

TOPICAL PAST PAPERS

Edexcel International GCSE Chemistry (4CH1)
[Paper 1C]

Exam Series: Jan 2017 – Nov 2024

Format Type A:

Answers to all questions are provided as an appendix



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Introduction

Each Topical Past Paper Questions Compilation contains a comprehensive collection of hundreds of questions and corresponding answer schemes, presented in worksheet format. The questions are carefully arranged according to their respective chapters and topics, which align with the latest Edexcel International GCSE subject content. Here are the key features of these resources:

1. The workbook covers a wide range of topics, which are organized according to the latest syllabus content for Edexcel IGCSE or AS/A Level exams.
2. Each topic includes numerous questions, allowing students to practice and reinforce their understanding of key concepts and skills.
3. The questions are accompanied by detailed answer schemes, which provide clear explanations and guidance for students to improve their performance.
4. The workbook's format is user-friendly, with worksheets that are easy to read and navigate.
5. This workbook is an ideal resource for students who want to familiarize themselves with the types of questions that may appear in their exams and to develop their problem-solving and analytical skills.

Overall, Topical Past Paper Questions Workbooks are a valuable tool for students preparing for Edexcel IGCSE or AS/A level exams, providing them with the opportunity to practice and refine their knowledge and skills in a structured and comprehensive manner. To provide a clearer description of this book's specifications, here are some key details:

- Title: Edexcel IGCSE Chemistry (4CH1) Paper 1C Topical Past Papers
- Subtitle: Exam Practice Worksheets With Answer Scheme
- Examination board: Pearson Edexcel
- Subject code: 4CH1
- Years covered: Jan 2017 – Nov 2024
- Paper: 1C
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Chapter 1

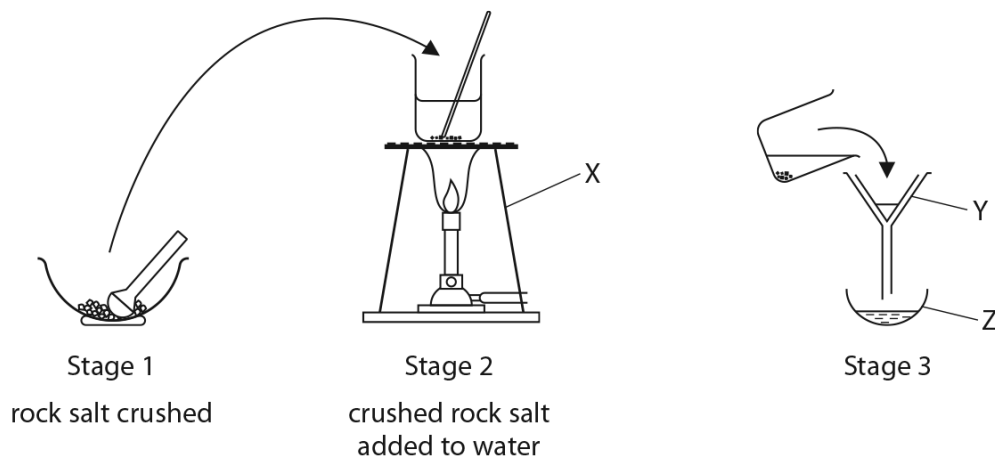
Assessing Investigative / Experimental Skills

1.1 Assessing Investigative / Experimental Skills

1. 4CH0_1C_que_20190110 Q: 2

Rock salt is a mixture of the soluble salt, sodium chloride, and some insoluble impurities.

The diagram shows the first three stages of a method used to obtain pure sodium chloride from rock salt.



(a) Name the pieces of apparatus labelled X, Y and Z

(3)

X

Y

Z

(b) (i) State why the mixture of rock salt and water is warmed and stirred in stage 2.

(2)

.....

.....

.....

.....

(ii) What is water in stage 2?

(1)

A a residue

B a solute

C a solution

D a solvent

(c) (i) Explain what happens to the impurities in stage 3.

(2)

.....

.....

.....

.....

(ii) What is the liquid collected at the end of stage 3?

(1)

- A** a residue
- B** a solute
- C** a solution
- D** a solvent

(Total for Question 2 = 9 marks)

2. 4CH0_1C_que_20180110 Q: 4

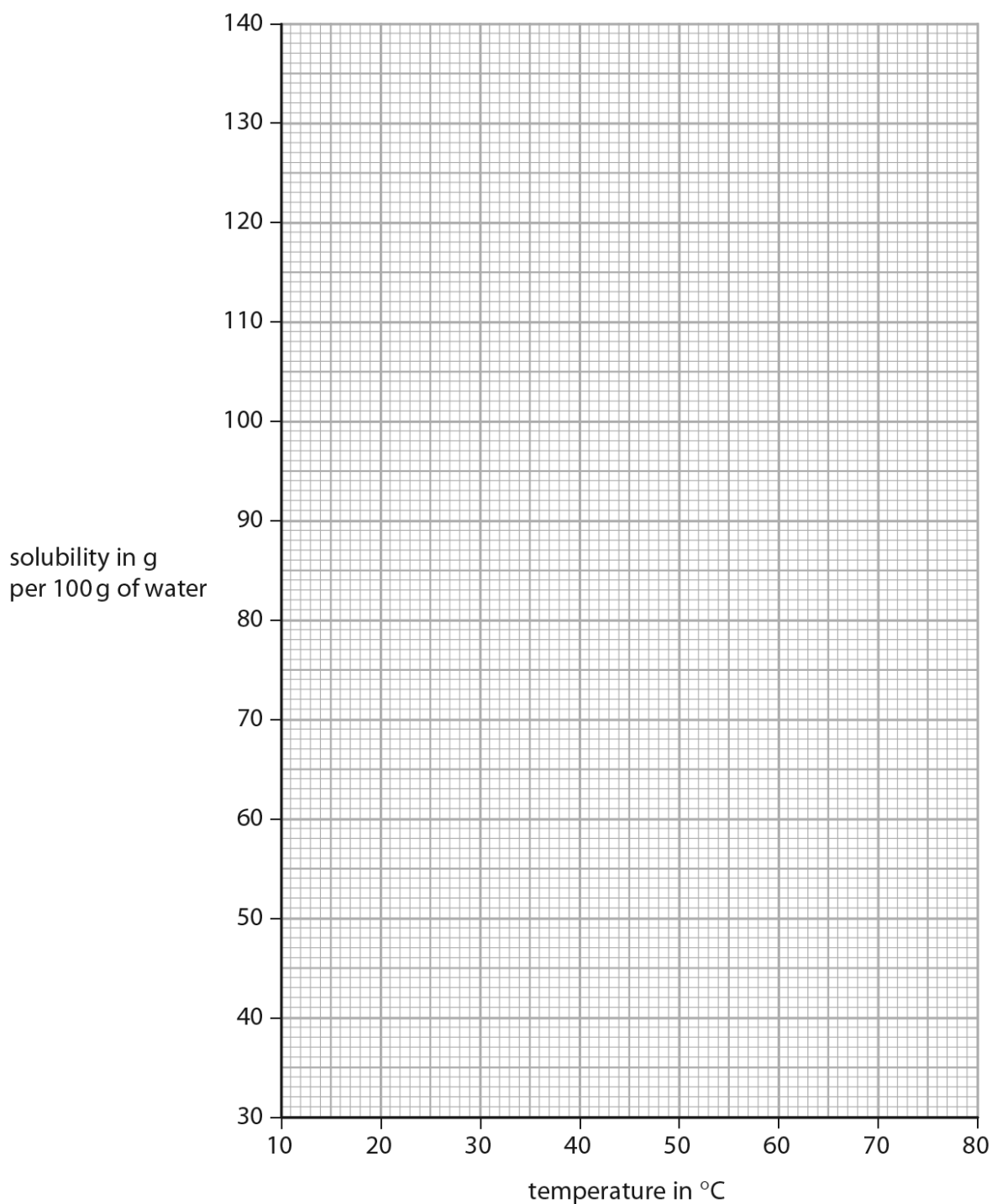
The maximum mass of a solid that dissolves in 100 g of water at a given temperature is called its solubility.

