



Cambridge O Level

CHEMISTRY

5070/32

Paper 3 Practical Test

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MARK SCHEME

Maximum Mark: 40

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

This document consists of **12** printed pages.

General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: - the specific content defined in the mark scheme - the specific skills defined in the mark scheme or in the level descriptions - the standard of response required as exemplified by the standardisation scripts.
2	Examiners must award whole marks (not half marks, or other fractions).
3	Examiners must award marks positively . This means that: - marks are not deducted for errors or omissions - marks are awarded for correct/valid answers as defined in the mark scheme and also for other valid answers which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate - the quality of spelling, punctuation and grammar are judged only when the mark scheme indicates that these features are specifically assessed in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must consistently apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the full range of marks defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and must not award marks with grade thresholds or grade descriptions 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	<u>'List rule' guidance</u> For questions that require <i>n</i> responses (e.g. State two reasons ...): • The response should be read as continuous prose, even when numbered answer spaces are provided. • Any response marked <i>ignore</i> in the mark scheme should not count towards <i>n</i>. • Incorrect responses should not be awarded credit but will still count towards <i>n</i>. • 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 <i>n</i> responses may be ignored even if they include incorrect science.

6 Calculation specific guidance

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 Guidance for chemical equations

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.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	correct point or mark awarded
	incorrect point or mark not awarded
	information missing or insufficient for credit
	incorrect or insufficient point ignored while marking the rest of the response
	contradiction in response, mark not awarded
	benefit of the doubt given
	error carried forward applied
	incorrect point or mark not awarded
	rounding error

Annotation	Meaning
	point has been noted, but no credit has been given or blank page seen
	error in number of significant figures
	correct awarding one mark from marking point or marking group 1. similar numbered ticks are used for marking point or marking groups 2, 3, 4 etc.
	used to highlight part of the response
	unclear response

Abbreviations used within Mark Scheme

Abbreviation	Meaning
ECF	error carried forward
ORA	Or reverse argument
CON	contradiction in response, mark not awarded

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Question	Answer	Marks	Guidance
1(a)(i)	M1 Five times are recorded. M2 The times increase down the column. M3 All times to the nearest second	3	M1 does not score if time is clearly in minutes rather than seconds e.g. 2:25:02 or 5 minutes or 5 mins but ALLOW 2:25
1(a)(ii)	Effervescence / bubbles / fizzing stops / all solid reacted / all solid disappears / no solid remains	1	ALLOW The black paper is visible / clearly seen (through the solution) ALLOW calcium carbonate for solid IGNORE solution turns colourless / gas production stops REJECT Black paper no longer visible / precipitate is formed
1(a)(iii)	M1 both axes labelled with units M2 A linear scale for time using at least half of the grid. M3 Points plotted correctly within $\pm$ half a small square.	3	M1 ALLOW label for x-axis as volume / cm³ or vol / cm³ ALLOW minutes if shown in the table If axes labels are reversed but scales are correct then M2 and M3 can score. If axes labels and scales are reversed only M3 can score M3 REJECT if scale not linear M3 ALLOW if the line through the points even if the point is not visible
1(a)(iv)	Appropriate curve of best fit	1	ALLOW if reasonable point is assumed to be an anomaly and not on the line otherwise the line should have an even spread of points on either side ALLOW an S shaped curve if appropriate REJECT if curve goes below the lowest plotted point within $\pm$ half a small square REJECT multiple lines at any point on the curve REJECT point to point straight lines or curves

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Question	Answer	Marks	Guidance
1(a)(v)	Value recorded correctly to $\pm$ half a small square.	1	ALLOW correct value from any line of best fit they have drawn REJECT if nonlinear scale and value cannot be determined
1(b)	Any two sources and linked improvement from: Source: measuring volumes (of water and acid) Improvement: use pipette or burette instead (of measuring cylinder) Source: judging when all solid has reacted / reaction has ended Improvement: collect and measure volume of gas produced instead of solid disappearing/place experiment on a balance / scale(s) (to tell when no further change in mass) Source: clumping of solid in flask Improvement: stir / swirl / shake Source: Temperature variation Improvement: water bath / other method of ensuring constant temperatures	4	IGNORE making a mistake / doing it wrong / human error / repeat the experiment / stopwatch reaction time / mass of calcium carbonate / solid IGNORE where looking / not looking from the top / use of white paper (instead of black) ALLOW measurement of a given volume e.g. 50 cm³ / (using a) measuring cylinder / volume not precise for source mark IGNORE the volume of a substance on its own e.g. the volume of acid there must be some indication of measurement IGNORE it isn't stirred for source but ALLOW stir / swirl / shake for improvement ALLOW insulate the flask for improvement
1(c)(i)	1.4 mol / dm ³	1	

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Question	Answer	Marks	Guidance
1(c)(ii)	M1 the greater the concentration the greater the rate (ORA) M2 the less volume of acid used / the more water used the lower the concentration (ORA) M3 the shorter the time the greater the rate (ORA)	3	M1 ALLOW (directly) proportional M2 AND M3 IGNORE comments about collision theory / number of collisions etc. M2 AND M3 IGNORE time taken decreases as volume of A increases as this is just a statement from the table M2 ALLOW rate decreases as volume of hydrochloric acid decreases M3 ALLOW time decreases as concentration increases ALLOW any valid conclusion which can be derived from their table of data

