

GCE

Chemistry B

H433/01: Fundamentals of chemistry

A Level

Mark Scheme for June 2022

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

© OCR 2022

MARKING INSTRUCTIONS**PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor.
3. Log-in to RM Assessor and mark the **required number** of practice responses ("scripts") and the **required number** of standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (*The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.*)

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space.

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your Team Leader, use the phone, the RM Assessor messaging system, or email.

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

Read through the whole answer from start to finish, using the Level descriptors to help you decide whether it is a strong or weak answer. The indicative scientific content in the Guidance column indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance. Using a 'best-fit' approach based on the skills and science content evidenced within the answer, first decide which set of level descriptors, Level 1, Level 2 or Level 3, best describes the overall quality of the answer.

Once the level is located, award the higher or lower mark:

The higher mark should be awarded where the level descriptor has been evidenced and all aspects of the communication statement (in italics) have been met.

The lower mark should be awarded where the level descriptor has been evidenced but aspects of the communication statement (in italics) are missing.

In summary:

The skills and science content determines the level.

The communication statement determines the mark within a level.

Level of response questions on this paper are **34(c)** and **35(g)**

11. Annotations available in RM Assessor

Annotation	Meaning
✓	Correct response
✗	Incorrect response
^K	Omission mark
BOD	Benefit of doubt given
CON	Contradiction
RE	Rounding error
SF	Error in number of significant figures
ECF	Error carried forward
L1	Level 1
L2	Level 2
L3	Level 3
NBOD	Benefit of doubt not given
SEEN	Noted but no credit given
I	Ignore

12. Abbreviations, annotations and conventions used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions).

Annotation	Meaning
/	alternative and acceptable answers for the same marking point
✓	Separates marking points
DO NOT ALLOW	Answers which are not worthy of credit
IGNORE	Statements which are irrelevant
ALLOW	Answers that can be accepted
()	Words which are not essential to gain credit
—	Underlined words must be present in answer to score a mark
ECF	Error carried forward
AW	Alternative wording
ORA	Or reverse argument

13. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

Multiple Choice answers

Question	Key	AO
1	B	1.1
2	C	1.1
3	D	1.1
4	B	1.1
5	D	2.1
6	D	1.1
7	D	1.1
8	A	2.1
9	D	1.1
10	A	2.1
11	There was an issue with this question that affected candidates' ability to answer it. To make sure all candidates were treated fairly, we have awarded the mark to all candidates for this question.	2.5
12	D	1.2
13	A	1.1
14	A	1.1
15	B	1.2
16	B	1.1
17	D	2.1
18	A	2.3
19	C	2.4
20	A	2.5
21	B	2.1
22	C	2.6
23	D	2.8
24	D	1.2
25	A	2.3
26	D	2.6
27	C	2.8
28	D	1.2
29	C	2.6
30	D	1.1

