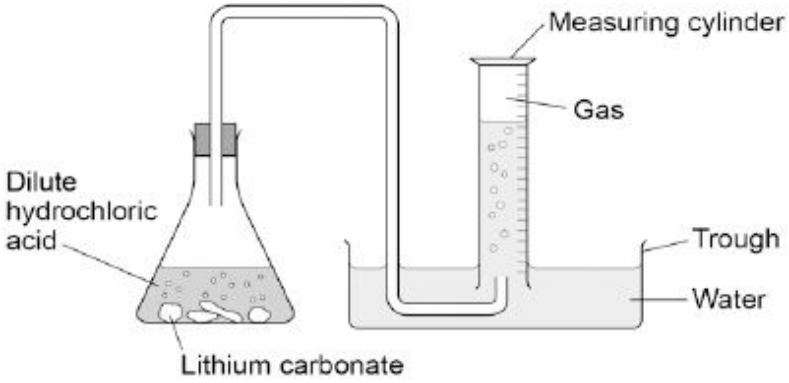
1 Lithium carbonate reacts with dilute hydrochloric acid.

A group of students investigated the volume of gas produced.

This is the method used.

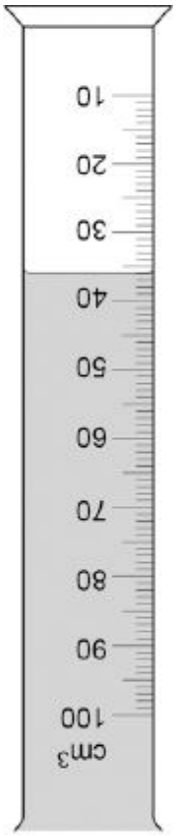
1. Place a known mass of lithium carbonate in a conical flask.
2. Measure 10 cm^3 of dilute hydrochloric acid using a measuring cylinder.
3. Pour the acid into the conical flask.
4. Place a bung in the flask and collect the gas as shown in **Figure 1**.

Figure 1



(a) **Figure 2** shows the measuring cylinder.

Figure 2



What volume of gas has been collected?

Volume = ... cm^3

(1)

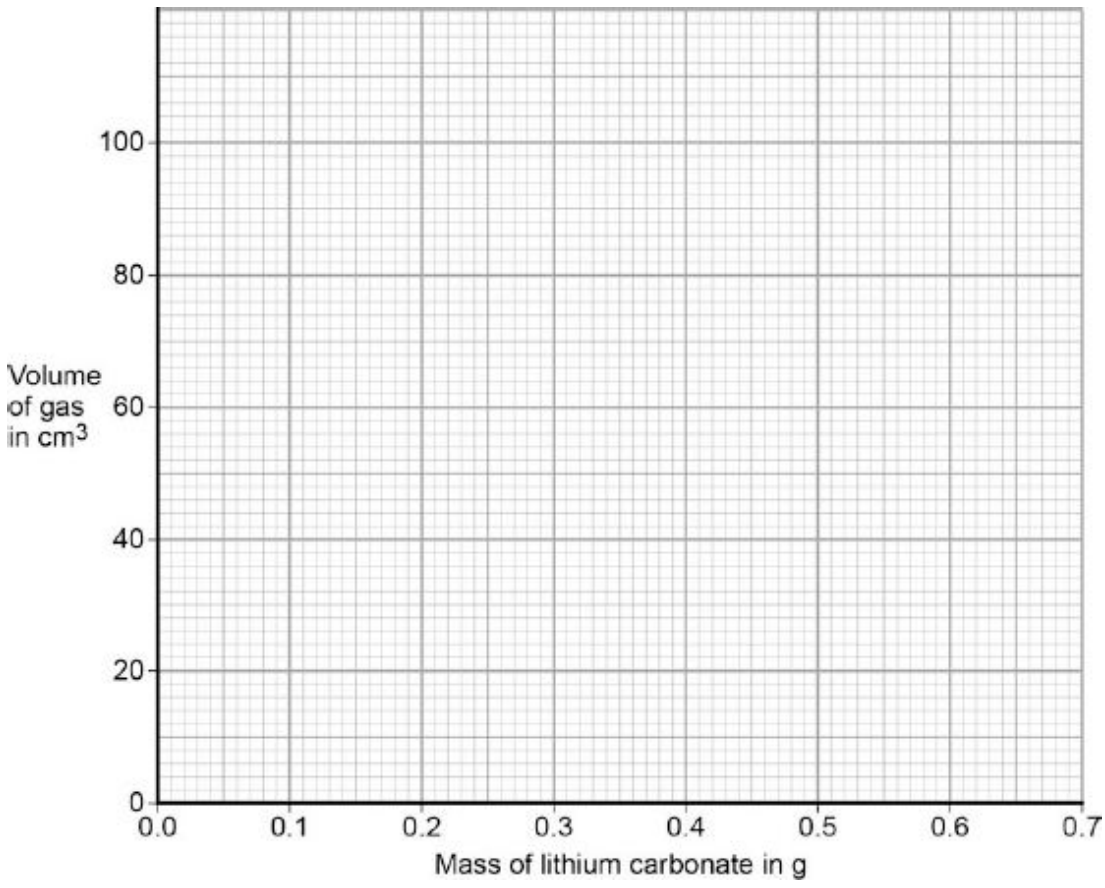
(b) The table below shows the students' results.

Mass of lithium carbonate in g	**Volume of gas in cm^3**
0.0	0
0.1	22
0.2	44
0.3	50
0.4	88
0.5	96
0.6	96
0.7	96

On **Figure 3**:

- Plot these results on the grid.
- Complete the graph by drawing **two** straight lines of best fit.

Figure 3



(4)

(c) What are **two** possible reasons for the anomalous result?

Tick **two** boxes.

Too much lithium carbonate was added. ☐

The bung was not pushed in firmly enough. ☐

There was too much water in the trough. ☐

The measuring cylinder was not completely over the delivery ☐

The conical flask was too small. ☐

(2)

(d) Describe the pattern the graph shows up to 0.4 g of lithium carbonate added.

.....

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.....

.....

(2)

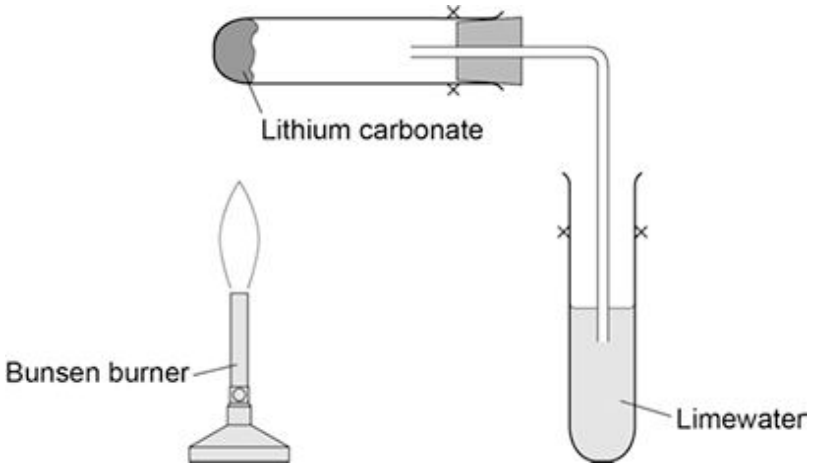
(e) Lithium carbonate decomposes when heated.

The equation shows the decomposition of lithium carbonate.

Li_2CO_3 (s) → Li_2O (s) + CO_2 (g)

Figure 4 shows the apparatus a student used to decompose lithium carbonate.

Figure 4



Why does the limewater bubble?

.....

.....

(1)

(f) The student repeated the experiment with potassium carbonate.
The limewater did not bubble.

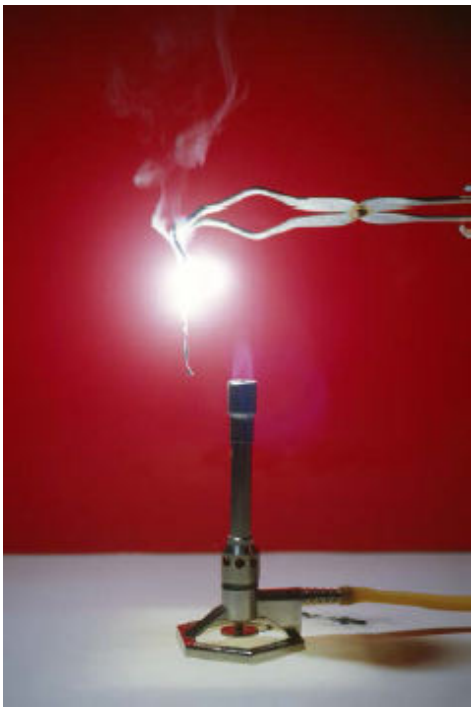
Suggest why there were **no** bubbles in the limewater.

.....

.....

(1)
(Total 11 marks)

2 The figure below shows magnesium burning in air.



© Charles D Winters/Science Photo Library

(a) Look at the figure above.

How can you tell that a chemical reaction is taking place?

.....

.....

(1)

(b) Name the product from the reaction of magnesium in the figure.

.....

(1)

(c) The magnesium needed heating before it would react.

What conclusion can you draw from this?

Tick **one** box.

The reaction is reversible ☐

The reaction has a high activation energy ☐

The reaction is exothermic ☐

Magnesium has a high melting point ☐

(1)

(d) A sample of the product from the reaction in the figure above was added to water and shaken.

Universal indicator was added.

The universal indicator turned blue.

What is the pH value of the solution?

Tick **one** box.

1 ☐

4 ☐

7 ☐

9 ☐

(1)

(e) Why are nanoparticles effective in very small quantities?

Tick **one** box.

They are elements ☐

They are highly reactive ☐

They have a low melting point ☐

They have a high surface area to volume ratio ☐

(1)

(f) Give **one** advantage of using nanoparticles in sun creams.

.....

.....

(1)

(g) Give **one** disadvantage of using nanoparticles in sun creams.

.....

.....

(1)

(h) A coarse particle has a diameter of 1×10^{-6} m.
A nanoparticle has a diameter of 1.6×10^{-9} m.

Calculate how many times bigger the diameter of the coarse particle is than the diameter of the nanoparticle.

.....

.....

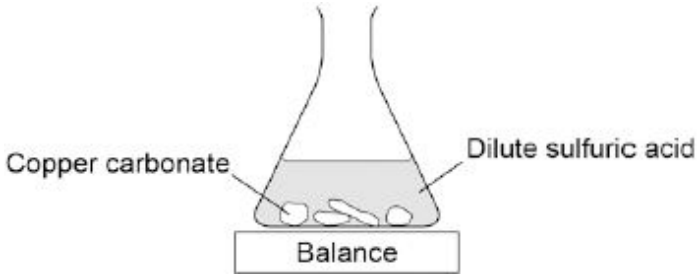
.....

.....

(2)
(Total 9 marks)

3 A student investigated the reaction of copper carbonate with dilute sulfuric acid.

The student used the apparatus shown in the figure below.



(a) Complete the state symbols in the equation.

$$CuCO_3\ (.....) + H_2SO_4\ (aq) \rightarrow CuSO_4\ (aq) + H_2O\ (.....) + CO_2\ (g)$$

(2)

(b) Why did the balance reading decrease during the reaction?

Tick **one** box.

The copper carbonate broke down. ☐

A salt was produced in the reaction. ☐

A gas was lost from the flask. ☐

Water was produced in the reaction. ☐

(1)

(c) Describe a safe method for making pure crystals of copper sulfate from copper carbonate and dilute sulfuric acid. Use the information in the figure above to help you.

In your method you should name all of the apparatus you will use.

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(6)

(d) The percentage atom economy for a reaction is calculated using:

$$\frac{\text{Relative formula mass of desired product from equation}}{\text{Sum of relative formula masses of all reactants from equation}} \times 100$$

The equation for the reaction of copper carbonate and sulfuric acid is:

$$CuCO_3 + H_2SO_4 \rightarrow CuSO_4 + H_2O + CO_2$$

Relative formula masses : $CuCO_3 = 123.5$; $H_2SO_4 = 98.0$; $CuSO_4 = 159.5$

Calculate the percentage atom economy for making copper sulfate from copper carbonate.

.....

.....

.....

.....

.....

Atom economy = ... %

(3)

(e) Give **one** reason why is it important for the percentage atom economy of a reaction to be as high as possible.

.....

.....

(1)

(Total 13 marks)

4 Rock salt is a mixture of sand and salt.

Salt dissolves in water. Sand does **not** dissolve in water.

Some students separated rock salt.

This is the method used.

1. Place the rock salt in a beaker.
2. Add 100 cm^3 of cold water.
3. Allow the sand to settle to the bottom of the beaker.
4. Carefully pour the salty water into an evaporating dish.
5. Heat the contents of the evaporating dish with a Bunsen burner until salt crystals start to form.

(a) Suggest **one** improvement to step 2 to make sure all the salt is dissolved in the water.

.....

.....

(1)

(b) The salty water in step 4 still contained very small grains of sand.

Suggest **one** improvement to step 4 to remove all the sand.

.....

.....

(1)

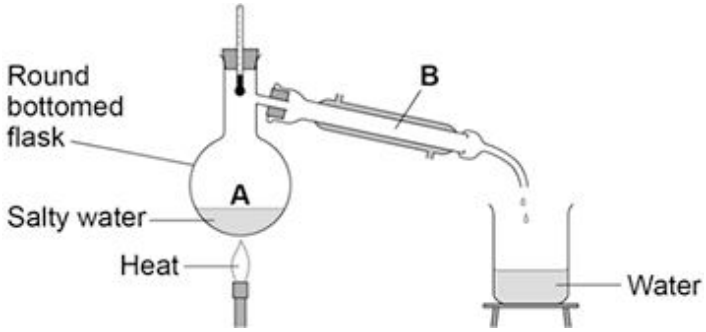
(c) Suggest **one** safety precaution the students should take in step 5.

.....

.....

(1)

(d) Another student removed water from salty water using the apparatus in the figure below.



Describe how this technique works by referring to the processes at **A** and **B**.

.....

.....

.....

.....

(2)

(e) What is the reading on the thermometer during this process?

..... °C

(1)
(Total 6 marks)

5 A student investigated the reactions of copper carbonate and copper oxide with dilute hydrochloric acid.

In both reactions one of the products is copper chloride.

(a) Describe how a sample of copper chloride crystals could be made from copper carbonate and dilute hydrochloric acid.

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(4)

(b) A student wanted to make 11.0 g of copper chloride.

The equation for the reaction is:

$$CuCO_3 + 2HCl \rightarrow CuCl_2 + H_2O + CO_2$$

Relative atomic masses, A_r: H = 1; C = 12; O = 16; Cl = 35.5; Cu = 63.5

Calculate the mass of copper carbonate the student should react with dilute hydrochloric acid to make 11.0 g of copper chloride.

.....

.....

.....

.....

Mass of copper carbonate = ... g

(4)

(c) The percentage yield of copper chloride was 79.1 %.

Calculate the mass of copper chloride the student actually produced.

.....

.....

Actual mass of copper chloride produced = ... g

(2)

(d) Look at the equations for the two reactions:

Reaction 1 $CuCO_3(s) + 2HCl(aq) \rightarrow CuCl_2(aq) + H_2O(l) + CO_2(g)$

Reaction 2 $CuO(s) + 2HCl(aq) \rightarrow CuCl_2(aq) + H_2O(l)$

Reactive formula masses: CuO = 79.5; HCl = 36.5; $CuCl_2$ = 134.5; H_2O = 18

The percentage atom economy for a reaction is calculated using:

$$\frac{\text{Relative formula mass of desired product from equation}}{\text{Sum of relative formula masses of all reactants from equation}} \times 100$$

Calculate the percentage atom economy for Reaction 2.

.....

.....

.....

.....

.....

.....

Percentage atom economy = ... %

(3)

(e) The atom economy for Reaction 1 is 68.45 %.
Compare the atom economies of the two reactions for making copper chloride.

Give a reason for the difference.

.....

.....

(1)
(Total 14 marks)

6 Sodium carbonate reacts with dilute hydrochloric acid:

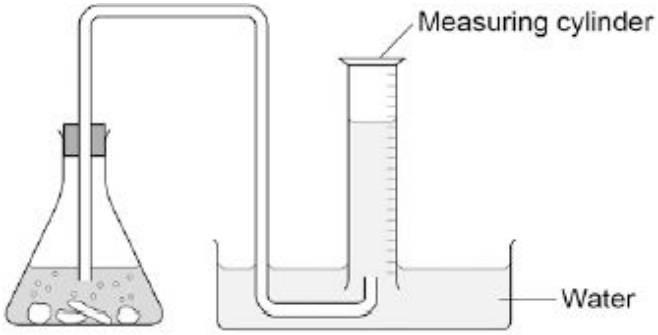
$$Na_2CO_3 + 2HCl \rightarrow 2NaCl + H_2O + CO_2$$

A student investigated the volume of carbon dioxide produced when different masses of sodium carbonate were reacted with dilute hydrochloric acid.

This is the method used.

1. Place a known mass of sodium carbonate in a conical flask.
2. Measure 10 cm^3 of dilute hydrochloric acid using a measuring cylinder.
3. Pour the acid into the conical flask.
4. Place a bung in the flask and collect the gas until the reaction is complete.

(a) The student set up the apparatus as shown in the figure below.



Identify the error in the way the student set up the apparatus.

Describe what would happen if the student used the apparatus shown.

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(2)

(b) The student corrected the error.

The student's results are shown in the table below.

Mass of sodium carbonate in g	Volume of carbon dioxide gas in cm^3
0.07	16.0
0.12	27.5
0.23	52.0
0.29	12.5
0.34	77.0
0.54	95.0
0.59	95.0
0.65	95.0

The result for 0.29 g of sodium carbonate is anomalous.

Suggest what may have happened to cause this anomalous result.

.....

.....

(1)

(c) Why does the volume of carbon dioxide collected stop increasing at 95.0 cm^3?

.....

.....

(1)

(d) What further work could the student do to be more certain about the minimum mass of sodium carbonate needed to produce 95.0 cm^3 of carbon dioxide?

.....

.....

(1)

(e) The carbon dioxide was collected at room temperature and pressure.
The volume of one mole of any gas at room temperature and pressure is 24.0 dm^3.

How many moles of carbon dioxide is 95.0 cm^3?

Give your answer in three significant figures.

.....

.....

.....

.....

..... mol

(2)

(f) Suggest **one** improvement that could be made to the apparatus used that would give more accurate results.

Give a reason for your answer.

.....

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(2)

(g) One student said that the results of the experiment were wrong because the first few bubbles of gas collected were air.

A second student said this would make no difference to the results.

Explain why the second student was correct.

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(2)
(Total 11 marks)

7 Sodium hydroxide neutralises sulfuric acid.

The equation for the reaction is:

$$2NaOH + H_2SO_4 \rightarrow Na_2SO_4 + 2H_2O$$

(a) Sulfuric acid is a strong acid.

What is meant by a strong acid?

.....

.....

.....

(2)

(b) Write the ionic equation for this neutralisation reaction. Include state symbols.

.....

(2)

(c) A student used a pipette to add 25.0 cm^3 of sodium hydroxide of unknown concentration to a conical flask.

The student carried out a titration to find out the volume of 0.100 mol / dm^3 sulfuric acid needed to neutralise the sodium hydroxide.

Describe how the student would complete the titration.

You should name a suitable indicator and give the colour change that would be seen.

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(4)

(d) The student carried out five titrations. Her results are shown in the table below.

	Titration 1	Titration 2	Titration 3	Titration 4	Titration 5
Volume of 0.100 mol / dm^3 sulfuric acid in cm^3	27.40	28.15	27.05	27.15	27.15

Concordant results are within 0.10 cm^3 of each other.

Use the student's concordant results to work out the mean volume of 0.100 mol / dm^3 sulfuric acid added.

.....

.....

.....

.....

Mean volume = ... cm^3

(2)

(e) The equation for the reaction is:

$$2NaOH + H_2SO_4 \rightarrow Na_2SO_4 + 2H_2O$$

Calculate the concentration of the sodium hydroxide.

Give your answer to three significant figures.

.....

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Concentration = ... mol / dm^3

(4)

(f) The student did another experiment using 20 cm^3 of sodium hydroxide solution with a concentration of 0.18 mol / dm^3.

Relative formula mass (M_r) of NaOH = 40

Calculate the mass of sodium hydroxide in 20 cm^3 of this solution.

.....

.....

.....

.....

Mass = ... g

(2)

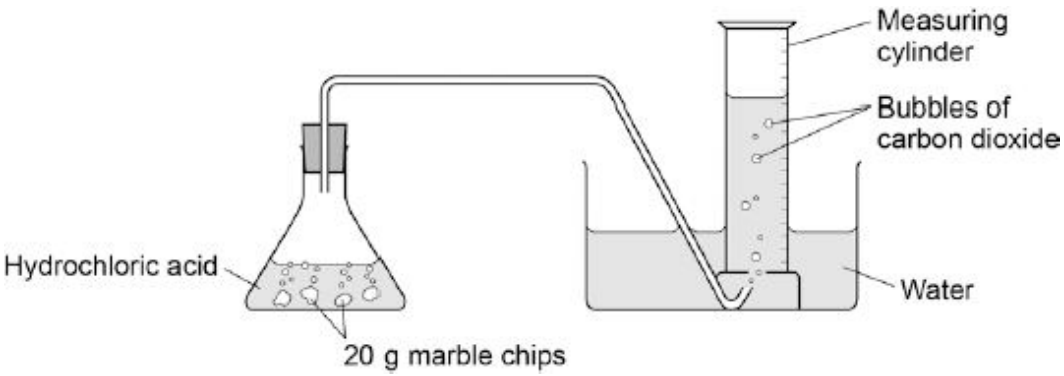
(Total 16 marks)

8 Marble chips are mainly calcium carbonate ($CaCO_3$).

A student investigated the rate of reaction between marble chips and hydrochloric acid (HCl).

