

Friday 20 November 2020 – Morning

GCSE (9–1) Chemistry B (Twenty First Century Science)

J258/04 Depth in Chemistry (Higher Tier)

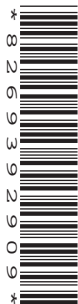
Time allowed: 1 hour 45 minutes

You must have:

- a ruler (cm/mm)
- the Data Sheet for GCSE (9–1) Chemistry B (inside this document)

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 **90**.
- 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 **24** pages.

ADVICE

- Read each question carefully before you start your answer.

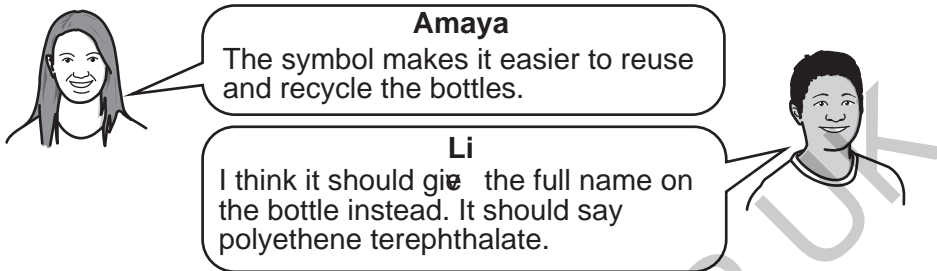
Answer **all** the questions.

- 1 Mixed plastic waste contains drinks bottles made from a polymer known as PET (polyethene terephthalate).

Bottles made from PET have this symbol on the bottle.



- (a) Amaya and Li discuss the PET symbol.



Do you agree with each person's comments?

Give **one** reason for each of your answers.

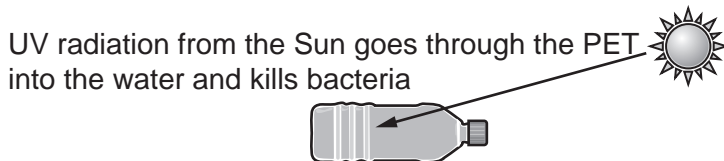
Amaya

.....

Li

..... [2]

- (b) In some countries, waste PET bottles are used to treat water to make it safe for drinking. They are washed and dried first, and then filled with water and left in the Sun.



- (i) If glass bottles are used instead of PET bottles, the bacteria are not killed.

Suggest why bacteria in water in a glass bottle are not killed.

..... [1]

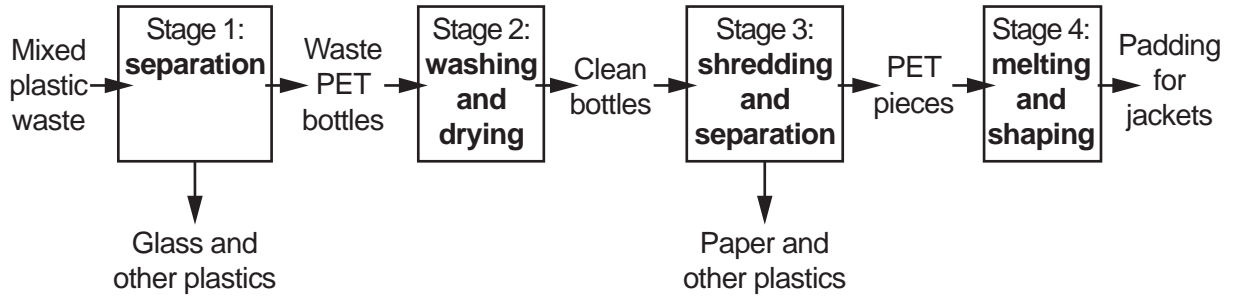
- (ii) In the UK, bacteria in drinking water are killed by adding a substance to the water.

Name this substance.

..... [1]

(c) Waste PET bottles can also be processed to be remade into polymers for new products.

The flowchart shows how mixed plastic waste is processed to produce padding for jackets.



(i) Which stage of the flowchart produces pure PET?

Stage [1]

(ii) Waste PET bottles that are used to treat water are removed from the process before the end.

After which stage should bottles that are used to treat water be removed?

Stage [1]

(d) Using waste PET bottles to treat water or to make padding for jackets are two examples of ways to reduce mixed plastic waste.

Explain the difference between **reusing** and **recycling** PET bottles using these two examples.

.....

 [2]

(e) Waste PET bottles used to treat water and to make padding for jackets have different Life Cycle Assessments.

