

MARK SCHEME for the May/June 2008 question paper

9701 CHEMISTRY

9701/05

Paper 5 (Planning, Analysis and Evaluation),
maximum raw mark 30

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.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2008 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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| Skill | Total marks | Breakdown of marks | | | Question 1 | Question 2 |
|--------------------------------------|-------------|-----------------------------|-------|----|------------|------------|
| | | Statement | Marks | | | |
| Planning | 15 marks | Defining the <u>problem</u> | P | 5 | 5 | 0 |
| | | <u>Methods</u> | M | 10 | 10 | 0 |
| Analysis, conclusions and evaluation | 15 marks | Dealing with <u>data</u> | D | 8 | 0 | 8 |
| | | <u>Evaluation</u> | E | 4 | 0 | 4 |
| | | <u>Conclusion</u> | C | 3 | 0 | 3 |

| Question | Sections | Statement | Indicative material | Mark |
|----------|-----------------|-----------|--|------|
| 1 (a) | PLAN Problem | P3 | CH ₂ identified as structural unit or different number of carbon and hydrogen atoms | 1 |
| 1 (b) | PLAN Problem | P3 | Accept only (a straight line / points in a straight line / bars in a straight line) showing increasing numerical value from C ₁ to C ₅ . <i>Freehand sketches are acceptable</i> | 1 |
| 1 (c) | PLAN Problem | P1 | Independent (Controlled) variable (i) mass/moles of alcohol identified as independent variable. (do not accept amount) (ii) temperature rise or change identified as independent variable. (iii) (alcohol chosen / number of carbon atoms in alcohol / carbon chain length) identified as independent variable or duration of experiment identified as independent variable | 1 |
| | | P2 | Dependent variable (consequential to the Independent variable) (i) (temperature rise or change / heat produced / energy change) identified as dependent variable. (ii) <i>Ignore any reference to ΔH_c</i> (iii) mass/moles of alcohol identified as dependent variable. (do not accept amount) (iv) (temperature rise or change or final temperature / heat produced / energy change) identified as dependent variable or mass/moles of alcohol identified as dependent variable. <i>Ignore any reference to ΔH_c</i> | 1 |

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| Question | Sections | Statement | Indicative material | Mark |
|-----------------|-----------------|-----------|--|------|
| 1 (c) contd. | PLAN Problem | P4 | Two variables to be controlled selected from: (i) mass or volume of water, (allow amount here) (ii) initial temperature of water or ambient/room temperature (iii) use of same metal can or same position of the burner If alcohol chosen/chain length is chosen as independent variable (iv) mass/moles is controlled | 1 |
| 1 (d) Part 1 | PLAN Methods | M6 | 1 Uses thermometer capable of reading to 1 °C or better or balance capable of reading to 0.1 g or better. | 1 |
| | | M1 | 2 Burns stated or measured mass or moles of ethanol completely, or burns ethanol to get a particular temperature rise, or burns ethanol for a particular length of time. | 1 |
| | | M2 | 3 Measures initial and final temperature, or measures initial and final masses of ethanol. | 1 |
| | | M6 | 4 Shows how the mass of ethanol is converted to moles. (Items 3 & 4 can be taken from the table or the calculation.) (<i>46 must be shown in an expression – not the symbol M_r</i>) | 1 |
| | | M5 | 5 Uses $mc\Delta T$ to calculate heat absorbed by the water in the can. We need to look for either suggested numbers or algebraic symbols (not just $mc\Delta T$. Accept ΔT but not theta unless defined. | 1 |
| | | M5 | 6 Scales heat absorbed for 1 mol of ethanol (correct units are needed here) | 1 |
| 1 (e) | PLAN Methods | | Draws up table(s), for range of alcohols, to show the following headings (with correct units, there is no penalty here for representing the units incorrectly but EACH COLUMN in the table needs to have correct units recorded (even if this means several columns with the same unit). Allow K for °C): | |
| | | M9 | (i) two weighings + mass of alcohols or two temperature readings + ΔT | 1 |
| | | M9 | (ii) The “other” measured quantity: mass of alcohol used or ΔT . | 1 |
| | | | If the table is for less than all the alcohols apply a penalty of 1 mark <i>Safety mark: If the table only contains the following recordings; initial and final mass and initial and final temperature, give one mark</i> <i>On pages 4 & 5 penalise a unit error only once.</i> | |

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|-------|-----------------|----|---|----|
| 1 (f) | PLAN Methods | M5 | <p>One improvement to reduce heat loss given in diagram and by explanation. From:</p> <p>(i) insulation on sides but not bottom of can (ii) lid on can (iii) draught shield fitted (iv) lower tripod or raise burner (v) replacement of tripod with insulated support</p> <p>Each suggestion should be supported by an appropriate reason and for such items as 'move the flame closer to the can' we need to know how this is to be done. Heat lost to the surroundings or atmosphere etc., generates no mark. Heat loss could be through the top of the cup (convection) or through the sides of the can (conduction)</p> <p>Second improvement from same list</p> <p><i>Give one of these two marks for two listed improvements without explanation.</i></p> | 1 |
| | | M5 | | 1 |
| Qn 1 | Total | | | 15 |

