Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE NAME	
CENTRE NUMBER	
CANDIDATE NUMBER	

2553361951

CHEMISTRY **0620/62**

Paper 6 Alternative to Practical **May/June 2016**

1 hour

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.
Write in dark blue or black pen.
You may use an HB pencil for any diagrams or graphs.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.
Electronic calculators may be used.
You may lose marks if you do not show your working or if you do not use appropriate units.

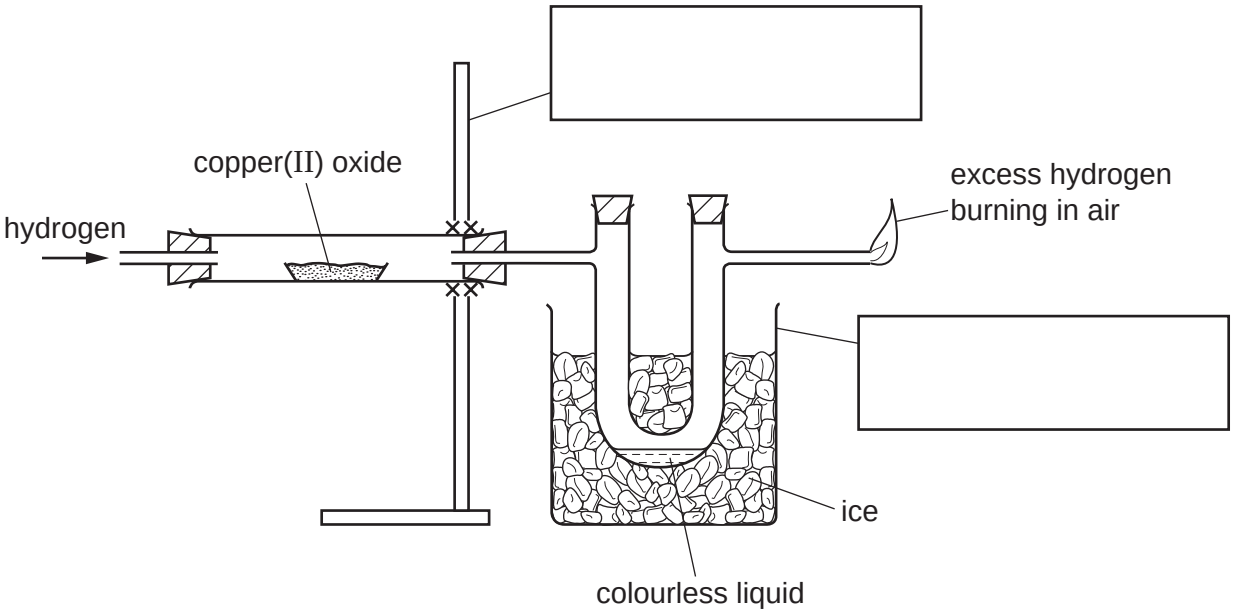
At the end of the examination, fasten all your work securely together.
The number of marks is given in brackets [ ] at the end of each question or part question.

The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **8** printed pages.

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1 The diagram shows the apparatus used to reduce copper(II) oxide with hydrogen.



(a) Complete the boxes to name the apparatus. [2]

(b) Use an arrow to indicate where heat is applied. [1]

(c) The colour of the copper(II) oxide changes from ..... to ..... . [2]

(d) Suggest a reason why the U-tube is surrounded by ice.

..... [1]

(e) **(i)** Identify the colourless liquid formed.

..... [1]

(ii) Give a chemical test for this liquid.

test .....

result .....
[2]

(iii) How could you show that this liquid is pure?

..... [1]

[Total: 10]

