

Please write clearly in block capitals.

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

Surname

---

Forename(s)

---

Candidate signature

---

I declare this is my own work.

# GCSE CHEMISTRY

# F

Foundation Tier Paper 2

Time allowed: 1 hour 45 minutes

## Materials

For this paper you must have:

- a ruler
- a scientific calculator
- the periodic table (enclosed).

## Instructions

- Use black ink or black ball-point pen.
- Pencil should only be used for drawing.
- Fill in the boxes at the top of this page.
- Answer **all** questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.
- In all calculations, show clearly how you work out your answer.

## Information

- The maximum mark for this paper is 100.
- The marks for questions are shown in brackets.
- You are expected to use a calculator where appropriate.
- You are reminded of the need for good English and clear presentation in your answers.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
<b>TOTAL</b>	



0	1
---	---

This question is about water.

A student investigated pure water.

The student measured:

- the boiling point of pure water
- the pH of pure water.

0	1	.	1
---	---	---	---

Complete the sentences.

Choose answers from the box.

[2 marks]

0	4	7	10	25	100
---	---	---	----	----	-----

Pure water has a boiling point of 100 °C.

Pure water has a pH of 7.

0	1	.	2
---	---	---	---

What could the student use to measure the pH of pure water?

[1 mark]

pH probe / meter

---

---



A different student investigated sea water.

Sea water contains dissolved solids.

This is the method used.

1. Measure a 50 cm<sup>3</sup> sample of the sea water.
2. Heat the sample until all the water has evaporated.
3. Measure the mass of solid that remains.
4. Repeat steps 1 to 3 three more times.

0 1 . 3

Which **two** pieces of equipment were needed in this investigation?

[2 marks]

Tick (✓) **two** boxes.

Balance



Measuring cylinder



Ruler



Thermometer



Timer



Question 1 continues on the next page

Turn over ►



**0 1 . 4** Table 1 shows the results.

**Table 1**

Sea water sample	Mass of solid that remained in grams
1	1.73
2	1.70
3	1.75
4	1.78

Calculate the mean mass of solid that remained.

**[2 marks]**

(mean =)

$$\frac{1.73 + 1.70 + 1.75 + 1.78}{4}$$

Mean mass = 1.74 g

**0 1 . 5** A 50 cm<sup>3</sup> sample of sea water from a different source contained 1.50 g of dissolved solids.

Calculate the mass of dissolved solids in 1000 cm<sup>3</sup> of this sea water.

**[2 marks]**

(mass =)

$$\frac{1.5 \times 1000}{50}$$

Mass = 30 g



Sodium chloride is a dissolved solid in sea water.

Sodium chloride contains sodium ions and chloride ions.

0 1 . 6

Complete the sentence.

Choose the answer from the box.

[1 mark]

crimson

lilac

yellow

The student tested sea water for sodium ions using a flame test.

The colour of the flame was yellow.

0 1 . 7

Complete the sentence.

Choose the answer from the box.

[1 mark]

brown

green

white

The student tested sea water for chloride ions by adding nitric acid and silver nitrate solution.

The colour of the precipitate formed was white.

11

Turn over for the next question

Turn over ►



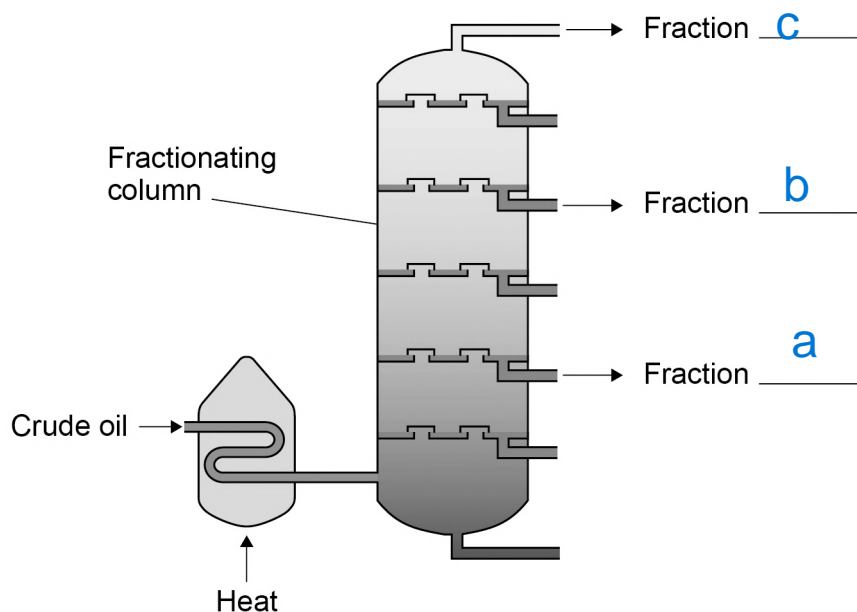
0 2

This question is about hydrocarbons in crude oil.

0 2 . 1

**Table 2** shows information about three fractions obtained from crude oil.**Table 2**

Fraction	Boiling point range in °C
<b>A</b>	200–300
<b>B</b>	100–150
<b>C</b>	Below 30

**Figure 1** shows the fractionating column used to separate fractions **A**, **B** and **C**.**Figure 1**

The temperature of the fractionating column is:

- 30 °C at the top
- 400 °C at the bottom.

Complete **Figure 1** to show where fractions **A**, **B** and **C** are collected.**[1 mark]**

C,B,A



**0 2 . 2** Table 3 shows information about three fractions obtained from crude oil.

**Table 3**

Fraction	Range of number of carbon atoms in each molecule
Petrol	5–12
Diesel oil	15–19
Heavy fuel oil	20–40

Complete the sentences.

