AQA GCSE Chemistry | 8462

SPECIFICATION POINT 4.2.2.2

State symbols

Past-paper questions

Tier	**Foundation**
Question groups	**7**
Available paper years	**2011–2022**

Using this booklet

1. Answer the questions in order and show your working.
2. Original question numbers and marks are retained.
3. Print at actual size (100%) for measuring questions.
4. Use the companion answer booklet to check your work.

Name: _____ **Date:** _____

Whole questions are retained for context, so some parts assess other specification points. Current and legacy sources are labelled. Continue on extra paper if needed.

4.2.2.2 State symbols

Question 01

January 2011 | CHY3F | Original Q2 | Legacy

2 Read the information in the box and then answer the questions.

> Seidlitz Powder is a medicine.
>
> Seidlitz Powder comes as two powders. One powder is wrapped in white paper and contains tartaric acid. The other powder is wrapped in blue paper and contains sodium hydrogencarbonate.
>
> The contents of the blue paper are dissolved in water and the contents of the white paper are added. This causes a reaction that produces carbon dioxide gas. The mixture is safe to drink when the reaction stops.

2 (a) Suggest why Seidlitz Powder comes as two separate powders.

.....

(1 mark)

2 (b) The reaction produces carbon dioxide gas.

2 (b) (i) What would you see during the reaction?

.....

(1 mark)

2 (b) (ii) Which state symbol in a chemical equation shows that carbon dioxide is a gas?

Draw a ring around **one** answer.

(s) **(l)** **(aq)** **(g)**

(1 mark)

2 (b) (iii) Draw a ring around the correct answer to complete the sentence.

Carbon dioxide can be identified because it turns [limescale / limestone / limewater] milky.

(1 mark)

4.2.2.2 State symbols

Question 01 · continued

2 (c) Sodium hydrogencarbonate contains sodium ions. Sodium ions can be identified by flame tests.

Draw a ring around the correct answer to complete the sentence.

Sodium ions give a [blue / red / yellow] flame.

(1 mark)

2 (d) Some Seidlitz Powder was bought on the Internet for £5. However, when tested, it was found to be only magnesium sulfate, worth a few pence.

Draw a ring around the correct answer to complete each sentence.

2 (d) (i) The test for sulfate ions uses [barium chloride / silver nitrate / sodium hydroxide] solution.

(1 mark)

2 (d) (ii) A positive test for sulfate ions produces a [blue / red / white] precipitate.

(1 mark)

2 (d) (iii) Suggest **one** disadvantage of buying medicines on the Internet.

.....

.....

(1 mark)

8

4.2.2.2 State symbols

Question 02

June 2017 | CH2FP | Original Q2 | Legacy

2 This question is about sulfuric acid, copper sulfate and ethene.

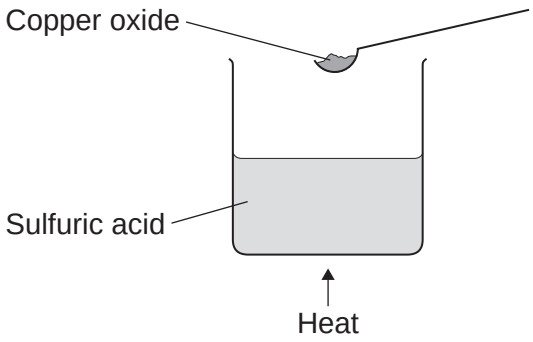
2 (a) A student added copper oxide to sulfuric acid to make copper sulfate.

The word equation for the reaction is:

sulfuric acid + copper oxide ⟶ copper sulfate + water

Figure 4 shows the first stage of the student's method.

Figure 4



2 (a) (i) The state symbol for CuO is missing from the equation below.

Use the correct answer from the box to complete the equation.

[1 mark]

aq	g	l	s

H_2SO_4 (aq) + CuO (___) ⟶ $CuSO_4$ (aq) + H_2O (l)

2 (a) (ii) Why is the sulfuric acid heated?

[1 mark]

_____

_____

Question 2 continues on the next page

4.2.2.2 State symbols

Question 02 · continued

2 (a) (iii) Which of these values could be the pH of sulfuric acid?

[1 mark]

Tick (✓) **one** box.

1 ☐

7 ☐

11 ☐

14 ☐

2 (a) (iv) Why does the student continue to add copper oxide until some is left at the end of the reaction?

[1 mark]

Tick (✓) **one** box.

