

**Wednesday 16 January 2013 – Morning**

**AS GCE CHEMISTRY B (SALTERS)**

**F332/01/TEST** Chemistry of Natural Resources

Candidates answer on the Question Paper.

**OCR supplied materials:**

- *Data Sheet for Chemistry B (Salters)* (inserted)
- *Advance Notice: 'A hole in the sky'* (inserted)

**Other materials required:**

- Scientific calculator

**Duration:** 1 hour 45 minutes




Candidate forename		Candidate surname	
--------------------	--	-------------------	--

Centre number						Candidate number				
---------------	--	--	--	--	--	------------------	--	--	--	--

**INSTRUCTIONS TO CANDIDATES**

- The Inserts will be found in the centre of this document.
- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink. HB pencil may be used for graphs and diagrams only.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write your answer to each question in the space provided. If additional space is required, you should use the lined pages at the end of this booklet. The question number(s) must be clearly shown.
- Answer **all** the questions.
- Do **not** write in the bar codes.

**INFORMATION FOR CANDIDATES**

- The number of marks is given in brackets [ ] at the end of each question or part question.
-  Where you see this icon you will be awarded marks for the quality of written communication in your answer.
- This means for example you should:
  - ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
  - organise information clearly and coherently, using specialist vocabulary when appropriate.
- You may use a scientific calculator.
- The insert '*A hole in the sky*' is provided for use with question 5.
- A copy of the *Data Sheet for Chemistry B (Salters)* is provided as an insert with this question paper.
- You are advised to show all the steps in any calculations.
- The total number of marks for this paper is **100**.
- This document consists of **20** pages. Any blank pages are indicated.

Answer **all** the questions.

1 Many seashells contain calcium carbonate. The carbonate ions,  $\text{CO}_3^{2-}$ , come from atmospheric carbon dioxide that dissolves in the sea water.

(a) (i) Name **two** industrial processes that are major sources of atmospheric carbon dioxide.

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

(ii) Companies use various methods for the disposal of the carbon dioxide they produce to prevent its release straight into the atmosphere.

Suggest **two** methods that they could use for disposal of carbon dioxide.

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

(b) Carbon dioxide is a gas at room temperature. Silicon dioxide, another Group 4 oxide, is a solid with a high melting point.

Explain this difference in melting point in terms of bonding and structure.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
..... [3]

(c) Carbon dioxide acts as a greenhouse gas because it can absorb infrared radiation.

(i) Describe what happens to carbon dioxide molecules when they absorb the infrared radiation.

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

- (ii) The changes that happen after the process in (c)(i) result in the warming of the troposphere.

Describe these changes and explain how they warm the troposphere.

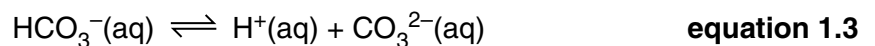
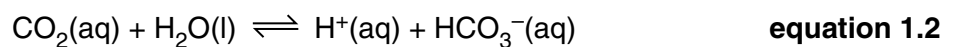
.....  
 .....  
 .....  
 ..... [2]

- (d) In an air sample that was analysed, carbon dioxide was found to be present at a concentration by volume of 395 parts per million.

Calculate the percentage of carbon dioxide in the sample.

% carbon dioxide = ..... [1]

- (e) When carbon dioxide dissolves in water, the following reactions occur.



- (i) Give the systematic name of the  $\text{HCO}_3^-$  ion.

..... [1]

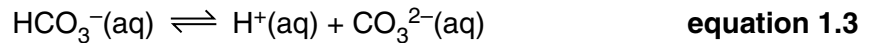
- (ii) The reaction in **equation 1.3** can reach a state of dynamic equilibrium.

Explain what is meant by the term *dynamic equilibrium*.

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

- (iii) Suggest why the balance of  $\text{CO}_2(\text{g})$  in the atmosphere and  $\text{CO}_2(\text{aq})$  in the oceans cannot be regarded as a dynamic equilibrium.

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



- (iv) The concentration of hydrogen ions in a sample of sea water is increased.

Using **equation 1.3**, describe and explain what would happen, if anything, to the concentration of carbonate ions.

