Hi all,

Firstly, congratulations! You have chosen to study Chemistry at A-Level, one of the most rewarding, impressive, and enriching subjects around.

In order for you to make the best possible start to your Chemistry A-Level, Mr Foster and I have some exercises for you to complete this summer, which are as follows:

1. Complete – to the best of your ability – the exam questions on chemical calculations
2. Complete – to the best of your ability - all of the questions from topics 1-10 in the transition pack
3. Write up the practical from today, on determining the identify of a metal carbonate by titration

For those of you who are absent, the results of the practical are below. You need to calculate the mass of the carbonate used, as well as the average titre.

mass of bottle + X_2CO_3 / g	2.08
mass of empty bottle / g	0.98
mass of X_2CO_3 used / g	1.10

Titration	Trial	1	2	3
Final burette reading / cm^3	23.70	21.10	42.10	21.30
Initial burette reading / cm^3	1.95	0.00	21.10	0.00
Titre / cm^3	21.75	21.10	21.00	21.30
titres used to calculate mean		*	*	

We cannot wait to see you all in September, but please don't hesitate to get in contact with Mr Foster or myself if you have any questions.

Have a great summer, you've earned it.

Mr Crowther and Mr Foster

2.3 Identification of an unknown carbonate — LEARNER

Introduction

In this Practical Activity, you will accurately make up sample of an unknown carbonate in a known volume, in the same way as making a standard solution. By titrating a sample of this solution against hydrochloric acid, of known concentration, and subsequent calculations, you will determine the molar mass of the carbonate and hence the identity of the metal in the carbonate.

The indicator you will be using in this activity is methyl orange, which is **red** in acid and **yellow** in alkali. At the end point of the titration, the colour is **orange**.

The equation below represents the reaction that you will carry out:

$$X_2CO_3(aq) + 2HCl(aq) \rightarrow 2XCl(aq) + H_2O(l) + CO_2(g)$$

Aims and *Skills*

- to accurately prepare a solution of an unknown metal carbonate
- to determine the identity of the metal in the carbonate
- *to accurately measure mass and volume of liquid*
- *to use laboratory apparatus for titration, using burette and pipette*
- *to accurately make up a standard solution using a volumetric flask*
- *to use acid–base indicators in titration of a strong acid with a weak alkali*
- *to safely handle solids and liquids*

Intended class time

- 1 hour

Chemicals

Label	Identity	Hazard information
$X_2CO_3(s)$	unknown metal carbonate	 WARNING Causes serious eye irritation
$HCl(aq)$	0.100 mol dm^{-3} aqueous hydrochloric acid, $HCl(aq)$	Currently not classified as hazardous at this concentration
methyl orange indicator	methyl orange indicator	Currently not classified as hazardous at this concentration See CLEAPSS Recipe Book 46

Equipment

- eye protection
- access to a balance reading to at least two decimal places
- burette
- white tile
- pipette (25.0 cm^3) and filler
- clamp stand, with boss and clamp (for supporting the burette)
- filter funnel
- measuring cylinder (100 cm^3)
- glass rod
- dropping pipette
- volumetric flask (250 cm^3) and stopper
- wash bottle containing distilled (or deionised) water
- two conical flasks (250 cm^3)
- glass beakers (250 cm^3 and 100 cm^3)
- glass marker pen
- dropping bottle containing methyl orange indicator

Health and Safety

- Wear eye protection at all times.

Procedure

Before starting your practical work, read the information below.

Decide how you will organise your practical work, and which observations you need to make and/or which measurements you need to take. Ensure that you record all of your results in a suitable format.

1. Weigh the bottle provided, containing X_2CO_3.
2. Tip the solid into a 250 cm^3 beaker and re-weigh the empty weighing bottle.
3. Dissolve the solid carefully in about 100 cm^3 of distilled water, stirring with a glass rod.
4. Transfer the solution to a clean 250 cm^3 volumetric flask, using a funnel. Rinse the beaker, glass rod and funnel with distilled water and include the rinsings into the volumetric flask.
5. Make up to just below the mark with distilled water, insert the stopper, and invert slowly several times to mix thoroughly.
6. Make up the solution to the mark, insert the stopper, and invert slowly several times to mix thoroughly.
7. Using a pipette and filler, transfer 25.0 cm^3 of this solution into a conical flask.
8. Add 3–4 drops of methyl orange indicator.
9. Using the funnel, rinse and fill the burette with 0.100 mol dm^{-3} hydrochloric acid.
10. Titrate the metal carbonate solution with the hydrochloric acid solution, with constant swirling, until the end point is reached (**yellow** to **orange**). This is your trial titration.
11. Repeat your titration accurately until you have two consistent (concordant) results. You may wish to keep the solution from your first accurate titration in order to achieve consistency by colour matching.
12. Ensure that you have recorded all of your results, with burette readings to the nearest 0.05 cm^3.