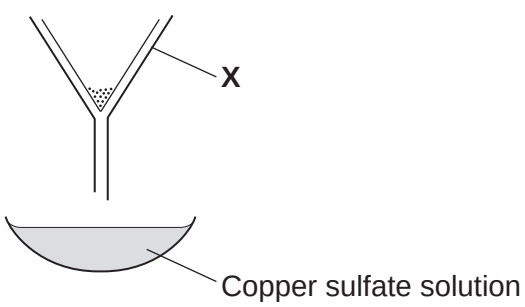
To make bigger copper sulfate crystals. ☐

To make sure all the copper oxide has reacted. ☐

To make sure all the sulfuric acid has reacted. ☐

2 (b) **Figure 5** shows the second stage of the student's method.

Figure 5



4.2.2.2 State symbols

Question 02 · continued

2 (b) (i) Name the apparatus labelled **X** on **Figure 5**.

[1 mark]

_____

2 (b) (ii) What could the student do to the copper sulfate solution to get copper sulfate crystals?

[1 mark]

_____

_____

2 (c) The student weighed the copper sulfate crystals.

Why was the mass of the copper sulfate crystals less than the student expected?

[1 mark]

Tick (✓) **one** box.

The student added too much copper oxide. ☐

The student left some copper sulfate crystals in the apparatus. ☐

The student weighed the copper sulfate crystals when they were wet. ☐

2 (d) The equation shows the reaction when blue hydrated copper sulfate crystals are heated.

hydrated copper sulfate $\rightleftharpoons$ anhydrous copper sulfate + water

2 (d) (i) What colour is anhydrous copper sulfate?

[1 mark]

_____

2 (d) (ii) What would you see if water is added to anhydrous copper sulfate?

[1 mark]

_____

4.2.2.2 State symbols

Question 02 · continued

2 (e) Ethene and sulfuric acid are used to make many substances.

Table 1 shows data about wealth of countries, ethene production and sulfuric acid production.

Table 1

Country	Wealth of country in billions of dollars	Ethene production in kilotonnes	Sulfuric acid production in kilotonnes
A	4000	13 900	36 000
B	1300	4 400	6 600
C	1290	2 700	26 000
D	460	1 500	2 500

2 (e) (i) Use the correct answer from the box to complete the sentence.

[1 mark]

alloys	chlorine	graphite	polymers

Ethene is used to make _____ .

2 (e) (ii) Describe the relationship, if any, between the wealth of a country and the production of ethene.

[1 mark]

_____

_____

2 (e) (iii) Describe the relationship, if any, between the wealth of a country and the production of sulfuric acid.

[1 mark]

_____

_____

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4.2.2.2 State symbols

Question 03

June 2018 | 8462/1F | Original Q5

0 5 A student investigated the mass of copper oxide produced by heating copper carbonate.

This is the method used.

1. Weigh an empty test tube.
2. Weigh 2.00 g of copper carbonate into the test tube.
3. Heat the copper carbonate until there appears to be no further change.
4. Re-weigh the test tube and copper oxide produced.
5. Subtract the mass of the empty tube to find the mass of copper oxide.
6. Repeat steps 1–5 twice.
7. Repeat steps 1–6 with different masses of copper carbonate.

Table 4 shows the student's results.

Table 4

Mass of copper carbonate in g	Mass of copper oxide in g			
	Trial 1	Trial 2	Trial 3	Mean
2.00	1.29	1.27	1.31	1.29
4.00	2.89	2.57	2.59	2.58
6.00	3.85	3.90	3.87	3.87
8.00	5.12	5.15	5.09	**X**
10.00	6.42	6.45	6.45	6.44

The equation for the reaction is:

$$CuCO_3(s) \rightarrow CuO(s) + CO_2(g)$$

0 5 . 1 Complete the sentence.

[1 mark]

The state symbol shows carbon dioxide is a _____.

4.2.2.2 State symbols

Question 03 · continued

June 2018 | 8462/1F | Original Q5

0 5 . 2 Why do the contents of the test tube lose mass in the investigation?

[1 mark]

0 5 . 3 Calculate the mean mass **X** in **Table 4**.

[1 mark]

X = _____ g

0 5 . 4 One of the results in **Table 4** is anomalous.

Which result is anomalous?

[1 mark]

Mass of copper carbonate _____ g Trial _____

0 5 . 5 Suggest how the investigation could be improved to make sure the reaction is complete.

