



JABATAN PELAJARAN NEGERI JOHOR

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CHEMISTRY

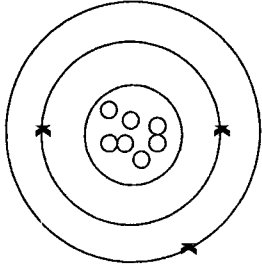
PAPER 1

PAPER 2

PAPER 3

PAPER 1 ANSWER

1	A	26	C
2	C	27	C
3	D	28	D
4	B	29	C
5	D	30	B
6	C	31	A
7	B	32	D
8	D	33	C
9	B	34	D
10	D	35	C
11	D	36	A
12	B	37	D
13	A	38	C
14	C	39	C
15	C	40	B
16	A	41	A
17	D	42	A
18	B	43	D
19	A	44	B
20	B	45	B
21	A	46	A
22	A	47	B
23	B	48	C
24	D	49	C
25	A	50	D

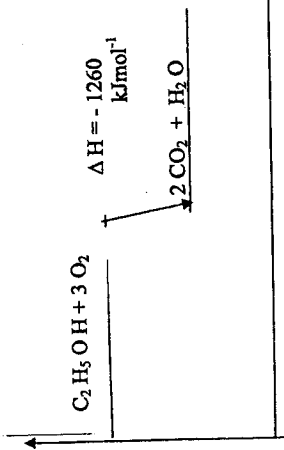
Question No.	Explanation	Mark	Σ Mark
1 (a)	No of electrons = 18, No of neutrons = 22	1+1	
b(i)	The total number of protons and neutrons in the nucleus of an atom	1	
(ii)	40	1	
c(i)	2.1	1	
d(i)	 <p>W, Y Isotopes have the same number of valence electrons./proton number Carbon dating to estimate the age of fossils /artefacts/wood</p>	2	
(ii)		1	
(iii)		1	
		1	
Total Marks			10

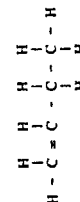
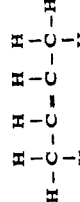
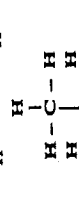
Question No.	Explanation	Mark	Σ Mark
2(a)	Is a representation of a chemical substance using letters for atoms and subscripts for each type of atoms present in the substance.	1	
(b)	[Able to name suitable acid and metal and its equation] For example Hydrochloric acid and zinc metal $Zn + 2HCl \rightarrow ZnCl_2 + H_2$	1 1	
(c)	Hydrogen gas must be flowed/through/into the combustion tube for a few minutes before heating/ The flow of hydrogen gas must be continuous throughout the experiment/ [Accept any one answer]	1	
(d) (i)	Number of mole of copper = $\frac{1.62}{64}$ = 0.025mole	1	
(ii)	Number of mole of oxygen = $\frac{0.40}{16}$ = 0.025mole	1	
(iii)	Number of mole of copper : Number of mole of oxygen $0.025 : 0.025$ The simplest ratio 1 : 1	1	
(e)	The empirical formula of copper(II) oxide is CuO	1	
(f)	Iron(II) oxide / Tin(II) oxide / Lead(II) oxide Burning of metal in excess oxygen	1	
Total marks			10

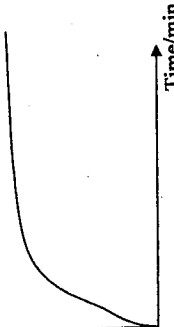
Question No.	Explanation	Mk	Σ Mark
3 (a)(i)	Group 1 and Period 4	1+1	
(ii)	G	1	
(b)(i)	D ₂ L Soluble in water// high melting / boiling point// conducts electricity in molten or aqueous solution	1	
(ii)	E	1	
c(i)	The nuclei attraction towards the valence electrons is weaker in E.	1	
(ii)	Thus it is easier for E to lose / release an electron to form a positively charged ion.	1	
d(i)	L/M	1	
(ii)	Covalent bond	1	
Total Marks			10

