1 In this question you will be assessed on using good English, organising information clearly and using specialist terms where appropriate.

The information in the box is about the properties of solids and gases.

Solids:
- have a fixed shape
- are difficult to compress (to squash).

Gases:
- will spread and fill the entire container
- are easy to compress (to squash).

Use your knowledge of kinetic theory to explain the information given in the box.

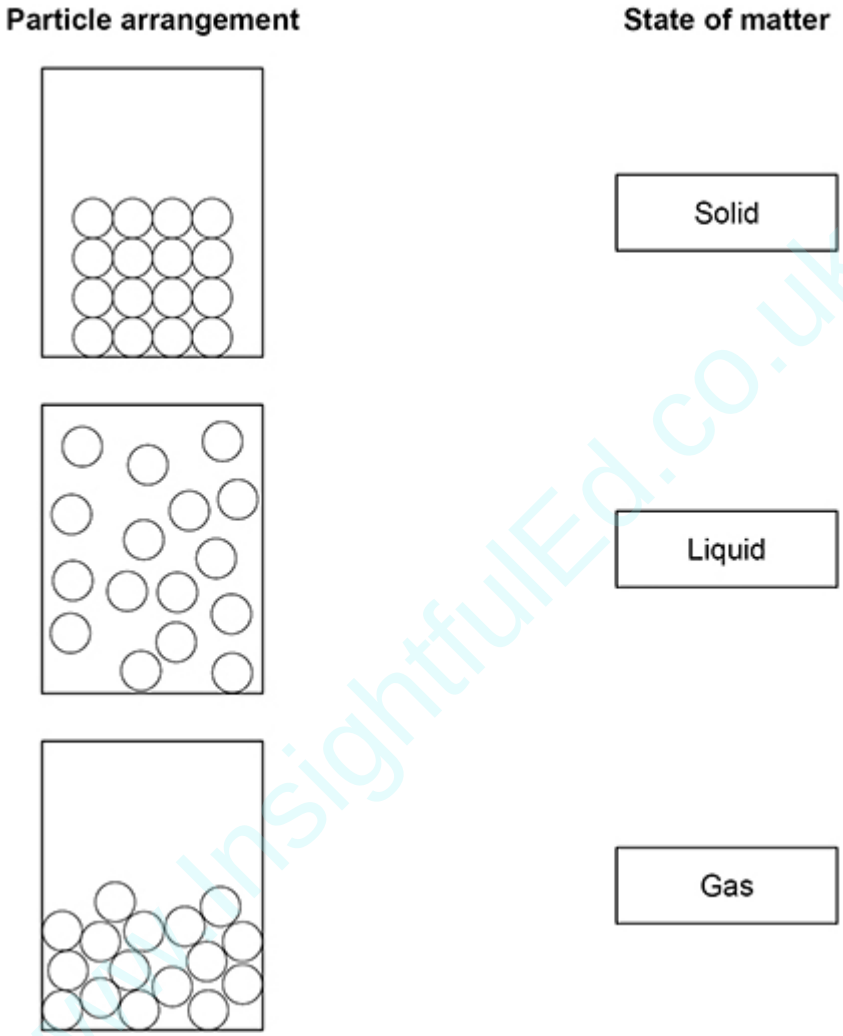
You should consider:
- the spacing between the particles
- the movement of individual particles
- the forces between the particles.

2

(a) A student investigated the three states of matter.

The arrangement of particles in the three states of matter are different.

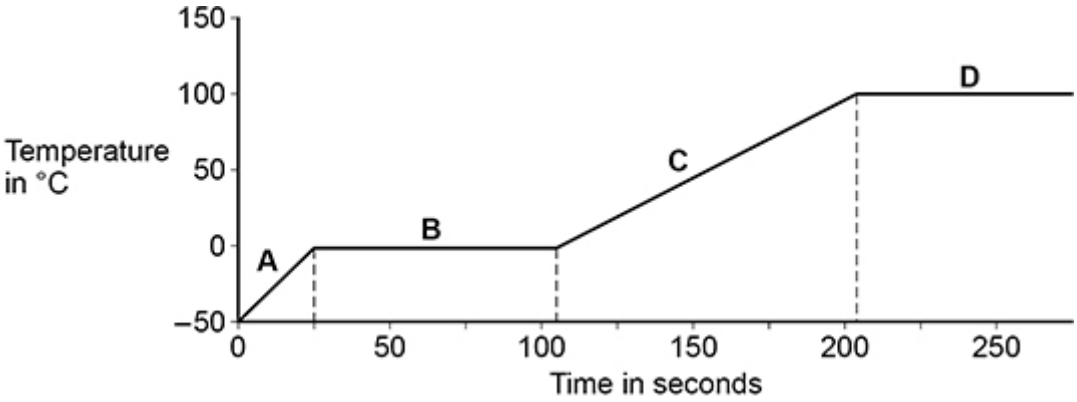
Draw **one** line from each particle arrangement to the state of matter.



