



AS Level Chemistry A H032/02 Depth in chemistry

Sample Question Paper

Date – Morning/Afternoon

Version 2.0

Time allowed: 1 hour 30 minutes



You must have:

· the Data Sheet for Chemistry A

You may use:

· a scientific or graphical calculator



First name	
Last name	
Centre number	Candidate number

INSTRUCTIONS

- Use black ink. HB pencil may be used for graphs and diagrams only.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Where appropriate, your answers should be supported with working. Marks may be given for a correct method even if the answer is incorrect.
- Write your answer to each question in the space provided.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **70**.
- The marks for each question are shown in brackets [].
- Quality of extended responses will be assessed in questions marked with an asterisk (*).
- This document consists of **20** pages.

Answer **all** the questions.

1	Pho	sphor	nine is a reactive element. It combines with other non-metals to form covalent compounds. phorus tribromide, PBr ₃ , and iodine monobromide, IBr, are examples of covalent compounds used in nic synthesis.		
	(a)	PBr	can be prepared by heating bromine with phosphorus, P ₄ .		
		(i)	Write an equation for this reaction.		
			[1]		
		(ii)	How many molecules are present in 1.3535 g of PBr ₃ ?		
			number of molecules =		
		(;;;)	The 'dot-and-cross' diagram of a molecule of PBr ₃ is given below.		
		(111)	Br B		
			Name the shape of this molecule and explain why the molecule has this shape.		
			name:		
			explanation:		

(b) Bromine reacts with iodine to form iodine monobromide, IBr.

(c)

(d)

The table below lists some average bond enthalpies which are required in different parts of this question.

Bond	Average bond enthalpy / kJ mol ⁻¹
Br–Br	+193
I–I	+151
I–Br	+175

(i)	Average bond enthalpy is the enthalpy change for the breaking of 1 mole of bonds in gaseous molecules.	
	Why do Br ₂ and I ₂ not exist in the gaseous state under standard conditions?	
		••••
		[1]
(ii)	Calculate the enthalpy change of formation, $\Delta_f H$, for IBr.	
	$\Delta_{\mathrm{f}}H=$ kJ mol ⁻¹	[2]
Iodir	ne monobromide, I–Br, is a polar molecule.	
Hete	rolytic fission of the I–Br bond forms an electrophile.	
State IBr.	e the meaning of the term <i>electrophile</i> and suggest the formula of the electrophile formed from	n
••••		
••••		[2]
Bron	mine disproportionates when it reacts with potassium hydroxide solution.	
Sugg	gest an equation for this reaction.	

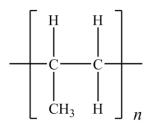
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- 2 A large proportion of the world's output of organic chemicals is used to make addition polymers. These polymers have a variety of uses.
 - (a) Poly(propene) is used to make packaging, textiles and rope.

A repeat unit for poly(propene) is shown below.



(i)	Explain why poly(propene) is a <i>saturated</i> hydrocarbon.
	[1]
(ii)	State the bond angle around each carbon atom in poly(propene).
	[1]
(iii)	After polymers have been used for packaging, the waste polymers need to be processed to save resources, for example, by recycling.
	Describe two other ways in which waste poly(propene) can be processed in a sustainable way.
	[2]

(b) Poly(ethenol) is used to make soluble laundry bags.

A section of the structure of poly(ethenol) is shown below.

(i) Draw a structure to represent one repeat unit of poly(ethenol).

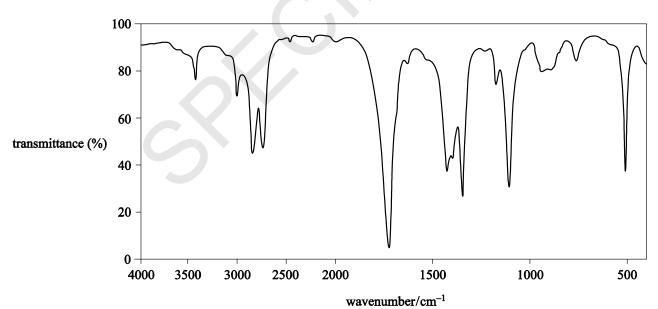
[1]

(ii) Poly(ethenol) is not manufactured from ethenol.