Figure 1 shows the apparatus the student used.

Figure 1



(a) Complete and balance the equation for the reaction between marble chips and hydrochloric acid.

..... + ... → $CaCl_2$ + ... + ...

(2)

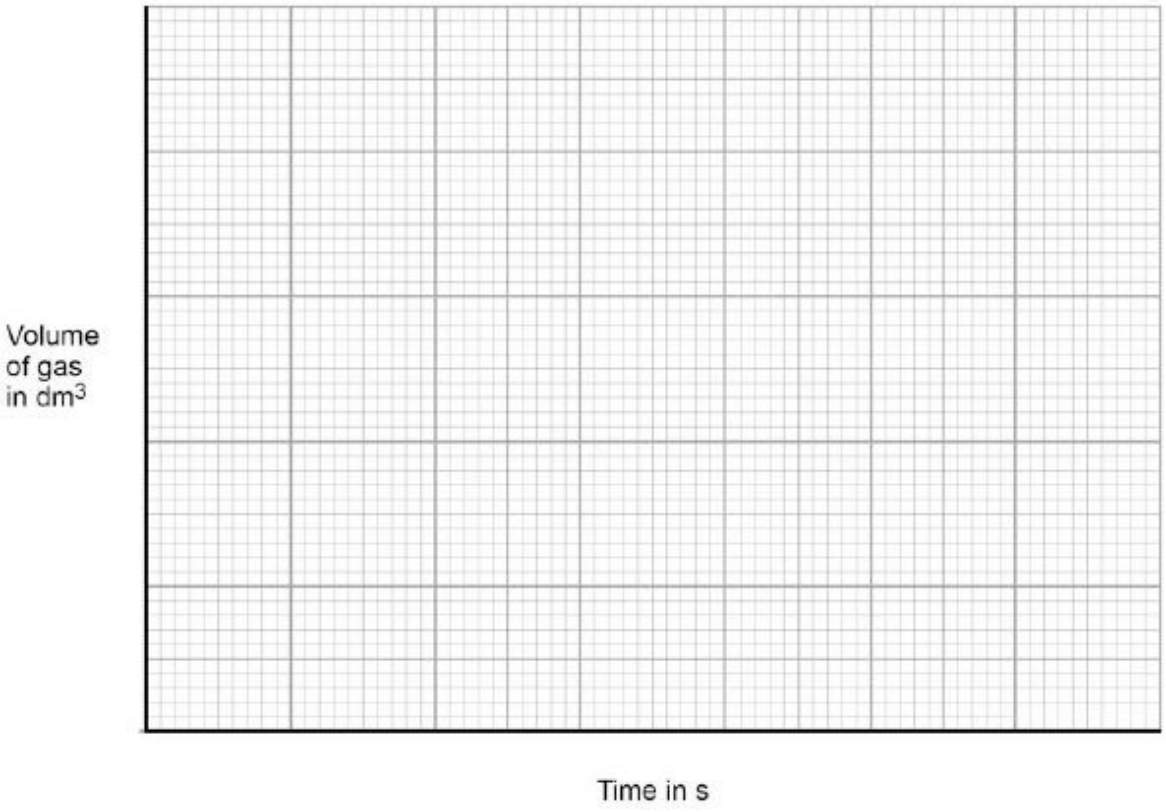
(b) The table below shows the student's results.

Time in s	Volume of gas in dm^3
0	0.000
30	0.030
60	0.046
90	0.052
120	0.065
150	0.070
180	0.076
210	0.079
240	0.080
270	0.080

On **Figure 2**:

- Plot these results on the grid.
- Draw a line of best fit.

Figure 2



(4)

(c) Sketch a line on the grid in **Figure 2** to show the results you would expect if the experiment was repeated using 20 g of smaller marble chips.

Label this line **A**.

(2)

(d) Explain, in terms of particles, how and why the rate of reaction changes during the reaction of calcium carbonate with hydrochloric acid.

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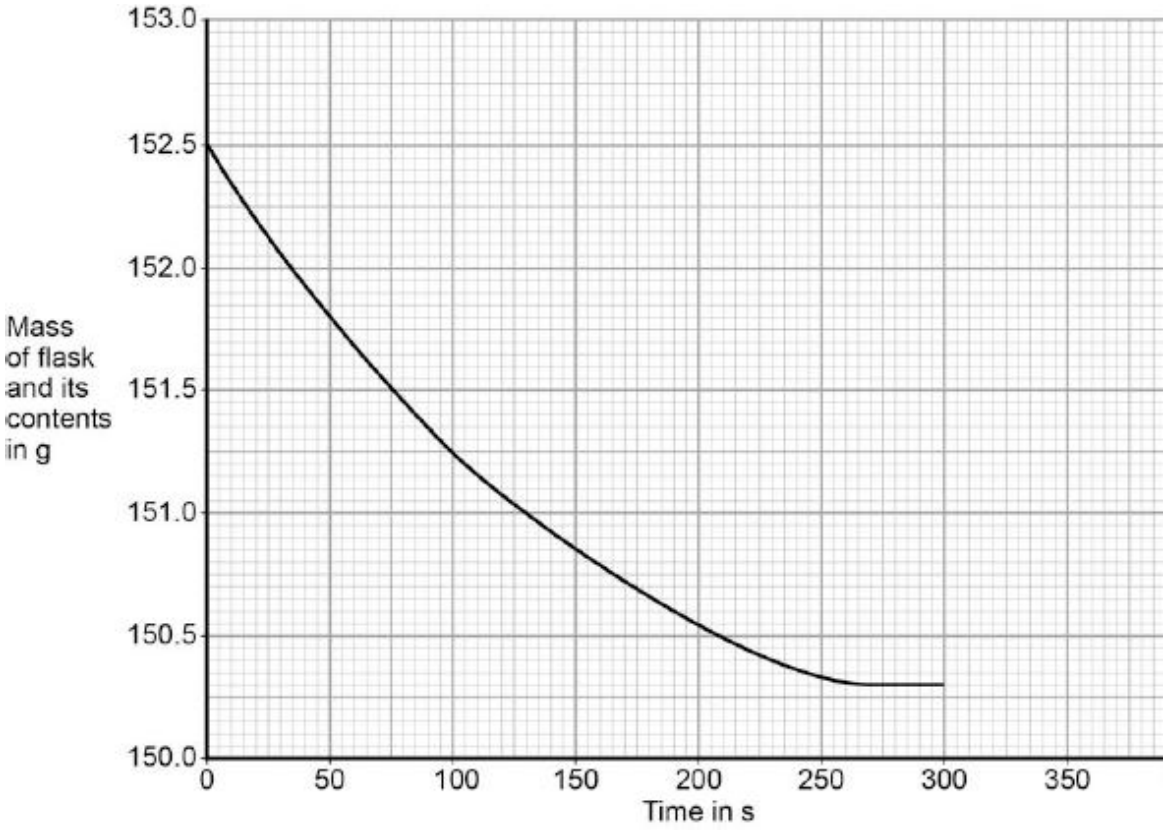
(4)

(e) Another student investigated the rate of reaction by measuring the change in mass.

Figure 3 shows the graph plotted from this student's results.

Figure 3



Use **Figure 3** to calculate the mean rate of the reaction up to the time the reaction is complete.

Give your answer to three significant figures.

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.....

Mean rate of reaction = ... g / s

(4)

(f) Use **Figure 3** to determine the rate of reaction at 150 seconds.

Show your working on **Figure 3**.

Give your answer in standard form.

.....

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.....

.....

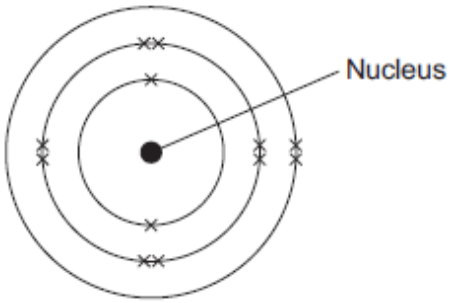
Rate of reaction at 150 s = ... g / s

(4)

(Total 20 marks)

9 This question is about magnesium.

(a) (i) The electronic structure of a magnesium atom is shown below.



Use the correct answer from the box to complete each sentence.

electrons	**neutrons**	**protons**	**shells**

The nucleus contains protons and .....

The particles with the smallest relative mass that move around the nucleus are called .....

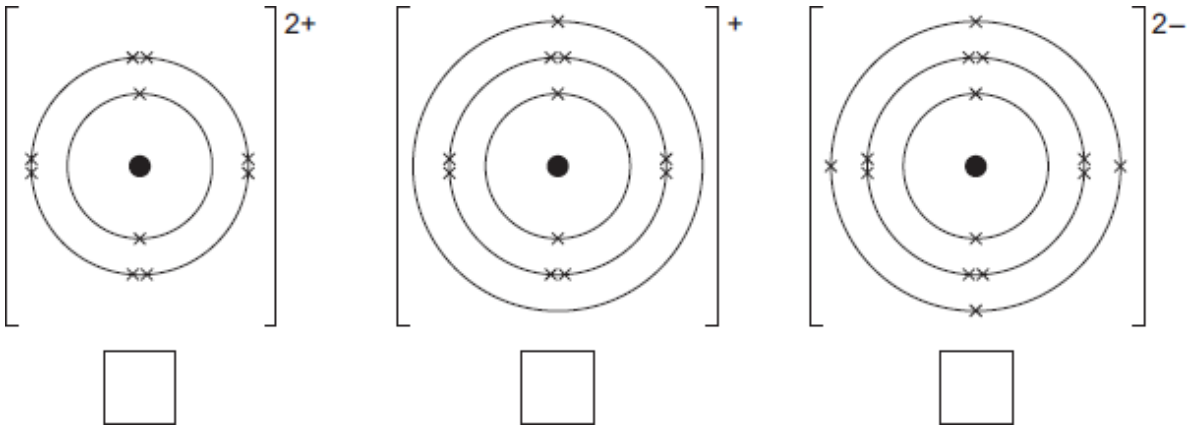
Atoms of magnesium are neutral because they contain the same number of electrons and .....

(3)

(ii) A magnesium atom reacts to produce a magnesium ion.

Which diagram shows a magnesium ion?

Tick (✓) **one** box.



(1)

(b) Magnesium and dilute hydrochloric acid react to produce magnesium chloride solution and hydrogen.

$$Mg(s) + 2\,HCl(aq) \longrightarrow MgCl_2(aq) + H_2(g)$$

(i) State **two** observations that could be made during the reaction.

1 .....

.....

2 .....

.....

(2)

(ii) **In this question you will be assessed on using good English, organising information clearly and using specialist terms where appropriate.**

Describe a method for making pure crystals of magnesium chloride from magnesium and dilute hydrochloric acid.

In your method you should name the apparatus you will use.

You do **not** need to mention safety.

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(6)
(Total 12 marks)

10 Dilute nitric acid reacts with potassium hydroxide solution.

The equation for the reaction is:

$$HNO_3 + KOH \longrightarrow KNO_3 + H_2O$$

A student investigated the temperature change in this reaction.

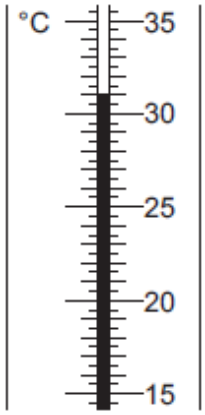
This is the method the student used.

Step 1 Put 25 cm^3 of dilute nitric acid in a polystyrene cup.
Step 2 Use a thermometer to measure the temperature of the dilute nitric acid.
Step 3 Use a burette to add 4 cm^3 of potassium hydroxide solution to the dilute nitric acid and stir the mixture.
Step 4 Use a thermometer to measure the highest temperature of the mixture.
Step 5 Repeat steps 3 and 4 until 40 cm^3 of potassium hydroxide solution have been added.

The dilute nitric acid and the potassium hydroxide solution were both at room temperature.

(a) **Figure 1** shows part of the thermometer after some potassium hydroxide solution had been added to the dilute nitric acid.

Figure 1



What is the temperature shown on the thermometer?

The temperature shown is ..... °C

(1)

(b) Errors are possible in this experiment.

(i) Suggest **two** causes of random error in the experiment.

.....

.....

.....

.....

(2)

(ii) Another student used a glass beaker instead of a polystyrene cup.

This caused a systematic error.

Why does using a glass beaker instead of a polystyrene cup cause a systematic error?

.....

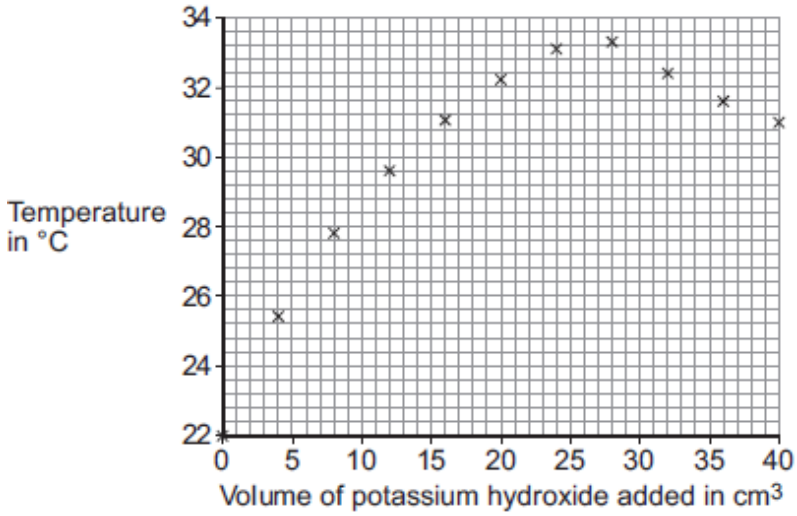
.....

.....

(1)

(c) The results of the student using the polystyrene cup are shown in **Figure 2**.

Figure 2



(i) How do the results in **Figure 2** show that the reaction between dilute nitric acid and potassium hydroxide solution is exothermic?

.....

.....

(1)

(ii) Explain why the temperature readings decrease between 28 cm^3 and 40 cm^3 of potassium hydroxide solution added.

.....

.....

.....

(2)

(iii) It is difficult to use the data in **Figure 2** to find the exact volume of potassium hydroxide solution that would give the maximum temperature.

Suggest further experimental work that the student should do to make it easier to find the exact volume of potassium hydroxide solution that would give the maximum temperature

.....

.....

.....

.....

(2)

(d) The student did further experimental work and found that 31.0 cm^3 of potassium hydroxide solution neutralised 25.0 cm^3 of dilute nitric acid.

The concentration of the dilute nitric acid was 2.0 moles per dm^3.

$$HNO_3 + KOH \longrightarrow KNO_3 + H_2O$$

Calculate the concentration of the potassium hydroxide solution in moles per dm^3.

.....

.....

.....

.....

.....

.....

Concentration = ... moles per dm^3

(3)

(e) The student repeated the original experiment using 25 cm^3 of dilute nitric acid in a polystyrene cup and potassium hydroxide solution that was twice the original concentration.

She found that:

- a smaller volume of potassium hydroxide solution was required to reach the maximum temperature
- the maximum temperature recorded was higher.

Explain why the maximum temperature recorded was higher.

.....

.....

.....

.....

(2)

(Total 14 marks)

11 This question is about salts.

(a) Salt (sodium chloride) is added to many types of food.

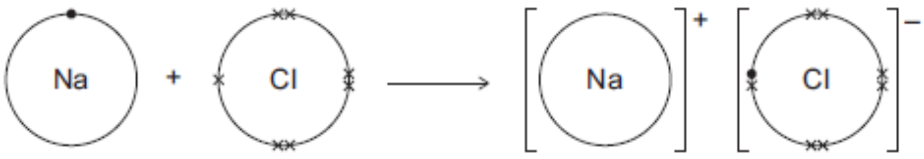
Sodium chloride is produced by reacting sodium with chlorine.

sodium + chlorine ⟶ sodium chloride

The diagram shows what happens to atoms of sodium and chlorine in this reaction.

The dots (•) and crosses (×) represent electrons.

Only the outer electrons are shown.



Describe, in terms of electrons, what happens when a sodium atom reacts with a chlorine atom to produce sodium chloride.

.....

.....

.....

.....

.....

.....

(3)

(b) Lack of iodine can affect the learning ability of children.

One idea is that salt (sodium chloride) should have iodine added.

(i) Iodine consists of simple molecules.

What is a property of substances that have simple molecules?

Tick (✓) **one** box.

Have no overall electric charge ☐

Have high boiling points ☐

Have giant covalent structures ☐

(1)

(ii) Which one of the following questions cannot be answered by science alone?

Tick (✓) **one** box.

How much sodium chloride is in food? ☐

What harm does a lack of iodine do? ☐

Should iodine be added to salt in food? ☐

Give **one** reason why this question cannot be answered by science alone.

.....

.....

(2)

(c) A student produced the salt ammonium nitrate by adding an acid to ammonia solution.

(i) Name the acid used.

.....

(1)

(ii) Use the correct answer from the box to complete the sentence.

an acid	**an alkali**	**a salt**

Ammonia solution (ammonium hydroxide) is ..... .

(1)

(iii) The student added a few drops of a solution which changed colour when the reaction was complete.

Complete the sentence.

The solution added is an ..... .

(1)

(d) Farmers buy solid ammonium nitrate in poly(ethene) sacks.

(i) How is solid ammonium nitrate made from a solution of ammonium nitrate?

Tick (✓) **one** box.

Crystallisation ☐

Decomposition ☐

Electrolysis ☐

(1)

(ii) Why do farmers use ammonium nitrate on their fields?

.....

.....

(1)

(iii) The properties of poly(ethene) depend on the reaction conditions when it is made.

State **one** reaction condition that can be changed when making poly(ethene).

.....

.....

(1)
(Total 12 marks)

12 This question is about compounds.

(a) The table gives information about the solubility of some compounds.

Soluble compounds
All potassium and sodium salts
All nitrates
Chlorides, bromides and iodides, except those of silver and lead

Use information from the table to answer these questions.

(i) Name a soluble compound that contains silver ions.

.....

(1)

(ii) Name a soluble compound that contains carbonate ions.

.....

(1)

(b) Metal oxides react with acids to make salts.

What type of compound is a metal oxide?

.....

(1)

(c) Lead nitrate solution is produced by reacting lead oxide with nitric acid.

(i) State how solid lead nitrate can be obtained from lead nitrate solution.

.....

.....

(1)

(ii) Balance the equation for the reaction.

$PbO \quad + \quad HNO_3 \longrightarrow Pb(NO_3)_2 \quad + \quad H_2O$

(1)

(iii) Give the total number of atoms in the formula $Pb(NO_3)_2$

.....

(1)

(d) An oxide of lead that does **not** have the formula PbO contains 6.21 g of lead and 0.72 g of oxygen.

Calculate the empirical formula of this lead oxide.

Relative atomic masses (A_r): O = 16; Pb = 207

You must show your working to gain full marks.

.....

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.....

.....

Empirical formula = ...

(4)

(Total 10 marks)

13 Some pollutants cause acid rain.

A student tested 25.0 cm^3 samples of three types of rainwater, **P, Q** and **R**.
The student titrated the samples with sodium hydroxide solution (an alkali).

The student recorded the volume of sodium hydroxide solution needed to neutralise the rainwater. The student's results are shown in **Table 1**.

Table 1

	Volume of sodium hydroxide needed to neutralise the rainwater in cm^3				
Type of rainwater	**Titration 1**	**Titration 2**	**Titration 3**	**Titration 4**	**Mean value**
P	18.0	15.5	14.5	15.0	15.0
Q	13.0	10.0	11.0	10.5	10.5
R	23.0	19.5	18.5	19.0	19.0

(a) (i) The student calculated the mean value for rainwater **R** as 19.0 cm^3.

Show how the student calculated the mean value for rainwater **R**.

.....

.....

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.....

(2)

(ii) Write down **P, Q** and **R** in order of their acidity.

Most acidic .....

.....

Least acidic .....

(2)

(b) A second student repeated the experiment and recorded the results in **Table 2**.

Table 2

	Volume of sodium hydroxide needed to neutralise the rainwater in cm^3	
Type of rainwater	**Titration 1**	**Titration 2**
P	17	15
Q	11	9
R	20	18

Use **Table 1** and **Table 2** to suggest **two** improvements the second student could make to obtain more accurate results.

.....

.....

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(2)

(c) The results of the two students show that the experiment is reproducible.

Give the reason why.

.....

.....

(1)
(Total 7 marks)

14 This question is about organic compounds.

(a) Ethanol is an alcohol.
One use of ethanol is in alcoholic drinks.

Give **two** other uses of ethanol.

.....

.....

(2)

(b) Which gas is produced when sodium reacts with ethanol?

Tick (✓) **one** box.

Carbon dioxide ☐

Carbon monoxide ☐

Hydrogen ☐

Oxygen ☐

(1)

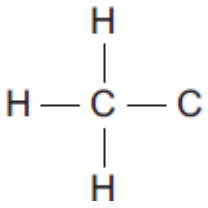
(c) Ethanoic acid (CH_3COOH) can be produced from ethanol (CH_3CH_2OH).

(i) What type of reaction produces ethanoic acid from ethanol?

.....

(1)

(ii) Complete the displayed structure of ethanoic acid.



(1)

(iii) Solutions of ethanoic acid and hydrochloric acid with the same concentration have different pH values.

Explain why the solution of ethanoic acid has a higher pH than the solution of hydrochloric acid.

.....

.....

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.....

(2)

(d) Ethanol and ethanoic acid react in the presence of a catalyst to form an ester.

(i) Name the ester made from ethanol and ethanoic acid.

.....

(1)

(ii) What type of chemical is used as a catalyst in this reaction?

.....

(1)

(iii) Esters are used in perfumes because they smell pleasant and are volatile.

What does volatile mean?

.....

(1)

(Total 10 marks)

15 This question is about chemical analysis.

(a) A student has solutions of three compounds, **X, Y** and **Z**.