[2 marks]

Question 03 · continued

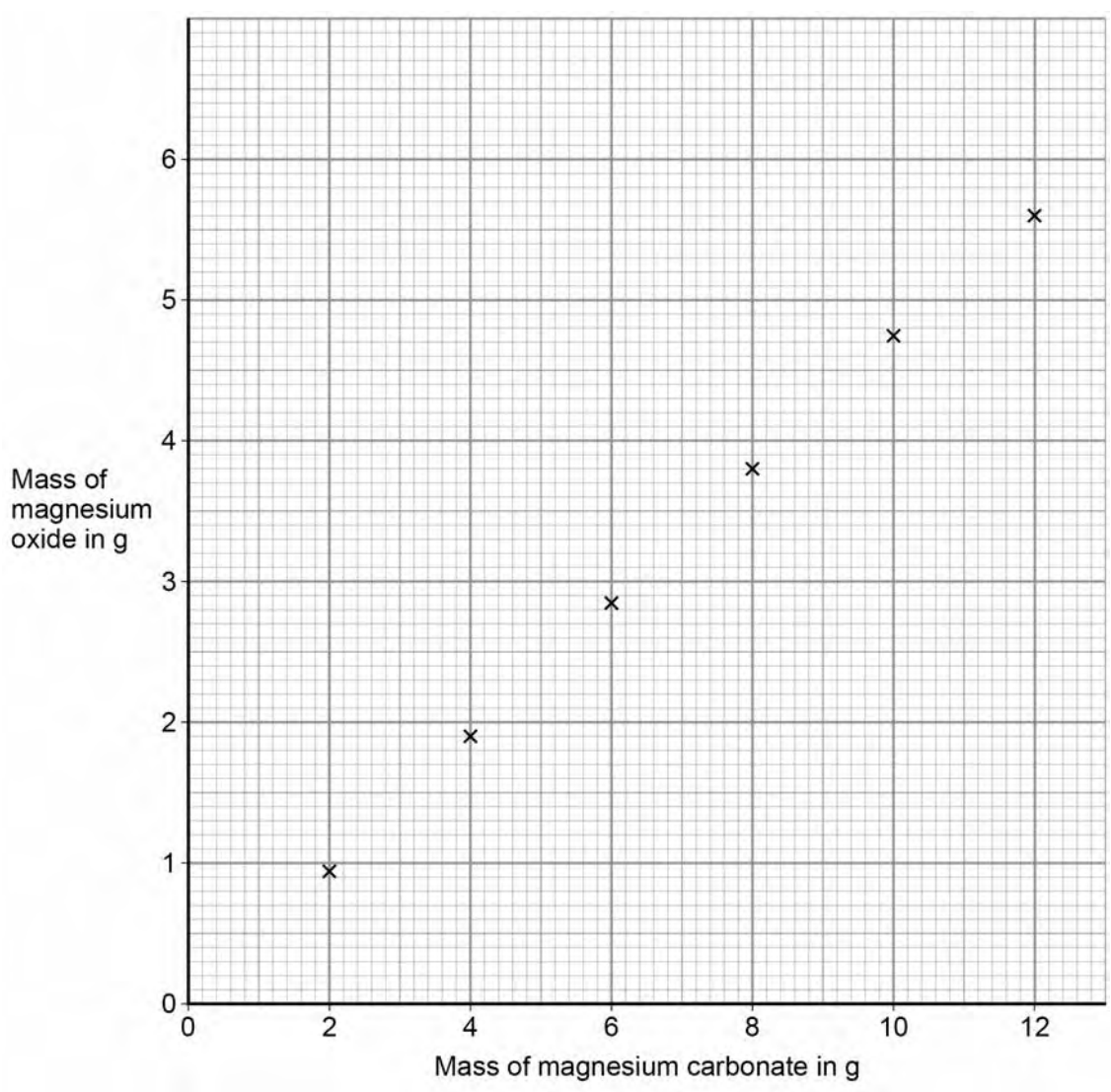
Another student repeated the investigation using magnesium carbonate instead of copper carbonate.

The word equation for the reaction is:

magnesium carbonate → magnesium oxide + carbon dioxide

Figure 8 shows the results of the investigation.

Figure 8



4.2.2.2 State symbols

Question 03 · continued

0 5 . 6 Draw a line of best fit on **Figure 8**.

[1 mark]

0 5 . 7 Determine the mass of magnesium oxide produced by 8.4 g of magnesium carbonate.

Use **Figure 8**.

[1 mark]

Mass = _____ g

0 5 . 8 Calculate the mass of magnesium oxide produced when 168 g of magnesium carbonate is heated.

Use your answer to Question **05.7**

[2 marks]

_____

_____

_____

_____

Mass of magnesium oxide produced = _____ g

4.2.2.2 State symbols

Question 04

June 2019 | 8462/1F | Original Q5

0 5 A student investigated the reaction between lumps of calcium carbonate and dilute hydrochloric acid.

This is the method used.

