



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
 General Certificate of Education  
 Advanced Subsidiary Level and Advanced Level

CANDIDATE NAME

CENTRE NUMBER

CANDIDATE NUMBER

\* 8 5 1 2 4 1 6 5 6 8 \*

**CHEMISTRY** **9701/34**  
 Paper 34 Advanced Practical Skills **October/November 2009**  
**2 hours**

Candidates answer on the Question Paper.  
 Additional Materials: As listed in the Confidential Instructions

**READ THESE INSTRUCTIONS FIRST**

Write your Centre number, candidate number and name on all the work you hand in.  
 Give details of the practical session and laboratory where appropriate, in the boxes provided.  
 Write in dark blue or black pen.  
 You may use a soft pencil for any diagrams, graphs or rough working.  
 Do not use staples, paper clips, highlighters, glue or correction fluid.  
**DO NOT WRITE IN ANY BARCODES.**

Answer **all** questions.  
 You are advised to show all working in calculations.  
 Use of a Data Booklet is unnecessary.

Qualitative Analysis Notes are printed on pages 9 and 10.

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.

<b>Session</b>
<b>Laboratory</b>

<b>For Examiner's Use</b>	
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>Total</b>	

This document consists of **9** printed pages and **3** blank pages.



**1 Read through question 1 before starting any practical work.**

You are provided with the following reagents.

- **FB 1**, hydrated copper(II) sulfate
- **FB 2**, aqueous copper(II) sulfate
- **FB 3**, aqueous sodium thiosulfate
- **FB 4**, aqueous potassium iodide
- **FB 5**, starch indicator solution

The formula of hydrated copper(II) sulfate is  $\text{CuSO}_4 \cdot x\text{H}_2\text{O}$  where  $x$  shows the number of molecules of water of crystallisation present.

The value of  $x$  can be found by two different methods.

**Method 1** involves heating to drive off water of crystallisation while **Method 2** uses a titration to determine the concentration of  $\text{Cu}^{2+}(\text{aq})$ .

**(a) Method 1**

- Weigh a crucible and record the mass.
- Add between 2.50 g and 2.70 g of **FB 1** and record the new mass.
- Place the crucible containing **FB 1** on a pipe clay triangle and heat gently for about four minutes with a Bunsen burner.
- Allow the crucible to cool. You should continue with **Method 2** while the crucible is cooling.
- Weigh the crucible and its contents.

Record all masses in the space below.

[3]

- (b)** Calculate the mass of water lost and the mass of copper(II) sulfate that remained after heating.

mass of water lost = ..... g

mass of copper(II) sulfate remaining = ..... g

[1]

- (c) Use your answer to (b) to calculate how many moles of water were lost and the moles of copper(II) sulfate,  $\text{CuSO}_4$ , remaining after heating.

Show all of your working.

[ $A_r$ : Cu, 63.5; H, 1.0; O, 16.0; S, 32.1]

The hydrated copper(II) sulfate contained ..... mol of water

and ..... mol of  $\text{CuSO}_4$ . [2]

- (d) Use your answer to (c) to determine the value of  $x$  in the formula of hydrated copper(II) sulfate,  $\text{CuSO}_4 \cdot x\text{H}_2\text{O}$ .

$x = \dots\dots\dots$  [2]

(e) Method 2

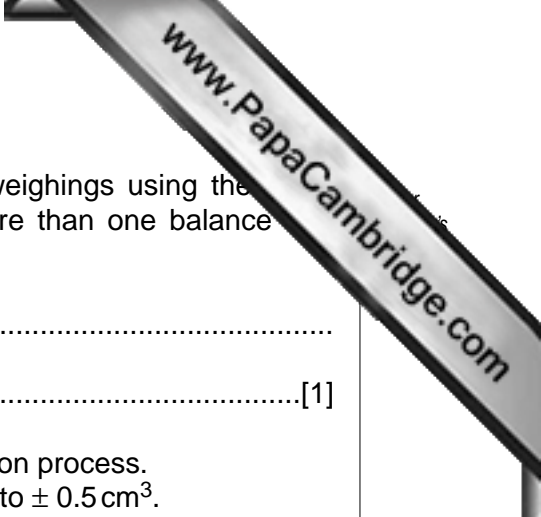
- Fill the burette with **FB 3**, aqueous sodium thiosulfate.
- Pipette  $25.0\text{cm}^3$  of **FB 2** into a conical flask and use a measuring cylinder to add  $10\text{cm}^3$  of **FB 4**.
- Titrate this solution with **FB 3** from the burette until the mixture becomes yellow-brown. Do **not** add too much **FB 3** at this stage.
- An off-white precipitate is also present in the flask and this will mask the colour of the solution.
- Add approximately  $1\text{cm}^3$  of **FB 5**. The solution will become blue-black as a starch iodine complex is formed.
- Continue the titration until the blue-black colour of the complex just disappears leaving the off-white precipitate.
- Perform sufficient further titrations to obtain accurate results.
- Record your titration results in the space below. Make certain that your recorded results show the precision of your working.

i	
ii	
iii	
iv	
v	
vi	
vii	
viii	
ix	
x	
xi	

Summary

$25.0\text{cm}^3$  of **FB 2** reacted with .....  $\text{cm}^3$  of **FB 3**.

