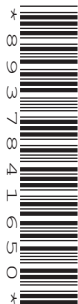


**OCR**

Oxford Cambridge and RSA

**Tuesday 12 October 2021 – Morning****AS Level Chemistry A****H032/02** Depth in chemistry**Time allowed: 1 hour 30 minutes****You must have:**

- the Data Sheet for Chemistry A

**You can use:**

- a scientific or graphical calculator
- an HB pencil

Please write clearly in black ink. **Do not write in the barcodes.**

Centre number

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Candidate number

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First name(s) \_\_\_\_\_

Last name \_\_\_\_\_

**INSTRUCTIONS**

- Use black ink. You can use an HB pencil, but only for graphs and diagrams.
- Write your answer to each question in the space provided. If you need extra space use the lined pages at the end of this booklet. The question numbers must be clearly shown.
- Answer **all** the questions.
- Where appropriate, your answer should be supported with working. Marks might be given for using a correct method, even if your answer is wrong.

**INFORMATION**

- The total mark for this paper is **70**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document has **16** pages.

**ADVICE**

- Read each question carefully before you start your answer.

2

Answer **all** the questions.

1 This question is about compounds of sulfur.

(a) Potassium sulfide,  $K_2S$ , shows ionic bonding.

(i) Explain what is meant by **ionic bonding**.

.....  
..... [1]

(ii) Draw a 'dot-and-cross' diagram to show the bonding in  $K_2S$ .

Show outer electrons only.

[2]

(b) Sulfur difluoride,  $SF_2$ , shows covalent bonding.

Draw a 'dot-and-cross' diagram to show the bonding in  $SF_2$ .

Show outer electrons only.

[2]

3

- (c) At room temperature,  $K_2S$  is a solid, but  $SF_2$  is a gas.

Use ideas about structure and bonding to explain this difference.

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..... [3]

- (d) Sulfur hexafluoride,  $SF_6$ , is used in medical ultrasound imaging because  $SF_6$  is unreactive.

- (i) State the shape of, and  $F-S-F$  bond angle in, an  $SF_6$  molecule.

Shape .....

Bond angle .....

[2]

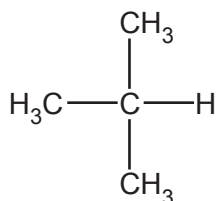
- (ii) Suggest why  $SF_6$  is unreactive.

.....

..... [1]

4

- 2 Alkane **A**, shown below, reacts with bromine in a radical substitution reaction.



**Alkane A**

- (a) What is meant by a **radical**?

..... [1]

- (b) Name the type of bond breaking that occurs in a radical substitution reaction.

..... [1]

- (c) In this reaction with bromine, monosubstitution of alkane **A** forms a mixture of organic products.

Show the structures of **two** monosubstituted organic products that are formed.

[2]

- (d) With excess bromine, further substitution takes place.

Write an equation for the reaction of alkane **A** with excess bromine to produce 1,3-dibromo-2-methylpropane.

Use structures for the organic compounds.

[2]

5

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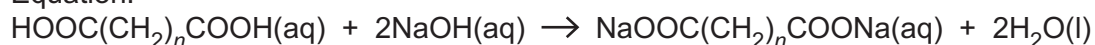
3 Glutaric acid is used in the production of polymers.

The formula of glutaric acid can be represented as  $\text{HOOC}(\text{CH}_2)_n\text{COOH}$ , where  $n$  is a whole number.

A student carries out a titration to find the value of  $n$ .

1. The student dissolves 2.891 g of glutaric acid in water and makes up the solution to  $250.0 \text{ cm}^3$  in a volumetric flask.
2. The student transfers  $25.0 \text{ cm}^3$  of this solution into a conical flask.
3. The student titrates the solution with  $0.240 \text{ mol dm}^{-3}$   $\text{NaOH}(\text{aq})$  in the burette.

Equation:



The student uses phenolphthalein as the indicator.  
Phenolphthalein is colourless in acid and pink in alkali.

(a) State the colour change observed at the end point of the titration.

Colour from ..... to ..... [1]

(b) The student carries out a trial titration followed by three further titrations, 1, 2 and 3.

The results are shown in the table below.

Titration	Trial	1	2	3
Final reading / $\text{cm}^3$	18.70	36.55	18.30	36.60
Initial reading / $\text{cm}^3$	0.20	18.50	0.10	18.30
Titre / $\text{cm}^3$				

(i) Complete the table to show the titre in each titration. [1]

(ii) Why does the student carry out a trial titration?

.....  
..... [1]

(iii) Calculate the mean titre of  $\text{NaOH}(\text{aq})$  that the student should use for analysing the results.

mean titre = .....  $\text{cm}^3$  [1]

7

(iv) In the titration, the uncertainty in each burette reading is  $\pm 0.05 \text{ cm}^3$ .

