Cambridge Assessment International Education

Cambridge IGCSE™

CHEMISTRY **0620/31**

Paper 3 Theory (Core) **May/June 2021**

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.

Cambridge International is publishing the mark schemes for the May/June 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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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 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.

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Question	Answer	Marks
1(a)(i)	C	**1**
1(a)(ii)	D	**1**
1(a)(iii)	E	**1**
1(a)(iv)	B	**1**
1(a)(v)	D	**1**
1(b)	number of electrons in Ca ion: = 18 (1) number of neutrons in V = 28 (1) number of protons in V = 23 **AND** number of protons in Ca ion = 20 (1)	**3**

Question	Answer	Marks
2(a)(i)	Cl^- / chloride	**1**
2(a)(ii)	NH_4^+ AND SO_4^{2-}	**1**
2(a)(iii)	24 (mg)	**1**
2(b)	flame test / description of flame test (1) (flame coloured) red (1)	**2**
2(c)	nitrogen (1) phosphorus (1)	**2**
	pH 4 circled	**1**

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Question	Answer	Marks
2(e)	1 mark each for any 2 of: • calcium carbonate • calcium oxide • calcium hydroxide	**2**
2(f)(i)	arrangement: random (arrangement) / no fixed arrangement / no pattern / no fixed position (1) separation: far apart / far away (from each other) / distant (from each other) (1)	**2**
2(f)(ii)	1 mark each for any 3 of: • (HC*l*) molecules escape from solution • diffusion • molecules in (constant) movement / molecules collide / molecules travel • (movement of) molecules is random / haphazard / in every direction • molecules spread out / molecules mix • (molecules spread) from high(er) concentration to low(er) concentration • molecules hit the litmus paper / molecules	**3**

Question	Answer	Marks
3(a)(i)	boiling point of Rb: any values between 675 and 755 (°C) (inclusive of these values) (1) atomic radius of K: any values between 0.195 and 0.245 (nm) (inclusive of these values) (1)	**2**
3(a)(ii)	decreases (1)	**1**
3(a)(iii)	solid (1) 60 °C is below the melting point / the melting point is above 60 °C (1)	**2**
3(b)(i)	number of protons in the nucleus of an atom / number of positive charges in the nucleus of an atom	**1**
3(b)(ii)	any suitable, e.g. detecting leaks in pipes / measuring thickness of paper / energy production	**1**
3(c)(i)	2 (Fe) (1) 3 (NaOH) (1)	**2**

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Question	Answer	Marks
3(c)(ii)	iron(III) oxide loses oxygen / it loses oxygen	1

Question	Answer	Marks
4(a)(i)	OH alcohol group circled	1
4(a)(ii)	$C_4H_6O_5$	1
4(b)	it has a C=C double bond	1
4(c)(i)	large molecules / long chain molecules / macromolecules (1) built up from (many) small units / made from monomers (1)	2
4(c)(ii)	poly(ethene)	1
4(d)	with Mg: fizzes / bubbles / effervescence (1) litmus: turns red / turns pink (1)	2
4(e)(i)	pH 13	1
4(e)(ii)	18 (cm^3)	1

Question	Answer	Marks
5(a)(i)	breakdown of substance / idea of one substance forming two or more substances (1) using heat / on heating (1)	2
5(a)(ii)	add (aqueous) sodium hydroxide (1) white precipitate / white solid (1) **OR** add (aqueous) ammonia (1) no precipitate / **very slight** white precipitate (1)	2
5(b)(i)	gas syringe / upturned measuring cylinder dipping into container (1) apparatus is workable and airtight (1)	2

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Question	Answer	Marks
5(b)(ii)	lower concentration of acid: decreases (in rate) / reaction slower / lower rate / slows down (1) higher temperature: increases (in rate) / reaction faster / higher rate / speeds up (1)	**2**
5(c)(i)	compound containing hydrogen and carbon only / compound containing hydrogen and carbon and no other substance (2) if two marks not scored, 1 mark for: compound containing hydrogen and carbon / it contains hydrogen and carbon only	**2**
5(c)(ii)	alkane(s)	**1**
5(c)(iii)	1 mark each for any 2 of: • carbon monoxide • carbon • water	**2**

Question	Answer	Marks
6(a)	dip indicator paper in to water (and record the colour) (1) compare the colour with (universal indicator) colour chart match colour with colour chart (1)	**2**
6(b)(i)	nitrogen (1) oxygen (1)	**2**
6(b)(ii)	large(r) particles cannot get through (the small gaps in) the filter / large(r) particles get trapped in the filter / large(r) particles too big to get through (filter) (1) water passes through (1)	**2**
6(b)(iii)	to kill bacteria / to kill micro-organisms	**1**
6(c)	(from) blue (1) (to) pink (1)	**2**

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Question	Answer	Marks
7(a)(i)	negative electrode: lead (1) positive electrode: bromine (1)	**2**
7(a)(ii)	platinum (1)	**1**
7(b)	1 shared pair of electrons AND no other electrons on either H atom (1)	**1**
8(a)	Q AND S (1) low melting points (1) poor conductor (of electricity) / does not conduct (electricity) (1)	**3**
8(b)	basic (oxide) AND **T** is a metal / metal oxides are basic	**1**
8(c)	has a complete outer (electron) shell / has a full outer (electron) shell	**1**
8(d)	1 mark each for any 2 of: • transition elements have a high(er) density / Group I has a low(er) density • transition elements form coloured compounds / Group I compounds are not coloured • transition elements form ions with different charges / Group I forms only one type of ion • transition elements are good catalysts / Group I elements not catalysts	**2**
8(e)	copper < nickel < iron < calcium (2) if 2 marks not scored, 1 mark for: 1 consecutive pair reversed / calcium < iron < nickel < copper	**2**
8(f)	⇌	**1**
8(g)	<u>mixture</u> of metal with another element	**1**

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