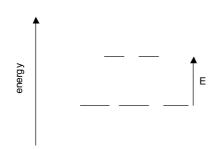
[Total: 15]

	Page 4	Mark Scheme: Teachers' version	Syllabus
		GCE A LEVEL – October/November 2011	9701
3	(a) for exam	ple also allow d _{z2}	Cambridge
		$\int_{d_{\mathrm{xv}}}$	COM



shape (4 lobes) [1] correct label e.g. d_{xy} [1] [2]

(b) (i)



Marks are for 5 degenerate orbitals [1]

and 3:2 split [1]

[1]

[1]

[1]

(ii) colour due to the absorption of light NOT emitted light E = hf *or* photon's energy = E in above diagram electron promoted from lower to higher orbital

size of ΔE depends on the ligand [1]

as ΔE changes, so does f in E = hf [1] [7]

(c) (i) O.N.(carbon) = +3
$$(4 \times (-2) + 2x = -2$$
, thus $2x = +6$) [1]

(iii)

[2]

[2]

(iv)
$$\underline{2} \text{ K}_3 \text{Fe}(C_2O_4)_3 \rightarrow \underline{3} \text{ K}_2C_2O_4 + \underline{2} \text{ Fe}C_2O_4 + \underline{2} \text{ CO}_2$$

 $Or \text{ K}_3 \text{Fe}(C_2O_4)_3 \rightarrow \underline{3/2} \text{ K}_2C_2O_4 + \text{Fe}C_2O_4 + \text{ CO}_2$

[max 5]

[Total: 14]

Page 5	Mark Scheme: Teachers' version	Syllabus er
	GCE A LEVEL – October/November 2011	9701

(a) (i) $C_2H_5NH_2 + HA \rightarrow C_2H_5NH_3^+ + A^-$ (HA can be H_2O , HCl etc.) Allow ← instead of arrow

(ii)

most basic		least basic
ethylamine	ammonia	phenylamine

[1]

(iii) ethylamine > NH₃ due to electron-donating ethyl/alkyl group phenylamine < NH₃ due to delocalisation of lone pair over ring

[1] [1]

[4]

(b) (i) $C_6H_5OH + OH^- \rightarrow C_6H_5O^- + H_2O (or \text{ with Na}^+/H_2O/A^-)$

[1]

(ii) pKa of nitrophenol is smaller/K_a is larger because it's a stronger acid/dissociates more than phenol stronger because the anionic charge is spread out moreover the NO₂ group or NO₂ is electron-withdrawing

[1] [1]

(iii) pKa = 1.0 [1]

(iv) Nitro group increases acidity / electron-withdrawing groups increase acidity

[1] [5]

(c) (i) **B** is phenyldiazonium cation, $C_6H_5-N^+\equiv N$

[1]

(ii)

reaction	reagent(s)	conditions
Step 1	NaNO ₂ + HC <i>l</i> or HNO ₂ [1]	T < 10°C [1]
Step 2	H₂O / aq	heat/boil/T > 10° (both) [1]
Step 3	HNO ₃ NB HNO ₃ (aq) OK for both	dilute (both) [1]

[4]

[5]

[Total: 14]

		2.
Page 6	Mark Scheme: Teachers' version	Syllabus
	GCE A LEVEL – October/November 2011	9701

- 5 (a) (i) C=C double bonds / alkenes
 - (ii) -OH groups / accept alcohols or acids
 - (iii) CH₃CO- or CH₃CH(OH)- groups
 - (iv) carbonyl, >C=O, groups / accept aldehydes and ketones

4 × [1] **[4]**

(c) isomers of C

www.PapaCambridge.com **Syllabus** Page 7 Mark Scheme: Teachers' version 9701 GCE A LEVEL – October/November 2011

- (a) (i) $2H_2NCH_2CO_2H \rightarrow H_2NCH_2CONHCH_2CO_2H + H_2O$
 - (ii) Skeletal formula required

(b) (i) α helix

β pleated sheet

[1]

[1]

(ii) Students should choose one of the structures below

For α helix: For β pleated sheet:

Need to show a helix Need to show two parallel 'zig-zag' with C=O - - - H-N strands with C=O - - - H-N between

between turns them

Whichever is chosen, overall structure [1] position of H bonds [1]

[4]

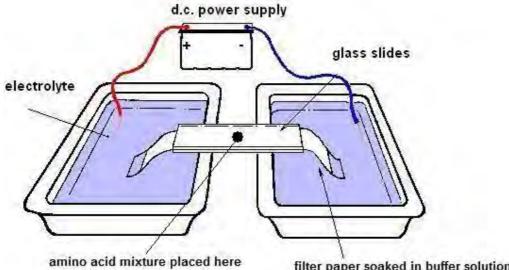
(c)

٠,			
	amino acid residue 1	amino acid residue 2	type of bonding
	-HNCH(CH ₂ CH ₂ CH ₂ CH ₂ NH ₂)CO-	HNCH(CH ₂ CH ₂ CO ₂ H)CO-	lonic bonds or hydrogen bonds
	-HNCH(CH ₃)CO-	-HNCH(CH₃)CO-	van der Waals'
	-HNCH(CH₂SH)CO-	-HNCH(CH ₂ SH)CO-	Disulfide bonds
	-HNCH(CH ₂ OH)CO-	-HNCH(CH ₂ CO ₂ H)CO-	Hydrogen bonds

[4]

[Total: 10]

Page 8	Mark Scheme: Teachers' version	Syllabus
	GCE A LEVEL – October/November 2011	9701
(a) Sketch	and label the apparatus used to carry out electrophores d.c. power supply glass slides	Orlidge. C.



N	amino acid mixture placed here filter paper soaked in buffer solution larks: power supply / electrolyte + filter paper / buffer / acid mixture central	4 × [1] [4]
(b) (i	Charge on the amino acid species Size of the amino acid species / M _r Voltage applied Magnitude of the charge (on the amino acid species)	[1] [1] [1] [1]
	Temperature	[1] (max 3) [max 3]
(c) (i (i		[1] [1] [1] [3]

[Total: 10]

Page 9	Mark Scheme: Teach	ers' version	Syllabus
	GCE A LEVEL – October/	November 2011	9701
(a)			
	traditional material	modern polyn	ner used
	Paper/cardboard/wood/leaves hessian/hemp/jute steel/aluminium	PVC in pac	kaging
	Cattan hua al Ilia an	Tamdana in	falasi aa

8 (a)

traditional material	modern polymer used
Paper/cardboard/wood/leaves hessian/hemp/jute steel/aluminium	PVC in packaging
Cotton/wool/linen	Terylene in fabrics
Glass/china/porcelain/earthenware metal/leather	Polycarbonate bottle

 $3 \rightarrow 2$ marks. $2 \rightarrow 1$ mark [2]

(b) Reasons: Plastics/polymers pollute the environment for a long time do not decompose/ biodegrade quickly [1] They are mainly produced from oil [1] Produce toxic gases on burning [1] max two Strategy 1: Recycle polymer waste / use renewable resources [1] Strategy 2: Develop biodegradable polymers [1] [max 3] (c) PVC [1] Combustion would produce HC1/ dioxins as a pollutant [1] nylon/acrylic [1] Combustion would produce HCN [1] [2] (d) (i) Polythene (or other addition polymer) [1] (ii) Addition polymerisation [1] The polymer chains don't have strong bonds between them – easy to melt [1] Could be answered with a suitable diagram [3]

[Total: 10]