Calculate the percentage uncertainty in the titre for **Titration 1**.

percentage uncertainty = ..... % [1]

(c) Calculate the value of  $n$  in  $\text{HOOC}(\text{CH}_2)_n\text{COOH}$ .

Give your answer to the nearest whole number.

$n = \dots\dots\dots$  [5]

(d) A  $25.0 \text{ cm}^3$  pipette was used to measure out the  $25.0 \text{ cm}^3$  of glutaric acid solution for each titration.

Before use, one student washed the pipette out with water instead of the glutaric acid solution.

State the effect of this mistake on the titre.

Explain your answer.

Effect .....

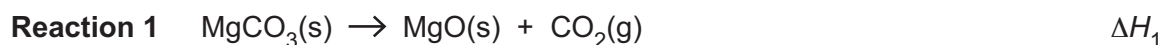
Explanation .....

.....

.....

[2]

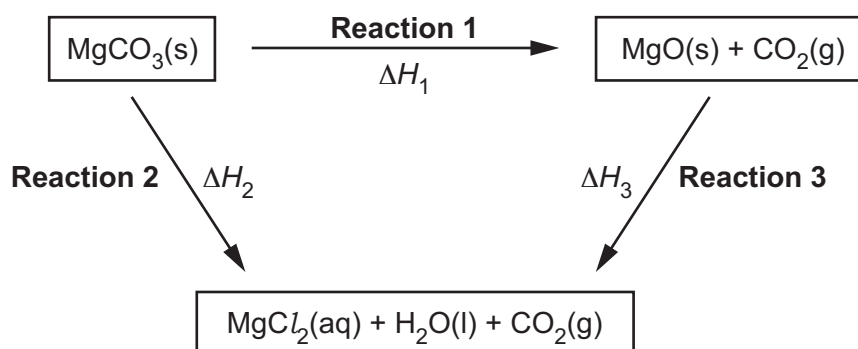
- 4 A student carries out an investigation to find the enthalpy change for the decomposition of magnesium carbonate,  $\Delta H_1$  (**Reaction 1**).



This enthalpy change cannot be found directly. It can be determined indirectly from the enthalpy changes for the reactions below, which can be found by experiment.



The enthalpy cycle is shown in **Fig. 4.1**.



**Fig. 4.1**

### Determination of $\Delta H_2$ for Reaction 2

#### Student's method

- Weigh a 250 cm<sup>3</sup> polystyrene cup.
- Add about 100 cm<sup>3</sup> of 2.00 mol dm<sup>-3</sup> hydrochloric acid (an excess) to the polystyrene cup and record the initial temperature of the HCl(aq).
- Add 4.215 g MgCO<sub>3</sub>, stir the mixture, and record the final temperature.
- Weigh the polystyrene cup containing the final solution.

#### Results

Mass of polystyrene cup/g	21.415
Mass of polystyrene cup + final solution/g	124.425
Initial temperature of HCl(aq)/°C	20.40
Final temperature of solution/°C	25.40

### Determination of $\Delta H_3$ for Reaction 3

The student uses the same method as for **Reaction 2** but with MgO in place of MgCO<sub>3</sub>.

The student calculates  $\Delta H_3$  for **Reaction 3** as  $-136.1 \text{ kJ mol}^{-1}$ .



- (a)\* Use the student's results to calculate  $\Delta H_2$  for **Reaction 2** and determine the enthalpy change  $\Delta H_1$ , in  $\text{kJ mol}^{-1}$ , for the decomposition of magnesium carbonate (**Reaction 1**), using the energy cycle in **Fig. 4.1**.

Assume the specific heat capacity,  $c$ , of the reaction mixture is the same as for water.

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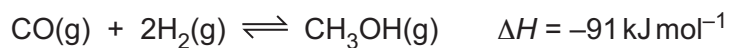
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[6]

10

- 5 Methanol,  $\text{CH}_3\text{OH}$ , is manufactured by the reaction of carbon monoxide,  $\text{CO}$ , with hydrogen,  $\text{H}_2$ .



- (a) Write the expression for the equilibrium constant,  $K_c$ , for this equilibrium.

[1]

- (b) A chemist mixes  $\text{CO}$  and  $\text{H}_2$  in a container.  
The mixture is heated to  $200^\circ\text{C}$  and left to reach equilibrium.

The equilibrium concentrations of  $\text{CO}$  and  $\text{H}_2$  are shown in the table.

Compound	Equilibrium concentration / $\text{mol dm}^{-3}$
$\text{CO(g)}$	0.57
$\text{H}_2\text{(g)}$	0.40

The numerical value of  $K_c$  for this equilibrium is 15.4.

