Cambridge Assessment International Education

# Cambridge IGCSE™

**CHEMISTRY** **0620/32**

Paper 3 Theory (Core) **October/November 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 October/November 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.



© UCLES 2020

**[Turn over**

**PUBLISHED**

## 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.

© UCLES 2020

| |
|---|
| GENERIC MARKING PRINCIPLE 5:<br><br>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:<br><br>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<br><br>For questions that require ***n*** responses (e.g. State **two** reasons …):<br><br>• The response should be read as continuous prose, even when numbered answer spaces are provided.<br>• Any response marked *ignore* in the mark scheme should not count towards ***n***.<br>• Incorrect responses should not be awarded credit but will still count towards ***n***.<br>• 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.<br>• Non-contradictory responses after the first ***n*** responses may be ignored even if they include incorrect science. |

© UCLES 2020

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.

© UCLES 2020

| Question | Answer | Marks |
|---|---|---|
| 1(a)(i) | Ar / argon | 1 |
| 1(a)(ii) | Ca / calcium | 1 |
| 1(a)(iii) | K / potassium | 1 |
| 1(a)(iv) | Pt / platinum | 1 |
| 1(a)(v) | Fe / iron / $Fe^{2+}$ | 1 |
| 1(b)(i) | a substance having one type of atom / a substance having atoms with the same proton number / a substance which cannot be broken down further by chemical means | 1 |
| 1(b)(ii) | protons = 17 (1)<br>neutrons = 18 (1) | 2 |
| 1(c) | 8 electrons in second shell **and** 7 electrons in outer shell | 1 |

| Question | Answer | Marks |
|---|---|---|
| 2(a)(i) | particulates | 1 |
| 2(a)(ii) | sufur dioxide / $SO_2$ | 1 |
| 2(a)(iii) | 0.5 (ng) | 1 |
| 2(b)(i) | burning fossil fuels / burning named fossil fuel | 1 |
| 2(b)(ii) | (chemical) erosion / (chemical) weathering / pitting / corrosion | 1 |
| 2(b)(iii) | bleach (for wood pulp / paper) / food preservative | 1 |
| 2(c)(i) | 2 ($SO_2$) (1)<br>2 ($SO_3$) (1) | 2 |
| 2(c)(ii) | reactants on left top line and product(s) on bottom right line | 1 |

© UCLES 2020

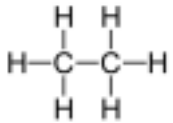
| Question | Answer | Marks |
|---|---|---|
| 2(c)(iii) | the reactants have more energy / the product(s) have less energy | 1 |
| 2(d) | substance which increases rate of reaction / substance which speeds up a reaction | 1 |
| 2(e) | pH 2 | 1 |
| 2(f) | 4th box down ticked (particles move in random zig-zag motion) | 1 |

| Question | Answer | Marks |
|---|---|---|
| 3(a) | H (1)<br>conductivity **very** good / greatest conductivity / best conductivity (1)<br>**very** good ductility / greatest ductility best ductility (1) | 3 |
| 3(b) | E (1)<br>resistance to corrosion **very** good / best resistance to corrosion (1)<br>**very** strong / highest strength (1) | 3 |

| Question | Answer | Marks |
|---|---|---|
| 4(a)(i) | circle round COOH group | 1 |
| 4(a)(ii) | $C_6H_{10}O_3$ | 1 |
| 4(a)(iii) | 130<br>If two marks not scored, 1 mark for $6 \times 12 = 72$ / $3 \times 16 = 48$ | 2 |
| 4(b) | calcium chloride (1)<br>water (1) | 2 |
| 4(c)(i) | calcium sulfate | 1 |

© UCLES 2020

| Question | Answer | Marks |
|---|---|---|
| 4(b)(ii) | gaseous (1)<br>blue (1) | 2 |

| Question | Answer | Marks |
|---|---|---|
| 5(a) |  | 1 |
| 5(b) | 3 ($CO_2$) (1)<br>4 ($H_2O$) (1) | 2 |
| 5(c)(i) | decomposition of plants / waste gases from digestion in animals / natural gas | 1 |
| 5(c)(ii) | heating / cooking / fuel | 1 |
| 5(d) | compound containing carbon and hydrogen **only** / compound containing carbon and hydrogen **and** no other elements (2)<br><br>if 2 marks not obtained: one mark for compound containing carbon and hydrogen (1) | 2 |
| 5(e) | bromine / bromine water / aqueous bromine | 1 |
| 5(f)(i) | hydrogen | 1 |
| 5(f)(ii) | high temperature | 1 |

© UCLES 2020

| Question | Answer | Marks |
|---|---|---|
| 6(a) | one mark each for:<br>• positive electrode: bubbles / effervescence / green gas / green vapour (1)<br>• negative electrode: silvery solid / silvery metal (1)<br><br>one mark each for any three of:<br>• 2 electrodes dipping into liquid<br>• electrolyte labelled (as electrolyte or sodium chloride)<br>• power pack or batteries labelled and leads connected correctly to electrodes<br>• electrodes labelled anode and cathode / electrodes labelled positive and negative electrodes | 5 |
| 6(b) | arrangement: regular / in layers (1)<br><br>separation: close together / touching (1) | 2 |
| 6(c) | one mark each for any two of:<br>• sodium soft / iron hard<br>• sodium has a low melting point / boiling point OR reverse argument for iron<br>• sodium has low density / iron has high density | 2 |
| 6(d) | carbon monoxide gains oxygen | 1 |
| 7(a) | upturned measuring cylinder with open end in water / (gas) syringe (1)<br><br>measuring cylinder or (gas) syringe labelled (1)<br><br>workable apparatus connected so that it is airtight (1) | 3 |
| 7(b)(i) | (rate) decreases | 1 |
| 7(b)(ii) | 11 (s) | 1 |
| 7(b)(iii) | line starts at 0, 0 and gradient lower | 1 |
| 7(b)(iv) | increases (rate) / reaction goes faster | 1 |
| 7(c) | Ni | 1 |

© UCLES 2020

| Question | Answer | Marks |
|---|---|---|
| 7(d) | glowing splint (1)<br><br>relights (1) | 2 |

| Question | Answer | Marks |
|---|---|---|
| 8(a) | iron(II) chloride (1)<br><br>hydrogen (1) | 2 |
| 8(b) | 1st box down ticked (iron forms an alloy ...) (1)<br><br>5th box down ticked (both oxygen and water ...) (1) | 2 |
| 8(c) | copper < chromium < iron < magnesium (2)<br><br>If 2 marks not scored one mark for one consecutive pair reversed / all reversed | 2 |
| 8(d) | one mark each for any four of:<br>• filter (off cobalt(II) carbonate)<br>• warm (or heat or evaporate) filtrate to point of crystallisation / warm filtrate to form saturated solution / heat filtrate until crystals start to form<br>• filter off crystals / pick out crystals<br>• wash crystals with cold water / wash crystals with (organic) solvent<br>• dry crystals with filter paper | 4 |
| 8(e)(i) | reversible (reaction) | 1 |
| 8(e)(ii) | blue (1)<br><br>to red / pink (1) | 2 |

© UCLES 2020