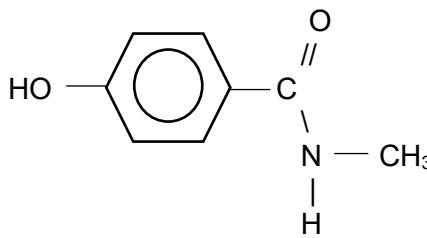
Question		Answer					Marks	AO element	Guidance															
31	(a)	<table border="1"> <thead> <tr> <th>Substance</th><th>Structure</th><th>Bonding</th><th>Melting point</th><th>Electrical conductivity in liquid state</th></tr> </thead> <tbody> <tr> <td>Bromine</td><td><i>simple molecules</i></td><td>covalent</td><td>low</td><td>Poor</td></tr> <tr> <td>Sodium bromide</td><td>giant OR lattice</td><td>ionic</td><td>high</td><td>Good/high</td></tr> </tbody> </table> <p>✓ ✓ (one for each correct row)</p>					Substance	Structure	Bonding	Melting point	Electrical conductivity in liquid state	Bromine	<i>simple molecules</i>	covalent	low	Poor	Sodium bromide	giant OR lattice	ionic	high	Good/high	2	1.1 x 2	ALLOW 1 mark if structure and bonding correct
Substance	Structure	Bonding	Melting point	Electrical conductivity in liquid state																				
Bromine	<i>simple molecules</i>	covalent	low	Poor																				
Sodium bromide	giant OR lattice	ionic	high	Good/high																				
	(b)	<p>The chlorine gains/attracts an electron more easily (than bromine) ✓</p> <p>The <u>outer/valence electrons</u> are further from the nucleus/experience weaker nuclear attraction in bromine ORA ✓</p>					2	2.1 x 2	ALLOW the outer electrons in bromine are more shielded than in chlorine															
	(c)	$2\text{Br}^- \rightarrow \text{Br}_2 + 2\text{e}^-$ ✓					1	1.2	ALLOW electron (e) with/without $^-$ charge $\text{Br}^- \rightarrow \frac{1}{2}\text{Br}_2 + \text{e}^-$ IGNORE state symbols															
	(d)	<p>CHECK ANSWER LINE If answer rounds to 30 or 31 (cm³) award 4 marks</p> <p>Amount of NaBr = $100 / 1000 \times (2.57 / 102.9) = 0.00250 \text{ mol}$ ✓</p> <p>Amount of Cl₂ = $(0.00250 / 2) = 0.00125 \text{ mol}$ ✓</p> <p>$V = (0.00125 \times 8.314 \times [273 + 20]) / 101\ 000$ ✓</p> <p>$V = 0.0000302 \text{ m}^3$ $V = 30 \text{ (cm}^3)$ ✓</p>					4	2.2 x 4	ALLOW 2 or more sf. Answer rounding to 60 or 62 cm ³ award 3 If answer rounds to 39cm ³ check for M _r of 79.9 and award 3 ALLOW ecf throughout															

Question		Answer	Marks	AO element	Guidance
(e)	(i)	$\text{Ag}^+(\text{aq}) + \text{Cl}^-(\text{aq}) \rightarrow \text{AgCl}(\text{s})$ ✓	1	1.2	
(e)	(ii)	Add <u>concentrated</u> ammonia (solution) ✓ Bromide (partially) soluble AND iodide insoluble AW ✓	2	1.2 x 2	MP2 depends on use of ammonia
(f)	(i)	$2\text{HBr} + \text{H}_2\text{SO}_4 \rightarrow \text{SO}_2 + \text{Br}_2 + 2\text{H}_2\text{O}$ ✓	1	1.2	
(f)	(ii)	Use phosphoric acid/ H_3PO_4 ✓	1	1.2	
		Total	14		

Question		Answer	Marks	AO element	Guidance
32	(a)	<p>The C-F bond is more polar than the C-Cl bond as F is more electronegative. ORA ✓</p> <p>The C-Cl bond has a lower bond enthalpy/is weaker/easier to break than the C-F bond. ORA ✓</p> <p>So, chlorine atoms/radicals are released. ✓</p>	3	3.2 x 3	Some explanation referring to electronegativity needed
	(b)	<p>FIRST CHECK THE ANSWER ON THE ANSWER LINE If answer = 302 (kJ mol⁻¹) award 4 marks</p> $v = (3.00 \times 10^8 / 3.96 \times 10^{-7}) = 7.576 \times 10^{14} \text{ Hz} \quad \checkmark$ $E (\text{per bond}) = (6.63 \times 10^{-34} \times 7.576 \times 10^{14})$ $= 5.023 \times 10^{-19} \text{ J} \quad \checkmark$ $E = (5.023 \times 10^{-19} \times 6.02 \times 10^{23}) = 302400 \text{ J mol}^{-1}$ $E = 302.4 \text{ (kJ mol}^{-1}\text{)} \quad \checkmark$ $= 302 \text{ to 3 sf} \quad \checkmark$			
	(c) (i)	Is in the same state/phase as the reactants. ✓	1	1.1	
	(c) (ii)	$\text{NO}_2 + \text{O} \rightarrow \text{NO} + \text{O}_2$ ✓	1	2.5	IGNORE dots
	(c) (iii)	provides an alternative pathway AND of lower activation energy AW ✓	1	1.1	
	(d) (i)	Identity D = CH_2Cl_2 /dichloromethane AND E = C_2H_6 /ethane ✓	1	3.1	