Give **two** reasons why their Life Cycle Assessments are different.

1.

 2.
 [2]

- 2 Sundip passes electricity through solutions of some ionic compounds and finds out what products are formed at the positive and negative electrodes.

(a) Here are Sundip's results.

Solution	Product at positive electrode	Product at negative electrode
concentrated sodium chloride	chlorine gas	hydrogen gas
dilute sodium chloride	oxygen gas	hydrogen gas
dilute copper chloride	chlorine gas	copper metal
concentrated copper sulfate	oxygen gas	copper metal
concentrated copper chloride
dilute sodium sulfate

- (i) Complete the table by predicting the products formed at each electrode when electricity is passed through concentrated copper chloride and dilute sodium sulfate. [3]
- (ii) Sundip uses tests to identify the gases formed in her experiments.

Draw lines to connect each **gas** to its correct **test and result**.

Gas	Test and result
chlorine	relights a glowing splint
oxygen	makes a lighted splint go 'pop'
hydrogen	turns lime water milky
	turns blue litmus red and then bleaches it
	turns red litmus blue and then bleaches it

[2]

(iii) Explain why, at the negative electrode:

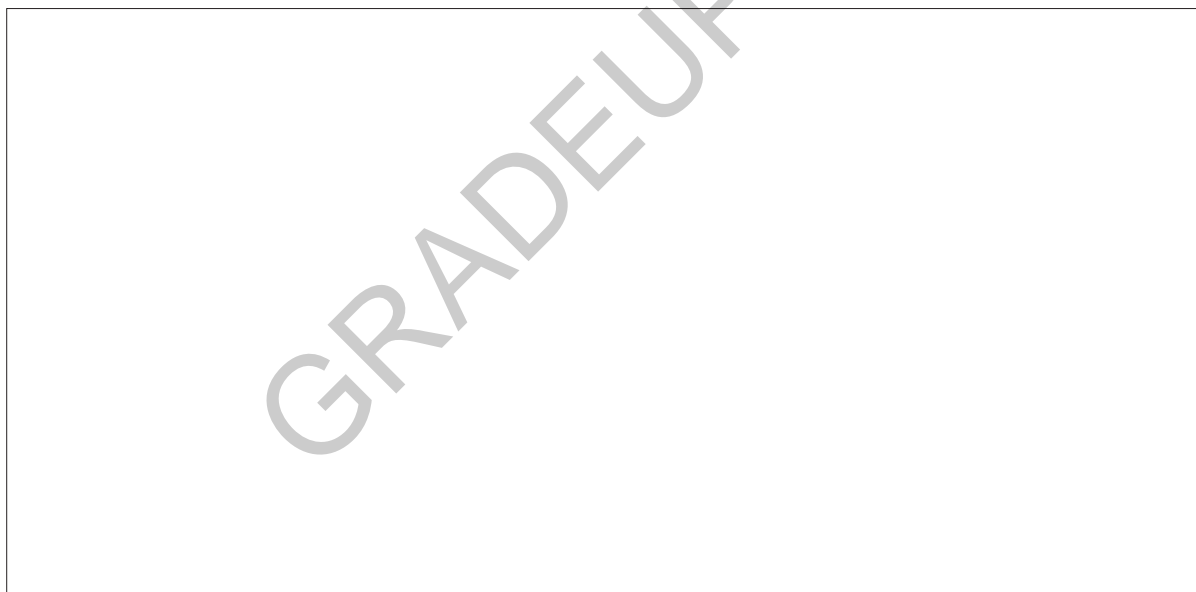
- **copper** metal is formed when electricity is passed through dilute copper chloride, **but**
- **hydrogen** gas is formed when electricity is passed through dilute sodium chloride.

.....
.....
..... [2]

(b) This is a list of apparatus Sundip uses to pass electricity through the solution of dilute sodium chloride:

- electrodes
- leads and clips
- a battery
- a beaker
- the solution of sodium chloride.

