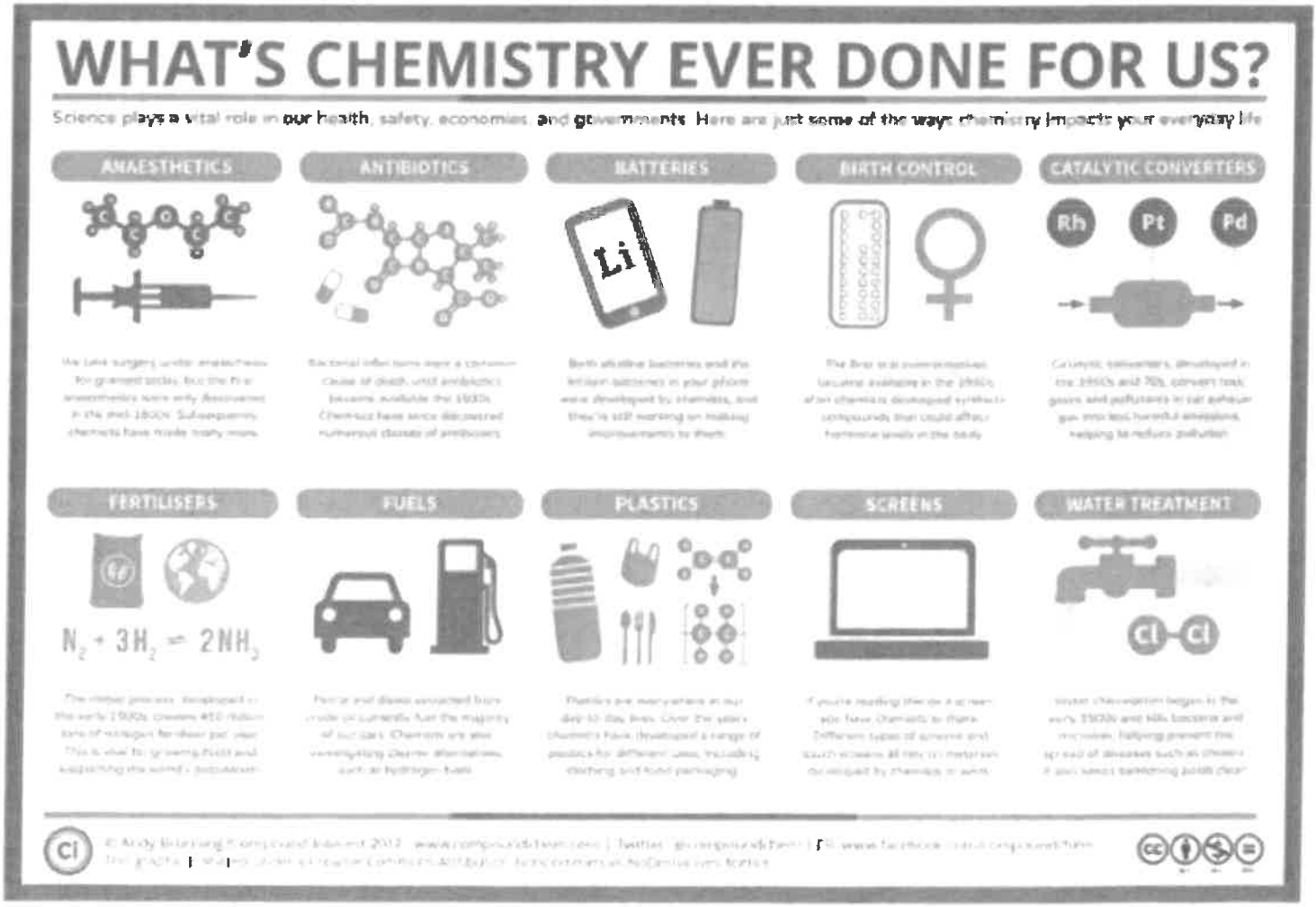
Name _____

Chemistry Summer Work



Bring this to your first Chemistry Lesson in September.

Command words

Command words are the words and phrases used in exams and other assessment tasks that tell students how they should answer the question.
The following command words are taken from Ofqual's official list of command words and their meanings that are relevant to this subject. In addition, where necessary, we have included our own command words and their meanings to complement Ofqual's list.

