

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

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Pearson Edexcel International GCSE (9–1)

Time 1 hour 10 minutes

Paper
reference

4SS0/1C

Science (Single Award)

Chemistry
PAPER: 1C

You must have:
Calculator, ruler

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Calculators may be used.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Write your answers neatly and in good English.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Q:1/1/1/




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The Periodic Table of the Elements

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* The lanthanoids (atomic numbers 58–71) and the actinoids (atomic numbers 90–103) have been omitted.

The relative atomic masses of copper and chlorine have not been rounded to the nearest whole number.

Elements with atomic numbers 112–116 have been reported but not fully authenticated



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Answer ALL questions.

Some questions must be answered with a cross \boxtimes . If you change your mind about an answer, put a line through the box \boxtimes and then mark your new answer with a cross \boxtimes .

1 Use the Periodic Table to help you answer this question.

(a) (i) Name the element with atomic number 16.

(1)

(ii) Name the element in Group 3 and Period 2.

(1)

(iii) Name an element that is a liquid at room temperature.

(1)

(b) (i) Determine the number of neutrons in a chlorine atom with mass number 37.

(1)

(ii) Give the formula of a sulfide ion.

(1)

(iii) Give the formula of magnesium fluoride.

(1)

(Total for Question 1 = 6 marks)

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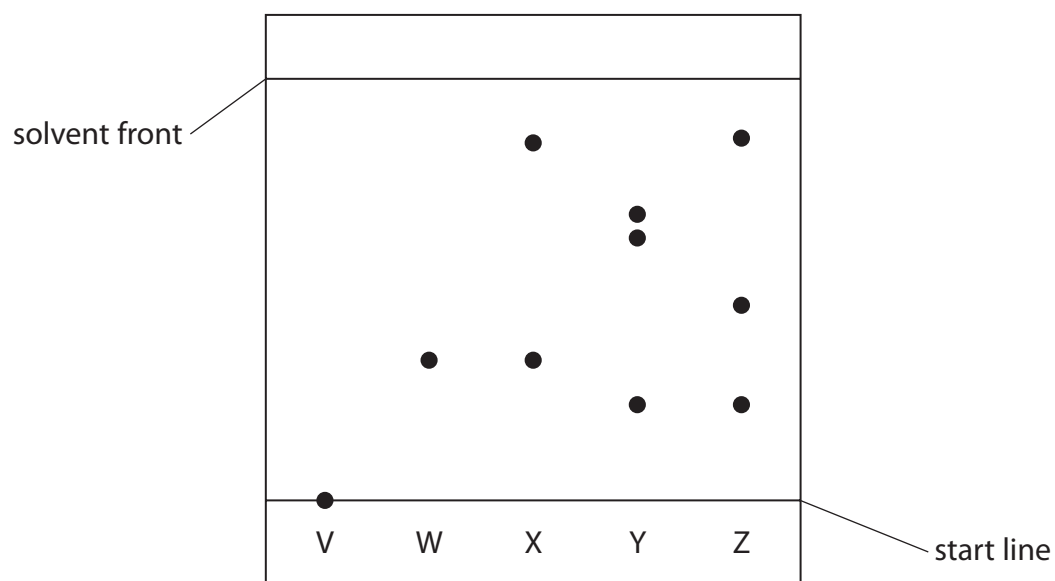
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- 2 A student uses paper chromatography to identify the dyes in five different inks, V, W, X, Y and Z.

The chromatogram shows the results of the student's experiment.



- (a) (i) State why ink V did not move from the start line.

(1)

- (ii) Explain which two inks contain a dye that is likely to be the most soluble in the solvent.

(2)



(b) Calculate the R_f value for the dye in ink W.

(3)

R_f value =

(Total for Question 2 = 6 marks)

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3 This question is about the elements in Group 1 of the Periodic Table.

(a) State the name given to the elements in Group 1.

(1)

(b) A scientist adds a small piece of potassium to a trough of water.

(i) Which observation is **not** correct when potassium is added to water?

(1)

- A** a colourless solution forms
- B** a lilac flame is seen
- C** effervescence occurs
- D** potassium sinks

(ii) Give a reason why the scientist does not use a large piece of potassium.

(1)

(iii) After the reaction stops, the scientist adds a few drops of universal indicator solution to the trough.

The universal indicator solution turns purple.

Give the formula of the ion that causes the universal indicator solution to turn purple.

(1)

(iv) Complete the chemical equation for the reaction of potassium with water.

(2)



(c) Sodium reacts with oxygen to form the ionic compound sodium oxide, Na₂O

Explain, in terms of structure and bonding, why sodium oxide has a high melting point.