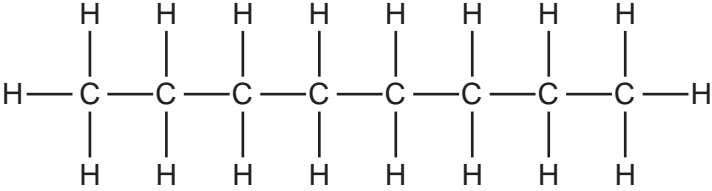
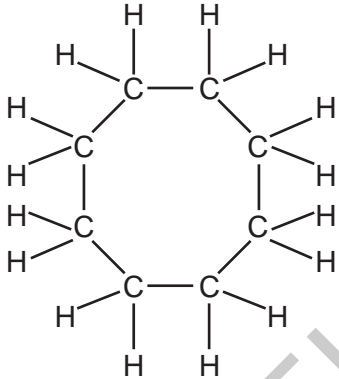
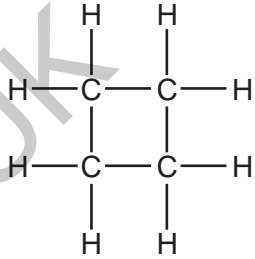
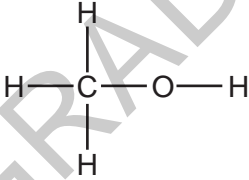
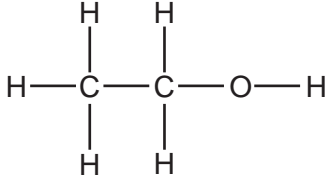
Draw a labelled diagram in the **box** to show how Sundip sets up her experiment to pass electricity through the solution of dilute sodium chloride.



[2]

(c) Petrol contains octane, C_8H_{18} , mixed with other carbon compounds.

The table shows octane and some other compounds in petrol.

Type of compound	Example	
alkane	 <p style="text-align: center;">Name: octane</p>	
cycloalkane	 <p style="text-align: center;">Name:</p>	 <p style="text-align: center;">Name:</p>
alcohol	 <p style="text-align: center;">Name: methanol</p>	 <p style="text-align: center;">Name: ethanol</p>

(i) Complete the table by suggesting the names for each cycloalkane. [2]

(ii) The general formula for alkanes is C_nH_{2n+2} .

Suggest the general formulae for cycloalkanes and alcohols.

Use the examples in the table to help you.

General formula of cycloalkanes C_n

General formula of alcohols C_n

[2]

(iii) Carbon makes a greater range of different compounds than any other element.

Which **two** statements explain why?

Tick (✓) **two** boxes.

Carbon has a total of four electrons.

Carbon forms four covalent bonds.

Carbon forms compounds with oxygen and hydrogen.

Carbon atoms can join together in chains and rings.

Carbon is very abundant on Earth.

[2]

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- 4 Beth does an experiment to measure the rate of reaction between zinc and dilute hydrochloric acid.

(a) Complete the word and balanced symbol equation for the reaction.

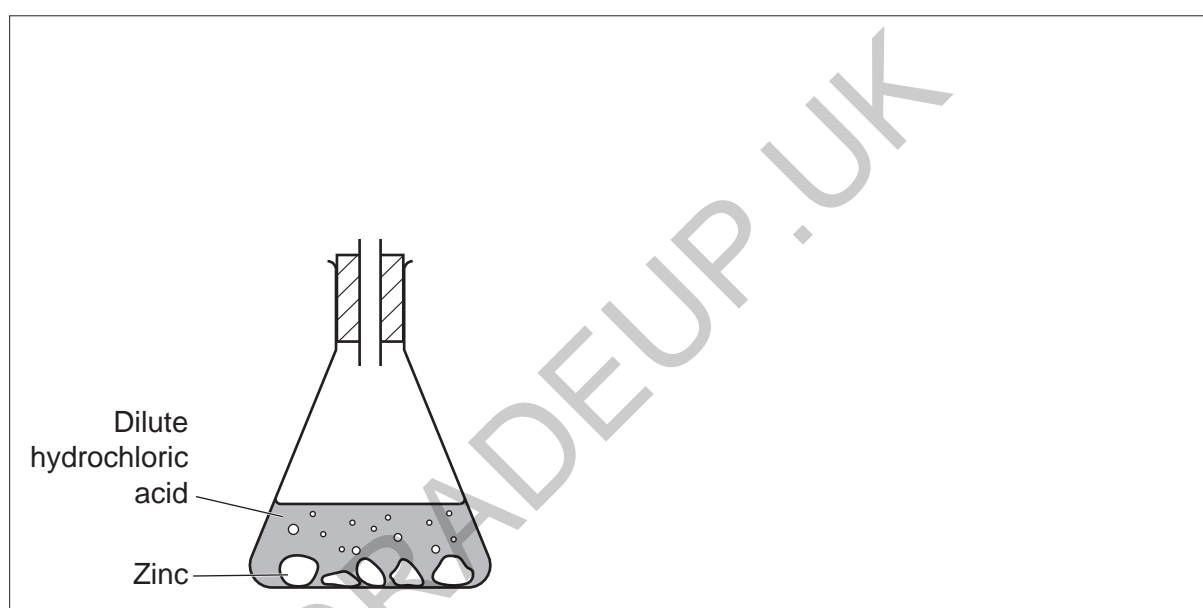
zinc + hydrochloric acid \rightarrow hydrogen +

$\text{Zn} + \dots\dots\dots\text{HCl} \rightarrow \dots\dots\dots + \text{ZnCl}_2$

[2]

(b) Complete the diagram to suggest how the hydrogen gas could be collected and measured.

