

# TRANSITION WORK



## CHEMISTRY 2020

HoD: Joyce Kahwa

Email: [jkahwa@guildfordcounty.co.uk](mailto:jkahwa@guildfordcounty.co.uk)

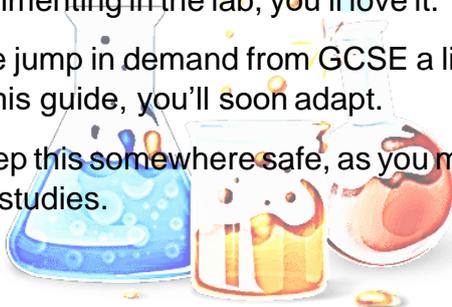
Adapted from AQA "7405 Transition Guide" (AQA-7404-7405-TG.PDF)  
and RSC "Starters for 10: Transition Skills"

### You're studying A-level Chemistry, congratulations!

Studying chemistry after your GCSEs really develops your practical and mathematical skills. If you enjoy experimenting in the lab, you'll love it.

At first, you may find the jump in demand from GCSE a little daunting, but if you follow the tips and advice in this guide, you'll soon adapt.

We recommend you keep this somewhere safe, as you may like to refer to the information inside throughout your studies.



### Places to go for help

#### 1. Our website is a great place to start.

Our AS and A-level [Chemistry webpages](#) are aimed at teachers, but you may find them useful too. Information includes:

- The [specification](#) – this explains exactly what you need to learn for your exams.
- [Practice exam papers](#).
- Lists of [command words](#) and [subject specific vocabulary](#) – so you understand the words to use in exams.
- [Practical handbooks](#) explain the practical work you need to know.
- Past papers from the [old specification](#). Some questions won't be relevant to the new AS and A-level so please check with your teacher.
- [Maths skills support](#).
- [Web resources page](#) with many links to other resources to support study.

#### 2. ChemGuide:

Created by Jim Clarke, a great one stop shop for all things chemistry!

"To get the best from the site you must have a clear idea of what you need to know. You will often find comments suggesting that you should refer to your syllabus or to recent exam papers. It is important that you have these to hand.

Students on UK-based courses can easily download syllabuses from their Examiners, and should be able to find other useful things on those websites. You can find links to these sites via the Main Menu.”

### 3. The Royal Society of Chemistry (RSC)

The RSC do everything from naming new elements and lobbying MPs, to improving funding for research sciences in the UK.

You'll find lots of handy resources on their [website](#).

### 4. The Student Room

Join the A-level Chemistry forums and share thoughts and ideas with other students if you're stuck with your homework. Just be very careful not to share any details about your assessments, there are serious consequences if you're caught cheating. Visit [thestudentroom.co.uk](http://thestudentroom.co.uk)

### 5. Textbooks

Our [approved textbooks](#) are published by Collins, Hodder and Oxford University Press. Textbooks from other publishers will also be suitable, but you'll need to double check that the content and formula symbols they use match our specification.

### 6. Revision guides

These are great if you want a quick overview of the course when you're revising for your exams. Remember to use other tools as well, as these aren't detailed enough on their own.

### 7. YouTube

YouTube has thousands of Chemistry videos. Just be careful to look at who produced the video and why, because some videos distort the facts. Check the author, date and comments – these help indicate whether the clip is reliable.

You must also be mindful of sites that go above and beyond what you need to know. Sites such as The Khan Academy are great if you are seeking to stretch yourself by delving deeper into complex ideas, but can also lead to confusion if you are watching videos intended for a more advanced audience. If you are trying to grapple with a new concept, there are most likely more appropriate sites out there. If in doubt, ask your teacher.

### 8. Magazines

The magazines listed below can help you put the chemistry you're learning in context. They have a variety of articles which will also help you choose where your A Level in Chemistry might take you next!

Examples: Focus, New Scientist, Scientific American, ACS ChemMatters, RSC The Mole, the Naked Scientists, Science News for Students and Philip Allan updates.

## Activities

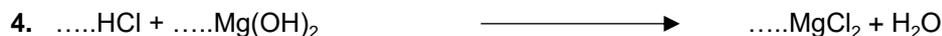
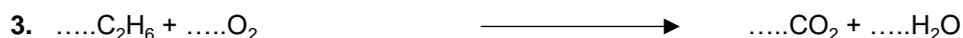
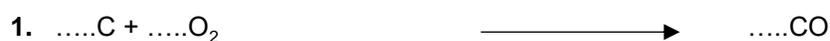
Starting below, you will find several “Starters for 10”, each with a focus on a specific skill or idea needed in order to start A Level Chemistry with a solid foundation. Each activity should take you approximately 15 minutes, revision not included.