Question No.	Explanation	Mark	Σ Mark
4 (a)	A weak acid is an acid that dissociates partially in water to produce hydrogen ions	1	
(b)	Sour	1	
(c)	Colourless to pink	1	
(d)	Neutralisation is an exothermic reaction./ releases heat	1	
(e)	Some of the energy produced during the reaction between a weak acid and strong base is used to ionise/dissociate completely the weak acid molecules.	1	
(f)	$H^+ + OH^- \rightarrow H_2O$	1	
(g) (i)	Number of moles of malic acid = $\frac{5.00}{134}$ = 0.0373 mol	1	
(ii)	Number of moles of sodium hydroxide used = $\frac{2.00 \times 37.50}{1000}$ = 0.0746 mol	1	
	1 mole of H^+ reacts with 1 mole of OH^- Thus, number of mole of H^+ ions in the sample = 0.0746	1	
	0.0374 mole of malic acid produces 0.0746 mole of hydrogen ion. Hence, 1 mole of malic acid produces $\frac{0.0746}{0.0373}$ = 2 mole of H^+	1	
	Or No of mole of malic acid : No of mole of NaOH 1 : 2 Therefore, malic acid is diprotic (proven)	1	
	Total marks		10

Question No.	Explanation	Mark	Σ Mark
5a(i)	Haber Process	1	
(ii)	$3H_2 + N_2 \rightarrow 2NH_3$	1	
(iii)	Catalyst : Iron Temperature : 450°C	1	
(b)	Sulphur trioxide is dissolved in concentrated H_2SO_4 to form oleum Oleum is diluted with water to produce sulphuric acid	1	
(c)(i)	$(NH_4)_2SO_4$	1	
(ii)	% of N = $\frac{2(14)}{132} \times 100\%$ = 21.21%	1	
	Total marks		10

Question No.	Explanation	Mark	Σ Mark
6(a)(i)	Ethanol	1	
(ii)	One mole of ethanol when completely burnt in oxygen (under standard conditions) will release 1260 kJ of heat energy	1	
(b)(i)	No of moles of alcohol = $\frac{0.23}{46}$ = 0.005 mol 1 mol of alcohol burnt released 1260 kJ Thus, 0.005 mol of alcohol burnt released 6.3 kJ	1	
(ii)	$mcs = 6.3 \text{ kJ}$ $Mcs = 6.3 \times 1000$ $\phi = \frac{6300}{200} \times 4.2$ = 7.5°C	1	
(c)	Heat is lost to the surrounding // Heat is absorbed by the apparatus or containers // Incomplete combustion	1	
(d)	Energy 	1	
(e)	Label energy and diagram has 2 different energy levels Balanced chemical equation $-2656 \text{ kJmol}^{-1} // 2500-2700 \text{ kJmol}^{-1}$	1	
Total marks			10

Question No.	Explanation	Mark	Σ Mark
7(a)	   1. Correct structural formula 2. Correct name [Any two structural formulae and related names]	4	4
(b)(i)	X: propanol / propan-1-ol / propan-2-ol Y: propan-1,2-diol Z: propane	1 + 1 + 1	3
(ii)	Reaction I: $\text{C}_3\text{H}_6 + \text{H}_2\text{O} \rightarrow \text{C}_3\text{H}_7\text{OH}$ Reaction II: $\text{C}_3\text{H}_6 + \text{H}_2\text{O} + [\text{O}] \rightarrow \text{C}_3\text{H}_6(\text{OH})_2$ Reaction III: $\text{C}_3\text{H}_6 + \text{H}_2 \rightarrow \text{C}_3\text{H}_8$	1 + 1 + 1	3
(c)	1. Hexene is an unsaturated hydrocarbon while hexane is a saturated hydrocarbon 2. Hexene has a double bond between carbon and carbon atoms 3. Undergoes addition reaction when it reacts with bromine water 4. Hexane has single bond between carbon and carbon atoms 5. Cannot react with bromine water 6. % of C in $\text{C}_6\text{H}_{14} = \frac{6(12)}{86} \times 100\%$ 7. = 83.72% 8. % of C in $\text{C}_6\text{H}_{12} = \frac{6(12)}{84} \times 100\%$ = 85.71% 9. 10. The percentage of carbon atoms in C_6H_{12} is higher than C_6H_{14}	1 1 1 1 1 1 1 1	10
Total marks			20

