AQA GCSE Chemistry | 8462

SPECIFICATION POINT 4.2.1.3

Ionic compounds

Mark schemes and examiner comments

Tier	**Foundation**
Question groups	**18**
Available paper years	**2008–2025**

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.

4.2.1.3 Ionic compounds

Answer 01 · Mark scheme

January 2008 | CHY2F | Original Q1 | Legacy

Question 1

question	answers	extra information	mark
(a)	CH_4	4 should be below halfway up H / tail of 4 below the dotted line	1
(b)	molecule		1
(c)	covalent		1
total			3

4.2.1.3 Ionic compounds

Answer 01 · Mark scheme

January 2008 | CHY2F | Original Q1 | Legacy

CHY2F

4.2.1.3 Ionic compounds

Answer 02 · Mark scheme

June 2009 | CHY2F | Original Q6 | Legacy

Question 6

question	answers	extra information	mark
6(a)(i)	gives out a large amount of energy only water produced / product is non polluting (owtte)	 allow it does not harm the environment	1 1
6(a)(ii)	does not explode / burst into flames owtte	ignore will not react	1
6(a)(iii)	hydrogen absorbed and released much faster	allow more efficient allow can store a larger amount	1
6(b)(i)	B		1
6(b)(ii)	a lithium atom loses an electron		1
6(b)(iii)	C		1
6(c)	reversible		1
6(d)(i)	much smaller		1
6(d)(ii)	surface area		1
Total			**10**

4.2.1.3 Ionic compounds

Answer 02 · Mark scheme

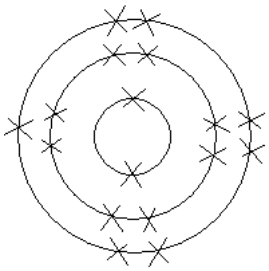
June 2009 | CHY2F | Original Q6 | Legacy

CHY2F

4.2.1.3 Ionic compounds

Answer 03 · Mark scheme

Question 7

question	answers	extra information	mark
7(a)		accept dots / crosses / e must be drawn on diagram electrons do not need to be paired ignore brackets or + or −charges ignore 2,8,7	1
7(b)	(one) electron lost / given away / transferred from sodium / transferred to chlorine owtte	recognition that electrons are involved must be linked to electrons accept loses electron(s) for **2** marks NB loses 2 or more electrons gains **1** mark reference to sharing / covalent max **1** mark ignore charges on ions formed	1 1
7(c)(i)	any **one** from: • ions / atoms / they are / it is negatively charged / anions • opposite (charges) attract	 accept they are negative accept they are attracted or it is oppositely charged ignore opposite forces attract	1
7(c)(ii)	hydrogen	accept H_2 ignore H or H^+	1

Question 7 continues on next page

CHY2F

Question 7 continued

question	answers	extra information	mark
7(d)(i)	poisons released into environment (owtte)	accept any sensible idea of harm / harmful / poisons / poisonous / pollution / damaging do **not** accept answers such as global warming / ozone layer etc. ignore safety unless qualified	1
7(d)(ii)	any **one** sensible idea eg • loss of work / unemployment **or** company goes out of business • any adverse effect on local economy (owtte) • any adverse effect on paper production / cost of paper / cost of water (treatment) • chlorine (compounds) have been used (for many years) without causing harm owtte • only a tiny amount of chlorine is released so it would not cause harm	eg shops / house prices etc. allow less expensive to use chlorine or converse ignore uses of chlorine to treat drinking water unless qualified	1
7(d)(iii)	ideas related to bias	accept more reliable or valid or fair ignore more accurate / fair test	1
Total			**8**

4.2.1.3 Ionic compounds

Answer 03 · Mark scheme

January 2010 | CHY2F | Original Q7 | Legacy

CHY2F

4.2.1.3 Ionic compounds

Answer 04 · Mark scheme

June 2013 | CH2FP | Original Q1 | Legacy

Question 1

question	answers	extra information	Mark
1(a)	1 / one		1
1(b)(i)	protons		1
1(b)(ii)	neutrons		1
1(b)(iii)	7		1
1(c)(i)	losing		1
1(c)(ii)	a positive		1
1(c)(iii)	electrostatic		1
1(d)	high melting points strong bonds		1 1
1(e)(i)	58.5		1
1(e)(ii)	mole		1
1(f)	very small (particles) **or** 1-100nm in size **or** (particle with a) few hundred atoms	ignore tiny / small / smaller / microscopic etc.	1
Total			**12**

4.2.1.3 Ionic compounds

Answer 05 · Mark scheme

June 2013 | CH2FP | Original Q5 | Legacy

Question 5

question	answers	extra information	Mark
5(a)	giant lattices		1
5(b)(i)	heat / warm / increase the temperature	allow reduce pressure do not accept melt	1
5(b)(ii)	(polymer) chains cannot slide because they have cross-links	 if no other mark awarded allow polymers do not melt for **1** mark	1 1
5(c)(i)	separates (substances)		1
5(c)(ii)	any **two** from: • quick / rapid • accurate • can detect small quantities / sensitive	ignore reliable / precise / efficient ignore references to cost	2
Total			7