(2)

A large lump of ice was heated and changed state.

The figure below shows how the temperature varied with time.



(b) Which part of the figure above shows when the ice was melting?

Tick (✓) **one** box.

A ☐ **B** ☐ **C** ☐ **D** ☐

(1)

(c) Which part of above the figure above shows when the water was boiling?

Tick (✓) **one** box.

A ☐ **B** ☐ **C** ☐ **D** ☐

(1)

(d) Which property of the water particles changes as the temperature of the water increases?

Tick (✓) **one** box.

The kinetic energy of the particles ☐

The mass of each particle ☐

The number of particles ☐

(1)

(e) Calculate the thermal energy needed to melt 0.250 kg of ice at 0 °C.

specific latent heat of fusion of water = 334 000 J/kg

Use the equation:

thermal energy = mass × specific latent heat

_____

_____

_____

Thermal energy = _____ J

(2)

(f) Complete the sentence.

Choose the answer from the box.

condenses	**evaporates**	**ionises**	**sublimates**

A substance is heated and changes directly from a solid to a gas.

The substance _____.

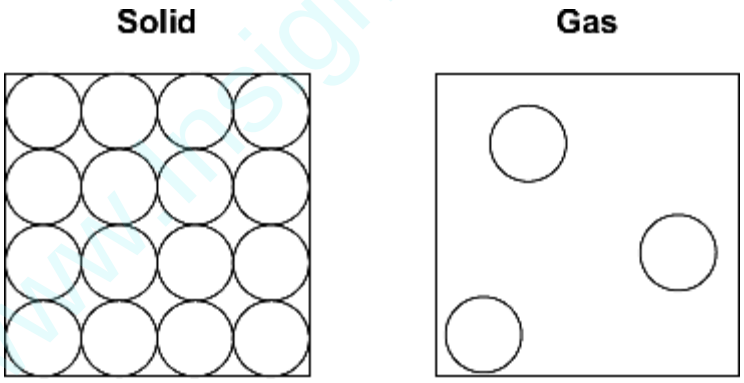
(1)

(Total 8 marks)

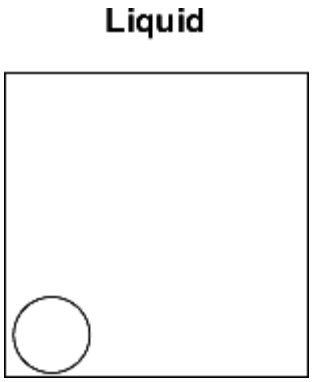
3

(a) The diagrams show the arrangement of the particles in a solid and in a gas.

Each circle represents one particle.



(i) Complete the diagram below to show the arrangement of the particles in a liquid.



(2)

(ii) Explain, in terms of the particles, why gases are easy to compress.

_____

_____

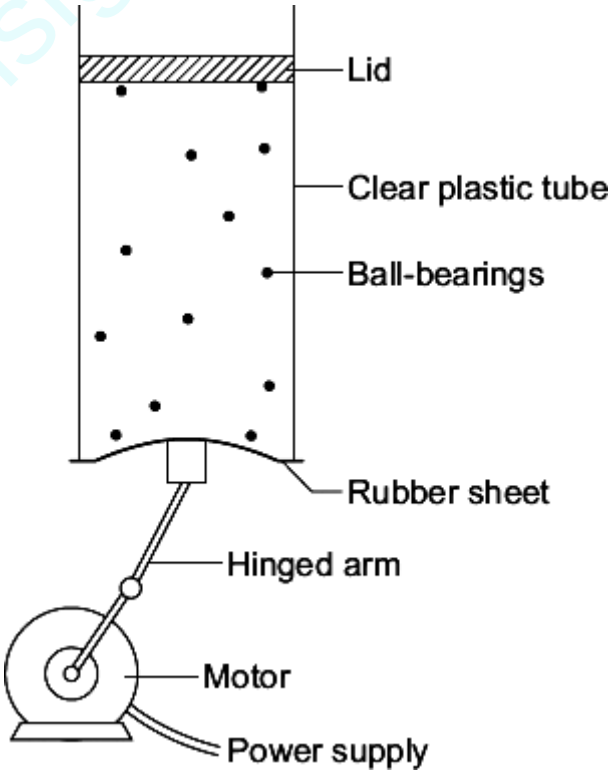
_____

_____

(2)

(b) The diagram below shows the model that a science teacher used to show her students that there is a link between the temperature of a gas and the speed of the gas particles.