The table gives the solubility of potassium nitrate at six different temperatures.

Temperature in °C	20	30	40	50	60	70
Solubility in g per 100 g of water	41	52	65	83	106	135

(a) Plot the points on the grid and draw a curve of best fit.

(3)



(b) Extend your curve to find the solubility of potassium nitrate at 10 °C.

(2)

solubility = g per 100g of water

(c) Use your graph to find the maximum mass of potassium nitrate that could dissolve in 50 g of water at 35 °C.

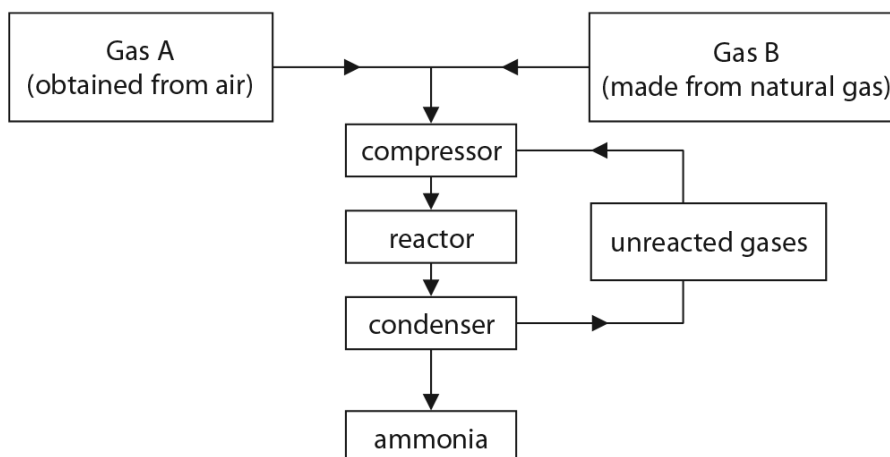
(2)

maximum mass = g

(Total for Question 4 = 7 marks)

3. 4CH0_1C_que_20180110 Q: 15

The flow diagram shows the main stages in an industrial process to manufacture ammonia.



(a) Give the name of this industrial process.

(1)

(b) Identify gases A and B.

(2)

gas A.....

gas B.....

(c) State the purpose of the condenser.

(1)

(d) Name the catalyst that is used in the reactor.

(1)

(e) Suggest two reasons why the unreacted gases are recycled.

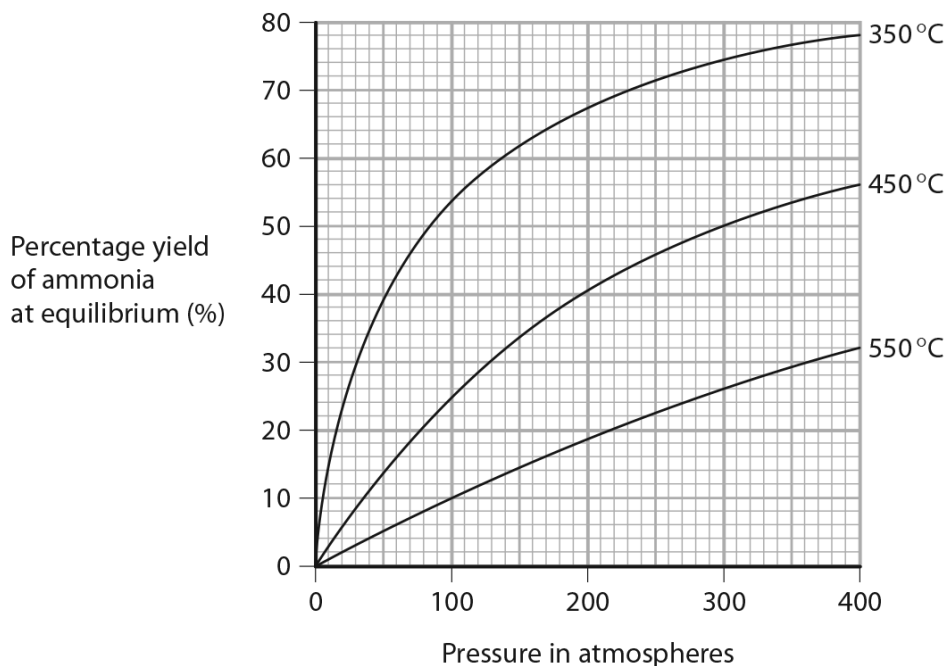
(2)

1.....

2.....

- (f) The reaction to make ammonia is reversible and can reach a position of equilibrium.

The graph shows the percentage yield of ammonia at equilibrium, and at different temperatures and pressures.



- (i) State the conditions of temperature and pressure that would produce the largest percentage yield of ammonia.

(2)

.....

.....

- (ii) Find the percentage yield of ammonia at equilibrium, at a pressure of 200 atmospheres and a temperature of 450°C.

(1)

.....

- (iii) Suggest why, in the industrial process, the percentage yield of ammonia at 200 atmospheres and 450°C is only 15%.

(1)

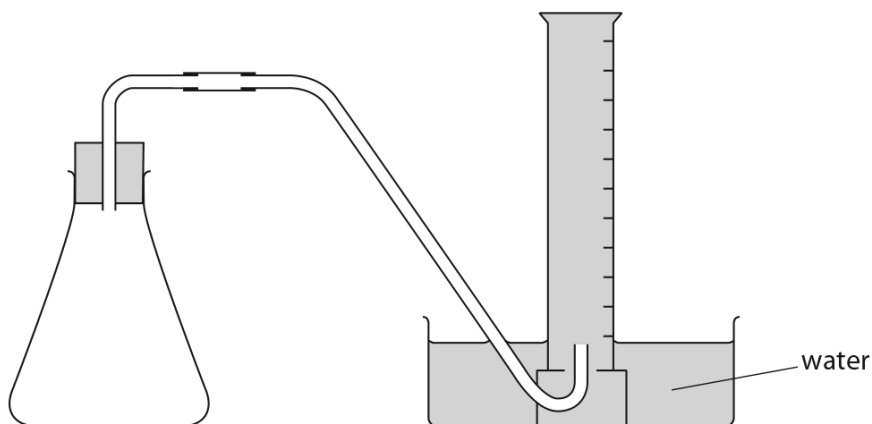
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(Total for Question 15 = 11 marks)

5. 4CH0_1CR_que_20170518 Q: 5

A student uses this apparatus to investigate the rate of reaction between an excess of magnesium and two different dilute acids, X and Y.



This is the method given to the student.