- (i) Calculate the equilibrium concentration of  $\text{CH}_3\text{OH(g)}$ .

concentration = .....  $\text{mol dm}^{-3}$  [2]

- (ii) What does the numerical value of  $K_c$  tell you about the position of equilibrium?

.....  
..... [1]

- (c) The industrial manufacture of methanol has used a copper-based catalyst.

Chemists have recently developed a new method for making methanol that uses a nickel-gallium catalyst. This allows methanol to be produced at a lower temperature than the old method.

Suggest **two** reasons why using a lower temperature is beneficial to the environment.

1 .....

.....

2 .....

.....

[2]

- (d) Nickel and gallium are in period 4 of the periodic table.

(i) Which block in the periodic table does nickel belong to?

..... [1]

(ii) Complete the electron configuration of gallium.

$1s^2$  ..... [1]

- (e) Element **A** is in period 3 of the periodic table (Na-Ar).

The first six ionisation energies (I.E.) of element **A** are shown below.

1st I.E. /kJ mol <sup>-1</sup>	2nd I.E. /kJ mol <sup>-1</sup>	3rd I.E. /kJ mol <sup>-1</sup>	4th I.E. /kJ mol <sup>-1</sup>	5th I.E. /kJ mol <sup>-1</sup>	6th I.E. /kJ mol <sup>-1</sup>
789	1577	3232	4356	16091	19785

Identify element **A**.

Explain your answer.

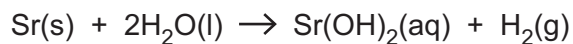
Element **A** = .....

Explanation .....

.....

..... [2]

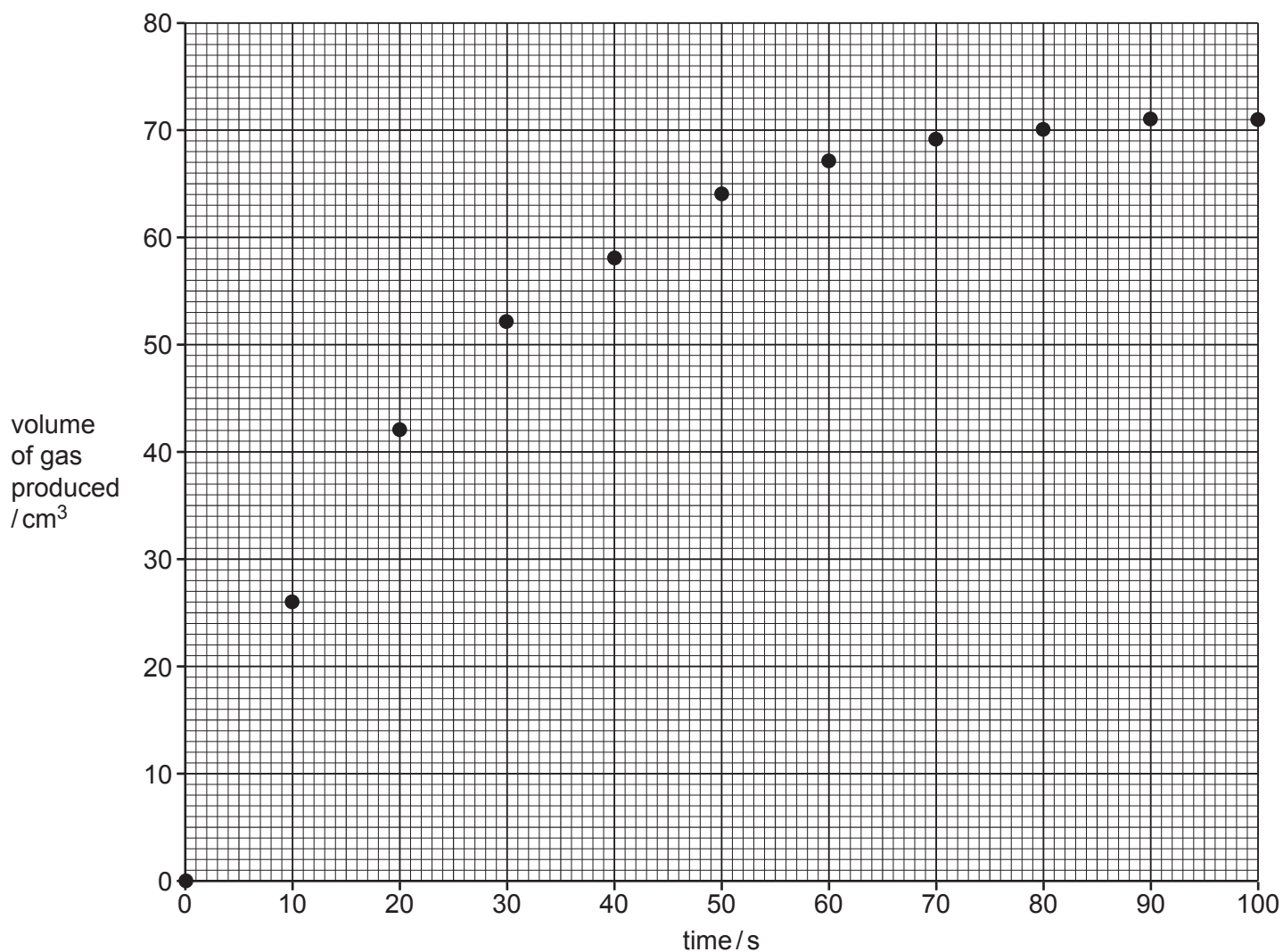
6 A student investigates the rate of reaction between strontium and water.