Choose answers from the box.

**[2 marks]**

<b>lower</b>	<b>the same</b>	<b>higher</b>
--------------	-----------------	---------------

Compared to petrol, the viscosity of heavy fuel oil is higher.

Compared to petrol, the flammability of diesel oil is lower.

**Question 2 continues on the next page**

**Turn over ►**



**Table 4** shows the percentage of two fractions obtained from two different sources of crude oil.

**Table 4**

Source	Percentage (%) of fraction	
	Kerosene	Heavy fuel oil
<b>J</b>	13	30
<b>K</b>	4	44

0 2 3

Complete **Figure 2**.

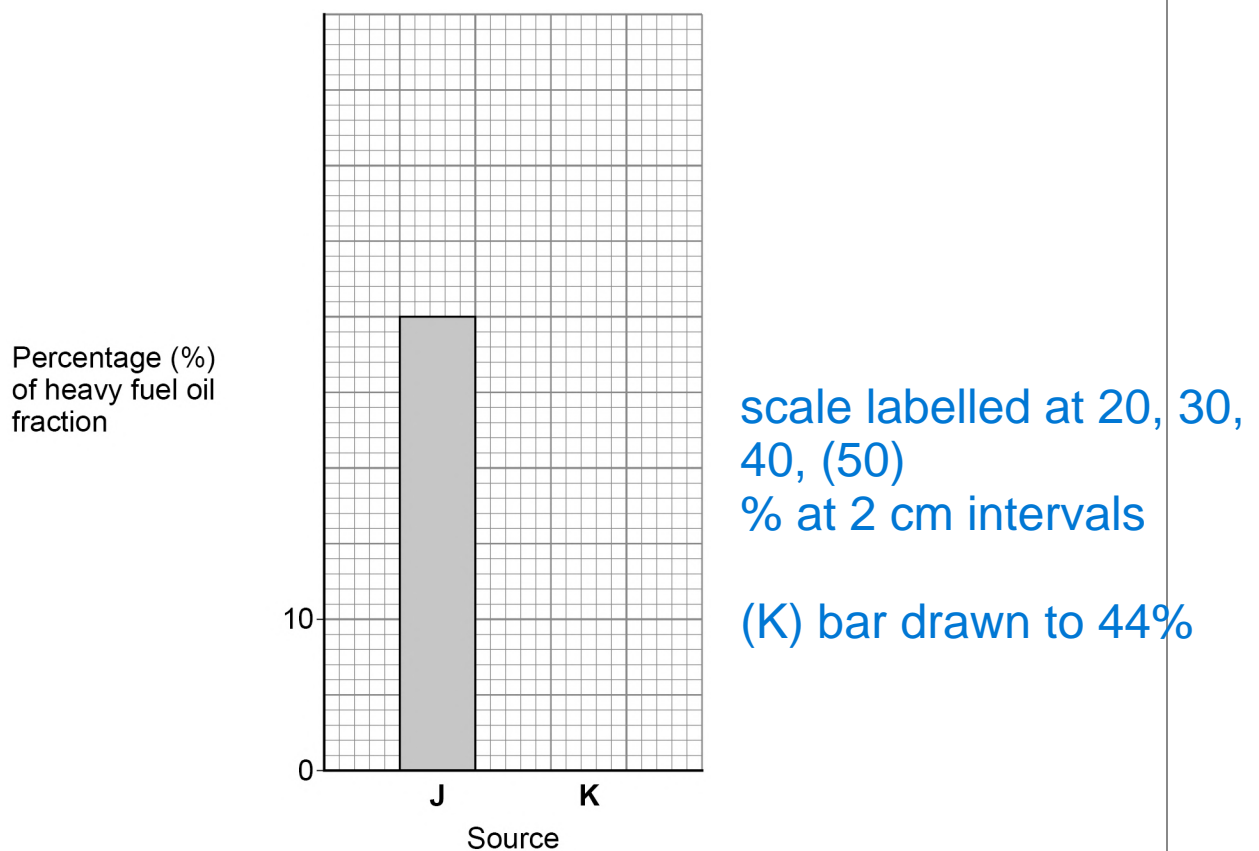
You should:

- complete the y-axis scale
- plot the percentage of the heavy fuel oil fraction obtained from source **K**.

Use **Table 4**.

[2 marks]

**Figure 2**





0 2 . 4

Kerosene is in higher demand than heavy fuel oil.

Suggest why crude oil from source **J** is in higher demand than crude oil from source **K**.

Use **Table 4**.

[1 mark]

contains more kerosene

Large hydrocarbon molecules can be cracked to produce smaller hydrocarbon molecules including alkanes.

0 2 . 5

Which **two** of the following can be used to crack large hydrocarbon molecules?

[2 marks]

Tick (✓) **two** boxes.

A catalyst

☒

A fertiliser

☐

Air

☐

Ozone

☐

Steam

☒

0 2 . 6

Alkanes have the general formula  $C_nH_{2n+2}$

Complete the formula of the alkane molecule containing 11 carbon atoms.

[1 mark]

$C_{11}H_{24}$

Turn over ►



0 2 . 7 C<sub>2</sub>H<sub>6</sub> is an alkane.

Which type of bond is found in a C<sub>2</sub>H<sub>6</sub> molecule?

[1 mark]

Tick (✓) **one** box.

A double bond between two carbon atoms.

☐

A double bond between two hydrogen atoms.

☐

A single bond between two carbon atoms.

☒

A single bond between two hydrogen atoms.

☐

0 2 . 8 Which **two** substances are produced when alkanes completely combust?

[2 marks]

Tick (✓) **two** boxes.