Analyse
Interpret data to arrive at a conclusion.

Calculate
Work out the value of something.

Comment
Present an informed opinion.

Compare
Identify similarities and/or differences.

Complete
Finish a task by adding to given information.

Deduce
Draw conclusions from information provided.

Define
Specify meaning.

Describe
Set out characteristics.

Design
Set out how something will be done.

Determine
Use given data or information to obtain an answer.

Draw
Produce a diagram.

Estimate
Assign an approximate value.

Evaluate
Judge from available evidence.

Explain
Set out purposes or reasons.

Give
Produce an answer from recall or from given information.

Identify
Name or otherwise characterise.

Justify
Support a case with evidence.

Label
Provide appropriate names on a diagram.

List
List a number of features or points without further elaboration.

Name
Identify using a recognised technical term.

Outline
Set out main characteristics.

Predict
Give a plausible outcome.

Show
Provide structured evidence to reach a conclusion.

Sketch
Draw approximately.

State
Express in clear terms.

Suggest
Present a possible case/solution.

Subject specific vocabulary -The language of measurement

Accuracy
A measurement result is considered accurate if it is judged to be close to the true value.

Calibration
Marking a scale on a measuring instrument.
This involves establishing the relationship between indications of a measuring instrument and standard or reference quantity values, which must be applied.
For example, placing a thermometer in melting ice to see whether it reads 0 °C, in order to check if it has been calibrated correctly.

Data
Information, either qualitative or quantitative, that has been collected.

Errors
See also uncertainties.

measurement error
The difference between a measured value and the true value.

anomalies
These are values in a set of results which are judged not to be part of the variation caused by random uncertainty.

random error
These cause readings to be spread about the true value, due to results varying in an unpredictable way from one measurement to the next.
Random errors are present when any measurement is made, and cannot be corrected. The effect of random errors can be reduced by making more measurements and calculating a new mean.

systematic error
These cause readings to differ from the true value by a consistent amount each time a measurement is made.
Sources of systematic error can include the environment, methods of observation or instruments used.
Systematic errors cannot be dealt with by simple repeats. If a systematic error is suspected, the data collection should be repeated using a different technique or a different set of equipment, and the results compared.

zero error
Any indication that a measuring system gives a false reading when the true value of a measured quantity is zero, eg the needle on an ammeter failing to return to zero when no current flows.
A zero error may result in a systematic uncertainty.

Evidence
Data which has been shown to be valid.

Fair test
A fair test is one in which only the independent variable has been allowed to affect the dependent variable.

Hypothesis
A proposal intended to explain certain facts or observations.

Interval
The quantity between readings, eg a set of 11 readings equally spaced over a distance of 1 metre would give an interval of 10 centimetres.

Precision
Precise measurements are ones in which there is very little spread about the mean value.
Precision depends only on the extent of random errors – it gives no indication of how close results are to the true value.

Prediction
A prediction is a statement suggesting what will happen in the future, based on observation, experience or a hypothesis.

Range
The maximum and minimum values of the independent or dependent variables; important in ensuring that any pattern is detected.
For example a range of distances may be quoted as either:
'From 10 cm to 50 cm'
or
'From 50 cm to 10 cm'

Repeatable
A measurement is repeatable if the original experimenter repeats the investigation using same method and equipment and obtains the same results.

Reproducible
A measurement is reproducible if the investigation is repeated by another person, or by using different equipment or techniques, and the same results are obtained.

Resolution
This is the smallest change in the quantity being measured (input) of a measuring instrument that gives a perceptible change in the reading.

Sketch graph
A line graph, not necessarily on a grid, that shows the general shape of the relationship between two variables. It will not have any points plotted and although the axes should be labelled they may not be scaled.

True value
This is the value that would be obtained in an ideal measurement.

Uncertainty
The interval within which the true value can be expected to lie, with a given level of confidence or probability, eg "the temperature is 20 °C ± 2 °C, at a level of confidence of 95%.

Validity
Suitability of the investigative procedure to answer the question being asked. For example, an investigation to find out if the rate of a chemical reaction depended upon the concentration of one of the reactants would not be a valid procedure if the temperature of the reactants was not controlled.