Analysis of results

1. Calculate the mean titre using your concordant results.
2. Calculate the amount, in mol, of HC*l* in your mean titre.
3. Using the equation above, calculate the amount, in mol, of X_2CO_3 used in the titration.
4. Calculate the amount, in mol, of X_2CO_3 present in the 250 cm^3 solution that you prepared.
5. Calculate the molar mass, in g mol^{-1}, of X_2CO_3.
6. Calculate the relative atomic mass of X.
7. Deduce the identity of X in the formula X_2CO_3.

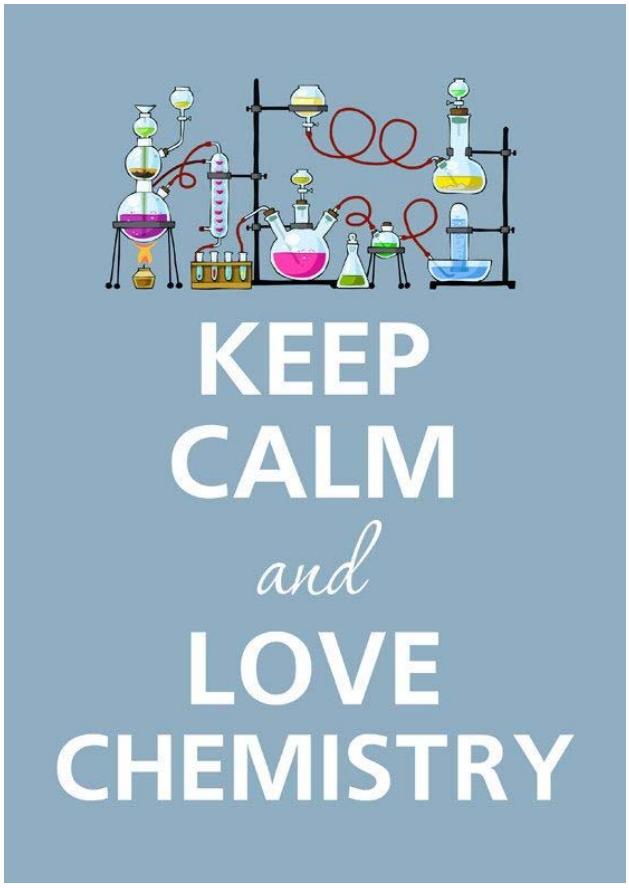
Extension Opportunities

1. The balance has a maximum of ±0.005 g in each reading. Calculate the percentage uncertainty in your mass of X_2CO_3.
2. The burette has a maximum uncertainty of ±0.05 cm^3 in each reading. Calculate the percentage uncertainty in your first accurate titre.
3. The volumetric flask has a maximum uncertainty of ±0.3 cm^3 and the pipette has a maximum uncertainty of ±0.04 cm^3. Which of these gives the larger percentage uncertainty?

To submit

For this piece of work to count towards Practical Activity Group 2 of the GCE Chemistry Practical Endorsement, you should have evidence of the observations that you have made and/or measurements that you have taken, presented in a clearly identified, detailed and logical fashion. You should have carried out the 'Analysis of results' questions, showing full workings and giving final answers to the appropriate number of significant figures. Considering the 'Extension Opportunities' questions will help you to develop your understanding of the underlying chemical theory, and in drawing conclusions and evaluating practical work.

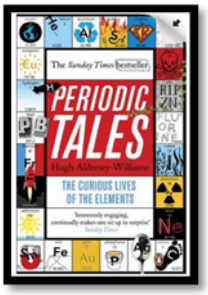
So you are considering A Level Chemistry?



This pack contains a programme of activities and resources to prepare you to start an A level in Chemistry in September. It is aimed to be used after you complete your GCSE, throughout the remainder of the summer term and over the Summer Holidays to ensure you are ready to start your course in September.

Book Recommendations

Periodic Tales: The Curious Lives of the Elements (Paperback) Hugh Aldersey-Williams



ISBN-10: 0141041455

http://bit.ly/pixlchembook1

This book covers the chemical elements, where they come from and how they are used. There are loads of fascinating insights into uses for chemicals you would have never even thought about.