Carbon

☐

Carbon dioxide

☒

Carbon monoxide

☐

Hydrogen

☐

Water

☒

12



**Turn over for the next question**

*Do not write  
outside the  
box*

**DO NOT WRITE ON THIS PAGE  
ANSWER IN THE SPACES PROVIDED**

**Turn over ►**



**0 3**

This question is about the Earth's atmosphere.

**Table 5** shows:

- the estimated percentages of gases in the Earth's early atmosphere
- the percentages of gases in the Earth's atmosphere today.

**Table 5**

Gas	Estimated percentage (%) in the Earth's early atmosphere	Percentage (%) in the Earth's atmosphere today
Nitrogen	1.8	<b>X</b>
Oxygen	0.2	20.95
Carbon dioxide	96.0	0.04
Other gases	2.0	0.92

**0 3****. 1**Calculate value **X** in **Table 5**.**[1 mark]**

78.09 (%)

**X** = \_\_\_\_\_ %**0 3****. 2**Which **two** other gases may have been in the Earth's early atmosphere?**[2 marks]**Tick (✓) **two** boxes.

Ammonia



Coal



Limestone



Methane



Poly(ethene)



Algae and plants increased the percentage of oxygen in the Earth's atmosphere.

The same process in algae and plants decreased the percentage of carbon dioxide in the Earth's atmosphere.

0 3 . 3

Which process in algae and plants increased the percentage of oxygen in the Earth's atmosphere?

[1 mark]

Tick (✓) **one** box.

Fermentation

☐

Photosynthesis

☒

Rusting

☐

Sedimentation

☐

0 3 . 4

Which **two** other processes decreased the percentage of carbon dioxide in the Earth's atmosphere?

[2 marks]

Tick (✓) **two** boxes.

Burning fossil fuels

☐

Dissolving carbon dioxide in oceans

☒

Eruption of volcanoes

☐

Evolution of animals

☐

Formation of sedimentary rocks

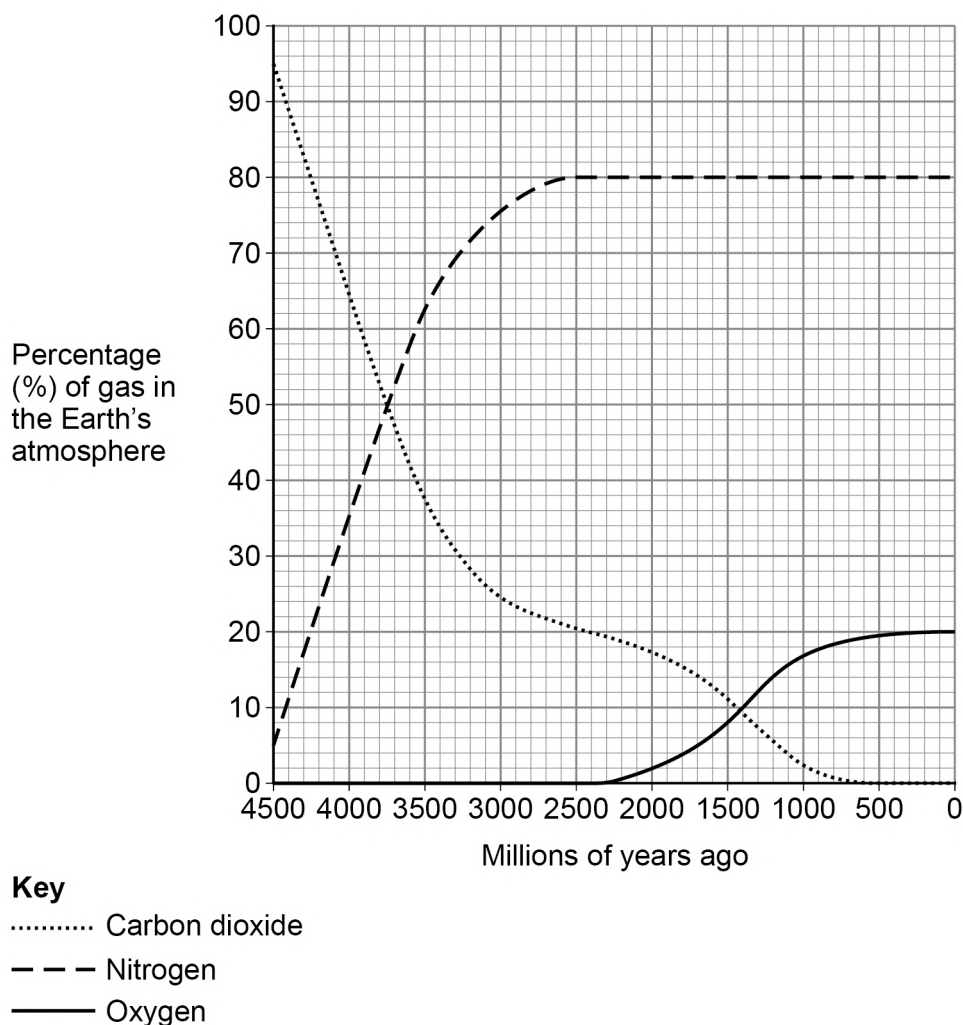
☒

Turn over ►



**Figure 3** shows how the percentages of gases in the Earth's atmosphere may have changed since the atmosphere was formed.

**Figure 3**



**0 3 . 5** When was the percentage of oxygen in the Earth's atmosphere 8%?

Use **Figure 3**.

**[1 mark]**

1500 millions of years ago

**0 3 . 6** When did the percentage of nitrogen in the Earth's atmosphere become constant?

Use **Figure 3**.

**[1 mark]**

2500 millions of years ago



**0 3 . 7** Crude oil was formed from an ancient biomass as the Earth's atmosphere evolved.

What did this ancient biomass mainly consist of?

