AQA GCSE Chemistry | 8462

SPECIFICATION POINT 4.1.1.3

The development of the model of the atom (common content with physics)

Mark schemes and examiner comments

Tier	**Foundation**
Question groups	**4**
Available paper years	**2018–2024**

Using this booklet

1. Booklet answer numbers match the question booklet.
2. Use the original question number within marking tables.
3. Examiner comments are included where available.

Name: _____ **Date:** _____

Where a precise marking extract is unavailable, the full source document is included in an appendix. Any missing mark scheme is explicitly identified.

4.1.1.3 The development of the model of the atom (common content with physics)

Answer 01 · Mark scheme

June 2018 | 8462/1F | Original Q3

The full source mark scheme begins on page 9. Follow original question 3 in that document.

4.1.1.3 The development of the model of the atom (common content with physics)

Answer 02 · Mark scheme

November 2020 | 8462/1F | Original Q2

Question 2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.1	electron		1	AO1 4.1.1.3
02.2	plum pudding		1	AO1 4.1.1.3
02.3	alpha		1	AO1 4.1.1.3
02.4	Bohr		1	AO1 4.1.1.3
02.5	protons neutrons protons (and) electrons	 either order	1 1 1	AO1 4.1.1.4 4.1.1.5
02.6	a sports arena of radius 100 m		1	AO2 4.1.1.5
Total			8	

4.1.1.3 The development of the model of the atom (common content with physics)

Answer 03 · Mark scheme

June 2023 | 8462/1F | Original Q9

Question 9

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.1	a ball of positive charge with (negative) electrons embedded	do **not** accept references to protons, nuclei, neutrons	1 1	AO1 4.1.1.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.2	(earliest) electrons protons (latest) neutrons		1	AO1 4.1.1.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.3	(number of outer shell electrons) 7 (reason) (tennessine is in) Group 7	 allow the number of outer electrons is the same as the group number allow tennessine is a halogen MP2 is dependent on MP1 being awarded	1 1	AO2 4.1.2.1 4.1.2.6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.4	(time needed for) peer review	allow the idea that other scientists had to check the results	1	AO3 4.1.2.2

4.1.1.3 The development of the model of the atom (common content with physics)

Answer 03 · Mark scheme

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.5	(A_r =) $\frac{(6 \times 7.6) + (7 \times 92.4)}{100}$ = 6.924 = 6.9	 allow $\frac{45.6 + 646.8}{100}$ allow (6 × 0.076) + (7 × 0.924) allow 0.456 + 6.468 allow an answer correctly rounded to 1 decimal place from an incorrect calculation which uses all the data in the table	 1 1 1	AO2 4.1.1.6

Total Question 9	**9**

4.1.1.3 The development of the model of the atom (common content with physics)

Answer 04 · Mark scheme

June 2024 | 8462/1F | Original Q10

Question 10

Question	Answers	Extra information	Mark	AO / Spec. Ref.
10.1	(model **A**) plum pudding (model **B**) Bohr	allow Thomson (model) allow nuclear (model) allow planetary (model) allow Rutherford-Bohr (model)	1 1	AO1 4.1.1.3

4.1.1.3 The development of the model of the atom (common content with physics)

Answer 04 · Mark scheme

June 2024 | 8462/1F | Original Q10

Question	Answers	Mark	AO / Spec. Ref.
10.2	**Level 2:** Scientifically relevant features are identified; the way(s) in which they are similar / different is made clear and (where appropriate) the magnitude of the similarity / difference is noted.	3–4	AO1 4.1.1.3
	Level 1: Relevant features are identified and differences noted.	1–2	
	No relevant content	0	
	Indicative content **Similarities** • both contain electrons • both are neutral overall **Differences** • model **A** has no nucleus **or** the model used today has a nucleus • model **A** has no protons **or** the model used today has protons • model **A** has no neutrons **or** the model used today has neutrons • model **A** has positive charge spread throughout the atom **or** model **A** is a ball of positive charge • the model used today has the positive charge in the centre • model **A** the electrons are distributed randomly • the model used today has electrons in shells / energy levels • the mass was spread throughout model **A** • the mass is concentrated at the centre of the model used today • model **A** does not have empty space • model used today is mostly empty space		

4.1.1.3 The development of the model of the atom (common content with physics)

Answer 04 · Mark scheme

Question	Answers	Extra information	Mark	AO / Spec. Ref.
10.3	atoms with the same number of protons	allow atoms of the same element allow atoms with the same atomic number ignore references to electrons	1	AO1 4.1.1.5
	with different numbers of neutrons		1	

Total Question 10	**8**

4.1.1.3 The development of the model of the atom (common content with physics)

AQA

GCSE
CHEMISTRY

8462/1F - PAPER 1 FOUNDATION TIER

Mark scheme

8462

June 2018

Version/Stage: 1.0 Final

4.1.1.3 The development of the model of the atom (common content with physics)

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.

