

**ADVANCED GCE**  
**CHEMISTRY B (SALTERS)**  
Chemistry of Materials

**F334**

Candidates answer on the question paper.  
A calculator may be used for this paper.

**OCR supplied materials:**

- *Data Sheet for Chemistry B (Salters)* (inserted)

**Other materials required:**

- Scientific calculator

**Friday 24 June 2011**  
**Morning**

**Duration:** 1 hour 30 minutes




|                    |  |                   |  |
|--------------------|--|-------------------|--|
| Candidate forename |  | Candidate surname |  |
|--------------------|--|-------------------|--|

|               |  |  |  |  |  |                  |  |  |  |  |
|---------------|--|--|--|--|--|------------------|--|--|--|--|
| Centre number |  |  |  |  |  | Candidate number |  |  |  |  |
|---------------|--|--|--|--|--|------------------|--|--|--|--|

**INSTRUCTIONS TO CANDIDATES**

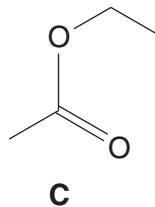
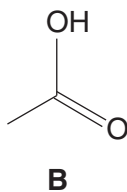
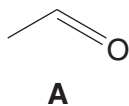
- The insert will be found in the centre of this document.
- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write your answer to each question in the space provided. Additional paper may be used if necessary but you must clearly show your candidate number, centre number and question number(s).
- Answer **all** the questions.
- Do **not** write in the bar codes.

**INFORMATION FOR CANDIDATES**

- The number of marks is given in brackets [ ] at the end of each question or part question.
-  Where you see this icon you will be awarded marks for the quality of written communication in your answer.  
This means for example you should:
  - ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
  - organise information clearly and coherently, using specialist vocabulary when appropriate.
- You may use a scientific calculator.
- A copy of the *Data Sheet for Chemistry B (Salters)* is provided as an insert with this question paper.
- You are advised to show all the steps in any calculations.
- The total number of marks for this paper is **90**.
- This document consists of **20** pages. Any blank pages are indicated.

Answer **all** the questions.

- 1 Poor processing or storage of wine can lead to the build-up of certain compounds that can spoil the flavour and aroma of the wine. The structures of three such compounds are shown below.



- (a) (i) Give the systematic name of compound **A**.

..... [1]

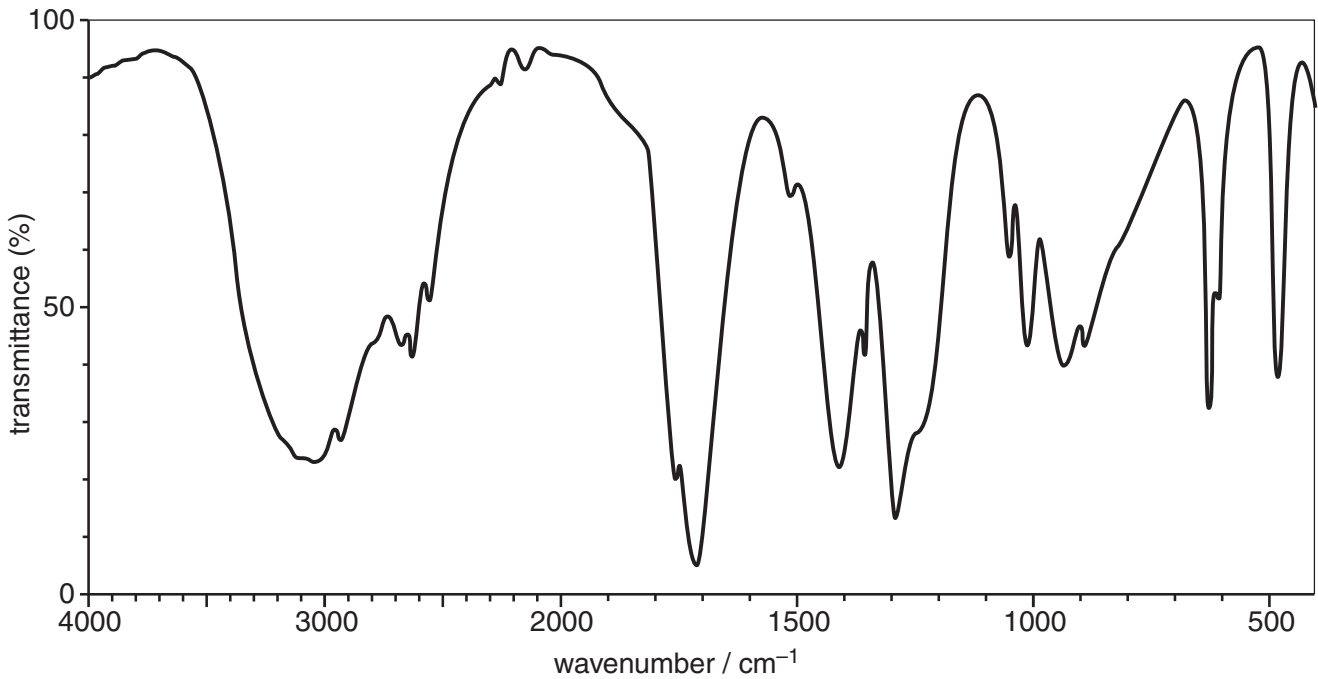
- (ii) A student wanted to make a sample of compound **A** from ethanol in the laboratory.

