

Modified Enlarged 24pt
OXFORD CAMBRIDGE AND RSA EXAMINATIONS

Friday 13 June 2025 – Morning

**GCSE (9–1) Chemistry B (Twenty First
Century Science)**

J258/04 Depth in Chemistry (Higher Tier)

**Time allowed: 1 hour 45 minutes
plus your additional time allowance**

YOU MUST HAVE:

a ruler (cm/mm)

the Data Sheet for GCSE (9–1)

Chemistry B (with this document)

YOU CAN USE:

a scientific or graphical calculator

an HB pencil

a model for question 7

Please write clearly in black ink.

Centre number

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Candidate number

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First name(s)

Last name

READ INSTRUCTIONS OVERLEAF



INSTRUCTIONS

Use black ink. You can use an HB pencil, but only for graphs and diagrams.

Write your answer to each question in the space provided. If you need extra space use the lined pages at the end of this booklet. The question numbers must be clearly shown.

Answer ALL the questions.

Where appropriate, your answer should be supported with working. Marks might be given for using a correct method, even if your answer is wrong.

INFORMATION

The total mark for this paper is 90.

The marks for each question are shown in brackets [].

Quality of extended response will be assessed in questions marked with an asterisk (*).

ADVICE

Read each question carefully before you start your answer.

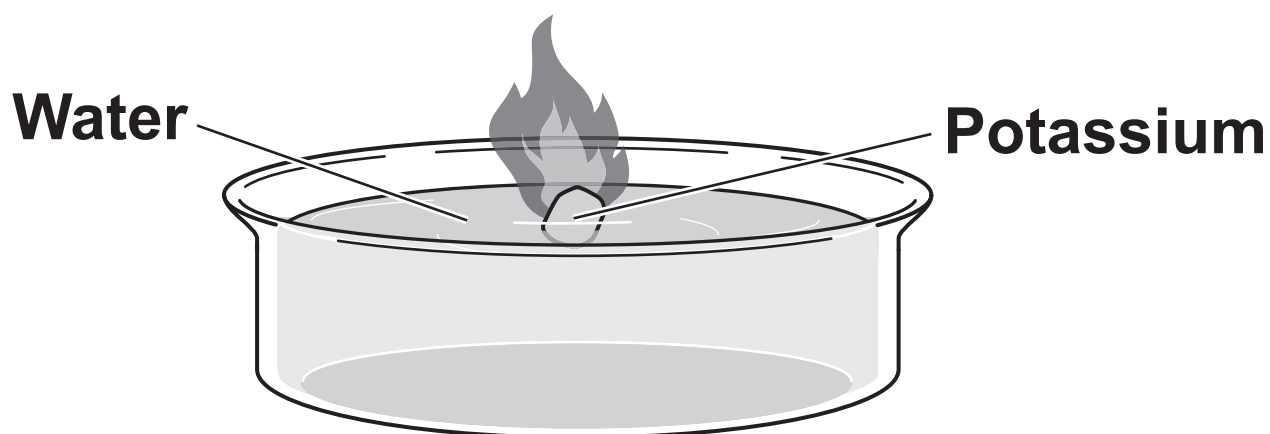
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- 1 Potassium, sodium and lithium are metals in Group 1 of the Periodic Table.

A student watches a video of the reaction of potassium with water.

FIG. 1.1 shows a diagram of the experiment.

FIG. 1.1



The table shows information about this reaction.

Metal	Products of the reaction	Observations
Potassium	Potassium hydroxide Hydrogen gas	Potassium moves quickly on the surface of the water and fizzes violently. Potassium burns with a pale purple flame.

(a) The student then watches a video of the reaction of SODIUM with water.

Predict the products of the reaction of sodium with water and describe the observations you expect.

Products _____ **and** _____

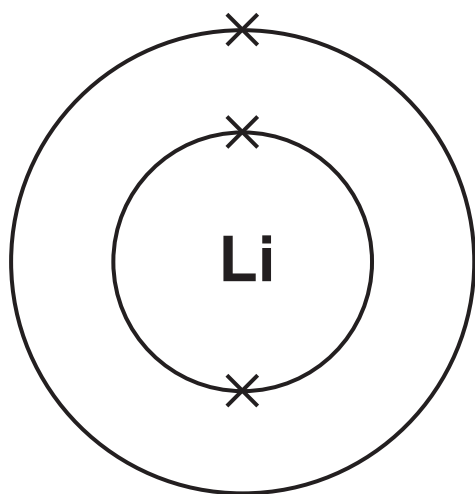
Observations _____

[3]

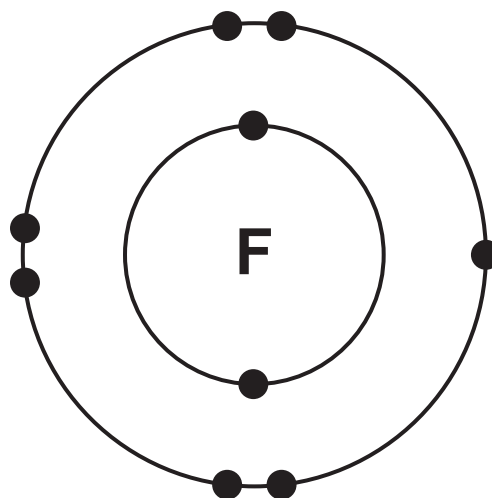
(b) FIG. 1.2 shows the arrangement of electrons in a lithium atom and a fluorine atom.

