Q1. A student investigated the reactivity of three different metals.

This is the method used.

1. Place 1 g of metal powder in a test tube.
2. Add 10 cm^3 of metal sulfate.
3. Wait 1 minute and observe.
4. Repeat using the other metals and metal sulfates.

The student placed a tick in the table below if there was a reaction and a cross if there was no reaction.

	Zinc	**Copper**	**Magnesium**
Copper sulfate	✓	x	✓
Magnesium sulfate	x	x	x
Zinc sulfate	x	x	✓

(a) What is the dependent variable in the investigation?

Tick **one** box.

Time taken ☐

Type of metal ☐

Volume of metal sulfate ☐

Whether there was a reaction or not ☐

(1)

(b) Give **one** observation the student could make that shows there is a reaction between zinc and copper sulfate.

.....

.....

(1)

(c) The student used measuring instruments to measure some of the variables.

Draw **one** line from each variable to the measuring instrument used to measure the variable.

Variable	**Measuring instrument**
	Balance
	Measuring cylinder
Mass of metal powder	
	Ruler
	Burette
Volume of metal sulfate	
	Theromometer
	Test tube

(2)

(d) Use the results shown in table above to place zinc, copper and magnesium in order of reactivity.

Most reactive .....



.....

Least reactive .....

(1)

(e) Suggest **one** reason why the student should **not** use sodium in this investigation.

.....

.....

(1)

(f) Which metal is found in the Earth as the metal itself?

Tick **one** box.

Calcium ☐

Gold ☐

Lithium ☐

Potassium ☐

(1)

(g) Iron is found in the Earth as iron oxide (Fe_2O_3).

Iron oxide is reduced to produce iron.

Balance the equation for the reaction.

.....Fe_2O_3 + ...C → .....Fe + ...CO_2

(1)

(h) Name the element used to reduce iron oxide.

.....

(1)

(i) What is meant by reduction?

Tick **one** box.

Gain of iron ☐

Gain of oxide ☐

Loss of iron ☐

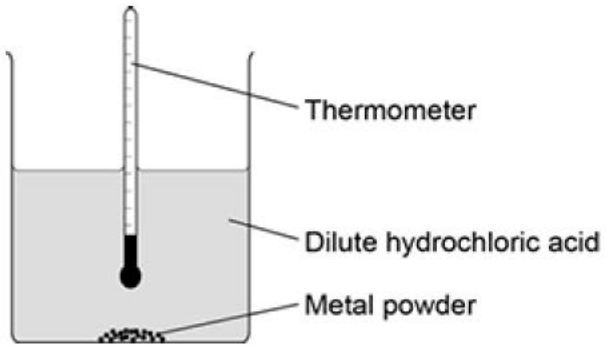
Loss of oxygen ☐

(1)

(Total 10 marks)

Q2. A student investigated the reactivity of different metals.

The student used the apparatus shown in the figure below.



The student used four different metals.

The student measured the temperature rise for each metal three times.

The student's results are shown in the table below.

Metal	Temperature rise in °C			Mean temperature rise in °C
	Test 1	Test 2	Test 3	
Calcium	17.8	16.9	17.5	
Iron	6.2	6.0	6.1	6.1
Magnesium	12.5	4.2	12.3	12.4
Zinc	7.8	8.0	7.6	7.8

(a) Give **two** variables the student should control so that the investigation is a fair test.

1 .....

.....

2 .....

.....

(2)

(b) One of the results for magnesium is anomalous.

Which result is anomalous?

Suggest **one** reason why this anomalous result was obtained.

Result .....

.....

Reason .....

.....

(2)

(c) Calculate the mean temperature rise for calcium.

.....

Mean temperature rise = ... °C

(1)

(d) The temperature rose when the metals were added to sulfuric acid.

Give **one** other observation that might be made when the metal was added to sulfuric acid. How would this observation be different for the different metals?

.....

.....

.....

.....

(2)

(e) Aluminium is more reactive than iron and zinc but less reactive than calcium and magnesium.

Predict the temperature rise when aluminium is reacted with dilute hydrochloric acid.

.....

Temperature rise = ... °C

(1)

(Total 8 marks)

Q3. 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.

.....

.....

.....

.....