4.2.1.3 Ionic compounds

Answer 06 · Mark scheme

June 2014 | CH2FP | Original Q1 | Legacy

Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
1(a)(i)	high		1	1 / 2.2.3a	A
1(a)(ii)	hundred		1	1 / 2.2.6a	A
1(b)	hard		1	1 / 2.2.3b	A
1(c)(i)	carbon		1	1 / 2.2.3a	A
1(c)(ii)	four		1	1 / 2.2.3b	A
1(c)(iii)	covalent		1	1 / 2.2.3a/b	A
1(c)(iv)	all		1	1 / 2.2.3a	A
Total			**7**		

4.2.1.3 Ionic compounds

Answer 06 · Mark scheme

June 2014 | CH2FP | Original Q1 | Legacy



Answer 07 · Mark scheme

June 2014 | CH2FP | Original Q7 | Legacy

The full source mark scheme begins on page 34. Follow original question 7 in that document.

4.2.1.3 Ionic compounds

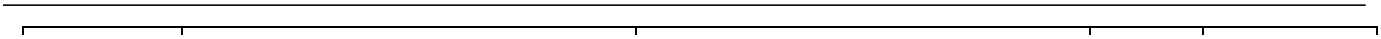
Answer 08 · Mark scheme

Question	Answers	Extra information	Mark	AO / Spec. Ref.
2(a)	sharing/covalent/metallic = max 2 sodium loses (electron) chlorine gains (electron) 1 **or** an (electron)		 1 1 1	**AO1/AO2** 2.1.1b,c,d, e,f
2(b)(i)	Have no overall electric charge		1	**AO1** 2.2.1a,c
2(b)(ii)	Should iodine be added to salt? reason: any **one** from: • cannot be done by experiment • based on opinion / view • ethical **or** economic issue	 accept difficult to get / not enough evidence allow must be done by survey	1 1	**AO3** 2.2.1
2(c)(i)	nitric (acid)		1	**AO1** 2.6.2b
2(c)(ii)	an alkali		1	**AO1** 2.6.2a
2(c)(iii)	indicator	accept any named acid base indicator	1	**AO1** 2.6.1b
2(d)(i)	Crystallisation		1	**AO1** 2.6.1c
2(d)(ii)	fertiliser	allow to help crops grow	1	**AO1** 2.6.2c
2(d)(iii)	any **one** from: • pressure • temperature • catalyst	 allow concentration ignore heat	1	**AO1** 2.2.5a
Total			**12**	

4.2.1.3 Ionic compounds

Answer 08 · Mark scheme

June 2015 | CH2FP | Original Q2 | Legacy



4.2.1.3 Ionic compounds

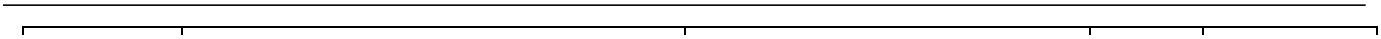
Answer 09 · Mark scheme June 2015 | CH2FP | Original Q4 | Legacy

Question	Answers	Extra information	Mark	AO / Spec. Ref.
4(a)	any **one** from: • protection/improve lifespan • improve appearance		1	**AO2** 2.7.1d
4(b)(i)	Bleach		1	**AO1** 2.7.1i
4(b)(ii)	Hydrogen is less reactive than sodium.		1	**AO2** 2.7.1f
4(b)(iii)	1 bonding pair of electrons 6 unbonded electrons on Cl	accept dot, cross or e or – or any combination	1	**AO1** 2.7.1e
4(b)(iv)	Covalent		1	**AO1** 2.7.1f
4(b)(v)	Hydrogen chloride has a low boiling point. Hydrogen chloride is made of simple molecules.		1 1	**AO1** 2.2.1a 2.1.1g
4(c)(i)	oxygen	accept carbon dioxide	1	**AO1** 2.7.1h
4(c)(ii)	aluminium ions are positive so are attracted (to the negative electrode)	allow opposites attract	1 1	**AO1/AO2** 2.7.1h 2.2.2b
4(c)(iii)	Reduction		1	**AO1** 2.7.1e
4(c)(iv)	slide	allow move	1	**AO1** 2.2.4b
4(d)(i)	C		1	**AO1** 2.2.3a,c
4(d)(ii)	strong covalent bonds		1	**AO1** 2.2.3a
Total			**14**	

4.2.1.3 Ionic compounds

Answer 09 · Mark scheme

June 2015 | CH2FP | Original Q4 | Legacy



4.2.1.3 Ionic compounds

Answer 10 · Mark scheme

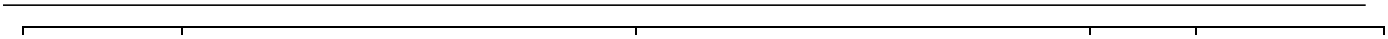
June 2015 | CH3FP | Original Q9 | Legacy

