AQA GCSE Chemistry | 8462

SPECIFICATION POINT 4.2.2.5

Polymers

Mark schemes and examiner comments

Tier	**Higher**
Question groups	**70**
Available paper years	**2007–2025**

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.

4.2.2.5 Polymers

Answer 01 · Mark scheme March 2007 | CHY1B | Original Q2 | Legacy

Two	**A**	carbon dioxide	**1**
	B	nitrogen	**3**
	C	noble gases	**4**
	D	oxygen	**2**

Answer 02 · Mark scheme March 2007 | CHY1B | Original Q6 | Legacy

Six	**A**	hydrocarbons undergo thermal decomposition	**3**
	B	hydrocarbons are heated	**1**
	C	hydrocarbons vaporise	**2**
	D	small hydrocarbon molecules	**4**

	A	**B**	**C**	**D**

Answer 03 · Mark scheme March 2007 | CHY1B | Original Q8 | Legacy

Eight	**3**	**4**	**4**	**1**

Answer 04 · Mark scheme June 2007 | CHY1B | Original Q7 | Legacy

Seven	**1**	**3**	**3**	**2**

Answer 05 · Mark scheme November 2007 | CHY1B | Original Q2 | Legacy

Two	**A**	**1**
	B	**2**
	C	**4**
	D	**3**

	A	**B**	**C**	**D**

Answer 06 · Mark scheme November 2007 | CHY1B | Original Q6 | Legacy

Six	**4**	**2**	**3**	**4**

Answer 07 · Mark scheme January 2008 | CHY1H | Original Q6 | Legacy

No matching mark scheme was available in the supplied archive for this question.

4.2.2.5 Polymers

Answer 08 · Mark scheme

March 2008 | CHY1BP | Original Q1 | Legacy

One	**A**	Molecule A	**1**
	B	Molecule B	**4**
	C	Molecule C	**2**
	D	Molecule D	**3**

Answer 09 · Mark scheme

March 2008 | CHY1BP | Original Q2 | Legacy

Two	**A**	**2**
	B	**1**
	C	**4**
	D	**3**

	A	**B**	**C**	**D**

Answer 10 · Mark scheme

March 2008 | CHY1BP | Original Q9 | Legacy

Nine	**2**	**1**	**1**	**3**

* This question is removed

Answer 11 · Mark scheme

June 2008 | CHY1BP | Original Q1 | Legacy

One	**A**	catalysis	**2**
	B	polymerisation	**3**
	C	combustion	**4**
	D	thermal decomposition	**1**

4.2.2.5 Polymers

Answer 12 · Mark scheme June 2008 | CHY1BP | Original Q3 | Legacy

Three	**1**	**1**	**4**	**1**

Answer 13 · Mark scheme June 2008 | CHY1BP | Original Q7 | Legacy

Seven	**4**	**4**	**1**	**3**

4.2.2.5 Polymers

Answer 14 · Mark scheme

June 2008 | CHY1H | Original Q7 | Legacy

question	answers	extra information	mark
7(a)	any **two** from:	asks for cause therefore no marks for just describing the change must link reason to a correct change in a gas	2
	carbon dioxide has decreased due to: • plants / micro organisms / bacteria / vegetation / trees	accept idea of 'used' to indicate a decrease	
	• photosynthesis	ignore respiration	
	• 'locked up' in (sedimentary) rocks / carbonates / fossil fuels		
	• dissolved in oceans	ignore volcanoes	
	oxygen has increased due to: • plants / bacteria / micro organisms / vegetation / trees	accept idea of 'given out / produced'	
	• photosynthesis	ignore respiration	
	nitrogen increased due to: • ammonia reacted with oxygen	accept idea of 'given out / produced'	
	• bacteria / micro organisms	ignore (increase in) use of fossil fuels / deforestation	
7(b)	(because methane's) boiling point is greater than the average / surface temperature **or** Titan's (average / surface) temperature is below methane's boiling point	ignore references to nitrogen **or** water	1
	any methane that evaporates will condense	accept boils for evaporates accept cooling and produce rain for condensing	1

Question 7 continued on next page…

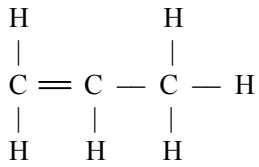
COMPONENT NUMBER: CHY1H

COMPONENT NAME: Science B / Chemistry

STATUS: Final

DATE: June 2008

Question 7 continued…

question	answers	extra information	mark
7(c)(i)		bonds must be displayed correctly ignore bond angles	1
7(c)(ii)	poly(propene) / polypropene / polypropylene any **two** from: • double bonds open up / break / become single • propene molecules / monomers / they join / undergo addition polymerisation • form chains / long molecules	do **not** allow polypropane correct chemical equation gains **2** marks ignore large using monomer incorrectly max **2** marks	1 2
Total			**8**

4.2.2.5 Polymers

Answer 15 · Mark scheme November 2008 | CHY1BP | Original Q2 | Legacy

Two	**A** bag for frozen food	**1**	
	B memory polymer	**4**	
	C hydrogels in plant pots	**2**	
	D dental fillings	**3**	

	A	B	C	D

Answer 16 · Mark scheme November 2008 | CHY1BP | Original Q8 | Legacy

Eight	**1**	**3**	**2**	**3**

Answer 17 · Mark scheme March 2009 | CHY1BP | Original Q4 | Legacy

Four	**3**	**3**	**4**	**2**

Answer 18 · Mark scheme March 2009 | CHY1BP | Original Q6 | Legacy

Six	**4**	**1**	**4**	**2**

Answer 19 · Mark scheme June 2009 | CHY1BP | Original Q1 | Legacy

One	**A** Molecule **A**	**1**	
	B Molecule **B**	**4**	
	C Molecule **C**	**2**	
	D Molecule **D**	**3**	

Answer 20 · Mark scheme June 2009 | CHY1BP | Original Q2 | Legacy

Two	**A** polymerisation	**4**	
	B thermal decomposition	**1**	
	C unsaturation	**2**	
	D hydration (addition of water)	**3**	

	A	B	C	D

Answer 21 · Mark scheme June 2009 | CHY1BP | Original Q5 | Legacy

Five	**4**	**3**	**1**	**1**

4.2.2.5 Polymers

Answer 22 · Mark scheme

June 2009 | CHY1H | Original Q6 | Legacy

Question 6

question	answers	extra information	mark
6(a)(i)	many ethene / molecules / monomers join to form a long hydrocarbon / chain / large molecule	accept double bonds open / break accept addition polymerisation ignore references to ethane correct equation gains **2** marks	1 1
6(a)(ii)	(can be deformed but) return to their original shape (when heated or cooled)	ignore 'it remembers its shape'	1
6(a)(iii)	cross links / extra bonds in PEX molecules / chains in PEX are held in position molecules / chains in PEX unable to slide past each other / move	it = PEX throughout accept inter-molecular bonds ignore inter-molecular forces accept rigid structure	1 1 1

Question 6 continues on the next page…

CHY1H

Question 6 Continued

question	answers	extra information	mark
6(b)	any **four** from: • less (hydrocarbon) fuels used • less / no electrical energy used • reduce carbon / carbon dioxide emissions • reduce / no pollution by sulfur dioxide / acid rain • continuous process • conserve copper which is running out or only low-grade ores available • reduce the amount of solid waste rock that needs to be disposed • reduce the need to dig large holes (to extract copper ores)	ignore costs / sustainability / non-renewable allow less energy allow no electrolysis allow less global warming allow less / no transportation allow less waste allow less mining	4
Total			**10**

4.2.2.5 Polymers

Answer 23 · Mark scheme

November 2009 | CHY1BP | Original Q2 | Legacy

No matching mark scheme was available in the supplied archive for this question.

Answer 24 · Mark scheme

November 2009 | CHY1BP | Original Q4 | Legacy

No matching mark scheme was available in the supplied archive for this question.

Answer 25 · Mark scheme

November 2009 | CHY1BP | Original Q5 | Legacy

No matching mark scheme was available in the supplied archive for this question.

4.2.2.5 Polymers

Answer 26 · Mark scheme

Question 6

question	answers	extra information	mark
6(a)	vaporise / evaporate different condensing points / temperatures	allow boil for vaporise accept condense at different levels ignore different size molecules or different densities mention of cracking = max **1** allow boils at different temperatures and condenses for **2** marks if no other marks awarded allow fractional distillation for **1** mark	1 1
6(b)(i)	3 (C_2H_4)	accept +C_4H_8	1
6(b)(ii)	(decane / naphtha / hydrocarbon) vaporise / evaporate (passed over) a catalyst / alumina / porous pot	allow crude oil allow boil for vaporise ignore other names of catalysts	1 1
6(c)	any **two** from: • alkanes / butane (molecules) do not have a (carbon carbon) double bond / are saturated / have (carbon carbon) single bonds • alkenes / ethene (molecules) have (carbon carbon) double bonds **or** are unsaturated • alkenes / ethene molecules are able to bond to other molecules	'they' must be clarified	2
6(d)	single bonds between carbon atoms the –CH_3 group appears on each pair of carbons on the 'chain'	— C – C — NB any double bonds = **0** marks	1 1
Total			**9**

4.2.2.5 Polymers

Answer 26 · Mark scheme January 2010 | CHY1H | Original Q6 | Legacy

CHY1H

Answer 27 · Mark scheme March 2010 | CHY1BP | Original Q5 | Legacy

Five	**2**	**3**	**3**	**2**

Answer 28 · Mark scheme June 2010 | CHY1BP | Original Q2 | Legacy

Two	**A** Formula **A**		**2**	
	B Formula **B**		**4**	
	C Formula **C**		**3**	
	D Formula **D**		**1**	
	A	**B**	**C**	**D**

Answer 29 · Mark scheme June 2010 | CHY1BP | Original Q3 | Legacy

Three	**2**	**3**	**1**	**2**

Answer 30 · Mark scheme June 2010 | CHY1BP | Original Q8 | Legacy

Eight	**2**	**4**	**3**	**3**

4.2.2.5 Polymers

Answer 31 · Mark scheme

June 2010 | CHY1H | Original Q1 | Legacy

Question 1

question	answers	extra information	mark
1(a)(i)	A **and** 3 anomalous result	accept A **and** 39 independent mark accept not close to other two volumes **or** correct comparison using the results ignore does not fit the pattern	1 1
1(a)(ii)	any **one** from: • volume of water (used) • time (for water to run through) • temperature • mass / surface area of pad • same filter funnel	 allow amount of water (used) accept rate / speed (at which water runs through) accept amount / size / volume / thickness of pad ignore other equipment	1
1(a)(iii)	any **one** from: • incorrect / volume / amount of water added • reading / volume / amount of water collected • some water does not go through the pad • not enough time allowed for water to drain through • pads (from one company) not identical / faulty	ignore human error unqualified allow spillage / poorly placed pad accept rate / speed at which water is added	1

Question1 Continues on the next page

CHY1H

Question 1 continued

question	answers	extra information	mark
1(b)(i)	any **two** from: • it was not the best (at absorbing the water) • (needed) to absorb more (water) • to improve their image / sales	accept correct descriptions of 'not the best' / third best **or** only better than B allow not absorbing enough (water) accept (needs) to absorb more (water) than A and C for **2** marks	2
1(b)(ii)	any **one** from: • cost (more) • use (more) resources • use (more) energy	must relate to the company	1
Total			**7**

4.2.2.5 Polymers

Answer 31 · Mark scheme June 2010 | CHY1H | Original Q1 | Legacy

CHY1H

Answer 32 · Mark scheme November 2010 | CHY1BP | Original Q4 | Legacy

Four	**3**	**2**	**4**	**3**

Answer 33 · Mark scheme November 2010 | CHY1BP | Original Q7 | Legacy

Seven	**3**	**1**	**4**	**2**

Answer 34 · Mark scheme March 2011 | CHY1BP | Original Q2 | Legacy

Two	**A**	Molecule **A**	**1**		
	B	Molecule **B**	**4**		
	C	Molecule **C**	**2**		
	D	Molecule **D**	**3**		
	A		**B**	**C**	**D**

Answer 35 · Mark scheme March 2011 | CHY1BP | Original Q4 | Legacy

Four	**3**	**2**	**3**	**2**

Answer 36 · Mark scheme March 2011 | CHY1BP | Original Q7 | Legacy

Seven	**4**	**4**	**1**	**2**

Answer 37 · Mark scheme June 2011 | CHY1BP | Original Q8 | Legacy

Eight	**1**	**4**	**2**	**3**

4.2.2.5 Polymers

Answer 38 · Mark scheme

June 2011 | CHY1H | Original Q2 | Legacy

Question 2

question	answers	extra information	mark
2(a)(i)	heat / high temperature / hot / vaporise	if (fractional) distillation / hydrogenation mentioned as the method = max 1 allow thermal decomposition ignore evaporation do **not** accept 'burns' do **not** accept temperature < 100	1
	catalyst **or** silica / alumina / porous pot **or** steam	ignore other named catalyst allow heat (the vapour) to a very high temperature / >800°C for **2** marks	1
2(a)(ii)	C_2H_3Cl	ignore attempts to balance equation	1
2(a)(iii)	single bonds between C – H, C – Cl **and** C – C	do **not** accept symbols outside the bracket	1
2(b)(i)	so that the amount of plasticiser / (sample of) PVC is the independent / only variable that affects the bending / flexibility of the samples	allow because different sizes would give different results accept because size is a control variable ignore references to reliability / precision etc	1
2(b)(ii)	to improve the reliability (of the investigation)	accept to calculate a mean accept to check for anomalous results **or** to check the range of results ignore accuracy / precision etc	1

Question 2 continues on the next page . . .

