AQA GCSE Combined Science - Trilogy | 8464

SPECIFICATION POINT 5.4.1.3

Extraction of metals and reduction

Mark schemes and examiner comments

Tier	**Higher**
Question groups	**12**
Available paper years	**2019–2025**

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.

5.4.1.3 Extraction of metals and reduction

Answer 01 · Mark scheme June 2019 | 8464/C/1H | Original Q5

05.1	metal is too reactive to be extracted using carbon **or** metal reacts with carbon	allow metal is more reactive than carbon	1	AO1 5.4.3.3

05.2	 aluminium oxide cryolite	either order ignore bauxite **or** aluminium ore	 1 1	AO1 5.4.3.3

05.3	 negative electrode: $Cu^{2+} + 2e^- \rightarrow Cu$ positive electrode: $2Cl^- \rightarrow Cl_2 + 2e^-$	allow multiples allow $2Cl^- - 2e^- \rightarrow Cl_2$	 1 1	AO2 5.4.3.2 5.4.3.5

05.4	any **two** from: • concentration / volume of solution was different • impurities in solution • error in timing • copper falls off (electrode) • copper removed when drying electrode • electrode not dry (when weighed) • voltage / current was different	 allow copper at bottom of beaker ignore power supply ignore recorded mass inaccurately	2	AO3 5.4.3.4

5.4.1.3 Extraction of metals and reduction

Answer 01 · Mark scheme

June 2019 | 8464/C/1H | Original Q5

05.5		an incorrect answer for one step does **not** prevent allocation of marks for subsequent steps		AO2 5.4.3.4
	reading of mass at stated time	allow tolerance of ± ½ small square eg at 30 minutes value is 5.4 (mg)	1	
	factor from time to 24 hours	eg 5.4 × 48 $\left(= \frac{24 \text{ hours}}{30 \text{ minutes}}\right)$ allow correct calculation using incorrectly read value for mass at time quoted	1	
	correct evaluation	eg = 259 (mg)	1	
	alternative approach:			
	calculates the gradient (1)	eg (1.8÷10) = 0.18		
	gradient × time in minutes in 24 hours (1)	eg 0.18 × 24 × 60 **or** eg 0.18 × 1440 allow correct use of incorrectly determined gradient		
	correct evaluation (1)	eg = 259 (mg)		

5.4.1.3 Extraction of metals and reduction

Answer 01 · Mark scheme

June 2019 | 8464/C/1H | Original Q5

05.6	4.75 (g)	allow values in range 4.7–4.8 (g)	1	AO2 5.4.3.4

05.7		an answer in the range 0.18–0.25 scores **2** marks (**3** marks with correct unit)		AO2 5.4.3.4
	(working) Y increase **and** X increase measured from graph	allow ecf from question **05.6**		
	and substitution into $\frac{\text{Y increase}}{\text{X increase}}$	eg = $\frac{2.0}{10}$	1	
	correct evaluation	eg = 0.2	1	
	(units) g/hour	allow g/h **or** g/hr **or** g per hour	1	

Total			**14**

5.4.1.3 Extraction of metals and reduction

Answer 01 · Mark scheme

June 2019 | 8464/C/1H | Original Q5

Question	Answers	Extra information	Mark	AO / Spec. Ref.

5.4.1.3 Extraction of metals and reduction

Answer 02 · Mark scheme June 2019 | 8464/C/2H | Original Q4

04.1	growing plants (on low-grade ore) plants are burnt (to produce ash) (ash dissolved in acid to produce) solution of a copper compound electrolysis (of solution of a copper compound) **or** displacement (by adding scrap iron to a solution of a copper compound)	allow named plant allow named copper compound allow addition of scrap iron (to a solution of a copper compound)	1 1 1 1	AO1 5.10.1.4
04.2	 M_r $CuSO_4$ = 159.5 $\frac{0.319}{159.5}$ = 0.002 (mol)	an answer of 0.002 **or** 2×10^{-3} (mol) scores **3** marks allow correct use of incorrectly calculated value for M_r allow 2×10^{-3} (mol)	 1 1 1	AO2 5.3.2.1 5.3.2.5
04.3	both reaction profiles start at the same energy level and end at the same energy level.		1	AO3 5.6.1.4

5.4.1.3 Extraction of metals and reduction

Answer 02 · Mark scheme

04.4	the amount of carbon dioxide used to produce the ethanol is the same as the amount of carbon dioxide given off when the ethanol is burned	**alternative approach** there is sufficient carbon dioxide (in the atmosphere) (1) because carbon dioxide is constantly produced from burning fossil fuels (1) if no other mark awarded allow for **1** mark burning ethanol produces carbon dioxide	1 1	AO3 5.9.2.2 5.9.3.1

5.4.1.3 Extraction of metals and reduction

Answer 02 · Mark scheme

June 2019 | 8464/C/2H | Original Q4

04.5	meets needs of current generation without compromising needs of future generations	 allow so there are enough resources for future generations ignore references to harming / damaging planet / environment	1 1	AO1 5.10.1.1

Total			**12**

5.4.1.3 Extraction of metals and reduction

Answer 02 · Mark scheme

June 2019 | 8464/C/2H | Original Q4

Question	Answers	Extra information	Mark	AO / Spec. Ref.

5.4.1.3 Extraction of metals and reduction

Answer 03 · Mark scheme

June 2019 | 8464/C/2H | Original Q6

06.1	glowing splint relights		1 1	AO1 5.8.2.2

06.2	equilibrium shifts to right-hand side (because) concentration of SO_3 decreases	allow towards the products allow in favour of the forward reaction this marking point is dependent on first marking point being awarded allow pressure decreases allow to increase the concentration of SO_3 allow to re-establish equilibrium	1 1	AO3 AO2 5.6.2.5 5.6.2.7

06.3	(M_r CaO =) 56 (M_r $CaSO_3$ =) 120 $\frac{7}{56} \times 120$ = 15(.0 g)	an answer of 15(.0 g) scores **4** marks in all approaches allow a correct calculation using an incorrectly calculated M_r **alternative approach A** (M_r CaO =) 56 (1) $\frac{7}{56}$ = 0.125 (moles) (1) (mass $CaSO_3$ =) 0.125 × 120 (1) = 15(.0 g) (1)	1 1 1 1	AO2 5.3.1.2 5.3.2.1 5.3.2.2

		alternative approach B (M_r CaO =) 56 (1) $\frac{56}{7}$ = 8 (factor) (1) (M_r $CaSO_3$ =) 120 (1) $\frac{120}{8}$ = 15(.0 g) (1) **alternative approach C** (M_r CaO =) 56 (1) (M_r $CaSO_3$ =) 120 (1) $\frac{120}{56}$ = 2.14235714 (factor) (1) 2.14235714 × 7 = 15(.0 g) (1)		

Total			**8**

5.4.1.3 Extraction of metals and reduction

Answer 03 · Mark scheme

June 2019 | 8464/C/2H | Original Q6

Question	Answers	Extra information	Mark	AO / Spec. Ref.