Include labels on your diagram.



[2]

- (c) Beth repeats her experiment with different concentrations of dilute hydrochloric acid. She uses the same volume of acid each time.

She measures the volume of gas collected in 20 s for each experiment.

Fig. 4.1 shows her five results.

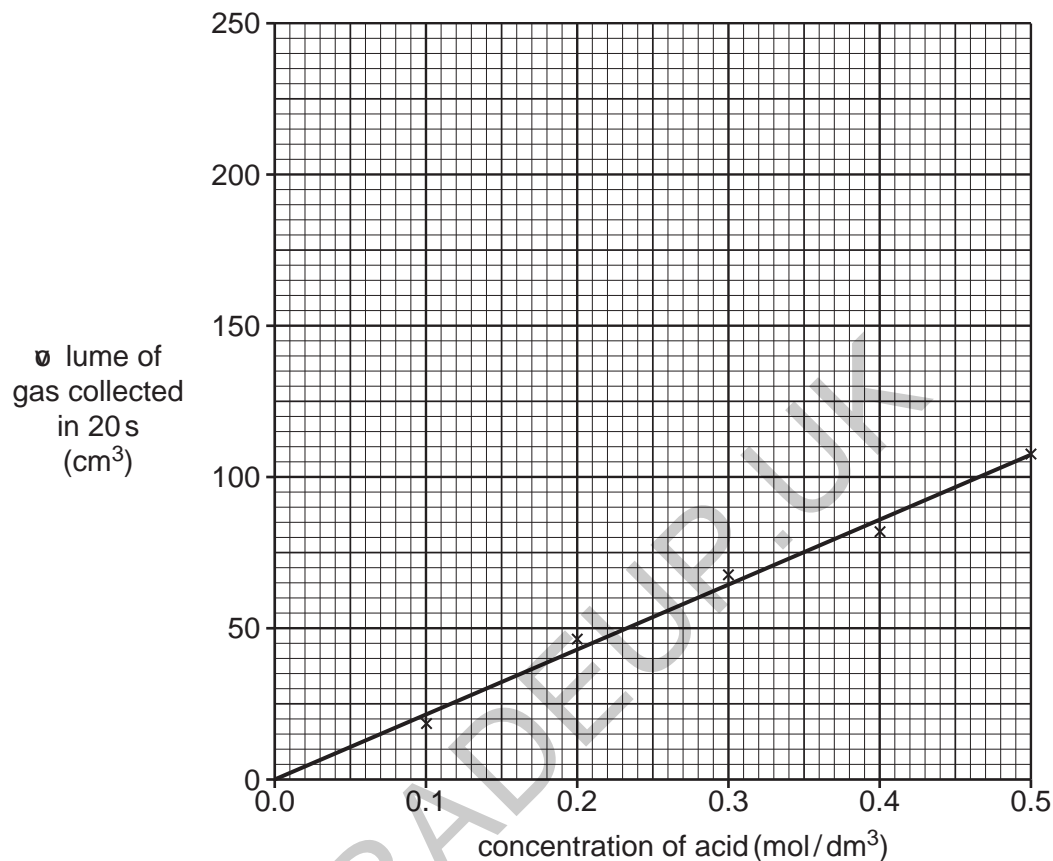


Fig. 4.1

- (i) Calculate the gradient of the line.

Show your working on the graph.

$$\text{Gradient} = \dots\dots\dots \text{cm}^3/\text{mol}/\text{dm}^3 \quad [2]$$

- (ii) Estimate the concentration of dilute hydrochloric acid needed to produce 250 cm³ of gas in 20 s.

Use the equation: volume of gas produced in 20 s = gradient \times concentration of acid

$$\text{Concentration} = \dots\dots\dots \text{mol}/\text{dm}^3 \quad [2]$$

- (d) Beth repeats her experiment again but this time measures the rate of reaction between zinc and dilute sulfuric acid, H_2SO_4 , rather than dilute hydrochloric acid, HCl .

