

## A Level Chemistry Summer Independent Learning

Welcome to A Level Chemistry!

This pack contains a selection of tasks to help you prepare for the start of the course in September.

The tasks are split into 2 parts. The tasks in Part 1 are compulsory and should be completed ready for your first lesson at Sixth Form, whilst the tasks in Part 2 are strongly recommended. You can print the booklet, write on the pdf file or answer the questions on paper or a Word document.

Please be aware that you will have to sit an **assessment** on the knowledge and skills covered in Part 1 with the first few weeks of you starting. There will be an opportunity to review your Summer Independent Learning and answer any questions you may have in one of the lessons before you sit the assessment.

<b>Part 1 – Compulsory</b>	<b>Approximately 6 hours</b>	<b>Pages 2 - 18</b>
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This part is split into two sections:

□ **Section A – GCSE Review**

**Pages 2 - 8**

This section should take approximately 2 hours to complete.

The tasks will give you the opportunity to review and practise knowledge and skills from four key areas of your GCSE Chemistry/Combined Science studies.

□ **Section B – Foundations in A-level Chemistry**

**Pages 9 - 18**

This section should take approximately 4 hours to complete.

The first part of this section contains tasks to help you remember key formulae of elements, compounds and ions, and to ensure you that you are comfortable with writing and balancing symbol equations from scratch.

The second part of this section contains tasks to develop your current understanding of the mole and to introduce you to mass spectrometry as a technique for determining the relative atomic mass of an element in a sample.

<b>Part 2 – Strongly Recommended</b>	<b>Approximately 6 hours</b>	<b>Pages 19 - 29</b>
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This part looks at **Key Skills for A-level Chemistry**.

The tasks are designed to help you solidify key skills from your GCSE, such as:

- writing symbols and numbers
- significant figures, decimal places and standard form
- rearranging equations
- units
- tabulating data and drawing graphs

<b>Part 1 - Compulsory</b>
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## Section A – GCSE Review

This section should take approximately 2 hours to complete

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Below are a selection of exam questions on the following topics from your GCSE studies

## 1 – Atomic Structure and the Periodic Table

A whole topic summary can be found at: <https://youtu.be/bgyuXU97jal>

## 2 – Bonding, Structure and the Properties of Matter

A whole topic summary can be found at: <https://youtu.be/YpEQ-NWxKBc>

### 3 – Quantitative Chemistry

A whole topic summary can be found at: <https://youtu.be/eAibVvhmsK0>

## 4 - Chemical Changes

A whole topic summary can be found at: <https://youtu.be/KTmXEliU> Go

## Task

Please complete the exam questions below

Paper: Jun18/8464/C/1H **Q2.1**

This question is about sodium and chlorine.

**Figure 2** shows the positions of sodium and chlorine in the periodic table.

### Figure 2

[illegible]

- 1** State **one** difference and **one** similarity in the electronic structure of sodium and of chlorine.
- [2 marks]**

Difference

Similarity

This question is about the halogens.

- 1** Write the state symbol for chlorine at room temperature.

[1 mark]

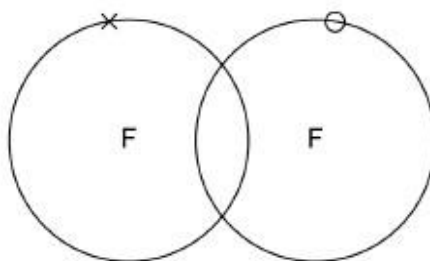
Cl<sub>2</sub> (       )

- 2** **Figure 4** represents one molecule of fluorine.

Complete the dot and cross diagram on **Figure 4**

You should show only the electrons in the outer shells.

[2 marks]



- 3** A fluorine atom can be represented as  ${}^{19}_{9}\text{F}$

What is the total number of electrons in a fluorine molecule (F<sub>2</sub>)?

[1 mark]

Tick **one** box.

9 ☐      14 ☐      18 ☐      38 ☐

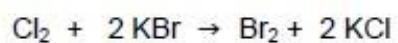
- 4** Aluminium reacts with bromine to produce aluminium bromide.

Complete the balanced chemical equation for this reaction.

[2 marks]

\_\_\_\_\_ Al + \_\_\_\_\_ Br<sub>2</sub> → 2 \_\_\_\_\_

- 5** When chlorine reacts with potassium bromide, chlorine displaces bromine.



Explain why chlorine is more reactive than bromine.

**[3 marks]**

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Group 2 metal carbonates thermally decompose to produce a metal oxide and a gas.

- 1** Give the formula of each product when calcium carbonate ( $\text{CaCO}_3$ ) is heated. **[2 marks]**

\_\_\_\_\_ and \_\_\_\_\_

- 2** The relative formula mass ( $M_r$ ) of a Group 2 metal carbonate is 197

Relative atomic masses ( $A_r$ ): C = 12 O = 16

Calculate the relative atomic mass ( $A_r$ ) of the Group 2 metal in the metal carbonate.