Valid conclusion
A conclusion supported by valid data, obtained from an appropriate experimental design and based on sound reasoning.

Activity 1 Scientific vocabulary: Designing an investigation

Link each term on the left to the correct definition on the right.

Hypothesis	The maximum and minimum values of the independent or dependent variable
Dependent variable	A variable that is kept constant during an experiment
Independent variable	The quantity between readings, eg a set of 11 readings equally spaced over a distance of 1 metre would give an interval of 10 centimetres
Control variable	A proposal intended to explain certain facts or observations
Range	A variable that is measured as the outcome of an experiment
Interval	A variable selected by the investigator and whose values are changed during the investigation

Activity 2 Scientific vocabulary: Making measurements

Link each term on the left to the correct definition on the right.

True value	The range within which you would expect the true value to lie
Accurate	A measurement that is close to the true value
Resolution	Repeated measurements that are very similar to the calculated mean value
Precise	The value that would be obtained in an ideal measurement where there were no errors of any kind
Uncertainty	The smallest change that can be measured using the measuring instrument that gives a readable change in the reading

Activity 3 Scientific vocabulary: Errors

Link each term on the left to the correct definition on the right.

Random error	Causes readings to differ from the true value by a consistent amount each time a measurement is made
Systematic error	When there is an indication that a measuring system gives a false reading when the true value of a measured quantity is zero
Zero error	Causes readings to be spread about the true value, due to results varying in an unpredictable way from one measurement to the next

Understanding and using SI units

Every measurement has a size (eg 2.7) and a unit (eg metres or kilograms). Sometimes, there are different units available for the same type of measurement. For example, milligram, gram, kilogram and tonne are all units used for mass.

There is a standard system of units, called the SI units, which are used for most scientific purposes.

These units have all been defined by experiment so that the size of, say, a metre in the UK is the same as a metre in China.

There are seven SI base units, which are given in the table.

Physical quantity	Unit	Abbreviation
Mass	kilogram	kg
Length	metre	m
Time	second	s
Electric current	ampere	A
Temperature	kelvin	K
Amount of substance	mole	mol
luminous intensity	candela	cd

All other units can be derived from the SI base units. For example, area is measured in metres square (written as m^2) and speed is measured in metres per second

(written as m s^{-1}: not that this is a change from GCSE, where it would be written as m/s).

Using prefixes and powers of ten

Very large and very small numbers can be complicated to work with if written out in full with their SI unit. For example, measuring the width of a hair or the distance from Manchester to London in metres (the SI unit for length) would give numbers with a lot of zeros before or after the decimal point, which would be difficult to work with.

So, we use prefixes that multiply or divide the numbers by different powers of ten to give numbers that are easier to work with. You will be familiar with the prefixes milli (meaning 1/1000), centi (1/100), and kilo (1 × 1000) from millimetres, centimetres and kilometres.

There is a wide range of prefixes. Most of the quantities in scientific contexts will be quoted using the prefixes that are multiples of 1000. For example, we would quote a distance of 33 000 m as
33 km.

The most common prefixes you will encounter are given in the table.

Prefix	Symbol	Power of 10	Multiplication factor	
Tera	T	10^{12}	1 000 000 000 000	
Giga	G	10^{9}	1 000 000 000	
Mega	M	10^{6}	1 000 000	
kilo	k	10^{3}	1000	
deci	d	10^{-1}	0.1	1/10
centi	c	10^{-2}	0.01	1/100
milli	m	10^{-3}	0.001	1/1000
micro	μ	10^{-6}	0.000 001	1/1 000 000
nano	n	10^{-9}	0.000 000 001	1/1 000 000 000
pico	p	10^{-12}	0.000 000 000 001	1/1 000 000 000 000
femto	f	10^{-15}	0.000 000 000 000 001	1/1 000 000 000 000 000

Activity 4 SI units and prefixes

1. What would be the most appropriate unit to use for the following measurements?

    a. The mass of water in a test tube.
    b. The volume of water in a burette.
    c. The time taken for a solution to change colour.
    d. The radius of a gold atom.
    e. The number of particles eg atoms in a chemical.
    f. The temperature of a liquid.