Give the reagents that would be mixed with ethanol.

State how compound **A** could be obtained from the reaction mixture.

.....  
 .....  
 ..... [3]

- (iii) The infrared spectrum of the purified product, shown below, indicates that the student was **not** successful in converting ethanol to compound **A**.



Give reasons why the spectrum shows that the product was neither unreacted ethanol nor compound **A**.

Use the spectrum to identify the product.

reason product was **not** ethanol .....

.....

reason product was **not** compound **A** .....

.....

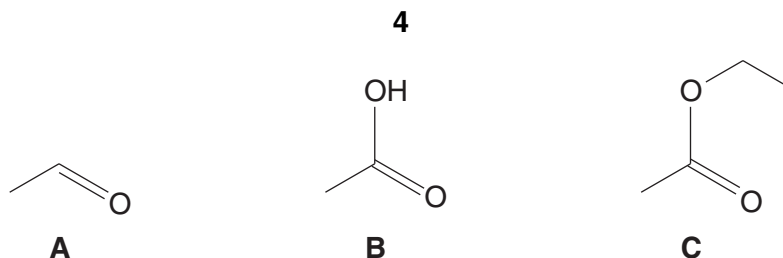
product is ..... [3]

- (iv) Suggest and explain **one** reason why the student did not obtain compound **A**.

.....

.....

..... [2]

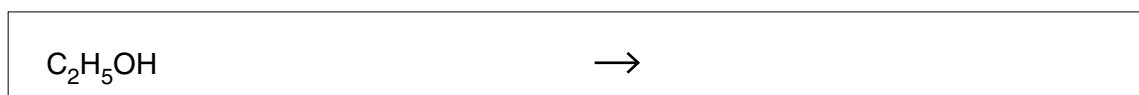


(b) (i) Name the functional group in compound **C**.

..... [1]

(ii) The reaction that takes place in wine to form compound **C** involves enzymes.

Using structural formulae, give the equation for the reaction that takes place in wine in which ethanol forms compound **C**.



[2]

(iii) When the reaction in (ii) is carried out in the laboratory, an additional compound is added to the mixture.

Name this compound and suggest **one** reason why it is used.

.....  
 .....  
 ..... [2]

(iv) Suggest **one** advantage of using enzymes over laboratory reagents to prepare organic compounds on an industrial scale.

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



**BLANK PAGE**

**PLEASE DO NOT WRITE ON THIS PAGE**

- 2 Poly(methyl methacrylate) (PMMA) and poly(methyl acrylate) (PMA) are thermoplastic polymers. Some of their properties and their repeating units are shown in the table below.

| abbreviation for polymer | property of polymer at room temperature | $T_g$ of polymer /°C | repeating unit of polymer   |
|--------------------------|---|----------------------|---|
| PMA                      | white<br>rubbery                        | 9                    | $\begin{array}{c} \text{H} \quad \text{COOCH}_3 \\   \quad   \\ -\text{C} - \text{C}- \\   \quad   \\ \text{H} \quad \text{H} \end{array}$    |
| PMMA                     | transparent<br>brittle                  | 114                  | $\begin{array}{c} \text{H} \quad \text{COOCH}_3 \\   \quad   \\ -\text{C} - \text{C}- \\   \quad   \\ \text{H} \quad \text{CH}_3 \end{array}$ |

- (a) (i) Explain how the  $T_g$  data indicate that at room temperature PMA is flexible and PMMA is brittle.