Your success in the course is in your hands, and the first step is completing this booklet! Happy Chemistry ☺

## Starters for 10 – Basic Chemistry Competencies

### 0.1.1 Balancing equations

Balance the equations below.



(10 marks)

## 0.1.2 Constructing ionic formulae

1. For each of the following ionic salts, determine the cation and anion present and use these to construct the formula of the salt. (5 marks)

a. Magnesium oxide

b. Sodium sulfate

c. Calcium hydroxide

d. Aluminium oxide

e. Copper(I) oxide

2. When an acid is added to water it dissociates to form  $\text{H}^+$  ions (which make it acidic) and an anion. These acidic hydrogen atoms can be used to determine the charge on the anion.

Deduce the charge on the anions in the following acids. The acidic H atoms,  $\text{H}^+$ , have been underlined for you. (5 marks)

a.  $\underline{\text{H}}_2\text{SO}_3$

b.  $\underline{\text{H}}\text{NO}_3$

c.  $\underline{\text{H}}_3\text{PO}_4$

d.  $\text{HCOO}\underline{\text{H}}$

e.  $\underline{\text{H}}_2\text{CO}_3$

### 0.1.3 Writing equations from text

The following questions contain a written description of a reaction. In some cases the products may be missing as you will be expected to predict the product using your prior knowledge.

For more advanced equations you may be given some of the formulae you need.

For each one, write a balanced symbol equation for the process. (10 marks)

1. The reaction between silicon and nitrogen to form silicon nitride  $\text{Si}_3\text{N}_4$ .

.....

2. The neutralisation of sulfuric acid with sodium hydroxide.

.....

3. The preparation of boron trichloride from its elements.

.....

4. The reaction of nitrogen and oxygen to form nitrogen monoxide.

.....

5. The combustion of ethanol ( $\text{C}_2\text{H}_5\text{OH}$ ) to form carbon dioxide and water only.

.....

6. The formation of silicon tetrachloride ( $\text{SiCl}_4$ ) from  $\text{SiO}_2$  using chlorine gas and carbon.

.....

7. The extraction of iron from iron(III) oxide ( $\text{Fe}_2\text{O}_3$ ) using carbon monoxide.

.....

8. The complete combustion of methane.

.....

9. The formation of one molecule of  $\text{ClF}_3$  from chlorine and fluorine molecules.

.....

10. The reaction of nitrogen dioxide with water and oxygen to form nitric acid.

.....

## 2.1 Development of theories about atomic structure

Our current understanding of atomic structure is a result of the discoveries of several scientists over many years, each scientist adding to the model.

Complete the table below by adding the name of the scientist and the discovery made. Choose from the lists below the table. (9 marks)

Approx. year of discovery	Scientist	Addition made to our current understanding of atomic structure
1803	John Dalton	Proposed that all matter is made up of tiny particles called atoms
1897		
1911		
1915		
1924		
1932		

### Scientists:

Ernest Rutherford; Wolfgang Pauli; J. J. Thomson; James Chadwick; Niels Bohr

### Discoveries:

Proposed that the electrons orbit around the nucleus in orbits with a set size and energy

Discovered that atoms contain neutral particles called neutrons in their nucleus

Realised that atoms are divisible and contain very tiny, negatively charged particles called electrons

Discovered that an atom is made up of a nucleus and an extra-nuclear part. The central nucleus is positively charged and the negative electrons revolve around this central nucleus.

Proposed the concept of electron spin

**BONUS MARK:** Which of the scientists listed above was a famous football goalkeeper in his country?

### 3.1.3 Which type of chemical bond

There are three types of strong chemical bonds; **ionic**, **covalent** and **metallic**.

1. Sort the compounds below into groups within the circles below according to their chemical bonding;

sodium chloride, NaCl

magnesium, Mg

magnesium oxide, MgO

methane, CH<sub>4</sub>

oxygen, O<sub>2</sub>

barium iodide, BaI<sub>2</sub>

aluminium, Al

ammonia, NH<sub>3</sub>

caesium, Cs

IONIC

COVALENT

METALLIC

2. For each of the types of compound, indicate if you would expect them to;
- have a high or a low melting point
  - conduct electricity

### 3.1.1 Covalent dot and cross

Draw dot and cross diagrams to illustrate the bonding in the following covalent compounds. If you wish you need only draw the outer shell electrons;

(2 marks for each correct diagram)

1. Water, H<sub>2</sub>O

2. Ammonia, NH<sub>3</sub>

3. Carbon dioxide, CO<sub>2</sub>

4. Ethyne, C<sub>2</sub>H<sub>2</sub>

5. Oxygen

### 3.1.2 Ionic dot and cross

Draw dot and cross diagrams to illustrate the bonding in the following ionic compounds.

