

Please write clearly in block capitals.

Centre number

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Candidate number

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Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE CHEMISTRY

F

Foundation Tier

Paper 1

Thursday 14 May 2020

Morning

Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- a ruler
- a scientific calculator
- the periodic table (enclosed).

Instructions

- Use black ink or black ball-point pen.
- Pencil should only be used for drawing.
- Fill in the boxes at the top of this page.
- Answer **all** questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.
- In all calculations, show clearly how you work out your answer.

Information

- The maximum mark for this paper is 100.
- The marks for questions are shown in brackets.
- You are expected to use a calculator where appropriate.
- You are reminded of the need for good English and clear presentation in your answers.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
TOTAL	



J U N 2 0 8 4 6 2 1 F 0 1

0 1

This question is about the elements in Group 7 of the periodic table.

Table 1 shows the melting points and boiling points of some of the elements.

Table 1

Element	Melting point in °C	Boiling point in °C
Fluorine	−220	−188
Chlorine	−101	−35
Bromine	−7	59

0 1 . 1

What is the state of bromine at 100 °C?

Use **Table 1**.

[1 mark]

Tick (✓) **one** box.

Gas

☐

Liquid

☐

Solid

☐


0 1 . 2 What temperature does chlorine gas condense at to form a liquid?

Use **Table 1**.

[1 mark]

Temperature = _____ °C

0 1 . 3 Complete the sentences.

[2 marks]

Going down Group 7 the melting points _____.

This is because the size of the molecules increases so the
intermolecular forces _____.

Question 1 continues on the next page

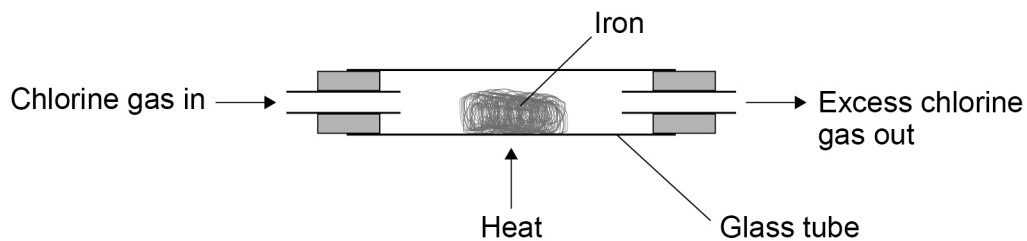
Turn over ►



A teacher investigated the reaction of iron with chlorine.

Figure 1 shows the apparatus used.

Figure 1



0 1 . 4 Why did the teacher do the investigation in a fume cupboard?

[1 mark]

Tick (✓) **one** box.

Chlorine gas is coloured.

☐

Chlorine gas is flammable.

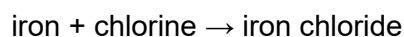
☐

Chlorine gas is toxic.

☐

0	1	5
---	---	---

The word equation for the reaction is:



Iron chloride is a solid.

The teacher weighed the glass tube and contents:

- before the reaction
- after the reaction.

What happened to the mass of the glass tube and contents during the reaction?

Give **one** reason for your answer.

[2 marks]

The mass of the glass tube and contents _____.

Reason _____

Question 1 continues on the next page

Turn over ►



The teacher repeated the investigation with bromine gas and with iodine gas.

Table 2 shows the results.

Table 2

Element	Observation
Chlorine	Iron burns vigorously with an orange glow
Bromine	Iron burns with an orange glow
Iodine	Iron slowly turns darker

0 1 . 6 Fluorine is above chlorine in Group 7.

Predict what you would observe when fluorine gas reacts with iron.

Use **Table 2**.

[1 mark]

0 1 . 7 Balance the equation for the reaction between iron and bromine.

[1 mark]



0 1 . 8 Calculate the relative formula mass (M_r) of FeBr_3

Relative atomic masses (A_r): Fe = 56 Br = 80

[2 marks]

Relative formula mass (M_r) =

11



0 2

This question is about models of the atom.

0 2 . 1

Atoms were first thought to be tiny spheres that could not be divided.

Which particle was discovered to change this model of the atom?

[1 mark]Tick (✓) **one** box.