CHY1H

Question 2 continued . . .

question	answers	extra information	mark
2(b)(iii)	23	correct answer with or without working = **2** marks if answer is incorrect allow $\frac{22+23+24}{3}$ **or** 21 for **1** mark	2
2(b)(iv)	(PVC) sample had been stretched / used / tested in first three tests	accept higher temperature allow worn **or** become weaker ignore (human) error ignore more flexible / softer ignore intermolecular forces	1
2(c)	does not bend (easily / much) **or** it is not flexible **or** it is rigid	ignore non-biodegradable / low maintenance ignore sturdy / stronger / harder	1
Total			**10**

4.2.2.5 Polymers

Answer 38 · Mark scheme

June 2011 | CHY1H | Original Q2 | Legacy

CHY1H

4.2.2.5 Polymers

Answer 39 · Mark scheme

June 2011 | CHY3H | Original Q6 | Legacy

Question 6

question	answers	extra information	mark
6(a)(i)	(brown / red / orange / yellow) goes colourless / decolourised	ignore discoloured / goes clear do **not** accept incorrect initial colour	1
6(a)(ii)	(carbon carbon) double bond	accept triple / multiple bonds do **not** allow incorrect double bond	1
6(b)	CO_2: 6.6/44 **or** 0.15(mole) H_2O: 2.7/18 **or** 0.15(mole) CH_2	 ignore multiples	1 1 1
Total			**5**

The AQA UMS Conversion Calculator is available on the Results statistics page of the AQA Website

4.2.2.5 Polymers

Answer 40 · Mark scheme November 2011 | CHY1BP | Original Q2 | Legacy

Two	**A** Ethane			**4**
	B Ethanol			**3**
	C Ethene			**2**
	D Poly(ethene)			**1**
	A	**B**	**C**	**D**

Answer 41 · Mark scheme November 2011 | CHY1BP | Original Q4 | Legacy

Four	**1**	**3**	**1**	**3**

Answer 42 · Mark scheme November 2011 | CHY1BP | Original Q5 | Legacy

Five	**1**	**4**	**1**	**4**

4.2.2.5 Polymers

Answer 43 · Mark scheme

June 2012 | CH1HP | Original Q3 | Legacy

Question 3

question	answers	extra information	mark
3(a)(i)	(1) 5 3 (6) 4 2	all numbers in the correct order gains both marks any two numbers in the correct position gains **1** mark	2
3(a)(ii)	water carbon dioxide	ignore formula if correct name given accept hydrogen oxide allow H_2O allow CO_2 accept carbon monoxide / CO **or** carbon / C	1 1

Question 3 continues on the next page . . .

CH1HP

Question 3 cont'd…

question	answers	extra information	mark
3(b)	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 2**, and apply a 'best-fit' approach to the marking.		6

0 marks	Level 1 (1-2 marks)	Level 2 (3-4 marks)	Level 3 (5-6 marks)
No relevant content.	There is a **basic** description of at least one advantage **or** one disadvantage caused by using plastic shopping bags made from poly(ethene).	There is a **clear** description of both an advantage **and** a disadvantage caused by using plastic shopping bags made from poly(ethene).	There is a **detailed** description of both advantages **and** disadvantages caused by using plastic shopping bags made from poly(ethene).

examples of the chemistry/social points made in the response:
ignore cost unqualified

Advantages:

- Simple properties eg strong / low density / water resistant
- Bags can be reused (for shopping) **or** another specified use eg bin liners
- Money charged for bags can go to good causes **or** encourage reuse
- Poly(ethene) bags can be recycled eg made into milk bottle crates
- Poly(ethene) bags can be burned to provide heat for buildings/generation of electricity
- New bags are now made that can biodegrade

Disadvantages:

- (Older) bags can take many years to biodegrade
- There is a shortage of landfill space
- Bags are made from (crude) oil which is a non-renewable resource/running out
- Large amounts of energy/fuel are used for the production of poly(ethene)
- Production of poly(ethene) releases carbon dioxide/causes global warming
- Specified issue caused by litter eg visual pollution or effect on wildlife
- Burning bags release carbon dioxide / causes global warming

Total			10

4.2.2.5 Polymers

Answer 43 · Mark scheme June 2012 | CH1HP | Original Q3 | Legacy

CH1HP

4.2.2.5 Polymers

Answer 44 · Mark scheme

January 2013 | CH2HP | Original Q2 | Legacy

question	answers	extra information	mark
2(a)(i)	because they are positively charged	accept they are positive / H^+ accept oppositely charged **or** opposites attract ignore they are attracted	1
2(a)(ii)	gains one / an electron	accept $H^+ + e^- \rightarrow H$ or multiples allow gains electrons	1
2(b)	3 bonding pairs 1 lone pair	 accept 2 non-bonding electrons on outer shell of nitrogen	1 1
2(c)(i)	hydroxide / OH^-	do **not** accept sodium hydroxide	1
2(c)(ii)	$H^+ + OH^- \rightarrow H_2O$	ignore state symbols ignore word equation	1

4.2.2.5 Polymers

Answer 44 · Mark scheme

January 2013

CH2HP

question	answers	extra information	mark
2(d)	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.		6

0 marks	**Level 1 (1-2 marks)**	**Level 2 (3-4 marks)**	**Level 3 (5-6 marks)**
No relevant content.	There are basic descriptions of advantages or disadvantages of the electrolysis cells.	There are clear descriptions of environmental or economic advantages or disadvantages of the electrolysis cells. Comparisons may be implied.	There are detailed descriptions of environmental and economic advantages and disadvantages, comparing the electrolysis cells.

examples of chemistry points made in the response:

Accept converse where appropriate.

- mercury cell is more expensive to construct
- mercury is recycled but membranes must be replaced
- mercury is toxic but membrane / polymer is not
- removing traces of mercury from waste is expensive
- mercury cell uses more electricity
- mercury cell produces chlorine that is purer
- mercury cell produces higher concentration / better quality of sodium hydroxide (solution)

Total			**12**

4.2.2.5 Polymers

Answer 44 · Mark scheme

January 2013

CH2HP

4.2.2.5 Polymers

Answer 45 · Mark scheme

January 2013 | CH2HP | Original Q4 | Legacy

question	answers	extra information	mark
4(a)	it is not used up	accept does not change accept reusable allow does not react	1
4(b)	they would melt **or** they have a low melting point	allow would lose their shape ignore soften	1
	because there are no cross links **or** there are weak intermolecular forces	accept there are weak bonds / forces between (polymer) chains	1
4(c)(i)		ignore reference to mass spectroscopy do **not** accept other incorrect process described	
	substances carried by gas	allow named gas	1
	(through) column / coil / tube **or** (through) solid (material) / powder		1
	at different speeds	accept different retention times	1
4(c)(ii)	(relative) molecular mass / M_r	allow (relative) formula mass **or** relative mass ignore relative atomic mass ignore identity of substance / molecule	1
Total			**7**

4.2.2.5 Polymers

Answer 45 · Mark scheme

January 2013

CH2HP

4.2.2.5 Polymers

Answer 46 · Mark scheme

June 2013 | CH2HP | Original Q5 | Legacy

Question 5

question	Answers	extra information	Mark
5(a)	because atoms / ions / particles in alloy are different (sizes)	do **not** allow reference to molecules ignore reference to compounds	1
	so layers distorted		1
	(and layers / atoms / ions / particles) don't slide **or** slide less easily		1
		accept all marking points in a suitably labelled or annotated diagram	
		if no other mark awarded accept an alloy is a mixture **or** contains different metals / elements for **1** mark	
5(b)		max **3** marks if incorrect bonding	
	giant structure **or** lattice **or** macromolecule		1
	strong bonds (between carbon / atoms)		1
	covalent (bonds)		1
	each carbon / atom forms 4 bonds	accept tetrahedral	1
		if no other marks awarded, allow carbon (atoms) for **1** mark	
5(c)		reference to incorrect bonding = max **3**	
		reference to 'weak covalent bonds' = max **2**	
		allow correctly drawn diagram for first two marking points eg. (tangled) lines with no cross-links	
	chains **or** large molecules	ignore layers	1
	with intermolecular forces **or** forces between chains	allow bonds for forces accept no cross-links	1
	that are weak	must relate to 2nd marking point	1
	and are easily overcome/ broken (when heated)	accept molecules / chains can flow / move	1
Total			**11**

4.2.2.5 Polymers

Answer 47 · Mark scheme

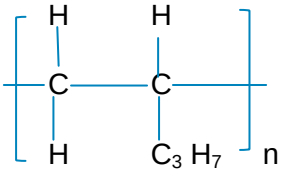
June 2014 | CH1HP | Original Q7 | Legacy

Question	Answers	Extra information	Mark	AO / Spec. Ref.	ID
7(a)(i)	alkanes **and** alkenes	any order allow saturated **and** unsaturated (hydrocarbons)	1	1 / 1.4.2a	E
7(a)(ii)	high temperature	*allow temperatures from 300 – 900 °C* *allow vapours* *ignore heat / hot **or** pressure*	1	1 / 1.5.1a	E
	catalyst **or** steam	*allow zeolite / aluminium oxide* *ignore names of other catalysts*	1		
7(a)(iii)	<u>oxygen</u> could react / *burn* with the hydrocarbons	allow <u>oxygen</u> could cause an explosion	1	2 / 1.5.1a	E
7(a)(iv)	*(fractional)* distillation		1	2 / 1.4.2b	E
7(b)(i)	displayed structure of butene drawn		1	2 / 1.5.1c	E
7(b)(ii)	many monomers **or** many butene molecules		1	1 / 1.5.2a	E
	*form chains **or** very large molecules*		1		
		if no other mark awarded allow double bond breaks / opens up **or** double bond forms a single bond for **1** mark			
Total			**8**		

4.2.2.5 Polymers

Answer 48 · Mark scheme

June 2015 | CH1HP | Original Q5 | Legacy

Question	Answers	Extra information	Mark	AO / Spec. Ref.
5(a)	any **four** from: • (crude oil is) heated • to evaporate/vaporise/boil (the substances/ hydrocarbons) • the column is hotter at the bottom or is cooler at the top • (vapours/fractions) condense • at their boiling points or at different levels	marks can be taken from a diagram max 3 marks for reference to cracking allow fractional distillation allow vapours (enter the column) allow temperature gradient or (vapours) cool as they rise allow description e.g. vapour turns to liquid) allow they have different boiling points	4	1 / 1.4.1a/b / 1.4.2b
5(b)	acid rain is caused by sulfur dioxide or oxides of nitrogen they react with/are neutralised by calcium carbonate or limestone **OR** global warming is caused by carbon dioxide carbon dioxide will react or dissolve in suspension of limestone	allow consequences of acid rain second marking point is dependent on first marking point allow greenhouse effect is caused by or allow consequences of global warming	1 1 1	2+3 / 1.4.3a/b/c/d / 1.2.1f
5(c)(i)	C_2H_4	must be formula ignore any name	1	2 / 1.1.3b/c / 1.5.1b
5(c)(ii)	a single bond between carbon atoms other four bonds linking hydrogen atoms and C_3H_7 group plus two trailing/connecting bonds n at the bottom right hand corner of the bracket	 would score 3 marks	1 1 1	2 / 1.5.2a