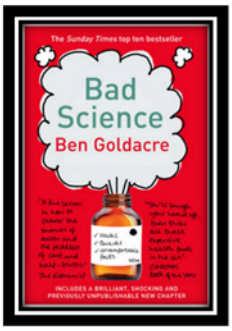
The Science of Everyday Life: Why Teapots Dribble, Toast Burns and Light Bulbs Shine (Hardback) Marty Jopson

ISBN-10: 1782434186

http://bit.ly/pixlchembook2

The title says it all really, lots of interesting stuff about the things around you home!

Bad Science (Paperback) Ben Goldacre

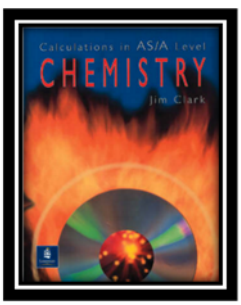


ISBN-10: 000728487X

http://bit.ly/pixlchembook3

Here Ben Goldacre takes apart anyone who published bad / misleading or dodgy science – this book will make you think about everything the advertising industry tries to sell you by making it sound 'sciency'.

Calculations in AS/A Level Chemistry (Paperback) Jim Clark



ISBN-10: 0582411270

http://bit.ly/pixlchembook4

If you struggle with the calculations side of chemistry, this is the book for you. Covers all the possible calculations you are ever likely to come across. Brought to you by the same guy who wrote the excellent chemguide.co.uk website.

Salters' Advanced Chemistry: Chemical Storylines

Do not feel you need to buy the latest edition (unless you are doing Salters chemistry!) You can pick up an old edition for a few pounds on ebay, gives you a real insight into how chemistry is used to solve everyday problems from global pollution through feeding to world to making new medicines to treat disease.

Videos to watch online

Rough science – the Open University – 34 episodes available

Real scientists are 'stranded' on an island and are given scientific problems to solve using only what they can find on the island.

Great fun if you like to see how science is used in solving problems.

There are six series in total

http://bit.ly/pixlchemvid1a

http://www.dailymotion.com/playlist/x2igjq_Rough-Science_rough-science-full-series/1#video=xxw6pr

or

http://bit.ly/pixlchemvid1b

https://www.youtube.com/watch?v=lUoDWAt259I

A thread of quicksilver – The Open University

A brilliant history of the most mysterious of elements – mercury. This program shows you how a single substance led to empires and war, as well as showing you come of the cooler properties of mercury.

http://bit.ly/pixlchemvid2

https://www.youtube.com/watch?v=t46lvTxHHTA

10 weird and wonderful chemical reactions

10 good demonstration reactions, can you work out the chemistry of …. any… of them?

http://bit.ly/pixlchemvid3

https://www.youtube.com/watch?v=0Bt6RPP2ANI

Chemistry in the Movies

Dantes Peak 1997: Volcano disaster movie.

Use the link to look at the Science of acids and how this links to the movie.
http://www.open.edu/openlearn/science-maths-technology/science/chemistry/dantes-peak

http://www.flickclip.com/flicks/dantespeak1.html

http://www.flickclip.com/flicks/dantespeak5.html

Fantastic 4 2005 &2015: Superhero movie

Michio Kaku explains the "real" science behind fantastic four http://nerdist.com/michio-kaku-explains-the-real-science-behind-fantastic-four/

http://www.flickclip.com/flicks/fantastic4.html

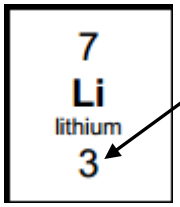
Pre-Knowledge Topics

Chemistry topic 1 – Electronic structure, how electrons are arranged around the nucleus

A periodic table can give you the proton / atomic number of an element, this also tells you how many electrons are in the ***atom***.

You will have used the rule of electrons shell filling, where:

The first shell holds up to 2 electrons, the second up to 8, the third up to 8 and the fourth up to 18 (or you may have been told 8).



Atomic number =3, electrons = 3, arrangement 2 in the first shell and 1 in the second or

Li = 2,1

At **A level** you will learn that the electron structure is more complex than this, and can be used to explain a lot of the chemical properties of elements.

The 'shells' can be broken down into 'orbitals', which are given letters:'s' orbitals, 'p' orbitals and 'd' orbitals.

You can read about orbitals here:

http://bit.ly/pixlchem1

http://www.chemguide.co.uk/atoms/properties/atomorbs.html#top

Now that you are familiar with s, p and d orbitals try these problems, write your answer in the format:

$1s^2$, $2s^2$, $2p^6$ etc.