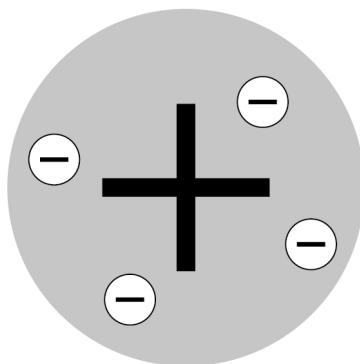
Electron

☐

Neutron

☐

Proton

☐**0 2 . 2****Figure 2** shows another model of the atom.**Figure 2**

What is the name of this model of the atom?

[1 mark]

Turn over ►

0 2 . 3 A scientist fired particles at gold atoms.

Some of these particles were scattered.

The results led to a different model of the atom.

Which type of particle was fired at the gold atoms?

[1 mark]

Tick (✓) **one** box.

Alpha

☐

Electron

☐

Neutron

☐

Proton

☐

0 2 . 4 Which scientist first suggested that electrons orbit the nucleus at specific distances?

[1 mark]

Tick (✓) **one** box.

Bohr

☐

Chadwick

☐

Mendeleev

☐

0 2 . 5

The model of the atom used today has three subatomic particles:

- electrons
- neutrons
- protons.

Complete the sentences.

[3 marks]

Atoms of the same element have the same atomic number because they have the same number of _____.

Atoms of the same element can have different mass numbers because they have different numbers of _____.

Atoms have no overall charge because they have the same number of _____ and _____.

0 2 . 6

The radius of a nucleus is approximately 1×10^{-14} m

The radius of an atom is approximately 1×10^{-10} m

A teacher uses a ball of radius 1 cm to represent the nucleus.

What could represent the atom on the same scale?

[1 mark]

Tick (✓) **one** box.

A ball of radius 10 cm

☐

A sports arena of radius 100 m

☐

An island of radius 10 km

☐

A planet of radius 1000 km

☐


0 3

This question is about chemical reactions and energy.

Hydrogen reacts with oxygen to produce water.

This reaction releases energy.

0 3 . 1

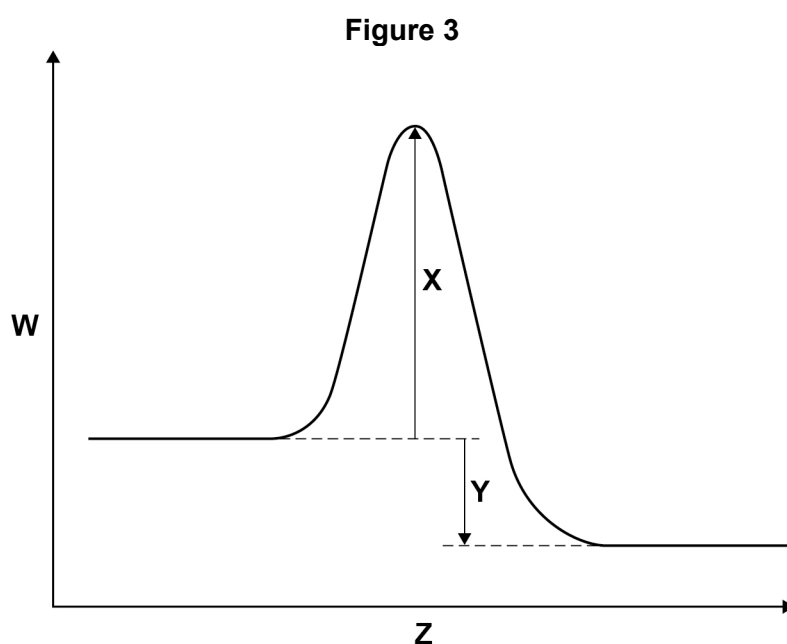
Complete the word equation for the reaction.

[1 mark]

hydrogen + oxygen $\rightarrow$ _____

0 3 . 2

Figure 3 shows a reaction profile for the reaction between hydrogen and oxygen.



What do the labels **W**, **X**, **Y** and **Z** represent?

Choose answers from the box.

[4 marks]

activation energy	energy	overall energy change
products	progress of reaction	reactants

W _____

X _____

Y _____

Z _____



0 3 . 3

The reaction between hydrogen and oxygen is used in a hydrogen fuel cell.

What is the reason for using this reaction in a fuel cell?

[1 mark]

Tick (✓) **one** box.