(2)
(Total 9 marks)

Q4. Where copper ore has been mined there are areas of land that contain very low percentages of copper compounds.

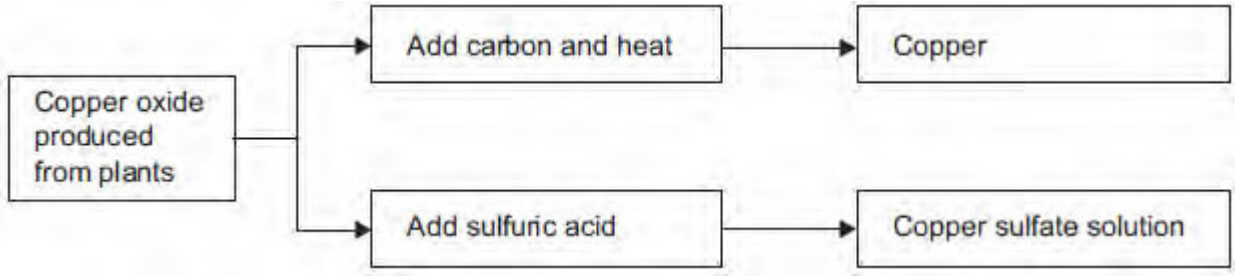
One way to extract the copper is to grow plants on the land.

The plants absorb copper compounds through their roots.

The plants are burned to produce copper oxide.

The copper oxide produced from plants can be reacted to produce copper or copper sulfate solution, as shown in **Figure 1**.

Figure 1



(a) Draw a ring around the correct answer to complete each sentence.

(i) Copper ores contain enough copper to make extraction of the metal

carbon neutral.

economical.

reversible.

(1)

(ii) Using plants to extract metals is called

photosynthesis.

phytomining.

polymerisation.

(1)

(iii) Copper oxide reacts with carbon to produce copper and

carbon dioxide.
oxygen.
sulfur dioxide.

(1)

(b) Copper is produced from copper sulfate solution by displacement using iron or by electrolysis.

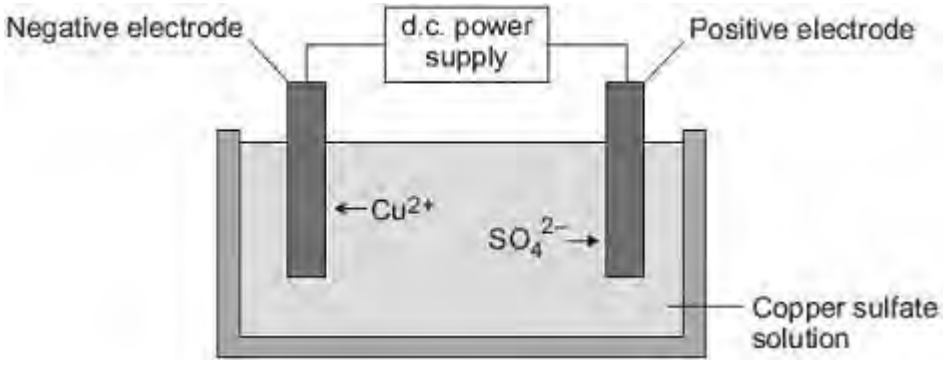
(i) Complete the word equation.

copper sulfate + iron ⟶ ..... + ...

(2)

(ii) **Figure 2** shows the electrolysis of copper sulfate solution.

Figure 2



Why do copper ions go to the negative electrode?

.....

.....

(1)

(c) Suggest **two** reasons why copper should **not** be disposed of in landfill sites.

.....