5.4.1.3 Extraction of metals and reduction

Answer 04 · Mark scheme November 2020 | 8464/C/1H | Original Q1

01.1	13 14	this order only	1 1	AO2 5.1.1.4 5.1.1.5

01.2	loss of oxygen	allow (Al^{3+}) gain of electrons allow aluminium oxide loses oxygen	1	AO1 5.4.1.1 5.4.1.3

01.3	 (at high temperature) oxygen reacts with carbon / electrode (so the positive) electrode burns / wears away to produce carbon dioxide	allow anode for (positive) electrode $C + O_2 \rightarrow CO_2$ scores MP1 and MP3	 1 1 1	 AO1 5.4.3.1 5.4.3.2 5.4.3.3

01.4	(delocalised) electron(s) ion(s) (delocalised) electron(s)		1 1 1	AO1 AO2 AO1 5.2.2.3 5.2.2.8 5.2.3.2

Total			**9**

5.4.1.3 Extraction of metals and reduction

Answer 04 · Mark scheme

November 2020 | 8464/C/1H | Original Q1

Question	Answers	Extra information	Mark	AO / Spec. Ref.

5.4.1.3 Extraction of metals and reduction

Answer 05 · Mark scheme November 2021 | 8464/C/2H | Original Q4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.1	production of copper is increasing at an increasing rate		1 1	AO2 5.10.1.1
04.2	increase in population / demand	allow more uses for copper	1	AO3 5.10.1.1
04.3	any **one** from: • more use of recycling • copper is a finite resource and may run out • alternative metals may be used in future	ignore only an estimate	1	AO3 5.10.1.1
04.4	**B**, **D**, **C**, **A**, **E**		1	AO1 5.10.1.4
04.5	any **two** from: • (phytomining is) slower to produce copper • large area of land required • insufficient yield to meet demand	ignore reference to cost ignore references to carbon dioxide ignore references to global warming allow plants grow slowly	2	AO3 5.10.1.4

5.4.1.3 Extraction of metals and reduction

Answer 05 · Mark scheme

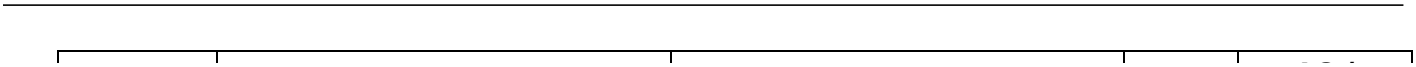
November 2021 | 8464/C/2H | Original Q4

04.6	(energy use through recycling = $27.2 \times 8.89 \times 10^9 \times \frac{41}{100}$) $= 9.914 \times 10^{10}$ (energy use through extraction = $70.4 \times 8.89 \times 10^9 \times \frac{59}{100}$) $= 3.693 \times 10^{11}$ (total consumption today = $9.914 \times 10^{10} + 3.693 \times 10^{11}$) $= 4.6844 \times 10^{11}$ (energy use if only recycling used = $27.2 \times 8.89 \times 10^9$) $= 2.418 \times 10^{11}$ (energy saving = $4.6844 \times 10^{11} - 2.418 \times 10^{11}$) $= 2.27 \times 10^{11}$ (MJ)	allow correct use of an incorrect energy use determined in MP1 and/or MP2 allow an answer correctly calculated to 3 significant figures which uses the values in the question	1 1 1 1 1 1	AO2 5.10.2.2
Total			**12**	

5.4.1.3 Extraction of metals and reduction

Answer 05 · Mark scheme

November 2021 | 8464/C/2H | Original Q4



Answer 06 · Mark scheme

June 2022 | 8464/C/1H | Original Q7

Question 7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.1	electrolysis of molten compound (of metal **Y**) **OR** displacement (1) by heating with a more reactive metal **or** by heating with potassium / magnesium (1)	 allow liquid for molten	1 1	AO3 5.4.1.3 5.4.3.2 5.4.3.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.2	$4\ Na + TiCl_4 \rightarrow 4\ NaCl + Ti$	allow multiples allow **1** mark for NaCl **and** Ti with incorrect / no balancing	2	AO2 5.1.1.1 5.3.1.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.3	$Na \rightarrow Na^+ + e^-$	ignore state symbols allow multiples allow **1** mark for $Na \rightarrow Na^+ + e^-$ with incorrect balancing	2	AO2 5.4.1.2 5.4.1.4

5.4.1.3 Extraction of metals and reduction

Answer 06 · Mark scheme

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.4	**method 1:** (moles of Al = $\frac{108}{27}$ =) 4		1	AO2 5.3.2.2 5.3.2.4
	(moles $CuCl_2$ = $\frac{1210}{134.5}$ =) 8.996	allow 9	1	
	(identifying limiting reactant) 4 moles Al gives 6 moles Cu 8.996 moles $CuCl_2$ gives 8.996 moles Cu	allow correct use of an incorrectly calculated value(s) for moles of Al and / or $CuCl_2$	1	
	therefore aluminium is the limiting reactant	must follow on from MP3	1	
	(mass of Cu = 2 × 3 × 63.5) = 6 × 63.5		1	
	= 381 (g)		1	

5.4.1.3 Extraction of metals and reduction

Answer 06 · Mark scheme

June 2022 | 8464/C/1H | Original Q7

07.4 cont.	**method 2:** $2\,Al + 3\,CuCl_2 \rightarrow 3\,Cu + 2\,AlCl_3$ (2×27) (3×134.5) (3×63.5) 54 (g) 403.5 (g) 190.5 (g) (1) (1) (1) (so) 108 g Al (reacts with 807 g $CuCl_2$) to produce 381 g Cu (1) (so) there is excess $CuCl_2$ **or** 807 g $CuCl_2$ is less than 1210 g $CuCl_2$ (1) therefore aluminium is limiting reactant (1) **method 3:** 134.5 g $CuCl_2$ produces 63.5 g Cu (1) (mass conversion 1.21 kg $CuCl_2$ =) 1210 (g) (1) 1210 g $CuCl_2$ produces ($\frac{63.5}{134.5}$ × 1210 =) 571 g Cu (1) 54 g Al produces 190.5 g Cu (1) 108 g Al produces ($\frac{190.5}{54}$ × 108 =) 381 (g) (1) (therefore) aluminium is the limiting reactant (1)	allow correct use of an incorrect calculation of mass for Al / $CuCl_2$ / Cu must follow on from MP4 / MP5 allow correct use of an incorrect / no conversion of mass of $CuCl_2$ must follow on from MP3 and MP5		

5.4.1.3 Extraction of metals and reduction

Answer 06 · Mark scheme

June 2022 | 8464/C/1H | Original Q7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.5	delocalised electrons carry (electrical) charge through the metal / sodium	allow free electrons ignore throughout for through ignore current / electricity MP2 is dependent upon MP1	1 1	AO1 5.2.2.8

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.6	(conducts electricity) when liquid / molten **or** (conducts electricity) in (aqueous) solution (because) <u>ions</u> (ions) are free to move **or** (ions) allow charge to flow	allow (conducts electricity) when dissolved in water	1 1 1	AO1 5.2.2.3

Total Question 7		17

5.4.1.3 Extraction of metals and reduction

Answer 07 · Mark scheme

June 2022 | 8464/C/2H | Original Q5

Question 5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.1	nitrogen increased		1	AO1 5.9.1.2
	(because of) emission from volcanoes	allow (because of) denitrifying bacteria	1	5.9.1.3
	oxygen increased		1	
	(because of) photosynthesis		1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.2	carbon dioxide is used during photosynthesis		1	AO1 5.9.1.4
	in trees		1	
	(which) die and are compressed		1	
	over millions of years		1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.3	coal has a higher proportion / percentage of carbon		1	AO2 5.9.3.1