1. Pour 100 cm^3 of dilute hydrochloric acid into a conical flask.

2. Place the conical flask on a balance.

3. Add 2 g of calcium carbonate lumps to the conical flask.

4. Wait until the calcium carbonate stops reacting.

5. Record the decrease in mass of the conical flask and contents.

6. Repeat steps 1 to 5 three more times.

The equation for the reaction is:

$$CaCO_3(\mathbf{X}) + 2HCl(aq) \rightarrow CaCl_2(aq) + CO_2(g) + H_2O(l)$$

0 5 . 1 What is the state symbol **X** in the equation?

[1 mark]

Tick (✓) **one** box.

aq ☐ g ☐ l ☐ s ☐

4.2.2.2 State symbols

Question 04 · continued

Table 2 shows the student's results.

Table 2

	Result 1	Result 2	Result 3	Result 4
Decrease in mass of the conical flask and contents in g	0.84	0.79	0.86	0.47

0 5 . 2 Why does the mass of the conical flask and contents decrease during the reaction?

[1 mark]

Tick (✓) **one** box.

A gas escapes. ☐

A new solution is made. ☐

The dilute hydrochloric acid is used up. ☐

The calcium carbonate lumps decrease in size. ☐

0 5 . 3 What is the range of the four results in **Table 2**?

[1 mark]

From _____ g to _____ g

0 5 . 4 Calculate the mean decrease in mass of the conical flask and contents.

Do **not** include the anomalous result.

Use **Table 2**.

[2 marks]

_____

_____

_____

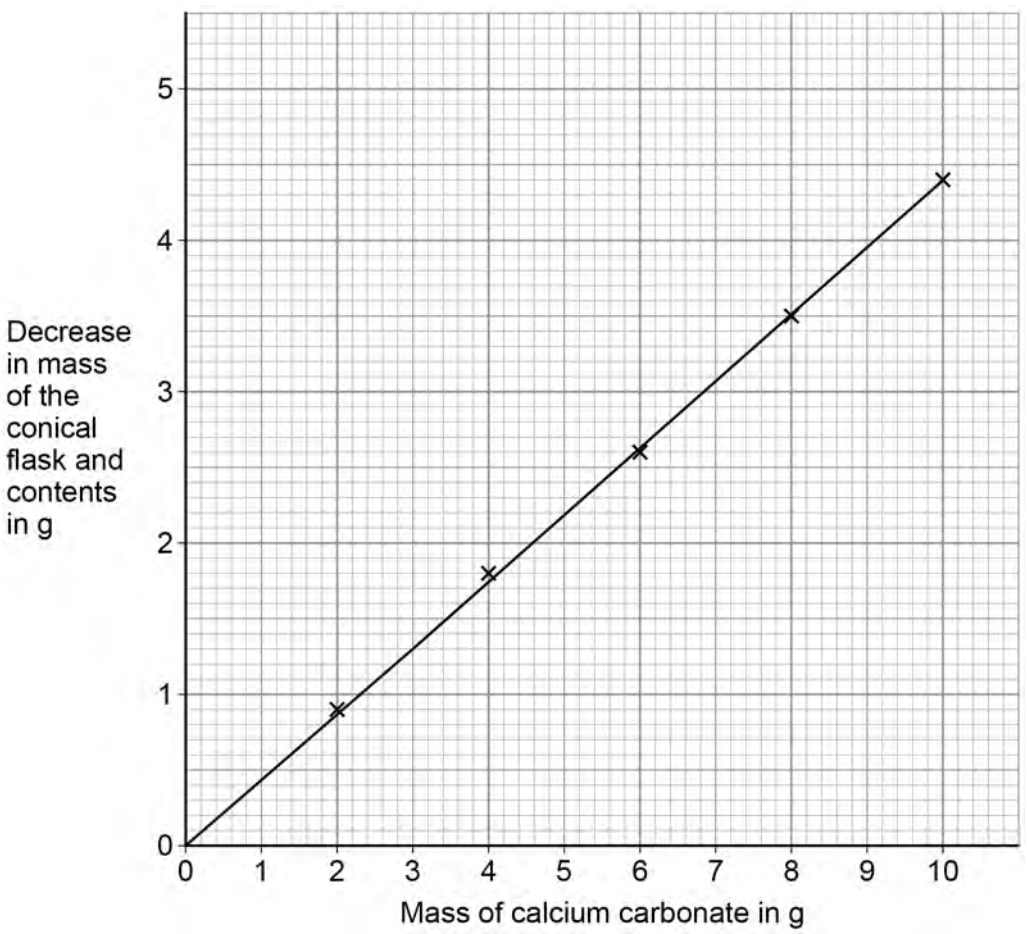
Mean decrease in mass = _____ g

A teacher demonstrated the investigation.