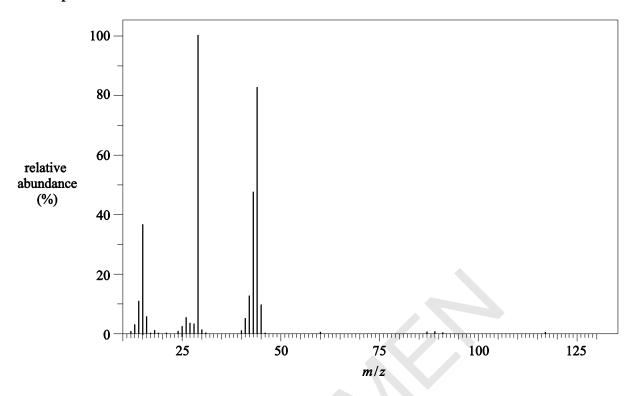
Ethenol is unstable and it forms a more stable structural isomer.

Analysis of the structural isomer gave the following data.

Infrared spectrum



Mass spectrum



Use **all** the data to show that the isomer is **not** ethenol.

Identify the structural isomer of ethenol.

In your answer you should make clear now your explanation is linked to the evidence	

Nitrogen can be reacted with hydrogen in the presence of a catalyst to make ammonia in the

Hab	er pro	cess.
		$N_2(g) + 3H_2(g) \rightleftharpoons 2NH_3(g)$ $\Delta H = -92 \text{ kJ mol}^{-1}$
(a)	Desc	cribe and explain the effect of increasing the pressure on the rate of this reaction.
	••••	
	••••	
	••••	[2]
(b)		ixture of N ₂ and H ₂ was left to react until it reached equilibrium. The equilibrium mixture had ollowing composition:
		N_2 1.20 mol dm ⁻³
		H_2 2.00 mol dm ⁻³
		$\mathrm{NH_3}$ 0.877 mol dm ⁻³
	(i)	Calculate a value for K_c for this equilibrium. $K_c = \dots \qquad \text{dm}^6 \text{ mol}^{-2} \textbf{[3]}$
	(ii)	Explain how the following changes would affect the amount of NH_3 present in the equilibrium mixture.
		Use of a catalyst:
		A higher temperature:

[3]

(c)	1.00 tonne of ammonia from the Haber process is reacted with carbon dioxide to prepare the fertiliser
	urea, NH ₂ CONH ₂ .

$$2NH_3(g) + CO_2(g) \rightarrow NH_2CONH_2(s) + H_2O(l)$$

1.35 tonnes of urea are formed.

Calculate the percentage yield of urea.

4 Students work together in groups to identify four different solutions.

Each solution contains one of the following compounds:

- ammonium sulfate, (NH₄)₂SO₄
- sodium sulfate, Na₂SO₄
- sodium chloride, NaCl
- potassium bromide, KBr.

Your group has been provided with universal indicator paper and the following test reagents:

- barium chloride solution
- silver nitrate solution
- dilute ammonia solution
- sodium hydroxide solution.
- (a)* A student in your group suggests the following plan:
 - Add about 1 cm depth of each solution into separate test-tubes.
 - Add a few drops of barium chloride solution to each test-tube.
 - A white precipitate will show which solutions contain sulfate ions.
 - Two of the solutions will form a white precipitate.

Describe how you would expand this plan so that all four solutions could be identified using a positive test result.

You should provide observations and conclusions that would enable your group to identify all solutions.	[6]
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	d barium chloride has a high melting point. Barium chloride dissolves in water to form a solut can be used to test for sulfate ions.	tion
(i)	Draw a 'dot-and-cross' diagram to show the bonding in solid barium chloride. Show outer electrons only.	
		[2]
(ii)	A solution of barium chloride can be made in the laboratory using dilute hydrochloric acid.	
	Suggest a compound that can be reacted with hydrochloric acid to make barium chloride.	
		[1]

(b)

_	A 1 1 1	1 '	•	. 1
5	Alcohols are	ilicad in	Organic	cunthecic
J	Aiconois aic	uscu III	organic	symmesis.

