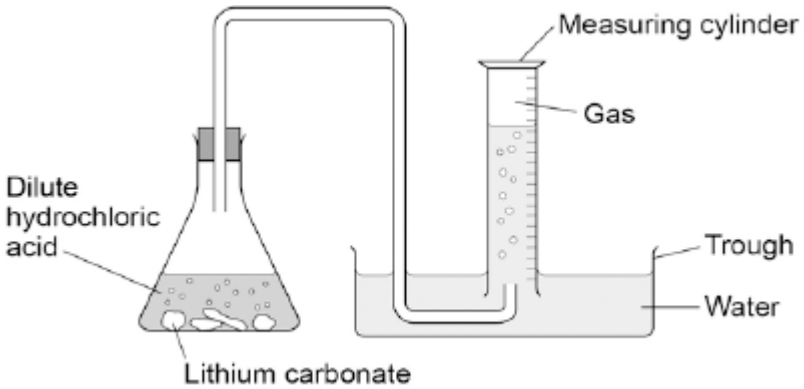
Q1. Lithium carbonate reacts with dilute hydrochloric acid.

A group of students investigated the volume of gas produced.

This is the method used.

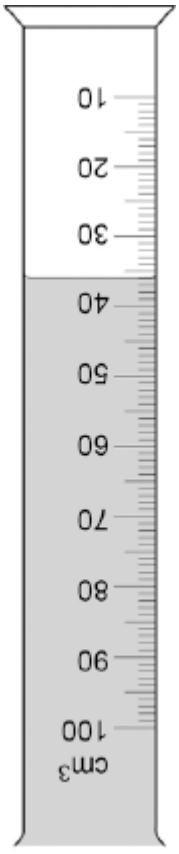
1. Place a known mass of lithium carbonate in a conical flask.
2. Measure 10 cm^3 of dilute hydrochloric acid using a measuring cylinder.
3. Pour the acid into the conical flask.
4. Place a bung in the flask and collect the gas as shown in **Figure 1**.

Figure 1



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

Figure 2



What volume of gas has been collected?

Volume = ... cm^3

(1)

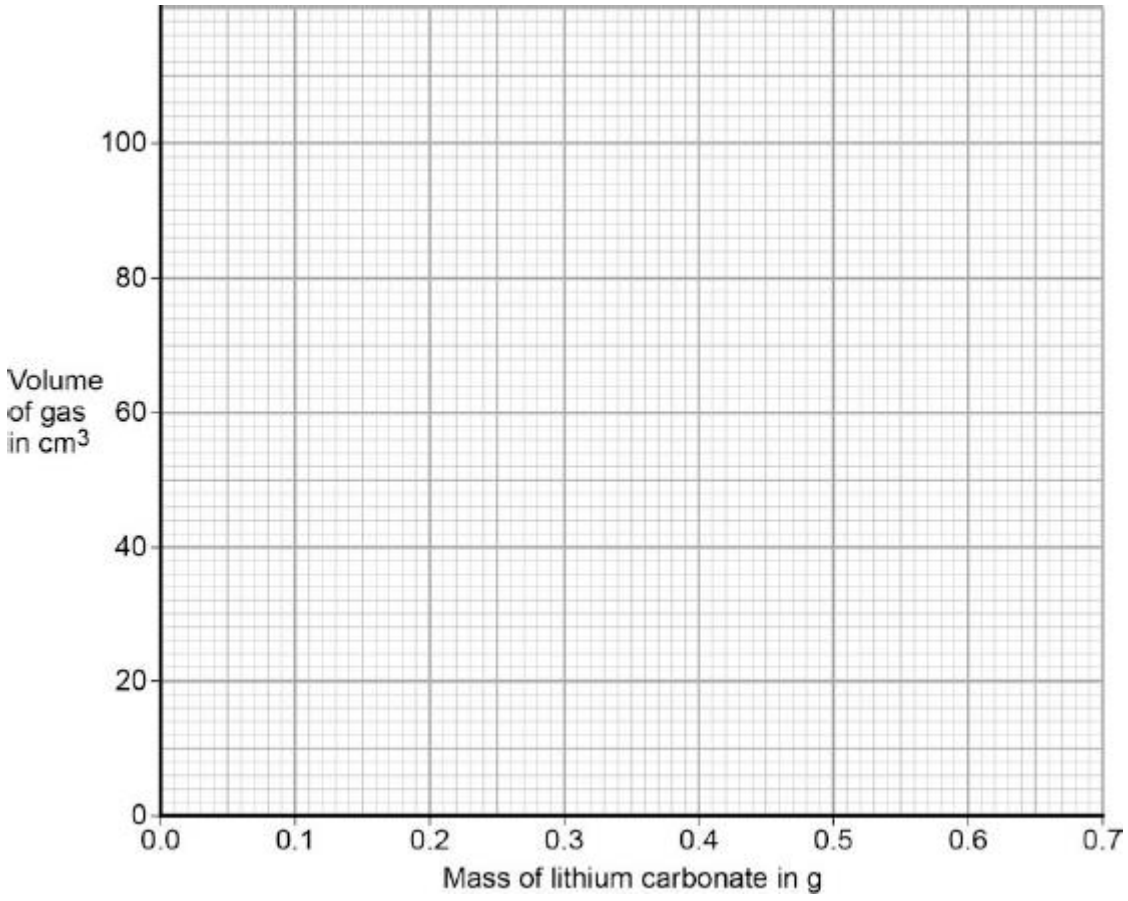
(b) The table below shows the students' results.

