AQA

Please write clearly in block capitals.

Centre number | | | | | | Candidate number | | | | |

Surname _____

Forename(s) _____

Candidate signature _____

GCSE

ADDITIONAL SCIENCE CHEMISTRY

F

Foundation Tier Unit Chemistry C2

Wednesday 14 June 2017 Morning Time allowed: 1 hour

Materials

For this paper you must have:
- a ruler
- the Chemistry Data Sheet (enclosed).

You may use a calculator.

Instructions
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information
- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- You are expected to use a calculator where appropriate.
- You are reminded of the need for good English and clear presentation in your answers.
- Question 6 should be answered in continuous prose. In this question you will be marked on your ability to:
  – use good English
  – organise information clearly
  – use specialist vocabulary where appropriate.

Advice
- In all calculations, show clearly how you work out your answer.

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
5	
6	
TOTAL	

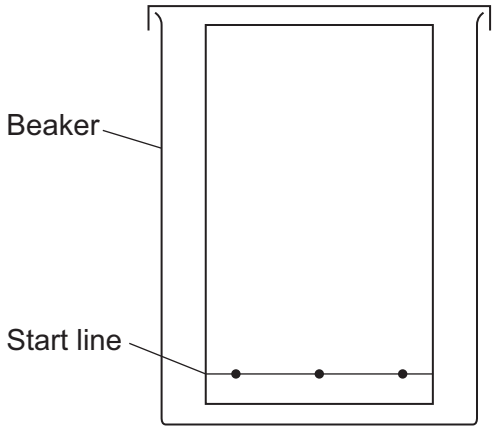
Answer **all** questions in the spaces provided.

1 This question is about methods of analysis.

1 (a) A student used paper chromatography to identify colours in an ink.

Figure 1 shows the apparatus the student used.

Figure 1



1 (a) (i) Why should the student use a pencil and not a pen to draw the start line?

[1 mark]

_____

1 (a) (ii) The student put water in the beaker.

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

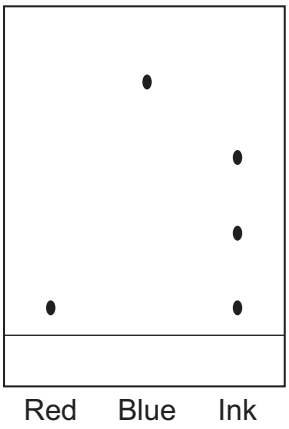
[1 mark]

above	**below**	**on**

The water level should be _____ the start line drawn by the student.

1 (a) (iii) **Figure 2** shows the student's results.

Figure 2



Give **two** conclusions about the colours in the ink.

[2 marks]

Question 1 continues on the next page

1 (b) Gas chromatography is an instrumental method of analysis.

1 (b) (i) Use the correct answer from the box to complete the sentence.

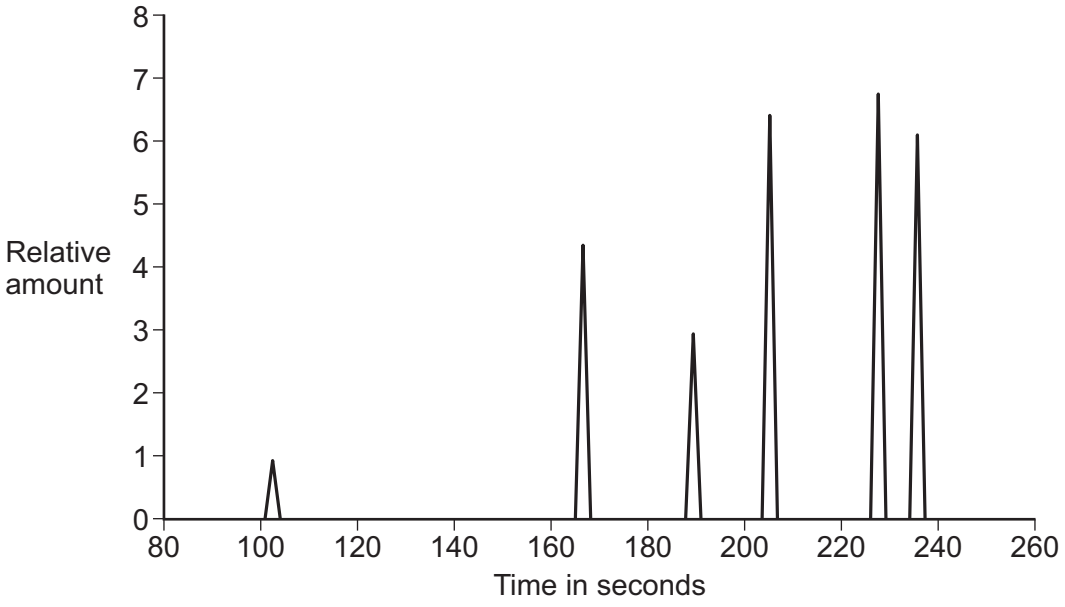
[1 mark]