4.2.2.5 Polymers

Answer 48 · Mark scheme

5(c)(iii)	has a shape memory or (a smart polymer) can return to original shape (when conditions change)		1	2 / 1.5.2b
Total			**12**	

4.2.2.5 Polymers

Answer 48 · Mark scheme

June 2015 | CH1HP | Original Q5 | Legacy



4.2.2.5 Polymers

Answer 49 · Mark scheme

June 2015 | CH3HP | Original Q8 | Legacy

Question	Answers	Extra information	Mark	AO / Spec. Ref.
8(a)(i)	any **one** from • incorrect measurement of temperature or volume • incorrect recording of temperature • failure to stir • heat loss	ignore faulty equipment	1	**AO3** 3.1.3.c
8(a)(ii)	32 - 33		1	**AO2** 3.1.3.c
8(a)(iii)	55		1	**AO2** 3.1.3.c
8(a)(iv)	20		1	**AO2** 3.1.3.c
8(a)(v)	4620 J / joules	allow 4.62 kJ for **2 marks** allow kJ if evidence of dividing by 1000 mark independently, but if a numerical answer has been divided by 1000 must be kJ. allow ecf from their answers to 8(a)(iii) and 8(a)(iv)	1 1	**AO2** 3.3.1.b/c
8(b)	twice as much energy released but twice as much water to heat	allow more energy released but more water to heat for **2 marks** if no other mark awarded, allow twice the amount of hydrochloric acid used for **1 mark**	1 1	**AO3** 3.3.1.c
Total			**8**	

4.2.2.5 Polymers

Answer 50 · Mark scheme

June 2016 | CH2HP | Original Q6 | Legacy

Question	Answers	Extra information	Mark	AO / SpecRef
6(a)		reference to incorrect particles **or** incorrect bonding **or** incorrect structure = **max 1**		AO1/AO2 2.2.4a; 2.1.1h
	has delocalised electrons	accept free (moving) electrons	1	
	(so electrons) can move through the structure/metal	accept (so electrons) can carry charge through the structure/metal accept (so electrons) can form a current	1	
6(b)		reference to intermolecular forces/bonds **or** incorrect particles = **max 1**		AO1 2.2.3a,b
	giant structure	accept lattice accept each atom forms four bonds (with other carbon atoms) ignore macromolecular	1	
	strong bonds	accept covalent do **not** accept ionic	1	

Question 6 continues on the next page

Question 6 continued

6(c)	thermosetting polymers do not melt (when heated) due to cross-links (between chains)	reference to smart polymers = **max 1** accept converse argument accept thermosetting polymers do not change shape (when heated) accept thermosetting polymers have high(er) melting points ignore thermosetting polymers do not soften (when heated) accept due to bonds between chains	1 1	AO1/AO2 2.2.5b
Total			**6**	

4.2.2.5 Polymers

Answer 51 · Mark scheme

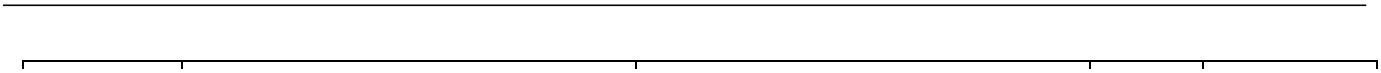
June 2017 | CH1HP | Original Q4 | Legacy

Question	Answers	Extra information	Mark	AO / Spec. Ref.
4(a)(i)	many (small / ethene) molecules / monomers join together **or** (small / ethene) molecules / monomers form chains / large molecules		1	AO1 1.5.2a
4(a)(ii)	(from 2006) until 2009 the number of bags used decreased from 2009 / 2010 (to 2014) the number of bags used increased	 if no other mark awarded allow one mark for the number of bags decreased and then increased	1 1	AO2 1.5.2
4(a)(iii)	any **two** from: • bags are thinner • bags are smaller • bags use less material • bags are lighter **or** less dense		2	AO3 1.5.2
4(b)(i)	landfill space is limited (many polymers) are not biodegradable	ignore takes up space in landfill allow landfill is running out allow a long time to degrade **or** long time to break down	1 1	AO1 1.5 1.5.2c
4(b)(ii)	 (polymers are made from) crude oil which is a limited / non-renewable resource less energy is needed to recycle polymers	ignore costs allow less carbon dioxide produced **or** less global warming	 1 1	AO1 1.5
Total			**9**	

4.2.2.5 Polymers

Answer 51 · Mark scheme

June 2017 | CH1HP | Original Q4 | Legacy



Answer 52 · Mark scheme

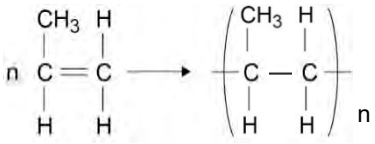
June 2017 | CH2HP | Original Q2 | Legacy

The full source mark scheme begins on page 81. Follow original question 2 in that document.

4.2.2.5 Polymers

Answer 53 · Mark scheme

June 2018 | 8462/2H | Original Q6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.1	water	allow H_2O allow hydrogen chloride **or** HCl	1	AO1 4.7.3.2
06.2		an answer of  scores **3** marks		AO2 4.7.3.1
	single C–C bond and nothing added to the trailing bonds		1	
	3 × H and CH_3 correct	must be four single bonds	1	
	n at bottom right		1	
		must be fully correct to score all **3** marks		
06.3	any **two** from: • poly(propene) comes from a non-renewable source • poly(propene) requires a lot of energy to make • poly(propene) is not biodegradable • a wool carpet needs replacing more often • wool requires the use of large areas of land (which could be used to grow food crops)	allow converse arguments allow poly(propene) will run out must refer to the carpet, not just the fibre ignore references to cost ignore pollution ignore landfill	2	AO3 4.10.1.1

4.2.2.5 Polymers

Answer 53 · Mark scheme

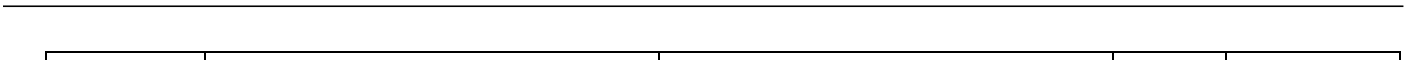
June 2018 | 8462/2H | Original Q6

Question	Answers	Extra information	Mark	AO/ Spec. Ref.
06.4	any **four** from: advantages of polyester • better flame resistance (so burns less easily) • higher melting point (so melts less easily) • absorbs water so less likely to ignite disadvantages of polyester: • high density so uniform is heavy • absorbs water so firefighter gets wet • absorbs water so uniform becomes heavy • justified conclusion	allow converse arguments throughout. **max 3** marks if only advantages or only disadvantages of one type of fibre allow good flame resistance so protects the firefighter allow high melting point so uniform is not damaged	4	AO3 4.7.3.1 4.7.3.2
Total			**10**	

4.2.2.5 Polymers

Answer 53 · Mark scheme

June 2018 | 8462/2H | Original Q6



4.2.2.5 Polymers

Answer 54 · Mark scheme

June 2018 | 8462/2H | Original Q10

Question	Answers	Mark	AO / Spec. Ref.
10.1	**Level 3:** A judgement, strongly linked and logically supported by a sufficient range of correct reasons, is given.	5–6	AO3
	Level 2: Some logically linked reasons are given. There may also be a simple judgement.	3–4	AO3
	Level 1: Relevant points are made. They are not logically linked.	1–2	AO2
	No relevant content	0	
	Indicative content **raw materials** • crude oil finite **or** will run out (so will be unavailable for other uses) • wood is a renewable resource • wood involves land use for forestry (so less available for agriculture / food) • wood may involve deforestation (so reduces biodiversity) **manufacturing** • both require energy which may be derived from finite fuels (so they run out more quickly) • paper more energy intensive (so more pollution is possible) • the need for more energy for paper potentially releases more carbon dioxide to the atmosphere (so increases global warming) • paper involves higher water usage (so increases the potential for water pollution) • paper cups are heavier to transport (so have higher energy requirement) • packaging requirements similar (so neither has an advantage) **usage** • both single-use (so neither has an advantage) **disposal** • paper releases more energy if incinerated (so more energy can be used for other purposes) • paper will decompose (so will not remain in landfill) • poly(styrene) could release toxins on incineration • poly(styrene) will not decompose (so will remain in landfill) • poly(styrene) can be used to manufacture other products (so conserves energy **or** finite resources) • both can cause litter **or** visual pollution		4.10.1.1 4.10.2.1

4.2.2.5 Polymers

Answer 54 · Mark scheme

June 2018 | 8462/2H | Original Q10

Question	Answers	Extra information	Mark	AO / Spec. Ref.
10.2	$\frac{1000}{8.3} \times 550$ (kJ) = 6.63×10^4 (kJ)	an answer of 6.63×10^4 (kJ) scores **2** marks allow $6.6265060240963 \times 10^4$ (kJ) correctly rounded allow 66265.060240963 (kJ) correctly rounded for **1** mark	1 1	AO2 4.10.2.1
10.3	(melamine is a) thermosetting (polymer) (which) contains crosslinks / bonds (between polymer chains)	 do **not** accept reference to intermolecular forces allow (so) it decomposes	1 1	AO3 4.10.3.3 AO2 4.10.3.3
Total			**10**	

4.2.2.5 Polymers

Answer 55 · Mark scheme

June 2019 | 8462/1H | Original Q9

Question 9

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.1	polystyrene is a better (thermal) insulator (so) reduces energy exchange (with the surroundings)	allow polystyrene is a poorer (thermal) conductor allow (so) reduces energy / heat loss (to the surroundings)	1 1	AO3 4.5.1.1
09.2	all six points plotted correctly line of best fit through points plotted from Table 6 both lines of best fit extrapolated correctly until they cross	allow a tolerance of ± ½ a small square allow **1** mark for at least 3 points plotted correctly	2 1 1	AO2 4.5.1.1
09.3	11 (cm^3)	allow ecf from question **09.2** allow answers in the range 10.75 to 11.25 (cm^3) allow a tolerance of ± ½ a small square	1	AO2 4.5.1.1
09.4	(27.5 – 18.9) = 8.6 (°C)	allow ecf from question **09.2** allow answers in the range 8.5 to 8.7 (°C) allow a tolerance of ± ½ a small square	1	AO2 4.5.1.1

Question 9 continued

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.5		an answer of 0.62 (mol/dm^3) for concentration in mol/dm^3 scores **4** marks an answer of 0.31 (mol/dm^3) for concentration in mol/dm^3 scores **3** marks		AO2/2 4.3.1.2 4.3.2.5 4.3.4 4.4.2.5
	(moles H_2SO_4 = 0.500 × $\frac{15.5}{1000}$) = 0.00775		1	
	(moles KOH = 2 x moles H_2SO_4 = 2 x 0.00775) = 0.0155	allow correct calculation using incorrectly calculated value of moles of H_2SO_4	1	
	(conc KOH = moles KOH x $\frac{1000}{25.0}$) = 0.0155 x $\frac{1000}{25.0}$	allow correct calculation using incorrectly calculated value of moles of KOH	1	
	= 0.62 (mol/dm^3)	allow correct answer using incorrectly calculated value of moles of KOH	1	
	(M_r KOH =) 56		1	
	(conc = M_r x conc in mol/dm^3 = 56 x 0.62) = 34.7 (g/dm^3)	allow 35 or 34.72 (g/dm^3) allow correct answer using incorrectly calculated value of concentration in mol/dm^3 and/or incorrect M_r	1	
	alternative approach for step 1 to step 4 $\frac{2}{1} = \frac{25 \times \text{conc KOH}}{15.5 \times 0.500}$ (2) (conc KOH) = $\frac{2 \times 15.5 \times 0.500}{25.0}$ (1) = 0.62 (mol/dm^3) (1)	allow **1** mark if mole ratio is incorrect		