Further copies of this mark scheme are available from aqa.org.uk

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MARK SCHEME – GCSE CHEMISTRY – 8462/1F – JUNE 2018

Information to Examiners

1. General

The mark scheme for each question shows:

- the marks available for each part of the question
- the total marks available for the question
- the typical answer or answers which are expected
- extra information to help the Examiner make his or her judgement
- the Assessment Objectives and specification content that each question is intended to cover.

The extra information is aligned to the appropriate answer in the left-hand part of the mark scheme and should only be applied to that item in the mark scheme.

At the beginning of a part of a question a reminder may be given, for example: where consequential marking needs to be considered in a calculation; or the answer may be on the diagram or at a different place on the script.

In general the right-hand side of the mark scheme is there to provide those extra details which confuse the main part of the mark scheme yet may be helpful in ensuring that marking is straightforward and consistent.

2. Emboldening and underlining

2.1 In a list of acceptable answers where more than one mark is available 'any **two** from' is used, with the number of marks emboldened. Each of the following bullet points is a potential mark.

2.2 A bold **and** is used to indicate that both parts of the answer are required to award the mark.

2.3 Alternative answers acceptable for a mark are indicated by the use of **or**. Different terms in the mark scheme are shown by a / ; eg allow smooth / free movement.

2.4 Any wording that is underlined is essential for the marking point to be awarded.

3. Marking points

3.1 Marking of lists

This applies to questions requiring a set number of responses, but for which students have provided extra responses. The general principle to be followed in such a situation is that 'right + wrong = wrong'.

Each error / contradiction negates each correct response. So, if the number of error / contradictions equals or exceeds the number of marks available for the question, no marks can be awarded.

However, responses considered to be neutral (indicated as * in example 1) are not penalised.

Example 1: What is the pH of an acidic solution?

[1 mark]

Student	Response	Marks awarded
1	green, 5	0
2	red*, 5	1
3	red*, 8	0

Example 2: Name two planets in the solar system.

[2 marks]

Student	Response	Marks awarded
1	Neptune, Mars, Moon	1
2	Neptune, Sun, Mars, Moon	0

3.2 Use of chemical symbols / formulae

If a student writes a chemical symbol / formula instead of a required chemical name, full credit can be given if the symbol / formula is correct and if, in the context of the question, such action is appropriate.

3.3 Marking procedure for calculations

Marks should be awarded for each stage of the calculation completed correctly, as students are instructed to show their working. Full marks can, however, be given for a correct numerical answer, without any working shown.

3.4 Interpretation of 'it'

Answers using the word 'it' should be given credit only if it is clear that the 'it' refers to the correct subject.

3.5 Errors carried forward

Any error in the answers to a structured question should be penalised once only.

Papers should be constructed in such a way that the number of times errors can be carried forward is kept to a minimum. Allowances for errors carried forward are most likely to be restricted to calculation questions and should be shown by the abbreviation ecf in the marking scheme.

3.6 Phonetic spelling

The phonetic spelling of correct scientific terminology should be credited **unless** there is a possible confusion with another technical term.

3.7 Brackets

(…..) are used to indicate information which is not essential for the mark to be awarded but is included to help the examiner identify the sense of the answer required.

3.8 Allow

In the mark scheme additional information, 'allow' is used to indicate creditworthy alternative answers.

3.9 Ignore

Ignore is used when the information given is irrelevant to the question or not enough to gain the marking point. Any further correct amplification could gain the marking point.

3.10 Do not accept

Do **not** accept means that this is a wrong answer which, even if the correct answer is given as well, will still mean that the mark is not awarded.

4. Level of response marking instructions

Extended response questions are marked on level of response mark schemes.

- 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 two 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.

When assigning a level you should look at the overall quality of the answer. Do **not** look to penalise 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.

Use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 2 with a small amount of level 3 material it would be placed in level 2 but be awarded a mark near the top of the level because of the level 3 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.