Q1.1 Write out the electron configuration of:

a) Ca b) Al c) S d) Cl e) Ar f) Fe g) V h) Ni i) Cu j) Zn k) As

Q1.2 Extension question, can you write out the electron arrangement of the following ***ions***:

a) K^+ b) O^{2-} c) Zn^{2+} d) V^{5+} e) Co^{2+}

Chemistry topic 2 – Oxidation and reduction

At GCSE you know that oxidation is adding oxygen to an atom or molecule and that reduction is removing oxygen, or that oxidation is removing hydrogen and reduction is adding hydrogen. You may have also learned that oxidation is removing electrons and reduction is adding electrons.

At A level we use the idea of ***oxidation number*** a lot!

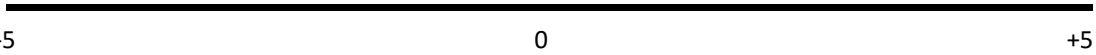
You know that the metals in group 1 react to form ions that are +1, i.e. Na^+ and that group 7, the halogens, form -1 ions, i.e. Br-.

We say that sodium, when it has reacted has an oxidation number of +1 and that bromide has an oxidation number of -1.

All atoms that are involved in a reaction can be given an oxidation number.

An element, Na or O_2 is always given an oxidation state of zero (0), any element that has reacted has an oxidation state of + or -.

As removing electrons is **reduction**, if, in a reaction the element becomes **more** negative it has been reduced, if it becomes more positive it has been oxidised.



You can read about the rules for assigning oxidation numbers here:

http://www.dummies.com/how-to/content/rules-for-assigning-oxidation-numbers-to-elements.html

Elements that you expect to have a specific oxidation state actually have different states, so for example you would expect chlorine to be -1, it can have many oxidation states: NaClO, in this compound it has an oxidation state of +1

There are a few simple rules to remember:

Metals have a + oxidation state when they react.

Oxygen is 'king' it always has an oxidation state of -2

Hydrogen has an oxidation state of +1 (except metal hydrides)

The charges in a molecule must cancel.

Examples: Sodium nitrate, $NaNO_3$ sulfate ion, SO_4^{2-}

Na +1 3x O^{2-} $4xO^{2-}$ and 2- charges 'showing'

+1 -6 -8 -2

To cancel: N = +5 S = +6

Q2.1 Work out the oxidation state of the **underlined** atom in the following:

a) $Mg\underline{C}O_3$ b) $\underline{S}O_3$ c) $NaClO_3$ d) $\underline{Mn}O_2$ e) $\underline{Fe}_2O_3$ f) $\underline{V}_2O_5$

g) $K\underline{Mn}O_4$ h) $\underline{Cr}_2O_7^{2-}$ i) $\underline{Cl}_2O_4$

Chemistry topic 3 – Isotopes and mass

You will remember that an isotopes are elements that have differing numbers of neutrons. Hydrogen has 3 isotopes; H_1^1 H_1^2 H_1^3

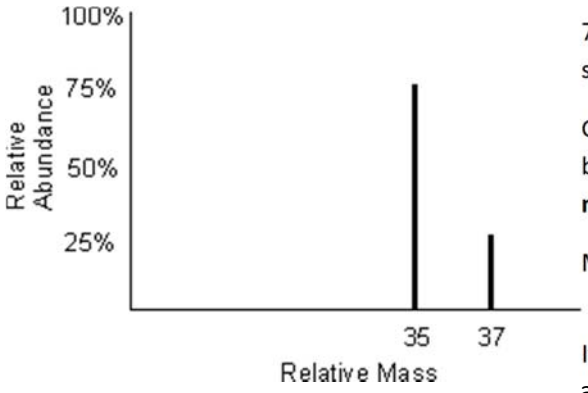
Isotopes occur naturally, so in a sample of an element you will have a mixture of these isotopes. We can accurately measure the amount of an isotope using a **mass spectrometer**. You will need to understand what a mass spectrometer is and how it works at A level. You can read about a mass spectrometer here:

http://bit.ly/pixlchem3
http://www.kore.co.uk/tutorial.htm
http://bit.ly/pixlchem4
http://filestore.aqa.org.uk/resources/chemistry/AQA-7404-7405-TN-MASS-SPECTROMETRY.PDF

Q3.1 What must happen to the atoms before they are accelerated in the mass spectrometer?

Q3.2 Explain why the different isotopes travel at different speeds in a mass spectrometer.

A mass spectrum for the element chlorine will give a spectrum like this:



75% of the sample consist of chlorine-35, and 25% of the sample is chlorine-37.