4.2.2.5 Polymers

Answer 55 · Mark scheme

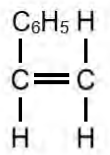
Total			**14**

4.2.2.5 Polymers

Answer 56 · Mark scheme

June 2019 | 8462/2H | Original Q6

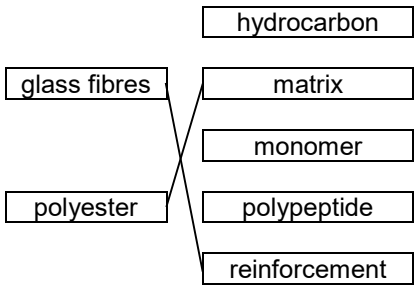
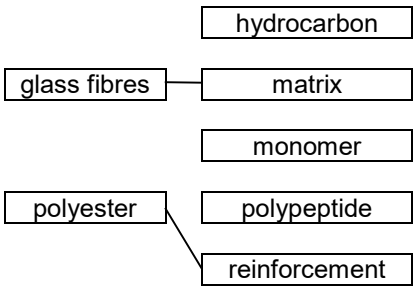
Question 6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.1	C=C bond in correct position 3× C-H **and** 1× C-C bond in correct positions	 do **not** accept any additional bonds or atoms ignore brackets and n before and after displayed structural formula an answer of  scores **2** marks	1 1	AO2 4.7.3.1
06.2	carboxylic acid (group)	allow carboxyl (group)	1	AO1 4.7.2.4
06.3	water	allow H_2O	1	AO1 4.7.3.2
06.4	(polyester is) thermosoftening (polyester has) no cross-links	allow (polyester is) thermoplastic ignore thermoforming allow intermolecular forces are weak do **not** accept references to breaking covalent bonds or breaking chains	1 1	AO1 AO3 4.10.3.3

4.2.2.5 Polymers

Answer 56 · Mark scheme

June 2019 | 8462/2H | Original Q6

06.5		allow for **1** mark: 	1 1	AO3 4.10.3.3
06.6	any **two** from: (to make the board) • harder • stronger • tougher • more rigid • waterproof	must be implied comparative statements	2	AO3 4.10.3.3
Total			**10**	

4.2.2.5 Polymers

Answer 57 · Mark scheme

November 2020 | 8462/1H | Original Q1

Question 1

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

Question 1 continued

Question	Answers	Mark	AO/ Spec. Ref
01.2	**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

Answer 58 · Mark scheme

November 2020 | 8462/1H | Original Q9

Question 9

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.1	didn't stir (the solution enough)	allow measured the temperature before the temperature stopped falling allow measured the temperature too soon	1	AO3 4.5.1.1 RPA 4
09.2	the temperature decreases (initially) because energy is taken in (by the reaction from the solution)	allow temperature decreases (initially) because the reaction is endothermic	1	AO2 AO3 4.5.1.1 RPA 4
	when 1.5 g (of citric acid) is added the sodium hydrogencarbonate has all reacted **or** from 1.5 g the citric acid is in excess **or** when 1.5 g (of citric acid) is added the reaction is complete	allow when the temperature reaches 11.6 °C the sodium hydrogencarbonate has all reacted allow after the temperature reaches 11.6 °C the citric acid is in excess allow when the temperature reaches 11.6 °C the reaction is complete	1	
	(so) the temperature increases as energy is transferred from the room to the solution	allow (so) the temperature increases as energy is transferred from the excess citric acid to the solution	1	

Question 9 continued

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.3	less steep line starting at 16.8 °C **and** reaching 1.00 g (of citric acid)	ignore any part of the line drawn beyond 1.00 g	1	AO3 4.2.2.8 4.5.1.1 RPA 4
	(as) metal is a better conductor	allow (as) polystyrene is a better insulator	1	
	(so) more energy is absorbed (from the surroundings)	allow (so) more heat is absorbed (from the surroundings)	1	
09.4	(M_r citric acid =) 192		1	AO2 4.3.2.5 4.3.4
	(moles = $\frac{250}{1000}$ × 0.0500) = 0.0125		1	
	(mass = 0.0125 × 192 =) 2.4 (g)	allow correct use of an incorrectly calculated M_r allow correct use of an incorrectly calculated number of moles	1	
	alternative approach:			
	(M_r citric acid =) 192 (1)			
	(concentration = 0.0500 × 192) = 9.6 (g/dm^3) (1)	allow correct use of an incorrectly calculated M_r		
	(mass = $\frac{250}{1000}$ × 9.6 =) 2.4 (g) (1)	allow correct use of an incorrectly calculated concentration in g/dm^3		

Answer 58 · Mark scheme

November 2020 | 8462/1H | Original Q9

Question 9 continued

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.5	add the citric acid (to the flask) until there is a (permanent) colour change	ignore colours of indicator	1	AO1 4.4.2.5 RPA 2
	measure / record the volume (of citric acid) added	allow take the final (and initial) burette reading	1	
	any **one** from: • swirl • use a white tile • add the citric acid dropwise (near the end-point) • repeat **and** calculate a mean	allow add the citric acid slowly (near the end-point)	1	
09.6	any **two** from: • can add (the citric acid) in small increments • can measure variable volumes • more accurate than a measuring cylinder	allow can add (the citric acid) drop by drop allow can add (the citric acid) slowly allow has a scale	2	AO1 4.4.2.5 RPA 2

Question 9 continued

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.7	(moles citric acid = $\frac{13.3}{1000}$ × 0.0500) = 0.000665		1	AO2 4.3.4 4.4.2.5 RPA 2
	(moles NaOH = 3 × 0.000665) = 0.001995	allow correct use of an incorrectly calculated number of moles of citric acid	1	
	(conc = $\frac{1000}{25}$ × 0.001995) = 0.0798 (mol/dm^3)	allow 0.08 or 0.080 (mol/dm^3) allow correct use of an incorrectly calculated number of moles of NaOH	1	
	alternative approach: $\frac{25.0 \times \text{conc NaOH}}{13.3 \times 0.0500} = \frac{3}{1}$ (1) (conc NaOH =) 3 × $\frac{13.3 \times 0.0500}{25.0}$ (1) = 0.0798 (mol/dm^3) (1)	allow $\frac{13.3 \times 0.0500}{25.0 \times \text{conc NaOH}} = \frac{1}{3}$ allow 0.08 or 0.080 (mol/dm^3)		

Total			18

4.2.2.5 Polymers

Answer 59 · Mark scheme

November 2020 | 8462/2H | Original Q5

Question 5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.1	any **two** from: energy used in: • extraction of raw materials • processing raw materials • manufacturing • transportation • cleaning non-disposable plates • disposal • recycling	allow energy used to make food plate materials	2	AO3 4.10.2.1

Question 5 (continued)

Question	Answers	Mark	AO/ Spec. Ref
05.2	**Level 2:** A judgement, strongly linked and logically supported by a sufficient range of correct reasons, is given.	3–4	AO3 4.10.1.1 4.10.2.1 4.10.2.2
	Level 1: Some logically linked reasons are given. There may also be a simple judgement.	1–2	
	No relevant content	0	
	Indicative content **Raw materials** • Trees are renewable • Crude oil and clay are finite **Manufacturing and packaging** • Paper plates use the least packaging so conserve raw materials • Paper plates need less transportation overall as more plates in a 10 dm^3 cardboard box **Use and operation** • Paper plates are single use so must be replaced most often • Ceramic plates last longer than polymer plates so must be replaced less often **Disposal** • Polymer / ceramic plates take up landfill which is running out • Paper / polymer plates can be used to make new products • Recycling conserves raw materials **Reasoned judgement**		

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.3	(wet) clay is shaped		1	AO1 4.10.3.3
	(and) heated in a furnace	allow (and) heated in a kiln / oven allow (and) fired	1	

Total			8

4.2.2.5 Polymers

Answer 60 · Mark scheme

November 2020 | 8462/2H | Original Q9

Question 9

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.1	**test:** (use a) glowing splint **result:** relights	do **not** accept burning splint dependent on correct test in MP1 ignore with a pop	1 1	AO1 4.8.2.2 4.9.1.3
09.2	starch cellulose	 allow glycogen	1 1	AO1 4.7.3.4
09.3	2		1	AO1 4.7.3.3
09.4	water	allow H_2O	1	AO1 4.7.3.3
09.5	ammonia nitrogen	 if no other mark awarded, allow **1** mark for NO / NO_2 / N_2O / NO_x or equivalent named compounds	1 1	AO3 4.7.3.3 4.9.1.2

4.2.2.5 Polymers

Question 9 (continued)

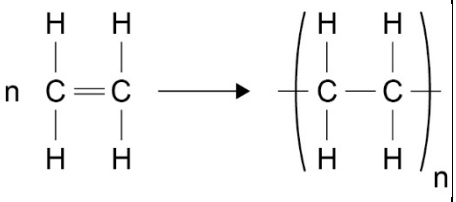
Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.6	two polymer chains	allow two polymer strands	1	AO1 4.7.3.4
	four (different) monomers / nucleotides	allow four (different) bases allow cytosine, guanine, adenine and thymine allow C G A T	1	
	(double) helix	allow spiral	1	
		if no other mark awarded, allow **1** mark for DNA		
Total			**11**	

4.2.2.5 Polymers

Answer 61 · Mark scheme

November 2021 | 8462/2H | Original Q4

Question 4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.1		if equation incorrect allow **1** mark for 5 single bonds **or** allow **1** mark for n	2	AO1 4.7.3.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.2		allow converse statements about thermosetting polymers		
	(poly(ethene)) melts	allow thermosoftening polymers melt	1	AO1
	(so) can be reshaped (into new products)		1	AO3 4.10.3.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.3	use different (reaction) conditions	allow use different temperatures / pressures	1	AO1 4.10.3.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.4		allow converse statements about LDPE		AO3 4.10.3.3
	(in HDPE) polymer chains / molecules are closer together	allow (HDPE has) unbranched polymer chains / molecules	1	
	(so) more atoms per unit volume	allow (so) more molecules per unit volume	1	

Question 4 continued

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.5	circle around HO– **or** –OH on monomer **A**		1	AO2 4.7.2.3 4.7.3.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.6	H_2O **and** HCl	must be in this order	1	AO3 4.7.3.2

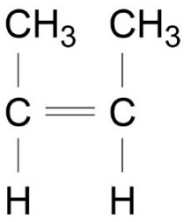
Total			9

4.2.2.5 Polymers

Answer 62 · Mark scheme

June 2022 | 8462/2H | Original Q1

Question 1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.1	C=C bond		1	AO2 4.7.3.1
	2x C-H bonds **and** 2x C-CH_3 bonds	do **not** accept extra bonds	1	
		an answer of  scores **2** marks		

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.2	any **one** from: • (otherwise) the copper (produced) would be impure • (otherwise) the copper (produced) would be a mixture • (otherwise) the insulation would burn / melt (during recycling) • copper and poly(butene) are recycled by different methods	allow (otherwise) the copper (produced) would be contaminated allow (otherwise) poly(butene) could produce toxic fumes	1	AO3 4.10.2.2

4.2.2.5 Polymers

Answer 62 · Mark scheme

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.3	(wire heated until) copper melts (re)cast / reformed (into pipes)	 allow (re)shaped / extruded / (re)moulded	1 1	AO1 4.10.2.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.4	 any **two** from: (recycling scrap copper) • uses less energy • conserves copper (ore) • (produces) less waste • specified environmental impact	allow converse statements for extracting copper from ores ignore references to cost allow less landfill required	 2	AO1 4.10.1.1 4.10.2.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.5	 sodium hydroxide (solution) blue precipitate	MP2 dependent on MP1 allow NaOH for sodium hydroxide allow blue solid	 1 1	AO1 4.8.3.2 RPA7

4.2.2.5 Polymers

Answer 62 · Mark scheme

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.6	(add acidified) barium chloride (solution)	MP2 dependent on MP1 allow $BaCl_2$ for barium chloride allow (add acidified) barium nitrate (solution) do **not** accept add sulfuric acid	1	AO1 4.8.3.5 RPA7
	white precipitate	allow white solid	1	

Total Question 1		11

4.2.2.5 Polymers

Answer 63 · Mark scheme

June 2022 | 8462/2H | Original Q3

Question 3

Question	Answers	Mark	AO / Spec. Ref
03.1	**Level 3:** A judgement, strongly linked and logically supported by a sufficient range of correct reasons, is given.	5–6	AO3 4.10.1.1 4.10.2.1
	Level 2: Some logically linked reasons are given. There may also be a simple judgement.	3–4	
	Level 1: Relevant points are made. They are not logically linked.	1–2	
	No relevant content	0	
	Indicative content **raw materials** • crude oil is finite • quarrying / mining pollute the environment • glass uses more energy to process raw materials **manufacturing** • glass uses more energy to make bottles • glass is heavier so takes more energy to transport **use and operation** • glass bottles are reusable • reuse of glass conserves (natural) resources • reuse of glass consumes energy during washing • reuse of glass consumes water during washing **disposal** • both glass and polymer bottles can be recycled • recycling polymer conserves finite resources • recycling glass and polymer uses less energy than making new glass and polymer • both methods reduce use of landfill **other points** • energy needed may be derived from fossil fuels • use of fossil fuels causes (specified) pollution • total energy for glass (bottle) (7500 kJ) is greater than total energy for polymer (bottle) (1800 kJ) **reasoned judgement**		