FIG. 1.2

Lithium atom



Fluorine atom



- (i) Lithium and fluorine belong to different groups of the Periodic Table.**

Explain how the arrangement of electrons in lithium and fluorine is related to their GROUPS in the Periodic Table.

[2]

- (ii) Explain how FIG. 1.2 shows that lithium and fluorine are in the same PERIOD of the Periodic Table.**

[1]

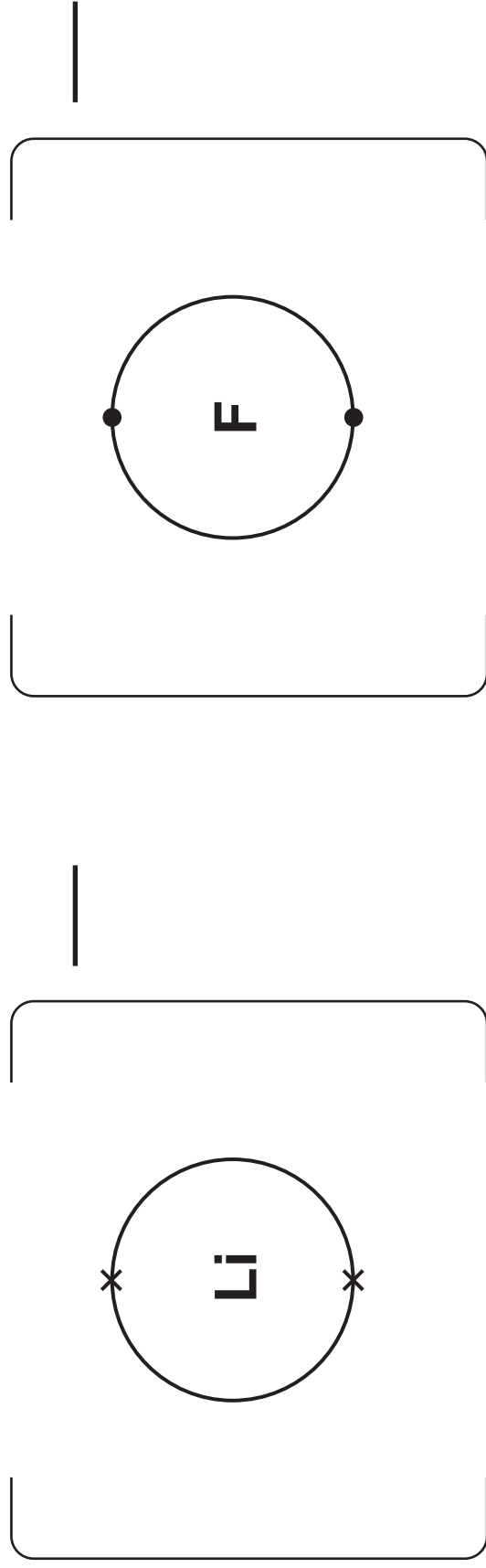
(iii) Lithium fluoride is an ionic compound that has lithium ions and fluoride ions.

**FIG. 1.3 opposite shows a dot and cross diagram of these ions.
The diagram is NOT complete.**

Complete FIG. 1.3 opposite.

**You need to:
show the arrangement of electrons in
the FLUORIDE ion
show the charges on BOTH ions. [3]**

FIG. 1.3



(iv) Which statement gives a correct limitation of using a complete dot and cross diagram to represent ionic bonding?

Tick (✓) ONE box. [1]

It does NOT show that the ions are different sizes.

☐

It does NOT show the correct ratio of numbers of ions.

☐

It does NOT show the total number of electrons.