To produce a change of state

☐

To produce a potential difference

☐

To produce a temperature change

☐

0 3 . 4

A student investigated the voltage produced by a chemical cell.

The student used different metals as the electrodes in the cell.

The metals used were:

- copper
- iron
- magnesium.

Which **two** metal electrodes would produce the greatest voltage when used in the chemical cell?

Give **one** reason for your answer.

[2 marks]

Metals _____ and _____

Reason _____

8

Turn over ►



0 4

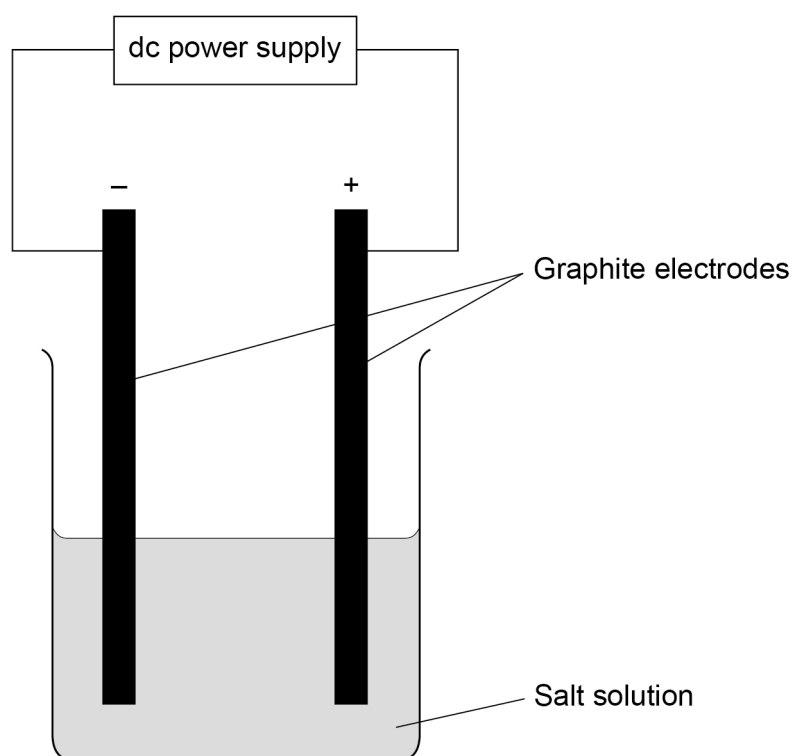
This question is about electrolysis.

A student investigated the hypothesis:

‘The electrolysis of a salt solution produces a metal at the negative electrode and a gas at the positive electrode.’

Figure 4 shows the apparatus used.

Figure 4

**0 4****1**

What observation would be made at each electrode if the hypothesis is correct?

[2 marks]

Observation if metal produced at the negative electrode _____

Observation if gas produced at the positive electrode _____



Table 3 shows the student's results.

Table 3

Salt solution	Product at the negative electrode	Product at the positive electrode
Copper chloride	Copper	Chlorine
Potassium nitrate	Hydrogen	Oxygen
Silver nitrate	Silver	Oxygen

0 4 . 2 Which salt solution in **Table 3** does **not** match the student's hypothesis?

Give **one** reason why.

[2 marks]

Salt solution _____

Reason _____

0 4 . 3 Give **two** reasons why graphite is used for the electrodes.

[2 marks]

1 _____

2 _____

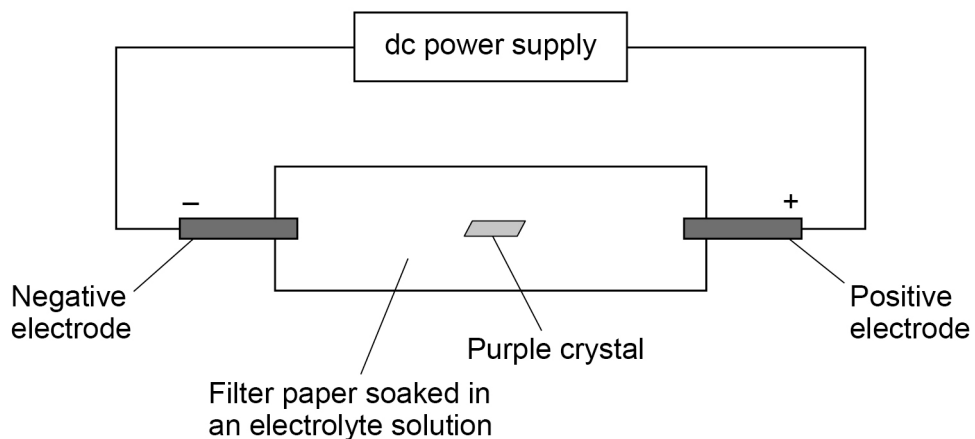
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A different student investigated what happens during electrolysis.