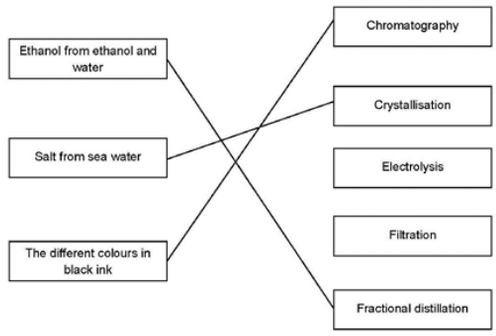
Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do **not** have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

You should ignore any irrelevant points made. However, full marks can be awarded only if there are no incorrect statements that contradict a correct response.

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

4.1.1.3 The development of the model of the atom (common content with physics)

MARK SCHEME – GCSE CHEMISTRY – 8462/1F – JUNE 2018

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.1			1 1 1	AO1 4.1.1.2
01.2	include a (filter) funnel	allow funnel drawn on the diagram ignore clamp stand	1	AO3 4.1.1.2
01.3	evaporate condense	must be this order	1 1	AO1 4.1.1.2
01.4	$\frac{2}{20} \times 100$ = 10 (%)	an answer of 10 (%) scores **2** marks an answer of 11.1(%) **or** 90 (%) scores **1** mark	1 1	AO2 4.2.2.7
01.5	an alloy		1	AO1 4.2.2.7
01.6	the layers in the mixture are distorted		1	AO1 4.2.2.7

4.1.1.3 The development of the model of the atom (common content with physics)

MARK SCHEME – GCSE CHEMISTRY – 8462/1F – JUNE 2018

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.7	8000 nm^3		1	AO2 4.2.4.1
Total			**11**	

4.1.1.3 The development of the model of the atom (common content with physics)

MARK SCHEME – GCSE CHEMISTRY – 8462/1F – JUNE 2018

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.1	7		1	AO1 4.1.2.6
02.2	small molecule		1	AO2 4.1.2.6 4.2.2.4
02.3	F_2		1	AO1 4.1.1.1 4.1.2.6
02.4	the reactivity decreases (going down Group 7) (because) chlorine displaces bromine and iodine (and) bromine displaces iodine **or** iodine does not react	allow the reactivity decreases from chlorine to iodine allow (because) chlorine has two reactions allow (because) neither bromine nor iodine can displace chlorine allow (and) bromine has one reaction **or** iodine has no reactions allow (and) iodine cannot displace bromine	1 1 1	AO1 4.1.2.6 AO3 4.1.2.6 AO3 4.1.2.6
02.5	80		1	AO2 4.3.1.2

4.1.1.3 The development of the model of the atom (common content with physics)

MARK SCHEME – GCSE CHEMISTRY – 8462/1F – JUNE 2018

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.6	(1.2 kg =) 1200 (g) **or** (900 g =) 0.9 (kg)	an answer of 75 (%) scores **2** marks	1	AO2 4.3.3.1
	$(\frac{900}{1200} \times 100) = 75(\%)$ **or** $(\frac{0.9}{1.2} \times 100) = 75(\%)$	allow an answer correctly calculated from: $(\frac{900}{\text{incorrect attempt at conversion of 1.2}} \times 100)$ **or** $(\frac{\text{incorrect attempt at conversion of 900}}{1.2} \times 100)$	1	
Total			**9**	

4.1.1.3 The development of the model of the atom (common content with physics)

MARK SCHEME – GCSE CHEMISTRY – 8462/1F – JUNE 2018

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.1	nucleus neutron neutron electron proton	must be in this order	1 1 1 1 1	AO1 4.1.1.3 4.1.1.4 4.1.1.5
03.2	(A_r) $\frac{(63 \times 70) + (65 \times 30)}{100}$ = 63.6	an answer of 63.6 scores **2** marks	1 1	AO2 4.1.1.6
03.3	copper / Cu	allow ecf from answer to question **03.2**	1	AO2 4.1.1.1
03.4	$\frac{1.2 \times 10^{-10}}{10\,000}$ **or** $1.2 \times 10^{-10} \times 1 \times 10^{-4}$ $= 1.2 \times 10^{-14}$ (m)	an answer of 1.2×10^{-14} (m) scores **2** marks a correct answer not in standard form scores **1** mark	1 1	AO2 4.1.1.5
Total			**10**	