☐

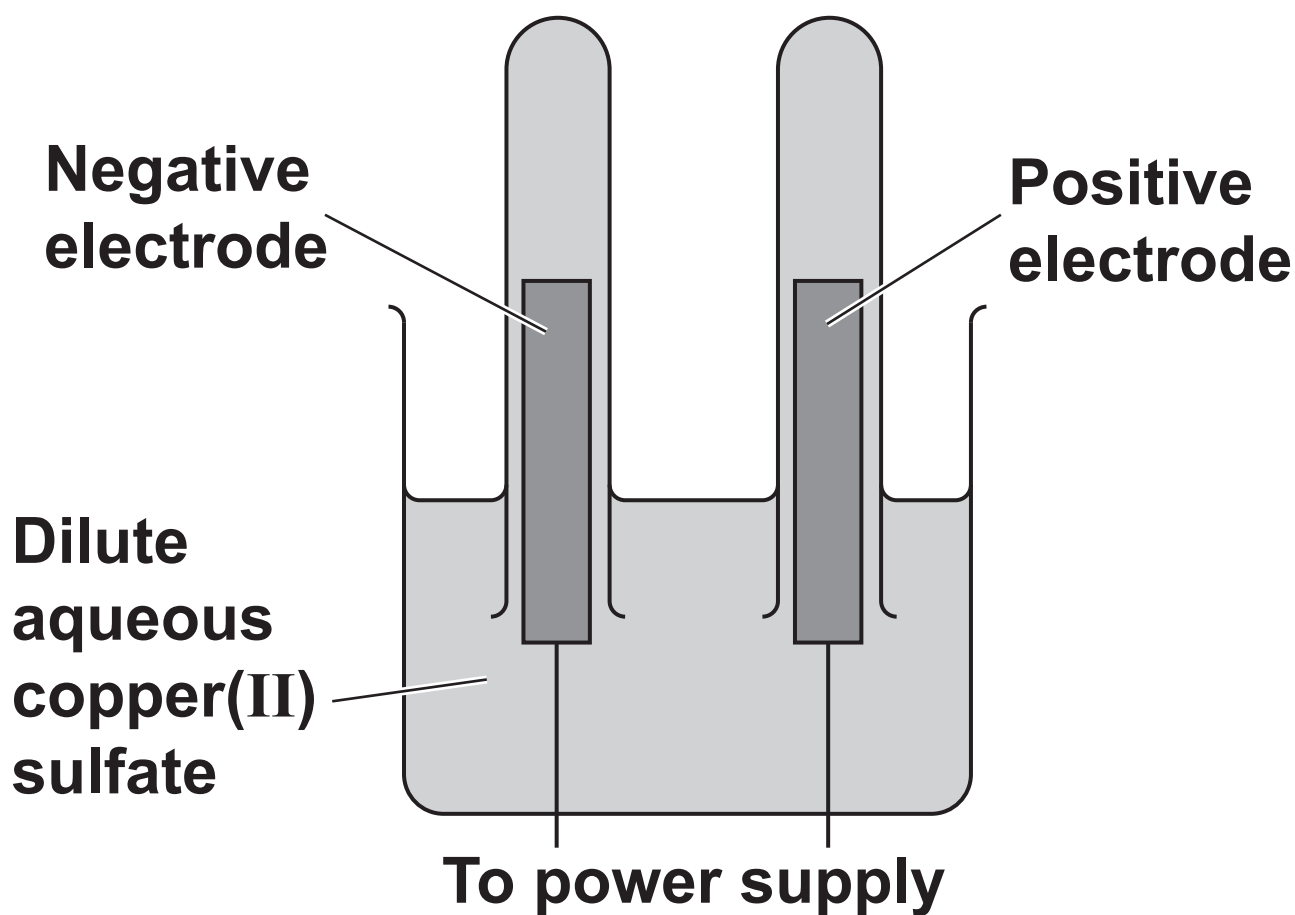
It only shows shared electrons.

☐

2 A student does an electrolysis experiment.

They pass electricity through dilute aqueous copper(II) sulfate using inert electrodes.

The diagram shows the apparatus they set up.



- (a) Oxygen gas forms at the positive electrode.**

Which TWO statements give correct reasons why oxygen forms at the positive electrode?

Tick (✓) TWO boxes. [2]

Copper reacts with water to form oxygen.

☐

Hydroxide ions from water react to form oxygen.

☐

Non-metals usually form at the positive electrode.

☐

The electricity causes water to evaporate around the electrode.

☐

- (b) The student wants to find the rate that oxygen gas forms by measuring the volume of gas produced.**

- (i) Suggest ONE change to the apparatus so that the volume of oxygen gas can be measured.**

[1]

- (ii) Describe how the student uses the new apparatus and a stop watch to find the rate that oxygen gas forms.**

**Include in your answer:
what results they need to collect
how they use their results to find the
rate.**

[2]

- (c) The student measures the mass of the electrodes before and after the electrolysis.

The table shows their results.

	Negative electrode	Positive electrode
Mass BEFORE electrolysis (g)	10.2	10.4
Mass AFTER electrolysis (g)	10.9	10.4

Explain what happens to the mass of each electrode during the experiment.

Positive electrode _____

Negative electrode _____

[3]

- 3 Water for drinking can be separated from sea water by distillation.**
- (a) The diagram opposite shows a laboratory apparatus that can be used for the distillation of sea water.**
- (i) Complete the labels on the diagram opposite.**

Use all of the words from the list. [2]

