

Question Number	Answer	Acceptable answers	Mark
<b>1 (a)</b>	<p>An explanation linking</p> <p>Marking point 1 – one from</p> <ul style="list-style-type: none"> <li>• forward and back reactions take place (at the same time) (1)</li> <li>• rate of the forward and back reactions is the same (1)</li> </ul> <p>Marking point 2 – one from</p> <ul style="list-style-type: none"> <li>• no (overall) change in the {amount/concentration/mass/ volume} of each {substance / reactant / product} (1)</li> <li>• no observable change (1)</li> </ul>	<p>assume 'both reactions' implies the forward and back reaction</p> <p>allow reversible reaction with the same rate (1)</p> <p>allow reversible reaction in a closed system (1)</p> <p>do not allow the forward reaction equals the reverse reaction</p> <p>allow overall effect is nil (1)</p> <p>allow reactants and products reach a balance (1)</p> <p>ignore forward reaction cancels out back reaction</p> <p>do not allow {amount / concentration /mass/volume} of reactants and products are equal</p>	<b>(2)</b>

Question Number	Answer	Acceptable answers	Mark
<b>1 (b) (i)</b>	<p>An explanation linking two of</p> <ul style="list-style-type: none"> <li>• higher pressure favours forward reaction/equilibrium shifts to the right (1)</li> <li>• because decrease in {volume / number of molecules}/side with lower volume (1)</li> <li>• yield increases (1)</li> </ul>	<p>ignore answers related to rate/collisions</p> <p>maximum (1) if 3 statements given, but 1 is incorrect</p>	<b>(2)</b>

Question Number	Answer	Acceptable answers	Mark
<b>1 (b) (ii)</b>	<p>An explanation linking any two of</p> <ul style="list-style-type: none"> <li>• lower temperature favours forward reaction/equilibrium shifts to the right (1)</li> <li>• because (forward) reaction is exothermic (1)</li> <li>• yield increases (1)</li> </ul>	<p>ignore answers related to rate/collisions</p> <p>if answer refers to increasing temperature, maximum (1) for (forward) reaction is exothermic / reverse reaction is endothermic</p> <p>maximum (1) if 3 statements given, but 1 is incorrect</p>	<b>(2)</b>

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<b>1 (b) (iii)</b>	catalyst	iron	<b>(1)</b>

Question Number	Answer	Acceptable answers	Mark
<b>1 (c) (i)</b>	3 x 1000 (1) (= 3000)		<b>(1)</b>

Question Number	Answer	Acceptable answers	Mark
<b>1(c)(ii)</b>	<p>marks are for the working</p> <p>Method 1  <math>14 + (3 \times 1)</math> (1) g of <math>\text{NH}_3</math>            makes <math>14 + (4 \times 1) + 14 + (3 \times 16)</math> (1) g <math>\text{NH}_4\text{NO}_3</math></p> <p>34 g of <math>\text{NH}_3</math> makes  <math>\frac{(14 + (4 \times 1) + 14 + (3 \times 16)) \times 34}{17}</math> or</p> <p><math>\frac{80 \times 34}{17}</math> or</p> <p><math>2(14 + (4 \times 1) + 14 + (3 \times 16))</math> g <math>\text{NH}_4\text{NO}_3</math>            (1) = 160 g</p> <p>Method 2            moles of <math>\text{NH}_3 = \frac{34}{17}</math> (1) = 2</p> <p>moles of <math>\text{NH}_4\text{NO}_3 =</math> moles of <math>\text{NH}_3</math>            or            relative formula mass <math>\text{NH}_4\text{NO}_3 = 80</math> (1)</p> <p>mass <math>\text{NH}_4\text{NO}_3 = 2 \times 80</math> (1) = 160 g</p>	<p>full marks awarded for an answer of 160 g with or without any working</p> <p>allow ecf on incorrect <math>M_r</math>s for either method</p> <p>allow ecf for incorrect moles eg if moles of <math>\text{NH}_3 = 0.5</math>            relative formula mass <math>\text{NH}_4\text{NO}_3 = 80</math> (1)            mass <math>\text{NH}_4\text{NO}_3 = 0.5 \times 80</math> (1) = 40 g</p>	<b>(3)</b>

Question number	Answer	Mark
<b>2(a)(i)</b>	An explanation that combines identification – understanding (1 mark) and reasoning/justification – understanding (2 marks): <ul style="list-style-type: none"> <li>• rate increased/time to reach equilibrium reduced (1)</li> <li>• because gas molecules closer/more concentrated (1)</li> <li>• so increased collision rate/more frequent collisions(1)</li> </ul>	<b>(3)</b>

Question number	Answer	Mark
<b>2(a)(ii)</b>	A	<b>(1)</b>

Question number	Answer	Mark
<b>2(b)</b>	equilibrium position/usefulness of by-products	<b>(1)</b>

Question Number	Indicative content
<b>2(c)</b>	<p>Answers will be credited according to candidate's deployment of knowledge and understanding of the material in relation to the qualities and skills outlined in the generic mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Additional content included in the response must be scientific and relevant.</p> <p style="text-align: center;"><b>AO1 (6 marks)</b></p> <p>The effect of the temperature rise on the rate of attainment of equilibrium and on the equilibrium yield are considered by:</p> <ul style="list-style-type: none"> <li>• higher temperature reaches equilibrium faster because molecules move faster</li> <li>• therefore there are more frequent collisions because molecules have more energy</li> <li>• therefore more collisions have required energy but yield will be lower</li> <li>• because higher temperature favours endothermic reaction and so equilibrium shifts to left hand side</li> <li>• which is decomposition of ammonia / ammonia reforms elements</li> <li>• catalyst causes reaction to reach equilibrium faster / catalyst increases rates (of both forward and back reactions)</li> <li>• lowers the activation energy (of both forward and back reactions) but does not affect yield</li> <li>• equilibrium position not affected.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<ul style="list-style-type: none"> <li>• Demonstrates elements of chemical understanding, some of which is inaccurate. Understanding of scientific ideas lacks detail. (AO1)</li> <li>• Presents an explanation with some structure and coherence. (AO1)</li> </ul>
Level 2	3-4	<ul style="list-style-type: none"> <li>• Demonstrates chemical understanding, which is mostly relevant but may include some inaccuracies. Understanding of scientific ideas is not fully detailed and/or developed. (AO1)</li> <li>• Presents an explanation that has a structure which is mostly clear, coherent and logical. (AO1)</li> </ul>
Level 3	5-6	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant chemical understanding throughout. Understanding of the scientific ideas is detailed and fully developed. (AO1)</li> <li>• Presents an explanation that has a well-developed structure which is clear, coherent and logical. (AO1)</li> </ul>