**[1 mark]**

Tick (✓) **one** box.

Limestone

☐

Plankton

☒

Sand

☐

**0 3 . 8** Most of the percentages of the gases in **Figure 3** are estimated values.

Why have scientists used estimated values for the percentages of the gases in **Figure 3**?

**[1 mark]**

(there is) limited evidence

10

**Turn over for the next question**

**Turn over ►**

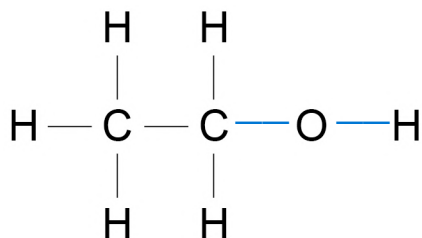


**0 4**

This question is about ethanol.

**0 4 . 1**The formula of ethanol is C<sub>2</sub>H<sub>5</sub>OH

Complete the displayed structural formula of ethanol.

**[1 mark]****0 4 . 2**Which is **one** use of ethanol?**[1 mark]**Tick (✓) **one** box.

As a protective coating on aluminium

☐

In hand gel to kill microbes

☒

To test for the presence of hydrogen gas

☐

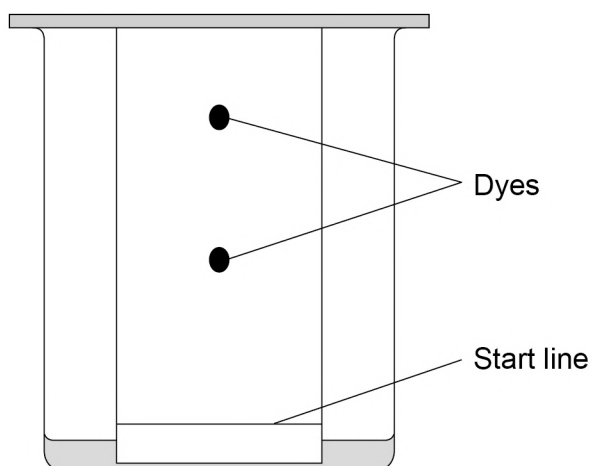


**0 4 . 3** Ethanol is used as a solvent in some inks.

A student used paper chromatography to show that an ink contained two different dyes.

**Figure 4** shows the apparatus at the end of the investigation.

**Figure 4**



Describe a method the student could have used for the investigation.

**[4 marks]**

### Indicative content

- draw pencil start line
- place spot of ink on start line
- name suitable solvent
- place solvent in beaker
- place paper in solvent so solvent is below start line
- use a lid
- allow solvent / dyes to travel up paper (until near top)
- dry
- count spots

Turn over ►



0 4 . 4

Ethanol can be produced from sugar solution by fermentation.

What must be added to sugar solution to produce ethanol?

[1 mark]

Yeast

E5 and E10 are types of fuel used in cars.

These fuels contain ethanol and petrol.

Table 6 shows information about E5 and E10.

Table 6

Fuel	Percentage (%) by mass of ethanol	Percentage (%) by mass of petrol
E5	5	95
E10	10	90

0 4 . 5

Calculate the mass of ethanol in 4.4 kg of E5.

Give your answer in grams.

Use Table 6.

[3 marks]

$$(\text{mass} =) \frac{4.4 \times 5}{100}$$

$$= 0.22 \text{ (kg)}$$

$$\begin{aligned} &(\text{conversion} \\ &0.22 \text{ kg} =) 220 \text{ (g)} \end{aligned}$$

$$\text{Mass} = 220 \text{ g}$$



0 4 . 6

The ethanol in E5 and E10 is produced from sugar.

Sugar is produced from plants.

Explain why the production of E10 removes more carbon dioxide from the atmosphere than the production of E5.

Use **Table 6**.

[3 marks]

E10 contains more ethanol (produced from sugar than E5)

(so) more sugar is used

(so more) carbon dioxide is absorbed by plants (when growing)

0 4 . 7

**Table 7** shows the energy content of ethanol and petrol.

**Table 7**

	Energy content in MJ (megajoules) per kg
Ethanol	30.0
Petrol	46.4

Suggest **one** disadvantage of using E10 instead of E5.

Complete the sentence.

[1 mark]

A disadvantage of using E10 is that (E10 has) less energy (in a fixed mass)