The student's method is shown below.

- Pour  $100\text{ cm}^3$  of water into a conical flask.
- Add  $0.26\text{ g}$  of strontium and quickly connect a  $100\text{ cm}^3$  gas syringe.
- Measure the volume of gas produced every 10 seconds until all the strontium has reacted.

The student plots a graph of volume of gas produced against time as shown in **Fig. 6.1**.



**Fig. 6.1**

(a) Draw a best fit curve on **Fig. 6.1**.

Use the graph to determine the rate of reaction, in  $\text{cm}^3\text{ s}^{-1}$ , at 50 s.

Show your working below and on the graph.

rate at 50 s .....  $\text{cm}^3\text{ s}^{-1}$  [3]

13

- (b) A second student suggests that the experiment could be improved by measuring the loss in mass in the conical flask over time.

The student places a conical flask containing  $100 \text{ cm}^3$  of water on a 2 decimal place balance, and then adds 0.26 g of strontium.

The mass is recorded every 10 seconds.

Suggest **one** advantage and **one** disadvantage of using this method compared to the gas collection method.

Advantage: .....

.....

Disadvantage: .....

..... [2]

- (c) A third student repeats the original experiment using the same amount, in moles, of barium as strontium.

- (i) Calculate the mass of barium that the student uses.

Give your answer to **2** decimal places.

mass of barium = ..... g [2]

- (ii) The student observes that the rate of reaction for barium is different from the rate of reaction with strontium.

On **Fig. 6.1** sketch the graph the student would obtain using barium instead of strontium. [2]

- (iii) Describe and explain the difference in reactivity of barium and strontium with water.

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..... [4]

7 2-Chloro-2-methylpropane,  $(\text{CH}_3)_3\text{CCl}$ , is an organic liquid with a boiling point of  $50^\circ\text{C}$ .

A student prepares  $(\text{CH}_3)_3\text{CCl}$  by reacting 2-methylpropan-2-ol,  $(\text{CH}_3)_3\text{COH}$ , with concentrated hydrochloric acid.

(a) Write a balanced equation for this reaction.

Use skeletal formulae for organic compounds.

[2]

(b)\* The student's method for the preparation is outlined below.

- Add  $10.0\text{cm}^3$  (7.70 g) of  $(\text{CH}_3)_3\text{COH}$  and  $30\text{cm}^3$  concentrated hydrochloric acid (an excess) to a round-bottom flask. Stopper the flask.
- Shake the flask until the mixture separates into two layers.

Densities:  $(\text{CH}_3)_3\text{CCl}$ :  $0.85\text{g cm}^{-3}$ ; concentrated  $\text{HCl}$ :  $1.18\text{g cm}^{-3}$

After purification, the percentage yield of  $(\text{CH}_3)_3\text{CCl}$  is 76%.

Explain how the student could obtain a pure, dry sample of  $(\text{CH}_3)_3\text{CCl}$  from the mixture in the flask and calculate the mass of pure  $(\text{CH}_3)_3\text{CCl}$  that would be expected from this preparation.

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[6]

(c) Compounds **A** and **B** are structural isomers of  $(\text{CH}_3)_3\text{COH}$ .

(i) Compound **A** is a secondary alcohol.

What is the systematic name of compound **A**?

..... [1]

(ii) Compound **B** is a branched primary alcohol.

Compound **B** is refluxed with acidified potassium dichromate(VI) as an oxidising agent.

Write the equation for the reaction that takes place.

Use structures for organic compounds and [O] for the oxidising agent.

[3]

END OF QUESTION PAPER

**ADDITIONAL ANSWER SPACE**

If additional space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margin(s).

A large rectangular area with horizontal dotted lines for writing, intended for providing additional answer space. A solid vertical line is on the left side, creating a margin.



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