Name the Group 2 metal.

**[3 marks]**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Relative atomic mass ( $A_r$ ) = \_\_\_\_\_

Metal \_\_\_\_\_

This question is about iron.

Iron reacts with dilute hydrochloric acid to produce iron chloride solution and one other product.

- 1 Name the other product.

[1 mark]

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- 2 Suggest how any unreacted iron can be separated from the mixture.

[1 mark]

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Magnesium reacts with iron chloride solution.



- 3 0.120 g of magnesium reacts with excess iron chloride solution.

Relative atomic masses ( $A_r$ ): Mg = 24 Fe = 56

Calculate the mass of iron produced, in mg

[5 marks]

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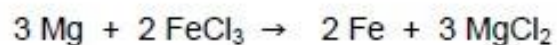
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Mass of iron = \_\_\_\_\_ mg

#### Q8.4

- 4 Explain which species is reduced in the reaction between magnesium and iron chloride.



Your answer should include the half equation for the reduction.

[3 marks]

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### Q4.2, 4.3

A bag of fertiliser contains 14.52 kg of ammonium nitrate ( $\text{NH}_4\text{NO}_3$ ).

Relative formula mass ( $M_r$ ):  $\text{NH}_4\text{NO}_3 = 80$

Calculate the number of moles of ammonium nitrate in the bag of fertiliser.

Give your answer in standard form to 2 significant figures.

[4 marks]

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Moles of ammonium nitrate = \_\_\_\_\_ mol

The fertiliser also contains potassium chloride.

Explain why potassium chloride has a high melting point.

[4 marks]

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## Section B - Foundations for A Level Chemistry

This section should take approximately 4 hours to complete

### Chemical formulae

You will need to use the formulae of ions to write formulae for ionic compounds. You will use the formulae for ionic compounds and molecules to write balanced equations.

#### Common formulae - ***you must learn!***

H <sub>2</sub>	Hydrogen
N <sub>2</sub>	Nitrogen
O <sub>2</sub>	Oxygen
F <sub>2</sub>	Fluorine
Cl <sub>2</sub>	Chlorine
Br <sub>2</sub>	Bromine
I <sub>2</sub>	Iodine
NH <sub>3</sub>	Ammonia
CO <sub>2</sub>	Carbon Dioxide
CO	Carbon Monoxide

#### Common Acids - ***you must learn!***

HCl	Hydrochloric Acid
HNO <sub>3</sub>	Nitric Acid
H <sub>2</sub> SO <sub>4</sub>	Sulphuric Acid
H <sub>3</sub> PO <sub>4</sub>	Phosphoric Acid
CH <sub>3</sub> COOH	Ethanoic Acid

#### Common Ions

The ions in *italics* can be worked out using your periodic table.

Where there are brackets with roman numerals, this corresponds to the charge on the ion.

Positive Ions	Negative Ions
<i>H<sup>+</sup></i> - Hydrogen ion	<i>F<sup>-</sup></i> - Fluoride ion
<i>Li<sup>+</sup></i> - Lithium ion	<i>Cl<sup>-</sup></i> - Chloride ion
<i>Na<sup>+</sup></i> - Sodium ion	<i>Br<sup>-</sup></i> - Bromide ion
<i>K<sup>+</sup></i> - Potassium ion	<i>I<sup>-</sup></i> - Iodide ion
NH <sub>4</sub> <sup>+</sup> - Ammonium ion	OH <sup>-</sup> - Hydroxide ion
Ag <sup>+</sup> - Silver ion	NO <sub>3</sub> <sup>-</sup> - Nitrate ion
Cu <sup>+</sup> - Copper (I) ion	HCO <sub>3</sub> <sup>-</sup> - Hydrogencarbonate ion
	CN <sup>-</sup> - Cyanide ion
<i>Mg<sup>2+</sup></i> - Magnesium ion	
<i>Ca<sup>2+</sup></i> - Calcium ion	<i>O<sup>2-</sup></i> - Oxide ion
<i>Sr<sup>2+</sup></i> - Strontium ion	<i>S<sup>2-</sup></i> - Sulfide ion
Ba <sup>2+</sup> - Barium ion	SO <sub>4</sub> <sup>2-</sup> - Sulfate ion
Zn <sup>2+</sup> - Zinc ion	CO <sub>3</sub> <sup>2-</sup> - Carbonate ion

$\text{Cu}^{2+}$ - Copper (II) ion	$\text{Cr}_2\text{O}_7^{2-}$ - Dichromate ion
$\text{Fe}^{2+}$ - Iron (II) ion	
$\text{Pb}^{2+}$ - Lead (II) ion	$\text{PO}_4^{3-}$ - Phosphate ion
	$\text{N}^{3-}$ - Nitride ion
$\text{Al}^{3+}$ - Aluminum ion	$\text{P}^{3-}$ - Phosphide ion
$\text{Cr}^{3+}$ - Chromium (III) ion	
$\text{Fe}^{3+}$ - Iron (III) ion	

### Task 1

Learn the list of 'Common Formulae' and 'Common Acids' on the previous page.