Figure 5 shows the apparatus.

Figure 5



The purple crystal contained:

- colourless positive ions
- purple coloured negative ions.

The purple crystal dissolved in the electrolyte solution.

0 4 . 4 What happens to the purple coloured ions?

Give **one** reason for your answer.

[2 marks]

Tick (✓) **one** box.

The ions do not move.

☐

The ions move towards the negative electrode.

☐

The ions move towards the positive electrode.

☐

Reason _____



Turn over for the next question

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0 5

This question is about aluminium.

0 5 . 1

Aluminium is a metal.

Draw **one** line from each property of aluminium to the correct reason for that property.**[2 marks]****Property****Reason**

Conducts electricity

Aluminium has delocalised electrons

Aluminium has layers of atoms which can slide

Aluminium has strong metallic bonds

High melting point

Aluminium has weak intermolecular forces

Aluminium has a random arrangement of atoms

0 5 . 2

Aluminium can be used to make alloys.

What is meant by an 'alloy'?

[1 mark]



Aluminium is extracted from bauxite.

Bauxite is a mixture which contains aluminium oxide.

0 5 . 3

Bauxite contains between 15% and 25% aluminium.

Aluminium oxide always contains 53% aluminium.

How does this show that bauxite is a mixture and **not** a compound?

[1 mark]

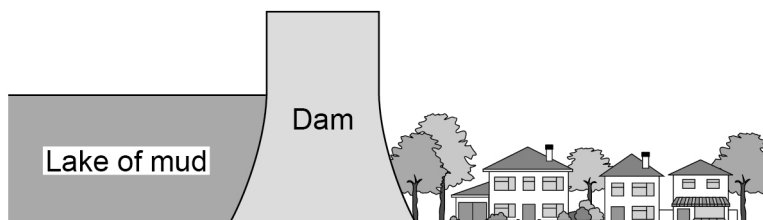
0 5 . 4

The waste material from the bauxite is stored in lakes of mud.

The lakes of mud are held in place by dams.

Figure 6 shows one of these lakes.

Figure 6



Suggest **two** possible problems with storing the waste material in lakes of mud.

[2 marks]

1 _____

2 _____

Turn over ►



Aluminium is extracted by electrolysis.

The aluminium oxide is mixed with cryolite and melted.

The mixture is then electrolysed.

0 5 . 5

The formula of cryolite is Na_3AlF_6

Give the total number of atoms in the formula.

[1 mark]

Number of atoms = _____

0 5 . 6

What is the reason for adding cryolite to the aluminium oxide?

[1 mark]

Tick (✓) **one** box.

To increase the amount of aluminium extracted

☐

To lower the melting point of the mixture

☐

To reduce the amount of aluminium oxide needed

☐

0 5 . 7

Complete the sentences.

Choose answers from the box.

[2 marks]

aluminium	carbon	fluorine
oxygen	sodium	

When the molten aluminium oxide and cryolite mixture is electrolysed the product at the positive electrode is _____.

This product reacts with the positive electrode because the positive electrode is made of _____.

0 5 . 8

A sample of bauxite contains 25% aluminium.

Calculate the maximum mass of aluminium that can be extracted from 300 000 kg of the sample of bauxite.

Give your answer in standard form.

[3 marks]

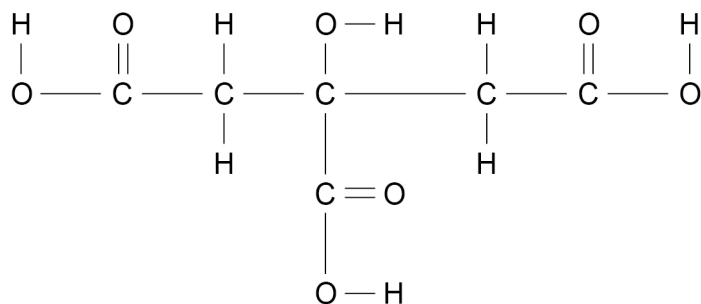
Maximum mass (in standard form) = _____ kg

13

Turn over ►

0 6

This question is about citric acid.