Show which results you used to obtain the value of the volume of **FB 3** by placing a tick (✓) under the readings used in your results. [11]



- (f) (i) In **Method 1** a student was advised to carry out all weighings using the same balance. What type of error might be introduced if more than one balance was used?

.....  
 .....[1]

- (ii) In **Method 2**, 10 cm<sup>3</sup> of **FB 4** was added during the titration process. Assume that the measuring cylinder used could be read to ± 0.5 cm<sup>3</sup>. Calculate the percentage error in the measurement of this volume.

..... % error [1]

- (g) **Method 1** is usually less accurate than **Method 2** for finding the value of **x** in the formula of hydrated copper(II) sulfate, CuSO<sub>4</sub>·**x**H<sub>2</sub>O.

A group of students carried out **Method 1** correctly but calculated a value of 4 for **x**. The true value for **x** is 5.

Suggest an error in the practical procedure of the experiment that could account for this difference.

.....  
 ..... [1]

- (h) Suggest a modification that could be made to the practical procedure in **Method 1** to reduce this error.

Explain why this modification should give an answer nearer to 5.

modification .....

.....

explanation .....

..... [2]

[Total: 24]

2 In this question you should use information from the Qualitative Analysis Notes on pages 9 and 10.

- (a) Solutions **FB 6**, **FB 7** and **FB 8** are known to be either chlorides or sulfates of aluminium, magnesium or calcium. The addition of aqueous sodium hydroxide and aqueous ammonia can be used to give information about the cation present. Add NaOH(aq) and NH<sub>3</sub>(aq) separately to each of the solutions **FB 6**, **FB 7** and **FB 8**.

Rinse and reuse test-tubes where possible.

Record both the tests and your observations in an appropriate form in the space below.

i	
ii	
iii	
iv	
v	
vi	
vii	

From your observations identify the solutions containing aluminium, magnesium and calcium ions. In each case give evidence to support your answer.

Solution ..... contains the aluminium ion.

supporting evidence .....

Solution ..... contains the magnesium ion.

supporting evidence .....

Solution ..... contains the calcium ion.

supporting evidence ..... [7]

- (b) Choose a pair of reagents that, used together, would identify which solution or solutions contain(s) the sulfate ion.

Carry out the tests and record, in the space below, the reagents used and the observations made.

The sulfate ion is present in ..... [2]

[Total: 9]

- 3 (a) You are to carry out the tests given in the table below on solid **FB 9**.

Record details of any gases that are released in the reactions. These gases should be identified by a test, **described in the appropriate part of the table**.

**No additional tests should be attempted.**

	<i>test</i>	<i>observations</i>
(i)	Place a spatula measure of <b>FB 9</b> in the small hard-glass test-tube labelled <b>FB 9</b> and heat the solid strongly.	
(ii)	To 1 cm depth of aqueous sodium hydroxide in a boiling-tube, add 1 spatula measure of <b>FB 9</b> , then	
	<b>gently</b> heat the mixture, <b>do not boil</b>  <b>Care is needed when heating aqueous sodium hydroxide.</b>	
(iii)	To 1 cm depth of aqueous sodium hydroxide in a boiling-tube, add 1 spatula measure of <b>FB 9</b> and a piece of aluminium foil, then	
	<b>gently</b> heat the mixture.  <b>Care is needed when heating aqueous sodium hydroxide.</b>	

[4]

- (b) What elements **must** be present in **FB 9** to give the results you have obtained in test (i) and test (iii)?

..... [1]

- (c) What is the function of the aluminium foil in test (iii)?

..... [1]

- (d) **Do not carry out this test**

What would you expect to see if 1 cm depth of dilute hydrochloric acid was added to a spatula measure of **FB 9**?

