AQA GCSE Chemistry | 8462

SPECIFICATION POINT 4.6.2.5

The effect of changing concentration (HT only)

Mark schemes and examiner comments

Tier	**Higher**
Question groups	**3**
Available paper years	**2020–2023**

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.

4.6.2.5 The effect of changing concentration (HT only)

Answer 01 · Mark scheme

November 2020 | 8462/2H | Original Q10

Question 10

Question	Answers	Extra information	Mark	AO / Spec. Ref.
10.1	water	allow H_2O	1	AO1 4.2.2.2
10.2	becomes (more) red		1	AO2 4.6.2.4 4.6.2.5
	(because the position of) equilibrium moves to the right	allow (because) the concentration of $FeSCN^{2+}$ (ions) increases allow (because) the forward reaction is favoured	1	
	(so that) the (increase in the) concentration of thiocyanate (ions) is reduced	allow (so that) the increase in the concentration of thiocyanate (ions) is counteracted	1	
10.3	(the position of) equilibrium moves to the left	allow the concentration of Fe^{3+} (ions) increases allow the reverse reaction is favoured	1	AO2 4.6.2.4 4.6.2.6
	(so that) the (increase in the) temperature is reduced	allow (so that) the increase in the temperature is counteracted	1	
	(therefore) the forward reaction is exothermic	allow (therefore) the forward reaction releases energy (to the surroundings)	1	

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Question 10 (continued)

Question	Answers	Extra information	Mark	AO / Spec. Ref.
10.4	no change in equilibrium position (because) no gases are present	 allow (because) only aqueous solutions are present	1 1	AO2 4.6.2.7
10.5	Co^{2+}		1	AO2 4.1.3.2 4.6.2.5
Total			**10**	

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Answer 02 · Mark scheme

June 2022 | 8462/2H | Original Q7

Question 7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.1	(nitrogen) air (hydrogen) natural gas	allow atmosphere allow methane allow water / steam	1 1	AO1 4.10.4.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.2	there is only one product		1	AO2 4.3.3.2 4.10.4.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.3	(mixture is) cooled (so that only) ammonia liquefies	 allow (so that only) ammonia condenses	1 1	AO1 4.10.4.1

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Answer 02 · Mark scheme

June 2022 | 8462/2H | Original Q7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.4	scale labelled at 100, 200, 300 and 400 (atm)	allow scale labelled at 50, 150, 250 and 350 (atm)	1	AO2 4.10.4.1
	all five points plotted correctly	allow a tolerance of ± ½ a small square allow **1** mark for three / four points plotted correctly	2	
	line of best fit		1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.5 View with Figure 5	extrapolation to 500 atmospheres		1	AO2 4.10.4.1
	percentage value at 500 atmospheres	allow a tolerance of ± ½ a small square	1	

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Answer 02 · Mark scheme

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Question	Answers	Mark	AO / Spec. Ref.
07.6	**Level 3**: Relevant points (reasons/causes) are identified, given in detail and logically linked to form a clear account.	5–6	AO1 4.6.1.3 4.6.1.4 4.6.2.6 4.6.2.7 4.10.4.1
	Level 2: Relevant points (reasons/causes) are identified, and there are attempts at logical linking. The resulting account is not fully clear.	3–4	
	Level 1: Points are identified and stated simply, but their relevance is not clear and there is no attempt at logical linking.	1–2	
	No relevant content	0	
	Indicative content **rate** • higher temperature gives higher rate because of more frequent collisions • higher temperature gives higher rate because more particles have the activation energy • higher pressure gives higher rate because of more frequent collisions • use of catalyst gives higher rate because the activation energy is lowered **equilibrium** • higher temperature shifts the position of equilibrium to the left because reaction is exothermic • higher pressure shifts the position of equilibrium to the right because more molecules on left-hand side • use of catalyst has no effect on the position of equilibrium **other factors** • higher temperature (than 450°C) uses more energy so increases costs • higher pressure (than 200 atmospheres) uses more energy so increases costs • higher pressure (than 200 atmospheres) requires stronger reaction vessels so increases costs • use of a catalyst reduces energy costs **compromise** • the temperature chosen is a compromise between rate of reaction and position of equilibrium • the temperature chosen is a compromise between rate and cost • the pressure chosen is a compromise between yield / rate and cost		