The student uses tests to identify the ions in the three compounds.

The student records the results of the tests in the table.

	Test			
Compound	**Flame test**	**Add sodium hydroxide solution**	**Add hydrochloric acid and barium chloride solution**	**Add nitric acid and silver nitrate solution**
X	no colour	green precipitate	white precipitate	no reaction
Y	yellow flame	no reaction	no reaction	yellow precipitate
Z	no colour	brown precipitate	no reaction	cream precipitate

Identify the **two** ions present in each compound, **X, Y** and **Z**.

X .....

Y .....

Z .....

(3)

(b) A chemist needs to find the concentration of a solution of barium hydroxide. Barium hydroxide solution is an alkali.

The chemist could find the concentration of the barium hydroxide solution using two different methods.

Method 1

- An excess of sodium sulfate solution is added to 25 cm^3 of the barium hydroxide solution. A precipitate of barium sulfate is formed.
- The precipitate of barium sulfate is filtered, dried and weighed.
- The concentration of the barium hydroxide solution is calculated from the mass of barium sulfate produced.

Method 2

- 25 cm^3 of the barium hydroxide solution is titrated with hydrochloric acid of known concentration.
- The concentration of the barium hydroxide solution is calculated from the result of the titration.

Compare the advantages and disadvantages of the two methods.

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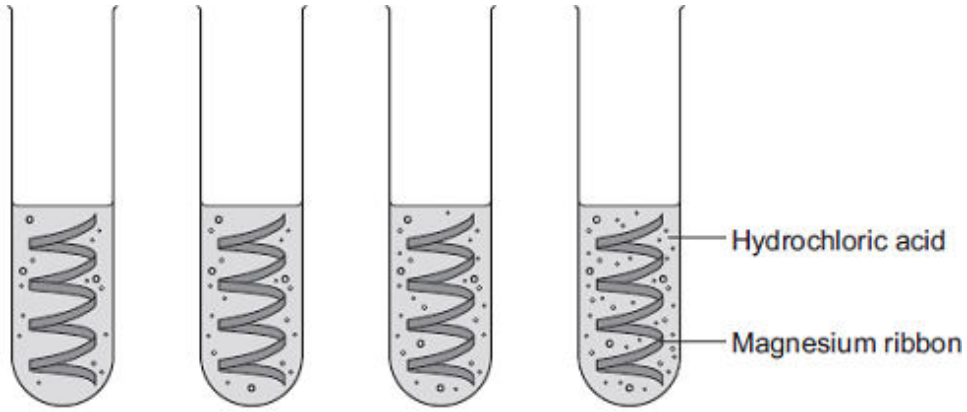
(5)
(Total 8 marks)

16 A student investigated the rate of reaction of magnesium and hydrochloric acid.

$$Mg(s) + 2HCl(aq) \longrightarrow MgCl_2(aq) + H_2(g)$$

The student studied the effect of changing the concentration of the hydrochloric acid.

She measured the time for the magnesium to stop reacting.



Concentration of hydrochloric acid in moles per dm^3	0.5	1.0	1.5	2.0

(a) The student changed the concentration of the hydrochloric acid.

Give **two** variables that the student should control.

1 .....

2 .....

(2)

(b) (i) The rate of reaction increased as the concentration of hydrochloric acid increased.

Explain why.

.....

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(2)

(ii) Explain why increasing the temperature would increase the rate of reaction.

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(3)

(c) (i) The student had a solution of sodium hydroxide with a concentration of 0.100 moles per dm^3.

She wanted to check the concentration of a solution of hydrochloric acid.

She used a pipette to transfer 5.00 cm^3 of the hydrochloric acid into a conical flask.

She filled a burette with the 0.100 moles per dm^3 sodium hydroxide solution.

Describe how she should use titration to obtain accurate results.

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(4)

(ii) Sodium hydroxide neutralises hydrochloric acid as shown in the equation:

$$NaOH(aq) + HCl(aq) \longrightarrow NaCl(aq) + H_2O(l)$$

The student found that 27.20 cm^3 of 0.100 moles per dm^3 sodium hydroxide neutralised 5.00 cm^3 of hydrochloric acid.

Calculate the concentration of the hydrochloric acid in moles per dm^3.

Give your answer to three significant figures.

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.....

Concentration of hydrochloric acid = ... moles per dm^3

(3)

(Total 14 marks)

17 Sulfur is a non-metal.

Sulfur burns in the air to produce sulfur dioxide, SO_2

(a) Why is it important that sulfur dioxide is **not** released into the atmosphere?

Tick (✓) **one** box.

Sulfur dioxide causes acid rain. ☐

Sulfur dioxide causes global dimming. ☐

Sulfur dioxide causes global warming. ☐

(1)

(b) Sulfur dioxide dissolves in water.

What colour is universal indicator in a solution of sulfur dioxide?
Give a reason for your answer.

.....

.....

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.....

(2)

(c) Sulfur dioxide is a gas at room temperature.

The bonding in sulfur dioxide is covalent.

Explain, in terms of its structure and bonding, why sulfur dioxide has a low boiling point.

.....

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.....

(3)

(d) *In this question you will be assessed on using good English, organising information clearly and using specialist terms where appropriate.*

Sulfur dioxide is produced when fossil fuels are burned.

It is important that sulfur dioxide is not released into the atmosphere.

Three of the methods used to remove sulfur dioxide from gases produced when fossil fuels are burned are:

- wet gas desulfurisation (**W**)
- dry gas desulfurisation (**D**)
- seawater gas desulfurisation (**S**).

Information about the three methods is given in the bar chart and in **Table 1** and **Table 2**.

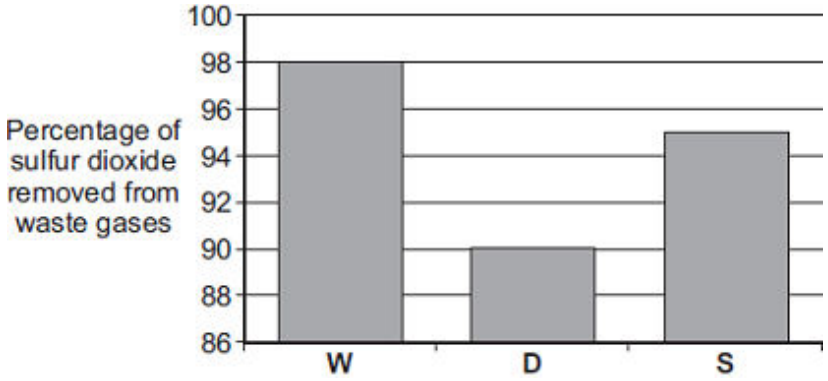

Table 1

Method	Material used	How material is obtained
W	Calcium carbonate, $CaCO_3$	Quarrying
D	Calcium oxide, CaO	Thermal decomposition of calcium carbonate: $CaCO_3 \rightarrow CaO + CO_2$
S	Seawater	From the sea

Table 2

Method	What is done with waste material
W	Solid waste is sold for use in buildings. Carbon dioxide is released into the atmosphere.
D	Solid waste is sent to landfill.
S	Liquid waste is returned to the sea.

Evaluate the three methods of removing sulfur dioxide from waste gases.

Compare the three methods and give a justified conclusion.

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(6)
(Total 12 marks)

18 Lead nitrate solution reacts with potassium iodide solution.

The reaction produces a solid.

Figure 1 shows the reaction occurring.

Figure 1

Lead Iodide By Der Kreole (own work) (CC-BY-3.0) via Wikimedia Commons

(a) (i) Give the name of this type of reaction.

Tick (✓) **one** box.

Combustion ☐

Neutralisation ☐

Precipitation ☐

(1)

(ii) Write the missing state symbols in the chemical equation.

$Pb(NO_3)_2(aq) + 2KI(.....) \longrightarrow PbI_2(.....) + 2KNO_3(aq)$

(2)

(iii) Complete the word equation for the reaction.

lead nitrate + ... ⟶ lead iodide + ...

(2)

(iv) How is solid lead iodide separated from the solution?

Draw a ring around the correct answer.

Distillation **Electrolysis** **Filtration**

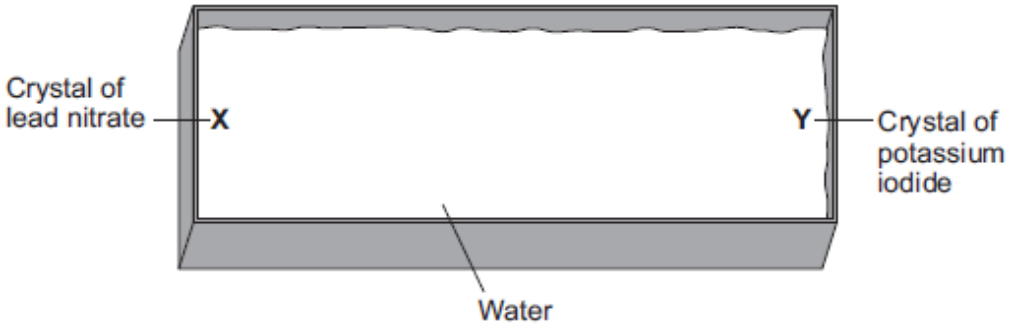
(1)

(b) A group of students investigated the movement of particles.

The students filled a container with water.

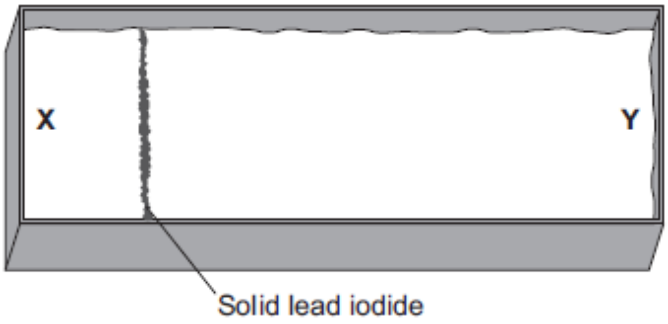
The students added a crystal of lead nitrate at position **X** and a crystal of potassium iodide at position **Y**, as shown in **Figure 2**.

Figure 2 – view from above



After 3 minutes solid lead iodide started to form at the position shown in **Figure 3**.

Figure 3 – view from above



(i) Tick (✓) the correct box to complete the sentence.

Lead ions and iodide ions move through the water by

diffusion. ☐

evaporation. ☐

neutralisation. ☐

(1)

(ii) What conclusion can you make about the speed of movement of lead ions compared with iodide ions?

Give a reason for your answer.

.....

.....

.....

.....

(2)

(iii) The students repeated the experiment at a higher temperature.

The solid lead iodide formed after a shorter period of time.

Explain why, in terms of particles.

.....

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.....

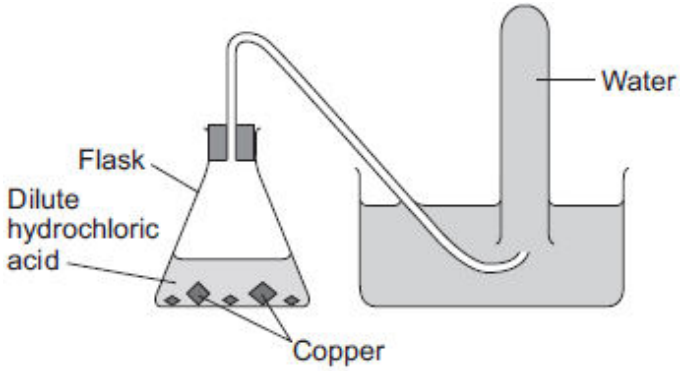
.....

(2)
(Total 11 marks)

19 A student was trying to produce hydrogen gas.

Figure 1 shows the apparatus she used.

Figure 1



(a) No gas was produced.

The student's teacher said that this was because the substances in the flask did **not** react.

(i) Suggest why the substances in the flask did **not** react.

.....

.....

.....

(1)

(ii) Which two substances could the student have put in the flask to produce hydrogen safely?

Tick (✓) **one** box.

Gold and dilute hydrochloric acid ☐

Potassium and dilute hydrochloric acid ☐

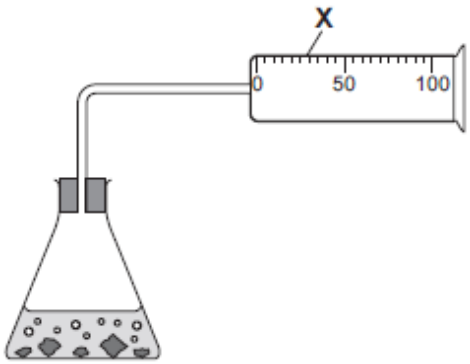
Zinc and dilute hydrochloric acid ☐

(1)

(b) Another student did produce hydrogen from two substances.

Figure 2 shows the apparatus the student used to collect and measure the volume of the hydrogen gas.

Figure 2



Give the name of the apparatus labelled **X**.

.....

(1)

(c) The student did the experiment four times. Her results are shown in the table below.

Experiment	Volume of hydrogen collected in one minute in cm^3
1	49
2	50
3	35
4	48

(i) One of the results is anomalous.

Which result is anomalous? Write your answer in the box. ☐

Give a reason for your choice.

.....

(2)

(ii) Calculate the mean volume of hydrogen collected in one minute.

.....

.....

Mean volume = ... cm^3

(2)

(iii) Give a reason why the experiment should be repeated several times.

.....

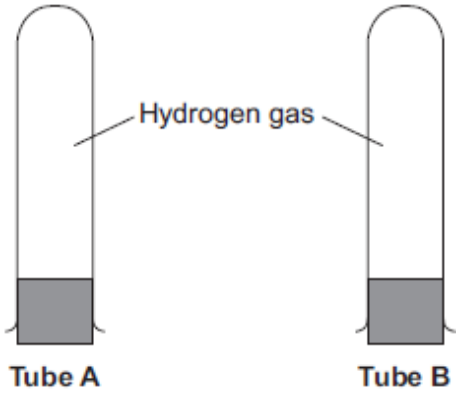
.....

.....

(1)

(d) A teacher collected two tubes full of hydrogen gas, as shown in **Figure 3**.

Figure 3



She tested tube **A** with a lighted splint as soon as she took the bung out.

She tested tube **B** with a lighted splint a few seconds after taking the bung out.

(i) Suggest why tube **B** gave a much louder pop than tube **A**.

.....

.....

.....

.....

(1)

(ii) Complete and balance the chemical equation for the reaction that takes place when the hydrogen reacts in this test.

$$H_2 \quad + \quad O_2 \longrightarrow$$

(2)

(Total 11 marks)

20 Calcium chloride ($CaCl_2$) is a soluble salt.

Calcium chloride can be made by reacting dilute hydrochloric acid with either solid calcium oxide or solid calcium carbonate.

(a) Name the type of reaction that takes place when dilute hydrochloric acid reacts with calcium oxide.

.....

(1)

(b) Write a balanced symbol equation for the reaction of dilute hydrochloric acid with calcium oxide.

.....

(2)

(c) A student added solid calcium oxide to dilute hydrochloric acid in a beaker.

The student added solid calcium carbonate to dilute hydrochloric acid in another beaker.

Describe **one** difference between the two reactions that the student would **see**.

.....

.....

(1)

(d) Describe how crystals of calcium chloride can be made from calcium carbonate and dilute hydrochloric acid.

.....

.....

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.....

(4)

(e) A student dissolved some crystals of a salt in water.

The student added sodium hydroxide solution to the salt solution.

The student added sodium hydroxide solution until it was in excess.

(i) Describe what the student would **see** if the salt contained calcium ions.

.....

.....

.....

(2)

(ii) Why does the result you have described in part (e)(i) **not** prove that the salt contains calcium ions?

.....

.....

(1)

(iii) Describe an additional test the student could do that would prove the salt contains calcium ions.

.....

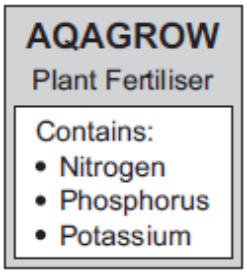
.....

.....

(2)

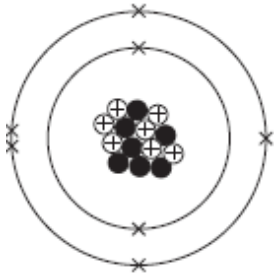
(Total 13 marks)

21 Fertilisers contain elements that plants need.



(a) **Figure 1** represents a nitrogen atom.

Figure 1



Complete each sentence.

(i) The mass number of this nitrogen atom is ..... .

(1)

(ii) Atoms of nitrogen with different numbers of neutrons are called ..... .

(1)

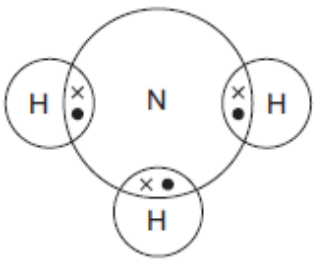
(iii) Compared with a proton, the mass of an electron is ..... .

(1)

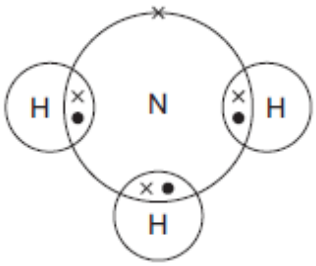
(b) Fertilisers can be made from ammonia.

(i) Which diagram, **A**, **B**, or **C**, represents the electronic structure of an ammonia molecule?

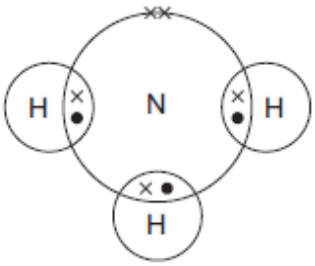
A



B



C



(1)

The electronic structure of an ammonia molecule is shown in diagram

(ii) What is the correct formula of ammonia?

Draw a ring around the correct answer.

N_3H NH_3 NH^3

(1)

(c) A student made ammonium nitrate by reacting ammonia solution with an acid.

(i) Name the acid used to make ammonium nitrate.

.....

(1)

(ii) Complete the sentence.

The student added a few drops of ....., which changed colour when the ammonia solution had neutralised the acid.

(1)

(iii) The student added charcoal and filtered the mixture.

This produced a colourless solution of ammonium nitrate.

How is solid ammonium nitrate obtained from the solution?

.....

(1)

(iv) A farmer put ammonium nitrate fertiliser onto a field of grass.

Suggest what would happen to the grass.

.....

.....

(1)

(d) Some fertilisers contain potassium chloride.

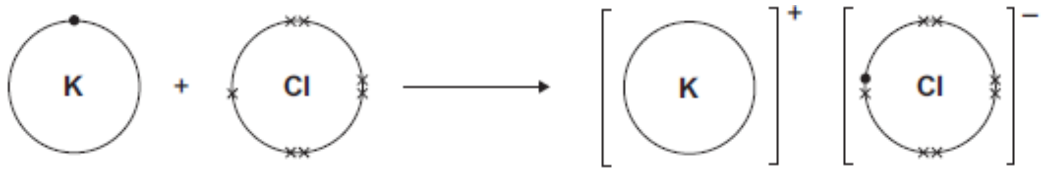
Potassium reacts with chlorine to produce potassium chloride.

Figure 2 shows how this happens.

The dots (•) and crosses (x) represent electrons.

Only the outer shell is shown.

Figure 2



Use **Figure 2** to help you answer this question.

Describe, as fully as you can, what happens when potassium reacts with chlorine to produce potassium chloride.

.....

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.....

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(4)
(Total 13 marks)

22 The label shows the ingredients in a drink called Cola.

Cola

Ingredients:

Carbonated water
Sugar
Colouring
Phosphoric acid
Flavouring
Caffeine

(a) (i) The pH of carbonated water is 4.5.

The pH of Cola is 2.9.

Name the ingredient on the label that lowers the pH of Cola to 2.9.

.....

(1)

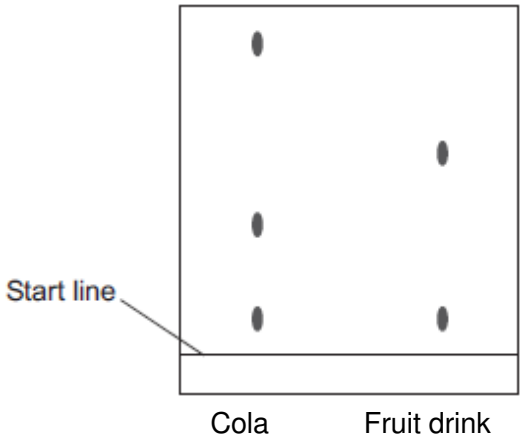
(ii) Which ion causes the pH to be 2.9?

.....

(1)

(b) A student investigated the food colouring in Cola and in a fruit drink using paper chromatography.

The chromatogram in the figure below shows the student's results.



(i) Complete the sentence.

The start line should be drawn with a ruler and ..... .

Give a reason for your answer.

.....

.....

(2)

(ii) Suggest **three** conclusions you can make from the student's results.

.....

.....

.....

.....

.....

.....

(3)

(c) Caffeine can be separated from the other compounds in the drink by gas chromatography.

Why do different compounds separate in a gas chromatography column?

.....

.....

(1)

(d) Caffeine is a stimulant.

Large amounts of caffeine can be harmful.

(i) Only **one** of the questions in the table **can** be answered by science alone.

Tick (✓) **one** question.

Question	Tick (✓)
Should caffeine be an ingredient in drinks?	
Is there caffeine in a certain brand of drink?	
How much caffeine should people drink?	

(1)

(ii) Give **two** reasons why the other questions **cannot** be answered by science alone.

Reason 1 .....

.....

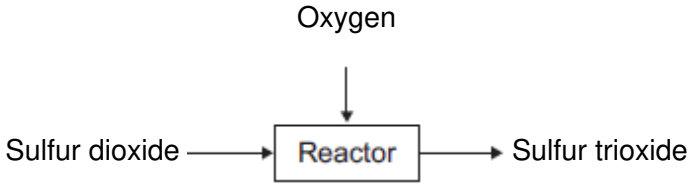
Reason 2 .....