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| Question | Sections | Statement | Indicative material | Mark |
|----------|-------------------|-----------|--|------|
| 2 (a) | ACE Data | D1 | Labels all additional columns used, including units (e.g. /g or (g)) and an appropriate equation: the mass of basic copper(II) carbonate (B–A) the mass of copper(II) oxide (C–A) the mass lost in the expt (B–C) (or from additional columns) | 1 |
| | | D2 | Correct subtractions for columns containing plotted data. (ignore any columns which list the number of moles) See appendix 1 (Allow 2 errors) <i>All values must be correct to 2 decimal places</i> | 1 |
| 2 (b) | ACE Data | D3 | Plots any two of mass/moles of copper(II) oxide; mass of basic copper(II) carbonate; mass lost in the experiment with correct labels and units. (If unit error is the same as in 2(a) do not penalise again) (<i>Accept equations as acceptable labels</i>) | 1 |
| | | D3 | Suitable scales selected – data to be plotted over more than half of each axis | 1 |
| | | D3 | All 10 points plotted and a straight-line passing through the origin and close to the majority of points. | 1 |
| 2 (c) | ACE Evaluation | E1 | Identifies the most significant anomalous point and its coordinates from the graph drawn by the candidate not from the table. <i>If points have been plotted correctly the point identified should be for student 3: 2.22 g carbonate / 1.13 g (0.0142 mol) CuO / 1.09 g mass loss, otherwise the most anomalous point is the one furthest from the graph in a perpendicular direction</i> | 1 |
| | | E2 | Suggests an appropriate reason for the anomalous point. See Appendix 2 (i) if lower than expected mass of CuO, (<i>higher than expected plotted loss of mass</i>) Solid blown out of tube (by not heating gently) Do not allow this mark for spillage. (ii) if higher than expected mass of CuO, (lower than expected plotted loss of mass) Incomplete decomposition | 1 |

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| Question | Sections | Statement | Indicative material | Mark |
|----------|--------------------|-----------|---|-----------|
| 2 (d) | ACE Evaluation | E2 | Mark consequentially – see Appendix 2 If points have been correctly plotted they should indicate (<i>insufficient loss in mass or mass of copper oxide too high</i>) caused by incomplete decomposition | 1 |
| 2 (e) | ACE Conclusions | C3 | Mark consequentially – see Appendix 2 (this may involve a simple ecf from (d)) (i) For a mass of copper oxide that is too high - refers to heating to constant mass (allow any practical technique which would yield constant mass if carried out e.g. more heat; spreading out the solid; heat for a longer time etc.) (ii) For a mass of copper oxide that is too low - refers to heating more gently | 1 |
| 2 (f) | ACE Data | D3 | Construction (lines) on graph and values read from the graph (with units) | 1 |
| | | D2 | Two of the following expressions used in a calculation: (221 + 18x); 44 + 18(x + 1); 159 (or 2 x 79.5) | 1 |
| | | D2 | The value of x correctly evaluated <i>The expected value of x is approximately 0.5</i> | 1 |
| 2 (g) | ACE Conclusions | C1 | Refers to one of the following as supporting evidence: straight line, line through origin, few points off the line, Any reference to direct proportionality. If the plotting is so poor that a reverse comment might be appropriate here do not reward | 1 |
| 2 (h) | ACE Conclusions | C3 | Realises that (i) CO ₂ gas or CO ₂ and gaseous H ₂ O could be (collected) and its volume (measured) (not amount) (ii) H ₂ O can be condensed and weighed, (iii) CO ₂ and/or H ₂ O can be absorbed and weighed | 1 |
| 2 (i) | ACE Evaluation | E5 | Candidate refers to or calculates a reduction in the % error if using a balance weighing to 3 dp. | 1 |
| Qn 2 | Total | | | 15 |