neutralised	**reduced**	**separated**

The mixture of compounds in gas chromatography is _____ .

1 (b) (ii) **Figure 3** shows the results from a gas chromatograph.

Figure 3



How many compounds were in the sample?

[1 mark]

_____

1 (b) (iii) Give **one** advantage of using instrumental methods of analysis.

[1 mark]

_____

7

2 This question is about sulfuric acid, copper sulfate and ethene.

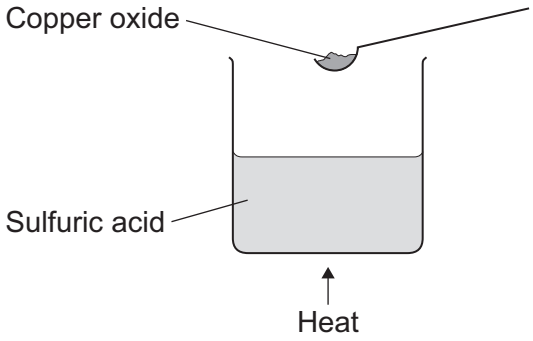
2 (a) A student added copper oxide to sulfuric acid to make copper sulfate.

The word equation for the reaction is:

sulfuric acid + copper oxide ⟶ copper sulfate + water

Figure 4 shows the first stage of the student's method.

Figure 4



2 (a) (i) The state symbol for CuO is missing from the equation below.

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

[1 mark]

aq	g	l	s

H_2SO_4 (aq) + CuO (___) ⟶ $CuSO_4$ (aq) + H_2O (l)

2 (a) (ii) Why is the sulfuric acid heated?

[1 mark]

_____

_____

Question 2 continues on the next page

2 (a) (iii) Which of these values could be the pH of sulfuric acid?

[1 mark]

Tick (✓) **one** box.

1 ☐

7 ☐

11 ☐

14 ☐

2 (a) (iv) Why does the student continue to add copper oxide until some is left at the end of the reaction?

[1 mark]

Tick (✓) **one** box.

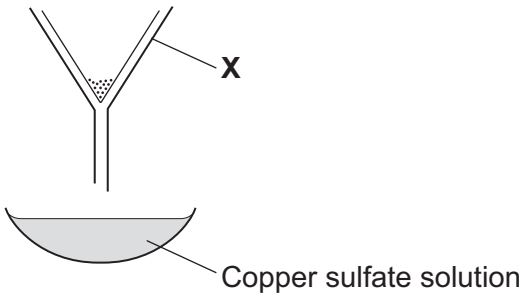
To make bigger copper sulfate crystals. ☐

To make sure all the copper oxide has reacted. ☐

To make sure all the sulfuric acid has reacted. ☐

2 (b) **Figure 5** shows the second stage of the student's method.

Figure 5



2 (b) (i) Name the apparatus labelled **X** on **Figure 5**.

[1 mark]

_____

2 (b) (ii) What could the student do to the copper sulfate solution to get copper sulfate crystals?

[1 mark]

_____

_____

2 (c) The student weighed the copper sulfate crystals.

Why was the mass of the copper sulfate crystals less than the student expected?

[1 mark]

Tick (✓) **one** box.