Question	Answers	Extra information	Mark	AO / Spec. Ref.
9(a)	increase		1	**AO1** 3.1.3.f
9(b)(i)	Na^+ **and** Br^-	both required	1	**AO1** 3.1.3.a/e
9(b)(ii)	sodium chloride	allow NaCl do **not** allow sodium chlorine	1	**AO2** 3.1.3.g
9(b)(iii)	chlorine is more reactive than bromine	allow converse argument allow symbols Cl, Cl_2, Br and Br_2 allow chlorine / it is more reactive. do **not** allow chloride **or** bromide	1	**AO1** 3.1.3.g
9(b)(iv)	fluorine	allow F / F_2. do **not** allow fluoride.	1	**AO2** 3.1.3.g
Total			**5**	

4.2.1.3 Ionic compounds

Answer 10 · Mark scheme

June 2015 | CH3FP | Original Q9 | Legacy



4.2.1.3 Ionic compounds

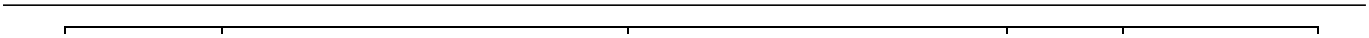
Answer 11 · Mark scheme June 2016 | CH2FP | Original Q1 | Legacy

Question	Answers	Extra information	Mark	AO / SpecRef
1(a)(i)	7 / seven		1	AO1 2.1.1e
1(a)(ii)	1 Electron	do **not** accept -1	1 1	AO1 2.3.1b
1(a)(iii)	isotopes		1	AO1 2.3.1d
1(b)(i)	(sodium +) fluorine → sodium fluoride		1	AO2 2.1.1d,e
1(b)(ii)	compounds		1	AO1 2.1.1a
1(b)(iii)	mole		1	AO1 2.3.1g
1(b)(iv)	 sodium (atom) loses fluorine (atom) gains one electron ions formed	**max 3** if reference to incorrect particle / bonding allow sodium forms positive (ion) **or** fluorine forms negative (ion) allow form ionic bond allow to gain a full outer shell of electrons allow forms noble gas structure	 1 1 1 1	AO1 / AO2 2.1.1b,c,d,e,f
1(b)(v)	Dissolve in water High melting point		1 1	AO1 2.2.2a,b
Total			**13**	

4.2.1.3 Ionic compounds

Answer 11 · Mark scheme

June 2016 | CH2FP | Original Q1 | Legacy



4.2.1.3 Ionic compounds

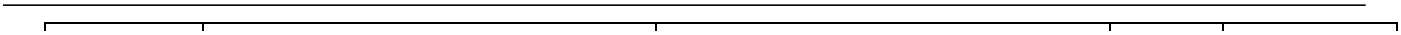
Answer 12 · Mark scheme June 2017 | CH2FP | Original Q3 | Legacy

Question	Answers	Extra information	Mark	AO / Spec. Ref.
3(a)(i)	tick (✓) by: covalent		 1	**AO1** 2.1.1g
3(a)(ii)	ticks (✓) by: oxygen consists of small molecules oxygen has a low boiling point		 1 1	**AO1** 2.1.1g
3(b)(i)	magnesium (atom) loses (electrons) oxygen (atom) gains (electrons) two (electrons) ions formed	max 3 if reference to incorrect particle or incorrect bonding accept ionic bonding or full outer shells/noble gas structure is formed allow magnesium forms positive (ion) **or** oxygen forms negative (ion)	 1 1 1 1	**AO1** **AO2** 2.1.1a,b,c, d,e,f
3(b)(ii)	ticks (✓) by: nanoparticles contain a few hundred atoms nanoparticles have a high surface area to volume ratio		 1 1	**AO1** 2.2.6a
3(c)	giant covalent		1	**AO1** 2.2.3a
Total			**10**	

4.2.1.3 Ionic compounds

Answer 12 · Mark scheme

June 2017 | CH2FP | Original Q3 | Legacy



Answer 13 · Mark scheme

June 2018 | 8462/1F | Original Q9

The full source mark scheme begins on page 47. Follow original question 9 in that document.

4.2.1.3 Ionic compounds

Answer 14 · Mark scheme

November 2020 | 8462/1F | Original Q8

Question 8

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.1	poly(ethene) water		1 1	AO2 4.2.1.4 4.2.2.4 4.2.2.5

Question 8 continued

Question	Answers	Mark	AO/ Spec. Ref
08.2	**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.	4–6	AO1 4.2.1.2 4.2.1.3 4.2.1.4
	Level 1: Relevant features are identified and differences noted.	1–3	
	No relevant content	0	
	Indicative content • (both) carbon dioxide and silicon dioxide are made up of atoms • (but) magnesium oxide is made up of ions • (both) silicon dioxide and magnesium oxide are giant structures • (but) carbon dioxide is small molecules • with weak intermolecular forces • all three compounds have strong bonds • (both) carbon dioxide and silicon dioxide are formed from two non-metals • (so) bonds formed are covalent • (so) electron (pairs) are shared (between atoms) • (but) magnesium oxide is formed from a metal and a non-metal • (so) bonds in magnesium oxide are ionic • (so) electrons are transferred • from magnesium to oxygen • two electrons are transferred • bonds in silicon dioxide are single bonds • (where) each silicon forms four bonds • (and) each oxygen forms two bonds • (but) in carbon dioxide the bonds are double bonds • (where) carbon forms two double bonds • (and) oxygen forms one double bond ignore properties e.g. melting point, electrical conductivity		