Given a sample of naturally occurring chlorine ¾ of it will be Cl-35 and ¼ of it is Cl-37. We can calculate what the **mean** mass of the sample will be:

Mean mass = $\frac{75}{100} \times 35 + \frac{25}{100} \times 37 = 35.5$

If you look at a periodic table this is why chlorine has an atomic mass of 35.5.

http://www.avogadro.co.uk/definitions/ar.htm

An A level periodic table has the masses of elements recorded much more accurately than at GCSE. Most elements have isotopes and these have been recorded using mass spectrometers.

GCSE

11 **B** boron 5	12 **C** carbon 6	14 **N** nitrogen 7	16 **O** oxygen 8	19 **F** fluorine 9
27 **Al** aluminium 13	28 **Si** silicon 14	31 **P** phosphorus 15	32 **S** sulfur 16	35.5 **Cl** chlorine 17

A level

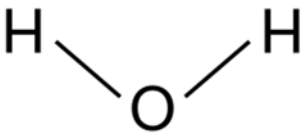
10.8 **B** 5 boron	12.0 **C** 6 carbon	14.0 **N** 7 nitrogen	16.0 **O** 8 oxygen	19.0 **F** 9 fluorine
27.0 **Al** 13 aluminium	28.1 **Si** 14 silicon	31.0 **P** 15 phosphorus	32.1 **S** 16 sulphur	35.5 **Cl** 17 chlorine

Given the percentage of each isotope you can calculate the mean mass which is the accurate atomic mass for that element.

Q3.3 Use the percentages of each isotope to calculate the accurate atomic mass of the following elements.

a) Antimony has 2 isotopes: Sb-121 57.25% and Sb-123 42.75%
b) Gallium has 2 isotopes: Ga-69 60.2% and Ga-71 39.8%
c) Silver has 2 isotopes: Ag-107 51.35% and Ag-109 48.65%
d) Thallium has 2 isotopes: Tl-203 29.5% and Tl-205 70.5%
e) Strontium has **4** isotopes: Sr-84 0.56%, Sr-86 9.86%, Sr-87 7.02% and Sr-88 82.56%

Chemistry topic 4 – The shapes of molecules and bonding.



Have you ever wondered why your teacher drew a water molecule like this?

The lines represent a covalent bond, but why draw them at an unusual angle?

If you are unsure about covalent bonding, read about it here:

http://bit.ly/pixlchem5

http://www.chemguide.co.uk/atoms/bonding/covalent.html#top

At A level you are also expected to know how molecules have certain shapes and why they are the shape they are.

You can read about shapes of molecules here:

http://bit.ly/pixlchem6

http://www.chemguide.co.uk/atoms/bonding/shapes.html#top

Q4.1 Draw a dot and cross diagram to show the bonding in a molecule of aluminium chloride ($AlCl_3$)

Q4.2 Draw a dot and cross diagram to show the bonding in a molecule of ammonia (NH_3)

Q4.3 What is the shape and the bond angles in a molecule of methane (CH_4)?

Chemistry topic 5 – Chemical equations

Balancing chemical equations is the stepping stone to using equations to calculate masses in chemistry.

There are loads of websites that give ways of balancing equations and lots of exercises in balancing.

Some of the equations to balance may involve strange chemical, don't worry about that, the key idea is to get balancing right.

http://bit.ly/pixlchem7

http://www.chemteam.info/Equations/Balance-Equation.html

This website has a download; it is safe to do so:

http://bit.ly/pixlchem8

https://phet.colorado.edu/en/simulation/balancing-chemical-equations

Q5.1 Balance the following equations

a. $H_2 + 0_2 \rightarrow H_20$

b. $S_8 + 02 \rightarrow S0_3$

c. $HgO \rightarrow Hg + 0_2$

d. $Zn + HCl \rightarrow ZnCl_2 + H_2$

e. $Na + H_20 \rightarrow NaOH + H_2$

f. $C_{10}H_{16} + Cl_2 \rightarrow C + HCl$

g. $Fe + 0_2 \rightarrow Fe_20_3$

h. $C_6H_{12}0_6 + 0_2 \rightarrow C0_2 + H_20$

i. $Fe_20_3 + H_2 \rightarrow Fe + H_20$

j. $Al + FeO \rightarrow Al_2O_3 + Fe$

Chemistry topic 6 – Measuring chemicals – the mole

From this point on you need to be using an A level periodic table, not a GCSE one you can view one here:

http://bit.ly/pixlpertab

https://secondaryscience4all.files.wordpress.com/2014/08/filestore_aqa_org_uk_subjects_aqa-2420-w-trb-ptds_pdf.png

Now that we have our chemical equations balanced, we need to be able to use them in order to work out masses of chemicals we need or we can produce.