The teacher used different masses of calcium carbonate.

Figure 8 shows the teacher's results.

Figure 8



0 5 . 5 What type of variable is the mass of calcium carbonate?

[1 mark]

Tick (✓) **one** box.

Control ☐

Dependent ☐

Independent ☐

4.2.2.2 State symbols

Question 04 · continued

Use **Figure 8** to answer Questions **05.6** and **05.7**

0 5 . 6 Complete the sentence.

[1 mark]

As the mass of calcium carbonate used increases, the decrease in mass of the conical flask and contents _____.

0 5 . 7 What is the decrease in mass of the conical flask and contents when a 3 g sample of calcium carbonate is used?

[1 mark]

Decrease in mass = _____ g

8

Turn over for the next question

4.2.2.2 State symbols

Question 05

June 2019 | 8462/2F | Original Q10

1 0 This question is about rate of reaction.

A student investigated the rate of the reaction between magnesium and dilute hydrochloric acid.

The equation for the reaction is:

$$Mg(s) + 2HCl(aq) \rightarrow MgCl_2(aq) + H_2(g)$$

1 0 . 1 Which state symbol in the equation for the reaction does **not** represent one of the three states of matter?

[1 mark]

The student determined the rate of production of hydrogen gas.

1 0 . 2 What **two** pieces of measuring apparatus could the student use to find the rate of production of hydrogen gas?

[2 marks]

1 _____

2 _____

Question 10 continues on the next page

4.2.2.2 State symbols

Question 05 · continued

Table 6 shows the results of the investigation.

Table 6

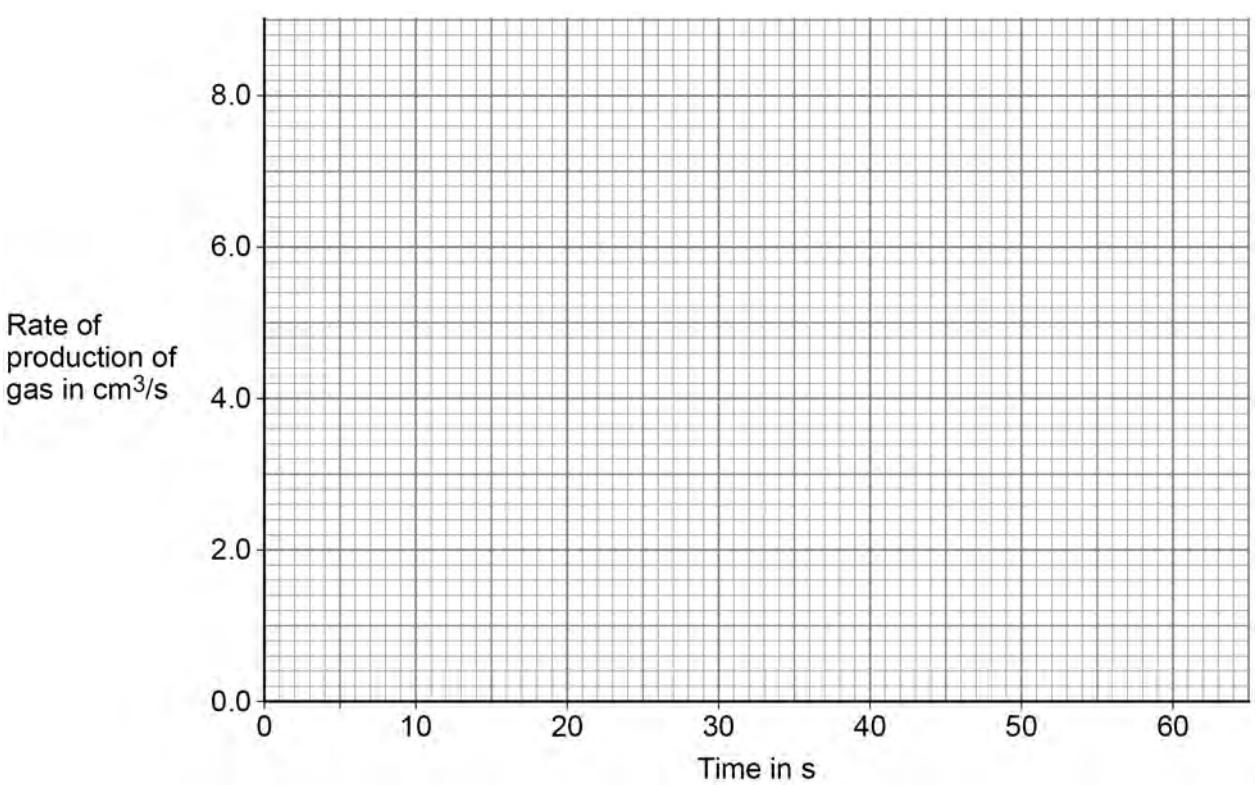
Time in s	Rate of production of gas in cm^3/s
10	6.9
20	3.9
30	2.0
40	0.9
50	0.3
60	0.0

1 0 . 3 Plot the data from **Table 6** on **Figure 8**.