.....  
..... [1]

[Total: 7]



## Qualitative Analysis Notes

Key: [ ppt. = precipitate. ]

## 1 Reactions of aqueous cations

	<i>reaction with</i>	
	NaOH(aq)	NH <sub>3</sub> (aq)
aluminium, Al <sup>3+</sup> (aq)	white ppt. soluble in excess	white ppt. insoluble in excess
ammonium, NH <sub>4</sub> <sup>+</sup> (aq)	no ppt. ammonia produced on heating	
barium, Ba <sup>2+</sup> (aq)	no ppt. (if reagents are pure)	no ppt.
calcium, Ca <sup>2+</sup> (aq)	white ppt. with high [Ca <sup>2+</sup> (aq)]	no ppt.
chromium(III), Cr <sup>3+</sup> (aq)	grey-green ppt. soluble in excess giving dark green solution	grey-green ppt. insoluble in excess
copper(II), Cu <sup>2+</sup> (aq)	pale blue ppt. insoluble in excess	blue ppt. soluble in excess giving dark blue solution
iron(II), Fe <sup>2+</sup> (aq)	green ppt. turning brown on contact with air insoluble in excess	green ppt. turning brown on contact with air insoluble in excess
iron(III), Fe <sup>3+</sup> (aq)	red-brown ppt. insoluble in excess	red-brown ppt. insoluble in excess
lead(II), Pb <sup>2+</sup> (aq)	white ppt. soluble in excess	white ppt. insoluble in excess
magnesium, Mg <sup>2+</sup> (aq)	white ppt. insoluble in excess	white ppt. insoluble in excess
manganese(II), Mn <sup>2+</sup> (aq)	off-white ppt. rapidly turning brown on contact with air insoluble in excess	off-white ppt. rapidly turning brown on contact with air insoluble in excess
zinc, Zn <sup>2+</sup> (aq)	white ppt. soluble in excess	white ppt. soluble in excess

[Lead(II) ions can be distinguished from aluminium ions by the insolubility of lead(II) chloride.]

## 2 Reactions of anions

<i>ion</i>	<i>reaction</i>
carbonate, $\text{CO}_3^{2-}$	$\text{CO}_2$ liberated by dilute acids
chromate(VI), $\text{CrO}_4^{2-}$ (aq)	yellow soln turns orange with $\text{H}^+(\text{aq})$ ; gives yellow ppt. with $\text{Ba}^{2+}(\text{aq})$ ; gives bright yellow ppt. with $\text{Pb}^{2+}(\text{aq})$
chloride, $\text{Cl}^-$ (aq)	gives white ppt. with $\text{Ag}^+(\text{aq})$ (soluble in $\text{NH}_3(\text{aq})$ ); gives white ppt. with $\text{Pb}^{2+}(\text{aq})$
bromide, $\text{Br}^-$ (aq)	gives cream ppt. with $\text{Ag}^+(\text{aq})$ (partially soluble in $\text{NH}_3(\text{aq})$ ); gives white ppt. with $\text{Pb}^{2+}(\text{aq})$
iodide, $\text{I}^-$ (aq)	gives yellow ppt. with $\text{Ag}^+(\text{aq})$ (insoluble in $\text{NH}_3(\text{aq})$ ); gives yellow ppt. with $\text{Pb}^{2+}(\text{aq})$
nitrate, $\text{NO}_3^-$ (aq)	$\text{NH}_3$ liberated on heating with $\text{OH}^-(\text{aq})$ and Al foil
nitrite, $\text{NO}_2^-$ (aq)	$\text{NH}_3$ liberated on heating with $\text{OH}^-(\text{aq})$ and Al foil, $\text{NO}$ liberated by dilute acids (colourless $\text{NO} \rightarrow$ (pale) brown $\text{NO}_2$ in air)
sulfate, $\text{SO}_4^{2-}$ (aq)	gives white ppt. with $\text{Ba}^{2+}(\text{aq})$ (insoluble in excess dilute strong acid); gives white ppt. with $\text{Pb}^{2+}(\text{aq})$
sulfite, $\text{SO}_3^{2-}$ (aq)	$\text{SO}_2$ liberated with dilute acids; gives white ppt. with $\text{Ba}^{2+}(\text{aq})$ (soluble in excess dilute strong acid)

## 3 Tests for gases

<i>gas</i>	<i>test and test result</i>
ammonia, $\text{NH}_3$	turns damp red litmus paper blue
carbon dioxide, $\text{CO}_2$	gives a white ppt. with limewater (ppt. dissolves with excess $\text{CO}_2$ )
chlorine, $\text{Cl}_2$	bleaches damp litmus paper
hydrogen, $\text{H}_2$	"pops" with a lighted splint
oxygen, $\text{O}_2$	relights a glowing splint
sulfur dioxide, $\text{SO}_2$	turns acidified aqueous potassium dichromate(VI) from orange to green



---

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

University of Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.