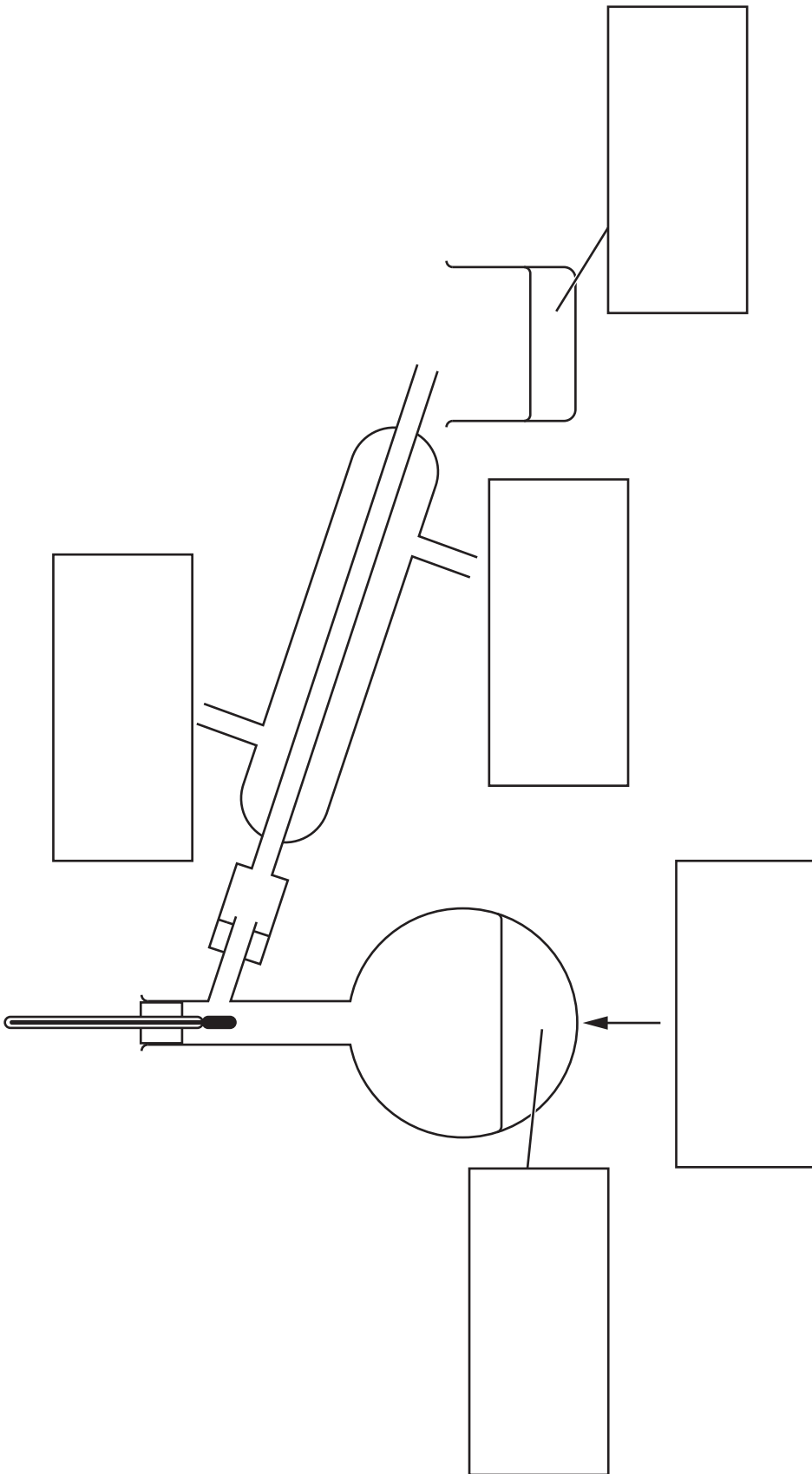
Heat

Pure water

Sea water

Water in

Water out



(ii) Sea water contains dissolved sodium chloride.

A student adds dilute acidified silver nitrate to the sea water before distillation and to the water collected after distillation.

Complete the table to show the observations that the student makes.

Explain your answer. [3]

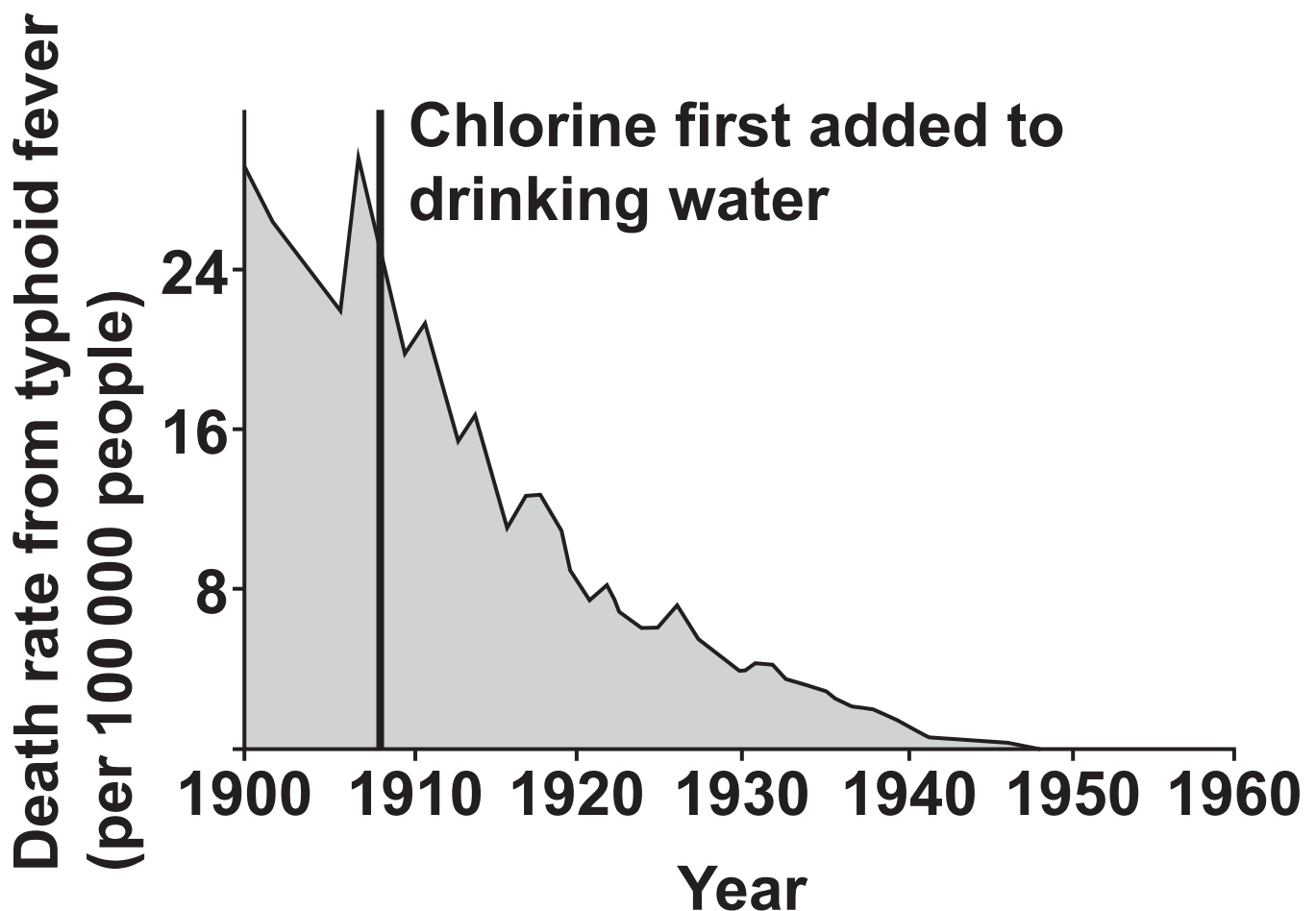
Observations when acidified silver nitrate is added	
Sea water before distillation	Water collected after distillation