.....  
 .....  
 ..... [2]

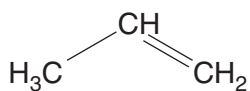
- (ii) Suggest a reason why the extra methyl group in PMMA alters the flexibility of the polymer.

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

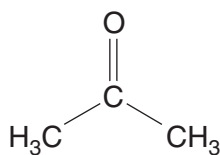
- (iii) Give **one** way that PMMA could be modified to make it more flexible.

..... [1]

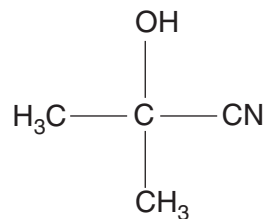
- (b) The starting chemical for making the monomer for PMMA is propene. Propene is first converted into propanone which is then converted into compound **D**.



propene



propanone

compound **D**

- (i) At room temperature propene is a gas but propanone is a liquid.

Explain, in terms of intermolecular bonds, the difference in the boiling points of propene and propanone.

.....  
 .....  
 .....  
 .....  
 .....  
 ..... [4]

- (ii) Give the reagent used in the laboratory to convert propanone into compound **D**.

..... [1]

- (iii) Draw the **two step** mechanism for the formation of compound **D** from propanone, using 'curly arrows' and bond polarities where appropriate.

[4]



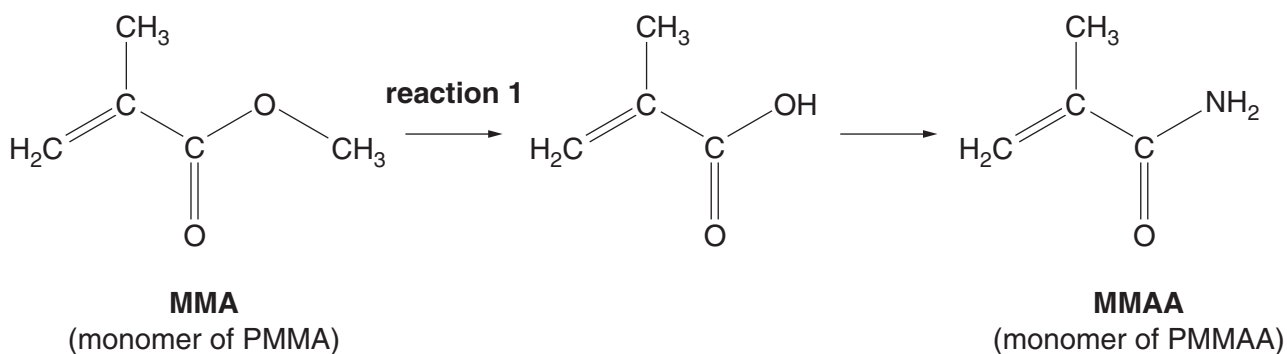
- (iv) Explain why the CN group in compound **D** is attached to the carbon chain by a C–C bond rather than by a C–N bond.

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

- (v) The industrial conversion of propanone to compound **D** is an addition reaction. In what respect are addition reactions environmentally friendly?

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

- (c) Another useful polymer similar to PMMA is PMMAA. Its monomer can be made by the reactions shown below.



- (i) Give the reagent and conditions for **reaction 1**.

reagent .....

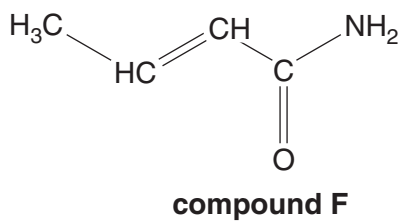
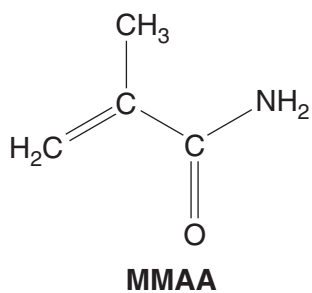
conditions ..... [2]

- (ii) Name the functional group present in MMAA other than the C=C bond.