- place 0.5 g of magnesium ribbon into the conical flask
- use a measuring cylinder to add 50 cm³ of dilute acid X and then replace the bung
- record the total volume of gas collected every 20 seconds for two minutes
- repeat the method using 50 cm³ of dilute acid Y instead of dilute acid X
- in each experiment, keep the temperature the same and the magnesium in excess

(a) The student decides to use a burette, rather than a measuring cylinder, to add the acid to the conical flask.

- (i) Using a burette would be an improvement only if another change is made to the method.

State the other change needed to the method.

(1)

- (ii) State the advantage of using a burette.

(1)

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

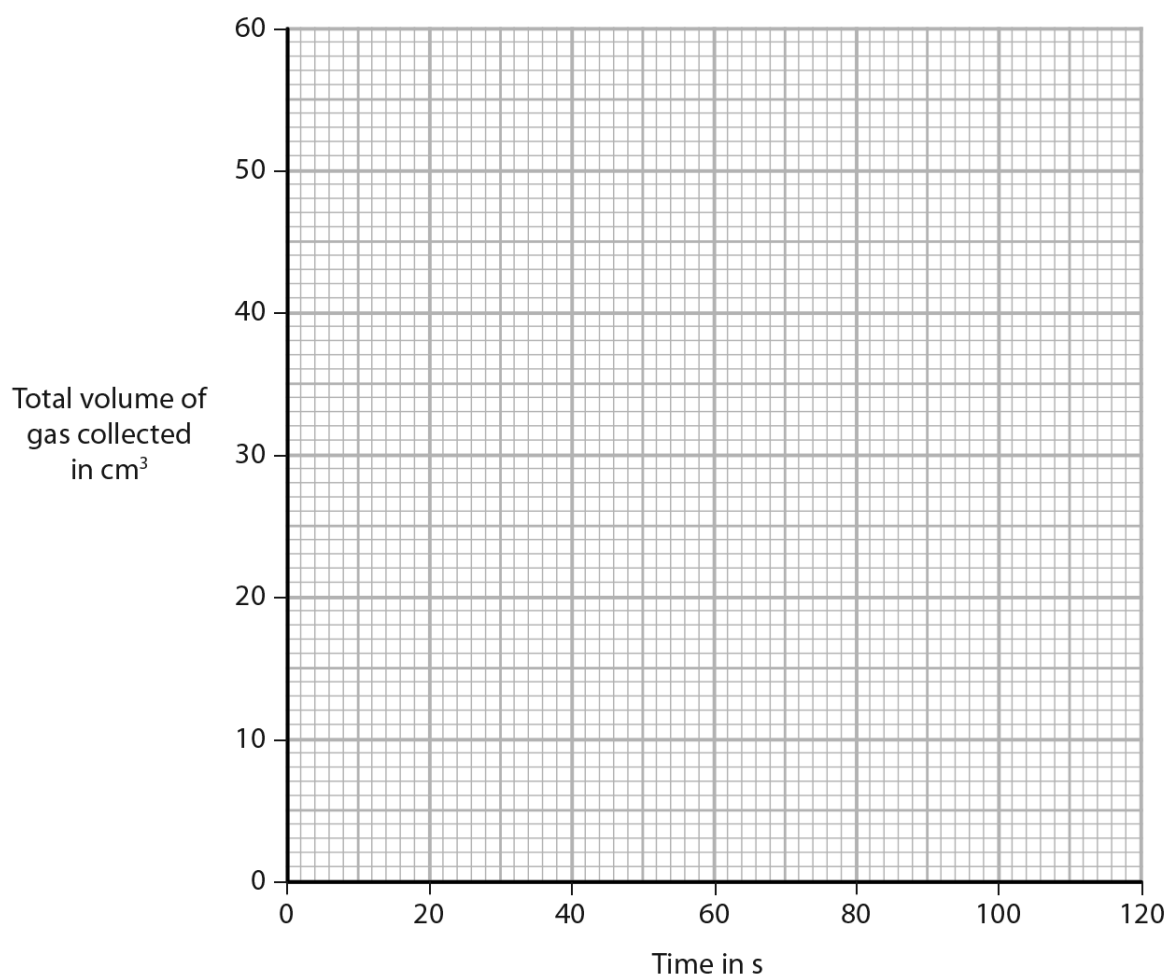
	Time in s	0	20	40	60	80	100	120
Acid X	Total volume of gas collected in cm ³	0	6	11	15	18	20	21
Acid Y	Total volume of gas collected in cm ³	0	12	22	30	37	43	48

Plot the results for each acid on the grid.

Draw a curve of best fit for each set of points.

Label each curve as acid X or acid Y.

(4)



(c) Explain how the curves show which acid has the greater concentration. (2)

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(d) Use the graph to find the total volume of gas collected at 70 s for acid X.
 Show on the graph how you obtained your answer. (2)

volume of gas = cm³

(e) The average (mean) rate of the reaction for acid Y can be calculated using the expression

$$\text{average rate} = \frac{\text{total volume of gas collected}}{\text{time to collect the gas}}$$

Calculate the average rate, in cm³/s, for the first 30 s for acid Y. (2)

average rate = cm³/s

(Total for Question 5 = 12 marks)

Chapter 2

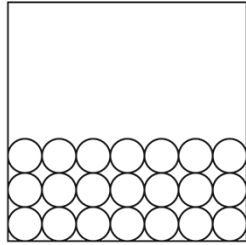
Principles of chemistry

2.1 States of matter

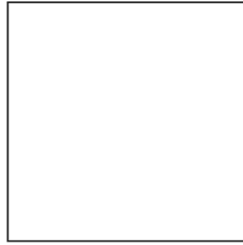
6. 4ch1_1c_que_20230112 Q: 1

This question is about the three states of matter, solid, liquid and gas.

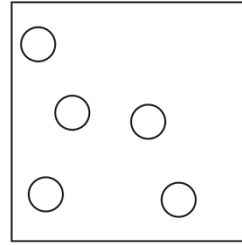
- (a) The diagram shows how particles of a substance are arranged in two of these states.



solid



liquid



gas

- (i) Complete the diagram to show how particles are arranged in the liquid state.

(1)

- (ii) Identify the state of matter that contains particles with the least energy.

(1)

- (b) The table shows two changes of state.

Complete the table by giving the name of each change of state.

(2)

Change of state	Name
solid to liquid	
solid to gas	

- (c) Explain why hot water evaporates more quickly than cold water.

(2)

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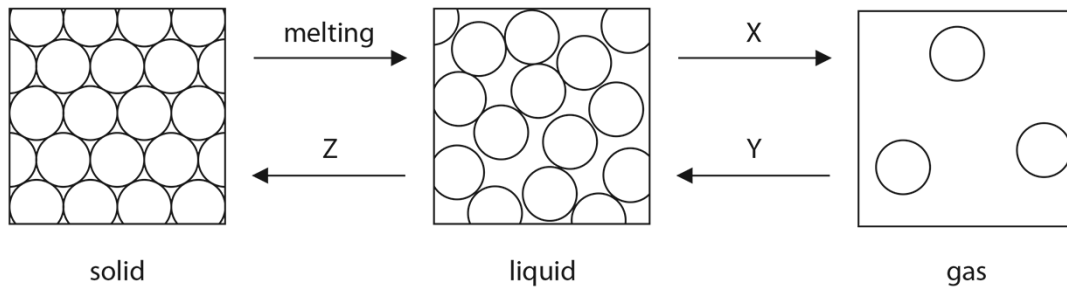
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(Total for Question 1 = 6 marks)

7. 4ch1_1cr_que_20230112 Q: 1

The diagram shows how the particles are arranged in the three states of matter.