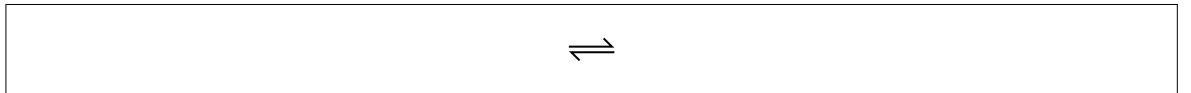
.....

.....

.....

..... [2]

- (v) Give the overall equation for the reaction of gaseous carbon dioxide with water that produces  $\text{CO}_3^{2-}$  ions.



[1]

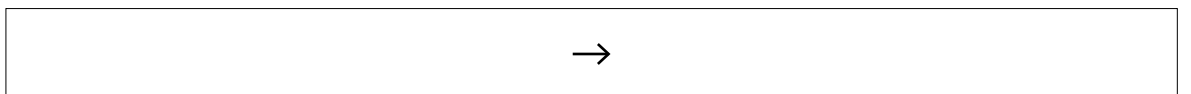
- (f) Mineral water often contains dissolved carbon dioxide. The water also contains a range of dissolved ionic compounds.

A student analyses a sample of mineral water to check the amount of dissolved sulfate ions,  $\text{SO}_4^{2-}$ , it contains.

- (i) The student adds barium chloride solution to the water to precipitate out the sulfate ions as barium sulfate. The student collects, dries and weighs the precipitate.

Write the **ionic** equation for the precipitation of barium sulfate.

Include state symbols.



[2]

- (ii) From the results, the student calculates that the mineral water contains sulfate ions at a concentration of  $7.4 \times 10^{-5} \text{ mol dm}^{-3}$ . The student looks at the label on the bottle and finds that the concentration is quoted in  $\text{g dm}^{-3}$ .

Calculate the concentration of sulfate ions in the water in  $\text{g dm}^{-3}$ .

Give your answer to **two** significant figures.

concentration of sulfate ions = .....  $\text{g dm}^{-3}$  [3]

- (iii) Suggest why the presence of  $\text{CO}_3^{2-}$  ions in the mineral water might lead to the student obtaining a higher value for the sulfate ion concentration than is given on the label on the bottle.

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

[Total: 24]

- 2 Leafcutter ants are responsible for producing some of the halogenoalkanes that are released into the Earth's atmosphere. The ants have been found to be responsible for producing large quantities of chloromethane and bromomethane.

Halogenoalkane	Estimated global emissions / tonnes per year	Atmospheric lifetime / years
Chloromethane, $\text{CH}_3\text{Cl}$	800	1.3
Bromomethane, $\text{CH}_3\text{Br}$	500	0.7

- (a) Why does chloromethane not photodissociate in the troposphere?

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

- (b) If a bromomethane molecule reaches the stratosphere, UV radiation breaks the C–Br bond in the molecule, forming bromine atoms.

- (i) The C–Br bond has an enthalpy of  $+290 \text{ kJ mol}^{-1}$ .

Calculate the minimum energy (in Joules) needed to break a **single** C–Br bond.

Avogadro constant,  $N_A = 6.02 \times 10^{23} \text{ mol}^{-1}$

minimum energy = ..... J [2]

- (ii) Calculate the frequency of radiation that is needed to break a **single** C–Br bond.

Planck constant,  $h = 6.63 \times 10^{-34} \text{ J Hz}^{-1}$

frequency = ..... Hz [2]

(c) Chloromethane and bromomethane are both gases at room temperature whilst water is a liquid.

(i) Name **both** types of intermolecular bond that can form between molecules of chloromethane.

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

(ii) Water molecules are held together by hydrogen bonds.

Draw a diagram to show how **two** water molecules can be linked by a hydrogen bond.

Include relevant lone pairs and partial charges in your diagram.

[4]

(iii) Hydrogen bonds only form when hydrogen atoms are bonded to atoms of certain elements.

Name these elements.