You should draw a line of best fit.

[3 marks]

Figure 8



4.2.2.2 State symbols

Question 05 · continued

10.4 Give **three** conclusions that can be drawn about the rate of reaction between magnesium and dilute hydrochloric acid in this investigation.

Use data from **Figure 8** and **Table 6**.

[3 marks]

1 _____

_____

2 _____

_____

3 _____

_____

10.5 The student repeated the investigation using dilute hydrochloric acid at a higher temperature.

All the other variables were kept the same.

Which **two** statements are correct?

[2 marks]

Tick (✓) **two** boxes.

- More bubbles were produced in the first 10 seconds. ☐
- The activation energy for the reaction was higher. ☐
- The magnesium was used up more quickly. ☐
- The reaction finished at the same time. ☐
- The total volume of gas collected was greater. ☐

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4.2.2.2 State symbols

Question 06

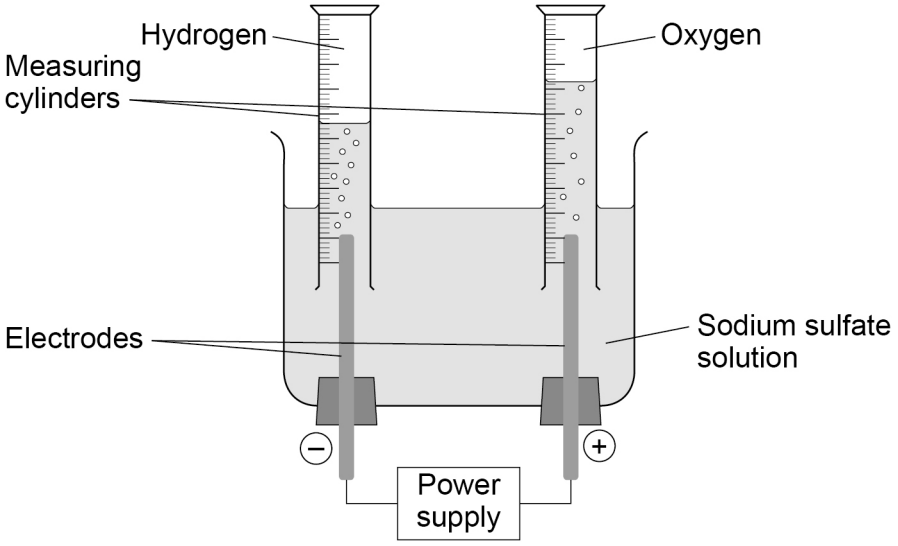
0 8 This question is about electrolysis.

Ionic compounds decompose when they are electrolysed.

A student electrolyses sodium sulfate solution.

Figure 13 shows the apparatus used.

Figure 13



0 8 . 1 Sodium sulfate solution contains:

- hydrogen ions
- hydroxide ions
- sodium ions
- sulfate ions.

Oxygen is produced at the positive electrode.

Which ions are discharged at the positive electrode to produce oxygen?

[1 mark]

Tick (✓) **one** box.

Hydrogen ions ☐

Hydroxide ions ☐

Sodium ions ☐

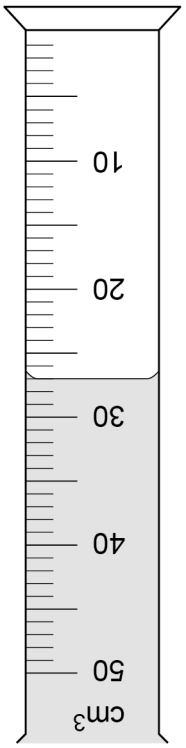
Sulfate ions ☐

4.2.2.2 State symbols

Question 06 · continued

0 8 . 2 **Figure 14** shows one of the measuring cylinders during the electrolysis.

Figure 14



What is the volume of gas in the measuring cylinder?

[1 mark]

Volume of gas = _____ cm^3

0 8 . 3 Ionic compounds can be electrolysed when molten or dissolved in water.

Why can ionic compounds **not** be electrolysed when solid?

You should answer in terms of ions.

[1 mark]

_____

_____

4.2.2.2 State symbols

Question 06 · continued

0 8 . 4 **Table 7** shows the products of electrolysis of two molten compounds.