5.4.1.3 Extraction of metals and reduction

Answer 07 · Mark scheme

June 2022 | 8464/C/2H | Original Q5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.4	uses bacteria to produce solutions containing copper compounds from which copper is obtained by displacement / electrolysis	 allow to produce leachate solutions 	1 1 1	AO1 5.10.1.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.5	1000 (kg of plants) gives 7.92 (kg of nickel)		1	AO2 5.10.1.4
	(mass = $\frac{7.92}{4.8}$ × 100 =) 165 (kg)		1	
	(conversion 165 kg =) 165 000 (g)	allow correct conversion of an incorrectly determined mass in kg	1	
	= 1.65 × 10^5 (g)	allow a correctly calculated and rounded conversion to standard form of an incorrect calculation of mass in grams	1	
	OR			
	(mass =) $\frac{0.792}{4.8}$ × 1000 (1)			
	= 165 (kg) (1)			
	(conversion 165 kg =) 165 000 (g) (1)	allow correct conversion of an incorrectly determined mass in kg		
	= 1.65 × 10^5 (g) (1)	allow a correctly calculated and rounded conversion to standard form of an incorrect calculation of mass in grams		

Total Question 5		**16**

5.4.1.3 Extraction of metals and reduction

Answer 08 · Mark scheme

June 2024 | 8464/C/1H | Original Q6

Question 6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.1	gold	allow Au allow silver / Ag allow platinum / Pt allow copper / Cu	1	AO1 5.4.1.2 5.4.1.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.2	reduction by carbon	allow heating / reacting with carbon	1	AO3 5.4.1.2 5.4.1.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.3	cryolite		1	AO1 5.4.3.1 5.4.3.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.4	oxygen is produced (which) reacts with the carbon / electrode / anode to form carbon dioxide (so the electrode) has to be continually replaced	 allow (so) the electrode is used up allow (so) the electrode burns away	1 1 1	AO1 5.4.3.1 5.4.3.2 5.4.3.3

5.4.1.3 Extraction of metals and reduction

Answer 08 · Mark scheme

June 2024 | 8464/C/1H | Original Q6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.5	$Al^{3+} + 3e^- \rightarrow Al$	allow **1** mark for $Al^{3+} + e^- \rightarrow Al$ with no / incorrect balancing numbers	2	AO2 5.4.3.1 5.4.3.2 5.4.3.3 5.4.3.5

Total Question 6	**8**

5.4.1.3 Extraction of metals and reduction

Answer 09 · Mark scheme

Question 3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.1	plankton (died)	allow (remains of) ancient biomass	1	AO1 5.7.1.1 5.9.1.4
	and were buried (in mud)	allow and were buried (by sediments)	1	
	and were compressed		1	
	over millions of years		1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.2	(some) fuels contain sulfur	allow a named fossil fuel for fuels	1	AO2 5.9.3.1
	(which) reacts with oxygen to produce sulfur dioxide		1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.3	acid rain	allow a specific effect of acid rain	1	AO1 5.9.3.2
	respiratory problems (in humans)	allow named respiratory problem eg asthma	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.4	fuels are burnt	allow a named fossil fuel for fuels	1	AO2 5.9.3.1
	in insufficient / limited oxygen	allow (carbon monoxide is) produced by incomplete combustion	1	

5.4.1.3 Extraction of metals and reduction

Answer 09 · Mark scheme

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.5	$4\,CO + 2\,NO_2 \rightarrow N_2 + 4\,CO_2$	allow for **1** mark $CO + NO_2 \rightarrow N_2 + CO_2$ with no / incorrect balancing numbers	2	AO2 5.1.1.1 5.9.3.1 5.9.3.2

Total Question 3	**12**

Answer 10 · Mark scheme

June 2024 | 8464/C/2H | Original Q6

Question 6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.1	large amounts of energy required	ignore references to time and/or cost	1	AO1 5.10.1.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.2	reverse osmosis using membranes	ignore desalination	1 1	AO1 5.10.1.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.3	(heat) until the mass is constant to ensure that all the water has evaporated		1 1	AO3 5.10.1.2 RPA13

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.4	(mass =) $\frac{77.8}{100} \times 3.50$ = 2.72 (g)	 allow 2.723 (g)	1 1	AO2 5.10.1.2 RPA13

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.5	displacement using (scrap) iron electrolysis		1 1	AO1 5.10.1.4

Answer 10 · Mark scheme

June 2024 | 8464/C/2H | Original Q6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.6	plants are harvested and burned to produce ash (that contains metal compounds)		1 1 1	AO1 5.10.1.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.7	(area =) $\frac{750}{215}$ = 3.49 (hectares) (conversion = 3.49 × 10 000 =) 34 900 (m^2) **alternative approach** (conversion = $\frac{215}{10000}$ =) 0.0215 (kg/m^2) (1) (area =) $\frac{750}{0.0215}$ (1) = 34 900 (m^2) (1)	 allow 3.488372093 correctly rounded to at least 2 significant figures allow 3.49 × 10^4 (m^2) allow a correct conversion of an incorrectly determined area allow correct use of an incorrect conversion	1 1 1	AO2 5.10.1.4

Total Question 6	15

5.4.1.3 Extraction of metals and reduction

Answer 11 · Mark scheme

June 2025 | 8464/C/1H | Original Q4

Question 4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.1	iron is less reactive than carbon		1	AO1 5.4.1.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.2	the **mixture** has a lower melting point (than aluminium oxide) (so) less energy is used (to melt the electrolyte)		1 1	AO1 5.4.3.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.3	$2\ O^{2-} \rightarrow O_2 + 4\ e^-$	allow multiples allow **1** mark for $O^{2-} \rightarrow O_2 + e^-$ with no / incorrect balancing numbers	2	AO2 5.4.3.3 5.4.3.5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.4	Cr_2O_3 **or** chromium oxide	allow Cr^{3+} ions	1	AO2 5.4.1.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.5	extracting aluminium uses more energy (so costs more)		1	AO3 5.4.1.3 5.4.3.3

5.4.1.3 Extraction of metals and reduction

Answer 11 · Mark scheme

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.6	(extracting chromium costs more because) aluminium is used in the extraction of chromium		1	AO3 5.4.1.3 5.4.3.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.7	alloys contain different sized atoms	allow alloys contain different sized (positive) ions	1	AO1 5.2.2.7
	(so the) layers are distorted		1	
	(so the) layers (of atoms) slide less easily	allow (so the) atoms cannot slide over each other	1	

Total Question 4	11

Answer 12 · Mark scheme

Question 6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.1	(mass in one phone =) $1.73 \times 10^{-4} \times 197$		1	AO2 5.3.2.1 5.10.1.1
	= 0.034081 (g)		1	
	(total mass =) $0.034081 \times 2.48 \times 10^{6}$	allow (total mass =) $0.034081 \times 2\,480\,000$ allow correct use of an incorrectly determined mass in one phone	1	
	= 84520.88 (g)		1	
	(conversion 84520.88 g =) 84.5 (kg)	allow 84.52088 (kg) correctly rounded to at least 2 significant figures allow conversion at MP2, MP3 allow correct conversion of an incorrectly determined mass using all numbers from the question	1	
	alternative approach			
	(total moles =) $1.73 \times 10^{-4} \times 2.48 \times 10^{6}$ (1)	allow (total moles =) $1.73 \times 10^{-4} \times 2\,480\,000$		
	= 429.04 (1)			
	(total mass =) 429.04 × 197 (1)	allow correct use of an incorrectly determined total moles		
	= 84520.88 (g) (1)			
	(conversion 84520.88 g =) 84.5 (kg) (1)	allow 84.52088 (kg) correctly rounded to at least 2 significant figures allow correct conversion of an incorrectly determined mass using all numbers from the question		

5.4.1.3 Extraction of metals and reduction

Answer 12 · Mark scheme

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.2	1.04×10^{20}		1	AO2 5.3.2.1 5.10.1.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.3	uses bacteria		1	AO1 5.10.1.4 5.10.2.2
	to produce leachate / solutions containing gold compounds		1	
	from which gold is obtained by displacement / electrolysis		1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.4	any **two** from: • high-grade ores still available • land not available • phytomining takes a long time • very small yields produced • new technology		2	AO3 5.10.1.4

Total Question 6	**11**

5.4.1.3 Extraction of metals and reduction

Answer 01 · Examiner comments

June 2019 | 8464/C/1H | Original Q5

Question 5

As well as an increase in demand through each question in the paper, there was a ramping of demand in this question from standard/high demand to high demand.