14

Turn over ►



**There are no questions printed on this page**

*Do not write  
outside the  
box*

**DO NOT WRITE ON THIS PAGE  
ANSWER IN THE SPACES PROVIDED**



0 5

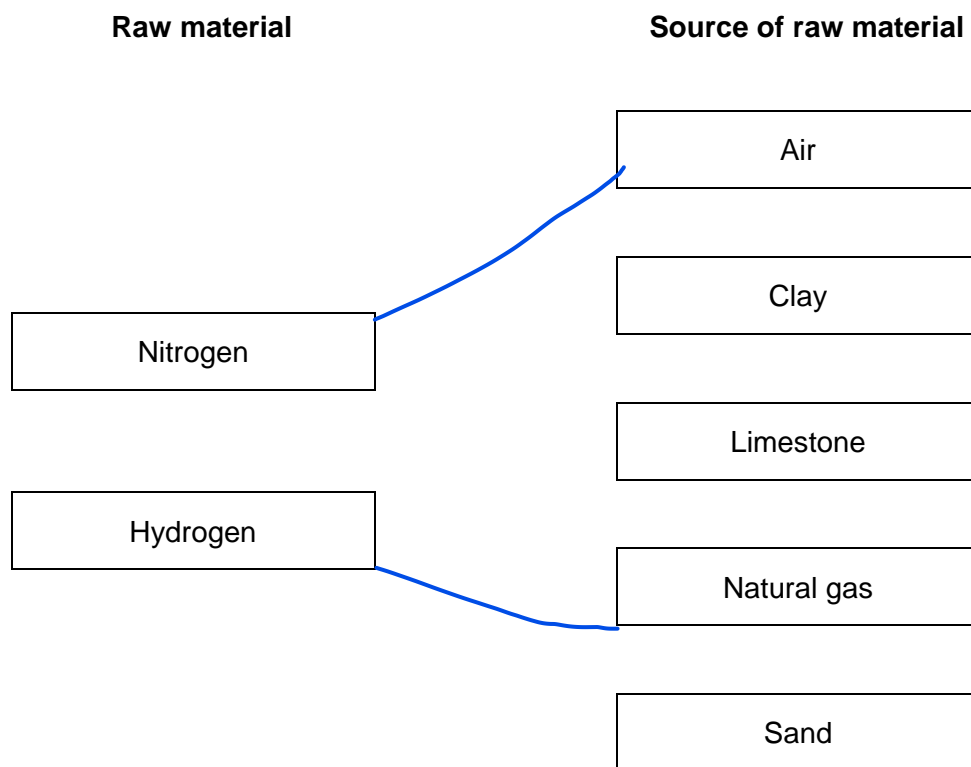
Ammonia is produced in the Haber process.

The raw materials for the Haber process are nitrogen and hydrogen.

0 5 . 1

Draw **one** line from each raw material to the source of that raw material.

[2 marks]



0 5 . 2

What are the states of nitrogen and of hydrogen when used in the Haber process?

[1 mark]

Tick (✓) **one** box.

State of nitrogen

State of hydrogen

Gas

Gas

☒

Gas

Liquid

☐

Liquid

Gas

☐

Liquid

Liquid

☐

Turn over ►



0 5 . 3

The word equation for the production of ammonia is:



The atom economy of the reaction is 100%.

How does the word equation show that the atom economy is 100%?

**[1 mark]**Tick (✓) **one** box.

The reaction is reversible.

☐

There are two reactants.

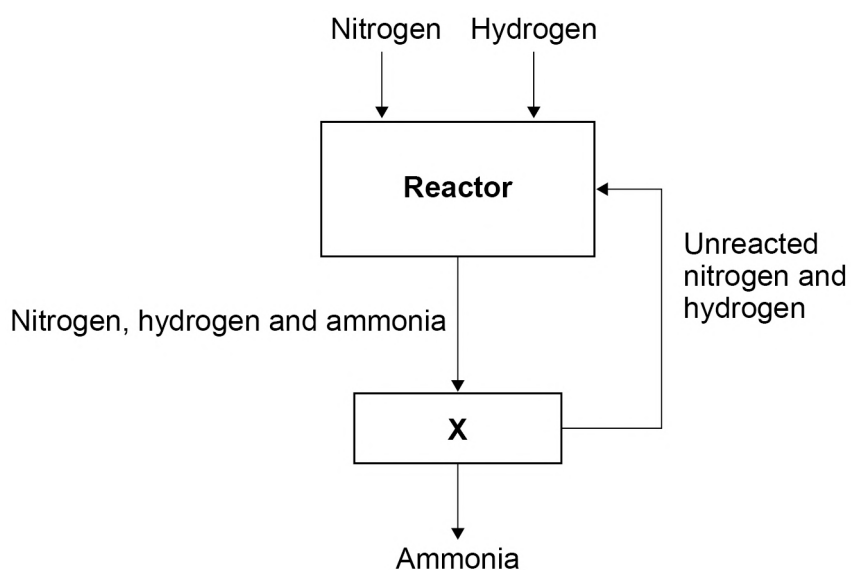
☐

There is one product.

☒

**0 5 . 4** Figure 5 represents the Haber process.

**Figure 5**



A mixture of nitrogen, hydrogen and ammonia enters **X**.

Complete the sentences.

Choose answers from the box.

**[2 marks]**

evaporated

filtered

liquefied

recycled

In **X**, the mixture is cooled.

The ammonia can be removed from **X** because the ammonia is

liquefied.

The unreacted nitrogen and hydrogen are

recycled.

**Turn over ►**



**Table 8** shows the percentage yield of ammonia at different pressures.

**Table 8**

Pressure in atmospheres	Percentage (%) yield of ammonia
50	20
100	33
150	44
200	52
250	59
300	64



