



AS CHEMISTRY 7404/1

Paper 1 Inorganic and Physical Chemistry

Mark scheme

June 2026

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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AS and A-level Chemistry

Mark Scheme Instructions for Examiners

1. General

The mark scheme for each question shows:

- the marks available for each part of the question
- the total marks available for the question
- the typical answer or answers which are expected
- extra information to help the examiner make his or her judgement and help to delineate what is acceptable or not worthy of credit or, in discursive answers, to give an overview of the area in which a mark or marks may be awarded.

The extra information in the 'Comments' column is aligned to the appropriate answer in the left-hand part of the mark scheme and should only be applied to that item in the mark scheme.

You should mark according to the contents of the mark scheme. If you are in any doubt about applying the mark scheme to a particular response, consult your Team Leader.

At the beginning of a part of a question a reminder may be given, for example: where consequential marking needs to be considered in a calculation; or the answer may be on the diagram or at a different place on the script.

In general the right-hand side of the mark scheme is there to provide those extra details which might confuse the main part of the mark scheme yet may be helpful in ensuring that marking is straightforward and consistent.

The use of M1, M2, M3 etc in the right-hand column refers to the marking points in the order in which they appear in the mark scheme. So, M1 refers to the first marking point, M2 the second marking point etc.

2. Emboldening

- 2.1** In a list of acceptable answers where more than one mark is available 'any **two** from' is used, with the number of marks emboldened. Each of the following bullet points is a potential mark.
- 2.2** A bold **and** is used to indicate that both parts of the answer are required to award the mark.
- 2.3** Alternative answers acceptable for a mark are indicated by the use of **OR**. Different terms in the mark scheme are shown by a / ; eg allow smooth / free movement.

3. Marking points

3.1 Marking of lists

This applies to questions requiring a set number of responses, but for which students have provided extra responses. The general 'List' principle to be followed in such a situation is that **'right + wrong = wrong'**.

Each error / contradiction negates each correct response. So, if the number of error / contradictions equals or exceeds the number of marks available for the question, no marks can be awarded.

However, responses considered to be neutral (often prefaced by 'Ignore' in the mark scheme) are not penalised.

For example, in a question requiring 2 answers for 2 marks:

Correct answers	Incorrect answers (ie incorrect rather than neutral)	Mark (2)	Comment
1	0	1	
1	1	1	They have not exceeded the maximum number of responses so there is no penalty.
1	2	0	They have exceeded the maximum number of responses so the extra incorrect response cancels the correct one.
2	0	2	
2	1	1	
2	2	0	
3	0	2	The maximum mark is 2
3	1	1	The incorrect response cancels out one of the two correct responses that gained credit.
3	2	0	Two incorrect responses cancel out the two marks gained.
3	3	0	

3.2 Marking procedure for calculations

Full marks should be awarded for a correct numerical answer, without any working shown, unless the question states 'Show your working' or 'justify your answer'. In this case, the mark scheme will clearly indicate what is required to gain full credit.

If an answer to a calculation is incorrect and working is shown, process mark(s) can usually be gained by correct substitution / working and this is shown in the 'Comments' column or by each stage of a longer calculation.

3.3 Errors carried forward, consequential marking and arithmetic errors

Allowances for errors carried forward are most likely to be restricted to calculation questions and should be shown by the abbreviation ECF or consequential in the marking scheme.

An arithmetic error should be penalised for one mark only unless otherwise amplified in the marking scheme. Arithmetic errors may arise from a slip in a calculation or from an incorrect transfer of a numerical value from data given in a question.

3.4 Equations

In questions requiring students to write equations, state symbols are generally ignored unless otherwise stated in the 'Comments' column.

Examiners should also credit correct equations using multiples and fractions unless otherwise stated in the 'Comments' column.

3.5 Oxidation states

In general, the sign for an oxidation state will be assumed to be positive unless specifically shown to be negative.

3.6 Interpretation of 'it'

Answers using the word 'it' should be given credit only if it is clear that the 'it' refers to the correct subject.

3.7 Phonetic spelling

The phonetic spelling of correct scientific terminology should be credited **unless** there is a possible confusion with another technical term or if the question requires correct IUPAC nomenclature.