05.1 A fifth of students were able to give the reason that electrolysis was used when a metal was more reactive than carbon. Many answers were too vague in terms of metals being reactive, rather than including the comparison with carbon. It was very rare to see a response showing that a student knew that some metals might react with carbon.

05.2 Students found this question challenging. Cryolite was usually the answer that gained one mark. Very few students gave two-mark answers. The most common incorrect responses mentioned a wide variety of elements including the products of electrolysis ‘aluminium’ and ‘oxygen’.

05.3 This high demand question discriminated very well. Students should recognise that electrons are negatively charged. To balance ‘charges’, electrons need to be added as a reactant in the first equation and are produced as a product in the second; the negative charge on the electron must be shown. The first equation was more successfully attempted than the second. Symbols should always have the second letter as lower case.

05.4 Many students answered for a standard yield type question without considering the circumstances of the experiment. Common non-creditworthy responses included:

- not all reacted
- some lost as a gas
- unexpected products formed.

Many thought the electrode being made from copper would affect the mass measured. A number questioned the power supply without specifying voltage or current.

05.5 This question was very well answered with more than two-thirds of students scoring all 3 marks. There were 2 common approaches to this question. Many students read the mass and scaled up. A mass of 5.4g at 30 minutes was a common starting point, which resulted in an answer of 259 mg. A tolerance was allowed reading the graph which led to a range of

5.4.1.3 Extraction of metals and reduction

Answer 01 · Examiner comments — June 2019 | 8464/C/1H | Original Q5

results, which was narrower at longer initial times. Others calculated the gradient (0.18) and then used this value to determine the mass after 24 hours. Students used many variations of both methods to obtain a valid and correct answer. A common error was to misread the graph (e.g. mass of 5.2 g at 30 minutes); 2 of the remaining 3 marks were awarded for a subsequent correct evaluation.

05.6 Over three-quarters of students were able to determine the mass of the electrode from the graph.

05.7 This question was well answered and discriminated well. The increases in Y and X were usually calculated correctly. However, a small number of students then inverted the values when calculating the gradient. Some did not evaluate the calculation giving an answer for the gradient as 1/5 for example. The unit mark was generally correct.

Answer 02 · Examiner comments — June 2019 | 8464/C/2H | Original Q4

Question 4 (standard/high demand)

04.1 The majority of students who obtained marks on this question did so from the first 2 marking points, although then many continued to describe the next process incorrectly as 'electrolysing the copper metal from the ash'. Converting the copper compounds found in the ash into a suitable copper solution or electrolyte, was rarely seen in the student responses. A significant minority of students who gained no marks on this question did not seem familiar with the process of phytomining, and gave answers based around normal mining, or heating the rock until the copper melted.

04.2 Around 73% of students gained some credit on this question, predominantly for correctly calculating the M_r of copper sulfate (159.5), although 111.5 (addition of all the A_r given in the question) was given regularly. The most common mistake was to multiply the figures (0.319 x 159.5) rather than divide ($\frac{0.319}{159.5}$). 15% of students scored all three marks, many giving their answers in standard form (2×10^{-3}), which, although not asked for, was accepted.

04.3 About 84% of students gained this mark with no pattern seen in the incorrect responses.

04.4 Only a few students achieved both marks by correctly linking the idea that the amount of CO_2 used to produce ethanol would be the same as would be released when the ethanol was burned. The vast majority of correct answers for both marks were based on the large amount of CO_2 in the air, and its regular replacement by burning fossil fuels. About 23% of students achieved 1 mark for highlighting that there was sufficient carbon dioxide in the atmosphere or that it is produced from the combustion of ethanol.

04.5 Around 17% of students gained credit on this question by recalling the definition of sustainability from the specification or were able to give an equivalent statement. Most students answered in terms of environmental issues or renewable routes, including 'long lasting' and 'won't run out'.

5.4.1.3 Extraction of metals and reduction

Answer 03 · Examiner comments — June 2019 | 8464/C/2H | Original Q6

Question 6 (standard/high demand)

06.1 The correct test and result for oxygen gas was known by about 54% of students. Using a splint (not glowing) or a 'blown-out splint' to test for oxygen were the most frequently seen incorrect answers.

06.2 Less than a quarter of students achieved credit on this question, with around 4% of students achieving both marks. Students were able to suggest a shift in the equilibrium but often in the wrong direction. Few of the students who correctly answered the directional shift were able to explain why. Many students simply suggested 'to counteract the change'. The most common correct response was 'to re-establish equilibrium'.

06.3 Over a quarter of students gained full marks and around 80% of students gained some credit for their calculation. The most common answers that gained either 1 or 2 marks were for correctly calculating the M_r for calcium oxide (56) and/or calcium sulfite (120). The

Answer 03 · Examiner comments — June 2019 | 8464/C/2H | Original Q6

highest-attaining students were able, through a variety of approaches, to successfully calculate the mass of $CaSO_3$ produced (15.0g). Using a ratio approach was more popular than using moles as a method to arrive at the answer.

The most common mistake seen was to multiply the mass of CaO by the M_r of $CaSO_3$ ($7 \times 120 = 840$).

Answer 05 · Examiner comments — November 2021 | 8464/C/2H | Original Q4

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

Most students were successfully able to describe the general trend in the graph and account for the changes. In question 04.1, however, many failed to gain the second mark point as they did not recognise that the increase was not the same throughout the graph.

The disadvantages of phytomining compared to traditional mining tended to focus on pollution, carbon dioxide emissions and global warming as a result of the combustion of the plants. This did not gain credit as traditional mining methods also lead to a similar increase in the gas.

Students approached the calculation in question 04.6 using a variety of methods, which is to be encouraged. A significant number merely calculated the difference in mass rather than energy. Marking point 5 was awarded for an answer to a calculation using the data provided, given to 3 significant figures.

5.4.1.3 Extraction of metals and reduction

Answer 06 · Examiner comments

June 2022 | 8464/C/1H | Original Q7

Question 7 (Standard/high and high demand)

07.1 Students had to recognise the relative position of a metal in a reactivity series and to deduce the method and conditions used to extract the metal from a compound of the metal. Over 50% of students gained 1 mark. Electrolysis was the most common answer. However, many students then went on to talk about electrolysis of a solution rather than the molten compound. The displacement route was less common and those who chose this method often only scored 1 mark as they failed to mention 'heating' when talking about potassium or magnesium.

07.2 Students had to complete an equation for the displacement reaction between sodium and titanium chloride. Some students were not able to identify the products. Titanium was usually identified, but sodium chloride was often written as $NaCl_4$. Without the correct formulae balancing was not possible. Generally, element symbols were written well with upper and lower case letters in the appropriate place. Nearly 20% of students gained both marks.

