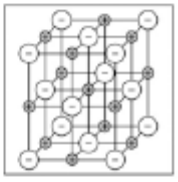
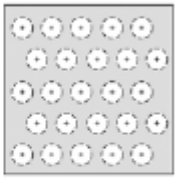
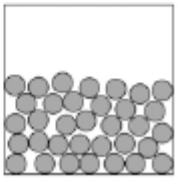
Q1. This question is about different substances and their structures.

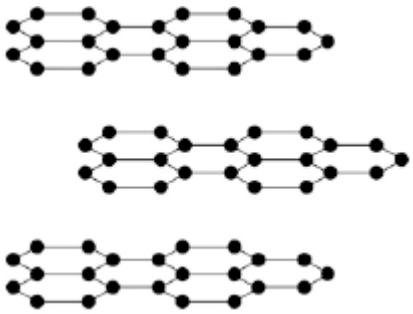
(a) Draw **one** line from each statement to the diagram which shows the structure.

Statement	Structure
The substance is a gas	
The substance is a liquid	
The substance is ionic	
The substance is a solid metal	
	

(4)

(b) **Figure 1** shows the structure of an element.

Figure 1



What is the name of this element?

Tick **one** box.

Carbon ☐

Chloride ☐

Nitrogen ☐

Xenon ☐

(1)

(c) Why does this element conduct electricity?

Tick **one** box.

It has delocalised electrons ☐

It contains hexagonal rings ☐

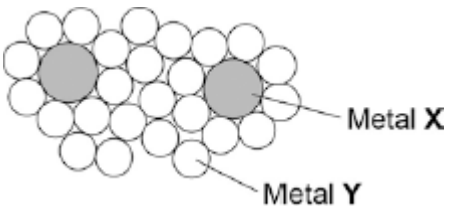
It has weak forces between the layers ☐

It has ionic bonds ☐

(1)

(d) **Figure 2** shows the structure of an alloy.

Figure 2



Explain why this alloy is harder than the pure metal **Y**.

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.....

(2)

(e) What percentage of the atoms in the alloys are atoms of **X**?

.....

.....

.....

.....

(2)

(f) What type of substance is an alloy?

Tick **one** box.

Compound ☐

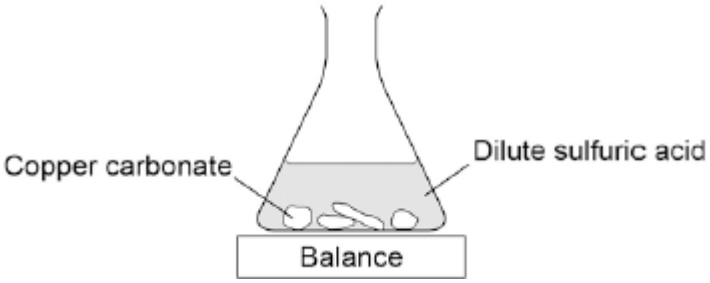
Element ☐

Mixture ☐

(1)
(Total 11 marks)

Q2.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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(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.

.....

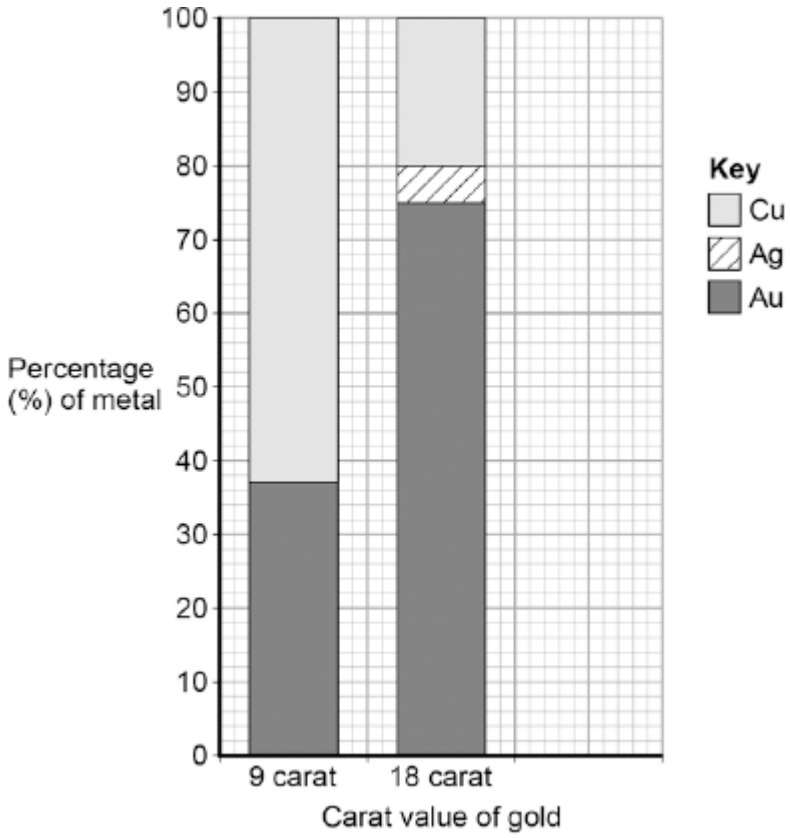
.....