Total			8

4.2.1.3 Ionic compounds

Answer 15 · Mark scheme

November 2021 | 8462/1F | Original Q3

Question 3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.1	2,8,8,1		1	AO2 4.1.1.7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.2	they have the same number of outer shell electrons		1	AO1 4.1.2.1 4.1.2.5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.3	metallic		1	AO1 4.2.1.5 1-3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.4	any **two** from: • bubbles (very) quickly • melts (into a ball) • floats • moves (very) quickly	allow flame	2	AO1 4.1.2.5 4.4.1.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.5	(reactivity) increases (down the group)		1	AO1 4.1.2.5

Question 3 continued

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.6	any **two** from: • increasing speed of movement • increasing rate of bubble production • doesn't melt → melts • no flame → flame **or** flame → explosion		2	AO3 4.1.2.5 4.4.1.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.7	hydrogen		1	AO1 4.1.2.5 4.4.1.2

Question 3 continued

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.8	sodium ion structure 2,8 fluoride ion structure 2,8 + charge on sodium ion **and** – charge on fluoride ion	allow any combination of circles, dots, crosses or $e^{(-)}$	1 1 1	AO2 4.2.1.2
	an answer of  sodium ion fluoride ion scores **3** marks			

Total		12

4.2.1.3 Ionic compounds

Answer 16 · Mark scheme

June 2022 | 8462/1F | Original Q8

Question 8

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.1	hydroxide ions		1	AO1 4.4.3.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.2	27 (cm^3)		1	AO2 4.4.3.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.3	ions cannot move (freely in a solid)	allow ions are fixed in place (in a solid)	1	AO1 4.2.2.1 4.2.2.3 4.4.3.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.4			1 1	AO2 4.4.3.2

Molten compound	Product at negative electrode	Product at positive electrode
Potassium iodide	Potassium	**Iodine**
Zinc bromide	**Zinc**	Bromine

4.2.1.3 Ionic compounds

Answer 16 · Mark scheme

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.5	carbon is less reactive than sodium		1	AO1 4.4.1.2 4.4.1.3 4.4.3.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.6	(I)		1	AO1 4.2.2.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.7	(percentage atom economy =) $\frac{48}{80} \times 100$ = 60 (%)		1 1	AO2 4.3.3.2

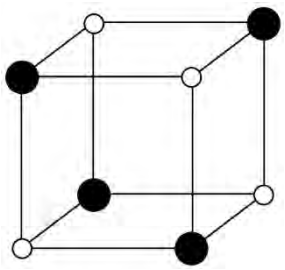
Total Question 8		9

4.2.1.3 Ionic compounds

Answer 17 · Mark scheme

June 2023 | 8462/1F | Original Q7

Question 7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.1		allow **1** mark for 2 Na^+ and 2 Cl^-	2	AO1 4.2.1.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.2	the ions can move (in the liquid)	do **not** accept reference to moving / delocalised electrons	1	AO1 4.4.3.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.3				AO2 4.4.3.2

Molten compound	Product at the negative electrode	Product at the positive electrode	
Magnesium bromide	Magnesium	**Bromine**	1
Potassium chloride	**Potassium**	Chlorine	1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.4	the mixture has a lower melting point than pure aluminium oxide		1	AO1 4.4.3.3

4.2.1.3 Ionic compounds

Answer 17 · Mark scheme

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.5	water		1	AO1 4.4.3.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.6	hydrogen is less reactive than sodium		1	AO2 4.4.3.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.7	the volume of hydrogen is twice the volume of oxygen	allow the volume of hydrogen is greater than the volume of oxygen allow the volume of hydrogen is (directly) proportional to the volume of oxygen	1	AO3 4.4.3.4

Total Question 7	9

4.2.1.3 Ionic compounds

Answer 18 · Mark scheme

June 2025 | 8462/1F | Original Q9

Question 9

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.1	CaS		1	AO2 4.2.1.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.2	calcium (atom) loses electrons		1	AO2 4.2.1.1 4.2.1.2
	sulfur (atom) gains electrons		1	
	reference to transfer of two electrons		1	
	calcium forms positive ions **and** sulfur forms negative ions	allow Ca^{2+} (ions) **and** S^{2-} (ions) are formed allow calcium ions **and** sulfide ions are formed	1	

4.2.1.3 Ionic compounds

Answer 18 · Mark scheme

Question	Answers	Mark	AO / Spec. Ref.
09.3	**Level 2:** Scientifically relevant facts, events or processes are identified and given in detail to form an accurate account.	3–4	AO1 4.2.1.1 4.2.1.4 4.2.2.6 4.2.3.2
	Level 1: Facts, events or processes are identified and simply stated but their relevance is not clear.	1–2	
	No relevant content	0	
	Indicative content • giant structure • layers • of hexagonal rings • each (carbon) atom forms three bonds • has no covalent bonds between layers • with delocalised electrons • one delocalised electron from each carbon atom • the bonds are covalent • with shared (pairs of) electrons • the (covalent) bonds are strong		