Explanation _____

(b) Typhoid fever is a disease that causes death. It is caused by harmful microorganisms in water.

Chlorine was added to drinking water in the United States in 1908.

The graph shows the death rate from typhoid fever in the United States before and after chlorine was first added to drinking water.



- (i) Chlorine was NOT added to water in all areas of the United States at the same time.

A student says that the time taken for all areas to have chlorine added to their drinking water was ~40 years.

Explain why the student is CORRECT.

Include data from the graph in your answer.

[2]

- (ii) Some people think that chlorine should NOT be added to drinking water because it causes other health issues such as allergies in some people.**

Suggest why chlorine SHOULD be added to drinking water.

**Include in your answer:
ideas about risk and benefit,
data from the graph.**

[3]

(c) The effect of adding chlorine to drinking water was an important scientific discovery.

Today, information about important scientific discoveries is published for peer review.

Information about important scientific discoveries is also published in newspapers.

Explain the differences between publishing information for peer review and in newspapers.

[3]

4 Pure iron corrodes easily and is too weak for some uses.

(a) When iron corrodes it reacts with oxygen to make iron(III) oxide.

Complete the BALANCED SYMBOL equation for the reaction.

Include state symbols. [3]

iron + oxygen → iron(III) oxide

_____ (___) + _____ (___) → 2Fe₂O₃ (___)

(b) Steel is a mixture of iron and other elements.

TABLE 4.1 opposite shows the effect of different elements on the properties of steel.

TABLE 4.1

Element	Effect on properties of steel	Percentage in steel
Chromium	Increases corrosion resistance, especially at high temperatures.	~18%
Nickel	Increases corrosion resistance and can be bent without breaking.	$>8 < 10\%$
Carbon	Increases hardness but also makes steel more easy to break. No effect on corrosion resistance.	$\leq 2\%$
Copper	Increases electrical conductivity. Increases corrosion resistance in sea water.	~4%
Manganese	Increases hardness but can make steel more easy to break when bent.	$\leq 15\%$

- (i) A type of steel contains 2% carbon and 98% iron.**

Explain why this steel has a limited range of uses.

Use TABLE 4.1 to help you answer.

[2]

- (ii) Another type of steel is used to make electrical wires for use in the engine of a ship.**

The engine gets very hot.

This steel contains iron mixed with three other metals and a small amount of carbon.

**Complete TABLE 4.2 by:
suggesting which THREE metals have
been added to this steel to make it most
suitable for this use,
predicting a value for the percentage of
each metal in this steel.**

Use TABLE 4.1 to help you answer. [3]

TABLE 4.2

Element	Percentage of element in this steel (%)
Carbon	0.1
Iron	

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- 5 Nitrogen and hydrogen react together to make ammonia in the Haber process.**

Ammonia is used in fertilisers.