(a) Use words from the box to identify the changes of state X, Y and Z.

condensing cooling crystallising diffusing
 evaporating freezing heating

(3)

X

Y

Z

(b) Describe the differences in the movement of particles in solids and gases.

(2)

.....

(Total for Question 1 = 5 marks)

8. 4CH1_1CR_que_20220108 Q: 2

(a) (i) State the meaning of the term **solute**.

(1)

.....
.....

(ii) State the meaning of the term **solvent**.

(1)

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.....

(b) Explain what is meant by a saturated solution.

(2)

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.....
.....

(c) A dark purple liquid is diluted by adding water.

The diluted liquid becomes a pale purple colour.

Explain the process that causes this change.

Refer to particles in your answer.

(2)

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.....
.....
.....

(Total for Question 2 = 6 marks)

9. 4CH1_1C_que_20210304 Q: 1

This question is about states of matter.

- (a) Use the words solid, liquid or gas to give the initial and final state of matter for each of the changes listed in the table.

The first one has been done for you.

(3)

Change	Initial state	Final state
melting	solid	liquid
sublimation		
condensing		
evaporation		

- (b) Particles in a solid are closely packed, arranged in a regular pattern and vibrate about fixed positions.

Describe the arrangement and movement of the particles in a gas.

(3)

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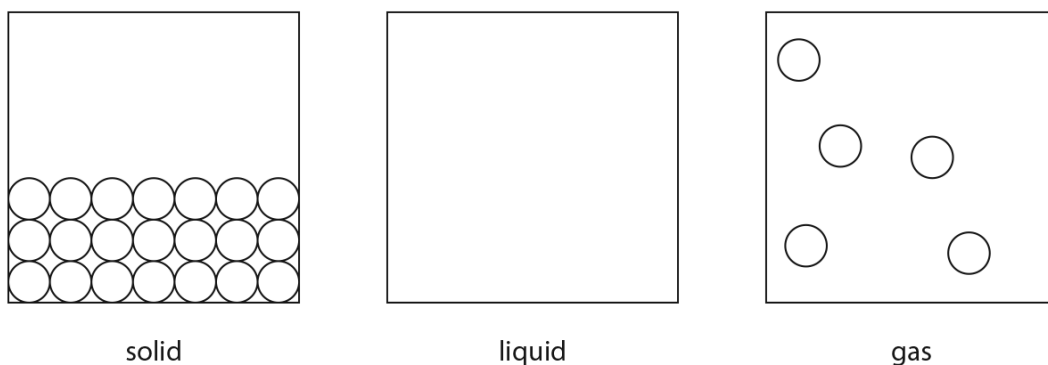
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(Total for Question 1 = 6 marks)

10. 4CH1_1CR_que_20200305 Q: 2

This question is about states of matter.

(a) The diagram shows how the particles of a substance are arranged in two different states.



(i) Complete the diagram to show how particles are arranged in the liquid state. (1)

(ii) Identify the state of matter in which the particles have the most energy. (1)

(b) The state symbols (s), (l), (g) and (aq) are often used in chemistry.

The table shows some physical changes.

Complete the table by giving the state symbol before and after each change.

(3)

Physical change	State symbol	
	before change	after change
water evaporates		
crystals of iodine sublime		
ice melts		

(c) Explain why hot water evaporates more quickly than cold water.

(2)

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.....

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.....

(Total for Question 2 = 7 marks)

11. 4CH0_1C_que_20190110 Q: 1

The three states of matter are solid, liquid and gas.

(a) Substances can be changed from one state to another.

The box lists some words relating to changes of state.

condensing	cooling	evaporation
heating	melting	sublimation

Complete the table by giving the correct word from the box for each change of state.

Each word may be used once, more than once, or not at all.

(3)

Change of state	Name of change
from solid to liquid	
from liquid to gas	
from solid to gas	

(b) The particles in a solid are closely packed, arranged in a regular pattern and vibrate about a fixed position.

Describe the arrangement and movement of the particles in a gas.

(3)

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.....

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.....

.....

(Total for Question 1 = 6 marks)

12. 4CH1_1CR_que_20190517 Q: 1

This question is about the three states of matter, solid, liquid and gas.

(a) Solids, liquids and gases can be changed from one state to another.

The box gives the names of some changes of state.

condensing evaporation melting sublimation

Use words from the box to complete the sentences.

Each word may be used once, more than once or not at all.

(i) The change from solid to liquid is called (1)

(ii) The change from liquid to gas is called (1)

(iii) The change from solid to gas is called (1)

(b) Describe the arrangement and the movement of particles in a solid. (3)

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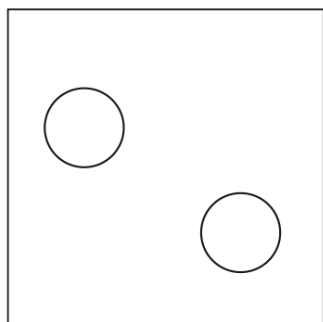
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(Total for Question 1 = 6 marks)

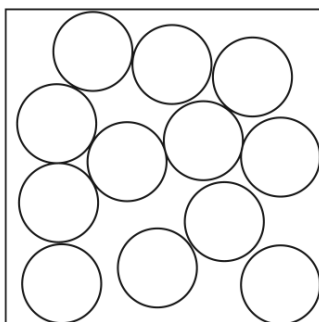
13. 4CH0_1C_que_20180110 Q: 2

The diagram shows the arrangement of particles in the three states of matter.

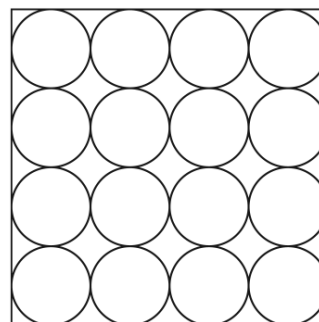
Each circle represents a particle.



X



Y



Z

- (a) Use the letters X, Y and Z to give the starting and finishing states of matter for each of the changes in the table.

The first one has been done for you.

(3)

Change	Starting state	Finishing state
ice to water	Z	Y
solid iodine to iodine gas		
molten iron to solid iron		
ethene to poly(ethene)		

- (b) Which of these changes takes place when solid iodine is heated to form iodine gas?

(1)

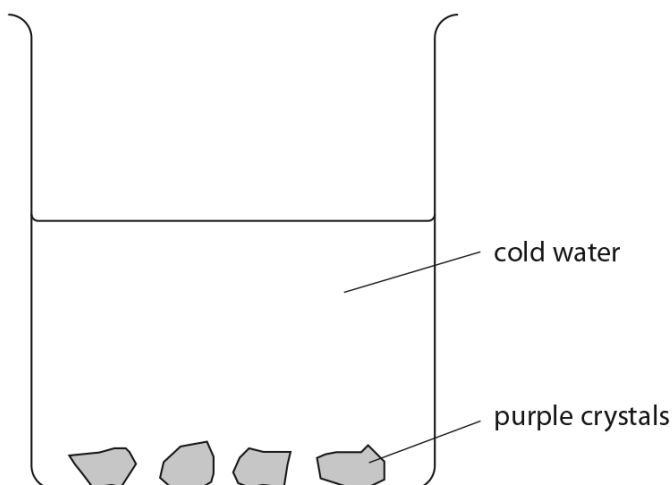
- A crystallisation
- B evaporation
- C melting
- D sublimation

(Total for Question 2 = 4 marks)

14. 4CH0_1C_que_20180110 Q: 3

A student places a few purple crystals at the bottom of a beaker containing some cold water.