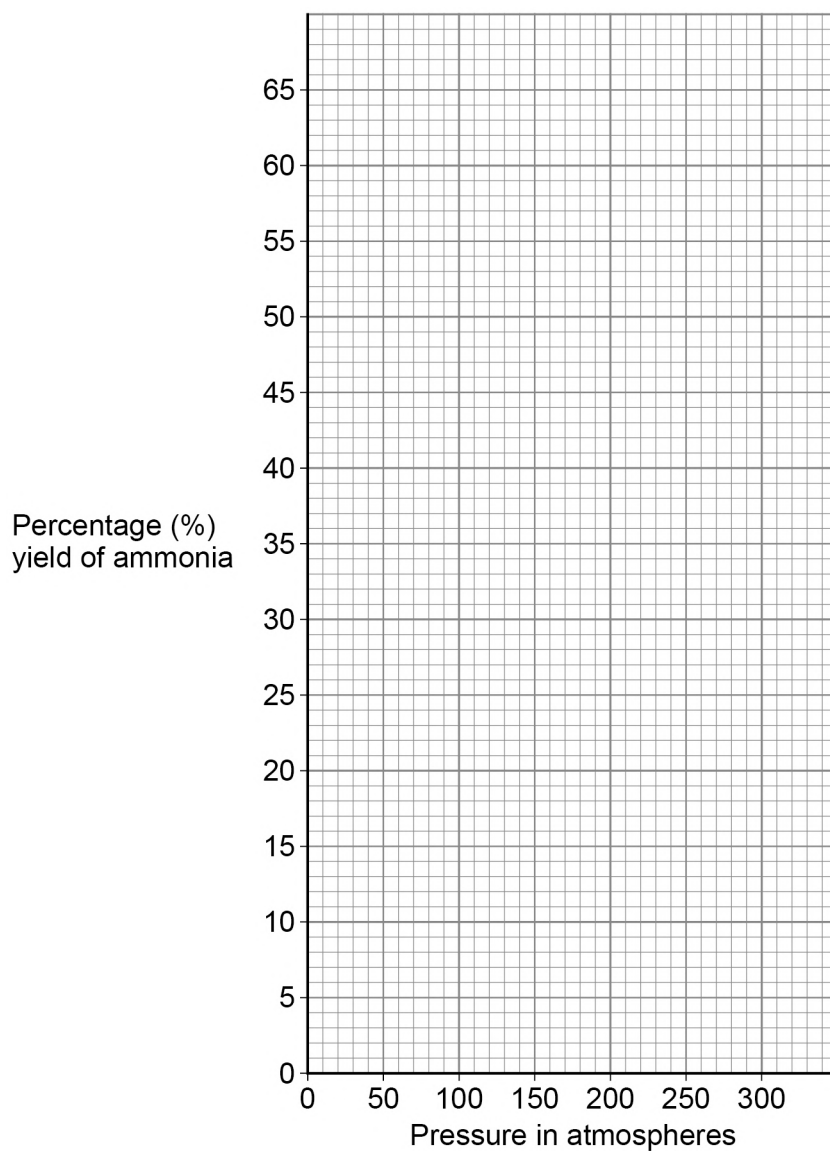


**0 5 . 5** Plot the data from **Table 8** on **Figure 6**.

Draw a line of best fit.

**[3 marks]**

**Figure 6**



all six points plotted  
correctly  
line of best fit

**0 5 . 6** What is the effect of increasing the pressure on the percentage yield of ammonia?

Use **Table 8**.

**[1 mark]**

(percentage yield) increases

10

Turn over ►

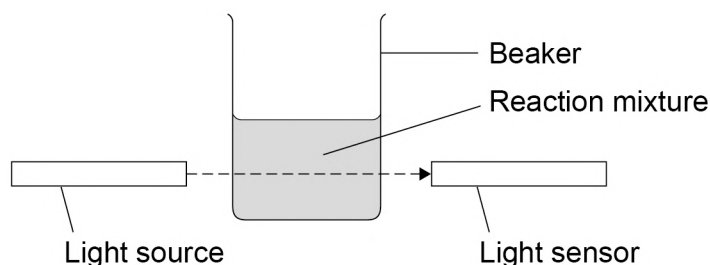


0 6

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<sup>3</sup> of sodium thiosulfate solution into the beaker.
2. Add 10 cm<sup>3</sup> 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]



**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) | <input type="checkbox"/>            |
| (g)  | <input type="checkbox"/>            |
| (l)  | <input type="checkbox"/>            |
| (s)  | <input checked="" type="checkbox"/> |

**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                   | <input type="checkbox"/>            |
| A cross on a piece of paper | <input checked="" type="checkbox"/> |
| A gas syringe               | <input type="checkbox"/>            |
| A thermometer               | <input type="checkbox"/>            |

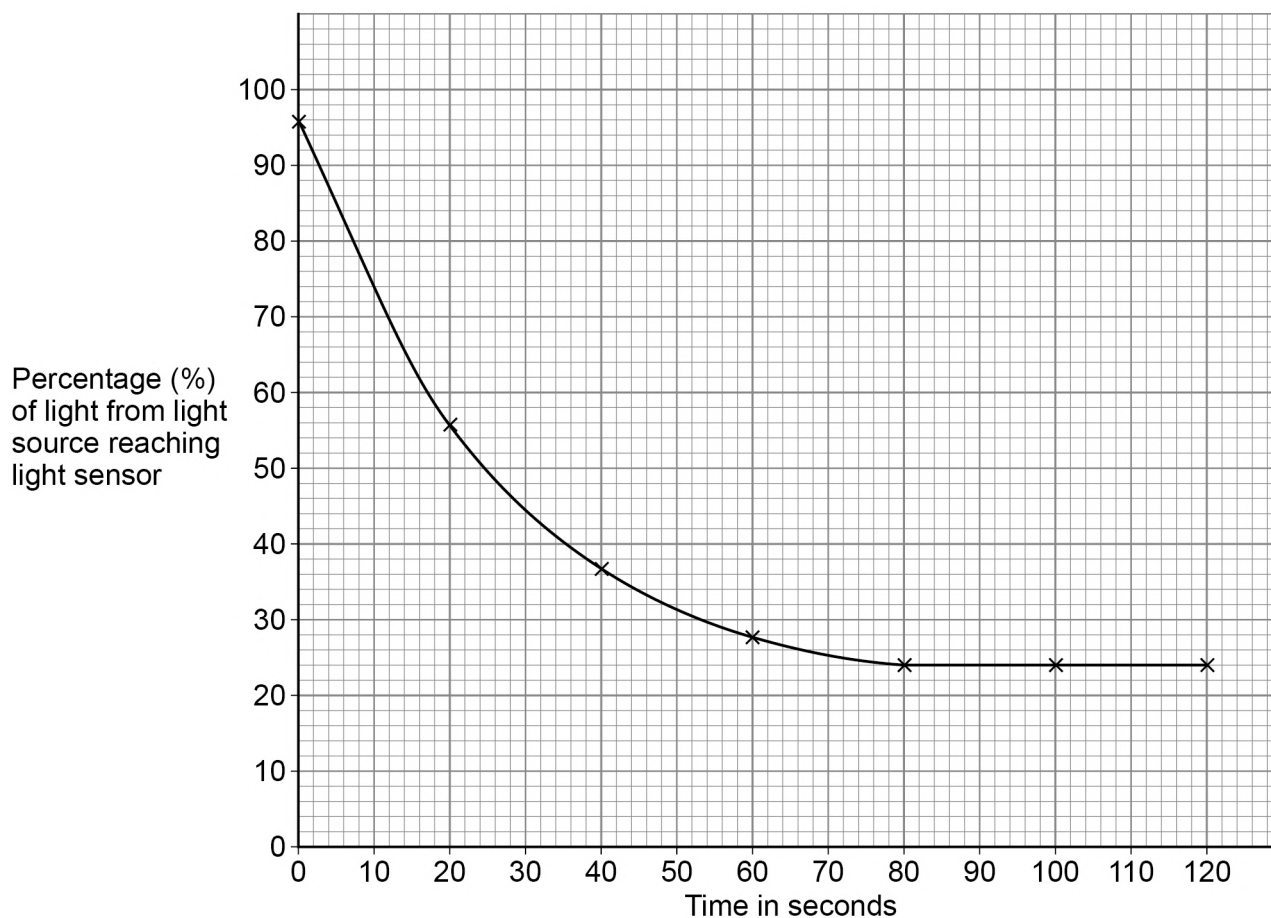
**Question 6 continues on the next page**