In an uncharged compound, the total number of + and – charges must be exactly the same. You can use as many of the + and – ions as necessary to work out the formula.

Example:

Magnesium sulfate : contains  $\text{Mg}^{2+}$  and  $\text{SO}_4^{2-}$ , the total number of + and – charges are equal therefore the formula will be  $\text{MgSO}_4$ .

Calcium hydroxide: contains  $\text{Ca}^{2+}$  and  $\text{OH}^-$ , the total number of + and – charges are not equal to make them equal you need an additional  $\text{OH}^-$  therefore the formula will be  $\text{Ca}(\text{OH})_2$ .

### Task 2

Using the tables on the previous page, write the formulae for the following compounds.

1. Silver bromide
2. Sodium carbonate
3. Potassium oxide
4. Iron (III) oxide
5. Aluminium nitrate
6. Sodium sulfate
7. Zinc hydrogencarbonate
8. Sodium Nitride
9. Barium hydroxide
10. Ammonium chloride

## Writing and balancing equations

At A Level you will need to:

- Identify products made, so you will need to know your general reactions
- work out formulae and write an equation
- balance the atoms (this means you can only change the big numbers in front of each reactant and product, not by change the actual formula of any element or compound)

### General reactions – ***you must learn***

metal + water  $\longrightarrow$  metal hydroxide + hydrogen metal +

acid  $\xrightarrow{\text{salt}}$  hydrogen

metal hydroxide + acid  $\longrightarrow$  salt + water metal oxide

+ acid  $\xrightarrow{\text{salt}}$  water metal carbonate + acid

salt + water + carbon dioxide  $\longrightarrow$

ammonia + acid  $\longrightarrow$  ammonium salt

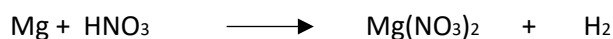
The type of salt made depends on the acid made:

- Hydrochloric acid makes chlorides
- Sulfuric acid makes sulfates
- Nitric acid makes nitrates
- Phosphoric acid makes phosphates
- Ethanoic acid makes ethanoates

Example:

Magnesium and nitric acid:

- Identify products made; Metal + acid form salt + hydrogen. Nitric acid has been used therefore a nitrate is formed
- Work out formulae and write out equation; Magnesium Mg reacts with Nitric acid  $\text{HNO}_3$  to form Magnesium Nitrate  $\text{Mg}^{2+} \text{NO}_3^-$  therefore formula will be  $\text{Mg}(\text{NO}_3)_2$  and Hydrogen  $\text{H}_2$



- Balance the atoms in the equation – numbers in front of reactants and products only



### **Task 3**

Learn the 'General Equations' and the 'Type of Salt Made' outlined above.

### **Task 4**

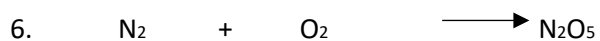
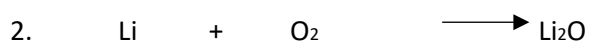
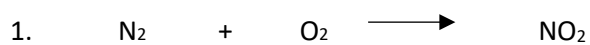
Write and balance the following equations:

1. Sodium oxide and sulfuric acid
2. Calcium hydroxide and nitric acid
3. Sodium carbonate and phosphoric acid
4. Potassium and hydrochloric acid

5. Ammonia and sulfuric acid

**Task 5**

Balance the following equations:





### Time of Flight Mass Spectrometry

Mass spectrometry is a powerful instrument method of analysis. It can be used to find the mass and abundance of each isotope in an element allowing us to determine its relative atomic mass.

A common form of mass spectrometry is Time of Flight mass spectrometry.

#### Task 6

Read the student guide at the following link and answer the questions below.

<https://filestore.aqa.org.uk/resources/chemistry/AQA-7404-7405-SG-TOFMS.PDF>

1. Name the four stages of Time of Flight mass spectrometry
2. Write an equation to show an electron is knocked off from a particle forming a 1+ ion.
3. What does the velocity of each particle depend on?

4. What does the size of current at the detector tell us?

The mass spectra produced from this process allows us to calculate the Relative Atomic mass.

