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Cambridge Assessment International Education

Cambridge IGCSE™

CHEMISTRY **0620/41**

Paper 4 Theory (Extended) **October/November 2022**

MARK SCHEME

Maximum Mark: 80

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

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GENERIC MARKING PRINCIPLE 5: Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6: Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Science-Specific Marking Principles

1	Examiners should consider the context and scientific use of any keywords when awarding marks. Although keywords may be present, marks should not be awarded if the keywords are used incorrectly.
2	The examiner should not choose between contradictory statements given in the same question part, and credit should not be awarded for any correct statement that is contradicted within the same question part. Wrong science that is irrelevant to the question should be ignored.
3	Although spellings do not have to be correct, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. ethane / ethene, glucagon / glycogen, refraction / reflection).
4	The error carried forward (ecf) principle should be applied, where appropriate. If an incorrect answer is subsequently used in a scientifically correct way, the candidate should be awarded these subsequent marking points. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.
5	‘List rule’ guidance For questions that require ***n*** responses (e.g. State **two** reasons …): • The response should be read as continuous prose, even when numbered answer spaces are provided. • Any response marked *ignore* in the mark scheme should not count towards ***n***. • Incorrect responses should not be awarded credit but will still count towards ***n***. • Read the entire response to check for any responses that contradict those that would otherwise be credited. Credit should **not** be awarded for any responses that are contradicted within the rest of the response. Where two responses contradict one another, this should be treated as a single incorrect response. • Non-contradictory responses after the first ***n*** responses may be ignored even if they include incorrect science.

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6	<u>Calculation specific guidance</u> Correct answers to calculations should be given full credit even if there is no working or incorrect working, **unless** the question states 'show your working'. For questions in which the number of significant figures required is not stated, credit should be awarded for correct answers when rounded by the examiner to the number of significant figures given in the mark scheme. This may not apply to measured values. For answers given in standard form (e.g. $a \times 10^n$) in which the convention of restricting the value of the coefficient (a) to a value between 1 and 10 is not followed, credit may still be awarded if the answer can be converted to the answer given in the mark scheme. Unless a separate mark is given for a unit, a missing or incorrect unit will normally mean that the final calculation mark is not awarded. Exceptions to this general principle will be noted in the mark scheme.
7	<u>Guidance for chemical equations</u> Multiples / fractions of coefficients used in chemical equations are acceptable unless stated otherwise in the mark scheme. State symbols given in an equation should be ignored unless asked for in the question or stated otherwise in the mark scheme.

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Question	Answer	Marks
1(a)	oxygen	**1**
1(b)	carbon	**1**
1(c)	lithium	**1**
1(d)	nitrogen	**1**
1(e)	neon	**1**
1f	lithium	**1**
1(g)	boron	**1**
1(h)	nitrogen	**1**

Question	Answer	Marks
2(a)	**M1** metallic (1) **M2** lattice of potassium ions (1) **M3** sea of electrons (1) **M4** attraction between potassium ions and electrons (1)	**4**
2(b)(i)	any two (one from each bullet point) • *physical constants*: high boiling point / melting point • *conductivity*: conduct electricity when aqueous / conduct electricity when molten • *solubility*: soluble in water	**2**

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Question	Answer	Marks
2(b)(ii)	**M1** eight dots in third shell of both K (1) **M2** six crosses and two dots in third shell of S (1) **M3** '+' charge on each K on correct answer line **and** '2–' charge on S ion on correct answer line (1)	**3**
2(c)(i)	lilac	**1**
2(c)(ii)	OH^-	**1**
2(c)(iii)	blue	**1**
2(c)(iv)	**M1** mol of K = 2.34 / 39 = 0.06(00) (1) **M2** mol of H_2 = 0.06 / 2 = 0.03(00) (1) **M3** volume of H_2 = 0.03 × 24 000 = 720 cm^3 (1)	**3**
2(d)(i)	hydrochloric (acid)	**1**
2(d)(ii)	neutralisation	**1**
2(d)(iii)	titration	**1**
2(e)(i)	white	**1**
2(e)(ii)	silver chloride	**1**
2(e)(iii)	$Ag^+(aq) + Cl^-(aq) \rightarrow AgCl(s)$ **M1** AgCl (as *only* product) (1) **M2** Ag^+ and Cl^- (as *only* reactants) (1) **M3** state symbols (1)	**3**