5.4.1.3 Extraction of metals and reduction

Answer 06 · Examiner comments June 2022 | 8464/C/1H | Original Q7

07.3 Students were asked to write the half equation to show the oxidation of sodium. This proved very challenging. Approximately 5% gained two marks with about a fifth of students not attempting the question. One mark was infrequently scored, since identifying the equation and not the balancing proved to be the problem.

07.4 This reacting mass calculation where students had to identify the limiting reagent proved very challenging. Only a small percentage of students were able to show that aluminium was the limiting factor. Although there were several methods available to students, many attempted to use more than one method to get to the answer. Many students could work out the number of moles of aluminium and copper chloride or the ratio of masses that reacted together, but then were unable to use these numbers further. 30% of students scored 3 marks in this calculation but few scored any further marks..

07.5 Students had to describe how sodium metal conducts electricity. More than 50% of students gained 1 mark for stating that delocalised electrons or free electrons were responsible for electrical conduction in metals. The idea that these delocalised electrons carry the charge through the metal was infrequently given (the second marking point). Many students suggested throughout or around, which did not give direction to their answer.

07.6 Students had to explain how sodium chloride conducts electricity. Many students gave the impression that sodium chloride is a liquid or (to a lesser extent) aqueous solution, rather than conveying that conductivity is restricted to when sodium choride is in these states. Many incorrectly described the electrons as the particles that were able to move. 10% of students gained all 3 marks for stating that sodium chloride needed to be either molten or in aqueous solution in order to conduct electricity and went on to mention ions that are free to move.

5.4.1.3 Extraction of metals and reduction

Answer 06 · Examiner comments

June 2022 | 8464/C/1H | Original Q7

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.

5.4.1.3 Extraction of metals and reduction

Answer 07 · Examiner comments — June 2022 | 8464/C/2H | Original Q5

Question 5

Students were able to demonstrate knowledge of the changes to the Earth's atmosphere, but knowledge of some of the other areas of the specification assessed in this question were a lot less familiar to students.

05.1 Over 90% of students achieved at least 1 mark on this question. This was predominantly for identifying that the concentration of oxygen increased. This was linked to photosynthesis as the next most common mark, followed by an increase

Answer 07 · Examiner comments — June 2022 | 8464/C/2H | Original Q5

in nitrogen. The source of nitrogen from volcanoes was known by about 10% of students.

05.2 The formation of coal was not well known by students. About a quarter of students gained at least one mark, usually for knowing the timescale was over millions of years. 2 or more marks were achieved by fewer than 10% of students. The question asked how carbon dioxide was turned into coal. The most common misconceptions were around the idea that carbon dioxide is compressed.

05.3 Fewer than 2% of students gained the mark here. A comparison of the **proportion** of carbon in each fuel source was required for the mark. The most common responses were around the idea that coal was made from carbon dioxide, so released more back into the atmosphere.

05.4 Just over one third of students achieved at least one mark, usually for identifying bacteria. The least likely mark to be awarded was for the production of a solution containing copper compounds.

05.5 This was a high demand question where just over half of students scored at least one mark, often for a conversion from kg to g. Beyond that, students did not appear to be confident in interpreting the data given and only around 5% scored full marks.

Answer 08 · Examiner comments

June 2024 | 8464/C/1H | Original Q6

Question 6 (standard, standard/high & high demand)

06.1 Many students correctly named a metal that is found in the Earth as the metal itself. The most common answer was gold.

06.2 Students were given a reactivity series and asked to suggest the most economical method for extracting a metal from its metal oxide. 18% of students answered this correctly. Electrolysis was a common incorrect response as this would not be the most economical method.

Many students used 'it' in their response but 'it' refers to the metal so heating 'it' with carbon was not creditworthy but displacing 'it' with carbon was.

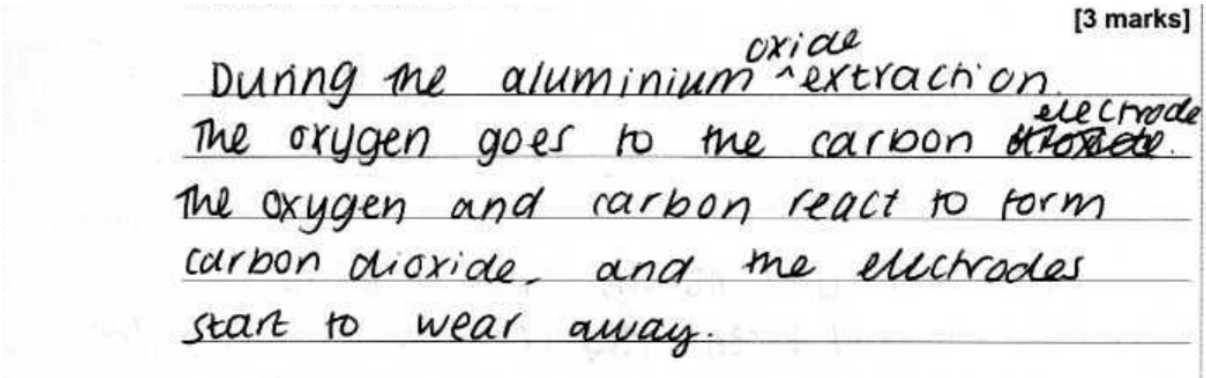
06.3 Few students were able to identify that cryolite was the unknown substance in the molten mixture used in electrolysis to extract aluminium from aluminium oxide.

06.4 This question proved challenging with just under 10% gaining 2 or 3 marks. It was common for students to refer to oxygen being attracted to the electrode or oxide ions reacting with carbon. Some answers focused on explaining why oxygen gas was produced, suggesting that oxide ions were discharged because of the absence of halide ions but not then describing what further happens to the oxygen and the electrode whilst others described the production of aluminium by the reduction of aluminium ions. Thus, oxygen being produced at the positive electrode was frequently omitted.

When students gained 1 mark it was either for saying that carbon dioxide is produced or that the electrode has to be continually replaced.

0 6 . 4 Explain what happens to the **positive** carbon electrodes during the extraction of aluminium from aluminium oxide.

[3 marks]



This response does not state that oxygen is produced at the positive electrode but 2 marks are awarded for oxygen reacting with the carbon electrode to form carbon dioxide (so the electrode) has to be continually replaced.

06.5 Students found writing the half equation at the negative electrode to show the reduction of aluminium ions very challenging. A number did not attempt the question and few gained 2 marks. One mark was infrequently scored, since identifying the correct reactants and not the balancing appeared to be the problem.