- **Relative Atomic Mass ( $A_r$ )** - The weighted mean mass of an atom of an element compared with  $1/12^{\text{th}}$  the mass of an atom of Carbon-12.
- **Relative Isotopic Mass** – is the mass of an isotope relative to  $1/12^{\text{th}}$  the mass of an atom of Carbon-12.

### Task 7

Learn the definitions of 'Relative Atomic Mass' and 'Relative Isotopic Mass' outlined above.

### Using Mass Spectra to calculate Relative Atomic Mass

Example 1:

Gallium is a mixture of two isotopes with mass numbers 69 and an abundance of 60.2% and mass number 71 and an abundance of 39.8%. Calculate the relative atomic mass to 1 decimal place.

$$A_r = \frac{(\text{isotope 1 relative abundance} \times \text{mass number}) + (\text{isotope 2 relative abundance} \times \text{mass number})}{\text{Total abundance}}$$

Total abundance

$$A_r = \frac{(69 \times 60.2) + (71 \times 39.8)}{100} = 69.8$$

Example 2:

A naturally occurring sample of the element boron has a relative atomic mass of 10.8. In this sample, boron exists as

two isotopes,  $^{10}\text{B}$  and  $^{11}\text{B}$ . Calculate the percentage abundance of  $^{10}\text{B}$  in this naturally occurring sample of boron.  
 $A_r = \frac{(\text{isotope 1 relative abundance} \times \text{mass number}) + (\text{isotope 2 relative abundance} \times \text{mass number})}{\text{Total abundance}}$

Total abundance

We do not know what the % of abundance of each isotope is so we will name these  $x$  and  $y$ . If the total abundance is 100% and we know  $x$  then  $y$  will equal  $100 - x$ .

i.e. If  $x = 90$ ,  $y = 100 - 90 = 10$ . In terms of  $x$  and  $y$  this means  $y = 100 - x$

Substitute into the equation:

$$10.8 = \frac{(10 \times x) + (11 \times (100 - x))}{100} = 1080 = 10x + 1100 - 11x$$

$$100$$

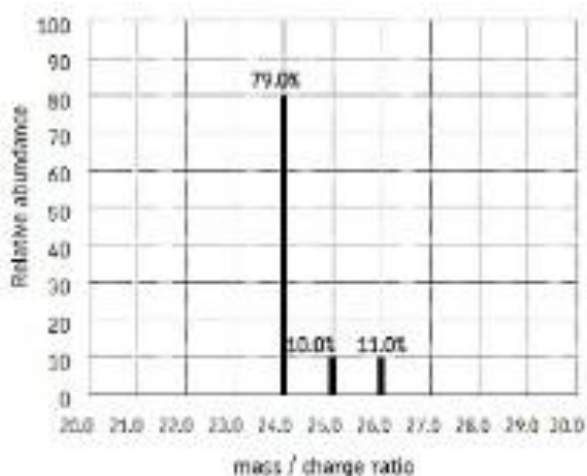
$$1080 - 1100 = 10x - 11x$$

$$-20 = -x - \text{Percentage abundance of } ^{10}\text{B} = 20\%$$

## Task 8

Answer the following questions.

1. Calculate the relative atomic mass of magnesium, using the mass spectrum below:



2. Silicon is a mixture of three isotopes with mass numbers 28, 29 and 30 with the relative abundances 92.18%, 4.70% and 3.12% respectively. Calculate the  $A_r$  to 1 decimal place.



3. The element indium exists as a mixture of two isotopes of mass numbers 113 and 115. The relative atomic mass of indium = 114.82. Calculate the percentage of the two isotopes in a naturally occurring sample of indium.

### The mole and Avogadro constant

One mole of anything contains  $6.022 \times 10^{23}$  of those things.

For example one mole of bananas is  $6.022 \times 10^{23}$  is  $6.022 \times 10^{23}$ .

This number is known as the Avogadro's constant =  $6.022 \times 10^{23}$ .

The Avogadro number was chosen so that the mass of one mole of particles of a substance equals the Molecular Mass ( $M_r$ ) in grams.

For example the  $M_r$  of water is 18.0 and the mass of one mole of water molecules is 18.0 grams.

$$\text{Number of moles} = \frac{\text{mass (g)}}{\text{Relative Molecular Mass}}$$

$$n = \frac{m}{M_r}$$

$$\text{Number of particles} = \text{number of moles} \times \text{Avogadro constant}$$

$$N = n \times L$$

#### Task 9

Learn the equations outlined above.

### **Task 10**

Use the equations above to answer the following questions.