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Question	Answer	Marks
3(a)	Haber (process)	**1**
3(b)	air	**1**
3(c)	reversible	**1**
3(d)	450 (1) 200 (1)	**2**
3(e)	Iron / Fe	**1**
3(f)	reduced temperature: **M1** (position of) equilibrium moves to right-hand side (1) **M2** reaction is exothermic (1) reduced pressure: **M3** (position of) equilibrium moves to left-hand side (1) **M4** more (gaseous) moles on left hand side (1)	**4**
3(g)	**M1** rate decreases **and** particles have less energy (1) **M2** less collisions (between particles) occur per second / per unit time (1) **M3** less of the particles/collisions have energy equal to or above the activation energy (1) **or** less of the particles / collisions have sufficient energy to react **or** a lower percentage / proportion / fraction of collisions (of particles) • are successful or • have energy equal to or above activation energy	**3**
3(h)	$(NH_4)_2SO_4$	**1**

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Question	Answer	Marks
4(a)	$CaCO_3 + 2HNO_3 \rightarrow Ca(NO_3)_2 + H_2O + CO_2$ **M1** H_2O and CO_2 as product (1) **M2** rest of equation correct (1)	**2**
4(b)	**M1** fizzing / effervescence (1) **M2** solid disappears / dissolves (1)	**2**
4(c)	filtrate	**1**
4(d)(i)	**M1** a solution that can contain no more solute (1) **M2** at a given temperature (1)	**2**
4(d)(ii)	cool the solution	**1**
4(e)(i)	anhydrous	**1**
4(e)(ii)	**M1** M_r $Ca(NO_3)_2$ = 164 (1) **M2** mol $Ca(NO_3)_2$ = 2.46 / 164 = 0.015(00) (1) **M3** 0.015(00) / 0.015(00) = 1 0.0600 / 0.015(00) = 4 and x = 4 (1)	**3**
4(f)	$2NaNO_3 \rightarrow 2NaNO_2 + O_2$ **M1** $NaNO_2$ on the right-hand side **M2** equation completely correct	**2**

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Question	Answer	Marks
5(a)	C_nH_{2n}	**1**
5(b)	orange to colourless	**1**
5(c)	addition	**1**
5(d)(i)	**M1** horizontal line below energy level to right hand side of reactants line and labelled $C_2H_4Br_2$ (1) **M2** activation energy 'hump' with upward arrow **labelled A** from the reactants level (1) **M3** one downward arrow starting from the energy level of the reactants and finishing at the energy level of the products (1)	**3**
5(d)(ii)	**M1** energy needed to break bonds $4 \times$ C–H + C=C + Br–Br $= 4 \times 410 + 610 + 190 = 2440$ (kJ) (1) **M2** energy released in making bonds $4 \times$ C–H + C–C + $2 \times$ C–Br $= 4 \times 410 + 350 + 2 \times 290 = 2570$ (kJ) (1) **M3** energy change M1 – M2 = – 130 (kJ / mol) (1)	**3**

Question	Answer	Marks
6(a)(i)	methyl methanoate	**1**
6(a)(ii)	CH_2O	**1**
6(b)	**M1** all single bonding dot and cross pairs correct (1) **M2** double C=O bond dot and cross pairs are correct (1) **M3** complete diagram is correct (1)	**3**

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Question	Answer	Marks
6(c)	**M1** methanoic acid (1) **M2** structure of methanoic acid (1) **M3** methanol (1) **M4** structure of methanol (1)	**4**
6(d)(i)	**M1** same (molecular) formula (1) **M2** different structural formula (1)	**2**
6(d)(ii)	ethanoic acid	**1**

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