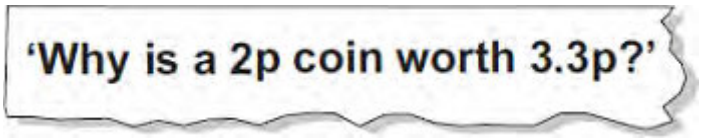
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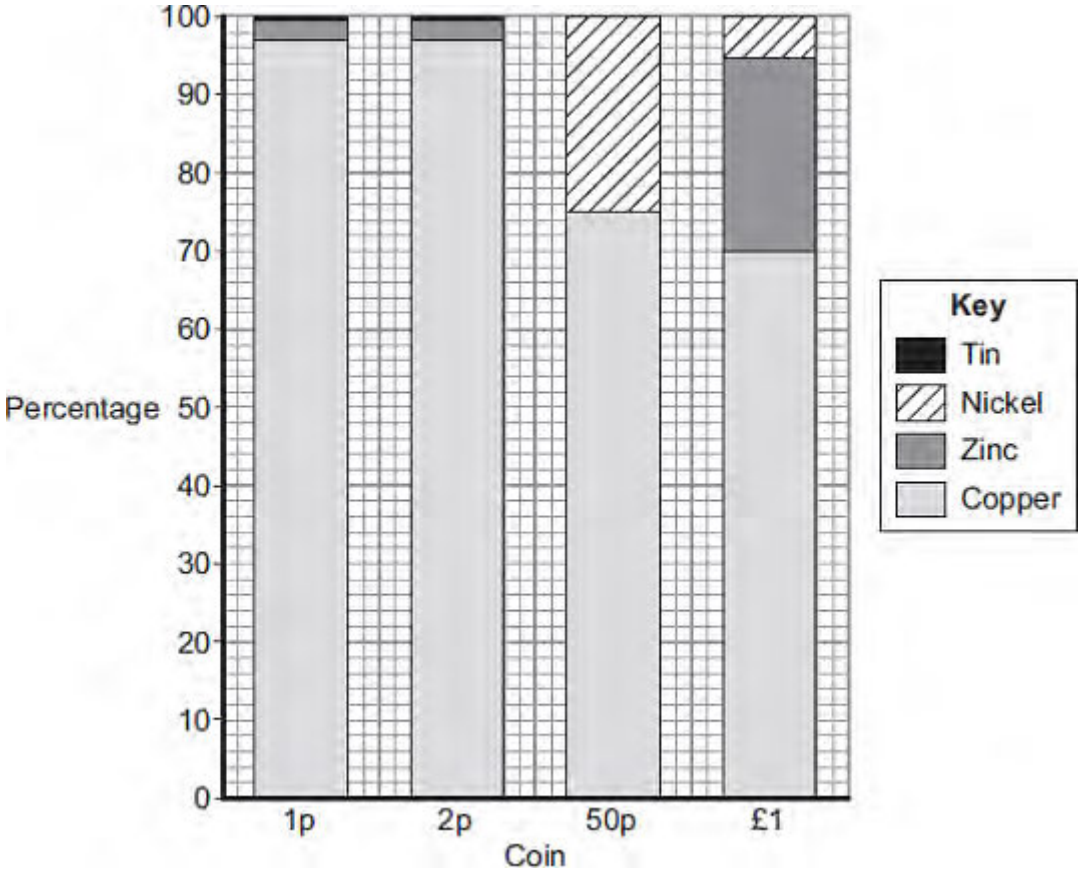
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(2)
(Total 8 marks)

Q5. This is the headline from a newspaper:



(a) The bar chart shows the percentage of metals in UK coins in 1991.



Use the bar chart to answer these questions.

(i) Which metal is in all of these coins?

.....

(1)

(ii) Which coin does **not** contain zinc?

.....

(1)

(iii) What is the percentage of nickel in a 50 p coin?

Percentage = ... %

(1)

(iv) Draw a ring around the correct metal to complete the sentence.

Pure copper is too soft to be used for 1 p and 2 p coins.

Copper is mixed with zinc and | iron | nickel | tin | for 1 p and 2 p coins.

(1)

(b) The value of the metal in 2 p coins, made in 1991, is now 3.3 p.

Suggest why a 2 p coin made in 1991 is worth 3.3 p.

.....

.....

.....

(1)
(Total 5 marks)

Q6. Magnesium burns in oxygen.



By Kingsway School [CC BY 2.0],via Flickr

(a) Use the Chemistry Data Sheet to help you to answer this question.

The word equation for magnesium burning is:

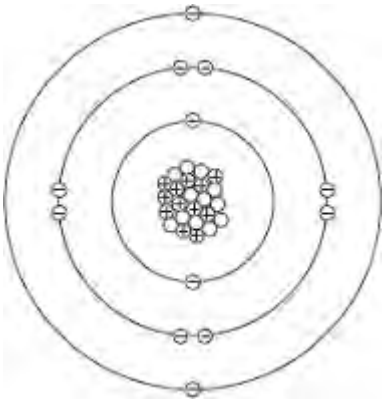
magnesium + oxygen ⟶ magnesium oxide

Draw **one** line from each substance to its correct description.