3.8 Brackets

(.....) are used to indicate information which is not essential for the mark to be awarded but is included to help the examiner identify the sense of the answer required.

3.9 Ignore / Insufficient / Do not allow

Ignore or insufficient is used when the information given is irrelevant to the question or not enough to gain the marking point. Any further correct amplification could gain the marking point.

Do **not** allow means that this is a wrong answer which, even if the correct answer is given, will still mean that the mark is not awarded.

3.10 Marking crossed out work

Crossed out work that **has not been** replaced should be marked as if it were not crossed out, if possible. Where crossed out work **has been** replaced, the replacement work and not the crossed out work should be marked.

3.11 Reagents

The command word 'Identify', allows the student to choose to use **either** the name **or** the formula of a reagent in their answer. In some circumstances, the list principle may apply when both the name and the formula are used. Specific details will be given in mark schemes.

The guiding principle is that a reagent is a chemical which can be taken out of a bottle or container. Failure to identify complete reagents **will be penalised**, but follow-on marks (eg for a subsequent equation or observation) can be scored from an incorrect attempt (possibly an incomplete reagent) at the correct reagent. Specific details will be given in mark schemes.

For example, **no credit** would be given for:

- the cyanide ion or CN^- when the reagent should be potassium cyanide or KCN;
- the hydroxide ion or OH^- when the reagent should be sodium hydroxide or NaOH;
- the $\text{Ag}(\text{NH}_3)_2^+$ ion when the reagent should be Tollens' reagent (or ammoniacal silver nitrate). In this example, no credit is given for the ion, but credit could be given for a correct observation following on from the use of the ion. Specific details will be given in mark schemes.

In the event that a student provides, for example, **both** KCN and cyanide ion, it would be usual to ignore the reference to the cyanide ion (because this is not contradictory) and credit the KCN. Specific details will be given in mark schemes.

3.12 Organic structures

Where students are asked to draw organic structures, unless a specific type is required in the question and stated in the mark scheme, these may be given as displayed, structural or skeletal formulae or a combination of all three as long as the result is unambiguous.

In general

- Displayed formulae must show all of the bonds and all of the atoms in the molecule, but need not show correct bond angles.
- Skeletal formulae must show carbon atoms by an angle or suitable intersection in the skeleton chain. Functional groups must be shown and it is essential that all atoms other than C atoms are shown in these (except H atoms in the functional groups of aldehydes, secondary amines and N-substituted amides which do not need to be shown).
- Structures must not be ambiguous, e.g. 1-bromopropane should be shown as $\text{CH}_3\text{CH}_2\text{CH}_2\text{Br}$ and not as the molecular formula $\text{C}_3\text{H}_7\text{Br}$ which could also represent the isomeric 2-bromopropane.
- Bonds should be drawn correctly between the relevant atoms. This principle applies in all cases where the attached functional group contains a carbon atom, eg nitrile, carboxylic acid, aldehyde and acid chloride. The carbon-carbon bond should be clearly shown. Wrongly bonded atoms will be penalised **on every occasion**. (see the examples below)
- The same principles should also be applied to the structure of alcohols. For example, if students show the alcohol functional group as $\text{C} - \text{HO}$, they should be penalised **on every occasion**.
- Latitudes should be given to the representation of $\text{C} - \text{C}$ bonds in alkyl groups, given that CH_3- is considered to be interchangeable with $\text{H}_3\text{C}-$ even though the latter would be preferred.
- Similar latitudes should be given to the representation of amines where $\text{NH}_2 - \text{C}$ will be allowed, although $\text{HN} - \text{C}$ would be preferred.
- Poor presentation of vertical $\text{C} - \text{CH}$ bonds or vertical $\text{C} - \text{NH}_2$ bonds should **not** be penalised. For other functional groups, such as $-\text{OH}$ and $-\text{CN}$, the limit of tolerance is the half-way position between the vertical bond and the relevant atoms in the attached group.