The student added too much copper oxide. ☐

The student left some copper sulfate crystals in the apparatus. ☐

The student weighed the copper sulfate crystals when they were wet. ☐

2 (d) The equation shows the reaction when blue hydrated copper sulfate crystals are heated.

hydrated copper sulfate $\rightleftharpoons$ anhydrous copper sulfate + water

2 (d) (i) What colour is anhydrous copper sulfate?

[1 mark]

_____

2 (d) (ii) What would you see if water is added to anhydrous copper sulfate?

[1 mark]

_____

2 (e) Ethene and sulfuric acid are used to make many substances.

Table 1 shows data about wealth of countries, ethene production and sulfuric acid production.

Table 1

Country	Wealth of country in billions of dollars	Ethene production in kilotonnes	Sulfuric acid production in kilotonnes
A	4000	13 900	36 000
B	1300	4 400	6 600
C	1290	2 700	26 000
D	460	1 500	2 500

2 (e) (i) Use the correct answer from the box to complete the sentence.

[1 mark]

alloys	chlorine	graphite	polymers

Ethene is used to make _____ .

2 (e) (ii) Describe the relationship, if any, between the wealth of a country and the production of ethene.

[1 mark]

_____

_____

2 (e) (iii) Describe the relationship, if any, between the wealth of a country and the production of sulfuric acid.

[1 mark]

_____

_____

12

3 This question is about oxygen and substances containing oxygen.

3 (a) Oxygen is a gas at room temperature.

3 (a) (i) What type of bonding holds the atoms together in oxygen?

[1 mark]

Tick (✓) **one** box.

Covalent ☐

Ionic ☐

Metallic ☐

3 (a) (ii) Which **two** statements about oxygen are true?

[2 marks]

Tick (✓) **two** boxes.

Oxygen consists of a giant lattice. ☐

Oxygen consists of small molecules. ☐

Oxygen conducts electricity. ☐

Oxygen is an alloy. ☐

Oxygen has a low boiling point. ☐

Question 3 continues on the next page

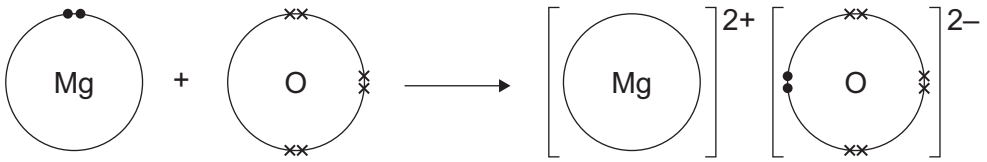
3 (b) Magnesium oxide is produced when magnesium reacts with oxygen.

3 (b) (i) **Figure 6** shows what happens to the electrons in the outer shells when a magnesium atom reacts with an oxygen atom.

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

Only the outer electrons are shown.

Figure 6



Describe, in terms of electrons, what happens when a magnesium atom reacts with an oxygen atom to produce magnesium oxide.

[4 marks]

3 (b) (ii) Nanoparticles of magnesium oxide can be made.

Which **two** statements about nanoparticles are true?

[2 marks]

Tick (✓) **two** boxes.

Nanoparticles are very small atoms. ☐

Nanoparticles can return to their original shape after being deformed. ☐

Nanoparticles contain a few hundred atoms. ☐

Nanoparticles contain millions of molecules. ☐

Nanoparticles have a high surface area to volume ratio. ☐

3 (c) Silicon dioxide has a very high melting point.

Silicon dioxide does not conduct electricity when molten.

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

[1 mark]

giant covalent	**giant ionic**	**metallic**

The structure of silicon dioxide is _____ .

10

Turn over for the next question.

4 This question is about sodium chloride.

4 (a) Calculate the relative formula mass (M_r) of sodium chloride (NaCl).

Relative atomic masses (A_r): Na = 23; Cl = 35.5

[1 mark]

Relative formula mass (M_r) = _____

4 (b) A student reacted hydrochloric acid and sodium hydroxide solution to produce sodium chloride and another product.

Use the correct answer from the box to complete the word equation for the reaction.