.....

(2)
(Total 11 marks)

23 **Figure 1** represents a reaction in the production of sulfuric acid.

Figure 1



(a) Complete and balance the equation for the reaction.

..... $SO_2(g)$ + ... (g) ⇌ ..... $SO_3(g)$

(2)

(b) The conditions can affect the rate of the reaction.

(i) The pressure of the reacting gases was increased.

State the effect of increasing the pressure on the rate of reaction.

Explain your answer in terms of particles.

.....

.....

.....

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.....

.....

(3)

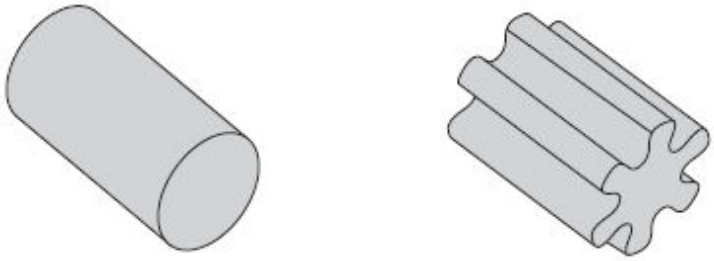
(ii) A catalyst is used for the reaction.

The gases pass through a layer containing pieces of the catalyst.

Figure 2 shows the shapes of pieces of catalyst.

Figure 2

A **B**



Suggest and explain why shape **B** is more effective as a catalyst than shape **A**.

.....

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(2)

(c) The reaction is carried out at a high temperature to provide the reactants with the **activation energy**.

What is meant by the **activation energy**?

.....

.....

.....

(1)

(d) Sulfuric acid reacts with metals to produce salts.

(i) A student concluded that potassium would **not** be a suitable metal to react with sulfuric acid.

Explain why.

.....

.....

.....

.....

(2)

(ii) A student reacted zinc metal with sulfuric acid to produce a salt and another product.

Complete the equation for this reaction.

$Zn + H_2SO_4 \longrightarrow$ ..... + ...

(2)

(iii) The student wanted to increase the rate of the reaction between the zinc and sulfuric acid.

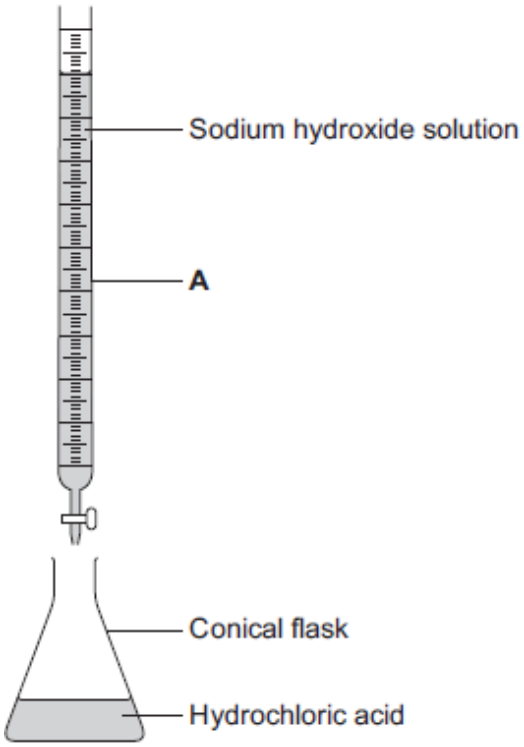
State **one** way, other than using a catalyst, that the student could increase the rate of the reaction.

.....

.....

(1)
(Total 13 marks)

24 (a) A student used the apparatus in the figure below to do a titration.



(i) What is the name of the piece of apparatus labelled **A**?

Draw a ring around the correct answer.

burette **measuring cylinder** **test tube**

(1)

(ii) What should the student add to the acid in the conical flask?

Draw a ring around the correct answer.

catalyst **indicator** **water**

(1)

(iii) What would the student see when the end point of the titration has been reached?

.....

(1)

(b) The student does the titration three times.

(i) State **one** variable that the student needs to keep the same to make it a fair test.

.....

(1)

(ii) The student's results are shown in the table below.

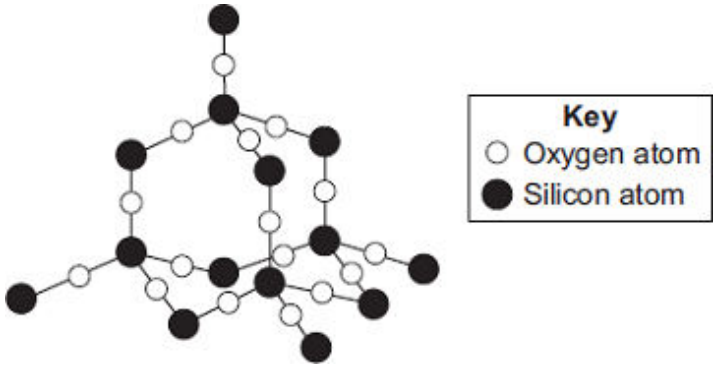
Titration	Volume of sodium hydroxide solution added in cm^3
1	22.40
2	22.20
3	22.30

Calculate the mean volume of sodium hydroxide solution added.

..... cm^3

(1)
(Total 5 marks)

25 The diagram shows a small part of the structure of silicon dioxide.



(a) Use the diagram above to answer the question.

Draw a ring around the correct answer to complete each sentence.

In silicon dioxide, each silicon atom is bonded with [two / three / four] oxygen atoms.

The bonds in silicon dioxide are [ionic. / covalent. / metallic.]

(2)

(b)

Silicon dioxide is used as the inside layer of furnaces.

Suggest why.

.....

.....

(1)

(c) Nanowires can be made from silicon dioxide.

Draw a ring around the correct answer to complete the sentence.

The word 'nano' means the wires are very

brittle.
thick.
thin.

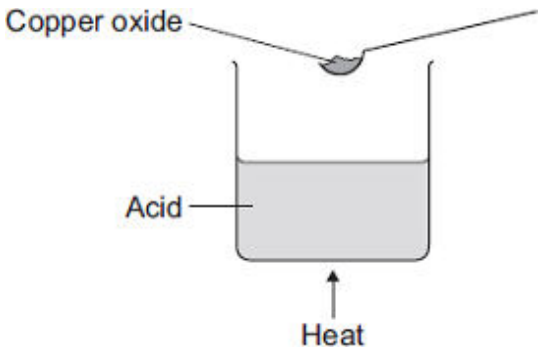
(1)
(Total 4 marks)

26 A student added copper oxide to an acid to make copper sulfate.

The student heated the acid.

The student added copper oxide until no more reacted.

(a) The diagram shows the first stage in the experiment.



(i) Complete the word equation.

Copper oxide + ... acid → copper sulfate + water

(1)

(ii) Which **one** of these values could be the pH of the acid?

Draw a ring around the correct answer.

1 **7** **11**

(1)

(iii) Why is the acid heated?

.....

.....

(1)

(b) After the reaction is complete, some solid copper oxide remains.
Why?

.....

.....

(1)

(c) The student removed the solid copper oxide from the solution.

Suggest what the student should do to the solution to form copper sulfate crystals.

.....

.....

(1)

(d) The mass of copper sulfate crystals was less than the student expected.

Tick (✓) the **one** statement that explains why the mass of copper sulfate crystals was less than expected.

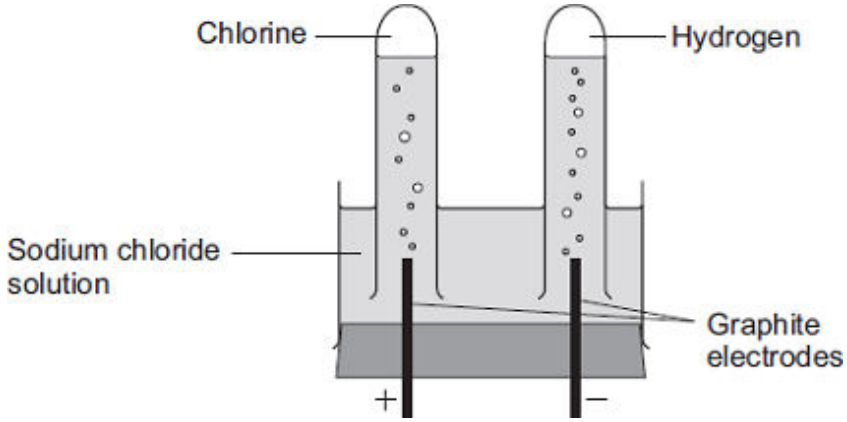
Statement	Tick (✓)
Some copper sulfate may have been lost during the experiment.	
The student added too much copper oxide.	
The copper sulfate crystals were wet when they were weighed.	

(1)

(Total 6 marks)

27 The electrolysis of sodium chloride solution is an industrial process.

The diagram shows the apparatus used in a school experiment.



(a) One of the products of the electrolysis of sodium chloride solution is hydrogen.

(i) Why do hydrogen ions move to the negative electrode?

.....

.....

(1)

(ii) How does a hydrogen ion change into a hydrogen atom?

.....

.....

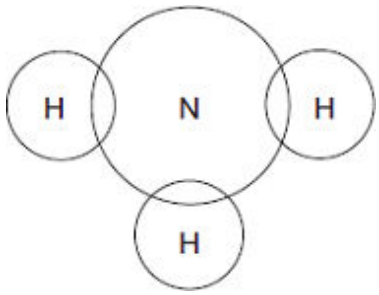
(1)

(b) Hydrogen is used to make ammonia (NH_3).

Complete the diagram to show the bonding in ammonia.

Use dots (●) and crosses (x) to show electrons.

Show only outer shell electrons.



(2)

(c) The table shows the ions in sodium chloride solution.

Positive ions	**Negative ions**
hydrogen	chloride
sodium	hydroxide

In industry, some of the waste from the electrolysis of sodium chloride solution is alkaline and has to be neutralised.

(i) Which ion makes the waste alkaline?

.....

(1)

(ii) This waste must be neutralised.

Write the ionic equation for the neutralisation reaction.

.....

(1)

(d) *In this question you will be assessed on using good English, organising information clearly and using specialist terms where appropriate.*

The electrolysis of sodium chloride solution also produces chlorine and sodium hydroxide.

In industry, the electrolysis of sodium chloride solution can be done in several types of electrolysis cell.

Some information about two different types of electrolysis cell is given below.

	Mercury cell	**Membrane cell**
Cost of construction	Expensive	Relatively cheap
Additional substances used	Mercury, which is recycled. Mercury is toxic so any traces of mercury must be removed from the waste	Membrane, which is made of a polymer. The membrane must be replaced every 3 years.
Amount of electricity used for each tonne of chlorine produced in kWh	3400	2950
Quality of chlorine produced	Pure	Needs to be liquefied and distilled to make it pure.
Quality of sodium hydroxide solution produced	50% concentration. Steam is used to concentrate the sodium hydroxide solution produced.	30% concentration. Steam is used to concentrate the sodium hydroxide solution produced.

Use the information and your knowledge and understanding to compare the environmental and economic advantages and disadvantages of these **two** types of electrolysis cell.

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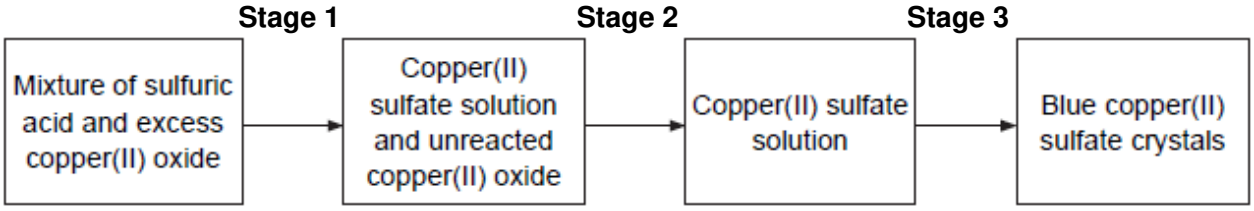
(6)
(Total 12 marks)

28 This question is about compounds of copper.

(a) A student made some copper(II) sulfate crystals.

The flow diagram shows the stages of the preparation of copper(II) sulfate crystals.



(i) The reaction mixture is heated in **Stage 1**.

Suggest why.

.....

.....

(1)

(ii) Complete the equation for this reaction.

CuO + ... → $CuSO_4$ + ...

(2)

(iii) How would the student remove the unreacted copper(II) oxide in **Stage 2**?

.....

.....

(1)

(iv) How would the student obtain copper(II) sulfate crystals from the copper(II) sulfate solution in **Stage 3**?

.....

(1)

(v) The mass of crystals obtained was less than the student had calculated.

Suggest **one** reason why.

.....

.....

(1)

(b) The student heated the blue copper(II) sulfate crystals.

The word equation for the reaction is shown below.

hydrated copper(II) sulfate ⇌ anhydrous copper(II) sulfate + water

blue white

(i) What does the symbol ⇌ mean ?

.....

(1)

(ii) 300 J of energy are taken in when some blue copper(II) sulfate crystals are heated.

What is the energy change when an excess of water is added to the anhydrous copper(II) sulfate produced?

.....

.....

(2)

(c) A sample of copper nitride contains 3.81 g of copper and 0.28 g of nitrogen.

Calculate the empirical formula.

You **must** show all your working to get full marks.

Relative atomic masses (A_r): N = 14; Cu = 63.5.

.....

.....

.....

.....

.....

.....

.....

Empirical formula = ...

(4)
(Total 13 marks)

29 Ammonium salts, such as ammonium sulfate, are used to help farmers grow crops.

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(a) Use the correct word from the box to complete the sentence.

fertilisers	**insecticides**	**pesticides**

Ammonium salts contain nitrogen and are used by farmers as .....to replace the nitrogen lost from the soil.

(1)

(b) Ammonia is made by reacting nitrogen with hydrogen.

Which raw material provides nitrogen?

Draw a ring around your answer.

air **crude oil** **water**

(1)

(c) Methane and water react together to form hydrogen.

How does the catalyst help this reaction?

.....

(1)

(d) The reaction between nitrogen and hydrogen to make ammonia can be represented by this equation.

$$N_2(g) + 3H_2(g) \rightleftharpoons 2NH_3(g)$$

What is the meaning of this symbol $\rightleftharpoons$?

Draw a ring around your answer.

endothermic reaction **precipitation reaction** **reversible reaction**

(1)

(e) A solution of ammonia in water is alkaline.

(i) Which **one** of these values could be the pH of a solution of ammonia?

Draw a ring around your answer.

4 **7** **10**

(1)

(ii) Ammonium sulfate can be made by reacting ammonia solution with sulfuric acid.

Use the correct answer from the box to complete the sentence.

ammonium sulfate	**hydrogen**	**sulfuric**	**water**

During the reaction the hydrogen ions (H^+) from the acid react with hydroxide ions (OH^-) from the alkali to make ..... .

(1)

(Total 6 marks)

30 Read the information below and then answer the questions that follow.

It was once thought that organic compounds could only be made in living organisms.
The living organisms were assumed to have a special life force.
This life force allowed them to make organic compounds.

Urea is an organic compound produced in animals. It is found in urine. In 1828, Friedrich Wöhler made urea from chemicals which were not obtained from living things.

Other famous scientists still believed in the idea of a life force. Wöhler made another organic compound in 1845. Most scientists then stopped believing that a life force was needed to make organic compounds.

(a) How did Wöhler prove that a life force is **not** needed to make organic compounds?

.....

.....

(1)

(b) In 1828 most scientists continued to believe that a life force was needed to produce an organic compound.

Suggest why.

.....

.....

(1)

(c) In 1845 most scientists stopped believing that a life force was needed to make an organic compound.

Suggest why.

.....

.....

(1)

(d) Some scientists repeated Wöhler's experiment.
These scientists used lead nitrate as one of their starting materials.

Lead nitrate solution can be made by reacting lead with an acid.

(i) Give the name of this acid .....

(1)

(ii) State how solid lead nitrate can be obtained from lead nitrate solution.

.....

.....

(1)
(Total 5 marks)

31 The table shows some information about acids and alkalis.

Name of acid or alkali	Type	Ions produced in solution		pH	Effect on Universal Indicator
Hydrochloric acid	Strong acid	H^+	Cl^-	1	Goes red
Sodium hydroxide	Strong alkali	Na^+	OH^-	13	Goes purple

Use the information in the table to help you answer parts (a) and (b).

(a) Draw a ring around the correct answer to complete the sentences.

(i) Hydrochloric acid is acidic.

This is because it contains [Cl^- / H^+ / OH^-] ions.

(1)

(ii) Sodium hydroxide solution is alkaline.

This is because it contains [H^+ / Na^+ / OH^-] ions.

(1)

(b) Hydrochloric acid is a stronger acid than ethanoic acid.

When Universal Indicator is added to solutions of these acids at the same concentration the results are different.

Describe how the results would show that ethanoic acid is a weaker acid than hydrochloric acid.

.....

.....

.....

.....

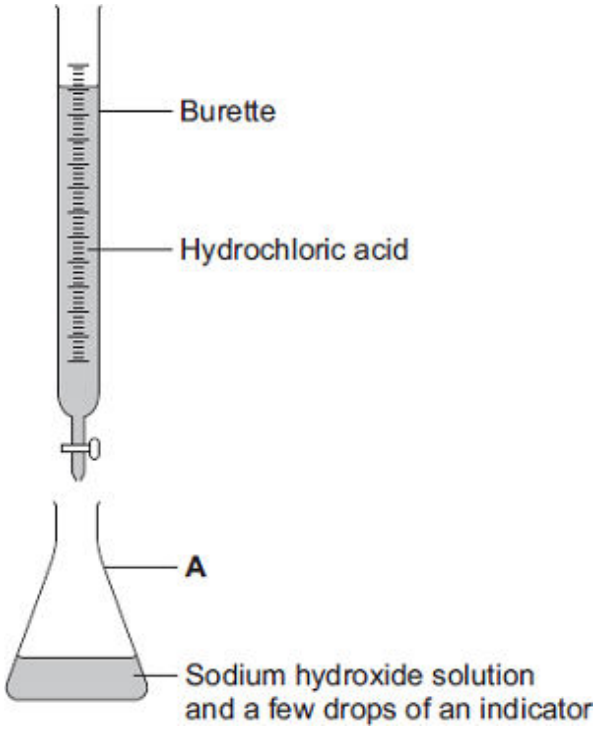
(2)

(c) Draw a ring around the correct answer to complete this sentence.

Strong acids and strong alkalis are [completely / not / partially] ionised in water.

(1)

(d) The diagram shows the apparatus used to find the volume of hydrochloric acid that reacts with 25.0 cm^3 of sodium hydroxide solution.



(i) Which **one** of the following is the correct name for **A**?

Draw a ring around your answer.

beaker **conical flask** **pipette**

(1)

(ii) Use the correct word from the box to complete the sentence.

distillation **filtration** **titration**

(1)

The method used to find the volume of acid that reacts with a known volume of alkali is called.....

(1)

(iii) Suggest **one** way to make the results more reliable.

.....

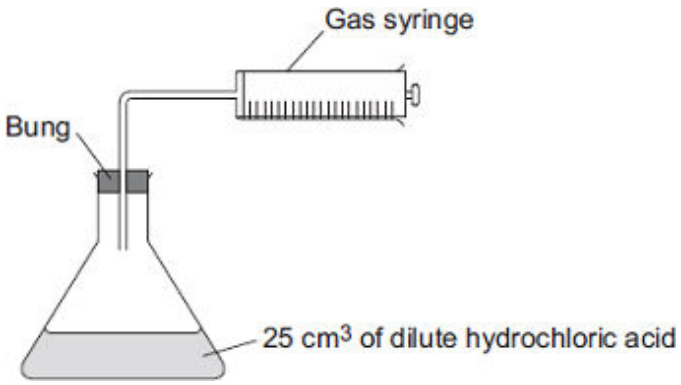
.....

(1)

(Total 8 marks)

32 A student investigated the reaction between magnesium metal and dilute hydrochloric acid.

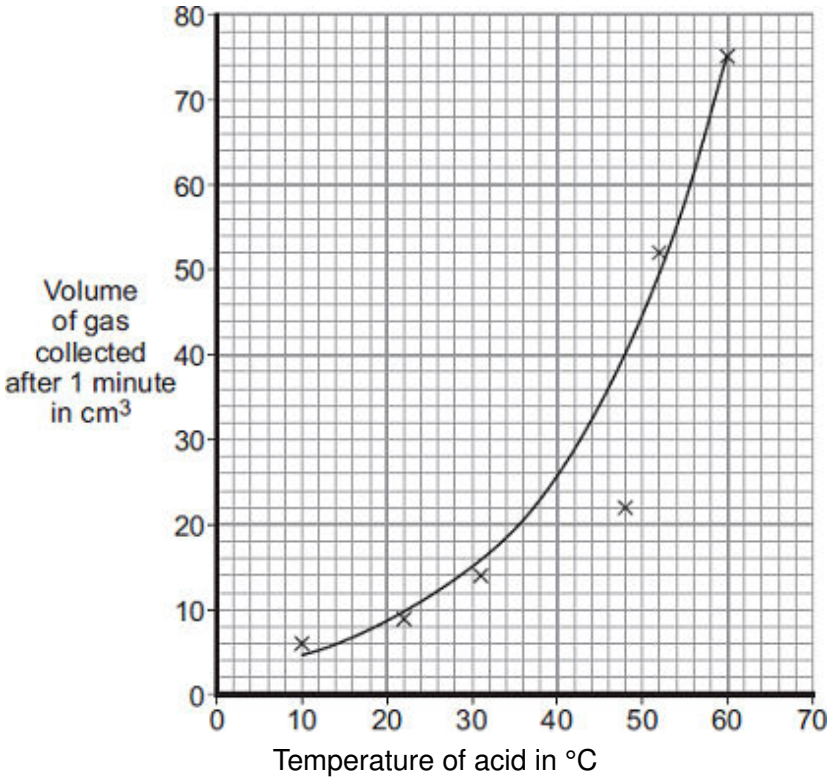
The student placed 25 cm^3 of dilute hydrochloric acid in a conical flask and set up the apparatus as shown in the diagram.