The ball-bearings represent the gas particles. Switching the motor on makes the ball-bearings move around in all directions.



(i) How is the motion of the ball-bearings similar to the motion of the gas particles?

_____

_____ **(1)**

(ii) The faster the motor runs, the faster the ball-bearings move. Increasing the speed of the motor is like increasing the temperature of a gas.

Use the model to predict what happens to the speed of the gas particles when the temperature of a gas is increased.

_____

_____

(1)

(Total 6 marks)

4

(a) Explain, in terms of particles, how evaporation causes the cooling of water.

_____

_____

_____

_____

_____

_____

_____

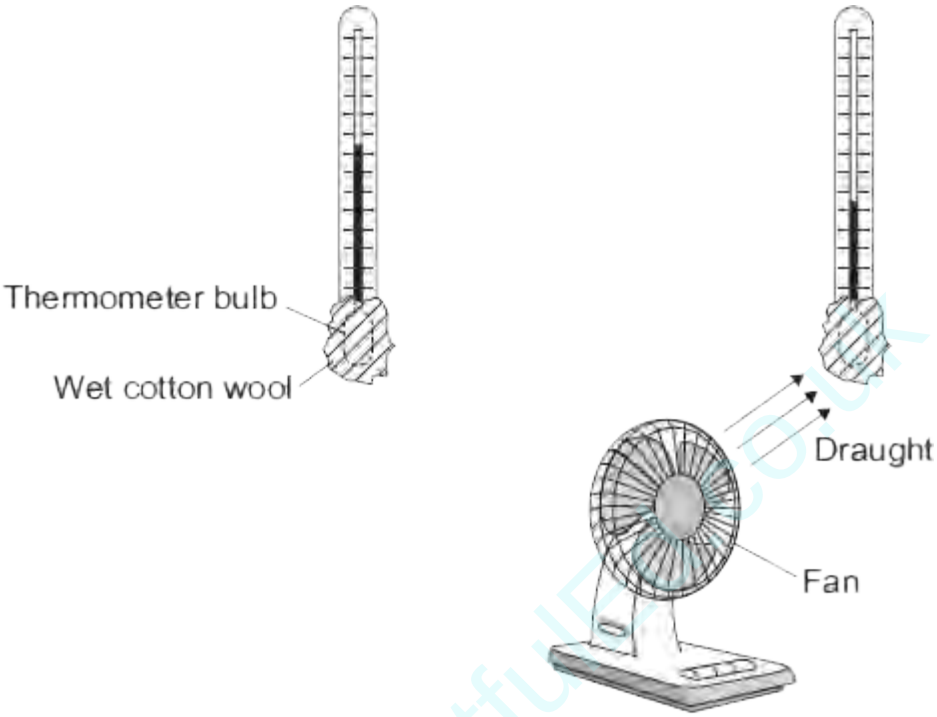
_____

(4)

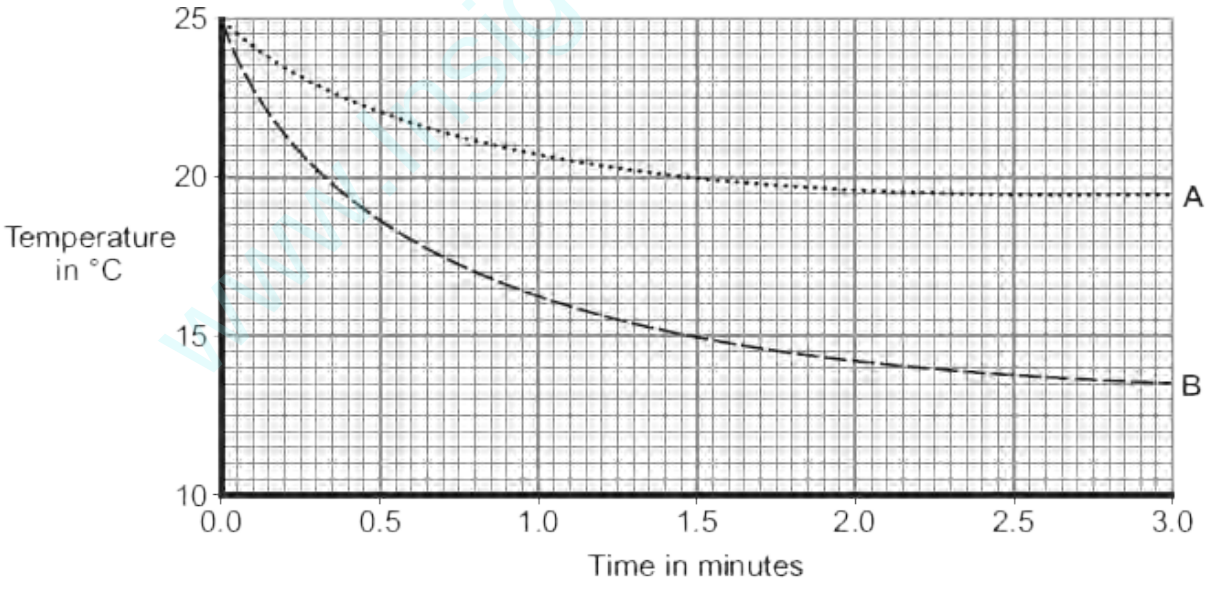
(Total 14 marks)