4.2.2.5 Polymers

Answer 63 · Mark scheme

June 2022 | 8462/2H | Original Q3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.2	mass = density × volume mass = 0.40 × 40 = 16 (g)		1 1 1	AO2 4.10.1.1 4.10.2.1

Total Question 3		9

Answer 64 · Mark scheme

June 2023 | 8462/1H | Original Q2

Question 2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.1	(independent variable) mass (of ammonium nitrate) (dependent variable) (lowest) temperature (reached by solution)	 allow change in temperature (of solution)	1 1	AO1 4.5.1.1 RPA4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.2	all 6 points plotted correctly line of best fit	allow a tolerance of ± ½ a small square allow **1** mark for 4 or 5 points plotted correctly	2 1	AO2 AO3 4.5.1.1 RPA4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.3	line extrapolated to *y*-axis (initial temperature) value for temperature where extrapolated line meets *y*-axis	 allow a tolerance of ± ½ a small square	1 1	AO3 AO2 4.5.1.1 RPA4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.4	temperature decreased	ignore correct references to energy transfer	1	AO1 4.5.1.1 RPA4

4.2.2.5 Polymers

Answer 64 · Mark scheme

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.5	(0.3 °C) is the uncertainty (because 0.3 °C) is the range about the mean value	 allow values are (a maximum of) 0.3 (°C) either side of the mean allow (because) 16.8 = 16.5 + 0.3 **and** 16.2 = 16.5 – 0.3	1 1	AO2 4.3.1.4 4.5.1.1 RPA4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.6	random error		1	AO3 4.5.1.1 RPA4

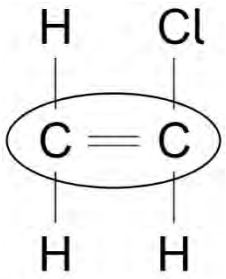
Total Question 2	11

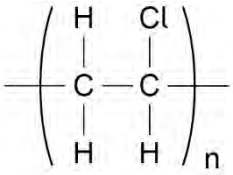
4.2.2.5 Polymers

Answer 65 · Mark scheme

June 2023 | 8462/2H | Original Q8

Question 8

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.1			1	AO1 4.7.3.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.2	C-C bond 3x C-H **and** 1x C-Cl bonds 2x single bonds extending through brackets **and** n below halfway	an answer of  scores **3** marks	1 1 1	AO2 4.7.3.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.3	composites		1	AO1 4.10.3.3

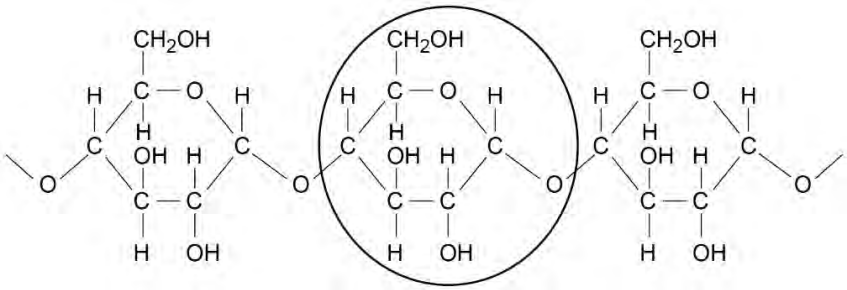
Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.4	water	allow H_2O	1	AO1 4.7.3.3

4.2.2.5 Polymers

Answer 65 · Mark scheme

June 2023 | 8462/2H | Original Q8

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.5	(M_r of NH_2 and COOH) = (2 × 1) + 14 + 12 + (2 × 16) + 1 =) 61 (M_r of section = 75 – 61) = 14	 allow correct use of incorrectly determined M_r of NH_2 and COOH	1 1	AO2 4.3.1.2 4.7.3.3

Question	Answers	Mark	AO / Spec. Ref.
08.6		1	AO2 4.7.3.1 4.9.1.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.7	starch	allow cellulose allow glycogen allow polysaccharide	1	AO3 4.7.3.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.8	nucleotides		1	AO1 4.7.3.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.9	double helix	ignore DNA	1	AO1 4.7.3.4

Total Question 8	12

4.2.2.5 Polymers

Answer 66 · Mark scheme

June 2024 | 8462/1H | Original Q4

Question 4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.1	line of best fit using the first five points	max **1** mark if the lines do not intersect	1	AO3 4.5.1.1 RPA4
	line of best fit using the last four points		1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.2	the temperature rises because the reaction is exothermic **or** the temperature rises because energy is transferred to the surroundings	allow heat for energy	1	AO2
	until 0.8 g (zinc) is added	allow a tolerance of ± ½ a small square allow until the temperature reaches 47 °C allow a correctly determined value for mass of zinc or temperature from the intersection of drawn lines of best fit	1	AO2
	(so) there is no additional reaction	allow (when) the reaction has finished	1	AO3
	(because) zinc is in excess **or** (because) copper sulfate is used up		1	AO3 4.5.1.1 RPA4

Answer 66 · Mark scheme

June 2024 | 8462/1H | Original Q4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.3	polystyrene is a better (thermal) insulator (so) there is less energy transfer to the surroundings	allow converse statements for glass allow (so) less energy is lost (to the surroundings) allow heat for energy	1 1	AO1 4.5.1.1 RPA4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.4	$Zn(s) + Cu^{2+}(aq) \rightarrow Zn^{2+}(aq) + Cu(s)$ allow **1** mark for $Zn^{2+} + Cu$		2	AO2 4.1.1.1 4.2.2.2 4.4.1.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.5	(mean highest temperature =) $\frac{37.6 + 37.2 + 37.8 + 37.4}{4}$ = 37.5 (°C) 37.5 (°C) ± 0.3 (°C)	allow (mean highest temperature =) $\frac{150}{4}$	1 1 1	AO2 4.3.1.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.6	any **one** from: • starting temperature may be different • inconsistent stirring	ignore room temperature allow inconsistent use of a lid	1	AO3 4.5.1.1 RPA4

Total Question 4	14

4.2.2.5 Polymers

Answer 67 · Mark scheme

June 2024 | 8462/2H | Original Q6

Question 6

Question	Answers	Mark	AO / Spec. Ref.
06.1	**Level 3:** A judgement, strongly linked and logically supported by a sufficient range of correct reasons, is given.	5–6	AO3 4.10.2.1 4.10.3.2
	Level 2: Some logically linked reasons are given. There may also be a simple judgement.	3–4	
	Level 1: Relevant points are made. They are not logically linked.	1–2	
	No relevant content	0	
	Indicative content • bamboo is renewable • aluminium is a finite resource • growing bamboo uses up agricultural land • mining aluminium ore is a polluting activity • cost of aluminium alloy is lower • (so) can be replaced more frequently • aluminium alloy is stronger • (so) can withstand larger forces • aluminium alloy has lower mass • (so) bicycle is faster • (so) is easier to carry / transport • the aluminium alloy frame lasts less long • (so) bicycle must be replaced more frequently • aluminium alloy is recyclable (so) aluminium ores are conserved • bamboo can provide renewable heat energy • (so) less overall contribution to global warming • (and) is carbon neutral • neither material may reach landfill • both materials have a sustainable disposal method **Reasoned judgment**		

4.2.2.5 Polymers

Answer 67 · Mark scheme

June 2024 | 8462/2H | Original Q6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.2	aluminium (alloy) has an oxide coating (so) contact between aluminium (alloy) and water / air / oxygen is prevented	 do **not** accept sacrificial protection	1 1	AO1 4.10.3.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.3	(coating with) grease	allow (coating with) oil allow galvanise allow use stainless steel as the alloy	1	AO2 4.10.3.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.4	(carbon fibre) reinforcement (polymer resin) matrix / binder	allow reinforces the polymer / resin ignore (carbon) fibres allow binds the fibres / fragments ignore (polymer) resin	1 1	AO2 4.10.3.3

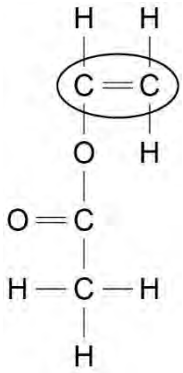
Total Question 6	11

4.2.2.5 Polymers

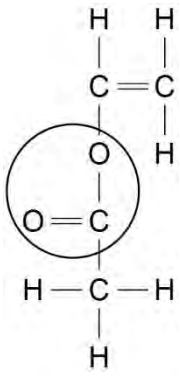
Answer 68 · Mark scheme

June 2024 | 8462/2H | Original Q8

Question 8

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.1			1	AO2 4.7.2.1

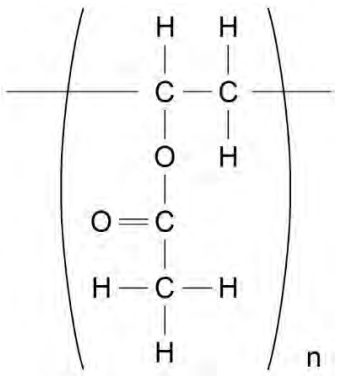
Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.2	orange (bromine water) turns colourless	allow yellow / brown allow is decolourised ignore clear	1 1	AO2 4.7.1.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.3			1	AO3 4.7.2.4 4.7.3.2

4.2.2.5 Polymers

Answer 68 · Mark scheme

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.4	$2\ C_4H_6O_2 + 9\ O_2 \rightarrow 8\ CO_2 + 6\ H_2O$	allow multiples allow **1** mark for $C_4H_6O_2 + O_2 \rightarrow$ with incorrect / no multipliers allow **1** mark for $\rightarrow CO_2 + H_2O$ with incorrect / no multipliers ignore state symbols	3	AO2 4.7.2.1 4.1.1.1 4.3.1.1 4.7.2.1 4.7.2.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.5	single C-C bond in polymer repeating unit n after polymer repeating unit	do **not** accept extra atoms added to trailing bonds an answer of  scores **2** marks	1 1	AO2 4.7.3.1

4.2.2.5 Polymers

Answer 68 · Mark scheme

June 2024 | 8462/2H | Original Q8

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.6	addition polymer		1	AO2 4.7.3.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.7	thermosoftening	allow thermoplastic	1	AO1 4.10.3.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.8	cross-links between (polymer) chains (so) too much energy needed to overcome the cross-links	allow covalent bonds between (polymer) chains allow (so) too much energy needed to overcome the covalent bonds between (polymer) chains	1 1	AO1 4.2.2.5 4.10.3.3

Total Question 8	13

4.2.2.5 Polymers

Answer 69 · Mark scheme

June 2025 | 8462/1H | Original Q2

Question 2

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

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.2	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	

4.2.2.5 Polymers

Answer 69 · Mark scheme

Question	Answers	Mark	AO / Spec. Ref.
02.3	**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.
02.4	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.
02.5	poly(ethene) has stronger intermolecular forces to overcome than methane		1	AO1 4.2.2.4 4.2.2.5

Total Question 2	11

Answer 70 · Mark scheme

June 2025 | 8462/2H | Original Q7

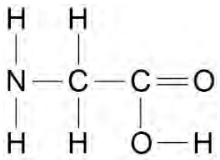
Question 7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.1	(**A**) ethanediol (**B**) hexanedioic acid		1 1	AO1 4.7.3.2

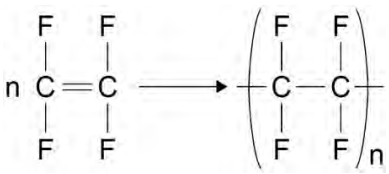
Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.2	polyester		1	AO1 4.7.3.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.3	water	allow H_2O	1	AO1 4.7.3.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.4	polypeptide	allow polyamide ignore protein	1	AO1 4.7.3.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.5			1	AO2 4.7.2.4 4.7.3.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.6	protein		1	AO1 4.7.3.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.7	4 × C-F **and** 1 × C-C bonds		1	AO2 4.7.3.1
	2 × single bonds extending through brackets		1	
	n after polymer repeating unit		1	
		an answer of  scores **3** marks		

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.8	long chain molecules	allow long chains of monomers	1	AO1 4.10.3.3
	with covalent bonds between the chains	allow with cross links between the chains ignore intermolecular forces	1	

Total Question 7	12

4.2.2.5 Polymers

GCSE

Additional Science / Chemistry

CH2HP
Final Mark scheme

4408 / 4402
June 2017

Version/Stage: v1.0

4.2.2.5 Polymers

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	Pluto, Mars, Moon	1
2	Pluto, 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 '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 Accept/allow

Accept is used to indicate an equivalent answer to that given on the left-hand side of the mark scheme. Allow is used to denote lower-level responses that just gain credit.