Table 4.1 shows her results.

Concentration of dilute sulfuric acid H_2SO_4 (mol/dm^3)	Volume of gas produced in 20s (cm^3)
0.1	40
0.2	85
0.3	125
0.4	170
0.5	215

Table 4.1

- (i) Plot the results in Table 4.1 on Fig. 4.1.

Draw a line of best fit.

[2]

- (ii) Explain why the two lines on Fig. 4.1 have different gradients.

.....

.....

.....

..... [2]

- 5 Sodium oxide, Na_2O and magnesium oxide, MgO , are both oxides with ionic bonds. When ionic bonds form, electrons pass from one atom to another to form ions.

Fig. 5.1 and Fig. 5.2 show the arrangement of electrons in the **atoms** and **ions** for each oxide.

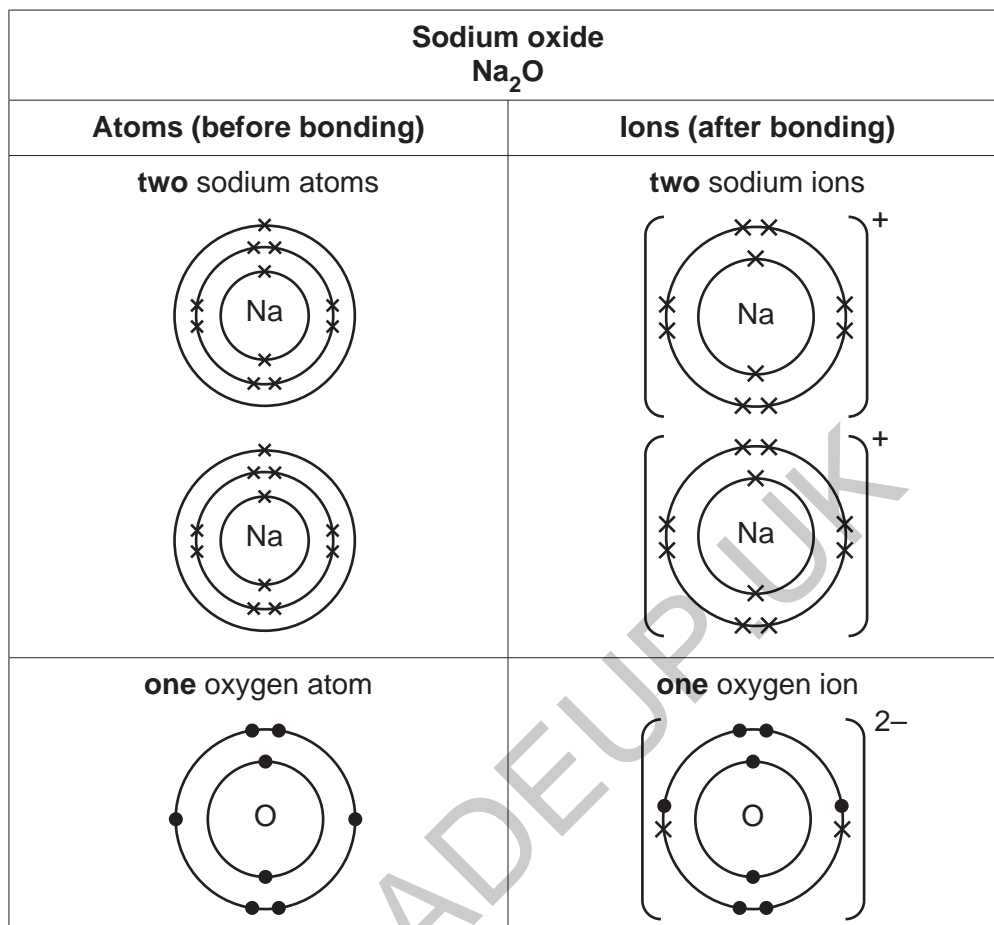


Fig. 5.1

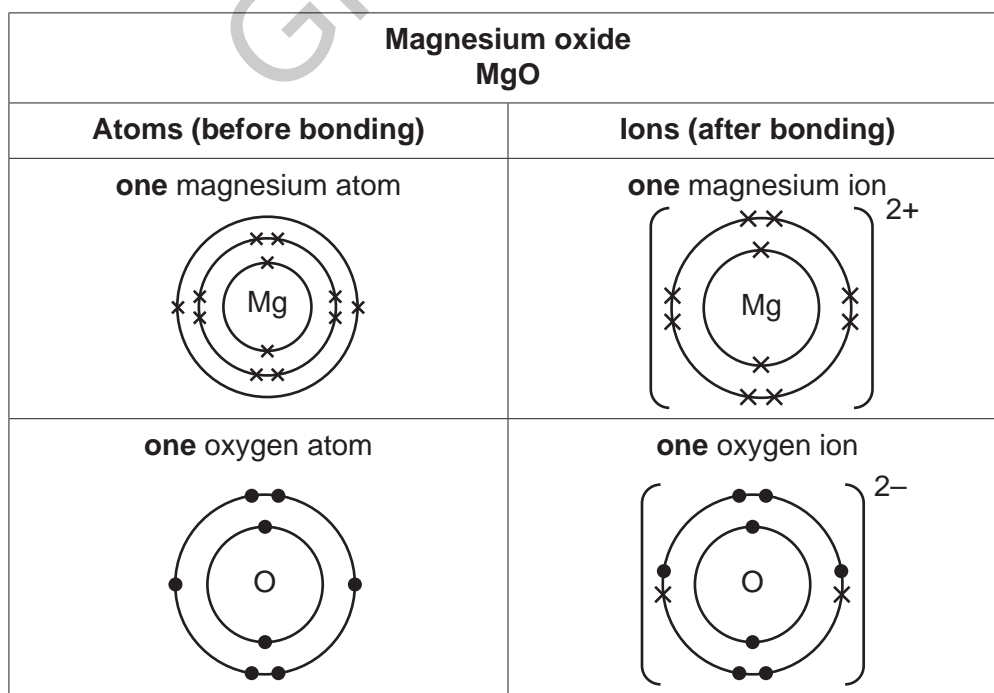


Fig. 5.2

- 6 Eve investigates the reaction between magnesium and oxygen to make magnesium oxide. This is part of her method:
- Weigh the empty crucible.
 - Put some magnesium ribbon into the crucible and weigh it again.
 - Heat the magnesium ribbon in the crucible.

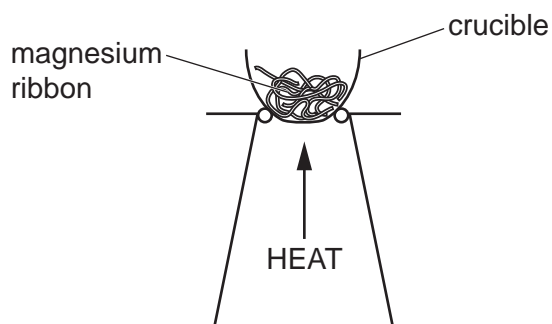


Table 6.1 shows Eve's results.

Mass of empty crucible (g)	20.0
Mass of crucible and magnesium ribbon before heating (g)	21.2
Mass of crucible and magnesium oxide after heating (g)	22.0

Table 6.1

