



Pearson

Mark Scheme (Results)

November 2020

Pearson Edexcel GCSE
In Combined Science (1SC0) Paper 2CH

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

November 2020

Publications Code 1SC0_2CH_2011_MS

All the material in this publication is copyright

© Pearson Education Ltd 2020

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response
- Mark schemes have been developed so that the rubrics of each mark scheme reflects the characteristics of the skills within the AO being targeted and the requirements of the command word. So for example the command word 'Explain' requires an identification of a point and then reasoning/justification of the point.

Explain questions can be asked across all AOs. The distinction comes whether the identification is via a judgment made to reach a conclusion, or, making a point through application of knowledge to reason/justify the point made through application of understanding. It is the combination and linkage of the marking points that is needed to gain full marks.

When marking questions with a 'describe' or 'explain' command word, the detailed marking guidance below should be consulted to ensure consistency of marking.

Assessment Objective		Command Word	
Strand	Element	Describe	Explain
AO1*		An answer that combines the marking points to provide a logical description	An explanation that links identification of a point with reasoning/justification(s) as required
AO2		An answer that combines the marking points to provide a logical description, showing application of knowledge and understanding	An explanation that links identification of a point (by applying knowledge) with reasoning/justification (application of understanding)
AO3	1a and 1b	An answer that combines points of interpretation/evaluation to provide a logical description	
AO3	2a and 2b		An explanation that combines identification via a judgment to reach a conclusion via justification/reasoning
AO3	3a	An answer that combines the marking points to provide a logical	

		description of the plan/method/experiment	
AO3	3b		An explanation that combines identifying an improvement of the experimental procedure with a linked justification/reasoning

*there will be situations where an AO1 question will include elements of recall of knowledge directly from the specification (up to a maximum of 15%). These will be identified by an asterisk in the mark scheme.

Question number	Answer	Additional guidance	Mark
1(a)(i)	2.8.8.1	allow any separator including gaps e.g. 2 8 8 1 send to review any diagrams	(1)

Question number	Answer	Mark
1(a)(ii)	B 19 (protons) 20 (neutrons) is the only correct answer. A is incorrect because there are 20 neutrons in the ion C is incorrect because there are 19 protons and 20 neutrons D is incorrect because there are 19 protons in the ion	(1)

Question number	Answer	Additional guidance	Mark
1(b)	An explanation linking <ul style="list-style-type: none"> outer (electron) shell (1) (both have) {same number / 1} electron(s) (1) 	allow both lose 1 electron (to form ion / to form noble gas configuration) reject same number of outer shells / same number of electrons MP2 depends on MP1	(2)

Question number	Answer	Additional guidance	Mark
1(c)	An explanation linking <ul style="list-style-type: none">• (intermolecular) forces are weak (1)• little energy needed (to overcome forces) (1)	allow intermolecular bonds / weak bonds between molecules ignore needs a low temperature to break	(2)
Question number	Answer	Additional guidance	Mark
1(d)	$2\text{K (s)} + \text{F}_2\text{(g)} \rightarrow 2\text{KF (s)}$ 2 K (1) 2 KF (1) s, s (1)	ignore words	(3)

Question number	Answer	Additional guidance	Mark
2(a)	larger surface area {higher /faster} rate /ORA	answer must be comparative	(1)

Question number	Answer	Additional guidance	Mark
2(b)	<p>final answer of 0.3 with or without working scores 3</p> <p>MP1 : conversion of time from minutes into seconds $5 \times 60 = 300$ (seconds) (1)</p> <p>MP2 : rate = volume / time rate = $\frac{90}{300}$ (1)</p> <p>MP3 : evaluation of the <u>fraction</u> = $0.3 \text{ (cm}^3 \text{ s}^{-1})$ (1)</p>	<p>allow</p> <p>$90/5$ (1)</p> <p>$90/5 = 18$ (2)</p> <p>$300/90 = 3.33$ (2)</p> <p>$5/90 = 0.0556$ (1)</p>	(3)

Question number	Answer	Additional guidance	Mark
2(c)	<p>An explanation linking three of the following</p> <ul style="list-style-type: none"> particles have more energy (1) so (particles) move <u>faster</u> (1) (so) there are more frequent collisions between particles (1) higher proportion of collisions have at least the activation energy to react when particles collide (1) 	<p>Allow more kinetic energy for MP1 and MP2</p> <p>needs to be comparative</p> <p>allow greater chance of collision</p> <p>allow higher {proportion / chance} of collisions are successful / productive</p> <p>allow more particles have activation energy</p>	(3)