Table 7

Molten compound	Product at negative electrode	Product at positive electrode
Potassium iodide	Potassium	_____
Zinc bromide	_____	Bromine

Complete **Table 7**.

[2 marks]

0 8 . 5 The electrolysis of molten sodium chloride is used to extract sodium metal.

Why is sodium metal extracted by electrolysis instead of by reduction with carbon?

[1 mark]

Tick (✓) **one** box.

Carbon conducts electricity. ☐

Carbon is less reactive than sodium. ☐

Carbon reduction uses more energy. ☐

0 8 . 6 What is the state symbol for molten sodium chloride?

[1 mark]

Tick (✓) **one** box.

(aq) ☐ (g) ☐ (l) ☐ (s) ☐

4.2.2.2 State symbols

Question 06 · continued

0 8 . 7 Titanium can be produced from titanium oxide by electrolysis.

The equation for the reaction is:

$$TiO_2 \rightarrow Ti + O_2$$

Calculate the percentage atom economy for the production of titanium from titanium oxide by electrolysis.

Use the equation:

$$\text{Percentage atom economy} = \frac{\text{Relative atomic mass of desired product}}{\text{Relative formula mass of reactant}} \times 100$$

Relative atomic mass (A_r): Ti = 48

Relative formula mass (M_r): TiO_2 = 80

[2 marks]

Percentage atom economy = _____ %

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4.2.2.2 State symbols

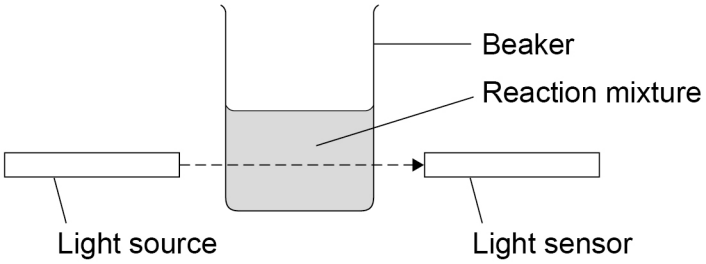
Question 07

June 2022 | 8462/2F | Original Q6

0 6 A student investigated the rate of reaction between sodium thiosulfate solution and hydrochloric acid.

Figure 7 shows the apparatus used.

Figure 7



When hydrochloric acid is added to sodium thiosulfate solution, the mixture gradually becomes cloudy.

A smaller percentage of light from the light source reaches the light sensor as the mixture becomes more cloudy.

This is the method used.

1. Measure 50 cm^3 of sodium thiosulfate solution into the beaker.
2. Add 10 cm^3 of hydrochloric acid to the sodium thiosulfate solution.
3. Immediately start a timer.
4. Record the percentage of light from the light source that reaches the light sensor every 20 seconds for 120 seconds.

0 6 . 1 Balance the equation for this reaction.

[1 mark]

$$Na_2S_2O_3 + 2\,HCl \rightarrow ____\ NaCl + H_2O + SO_2 + S$$

4.2.2.2 State symbols

Question 07 · continued

0 6 . 2 The mixture becomes cloudy because the sulfur produced is a solid.

What is the state symbol for a solid?

[1 mark]

Tick (✓) **one** box.

(aq) ☐

(g) ☐

(l) ☐

(s) ☐

0 6 . 3 The student monitored the cloudiness of the reaction mixture using a light sensor.

What other piece of equipment could be used to monitor the cloudiness of the reaction mixture?

[1 mark]

Tick (✓) **one** box.