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.4	the molecules do not have an (overall electric) charge	allow there are no ions allow there are no delocalised electrons	1	AO1 4.2.2.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.5	poly(ethene) has stronger intermolecular forces to overcome than methane		1	AO1 4.2.2.4 4.2.2.5

Total Question 9	11

4.2.1.3 Ionic compounds

AQA

GCSE
ADDITIONAL SCIENCE / CHEMISTRY

CH2FP
Mark scheme

4408 / 4402
June 2014

Version: 1.0 Final

4.2.1.3 Ionic compounds

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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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 and help to delineate what is acceptable or not worthy of credit or, in discursive answers, to give an overview of the area in which a mark or marks may be awarded
- 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

Full marks can be given for a correct numerical answer, without any working shown.

However, if the answer is incorrect, mark(s) can be gained by correct substitution / working and this is shown in the 'extra information' column or by each stage of a longer calculation.

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 are 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 e.c.f. 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 Ignore / Insufficient / Do <u>not</u> allow

Ignore or insufficient 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.

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

Quality of Written Communication and levels marking

In Question 7 students are required to produce extended written material in English, and will be assessed on the quality of their written communication as well as the standard of the scientific response.

Students will be required to:

- use good English
- organise information clearly
- use specialist vocabulary where appropriate.

The following general criteria should be used to assign marks to a level:

Level 1: Basic

- Knowledge of basic information
- Simple understanding
- The answer is poorly organised, with almost no specialist terms and their use demonstrating a general lack of understanding of their meaning, little or no detail
- The spelling, punctuation and grammar are very weak.

Level 2: Clear

- Knowledge of accurate information
- Clear understanding
- The answer has some structure and organisation, use of specialist terms has been attempted but not always accurately, some detail is given
- There is reasonable accuracy in spelling, punctuation and grammar, although there may still be some errors.

Level 3: Detailed

- Knowledge of accurate information appropriately contextualised
- Detailed understanding, supported by relevant evidence and examples
- Answer is coherent and in an organised, logical sequence, containing a wide range of appropriate or relevant specialist terms used accurately.
- The answer shows almost faultless spelling, punctuation and grammar.

4.2.1.3 Ionic compounds

Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
1(a)(i)	high		1	1 / 2.2.3a	A
1(a)(ii)	hundred		1	1 / 2.2.6a	A
1(b)	hard		1	1 / 2.2.3b	A
1(c)(i)	carbon		1	1 / 2.2.3a	A
1(c)(ii)	four		1	1 / 2.2.3b	A
1(c)(iii)	covalent		1	1 / 2.2.3a/b	A
1(c)(iv)	all		1	1 / 2.2.3a	A
Total			7		

4.2.1.3 Ionic compounds

MARK SCHEME – GCSE ADDITIONAL SCIENCE / CHEMISTRY – CH2FP – JUNE 2014

Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
2(a)	alloy		1	1 / 2.2.4d	A
2(b)	in mixture: *different sized / bigger atoms* *so there are no layers / rows / lines (to slide)*	accept converse	 1 1	1 / 2.2.4c / 2.1.1h	E
2(c)	any **two** from: • cost • toxicity • strength • *appearance of brace* • *unreactive **or** resistant to corrosion / saliva*	*ignore references to bend and mould* *allow rusting as alternative to corrosion*	2	3 / 2.2.4	E
2(d)	crosslinks	*allow lines / bonds between the rows / chains*	1	1 / 2.2.5b	E
Total			**6**		

4.2.1.3 Ionic compounds

Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
3(a)(i)	oxygen, sulfur trioxide	both needed for mark	1	2 / 2.4	E
3(a)(ii)	compound		1	2 / 2.1.1a	A
3(b)	increases	*accept (goes) higher / (goes) up / (is) faster) / (are) more frequent*	1	1 / 2.4.1d	G
3(c)	activation		1	1 / 2.4.1b	G
3(d)	catalyst **or** increase temperature		1	3 / 2.4.1h	E
Total			**5**		

4.2.1.3 Ionic compounds

Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
4(a)(i)	14		1	2 / 2.3.1c	G
4(a)(ii)	isotope		1	1 / 2.3.1d	G
4(a)(iii)	(very) small	*accept smaller / tiny / (very) little*	1	1 / 2.3.1b	G
4(b)(i)	C		1	1 / 2.1	A
4(b)(ii)	NH_3		1	1 / 2.1.1g	A
4(c)(i)	nitric (acid)		1	1 / 2.6.2b	G
4(c)(ii)	indicator		1	1 / 2.6.1b	E
4(c)(iii)	crystallisation **or** evaporation	allow by heating **or** cooling **or** leave (on windowsill) *do not accept freezing*	1	1 / 2.6.1c	E
4(c)(iv)	any **one** from: • grass grows faster • grass grows taller **or** thicker	*allow grass grows better / greener*	1	3 / 2.6.2c	E
4(d)	potassium (atom) loses (an electron) chlorine (atom) gains (an electron) 1 (electron) electron	reference to incorrect bonding or particle = max **3** ignore references to full outer shells	1 1 1 1	1 + 2 / 2.1.1c/d/e	E
Total			**13**		