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5.4.1.3 Extraction of metals and reduction

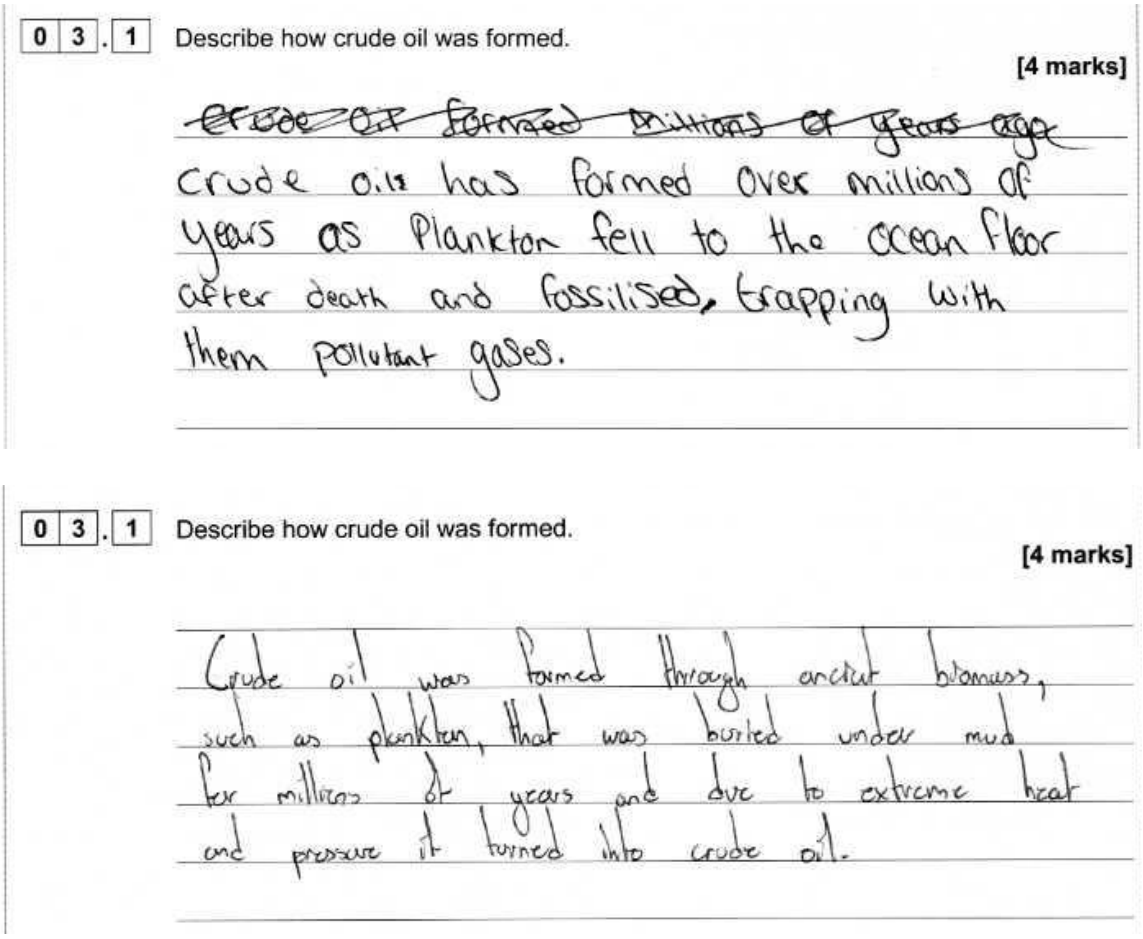
Answer 09 · Examiner comments

June 2024 | 8464/C/2H | Original Q3

Question 3 (standard/high & high demand)

03.1 This question was answered well by most students. There was excellent recall about 'plankton' and the subsequent steps in the formation of crude oil. Some students missed out on full marks as they either omitted the correct time frame or offered a general response such as 'many years' or 'a long time ago'.

A few students misread the question and described the extraction of and separation of crude oil (part of which had been required for question 01.3).



0 3 . 1 Describe how crude oil was formed.

[4 marks]

~~Crude oil formed Millions of years ago~~
Crude oil has formed over millions of years as Plankton fell to the ocean floor after death and fossilised, trapping with them pollutant gases.

0 3 . 1 Describe how crude oil was formed.

[4 marks]

Crude oil was formed through ancient biomass, such as plankton, that was buried under mud for millions of years and due to extreme heat and pressure it turned into crude oil.

The first student gained 2 marks for the time scale and plankton dying.

The second student has given a very clear, concise response to the question scoring all 4 marks.

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5.4.1.3 Extraction of metals and reduction

Answer 09 · Examiner comments June 2024 | 8464/C/2H | Original Q3

03.2 Very few students were able to achieve both marks on this question as the identification of sulfur as an impurity in (fossil) fuels was rarely seen. However, more students were able to successfully describe the oxidation of the sulfur to form sulfur dioxide.

03.3 Most students were able to give one problem. Acid rain was most often given as the initial creditworthy response. Those students that did not achieve the second marking point (for respiratory issues or asthma) often offered generalisations such as 'breathing difficulties', 'lung cancer', which was insufficient to gain credit.

03.4 More than 50% of students gained 1 mark. The link between carbon monoxide and incomplete combustion was regularly seen, although some students had difficulty in describing what exactly was being burnt, with many stating that it was the carbon monoxide in the fuel that was undergoing combustion. There were several excellent descriptions of carbon monoxide, its properties, its dangers and how it affects the human body, but this was not what was asked for in the question and these gained no marks.

03.5 This high-demand AO2 question proved to be the most challenging on the paper, with over 90% not receiving any credit. Many students could not give the formula for nitrogen gas and a significant proportion could not write the formulae of carbon monoxide or carbon dioxide. Students who knew the formulae could generally successfully balance the equation.

Answer 10 · Examiner comments

Question 6 (standard/high & high demand)

06.1 About a quarter of students answered this question correctly. The most common incorrect responses included 'expensive' and 'time consuming'.

06.2 Methods for producing potable water from seawater were not well known.

Few students gave a creditworthy response in this question. By far the most common incorrect responses were a description of filtration or evaporation of the water followed by condensation, a repetition of the method given in question 06.1.

The few students who gave creditworthy responses clearly understood the process of reverse osmosis well and gained both marking points.

06.3 Very few students gained full credit in this question. A common misconception was that the question was asking why any chemical experiment should be repeated. The most common incorrect responses focused on reliability and repeating to find a mean.

Of the responses that did gain credit marking point 1 was achieved most often. Very few students appreciated the idea of heating to constant mass.

06.4 Students approached this question very well, using a variety of methods. Incorrect rounding was uncommon but was the main reason why marking point 2 was not gained following a correct calculation.

06.5 Many students recognised that electrolysis was a suitable method for extracting copper. However, further methods were not well known. Very few gained marking point 1. Those that did state displacement often gave an insufficient answer, not including that this process uses iron or giving an incorrect element such as carbon.

The most common incorrect responses were phytomining and bioleaching.

06.6 A large number of students had good knowledge of the process of phytomining, often gaining 2 of the 3 marks available in this question. Many students spent some time talking about the planting and absorption of the metal ions before getting to the creditworthy aspects of their response or in fact not getting to it at all and therefore not gaining the marks available.

'Burning' was the most common mark point gained. Many students forgot to include that the plants must first be harvested (marking point 1) and some missed marking point 3 by stating that the ashes contained the metal rather than the metal compound.