(2 marks for each correct diagram)

1. Lithium fluoride, LiF

2. Magnesium chloride, MgCl<sub>2</sub>

3. Magnesium oxide, MgO

4. Lithium hydroxide, LiOH

5. Sodium cyanide, NaCN

# Starters for 10 – Basic Mathematical Competencies

## 0.2.1 Rearranging equations

1. The amount of substance in moles ( $n$ ) in a solution can be calculated when the concentration given in  $\text{mol/dm}^3$  ( $c$ ) and volume ( $v$ ) in  $\text{cm}^3$  are known by using the equation:

$$n = \frac{cv}{1000}$$

- a. Rearrange this equation making  $c$  the subject of the equation. (1 mark)

- b. Rearrange this equation making  $v$  the subject of the equation. (1 mark)

2. The density of a substance can be calculated from its mass ( $m$ ) and volume ( $v$ ) using the equation:

$$d = \frac{m}{v}$$

- a. Rearrange this equation so that the mass of a substance can be calculated given its density and volume. (1 mark)

Chemists most commonly work with masses expressed in grams and volumes in  $\text{cm}^3$ . However, the SI unit for density is  $\text{kg/m}^3$ .

- b. Write an expression for the calculation of density in the SI unit of  $\text{kg/m}^3$  when the mass ( $m$ ) of the substance is given in  $\text{g}$  and the volume ( $v$ ) of the substance is given in  $\text{cm}^3$ . (2 marks)

3. The de Broglie relationship relates the wavelength of a moving particle ( $\lambda$ ) with its momentum ( $p$ ) through Planck's constant ( $h$ ):

$$\lambda = \frac{h}{p}$$

- a. Rearrange this equation to make momentum ( $p$ ) the subject of the formula. (1 mark)

Momentum can be calculated from mass and velocity using the following equation.

$$p = mv$$

- b. Using this equation and the de Broglie relationship, deduce the equation for the velocity of the particle. (2 marks)

4. The kinetic energy (KE) of a particle in a time of flight mass spectrometer can be calculated using the following equation.

$$KE = \frac{1}{2}mv^2$$

- Rearrange this equation to make  $v$  the subject of the equation. (2 marks)

## 0.2.2 BODMAS (order of operations)

The order of operations for a calculation is very important. If operations are carried out in the wrong order then this could lead to the wrong answer. Most modern calculators will anticipate BODMAS issues when operations are entered but human beings can override the calculator's instincts.

1. Do the following calculations in your head.

(a)  $3 + 5 \times 5 =$

(d)  $48 - 12 \div 4 =$

(b)  $6 \times 6 + 4 =$

(e)  $4 + 4 \div 2 =$

(c)  $20 - 6 \times 2 =$

(f)  $100 - (20 \times 3) =$

(6 marks)

2. The molecular formula of glucose is  $C_6H_{12}O_6$ . Three students entered the following into their calculators to calculate the relative formula mass of glucose. Repeat their calculations as shown.

(a) 

12	×	6	+	1	×	12	+	16	×	6	=
----	---	---	---	---	---	----	---	----	---	---	---

(b) 

12	×	6	=	+	1	=	×	12	=	+	16
=	×	6	=								

(c) 

(	12	×	6	)	+	(	12	×	1	)	+
(	16	×	6	)	=						

(d) Write a sentence summing up why the answers differ.

(4 marks)

### 0.2.3 Quantity calculus (unit determination)

1. Determine the units of density given that

$$\text{density} = \frac{\text{mass}(g)}{\text{volume}(cm^3)}$$

(1 mark)

2. Determine the units of concentration given that

$$\text{concentration} = \frac{\text{number of moles}(mol)}{\text{volume}(dm^3)}$$

(1 mark)

3. Pharmacists often calculate the concentration of substances for dosages. In this case the volumes are smaller, measured in  $cm^3$ , and the amount is given as a mass in grams. Determine the units of concentration when

$$\text{concentration} = \frac{\text{mass}(g)}{\text{volume}(cm^3)}$$

(1 mark)

4. Rate of reaction is defined as the 'change in concentration per unit time'. Determine the units for rate when concentration is measured in  $mol\ dm^{-3}$  and time in seconds.