5

The diagram shows two thermometers. The bulb of each thermometer is covered with a piece of wet cotton wool. One of the thermometers is placed in the draught from a fan.



The graph shows how the temperature of each thermometer changes with time.



(a) Which of the graph lines, **A** or **B**, shows the temperature of the thermometer placed in the draught?

Write the correct answer in the box. ☐

Explain, in terms of evaporation, the reason for your answer.

_____

_____

_____

_____

_____

_____

(3)

(b) A wet towel spread out and hung outside on a day without wind dries faster than an identical wet towel left rolled up in a plastic bag.

Explain why.

_____

_____

_____

_____

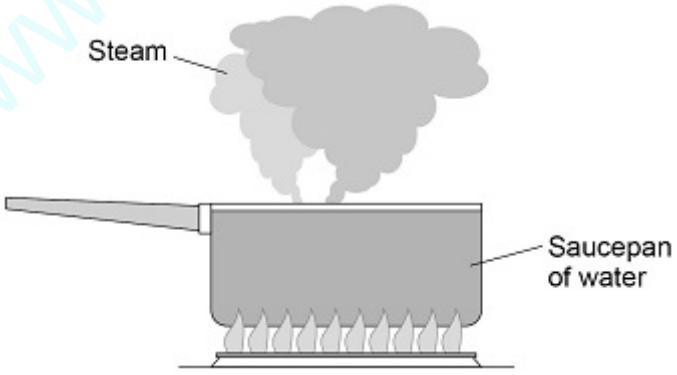
(2)

(Total 5 marks)

6

Figure 1 shows water being heated. Eventually the water changed into steam.

Figure 1



(a) Complete the sentences.

Choose answers from the box.

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

greater than	less than	the same as

The distance between the particles in steam is _____ the

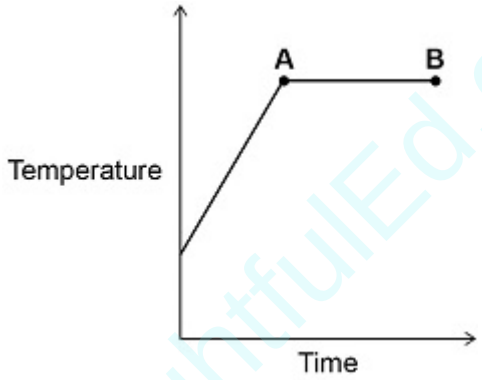
distance between the particles in liquid water.

The density of steam is _____ the density of liquid water.

(2)

Figure 2 shows how the temperature of the water varied with time.

Figure 2



(b) What is the name of the process that is taking place between points **A** and **B**?

Give a reason for your answer.

Process _____

Reason _____

_____

(2)

7

According to kinetic theory, all matter is made up of small particles. The particles are constantly moving.

Diagram 1 shows how the particles may be arranged in a solid.

Diagram 1

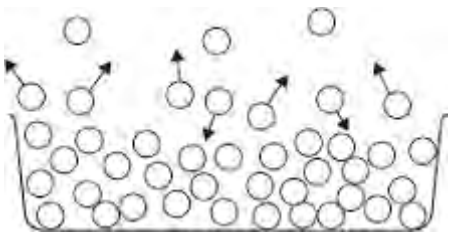
(a) One kilogram of a gas has a much larger volume than one kilogram of a solid.

Use kinetic theory to explain why.

(4)

(b) **Diagram 2** shows the particles in a liquid. The liquid is evaporating.

Diagram 2



(i) How can you tell from **Diagram 2** that the liquid is evaporating?