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

- (d) The following table gives values for the boiling points of bromomethane, chloromethane and water:

	Boiling point/K
<b>Bromomethane</b>	277
<b>Chloromethane</b>	249
<b>Water</b>	373

Use ideas about intermolecular bonds to explain:

- (i) why chloromethane has a lower boiling point than water;

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

- (ii) why bromomethane has a higher boiling point than chloromethane.

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

- (e) Most of the chloromethane and bromomethane molecules that enter the troposphere are removed by reaction with hydroxyl radicals.

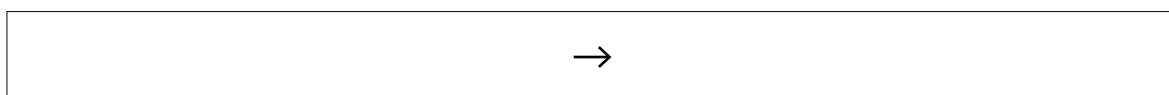
Draw a 'dot-and-cross' diagram for the hydroxyl, OH, radical.

Show outer shell electrons only.

[1]

- (f) The chloromethane and bromomethane that dissolve in the oceans are hydrolysed by the water, releasing HCl or HBr.

- (i) Write the equation for this hydrolysis of chloromethane.



[1]



(ii) Name the organic compound that forms in the reaction in (f)(i).

..... [1]

(iii) Underline **two** of the following words to describe the hydrolysis reaction in (f)(i).

**addition    electrophilic    elimination    nucleophilic    radical    substitution** [2]

(g) The rates of hydrolysis of chloromethane and bromomethane may depend on either of the factors shown below:

- the polarity of the carbon–halogen bond
- the strength of the carbon–halogen bond.

(i) State which bond, C–Cl or C–Br, is more polar and explain why.



*In your answer, you should use technical terms, spelled correctly.*

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

(ii) Suggest which bond, C–Cl or C–Br, is stronger and explain why.

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

(iii) Under the same reaction conditions, the hydrolysis of bromomethane occurs more rapidly than the hydrolysis of chloromethane.

Explain why this observation indicates that bond strength contributes more than bond polarity to the rate of hydrolysis.

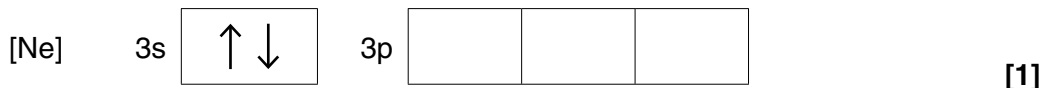
.....  
 .....  
 .....  
 ..... [1]

[Total: 23]

3 Wine labels often show that the wine contains sulfites, because sulfur dioxide gas has been added as a preservative. Strict legal limits have been placed on the amount of SO<sub>2</sub> that can be added to wine, because above a certain value the sulfur dioxide affects the taste of the wine.

(a) Sulfur dioxide can be made industrially by burning sulfur in air.

(i) Complete this diagram to show the arrangement of electrons in a sulfur atom.



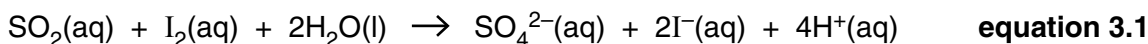
(ii) Industries producing sulfur dioxide have to make sure they do **not** allow the sulfur dioxide to escape into the atmosphere.

Name a type of pollution caused by sulfur dioxide in the atmosphere.

..... [1]

(b) The concentration of sulfur dioxide in a sample of white wine can be found by titrating the wine with a solution of iodine.

The equation for the reaction between sulfur dioxide and iodine is shown below.



(i) Give the oxidation states of the iodine and sulfur before and after the reaction.

Oxidation state of sulfur in:

SO<sub>2</sub> ..... SO<sub>4</sub><sup>2-</sup> .....

Oxidation state of iodine in:

I<sub>2</sub> ..... I<sup>-</sup> ..... [3]

(ii) Give the reducing agent in the reaction shown in **equation 3.1**.

Explain your answer in terms of oxidation states.

reducing agent: .....

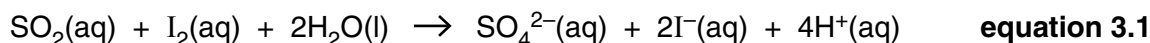
explanation: .....