2. Re-write the following quantities using the correct SI units.

    a. 0.5 litres
    b. 5 minutes
    c. 20 °C
    d. 70 °F
    e. 10 ml (millilitres)
    f. 5.5 tonnes
    g. 96.4 microlitres (µl)

3. Scientists have been developing the production of a new material through the reaction of two constituents.

    Before going to commercial production, the scientists must give their data in the correct SI units.

    a. The flow rate of the critical chemical was reported as 240 grams per minute at a temperature of 20 °C.
    Re-write this flow rate using the correct SI units. Show your working.

Activity 5 Converting data

Re-write the following.

1. 0.1 metres in millimetres
2. 1 centimetre in millimetres
3. 104 micrograms in grams
4. 1.1202 kilometres in metres
5. 70 decilitres in millilitres
6. 70 decilitres in litres
7. 10 cm^3 in litres
8. 2140 pascals in kilopascals

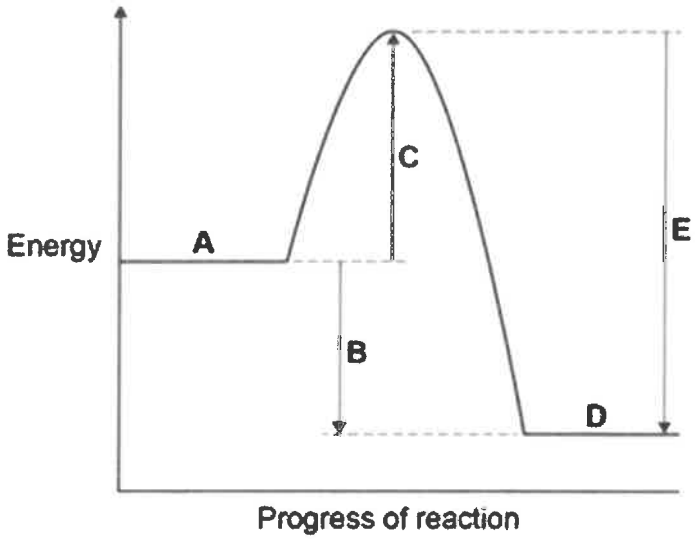
The delta symbol (Δ)

The delta symbol (Δ) is used to mean 'change in'. You might not have seen this symbol before in your GCSE Chemistry course, although it is used in some equations in GCSE Physics.

Activity 6 Using the delta symbol

In exothermic and endothermic reactions there are energy changes.

The diagram below shows the reaction profile for the reaction between zinc and copper sulfate solution.



1. Which letter represents the products of the reaction?

2. Which letter represents the activation energy?

3. Complete the sentence using the words below.

The reaction is _____ and therefore ΔH is _____

endothermic exothermic negative positive

Practical skills

The practical skills you learnt at GCSE will be further developed through the practicals you undertake at A-level. Your teacher will explain in more detail the requirements for practical work in Chemistry.

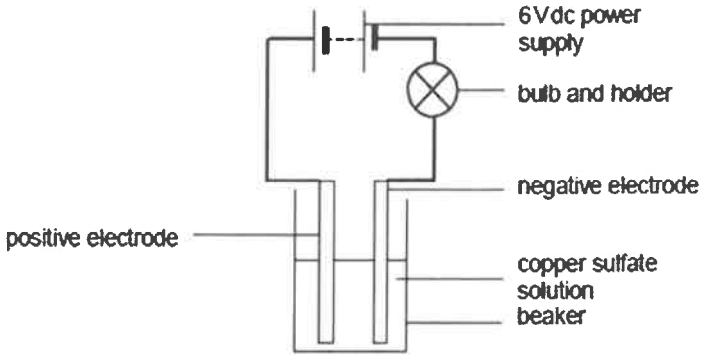
There is a practical handbook for Chemistry, which has lots of very useful information to support you in developing these important skills. You can download a copy here:

Activity 7 Electrolysis

Students were investigating if the time the current flows through an electrolyte affects the amount of copper deposited on the negative electrode.