By way of illustration, the following would apply.

allowed	allowed	not allowed	not allowed	not allowed
allowed	allowed	allowed	allowed	not allowed
not allowed	not allowed	not allowed	not allowed	not allowed
not allowed	not allowed	not allowed	not allowed	not allowed

- Representation of CH_2 by C-H_2 will be penalised
- Some examples are given here of **structures** for specific compounds that should **not** gain credit (but, exceptions **may** be made in the context of balancing equations)

CH_3COH	for	ethanal
$\text{CH}_3\text{CH}_2\text{HO}$	for	ethanol
OHCH_2CH_3	for	ethanol
$\text{C}_2\text{H}_6\text{O}$	for	ethanol
CH_2CH_2	for	ethene
$\text{CH}_2.\text{CH}_2$	for	ethene
$\text{CH}_2:\text{CH}_2$	for	ethene

- Each of the following **should gain credit** as alternatives to correct representations of the structures.

$\text{CH}_2 = \text{CH}_2$	for	ethene, $\text{H}_2\text{C}=\text{CH}_2$
$\text{CH}_3\text{CHOHCH}_3$	for	propan-2-ol, $\text{CH}_3\text{CH}(\text{OH})\text{CH}_3$

- In most cases, the use of ‘sticks’ to represent C – H bonds in a structure should **not** be penalised. The exceptions to this when “sticks” will be penalised include
 - structures in mechanisms where the C – H bond is essential (eg elimination reactions in halogenoalkanes and alcohols)
 - when a displayed formula is required
 - when a skeletal structure is required or has been drawn by the candidate.

3.13 Organic names

As a general principle, non-IUPAC names or incorrect spelling or incomplete names should **not** gain credit. Some illustrations are given here.

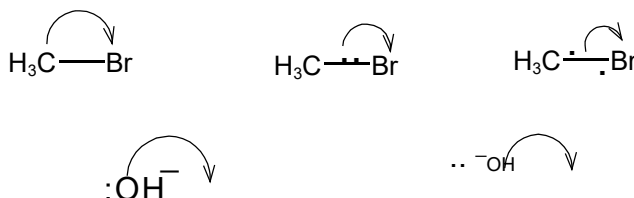
Unnecessary but not wrong numbers will **not** be penalised such as the number ‘2’ in 2-methylpropane or the number ‘1’ in 2-chlorobutan-1-oic acid.

but-2-ol	should be butan-2-ol
2-hydroxybutane	should be butan-2-ol
butane-2-ol	should be butan-2-ol
2-butanol	should be butan-2-ol
ethan-1,2-diol	should be ethane-1,2-diol
2-methpropan-2-ol	should be 2-methylpropan-2-ol
2-methylbutan-3-ol	should be 3-methylbutan-2-ol
3-methylpentan	should be 3-methylpentane
3-mythylpentane	should be 3-methylpentane
3-methypentane	should be 3-methylpentane
propanitrile	should be propanenitrile
aminethane	should be ethylamine (although aminoethane can gain credit)
2-methyl-3-bromobutane	should be 2-bromo-3-methylbutane
3-bromo-2-methylbutane	should be 2-bromo-3-methylbutane
3-methyl-2-bromobutane	should be 2-bromo-3-methylbutane
2-methylbut-3-ene	should be 3-methylbut-1-ene
difluorodichloromethane	should be dichlorodifluoromethane

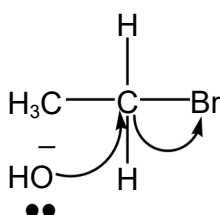
3.14 Organic reaction mechanisms

Curly arrows should originate either from a lone pair of electrons or from a bond.

The following representations should not gain credit and will be penalised each time within a clip.



For example, the following would score zero marks



When the curly arrow is showing the formation of a bond to an atom, the arrow can go directly to the relevant atom, alongside the relevant atom or **more than half-way** towards the relevant atom.

In free-radical substitution:

- the absence of a radical dot should be penalised **once only** within a clip.
- the use of half-headed arrows is not required, but the use of double-headed arrows or the incorrect use of half-headed arrows in free-radical mechanisms should be penalised **once only** within a clip.

The correct use of skeletal formulae in mechanisms is acceptable, but where a C-H bond breaks, both the bond and the H must be drawn to gain credit.

3.15 Extended responses

For questions marked using a 'Levels of Response' mark scheme:

Level of response mark schemes are broken down into three levels, each of which has a descriptor. Each descriptor contains two statements. The first statement is the Chemistry content statement and the second statement is the communication statement.

Determining a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the Chemistry content descriptor for that level. The descriptor for the level indicates the qualities that might be seen in the student's answer for that level. If it meets the lowest level, then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level.