..... [1]

10

(iii) Compound **F** is a structural isomer of MMAA.



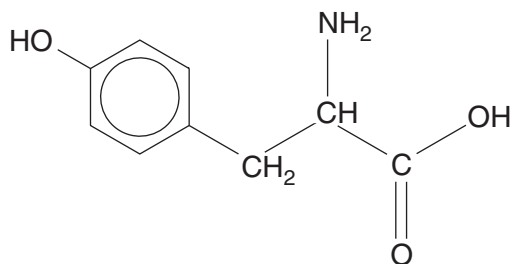
Will either compound **F** or MMAA or both show *E/Z* isomerism?

Explain your answer.

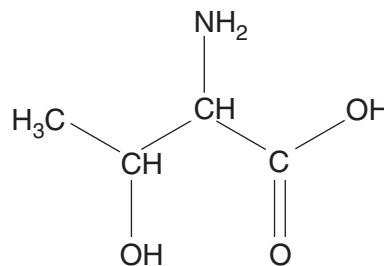
.....  
.....  
..... [2]

[Total: 20]

- 3 Tyrosine and threonine are two amino acids used in the construction of proteins. Their 'R' groups both contain hydroxyl groups. Their structures are shown below.



tyrosine



threonine

- (a) State how the hydroxyl groups are different in tyrosine and threonine and give a chemical test to distinguish between them.

Describe what you would **see** in **each** case.

.....

.....

.....

.....

..... [4]

- (b) Tyrosine and threonine are chiral molecules.

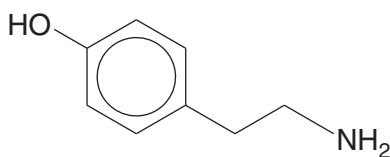
On the diagrams above circle **all** of the chiral carbon atoms in **each** structure. [2]

- (c) Threonine can form a condensation polymer containing **amine** side chains.

Draw the repeating unit for this polymer and give the name of the link joining the monomer units together.

name of link ..... [2]

- (d) In foodstuffs such as cheese, tyrosine decays into tyramine. Tyramine is possibly responsible for migraine-type headaches.



**tyramine**

- (i) Complete the table below to show the structures of the products formed when tyramine reacts with the named reagents.

| reagent           | product(s) formed |
|-------------------|-------------------|
| hydrochloric acid |                   |
| ethanoyl chloride |                   |

[5]

- (ii) Although tyramine is not very soluble in water it will 'dissolve' if a little aqueous alkali is added to a mixture of tyramine and water.

Explain why tyramine is able to do this.

.....  
 .....  
 ..... [2]

[Total: 15]



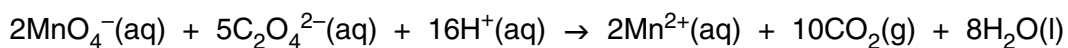
- (ii) In a titration, a student used a sodium ethanedioate solution with a concentration of  $0.0500 \text{ mol dm}^{-3}$ .

Calculate the mass of sodium ethanedioate ( $\text{Na}_2\text{C}_2\text{O}_4$ ) needed to make  $250 \text{ cm}^3$  of a  $0.0500 \text{ mol dm}^{-3}$  solution.

mass of sodium ethanedioate = ..... g [2]

- (iii) The student found that  $10.0 \text{ cm}^3$  of the  $0.0500 \text{ mol dm}^{-3}$  sodium ethanedioate solution reacted exactly with  $26.0 \text{ cm}^3$  of a potassium manganate(VII) solution.

The equation for the reaction is given below.



Calculate the concentration of the potassium manganate(VII) solution.

Give your answer to an **appropriate** number of significant figures.

concentration of potassium manganate(VII) solution = .....  $\text{mol dm}^{-3}$  [4]

- (c) The student found that the rate of reaction between  $\text{MnO}_4^-$  and  $\text{C}_2\text{O}_4^{2-}$  ions could be increased at room temperature sufficiently to carry out an accurate titration without warming the solution.

The student did this by adding a few drops of an aqueous solution containing  $\text{Cu}^{2+}$  ions to the titration flask.