**Turn over ►**



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.

☐


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**

**Turn over ►**



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

07

This question is about fertilisers.

Ammonium nitrate is a fertiliser containing nitrogen.

07.1

Complete the sentence.

Choose the answer from the box.

[1 mark]

hydrochloric acid

nitric acid

sulfuric acid

Ammonium nitrate is produced by reacting ammonia with

nitric acid

07.2

Ammonium nitrate fertiliser is sold in 600 kg bags.

A farmer spreads 40 bags of ammonium nitrate fertiliser on land with an area of 800 000 m<sup>2</sup>.

Calculate the mass of ammonium nitrate fertiliser spread per m<sup>2</sup> of land.

[2 marks]

(mass =)

$$\frac{40 \times 600}{800\,000}$$

Mass per m<sup>2</sup> = 0.03 kg/m<sup>2</sup>

Question 7 continues on the next page

Turn over ►



07.3

A scientist works for a company which makes ammonium nitrate fertiliser.

The scientist investigates the effect of different fertilisers on crop growth.

The scientist concludes that the ammonium nitrate fertiliser improves crop growth more than other fertilisers.

Suggest **one** reason why this conclusion might **not** be valid.

[1 mark]

(the scientist might be) biased

---

---





A different fertiliser containing nitrogen has the formula  $K_2NH_4PO_4$

0 7 . 4

How many atoms of nitrogen are in the formula  $K_2NH_4PO_4$ ?

[1 mark]

one

0 7 . 5

Nitrogen and potassium in the fertiliser  $K_2NH_4PO_4$  are important for good crop growth.

Which other element in the fertiliser  $K_2NH_4PO_4$  is important for good crop growth?

[1 mark]

Tick (✓) **one** box.

Hydrogen

☐

Oxygen

☐

Phosphorus

☒

0 7 . 6

Some fertilisers are mixtures of different compounds in fixed proportions.

What name is given to a mixture of different compounds in fixed proportions?

[1 mark]

formulation

7

Turn over for the next question

Turn over ►



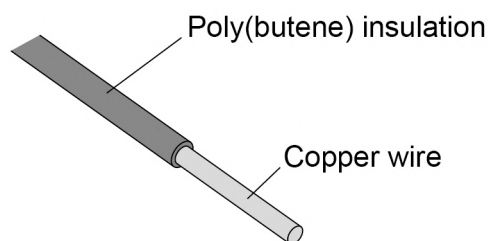
0 8

This question is about copper wire and copper compounds.

Copper is used to make electrical wires.

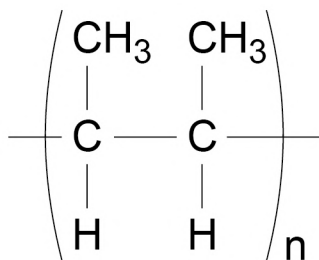
**Figure 9** shows how copper electrical wire is insulated using an addition polymer called poly(butene).

**Figure 9**



0 8 . 1

The addition polymer poly(butene) has the displayed structural formula:

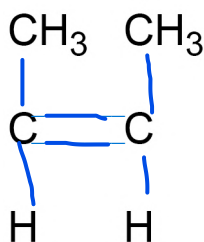


Poly(butene) is produced from the monomer butene.

Complete **Figure 10** to show the displayed structural formula of butene.

**[2 marks]**

**Figure 10**



Copper can be obtained by recycling scrap copper wire.

0 8 . 2

Suggest why poly(butene) insulation must be removed from scrap copper wire before the copper is recycled.

[1 mark]

(otherwise) the copper  
(produced) would be impure

0 8 . 3

Describe how scrap copper wire can be recycled to make new copper water pipes.

[2 marks]

(wire heated until) copper melts

(re)cast / reformed (into pipes)

0 8 . 4

Suggest **two** reasons why recycling scrap copper is more sustainable than extracting copper from copper ores.