(1 mark)

5. Pressure is commonly quoted in pascals (Pa) and can be calculated using the formula below. The SI unit of force is newtons (N) and area is  $m^2$ .

$$\text{pressure} = \frac{\text{force}}{\text{area}}$$

Use this formula to determine the SI unit of pressure that is equivalent to the Pascal.

(1 mark)

6. Determine the units for each of the following constants (K) by substituting the units for each part of the formula into the expression and cancelling when appropriate. For this exercise you will need the following units [ ] =  $mol\ dm^{-3}$ , rate =  $mol\ dm^{-3}\ s^{-1}$ , p = kPa.

a.  $K_c = \frac{[A][B]^2}{[C]}$

b.  $K = \frac{\text{rate}}{[A][B]}$

c.  $K_p = \frac{(pA)^{0.5}}{(pB)}$

d.  $K_w = [H^+][OH^-]$

e.  $K_a = \frac{[H^+][X^-]}{[HX]}$

## 0.2.4 Expressing large and small numbers

### Standard form and scientific form

Large and small numbers are often expressed using powers of ten to show their magnitude. This saves us from writing lots of zeros, expresses the numbers more concisely and helps us to compare them.

In standard form a number is expressed as;

$$a \times 10^n$$

where  $a$  is a number between 1 and 10 and  $n$  is an integer.

Eg, 160 000 would be expressed as  $1.6 \times 10^5$

Sometimes scientists want to express numbers using the same power of ten. This is especially useful when putting results onto a graph axis. This isn't true standard form as the number could be smaller than 1 or larger than 10. This is more correctly called **scientific form**.

Eg,  $0.9 \times 10^{-2}$ ,  $2.6 \times 10^{-2}$ ,  $25.1 \times 10^{-2}$  and  $101.6 \times 10^{-2}$  are all in the same scientific form.

1. Express the following numbers using standard form.

- a. 1 060 000
- b. 0.001 06
- c. 222.2

(3 marks)

2. The following numbers were obtained in rate experiments and the students would like to express them all on the same graph axes. Adjust the numbers to a suitable scientific form.

0.1000	0.0943	0.03984	0.00163
--------	--------	---------	---------

(3 marks)

3. Calculate the following without using a calculator. Express all values in standard form.

- a.  $\frac{10^9}{10^5}$
- b.  $\frac{10^7}{10^{-7}}$
- c.  $\frac{1.2 \times 10^6}{2.4 \times 10^{17}}$
- d.  $(2.0 \times 10^7) \times (1.2 \times 10^{-5})$

(4 marks)

## 0.2.5 Significant figures, decimal places and rounding

For each of the numbers in questions 1–6, state the number of significant figures and the number of decimal places.

		Significant figures	Decimal places
1	3.131 88		
2	1000		
3	0.000 65		
4	1006		
5	560.0		
6	0.000 480		

(6 marks)