- (i) Explain how transition metal ions such as  $\text{Cu}^{2+}$  are able to increase the rate of a redox reaction.

.....  
.....  
.....  
.....  
.....  
.....  
..... [4]

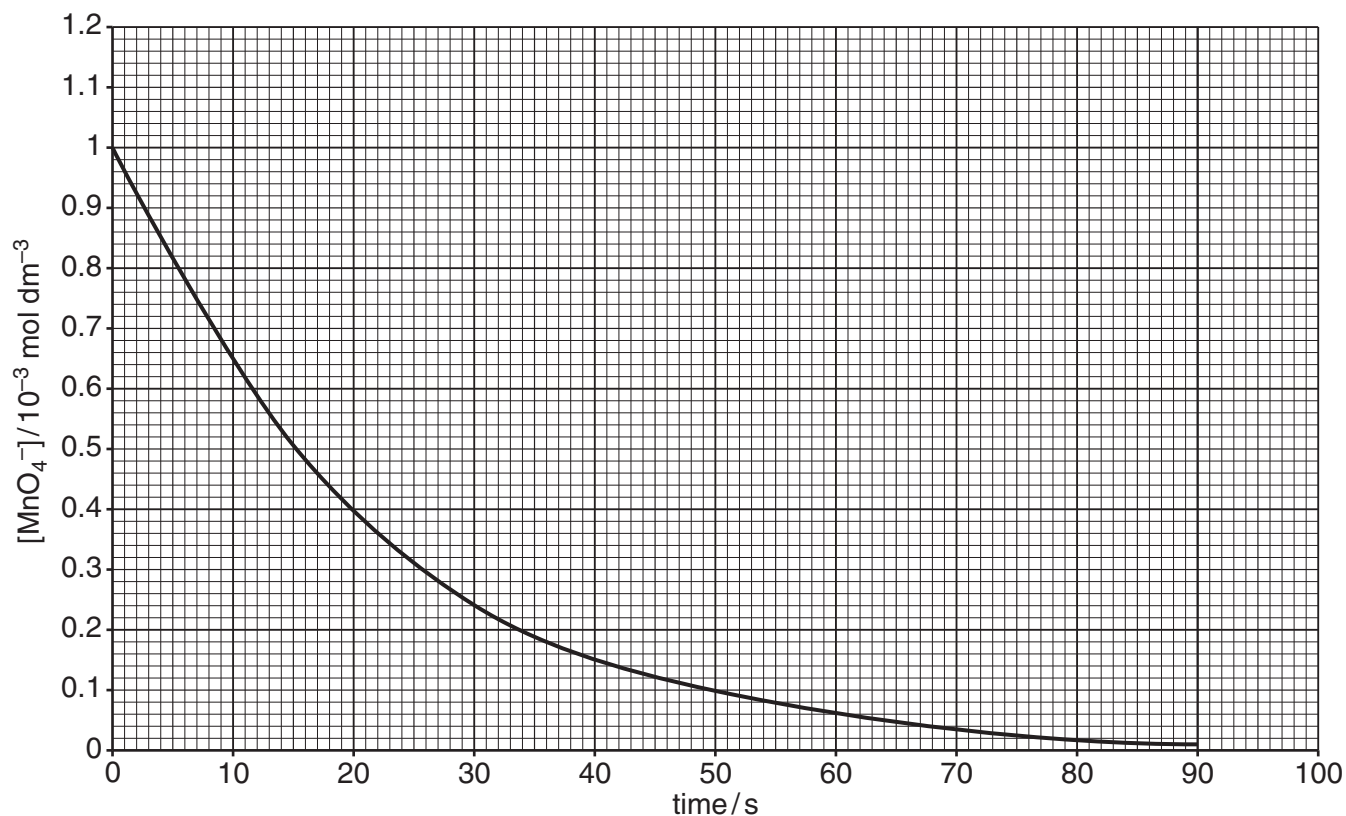
- (ii) What name is given to this **type** of catalysis by aqueous transition metal ions?

..... [1]

- (d) The student investigated the rate of reaction between  $\text{MnO}_4^-$  and  $\text{C}_2\text{O}_4^{2-}$  ions in aqueous acid, in the presence of a small concentration of  $\text{Cu}^{2+}$ .