4.2.1.3 Ionic compounds

Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
5(a)(i)	ions cannot move	*allow only conducts as a liquid*	1	1 / 2.7.1a	E
5(a)(ii)	chlorine		1	2 / 2.7.1b	G
5(a)(iii)	they are positively / oppositely charged **or** they are attracted		1	1 / 2.7.1c	E
5(a)(iv)	2		1	2 / 2.7.1e	G
5(b)(i)	any **one** from: • not all the magnesium was collected • *used less time* **or** *lower current* **or** *different battery / power pack* **or** *different balance* **or** *lower voltage* • error in reading balance • error in recording result	*allow some magnesium was lost*	1	3 / 2.7.1	E
5(b)(ii)	1.11	correct answer with or without working gains **2** marks. if answer incorrect, allow **1** mark for 0.99 **or** for 1.13+1.11+1.09	2	2 + 3 / 2.7.1	E
5(c)(i)	*25 – 25.3*	correct answer with or without working gains **2** marks. If answer incorrect, allow **1** mark for 24/95	2	2 / 2.3.3a	E
5(c)(ii)	71		1	2 / 2.3.1f	A
5(d)(i)	reversible reaction		1	1 / 2.3.3f	A
5(d)(ii)	decreases		1	1 / 2.5.1c	A
Total			**12**		

4.2.1.3 Ionic compounds

Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
6(a)(i)	(phosphoric) acid	*allow phosphoric*	1	2 / 2.6.2d	G
6(a)(ii)	H^+ / hydrogen (ion)	*if ion symbol given, charge must be correct*	1	2 / 2.6.2d	E
6(b)(i)	pencil so it will not run / smudge / *dissolve* **or** because ink would run / smudge / *dissolve*	 *ignore pencil will not interfere with / affect the results* *ignore ink will interfere with / affect the results*	1 1	2 / 2.3.2b	E
6(b)(ii)	any **three** from: • *3* colours in Cola • *2* colours in Fruit drink • one of the colours is the same • two of the colours in Cola are different • one of the colours in Fruit drink is different • *one of the colours in Cola is the most soluble*	*reference to spots / dots = max **2*** *allow colouring for colour* *allow more colours in cola **or** fewer colours in fruit drink* *allow some of the colours in the drinks are different* *accept one of the colours in Cola has the highest R_f value*	3	3 / 2.3.2b	E
6(c)	different substances travel at different speeds **or** have different retention times	*accept different attraction to solid* *ignore properties of compounds*	1	1 / 2.3.2c	E

4.2.1.3 Ionic compounds

Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
6(d)(i)	Is there caffeine in a certain brand of drink?		1	3 / 2.3.2	A
6(d)(ii)	any **two** from: • cannot be done by experiment • based on opinion / *lifestyle choice* • ethical, *social* or economic issue	*accept caffeine has different effects on different people*	2	3 / 2.3.2	E
Total			**11**		

4.2.1.3 Ionic compounds

<table>
<tr><th>Question</th><th>Answers</th><th>Extra information</th><th>Mark</th><th>AO / Spec. Ref.</th><th>ID</th></tr>
<tr><td colspan="4">7 Marks awarded for this answer will be determined by the Quality of Written Communication (QWC) as well as the standard of the scientific response. Examiners should also refer to the information on page 5, and apply a ‘best-fit’ approach to the marking.

<table><tr><th>0 marks</th><th>Level 1 (1–2 marks)</th><th>Level 2 (3–4 marks)</th><th>Level 3 (5–6 marks)</th></tr><tr><td>No relevant content</td><td>There is a statement about the bonding and/or structure or melting / boiling point of chlorine or sodium chloride.</td><td>There are statements about the bonding and/or structure of chlorine or sodium chloride.</td><td>There are statements about the bonding and/or structure of chlorine and sodium chloride.

There is an explanation of why chlorine is a gas or sodium chloride is a solid.</td></tr></table>
Examples of chemistry points made in response:
Chlorine:
covalent bonds between atoms
forming (simple) molecules
no / weak attraction / bonds between molecules
low boiling point

Sodium chloride:
ionic bonds or electrostatic attraction
strong bonds
in all directions
between oppositely charged ions
forming giant lattice
large amounts of energy needed to break bonds
high melting point</td><td></td><td>1 + 2 / 2.1.1f/g 2.2.1a 2.2.2a</td><td>E</td></tr>
<tr><td>Total</td><td></td><td></td><td>6</td><td></td><td></td></tr>
</table>

4.2.1.3 Ionic compounds

AQA

GCSE
CHEMISTRY

8462/1F - PAPER 1 FOUNDATION TIER

Mark scheme

8462

June 2018

Version/Stage: 1.0 Final

4.2.1.3 Ionic compounds

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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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.