- (a) Eve weighs the crucible after heating. She heats it again and reweighs it. She does this until the mass does **not** change.

Why does she do this?

.....
 [1]

- (b) Eve writes a word equation for the reaction.

magnesium + oxygen \rightarrow magnesium oxide

Which reactant limits the amount of magnesium oxide that can be formed?

Explain your answer.

.....
 [1]

- (e) Eve repeats her experiment with a different mass of magnesium.

She measures the mass of magnesium and oxygen used and the mass of magnesium oxide formed.

Table 6.3 shows her results.

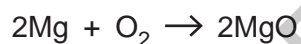
	Formula	Mass used or formed in experiment (g)	Mass of one mole (g)	Number of moles used or formed in experiment
magnesium	Mg	4.8	24	0.2
oxygen	O ₂	3.2
magnesium oxide	MgO	8.0	40

Table 6.3

- (i) Complete **Table 6.3** by calculating the missing values.

[2]

- (ii) Eve writes a balanced symbol equation for the reaction.



Explain how the results in **Table 6.3** show that the balanced symbol equation is correct.

Use ideas about moles in your answer.

.....

.....

.....

..... [2]

- 7 Calcium nitrate, $\text{Ca}(\text{NO}_3)_2$, and ammonium nitrate, NH_4NO_3 , are ionic compounds which are used to make fertilisers.

(a) Fig. 7.1 shows how the ions are arranged in a solid, ionic compound.