4.1.1.3 The development of the model of the atom (common content with physics)

MARK SCHEME – GCSE CHEMISTRY – 8462/1F – JUNE 2018

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.1	3.6 (cm^3)		1	AO2 4.4.3.4
04.2	hydrogen line only		1	AO3 4.4.3.4
04.3	both lines		1	AO3 4.4.3.4
04.4	graphite has delocalised electrons		1	AO1 4.2.3.2
04.5	**cathode** zinc (1) **anode** chlorine (1) hydrogen (1) bromine (1)	do **not** accept chloride allow **1** mark if chlorine and zinc the wrong way around do **not** accept bromide allow **1** mark if bromine and hydrogen the wrong way around	1+1 1+1	AO2 4.4.3.2 4.4.3.4
Total			**8**	

4.1.1.3 The development of the model of the atom (common content with physics)

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.1	gas		1	AO1 4.2.2.2
05.2	the gas escapes	allow carbon dioxide escapes do **not** accept references to evaporation	1	AO1 4.3.1.3
05.3	5.12 (g)		1	AO2 4.3.1.3
05.4	4.00 (g) trial 1	allow 2.89 written in either space, or ringed in the table, unless contradicted by mass of copper carbonate or trial number	1	AO3 4.3.1.3
05.5	reheat (and reweigh) until constant mass	 an answer of heat to constant mass scores **2** marks if no other mark scored allow for **1** mark heat for longer **or** (heat at a) higher temperature **alternative approach**: (1) continue heating and pass gas through limewater (1) until the (lime)water stops bubbling **or** until the limewater no longer turns cloudy	1 1	AO3 4.3.1.3

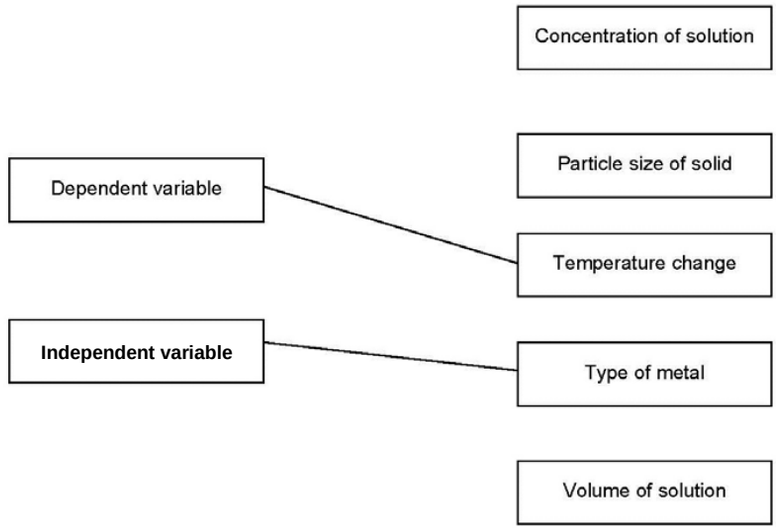
4.1.1.3 The development of the model of the atom (common content with physics)

MARK SCHEME – GCSE CHEMISTRY – 8462/1F – JUNE 2018

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.6	straight line of best fit	must touch at least 5 of the 6 plots	1	AO2 4.3.1.3
05.7	correct value read from line of best fit in Figure 8	allow tolerance of ± ½ small square	1	AO2 4.3.1.3
05.8	(mass =) $168 \times \frac{\text{answer from question } \mathbf{05.7}}{8.4}$	a correctly calculated value from their answer to question **05.7** scores **2** marks allow (mass =) answer from question **05.7** × 20	1	AO2 4.3.1.3
	correctly calculated value (g)		1	
Total			**10**	

4.1.1.3 The development of the model of the atom (common content with physics)

MARK SCHEME – GCSE CHEMISTRY – 8462/1F – JUNE 2018

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.1	 allow **one** mark if answers are reversed		1 1	AO1 4.5.1.1
06.2	polystyrene is a better insulator		1	AO3 4.5.1.1
06.3	both bars labelled both bars correctly plotted	 allow tolerance of ± ½ small square ignore width and spacing of bars if no other mark scored, allow **1** mark for any one bar correctly plotted and labelled	1 1	AO2 4.5.1.1