(a) Pentan-2-ol can be prepared	by the alkaline h	hydrolysis of 2-iodor	pentane.
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 $CH_3CH(I)CH_2CH_2CH_3 + NaOH \rightarrow CH_3CH(OH)CH_2CH_2CH_3 + NaI$

The reaction mixture is boiled for 20 minutes.

(1)	20 minutes.	
		[1]
(ii)	Describe the mechanism for the alkaline hydrolysis of 2-iodopentane. In your answer, include the name of the mechanism, curly arrows and relevant dipoles.	
	name of mechanism:	••••

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[4]

(b)	Alcohols can be converted into haloalkanes in a substitution reaction.
	Plan an experiment to prepare approximately 0.1 mol of 2-bromopentane, CH ₃ CHBrCH ₂ CH ₂ CH ₃ , from pentan-2-ol, CH ₃ CH(OH)CH ₂ CH ₂ CH ₃ .
	Your plan should include a calculation of the mass of alcohol required and details of the chemicals to be used in the reaction.
	[2]

(c)*	Alcohols can be converted into alkenes in an elimination reaction.	
	The elimination of H ₂ O from pentan-2-ol forms a mixture of organic products.	
	Give the names and structures of all the organic products in the mixture.	
	Your answer should explain how the reaction leads to the different isomers.	
		[6]
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- **6** A student carries out an experiment to identify an unknown carbonate.
 - The student weighs a sample of the solid carbonate in a weighing bottle.
 - The student tips the carbonate into a beaker and weighs the empty weighing bottle.
 - The student prepares a 250.0 cm³ solution of the carbonate.
 - The student carries out a titration using 25.0 cm³ of this solution measured using a pipette with 0.100 mol dm⁻³ hydrochloric acid in the burette.
 - (a) The sample of carbonate is dissolved in approximately 100 cm³ of distilled water in a beaker and the solution transferred to a volumetric flask. The volume of the solution is made up to 250.0 cm³ with distilled water.

Another student suggests two possible sources of error:

State whether the other student's statements are correct.

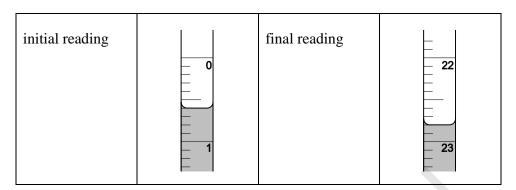
- A small amount of solid remained in the weighing bottle.
- A small amount of solution remained in the beaker.

How could the procedure be improved?

(b) The student carries out the final part of the experiment by adding 0.100 mol dm⁻³ hydrochloric acid to a burette and performing a titration using a 25.0 cm³ sample of the aqueous carbonate.

The student reads the burette to the nearest 0.05 cm³.

The diagrams below show the initial burette reading and the final burette reading.



(i) Record the student's readings and the titre.

(ii)	Describe what the student should do next to obtain reliable results for the titration.	
		••
		[1]

[1]

(c) The equation below represents the reaction between the carbonate and hydrochloric acid.

$$M_2CO_3(aq) + 2HCl(aq) \rightarrow 2MCl(aq) + CO_2(g) + H_2O(l)$$

(i) Calculate the amount, in mol, of M_2CO_3 used in the titration.

$$n(M_2CO_3) = \dots mol$$
 [2]

(ii) The student's mass readings are recorded below.

Mass of weighing bottle + carbonate / g	14.92
Mass of weighing bottle / g	13.34

Use the student's results to identify the carbonate, M₂CO₃.

[4]

- 7 An alcohol **A** contains carbon, hydrogen and oxygen only. The alcohol is a liquid at room temperature and pressure but can easily be vaporised.
 - 1.15 g of A produces 761 cm³ of gas when vaporised, measured at 100 kPa and 366 K.

Determine the molar mass of compound A and draw a possible structure for A.

	$molar mass = \dots g mol^{-1}$
	Structure of A
-	

[5]

END OF QUESTION PAPER

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