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

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.

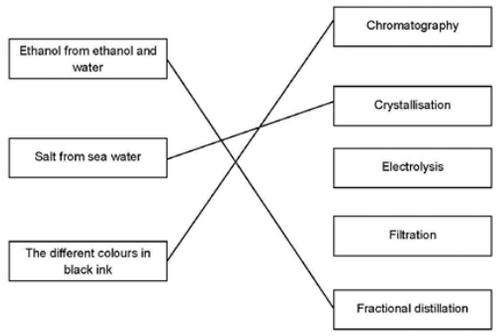
Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do **not** have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

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.

4.2.1.3 Ionic compounds

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

4.2.1.3 Ionic compounds

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**	

4.2.1.3 Ionic compounds

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)	allow the reactivity decreases from chlorine to iodine	1	AO1 4.1.2.6
	(because) chlorine displaces bromine and iodine	allow (because) chlorine has two reactions allow (because) neither bromine nor iodine can displace chlorine	1	AO3 4.1.2.6
	(and) bromine displaces iodine **or** iodine does not react	allow (and) bromine has one reaction **or** iodine has no reactions allow (and) iodine cannot displace bromine	1	AO3 4.1.2.6
02.5	80		1	AO2 4.3.1.2

4.2.1.3 Ionic compounds

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**	

4.2.1.3 Ionic compounds

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**	

4.2.1.3 Ionic compounds

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**	

4.2.1.3 Ionic compounds

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

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

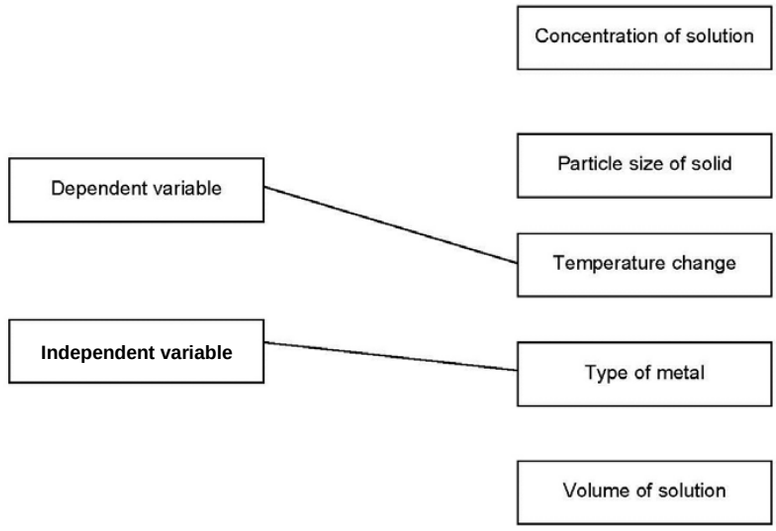
4.2.1.3 Ionic compounds

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**	

4.2.1.3 Ionic compounds

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

4.2.1.3 Ionic compounds

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

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**	

4.2.1.3 Ionic compounds

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

4.2.1.3 Ionic compounds

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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**	

4.2.1.3 Ionic compounds

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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

4.2.1.3 Ionic compounds

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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**

4.2.1.3 Ionic compounds

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

4.2.1.3 Ionic compounds

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**	

4.2.1.3 Ionic compounds

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

<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>AO3</td></tr>
<tr><td>Level 2: Some logically linked reasons are given. There may also be a simple judgement.</td><td>3–4</td><td>AO3</td></tr>
<tr><td>Level 1: Relevant points are made. This is not logically linked.</td><td>1–2</td><td>AO2</td></tr>
<tr><td>No relevant content</td><td>0</td><td></td></tr>
<tr><td>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><td>4.4.3.4
4.5.2.1
4.5.2.2</td></tr>
<tr><td>Total</td><td></td><td></td><td>11</td></tr>
</table>

Answer 13 · Examiner comments

Question 9 (standard demand)

09.1 Because the question asked for the formula rather than the empirical formula, an answer of Fe_9S_{18} was accepted. Even so, 21% of students were able to answer this correctly.

Many students ignored the necessity for correct capital and lower case letters, with a lower case 'f' being seen quite frequently. Others did not count the atoms correctly, or used a large figure '2' in an inappropriate position.

09.2 This question worked very well. 84% of students managed to achieve at least one mark, with 51% achieving two or more. The most frequent error was in the number of neutrons.

09.3 Whilst 56% of students achieved at least one mark, 34% of these students achieved both.

- Many students repeated information in the stem of the question. And some appeared to ignore it as they declared sodium to be a non-metal.
- Many gave differences in the structure of the atoms instead of differences in properties of the substances.
- Some effectively gave the same difference twice, for example writing that sodium is soft on one line and iron is hard on the other.

09.4 26% of students achieved at least one mark on this question, although some very good answers were seen. As with some other questions, students were sometimes prone to imprecise use of language.