(4)

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(Total for Question 3 = 10 marks)

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4 (a) An alkane has the molecular formula C_3H_8

(i) Give the name of this alkane.

(1)

(ii) Draw the displayed formula of this alkane.

(1)

(iii) Give the general formula for the alkanes.

(1)

(b) The alkanes C_2H_6 and C_4H_{10} contain covalent bonds and have simple molecular structures.

(i) State what is meant by the term **covalent bond**.

(1)

(ii) Explain why C_4H_{10} has a higher boiling point than C_2H_6

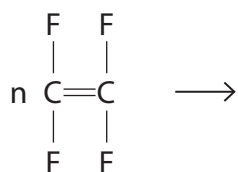
(3)



(c) The organic compound tetrafluoroethene (C_2F_4) can be polymerised to form poly(tetrafluoroethene).

(i) Complete the equation for this polymerisation reaction.

(2)



(ii) Poly(tetrafluoroethene) is used as a coating on non-stick frying pans.

The C—F covalent bonds in poly(tetrafluoroethene) are very strong.

Suggest a reason why poly(tetrafluoroethene) is suitable as a coating on non-stick frying pans.

(1)

(Total for Question 4 = 10 marks)



5 This question is about gases in the atmosphere.

(a) A student adds a piece of burning magnesium ribbon to a gas jar containing oxygen.

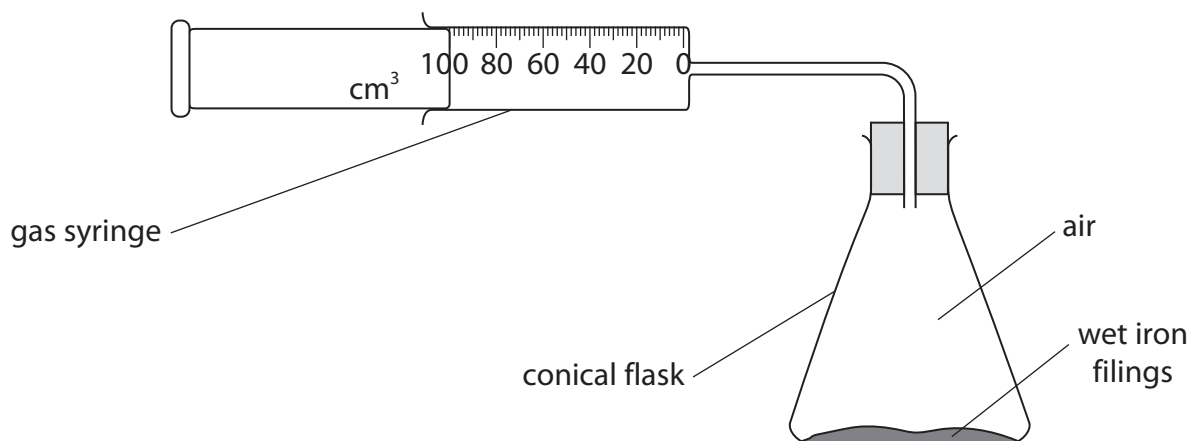
(i) State an observation that the student could make.

(1)

(ii) Write a chemical equation for the reaction of magnesium with oxygen.

(1)

(b) The student uses this apparatus to find the percentage by volume of oxygen in a sample of air.



The student leaves the apparatus until there is no further decrease in the volume of gas in the syringe.

These are the student's results.

volume of gas in conical flask and connecting tube	275 cm ³
volume of gas in syringe at start	100 cm ³
volume of gas in syringe at end	28 cm ³



Calculate the percentage by volume of oxygen in the sample of air.

Give your answer to two significant figures.

(4)

percentage of oxygen = %

(c) Carbon dioxide is another gas in the atmosphere.

(i) Describe a test for carbon dioxide.

(2)

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(ii) Explain why an increase in the percentage of carbon dioxide in the atmosphere may cause an environmental problem.

(2)

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(Total for Question 5 = 10 marks)

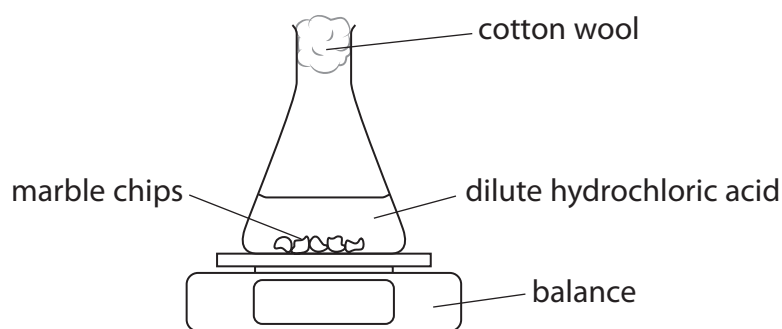
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- 6 A student uses this apparatus to investigate the rate of the reaction between marble chips and dilute hydrochloric acid.



