

Candidate forename						Candidate surname					
Centre number						Candidate number					

OXFORD CAMBRIDGE AND RSA EXAMINATIONS
GCSE

A172/01

TWENTY FIRST CENTURY SCIENCE
CHEMISTRY A

Modules C4 C5 C6 (Foundation Tier)

MONDAY 25 JUNE 2012: Afternoon

DURATION: 1 hour
plus your additional time allowance

MODIFIED ENLARGED

Candidates answer on the Question Paper.
A calculator may be used for this paper.

OCR SUPPLIED MATERIALS:

None

OTHER MATERIALS REQUIRED:

Pencil


Ruler (cm/mm)

READ INSTRUCTIONS OVERLEAF

INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the boxes on the first page. Please write clearly and in capital letters.
- Use black ink. HB pencil may be used for graphs and diagrams only.
- Answer ALL the questions.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write your answer to each question in the space provided. Additional paper may be used if necessary but you must clearly show your candidate number, centre number and question number(s).

INFORMATION FOR CANDIDATES

- Your quality of written communication is assessed in questions marked with a pencil (.
- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 60.
- An enlarged copy of the Periodic Table will be provided.
- A list of qualitative tests for ions is printed on pages 4–5.

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TWENTY FIRST CENTURY SCIENCE DATA SHEET

QUALITATIVE ANALYSIS

TESTS FOR IONS WITH A POSITIVE CHARGE

ION	TEST	OBSERVATION
calcium Ca^{2+}	add dilute sodium hydroxide	a white precipitate forms; the precipitate does not dissolve in excess sodium hydroxide
copper Cu^{2+}	add dilute sodium hydroxide	a light blue precipitate forms; the precipitate does not dissolve in excess sodium hydroxide
iron(II) Fe^{2+}	add dilute sodium hydroxide	a green precipitate forms; the precipitate does not dissolve in excess sodium hydroxide
iron(III) Fe^{3+}	add dilute sodium hydroxide	a red-brown precipitate forms; the precipitate does not dissolve in excess sodium hydroxide
zinc Zn^{2+}	add dilute sodium hydroxide	a white precipitate forms; the precipitate dissolves in excess sodium hydroxide

TESTS FOR IONS WITH A NEGATIVE CHARGE

ION	TEST	OBSERVATION
carbonate CO_3^{2-}	add dilute acid	the solution effervesces; carbon dioxide gas is produced (the gas turns lime water from colourless to milky)
chloride Cl^-	add dilute nitric acid, then add silver nitrate	a white precipitate forms
bromide Br^-	add dilute nitric acid, then add silver nitrate	a cream precipitate forms
iodide I^-	add dilute nitric acid, then add silver nitrate	a yellow precipitate forms
sulfate SO_4^{2-}	add dilute acid, then add barium chloride or barium nitrate	a white precipitate forms

Answer ALL the questions.

- 1 Joe watches a DVD that shows how some Group 7 elements react with iron.**

Joe makes some notes about what he sees.

fluorine F	← Most reactive element in the group. Explosive reaction with iron.
chlorine Cl	← Very bright flame, iron burns away quickly.
bromine Br	← Less bright flame, takes longer for reaction with iron to finish.
iodine I	
astatine At	

- (a) What do Joe's notes show about the TREND in reactivity down Group 7?**

_____ **[1]**

- (b) The presenter on the DVD talks about the results of the experiments.



PRESENTER

These results are useful because we can use them to make predictions about the reactivity of iodine and astatine in Group 7.

- (i) Use Joe's notes to predict the reactivity of iodine and astatine.

_____ [2]

- (ii) Joe writes this in his notes.

I think that these results show that the **TOP ELEMENT IN EVERY GROUP** in the Periodic Table is the **MOST REACTIVE**.

Do you agree with Joe? Explain your answer.

_____ [2]

[Total: 5]

- 2 The table below shows data about the physical properties of some elements.

ELEMENT	APPEARANCE AT ROOM TEMPERATURE	MELTING POINT IN °C	BOILING POINT IN °C	DOES THE ELEMENT CONDUCT ELECTRICITY?
Chlorine	green gas	−101	−34	no
Bromine	red-brown liquid	−7	59	no
Iodine	dark grey solid	114	184	no
Lithium	shiny solid	180	1342	yes
Sodium	shiny solid	97.8	883	yes
Potassium	shiny solid	63.5	759	yes

Mendeleev put these elements into two groups in the Periodic Table.