4.1.1.3 The development of the model of the atom (common content with physics)

MARK SCHEME – GCSE CHEMISTRY – 8462/1F – JUNE 2018

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.4	temperature increases **or** temperature does not decrease	ignore because it is exothermic allow (because) energy / 'heat' is transferred to the surroundings energy / 'heat' is not taken in from the surroundings allow the energy of the products is less than the energy of the reactants	1	AO3 4.5.1.1
06.5	(most reactive) magnesium (zinc) nickel	this order only	1	AO3 4.5.1.1 4.4.1.2
06.6	suitable method described the observations / measurements required to place in order an indication of how results would be used to place the unknown metal in the reactivity series **approaches that could be used:** **approach 1:** add the unknown metal to copper sulfate solution (1) measure temperature change (1) place the metals in order of temperature change (1)		1 1 1	AO3 4.4.1.2 4.5.1.1

4.1.1.3 The development of the model of the atom (common content with physics)

MARK SCHEME – GCSE CHEMISTRY – 8462/1F – JUNE 2018

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.6 cont.	**approach 2:** add the metal to salt solutions of the other metals **or** heat the metal with oxides of the other metals (1) measure temperature change (only if salt solutions used) **or** observe whether a chemical change occurs (1) compare temperature change or whether there is a reaction to place in correct order (1) **approach 3:** add all of the metals to an acid (1) measure temperature change or means of comparing rate of reaction (1) place the metals in order of temperature change or rate of reaction (1) **approach 4:** set up electrochemical cells with the unknown metal as one electrode and each of the other metals as the other electrode (1) measure the voltage of the cell (1) place the metals in order of voltage (1)			
06.7	D		1	AO1 4.5.1.2
06.8	C		1	AO1 4.5.1.2
Total			**12**	

4.1.1.3 The development of the model of the atom (common content with physics)

MARK SCHEME – GCSE CHEMISTRY – 8462/1F – JUNE 2018

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.1	sodium oxide	allow Na_2O	1	AO2 4.1.1.1 4.1.2.5 4.4.1.1
07.2	oxidation		1	AO1 4.4.1.1
07.3	13		1	AO1 4.4.2.4
07.4	sodium hydroxide		1	AO2 4.1.1.1
07.5	OH^-		1	AO1 4.4.2.4
07.6	(volume =) $\frac{250}{1000}$ or ¼ or 0.25 (dm^3) **or** (mass per cm^3 =) $\frac{40}{1000}$ (g) or 0.04 (g) ($\frac{250}{1000}$ × 40 =) 10 (g)	an answer of 10 (g) scores **2** marks	1 1	AO2 4.3.2.5

4.1.1.3 The development of the model of the atom (common content with physics)

MARK SCHEME – GCSE CHEMISTRY – 8462/1F – JUNE 2018

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.7	all points correct	allow a tolerance of ± ½ a small square allow **1** mark for 3 points correct ignore any attempt at a line of best fit	2	AO2 4.1.2.5
07.8	39 (°C)	allow any value from 34 to 46 (°C)	1	AO2 4.1.2.5
Total			**10**	

4.1.1.3 The development of the model of the atom (common content with physics)

MARK SCHEME – GCSE CHEMISTRY – 8462/1F – JUNE 2018

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.1	any **one** from: • metal • (metal) hydroxide • (metal) carbonate • alkali	allow named example allow correct formula ignore base allow ammonium hydroxide allow ammonium carbonate allow soluble base allow ammonia	1	AO1 4.4.2.1 4.4.2.2 4.4.2.3
08.2	$Ca(NO_3)_2$	allow $Ca^{2+}(NO_3^-)_2$	1	AO2 4.4.2.2

4.1.1.3 The development of the model of the atom (common content with physics)

MARK SCHEME – GCSE CHEMISTRY – 8462/1F – JUNE 2018

Question	Answers	Mark	AO / Spec. Ref.
01.3	**Level 3:** The method would lead to the production of a valid outcome. All key steps are identified and logically sequenced.	5–6	AO1 4.4.2.3
	Level 2: The method would not necessarily lead to a valid outcome. Most steps are identified, but the method is not fully logically sequenced.	3–4	
	Level 1: The method would not lead to a valid outcome. Some relevant steps are identified, but links are not made clear.	1–2	
	No relevant content	0	
	Indicative content • use magnesium oxide and sulfuric acid • add sulfuric acid to a beaker • warm sulfuric acid • add magnesium oxide • stir • continue adding until magnesium oxide is in excess • filter • using a filter paper and funnel • to remove excess magnesium oxide • heat solution in an evaporating basin • to crystallisation point • leave to crystallise • pat dry with filter paper credit may be given for diagrams		
Total		**8**	