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.

.....

.....

.....

.....

(2)

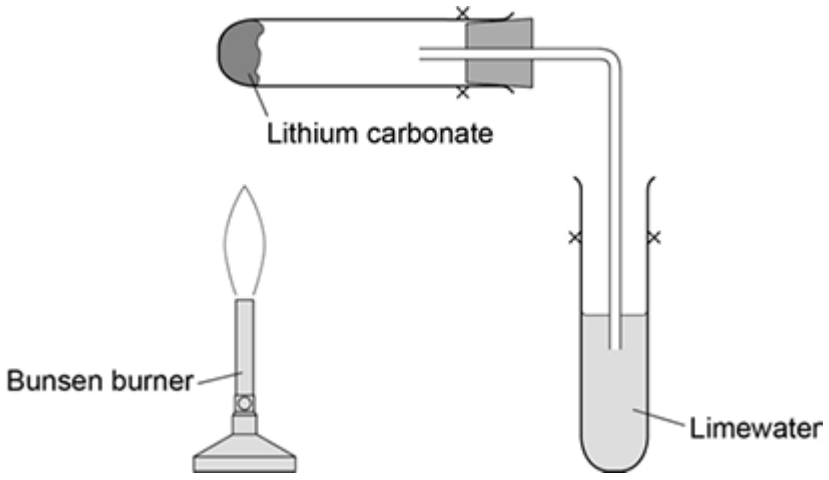
(e) Lithium carbonate decomposes when heated.

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)

Q2. 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.

.....

.....

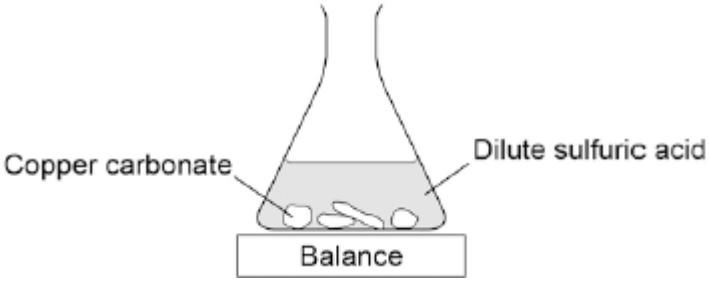
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(2)
(Total 9 marks)

Q3. 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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.....

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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)

Q4. This question is about salts.

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

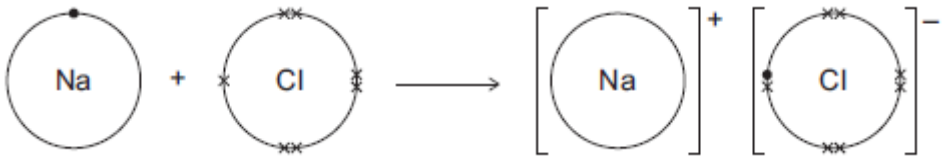
Sodium chloride is produced by reacting sodium with chlorine.

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.

.....

.....

.....

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.....

.....

(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)

Q5. 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**.

.....

.....

.....

.....

(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.

.....

.....

.....

.....

(2)

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

Give the reason why.

.....

.....

(1)
(Total 7 marks)