He used their similarities and differences to put lithium, sodium and potassium in one group.

He put chlorine, bromine and iodine into another group.

Discuss which data in the table SUPPORT, and which data DO NOT SUPPORT, Mendeleev's idea of organising these elements into the two groups.



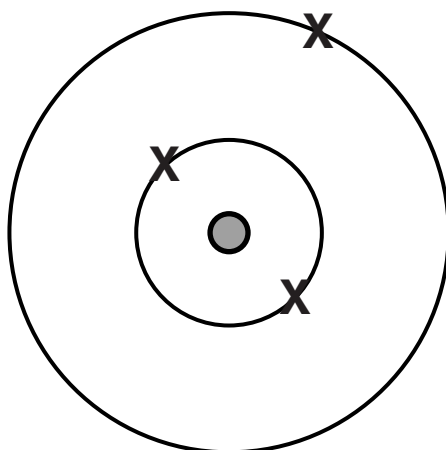
The quality of written communication will be assessed in your answer.

[6]

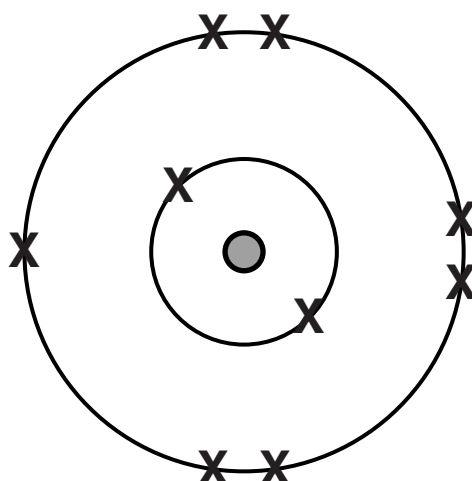
[Total: 6]

- 3 The diagram shows the arrangement of electrons in an atom of lithium and an atom of fluorine.

LITHIUM



FLUORINE



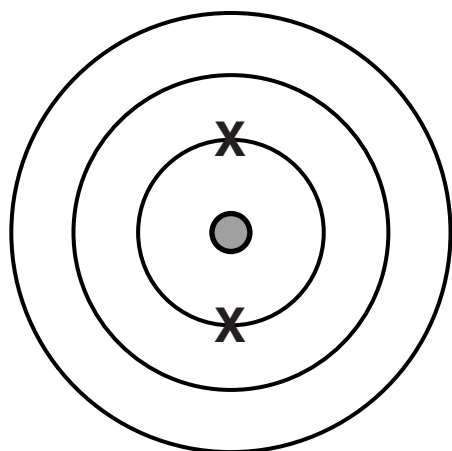
- (a) The electron arrangement of the lithium atom is 2.1.

What is the electron arrangement of the fluorine atom?

electron arrangement = _____ [1]

(b) Sodium has eleven electrons.

Complete the diagram to show the arrangement of all of the electrons in a sodium atom.



SODIUM

[1]

(c) Another element is in the same group of the Periodic Table as fluorine.

It has the electron arrangement 2.8.7.

What is the name of this element?

Use the Periodic Table to help you.

name of element _____ [1]

(d) Give the names of the two particles found in the nucleus of an atom.

_____ and _____ [1]

[Total: 4]

4 Eve does an experiment with chlorine.

(a) She reacts chlorine with a metal. The reaction makes sodium chloride.

(i) Write a word equation for the reaction.

_____ **[2]**

(ii) Before Eve does her experiment, she looks at the hazard warning sign for chlorine gas.



Eve needs to use safety precautions when she uses chlorine in her experiment.

Describe these safety precautions and explain why they are necessary.

_____ **[2]**

(b) Sea salt contains both sodium chloride and potassium chloride.

Which of the following statements about potassium chloride are TRUE and which are FALSE?

Put a tick (✓) in the correct box for each statement.