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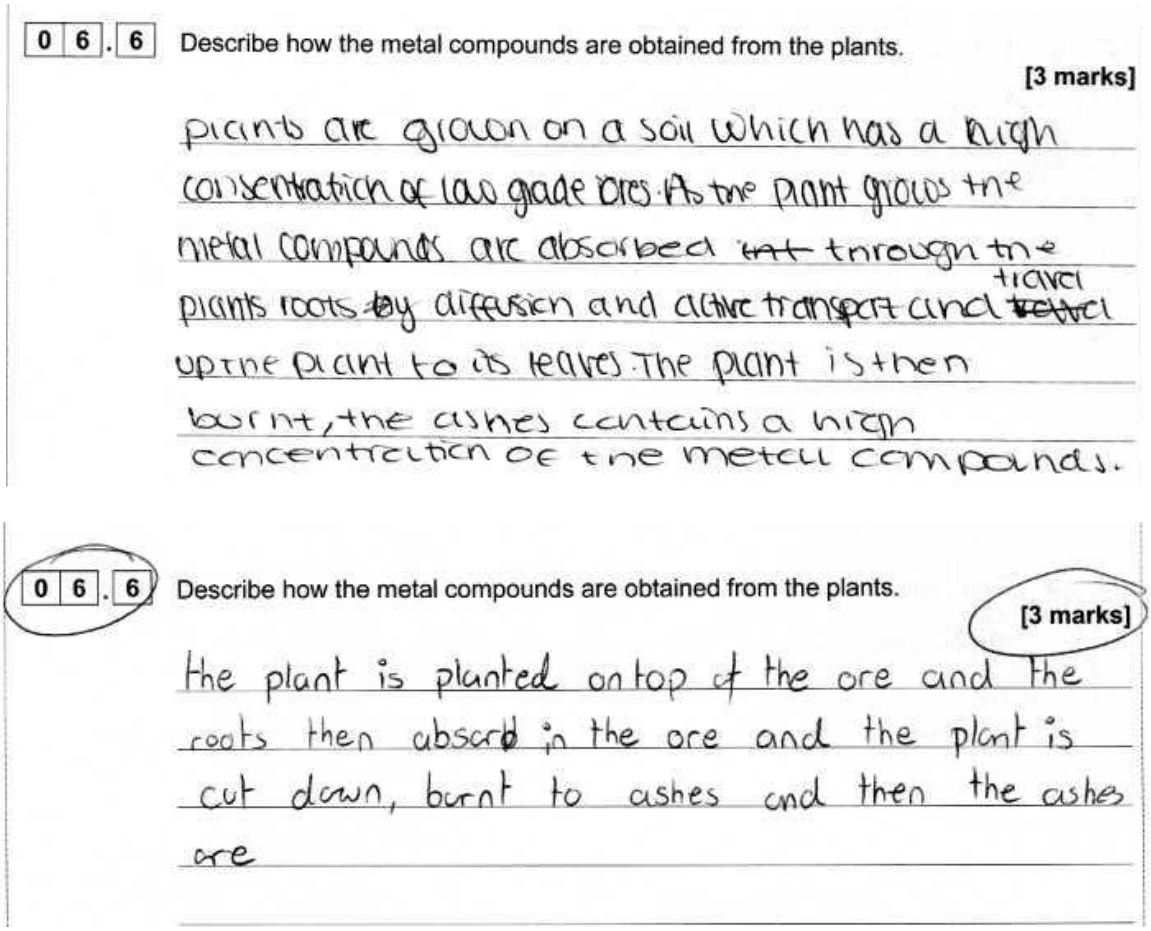
5.4.1.3 Extraction of metals and reduction

Answer 10 · Examiner comments June 2024 | 8464/C/2H | Original Q6



0 6 . 6 Describe how the metal compounds are obtained from the plants. [3 marks]

plants are grown on a soil which has a high concentration of low grade ores. As the plant grows the metal compounds are absorbed ~~in~~ through the plants roots by diffusion and active transport and travel up the plant to its leaves. The plant is then burnt, the ashes contains a high concentration of the metal compounds.

0 6 . 6 Describe how the metal compounds are obtained from the plants. [3 marks]

the plant is planted on top of the ore and the roots then absorb in the ore and the plant is cut down, burnt to ashes and then the ashes are

The first example shows the two most common problems that students had with this question. First, a significant amount of the answer is given over to describing how the metal compounds get into the plants. The first four and a half lines of this response are unnecessary. Once the student gets to how to get the metal compounds out of the plants, they miss out harvesting (the most common omission) from the answer. They are awarded 2 marks for burning and using the ashes.

The second student gives a concise account of extracting the metal compounds from the plants. The final marking point is for producing ash. The student begins to continue their answer, but nothing contradictory is written so all 3 marks are awarded.

06.7 Students approached this question very well, with over three-quarters gaining full credit. Of those who incorrectly calculated the area, many were still able to gain marking point 3 by carrying out a correct conversion.

Many students did not achieve full marks due to rounding too soon in their calculation. Although rounding errors are not taken into account until the final answer, if a solution is rounded too soon the answer is incorrect, so full marks cannot be awarded. Students should be encouraged to keep values in calculators for multi-step calculations so unnecessarily missing out on marks can be avoided.

A number of different methods were seen during marking that were not on the mark scheme. However, a correct answer was given full credit.

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5.4.1.3 Extraction of metals and reduction

Answer 10 · Examiner comments June 2024 | 8464/C/2H | Original Q6

0 6 . 7 Nickel is produced by phytomining.

One hectare of plants produces 215 kg of nickel.

Determine the area required to produce 750 kg of nickel.

Give your answer in m^2.

One hectare = 10 000 m^2

[3 marks]

750 ÷ 215 = 3.48

× 10,000 = 34,800 m^2

Area required = 34,800 m^2

0 6 . 7 Nickel is produced by phytomining.

One hectare of plants produces 215 kg of nickel.

Determine the area required to produce 750 kg of nickel.

Give your answer in m^2.

One hectare = 10 000 m^2

[3 marks]

10,000 m^2 = 215kg

10 000 / 215 = 46.51

46.51 × 750 = 34,882.5

Area required = 34,882.5 m^2

In the first example, the student has rounded incorrectly, so even though the method is correct, full marks cannot be awarded because the answer is incorrect.

The second example shows an alternative to the methods on the mark scheme. The student has calculated the area required to obtain 1 kg of nickel and used the answer to calculate the total area required for 750 kg of nickel. However, the student has rounded too early in the calculation, meaning that the final answer is incorrect: 2 marks were awarded in this case.

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5.4.1.3 Extraction of metals and reduction

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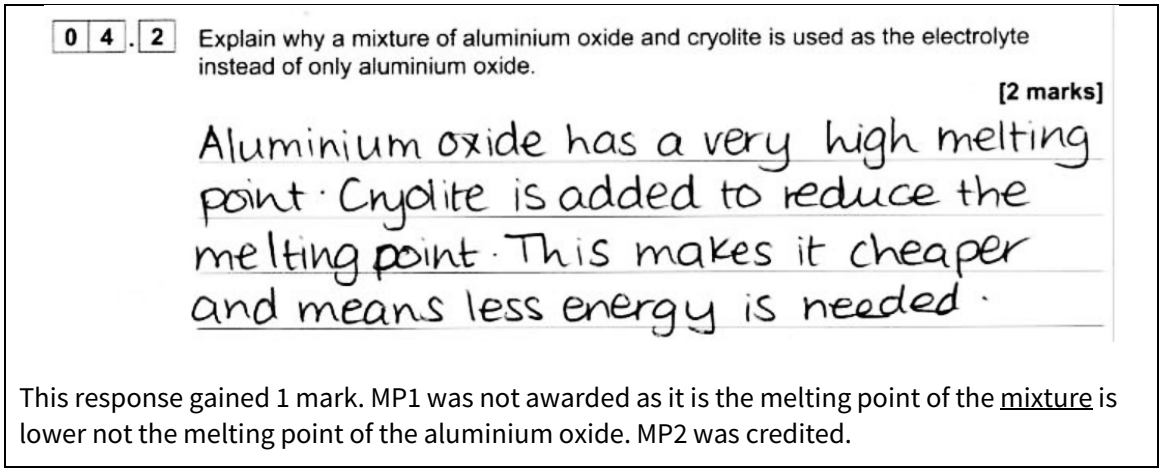
Answer 11 · Examiner comments

June 2025 | 8464/C/1H | Original Q4

Question 4 (Standard, Standard/High and High demand)

04.1 Many correctly stated iron can be extracted by reduction with carbon because iron is less reactive than carbon. The converse statement was the most common incorrect response.

