



Rewarding Learning

**General Certificate of Secondary Education
2024**

Chemistry

Unit 3: Practical Skills

Booklet A

Higher Tier

[GCM33]

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for GCSE Chemistry.

Candidates must:

- AO1** Demonstrate knowledge and understanding of:
 - scientific ideas;
 - scientific techniques and procedures.
- AO2** Apply knowledge and understanding of, and develop skills in:
 - scientific ideas;
 - scientific enquiry, techniques and procedures.
- AO3** Analyse scientific information and ideas to:
 - interpret and evaluate;
 - make judgements and draw conclusions;
 - develop and improve experimental procedures.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do, rather than penalising candidates for errors or omissions. The exception to this for GCSE Chemistry is when examiners are marking complex calculations when the Examiners are briefed to mark by error. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Marking Calculations

In marking answers involving calculations, examiners should apply the 'carry error through' rule so that candidates are not penalised more than once for a computational error. To avoid a candidate being penalised, marks can be awarded where correct conclusions or inferences are made from their incorrect calculations.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

In deciding which level of response to award, examiners should look for the number of indicative content points in candidate responses to ensure that the answer has been written to coincide with the question. In deciding which mark within a particular level to award to any response, quality of communication will be assessed and examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of bands of response. The description for each band of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within bands of response as follows:

Band A: Quality of written communication is excellent.

Band B: Quality of written communication is good.

Band C: Quality of written communication is basic.

Band D: Response not worthy of credit

In interpreting these band descriptions, examiners should refer to the more detailed guidance provided below:

Band A (Excellent): Excellent reference to scientific terminology. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Band B (Good): Good reference to scientific terminology. The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Band C (Basic): Basic reference to scientific terminology. The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

1

Test	Observations
1 Describe the appearance of X	white [1] solid [1] [2]
2 Place a spatula-measure of X on a watch glass. Dip a piece of nichrome wire into a beaker containing some deionised water. Dip the wire into the solid sample of X on the watch glass and hold the wire in a blue Bunsen burner flame	lilac flame [1]
3 Place one spatula-measure of X into a small beaker and add approximately 50 cm ³ of deionised water. Stir with a glass rod. Keep this solution of X for use in tests 4 and 5.	colourless solution [1]
4 Quarter fill a test tube with the solution of X. (a) Add 5 drops of nitric acid to the test tube. (b) Add 5 drops of silver nitrate solution to the test tube. (c) Add approximately 2 cm ³ of ammonia solution to the test tube using a disposable pipette and shake gently	no change/no effervescence [1] yellow [1] ppt [1] ppt remains [1] [4]
5 Using a 25 cm ³ measuring cylinder, place 20 cm ³ of the solution of X into a small beaker. Add the iodine crystals provided and stir with a glass rod. Keep this solution for test 6.	yellow/brown solution [1]
6 Using a disposable pipette, place approximately 3 cm ³ of the solution prepared in test 5 into a test tube. Add three drops of starch solution. Shake gently. Add approximately 2 cm ³ of sodium thiosulfate solution dropwise using a disposable pipette.	black/blue-black [1] solution colourless [1] [2]

[11]

AVAILABLE
MARKS

11

2 (a) (i) **Results table**

all results recorded to nearest second [4]
time increases down the table [1]

Appearance of sodium thiosulfate solution	colourless [1] solution	
Observations during the reaction	yellow/white [1] solid/ppt [1] forms	[8]

(ii) time decreases [1]

(iii) all rate values to 1 decimal place [1]
correct calculation of values [1] [2]

(b) (i) **Observations table**

Appearance of iron(III) nitrate solution	yellow/orange [1]	
Colour change	dark purple/black/red [1] to orange/yellow/colourless [1]	
Appearance of copper(II) sulfate solution	blue [1]	[4]

Results table

all times recorded to nearest second [1]
time decreases with copper(II) sulfate added [1] [2]

(ii) reaction is faster [1]
copper(II) sulfate is a catalyst [1] [2]

Total

AVAILABLE MARKS

19

30