Substance	**Description**
magnesium	compound
magnesium oxide	metal
oxygen	mixture
	non-metal

(3)

(b) The diagram represents a magnesium atom.



Complete the table to show the name of each particle and the charge of each particle in the magnesium atom.

Name of particle	Charge
proton	+1
neutron	.....
.....	−1

(2)

(c) Use the Chemistry Data Sheet to help you to answer these questions.

Draw a ring around the correct answer to complete each sentence.

(i)

In a magnesium atom, the protons and neutrons are in the

core.

nucleus.

shell.

(1)

(ii)

The number of protons in a magnesium atom is the

atomic number
mass number.
group number.

(1)

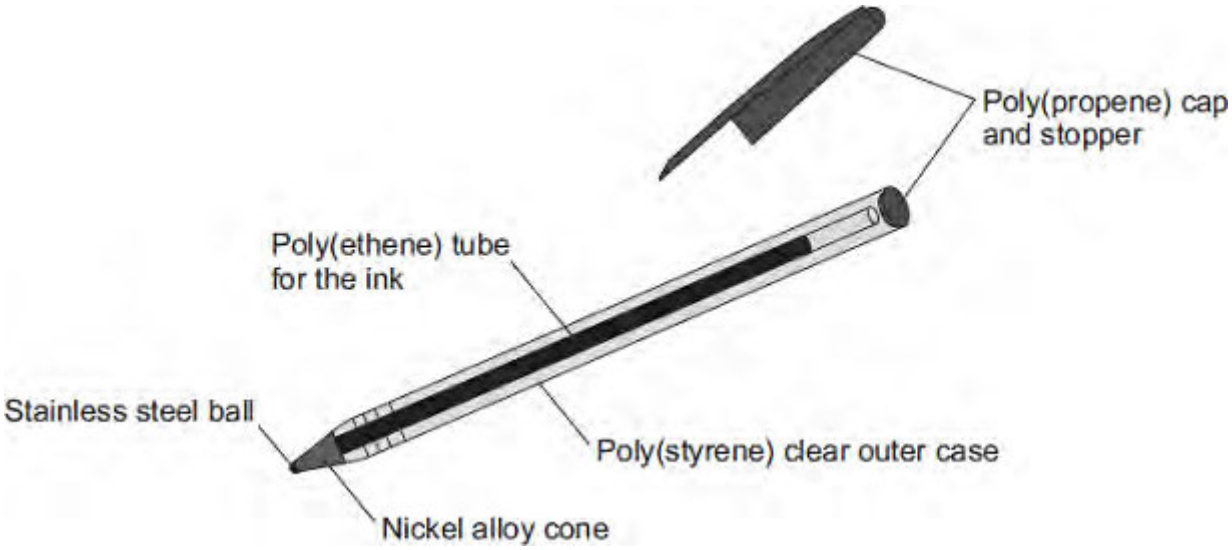
(iii)

The sum of the protons and neutrons in a magnesium atom is the

atomic number.
mass number.
group number.

(1)
(Total 8 marks)

Q7. The diagram shows a ballpoint pen.



(a) Polymers are used to make the ballpoint pen.

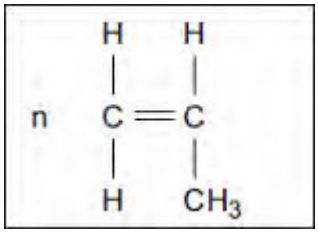
(i) Name the monomer used to make poly(ethene).

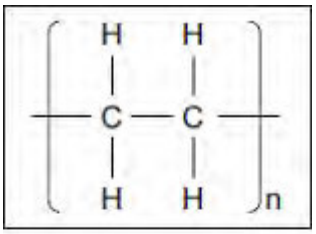
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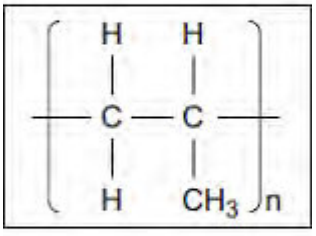
(1)

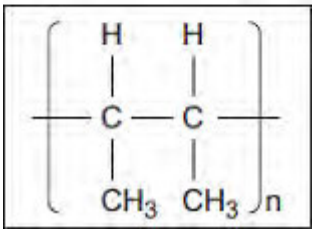
(ii) Draw **one** line from the monomer propene to its polymer poly(propene).