	TRUE	FALSE
Potassium chloride gives a coloured flame in a flame test.	<input type="checkbox"/>	<input type="checkbox"/>
Potassium chloride is a gas.	<input type="checkbox"/>	<input type="checkbox"/>
Potassium chloride can be made by reacting potassium with bromine.	<input type="checkbox"/>	<input type="checkbox"/>
Solid potassium chloride contains sodium ions and chloride ions.	<input type="checkbox"/>	<input type="checkbox"/>

[2]

[Total: 6]

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5 Amy and Zak test samples of the same solution of a salt.

They do tests to identify the positive metal ions and the negative ions in the solution.

They use a fresh sample for each test.

They both use dilute sodium hydroxide and dilute silver nitrate to test the solution.

The boxes on the next page show the tests they use and their notes.

ZAK'S NOTES		
TESTS	NOTES	
Test 1 Add a few drops of dilute sodium hydroxide... ...then add more dilute sodium hydroxide.	I think the solution contains ZINC ions.	
Test 2 Acidify and add dilute silver nitrate.	I think the solution contains CHLORIDE ions.	
MY CONCLUSION		
The solution contains ZINC CHLORIDE.		

AMY'S NOTES		
TESTS	NOTES	
Test 1	Add a few drops of dilute sodium hydroxide.	I think the solution contains CALCIUM ions.
Test 2	Acidify and add dilute silver nitrate.	I think the solution contains CHLORIDE ions.
MY CONCLUSION		
The solution contains CALCIUM CHLORIDE.		

Amy and Zak both agree that the salt is a chloride but disagree about the metal ion in the salt.

Use the data sheet on pages 4–5 to help you work out what Amy and Zak saw when they did the tests.

Explain how what they saw led them to their conclusions and who is more likely to be correct.



The quality of written communication will be assessed in your answer.

[6]

[Total: 6]

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6 Massicot is a mineral. It contains lead oxide, PbO.

Lead metal is extracted from massicot. Lead is needed for roofing and car batteries.

Jed and Kay live near a lead mine.

(a) The mass of lead that can be extracted from massicot can be worked out using relative atomic masses.

(i) Use the Periodic Table to find the relative atomic masses of lead and oxygen.

relative atomic mass of lead = _____

relative atomic mass of oxygen = _____ [1]

(ii) Use your answers to work out the relative formula mass of lead oxide, PbO.

relative formula mass of PbO = _____ [1]

- (b) The lead mine produces millions of tonnes of lead ore.**

Jed and Kay are talking about the advantages and disadvantages of living near the lead mine.



JED

The lead mine affects the surrounding area because they have to blast out 10 tonnes of rock to get less than a tonne of lead ore.

KAY

Yes, but the lead mine employs many local people.



- (i) Kay has just moved into the area. She has a young family.**

Give one ADVANTAGE and one DISADVANTAGE to Kay of living near a lead mine.

[2]

(ii) Jed and Kay talk about lead processing at the mine.



JED

Some waste from processing lead ore is toxic. I think we should close the mine until the process can be made completely safe.



KAY

I don't agree about closing the mine because ...

Suggest reasons that Kay could give for NOT closing the mine.

[2]

[Total: 6]

7 Aluminium is extracted from its ore by electrolysis.

Aluminium ore contains aluminium oxide.

(a) This is the word equation for the reaction.

aluminium oxide → aluminium + oxygen

The aluminium oxide is reduced.

What does this mean?

Put a tick (✓) in the box next to the correct answer.