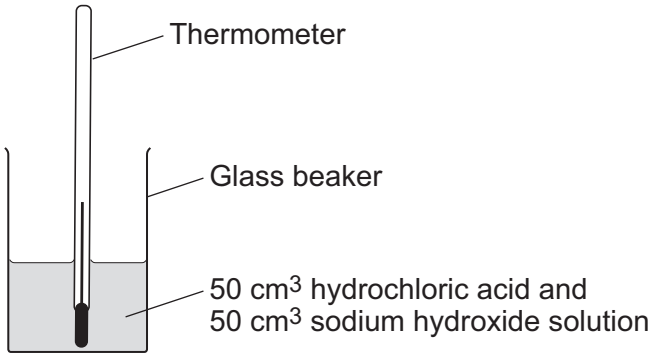
[1 mark]

chlorine	hydrogen	oxygen	water

hydrochloric acid + sodium hydroxide ⟶ sodium chloride + _____

4 (c) **Figure 7** shows the apparatus the student used to measure the temperature change in the reaction between hydrochloric acid and sodium hydroxide solution.

Figure 7



The student:

- measured 50 cm^3 hydrochloric acid into a glass beaker
- measured the temperature of the hydrochloric acid
- added 50 cm^3 of sodium hydroxide solution
- measured the highest temperature of the solution
- repeated the experiment with insulation around the glass beaker.

4 (c) (i) Suggest **one** reason why the insulation around the glass beaker gives more accurate results.

[1 mark]

_____

_____

4 (c) (ii) The student did the investigation using the insulation three times.

Table 2 shows the results.

Table 2

Experiment number	Temperature of acid before reaction in °C	Highest temperature of solution in °C	Temperature change in °C
1	20	33	13
2	20	34	14
3	19	32	

Calculate the temperature change in **Experiment 3**.

Write your answer in **Table 2**.

[1 mark]

4 (c) (iii) How does **Table 2** show that the results are repeatable?

[1 mark]

_____

_____

4 (c) (iv) Complete the sentence.

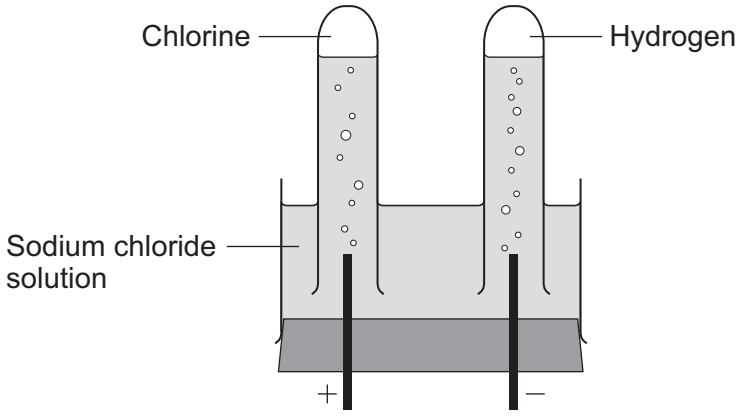
[1 mark]

The temperature increase shows that the reaction between hydrochloric acid and sodium hydroxide is _____ .

Question 4 continues on the next page

4 (d) A student investigated the electrolysis of sodium chloride solution, as shown in **Figure 8**.

Figure 8



4 (d) (i) State, in terms of ions, why sodium chloride solution conducts electricity.

[1 mark]

4 (d) (ii) Chlorine is produced at the positive electrode.

Why are chloride ions attracted to the positive electrode?

[1 mark]

4 (d) (iii) When sodium chloride solution is electrolysed, sodium hydroxide is also produced.

What can be manufactured from sodium hydroxide?

[1 mark]

Tick (✓) **one** box.

Alloys ☐

Poly(ethene) ☐

Soap ☐

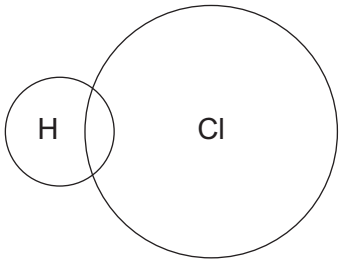
4 (d) (iv) The products chlorine and hydrogen react to form hydrogen chloride.