Figure 7 represents one molecule of citric acid.**Figure 7**

0 6 . 1

Complete the molecular formula of citric acid.

Use **Figure 7**.**[1 mark]**C₆H ____ O ____

0 6 . 2

What type of bonding is shown in **Figure 7**?**[1 mark]**Tick (✓) **one** box.

Covalent

☐

Ionic

☐

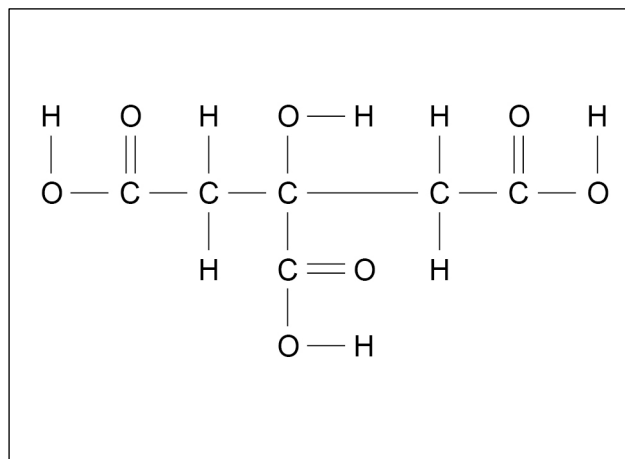
Metallic

☐

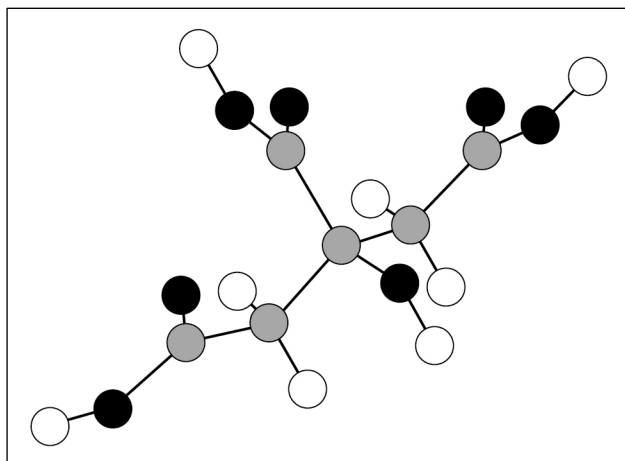
0 6 . 3 Figure 8 shows two representations of one molecule of citric acid, **A** and **B**.

Figure 8

A



B



Give **two** advantages of representation **A** compared with representation **B**.

[2 marks]

Advantages of **A**:

- 1 _____
- 2 _____

Turn over ►



A student investigated the temperature change during the reaction between citric acid and sodium hydrogencarbonate solution.

Citric acid is a solid.

This is the method used.

1. Pour 25 cm³ of sodium hydrogencarbonate solution into a polystyrene cup.
2. Measure the temperature of the sodium hydrogencarbonate solution.
3. Add 0.25 g of citric acid to the cup.
4. Stir the solution.
5. Measure the temperature of the solution.
6. Repeat steps 3 to 5 until a total of 2.00 g of citric acid has been added.

Table 4 shows some of the student's results.

Table 4

Mass of citric acid added in g	Temperature of solution in °C
0.00	22.6
0.25	22.2
0.50	21.8
0.75	21.4
1.00	21.0
1.25	20.6

0 6 . 4

How do the results in **Table 4** show that the reaction is endothermic?

[1 mark]



0 6 . 5

Three of the student's results are plotted on **Figure 9**.

A line of best fit for these points is drawn.