The aluminium oxide loses oxygen. ☐

The density of the aluminium oxide decreases. ☐

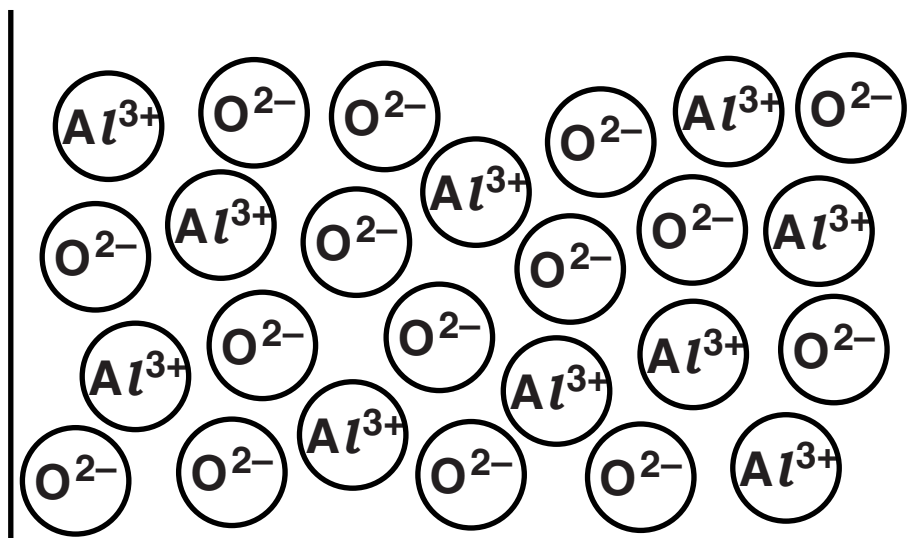
The aluminium oxide loses energy. ☐

The volume of the aluminium oxide decreases. ☐

[1]

- (b) The electrolysis process uses molten aluminium oxide.

The diagram shows the arrangement of particles in molten aluminium oxide.



- (i) Which two words can be used to describe molten aluminium oxide?

Put rings around the TWO correct answers.

COVALENT

GAS

IONIC

LIQUID

MOLECULAR

SOLID

[2]

- (ii) During the electrolysis, negative ions move to the positive electrode and positive ions move to the negative electrode. A product is made at each electrode.

Draw straight lines to connect each **ELECTRODE** with the correct **PRODUCT MADE**.

ELECTRODE	PRODUCT MADE
	aluminium
	aluminium oxide
positive electrode	water
negative electrode	hydrogen
	oxygen

[2]

(c) Aluminium has many different uses.

The uses of aluminium depend on making the best use of its properties.

Draw four straight lines to connect each USE with the MOST IMPORTANT REASON for that use.

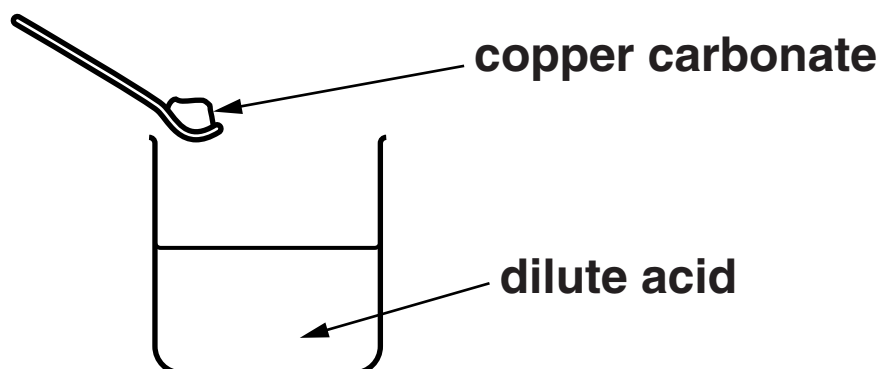
USE	MOST IMPORTANT REASON
aircraft parts	low density and can be mixed with other metals to make it strong
power cables	shiny appearance and surface can be coloured using dyes
drinks and food cans	surface is non-toxic and does not react with dilute acids
jewellery	very good electrical conductivity and can be shaped into wires

[2]

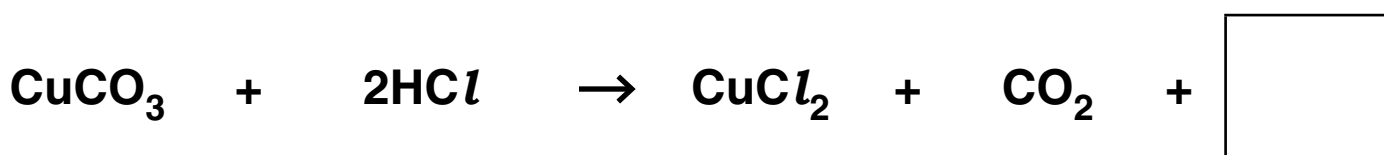
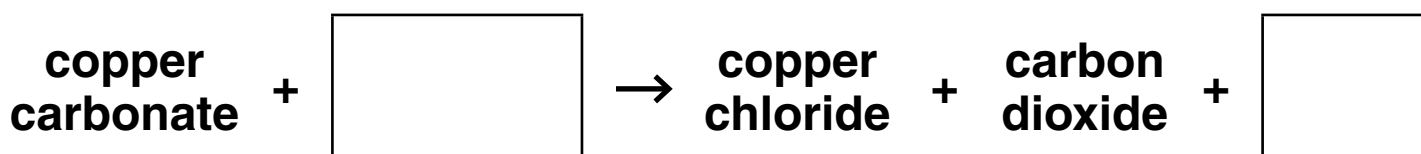
[Total: 7]

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- 8 Sue reacts copper carbonate with a dilute acid to make copper chloride.