Question number	Answer	Additional Guidance	Mark
3(a)(i)	An explanation to include <ul style="list-style-type: none"> • a solid/ precipitate (1) • of sulfur (1) 		(2)

Question number	Answer	Additional Guidance	Mark
3(a)(ii)	A description to include <ul style="list-style-type: none"> • flask placed {over/in front of} cross (1) • measure time (1) • when cross is obscured (1) 	<u>MP2 dependent on MP1</u> allow measure how long reaction takes for MP2	(3)

Question number	Answer	Mark
3(a)(iii)	B 150 cm ³ is the only correct answer. A is incorrect because this makes 16.7 g dm ⁻³ HCl C is incorrect because this makes 25.0 g dm ⁻³ HCl D is incorrect because this makes 33.3 g dm ⁻³ HCl	(1)

Question number	Answer	Additional guidance	Mark
3(b)(i)	iodine	reject iodide; ignore formulae	(1)

Question number	Answer	Additional guidance	Mark
3(b)(ii)	An explanation to include: <ul style="list-style-type: none"> • bromine (1) • because electrons are gained (1) 	Mark independently allow any number of electrons	(2)

Question number	Answer	Mark
4(a)	D nitrogen, oxygen, argon is the only correct answer A is not correct because nitrogen is the most common gas B is not correct because hydrogen is not the third most common gas C is not correct because nitrogen is the most common gas	(1)

Question number	Answer	Additional guidance	Mark
4(b)(i)	mass argon = $79.120 - 78.639$ (= 0.481 (g)) (1) density = $0.481/250 = 0.001924$ (gcm ⁻³) (1)	allow ECF allow 0.002, 0.0019, 0.00192, 0.001924..... for (2)	(2)

Question number	Answer	Additional guidance	Mark
4(b)(ii)	An explanation including <ul style="list-style-type: none"> the volume of the flask is more than 250 cm³ / more argon is in the flask than up to the line (1) measure the whole volume of the flask (e.g. fill with water and measure volume of water) (1) 	allow use a flask/ container of known volume	(2)

Question number	Answer	Additional guidance	Mark
4(c)	helium, neon, argon, krypton (2)	krypton, argon, neon, helium (1) if order correct except that two adjacent elements transposed allow 1 allow formulae	(2)

Question number	Indicative content	Mark
4(d)	$2 \text{CaCO}_3 + \text{Mg}^{2+} \rightarrow \text{CaMg}(\text{CO}_3)_2 + \text{Ca}^{2+}$ <p>2 (1) Mg²⁺ (1)</p>	(2)

Question number	Indicative content	Additional guidance	Mark
4(e)	<p>An explanation to include</p> <p>Q is early atmosphere (0) because</p> <ul style="list-style-type: none"> • limewater ppt faster so contains {more/ large amount of} carbon dioxide (1) • splint goes out so {little/no oxygen} (1) 	<p>If P given then (0)</p> <p>If neither P nor Q stated they must be clearly referring to Q to score.</p>	(2)

Question number	Answer		Mark
5(a)(i)	A description to include any three from <ul style="list-style-type: none"> • metal disappears (1) • metal moves around (1) • fizzing/ effervescence/ bubbling (1) • (any colour) flame (1) • explodes/reacts violently (1) 	ignore floats/ sinks/ on surface of water allow dissolves/gets smaller ignore gas / smoke / steam / water vapour / hydrogen allow forms a ball / melts	(3)

Question number	Answer	Mark
5(a)(ii)	C rubidium atoms outer electrons are further from the nucleus than potassium atoms is the only correct answer. A, B and D are true but does not affect the reactivity	(1)

Question number	Answer	Additional guidance	Mark
5(a)(iii)	4.08 as final answer with or without working scores 4 <ul style="list-style-type: none"> • moles Rb = $8.5/85$ (= 0.1 mol) (1) • moles RbOH = 0.1 mol (1) • mass RbOH = 0.1×102 (=10.2 g) (1) • conc = $10.2/2.5$ (= 4.08 gdm⁻³) (1) OR <ul style="list-style-type: none"> • $2\text{Rb} \rightarrow 2\text{RbOH}$/ 1:1 ratio (1) • 85 (x2) (g) \rightarrow 102 (x2) (g) (1) • 8.5 (g) \rightarrow 10.2 (g) (1) • conc = $10.2/2.5$ (= 4.08 gdm⁻³) (1) 	allow 8.5/ 2.5 (=3.4) to score MP4 working leading to 10.2 will score 3	(4)