Question No.	Explanation	Mark	Σ Mark
8 (a)(i)	Correct apparatus set up Correct labelling	1 1	
(b) (i)	Volume of gas / cm ³ 		
(ii)	Curve labelling axes with units $\text{CaCO}_3 + 2\text{HCl} \rightarrow \text{CaCl}_2 + \text{CO}_2 + \text{H}_2\text{O}$ No. of moles acid = $\frac{(0.1)(50)}{1000} = 5 \times 10^{-3}$ 2 mol of HCl reacted evolve 1 mol of CO ₂ 0.005 mol of HCl reacted evolve $\frac{0.005}{2}$ mol of CO ₂ = 0.0025 mol CO ₂ Volume of CO ₂ = $(0.0025)(24)$ = 0.06 dm ³ = 60 cm ³ Overall average rate of reaction = $\frac{\text{Total volume of CO}_2}{\text{Total time}}$ = $\frac{60 \text{ cm}^3}{300 \text{ s}}$ = 0.2 cm ³ s ⁻¹	1 1 1 1 1 1 1 1 1 1	4 4

Rate of reaction in Expt II is higher than Expt I	1	
Experiment II is at a higher temperature, the kinetic energy of the reacting particles increases and the particles move faster	1	
Frequency of collision between marble and hydrogen ions increases	1	
Frequency of effective collision increases	1	5
Rate of reaction in Expt III is higher than Expt I	1	
Powdered marble in Expt III has greater total surface area/ bigger surface area per unit volume	1	
Powdered marble is more exposed to collision	1	
Frequency of collision between marble and hydrogen ions increases	1	
Frequency of effective collision increase	1	5
[-1 if students use HCl or particles in the explanation]		
Total	20	

	cool and crystals of zinc sulphate are formed. The zinc sulphate crystals are filtered and then dried between sheets of filter papers. The equation for the reaction is: $\text{ZnO} + \text{H}_2\text{SO}_4 \rightarrow \text{ZnSO}_4 + \text{H}_2\text{O}$ (accept procedures in active voice)	1 1	10
Total marks			20

Question No.	Explanation	Mark	Σ Mark						
10 (a)	Chemical Equations : II and III Reasons : Involving oxidation and reduction occurring simultaneously/at the same time Reaction II Oxidation: Cu loses electron to form Cu^{2+} Reduction: Ag^+ gain electron to form Ag // Electron transfer from Cu to Ag^+ or Oxidation: Oxidation number of Cu increase from 0 to 2+ Reduction: Oxidation number of Ag^+ decrease from +1 to 0 Reaction III Oxidation: Zn loses electron to form Zn^{2+} Reduction: 2H^+ gain electron to form H_2 or Oxidation: Oxidation number of Zn increase from 0 to 2+ Reduction: Oxidation number of H^+ decrease from +1 to 0 // Electron transfer from Zn to H^+	1+1 1 1+1	Max 6						
(b)(i)	Bromine water	1							
(ii)	<table border="1" style="width: 100%;"> <tr> <td>Terminal negative</td> <td>Half- equation $\text{Fe}^{2+} \rightarrow \text{Fe}^{3+} + e$</td> <td>Observation Green to brown/yellow</td> </tr> <tr> <td>positive</td> <td>$\text{Br}_2 + 2e \rightarrow 2\text{Br}^-$</td> <td>brown to colourless /decolourises</td> </tr> </table>	Terminal negative	Half- equation $\text{Fe}^{2+} \rightarrow \text{Fe}^{3+} + e$	Observation Green to brown/yellow	positive	$\text{Br}_2 + 2e \rightarrow 2\text{Br}^-$	brown to colourless /decolourises	1+1 1+1	5
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Question No.	Explanation	Mark	Σ Mark
9 (a)(i)	Precipitation // Exothermic $\text{Ag}^+ + \text{Cl}^- \rightarrow \text{AgCl}$	1 1	2
(b)	Salt Y is added into a test tube and distilled water is added to dissolve it. The aqueous solution is separated into 3 portions. Sodium hydroxide solution is added into one portion until in excess White precipitate formed dissolves in excess sodium hydroxide solution showing zinc ion, lead ion & aluminium ion may be present in salt Y. Ammonia solution is added to another portion until in excess. White precipitate dissolves confirming the presence of ion zinc in salt Y.	1 1 1 1 1 1 1	Max 8
(c)	<u>Preparation of zinc sulphate salt</u> About 50 cm ³ of 1 mol dm ⁻³ sulphuric acid is poured into a beaker. The beaker containing the sulphuric acid is heated gently. Zinc oxide powder is added little by little into the warm sulphuric acid, and stirred continuously till the zinc oxide powder no longer dissolves in the acid. The excess zinc oxide is removed by filtering. The solution of zinc sulphate /the filtrate is poured into an evaporating dish and heated until it becomes saturated / concentrated. The hot saturated zinc sulphate solution is allowed to	1 1 1 1 1 1 1 1	