	(d)	(ii)	<p>Use of radical(s) that are involved in Reaction 32.1 $\text{CH}_3(\bullet)$, $\text{Cl}(\bullet)$ or $\text{CH}_2\text{Cl}(\bullet)$ ✓</p> <p>Formation of D (both propagation $\text{CH}_3\text{Cl} + \text{Cl}(\bullet) \rightarrow \text{CH}_2\text{Cl}(\bullet) + \text{HCl}$ AND $\text{CH}_2\text{Cl}(\bullet) + \text{Cl}_2 \rightarrow \text{CH}_2\text{Cl}_2 + \text{Cl}(\bullet)$ OR termination $\text{CH}_2\text{Cl}(\bullet) + \text{Cl}(\bullet) \rightarrow \text{CH}_2\text{Cl}_2$ ✓</p> <p>Formation of E (termination step involving (two) methyl radicals) $2\text{CH}_3(\bullet) \rightarrow \text{C}_2\text{H}_6$ ✓</p>	3	3.2 x 3	ALLOW radicals with or without 'dots'
			Total	14		

Question		Answer	Marks	AO element	Guidance
33	(a)	permanent dipole-permanent dipole OR instantaneous dipole-induced dipole ✓	1	2.1	NOT H-bonds ALLOW permanent dipole – induced dipole
	(b)	$\text{HOC}_6\text{H}_4\text{COOH}(\text{s}) + 2\text{NaOH}(\text{aq}) \rightarrow \text{NaOC}_6\text{H}_4\text{COONa}(\text{aq}) + 2\text{H}_2\text{O}(\text{l})$ correct reactants and products with state symbols ✓ completely correct equation ✓	2	1.2	ALLOW 1 mark for correctly balanced equation containing $\text{NaOC}_6\text{H}_4\text{COOH}$ OR $\text{HOC}_6\text{H}_4\text{COONa}$ AND correct state symbols
	(c) (i)	✓ for any two from: <ul style="list-style-type: none">effervescence AWpowder/solid/4-HBA disappears/dissolves AWa colourless solution (forms)change in temperature	1	2.7	ALLOW Fruity smell (as an ester is formed)
	(c) (ii)	Any correct structural formula with or without charges $\text{HOC}_6\text{H}_4\text{COONa}$ ✓	1	1.2	If the full equation is shown, it must be correct. Incorrect equation is CON
	(d)	Choice of ethanol ✓ Dissolve in minimum volume of hot solvent ✓ Filter when hot and cool/leave to crystallise ✓ Collect crystals by filtering under reduced pressure AW ✓ wash (with cold solvent) and dry AW ✓	5	3.4 1.2 x 4	Ethanol is only needed for MP1 MP5 depends on presence of solid before washing and drying

	(e)	(i)	Acyl/acid chloride ✓	1	1.1	
	(e)	(ii)	 ✓	1	1.2	ALLOW any structural formula ALLOW Kekule structure for ring ALLOW substituents in any position IGNORE rest of equation if shown
			Total 12			

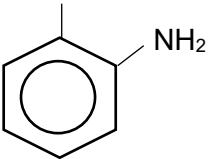
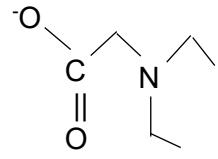
Question		Answer	Marks	AO element	Guidance
34	(a)	<p>Concentrations of reactants and products are constant (not equal) ✓</p> <p>Forward and reverse reactions still occurring at the same rate ✓</p> <p>To gain both marks there must be some correct reference to a student's statements</p>	2	3.2 (x2)	
	(b)	(i) $K_c = [\text{CH}_3\text{OH}] / [\text{CO}][\text{H}_2]^2$ ✓	1	1.1	
	(b)	(ii) FIRST CHECK THE ANSWER ON THE ANSWER LINE If answer = 0.106 award 4 marks $[\text{H}_2]^2 = [\text{CH}_3\text{OH}] / K_c[\text{CO}]$ ✓ $[\text{H}_2] = \sqrt{0.0290 / (4.75 \times 10^3 \times 0.0481)}$ ✓ $[\text{H}_2] = 0.0113 \text{ mol dm}^{-3}$ ✓ $[\text{H}_2] = (0.0113 \times (9.40 \times 10^3 / 1000))$ $[\text{H}_2] = 0.106 \text{ (mol)}$ ✓	4	2.6 x 4	ALLOW ecf throughout ALLOW $[\text{H}_2] = \sqrt{0.273 / (4.75 \times 10^3 \times 0.452)}$ If MP1, 2 and 3 not scored award 1 mark for correct calculation of concentrations of CO and CH_3OH ALLOW 0.11 if correctly rounded from 0.1059 (not 0.113)