(1)

(ii) The temperature of the liquid in the container decreases as the liquid evaporates.

Use kinetic theory to explain why.

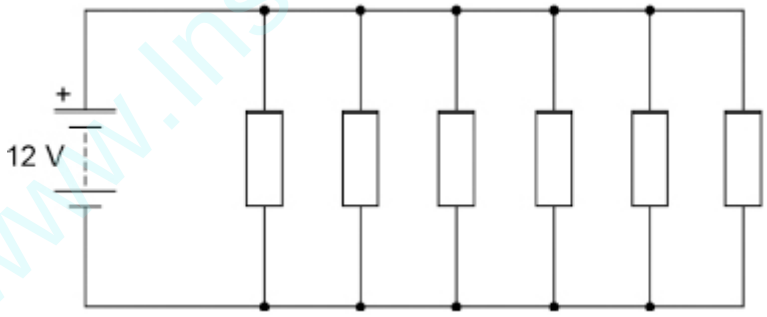
(3)

(Total 8 marks)

8

The figure below shows an electrical circuit used to heat the windscreen of a car.

Each resistor in the circuit represents a heating element.



(a) The electrical circuit was left switched on while the ice changed from a solid to a liquid and increased in temperature to 5 °C.

Explain the changes in the arrangement **and** movement of the particles as the ice melted and the temperature increased to 5 °C.

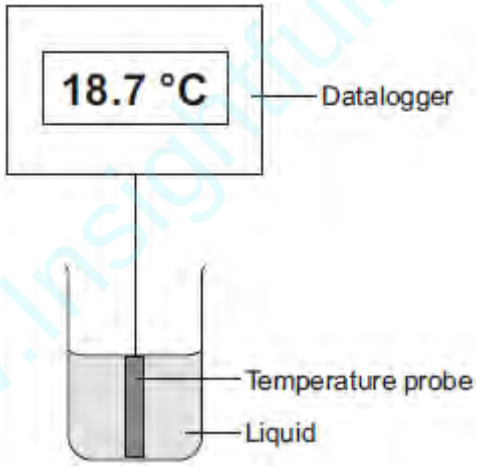
(6)

9

A student investigated the cooling effect of evaporation.

She used the equipment (datalogger and probe) shown in **Figure 1** to measure how the temperature of a liquid changed as the liquid evaporated.

Figure 1



(a) Which type of variable was the temperature in this investigation?

Tick (✓) **one** box.

	Tick (✓)
control	
dependent	
independent	

(1)

(b) Before the investigation started, the student checked the accuracy of three different temperature probes. The student put the probes in a beaker of boiling water that had a temperature of 100.0 °C.
The readings from the three temperature probes are shown in **Figure 2**.

Figure 2

Probe A	Probe B	Probe C
99.8	100.1	103.2

Which **one** of the temperature probes, **A**, **B** or **C**, was **least** accurate?

Write the correct answer in the box.

Give a reason for your answer.

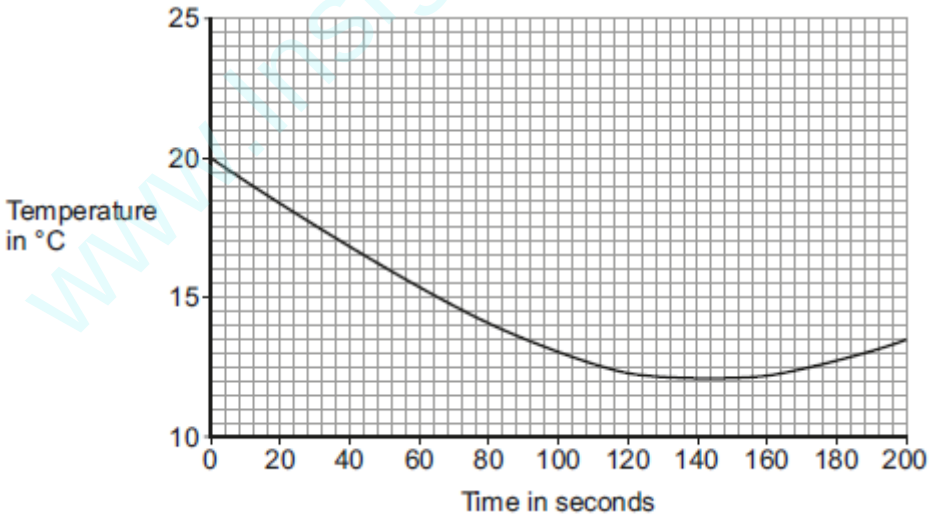
_____

_____

(2)

(c) **Figure 3** shows how the temperature recorded changed during the investigation.