A balance ☐

A cross on a piece of paper ☐

A gas syringe ☐

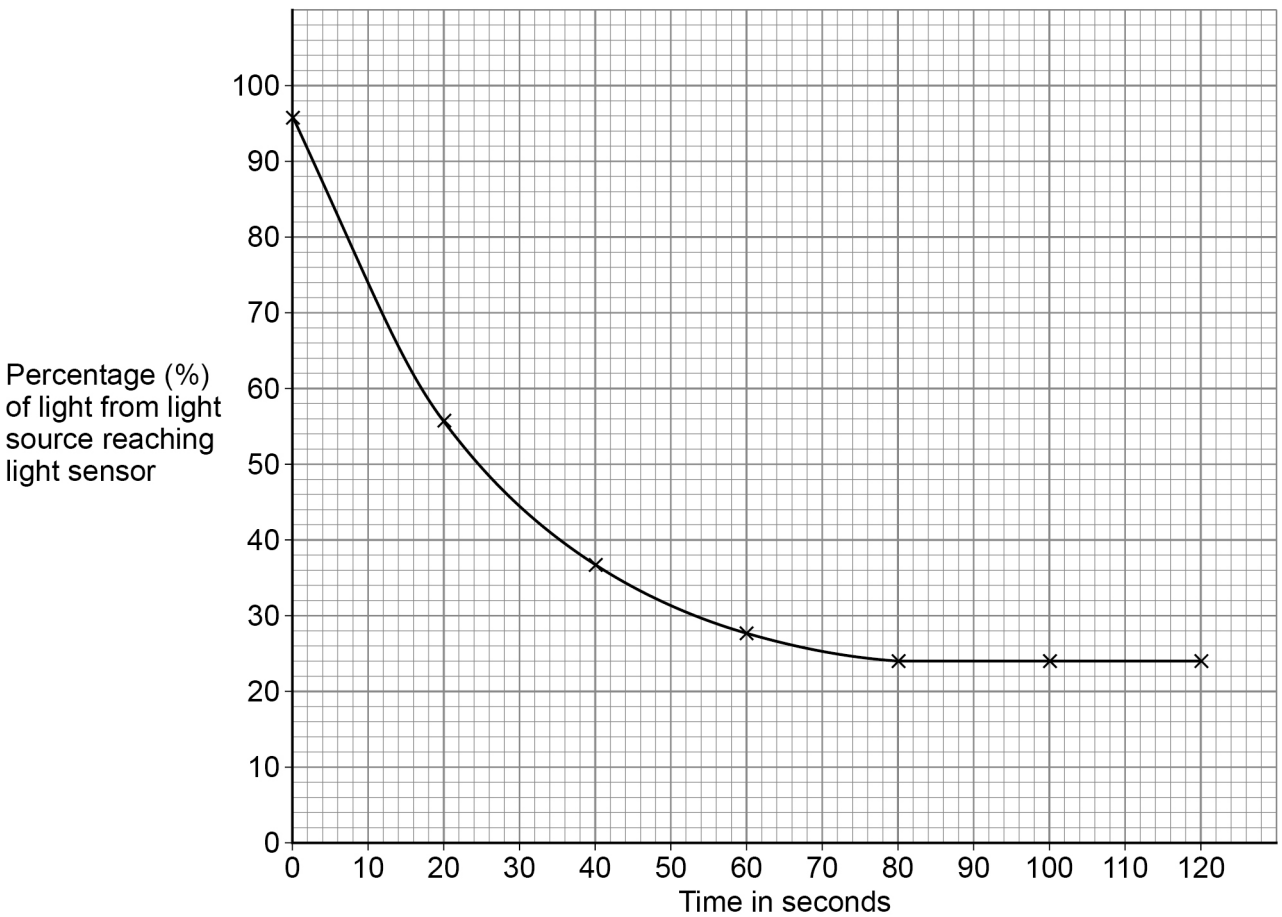
A thermometer ☐

Question 6 continues on the next page

4.2.2.2 State symbols

Figure 8 shows the results.

Figure 8



0 6 . 4 What happened to the rate of reaction between 40 and 60 seconds?

Use **Figure 8**.

[1 mark]

Tick (✓) **one** box.

The rate of reaction decreased. ☐

The rate of reaction stayed at zero. ☐

The rate of reaction increased. ☐

4.2.2.2 State symbols

Question 07 · continued

0 6 . 5 The student stopped taking measurements after 120 seconds because the percentage of light reaching the sensor stayed constant.

Why did the percentage of light reaching the sensor stay constant?

[1 mark]

Tick (✓) **one** box.

- No light was reaching the sensor. ☐
- One of the reactants was used up. ☐
- The reaction was too vigorous. ☐

0 6 . 6 The student repeated the experiment using sodium thiosulfate solution of a higher concentration.

How would the line of best fit for sodium thiosulfate solution of a higher concentration compare with the line of best fit on **Figure 8**?

[1 mark]

Tick (✓) **one** box.

- Initially the line of best fit would be less steep. ☐
- Initially the line of best fit would be the same steepness. ☐
- Initially the line of best fit would be steeper. ☐

Question 6 continues on the next page

4.2.2.2 State symbols

Question 07 · continued

0 6 . 7 The student then investigated the effect of changing the temperature on the rate of reaction.

The student used sodium thiosulfate solution and hydrochloric acid which had been kept in an ice bath.

Which are **two** effects of using reactants kept in an ice bath rather than at room temperature?

[2 marks]

Tick (✓) **two** boxes.

- Fewer reactant particles have the activation energy. ☐
- The reactant particles collide more frequently. ☐
- The reactant particles have more energy. ☐
- The reactant particles move more slowly. ☐
- There are fewer reactant particles in the same volume. ☐

8