Once the level has been decided, the mark within the level is determined by the communication statement:

- If the answer completely matches the communication descriptor, award the higher mark within the level.
- If the answer does not completely match the communication descriptor, award the lower mark within the level.

The exemplar materials used during standardisation will help you to determine the appropriate level. There will be an exemplar in the standardising materials which will correspond with each level of the mark scheme and for each mark within each level. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the exemplar to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the exemplar. You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other chemically valid points. Students may not have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme. The mark scheme will state how much chemical content is required for the highest level.

An answer which contains nothing of relevance to the question must be awarded no marks.

For other extended response answers:

Where a mark scheme includes linkagewords (such as 'therefore', 'so', 'because' etc), these are optional. However, a student's marks for the question may be limited if they do not demonstrate the ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured. In particular answers in the form of bullet pointed lists may not be awarded full marks if there is no indication of logical flow between each point or if points are in an illogical order.

The mark schemes for some questions state that the maximum mark available for an extended response answer is limited if the answer is not coherent, relevant, substantiated and logically structured. During the standardisation process, the Lead Examiner will provide marked exemplar material to demonstrate answers which have not met these criteria. You should use these exemplars as a comparison when marking student answers.

Question	Marking guidance	Additional Comments/Guidelines	Mark
01.1	SiO₂ = giant covalent SCl₂ = molecular Na₂O = ionic Mg = metallic	All four correct = 2 marks 2 or 3 correct = 1 mark 0 or 1 correct = 0 marks	2 (2 × AO2)

Question	Marking guidance	Additional Comments/Guidelines	Mark
01.2	(Many) strong covalent bonds need to be broken (when melting SiO₂) Only weak intermolecular forces need to be overcome (when melting SCl₂) / only weak van der Waals forces between molecules need to be overcome (when melting SCl₂)	The covalent bonds are broken in SiO₂ and intermolecular forces are overcome between SCl₂ molecules So, more energy is needed to break covalent bonds than intermolecular forces OR Covalent bonds are stronger than intermolecular forces Accept vdW or dipole-dipole interactions as the IMF between SCl₂ molecules	2 (2 × AO2)

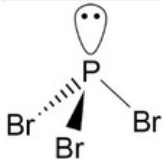
Question	Marking guidance	Additional Comments/Guidelines	Mark
01.3	In Mg there are delocalised electrons (that are free to move) In Na₂O the ions are fixed		2 (2 × AO2)

Question	Marking guidance	Additional Comments/Guidelines	Mark
02.1	Increased nuclear charge / more protons / stronger attraction between nucleus and outer electron(s) / smaller atomic radius Same shielding / electrons removed from same shell	Allow converse argument if it is clear reference is being made to sodium	2 (2 × AO1)

Question	Marking guidance	Additional Comments/Guidelines	Mark
02.2	Outer electron in (3)p sublevel / orbital Higher in energy / further from the nucleus (so easier to remove)		2 (2 × AO1)

Question	Marking guidance	Additional Comments/Guidelines	Mark
02.3	$\text{Si}^{2+}(\text{g}) \rightarrow \text{Si}^{3+}(\text{g}) + \text{e}^{-}$	Allow $\text{Si}^{2+}(\text{g}) + \text{e}^{-} \rightarrow \text{Si}^{3+}(\text{g}) + 2\text{e}^{-}$	1 (1 × AO2)

Question	Marking guidance	Additional Comments/Guidelines	Mark
02.4	Element: Chlorine Explanation: large difference between ionisation energy 7 and 8 or large jump when 8th electron is removed Electron is removed from 2p orbital or Electron is removed from second energy level or Electron is removed from shell which is closer to the nucleus or Electron removed is lower in energy or There is less shielding		3 (3 × AO2)

Question	Marking guidance	Additional Comments/Guidelines	Mark
03.1	M1  M2 (trigonal / triangular)pyramid(al) M3 100° – 108° (actually 101°)		3 (1 × AO1, 2 × AO2)

Question	Marking guidance	Additional Comments/Guidelines	Mark
03.2	Six pairs of electrons that repel to move as far apart as possible/ it is based on octahedral / it is square pyramidal Five bonding pairs and one lone pair Lone pairs repel more than bonding pairs (so lone pair reduces the angle between bonds)		3 (3 × AO2)

