

Final Exam Ver. 1 (90 Multiple Choice)

Part A: Multiple Choice: (90 marks)

Identify the letter of the choice that best completes the statement or answers the question.

1. Identify the compound that is likely to have the highest boiling point?

- a. CH_4
- b. CH_3OH
- c. CH_3CH_3
- d. $\text{CH}_3\text{CH}_2\text{CH}_2\text{OH}$
- e. $\text{CH}_3\text{CH}_2\text{CH}_2\text{CH}_3$

2. What forms when an alcohol is dehydrated?

- a. an ester
- b. an acid
- c. an alkene
- d. an amine
- e. a ketone

3. What results when a secondary alcohol is oxidized?

- a. ketone
- b. alkene
- c. aldehyde
- d. acid
- e. amine

4. Both copper (atomic number 29) and chromium (atomic number 24) appear to break the pattern in the order of filling the 3d and 4s orbitals. This change in pattern is expressed by

- a. an increase in the number of electrons in both the 3d and 4s orbitals.
- b. a reduction in the number of electrons in both the 3d and 4s orbitals.
- c. a reduction in the number of electrons in the 3d orbital and an increase in the 4s orbital.
- d. a reduction in the number of electrons in the 4s orbital and an increase in the 3d orbital.

5. An electron has the following set of quantum numbers: $n = 3$, $l = 1$, $m_l = 1$, $m_s = +\frac{1}{2}$. In which orbital is this electron found?

- a. 3s
- b. 3p
- c. 3d
- d. 3f
- e. 4p

6. Which of the following groups of ions and atoms is comprised of species having exactly the same ground state electron configuration?

- a. Al^{3+} , O^{2-} , Ne, Cl
- b. Ca, Ti^{2+} , Cl^- , S^{2-}
- c. B, He, Li, Be^{2+}
- d. Ca^{2+} , Ti^{2+} , Cl^- , S^{2-}
- e. Ne, Ar, Kr, Xe

7. Which condensed electron configuration represents the element, Bohrium ($Z = 107$)?

- a. $[\text{Rn}][5f^{14}6f^{14}7d^2]$
- b. $[\text{Rn}][5f^{14}6d^{10}7d^3]$
- c. $[\text{Rn}][5f^{14}6f^{14}5d^3]$
- d. $[\text{Rn}][5f^{14}6f^{14}6d^3]$
- e. $[\text{Rn}][5f^{14}6f^{14}6d^2]$

8. Which type of hybridization is most likely to have occurred for the central atom in PCl_3 ?

- a. sp^3d^2
- b. sp^3d
- c. sp^3
- d. sp^2
- e. sp

9. Which electron configuration represents an alkali metal?

- a. $1s^2 2s^2 2p^6 3s^2 3p^2$
- b. $1s^2 2s^2 2p^6 3s^2 3p^5$
- c. $1s^2 2s^2 2p^6 3s^1$

Grade Chemistry Final Exam 2013

Dr. Myint Swe Khine



Grade Chemistry Final Exam 2013:

"Code of Massachusetts regulations, 2013", 2013 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020 *CRASH COURSE JEE(MAIN) / AIEEE - CHEMISTRY* V&S EDITORIAL BOARD, 2015-01-09 This book is meant to be a quick refresher for JEE MAIN AIEEE aspirants With the aim and scope of providing a comprehensive study package for aspirants of JEE MAIN AIEEE this crash course focuses less on theory and more on concepts formulae and tips This is supported by plenty of practice problems based on the latest formats structure and syllabus of JEE MAIN AIEEE This is further supplemented by a CD given along with this study kit with fully solved 2012 JEE MAIN AIEEE question paper Salient features A Based on the latest pattern and syllabus of JEE MAIN AIEEE A Solved examples practice problems in each chapter A Previous years question papers fully solved A Less theory and more concepts formulae and tips A Practice CD with fully solved JEE MAIN AIEEE 2012 question paper A Plenty of problems for practice A Comprehensive holistic revision of the complete syllabus of JEE MAIN AIEEE A In depth analysis of the recent trends of JEE MAIN AIEEE A A quick and efficient study kit for JEE MAIN AIEEE aspirants A Facilitates self study A Low priced handy book for quick and efficient revision

Education for All 2000-2015: Achievements and challenges UNESCO, 2015-04-08 Literaturverz S 414 459 *Course Success in the Undergraduate General Chemistry Lab* Thomas Elert, 2019-11-15 Stetig hohe Studienabbruchquoten in den MINT Fchern an deutschen Hochschulen welche auch aus geringem Kurserfolg in einf hrenden Laborpraktika resultieren k nnten und die wachsende Kritik an der Qualit t und Wirksamkeit ebendieser machen eine eingehende Betrachtung von Laborpraktika notwendig Diese Studie untersuchte die Lernziele des Laborpraktikums Allgemeine Chemie f r Lehramtsstudierende im ersten Semester sowie Faktoren f r den Kurserfolg um daraus Aussagen ber den Stellenwert von Laborpraktika in der universit ren Bildung insbesondere f r langfristigen Studienerfolg abzuleiten Dazu wurde ein theoretisches Modell zu Grunde gelegt welches das Vorwissen der Studierenden und die Lernzielpassung zwischen Studierenden und Lehrenden als zwei entscheidende Faktoren f r Kurserfolg ber cksichtigt Constantly high student dropout rates in STEM subjects at German universities which could be the result of low course success in introductory laboratory courses among other things and increasing criticism about their quality and effectiveness necessitate these laboratory courses to be examined thoroughly This study investigated the learning goals of the General Chemistry laboratory course for first year students in teacher training and factors for course success in order to make statements about the significance of laboratory courses for university education particularly for long term study success For this purpose a theoretical model that assumes the students prior knowledge and learning goal alignment between students and their lab instructors to be two defining factors for lab course success was used as a framework

