Cambridge Assessment International Education

Cambridge IGCSE™

CHEMISTRY **0620/32**

Paper 3 Theory (Core) **March 2020**

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 March 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **10** printed pages.

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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.

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5 ‘List rule’ guidance (see examples below)

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.

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)	potassium manganate(VII)	**1**
1(a)(ii)	methane	**1**
1(a)(iii)	potassium iodide / iodide	**1**
1(a)(iv)	calcium oxide	**1**
1(a)(v)	ethene	**1**
1(b)	(substance containing) atoms / ions of two or more (different) elements (1) (atoms) bonded / chemically combined (1)	**2**
1(c)	pair of bonding electrons between H and Cl (1) 3 non-bonding pairs on Cl and no non-bonding electrons on H / 6 non-bonding electrons on Cl and no non-bonding electrons on H (1)	**2**

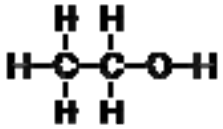
Question	Answer	Marks
2(a)	hematite	**1**
2(b)(i)	slag floats on iron / slag is above the iron ORA	**1**
2(b)(ii)	limestone (1) **AND** 1 mark each for any 2 of: • it decomposes / it breaks down • forms calcium oxide / forms CaO • reacts with impurities / reacts with silicon dioxide / reacts with silicates / reacts with silica / reacts with SiO_2	**3**
2(c)	to form carbon monoxide / to burn the coke / to burn the carbon	**1**

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Question	Answer	Marks
2(d)(i)	oxygen removed from Fe_2O_3 / iron oxide loses oxygen	**1**
2(d)(ii)	2.8 (g)	**1**
2(e)	electrons: 26 (1) protons: 26 (1) neutrons: 32 (1)	**3**
2(f)	first box down ticked (iron forms coloured compounds) (1) second box down ticked (iron can act as a catalyst) (1)	**2**

Question	Answer	Marks
3(a)	coolant / cooling / solvent / for dissolving	**1**
3(b)	pH 7	**1**
3(c)	filtration: to remove solids / to remove insoluble materials / to separate solids from liquids (1) chlorination: to kill bacteria / to disinfect (the water) / to kill (harmful) microorganisms (1)	**2**
3(d)	A: melting / fusion (1) B: condensing / condensation (1)	**2**
3(e)	copper <nickel <zinc <magnesium (2) if two marks not scored one mark for one consecutive pair reversed / all reversed	**2**

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Question	Answer	Marks
4(a)(i)	circle round COOH group	**1**
4(a)(ii)	$C_5H_8O_2$	**1**
4(a)(iii)	aqueous bromine / bromine water / bromine (1) unsaturated: decolourises / goes colourless / loses its colour (1) saturated: remains red-brown / remains brown / remains orange / no change (in colour) (1)	**3**
4(b)	60 (2) if two marks not scored, one mark for $(4 \times 1) = 4$ **OR** $(2 \times 16) = 32$	**2**
4(c)		**1**
4(d)	1 mark each for any **two** of: • glucose / sugar • in aqueous solution / in water • yeast / enzymes / zymase 1 mark each for any **two** of: • no oxygen / no air / anaerobic • pH neutral • room temperature / stated temperature between 5°C and 40°C (inclusive) 1 mark for: • (fractional) distillation	**4**

Question	Answer	Marks
5(a)	melting point of Rb: any values between 31 °C and 61 °C (inclusive) (1) conductivity of sodium: values between 15 and 30 (inclusive) (1)	**2**
5(b)	solid (1) 20°C is lower than the melting point / melting point is higher than 20 °C (1)	**2**
5(c)	decrease down the group / decrease from sodium to caesium / increase up the group / increase from caesium to sodium	**1**
5(d)(i)	2 (K) (on left) (1) H_2 (on right) (1)	**2**
5(d)(ii)	lilac	**1**
5(d)(iii)	(add indicator to the solution and) observe colour (of indicator) (1) compare (colour) with colour chart / compare with pH chart (1)	**2**

Question	Answer	Marks
6(a)(i)	transfers thermal energy to surrounding / transfers heat to surroundings / gives out heat	**1**
6(a)(ii)	salt	**1**
6(a)(iii)	combustion	**1**
6(a)(iv)	(chemical) erosion (of mortar / building materials) / corrodes (iron)	**1**

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Question	Answer	Marks
6(b)(i)	measure volume of gas / measure volume of hydrogen / idea of measuring mass of the reaction mixture (1) reference to (measurement at certain) time(s) (1) suitable collection apparatus related to method suggested, e.g. gas syringe / upturned measuring cylinder (over water) / balance (1)	**3**
6(b)(ii)	large pieces: (rate) decreases / gets slower / slows down (1) increasing temperature: (rate) increases / gets faster (1)	**2**

Question	Answer	Marks
7(a)(i)	anode (left) **AND** cathode (right) correctly labelled (1) leads connected correctly to electrodes (1) test-tubes over both electrodes and dipping into electrolyte (1)	**3**
7(a)(i)	positive electrode: oxygen / O_2 (1) negative electrode: hydrogen / H_2 (1)	**2**
7(b)	sodium sulfate (1) water (1)	**2**
7(c)	limewater (1) turns milky / turns cloudy / white precipitate (1)	**2**
7(d)	climate change / global warming / effect of global warming, e.g. warmer atmosphere / rise in sea levels / glaciers melting / ice at poles melting / desertification / more extreme weather / climate change / increased flooding	**1**

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Question	Answer	Marks
8(a)(i)	F	**1**
8(a)(ii)	ionic	**1**
8(a)(iii)	E	**1**
8(a)(iv)	D	**1**
8(b)	diatomic	**1**
8(c)	reversible reaction / the reaction can go forwards or backwards	**1**
8(d)(i)	Cl_2 (on left) (1) 2 (KCl) (on right) (1)	**2**
8(d)(ii)	chlorine is more reactive than iodine / iodine is less reactive than chlorine	**1**

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