3.9 Ignore/Insufficient/Do not allow

Ignore or insufficient is used when the information given is irrelevant to the question or not enough to gain a 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.

4 Quality of Written Communication and levels marking

In Question 2 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.

4.2.2.5 Polymers

Question	Answers	Extra information	Mark	AO / Spec. Ref.
1(a)(i)	a smooth curve through or close to all points except (30,12)		1	AO2 2.4
1(a)(ii)	correct reading from the curve in 1(a)(i) (cm^3)	allow a tolerance of +/- 0.5 cm^3	1	AO2 2.4
1(a)(iii)	45-50 (seconds)		1	AO3 2.4
1(a)(iv)	line becomes less steep because gas is produced more slowly	ignore line levels out or plateaus allow examples with figures, eg 12 cm^3 gas from 0 to 20s but 1.5 cm^3 gas in last 20s ignore reaction has stopped or no more gas produced	1 1	AO3 2.4
1(a)(v)	0.6 (cm^3 per second)	allow 0.55 to 0.65	1	AO2 2.4
1(b)(i)	 temperature volume (of hydrogen peroxide)	concentration of hydrogen peroxide = max **1** ignore amount (of hydrogen peroxide)	 1 1	AO3 2.4
1(b)(ii)	 rate increases because more particles (in the same volume) so frequency of collisions increases	incorrect reference to energy = max **2** accept particles closer together allow greater chance of collisions ignore more collisions	 1 1 1	AO1 2.4.1e

4.2.2.5 Polymers

1(c)	(increasing the amount of catalyst) increases rate same final volume of gas	accept steeper graph or graph levels off earlier	1 1	**AO2** 2.4.1g
Total			**13**	

4.2.2.5 Polymers

<table>
<tr><th>Question</th><th>Answers</th><th>Extra information</th><th>Mark</th><th>AO / Spec. Ref.</th></tr>
<tr><td>2</td><td></td><td></td><td>6</td><td rowspan="6">AO1
2.1.1h
2.2.4b,c
2.2.5a,b</td></tr>
<tr><td colspan="4">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.</td></tr>
<tr><td>0 marks</td><td>Level 1
(1–2 marks)</td><td>Level 2
(3–4 marks)</td><td>Level 3
(5–6 marks)</td></tr>
<tr><td>no relevant information given</td><td>a statement about the structure or a property of a metal
or
a statement about the structure or a property of a polymer</td><td>a statement about the structure or a property of a metal
and
a statement about the structure or a property of a polymer</td><td>a statement about the structure or a property of a metal
and
a statement about the structure or a property of a polymer
and
at least one statement linking structure and property</td></tr>
<tr><td colspan="4">Statements shown as HT only are credited on both FT and HT.
However, HT only means that these statements are not expected in a FT answer.</td></tr>
<tr><td colspan="4">Examples of chemistry points made in response
Metal:
Properties
shiny
hardness
(tensile) strength
melting point/boiling point
density
malleable/flexible
ductile
conduct electricity or thermal energy</td></tr>
</table>

4.2.2.5 Polymers

Structure • metals contain atoms /((positive) ions HT only) • (the atoms/(positive) ions/particles are) closely packed / in a regular pattern / in a giant structure/in layers / in a lattice • strong bonds/(electrostatic attractions HT only) • (metal has delocalised electrons HT only) **Polymer:** **Properties** • flexible • melting/boiling point • density • can be shaped/moulded • poor conductor of electricity or thermal energy **Structure** • polymer consists of chains • polymer chains may be tangled • polymer has no cross links. • (polymer has weak intermolecular forces HT only) **Level 3:** **Examples of linked statements:** • metal can be bent and shaped because the layers can slide • some metals are soft because layers can slide • some metals are hard because they have strong bonds and/ or (the atoms/(positive) ions/particles) are closely packed / in a regular pattern / in a giant structure/ in a lattice • metal has high melting/boiling point because they have strong bonds and/ or (the atoms/(positive) ions/particles) are closely packed / in a regular pattern / in a giant structure / in a lattice • metal is strong because of strong bonds • some metals are dense because the atoms are closely packed • (metal can conduct thermal energy and electricity because metal has delocalised electrons HT only) • thermosoftening polymer melts when heated because it has no cross-links (or has weak intermolecular forces HT only) • thermosoftening polymer is flexible because the chains can move over each other	

Total			**6**

4.2.2.5 Polymers

Question	Answers	Extra Information	Mark	AO / Spec. Ref
3(a)(i)	2 bonding pairs 4 unbonded electrons on each atom	accept dots, crosses, e, - or any combination ignore any electrons on any inner shells if no other mark awarded allow **1** mark for 1 bonding pair and 6 unbonded electrons on each atom	1 1	**AO2** 2.1.1g
3(a)(ii)	covalent	allow convalent and covelant ignore single or double ignore shared, shared bond or sharing	1	**AO1** 2.1.1g
3(a)(iii)	weak intermolecular forces require little energy to overcome	reference to weak covalent or weak ionic bonds = **0** accept weak intermolecular bonds MP2 dependent on MP1 if no other mark awarded allow 1 mark for simple/small molecules	1 1	**AO1** **AO2** 2.2.1a,b

MARK SCHEME – GCSE ADDITIONAL SCIENCE / CHEMISTRY – CH2HP – JUNE 2017

3(b)(i)	**2** Mg + O_2 → **2** MgO	accept multiples	1	**AO2** 2.2.2
3(b)(ii)		reference to incorrect particles **or** incorrect bonding **or** incorrect structure = max **2**		**AO1** **AO2** 2.1.1a,b,c,f
	magnesium loses (electrons) **and** oxygen gains (electrons)		1	
	two (electrons transferred)		1	
	noble gas structure **or** 8 electrons in outer shells **or** (electrostatic) attraction between ions **or** forms ionic bonds	accept full outer shell (of electrons)	1	
3(b)(iii)	particles 1-100 nm in size	accept contain a few hundred atoms/ions accept have a high surface area to volume ratio ignore reference to (very) small particles do **not** accept smaller than an atom/ion	1	**AO1** 2.2.6a

4.2.2.5 Polymers

3(c)	has a high melting point	allow will not melt allow a lot of energy needed to melt ignore boiling point reference to incorrect particles or incorrect bonding or incorrect structure = max **1** from MP2 and MP3	1	**AO1** **AO2** 2.2.3a
	because all atoms linked to other atoms	allow giant structure/lattice ignore many bonds	1	
	by covalent bonds	allow strong bonds allow a lot of energy needed to break bonds accept giant covalent structure for MP2 and MP3	1	
Total			**13**	

4.2.2.5 Polymers

Question	Answers	Extra Information	Mark	AO / Spec. Ref
4(a)	add copper oxide and (sulfuric) acid		1	**AO1** **AO2** 2.6.1b,c
	excess (copper oxide)		1	
	filter (to remove excess)	ignore impurities	1	
	heat /boil / evaporate / leave (to crystallise)	do **not** accept to dryness	1	
4(b)	(M_r CuO =) 79.5		1	**AO2** 2.3.3c
	24.95/249.5 **or** 0.1 **OR** 79.5/249.5 **or** 0.3186…	allow ecf for M_r CuO from step 1 allow correct rounding to min 2SF	1	
	(24.95/249.5 x 79.5=) 7.95	allow ecf for M_r CuO from step 1 allow ecf from step 2 of incorrect calculation/ rounding of correct ratio allow correct rounding to min 2SF correct answer with or without working gains 3 marks	1	
4(c)(i)	as wealth decreases, ethene production decreases (with the exception of country C or D)	accept converse	1	**AO2** **AO3** 2.6
	sulfuric acid production is not linked to wealth		1	

4.2.2.5 Polymers

4(c)(ii)	use of products of ethene has increased	allow use of polymers / plastics / ethanol / poly(ethene) has increased ignore use of ethene as a (bio)fuel ignore cost	1	**AO3** 2.2.5
Total			**10**	

4.2.2.5 Polymers

Question	Answers	Extra Information	Mark	AO / Spec. Ref
5(a)(i)	draw line on paper put (dots of) inks on line place (bottom of) paper in solvent / water any **one** from: line drawn in pencil allow dots of ink to dry line above solvent lid		1 1 1 1	**AO1** 2.3.2b
5(a)(ii)	any **two** from: • A has 3 colours **and** B has 4 colours • 2 colours are the same • **A** has 1 colour not in **B and B** has 2 colours not in **A**	accept 3 colours are different if no other mark awarded allow **one** more colour in ink **B** than in ink **A** (or converse)	2	**AO3** 2.3.2b
5(b)(i)	substances carried by gas through column / tube / coil (packed with solid) (different substances move through the column) at different speeds	 accept (different) substances come out at different times or have different retention times	1 1 1	**AO1** 2.3.2c
5(b)(ii)	(relative) molecular mass	allow (relative) formula mass allow RFM, RMM, M_r	1	**AO1** 2.3.2c
Total			**10**	

4.2.2.5 Polymers

Question	Answers	Extra Information	Mark	AO / Spec. Ref
6(a)(i)	tick (✓) by: the initial temperature reading was too low		1	AO3 2.5
6(a)(ii)	the reaction is exothermic	allow energy is given out	1	AO3 2.5.1b
6(b)(i)	(positive/hydrogen) ions gain electrons hydrogen is below sodium in the reactivity series so hydrogen / H_2 is produced	accept (positive/hydrogen) ions are reduced accept reference to high reactivity of sodium If no other mark awarded allow hydrogen (and sodium) ions **or** positive ions are attracted to negative electrode for **1** mark	1 1 1	AO1 AO2 2.7.1c,f,i
6(b)(ii)	**2** (Cl^-) → **Cl_2 + 2e^-**	must be completely correct allow multiples	1	AO1 2.7.1g
6(b)(iii)	solution is alkaline because sodium hydroxide / NaOH is produced **or** sodium hydroxide / NaOH is left over	accept hydroxide (ions) / OH^- is produced **or** hydroxide (ions) / OH^- is left over	1 1	AO1 AO2 2.7.1i; 2.6.2d
Total			8	

Answer 53 · Examiner comments

June 2018 | 8462/2H | Original Q6

Question 6 (standard / high & high demand)

06.1 There was a variety of incorrect answers for the small molecule lost during condensation polymerisation, some of which were not molecules. However, 56% of students knew the answer was water.

06.2 Of those students who lost marks here, there was no clear-cut marking point that caused the problem. Some students did not make it clear that the bond joined on to the C atom of the methyl group, but were given benefit of the doubt provided it didn't join to the H_3. 28% of students gave faultless answers.

06.3 This question was not answered well, mainly because students did not appreciate that they were making a comparison with both of the fibres used alone.

- Some students restated the question stem by saying 'wool wears out quickly'.
- There was little mention of land usage for wool production or that poly(propene) is not biodegradable.
- There were many uncreditworthy references to cost, and the greater comfort of wool.
- Many students failed to make it clear whether they were talking about the fibre or the carpet, or whether they were comparing the mixed fibre carpet with wool or poly(propene) alone.

Most students who achieved any marks at all (39%) were only able to score one of the available marks.

06.4 This was generally well answered with 99% of students achieving at least one mark. There were various advantages and disadvantages given for the uniform absorbing water as covered by the marking points on the mark scheme (including an advantage of 'it would absorb lots of sweat'). 44% of the students were able to achieve all four marks.

Answer 54 · Examiner comments

June 2018 | 8462/2H | Original Q10

Question 10 (standard / high & high demand)

10.1 This was an 'extended response', 'level marked' question. There were three levels and the command word was 'evaluate'. The question was marked holistically. Most answers considered all three relevant stages of a Life Cycle Assessment for both types of cup.

However, many answers failed to consider the environmental impact of the factors discussed. For example, students might say that paper cups are heavier to transport, but did not go on to say what environmental impact that might have in terms of more pollution from lorries, or a greater energy requirement burning more fossil fuels and adding to climate change. This limited their mark to level 2, as did failure to give a strongly linked judgement.

Some students misinterpreted 'recyclable' as 'reusable': the terms are not synonymous. The question stated that both types of cup are disposable, ie single use.

Some answers focussed on the economics or ease of use of the cup, rather than environmental impact. Most students were able to acquire at least one mark with 50% of students achieving four marks. 22% of students made it into level 3.