1. Calculate the number of molecules in 0.7 moles of oxygen ( $\text{O}_2$ )

2. Calculate the number of atoms in 1.25 moles of nitrogen ( $\text{N}_2$ )

3. How many moles are there in each of the following?

a) 72.0 g of Mg

b) 4.00 kg of CuO

c) 39.0 g of  $\text{Al}(\text{OH})_3$

d) 1.00 tonne of NaCl

e) 20.0 mg of  $\text{Cu}(\text{NO}_3)_2$

4. What is the mass of each of the following?

a) 5.00 moles of  $\text{Cl}_2$

b) 0.200 moles of  $\text{Al}_2\text{O}_3$

c) 0.0100 moles of Ag

d) 0.00200 moles of  $(\text{NH}_4)_2\text{SO}_4$

e) 0.300 moles of  $\text{Na}_2\text{CO}_3 \cdot 10\text{H}_2\text{O}$

5. Use the following data to calculate the mass of the particles shown.

Mass of proton =  $1.6726 \times 10^{-24}$  g

Mass of electron =  $9.1094 \times 10^{-28}$  g

Mass of neutron =  $1.6749 \times 10^{-24}$  g

Avogadro constant =  $6.022 \times 10^{23} \text{ mol}^{-1}$

a) Calculate the mass of a  $^1\text{H}$  atom

b) Calculate the mass of an  $^1\text{H}^+$  ion

c) Calculate the mass of one mole of 3 H atoms

## Part 2 – Strongly Recommended

### Key Skills for A Level Chemistry

This section should take approximately 4 hours to complete.

#### Chemical symbols

It is important that chemical symbols and formulae are written accurately.

<https://www.rsc.org/periodic-table/>

#### Task 1.


The Periodic table below contains **six** errors. Highlight these.

																H							He
Li	Be											B	C	N	O	Fl	Ne						
Na	Mg											Al	Si	P	S	Cl	Ar						
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr						
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe						
Cs	Ba	La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn						
Fr	Ra	Ac	Rf	Db	Sg	Bh	Hs	Mt	Ds	Rg													


## Writing numbers

It is also important that numbers are written clearly.


<https://www.aqa.org.uk/resources/science/as-and-a-level/teach/maths-skills-briefings>




## Lack of clarity




Is it a 1, 2 or 7?



Is it a 3 or 8?



Is it a 6 or 8?



Is it a 5 or 6?

Candidates should write 1 without any 'tops' and 'tails', eg 1 **not** 1 or 1, and write 7 without a cross, eg 7 **not** 7.

### Task 2.

For the rest of the tasks in this section, ensure that you write numbers according to the guidance above.

<https://www.calculatorsoup.com/calculators/math/significant-figures-counter.php>

Digits 1, 2, 3, 4, 5, 6, 7, 8 & 9 are significant. Values containing a 0 in between any of these digits is also considered significant.

For example:

12.45 has four significant figures

12045 has five significant figures

Any 0s at the end of a number, to the right of the decimal point are significant.

For example:

12.450 has five significant figures

Any 0s at the start of a number are not significant. For

example:

0.01245 has four significant figures

Any 0s written at the end of a number are **not** significant if the number is written **without** a decimal point.

However, a 0 written at the end of a number **with** a decimal point **is** significant.

For example:

12450 has four significant figures

12450.0 has six significant figures

### Task 3.

Complete the table by rounding the original number to the specified number of significant figures.

Original number	3 significant figures	2 significant figures	1 significant figure
2.856			
44.503			
18.29			
0.099			
532.41			
0.00102			

### Significant figures when completing calculations

It is important to show all workings and write each step in a calculation separately.

Calculated quantities should be given to the appropriate number of significant figures. This means that the answer should be given to the same number of significant figures as the raw data used with the least number of significant figures.

For example:

*Calculate the mass of sodium hydroxide in 25 cm<sup>3</sup> of a 0.105 mol dm<sup>-3</sup> solution.*

*Relative formula mass (M<sub>r</sub>): NaOH = 40.0*

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

$$(25 \div 1000) \times 0.105 = 0.002625$$

$$0.002625 \times 40.0 = 0.105$$

*Mass of NaOH ...0.11... g*

25 cm<sup>3</sup> is 2 s.f. 0.105 mol dm<sup>-3</sup> and 40.0 are 3 s.f. ∴ answer is given to 2 s.f.

#### **Task 4.**

Answer the following question.

*0.1 g of magnesium reacts with excess iron chloride solution.*

*Relative atomic masses (A<sub>r</sub>): Mg = 24 Fe = 56*

*Calculate the mass of iron produced. Give your answer to the appropriate number of significant figures.*

How many significant figures should the final answer be given to? .....

These are the number of digits (0, 1, 2, 3, 4, 5, 6, 7, 8 or 9) shown to the right of the decimal point.

For example:

1.20 is written to two decimal places

0.024 is written to three decimal places

#### Task 5.

Complete the table by rounding the original number to the specified number of decimal places.

