

## Mark Scheme

Q1.

| Q | Answer                                                                                                                                                                                                                                                                                                                     | Mark     |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
|   | <p><b>The only correct answer is B (<math>\text{CH}_3\text{CO}^+</math>)</b></p> <p><i>A is incorrect because the fragment is not present in propanone</i></p> <p><i>C is incorrect because the fragment is not present in propanone</i></p> <p><i>D is incorrect because the fragment is not present in propanone</i></p> | <b>1</b> |

Q2.

| Question Number | Answer                                                                                                                                                                                                                                                                                                                                        | Mark |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| (4)             | <p>The only correct answer is B (oxidising propan-1-ol to propanal)</p> <p><i>A is incorrect because reducing an alcohol would produce an alkane</i></p> <p><i>C is incorrect because reducing propanal would produce propan-1-ol</i></p> <p><i>D is incorrect because oxidising propan-1-ol would produce propanal or propanoic acid</i></p> | (1)  |

| Question Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Mark |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| (5)             | <p>The only correct answer is A (propan-1-ol)</p> <p><i>B is incorrect because propan-2-ol would not be expected to form a <math>^{\bullet}\text{CH}_2\text{OH}</math> fragment</i></p> <p><i>C is incorrect because propanal would not be expected to form a <math>^{\bullet}\text{CH}_2\text{OH}</math> fragment</i></p> <p><i>D is incorrect because propanone would not be expected to form a <math>^{\bullet}\text{CH}_2\text{OH}</math> fragment</i></p> | (1)  |

| Question Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Mark |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| (6)             | <p>The only correct answer is C (propanal)</p> <p><i>A is incorrect because propan-1-ol would have a broad absorption at <math>3750\text{--}3200\text{ cm}^{-1}</math> due to <math>-\text{OH}</math></i></p> <p><i>B is incorrect because propan-2-ol would have a broad absorption at <math>3750\text{--}3200\text{ cm}^{-1}</math> due to <math>-\text{OH}</math></i></p> <p><i>D is incorrect because the absorption due to <math>\text{C}=\text{O}</math> in propanone would be at <math>1720\text{--}1700\text{ cm}^{-1}</math> and <math>\text{C-H}</math> stretching vibrations at <math>2775\text{--}2700\text{ cm}^{-1}</math> would be absent</i></p> | (1)  |

Q3.

# Smay 2013 Edexcel Markscheme

**Ian J. Cawood**



## **Smay 2013 Edexcel Markscheme:**

**Handbook of Research on E-Assessment in Higher Education** Azevedo, Ana, Azevedo, José, 2018-09-14 E assessments of students profoundly influence their motivation and play a key role in the educational process Adapting assessment techniques to current technological advancements allows for effective pedagogical practices learning processes and student engagement The Handbook of Research on E Assessment in Higher Education provides emerging perspectives on the theoretical and practical aspects of digital assessment techniques and applications within educational settings Featuring coverage on a broad range of topics such as competency assessment adaptive courseware and learning performance this publication is ideally designed for educational administrators educational professionals teachers and professors researchers and graduate level students seeking current research on comparative studies and the pedagogical issues of online assessment in academic institutions Pearson Edexcel A-level Geography Student Guide 2: Human Geography Cameron Dunn, 2022-01-14 Reinforce understanding throughout the course with clear topic summaries and sample questions and answers to help students target higher grades Written by experienced subject expert Cameron Dunn this Student Guide is divided into two key sections content guidance and sample questions and answers Content guidance will Develop understanding of key concepts and terminology in key human geography topics globalisation regenerating places diverse places superpowers health human rights and intervention and migration identity and sovereignty Consolidate knowledge with knowledge check questions at the end of each topic and answers in the back of the book Sample questions and answers will Build understanding of the different question types so that students can approach each question with confidence Enable students to target top grades in their exam paper with sample answers and commentary explaining exactly why marks have been awarded *Understanding and Applying Assessment in Education* Damian Murchan, Gerry Shiel, 2017-04-29 All teachers are responsible for assessing the children they teach and the outcomes of any assessment are important for individual learners and the wider school This book is your one stop shop for understanding assessment in schools It covers formative and summative approaches used across primary and secondary education supporting a balanced overview with policy examples drawn from the UK Ireland and wider international contexts Designed as a pragmatic handbook for new teachers and those training to teach the book discusses key principles of assessment before providing guidance on developing and carrying out assessment in the classroom and looking at how assessment information can be used to benefit your teaching and the children you teach **My Revision Notes Edexcel A2 History: A World Divided: Superpower Relations, 1944-90** Les Barker, 2013-03-29 Unlock your full potential with this revision guide which focuses on the key content and skills you need to know for Edexcel A2 History A World Divided Superpower Relations 1944 90 Written by experienced teachers this series closely combines the content of Edexcel A2 History A World Divided Superpower Relations 1944 90 with revision activities and advice on exam technique Each section has a model answer with exam tips for