Question number	Answer	Mark
5(b)	$(\text{NH}_4)_2\text{CO}_3 + 2\text{RbOH} \rightarrow \text{Rb}_2\text{CO}_3 + 2\text{NH}_3 + 2\text{H}_2\text{O}$ (3) Four formulae on correct side of equation (regardless of any other formulae, correct or otherwise) (1) Equation with all five formulae and no others (2) Fully correct balanced equation (3) do not penalise incorrect subscripts/ superscripts/ small letters/ capital letters	(3)

Question number	Answer	Additional guidance	Mark
6(a)	<ul style="list-style-type: none"> • (funnel) heat (energy) released in reaction/ exothermic reaction (1) • (liquid) water (1) • (gas) sulfur dioxide / carbon dioxide (1) 	ignore NOx	(3)

Question number	Answer	Additional guidance	Mark
6(b)	-730 as final answer with or without working scores 4 +730 as final answer with or without working scores 3 bonds broken = $(4 \times 435) + (2 \times 496) = 2732$ (1) bonds made = $(2 \times 805) + (4 \times 463) = 3462$ (1) energy change = broken - made (1) [2732 - 3462] = -730 (kJ mol ⁻¹) (1)	allow ECF	(4)

Question number	Indicative content	Mark
*6(c)	<p>Answers will be credited according to candidates' deployment of knowledge and understanding of the material in relation to the qualities and skills outlines in the generic markscheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Additional content included in the response must be scientific and relevant.</p> <p>Pollutants</p> <ul style="list-style-type: none"> • carbon monoxide combines with haemoglobin so is toxic • nitrogen oxides are acidic / toxic • nitrogen oxides lead to acid rain • references to effects of acid rain - e.g. damages buildings/kills plants etc • carbon dioxide is a greenhouse gas • greenhouse gases cause global warming • references to effects of global warming - e.g sea levels rising etc • particulates cause breathing difficulties/ make buildings dirty <p>Petrol/diesel comparison</p> <ul style="list-style-type: none"> • compared to diesel, petrol: <ul style="list-style-type: none"> -releases less nitrogen oxides -releases less particulates • compared to diesel, petrol: <ul style="list-style-type: none"> -releases more carbon monoxide -releases more carbon dioxide <p>Catalytic converter</p> <ul style="list-style-type: none"> • reduces carbon monoxide • reduces nitrogen oxides <p>Overall comparison</p> <ul style="list-style-type: none"> • Petrol car improved with catalytic converter as two pollutants reduced • Diesel better than petrol for carbon oxides • Diesel is worse for particulates and nitrogen oxides 	(6)

All incorrect/ irrelevant/ vague information to be ignored, unless contradictory. Ignore references to ozone layer.

Level	Mark	Descriptor	Example responses
	0	No rewardable material.	
Level 1	1-2	Demonstrates elements of chemical knowledge some of which is inaccurate. Presents a discussion with some structure and coherence. States differences between engines using information from the table or explains the problem of one of the pollutants.	e.g. The diesel engine gives off the least carbon dioxide (1) carbon dioxide causes the greenhouse effect (1) the diesel engine only gives off particulates which cause breathing problems (2)
Level 2	3-4	Demonstrates elements of chemical knowledge and understanding some of which is mostly relevant but which may contain some inaccuracies. Presents a discussion that has structure and is mostly coherent. Describes two or three differences between engines using information from the table and explains the problems of some of the pollutants.	e.g. the petrol engines give off carbon dioxide but the one with a catalytic converter gives off less nitrogen oxides. The carbon dioxide is a greenhouse gas which causes global warming and the nitrogen oxide cause acid rain (4)
Level 3	5-6	Demonstrates accurate and relevant chemical knowledge and understanding. Presents a discussion and comparison with some structure and coherence. Describes three or four differences between engines using information from the table and explains the problem of some of the pollutants. Explains why one of the engines causes the least/most damage to the environment.	e.g. the petrol engines give off carbon dioxide but the one with a catalytic converter gives off less nitrogen oxides. The diesel engine gives off less carbon dioxide but more nitrogen oxides. The carbon dioxide is a greenhouse gas which causes global warming and the nitrogen oxide cause acid rain. The diesel engine gives off the least carbon monoxide which is toxic. Overall the petrol car with no catalytic converter because it gives off the a lot of carbon dioxide and more carbon monoxide so it would cause the most global warming and breathing problems from the CO (6)