7. Round the following numbers to (i) 3 significant figures and (ii) 2 decimal places.

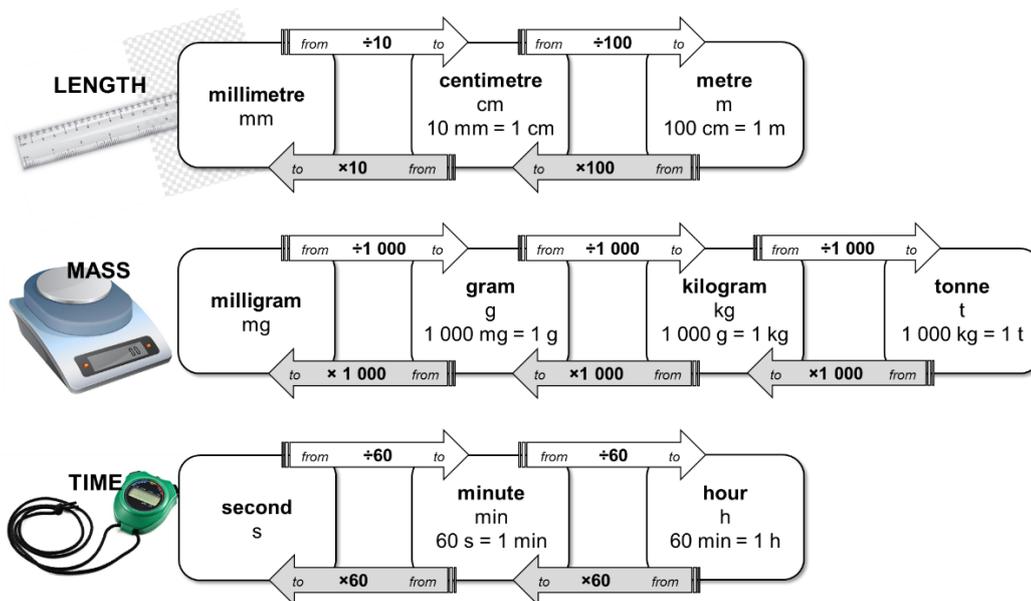
a. 0.075 84

b. 231.456

(4 marks)

## 0.2.6 Unit conversions 1 – Length, mass and time

Mo's teacher has drawn a diagram on the board to help him with converting quantities from one unit into another.



For example, to convert a length in millimetres into units of centimetres, divide by 10, eg  $10 \text{ mm} = 1 \text{ cm}$ .

Use the diagram to help with the following unit conversions.

(10 marks)

- A block of iron has a length of 1.2 cm. Calculate its length in millimetres.
- The width of the classroom is 7200 cm. Calculate its length in metres.
- A reaction reaches completion after  $4\frac{1}{2}$  minutes. Convert this time into seconds.
- The stop clock reads 2 min 34 s. Convert this time into seconds.\*-
- A method states that a reaction needs to be heated under reflux for 145 min. Calculate this time in hours and minutes.
- A factory produces 15 500 kg of ammonia a day. Calculate the mass of ammonia in tonnes.
- A paper reports that 0.0265 kg of copper oxide was added to an excess of sulfuric acid. Convert this mass of copper oxide into grams.
- A packet of aspirin tablets states that each tablet contains 75 mg of aspirin. Calculate the minimum number of tablets that contain a total of 1 g of aspirin.
- A student measures a reaction rate to be 0.5 g/s. Convert the rate into units of g/min.
- A factory reports that it produces fertiliser at a rate of 10.44 kg/h. Calculate the rate in units of g/s.

## 0.2.7 Unit conversions 2 – Volume

The SI unit for volume is **metre cubed, m<sup>3</sup>**. However as volumes in chemistry are often smaller than 1 m<sup>3</sup>, fractions of this unit are used as an alternative.

<b>centimetre cubed, cm<sup>3</sup></b>	<b>decimetre cubed, dm<sup>3</sup></b>
<b>centi- prefix one hundredth</b>	<b>deci- prefix one tenth</b>
1 cm = $\frac{1}{100}$ m so,	1 dm = $\frac{1}{10}$ m so,
1 cm <sup>3</sup> = $\left(\frac{1}{100}\right)^3$ m <sup>3</sup> = $\left(\frac{1}{1\,000\,000}\right)$ m <sup>3</sup>	1 dm <sup>3</sup> = $\left(\frac{1}{10}\right)^3$ m <sup>3</sup> = $\left(\frac{1}{1\,000}\right)$ m <sup>3</sup>

1. Complete the table by choosing the approximate volume from the options in bold for each of the everyday items (images not drawn to scale). (1 mark)

	<b>1 cm<sup>3</sup></b>	<b>1 dm<sup>3</sup></b>	<b>1 m<sup>3</sup></b>
			
	drinks bottle	sugar cube	washing machine
<b>Approx. volume</b>			

2. Complete the following sentences; (1 mark)

To convert a volume in **cm<sup>3</sup>** into a volume in **dm<sup>3</sup>**, divide by.....

To convert a volume in **cm<sup>3</sup>** into a volume in **m<sup>3</sup>**, divide by.....

3. a. A balloon of helium has a volume of 1600 cm<sup>3</sup>. What is its volume in units of dm<sup>3</sup>?  
 b. The technician has prepared 550 cm<sup>3</sup> of HCl(aq). What is its volume in units of m<sup>3</sup>?  
 c. An experimental method requires 1.35 dm<sup>3</sup> of NaOH(aq). What volume is this in cm<sup>3</sup>?  
 d. A swimming pool has a volume of 375 m<sup>3</sup>. What volume is this in cm<sup>3</sup>?  
 e. A 12 g cylinder of CO<sub>2</sub> contains 6.54 dm<sup>3</sup> of gas. What volume of gas is this in units of m<sup>3</sup>?