Total Question 7		**17**

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Answer 03 · Mark scheme

June 2023 | 8462/2H | Original Q9

Question 9

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.1	(mass of water in 4.68 g = 4.68 - 2.99) = 1.69 (g)		1	AO2 4.6.2.2
	(mass of water in 11.7 g =) $\frac{11.7}{4.68} \times 1.69$	allow correct use of an incorrectly determined mass of water in 4.68 g	1	
	= 4.23 (g)	allow 4.2 / 4.225 (g)	1	
	alternative approach: $\left(\text{mass of anhydrous compound} = \frac{11.7}{4.68} \times 2.99\right)$			
	= 7.475 (g) (1)			
	(mass of water =) 11.7 – 7.475 (1)	allow correct use of an incorrectly determined mass of anhydrous compound		
	= 4.23 (g) (1)	allow 4.2 / 4.225 (g)		

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.2	(energy =) $\frac{15.0}{2.99} \times 1.47$		1	AO2 4.6.2.2
	= 7.37 (kJ)	allow 7.37458194 correctly rounded to at least 2 significant figures	1	

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Answer 03 · Mark scheme

June 2023 | 8462/2H | Original Q9

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.3	shifts to the left		1	AO2 4.6.2.1 4.6.2.4 4.6.2.6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.4	the mixture is a lighter shade of brown		1	AO2 4.6.2.4 4.6.2.7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.5	no effect (on equilibrium position) (because) there are equal numbers of (gas) moles / molecules on each side (of the equation)	allow (equilibrium position) stays the same	1 1	AO2 4.6.2.4 4.6.2.7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.6	no effect (on equilibrium position)	allow (equilibrium position) stays the same	1	AO2 4.6.2.3 4.6.2.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.7	add more hydrochloric acid		1	AO2 4.6.2.4 4.6.2.5

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Answer 03 · Mark scheme

June 2023 | 8462/2H | Original Q9

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.8	(because the) forward and reverse reactions are taking place at (exactly) the same rate	ignore references to closed systems allow for **1** mark (because) the reactions are taking place at (exactly) the same rate	2	AO1 4.6.2.3

Total Question 9	**13**

4.6.2.5 The effect of changing concentration (HT only)

Answer 01 · Examiner comments

November 2020 | 8462/2H | Original Q10

Question 10 (standard and high demand)

10.1 A minority of students identified water as the solvent.

10.2 The mark for describing the colour change was scored more often than the mark for the shift in the position of equilibrium that caused this colour change. The mark for the application of Le Chatelier's Principle was rarely scored by students.

10.3 Once again, the shift in equilibrium position and the identification of the forward reaction as exothermic were seldom justified in terms of Le Chatelier's Principle. The distribution of marks awarded to students was very similar to that for **10.2**.

10.4 Students answered this question poorly. A minority recognised that the position of equilibrium had not changed, but fewer still linked the non-effect of pressure with the absence of gases. A common error was to state that there there are equal numbers of moles on each side of the equation, as though this **were** a gaseous reaction.

10.5 A minority of students were able to identify cobalt as the only transition metal ion in the list.

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Answer 01 · Examiner comments

November 2020 | 8462/2H | Original Q10

Concluding Remarks

Many students gave responses which showed an excellent understanding while others had difficulty even with core chemical concepts.

The majority of students appeared to have sufficient time to complete the paper. A few used up a lot of time and space in practical and extended writing contexts by providing detailed additional information that did not contribute to a fully answered question.

Basic knowledge and understanding of how science works in everyday situations, including in the laboratory, were tested throughout this paper. This means that it was essential that students read and analysed the information provided, then read and understood the question before writing their response.

There is still some evidence that command words are misunderstood or ignored. This limits the marks awarded, especially in extended response questions. In this paper **compare** and **evaluate** were often too loosely interpreted.

Students seemed well prepared for questions based on Rate and Extent of Chemical Change and Organic Chemistry. In this series they seemed less equipped to deal with Chemical Analysis, Chemistry of the Atmosphere and some aspects of Using Resources.