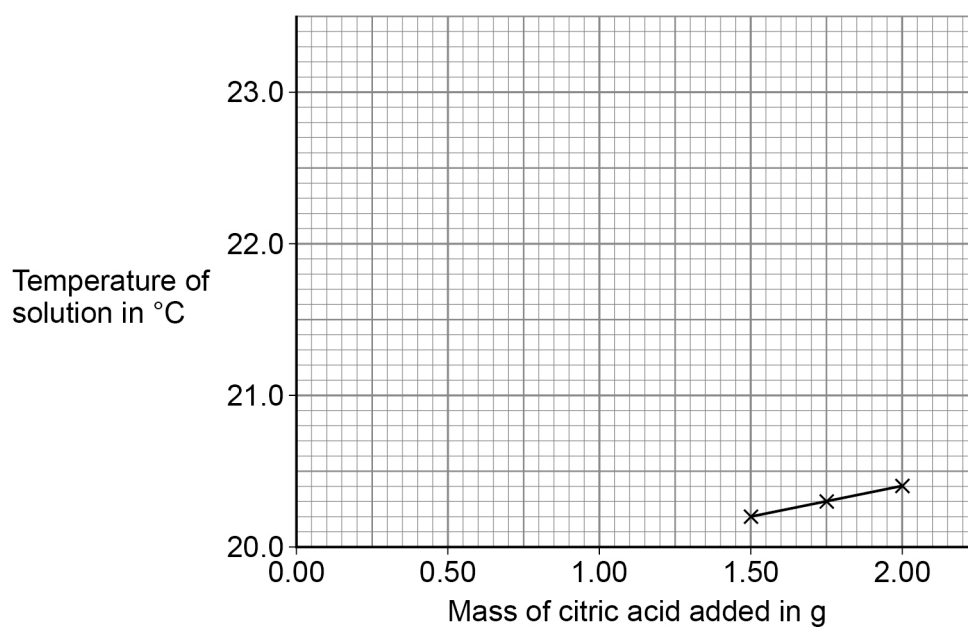
Complete **Figure 9**.

You should:

- plot the data from **Table 4** on **Figure 9**
- draw a line of best fit through the points you have plotted
- extend your line of best fit to meet the line of best fit already drawn on **Figure 9**.

[4 marks]

Figure 9



0 6 . 6

Determine the overall temperature change for the reaction.

Use **Figure 9**.

[2 marks]

Overall temperature change = _____ °C

Turn over ►



06.7

What is the dependent variable in this investigation?

[1 mark]

Tick (✓) **one** box.

Mass of citric acid

☐

Temperature of solution

☐

Volume of solution

☐

12

0 7

This question is about acids, bases and salts.

Zinc nitrate is a salt.

A student produces zinc nitrate using an acid and a base.

0 7 . 1

Which acid should the student use to produce zinc nitrate?

[1 mark]

Tick (✓) **one** box.

Hydrochloric acid

☐

Nitric acid

☐

Sulfuric acid

☐**0 7 . 2**

Which is a base the student could use to produce zinc nitrate?

[1 mark]

Tick (✓) **one** box.

Zinc chloride

☐

Zinc oxide

☐

Zinc sulfate

☐**0 7 . 3**

Name the salt with the formula MgBr_2

[1 mark]

Turn over ►

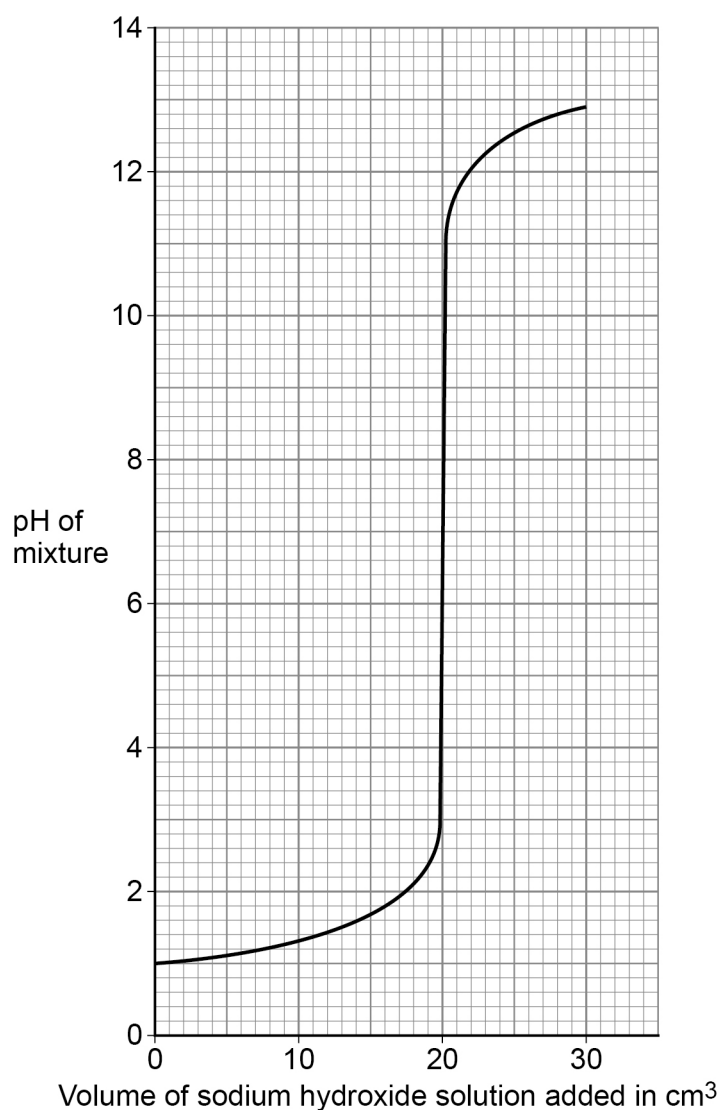
A student investigated how pH changes during a titration.