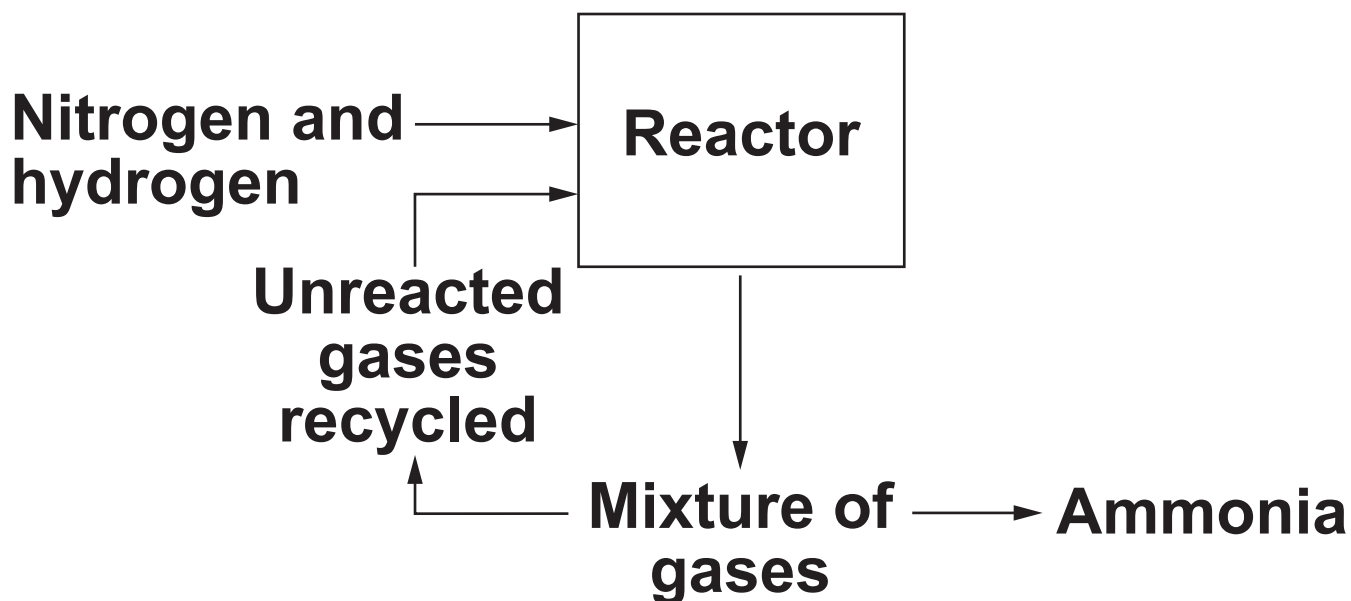
- (a) Which statements about fertilisers are TRUE and which are FALSE?**

Tick (✓) ONE box in each row. [2]

	True	False
Ammonia is added to fertilisers to provide potassium and phosphorus for plant growth.		
Fertilisers made from ammonia are needed to balance supply and demand of food.		
Industrial processes used to make fertilisers are usually on a large scale in batches.		

(b)*The diagram shows a flow chart for the substances that enter and leave the reactor in the Haber process.

The table shows the main conditions used.



Conditions used
450 °C 200 atm catalyst unreacted gases recycled

Explain why the conditions in the table are chosen for this process.

**Include in your answer:
the effect each condition has on the
rate of reaction and on the yield,
why higher or lower values of
temperature and pressure are NOT
used. [6]**

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6 Methanol (CH_3OH) and hydrogen can both be used as fuels.

(a) Burning hydrogen has a different impact on the Earth's climate to burning methanol.

Explain why.

[3]

- (b) EQUATION 1 shows the reaction of methane with steam which is used in industry to manufacture hydrogen.**

EQUATION 1



The carbon dioxide produced in the reaction is used to make methanol, CH₃OH.

In the process shown in EQUATION 1, carbon dioxide is considered a by-product and NOT a waste product.

Explain the difference between a by-product and a waste product.

[2]

- (c) TABLE 6.1 shows the relative formula masses for the reactants and products in the reaction of methane with steam.

TABLE 6.1

	Relative formula mass
CH_4	16
H_2O	18
H_2	2
CO_2	

- (i) Complete TABLE 6.1 by calculating the relative formula mass for carbon dioxide.

Use the Periodic Table. [1]

- (ii) Calculate the atom economy of the reaction of methane with steam to make hydrogen.

Use:

EQUATION 1: $\text{CH}_4 + 2\text{H}_2\text{O} \rightleftharpoons 4\text{H}_2 + \text{CO}_2$
the data from TABLE 6.1.

Give your answer to 1 decimal place.

Atom economy = _____ % [4]

- (d) Scientists did some experiments and collected data about the yield of the products made when 1000 kg of methane reacts with steam.

TABLE 6.2 shows the data they collected.

TABLE 6.2

Mass of methane used (kg)	1000
Theoretical yield of hydrogen (kg)	500
Actual mass of hydrogen formed (kg)	370
Actual mass of carbon dioxide formed (kg)	2035

Calculate the percentage yield of hydrogen.

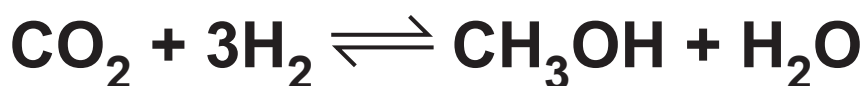
Use data from TABLE 6.2.

Percentage
yield of hydrogen = $\frac{\quad}{40}$ % [2]

- (e) Methanol can be made by reacting carbon dioxide with hydrogen.**

EQUATION 2 shows this reaction.

EQUATION 2



- (i) Explain how EQUATION 2 shows that the percentage yield of methanol is NOT 100%.**

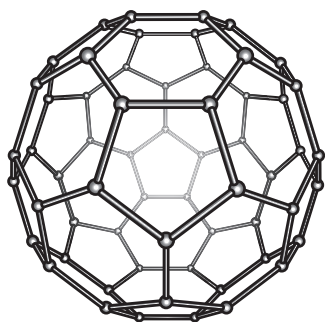
[2]

- (ii) Explain how EQUATION 2 shows that the atom economy of the reaction to make methanol is NOT 100%.**

[1]

- 7 Buckyballs are a type of nanoparticle. They consist of carbon atoms joined in a ball with a hollow centre.**

The diagram shows the structure of a buckyball. You may use a model to help you.



A buckyball has a diameter of 1 nm.

$$1 \text{ nm} = 1 \times 10^{-9} \text{ m}$$

(a) Which of these is the best estimate for the diameter of a carbon atom?