The crystals start to dissolve.



(a) State how the appearance of the crystals and the water change as the crystals dissolve. (2)

crystals.....

.....

water.....

.....

(b) Which process occurs as the crystals dissolve to form a solution?

(1)

- A condensation
- B crystallisation
- C diffusion
- D melting

- (c) The student repeats the experiment using hot water instead of cold water.
- (i) State how the change in the appearance of the water differs when hot water is used instead of cold water.

(1)

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- (ii) Explain, in terms of particles, why the change differs when hot water is used instead of cold water.

(2)

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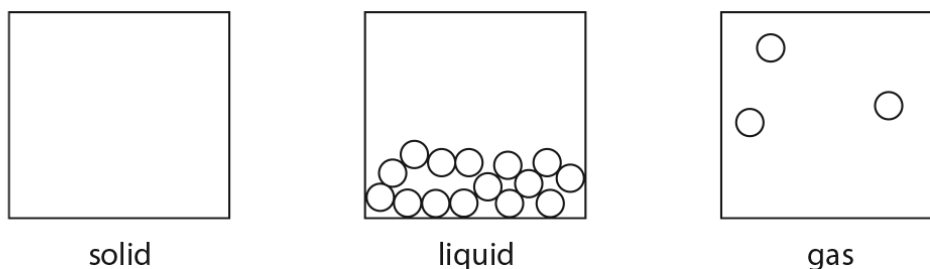
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(Total for Question 3 = 6 marks)

15. 4CH0_1C_que_20170111 Q: 2

The diagram shows the arrangement of the molecules in two of the three states of water.

Each circle represents a molecule of water.



(a) Complete the diagram to show how the molecules of water are arranged in the solid state.

(1)

(b) Which row of the table correctly describes the arrangement and movement of molecules of water in the solid state?

(1)

	Arrangement	Movement
<input type="checkbox"/> A	regular	moving freely
<input type="checkbox"/> B	random	moving freely
<input type="checkbox"/> C	regular	vibrating
<input type="checkbox"/> D	random	vibrating

(c) Which word describes water changing from a liquid to a solid?

(1)

- A boiling
- B condensing
- C freezing
- D melting

(d) Give the word used to describe the change of state represented by this equation.



(e) Water is the name used for $\text{H}_2\text{O}(l)$.

Give the two names used for $\text{H}_2\text{O}(g)$. (2)

1

2

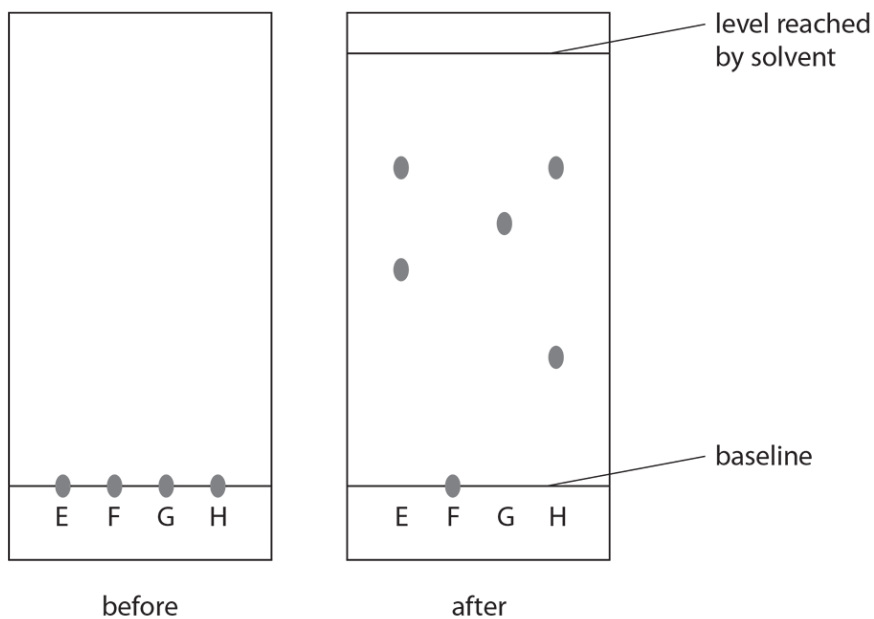
(Total for Question 2 = 6 marks)

2.2 Elements, compounds and mixtures

16. 4ch1_1c_que_20240518 Q: 5

A student uses paper chromatography in an experiment to separate the dyes in four different felt tip pens, E, F, G and H.

The diagram shows the appearance of the paper before and after the experiment.



- (a) (i) The chromatography paper is placed in a solvent. Explain why the spots on the baseline are placed above the level of the solvent.

(2)

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- (ii) Explain which two felt tip pens contain the same dye.

(2)

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(iii) The student thought that both F and G contained only one dye.

Explain why the student can only be certain about one of these dyes.

(2)

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(b) Calculate the R_f value for the dye in G.

Show your working.

(3)

R_f value =

(Total for Question 5 = 9 marks)

17. 4ch1_1c_que_20241113 Q: 4

A student does an experiment to identify the dyes in inks A, B, C, D and E.

The student uses this apparatus.

- a piece of chromatography paper
- a beaker
- a solvent
- inks A, B, C, D and E

(a) Describe how the student should set up the apparatus and do the experiment.

You may use a diagram to help your answer.

(5)

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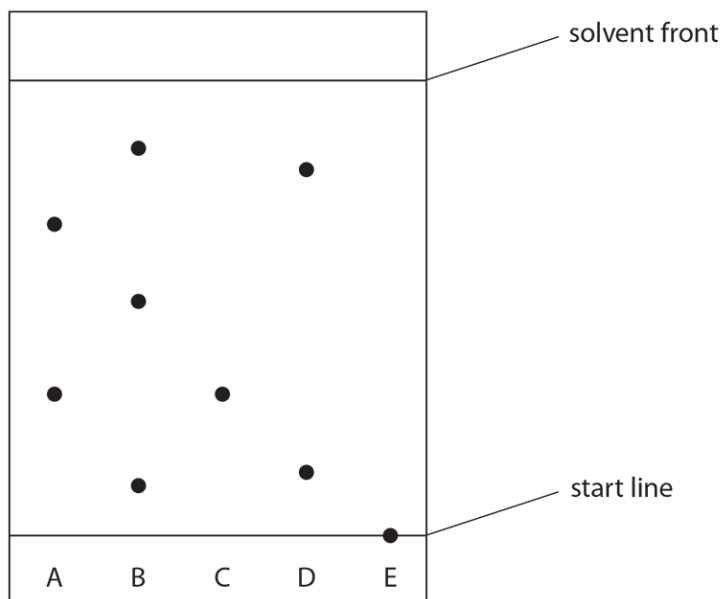
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(b) The chromatogram shows the results for inks A, B, C, D and E.



(i) Explain which ink contains a dye that is insoluble in the solvent.

(2)

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(ii) Explain which inks contain the same dye.

(2)

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- (iii) Describe how the student can use the chromatogram to determine the R_f value for the dye in ink C.

You do **not** need to calculate the R_f value.