Hydrogen atoms have one electron in their outer shell. Chlorine atoms have seven electrons in their outer shell.

Complete **Figure 9** to show how the outer electrons are arranged in a molecule of hydrogen chloride (HCl).

[2 marks]

Figure 9



4 (d) (v) Which calculation shows the percentage of hydrogen in hydrogen chloride?

Relative atomic masses (A_r): H = 1; Cl = 35.5

Relative formula mass (M_r): HCl = 36.5

[1 mark]

Tick (✓) **one** box.

$\frac{35.5}{36.5} \times 100$ ☐

$\frac{1}{35.5} \times 100$ ☐

$\frac{1}{36.5} \times 100$ ☐

$\frac{1}{72.0} \times 100$ ☐

12

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ANSWER IN THE SPACES PROVIDED

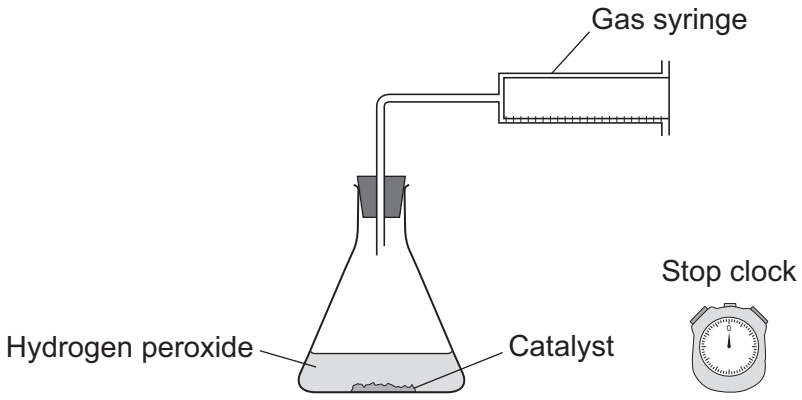
5 This question is about rates of reaction.

The equation for the decomposition of hydrogen peroxide is:

$$2H_2O_2\ (aq) \longrightarrow 2H_2O\ (l) + O_2\ (g)$$

Figure 10 shows the apparatus a student used to investigate the rate of reaction for the decomposition of hydrogen peroxide.