Monomer **Polymer**



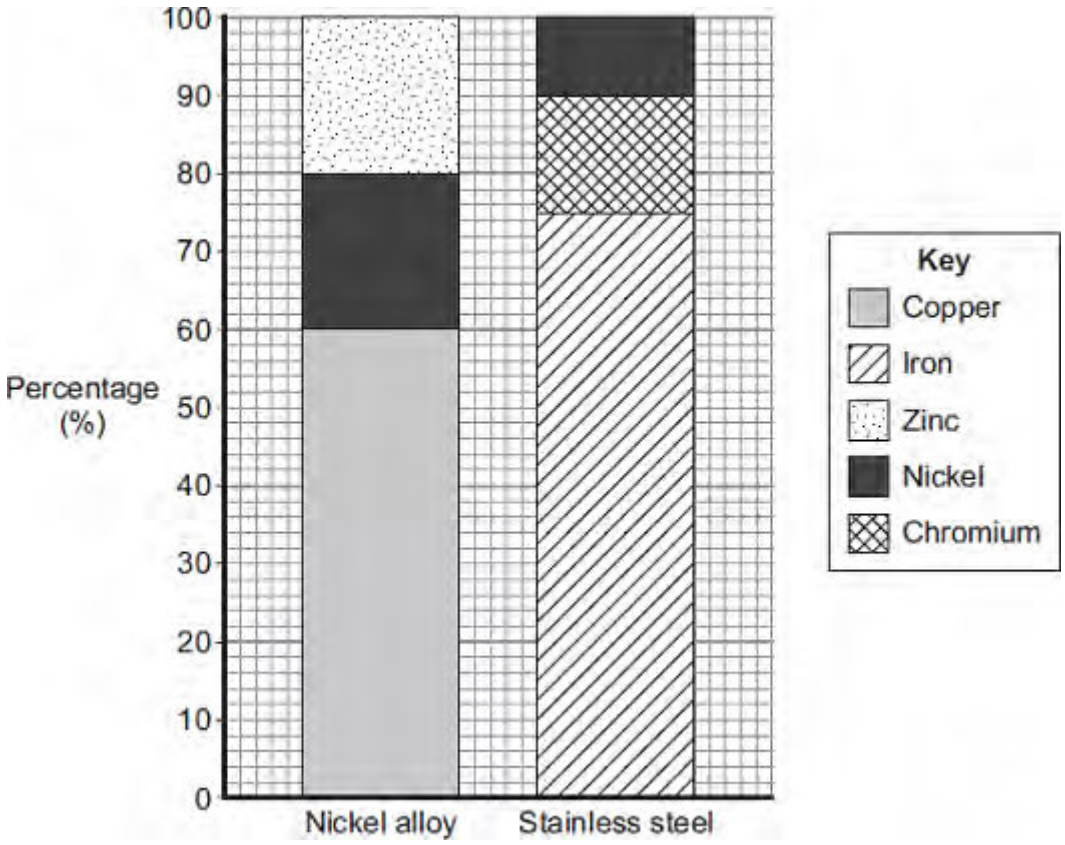






(1)

(b) Two alloys are used to make the ballpoint pen.



Use the bar chart to answer these questions.

(i) Which metal is in both of these alloys? .....

(1)

(ii) What is the percentage of iron in the stainless steel? ..... %

(1)

(iii) The alloy stainless steel is used instead of pure iron for the ball of the pen.

Give **two** reasons why.

.....

.....

.....

.....

(2)

(c) Tick (✓) **one** advantage and tick (✓) **one** disadvantage of **recycling** this type of ballpoint pen.

	Advantage Tick (✓)	**Disadvantage Tick (✓)**
Can be refilled and reused		
Conserves resources of crude oil and ores		
High cost of separating materials		
Polymers and alloys are not expensive		

(2)
(Total 8 marks)