PAPER 3 MARKING SCHEME

(iii)	Draw out 1 cm ³ of the solution from terminal negative into a test tube. Add NaOH / NH ₃ solution / Potassium Hexacyanoferrate(II) solution to the test tube Observation: Brown ppt / brown ppt / dark blue ppt respectively. Shows that iron(II) ion is changed / oxidised to iron(III) ion	1	3								
		1									
		1									
		1									
(d)	<table border="1"> <thead> <tr> <th>Electrolytic Cells</th> <th>Chemicals Cells</th> </tr> </thead> <tbody> <tr> <td>Electrical energy → Chemical energy</td> <td>Chemical Energy → Electrical Energy</td> </tr> <tr> <td>$\text{Cu} \rightarrow \text{Cu}^{2+} + 2\text{e}^-$</td> <td>$\text{Zn} \rightarrow \text{Zn}^{2+} + 2\text{e}^-$</td> </tr> <tr> <td>Electron flow from anode to cathode.</td> <td>Electrons flow from zinc to copper./</td> </tr> </tbody> </table>	Electrolytic Cells	Chemicals Cells	Electrical energy → Chemical energy	Chemical Energy → Electrical Energy	$\text{Cu} \rightarrow \text{Cu}^{2+} + 2\text{e}^-$	$\text{Zn} \rightarrow \text{Zn}^{2+} + 2\text{e}^-$	Electron flow from anode to cathode.	Electrons flow from zinc to copper./	1+1 1+1 1+1	6
Electrolytic Cells	Chemicals Cells										
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[-1 if students does not construct a table]		Total marks									
		20									

Question No.	Rubric	Score
1 (a)	Able to measure and record all the lengths of each rubber strips to two decimal points accurately. Answer: Rubber strip A: 5.00; 5.00; 5.00; 6.00 Rubber strip B: 5.00; 5.50; 6.30; 8.50	3
	Able to measure and record all the lengths of each rubber strips correctly. Sample Answer: Rubber strip A: 5.0; 5.0; 5.0; 6.0 Rubber strip B: 5.0; 5.5; 6.3; 8.5	2
	Able to measure and record at least 2 readings for each rubber strip correctly.	1
	No response or wrong response	0