..... [2]

(iii) Give the colour and physical state of the iodine that would be used to make the iodine solution.

..... [1]

- (c) A sample of white wine is analysed for its sulfur dioxide content by titrating it with an aqueous solution of iodine.



- (i) Name a suitable piece of equipment for adding the aqueous iodine solution to the wine.

..... [1]

- (ii)  $15.80 \text{ cm}^3$  of  $0.0100 \text{ mol dm}^{-3}$  aqueous  $\text{I}_2$  solution is needed to react with  $50.00 \text{ cm}^3$  of the wine.

Calculate the number of moles of iodine,  $\text{I}_2$ , used in the titration.

moles  $\text{I}_2 = \dots\dots\dots \text{ mol}$  [1]

- (iii) Use your answer to (ii) and **equation 3.1** to write down the number of moles of sulfur dioxide in the  $50.00 \text{ cm}^3$  of wine.

moles sulfur dioxide = ..... mol [1]

- (iv) What is the concentration of sulfur dioxide in the wine in  $\text{mol dm}^{-3}$ ?

concentration = .....  $\text{mol dm}^{-3}$  [1]

- (v) In Britain, the maximum amount of sulfur dioxide that can be added to white wine is  $3.28 \times 10^{-3} \text{ mol dm}^{-3}$ . Above this limit, the taste of the wine is affected.

A concentration of less than  $1.56 \times 10^{-4} \text{ mol dm}^{-3}$  is insufficient to preserve the wine.

Use this information to comment on your answer to (iv).

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

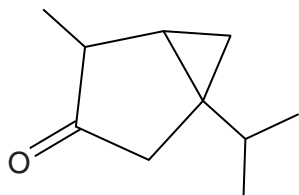
- (d) The concentration of sulfur dioxide in wine can also be found by converting the sulfur dioxide to sulfuric acid. The sulfuric acid is then titrated with sodium hydroxide solution.

How would you know when the end-point of the titration of sulfuric acid with sodium hydroxide has been reached?

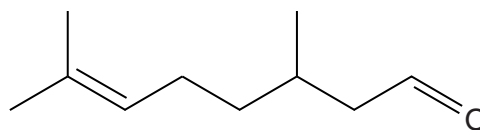
.....  
 ..... [1]

[Total: 14]

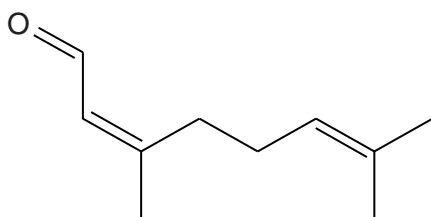
- 4 Absinthe was a popular alcoholic drink in the nineteenth century. It contained a mixture of organic compounds, including thujone, citronellal, neral and linalool. It was claimed that absinthe caused hallucinations because of the thujone it contained.



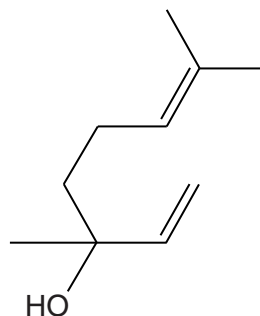
thujone



citronellal



neral



linalool

- (a) (i) Name a functional group that is present in thujone but **not** in neral.  
 .....

[1]

- (ii) Name a functional group that is present in all these compounds **except** thujone.

..... [1]

- (b) The aldehyde group in citronellal can be oxidised by acidified dichromate(VI).

- (i) Draw the full structural formula of the functional group that forms and name this functional group.

name of functional group: .....

[2]

- (ii) Put a tick in the table for each of the other compounds in absinthe that would be oxidised by acidified dichromate(VI).

	Linalool	Neral	Thujone
Will be oxidised			

[1]

(c) Neral has *E/Z* isomers, but linalool does not.

(i) The diagram of neral shown on page 12 is the *Z* isomer. Draw a diagram of the *E* isomer of neral.

[1]

(ii) Explain why neral has *E/Z* isomers.

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

(d) Citronellal molecules can take part in an addition polymerisation reaction.