Question	Marking guidance	Additional Comments/Guidelines	Mark
04.1	Test for ammonium ions (Warm with some) NaOH Damp red litmus at the mouth of the tube turns blue Test for carbonate ions Add HCl/H₂SO₄ Effervescence / bubbles / gas evolved (that produce a white ppt when the gas is passed through limewater)	Do not allow red litmus dipped in solution Accept named acid	4 (4 × AO3)

Question	Marking guidance	Additional Comments/Guidelines	Mark																
04.2	M1 divides % by A_r M2 divides all by smallest value M3 determines empirical formula M4 Al₂(SO₄)₃ · 18 H₂O	<table border="1"> <tr> <td>Al</td><td>H</td><td>O</td><td>S</td></tr> <tr> <td>$\frac{8.1}{27.0}$</td><td>$\frac{5.4}{1.0}$</td><td>$\frac{72.0}{16.0}$</td><td>$\frac{14.5}{32.1}$</td></tr> <tr> <td>0.3</td><td>5.4</td><td>4.5</td><td>0.45</td></tr> <tr> <td>1</td><td>18</td><td>15</td><td>1.5</td></tr> </table> Al₂H₃₆O₃₀S₃	Al	H	O	S	$\frac{8.1}{27.0}$	$\frac{5.4}{1.0}$	$\frac{72.0}{16.0}$	$\frac{14.5}{32.1}$	0.3	5.4	4.5	0.45	1	18	15	1.5	4 (3 × AO1, 1 × AO3)
Al	H	O	S																
$\frac{8.1}{27.0}$	$\frac{5.4}{1.0}$	$\frac{72.0}{16.0}$	$\frac{14.5}{32.1}$																
0.3	5.4	4.5	0.45																
1	18	15	1.5																

Question	Marking guidance	Additional Comments/Guidelines	Mark
05.1	indigestion relief / laxative / neutralise (excess stomach) acid	Allow milk of magnesia / wet scrubbers (as a component in antiperspirant, to neutralise acidic waste waters, as a fire retardant)	1 (1 × AO1)

Question	Marking guidance	Additional Comments/Guidelines	Mark
05.2	$\text{CaCO}_3 + \text{SO}_2 \rightarrow \text{CaSO}_3 + \text{CO}_2$		1 (1 × AO1)

Question	Marking guidance	Additional Comments/Guidelines	Mark
05.3	M1: unit conversions M2: $n = \frac{pV}{RT}$ M3: calculates amount, in moles, of gas using M1 and M2 M4: calculates amount, in moles, of $Q(NO_3)_2$ $n(Q(NO_3)_2) = M3 \times \frac{2}{5}$ M5: calculation of M_r $M_r = \frac{1.38}{6.51 \times 10^{-3}} = 211.8$ M6: Identity of Q (M5 – 124), but must be Group 2 metal	M1: $V = 720 \times 10^{-6} \text{ m}^3$; $T = 798 \text{ K}$ M3: $n = \frac{150 \times 10^3 \times 720 \times 10^{-6}}{8.31 \times 798} = 0.0163(\text{mol})$ M4: $n(Q(NO_3)_2) = 0.0163 \times \frac{2}{5} = 6.51 \times 10^{-3} (\text{mol})$ M5: $M_r = \frac{1.38}{6.51 \times 10^{-3}} = 211.8$ M6: $(211.8 - 124 = 87.8)$, so Sr	6 (5 × AO2, 1 × AO3)

Question	Marking guidance	Additional Comments/Guidelines	Mark
06.1	$1s^2 2s^2 2p^6 3s^2 3p^6 3d^{10} 4s^2 4p^5$		1 (1 × AO1)

Question	Marking guidance	Additional Comments/Guidelines	Mark
06.2	Larger atoms / more electron shells / more shielding / bonding pair of electrons further from the nucleus weaker attraction between nucleus and bonding pair of electrons / weaker attraction between nucleus and shared pair of electrons / weaker attraction between nucleus and electron density in the covalent bond	ignore references to outer electrons	2 (2 × AO1)