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Answer 01 · Examiner comments

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Mark Ranges and Award of Grades

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

4.6.2.5 The effect of changing concentration (HT only)

Answer 02 · Examiner comments June 2022 | 8462/2H | Original Q7

Question 7 (Standard, standard/high and high demand)

07.1 This was well answered with around half of the students scoring both marks. Incorrect responses included the atmosphere being a source of the hydrogen as well as the nitrogen. There were far fewer responses stating that biogas of any kind was suitable for the large-scale production of ammonia than in previous years.

07.2 About 25% of the students scored this mark. 'No by-products' was seen quite often and others stated there were the same number of atoms on both sides, which just means that the equation is balanced, not necessarily that there is only 1 product.

07.3 Roughly 1 in 10 students gained both marks. Many scored the second mark, but far fewer the first. This was often due to imprecise language rather than misunderstanding, but many stated that 'ammonia is cooled'. The distinction between **all** the gases being cooled but only ammonia condensing is important. A large proportion did not mention cooling at all. Some negated the second mark by stating that ammonia has a lower boiling point than the other two gases.

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Answer 02 · Examiner comments June 2022 | 8462/2H | Original Q7

07.4 Labelling the scale and the plotting of the given points was nearly always correct. Some did not label on the major gridlines, while a few got the scale completely wrong by labelling the major gridlines in multiples of 60 atmospheres, which did not match the pre-plotted points and therefore denied access to the plotting marks. Most students drew good best-fit curves, although some inappropriately drew a straight line. Over half of the students gained all four marks.

07.5 Most students extrapolated their line correctly and read off the value of the percentage at 500 atmospheres. About two-thirds of the students scored both marks.

07.6 This high demand extended response question gave students the opportunity to demonstrate their knowledge of collision theory, Le Chatelier's Principle and catalytic action in the context of the Haber Process.

More able students seemed to understand that they needed to consider cost implications. Explaining that a compromise is made in the choice of the temperature and the pressure was important in accessing Level 3.

The compromises made for temperature and pressure that were related to cost were more commonly stated than the compromise for temperature in relation to rate and position of equilibrium.

There was a high proportion of responses with additional material producing comprehensive, high-scoring responses. There were also a good number of weaker responses containing isolated statements, most commonly relating the conditions to rate, or more rarely position of equilibrium, but without explaining these relationships. Such responses were usually confined to Level 1. The ratio of Level 1:2:3 marks was roughly 40:20:20 with the remainder failing to gain any marks on this question.

4.6.2.5 The effect of changing concentration (HT only)

Answer 03 · Examiner comments

June 2023 | 8462/2H | Original Q9

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

09.1 This question was well done by a large proportion of the students. There was an understanding of how to calculate the mass of water obtained from 4.68 g of hydrated copper(II) sulphate and use this to calculate the mass of water from 11.7 g hydrated copper(II) sulphate. The alternative method on the mark scheme was less popular with the students. Over two-thirds of students scored all three marks.

09.2 This question proved to be more difficult for many of the students. It was noticeable that rather than using the value 2.99 g in the calculation a large proportion of the students used 4.68 grams without understanding that the calculation was about the reverse reaction. Just under half of the students gained both marks.

09.3 Around two-thirds of the students gained this multiple-choice mark. Most who did not score selected 'shifts to the right' instead.

09.4 Around 40% of the students gained this multiple-choice mark. Most who did not score selected 'the mixture is a darker shade of brown' instead.

09.5 Large numbers of the students did not recognise that there were the same number of moles on each side of the equation. Quite a number of students stated that the equilibrium shifts to the side with the least moles and then said that the equilibrium shifts to either the left or the right showing a lack of understanding of the stoichiometry of written chemical equations. Around one-third of the students gained both marks.

09.6 There were a lot of answers relating to the effect of a catalyst on the rate of a chemical reaction without any mention of the effect on equilibrium position. There was a common misconception that increasing the rate of reaction increased the yield of products and therefore stated that the equilibrium shifts to the right. Around one-third of the students gained both marks.

09.7 More than 80% of the students gained this multiple-choice mark. 'Add more water' was occasionally seen but 'leave the reaction mixture for 30 minutes' was rarely seen.

09.8 This question was not well done. Students appear not to understand what is happening at equilibrium and responses did not relate to the rate of reaction. Around one-quarter of students gained this mark.