Tick (✓) ONE box. [1]

$1 \times 10^{-8} \text{ m}$

☐

$1 \times 10^{-10} \text{ m}$

☐

10 nm

☐

$1 \times 10^{10} \text{ nm}$

☐

(b) The radius of a buckyball is half its diameter.

The surface area to volume ratio of a buckyball can be calculated using this formula:

$$\text{surface area to volume ratio} = \frac{3}{r}$$

(r is the radius of the buckyball in nm).

Calculate the surface area to volume ratio of a buckyball that has a DIAMETER of 1 nm.

**Surface area
to volume ratio = _____ [3]**

(c) Scientists are developing ways of using nanoparticles such as buckyballs to carry medicines into the human body.

(i) Describe TWO reasons why buckyballs are suitable to carry medicines into the human body.

1 _____

2 _____

[2]

(ii) Explain ONE possible risk of using nanoparticles to carry medicines into the human body.

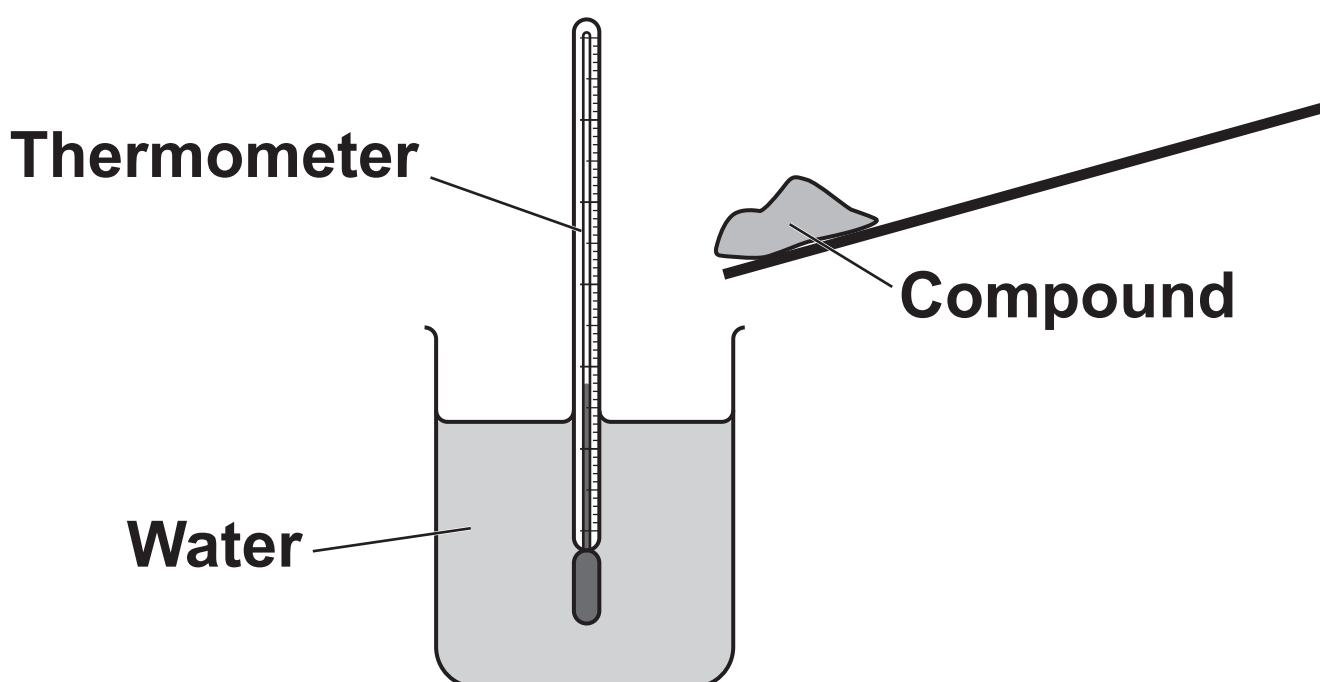
[1]

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8

(a)* A student does some experiments to investigate the trends in energy changes when ionic compounds dissolve in water.

The diagram shows the apparatus the student uses.



**The student follows this method:
Add the same amount of each compound to the same volume of water.
Stir until the compound is fully dissolved.
Record the change in temperature.**

The table shows their results.

Group 1 ion in compound	Group 7 ion in compound	Change in temperature when compound dissolved (°C)
lithium	chloride	+8
sodium	chloride	−2
potassium	chloride	−5
lithium	bromide	+12
sodium	bromide	+1
potassium	bromide	−8
lithium	iodide	+14
sodium	iodide	+3
potassium	iodide	−9