10.2 A mark was often missed through inappropriate rounding to a whole number of cups at an intermediate stage in the working. Others rounded 1000 ÷ 83 to 120.5, then multiplied this figure by 550 and quoted an answer to five significant figures. This gave an answer which did not fit the correct value. Had they rounded to two, three or four significant figures they would have achieved the mark. It is never appropriate to quote an answer to more significant figures than an earlier intermediate step. 50% of students achieved both marks.

10.3 Many students tainted an otherwise good answer by referring to intermolecular forces, often alongside a reference to cross-links. They seem not to realise that the cross-links are covalent bonds.

Others were confused and referred to strong bonds or cross-links between monomers. Some referred to layers rather than chains. 21% of students achieved both marks here, although many more gained a mark for 'thermosetting'.

Use of statistics

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

Mark Ranges and Award of Grades

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

4.2.2.5 Polymers

Answer 55 · Examiner comments

June 2019 | 8462/1H | Original Q9

Question 9 (standard, standard / high and high demand)

09.1 Almost a half of students scored 0 marks.

The mark scheme required the use of comparatives.

Common correct responses were:

- Better insulator
- Less heat loss

Common responses seen that were not credited included:

- good insulator
- no heat loss.

09.2 This graph question was well answered with approximately half of students scoring full marks.

Some students attempted to draw a straight line of best fit. In most cases, this was inappropriate.

Some students did not draw their line so that the two lines of best fit crossed. Instead, they drew a curved peak.

Answer 55 · Examiner comments

09.3 Approximately 60% of students were able to determine the neutralisation point from their graph.

In some cases, students misunderstood the scale of the x-axis, for example, reading 11 cm^3 as 10.1 cm^3.

09.4 Only approximately a third of students correctly determined the overall temperature change for the reaction from their graph.

A common incorrect answer was 8.2 °C (from subtraction of the highest and lowest temperature values in the table).

09.5 Students found this titration calculation difficult and approximately a third of students scored 0 marks.

The marks for calculating the number of moles of sulfuric acid and for calculating the relative formula mass of potassium hydroxide were the most scored. Even when these values were incorrect, this did not prevent students from gaining marks in subsequent steps.

The correct answer for the concentration in mol/dm^3 was achieved more often than the subsequent conversion to g/dm^3. A common error was to use a conversion factor of 112 (2 × M_r(KOH)) rather than 56.

4.2.2.5 Polymers

Answer 55 · Examiner comments

Use of statistics

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

Mark Ranges and Award of Grades

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

4.2.2.5 Polymers

Answer 57 · Examiner comments — November 2020 | 8462/1H | Original Q1

Question 1 (standard demand)

01.1 Few students scored both marks. Diamond and sodium chloride were both commonly seen incorrect responses.

01.2 Many students were unable to reach the higher marks because they did not make direct comparisons. Instead, they gave separate descriptions of the three compounds. Many also referred to the properties of the compounds, which were not required. The phrase 'intermolecular forces' was used indiscriminately to describe interactions between ions or in giant covalent structures, as well as between molecules.

Answer 58 · Examiner comments — November 2020 | 8462/1H | Original Q9

Question 9 (standard, standard / high and high demand)

09.1 A third of students scored this mark; some realised that the most likely error was lack of stirring; fewer suggested that the temperature was measured too early, before the temperature had stopped falling. Many suggestions contradicted the information given.

09.2 Students had great difficulty in expressing their answers using correct terminology, often using energy and temperature interchangeably. They generally find endothermic reactions difficult; they do not seem to realise that the energy taken in is not staying as thermal energy but is being converted to chemical energy. Some students gained the mark for saying that the temperature initially falls because energy is being taken in, showing an endothermic reaction. A few noted that when 1.5 g of citric acid had been added the reaction had finished and that the citric acid was in excess from there on. However, it was very rare for a correct explanation for the subsequent rise in temperature to be given. Some thought the reaction suddenly became exothermic, or that it suddenly reversed (showing a lack of understanding of reversible reactions).

09.3 Many students realised that the difference was due to the better thermal conductivity of the metal. However, many of those merely referred to the metal as a good conductor, without comparing the metal to polystyrene. The majority of students drew a steeper line, stating that the metal would lose heat more quickly. Of those who drew the correct shallower line, few could explain that the metal would conduct thermal energy in from the surroundings more quickly, reducing the temperature drop in this endothermic reaction.

09.4 Many students were able to score all three marks. Common errors were to confuse concentration with number of moles and to fail to convert 250 cm^3 to 0.25 dm^3 correctly. The symbol 'm' for number of moles was commonly seen instead of 'n' – students consequently became confused between mass and number of moles. Students who set out their working step by step were able to gain partial credit, but those who simply had a jumble of numbers, with no explanation as to what the numbers represented, were not.

09.5 Most students scored at least two marks Some students referred to 'amount' of acid added rather than volume, and many failed to take any burette readings at all. It was not uncommon to see a conical flask placed 'under' a white tile rather than on one.

09.6 This was not well answered. Most students who scored a mark did so for stating that the acid could be added drop by drop, or that the rate of flow could be controlled. Few stated that the burette could measure variable volumes (unlike a pipette). Many stated that a burette was 'more accurate' but did not say what they were comparing it to. Of those who

4.2.2.5 Polymers

Answer 58 · Examiner comments

did, most said it was more accurate than a pipette, which is not true. Some students confused a volumetric pipette with a dropping pipette.

09.7 This titration calculation was well done by many students. To gain full credit, working needed to be correct as well as the final answer. Students therefore need to show their working step by step in a way that can be followed by the examiner. Common errors were to omit to convert volumes to dm^3, to attempt to do so but incorrectly, or to omit the mole ratio of citric acid to sodium hydroxide. As with question 09.4, students who incorrectly used the symbol 'm' to mean moles often confused themselves; they should be encouraged to use 'm' only for mass, and 'n' for number of moles.

4.2.2.5 Polymers

Answer 58 · Examiner comments

Mark Ranges and Award of Grades

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

4.2.2.5 Polymers

Answer 59 · Examiner comments November 2020 | 8462/2H | Original Q5

Question 5 (standard and standard / high demand)

05.1 A significant number of students did not realise they were being asked to name the processes for which the energy requirement needed to be known, but instead tried to guess which material would use more energy.

05.2 Very few students gave a reasoned judgement and so were unable to access level 2. Some did not even have comparisons, but simply described the characteristics of each material in isolation. Some referred to deforestation, missing the point that more trees can be grown. Many made valid comparisons of the number of plates that could be packaged in a box and of the number of times each plate could be used, but did not go on to look at the consequences, such as the relative energy cost of transporting the plates or the need for replacement of the plates. Few referred to the conservation of raw materials, either in the context of the number of uses or the lack of recyclability. There was confusion between the terms reusable and recyclable. Some were highly focused on energy usage, even though no energy data was provided.

05.3 Some students knew that moulding and heating were involved, but often did not mention a furnace, kiln or oven. There were some references to heating clay **before** it is shaped.

Answer 60 · Examiner comments November 2020 | 8462/2H | Original Q9

Question 9 (standard / high and high demand)

09.1 This part was not very well attempted. Those students who gave the correct test almost always gave the correct result too. However, many tests for carbon dioxide were seen, because students had focused on the first bullet point rather than the whole question. Splints that have been **put out** do not relight. Nor do **lighted** splints as they are already burning.

4.2.2.5 Polymers

Answer 60 · Examiner comments November 2020 | 8462/2H | Original Q9

09.2 These polymers were not well known. Other naturally occurring polymers were frequently seen, such as DNA and proteins. Many students stated that water, oxygen and carbon dioxide are polymers.

09.3 The majority of students knew that there are two functional groups in amino acids.

09.4 The majority of students knew that water was the other product of the polymerisation.

09.5 The vast majority of students scored the mark for nitrogen. Very few scored the mark for ammonia.

09.6 Most students identified a double helix, fewer mentioned four monomers, nucleotides or bases and very few referred to two polymer chains.

Answer 61 · Examiner comments November 2021 | 8462/2H | Original Q4

Question 4 (standard, standard / high and high demand)

04.1 Around half of the students either drew five single bonds or wrote 'n'. Around one third provided a completely correct response.

04.2 Many of the students scored one mark, usually for stating that poly(ethene) melts. The consequence in terms of recycling was less well known.

04.3 How poly(ethene) is produced from ethene was not well known.

04.4 Approaching half of the students scored one mark but only a tiny number scored both. The fact that the chains are closer together or unbranched was well known but not how that linked to density.

04.5 Some students seem to think that any -OH is an alcohol group even if it is part of a carboxylic acid group. Other students circled whole molecules rather than functional groups.

04.6 Very few students were able to use the diagrams to work out that hydrogen chloride was the small molecule formed when a polyester was produced from monomers **A** and **B**.

4.2.2.5 Polymers

Answer 62 · Examiner comments — June 2022 | 8462/2H | Original Q1

Question 1 (Standard demand)

01.1 This was well answered by many students. The most common errors were to omit the double bond, or to add additional bonds to the carbon atoms. Brackets and/or the inclusion of the letter n were ignored. Around two-thirds of the students scored both marks.

01.2 The majority of responses correctly referred to the insulation being burned or melted or the lack of purity or 'contamination' of the copper produced. Around 60% of students scored this mark.

01.3 This was generally well answered as the copper melting and being reformed/moulded into new pipes were commonly seen. Responses referring to 'heating the wire' were insufficient to gain credit. Around 70% of the students scored both marks.

01.4 The most common correct responses referred to the conservation of copper and the use of less energy in this process. Relatively few answers identified specified environmental impacts.

Weaker responses referred to 'pollution' alone which was insufficient to gain credit. Only around 30% of the students were able to identify two advantages of recycling.

Answer 62 · Examiner comments — June 2022 | 8462/2H | Original Q1

01.5 The specific correct reagent used and correct result, were not well known.

A variety of tests were chosen, with the most common incorrect response being the use of flame tests.

Acceptable results included shades of blue precipitate, e.g. pale/light blue, but answers giving two colours such as green/blue were not credited. Around a third of students scored both the marks.

01.6 The use of barium chloride or barium nitrate as the reagent for the test was generally followed by the correct result. Again, around a third of the students scored both the marks.

The most common incorrect responses were the use of a flame test or the use of an incorrect reagent.

The mark for the result of the test was dependent upon a mark being being awarded for a correct test.

4.2.2.5 Polymers

Answer 63 · Examiner comments June 2022 | 8462/2H | Original Q3

Question 3 (Standard demand)

03.1 In this extended response question, the command word was 'evaluate'. This command word demands a reasoned judgement to be given for a fully complete answer. The vast majority of students did not include a judgement and were therefore unable to access Level 3. Only about 10% of students gained 5 or 6 marks.

Even some students who did give a judgement gained a mark in Level 1 (1-2) often by only comparing the values given in the table or a mark in Level 2 (3-4), by introducing only one or two pieces of 'added value' information about the impacts of the data provided. Roughly 30% of students gained a Level 1 mark and nearly 60% were awarded a Level 2 mark

03.2 Well over 90% of the students gained all three marks on this calculation.

Answer 64 · Examiner comments June 2023 | 8462/1H | Original Q2

Question 2 (standard demand)

02.1 This was answered very well, though a few students referred to amount rather than mass, or got the two variables the wrong way round. Nearly three quarters of students scored both marks.

02.2 Most students could plot the points accurately, though some found the scales difficult, particularly on the x-axis. The majority drew good straight lines of best fit, with a scatter of points either side of the line. However, some struggled with drawing a line of best fit when there is a scatter of points. Some drew 'point to point' lines, while others had a majority of points above (or below) the line.

Students should always plot their points in pencil, as well as using a pencil for the line of best fit. It is very difficult to amend a point plotted in ink, and in the case of ambiguity the examiners will not give the benefit of the doubt.

02.3 The great majority of students extrapolated the line correctly and read the correct value from the y-axis.

02.4 Nearly four fifths of students answered correctly in terms of the decrease of temperature. It was not necessary to refer to energy transfer as that is not shown in the results; however, those who did so usually referred correctly to energy being taken in. Those who contradicted their answer by giving an incorrect reference to energy being given out did not score the point.

02.5 This was not well answered, with fewer than half of students obtaining a mark. Many students were able to explain that the results ranged from 0.3 °C below the mean to 0.3 °C above the mean. However, few students said that 0.3 °C is the uncertainty in the results. Some students think that the uncertainty is half of the overall range (ie the range about the median) rather than the range about the mean as stated in the specification. In this particular question the median and the mean were numerically equal, but that is not always the case.