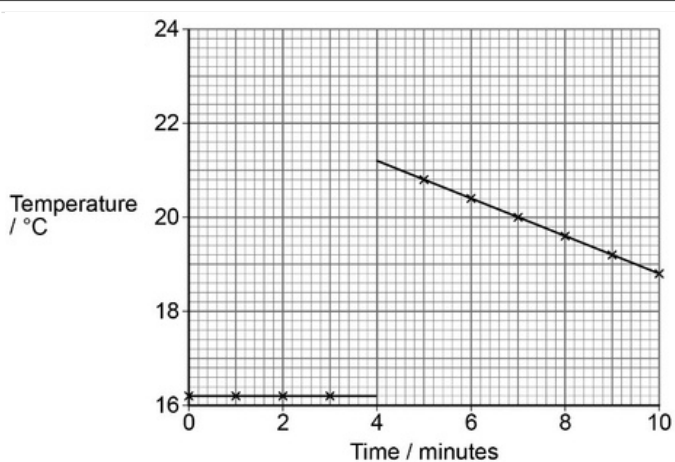
Question	Marking guidance	Additional Comments/Guidelines	Mark
06.3	$SO_2 + 2 H_2O \rightarrow SO_4^{2-} + 4 H^+ + 2 e^-$ $ClO_3^- + 2 H^+ + e^- \rightarrow ClO_2 + H_2O$ $2 ClO_3^- + SO \rightarrow 2 CO_2 + S O_4^{2-}$	Allow multiples for all	3 (3 × AO1)

Question	Marking guidance		Additional Comments/Guidelines	Mark
06.4	This question is marked using levels of response. Refer to the Mark Scheme Instructions for Examiners for guidance on how to mark this question.			6 (2 × AO2, 4 × AO3)
	Level 3: All stages are covered and the explanation of each stage is generally correct and virtually complete (ie at least two from stages 1, 2 and at least 3 from stage 3). Answer communicates the whole explanation, including equations, coherently and shows a logical progression through all three stages.	5–6	Stage 1: Identification of ion 1a: Solution R contains bromide ions 1b: Solution S contains iodide ions 1c: Solution T contains chloride ions/fluoride ions Stage 2: Ionic equations (aq throughout) 2a: $\text{Cl}_2 + 2\text{Br}^- \rightarrow 2\text{Cl}^- + \text{Br}_2$ 2b: $\text{Cl}_2 + 2\text{I}^- \rightarrow 2\text{Cl}^- + \text{I}_2$ 2c: $\text{Br}_2 + 2\text{I}^- \rightarrow 2\text{Br}^- + \text{I}_2$ Stage 3: Explanations 3a: Oxidising ability of the halogens decreases down the group. 3b: (Chlorine stronger oxidising agent than bromine, so) chlorine can oxidise bromide ions (so bromine is displaced) in Test 1 3c: The yellow solution in Test 1 is $\text{Br}_2(\text{aq})$	
	Level 2: All stages are covered but the explanation of each stage may be incomplete or may contain inaccuracies. OR Two stages covered and the explanations are generally correct and virtually complete (ie two from stages 1 and / or 2 and / or three from stage 3). Answer is coherent and shows some progression through all three stages. Some steps in each stage may be incomplete.	3–4		

06.4 (cont)	Level 1: Two stages are covered but the explanation of each stage may be incomplete or may contain inaccuracies. OR Only one stage is covered but the explanation is generally correct and virtually complete (i.e. two from stages 1 or 2 or three from stage 3). Answer shows some progression between two stages.	1–2	3d: Bromine unable to oxidise bromide ions, so no visible change in Test 2 3e: Iodine unable to oxidise bromide ions, so no visible change in Test 3	
	Level 0: Insufficient correct chemistry to gain a mark.	0		

Question	Marking guidance	Additional Comments/Guidelines	Mark
07.1	So that the two solutions were at the same / room temperature		1 (1 × AO3)

Question	Marking guidance	Additional Comments/Guidelines	Mark
07.2	So that the whole mixture was at the same temperature		1 (1 × AO3)

Question	Marking guidance	Additional Comments/Guidelines	Mark
07.3	 Temperature / °C Time / minutes M3 5.0 (°C)	M1 Plotted points Allow $\pm \frac{1}{2}$ of a small square M2 Two best fit lines M3 Temperature rise at fourth minute	3 (3 × AO2)