Question	Answer	Marks	Guidance
2(a)(i)	M1 solid spitting out of tube M2 keep flame moving / pointing tube away from people / wear safety goggles	2	M1 IGNORE tube breaking M2 ALLOW glass wool / cotton wool at the end of the tube M2 IGNORE gloves / burning hands / mask / other protective clothing / glasses on their own / eye protection ALLOW M1 gas produced may be harmful / irritant / toxic M2 well-ventilated room / use fume cupboard Goggles does not score if the hazard is toxic / harmful
2(a)(ii)	Bunsen (burner)	1	ALLOW spirit burner / spirit lamp / electric heater / heat mantle IGNORE water bath / burner on its own

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Question	Answer	Marks	Guidance
2(a)(iii)	M1 (Solid / B) turns to liquid / dissolves. M2 (Solid / B) changes (from pink / purple) to yellow. M3 Steamy white fumes formed / colourless liquid formed (at mouth of tube)	3	M1 ALLOW melts / becomes aqueous M2 ALLOW turns yellow / brown / shades of brown IGNORE Orange REJECT Red M3 ALLOW condensation / water / steam forms (at neck of tube)
2(a)(iv)	M1 (red litmus) turns blue and (blue litmus) does not change M2 ammonia / NH_3 gas produced M3 Solid contains ammonium ions / NH_4^+.	3	If 2(a)(iv) does not have a description for litmus allow mark from 2(a)(iii) M1 ALLOW (red litmus) turns blue M1 DO NOT ALLOW blue litmus changes M1 REJECT bleaches litmus ALLOW M2 and M3 even if M1 wrong or no colour change with litmus M2 ALLOW Steam if no change to both litmus M2 ALLOW chlorine if both litmus bleached M3 cannot score from chlorine in M2 M3 ALLOW contains water of crystallisation / hydrated if steam in M2 M3 REJECT ammonium if steam for M2
2(b)(i)	Use universal indicator	1	ALLOW pH indicator / pH paper / pH test strip IGNORE pH chart / pH meter / pH stick / detector REJECT Methyl orange / litmus or any other named indicator

Question	Answer	Marks	Guidance
2b(ii)	M1 orange / yellow M2 if orange in M1 pH = 3 to 4 / if yellow in M1 pH = 5 to 6	2	M1 IGNORE initial colour ECF from 2(b)(i) ALLOW M1 (blue litmus) turns red M1 REJECT red / pink for universal indicator M2 ALLOW anywhere between 3–6 if colour is orange-yellow M2 ECF on other colours M2 ALLOW pH 3–6 if no colour given M2 does not score unless Universal indicator used in 2(b)(i) or 2(b)(i) left blank
2(b)(iii)	M1 red / brown / orange precipitate M2 insoluble in excess M3 iron(III) (ions) / Fe^{3+}	3	M1 Red-brown does not score unless linked to precipitate / solid REJECT red or brown on their own M2 ALLOW (Precipitate) is unchanged/does not dissolve in excess M2 ALLOW independent of M1 i.e. if wrong colour precipitate for M1 then insoluble can score M2, if no precipitate mentioned then M1 does not score but remains insoluble scores M2 IGNORE iron on its own M3 ECF on M1 and M2
2(b)(iv)	M1 white precipitate formed with barium nitrate. M2 sulfate ions / SO_4^{2-}	2	M1 IGNORE effervescence M1 REJECT Yellow precipitate. M2 ALLOW ECF for carbonate/CO_3^{2-} if there is effervescence and no precipitate in M1 M2 REJECT sulfate if no white ppt in M1

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Question	Answer	Marks	Guidance
3	Apparatus • Uses a burette and pipette. Method Any four from: • Adds dilute hydrochloric acid to aqueous ammonia (ORA). • Suggests a named suitable indicator • The acid is added to the aqueous ammonia until indicator / it changes colour (ORA). • Takes an initial and final burette reading. • Repeats and takes an average (of concordant results) with same sample of ammonia OR adds acid dropwise and swirling / mixing / stirring. • Repeats with the other two samples of aqueous ammonia. Conclusion If acid is in the burette The cleaner which needs the highest volume of acid is the most effective/has the highest concentration (ORA). OR if ammonia is in the burette The cleaner which needs the lowest volume of ammonia is the most effective/has the highest concentration (ORA).	6	ALLOW Do an acid-base / acid-alkali titration / titrate acid against alkali / titrate acid against base / titrate hydrochloric acid against ammonia / titrate ammonia against hydrochloric acid. ALLOW Litmus REJECT Universal indicator If the colour changes are given, they must be correct for the chosen indicator IGNORE end point ALLOW records / calculates the volume of acid/ammonia used IGNORE adding acid/alkali slowly DO NOT ALLOW the repeat mark if it is only repeated without the indicator. Conclusion must be linked to volume / amount not just concentration