Equipment:

Measuring cylinder
Balance
Two suitable electrodes eg carbon rods
6V bulb and holder
0.5 moles per dm^3 copper sulfate solution
Stopwatch
Wires
Power supply
100 cm^3 beaker



Method:

1. Measure 50 cm^3 of the copper sulfate solution into the beaker.
2. Measure and record the mass of the negative electrode.
3. Set up the circuit, setting the power pack at 6V dc.
4. Turn on the power supply for the time you have been given, then turn the power pack off.
5. Remove and carefully dry the negative electrode.
6. Measure and record the mass of the negative electrode.

1. Write a hypothesis for this investigation.
2. What do you predict will be the result of this investigation?
3. For this investigation, give
   a. the independent variable
   b. the dependent variable
   c. a control variable.
4. What is the difference between repeatable and reproducible results?

5. What would be the most likely resolution of the balance you use in a school lab?

6. How could you make the reading more precise?

7. Random errors cause readings to be spread about the true value.

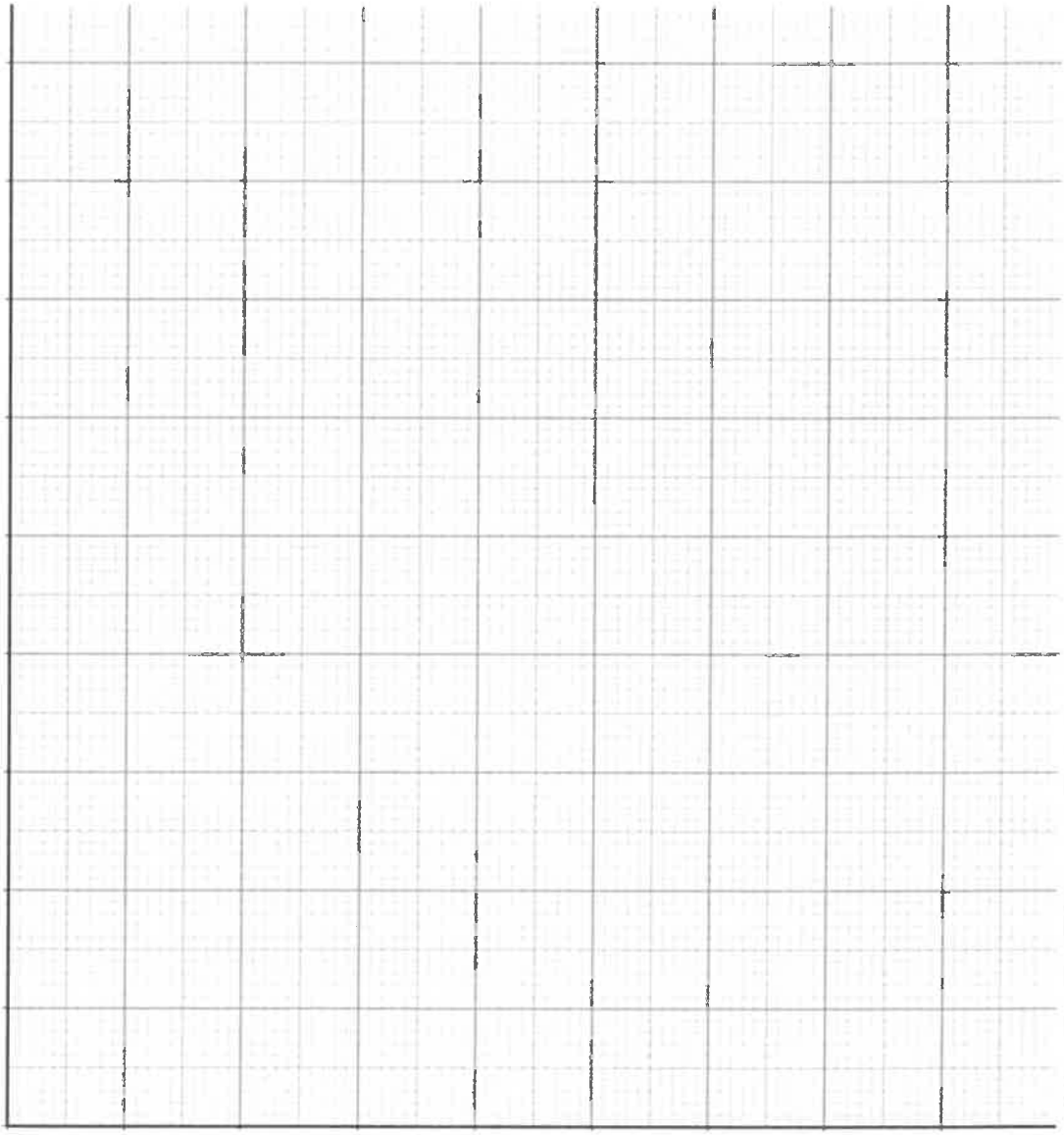
   How could you reduce the effect of random errors and make the results more accurate?