(5 marks)

4. Which cylinder of propane gas is the best value for money?

(3 marks)

a.



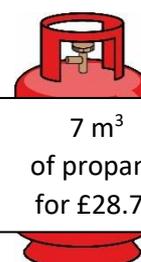
2.13 × 10<sup>6</sup> cm<sup>3</sup>  
of propane  
for £15.49

b.



2700 dm<sup>3</sup>  
of propane  
for £21.25

c.



7 m<sup>3</sup>  
of propane  
for £28.75

## 0.2.8 Moles and mass

One mole of a substance is equal to  $6.02 \times 10^{23}$  **atoms**, **ions** or **particles** of that substance. This number is called the **Avogadro constant**.

The value of the Avogadro constant was chosen so that the relative formula mass of a substance weighed out in grams is known to contain exactly  $6.02 \times 10^{23}$  particles. We call this mass its **molar mass**.

We can use the equation below when calculating an amount in moles:

$$\text{amount of substance (mol)} = \frac{\text{mass (g)}}{\text{molar mass (g mol}^{-1}\text{)}}$$

Use the equation above to help you answer the following questions.

1. Calculate the amount of substance, in moles, in: (3 marks)
  - a. 32 g of methane,  $\text{CH}_4$  (molar mass,  $16.0 \text{ g mol}^{-1}$ )
  - b. 175 g of calcium carbonate,  $\text{CaCO}_3$
  - c. 200 mg of aspirin,  $\text{C}_9\text{H}_8\text{O}_4$
  
2. Calculate the mass in grams of: (3 marks)
  - a. 20 moles of glucose molecules (molar mass,  $180 \text{ g mol}^{-1}$ )
  - b.  $5.00 \times 10^{-3}$  moles of copper ions,  $\text{Cu}^{2+}$
  - c. 42.0 moles of hydrated copper sulfate,  $\text{CuSO}_4 \cdot 5\text{H}_2\text{O}$
  
3. a. 3.09 g of a transition metal carbonate was known to contain 0.0250 mol.
  - i. Determine the molar mass of the transition metal carbonate. (1 mark)
  
  - ii. Choose the most likely identity for the transition metal carbonate from the list below:  

$\text{CoCO}_3$	$\text{CuCO}_3$	$\text{ZnCO}_3$	(1 mark)
-----------------	-----------------	-----------------	----------
  - b. 4.26 g of a sample of chromium carbonate was known to contain 0.015 mol.  
Which of the following is the correct formula for the chromium carbonate? (2 marks)  

$\text{CrCO}_3$	$\text{Cr}_2(\text{CO}_3)_3$	$\text{Cr}(\text{CO}_3)_3$
-----------------	------------------------------	----------------------------

How is a mole similar to a dozen?



*Stating the amount of substance in moles is just the same as describing a quantity of eggs in dozens. You could say you had 24 or 2 dozen eggs.*

## 0.2.9 Moles and concentration



To calculate the concentration of a solution we use the equation:

$$\text{concentration (mol dm}^{-3}\text{)} = \frac{\text{amount of substance (mol)}}{\text{volume (dm}^3\text{)}}$$

Use the equation to help you complete each of the statements in the questions below.

1.
  - a. 1.5 mol of NaCl dissolved in 0.25 dm<sup>3</sup> of water produces a solution with a concentration of.....mol dm<sup>-3</sup>. (1 mark)
  - b. 250 cm<sup>3</sup> of a solution of HCl(aq) with a concentration of 0.0150 mol dm<sup>-3</sup> contains ..... moles. (1 mark)
  - c. A solution with a concentration of 0.85 mol dm<sup>-3</sup> that contains 0.125 mol has a volume of ..... dm<sup>3</sup>. (1 mark)
2. In this question you will need to convert between an amount in moles and a mass as well as using the equation above.  
Space for working is given beneath each question.
  - a. 5.0 g of NaHCO<sub>3</sub> dissolved in 100 cm<sup>3</sup> of water produces a solution with a concentration of ..... mol dm<sup>-3</sup>. (2 marks)
  - b. 25.0 cm<sup>3</sup> of a solution of NaOH(aq) with a concentration of 3.8 mol dm<sup>-3</sup> contains .....g of NaOH. (2 marks)
  - c. The volume of a solution of cobalt(II) chloride, CoCl<sub>2</sub>, with a concentration of 1.3 mol dm<sup>-3</sup> that contains 2.5 g of CoCl<sub>2</sub> is .....cm<sup>3</sup>. (3 marks)

# Starters for 10 – Basic Practical Competencies

## 0.3.1 Laboratory equipment

Practical work is a key aspect in the work of a chemist.