<p>(c)*</p>	<p>Please refer to the marking instructions on page 4 of this mark scheme for guidance on how to mark this question.</p> <p>Level 3 (5–6 marks) Learners give an account of all areas (<i>with some explanatory points</i>) <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (3–4 marks) Learners give an outline account of all areas OR Learners give a detailed account of some areas (<i>with explanatory points from at least two</i>) <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1–2 marks) Learners give an outline account of EITHER yield OR rate for EITHER pressure or temperature <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks <i>No response or no response worthy of credit.</i></p> <p>Explanatory points are denoted by an (E)</p>	<p>6</p>	<p>2.1 (x3) 3.2 (x3)</p>	<p>Indicative scientific points include:</p> <p>Pressure - yield</p> <ul style="list-style-type: none"> • Fewer moles on right/products • High P increases yield of methanol • High P shifts to rhs • (E) poe shifts to side with fewer moles • (E) counteract the change (dec in P) <p>Pressure - rate</p> <ul style="list-style-type: none"> • High P increases rate of reaction • (E) reacting particles closer together • (E) collide more frequently <p>Temperature - yield</p> <ul style="list-style-type: none"> • Low T increases yield of methanol • forward reaction is exothermic • Low T shifts to rhs • (E) Low T poe shifts in direction of exo reaction • (E) To counteract the change (increase T) • (E) Catalyst has no effect on yield <p>Temperature - rate</p> <ul style="list-style-type: none"> • Low T decreases rate of reaction • (E) Collisions are less frequent • (E) reacting particles have less energy • (E) fewer collisions have required E_a • (E) Catalyst allows faster rate at lower T <p>AW</p> <p>Conclusions</p> <ul style="list-style-type: none"> • Temperature is compromise rate/yield • Pressure is a compromise due to cost and safety (AW throughout)
-------------	---	----------	------------------------------	--

	(d)	(i)	$(\Delta_{\text{sys}}S)$ positive AND there are more moles/molecules of (gaseous) products than reactants ✓	1	2.1	
	(d)	(ii)	CHECK ANSWER LINE If answer = 959 K award 4 marks $\Delta_{\text{sys}}S = S_{\text{products}} - S_{\text{reactants}}$ $\Delta_{\text{sys}}S = [(197.6) + 3(130.7)] - [(186.2) + (188.7)]$ $\Delta_{\text{sys}}S = [589.4] - [374.9]$ $\Delta_{\text{sys}}S = 214.8 \text{ J K}^{-1} \text{ mol}^{-1}$ ✓ $\Delta_{\text{total}}S = 0 = \Delta_{\text{sys}}S - \Delta H/T$ ✓ $T = \Delta H / \Delta_{\text{sys}}S$ $T = (206 \times 1000) / 214.8$ ✓ $T = 959 \text{ K}$ ✓	4	2.2 x 4	ALLOW 2 or more sf ALLOW ecf throughout $\Delta_{\text{total}}S = \Delta_{\text{sys}}S + (-\Delta H/T)$, $\Delta_{\text{total}}S = 0$ Final temperature must be positive and correctly rounded to score MP4
			Total		18	

Question		Answer	Marks	AO element	Guidance
35	(a)	pharmacophore ✓	1	1.1	
	(b)	for one solid wedge and one dashed wedge/line ✓	1	1.1	or one straight line (not at 180 to bond shown) and a dashed line or a wedge. IGNORE the rest of the molecule Bond angles, if shown, must be correct
	(c) (i)	The aluminium(III) chloride reacts (vigorously) with water ✓	1	1.2	
	(c) (ii)	electrophilic substitution ✓	1	1.1	
	(d)	Reactant: <chem>CH3CH2OH</chem> ✓ Product: <chem>H2O</chem> ✓	2	2.5 x 2	
	(e) (i)	Acidified (potassium) dichromate(VI) AND (heat under) reflux ✓	1	1.2	ALLOW <chem>Cr2O7^2-/H^+</chem>
	(e) (ii)	Warm with Fehling's solution ✓ (solution) turns (from blue) orange/red precipitate ✓ OR Warm with Tollens' reagent/ammoniacal silver nitrate ✓ (solution) turns from colourless to silver 'mirror' ✓	2	1.2 x 2	ALLOW Benedict's (solution) in place of Fehling's ALLOW warm with <chem>Cr2O7^2-/H^+</chem> ✓ (orange) to green ✓ Second mark depends on the correct reagent