Original number	2 decimal places	1 decimal place	0 decimal places (an Integer)
12.947			
84.3524			
0.765			

### Standard form

A number written in standard form shows a value (1, 2, 3, 4, 5, 6, 7, 8 or 9) in terms of a power of 10 ( $\times 10^a$ ). The power of 10 (**a**) shows the number of places the decimal place must be moved to give the number in decimal form.

A positive value of **a** is used for values larger than one. A negative value of **a** is used for values smaller than one.

For example:

125 is written as  $1.25 \times 10^2$

0.00125 is written as  $1.25 \times 10^{-3}$

#### Task 6.

Convert the following numbers into standard form:

a) 32 000 .....

b) 0.0006 .....

c) 104 000 .....

d) 0.002019 .....

## Rearranging equations

You will need to commit a number of different equations to memory and rearrange them to change the subject of an equation.

For example:

$$5a + 3 = 8 \quad a = ?$$

$$2$$

$$(5a + 3) \times 2 = 8 \times 2 \quad \square \quad 5a + 3 = 16$$

$$2$$

$$5a + 3 - 3 = 16 - 3 \quad \square \quad 5a = 13$$

$$\underline{5a = 13} \quad \square \quad a = 2.6$$

$$5 \quad 5$$

### Task 7.

Rearrange the following equations to calculate the subject shown:

a)  $m = n \times M_m$

$$n = \dots\dots\dots$$

b)  $n = c \times V$

$$c = \dots\dots\dots$$

c)  $y = mx + c$

$$m = \dots\dots\dots$$

d)  $pV = nRT$

$$n = \dots\dots\dots$$

e)  $E = \frac{1}{2}mv^2$

$$v = \dots\dots\dots$$



The table below shows some of the common units you will be using in Chemistry calculations.

You should commit the SI units (shown in **bold**) to memory.

Quantity	Name of Unit	Symbol for Unit	Conversion factor
mass, m	tonne kilogram gram milligram	t kg <b>g</b> mg	1 t = 1 000 kg = 1 000 000 g = 1 000 000 000 mg
volume, V	cubic metre  cubic decimetre  cubic centimetre	<b>m<sup>3</sup></b> (for a <b>gas</b> )  <b>dm<sup>3</sup></b> (for a <b>solution</b> )  <b>cm<sup>3</sup></b>	1 m <sup>3</sup> = 1 000 dm <sup>3</sup> x      ÷ ↓      ↑ = 1 000 000 cm <sup>3</sup>
pressure, p	megapascal kilopascal pascal	MPa kPa <b>Pa</b>	1 MPa = 1 000 kPa = 1 000 000 Pa
temperature, T	Kelvin  degrees Celsius	<b>K</b>  °C	273 K      ↓ = 0 °C      + 273
amount, n	mole	<b>mol</b>	
molar mass, M <sub>m</sub>	grams per mole	g mol <sup>-1</sup>	
concentration, c	moles per dm <sup>3</sup>	<b>mol dm<sup>-3</sup></b>	

You may be given these quantities in different units and will need to be able to convert them.

When converting a measurement into a smaller unit the number will be larger. When converting to a larger unit the number will be smaller.

For example, when converting a mass from tonnes to grams

$$1 \text{ t} = 1\,000\,000 \text{ g} \quad \square \quad 2.5 \text{ t} = 1\,000\,000 \times 2.5 = 2\,500\,000 \text{ g}$$

### Task 8.

Learn the SI units that are in bold in the table above.

### Task 9.

Complete the following conversions

#### a) Masses

i) 2 kg = ..... g

ii) 3.4 mg = ..... g iii)

1.3 t = ..... g

iv) 0.50 g = ..... mg b)

#### Volumes

i) 30 cm<sup>3</sup> = ..... dm<sup>3</sup> ii) 3 dm<sup>3</sup> = ..... m<sup>3</sup> iii) 2 500

cm<sup>3</sup> = ..... m<sup>3</sup> iv) 0.50 dm<sup>3</sup> = ..... cm<sup>3</sup> c) Pressures

i) 3 MPa = ..... Pa

ii) 20 kPa = ..... Pa

iii) 240 Pa = ..... kPa

iv) 350 Pa = ..... MPa

#### d) Temperatures

i) 25 °C = ..... K

ii) 10 °C = ..... K

iii) 300 K = ..... °C

iv) 373 K = ..... °C

### Task 10.

Learn the conversions shown for mass, volume, pressure and temperature in the table on Page 24.

<https://filestore.aqa.org.uk/resources/chemistry/AQA-7404-7405-PHBK.PDF> (page 37 & 38)

It is important to keep a record of all data whilst carrying out practical work. It is good practice to draw a table before starting the experiment and then enter results straight into the table.

Tables should have clear headings with units.