[2 marks]

1 (recycling scrap copper)  
• uses less energy

2 • conserves copper (ore)

Question 8 continues on the next page

Turn over ►



Copper sulfate is a compound of copper.

Copper sulfate solution contains copper(II) ions and sulfate ions.

0 8 . 5

A solution can be added to copper sulfate solution to show the presence of copper(II) ions.

Name the solution added.

Give the result of the test.

[2 marks]

Name of solution added sodium hydroxide (solution)

Result blue precipitate

0 8 . 6

Describe **one** test to show the presence of sulfate ions in copper sulfate solution.

Give the result of the test.

[2 marks]

Test (add acidified) barium chloride  
(solution)

Result

white precipitate

11



**Turn over for the next question**

*Do not write  
outside the  
box*

**DO NOT WRITE ON THIS PAGE  
ANSWER IN THE SPACES PROVIDED**

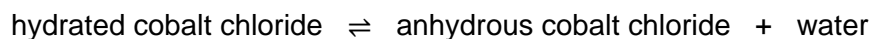
**Turn over ►**



0 9

A student investigated the change in mass when hydrated cobalt chloride was heated.

The word equation for the reaction is:



This is the method used.

1. Add 2.0 g of hydrated cobalt chloride to an empty test tube.
2. Measure the mass of the test tube and contents.
3. Heat the test tube and contents gently for 30 seconds.
4. Allow the test tube and contents to cool.
5. Measure the mass of the test tube and contents.
6. Repeat steps 3 to 5 until the mass of the test tube and contents does not change.

**Table 9** shows the results.

**Table 9**

Total heating time in seconds	Mass of test tube and contents in grams
0	26.5
30	26.2
60	25.9
90	25.6
120	25.6



**0 9 . 1** Determine the mass of the empty test tube.

[1 mark]

Mass of empty test tube = 24.5 (g) g

**0 9 . 2** Explain why the mass of the test tube and contents decreased.

[2 marks]

water vapour was produced

(so) water (vapour) escaped  
(from the tube)

**0 9 . 3** Suggest why the test tube and contents were heated until the mass did not change.

[1 mark]

(so that) the reaction was  
complete

**Question 9 continues on the next page**

**Turn over ►**



Energy is taken in from the surroundings when hydrated cobalt chloride is heated.

0 9 . 4

When 238 g of hydrated cobalt chloride is heated until the mass does not change, 88.1 kJ of energy is taken in.

The student heated 2.00 g of hydrated cobalt chloride until the mass did not change.

Calculate the energy taken in during this reaction.

Give your answer to 3 significant figures.

[3 marks]

(energy =)

$$\frac{2.00}{238 \times 88.1}$$

= 0.740336134 (kJ)

Energy taken in (3 significant figures) = 0.740 kJ

0 9 . 5

What type of reaction takes place when hydrated cobalt chloride is heated?

[1 mark]

endothermic (reaction)





**Turn over for the next question**

*Do not write  
outside the  
box*

**DO NOT WRITE ON THIS PAGE  
ANSWER IN THE SPACES PROVIDED**

**Turn over ►**



**1 0**

This question is about life cycle assessments (LCAs).

**1 0****1**

Milk bottles can be made from glass or from a polymer.

**Table 10** shows information about milk bottles of equal volume.**Table 10**

	<b>Glass</b>	<b>Polymer</b>
Raw materials	Limestone Sand Sodium carbonate	Crude oil
Energy needed to process raw materials in kilojoules	6750	1710
Energy needed to manufacture bottle in kilojoules	750	90
Mass of bottle in grams	200	20
Mean number of times used during lifetime of bottle	25	1
One disposal method at end of useful life	Recycled to make different glass products	Recycled to make different polymer products

Evaluate the use of glass for milk bottles compared with the use of a polymer for milk bottles.

Use features of life cycle assessments (LCAs) in your answer.

Use **Table 10**.

**[6 marks]**

### Indicative content

#### raw materials

- crude oil is finite
- quarrying / mining pollute the environment
- glass uses more energy to process raw materials

#### manufacturing

- glass uses more energy to make bottles
- glass is heavier so takes more energy to transport



use and operation

- glass bottles are reusable
- reuse of glass conserves (natural) resources
- reuse of glass consumes energy during washing
- reuse of glass consumes water during washing disposal
- both glass and polymer bottles can be recycled

- recycling polymer conserves finite resources
  - recycling glass and polymer uses less energy than making new glass and polymer
  - both methods reduce use of landfill
- other points

- energy needed may be derived from fossil fuels

- use of fossil fuels causes (specified) pollution
- total energy for glass (bottle) (7500 kJ) is greater than total energy for polymer (bottle) (1800 kJ)

1 0 . 2

Milk is also sold in cardboard cartons.

A carton is made using 40 cm<sup>3</sup> of cardboard.

The density of the cardboard is 0.40 g/cm<sup>3</sup>.

Calculate the mass of the carton.

Use the equation:

$$\text{density} = \frac{\text{mass}}{\text{volume}}$$

[3 marks]

$$\text{mass} = \text{density} \times \text{volume}$$

$$\text{mass} = 0.40 \times 40$$

$$\text{Mass} = \underline{16} \text{ g}$$

9

END OF QUESTIONS



**There are no questions printed on this page**

*Do not write  
outside the  
box*

**DO NOT WRITE ON THIS PAGE  
ANSWER IN THE SPACES PROVIDED**



Do not write  
outside the  
box

[illegible]





**There are no questions printed on this page**

*Do not write  
outside the  
box*

**DO NOT WRITE ON THIS PAGE  
ANSWER IN THE SPACES PROVIDED**

**Copyright information**

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from [www.aqa.org.uk](http://www.aqa.org.uk).

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.