Question No.	Rubric	Score																																																								
1(b)	<p><i>Able to construct a table that contains:</i></p> <ol style="list-style-type: none"> <i>Type of rubber, weight and length with correct unit.</i> <i>Transfer all the readings from (a) correctly.</i> <p>Sample Answer:</p> <table border="1"> <thead> <tr> <th>Type of rubber</th> <th colspan="3">Rubber strip A</th> <th colspan="3">Rubber strip B</th> </tr> </thead> <tbody> <tr> <td>Weight / g</td> <td>0.0</td> <td>15.0</td> <td>30.0</td> <td>45.0</td> <td>0.0</td> <td>15.0</td> </tr> <tr> <td>Length/ cm</td> <td>5.00</td> <td>5.00</td> <td>6.00</td> <td>6.00</td> <td>5.00</td> <td>5.50</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>Able to construct a table that contains:</i></p> <ol style="list-style-type: none"> <i>Type of rubber, weight and length.</i> <i>Transfer all the readings from (a) correctly.</i> <p>Sample Answer:</p> <table border="1"> <thead> <tr> <th>Type of rubber</th> <th colspan="3">Rubber strip A</th> <th colspan="3">Rubber strip B</th> </tr> </thead> <tbody> <tr> <td>Weight</td> <td>0</td> <td>15</td> <td>30</td> <td>45</td> <td>0</td> <td>15</td> </tr> <tr> <td>Length</td> <td>5.0</td> <td>5.0</td> <td>5.0</td> <td>6.0</td> <td>5.0</td> <td>5.5</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Type of rubber	Rubber strip A			Rubber strip B			Weight / g	0.0	15.0	30.0	45.0	0.0	15.0	Length/ cm	5.00	5.00	6.00	6.00	5.00	5.50								Type of rubber	Rubber strip A			Rubber strip B			Weight	0	15	30	45	0	15	Length	5.0	5.0	5.0	6.0	5.0	5.5								3
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	<p><i>Able to construct a table that contains:</i></p> <ol style="list-style-type: none"> <i>Suitable headings.</i> <i>Transfer at least two readings from (a) correctly.</i> <p>Sample Answer:</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Rubber strip A</th> <th colspan="3">Rubber strip B</th> </tr> </thead> <tbody> <tr> <td>Weight</td> <td>0</td> <td>15</td> <td>30</td> <td>45</td> <td>0</td> <td>15</td> </tr> <tr> <td>Length</td> <td>5.0</td> <td>5.0</td> <td>6.5</td> <td>6.5</td> <td>5.0</td> <td>5.5</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>No response or wrong response</i></p>		Rubber strip A			Rubber strip B			Weight	0	15	30	45	0	15	Length	5.0	5.0	6.5	6.5	5.0	5.5								1																												
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Question No.	Rubric	Score
1(c)	<p><i>Able to state correctly all the following:</i></p> <ol style="list-style-type: none"> <i>Method to manipulate variable.</i> <i>Method to record in the responding variable.</i> <i>Method to maintain controlled variable.</i> <p>Sample Answer:</p> <ol style="list-style-type: none"> Use Rubber strip A and Rubber strip B. The length of rubber strips (after the weight removed). Use the same mass of weight for both strips // use the same size/length of rubber at each experiment. <p><i>Able to state any two answers correctly.</i></p> <p><i>Able to state any one answer correctly.</i></p> <p><i>No response or wrong response</i></p>	3
	<p><i>Able to state any two answers correctly.</i></p>	2
	<p><i>Able to state any one answer correctly.</i></p>	1
	<p><i>No response or wrong response</i></p>	0

Question No.	Rubric	Score
1(d)	<p><i>Able to state the hypothesis accurately by stating the manipulated variable and the elasticity of the rubber.</i></p> <p>Sample Answer:</p> <p>Rubber strip A is more elastic than Rubber strip B // Rubber strip B is less elastic than Rubber strip A.</p> <p><i>Able to state the hypothesis correctly by stating the manipulated variable and the elasticity of the rubber.</i></p> <p>Sample Answer:</p> <p>Rubber strip A is able to stretch easily compared to Rubber strip B.</p> <p><i>Able to give any idea of hypothesis.</i></p> <p>Sample Answer:</p> <p>Different types of rubber strip have different elasticity / stretchiness / hardness</p> <p><i>No response or wrong response</i></p>	3
	<p><i>Able to state the hypothesis correctly by stating the manipulated variable and the elasticity of the rubber.</i></p>	2
	<p><i>Able to give any idea of hypothesis.</i></p>	1
	<p><i>No response or wrong response</i></p>	0

Question No.	Rubric	Score
2 (b)	<p><i>Able to write the inference correctly.</i></p> <p>Sample Answer: The mass of carbon and copper cathode increase because the copper ions / Cu^{2+} ion were selected to be discharged and copper atom / Cu is formed <i>Able to write the inference.</i></p> <p>Sample Answer: The mass of cathode increase // The copper atom / Cu is formed.</p> <p><i>Able to write any idea of inference.</i></p> <p>Sample Answer: Cu^{2+} ion were discharged.</p> <p><i>No response or wrong response</i></p>	3 2 1 0