8. The results the student recorded are given in the table.

Time / minutes	Increase in mass / g			Mean
2	0.62	0.64	0.45	
4	0.87	0.83	0.86	
6	0.99	1.02	0.97	
8	1.06	1.05	1.08	
10	1.10	1.12	1.10	

Calculate the mean increase in mass for each time measurement.

9. Plot a graph of your results.



Using maths skills

Throughout your A-level Chemistry course you will need to be able to use maths skills you have developed in your GCSE Chemistry and GCSE maths courses, such as using standard form, rounding correctly and quoting your answer to an appropriate number of significant figures.

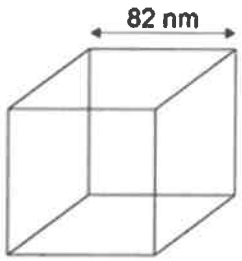
Activity 8 Using maths skills

1. Write the following numbers in standard form:

   a. 4000
   b. 1 000 000

2. Zinc oxide can be produced as nanoparticles.

   A nanoparticle of zinc oxide is a cube of side 82nm.



   Calculate the surface area of a nanoparticle of zinc oxide. Give your answer in standard form

3. Express the following numbers to 3 significant figures:

   a. 57 658
   b. 0.045346

4. Toothpaste may contain sodium fluoride (NaF).

   The concentration of sodium fluoride can be expressed in parts per million (ppm). 1 ppm represents a concentration of 1 mg in every 1 kg of toothpaste.

   A 1.00 g sample of toothpaste was found to contain 2.88×10^{-5} mol of sodium fluoride.

Calculate the concentration of sodium fluoride, in ppm, for the sample of toothpaste.

Give your answer to 3 significant figures.

Use the following information to help you

To convert moles to grams use g = moles × relative formula mass

Relative formula mass of NaF = 42

Using the periodic table

During your course you will need to become familiar with the periodic table of the elements, and be able to use information from the table to answer questions.

There is a copy of the periodic table that you will be given to use in your exams on the next page.

The Periodic Table of the Elements

1	2											3	4	5	6	7	0
(1)	(2)											(13)	(14)	(15)	(16)	(17)	(18)
6.9 Li lithium 3	9.0 Be beryllium 4						1.0 H hydrogen 1					10.8 B boron 5	12.0 C carbon 6	14.0 N nitrogen 7	16.0 O oxygen 8	19.0 F fluorine 9	4.0 He helium 2
23.0 Na sodium 11	24.3 Mg magnesium 12	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	27.0 Al aluminium 13	28.1 Si silicon 14	31.0 P phosphorus 15	32.1 S sulfur 16	35.5 Cl chlorine 17	20.2 Ne neon 10
39.1 K potassium 19	40.1 Ca calcium 20	45.0 Sc scandium 21	47.9 Ti titanium 22	50.9 V vanadium 23	52.0 Cr chromium 24	54.9 Mn manganese 25	55.8 Fe iron 26	58.9 Co cobalt 27	58.7 Ni nickel 28	63.5 Cu copper 29	65.4 Zn zinc 30	69.7 Ga gallium 31	72.6 Ge germanium 32	74.9 As arsenic 33	79.0 Se selenium 34	79.9 Br bromine 35	39.9 Ar argon 18
85.5 Rb rubidium 37	87.6 Sr strontium 38	88.9 Y yttrium 39	91.2 Zr zirconium 40	92.9 Nb niobium 41	96.0 Mo molybdenum 42	[97] Tc technetium 43	101.1 Ru ruthenium 44	102.9 Rh rhodium 45	106.4 Pd palladium 46	107.9 Ag silver 47	112.4 Cd cadmium 48	114.8 In indium 49	118.7 Sn tin 50	121.8 Sb antimony 51	127.6 Te tellurium 52	126.9 I iodine 53	83.8 Kr krypton 36
132.9 Cs caesium 55	137.3 Ba barium 56	138.9 La * lanthanum 57	178.5 Hf hafnium 72	180.9 Ta tantalum 73	183.8 W tungsten 74	186.2 Re rhenium 75	190.2 Os osmium 76	192.2 Ir iridium 77	195.1 Pt platinum 78	197.0 Au gold 79	200.6 Hg mercury 80	204.4 Tl thallium 81	207.2 Pb lead 82	209.0 Bi bismuth 83	[209] Po polonium 84	[210] At astatine 85	131.3 Xe xenon 54
[223] Fr francium 87	[226] Ra radium 88	[227] Ac † actinium 89	[267] Rf rutherfordium 104	[270] Db dubnium 105	[269] Sg seaborgium 106	[270] Bh bohrium 107	[270] Hs hassium 108	[278] Mt meitnerium 109	[281] Ds darmstadtium 110	[281] Rg roentgenium 111	[285] Cn copernicium 112	[286] Nh nihonium 113	[289] Fl flerovium 114	[289] Mc moscovium 115	[293] Lv livermorium 116	[294] Ts tennessine 117	[294] Og oganesson 118