The student:

- took the bung out of the flask and added a single piece of magnesium ribbon 8 cm long
- put the bung back in the flask and started a stopwatch
- recorded the volume of gas collected after 1 minute
- repeated the experiment using different temperatures of acid.

The student plotted his results on a graph.



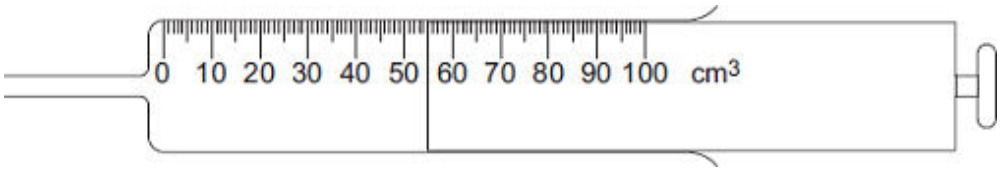
(a) Write the correct state symbols in the equation.

Choose from (s) for solid, (l) for liquid, (g) for gas and (aq) for aqueous.

$Mg(\ldots.) + 2\,HCl(\ldots.) \longrightarrow MgCl_2(\ldots.) + H_2(\ldots.)$

(2)

(b) The diagram shows a gas syringe after 1 minute.



(i) What volume of gas has been collected in the gas syringe after 1 minute?

Volume = ... cm^3

(1)

(ii) Use the graph to determine the temperature of the acid used in this experiment.

Temperature = ... °C

(1)

(iii) Calculate the average rate of reaction, in cm^3 of hydrogen made per second (cm^3/s), for this experiment.

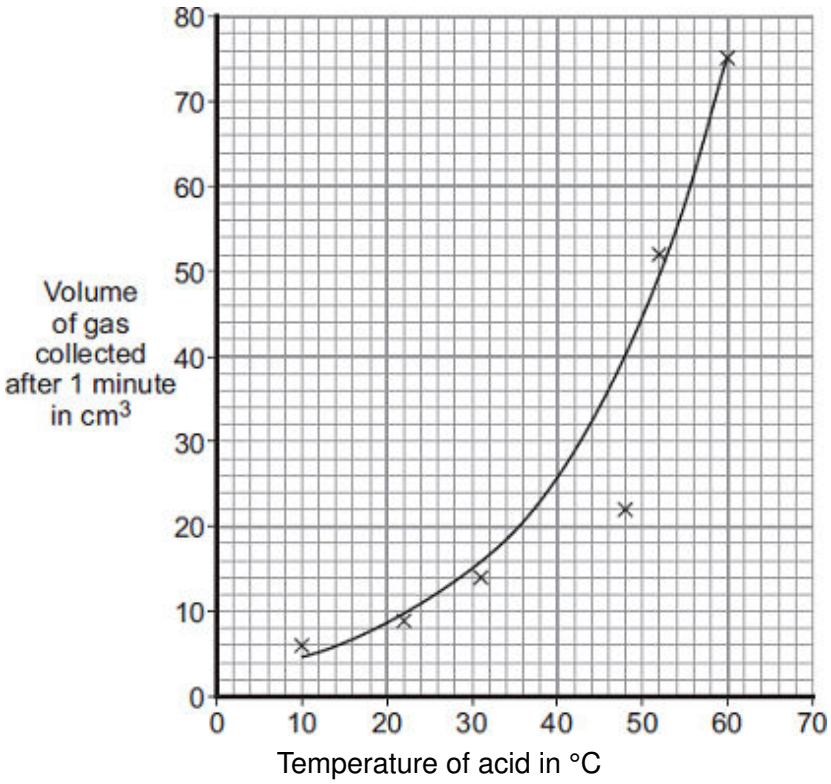
.....

.....

Rate of reaction = ... cm^3/s

(2)

(c) The student's graph has been reprinted to help you answer this question.



One of the results on the graph is anomalous.

(i) Draw a circle on the graph around the anomalous point.

(1)

(ii) Suggest what may have happened to cause this anomalous result.

Explain your answer.

.....

.....

.....

.....

.....

.....

(2)

(d) Explain how the student could improve the accuracy of the volume of gas recorded at each temperature.

.....

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.....

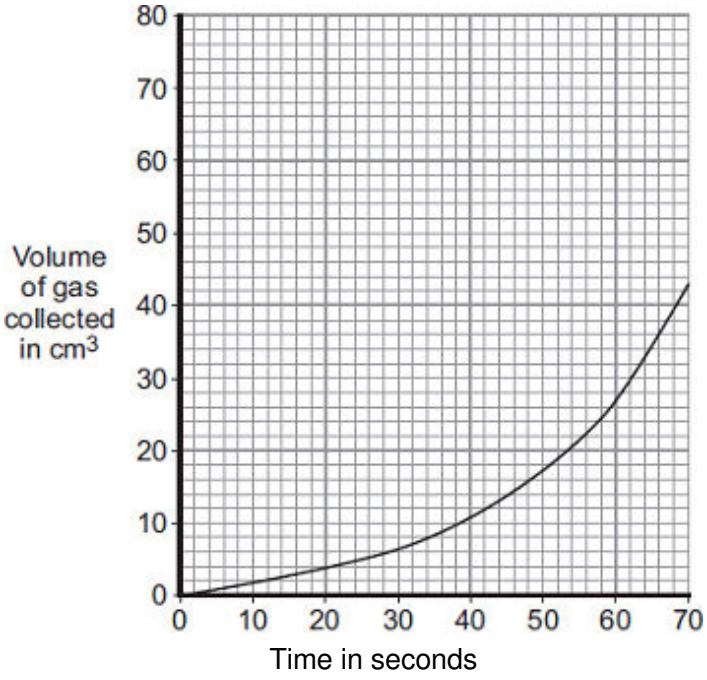
.....

.....

(3)

(e) The student then used the same apparatus to measure the volume of gas produced every 10 seconds at 40 °C.

The student's results are shown on the graph.



The rate at which the gas was produced got faster over the first 60 seconds.

The student's teacher gave two possible explanations of why the reaction got faster.

Explanation 1
There was a layer of magnesium oxide on the surface of the magnesium.
The layer of magnesium oxide prevented the magnesium reacting with the acid.
As the magnesium oxide reacted slowly with the acid, the magnesium was exposed to the acid and hydrogen gas was produced.

Explanation 2
The reaction is exothermic, and so the temperature of the acid increased during the reaction.

(i) Describe further experimental work the student could do to see if **Explanation 1** is correct.

.....

.....

.....

.....

.....

(2)

(ii) Describe further experimental work the student could do to see if **Explanation 2** is correct.

.....

.....

.....

.....

.....

(2)
(Total 16 marks)

33 (a) A student had a colourless solution.

The student thought the solution was dilute hydrochloric acid.

(i) The student added universal indicator to this solution.

What colour would the universal indicator change to if the solution is hydrochloric acid?

.....

(1)

(ii) Describe how the student could show that there are chloride ions in this solution.

.....

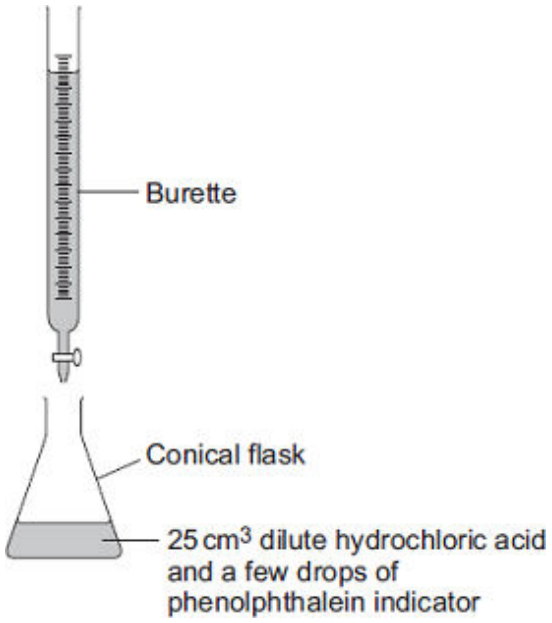
.....

.....

.....

(2)

(b) The results of a titration can be used to find the concentration of an acid.



Describe how to use the apparatus to do a titration using 25 cm^3 of dilute hydrochloric acid.

In your answer you should include:

- how you will determine the end point of the titration
- how you will make sure the result obtained is accurate.

.....

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(4)

(c) Hydrochloric acid is a strong acid.

Ethanoic acid is a *weak acid*.

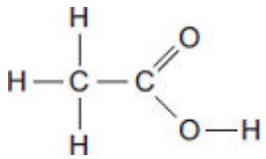
What is meant by the term *weak acid*?

.....

.....

(1)

(d) The displayed formula of ethanoic acid is:



(i) On the formula, draw a circle around the functional group in ethanoic acid.

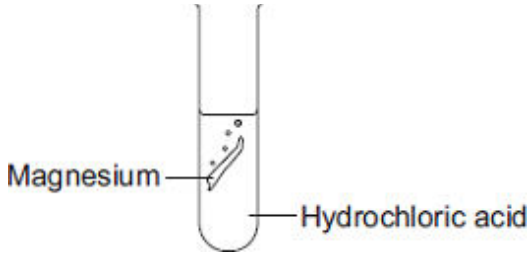
(1)

(ii) Ethanoic acid and ethanol react together to make the ester ethyl ethanoate.

Draw the **displayed** formula of ethyl ethanoate.

(2)
(Total 11 marks)

34 A student investigated the reaction between magnesium and hydrochloric acid.



The equation for the reaction is:

Mg(s) magnesium	+	2 HCl(aq) hydrochloric acid	→	MgCl2(aq) magnesium chloride	+	H2(g) hydrogen

(a) Give **two** observations the student could make during the reaction.

1 .....

.....

2 .....

.....

(2)

(b) *In this question you will be assessed on using good English, organising information clearly and using specialist terms where appropriate.*

The student investigated how the rate of this reaction changed when the concentration of hydrochloric acid was changed.

Write a plan the student could use.

In your plan you should:

- describe how you would carry out the investigation and make it a fair test
- describe the measurements you would make.

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(6)
(Total 8 marks)

35 Limestone is used as a building material. Acid rain erodes limestone.

(a) Limestone contains calcium carbonate.
The symbol equation for the reaction of calcium carbonate with hydrochloric acid is shown.

$$CaCO_3(s) + 2HCl(aq) \rightarrow CaCl_2(aq) + H_2O(l) + CO_2(g)$$

Describe a test to show that carbon dioxide is produced in this reaction.

Give the result of the test.

.....

.....

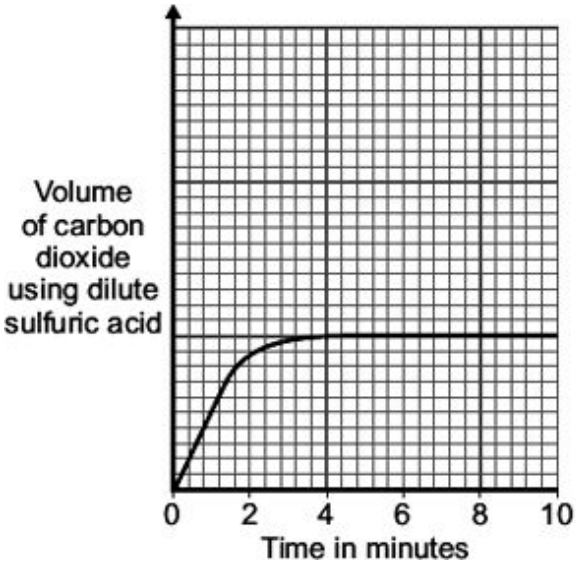
.....

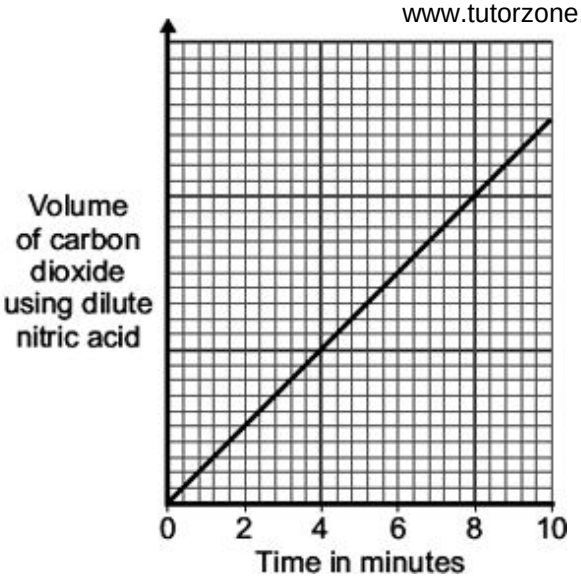
.....

(2)

(b) Gases from vehicle exhausts produce sulfuric acid and nitric acid.

A student investigated the reaction of these two acids with calcium carbonate (limestone).
The type of acid was changed but all other variables were kept the same.
The student measured the volume of carbon dioxide produced each minute for a total of 10 minutes. He did this first for the reaction between dilute sulfuric acid and a cube of calcium carbonate (limestone).
The student repeated the experiment using dilute nitric acid in place of the dilute sulfuric acid.
The results are shown below.





(i) State **two** variables that must be kept the same for this investigation.

.....

.....

.....

.....

(2)

(i) Reacting calcium carbonate with sulfuric acid gave different results to nitric acid.

The symbol equations for the reaction of calcium carbonate with sulfuric acid and with nitric acid are shown below.

$CaCO_3(s) + H_2SO_4(aq) \rightarrow CaSO_4(s) + H_2O(l) + CO_2(g)$

$CaCO_3(s) + 2HNO_3(aq) \rightarrow Ca(NO_3)_2(aq) + H_2O(l) + CO_2(g)$

Describe how the results for sulfuric acid are different **and** use the symbol equations to explain this difference.

.....

.....

.....

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.....

.....

.....

.....

(3)
(Total 7 marks)

36 (a) Ammonia solution is used in cleaning products to remove grease from kitchen surfaces.

Ammonia solution is alkaline.

(i) Draw a ring around the number most likely to be the pH of ammonia solution.

1 **3** **7** **10**

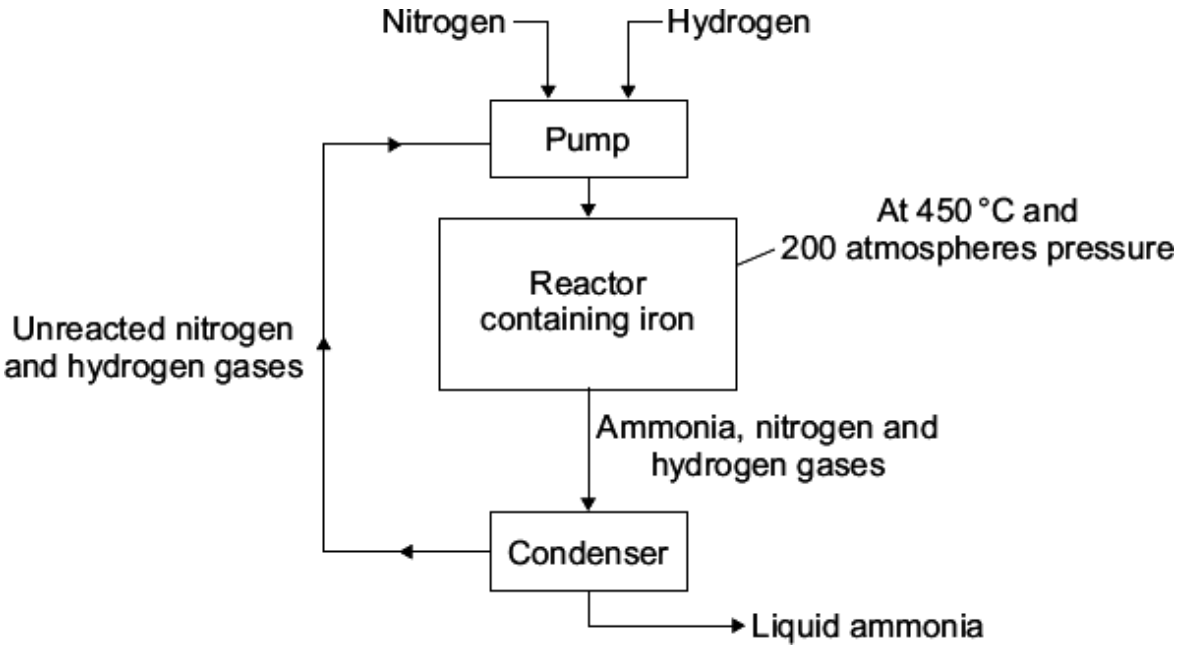
(1)

(ii) Draw a ring around the ion in ammonia solution which makes it alkaline.

Cl^- **H^+** **Na^+** **OH^-**

(1)

(b) Ammonia is made using the Haber process.



(i) Where does the nitrogen used in the Haber process come from?

Draw a ring around your answer.

air **natural gas** **water**

(1)

(ii) A high temperature of 450 °C is used in the reactor.

Tick (✓) **two** reasons in the table which explain why high temperatures make reactions faster.

Reasons	**Tick (✓)**
Particles move faster	
Particles are closer together	
Particles collide more often	
Particles have less energy	

(2)

(iii) The iron in the reactor speeds up the reaction but is not used up.

What is the name given to substances that speed up the chemical reaction but which are not used up during the reaction?

.....

(1)

(c) Complete the sentence.

The condenser separates the ammonia from the unreacted nitrogen and hydrogen by

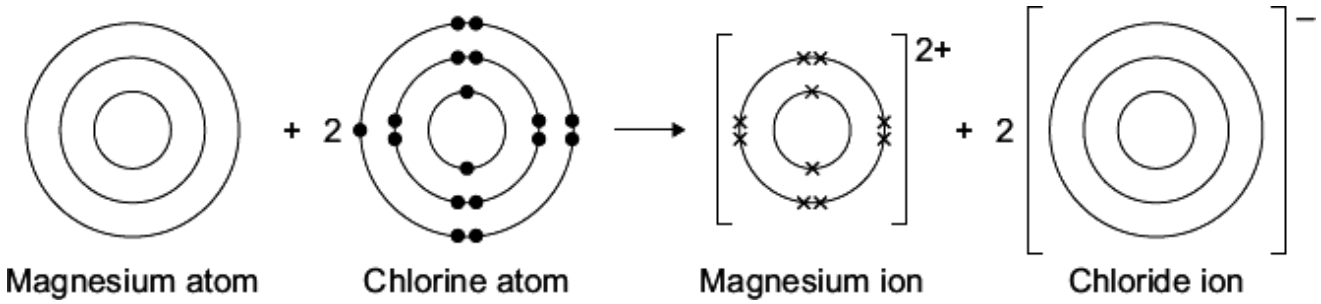
turning the ammonia into a .....

(1)

(Total 7 marks)

37 Magnesium reacts with chlorine to make the ionic compound called magnesium chloride.

(a) Complete the diagram by adding the electronic structures of the magnesium atom and the chloride ion.



(2)

(b) Magnesium metal can be extracted from sea water.
Sea water contains magnesium chloride, $MgCl_2$

(i) Calcium hydroxide, $Ca(OH)_2$, is added to the sea water.
Magnesium hydroxide, $Mg(OH)_2$, is produced.

$$MgCl_2(aq) + Ca(OH)_2(aq) \rightarrow Mg(OH)_2(s) + CaCl_2(aq)$$

Name a method that could be used to separate magnesium hydroxide from the solution.

.....

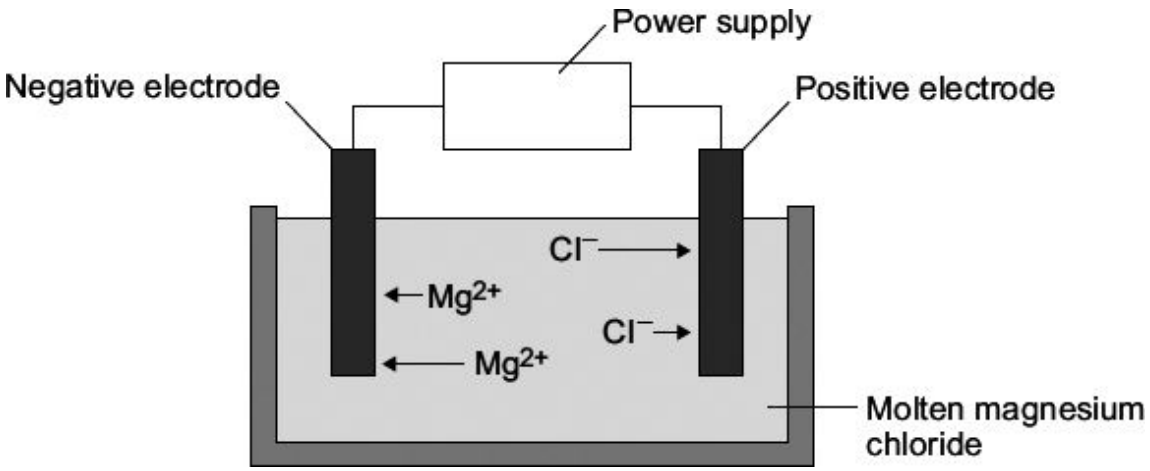
(1)

(ii) An acid is then added to the magnesium hydroxide to make magnesium chloride.

Name this acid. .....

(1)

(c) Electrolysis is used to extract magnesium metal from magnesium chloride.



(i) Why must the magnesium chloride be molten?

.....

.....

(1)

(ii) The equation shows the reaction that takes place at the positive electrode.

$$2Cl^- \rightarrow Cl_2 + 2e^-$$

Why is this reaction an oxidation reaction?

.....