To help you plan effective practical work it is important that you are familiar with the common laboratory equipment available to you.

1. For each of the pieces of glassware shown in the images below, state their name and give a possible volume(s).

a.



Name:

.....

Possible volume(s):

.....

b.



Name:

.....

Possible volume(s):

.....

c.



Name:

.....

Possible volume(s):

.....

d.



Name:

.....

Possible volume(s):

.....

e.



Name:

.....

Possible volume(s):

.....

f.



Name:

.....

Possible volume(s):

.....

(6 marks)

2. Name the common laboratory equipment in the images below.

(4 marks)

a.



.....

b.



.....

c.



.....

d.



-----

### 0.3.2 Recording results

1. A student is looking at endothermic processes. He adds 2.0 g of ammonium nitrate to 50 cm<sup>3</sup> of water and measures the temperature change. He repeats the experiment three times.

His results are shown in the table below.

	Temperature at start	Temperature at end	Temperature change
Run 1	21.0	-1.1	22.1
Run 2	20	-2	22
Run 3	20.2	2	18.2
Mean			22.05

Annotate the table to suggest **five ways** in which the table layout and the recording and analysis of his results could be improved. (5 marks)

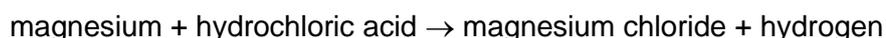
2. For each of the experiments described below, design a table to record the results.

**Experiment 1:** Simon is investigating mass changes during chemical reactions. He investigates the change in mass when magnesium ribbon is oxidised to form magnesium oxide:



He records the mass of an empty crucible. He places a 10 cm strip of magnesium ribbon in the crucible and records the new mass of the crucible. He heats the crucible strongly until all the magnesium ribbon has reacted to form magnesium oxide. He allows the crucible to cool before recording the mass of the crucible and magnesium oxide.

**Experiment 2:** Nadiya is investigating how the rate of a reaction is affected by concentration. She investigates the reaction between magnesium ribbon and hydrochloric acid.



She places 25 cm<sup>3</sup> of hydrochloric acid with a concentration of 0.5 mol dm<sup>-3</sup> into a conical flask and fits a gas syringe. She adds a 3.0 cm strip of magnesium ribbon and measures the volume of hydrogen gas produced every 20 s for 3 minutes.

She repeats the experiment with hydrochloric acid with concentrations of 1.0 mol dm<sup>-3</sup> and then 1.5 mol dm<sup>-3</sup>.

(5 marks)

### 0.3.3 Drawing scatter graphs

When you want to find a correlation between two variables it is helpful to draw a scatter graph.

Key points to remember when drawing scatter graphs include:

- The **independent variable** (the variable that is changed) goes on the x-axis and the **dependent variable** (the variable you measured) goes on the y-axis.
- The plotted points must cover more than half the graph paper.
- The axes scales don't need to start at zero.
- A straight **line** or smooth **curve of best fit** is drawn through the points to show any correlation.