04.2 Very few students were able to achieve both marks on this question as the idea that the melting point of the mixture is lower, was rarely seen. Many responses incorrectly stated that it is the melting point of the aluminium oxide or aluminium that is lowered. A large majority of students gained marking point 2 by stating that less energy is used. However, those who qualified this by saying that less energy is needed for the 'reaction' were not awarded the mark. Many students thought that cryolite was a catalyst.



0 4 . 2 Explain why a mixture of aluminium oxide and cryolite is used as the electrolyte instead of only aluminium oxide.

[2 marks]

Aluminium oxide has a very high melting point. Cryolite is added to reduce the melting point. This makes it cheaper and means less energy is needed.

This response gained 1 mark. MP1 was not awarded as it is the melting point of the mixture is lower not the melting point of the aluminium oxide. MP2 was credited.

04.3 Students found writing the half equation at the positive electrode to show the oxidation of oxide ions very challenging. Many students could not give the formula for the oxide ion (O_2^- was common), oxygen or electron (e either with a + charge or no charge was common). One mark was infrequently scored, since identifying the correct reactants and not the balancing appeared to be the problem.

04.4 Few students identified the species being reduced. Chromium, a product of the reaction, was a common incorrect answer.

04.5 This AO3 question required students to use data to give a reason for the difference in the cost of extracting aluminium and iron. Most provided a comparative, which was good, but many chose to compare reactivity or to state what the extraction methods of the metals were rather than comment on the energy implication.

04.6 Another AO3 question looking for a difference in the cost of extracting aluminium and chromium. Few students answered this correctly. Common answers referred to the rarity or difficulty of extracting chromium ores from Earth.

04.7 Just under half of students gained 1 or more marks. Students should know that pure metals are soft so are mixed with other metals to make alloys, which are harder. Those who gained one mark usually referred to the difference in the sizes of the atoms and the second most common mark was for layers not being able to slide. Layers are distorted was less frequently given. Many students gave good descriptions why metals are soft but their answers for alloys were less accurate. Many referred incorrectly to intermolecular forces.

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5.4.1.3 Extraction of metals and reduction

Answer 12 · Examiner comments

June 2025 | 8464/C/2H | Original Q6

Question 6 (Standard/High and High demand)

06.1 Students found the format the numbers were presented in difficult, and often incorrectly used figures such as 1.73 and 2.48, rather than 1.73×10^{-4} and 2 480 000
Many students were unable to carry out the full calculation, but most gained some credit for successfully multiplying by 2.48 million.
Of the students who successfully carried out the calculation many did not complete the correct conversion from grams to kilograms correctly, often using a factor of 100, rather than 1000.

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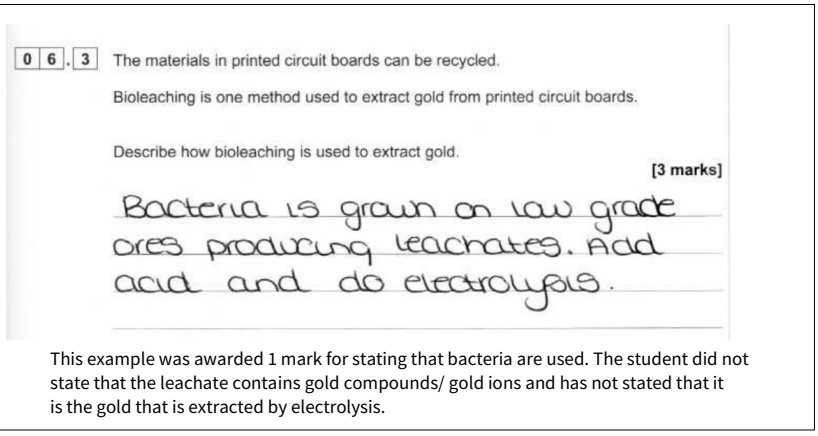
5.4.1.3 Extraction of metals and reduction

Answer 12 · Examiner comments June 2025 | 8464/C/2H | Original Q6

06.2 By selecting 1.04 x 10^{20}, the majority of students answered correctly.

06.3 The process of bioleaching was not well known.
Of the students that gained credit in this question many did so as they were able to identify that bacteria were involved.
Although some students were able to make a link to the idea of a leachate or solution, very few were able to explain that the leachate or solution contained gold compounds or gold ions.
When methods of extraction were included in a response they were often correctly identified.


0 6 . 3 The materials in printed circuit boards can be recycled.

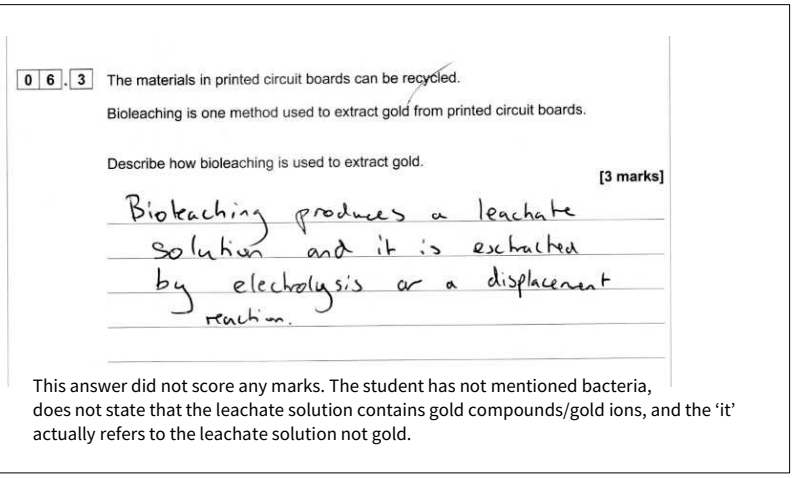
Bioleaching is one method used to extract gold from printed circuit boards.

Describe how bioleaching is used to extract gold.

[3 marks]

Bacteria is grown on low grade ores producing leachates. Add acid and do electrolysis.

This example was awarded 1 mark for stating that bacteria are used. The student did not state that the leachate contains gold compounds/ gold ions and has not stated that it is the gold that is extracted by electrolysis.


0 6 . 3 The materials in printed circuit boards can be recycled.

Bioleaching is one method used to extract gold from printed circuit boards.

Describe how bioleaching is used to extract gold.

[3 marks]

Bioleaching produces a leachate solution and it is exctracted by electrolysis or a displacement reaction.

This answer did not score any marks. The student has not mentioned bacteria, does not state that the leachate solution contains gold compounds/gold ions, and the 'it' actually refers to the leachate solution not gold.

06.4 Many students understood that phytomining is a time-consuming process and when marks were credited this was by far the most common correct response.

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5.4.1.3 Extraction of metals and reduction

Answer 12 · Examiner comments

Some students were aware that only small yields were produced and that a lot of land is needed but these ideas were not always clearly expressed using the correct terminology. Amount is not equivalent to yield, and lots of space is not equivalent to lots of land, for example.
Many students gave the answer of being expensive or damaging to the environment which are not specific to the process of phytomining.

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Answer 12 · Examiner comments

Contact us

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