Time / min	Temperature / °C
0	27.6
1	27.4

2	27.2
---	------

The independent variable is the left-hand column in a table, with the following columns showing the dependent variables.

All measurements should be written to the same number of decimal places (matching the precision of the measuring instrument).

### Task 11.

Answer the following question.

A student was told to complete a practical to investigate how temperature affects the rate of a reaction.

The student carried out the reaction at five different temperatures and recorded the time taken for each.

The student then calculated the rate of reaction for each experiment using the equation:

$$\text{rate of reaction} = \frac{1}{\text{time}}$$

The student's results and calculations are shown below:

at 24.5 °C the experiment took 340 seconds	$1/340 = 0.0029 \text{ s}^{-1}$
at 39.0 °C it took 256 sec	$1/256 = 0.0039 \text{ s}^{-1}$
at 58.0 °C the experiment took 124 s	$1/124 = 0.0081 \text{ s}^{-1}$
80.5 °C 62 s	$1/62 = 0.0161$
51 °C 186 s	$1/186 = 0.0054$

Tabulate the student's data in an appropriate manner.

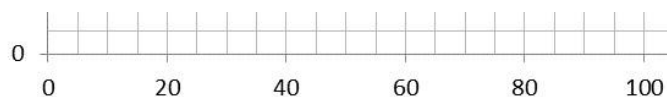
..... / .....	..... / .....	..... / .....

## Graphs

Drawing a graph of the results obtained usually makes it easier to interpret the data and draw conclusions.

The independent variable is shown on the x-axis and the dependent variable is shown on the y-axis.

Axes should always be labelled with the quantity being measured and the units.

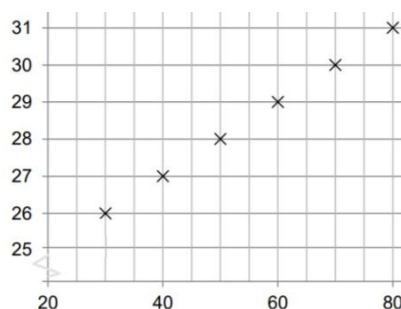
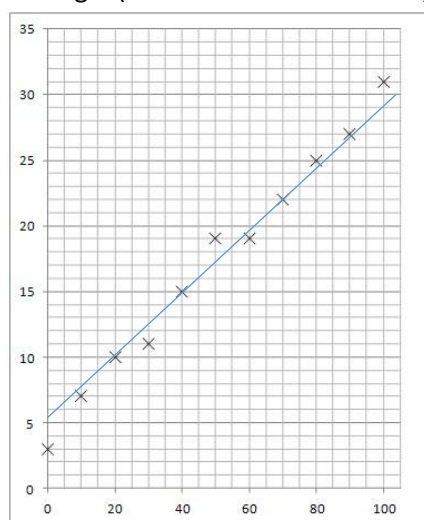


time / seconds

Data points should be marked with a cross, x.

When choosing the scales consider:

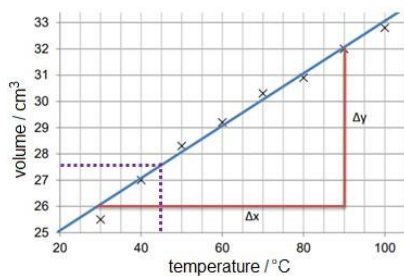
- the maximum and minimum values of each variable
- whether 0,0 should be included as a data point
- how to draw the axes without using difficult scale markings (e.g. multiples of 3, 7, etc)
- the data points should cover at **least half** of the grid supplied for the graph - this may require you to use a false origin (i.e. start the axis above 0)



Consider the following when deciding where to draw a line of best fit:

- the line can be straight or curved
- the line should pass through, or very close to, the majority of plotted points (ignoring any anomalous points)
- for points not on the line make sure that there are as many points on one side of the line as the other
- the line should be continuous and drawn with a sharp pencil (use a rule for a straight line)
- the line will go through the origin (0,0) if a value of 0 for the independent variable would produce a value of 0 for the dependent variable

You may be asked to use the graph to find a value and/or to calculate the gradient.



For example:

at 45 °C the volume is 27.6 cm<sup>3</sup>

$$\frac{(32 - 26)}{(90 - 30)} = \frac{6}{60} = 0.1 \text{ cm}^3 / ^\circ\text{C}$$

$$(90 - 30) = 60$$

More information can be found at:

<https://filestore.aqa.org.uk/resources/chemistry/AQA-7404-7405-PHBK.PDF> (pages 48 - 55)

## Task 12.

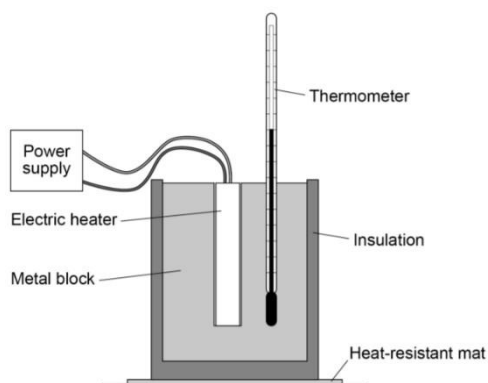
Answer the following question.