(1)

(iii) Complete the equation for the reaction at the negative electrode.

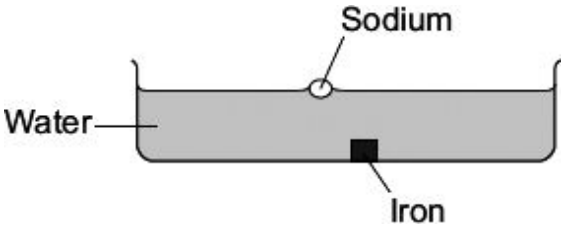
$$Mg^{2+} \rightarrow Mg$$

(1)

(Total 7 marks)

38 How a metal is used depends on its properties.

A teacher demonstrated some of the properties of sodium (an alkali metal) and iron (a transition element) by placing a small cube of each metal into water.



A student observed that:

Sodium	Iron
floated on the surface of the water	sank to the bottom of the water
melted to form a molten ball of sodium	did not melt
reacted to produce a gas	did not react
no sodium was left after 5 minutes	the cube of iron remained after 5 minutes

(a) Tick (✓) **two** properties of sodium compared with iron that are shown by the student's observations.

Sodium compared with iron	Tick(✓)
sodium has a higher boiling point	
sodium has a lower density	
sodium is harder	
sodium is more reactive	
sodium is softer	

(2)

(b) Draw a ring around the correct answer to complete the word equation.

sodium + water → sodium hydroxide + [carbon dioxide / hydrogen / oxygen]

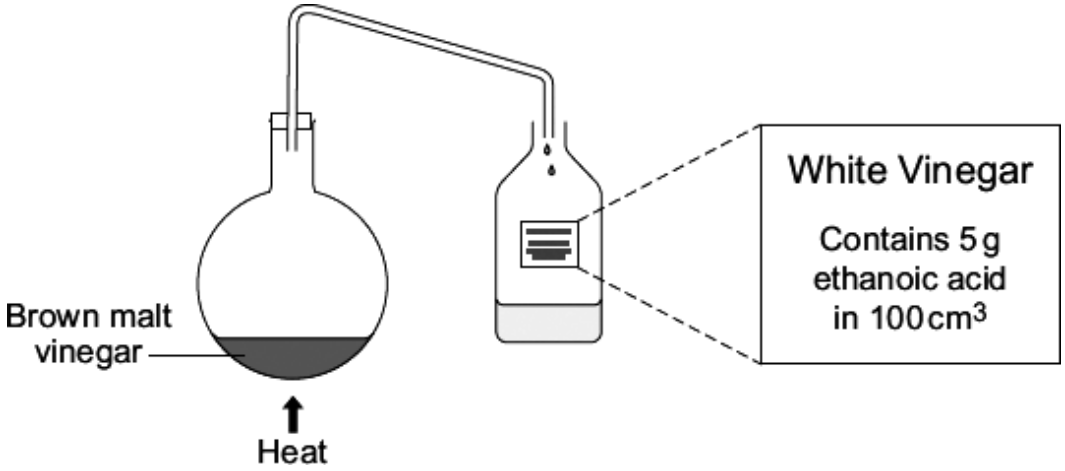
(1)

(c) Draw a ring around the correct answer to complete the sentence.

Sodium hydroxide is an alkali because it produces [$H^+(aq)$ / $OH^-(aq)$ / $Na^+(aq)$] ions in aqueous solution.

(1)
(Total 4 marks)

39 White vinegar can be made by distillation of brown malt vinegar.



(a) White vinegar contains only water (boiling point 100 °C) and ethanoic acid (boiling point 118 °C).

Suggest why the brown colour remains in the flask during the distillation.

.....

.....

(1)

(b) Ethanoic acid is a weak acid.

(i) Draw a ring around the correct answer to complete the sentence.

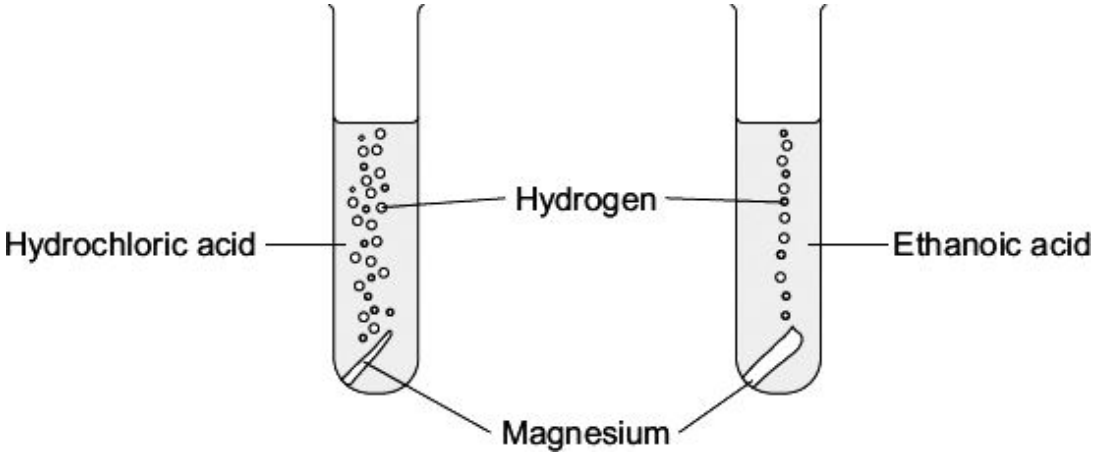
Weak acids are | completely / not / partially | ionised in water.

(1)

(ii) Hydrochloric acid and ethanoic acid were reacted with magnesium metal to produce hydrogen gas.

At the start:

- both acids were the same concentration
- both pieces of magnesium were the same size.



Give **two** observations which show that ethanoic acid is a weaker acid than hydrochloric acid.

1 .....

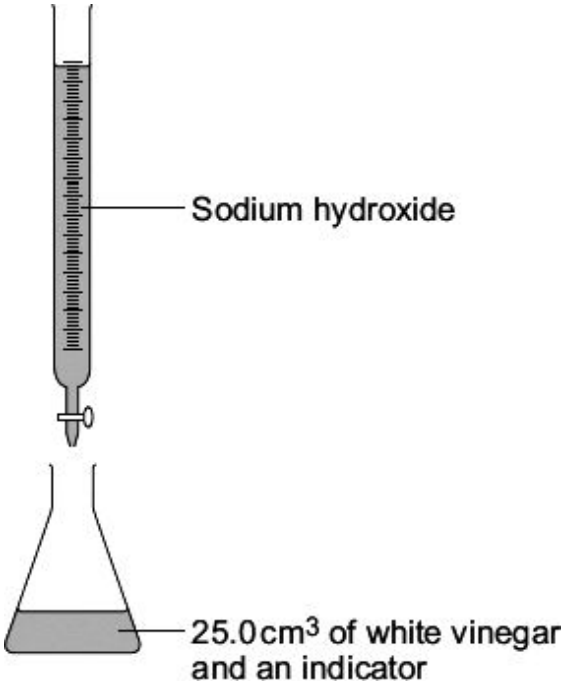
.....

2 .....

.....

(2)

(c) A student did a titration to find out if the white vinegar contains 5 g of ethanoic acid in 100 cm^3.



(i) Choose the correct words from the box to complete the sentences.
Use each word once or not at all.

burette	**conical flask**	**pipette**	**thermometer**

To do this titration 25.0 cm^3 of the white vinegar is measured

using a ..... .

The 25.0 cm^3 of white vinegar is then run into a ..... .

An indicator is added to the white vinegar.

Sodium hydroxide solution is added to the white vinegar

from a ..... .

(3)

(ii) How does the student know when to stop adding the sodium hydroxide solution?

.....

.....

.....

.....

(2)

(d) The titration is repeated three more times. The results are shown in the table.

Titration	**1**	**2**	**3**	**4**
Volume of sodium hydroxide in cm^3	23.5	20.1	19.9	20.0

(i) The student decided that the mean of these results was 20.0 cm^3.

Explain why.
Use the figures from the table in your explanation.

.....

.....

.....

.....

(2)

(ii) From the results, the student calculated that the concentration of the ethanoic acid was 48 g per cubic decimetre.

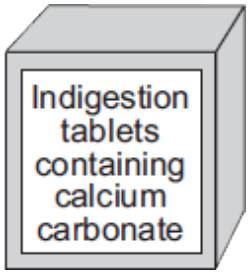
Did the white vinegar contain 5 g of ethanoic acid in 100 cm^3 ?
Explain your answer.

.....

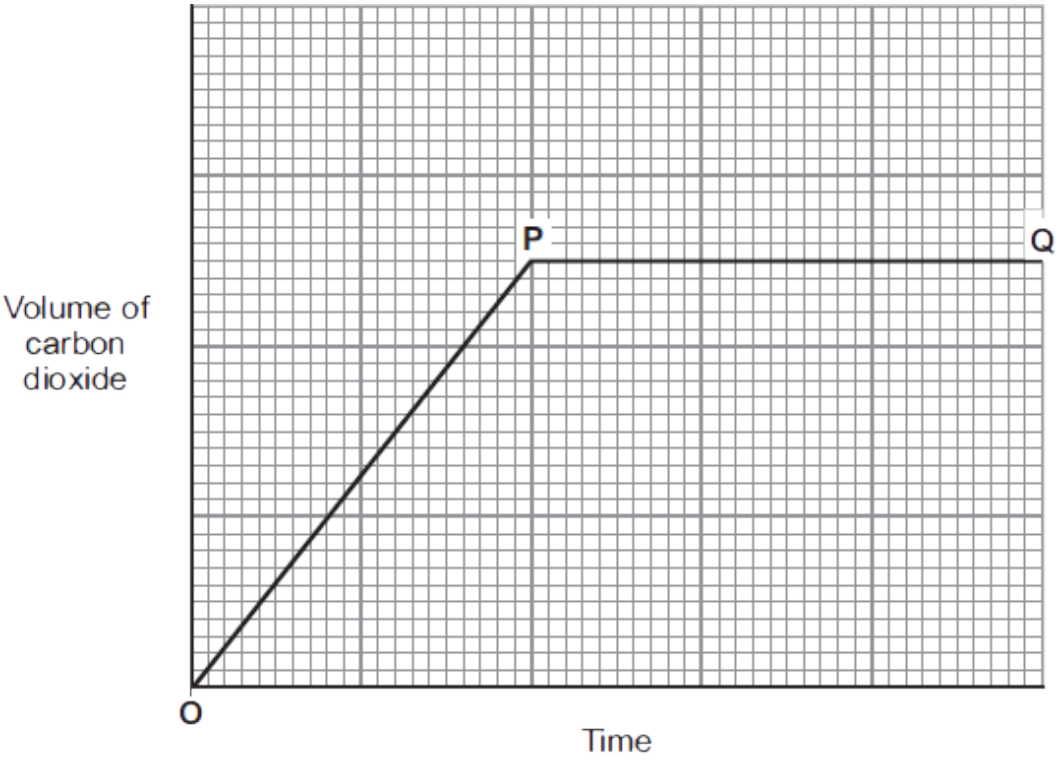
.....

(1)
(Total 12 marks)

40 Human stomachs contain hydrochloric acid.
Stomach ache can be caused by too much acid in the stomach.
Indigestion tablets can be used to reduce the amount of acid in the stomach.



(a) The graph shows how the volume of carbon dioxide produced changes with time, after some calcium carbonate is added to hydrochloric acid.



(i) Complete the sentence to explain what happens between **O**and **P**.

Between **O**and **P**the calcium carbonate and hydrochloric acid .....

(1)

(ii) Complete the sentence to explain what happens at **P**.

At **P**the calcium carbonate and hydrochloric acid .....

because .....

(2)

(iii) Describe the test for carbon dioxide gas.

Test .....

Result of the test .....

(2)

(b) Calcium carbonate is found in limestone.
Limestone is removed from the ground by quarrying.

Photograph supplied by Stockbyte/Thinkstock

Tick (✓) **one**advantage and tick (✓) **one**disadvantage of quarrying limestone.

Statement	Advantage Tick (✓)	Disadvantage Tick (✓)
Quarrying limestone destroys the shells and skeletons of marine organisms that formed the limestone.		
Quarrying limestone releases dust, and lorries release carbon dioxide from burning diesel fuel.		
Quarrying limestone provides building materials, employment and new road links.		
Quarrying limestone removes ores from the ground.		

(2)
(Total 7 marks)

41 (a) *In this question you will be assessed on using good English, organising information clearly and using specialist terms where appropriate.*

The salt called potassium chloride is made when potassium hydroxide solution reacts with hydrochloric acid.

potassium hydroxide solution + hydrochloric acid → potassium chloride solution + water

Describe a method for making **crystals** of potassium chloride from potassium hydroxide solution and hydrochloric acid.

In this method you should:

- describe how you will add the correct amount of the hydrochloric acid to neutralise the potassium hydroxide solution
- describe how you will get crystals of potassium chloride.

.....

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.....

(6)

(b) Ammonium nitrate is another salt.
Ammonium nitrate is made when ammonia solution is neutralised with an acid.

Name the acid to complete the word equation.

ammonia + ... acid → ammonium nitrate

(1)

(c) Read the information.

Ammonium nitrate – good or bad?

Some farmers put a lot of ammonium nitrate on their farmland.

Many people are worried about this use of ammonium nitrate.

Rain water can wash the ammonium nitrate off the farmland and into rivers and lakes. The ammonium nitrate may get into drinking water supplies and could be harmful to health.

(i) Why do some farmers put ammonium nitrate on their farmland?

.....

.....

(1)

(ii) Which **one** of the questions in the table cannot be answered by science alone?

Tick (✓) **one** question.

Question	Tick (✓)
How much ammonium nitrate is in drinking water?	
Should farmers stop using ammonium nitrate on their farmland?	
Is ammonium nitrate soluble in rain water?	

Give **two** reasons why this question **cannot** be answered by science alone.

.....

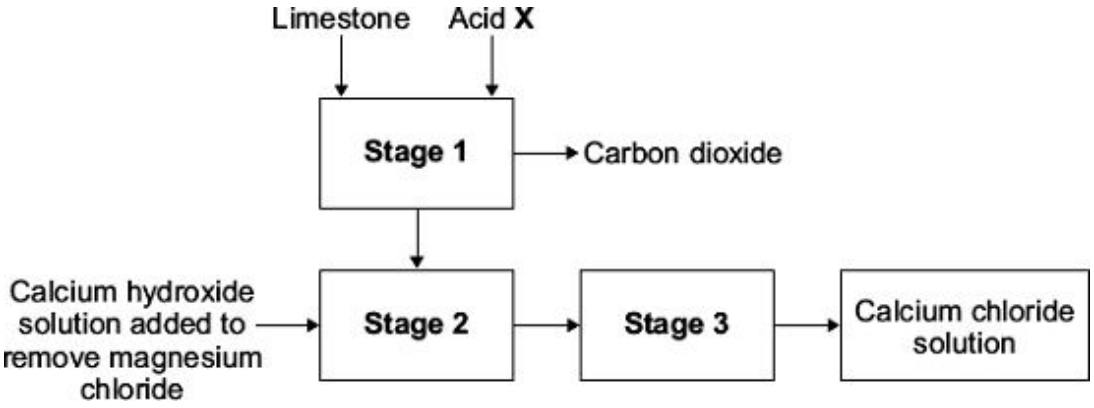
.....

.....

.....

(3)
(Total 11 marks)

42 (a) Calcium chloride is made from limestone. Limestone contains mainly calcium carbonate and a small amount of magnesium carbonate.



(i) In **stage 1** calcium carbonate reacts with acid **X** to form calcium chloride.

Draw a ring around the name of acid **X**.

hydrochloric **nitric** **sulfuric**

(1)

(ii) **Stage 1** produces a concentrated solution of calcium chloride.
The solution also contains magnesium chloride.

Calcium hydroxide solution is added in **stage 2** to remove the magnesium chloride.

The equation for this reaction is:

$$MgCl_2(aq) + Ca(OH)_2(aq) \rightarrow Mg(OH)_2(s) + CaCl_2(aq)$$

Draw a ring around the correct answer to complete each sentence.

In **stage 2** a precipitate is made because magnesium hydroxide is [dissolved / insoluble / soluble] in water.

In **stage 3** the solid magnesium hydroxide can be separated from the calcium chloride

solution using [chromatography. / electrolysis. / filtration.]

(2)

(iii) What method can be used to change the calcium chloride solution into solid calcium chloride?
Draw a ring around your answer.

crystallisation **electrolysis** **reduction**

(1)

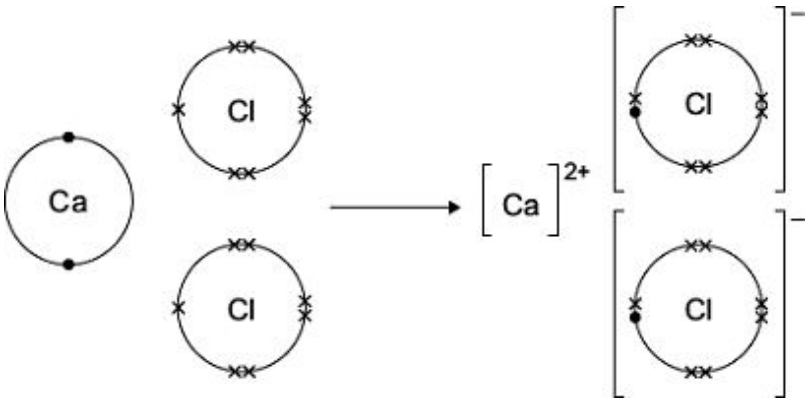
(b) Calcium chloride can also be made by reacting calcium with chlorine:

calcium + chlorine → calcium chloride

The diagram shows what happens to atoms of calcium and chlorine in this reaction.

The dots (●) and crosses (x) are used to represent electrons.

Only the outer electrons are shown.



Use the diagram to help you to answer this question.

Describe, as fully as you can, what happens when calcium reacts with chlorine to make calcium chloride.

.....

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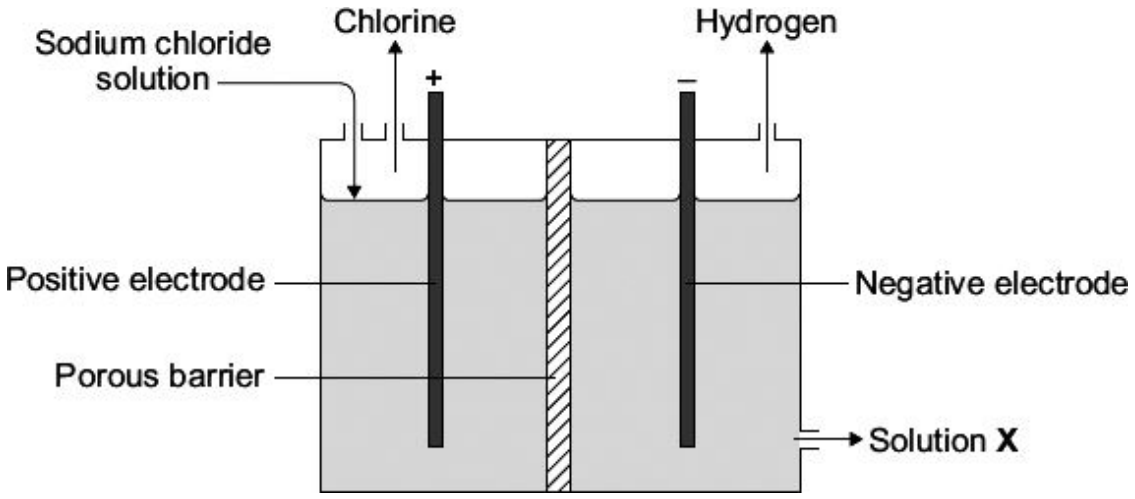
(4)
(Total 8 marks)

43 The electrolysis of sodium chloride solution is an industrial process.



(a) Why do chloride ions move to the positive electrode?

.....

(1)

(b) Sodium chloride solution contains two types of positive ions, sodium ions (Na^+) and hydrogen ions (H^+).

Tick (✓) the reason why hydrogen is produced at the negative electrode and **not** sodium.

Reason	Tick (✓)
Hydrogen is a gas.	
Hydrogen is less reactive than sodium.	
Hydrogen is a non-metal.	
Hydrogen ions travel faster than sodium ions.	

(1)

(c) Solution **X** is alkaline.

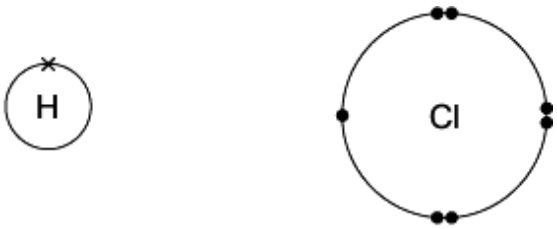
Which ion makes solution **X** alkaline?

.....

(1)

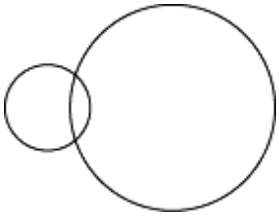
(d) Electrolysis of sodium chloride solution produces hydrogen and chlorine.
The hydrogen and chlorine can be used to make hydrogen chloride.

(i) The diagrams show how the outer electrons are arranged in atoms of hydrogen and chlorine.



Hydrogen atom Chlorine atom

Complete the diagram to show how the electrons are arranged in a molecule of hydrogen chloride (HCl).



(1)

(ii) Name the type of bond between the hydrogen and the chlorine atoms in a molecule of hydrogen chloride.

.....