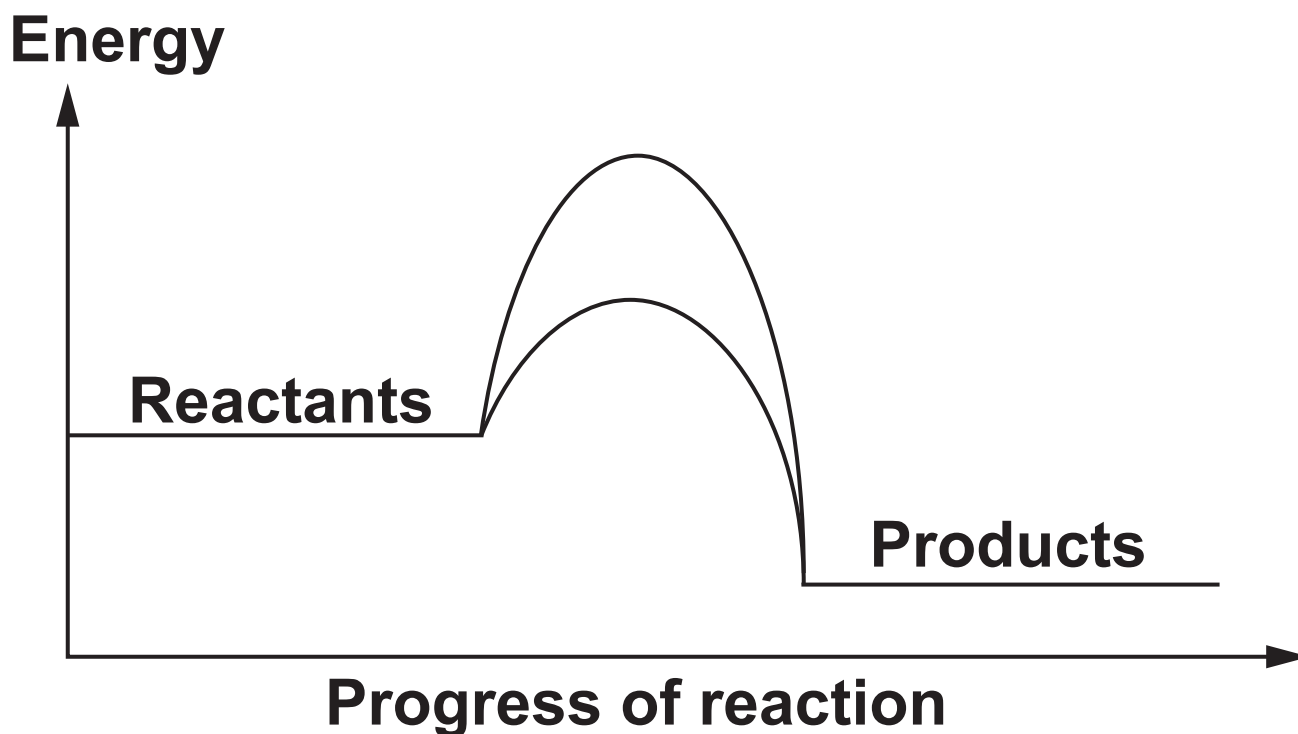
What conclusions can you make about the trends in energy changes when compounds containing Group 1 ions and Group 7 ions dissolve in water?

Use the information in the table.

[illegible]

(b) FIG. 8.1 shows a reaction profile diagram for a catalysed and an uncatalysed reaction.

FIG. 8.1



COMPLETE FIG. 8.1 by drawing labelled arrows to show:

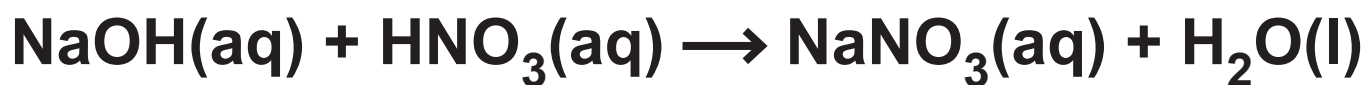
the activation energy for the uncatalysed reaction, E_a

the activation energy for the catalysed reaction, E_{acat}

the energy change of reaction, ΔE . [3]

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9 Aqueous sodium hydroxide reacts with dilute nitric acid in a neutralisation reaction.



(a) TABLE 9.1 shows the relative formula masses for the compounds in the equation.

TABLE 9.1

Compound	Relative formula mass
NaOH	40
HNO₃	63
NaNO₃	85
H₂O	18

Explain how the equation and the data in TABLE 9.1 show that this reaction obeys the principle of conservation of mass.

Include data from TABLE 9.1 in your answer.

[2]

(b) In the reaction, hydrogen ions from the acid react with hydroxide ions from the sodium hydroxide.

Write the ionic equation for this reaction.

[2]

- (c) TABLE 9.2 opposite shows information about some solutions of dilute acids.
- (i) Complete TABLE 9.2 opposite by working out the missing information. [3]
- (ii) 25.0 cm^3 samples of each dilute acid are used in a titration with aqueous sodium hydroxide. The concentration of the aqueous sodium hydroxide was the same for each titration.

Which dilute acid, 1, 2, 3 or 4, needs the largest volume of aqueous sodium hydroxide for neutralisation?

Explain your answer.

Dilute acid _____

Explanation _____

[2]

TABLE 9.2

Dilute acid	Formula	Number of moles of acid in solution	Volume of solution (dm³)	Concentration of dilute acid (mol/dm³)	Concentration of hydrogen ions (mol/dm³)
1	HCl	0.1	0.5		
2	HCl		2.0	0.3	0.3
3	HNO₃	1.0		0.5	0.5
4	H₂SO₄	0.5	0.5	1.0	2.0

(iii) The concentration of hydrogen ions is the same as the concentration of acid for some dilute acids but different for others.

Explain why.

Use examples from TABLE 9.2 in your answer.

[3]

END OF QUESTION PAPER

EXTRA ANSWER SPACE

If you need extra space use these lined pages. You must write the question numbers clearly in the margin.

[illegible]

[illegible]

[illegible]



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