- (a) Complete the word and symbol equations for the reaction by filling in the empty boxes.



[2]

- (b) Which other chemicals react with the same dilute acid to form copper chloride?

Put rings around the TWO correct answers.

COPPER HYDROXIDE

COPPER NITRATE

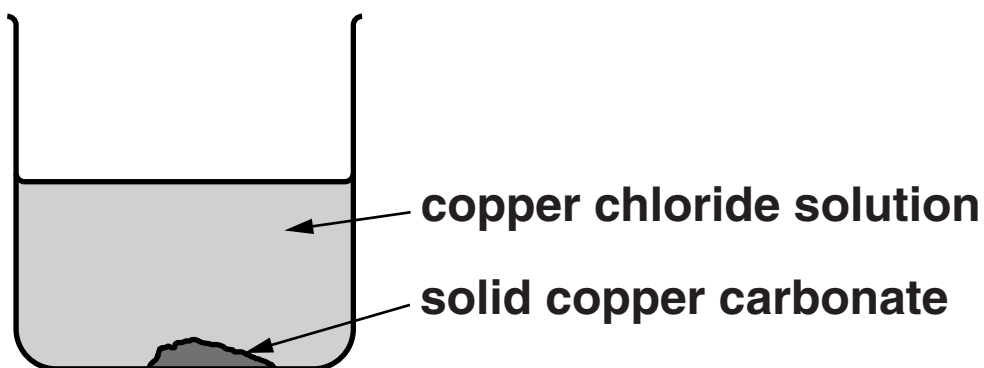
COPPER OXIDE

COPPER SULFATE

[1]

(c) Sue adds solid copper carbonate to the dilute acid until no more solid reacts.

At the end of the experiment, the beaker contains copper chloride solution and some left-over solid copper carbonate.



How can Sue make some PURE, DRY copper chloride CRYSTALS from the mixture in the beaker?



The quality of written communication will be assessed in your answer.

[6]

- (d) Sue measures the mass of crystals that she has made (her actual yield).

Sue weighs an empty dish.

She puts her crystals into the dish and weighs it again.

These are her results.

mass of empty dish = 200.0 g

mass of dish and crystals = 204.5 g

- (i) What is the mass of the crystals (the ACTUAL YIELD)?

mass = _____ g [1]

- (ii) The THEORETICAL YIELD for Sue's experiment is 5.0 g.

Sue knows that

$$\text{percentage yield} = \frac{\text{actual yield}}{\text{theoretical yield}} \times 100\%$$

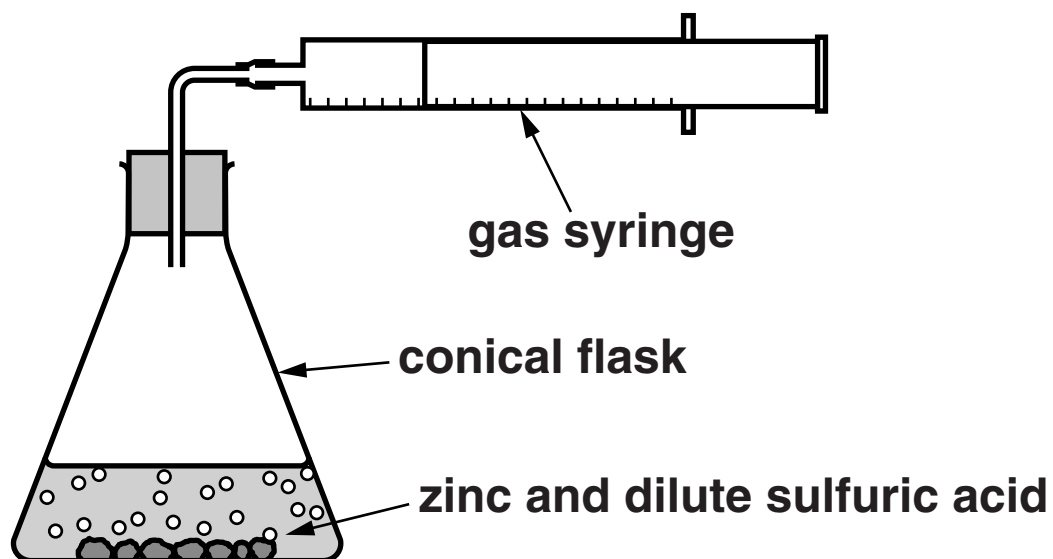
Use the actual yield from part (i) to calculate a percentage yield for Sue's experiment.