(1)

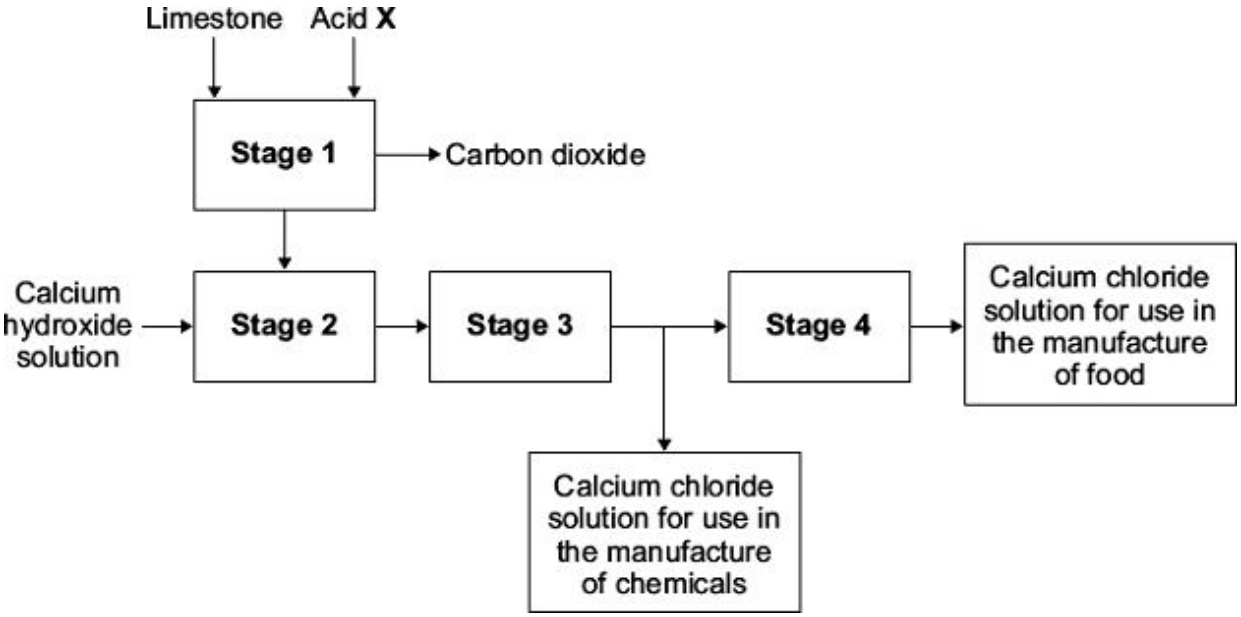
(iii) Some hydrogen chloride was bubbled into water. This made a solution with a pH of 1.

Which ion gave the solution a pH of 1?

.....

(1)
(Total 6 marks)

44 (a) Calcium chloride is made from limestone. The limestone used contains mainly calcium carbonate and a small amount of magnesium carbonate.



(i) In **stage 1** calcium carbonate reacts with acid **X** to form calcium chloride.

Name acid **X**.

.....

(1)

(ii) **Stage 1** produces a concentrated solution of calcium chloride.
The solution also contains magnesium chloride.

Calcium hydroxide solution is added to remove the magnesium chloride:

$$MgCl_2(aq) + Ca(OH)_2(aq) \rightarrow Mg(OH)_2(s) + CaCl_2(aq)$$

This is an example of a *precipitation* reaction.

What is the meaning of the term *precipitation* reaction?

.....

.....

(1)

(iii) The magnesium hydroxide can be separated from the calcium chloride solution.

State how.

.....

.....

(1)

(iv) Suggest why **stage 4** is needed.

.....

.....

(1)

(v) Name a method that can be used to change calcium chloride solution into solid calcium chloride.

.....

(1)

(b) Calcium chloride can also be made by reacting calcium with chlorine.

Calcium chloride is an ionic compound. It contains calcium ions (Ca^{2+}).

(i) Complete the equation for the formation of calcium ions.

$$Ca \rightarrow Ca^{2+} + ...$$

(1)

(ii) Why can the formation of calcium ions from calcium atoms be described as oxidation?

.....

.....

(1)
(Total 7 marks)

45 Vinegar can be added to food.

Vinegar is a solution of ethanoic acid in water.

(a) Ethanoic acid is a *weak* acid.

Draw a ring around the correct answer to complete each sentence.

(i) When dissolved in water, an acid forms a solution containing

carbonate ions.

hydrogen ions.

hydroxide ions.

(1)

(ii) Ethanoic acid is a *weak* acid because in water it is

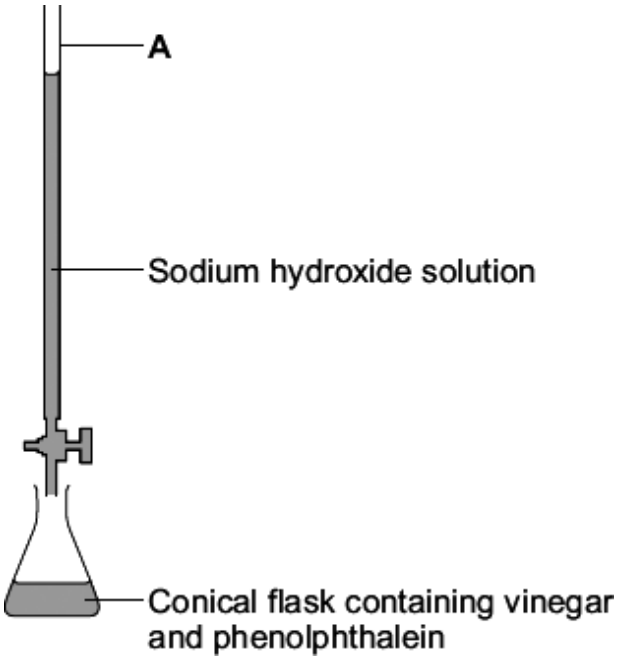
completely ionised.

not ionised.

partially ionised.

(1)

(b) The diagram shows the apparatus used to investigate the amount of ethanoic acid in vinegar.



(i) Draw a ring around the name of the piece of apparatus labelled **A** on the diagram.

burette **measuring cylinder** **pipette**

(1)

(ii) Phenolphthalein is added to the vinegar in the conical flask so that the end point of the titration can be seen.

What type of substance is phenolphthalein?

Draw a ring around the correct answer.

alkali **catalyst** **indicator**

(1)

(iii) How would you know that the end point of the titration has been reached?

.....

.....

(1)

(c) The results of the titration are shown in the table.

	Rough titration	Accurate titrations		
		1	2	3
Final reading in cm^3	22	21.30	22.50	24.40
Initial reading in cm^3	0	1.00	2.00	4.00
Volume used in cm^3	22	20.30	20.50	20.40

Calculate the best value of the mean volume from these titrations.

.....

.....

.....

Mean volume used = ... cm^3

(2)

(d) 25.0 cm^3 of this vinegar contained 1.25 g of ethanoic acid.

Calculate the mass of ethanoic acid in 1 litre (1000 cm^3) of this vinegar.

.....

.....

.....

Mass = ... g

(2)
(Total 9 marks)

46 Vinegar can be added to food. Vinegar is an aqueous solution of ethanoic acid.

Ethanoic acid is a *weak* acid.

(a) Which ion is present in aqueous solutions of all acids?

.....

(1)

(b) What is the difference between the pH of a *weak* acid compared to the pH of a strong acid of the same concentration?

Give a reason for your answer.

.....

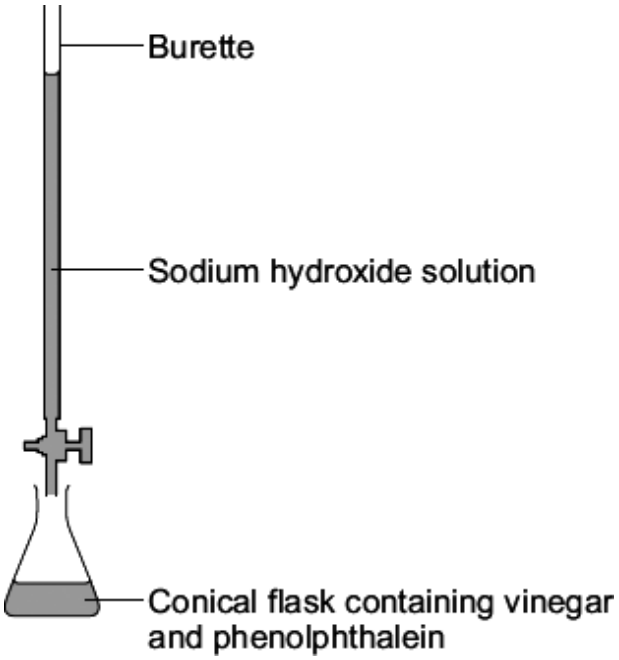
.....

.....

.....

(2)

(c) The diagram shows the apparatus used to find the concentration of ethanoic acid in vinegar.



(i) Why should phenolphthalein indicator be used for this titration instead of methyl orange?

.....

.....

(1)

(ii) 25.00 cm^3 of vinegar was neutralised by 30.50 cm^3 of a solution of sodium hydroxide with a concentration of 0.50 moles per cubic decimetre.

The equation for this reaction is:

$$CH_3COOH(aq) + NaOH(aq) \rightarrow CH_3COONa(aq) + H_2O(l)$$

Calculate the concentration of ethanoic acid in this vinegar.

.....

.....

.....

.....

Concentration of ethanoic acid in this vinegar = ... moles per cubic decimetre

(2)

(d) The concentration of ethanoic acid in a different bottle of vinegar was 0.80 moles per cubic decimetre.

Calculate the mass in grams of ethanoic acid (CH_3COOH) in 250 cm^3 of this vinegar.
The relative formula mass (M_r) of ethanoic acid = 60.

.....

.....

.....

.....

Mass of ethanoic acid = ... g

(2)
(Total 8 marks)

47 (a) A magnesium atom contains 12 protons (●),12 neutrons (o) and 12 electrons (x).

Which diagram, **A**, **B** or **C**, represents this magnesium atom?

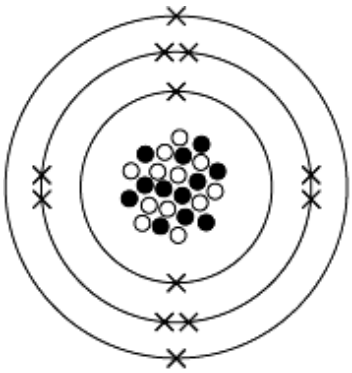


Diagram A

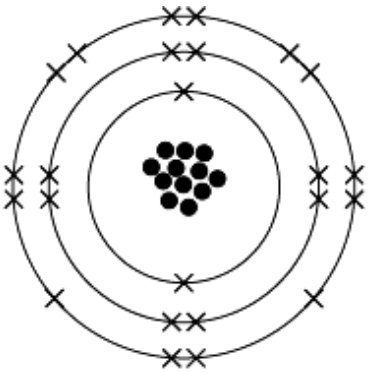


Diagram B

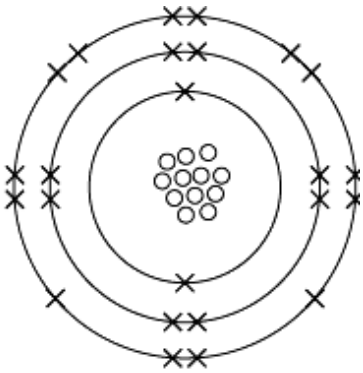
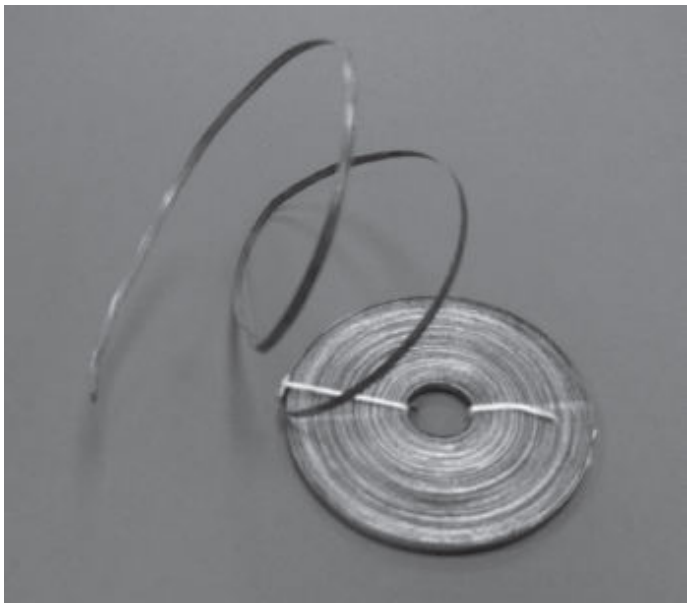


Diagram C

This magnesium atom is **Diagram** ☐

(1)

(b) Magnesium metal is shaped to make magnesium ribbon.



Tick (✓) **two** reasons which explain why metals can be shaped.

Reason why	Tick (✓)
The atoms are all joined by covalent bonds.	
The atoms can slide over each other.	
The atoms are large.	
The atoms are in layers.	

(2)

(c) Magnesium sulfate is a salt of magnesium.

It can be prepared by the reaction of magnesium metal with an acid. The equation for the reaction of magnesium with this acid is:

Mg(s)	+	H_2SO_4(aq)	→	$MgSO_4$(aq)	+	H_2(g)
magnesium		acid		magnesium sulfate solution		hydrogen

(i) Draw a ring around the name of the acid used in this reaction.

hydrochloric **nitric** **sulfuric**

(1)

(ii) Use the equation to help you to answer this question.

Tick (✓) **two** things that happen when this reaction takes place.

	Tick (✓)
Bubbles are produced.	
The magnesium disappears.	
A solid is formed.	
Water is formed.	

(2)

(iii) Draw a ring around a method to get solid magnesium sulfate from magnesium sulfate solution.

crystallisation **electrolysis** **oxidation**

(1)
(Total 7 marks)

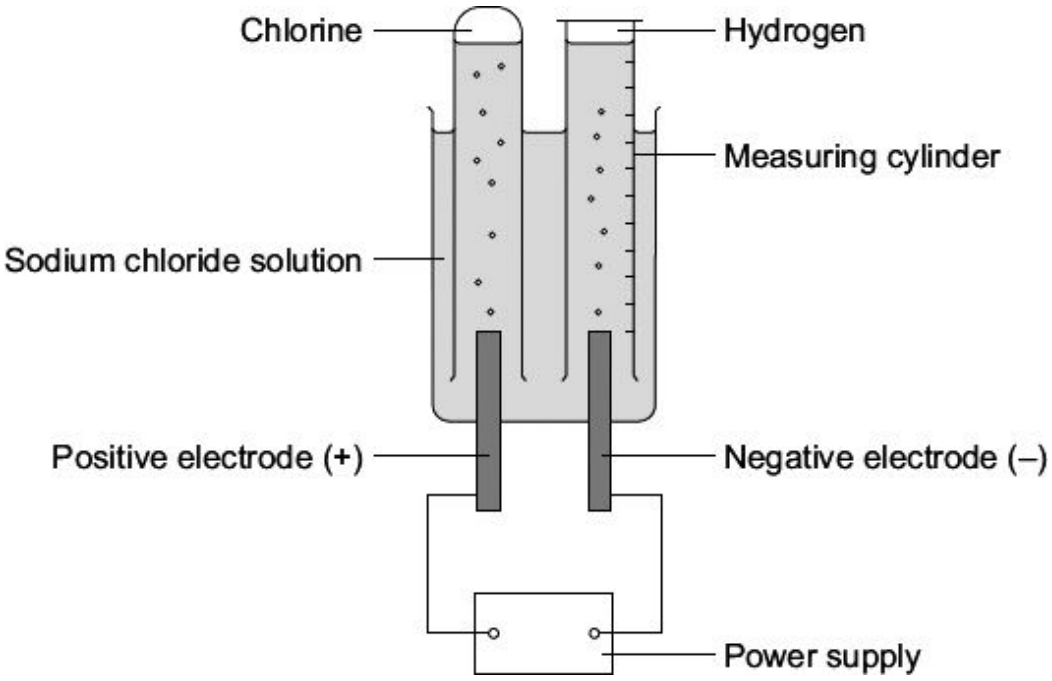
48 A student investigated the electrolysis of sodium chloride solution.

Five sodium chloride solutions were made. Each solution had a different concentration.

To make each solution the student:

- weighed the amount of sodium chloride needed
- dissolved it in water
- added more water until the total volume was one cubic decimetre (1 dm^3).

The solutions were placed one at a time in the apparatus shown below.



The student measured the volume of hydrogen gas produced in ten minutes.

The results are shown on the graph below.

(a) Sodium chloride does not conduct electricity when it is solid.

Explain, in terms of ions, why sodium chloride solution conducts electricity.

.....

.....

(1)

(b) Chlorine is produced at the positive electrode.

Why are chloride ions attracted to the positive electrode?

.....

(1)

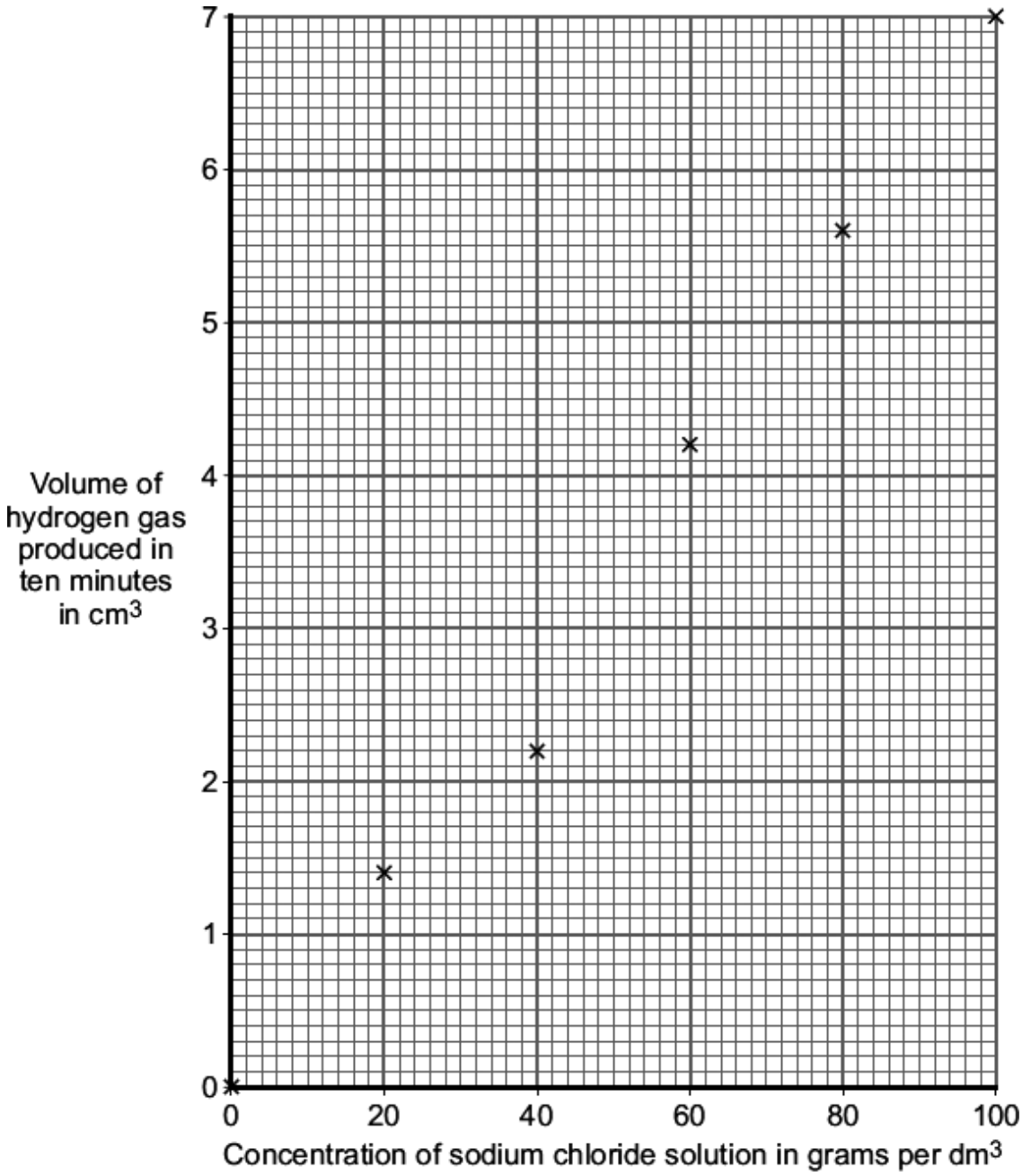
(c) The solution left at the end of each experiment contains sodium hydroxide.

Draw a ring around **one** number which could be the pH of this solution.

2 **5** **7** **13**

(1)

(d) The results for the experiment above are shown on the graph.



(i) Draw a line of best fit on the graph.

(1)

(ii) The result for one concentration is anomalous.
Which result is anomalous?

The result at concentration ..... grams per dm^3

(1)

(iii) Suggest **two** possible causes of this anomalous result.

1 .....

.....

2 .....

.....

(2)

(iv) Suggest how the student could check the reliability of the results.

.....

.....

(1)

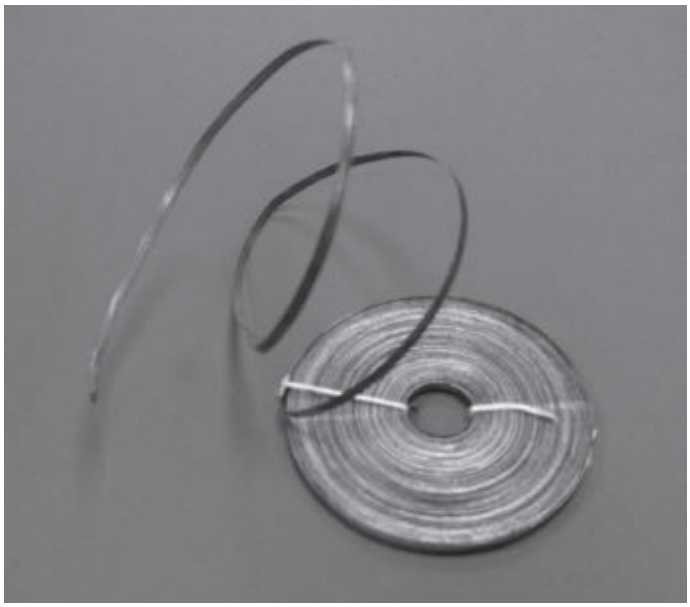
(iv) How did an increase in the concentration of the sodium chloride solution affect the volume of hydrogen gas produced in ten minutes?