Question	Marking guidance	Additional Comments/Guidelines	Mark
07.4	Allow for heat loss OR for lag time of the thermometer OR Allow for cooling correction OR time for temperature to rise OR not all heat released instantaneously.		1 (1 × AO3)

Question	Marking guidance	Additional Comments/Guidelines	Mark
07.5	Sulfuric acid is in excess		1 (1 × AO3)

Question	Marking guidance	Additional Comments/Guidelines	Mark
07.6	M1 $q = m \times c \times \Delta T = 50 \times 4.18 \times 5.7 = 1191(.3) \text{ (J)}$ M2 $n(\text{NaOH}) = \frac{25.00 \times 0.990}{1000} = 0.02475 \text{ (mol)}$ M3 $\Delta H = \frac{-M1 \text{ M2}}{1000}$ M4 $\Delta_{\text{neutralisation}} H = \frac{\text{—}}{1000} \text{ (kJ mol}^{-1}\text{)}$ (must be –ve AND 2 sig fig)	$\Delta H = \frac{-1191.3}{0.02475} = -48133.3 \text{ (J mol}^{-1}\text{)}$ $\Delta_{\text{neutralisation}} H = -48 \text{ (kJ mol}^{-1}\text{)}$ Allow M4 ecf to M3 if they use the moles of acid If in Question 07.5 H_2SO_4 not in excess, then allow M2 $n(\text{H}_2\text{SO}_4) = 0.02 \text{ (mol)}$ M3 $\Delta H = \frac{-M1}{M2 \times 2} = \frac{-1191.3}{0.04} = -29782.5 \text{ (J mol}^{-1}\text{)}$ M4 $\Delta_{\text{neutralisation}} H = \frac{\text{—}}{1000} \text{ (kJ mol}^{-1}\text{)}$	4 (4 × AO2)

Question	Marking guidance	Additional Comments/Guidelines	Mark
07.7	$\frac{0.1}{25} \times 100 = 0.4\%$		1 (1 × AO2)

Question	Marking guidance	Additional Comments/Guidelines	Mark
08.1	Attraction towards a negatively charged plate OR By an electric field		1 (1 × AO1)

Question	Marking guidance	Additional Comments/Guidelines	Mark
08.2	M1 $v = \frac{q}{t}$ M2 $m = \frac{2 KE_z}{(M1)}$ or $m = \frac{2 KE_z}{(v)}$ M3 evaluation of M2 M4 $M_r = M3 \times 1000 \times 6.022 \times 10^{23}$	M1 $v = 1484.375 \text{ m s}^{-1}$ M3 $m = 1.28 \times 10^{-25} \text{ (kg)}$ M4 $M_r = 77.1$	4 (4 × AO2)

Question	Marking Guidance	Mark	Comments
09	D	1 (AO1)	$(\text{NH}_4)_2\text{SO}_4$
10	A	1 (AO1)	dative covalent bond
11	D	1 (AO1)	$\text{CuO} + 2 \text{HCl} \rightarrow \text{CuCl}_2 + \text{H}_2\text{O}$
12	B	1 (AO1)	a colourless solution and effervescence
13	C	1 (AO1)	to prevent the precipitation of silver salts other than halides
14	C	1 (AO1)	NaBr
15	B	1 (AO1)	NaCl and NaOCl
16	D	1 (AO1)	f-block
17	A	1 (AO1)	$2\text{Rb(s)} + \overset{1}{\text{O}}_2(\text{g}) \rightarrow 2\text{RbO(s)}$
18	C	1 (AO2)	$\text{CH}_4 + \text{H}_2\text{O} \rightarrow \text{CO} + 3 \text{H}_2$
19	B	1 (AO3)	rinsing the burette with distilled water before filling with HCl(aq)
20	D	1 (AO2)	$3\text{NO}_3^- + 8\text{Al} + 5\text{OH}^- + 18\text{H}_2\text{O} \rightarrow 3\text{NH}_3 + 8\text{Al(OH)}_3^-$ l(4

21	C	1 (AO1)	8.94
22	A	1 (AO1)	the mean mass of a silicon atom compared to one twelfth of the mass of an atom of ^{12}C
23	D	1 (AO2)	173, 175, 177