The ***mole*** is the chemists equivalent of a dozen, atoms are so small that we cannot count them out individually, we weigh out chemicals.

For example: magnesium + sulfur → magnesium sulfide

$$Mg + S \rightarrow MgS$$

We can see that one atom of magnesium will react with one atom of sulfur, if we had to weigh out the atoms we need to know how heavy each atom is.

From the periodic table: Mg = 24.3 and S = 32.1

If I weigh out exactly 24.3g of magnesium this will be 1 mole of magnesium, if we counted how many atoms were present in this mass it would be a huge number (6.02×10^{23}!!!!), if I weigh out 32.1g of sulfur then I would have 1 mole of sulfur atoms.

So 24.3g of Mg will react precisely with 32.1g of sulfur, and will make 56.4g of magnesium sulfide.

Here is a comprehensive page on measuring moles, there are a number of descriptions, videos and practice problems.

You will find the first 6 tutorials of most use here, and problem sets 1 to 3.

http://bit.ly/pixlchem9

http://www.chemteam.info/Mole/Mole.html

Q6.1 Answer the following questions on moles.

a) How many moles of phosphorus pentoxide (P_4O_{10}) are in 85.2g?
b) How many moles of potassium in 73.56g of potassium chlorate (V) ($KClO_3$)?
c) How many moles of water are in 249.6g of hydrated copper sulfate(VI) ($CuSO_4.5H_2O$)? For this one, you need to be aware the dot followed by $5H_2O$ means that the molecule comes with 5 water molecules so these have to be counted in as part of the molecules mass.
d) What is the mass of 0.125 moles of tin sulfate ($SnSO_4$)?
e) If I have 2.4g of magnesium, how many g of oxygen(O_2) will I need to react completely with the magnesium? $2Mg + O_2 \rightarrow MgO$

Chemistry topic 7 – Solutions and concentrations

In chemistry a lot of the reactions we carry out involve mixing solutions rather than solids, gases or liquids.

You will have used bottles of acids in science that have labels saying 'Hydrochloric acid 1M', this is a solution of hydrochloric acid where 1 mole of HCl, hydrogen chloride (a gas) has been dissolved in $1dm^3$ of water.

The dm^3 is a cubic decimetre, it is actually 1 litre, but from this point on as an A level chemist you will use the dm^3 as your volume measurement.

http://bit.ly/pixlchem10

http://www.docbrown.info/page04/4_73calcs11msc.htm

Q7.1

a) What is the concentration (in mol dm^{-3}) of 9.53g of magnesium chloride ($MgCl_2$) dissolved in $100cm^3$ of water?
b) What is the concentration (in mol dm^{-3}) of 13.248g of lead nitrate ($Pb(NO_3)_2$) dissolved in $2dm^3$ of water?
c) If I add $100cm^3$ of 1.00 mol dm^3 HCl to $1.9dm^3$ of water, what is the molarity of the new solution?
d) What mass of silver is present in $100cm^3$ of 1moldm^{-3} silver nitrate ($AgNO_3$)?
e) The Dead Sea, between Jordan and Israel, contains 0.0526 moldm^{-3} of Bromide ions (Br^-), what mass of bromine is in $1dm^3$ of Dead Sea water?

Chemistry topic 8 – Titrations

One key skill in A level chemistry is the ability to carry out accurate titrations, you may well have carried out a titration at GCSE, at A level you will have to carry them out very precisely **and** be able to describe in detail how

to carry out a titration - there will be questions on the exam paper about how to carry out practical procedures.

You can read about how to carry out a titration here, the next page in the series (page 5) describes how to work out the concentration of the unknown.

http://bit.ly/pixlchem11

http://www.bbc.co.uk/schools/gcsebitesize/science/triple_aqa/further_analysis/analysing_substances/revision/4/

Remember for any titration calculation you need to have a balanced symbol equation; this will tell you the ratio in which the chemicals react.

E.g. a titration of an unknown sample of sulfuric acid with sodium hydroxide.

A 25.00cm^3 sample of the unknown sulfuric acid was titrated with 0.100moldm^{-3} sodium hydroxide and required exactly 27.40cm^3 for neutralisation. What is the concentration of the sulfuric acid?