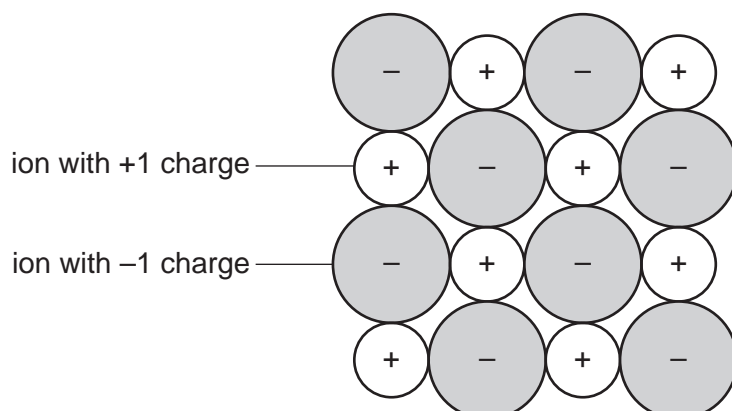


Fig. 7.1

- (i) Give **two** reasons why Fig. 7.1 is a better representation for the ions in solid ammonium nitrate, NH_4NO_3 , than the ions in solid calcium nitrate, $\text{Ca}(\text{NO}_3)_2$.

1.

 2.

[2]

- (ii) In Fig. 7.1 the ions are shown far larger than they actually are.

Suggest **two other** reasons why Fig. 7.1 does not accurately represent a solid ionic compound.

1.

 2.

[2]

- (b)* The energy changes that happen when solid fertilisers dissolve in water are related to bond-breaking and bond-making.

Fig. 7.2 shows the process of a solid ionic compound dissolving in water, in terms of bond-breaking and bond-making.

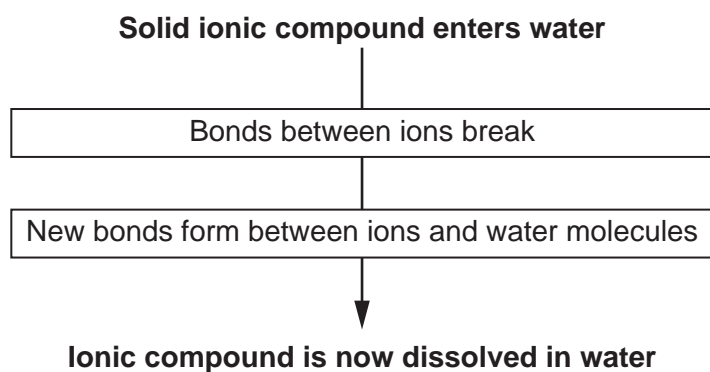


Fig. 7.2

Fig. 7.3 shows the energy changes when calcium nitrate and ammonium nitrate dissolve in water.

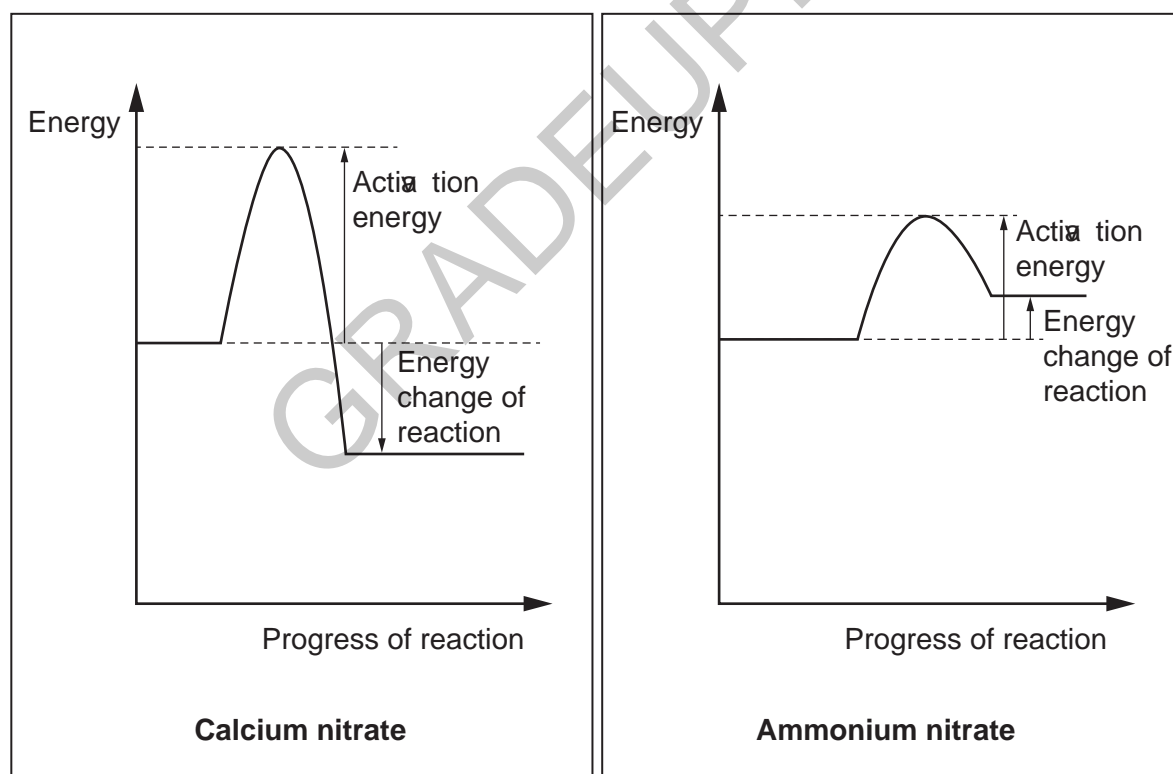
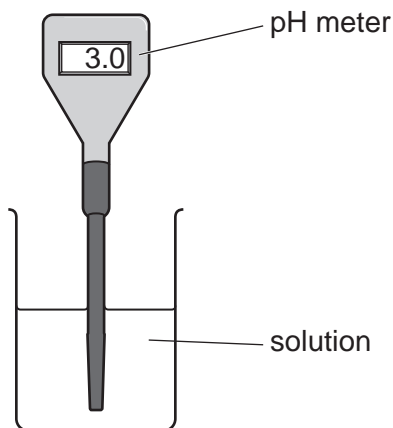