This is the method used.

1. Pour 25.0 cm^3 of hydrochloric acid into a beaker.
2. Measure the pH of the hydrochloric acid with a pH probe.
3. Add 1.0 cm^3 of sodium hydroxide solution from a burette.
4. Swirl the mixture.
5. Measure the pH of the mixture.
6. Repeat steps 3 to 5 until a total of 30.0 cm^3 of sodium hydroxide solution has been added.

Figure 10 shows the student's results.

Figure 10



0 7 . 4

Describe how the pH of the mixture changes as sodium hydroxide solution is added to hydrochloric acid.

Use data from **Figure 10** in your answer.

[3 marks]

0 7 . 5

What volume of sodium hydroxide solution is needed to neutralise 25.0 cm³ of hydrochloric acid?

Use **Figure 10**.

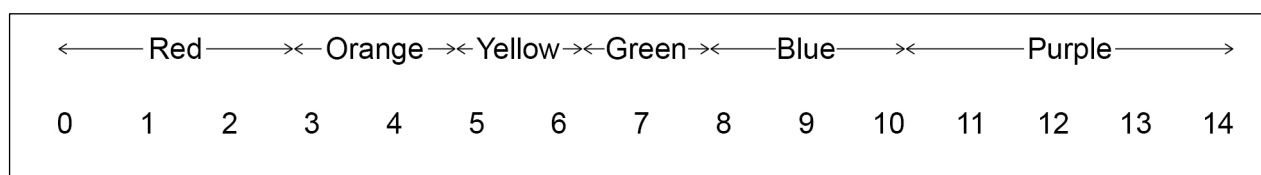
[1 mark]

Volume = _____ cm³

0 7 . 6

Figure 11 shows the colour of universal indicator at different pH values.

Figure 11



The student could have used universal indicator instead of a pH probe.

Determine the colour of universal indicator when 10.0 cm³ of sodium hydroxide solution has been added to 25.0 cm³ of hydrochloric acid.

Use **Figure 10** and **Figure 11**.

[1 mark]

Colour = _____

Turn over ►



0 7 . 7

The student used a pipette to measure 25.0 cm^3 of hydrochloric acid.

Figure 12 shows a pipette.

Figure 12



The pipette is labelled $25.0 \pm 0.06 \text{ cm}^3$

Calculate the percentage uncertainty in the volume measured using this pipette.

Use the equation:

$$\text{percentage uncertainty} = \frac{\text{uncertainty}}{\text{volume measured}} \times 100$$

[2 marks]

Percentage uncertainty = _____ %

0 7 . 8

Give **one** advantage of using a pipette rather than using a measuring cylinder to measure the volume of hydrochloric acid.

[1 mark]

11



Turn over for the next question

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0 8

This question is about structure and bonding.

0 8 . 1

Which **two** substances have intermolecular forces between particles?**[2 marks]**Tick (✓) **two** boxes.