Step 1: the equation $2NaOH + H_2SO_4 \rightarrow Na_2SO_4 + 2H_2O$

Step 2; the ratios 2 : 1

Step 3: how many moles of sodium hydroxide 27.40cm^3 = 0.0274dm^3

number of moles = c x v = 0.100 x 0.0274 = 0.00274 moles

step 4: Using the ratio, how many moles of sulfuric acid

for every 2 NaOH there are 1 H_2SO_4 so, we must have 0.00274/2 =0.00137 moles of H_2SO_4

Step 5: Calculate concentration. concentration = moles/volume ←in dm^3 = 0.00137/0.025 = ***0.0548 moldm^{-3}***

Here are some additional problems, which are harder, ignore the questions about colour changes of indicators.

http://bit.ly/pixlchem12

http://www.docbrown.info/page06/Mtestsnotes/ExtraVolCalcs1.htm

Use the steps on the last page to help you

Q8.1 A solution of barium nitrate will react with a solution of sodium sulfate to produce a precipitate of barium sulfate.

$Ba(NO_3)_2(aq) + Na_2SO_4(aq) \rightarrow BaSO_4(s) + 2NaNO_3(aq)$

What volume of 0.25moldm^{-3}sodium sulfate solution would be needed to precipitate all of the barium from 12.5cm^3 of 0.15 moldm^{-3} barium nitrate?

Chemistry topic 9 – Organic chemistry – functional groups

At GCSE you would have come across **hydrocarbons** such as alkanes (ethane etc) and alkenes (ethene etc). You may have come across molecules such as alcohols and carboxylic acids. At A level you will learn about a wide range of molecules that have had atoms added to the carbon chain. These are called functional groups, they give the molecule certain physical and chemical properties that can make them incredibly useful to us.

Here you are going to meet a selection of the functional groups, learn a little about their properties and how we give them logical names.

You will find a menu for organic compounds here:

http://bit.ly/pixlchem13

http://www.chemguide.co.uk/orgpropsmenu.html#top

And how to name organic compounds here:

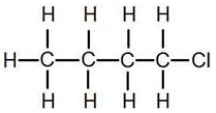
http://bit.ly/pixlchem14

http://www.chemguide.co.uk/basicorg/conventions/names.html#top

Using the two links see if you can answer the following questions:

Q9.1 Halogenoalkanes

What is the name of this halogenoalkane?



How could you make it from butan-1-ol?

Q9.2 Alcohols

How could you make ethanol from ethene?

How does ethanol react with sodium, in what ways is this a) similar to the reaction with water, b) different to the reaction with water?

Q9.3 Aldehydes and ketones

Draw the structures of a) propanal b) propanone

How are these two functional groups different?

Chemistry topic 10 – Acids, bases, pH

At GCSE you will know that an acid can dissolve in water to produce H^+ ions, at A level you will need a greater understanding of what an acid or a base is.

Read the following page and answer the questions

http://bit.ly/pixlchem15

http://www.chemguide.co.uk/physical/acidbaseeqia/theories.html#top

Q10.1 What is your new definition of what an acid is?

Q10.2 How does ammonia (NH_3) act as a base?

http://bit.ly/pixlchem16

http://www.chemguide.co.uk/physical/acidbaseeqia/acids.html#top

Q10.3 Ethanoic acid (vinegar) is a weak acid, what does this mean?

Q10.4 What is the pH of a solution of 0.01 $moldm^{-3}$ of the strong acid, hydrochloric acid?

Places to visit

1. Go outdoors!
   Have you actually spent any time observing the geology of the area you live in? What rocks or minerals are found in your area? Does your area have a history of extracting minerals? If so what were they, what were they used for, how did they obtain them? Are there any working or remains of mineral extraction industries?

2. Are there any chemical or chemistry based businesses in your area? A big ask, but one that could be really beneficial to you, write them a letter explaining that you are taking A level chemistry and you want to see how chemistry is used in industry and you would like to visit / have some work experience. You never know this could lead to great things!!!!

3. You could also try writing to / searching for your nearest university to see if they are running any summer schools for chemistry – they are usually free and give you the opportunity to experience the laboratories in a university.

4. Science museums.
   You could visit your nearest science museum. They often have special exhibitions that may be of interest to you.
   https://en.wikipedia.org/wiki/List_of_science_museums#United_Kingdom

5. Somerset Earth Science Centre:

   http://www.earthsciencecentre.org.uk

6. The UK Association for Science and Discovery Centres (ASDC)

   This association brings together over 60 major science engagement organisations in the UK.

   http://sciencecentres.org.uk/centres/weblinks.php

Answer **all** the questions.