.....

.....

(1)
(Total 9 marks)

49 (a) Magnesium metal is shaped to make magnesium ribbon.



Explain why metals can be shaped.

.....

.....

.....

.....

.....

(2)

(b) Magnesium sulfate is a salt of magnesium.

It can be prepared by the reaction of magnesium metal with an acid. The equation for the reaction of magnesium with this acid is:

$$Mg(s) + H_2SO_4(aq) \rightarrow MgSO_4(aq) + H_2(g)$$

(i) Name the acid used to make magnesium sulfate.

..... acid

(1)

(ii) Use the equation to help you to describe what you would **observe** when magnesium reacts with the acid.

.....

.....

.....

.....

.....

(2)

(iii) The magnesium sulfate is in solution.

How could you obtain solid magnesium sulfate from this solution?

.....

.....

(1)

(Total 6 marks)

50 Humberstone was a town in the desert of Northern Chile in South America. It was built for the people who worked in the nearby sodium nitrate mines.

The sodium nitrate was used as a fertiliser.

The sodium nitrate was exported by ship to countries all around the world.

Today the mines have closed and nobody lives in Humberstone.

One of the reasons for the mines closing was the invention of the Haber process.

By Sznegra (Own work) [CC-BY-SA-3.0], via Wikimedia Commons

(a) The Haber process is used to make ammonia (NH_3).

$$N_2(g) + 3H_2(g) \rightleftharpoons 2NH_3(g)$$

The forward reaction is exothermic.

(i) Name the raw materials that are used to supply the nitrogen and hydrogen.

Nitrogen .....

Hydrogen .....

(2)

(ii) The Haber process uses a temperature of 450 °C.

Explain, as fully as you can, why a temperature of 450 °C is used rather than a much higher temperature or a much lower temperature.

.....

.....

.....

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.....

.....

.....

(3)

(iii) Ammonia can be converted to ammonium nitrate by adding an acid.

Name this acid.

.....

(1)

(b) Suggest and explain why the invention of the Haber process caused the closure of the Humberstone mines in Chile.

.....

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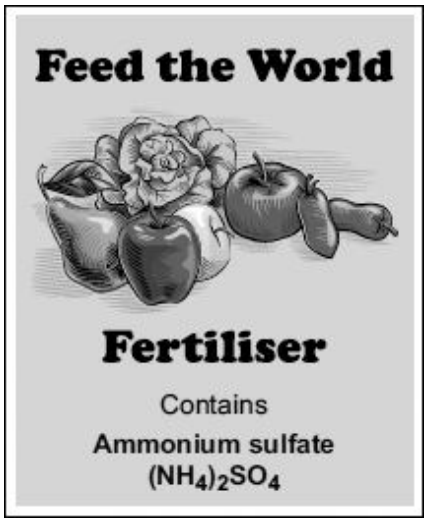
.....

(2)
(Total 8 marks)

51 Ammonium sulfate is an artificial fertiliser.



(a) A student tested this fertiliser to prove that it contained ammonium ions and sulfate ions.

Draw a ring around the correct answer to complete each sentence.

(i) Test for ammonium ions (NH_4^+).

The student added | sodium chloride solution / sodium hydroxide solution / dilute sulfuric acid | to the fertiliser.

A gas called ammonia was produced.

Ammonia turns damp litmus paper | blue. / green. / red.

(2)

(ii) Test for sulfate ions (SO_4^{2-}).

The student added [barium chloride / silver nitrate / sodium chloride] solution to a solution of the fertiliser.

A [blue / red / white] precipitate was formed.

(2)

(b) Ammonium sulfate is made by reacting sulfuric acid with ammonia solution.

Sulfuric acid is a *strong* acid.

Draw a ring around the correct answer to complete the sentence.

The word *strong* means that the acid is [difficult to break. / very concentrated. / fully ionised in water.]

(1)

(c) Use the information about acids in the table to help you answer these questions.

Name of chemical	**Ions produced in aqueous solution**		**pH**	**Universal Indicator added**
Ethanoic acid	H^+	CH_3COO^-	5	Goes orange
Sulfuric acid	H^+	SO_4^{2-}	1	Goes red

Draw a ring around the correct answer to complete each sentence.

(i) Sulfuric acid and ethanoic acid are both acids because they contain [CH_3COO^- ions. / H^+ ions. / SO_4^{2-} ions.]

(1)

(ii) Sulfuric acid is a stronger acid than ethanoic acid.

The pH of stronger acids is

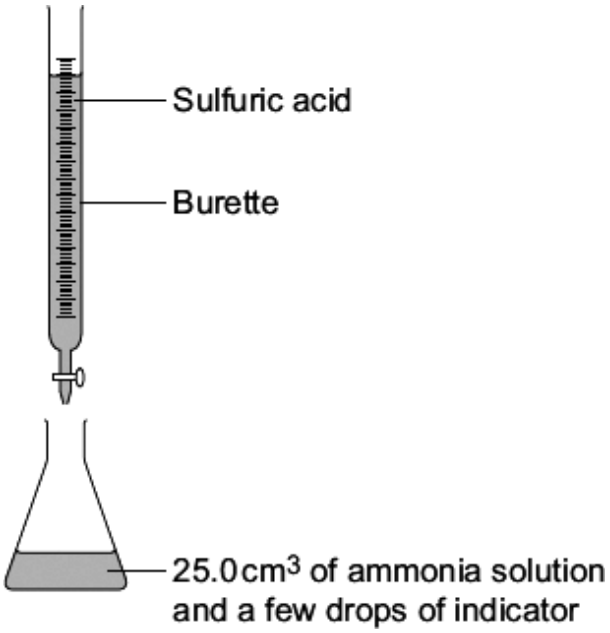
higher than
lower than
the same as

the pH of weaker acids.

(1)

(d) The volume of sulfuric acid that reacts with 25.0 cm^3 of ammonia solution can be found by titration.

The diagram shows the apparatus used for the titration.



A student did the titration five times and recorded the following results.

Titration	1	2	3	4	5
Volume of acid added in cm^3	13.3	13.9	13.2	13.1	13.2

(i) How did the student know when enough sulfuric acid had been added to neutralise the ammonia solution?

.....

.....

(1)

(ii) The student did **not** use one of the results because it was anomalous.

Which result was anomalous? .....

(1)

(iii) Use the **other** four results to calculate the mean volume of sulfuric acid that reacted with the ammonia.

.....

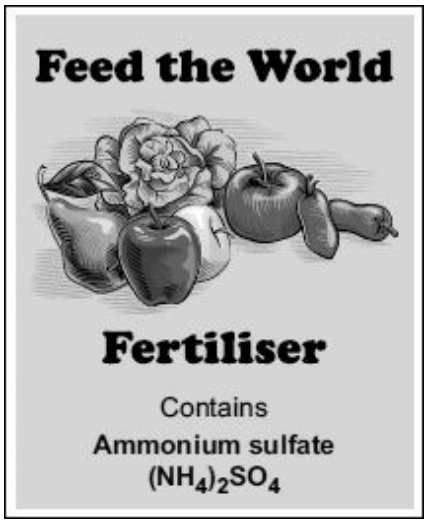
.....

Mean volume = ... cm^3

(1)

(Total 10 marks)

52 Ammonium sulfate is an artificial fertiliser.



(a) (i) When this fertiliser is warmed with sodium hydroxide solution, ammonia gas is given off.
Describe and give the result of a test for ammonia gas.

Test .....

.....

Result .....

.....

(2)

(ii) Describe and give the result of a chemical test to show that this fertiliser contains sulfate ions (SO_4^{2-}).

Test .....

.....

Result .....

.....

(2)

(b) Ammonium sulfate is made by reacting sulfuric acid (a *strong* acid) with ammonia solution (a *weak* alkali).

(i) Explain the meaning of *strong* in terms of ionisation.

.....

(1)

(ii) A student made some ammonium sulfate in a school laboratory.

The student carried out a titration, using a suitable indicator, to find the volumes of sulfuric acid and ammonia solution that should be reacted together.

Name a suitable indicator for strong acid-weak alkali titrations.

.....

(1)

(iii) The student found that 25.0 cm^3 of ammonia solution reacted completely with 32.0 cm^3 of sulfuric acid of concentration 0.050 moles per cubic decimetre.

The equation that represents this reaction is:

$$2H_2SO_4(aq) + 2NH_3(aq) \rightarrow (NH_4)_2SO_4\ (aq)$$

Calculate the concentration of this ammonia solution in moles per cubic decimetre.

.....

.....

.....

.....

.....

Concentration = ... moles per cubic decimetre

(3)

(iv) Use your answer to (b)(iii) to calculate the concentration of ammonia in grams per cubic decimetre.

(If you did not answer part (b)(iii), assume that the concentration of the ammonia solution is 0.15 moles per cubic decimetre. This is **not** the correct answer to part (b)(iii).)

Relative formula mass of ammonia (NH_3) = 17.

.....

.....

.....

Concentration = ... grams per cubic decimetre

(2)

(Total 11 marks)

53 Hydrogen fluoride is used to make hydrofluoric acid.

(a) A company makes hydrogen fluoride by reacting solid calcium fluoride with sulfuric acid. The reaction takes place in a rotating kiln.

calcium fluoride + sulfuric acid → calcium sulfate + hydrogen fluoride

The company want this reaction to take place quickly.

(i) Rotating the kiln makes the reaction take place faster.

Suggest why.

.....

.....

(1)

(ii) Draw a ring around the correct word in each box.

To make the reaction take place **faster**:

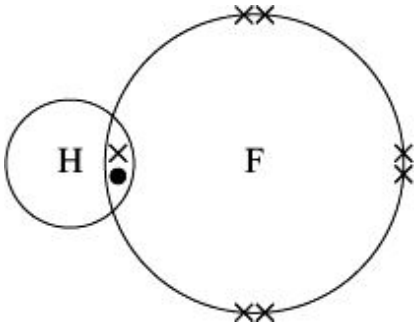
the temperature should be [higher / lower] so that the particles have [less / more] energy

the solid calcium fluoride should be [powder / lumps] to give a [small / big] surface area

the sulfuric acid solution should be [dilute / concentrated] to give [less / more] collisions between the particles each second.

(3)

(b) The diagram represents a molecule of hydrogen fluoride.



The hydrogen and fluorine atoms are joined by a covalent bond.

Use the correct word from the box to complete the sentence.

electrons	**neutrons**	**protons**

In a covalent bond the atoms share ..... .

(1)

(c) Hydrogen fluoride is dissolved in water to make an acidic solution of hydrofluoric acid.

Draw a ring around the symbol of the ion that makes the solution acidic.

H^+ OH^- F^-

(1)
(Total 6 marks)

54 Read the article.

In the late eighteenth century the French scientist Nicolas Leblanc invented a process to change sodium chloride into sodium carbonate.

The main steps in the original process were:

Step 1. Sodium chloride was reacted with sulfuric acid to make sodium sulfate.
Hydrogen chloride was formed and escaped into the atmosphere.
The hydrogen chloride damaged plants over a wide area around the factory.

Step 2. The sodium sulfate was heated with limestone and coal. A solid mixture was formed which contained sodium carbonate, calcium sulfide and unreacted coal.
The calcium sulfide gave off a very unpleasant smell.

Step 3. The sodium carbonate was dissolved in water and separated from the insoluble calcium sulfide and unreacted coal.

Step 4. Crystals of sodium carbonate were obtained from the solution of sodium carbonate.

The process was later improved.

- The hydrogen chloride produced in **Step 1** was changed into chlorine which was used to make bleach.
- The calcium sulfide produced in **Step 2** was converted into sulfur. This sulfur was used to make sulfuric acid.

(a) The symbol equation for the reaction in **Step 1** is shown below.

$$2NaCl(s) + H_2SO_4(l) \rightarrow Na_2SO_4(s) + 2HCl(g)$$

What property of hydrogen chloride allowed it to escape into the atmosphere?

.....

(1)

(b) The insoluble solids, calcium sulfide and unreacted coal were separated from the sodium carbonate solution in **Step 3**.

Suggest how this was done.

.....

.....

(1)

(c) Sodium carbonate crystals were obtained from sodium carbonate solution in **Step 4**.

Suggest how this was done.

.....

.....

(1)

(d) It has been stated that: 'the Chemical Industry can turn problems into profit'.

State **two** problems with the original process and explain how they were turned into profit.

1 .....

.....

.....

.....

2 .....

.....

.....

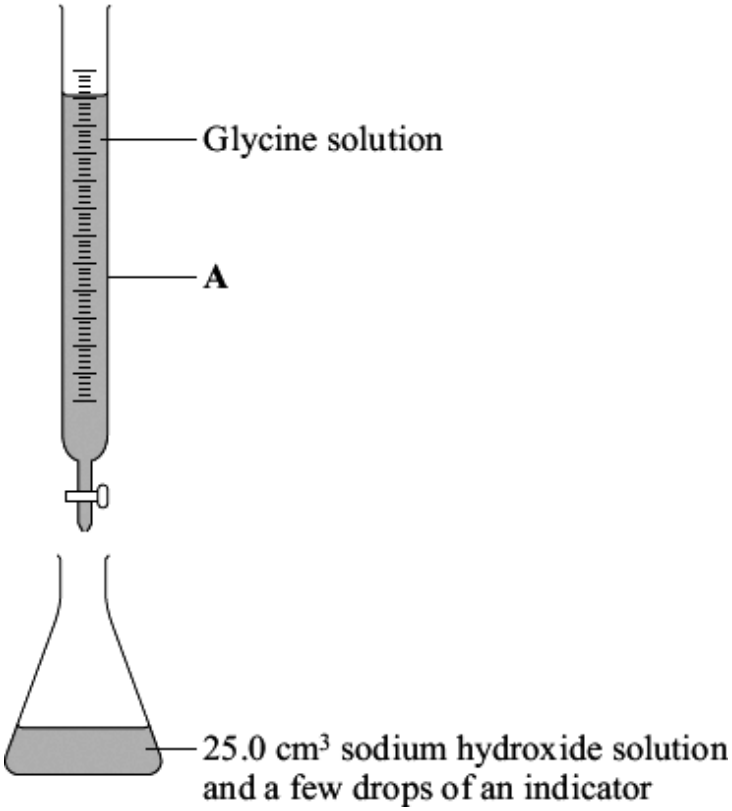
.....

(4)
(Total 7 marks)

55 Glycine is an amino acid. It is found in fish, meat, beans and dairy produce.

A student carried out a titration to find the amount of glycine solution that reacts with 25.0 cm^3 of sodium hydroxide solution.

The diagram shows the apparatus that the student used.



(a) Which **one** of the following words is the correct name for apparatus **A**?

Draw a ring around your answer.

burette **cylinder** **pipette**

(1)

(b) How would the student know when enough glycine solution had been added to react with all of the sodium hydroxide solution?

.....

.....

(1)

(c) The student's results are given in the table.

Titration	Volume of glycine solution added in cm^3
1	18.5
2	18.3
3	18.4

(i) What is the range?

.....

(1)

(ii) Calculate the mean.

.....

(1)

(iii) Suggest why the student repeated the titration.

.....

.....

(1)
(Total 5 marks)

56 Go Grease is a drain and oven cleaner.

The active ingredient in Go Grease is the alkali sodium hydroxide (NaOH).

(a) Name or give the formula of the ion that makes solutions alkaline.

.....

(1)

(b) Sodium hydroxide is a *strong* alkali.

In terms of ionisation, what is meant by the word *strong*?

.....

.....

(1)

(c) You are given solutions of sodium hydroxide and ammonia of the same concentration.

Describe and give the results of a test to show that sodium hydroxide is a stronger alkali than ammonia solution.

.....

.....

.....

.....

.....

(2)
(Total 4 marks)

57 (a) Read the article about the mineral strontianite.

Strontianite is a mineral that was discovered near the village of Strontian in Scotland. At first some scientists thought that strontianite was barium carbonate.

Strontianite

In 1790, Professor Adair Crawford and William Cruikshank were both lecturers in chemistry and doctors of medicine. They investigated the properties of strontianite. They found that strontianite had different properties from barium carbonate. They concluded that strontianite contained a new element.

After this, other scientists also showed that strontianite and barium carbonate had different properties. Strontianite is now known to be strontium carbonate.

Rob Lavinsky, iRocks.com – CC-BY-SA-3.0 [CC-BY-SA-3.0], via Wikimedia Commons

(i) What evidence did Crawford and Cruikshank use to prove that strontianite was **not** barium carbonate?

.....

.....

(1)

(ii) Crawford and Cruikshank's conclusion was immediately accepted by other scientists. Suggest why.

.....

.....

(1)

(iii) How was the reliability of the work of Crawford and Cruikshank confirmed?

.....

.....

(1)

(b) One of Crawford and Cruikshank's experiments was repeated in a school laboratory.

Samples of strontianite and barium carbonate were reacted with hydrochloric acid to produce strontium chloride and barium chloride.

Solid strontium chloride and solid barium chloride were separately added to water. The change in temperature of the water was measured.

The results of the experiments are shown below.

	Experiment 1 Strontium chloride dissolved in water	**Experiment 2** Barium chloride dissolved in water
Temperature of water before adding the chloride in °C	19.5	19.6
Temperature of water after adding the chloride in °C	21.2	17.5

(i) State **one** variable that should be controlled to make it a fair test.

.....

.....

(1)

(ii) Which experiment, **1** or **2**, is endothermic?

Explain how you know.

Experiment ☐ because

.....

.....

(1)

(iii) The results prove that strontium chloride and barium chloride must be different even if all of the variables had not been controlled when they were dissolved. Explain why.

.....

.....

(1)

(c) In 1808, Humphry Davy was the first person to extract strontium. He did this by the electrolysis of molten strontium chloride. Strontium formed at the negative electrode.

Suggest why strontium ions are attracted to the negative electrode.

.....

.....

(1)
(Total 7 marks)

58 The table shows some information about acids and alkalis.

Name of acid or alkali	Type	Ions produced in solution		pH	Effect on Universal Indicator
Hydrochloric acid	Strong acid	H^+	Cl^-	1	Goes red
Sodium hydroxide	Strong alkali	Na^+	OH^-	13	Goes purple

Use the information in the table to help you answer parts **(a)** and **(b)**.

(a) Draw a ring around the correct answer to complete each sentence.

(i) Hydrochloric acid is acidic.

This is because it contains [Cl^- / H^+ / OH^-] ions

(1)

(ii) Sodium hydroxide solution is alkaline.

This is because it contains [H^+ / Na^+ / OH^-] ions

(1)

(iii) The pH of acids is [higher than / lower than / the same as] the pH of alkalis.

(1)

(b) Ethanoic acid is a weak acid.

Universal Indicator can be used to show that hydrochloric acid is a stronger acid than ethanoic acid of the same concentration.

Explain how.

.....

.....

.....

.....

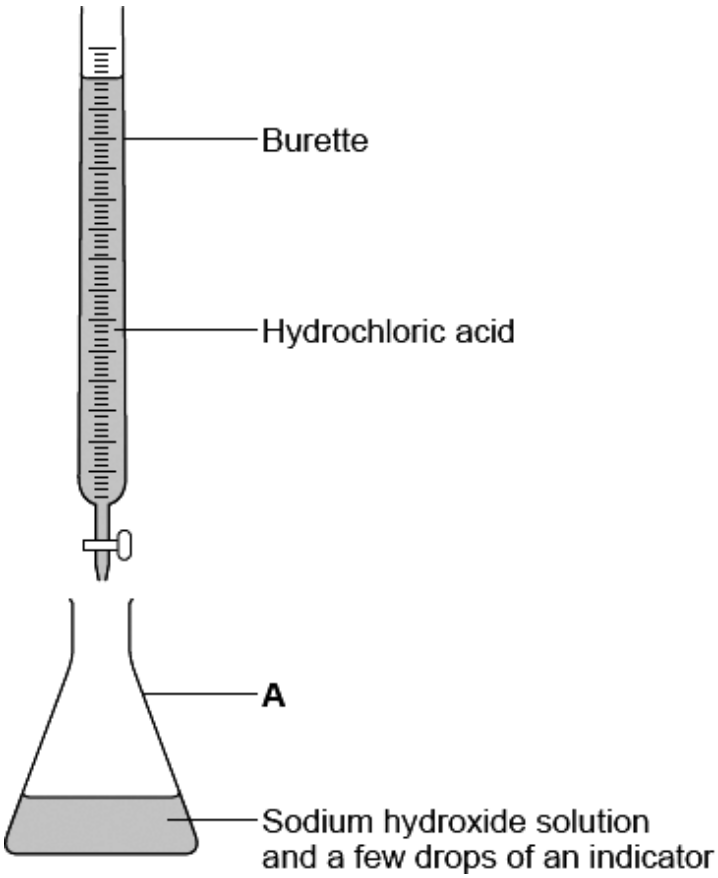
(2)

(c) Draw a ring around the correct answer to complete this sentence.

Strong acids and strong alkalis are [completely / not / partially] ionised in water.

(1)

(d) The diagram shows the apparatus used to find the volume of hydrochloric acid that reacts with 25.0 cm^3 of sodium hydroxide solution.



(i) Which **one** of the following is the correct name for **A**?

Draw a ring around your answer.

beaker **conical flask** **pipette**

(1)

(ii) Use the correct word from the box to complete the sentence.

distillation	**filtration**	**titration**

The method used to find the volume of acid that reacts with a known volume of alkali is ..... .

(1)

(iii) Suggest **one** way to make the results more reliable.

.....

(1)

(Total 9 marks)