4.1.1.3 The development of the model of the atom (common content with physics)

MARK SCHEME – GCSE CHEMISTRY – 8462/1F – JUNE 2018

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.1	FeS_2	do **not** accept equations	1	AO2 4.2.1.3
09.2	26 30 26	must be this order	1 1 1	AO2 4.1.1.4 4.1.1.5
09.3	any **two** from: • iron has a high(er) melting / boiling point • iron is dense(r) • iron is hard(er) • iron is strong(er) • iron is less reactive • iron has ions with different charges • iron forms coloured compounds • iron can be a catalyst	allow the converse statements for sodium allow transition metal for iron allow Group 1 metal for sodium ignore references to atomic structure ignore iron rusts allow iron is less malleable / ductile allow specific reactions showing difference in reactivity allow iron is magnetic	2	AO1 4.1.2.5 4.1.3.1 4.1.3.2

4.1.1.3 The development of the model of the atom (common content with physics)

MARK SCHEME – GCSE CHEMISTRY – 8462/1F – JUNE 2018

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.4	carbon is more reactive (than nickel)	allow converse	1	AO1 4.4.1.2 4.4.1.3
	(so) carbon will displace / replace nickel (from nickel oxide) **or** (so) carbon will remove oxygen (from nickel oxide)	allow (so) nickel ions gain electrons allow (so) carbon transfers electrons to nickel (ions)	1	
09.5		an answer of 67.8 (%) scores **3** marks an answer of 67.8160919 (%) or correctly rounded answer to 2, 4 or more sig figs scores **2** marks an incorrect answer for one step does **not** prevent allocation of marks for subsequent steps		AO2 4.3.3.2
	(total M_r of reactants =) 87		1	
	(percentage atom economy) $= \frac{59}{87} \times 100$	allow (percentage atom economy) $= \frac{59}{\text{incorrectly calculated } M_r} \times 100$	1	
	= 67.8 (%)	allow an answer from an incorrect calculation to 3 sig figs	1	
Total			**11**	

4.1.1.3 The development of the model of the atom (common content with physics)

MARK SCHEME – GCSE CHEMISTRY – 8462/1F – JUNE 2018

Question	Answers	Extra information	Mark	AO / Spec. Ref.
10.1	copper, zinc, sodium chloride solution		1	AO2 4.5.2.1
10.2	a reactant is used up	allow the reaction stops allow electrolyte / electrode / ions / metal / metal hydroxide / alkali for reactant	1	AO1 4.5.2.1
10.3	the reaction is not reversible		1	AO1 4.5.2.1
10.4	$2H_2 + O_2 \rightarrow 2H_2O$	allow fractions / multiples allow **1** mark for O_2	2	AO1 AO2 4.1.1.1 4.5.2.2

4.1.1.3 The development of the model of the atom (common content with physics)

MARK SCHEME – GCSE CHEMISTRY – 8462/1F – JUNE 2018

<table>
<tr><th>Question</th><th>Answers</th><th>Mark</th><th>AO / Spec. Ref.</th></tr>
<tr><td rowspan="5">10.5</td><td>Level 3: A judgement, strongly linked and logically supported by a sufficient range of correct reasons, is given.</td><td>5–6</td><td rowspan="5">AO3

AO3

AO2

4.4.3.4
4.5.2.1
4.5.2.2</td></tr>
<tr><td>Level 2: Some logically linked reasons are given. There may also be a simple judgement.</td><td>3–4</td></tr>
<tr><td>Level 1: Relevant points are made. This is not logically linked.</td><td>1–2</td></tr>
<tr><td>No relevant content</td><td>0</td></tr>
<tr><td colspan="2">Indicative content

reasons why fuel cells could be judged as better
<table>
<tr><th>from the table</th><th>from other knowledge</th></tr>
<tr><td>• time for refuelling a fuel cell is faster than recharging
or
a fuel cell does not need to be recharged
• a fuel cell has a greater range</td><td>• hydrogen can be renewable if made by electrolysis using renewable energy
• lithium-ion batteries can catch fire
• produces only water
or
no pollutants produced
• lithium-ion batteries may release toxic chemicals on disposal
• lithium-ion batteries (eventually cannot be recharged so) have a finite life</td></tr>
</table>
reasons why the lithium-ion battery could be judged as better
<table>
<tr><th>from the table</th><th>from other knowledge</th></tr>
<tr><td>• lithium-ion uses energy more efficiently
• cost of lithium-ion car much less
• cost of recharging much less than refuelling with hydrogen</td><td>• hydrogen is often made from fossil fuels so is not renewable
• charging points are more widely available than hydrogen filling stations
• hydrogen takes up a lot of space
or
is difficult to store
• hydrogen can be highly flammable / explosive
• no emissions produced
• (catalyst in the hydrogen fuel-cell eventually becomes poisoned so) have a finite life</td></tr>
</table></td><td></td></tr>
<tr><td>Total</td><td colspan="2"></td><td>11</td></tr>
</table>