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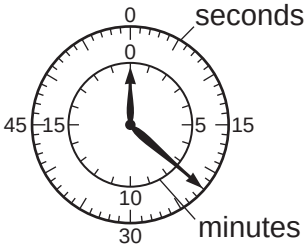
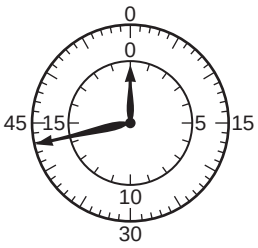
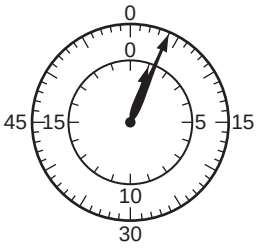
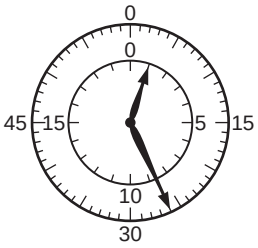
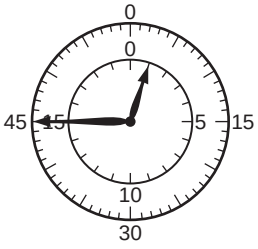
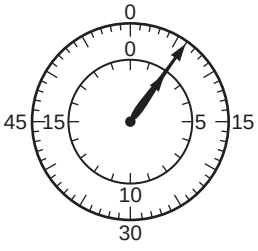
2 A student investigated the rate of reaction between hydrogen peroxide and aqueous potassium iodide. When these chemicals react they form iodine. Sodium thiosulfate solution reacts with iodine and can be used to show how fast the reaction proceeds.

(a) A burette was filled up to the 0.0 cm^3 mark with sodium thiosulfate solution.
Using a large measuring cylinder, 100 cm^3 of distilled water were poured into a conical flask.
Using a small measuring cylinder, 6 cm^3 of sulfuric acid, 1 cm^3 of starch solution and 4 cm^3 of aqueous potassium iodide were added to the flask.
0.5 cm^3 of sodium thiosulfate solution was added from the burette to the mixture in the flask and swirled to mix.
The reaction was then started by adding 3 cm^3 of hydrogen peroxide solution to the mixture, and the timer started.
The time taken for a blue colour to appear was noted.
A further 0.5 cm^3 of sodium thiosulfate solution was added to the mixture in the conical flask, swirled and the blue colour disappeared. The time when the blue colour reappeared was noted.
The experiment continued by adding further 0.5 cm^3 portions of sodium thiosulfate solution until a total of 3.0 cm^3 of sodium thiosulfate solution had been added, noting the times at which the blue colour reappeared.

Use the timer diagrams on page 4 to record the times in seconds in the table.

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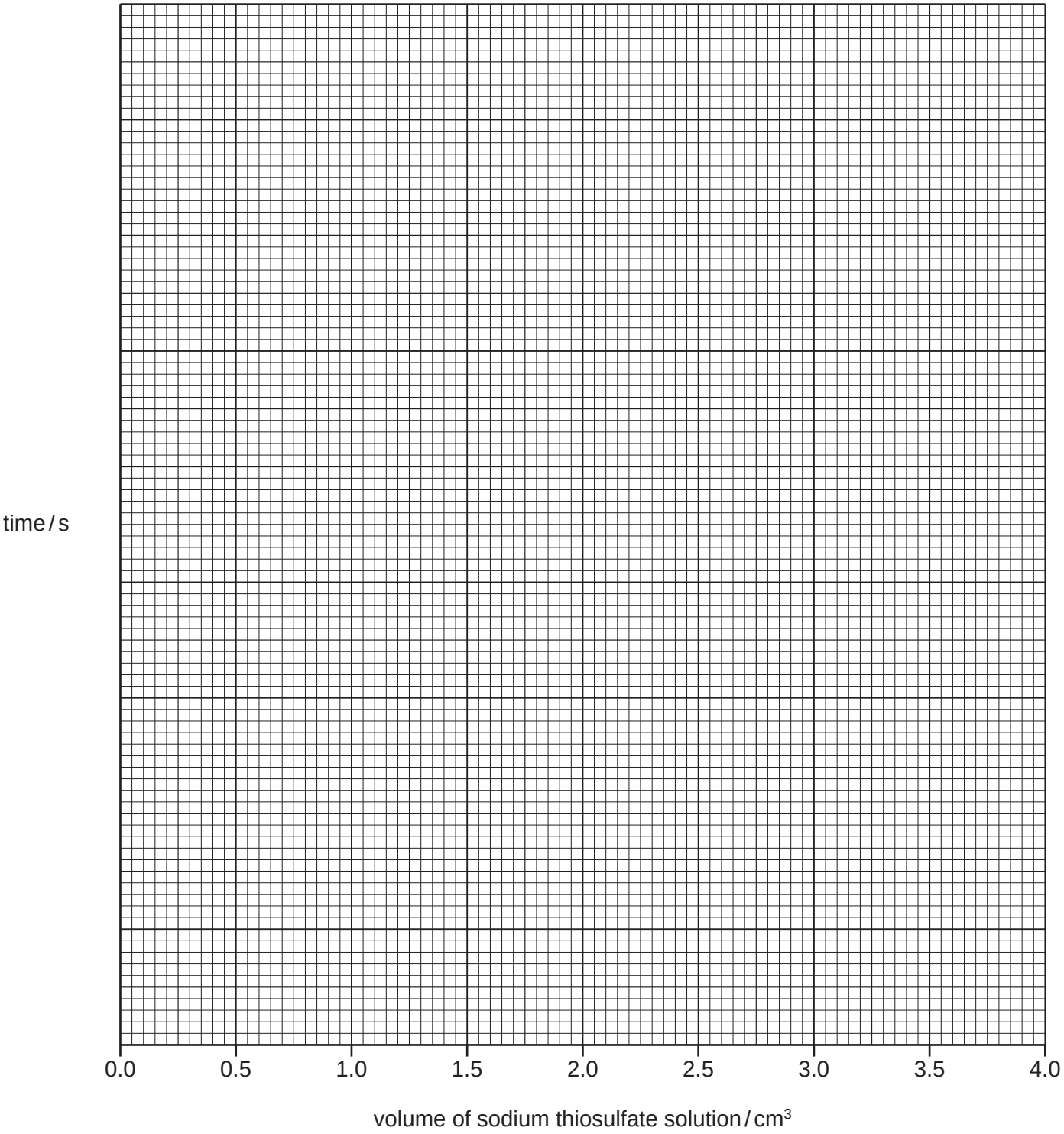
[Turn over