Key

relative atomic mass
symbol
name
atomic (proton) number

140.1 Ce cerium 58	140.9 Pr praseodymium 59	144.2 Nd neodymium 60	[145] Pm promethium 61	150.4 Sm samarium 62	152.0 Eu europium 63	157.3 Gd gadolinium 64	158.9 Tb terbium 65	162.5 Dy dysprosium 66	164.9 Ho holmium 67	167.3 Er erbium 68	168.9 Tm thulium 69	173.0 Yb ytterbium 70	175.0 Lu lutetium 71
232.0 Th thorium 90	231.0 Pa protactinium 91	238.0 U uranium 92	[237] Np neptunium 93	[244] Pu plutonium 94	[243] Am americium 95	[247] Cm curium 96	[247] Bk berkelium 97	[251] Cf californium 98	[252] Es einsteinium 99	[257] Fm fermium 100	[258] Md mendelevium 101	[259] No nobelium 102	[262] Lr lawrencium 103

* 58 – 71 Lanthanides

† 90 – 103 Actinides

Activity 9 Atoms

1. Give the atomic number of:

    a. Osmium
    b. Lead
    c. Sodium
    d. Chlorine

2. Give the relative atomic mass (A_r) of:

    a. Helium
    b. Francium
    c. Barium
    d. Oxygen

3. What is the number of neutrons in each of the following elements?

    a. Fluorine
    b. Beryllium
    c. Gold

Activity 10 Formulae of common compounds

State the formulae of the following compounds:

1. Methane
2. Sulfuric acid
3. Potassium manganate (VII)
4. Water

Activity 11 Ions and ionic compounds

The table below lists the formulae of some common ions.

Positive ions		Negative ions	
Name	**Formula**	**Name**	**Formula**
Aluminium	Al^{3+}	Bromide	Br^-
Ammonium	NH_4^+	Carbonate	CO_3^{2-}
Barium	Ba^{2+}	Chloride	Cl^-
Calcium	Ca^{2+}	Fluoride	F^-
Copper(II)	Cu^{2+}	Iodide	I^-
Hydrogen	H^+	Hydroxide	OH^-
Iron(II)	Fe^{2+}	Nitrate	NO_3^-
Iron(III)	Fe^{3+}	Oxide	O_2^-
Lead	Pb^{2+}	Sulfate	SO_4^{2-}
Lithium	Li^+	Sulfide	S^{2-}
Magnesium	Mg^{2+}		
Potassium	K^+		
Silver	Ag^+		
Sodium	Na^+		
Zinc	Zn^{2+}		

Use the table to state the formulae for the following ionic compounds.

1. Magnesium bromide
2. Barium oxide
3. Zinc chloride
4. Ammonium chloride
5. Ammonium carbonate
6. Aluminium bromide
7. Calcium nitrate
8. Iron (II) sulfate
9. Iron (III) sulfate

Activity 12 Empirical formula

Use the periodic table on page 21 to help you answer these questions.