1. A student carries out an experiment to identify an unknown carbonate.

- The student weighs a sample of the solid carbonate in a weighing bottle.
- The student tips the carbonate into a beaker and weighs the empty weighing bottle.
- The student prepares a 250.0 cm^3 solution of the carbonate.
- The student carries out a titration using 25.0 cm^3 of this solution measured using a pipette with 0.100 mol dm^{-3} hydrochloric acid in the burette.

The equation below represents the reaction between the carbonate and hydrochloric acid.

$$M_2CO_3(aq) + 2HCl(aq) \rightarrow 2MCl(aq) + CO_2(g) + H_2O(l)$$

i. Calculate the amount, in mol, of M_2CO_3 used in the titration.

$n(M_2CO_3)$ = ...mol **[2]**

ii. The student's mass readings are recorded below.

Mass of weighing bottle + carbonate / g	14.92
Mass of weighing bottle / g	13.34

iii.

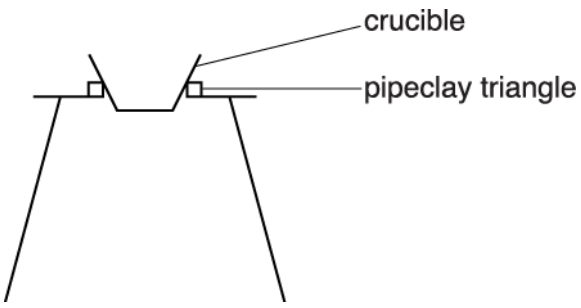
Use the student's results to identify the carbonate, M_2CO_3.

Show **all** your working

iv. **[4]**

2. A student carries out an experiment to determine the amount of water of crystallisation in the formula of another hydrated salt. The student intends to remove the water by heating the hydrated salt.

A diagram of the apparatus used by the student is shown below.



- The student adds the hydrated salt to the crucible and weighs the crucible and contents.
- The student heats the crucible and contents and allows them to cool.
- The student weighs the crucible and residue.

The student's results are shown below.

Mass of crucible + hydrated salt / g	16.84
Mass of crucible + residue after heating / g	16.26

i. The maximum error in each mass measurement using the balance is ±0.005 g.

Calculate the percentage error in the mass of water removed.

percentage error =..... (

ii. Suggest **one** modification that the student could make to their method to reduce the percentage error in the mass of water removed.

.....

.....

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

iii. The student is not sure that all the water of crystallisation has been removed.

How could the student modify the experiment to be confident that all the water of crystallisation has been removed?

.....

.....

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

3. Hydrated strontium chloride, $SrCl_2 \cdot 6H_2O$, has a molar mass of 266.6 g mol^{-1}.

A student heats 5.332 g of $SrCl_2 \cdot 6H_2O$.

The $SrCl_2 \cdot 6H_2O$ loses some of its water of crystallisation forming 3.892 g of a solid product.

Use the information above to determine the formula of the solid product.

Show your working.

formula of solid product = ... **[3]**

4. This question is about several salts.

A hydrated salt, compound **A**, is analysed and has the following percentage composition by mass:

Cr, 19.51%; Cl, 39.96%; H, 4.51%; O, 36.02%.

Calculate the formula of compound **A**, showing clearly the water of crystallisation.

Show your working.

formula of compound **A** =..... **[3]**

5(a). This question is about chemicals used by gardeners.

A garden product contains hydrated ammonium iron(II) sulfate, $(NH_4)_2Fe(SO_4)_2 \cdot xH_2O$.
$(NH_4)_2Fe(SO_4)_2 \cdot xH_2O$ contains 27.55% by mass of water of crystallisation.

Calculate the value of x in the formula $(NH_4)_2Fe(SO_4)_2 \cdot xH_2O$.

Show your working.

x = ... **[3]**

(b). The garden product in the previous question part is a solid mixture of the following ingredients:

- Hydrated ammonium iron(II) sulfate, $(NH_4)_2Fe(SO_4)_2 \cdot xH_2O$, which is soluble in water
- Crushed limestone (calcium carbonate)
- Sand.

i. Suggest why crushed limestone has been included in this garden product.

---

[1]

ii. *Plan a procedure on a test tube scale to show that the solid mixture contains the following ions:
- NH_4^+, Fe^{2+} and SO_4^{2-} present in $(NH_4)_2Fe(SO_4)_2 \cdot xH_2O$
- CO_3^{2-} present in crushed limestone.

Show your reasoning, including relevant equations.

---

[6]