| 7 | The   | noiteun | shows  | the  | reaction              | Ωf  | zinc | carbonate | when | it is | heated  |
|---|-------|---------|--------|------|-----------------------|-----|------|-----------|------|-------|---------|
| • | 11100 | gualion | 3110W3 | เมเษ | 1 <del>c</del> acilon | OI. |      | carbonale | WILL | IL IS | HEALEU. |

$$ZnCO_3(s) \rightarrow ZnO(s) + CO_2(g)$$

- 5.0 g of zinc carbonate is heated in a test tube for 10 minutes.
- The mass of the test tube decreases by 0.6 g.

How does the law of conservation of mass explain this decrease in mass?

- 0.6 g of carbon dioxide is produced. Α
- В 0.6 g of zinc oxide is produced.
- C 4.4 g of carbon dioxide is produced.
- 5.6 g of zinc oxide is produced.

Your answer [1]

- 8 Which statement describes the **mole**?
  - A The mole is defined relative to carbon-14.

[1]

9 Magnesium reacts very slowly with oxygen at room temperature.

When magnesium is heated in a Bunsen burner flame it burns very brightly after only a few seconds.

Which statement is correct?

A The activation energy for the reaction is high. B

The reaction is endothermic.

- **C** Magnesium is an unreactive metal.
- **D** Magnesium only reacts at very high temperatures.

Your answer [1]

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13\* A student has samples of three solids labelled A, B and C.

## They think:

- A is calcium carbonate
- **B** is sodium carbonate
- **C** is sodium chloride.

They know the following information.

| Solid             | Solubility in water | Reaction with dilute hydrochloric acid |  |  |  |
|-------------------|---------------------|--|--|--|--|
| Calcium carbonate | insoluble           | reacts to produce carbon dioxide       |  |  |  |
| Sodium carbonate  | soluble             | reacts to produce carbon dioxide       |  |  |  |
| Sodium chloride   | soluble             | no reaction                            |  |  |  |

Describe simple test tube experiments the student could do using water **and** dilute hydrochloric acid to show the solids have been labelled correctly.

Describe any observations that the student would see in these experiments and how they

| help show the labels are o | correct. |         |       |     |
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|                            |          |         |       |     |
|                            |          |         |       | [6] |

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## 17

## **EXTRA ANSWER SPACE**

| If you need<br>the margin. | extra space use these lined pages. You must write the question numbers clearly in |
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## 11. Annotations available in RM Assessor

| Annotation        | Meaning                                     |
|-------------------|---|
| <b>✓</b>          | Meaning Correct response Incorrect response |
| ×                 | Incorrect responds:                         |
| · fron            | On ission mark                              |
| Preview from page | Ben he f deabt given                        |
| ble con baa       | Contradiction                               |
| RE                | Rounding error                              |
| SF                | Error in number of significant figures      |
| ECF               | Error carried forward                       |
| L1                | Level 1                                     |
| L2                | Level 2                                     |
| L3                | Level 3                                     |
| NBOD              | Benefit of doubt not given                  |
| SEEN              | Noted but no credit given                   |
| I                 | Ignore                                      |

| (g) | (i)  | First check answer on the answer line  | 2    | 2 x 2.2 | ALLOW any correct rounding of calculator answer  |
|-----|------|--|------|---------|--|
|     |      | If answer = 28.57 / 28.6 / 29 (%) award 2 marks  |      |         | of 28.571428   |
|     |      | 4 ÷ 14 (x 100)<br>= 28.57 / 28.6 / 29 (%)  |      | ık      |  |
|     | (ii) | 4 ÷ 14 (x 100) = 28.57 / 28.6 / 29 (%)  Idea that the diagram contains too many atoms of lithium / too few aluminium atoms | ,01. | 3.1b    | ECF from an incorrectly calculated percentage relating to the diagram e.g. value is below 2% lithium |
|     |      | from 10 of 42  |      |         | INGORE any reference to percentage values  |
|     |      | wiew " as 35 or  |      |         |  |

| Qı | uestion | Answer  | Marks | AO element | Guidance  |
|----|---------|---|-------|------------|---|
| 12 | (a)     | Any 3 from:   | 3     | 3 x 1.1    | ALLOW particles instead of ions   |
|    |         | lons in a solid vibrate in a fixed position   |       | ıK         | If molecules / atoms are used instead of ions maximum of 2 marks              |
|    |         | lons gain energy / vibrate or move more / vibrate or move faster  (lonic) bonds become weaker | ,0.   |            |   |
|    |         | faster  |       |            |   |
|    |         | (Ionic) bonds become weaker (Ionic) bonds break / lartice breaks row // dns are now           |       |            | IGNORE intermolecular forces  |
|    |         | (lonic) bonds break / luttice breaks row // ons are now                                       |       |            |   |
|    |         | dividually arranged (C)   |       |            |   |
|    | P       | lons start to move freely or randomly (past each other)                                       |       |            |   |
|    | (b)     | So the ions are free to move / AW   | 1     | 1.2        | DO NOT ALLOW delocalised electrons  |
|    | (c)     | Potassium / K   | 2     | 2 x 1.2    | DO NOT ALLOW ions ALLOW half equation given here if product is K              |
|    |         | $K^+ + e^- \rightarrow K \checkmark$  |       |            |   |
|    | (d)     | Hydrogen / H <sub>2</sub>   | 2     | 2 x 3.1b   | DO NOT ALLOW ions ALLOW half equation given here if product is H <sub>2</sub> |
|    |         | Potassium is more reactive than hydrogen / <b>ORA</b>   |       |            |   |