(2)

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(Total for Question 4 = 11 marks)

18. 4ch1_1cr_que_20240518 Q: 5

Chromatography is used to separate the components in a mixture.

- (a) Diagram 1 shows the apparatus used to separate the different dyes in a food colouring.

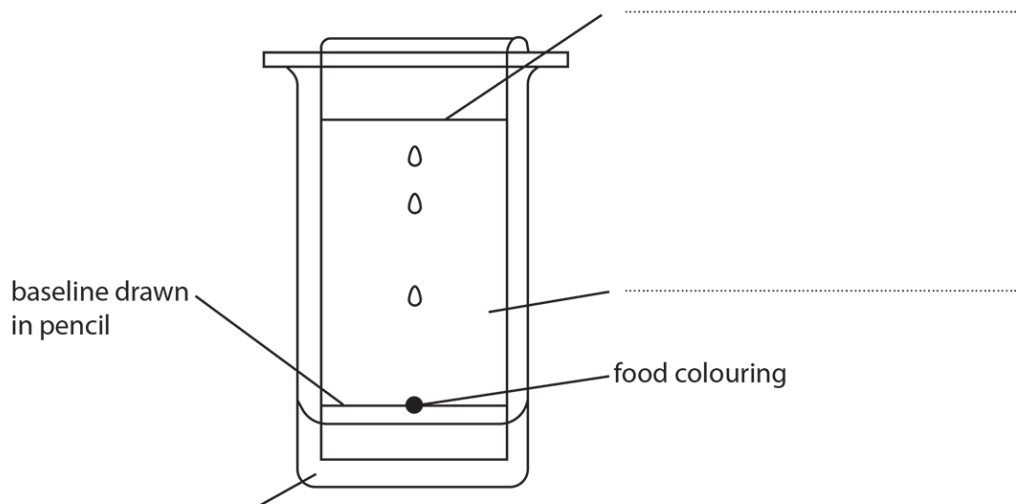


Diagram 1

- (i) Complete the diagram by adding the missing labels.

(3)

- (ii) Give a reason why the baseline is drawn in pencil.

(1)

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- (b) Diagram 2 shows a chromatogram produced from four different food colourings, W, X, Y and Z.

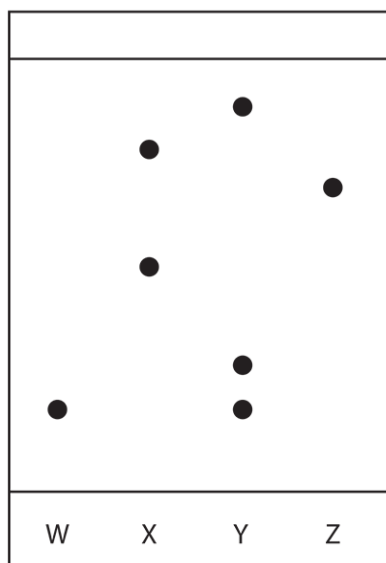


Diagram 2

- (i) Which two food colourings contain the same dye?

(1)

- A** W and X
- B** W and Y
- C** X and Z
- D** Y and Z

- (ii) Calculate the R_f value of the dye in food colouring W.

(2)

$R_f = \dots\dots\dots$

(Total for Question 5 = 7 marks)

Appendix A

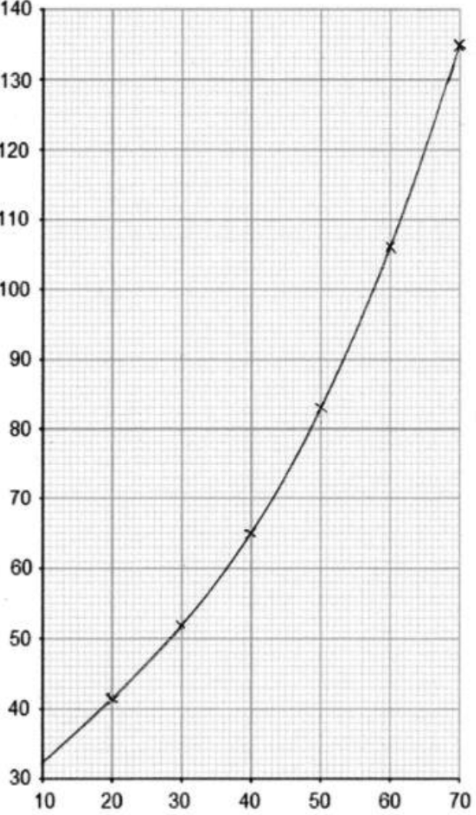
Answers

1. 4CH0_1C_rms_20190110 Q: 2

Question number	Answer	Notes	Marks
(a)	M1 tripod M2 Y (filter) funnel M3 Z evaporating basin/dish	ACCEPT correct labelling on diagram if answers not on answer lines ALLOW evaporating bowl	3
(b)(i)	M1 so the sodium chloride/salt dissolves M2 (more) quickly	REJECT so the rock salt dissolves IGNORE references to increased rate of reaction M2 dep on mention of dissolving in M1	2
(ii)	D a solvent		1
(c)(i)	M1 impurities remain in filter paper/funnel M2 because they are insoluble / do not dissolve	ALLOW impurities are filtered out/off /are the residue ACCEPT because the particles are too large to pass through (filter paper)	2
(ii)	C a solution		1

Total for Question 2 = 9 markscompiled by examinent.com

2. 4CH0_1C_rms_20180110 Q: 4

Question number	Answer	Notes	Marks
(a)		<p>M1 and M2 all points plotted correctly to nearest gridline</p> <p>Penalise 1 mark for each point plotted incorrectly</p> <p>M3 suitable curve of best fit drawn for points plotted</p> <p>Do not consider any extrapolation of curve for M3</p>	3
(b)	<p>M1 curve correctly extrapolated to cut y axis (at 10 °C)</p> <p>M2 correct reading to nearest gridline from curve drawn</p>	typical answer in range 32-33	2
(c)	<p>M1 correct reading to nearest gridline at 35 °C from curve drawn</p> <p>M2 value from M1 divided by 2 and correctly evaluated</p>	typical answer = 58	2

Total 7 marks

compiled by examinent.com

3. 4CH0_1C_rms_20180110 Q: 15

Question number	Answer	Notes	Marks
(a)	Haber (process)		1
(b)	M1 (gas A) - nitrogen/N ₂	If name and formula given both must be correct	1
	M2 (gas B) - hydrogen/H ₂	If both answers correct but in wrong order award 1 mark	1
(c)	to liquefy the ammonia	IGNORE to condense the ammonia ALLOW to separate the ammonia from the unreacted gases/nitrogen and hydrogen	1
(d)	iron		1
(e)	Any two from: M1 saves raw materials/resources M2 uses less energy M3 to produce more ammonia / to improve yield (of ammonia)	ALLOW stops raw materials/resources being wasted ACCEPT saves energy ALLOW so recycled gases/nitrogen and hydrogen/they can be reacted again IGNORE references to saves money	2
(f)	(i) M1 350 (°C)	ACCEPT low temperature	1
	M2 400 (atm)	ACCEPT high pressure	1
	(ii) 40 (%)	If numerical answers given units or indication of which is temp/pressure required ACCEPT range 40-41 (%)	1
	(iii) the reaction does not reach equilibrium		1