Figure 3



(i) Use **Figure 3** to determine the lowest temperature recorded as the liquid evaporated.

Temperature = _____ °C

(1)

(ii) Use **Figure 3** to determine how long it took for all the liquid to evaporate.
Give a reason for your answer.

Time = _____ seconds

Reason:

_____

_____

(2)

(iii) How would increasing the starting temperature of the liquid above 20 °C affect the rate of evaporation of the liquid?

_____

_____

(1)

(Total 7 marks)

10

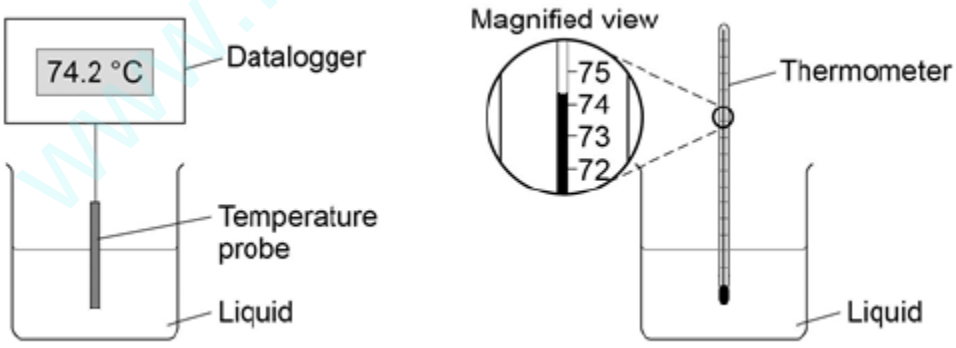
Two students investigated the change of state of stearic acid from liquid to solid.

They measured how the temperature of stearic acid changed over 5 minutes as it changed from liquid to solid.

Figure 1 shows the different apparatus the two students used.

Figure 1

Student A's apparatus **Student B's apparatus**



(a) Choose **two** advantages of using student **A**'s apparatus.

Tick **two** boxes.

Student **A**'s apparatus made sure the test was fair. ☐

Student **B**'s apparatus only measured categoric variables. ☐

Student **A**'s measurements had a higher resolution. ☐

Student **B** was more likely to misread the temperature. ☐

(2)

(b) Student **B** removed the thermometer from the liquid each time he took a temperature reading.

What type of error would this cause?

Tick **one** box.