A student investigated how the temperature of a metal block changed with time.

An electric heater was used to increase the temperature of the block.

The heater was placed in a hole drilled in the block as shown in **Figure 1**.

Figure 9



The student measured the temperature of the metal block every 60 seconds. **Table 3.** shows the student's results.

Table 3.

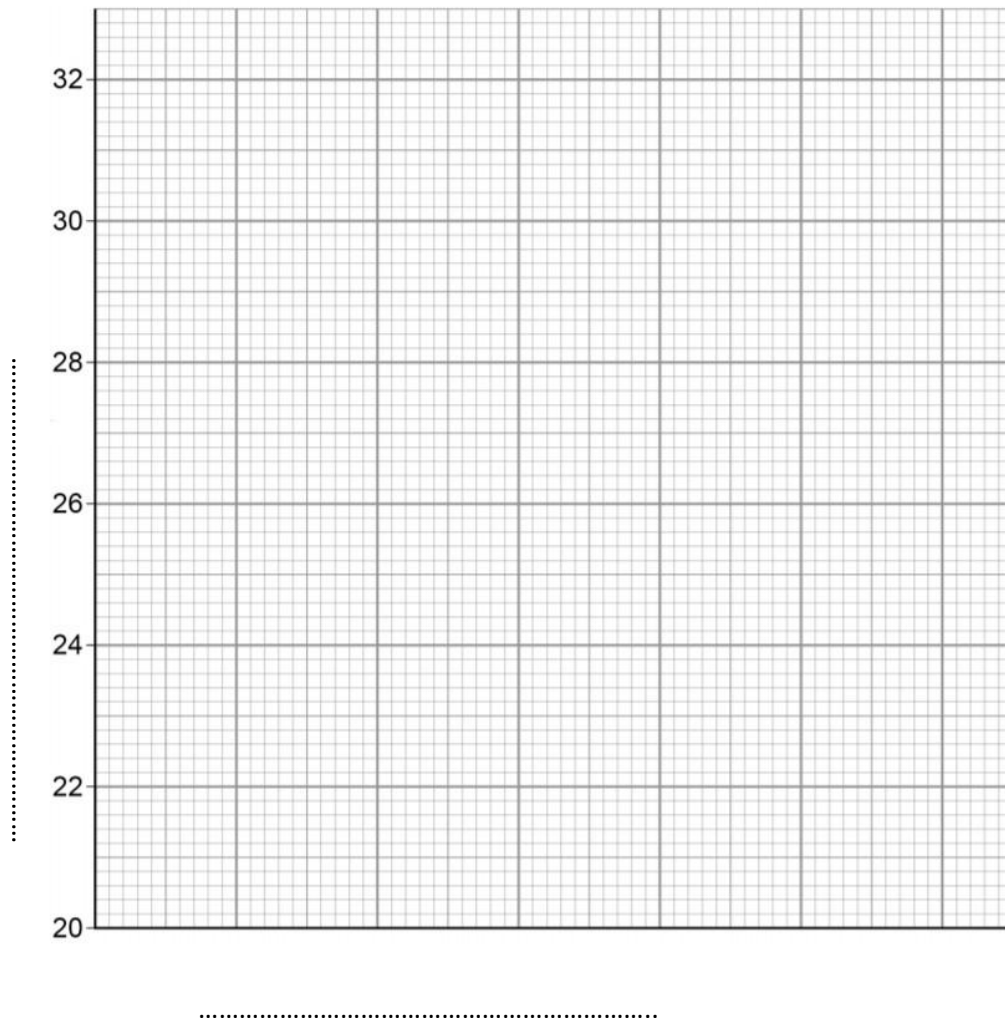
Time in s	Temperature in °C
0	20.0
60	24.5
120	29.0
180	31.0
240	31.5

(a) Complete the graph of the data from **Table 3.** on **Figure 2.**

- Choose a suitable scale for the x-axis.
- Label the x-axis and label the y-axis.
- Plot the student's results.
- Draw a line of best fit.

(5)

**Figure 2.**



- (b)** Use the graph to find the temperature of the metal block at time 100 s.

Temperature at 100s = .....  $^{\circ}\text{C}$  (1)

- (c)** The rate of change of temperature of the block is given by the gradient of the graph. Determine the gradient of the graph over the first 60 seconds.

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

Gradient = ..... (2)