In order to investigate the order of reaction with respect to  $\text{MnO}_4^-$ , the initial concentrations of  $\text{C}_2\text{O}_4^{2-}$  and  $\text{H}^+$  were made much larger than the  $\text{MnO}_4^-$  concentration.

The results are shown in the graph below.



- (i) Why did the student use initial concentrations of  $\text{C}_2\text{O}_4^{2-}$  and  $\text{H}^+$  that were much larger than the  $\text{MnO}_4^-$  concentration?

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



- (ii) Use the graph to show that the reaction is first-order with respect to  $\text{MnO}_4^-$ .

You should draw any appropriate construction lines on the graph.

.....

.....

.....

.....

..... [3]

- (iii) Under the conditions of the reaction, the rate equation can be represented as shown below.

$$\text{rate} = k [\text{MnO}_4^-]$$

With a concentration of  $\text{MnO}_4^-$  of  $1.20 \times 10^{-3} \text{ mol dm}^{-3}$ , the student found that the rate of reaction was  $6.7 \times 10^{-4} \text{ mol dm}^{-3} \text{ s}^{-1}$ .

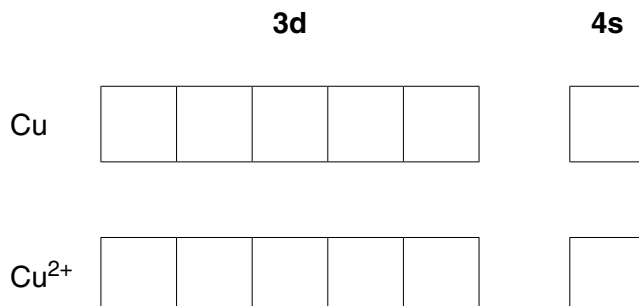
Calculate the value of  $k$  for this reaction and give its units.

$k =$  ..... units = ..... [3]

[Total: 24]

5 Early 19th century chemists attempted to protect copper structures from corrosion by strapping blocks of iron to them. This method was especially effective for structures immersed in seawater. The iron would turn into a red-brown solid.

- (a) (i) By drawing arrows in the appropriate boxes, complete the outer electron structures for Cu and Cu<sup>2+</sup>.



[2]

- (ii) Use your answer to (i) to explain why copper is a transition metal.

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

- (b) Some standard electrode potential data are given below.

| half-reaction  | E°/V  |
|--|-------|
| $\text{Fe}^{2+}(\text{aq}) + 2\text{e}^{-} \rightarrow \text{Fe}(\text{s})$                                  | -0.44 |
| $\text{Cu}^{2+}(\text{aq}) + 2\text{e}^{-} \rightarrow \text{Cu}(\text{s})$                                  | +0.34 |
| $\text{O}_2(\text{g}) + 2\text{H}_2\text{O}(\text{l}) + 4\text{e}^{-} \rightarrow 4\text{OH}^{-}(\text{aq})$ | +0.40 |
| $\text{Fe}^{3+}(\text{aq}) + \text{e}^{-} \rightarrow \text{Fe}^{2+}(\text{aq})$                             | +0.77 |

- (i) Use data from the table to explain why copper corrodes in water containing dissolved oxygen.

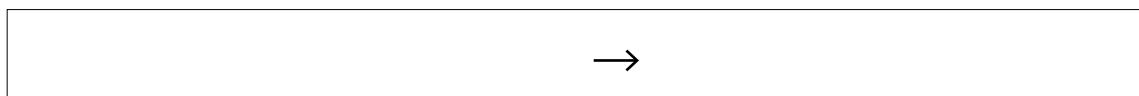
.....  
 .....  
 .....  
 ..... [2]

- (ii) Use data from the table to explain how the iron prevents the copper from corroding.

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

- (c) The reaction of  $\text{Fe}^{3+}$  ions in solution with excess hydroxide ions produces another red-brown solid. Give the ionic equation for the formation of this red-brown solid.

Include state symbols.



[2]

- (d) Describe and explain **one** other method for protecting copper from corrosion.

.....

.....

..... [2]

[Total: 10]

**END OF QUESTION PAPER**

**PLEASE DO NOT WRITE ON THIS PAGE**



**Copyright Information**

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download from our public website ([www.ocr.org.uk](http://www.ocr.org.uk)) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR 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.