Question No.	Rubric	Score
1(e)	<p><i>Able to predict which rubber will snap and give the type of rubber strip correctly.</i></p> <p>Sample Answer: - Rubber strip B - Rubber strip A: Vulcanized rubber - Rubber strip B: Unvulcanized rubber</p> <p><i>Able to predict which rubber will snap and able to give one correct answer the type of rubber.</i></p> <p><i>Able to give any one of the answer.</i></p> <p><i>No response or wrong response</i></p>	3 2 1 0
2 (a)	<p><i>Able to write all observations at the anode and cathode for carbon and copper correctly.</i></p> <p>Sample Answer: Carbon electrodes: Anode: Mass/size of anode did not change // colourless gas released. Cathode: Mass/size of cathode / carbon increased/becomes bigger/thicker // a brown solid deposited.</p> <p>Copper electrodes: Anode: Mass/size of anode decreased // anode become thinner. Cathode: Mass/size of cathode increased/becomes bigger/thicker // cathode become thicker.</p> <p><i>Able to any three observations correctly.</i></p> <p><i>Able to any two observations correctly.</i></p> <p><i>No response or wrong response</i></p>	3 2 1 0

Question No.	Rubric	Score
3 (i)	<i>Able to give the problem statement accurately.</i> Sample answer: How does the reactivity of lithium, sodium and potassium change when they react with water? // How does the reactivity of Group 1 metals change when they react with water? <i>Able to give the problem statement correctly.</i> How does the reactivity of the three elements change with water?	2 1
	<i>No response or wrong response</i>	0

Question No.	Rubric	Score
ii	<i>Able to state the three variables correctly.</i> Sample answer: Manipulated Variable : Different types of alkali metals // Li, Na, K Responding Variable : Reactivity of metals // the movement of metals on water surface Fixed Variables : Water, size of metals <i>Able to state any two variables correctly.</i> <i>Able to state any one variable correctly.</i>	3 2 1
	<i>No response or wrong response</i>	0

Question No.	Rubric	Score
iii	<i>Able to state the hypothesis correctly.</i> Sample answer: Potassium is more reactive than sodium & lithium // The reactivity increases when going down the Group 1. <i>Able to state the hypothesis less correctly.</i> Sample answer: -Different types of alkali metals, different reactivity of metals -Reactivity of metal depends on different types of alkali metals <i>Able to state any idea of the hypothesis.</i> Sample answer: Reactivity of metal depends on the metal. // Potassium is the most reactive metal <i>No response or wrong response</i>	3 2 1 0

Question No.	Rubric	Score
iv	<i>Able to list all materials and apparatus accurately.</i> Sample answer: Material : lithium, sodium and potassium, Water and Filter paper Apparatus : Small knife, forceps, basin <i>Able to list at least 3 materials and 1 apparatus correctly.</i> <i>Able to list at least 2 materials and 1 apparatus correctly.</i> <i>No response or wrong response</i>	3 2 1 0

Question No.	Rubric	Score
v	<p><i>Able to list all the procedures accurately.</i></p> <p>Sample answer:</p> <ol style="list-style-type: none"> 1. Cut a small piece of lithium using a knife and forceps. 2. Dry the oil on the surface of the lithium with filter paper 3. Place the lithium slowly onto the water surface in a trough using forceps 4. Record your observations in the table 5. Repeat steps 1-4 using sodium and potassium. 	3
	<i>Able to list steps 1, 3 and 4 correctly.</i>	2
	<i>Able to list steps 3 and 4 correctly.</i>	1
	<i>No response or wrong response</i>	0

Question No.	Rubric	Score								
vi	<p><i>Able to construct a table to tabulate the data that includes the heading for the manipulated variable and the observations.</i></p> <p>Sample answer:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Elements</td> <td>Observation</td> </tr> <tr> <td>Lithium</td> <td></td> </tr> <tr> <td>Sodium</td> <td></td> </tr> <tr> <td>Potassium</td> <td></td> </tr> </table>	Elements	Observation	Lithium		Sodium		Potassium		3
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	<p><i>Able to construct a table to tabulate the data that contain the elements or the observation.</i></p> <p>Sample answer:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Elements</td> <td>Observation</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>	Elements	Observation					2		
Elements	Observation									
	<p><i>Able to construct any table to tabulate the data.</i></p> <p>Sample answer:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Lithium</td> <td></td> </tr> <tr> <td>Sodium</td> <td></td> </tr> <tr> <td>Potassium</td> <td></td> </tr> </table>	Lithium		Sodium		Potassium		1		
Lithium										
Sodium										
Potassium										
	<i>No response or wrong response</i>	0								

END OF MARKING SCHEME