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*Teaching and Learning in Further Education* Prue Huddleston,Lorna Unwin,2013-09-05 Further education colleges now deliver education and training to more students than any other institutions in the post compulsory sector Presenting a practical guide to teaching and learning within the context of the changing FE environment this book addresses the diverse nature of the curriculum and of the student body for which it is designed This new edition looks at recent developments in policy legislation the organisation of the FE sector student profiles and other contextual factors which have an impact on the everyday life of colleges Topics in this third edition include 14 16 year olds in college and the impact of the Increased Flexibility Programme marginal groups in college including second language learners and asylum seekers workplace learning college workplace links e learning and individualised learning developments in e assessment and personal records of achievement Full of practical activities and case study examples Teaching and Learning in Further Education helps the reader to consider differing student needs and how these might best be served It is essential reading for lecturers tutors and teaching assistants in higher and further education

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responsible for the teaching and management of ICT in the secondary school both as a comprehensive introduction for students learning to teach ICT and as a source of ongoing support for busy practising teachers Illustrated throughout with case studies key further reading and guidance on where to find and how to choose the best software and resources the book also features a guide to specifications software for whole school support and a useful glossary of key terms Key topics covered include Organising and delivering the ICT National Curriculum at key stages 3 and 4 and post 16 Teaching and learning with VLEs IWBs social networking and mobile technologies Assessment record keeping and reporting Popular hardware software and networks External assessment target setting and tracking Managing technical support and technicians Preparing for promotion and managing an ICT department Strategies for whole school management of ICT Written for trainee and experienced ICT teachers and managers in both English and international schools The ICT Teacher s Handbook is an authoritative guide designed to support effective teaching and learning and efficient use of technology in all schools

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Secondary History in Action Catherine Priggs,Hugh Richards,David Hibbert,Elizabeth Carr,2025-06-06 Drawing on over 60 years combined experience of history teaching and history curriculum leadership Carr Hibbert Priggs and Richards explore ways to make history memorable engage students in historical thinking and secure excellent outcomes for all Their perspective is grounded in history s disciplinary distinctiveness and a vision for its purpose in students education The authors of Secondary History in Action articulate practical approaches to history curriculum design ways to teach disciplinary history in the classroom and methods to assess students knowledge and understanding They draw together recent research and established traditions in history teaching discourse in a coherent summary that will be helpful to trainee and beginning teachers non specialist teachers of history subject leaders and senior leaders line managing history departments

**Debates in Geography Education** Mark Jones,David Lambert,2017-09-07 Debates in Geography Education encourages early career teachers experienced teachers and teacher educators to engage with and reflect on key issues concepts and debates It aims to enable readers to reach their own informed judgements with deeper theoretical knowledge and understanding The second edition is fully updated in light of the latest research policy and practice in the field as well as key changes to the curriculum and examination specifications Expert contributors provide a range of perspectives on international historical and policy contexts in order to deepen our understanding of significant debates in geography education Key debates include geography s identity as an academic discipline what constitutes

knowledge in geography places and regional geography what it means to think geographically constructing the curriculum how we link assessment to making progress in geography the contribution of fieldwork and outdoor experiences technology and the use of Geographical Information school geography and employability understanding the gap between school and university geography evidence based practice and research in geography education The comprehensive rigorous coverage of these key issues together with carefully annotated selected further reading will help support and shape further research and writing *Debates in Geography Education* is a key resource that is essential reading for all teachers and researches who wish to extend their grasp of the place of geography in education Mark Jones is Senior Lecturer in Education at the University of the West of England Bristol UK David Lambert is Professor of Geography Education at UCL Institute of Education London UK

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Edexcel AEA, Edexcel, 2004 *Mark Scheme, Mathematics A (5301, 5306, 5311, 6301, & 6311)* Assessment and Qualifications Alliance, 2003 **13+ Mathematics Mark Scheme (Summer Term 2009)** Iseb Iseb, 2009-06-08

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