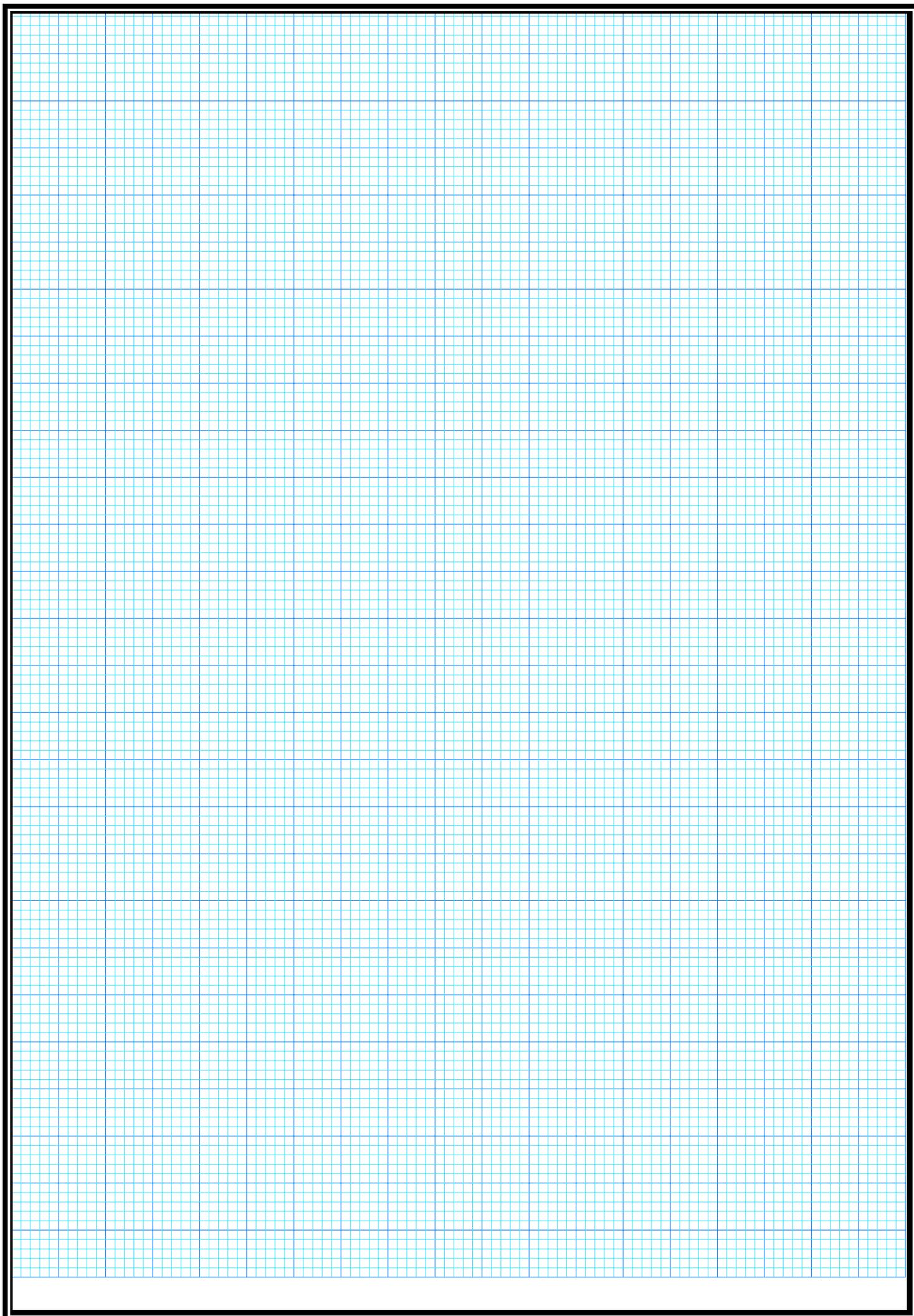
Karina is investigating the relationship between the volume of a gas and its temperature. She injects  $0.2 \text{ cm}^3$  of liquid pentane (b.p.  $36.1 \text{ }^\circ\text{C}$ ) into a gas syringe submerged in a water bath at  $40 \text{ }^\circ\text{C}$ . After 5 minutes she measures the volume of gas in the syringe. She repeats the experiment three times with the water bath at  $40 \text{ }^\circ\text{C}$ .

She then repeats the experiment for temperatures of 50, 60, 70 and  $80 \text{ }^\circ\text{C}$ .

Her results are shown in the table below:

Temperature / $^\circ\text{C}$	Volume of gas / $\text{cm}^3$			
	Run 1	Run 2	Run 3	Mean
40	40.8	43.1	42.7	<b>42.2</b>
50	46.1	46.2	46.9	<b>46.4</b>
60	54.7	48.1	48.3	<b>48.2</b>
70	49.1	49.6	49.5	<b>49.4</b>
80	51.0	47.3	51.0	<b>51.0</b>

1. Plot a scatter graph of the volume of the gas against the temperature. (6 marks)
2. Add error bars to show the range of readings used to calculate the mean volume of the gas at each temperature. (2 marks)
3. Draw in a line of best fit. (1 mark)
4. Describe the correlation observed. (1 mark)



**Further Reading:** Below are the links to some suggested magazines you could use to help you see Chemistry in context. Choose one article about Chemistry (it does not have to be one of the suggestions!) and write a brief summary below. Then explain how the article has impacted your views on Chemistry. Do not write more than this page.

<https://www.acs.org/content/acs/en/education/resources/highschool/chemmatters/past-issues.html>

<https://www.sciencenewsforstudents.org/topic/chemistry>

<https://www.thenakedscientists.com/articles/science-features/chemistry-articles>

<https://www.scientificamerican.com/chemistry/>