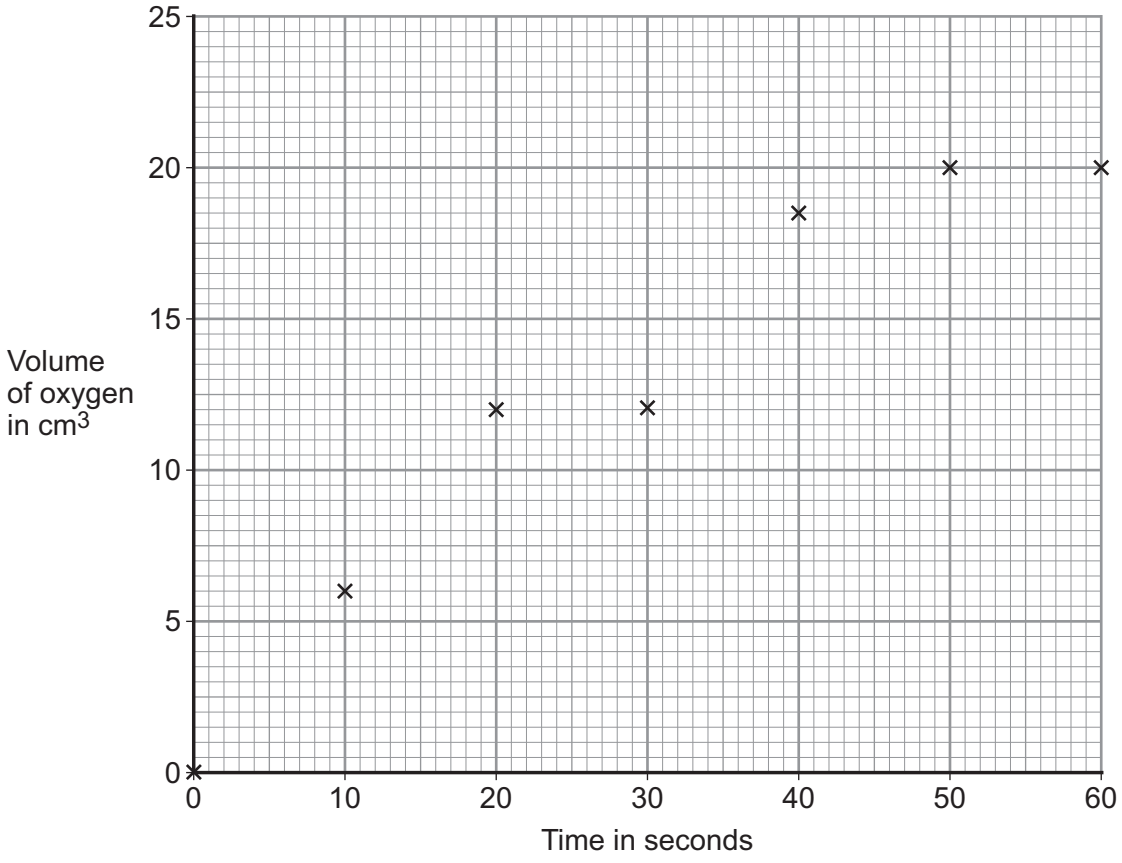
Figure 10



Question 5 continues on the next page

The graph in **Figure 11** shows the results.

Figure 11



5 (a) (i) Draw a smooth curve of best fit on **Figure 11**.

[1 mark]

5 (a) (ii) Give the volume of oxygen produced at 25 seconds.

[1 mark]

Volume of oxygen = _____ cm^3

5 (a) (iii) After how many seconds does the reaction stop?

[1 mark]

Time = _____ seconds

5 (a) (iv) The student concluded that the rate of reaction decreases with time.

Explain how the results support this conclusion.

[2 marks]

5 (a) (v) Calculate the mean rate of reaction during the first 10 seconds.

[1 mark]

Mean rate of reaction = _____ cm^3 per second

5 (b) The student investigated the effect of concentration on the rate of the reaction.

The student repeated the experiment with greater concentrations of hydrogen peroxide.

5 (b) (i) The catalyst was kept the same. Give **two** other control variables.

[2 marks]

Question 5 continues on the next page

5 (b) (ii) State and explain, in terms of particles and collisions, how a greater concentration affects the rate of the reaction.

[3 marks]

5 (c) Describe how increasing the amount of catalyst affects the results in **Figure 11**.

[2 marks]

13

Turn over for the next question

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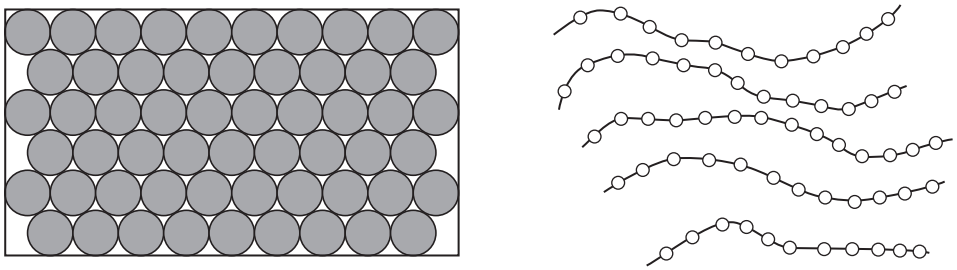
6 **In this question you will be assessed on using good English, organising information clearly and using specialist terms where appropriate.**

Metals and thermosoftening polymers have different properties.

Figure 12 shows structures of a metal and a thermosoftening polymer.

Figure 12



Explain how the properties of a metal and a thermosoftening polymer relate to their structures.

In your answer you should describe the structures of a metal and a thermosoftening polymer.

[6 marks]

Extra space _____

6

END OF QUESTIONS

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