Many students thought that carbon is more reactive than oxygen rather than nickel, or said that carbon is reacting with oxygen (it is not, it is reacting with nickel oxide to remove the oxygen). Those who tried to answer in terms of electron transfer often struggled to gain all the marks.

09.5 Students struggled with this calculation; with 9% of students providing a fully correct answer. This question relies on knowledge of the expression for atom economy. Those who quoted the expression often did not know what was meant by 'reactants'.

It was also common to include the M_r of all the products instead of just the nickel, leading to an answer of 100%, which is clearly incorrect as there is more than one product.

There seemed to be trouble with the interpretation of some calculator displays. Many students lost the final mark because they gave an answer of $67.\dot{8}$. This answer is neither correct (it is not 67.8888888…) nor to three significant figures (it is to an infinite number of significant figures). Some even recognised this latter point and rounded, incorrectly, to 67.9.

4.2.1.3 Ionic compounds

Answer 16 · Examiner comments June 2022 | 8462/1F | Original Q8

Question 8 (Low demand)

08.1 Fewer than 40% of students recognised the hydroxide ion as the source of oxygen; the most popular distractor was hydrogen ions.

08.2 Most students could read the volume of gas in the inverted measuring cylinder. Some tried to read the scale upwards and gave a response of 33 cm^3.

08.3 Only about 20% of students were awarded the mark. Students needed to explain why ionic solids do not conduct, rather than why solutions or molten compounds do conduct. Even when directed to answer in terms of ions, some students still thought that electrons were somehow involved.

08.4 This was well answered, with the great majority of students naming both correct products.

08.5 Over a half of students gave the correct reason in terms of the relative reactivity of carbon and sodium. The electrical conductivity of carbon was a popular distractor.

08.6 About a half of students gave (aq) as the state symbol for a molten substance.
Only about 30% gave the correct answer (l).

08.7 Correct answers to this calculation were given by the great majority of students.

Answer 17 · Examiner comments June 2023 | 8462/1F | Original Q7

Question 7 (low and standard demand)

07.1 This question was answered by fewer than half of the students showing that many students do not read the entire question, but focus only on the sentence above an answer line. As there was no answer line, the instruction to complete Figure 8 was missed. Of those who did respond, most scored at least one mark.

Most of those who did answer realised that two of each ion should be drawn, but many placed the ions directly under the same type of ion, instead of in the alternate positions.

07.2 This standard demand question proved to be difficult even with the prompt to refer to ions. There were few references to electrons, showing that students had taken note of this prompt; however, the idea that ions can move in the liquid state was not given by many students.

07.3 This question was well answered, with more than three quarters of students scoring both marks. Potassium was nearly always correct, but bromine was often incorrectly described as bromide.

07.4 Only a half of the students knew that the mixture has a lower melting point than pure aluminium oxide, with the majority of the rest opting for a higher melting point.

4.2.1.3 Ionic compounds

Answer 17 · Examiner comments June 2023 | 8462/1F | Original Q7

07.5 Only a half of students knew that the source of the hydrogen and oxygen is water. Most of the other chose sulfate ions.

07.6 Again, roughly a half of students knew the reason for the production of hydrogen rather than sodium, with nearly as many choosing the incorrect statement that hydrogen is more reactive than sodium.

07.7 Some students were not specific enough about the relationship of the volumes, merely stating that as one increased, so did the other. However, many gave excellent descriptions of the volume of hydrogen being twice that of oxygen. Just over a half of students scored the mark.

Answer 18 · Examiner comments

June 2025 | 8462/1F | Original Q9

Question 9 (standard demand)

09.1 Students found this very difficult, with only one in ten scoring the mark. Of those who knew they needed to count the ions of each element, few could then appreciate that the ratio was 1:1 so the formula was therefore CaS. Many just wrote the number of Ca atoms and of S atoms from the diagram.

09.2 Two fifths of students were able to score at least one mark, and one in eight scored all four. Many described electrons transferring from calcium to sulfur, and of those, most realised that 2 electrons would be transferred. Students were less able to gain the final marking point for a correct description of the ions formed. Some students contradicted an answer in terms of electron transfer by also referring to sharing electrons.

09.3 Students were unable to recall many details about the structure and bonding of graphite, even with the diagram as a prompt. Many did describe layers of carbon atoms, but few mentioned the giant structure or covalent bonding. Many focussed on the use of graphite in pencils, which was not relevant in the context of the question. Most responses did not mention the number of bonds per atom, or the delocalised electrons, or the lack of bonds between layers. The hexagonal rings, if mentioned at all, were not described well, with whole layers or even individual atoms being described as hexagonal. Fewer than a quarter of students scored a single mark and very few scored all four.

09.4 Only one in six students scored the mark, despite the clear statement in the specification that the molecules do not have an overall electrical charge. Those who did gain credit usually mentioned there being no delocalised electrons. 'Free' is not the same as delocalised in this context and did not gain credit. Popular incorrect responses were that the molecules are too small or that the molecules cannot move.

09.5 Only a third of students gave the correct reason, with stronger or more covalent bonds to break both being almost as popular.