

Mark Scheme

Q1.

Q	Answer	Mark
	<p>The only correct answer is B (CH_3CO^+)</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>	1

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 $^{\bullet}\text{CH}_2\text{OH}$ fragment</i></p> <p><i>C is incorrect because propanal would not be expected to form a $^{\bullet}\text{CH}_2\text{OH}$ fragment</i></p> <p><i>D is incorrect because propanone would not be expected to form a $^{\bullet}\text{CH}_2\text{OH}$ 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 $3750\text{--}3200\text{ cm}^{-1}$ due to $-\text{OH}$</i></p> <p><i>B is incorrect because propan-2-ol would have a broad absorption at $3750\text{--}3200\text{ cm}^{-1}$ due to $-\text{OH}$</i></p> <p><i>D is incorrect because the absorption due to $\text{C}=\text{O}$ in propanone would be at $1720\text{--}1700\text{ cm}^{-1}$ and C-H stretching vibrations at $2775\text{--}2700\text{ cm}^{-1}$ would be absent</i></p>	(1)

Q3.

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Damian Murchan, Gerry Shiel



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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**

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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 *Britain in the Twentieth Century* Ian J. Cawood, 2013-08-21 *Britain in the Twentieth Century* is a new approach to teaching and learning twentieth century British history at A level It meets the needs of teachers and students studying for today s revised AS and A2 exams In a unique style *Britain in the Twentieth Century* focuses on the key topics within the period Each topic is then comprehensively explored to provide background essay writing advice and examples source work and historical skills From 1900 to the new millennium the key topics featured include Britain in a new century 1900 1914 the First World War and its impact inter war domestic problems British foreign policy 1919 1939 Britain and the Second World War social and economic change 1945 1979 *The Great University Gamble* Andrew McGettigan, 2013-04-05 In 2010 the UK government imposed huge cuts and market driven reforms on higher education Proposals to raise undergraduate tuition fees lead to angry student led protests What will become of higher education under this new policy regime *The Great University Gamble* outlines the architecture of the new frontier for higher education surveying the financial and policy details Andrew McGettigan asks the big questions What will be the role of universities within society How will they be funded What kind of experiences will they offer students Where does the public interest lie With privatisation infringing on our universities and colleges education is threatened with transformation from a public good into a private individual financial investment *Edexcel AEA*. Edexcel, 2004

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