4.1.1.3 The development of the model of the atom (common content with physics)

Answer 01 · Examiner comments — June 2018 | 8462/1F | Original Q3

Question 3 (low and standard demand)

03.1 This question was answered very well, with 60% of students achieving four or five marks. 11% of students achieved all five marks, the key difference being that they knew Chadwick proved the existence of the neutron, which is a new area of the specification.

03.2 78% of students were able to substitute in the values and calculate the relative atomic mass correctly. However, some calculator errors were seen which often led to an answer of 45.1 instead of 63.6. A few students, having looked at the periodic table, 'corrected' their answer to 63.5, thereby forfeiting a mark.

03.3 This question was answered well, with 76% of students able to identify the element as copper. Those who had calculated their relative atomic mass incorrectly were able to gain credit, for example, by giving the answer scandium after a value of 45.1.

Some looked at the mass numbers of the isotopes and were able to identify copper in that way. However, those who looked at the isotope of mass number 65 and gave the answer zinc did not gain credit.

03.4 Students found this calculation difficult, with 39% achieving both marks. Many multiplied by 10 000 or divided by 1×10^{-4}. A few introduced the relative atomic mass of copper.

Partial credit was given for a correct answer not expressed in standard form. 12% of students did not attempt the question.

Answer 03 · Examiner comments — June 2023 | 8462/1F | Original Q9

Question 9 (standard demand)

09.1 The description of the plum pudding model in the specification (a ball of positive charge with negative electrons embedded in it) is not well known. Very few students scored both marks and fewer than a quarter scored one. Many students believed that the positive

4.1.1.3 The development of the model of the atom (common content with physics)

Answer 03 · Examiner comments

June 2023 | 8462/1F | Original Q9

charge represented a proton, or that the atom as a whole is positively charged. Some referred to a ‘sea’ or ‘cloud’ of positive charge, but these terms do not convey the shape.

09.2 Fewer than a third of students knew the correct order of discovery of the particles.

09.3 About a third of students scored both marks. Most missed the relevance of the instruction to use the period table. Many tried to work out the electron configuration, instead of simply locating element 117 in Group 7 and deducing that there must be 7 outer shell electrons.

09.4 This question was very poorly answered and did not discriminate well. Students seemed unfamiliar with the concept of the need for peer review. Most answered in terms of the rarity of the element, but this was also true for the original scientists and does not explain the time lag before acceptance.

09.5 Whilst one in ten students scored all three marks, overall, few remembered how to do this standard calculation. The four numbers in the table were manipulated in various random ways. Some students did not even use all the data. Most did not realise that the answer must lie somewhere between 6 and 7, the two mass numbers. One in five students made no attempt to answer.

Question 10 (standard demand)

10.1 Over a quarter of students could name both models, with four fifths able to name at least one - usually the plum pudding model. Far fewer knew what to call the Bohr model (even though 'nuclear' was accepted). A significant minority called model B the modern model, which contradicts the information that both were early models of the atom.

10.2 More than two fifths of students reached Level 2 in this question. The most common correct comparisons were that the modern model has a nucleus whereas model A does not, and the relative positions of the electrons in each model. Sometimes the electrons in model A were only described as negative charges. A common misconception was that model A contained protons.

10.3 Whilst few students scored both marks, nearly a third scored at least one. Of those who knew what isotopes are, most knew that isotopes had different numbers of neutrons but did not say that isotopes were atoms with the same number of protons or of the same element. Some referred to 'elements' with the same number of protons, which did not gain the first marking point. Many students used the phrase 'subatomic particles' in their answer without realising that subatomic particles means protons, neutrons and electrons. Some students described ions rather than isotopes.

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4.1.1.3 The development of the model of the atom (common content with physics)

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the Results Statistics page of the AQA Website.

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