Diamond

☐

Magnesium

☐

Poly(ethene)

☐

Sodium chloride

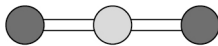
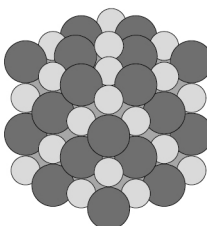
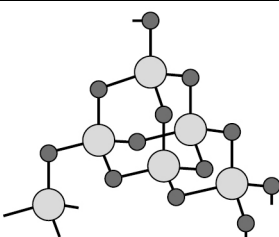
☐

Water

☐

0 8 . 2

Table 5 shows the structures of three compounds.**Table 5****Diagrams not to scale**

Compound	Structure
Carbon dioxide	 <p>Key</p> <p>● O</p> <p>● C</p>
Magnesium oxide	 <p>Key</p> <p>● O²⁻</p> <p>● Mg²⁺</p>
Silicon dioxide	 <p>Key</p> <p>● O</p> <p>● Si</p>



[6 marks]

- carbon dioxide
- magnesium oxide
- silicon dioxide.

[illegible]

8

Turn over for the next question

Turn over ►



0 9

This question is about metals and the reactivity series.

0 9 . 1

Which **two** statements are properties of most transition metals?

[2 marks]

Tick (✓) **two** boxes.

They are soft metals.

☐

They form colourless compounds.

☐

They form ions with different charges.

☐

They have high melting points.

☐

They have low densities.

☐**0 9 . 2**

A student added copper metal to colourless silver nitrate solution.

The student observed:

- pale grey crystals forming
- the solution turning blue.

Explain how these observations show that silver is less reactive than copper.

[3 marks]



A student is given three metals, **X**, **Y** and **Z** to identify.

Plan an investigation to identify the three metals by comparing their reactions with dilute hydrochloric acid.

Your plan should give valid results.

[4 marks]

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Question 9 continues on the next page

Turn over ►



0 9 . 4 Metal **M** has two isotopes.

Table 6 shows the mass numbers and percentage abundances of the isotopes.

Table 6

Mass number	Percentage abundance (%)
203	30
205	70

Calculate the relative atomic mass (A_r) of metal **M**.

Give your answer to 1 decimal place.

[2 marks]

Relative atomic mass (1 decimal place) = _____

11



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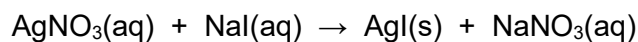


1 0

This question is about silver iodide.

Silver iodide is produced in the reaction between silver nitrate solution and sodium iodide solution.

The equation for the reaction is:

**1 0****. 1**

A student investigated the law of conservation of mass.

This is the method used.

1. Pour silver nitrate solution into a beaker labelled **A**.
2. Pour sodium iodide solution into a beaker labelled **B**.
3. Measure the masses of both beakers and their contents.
4. Pour the solution from beaker **B** into beaker **A**.
5. Measure the masses of both beakers and their contents again.

Table 7 shows the student's results.

Table 7

	Mass before mixing in g	Mass after mixing in g
Beaker A and contents	78.26	108.22
Beaker B and contents	78.50	48.54

Explain how the results demonstrate the law of conservation of mass.

You should use data from **Table 7** in your answer.

[2 marks]



1 0 . 2

Suggest how the student could separate the insoluble silver iodide from the mixture at the end of the reaction.

[1 mark]

The student purified the separated silver iodide.

This is the method used.

1. Rinse the silver iodide with distilled water.
2. Warm the silver iodide.

1 0 . 3

Suggest **one** impurity that was removed by rinsing with water.

[1 mark]

1 0 . 4

Suggest why the student warmed the silver iodide.

[1 mark]

Question 10 continues on the next page

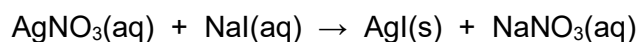
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1 0 . 5

Calculate the percentage atom economy for the production of silver iodide in this reaction.

The equation for the reaction is:



Give your answer to 3 significant figures.

Relative formula masses (M_r): $\text{AgNO}_3 = 170$ $\text{NaI} = 150$ $\text{AgI} = 235$ $\text{NaNO}_3 = 85$

[4 marks]

Percentage atom economy (3 significant figures) = _____ %

1 0 . 6

Give **one** reason why reactions with a high atom economy are used in industry.

[1 mark]

10

END OF QUESTIONS



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