total volume of sodium thiosulfate solution added / cm^3	timer diagram	time at which blue colour appeared / s
0.5		
1.0		
1.5		
2.0		
2.5		
3.0		

[3]

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(b) Plot the results you have obtained on the grid and draw a best-fit straight-line graph.



[5]

(c) (i) **From your graph** deduce the time at which the blue colour would appear if a total of 4.0 cm^3 of sodium thiosulfate solution were added to the mixture in the conical flask.
Show clearly **on the grid** how you worked out your answer.

..... [3]

(ii) Sketch **on the grid** the graph you would expect if the experiment was repeated at a higher temperature. [1]

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[Turn over

(d) Suggest the purpose of the starch solution.

..... [1]

(e) (i) Suggest **one** advantage of using a pipette to measure the volume of the hydrogen peroxide.

..... [1]

(ii) Suggest and explain **one** disadvantage of using a pipette to measure the volume of the hydrogen peroxide.

.....

..... [2]

(f) Explain **one** disadvantage of using a beaker instead of a conical flask.

.....

..... [1]

[Total: 17]

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3 Two solids, **E** and **F**, were analysed. Solid **E** was sodium sulfite. Both solids were found to be water soluble.
The tests on the solids, and some of the observations, are shown below.

tests on solid E

(a) Describe the appearance of the solid.

..... [1]

(b) Distilled water was added to solid **E** in a test-tube and shaken to dissolve.

The solution was divided into two portions in two test-tubes and the following tests carried out.

(i) Aqueous sodium hydroxide was added to the first portion of the solution.

observations ..... [1]

(ii) Dilute hydrochloric acid was added to the second portion of the solution. The mixture was warmed. The gas given off was tested with a piece of filter paper soaked in aqueous acidified potassium manganate(VII) solution.

observations .....

..... [2]

(c) A flame test was carried out on solid **E**.

observations ..... [1]

tests on solid F

tests	observations
The solid was heated. The gas given off was tested with damp, red litmus paper.	pungent gas evolved red litmus paper turned blue
Aqueous sodium hydroxide was added to solid **F** and the mixture heated. The gas given off was tested.	pungent gas evolved Universal Indicator paper showed pH 10

(d) Identify the gas given off in the tests on solid **F**.

..... [1]

(e) Identify **one** of the ions in solid **F**.

..... [1]

[Total: 7]

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[Turn over

4 Potassium sulfate is the salt produced when sulfuric acid is neutralised by potassium hydroxide solution.
The correct amount of potassium hydroxide solution must be added to neutralise all of the sulfuric acid.
Plan an experiment to obtain pure crystals of potassium sulfate from sulfuric acid and potassium hydroxide solution.
You are provided with common laboratory apparatus.

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..... [6]

[Total: 6]

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