percentage yield = _____ % [1]

[Total: 11]

9 Alex adds zinc to some dilute sulfuric acid.

He measures the volume of hydrogen gas given off every 30 seconds.



(a) Draw straight lines to connect each CHEMICAL to its correct FORMULA.

CHEMICAL	FORMULA
hydrogen	H_2SO_4
zinc	Zn
sulfuric acid	H_2

[2]

(b) What is the name of the salt that forms in the reaction between zinc and sulfuric acid?

Put a ring around the correct answer.

ZINC CHLORIDE

ZINC HYDROXIDE

ZINC NITRATE

ZINC OXIDE

ZINC SULFATE

[1]

(c) Alex thinks that the reaction is too slow.

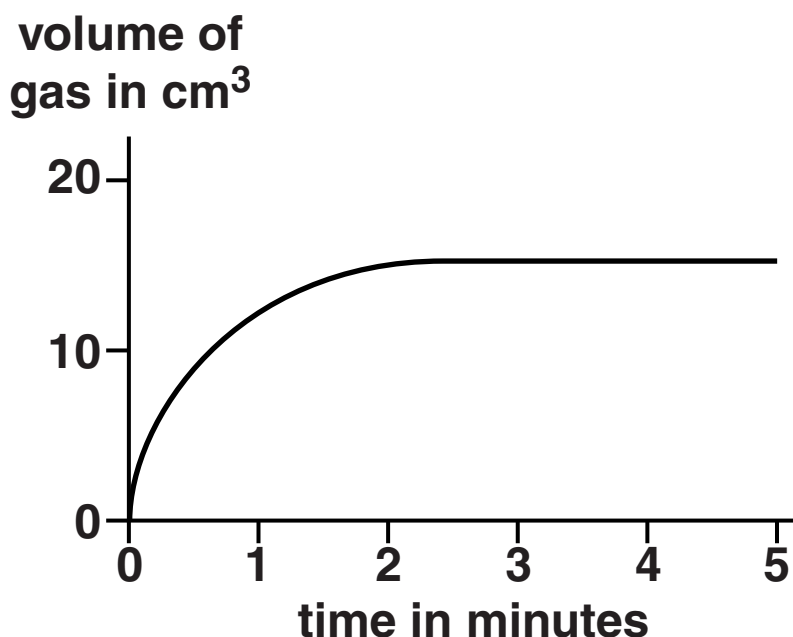
He does not want to change the mass of the zinc.

Suggest TWO ways that Alex could make the reaction faster.

_____ **[2]**

- (d) Alex measures the volume of hydrogen in the gas syringe for 5 minutes.

He plots his results on a graph.



- (i) Which statement is the best description of what is happening at the **START** of the reaction?

Put a tick (✓) in the box next to the correct answer.

No reaction is happening.

☐

The reaction rate is at its fastest.

☐

The reaction is slow but getting faster.

☐

The reaction is happening at a constant rate.

☐

[1]

(ii) Which statement is the best description of what is happening after 5 minutes?

Put a tick (✓) in the box next to the correct answer.

The reaction has stopped.

☐

The reaction rate is at its fastest.

☐

The reaction is increasing in rate.

☐

Gas is being given off at a constant rate.

☐

[1]

- (e) Alex measures the pH of the contents of the flask at the start and at the end of the reaction.

The pH is very low at the start and increases during the reaction.

Why does the pH change in this way?

[2]

[Total: 9]

END OF QUESTION PAPER

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