- (a) (i) Complete the equation for the reaction by adding the missing state symbols. (1)

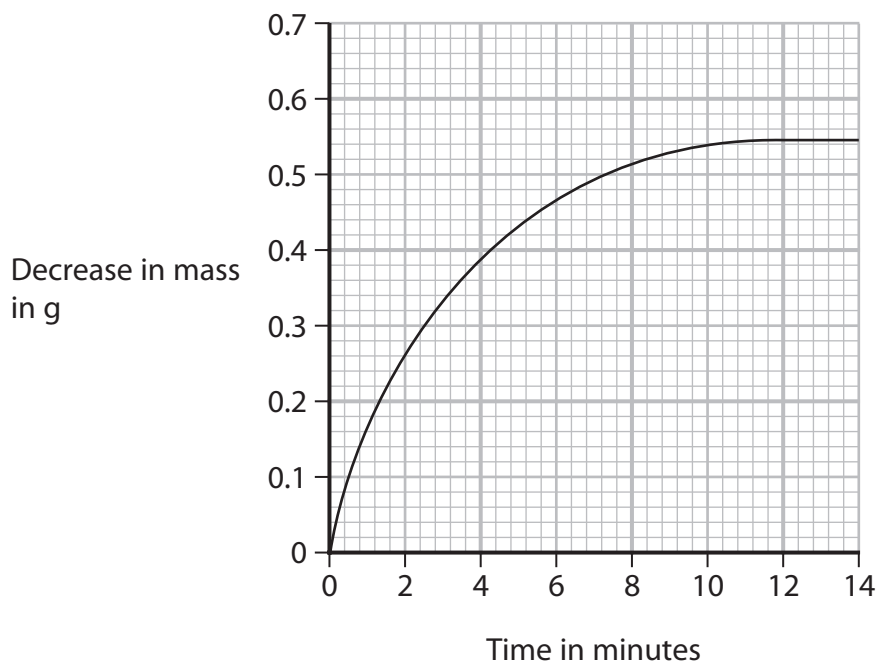


- (ii) State why the mass of the contents of the flask decreases during the reaction. (1)

- (iii) State the purpose of the cotton wool. (1)



(b) The graph shows the student's results.



In the investigation the marble chips are in excess.

(i) Explain the shape of the graph.

(4)

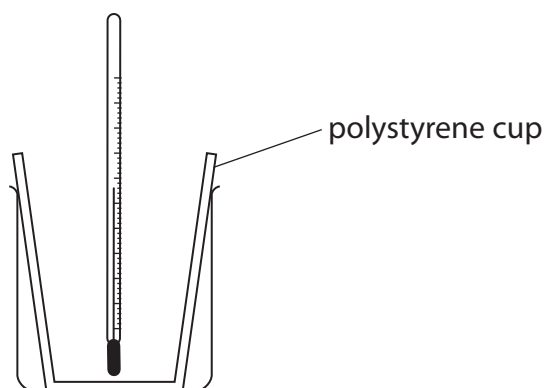
(ii) On the grid, draw the curve the student would obtain if they used the same mass of smaller marble chips, keeping all other conditions the same.

(2)

(Total for Question 6 = 9 marks)



- 7 A student uses this apparatus to investigate the reaction between zinc and copper(II) sulfate solution.



This is the student's method.

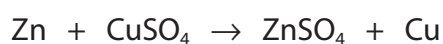
- add 50.0 cm³ of copper(II) sulfate solution to the polystyrene cup
- record the initial temperature
- add excess zinc and stir
- record the highest temperature of the mixture

An exothermic reaction occurs.

- (a) State what is meant by the term **exothermic**.

(1)

- (b) This is the equation for the reaction.



- (i) What is the name of this type of reaction?

(1)

- A** combustion
- B** decomposition
- C** displacement
- D** neutralisation



(ii) Apart from the temperature increasing, give two other observations that the student could make during the reaction.

(2)

1

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2

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(iii) State why silver does not react with copper(II) sulfate solution.

(1)

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(c) The table shows the student's results.

volume of copper(II) sulfate solution	50.0 cm ³
initial temperature of copper(II) sulfate solution	20.5 °C
highest temperature of mixture	37.0 °C

Calculate the heat energy change (Q) in kJ.

[for the solution, $c = 4.2 \text{ J/g/}^\circ\text{C}$ mass of 1.00 cm^3 of solution = 1.00 g]

(4)

$Q = \dots\dots\dots$ kJ

(Total for Question 7 = 9 marks)

TOTAL FOR PAPER = 60 MARKS

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