A systematic error ☐

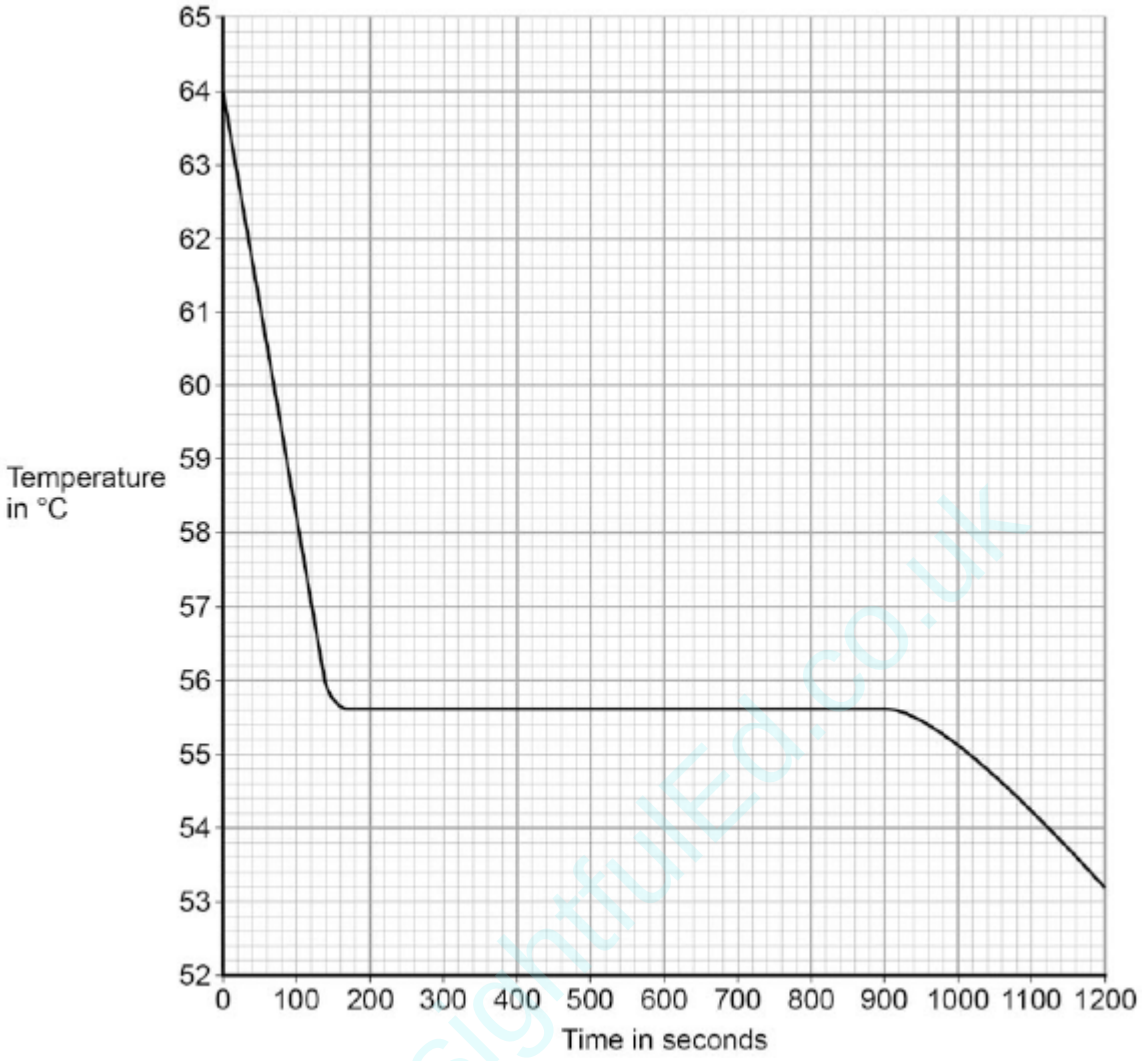
A random error ☐

A zero error ☐

(1)

(c) Student **A**'s results are shown in **Figure 2**.

Figure 2



What was the decrease in temperature between 0 and 160 seconds?

Tick **one** box.

8.2 °C ☐

8.4 °C ☐

53.2 °C ☐

55.6 °C ☐

(1)

(d) Use **Figure 2** to determine the time taken for the stearic acid to change from a liquid to a solid.

Time = _____ seconds

(1)

(e) After 1200 seconds the temperature of the stearic acid continued to decrease.

Explain why.

_____

_____

_____

_____ **(2)**

Mark Scheme

1

A Marks awarded for this answer will be determined by the Quality of Written Communication (QWC) as well as the standard of the scientific response. Examiners should also apply a 'best-fit' approach to the marking.

0 marks

No relevant content.

Level 1 (1–2 marks)

Considers either solid or gas and describes at least one aspect of the particles.

or

Considers both solids and gases and describes an aspect of each.

Level 2 (3–4 marks)

Considers both solids and gases and describes aspects of the particles.

or

Considers one state and describes aspects of the particles and explains at least one of the properties.

or

Considers both states and describes an aspect of the particles for both and explains a property for solids or gases.

Level 3 (5–6 marks)

Considers both states of matter and describes the spacing and movement / forces between the particles. Explains a property of both solids and gases.

examples of the points made in the response

extra information

Solids

- (particles) close together
- (so) no room for particles to move closer (so hard to compress)
- vibrate about fixed point
- strong forces of attraction (at a distance)
- the forces become repulsive if the particles get closer
- particles strongly held together / not free to move around (shape is fixed)

any explanation of a property must match with the given aspect(s) of the particles.

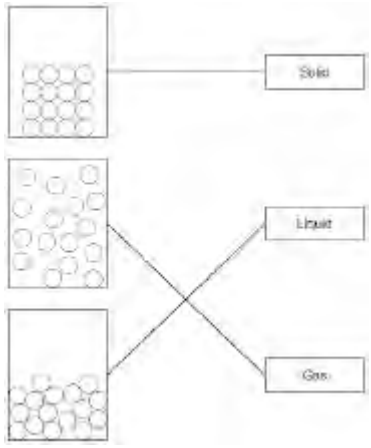
Gases

- (particles) far apart
- space between particles (so easy to compress)
- move randomly
- negligible / no forces of attraction
- spread out in all directions (to fill the container)

[6]

2

(a)



2 marks for all correct
1 mark for 1 or 2 correct

2

(b) **B**

1

(c) **D**

1

(d) the kinetic energy of the particles

1

(e) E = 0.250 × 334 000

1

E = 83 500 (J)

1

(f) sublimates

1

[8]