Fig. 7.3

- 8 Nina tests three different pH meters to find out which pH meter gives the most accurate pH readings.

She prepares six solutions, **A**, **B**, **C**, **D**, **E** and **F**. Each solution has a different concentration of hydrogen ions, H^+ .

She dips the pH meters into each solution and takes a reading.



The table shows her results.

Solution	Concentration of H^+ ions (mol/dm^3)	actual pH	Reading from pH meter 1	Reading from pH meter 2	Reading from pH meter 3
A	1.0×10^{-3}	3.0	2.9	3.3	2.6
B	1.0×10^{-5}	5.0	4.9	5.4	4.4
C	1.0×10^{-2}	2.0	2.1	2.2	2.7
D	1.0×10^{-1}	1.0	0.9	1.3	1.5
E	1.0×10^{-9}	9.0	9.1	9.2	8.4
F	1.0×10^{-7}	7.0	7.1	7.3	7.5

- (a) Identify one neutral solution and one alkali solution from the table.

Neutral solution:

Alkali solution:

[1]

- (b) Predict the actual pH of a solution with a concentration of $1.0 \times 10^{-4} mol/dm^3$ of hydrogen ions.

pH =

[1]

(c) What is the trend in the relationship between concentration of hydrogen ions and pH?

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

(d) What conclusions can you make about the relative accuracy of each pH meter?

Explain each conclusion.

pH meter 1:
.....

pH meter 2:
.....

pH meter 3:
.....

[3]

(e) Nina thinks that she has contaminated her solutions during the experiment.

What should Nina do to make sure that her solutions do not become contaminated during the experiment?

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

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(b) Use the table to predict the concentration of sulfur dioxide, SO₂, for Saturday and Sunday.

Explain your answers.

Concentration of SO₂ on Saturday mg/m³

Explanation
.....
.....

Concentration of SO₂ on Sunday mg/m³

Explanation
.....
.....

[4]

(c) The power station agrees to these targets for sulfur dioxide concentration in the air near the power station.

Targets
Sulfur dioxide concentration must be below....
• 200mg/m ³ averaged over a 1-hour period
• 80mg/m ³ averaged over a 24-hour period
• 20mg/m ³ averaged over a one year period.

Jane is a scientist and wants to use the monitoring station to check whether the power station is meeting these targets.

Describe an outline plan for Jane.

Your plan should include:

- the frequency of measurements she needs to make,
- how she needs to process her results,
- how she can judge whether the targets are being met.

.....
.....
.....
.....
.....
.....

[3]

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).

Lined area for writing answers, featuring horizontal dotted lines and a vertical solid line on the left side. A large watermark 'GRADEUP.UK' is visible diagonally across the page.



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