Underline the compound from the list that **cannot** form an addition polymer.

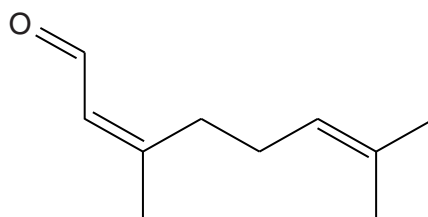
**linalool**

**neral**

**thujone**

[1]

14



neral

(e) Neral reacts with  $\text{H}_2\text{O}$ .

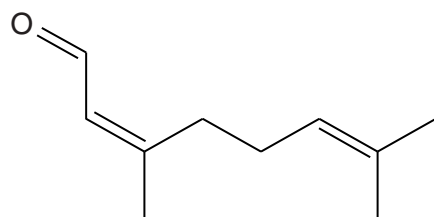
- (i) Give the reaction conditions that would be needed for the reaction of neral with  $\text{H}_2\text{O}$ , using a phosphoric acid catalyst.

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

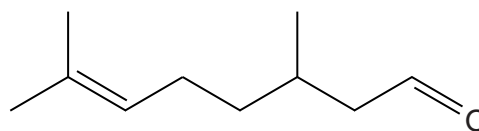
- (ii) Four organic products could form from the **complete** reaction of neral with  $\text{H}_2\text{O}$ . Assume that the aldehyde group does not react.

Draw the structures of the **four** isomeric products that could form.

[4]



neral



citronellal

- (f) Neral and citronellal both react with bromine. A student adds bromine water drop by drop to  $1\text{ cm}^3$  of neral in a test-tube. The tube is shaken after each addition. The addition of bromine water is continued until no further change occurs.

In a second experiment, the student repeats the process with an equal amount of citronellal.

Describe and explain the **similarities** and **differences** the student would observe in the two experiments.



*In your answer, you should make it clear how the structures of the molecules being reacted with bromine link to the similarities and differences you have described.*

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [5]

[Total: 19]

- 5 This question is based on the Advance Notice article '**A hole in the sky**' that is provided as an insert to this paper.

- (a) Catalytic cycles include reactions that are classified as propagation reactions.

Explain what is meant by a *propagation reaction*.

Give the number of a reaction from the article that is an example of a propagation reaction.

propagation reaction .....

.....

reaction number .....

[2]

- (b) **Fig. 1** in the article shows a '*dot-and-cross*' diagram that could be used to represent the bonding in a molecule of ozone.

- (i) In an ozone molecule, **both** bonds have a length of 0.128 nm.

Explain why the bond length values in ozone suggest that the diagram in **Fig. 1** of the article does **not** represent the actual bonding for an ozone molecule.

.....

.....

.....

..... [2]

- (ii) Explain why the diagram in **Fig. 1** indicates that the ozone molecule is V-shaped.

.....

.....

.....

..... [2]

- (c) **Reactions 1** and **2** in the article result in the formation of ozone in the atmosphere.

- (i) Explain why **reaction 1** occurs at a faster rate at a higher altitude.

.....

.....

.....

..... [2]



(ii) **Reaction 2**, like most gaseous reactions, gets faster as the pressure increases.

Explain, in terms of the collision theory, why increased pressure increases the rate of a gaseous reaction.

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

(iii) **Fig. 2** in the article shows the variation of ozone concentration with altitude in the Earth's atmosphere.

Explain why the ozone concentration is highest at an altitude of around 25 km.

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

(d) The article tells us that the ozone in the stratosphere is beneficial because it prevents some of the UV light from the Sun from reaching the Earth's surface.

Explain why this is considered to be beneficial to humans.

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

**Question 5 continues on page 18**



**ADDITIONAL ANSWER SPACE**

If additional answer space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margins.

A large area of lined paper for writing answers. It features a vertical margin line on the left side and horizontal dotted lines for writing. The lines are evenly spaced and extend across the width of the page.

A large area of the page is reserved for writing, featuring a vertical solid line on the left side and horizontal dotted lines extending across the page.



**Copyright Information**

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download from our public website ([www.ocr.org.uk](http://www.ocr.org.uk)) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.