3

(a) (i) random distribution of circles in the box with at least 50 % of circles touching

1

random distribution of circles occupies more than 50 % of the space
judged by eye

1

(ii) (large) gaps between particles
accept particles do not touch
accept particles are spread out

1

(so) easy to push particles closer (together)
or
forces between particles are negligible / none
an answer in terms of number of particles is insufficient

1

(b) (i) (both are) random

accept a correct description of random eg unpredictable or move around freely or in all directions

they take up all the space is insufficient

they are spread out is insufficient

they move in straight lines is insufficient

1

(ii) (speed also) increases

1

[6]

4

(a) the fastest particles have enough energy

accept molecules for particles

1

to escape from the surface of the water

1

therefore the mean energy of the remaining particles decreases

accept speed for energy

1

the lower the mean energy of particles the lower the temperature (of the water)

accept speed for energy

1

5

(a) **B**

*no mark for **B** - marks are for the explanation*

*first two mark points can score even if **A** is chosen*

draught increases (the rate of) evaporation

accept more evaporation happens

accept draught removes (evaporated) particles faster

*do **not** accept answers in terms of particles gaining energy from the fan / draught*

1

evaporation has a cooling effect

accept (average) <u>kinetic</u> energy of (remaining) particles decreases

1

so temperature will fall faster / further

1

(b) larger surface area

1

increasing the (rate of) evaporation

accept more / faster evaporation

accept easier for particles to evaporate

or

for water to evaporate from

accept more particles can evaporate

accept water / particles which have evaporated are trapped
(in the bag)

answers in terms of exposure to the Sun are insufficient

1

[5]

6

(a) greater than

1

less than

1

in this order only

(b) <u>boiling</u>

ignore evaporation

1

temperature is constant

allow temperature remains the same

1

7

(a) there are strong forces (of attraction) between the particles in a solid

accept molecules / atoms for particles throughout
accept bonds for forces

1

(holding) the particles close together

particles in a solid are less spread out is insufficient

1

or

(holding) the particles in a fixed pattern / positions

but in a gas the forces between the particles are negligible

accept very small / zero for negligible
accept bonds for forces

1

so the particles spread out (to fill their container)

accept particles are not close together
gas particles are not in a fixed position is insufficient

1

(b) (i) particles are (shown) leaving (the liquid / container)

accept molecules / atoms for particles throughout
accept particles are escaping
particles are getting further apart is insufficient

1

(ii) *accept molecules / atoms for particles throughout*
accept speed / velocity for energy throughout

particles with most energy leave the (surface of the) liquid

accept fastest particles leave the liquid

1

so the mean / average energy of the remaining particles goes down

1

and the lower the average energy (of the particles) the lower the temperature (of the liquid)

1

[8]

8

(a)

(e) **Level 3:** Relevant points (reasons / causes) are identified, given in detail and logically linked to form a clear account.

5-6

Level 2: Relevant points (reasons / causes) are identified, and there are attempts at logical linking. The resulting account is not fully clear.

3-4

Level 1: Points are identified and stated simply, but their relevance is not clear and there is no attempt at logical linking.

1-2

No relevant content

0

Indicative content

- particles in a solid are in a regular pattern
- particles in a liquid are in a random arrangement

- particles in a solid are vibrating about fixed positions
- particles in a liquid are moving freely

- as the ice changes to water the temperature remains constant
- because as the ice changes to water the potential energy of the particles increases

- as the water warms the particles move faster
- so the kinetic energy of the particles increases

- internal energy is the total kinetic and potential energy of all the particles

ignore any references to density of ice vs liquid water
ignore any references to spacing of particles

[14]

9

(a) dependent

1

(b) (probe) C

allow 103.2

1

largest difference between reading and actual temperature

reason only scores if C chosen

accept larger

it is 3.2 greater is insufficient

comparing C with only one other probe is insufficient

1

(c) (i) 12(°C)

accept a value between 12.0 and 12.2 inclusive

1

(ii) 140 (seconds)

accept an answer between 130 and 150 inclusive

1

<u>temperature</u> starts to rise

only scores if time mark awarded

accept the <u>temperature</u> was lowest (at this time)

1

(iii) increase

accept faster (rate)

1

[7]

10

(a) Student A's measurements had a higher resolution

1

Student B was more likely to misread the temperature

1

(b) a random error

1

(c) 8.4 °C

1

(d) 740 (seconds)

allow answers in the range 730 – 780

1

(e) stearic acid has a higher temperature than the surroundings

accept stearic acid is hotter than the surroundings

1

temperature will decrease until stearic acid is the same as the room temperature / surroundings

1