1. The smell of a pineapple is caused by ethyl butanoate.
   A sample is known to contain:

   0.360 g of carbon
   0.060 g of hydrogen
   0.160 g of oxygen.

   What is the empirical formula of ethyl butyrate?

2. What is the empirical formula of a compound containing:

   0.479 g of titanium
   0.180 g of carbon
   0.730 g of oxygen

3. A 300g sample of a substance is analysed and found to contain only carbon, hydrogen and oxygen.
   The sample contains 145.9 g of carbon and 24.32 g of hydrogen.

   What is the empirical formula of the compound?

4. Another 300 g sample is known to contain only carbon, hydrogen and oxygen.
   The percentage of carbon is found to be exactly the same as the percentage of oxygen.
   The percentage of hydrogen is known to be 5.99%.

   What is the empirical formula of the compound?

Activity 13 Balancing equations

1. Write balanced symbol equations for the following reactions.

   You'll need to use the information on the previous pages to work out the formulae of the compounds.

   Remember some of the elements may be diatomic molecules.

   a. Aluminium + oxygen → aluminium oxide

   b. Methane + oxygen → carbon dioxide + water

   c. Calcium carbonate + hydrochloric acid → calcium chloride + water + carbon dioxide

2. Chalcopyrite is a sulfide mineral with formula $CuFeS_2$.

   Chalcopyrite is the most important copper ore. It is a sulfide mineral, a member of iron (2+) sulfides and a copper sulfide.

   Copper can be produced from rock that contains $CuFeS_2$ in two stages.

   Balance the equations for the two stages in this process.
   Hint: remember that sometimes fractions have to be used to balance equations.

   Stage 1: $CuFeS_2 + O2 + SiO_2 \rightarrow Cu_2S + Cu_2O + SO_2 + FeSiO \rightarrow$

   Stage 2: $Cu_2S + CuO \rightarrow Cu + SO2$

Activity 14 Moles

The amount of a substance is measured in moles (the SI unit). The mass of one mole of a substance in grams is numerically equal to the relative formula mass of the substance. One mole of a substance contains the same number of the stated particles, atoms or ions as one mole of any other substance. The number of atoms, molecules or ions in a mole of a given substance is the Avogadro constant. The value of the Avogadro constant is

6.02×10^{23} per mole.

Complete the table. Use the periodic table on page 21 to help you.

Substance	Mass of substance in grams	Amount in moles	Number of particles
Helium			18.12×10^{23}
Chlorine (Cl)	14.2		
Methane		4	
Sulfuric acid	4.905		

Activity 15 Isotopes and calculating relative atomic mass

1. What is the relative atomic mass of bromine if the two isotopes ^{79}Br and ^{81}Br exist in equal amounts?

2. A sample of neon is made up of three isotopes:

   ^{20}Ne accounts for 90.9%
   ^{21}Ne accounts for 0.3%
   ^{22}Ne accounts for 8.8%.

   What is the relative atomic mass of neon?
   Give your answer to 4 significant figures.

3. Copper's isotopes are ^{63}Cu and ^{65}Cu.

   If the relative atomic mass of copper is 63.5, what are the relative abundances of these isotopes?

Extended writing

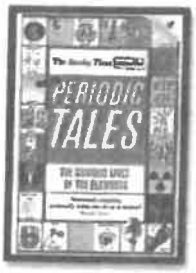
The ability to write coherently in a logical, well-structured way is an essential skill to develop. At GCSE the 6-mark extended response questions are used so students can demonstrate this skill. At A-level you will still need to write precise answers using the correct scientific language.

The command word in a question, like at GCSE, is important as it gives you an indication of what to include in your answers. For example, 'explain' means you must give reasons why things are happening, not just give a description. A comparison needs advantages and disadvantages or points for and against.

Activity 16 Types of bonding
Compare the similarities and differences between ionic, covalent and metallic bonding.

Book Recommendations

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



ISBN-10: 0141041455

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

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

Bad Science (Paperback) Ben Goldacre

ISBN-10: 000728487X

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

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.