Total 11 markscompiled by www.examinent.com

4. 4CH0_1C_rms_20180517 Q: 11

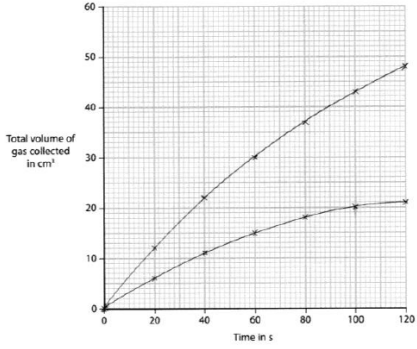
Question number	Answer	Notes	Marks
	<p>M1 powder/crush the malachite (using the pestle and mortar)</p> <p>M2 add the malachite/powder to dilute sulfuric acid (in a beaker) OR add dilute sulfuric acid to the malachite (in a beaker)</p> <p>M3 filter (using filter funnel and paper)</p> <p>M4 add magnesium powder to the filtrate/solution/copper sulfate</p> <p>M5 method to collect/obtain/ remove the residue/copper (using filter funnel and paper)</p> <p>M6 reference to appropriate use of at least two pieces of apparatus</p>	<p>ALLOW powder/crush the ore</p> <p>ACCEPT mix the powder with dilute sulfuric acid (in a beaker)</p> <p>ALLOW decant</p> <p>IGNORE any later steps e.g. washing / evaporation</p>	6

Q	Answer	Notes	Mark
	<p>OR</p> <p><u>If malachite and magnesium are both added to the acid at the same time, then:</u></p> <p>M1 powder/crush the malachite (using the pestle and mortar)</p> <p>M2 add the malachite/powder to dilute sulfuric acid and add the magnesium (in a beaker)</p> <p>M3 filter and collect/obtain the residue/copper (using filter funnel and paper)</p> <p>M4 reference to appropriate use of at least two pieces of apparatus</p>	<p>IGNORE any later steps e.g. washing / evaporation</p>	

Total for Question 11 = 6 marks

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5. 4CH0_1CR_rms_20170518 Q: 5

Question number	Answer	Notes	Marks
(a) (i)	add acid before magnesium	ORA	1
(ii)	a burette has a better resolution (than a measuring cylinder)	ALLOW greater accuracy (of data) ALLOW greater precision (of data)	1
(b)	 <p data-bbox="379 831 901 887">M1 and M2 all points plotted correctly to the nearest gridline for both experiments</p> <p data-bbox="379 1048 911 1077">M3 suitable curve of best fit drawn for acid X</p> <p data-bbox="379 1104 911 1133">M4 suitable curve of best fit drawn for acid Y</p>	<p data-bbox="995 891 1238 1025">Deduct one mark for each incorrectly plotted point Missing (0,0) loses 1 mark only</p>	4

Q	Answer	Notes	Mark
(c)	<p>M1 Y (has the greater concentration)</p> <p>M2 (because) the curve (for acid Y) has a steeper slope/greater gradient (showing that the reaction is faster)</p> <p>OR (because) it produces the larger volume of gas/more gas in the same time</p>	<p>M1 DEP M2</p> <p>OWTTE</p> <p>Mark CSQ on candidate's labelling of their curves If no labelling assume steeper curve is acid Y</p>	2
(d)	<p>M1 vertical line drawn to touch curve at $t = 70$ s OR horizontal line drawn to touch curve at $t = 70$ s</p> <p>M2 value read correctly from candidate's graph to nearest gridline</p>	<p>Expected value in range 16-17 (cm^3)</p>	2
(e)	<p>M1 17 (cm^3)</p> <p>M2 $(17 \div 30) = 0.57$ (cm^3/s)</p>	<p>ACCEPT value read correctly from candidate's graph to nearest gridline</p> <p>ACCEPT any number of sig figs e.g. 0.6, 0.567, 0.56 recurring</p> <p>Mark M2 CSQ on M1</p>	2
Total			12

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6. 4ch1_1c_rms_20230112 Q: 1

Question number	Answer	Notes	Marks
(a) (i)	particles should be close together and should fill from the bottom of the box, most particles should touch with a minimum of 2 random rows of particles	ALLOW particles filling the whole box IGNORE the size of the particles REJECT a regular arrangement	1
(ii)	solid		1
(b)	solid to liquid melting solid to gas sublimation	ALLOW subliming	2
(c)	An explanation that links the two points. M1 (particles / molecules have) more (kinetic) energy M2 can overcome / break the (intermolecular) forces/forces (between water molecules)	ALLOW hot water has more (kinetic) energy ALLOW (particles / molecules) move faster IGNORE vibrate more ALLOW can overcome / break the bonds (between water molecules) OR to break away from one another OR to escape more easily IGNORE references to collisions, activation energy or rate of reaction	2
Total for question = 6			

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7. 4ch1_1cr_rms_20230112 Q: 1

Question number	Answer	Notes	Marks
(a)	X evaporating Y condensing Z freezing	ALLOW evaporation ALLOW condensation	3
(b)	M1 solid particles vibrate about a fixed position M2 gas particles move randomly	REJECT do not move ALLOW gas particles move rapidly/quickly/freely	2
			Total 5

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8. 4CH1_1CR_rms_20220108 Q: 2

Question number	Answer	Notes	Marks
(a) (i)	(solute is) the substance/solid that dissolves (in a solvent) OWTTE		1
(ii)	(solvent is) the substance/liquid the solute/solid/substance dissolves in OWTTE		1
(b)	M1 (saturated solution) contains as much dissolved solute/solid/substance as possible OWTTE M2 at a particular temperature		2
(c)	M1 process called diffusion M2 particles spread out (evenly throughout water/solution/liquid)	ALLOW particles move from area of high concentration to area of low concentration	2

Total for Question 2 = 6 marks

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9. 4CH1_1C_rms_20210304 Q: 1

Question number	Answer	Notes	Marks										
(a)	<table border="1"> <thead> <tr> <th>Start</th> <th>End</th> </tr> </thead> <tbody> <tr> <td>solid</td> <td>liquid</td> </tr> <tr> <td>solid</td> <td>gas</td> </tr> <tr> <td>gas</td> <td>liquid</td> </tr> <tr> <td>liquid</td> <td>gas</td> </tr> </tbody> </table>	Start	End	solid	liquid	solid	gas	gas	liquid	liquid	gas	Award 1 mark for each correct row ALLOW gas to solid for sublimation	3
Start	End												
solid	liquid												
solid	gas												
gas	liquid												
liquid	gas												
(b)	A description that refers to any three of the following points M1 irregular /random arrangement (of particles) M2 large gaps between them /far apart /widely spaced M3 random movement / move freely M4 move (very) quickly	ALLOW spread out IGNORE references to kinetic energy	3										
			6 marks										

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10. 4CH1_1CR_rms_20200305 Q: 2

Question number	Answer	Notes	Marks
(a) (i)	Particles should be close together and should fill from the bottom of the box, some particles should touch	ALLOW particles filling the whole box IGNORE the size of the particles REJECT a regular arrangement	1
(ii)	Gas	ALLOW gaseous	1
(b)	M1 (water evaporates) l to g M2 (crystals of iodine sublime) s to g M3 (ice melts) s to l	ALLOW words for M1, M2 and M3	3
(c)	M1 (particles / molecules have) more energy M2 to overcome / break the forces (between water molecules)	ALLOW water has more energy ALLOW (particles / molecules have) move faster IGNORE vibrate more ALLOW to overcome / break the bonds (between water molecules) OR to break away from one another OR so escape more easily IGNORE references to collisions or activation energy	2