02.6 Fewer than a half of students gave the correct answer, random error, although this was the most popular answer. Systematic error was the second most popular response; however this would not have given a scatter of points.

4.2.2.5 Polymers

Answer 65 · Examiner comments

June 2023 | 8462/2H | Original Q8

Question 8 (standard, standard / high and high demand)

08.1 The majority of students correctly circled the C=C group. A common mistake for those who didn't gain the mark was identifying the C-Cl bond or to circle the double bond alone without including the carbon atoms. More than half of students gained this mark.

08.2 There was a wide range of responses to this question. In the majority of answers MP2 was achieved with 3x C-H and 1x C-Cl bonds drawn correctly. Incorrect answers often lacked extended bonds or failed to extend them far enough or failed to replace the C=C bond by C-C.

08.3 A wide range of responses were seen to this question. Common incorrect responses included alloys, polymers, formulations, mixtures and ceramics. Around one-third of students gained this mark.

08.4 A wide range of responses were seen to this question. Common incorrect answers included alkene, hydrogen, named alkanes and alkenes, protein and nitrogen. Around one-half of students gained this mark.

08.5 Many students got this question correct. Those achieving one mark often got this for calculating the M_r of NH_2 and COOH and adding them for MP1. For those who didn't gain any marks a common mistake was subtracting the M_r of NH_2 and COOH from each other. Around three-quarters of students gained both marks

08.6 A wide variety of answers were seen. Incorrect responses included students circling individual side groups such as -OH or $-CH_2OH$ or some including both bridging oxygen atoms or neither. Correct answers varied in which repeating unit they circled – there are six valid alternatives. Nearly half of the students gained the mark.

08.7 The most common correct answers seen were starch, cellulose or glycogen. Polysaccharide was less commonly seen. Incorrect responses included alcohol, amino acids, proteins and a whole range of polymer names including polyester. Fewer than one-third of students gained this mark.

Answer 65 · Examiner comments

June 2023 | 8462/2H | Original Q8

08.8 Many students gave the answer 'bases' or gave the names of DNA bases. Fewer than one-third responded 'nucleotides'.

08.9 The majority of students (9/10) knew the shape of DNA. A common incorrect response was 'DNA'.

Answer 66 · Examiner comments

Question 4 (standard and standard/high demand)

04.1 Just over two fifths of students correctly drew two straight lines, with the ascending line having an even scatter either side of the points, and the horizontal line avoiding the anomaly. Some lines were doubled or feathered so did not gain credit. Some drew two different curves, each encompassing all the points, and made them cross somewhere. This gained no credit. Students should be aware of the sort of graph produced by this required practical.

04.2 This question discriminated well, with a quarter of students scoring 3 or 4 marks and the great majority scoring at least one mark. The question asked students to explain the results, but many simply described them. It was not sufficient just to describe the temperature increasing with the addition of more zinc; reference to the reaction being exothermic was also needed. The fact that the maximum temperature change occurred when 0.80 g of zinc was added was the mark scored most often, but many students were also able to explain this turning point in terms of no further reaction being possible because the zinc was now in excess. There were some excellent answers in terms of the zinc being the limiting reactant up to 0.8 g, after which the copper sulfate became the limiting reactant.

04.3 Some excellent answers were seen; however, fewer than a quarter of students scored both marks and only three fifths scored at all. The question asked why a polystyrene cup gives a more accurate result, so answers needed to be phrased in comparative terms. Polystyrene is a better insulator than glass, but it is not true that polystyrene is 'an insulator' and glass is 'a conductor,' since both materials insulate and conduct thermal energy to different extents. Similarly, many answers implied that no energy is lost from a polystyrene cup, which is not true.

04.4 Nearly two fifths of students were able to give the correct formulae of the products but the state symbols were sometimes incorrect. A common incorrect formula was Zn^{2-}. There was sometimes no clear distinction between upper and lower case letters; the n and u need to be discernibly smaller than the Z and the C. Many students tried to give formulae of compounds rather than just the ion or atom.

04.5 The vast majority of students were able to calculate the mean. Fewer than half were also able to express the mean and the uncertainty correctly. Some students only averaged the highest and lowest values, which calculates the median rather than the mean. Although the mean and the median are the same in this particular set of values, this method did not gain credit. Some students calculated the uncertainty by halving the range. This calculates the range about the median, rather than the definition in the specification which is the range about the mean. This method was given credit on this occasion, although it is not strictly correct.

04.6 Students found this question difficult, with fewer than a quarter scoring the mark. Despite the information that there were no measurement errors, many students gave a type of measurement error as their answer. Reading the method carefully would have pointed out that the starting temperature was neither measured nor controlled, so may have fluctuated, and that stirring is inherently inconsistent. Some students had evidently done the practical using a lid and referred to it being replaced at different times; this was given credit.

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4.2.2.5 Polymers

Answer 67 · Examiner comments

June 2024 | 8462/2H | Original Q6

Question 6 (standard and standard / high demand)

06.1 Most students were able to compare the given data with mathematical processing commonly seen and where the majority of the credit for linked reasons was awarded. Most of the explicitly linked reasons in the indicative content were rarely seen.

Many students thought that burning bamboo to produce heat energy as a method of disposal was a negative point, commonly referring to the release of carbon dioxide as problematic. This was invalid given that bamboo can be seen as a carbon neutral material.

A significant number of students gave comprehensive responses in terms of logically linked reasons but were unable to reach Level 3 because they did not give a reasoned judgement as to which material is better. It is essential that students understand what is required when a particular command word is used, in this case 'evaluate'.

Around one-fifth of students gained a Level 3 mark, with roughly a further 55% achieving Level 2.

06.2 The idea of a protective oxide coating was scored much more often than the idea of contact between aluminium and water or air or oxygen being prevented.

Common misconceptions were that aluminium has too low a reactivity to react with water or oxygen, that the presence of other metals means that aluminium cannot react with water or oxygen - quite often the idea of sacrificial protection was included – or that iron is the only metal that can corrode. Less than 5% of students gained both marks.

06.3 Greasing, oiling and the use of a sacrificial metal, eg galvanising, were commonly seen. Around three-quarters of students gained this mark.

06.4 A significant number of students gave properties of the components, eg strong, flexible, light. The term 'matrix' was seen much more often than 'binder'. The components of a composite were often reversed. Around 15% of students were awarded both marks.

Answer 68 · Examiner comments

Question 8 (standard, standard / high and high demand)

08.1 Around 60% of students correctly identified the C=C bond. For students who were not awarded the mark common mistakes were incorporating the 3 Hs and 1 O atom attached to the C=C group in their circle or also circling the C=O group. Others circled only the double bond and not the carbon atoms on either side.

08.2 Those students who were awarded marking point 1 used a range of the colours allowed in the mark scheme to describe the starting colour of bromine water. The most common colours were orange or brown. A small number of students described the bromine water as turning clear rather than colourless. For students who were awarded one mark there seemed to be an even split between those awarded marking point 1 and those awarded marking point 2. Just over half scored both.

08.3 A variety of areas in the molecule were circled in an attempt to answer this question. A mistake some students made who were not awarded this mark was incorporating one of the C atoms either side of the ester bond in their circle. Around 40% of students gained credit.

08.4 Those students awarded 3 marks for this question often balanced the equation using half the values of those in the mark scheme and gained credit. A common error was use of inaccurate formulae, particularly a small O on H_2O or CO_2. Just over one-third of students gained all three marks.

08.5 For those students awarded one mark there was an even split between those achieving marking point 1 and marking point 2. A minority of students added atoms or groups to the extension bonds, which contradicted marking point 1. Around 40% gained both marks.

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4.2.2.5 Polymers

Answer 68 · Examiner comments June 2024 | 8462/2H | Original Q8

08.6 This multiple-choice question was well answered, with three quarters of students gaining the mark.

08.7 An array of answers were given for this question. Common incorrect responses included condensation, meltable, polyester, hydrocarbon and alkene. 'Thermoforming' was regarded as a process and not a description of the polymer used in that process. Nearly half of students gained a mark here.

08.8 Only around 10% of students achieved two marks for this question.

Common mistakes for marking point 1 were referencing crosslinks but saying they were between the polymers or molecules rather than the polymer chains, or mentioning bonds between polymer chains but not stating they were covalent. A number of students also referred to crosslinks between monomers in the polymer or crosslinks between bonds in the polymer.

For marking point 2 many students were not awarded the mark as they gave generalised answers about a lot of energy, or high amounts of energy being needed to break the strong bonds but did not make it clear that **too much** energy was needed to break the bonds between polymer chains.

Answer 69 · Examiner comments

June 2025 | 8462/1H | Original Q2

Question 2 (standard demand)

02.1 Fewer than half of students could count the ions and realise that the ratio was 1:1 so the formula is CaS. Some tried to do it from the formulae of the ions but often wrote $CaSO_4$. Ca_9S_9 was a common incorrect answer, as was 9CaS. A formula was required, not an equation; equations did not gain credit.

02.2 More than three fifths of students gave fully correct answers, and nearly all scored at least 3 marks. The main omission was not saying what ions were formed. Students sometimes contradicted themselves by describing the atoms sharing electrons as well as those electrons being transferred. Any mention of sharing electrons negated the first three marking points. The correct formula of the sulfide ion was sometimes contradicted by an incorrect name such as 'sulfur ion' or 'sulfate ion'.

02.3 This was well answered by the majority of students, with two thirds reaching level 2. The question discriminated well. Many referred to the giant structure, the layers, the covalent bonds and the delocalised electrons. Fewer referred to the hexagonal rings of carbon atoms, with some incorrectly referring to the layers themselves as hexagonal. Many tried to refer to each carbon atom having three bonds, but some could not express themselves clearly, for example by leaving out the word atom or by implying that the whole structure contained only 3 bonds or 3 atoms. Fewer referred to the strength of the covalent bonds, with some incorrectly saying that covalent bonds are weak. Many also referred to the lack of covalent bonds between layers or the presence of weak intermolecular forces between the layers, but some referred to intermolecular forces without specifying their location. Very few referred to covalent bonds being shared pairs of electrons or to the fact that there is one delocalised electron per carbon atom. Many students introduced properties of graphite, which were not asked for and did not gain credit.

02.4 Very few gave the expected answer, which is the syllabus statement that small molecules do not have an overall electric charge. Some did try to refer to this but were not clear enough; 'they do not have an overall charge' does not necessarily refer to the small molecules since the subject of the sentence was 'substances. More than half did score the mark, but this was usually due to a reference to the lack of delocalised electrons. Some stated that there was no space for delocalised electrons, which is not the same thing and did not gain credit. Some stated that there are no mobile ions, which is ambiguous as it could mean that there are ions, but they are not mobile; this would not be correct.

02.5 Just over a half of students gave the correct reason, with 'poly(ethene) has more covalent bonds to break than methane' being the most popular distractor. Some ticked 2 boxes – usually the first and last; this automatically scores zero when the instruction is to tick **one** box.

4.2.2.5 Polymers

Answer 70 · Examiner comments June 2025 | 8462/2H | Original Q7

07.1 Although these compounds are clearly identified in the specification, very few had learnt them. Common attempts to give the names included di-ethanol and di-butanoic acid.

07.2 Around 15% of students correctly identified a polyester. The most common incorrect response was for an ester.

07.3 Just over two thirds of students correctly identified water as the small molecule produced during this condensation polymerisation reaction.

07.4 1 in 5 students gained the mark for this item by correctly identifying a polypeptide. Polyglycine was the most common incorrect response, but protein was also seen. The definition of a polypeptide is given in the specification, but many students could not apply the definition to the context given.

07.5 The structural formula of glycine is given in the specification, but only 15% of students were able to recognise that the displayed structure of the carboxylic acid functional group was required. It was expected that all bonds were shown, so -OH was insufficient, when -O-H was required. Many students added bonds to the amine, as well as adding amines to the carbon atom where the carboxylic acid group was required.

07.6 Three quarters of students correctly identified the definition of a protein that is given in the specification.

07.7 Two thirds of students gained all three marks on this familiar application for an unfamiliar polymer. Far fewer students than previously left the double bond between the two carbon atoms. The most common mistake was adding the trailing bonds incorrectly, often not breaking the line of the brackets.

07.8 The description of the structure of a thermosetting polymer was not well known by students with only 1 in 5 gaining any marks on this item. More students knew the idea of cross links between chains than the idea of the structure consisting of long chain molecules. A lot of the incorrect responses were definitions of thermosetting polymers in terms of heating and melting.