(1)

(Total 13 marks)

Q3. Gold is mixed with other metals to make jewellery.

The figure below shows the composition of different carat values of gold.



(a) What is the percentage of gold in 12 carat gold?

Tick **one** box.

12 % ☐ **30 %** ☐ **50 %** ☐ ☐

(1)

(b) Give the percentage of silver in 18 carat gold.

Use the figure above to answer this question.

Percentage = ... %

(1)

(c) Suggest **two** reasons why 9 carat gold is often used instead of pure gold to make jewellery.

1 .....

.....

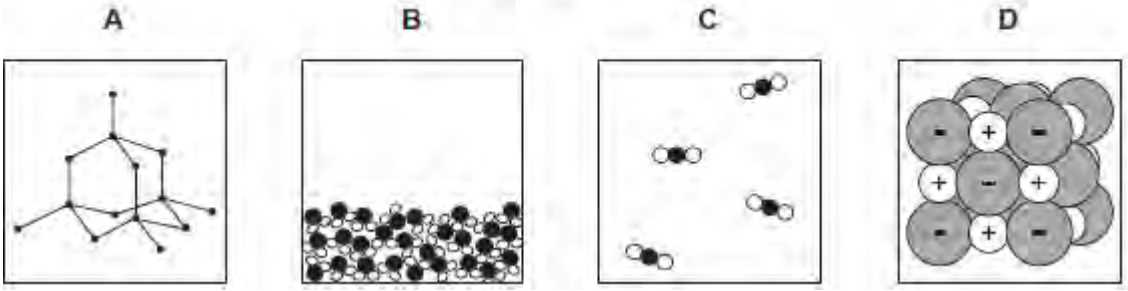
2 .....

.....

(2)
(Total 4 marks)

Q4. The structures of four substances, **A**, **B**, **C** and **D**, are represented in **Figure 1**.

Figure 1



(a) Use the correct letter, **A**, **B**, **C** or **D**, to answer each question.

(i) Which substance is a gas?

(1)

(ii) Which substance is a liquid?

(1)

(iii) Which substance is an element?

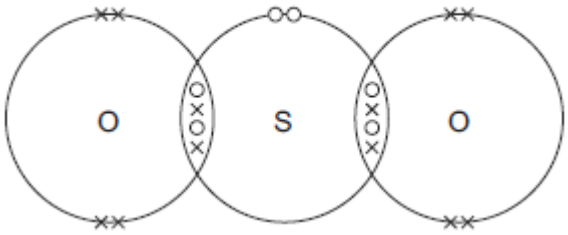
(1)

(iv) Which substance is made of ions?

(1)

(b) **Figure 2** shows the bonding in substance **C**.

Figure 2



(i) What is the formula of substance **C**?

Draw a ring around the correct answer.

SO_2 **SO^2** **S_2O**

(1)

(ii) Use the correct answer from the box to complete the sentence.

delocalised	**shared**	**transferred**

When a sulfur atom and an oxygen atom bond to produce substance **C**,

electrons are .....

(1)

(iii) What is the type of bonding in substance **C**?

Draw a ring around the correct answer.

covalent **ionic** **metallic**

(1)
(Total 7 marks)

Q5. This question is about salts.

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

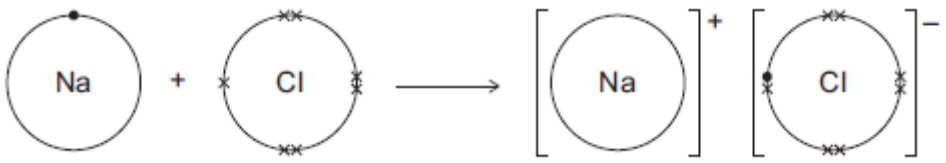
Sodium chloride is produced by reacting sodium with chlorine.

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).

.....

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(1)

(Total 12 marks)