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11. 4CH0_1C_rms_20190110 Q: 1

Question number	Answer	Notes	Marks
(a)	M1 melting M2 evaporation M3 sublimation		3
(b)	Any three from M1 (Arrangement of particles) irregular M2 large gaps between them /far apart /widely spaced M3 random movement / move freely M4 move (very) quickly	ALLOW spread out IGNORE references to kinetic energy	3

Total for Question 1 = 6 marks

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12. 4CH1_1CR_rms_20190517 Q: 1

Question number	Answer	Notes	Marks
a (i)	melting		1
(ii)	evaporation		1
(iii)	sublimation		1
b	<p>A description that refers to three of the following points</p> <p>M1 (particles) close together</p> <p>M2 (particles) regularly arranged</p> <p>M3 (particles) do not move around</p> <p>M4 (particles) vibrate (about a fixed position)</p>	<p>ALLOW tightly packed/ touching</p> <p>ALLOW arranged in a lattice</p> <p>M1 and M2 can be scored from a diagram</p> <p>ALLOW do not move freely</p> <p>IGNORE references to fixed shape and volume</p>	<p>3</p> <p>Total 6</p>

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13. 4CH0_1C_rms_20180110 Q: 2

Question number	Answer			Notes	Marks
(a)	Change	Starting state	Finishing state	1 mark for each correct row	3
	ice to water				
	solid iodine to iodine vapour	Z	X		
	molten iron to solid iron	Y	Z		
	ethene to (poly)ethene	X	Z		
(b)	D (sublimation)				1

Total 4 marks

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14. 4CH0_1C_rms_20180110 Q: 3

Question number	Answer	Notes	Marks
(a)	M1 (crystals) - get smaller M2 (water) - turns (from colourless to) purple	ACCEPT disappear IGNORE dissolve IGNORE reference to (incorrect) colours/loses colour IGNORE mass decreases ALLOW pink IGNORE goes cloudy ALLOW (water) turns to colour of crystals REJECT other incorrect observations, e.g. fizzing, crystals change colour, only once in (a)	2
(b)	C diffusion		1
(c)(i)	(water would change colour/go purple) more quickly	ALLOW change (in appearance) /it happens more quickly ALLOW (dissolves) more quickly IGNORE cloudy/incorrect colour ALLOW references to darker purple/colour with hot water ALLOW references to faster reaction IGNORE references to collisions	1
(c)(ii)	M1 particles/molecules/ions/they have more (kinetic) energy/are moving faster (in hot water) M2 particles/molecules/ions/they diffuse/spread more quickly	ALLOW reverse argument in cold water If change is slower in (i) then ALLOW particles/molecules/ions have less (kinetic) energy/are moving slower ALLOW particles/molecules/ions/they dissolve more quickly ALLOW more particles dissolve ALLOW references to more frequent collisions between water molecules and crystals	2

Total 6 marks

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15. 4CH0_1C_rms_20170111 Q: 2

Question number	Answer	Notes	Marks
(a)	diagram showing solid state	Accept minimum of two complete rows	1
(b)	C (regular vibrating)		1
(c)	C (freezing)		1
(d)	sublimation		1
(e)	M1 water vapour M2 steam	Accept in either order	2
(Total for Question 2 = 6 marks)			

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16. 4chl_1c_rms_20240518 Q: 5

Question number	Answer	Notes	Marks
(a) (i)	An explanation that links the following two points M1 They will not dissolve/diffuse into the solvent (at the bottom of beaker) OWTTE M2 so that the dyes can travel up the paper	ALLOW dye in place of spot throughout question 5 ALLOW water	2
(ii)	An explanation that links the following two points M1 E and H M2 as the dye is/both have a spot at the same level/travelled the same distance/same R _f value	M2 dep on M1	2
(iii)	An explanation that links the following two points M1 The student can only be certain about G containing one dye as only one spot M2 As F is insoluble/not moved (so you cannot tell how many dyes it has) OWTTE		2
(b)	M1 distance from baseline to solvent level in mm = 65 M2 distance from baseline to spot/dye in mm = 39 M3 (R _f value = 39 ÷ 65 =) 0.6	ACCEPT any value between 38 and 41 inclusive ACCEPT any value between 0.57 and 0.64 M3 not awarded if value is incorrectly rounded	3
			Total 9

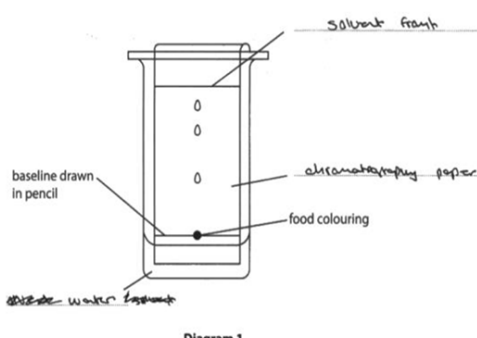
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17. 4chl_1c_rms_20241113 Q: 4

Question number	Answer	Notes	Marks
(a)	<p>M1 draw a line in pencil (just above the bottom of the paper)</p> <p>M2 put a spot of each ink on the line (before contact with solvent)</p> <p>M3 pour some solvent in the beaker</p> <p>M4 place the paper in the beaker so the spots are above the solvent</p> <p>M5 leave until the solvent has risen up the paper (nearly to the top)</p>	<p>ALLOW water for solvent</p> <p>ALLOW water for solvent</p> <p>ALL marks can be scored/supported from a labelled diagram</p>	5
(b) (i)	<p>M1 E</p> <p>M2 because it stayed on the start line/did not travel up paper</p>	<p>ALLOW didn't move/ Rf value =0</p> <p>M2 dep on M1</p>	2
(ii)	<p>M1 A and C</p> <p>M2 because they both (have a spot) at the same height OWTTE</p>	<p>ALLOW travelled same distance/same Rf value</p> <p>M2 dep on M1</p>	2
(iii)	<p>M1 measure the distance from the start line to the spot and the distance from the start line to the solvent front</p> <p>M2 distance moved by the spot \div distance moved by the solvent</p>	<p>M2 subsumes M1</p> <p>Allow 2 marks for a correct calculation method</p>	2
		Total = 11	

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18. 4ch1_1cr_rms_20240518 Q: 5

Question number	Answer	Notes	Marks
(a) (i)	clockwise from bottom left M1 solvent M2 solvent front M3 chromatography paper	ALLOW water ALLOW paper ALLOW chromatogram	3
	 <p>Diagram 1</p>		
(ii)	pencil is not soluble / insoluble	ACCEPT pencil will not dissolve ALLOW pencil will not run (up the chromatogram)	1
(b) (i)	B (W and Y) A is not the correct answer because W and X do not have a spot at the same height C is not the correct answer because X and Z do not have a spot at the same height D is not the correct answer because Y and Z do not have a spot at the same height		1
(ii)	M1 distance moved by the dye from 1.1 to 1.4 (cm) distance moved by the solvent 6.5 (cm) M2 distance moved by the dye ÷ distance moved by the solvent and correctly evaluated	e.g. 0.17 / 0.18 / 0.2(0) / 0.22 ALLOW any number of sig figs as long as it is correctly rounded. ALLOW ECF from M1	2
total for question = 7			

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