(e)	(iii)	<p>step 1</p> <p></p> <p>Step 2</p> <p></p> <p>✓ both 'curly arrows' in step 1 ✓ partial charges and all full -/+ charges ✓ 'curly arrow' in step 2</p>	3	1.2 x 3	<p>ALLOW step 2 to follow on from step 1 rather than being written separately Curly arrows must start at a lone pair or - charge or the middle of a bond</p> <p>If the structure of the rest of the molecule is incorrect, ALLOW ecf on subsequent marks</p> <p>ALLOW for step 2</p> <p></p>
(e)	(iv)	$\text{H}_2\text{SO}_4 + \text{HNO}_3 \rightarrow \text{HSO}_4^- + \text{NO}_2^+ + \text{H}_2\text{O}$ OR $2\text{H}_2\text{SO}_4 + \text{HNO}_3 \rightarrow 2\text{HSO}_4^- + \text{NO}_2^+ + \text{H}_3\text{O}^+ \checkmark$	1	1.2	
(e)	(v)	to prevent loss of reactants/products/mixture AW ✓	1	1.2	

(f)		Product 1:  ✓ Product 2:  ✓	2	2.5 x 2	Product 1 and 2 can be in either order. The product must be a carboxylate anion. ALLOW salt from suitable alkali
-----	--	--	---	---------	---

Question		Answer	Mark	AO element	Guidance
(g)*		<p>Refer to marking instructions on page 5 of mark scheme for guidance on marking this question.</p> <p>Level 3 (5 – 6 marks) Learners use data to work out molecular formula AND correctly deduce the structure/identity with evidence from both spectra.</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (3 – 4 marks) Learners identify compound correctly but with insufficient working/evidence OR Learners give a good account of two areas of the analysis OR Learners work out molecular formula correctly and give evidence from both spectra but fail to identify the compound correctly (or do not suggest an identity)</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1 – 2 marks) Learners give a good account of one area of analysis OR Learners attempt a molecular formula calculation and give some evidence from the spectra</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks No response or nothing of value</p>	6	3.1 x 4 3.2 x 2	<p>Indicative scientific points may include:</p> <p>AO3.1 Analysis: C:H:O mass data amounts /mol $(72.0/12) = 6.00$: $(6.70/1) = 6.70$: $(21.3/16) = 1.33$ ratio /mol $(6.00/1.33) = 4.5$: $(6.70/1.33) = 5.0$: $(1.33/1.33) = 1.0$ empirical formula = $C_9H_{10}O_2$ M_r is 150 so molecular formula is $C_9H_{10}O_2$</p> <p>H-NMR:</p> <ul style="list-style-type: none"> • 4 x H environments (ppm for all data) • 1.4 = HC-C, • 4.5 = HC-O, • 7.5 and 8.0, aromatic H's • Identifies triplet = 2 adjacent H's/CH_2 • Identifies quartet = 3 adjacent H's/CH_3 <p>C-NMR:</p> <ul style="list-style-type: none"> • C=O at about 168 (ppm for all data) • C-O at about 61 • C-C at about 16 • aromatic carbons at 130 • 4 x C peaks meaning monosubstitution <p>AO3.2 Evaluation: Compound H identified as ethyl benzoate/ $C_6H_5COOCH_2CH_3$ Structure presented in any unambiguous way</p>

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit

-  ocr.org.uk/qualifications/resource-finder
-  ocr.org.uk
-  Twitter/ocrexams
-  [/ocrexams](http://ocrexams)
-  [/company/ocr](http://company/ocr)
-  [/ocrexams](http://ocrexams)



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2022 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.