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Appendix 1

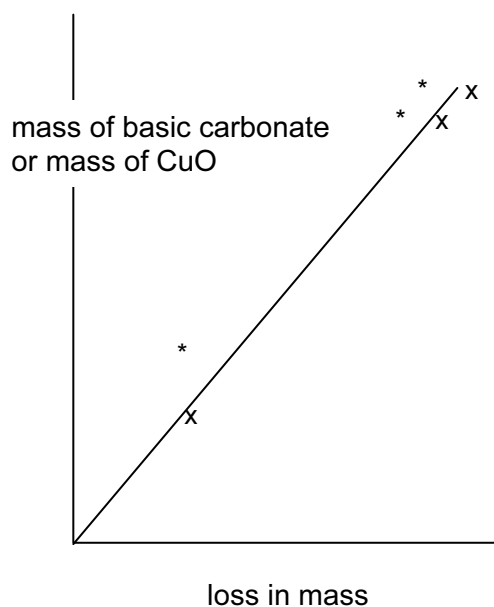
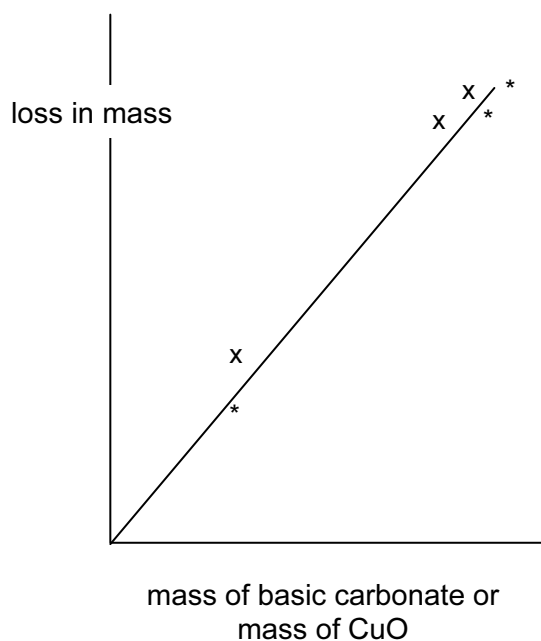
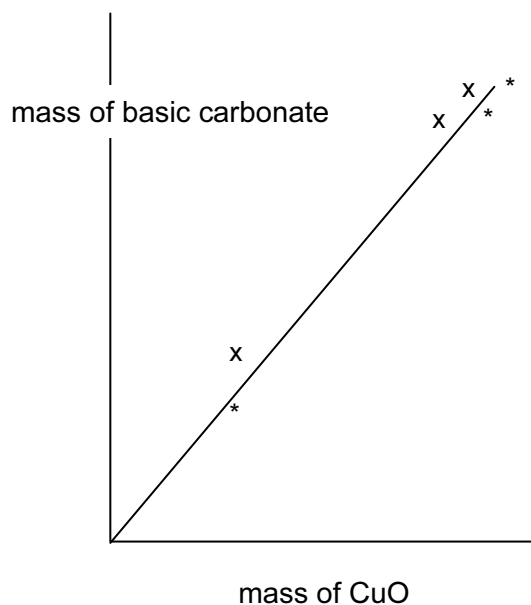
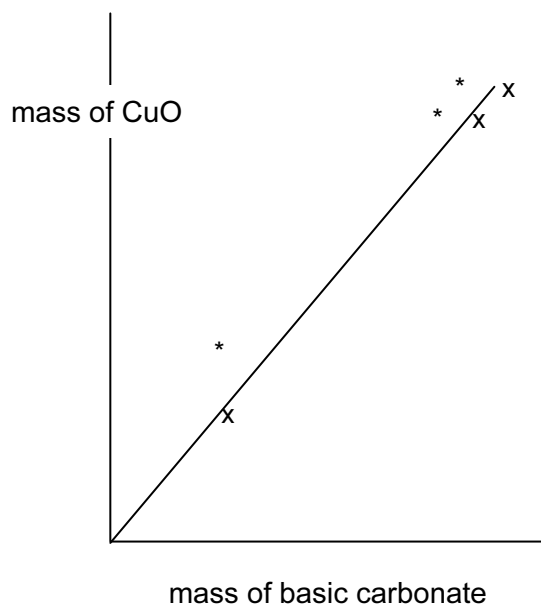
Qn 2 (b)

| student | mass of empty boiling-tube / g | mass of boiling-tube and basic carbonate before heating / g | mass of boiling-tube and residue after heating / g | mass of basic carbonate before heating / g | mass of residue / g | mass of material lost on heating / g |
|---------|-----------------------------------|--|---|---|------------------------|---|
| 1 | 10.32 | 11.19 | 10.92 | 0.87 | <u>0.60</u> | 0.27 |
| 2 | 10.05 | 11.56 | 11.09 | 1.51 | 1.04 | 0.47 |
| 3 | 10.11 | 12.33 | 11.24 | 2.22 | 1.13 | 1.09 |
| 4 | 9.94 | 12.39 | 11.62 | 2.45 | 1.68 | 0.77 |
| 5 | 9.99 | 13.73 | 12.56 | 3.74 | 2.57 | 1.17 |
| 6 | 10.23 | 14.68 | 13.28 | 4.45 | 3.05 | <u>1.40</u> |
| 7 | 10.01 | 15.19 | 13.56 | 5.18 | 3.55 | 1.63 |
| 8 | 9.87 | 15.80 | 13.97 | 5.93 | <u>4.10</u> | 1.83 |
| 9 | 9.96 | 16.62 | 14.66 | 6.66 | <u>4.70</u> | 1.96 |
| 10 | 9.84 | 17.83 | 15.46 | 7.99 | 5.62 | 2.37 |

Appendix 2

x represents copper oxide/residue blown out of the tube

* represents insufficient decomposition



If labelled axes are reversed, points will be on the opposite side of the line drawn.