Organic Chemistry Education Research into Practice Jay Wackerly, Sarah Zingales, Michael Wentzel, Gautam Bhattacharyya, Brett McCollum, 2025-03-25 This Research Topic has three main goals 1 provide a platform for instructors of

organic chemistry to showcase evidence based methods and educational theories they have utilized in their classrooms 2 build new and strengthen existing connections between educational researchers and practitioners and 3 highlight how people have used chemical education based research in their teaching practice There are places in the literature dedicated for chemical education research CER however there is not a clear avenue for those that have changed their teaching methods based on published CER and report their experiences Creating this article collection will foster collaboration between chemical education researchers and teachers of organic chemistry This opportunity allows these instructors to share evidence based practices experiences challenges and innovative approaches from CER literature and beyond This Research Topic bridges discipline based education research and the scholarship of teaching and learning which will help advance organic chemistry education and improve student outcomes

Attitude Measurements in Science Education Dr. Myint Swe Khine, 2015-04-01 The research into how students attitudes affect learning of science related subjects have been one of the core areas of interest by science educators The development in science education records various attempts in measuring attitudes and determining the correlations between behaviour achievements career aspirations gender identity and cultural inclination Some researchers noted that attitudes can be learned and teachers can encourage students to like science subjects through persuasion But some view that attitude is situated in context and it is much to do with upbringing and environment The critical role of attitude is well recognized in advancing science education in particular designing curriculum and choosing powerful pedagogies and nurturing students Since Noll 1935 seminal work on measuring the scientific attitudes a steady stream of research papers that describe development and validation of scales appear in scholarly publications Despite these efforts the progress in this area has been stagnated by limited understanding of the conception about attitude dimensionality and inability to determine the multitude of variables that made up such concept This book makes an attempt to take stock and critically examine the classical views on science attitudes and explore the contemporary attempts in measuring science related attitudes The chapters in this book are reflection of researchers who work tirelessly in promoting science education and will illuminate the current trends and future scenarios in attitude measurement

Standard Setting in Education Sigrid Blömeke, Jan-Eric Gustafsson, 2017-02-27 This book summarizes the international evidence on methodological issues in standard setting in education By critically discussing the standard setting practices implemented in the Nordic countries and by presenting new methodological approaches it offers fresh perspectives on the current research Standard setting targets crucial societal objectives by defining educational benchmarks at different achievement levels and provides feedback to policy makers schools and teachers about the strengths and weaknesses of a school system Given that the consequences of standard setting can be dramatic the quality of standard setting is a prime concern If it fails repercussions can be expected in terms of arbitrary evaluations of educational policy wrong turns in school or teacher development or misplacement of individual students Standard setting therefore needs to be accurate reliable valid

useful and defensible However specific evidence on the benefits and limits of different approaches to standard setting is rare and scattered and there is a particular lack with respect to standard setting in the Nordic countries where the number of national tests is increasing and there are concerns about the time and effort spent on testing at schools without feedback being provided Addressing this gap the book offers a discussion on standard setting by respected experts as well as profound and innovative insights into fundamental aspects of standard setting including conclusions for future methodological and policy related research

Passing the Numeracy Skills Test Mark Patmore, 2015-02-16 I m so grateful for this book which was invaluable for passing the skills test and made it much less intimidating It explained each component of the test clearly and concisely so that I knew what to expect taking me through the key knowledge and skills needed for each part and using language that was easy to follow The example questions helped me identify areas to work on and were great practice to build my confidence Ruth Makoff PGCE Secondary Teacher Trainee All applicants to Initial Teacher Training in England need to PASS the QTS Numeracy Skills Test before starting their course The test is designed to ensure trainee teachers have a sound grasp of numeracy skills such as mental arithmetic and interpreting statistics and how to apply these in practice This popular and widely recommended book outlines all of the requirements of the QTS Numeracy Skills Test explains the essential subject knowledge candidates need and includes practice questions for test preparation This sixth edition written by one of the authors of the test itself is updated throughout and includes a full practice test more practice questions and more question and answer commentary It is more than a collection of practice questions It includes advice tips test commentary and guidance to help you pass first time It helps you to familiarise yourself with the skills and knowledge to be tested fully understand the format and structure of the numeracy skills test know what to expect on the day of the test

HOW TO USE THIS BOOK This book is divided in to six chapters Chapter 1 this very short chapter has been included to remind you of the basic arithmetic processes The majority of you will be able to miss this unit out but some may welcome a chance to revise fractions decimals percentages etc Chapters 2 4 these cover the three content areas see above one area per chapter Chapter 5 this includes a practice mental arithmetic test and a full practice onscreen test for you to work through Chapter 6 this contains answers and key points for all the questions in the main chapters and for the sample tests In each chapter the additional required knowledge language and vocabulary are explained and worked examples of the type of questions to be faced are provided together with the practice questions The answers for these questions are given in Chapter 6 together with further advice and guidance on solutions Revision checklists You can use the checklists in your revision to make sure that you have covered all the key content areas

Analytical Chemistry of Uranium Zeev Karpas, 2014-11-21 Accurate uranium analysis and particularly for isotope measurements is essential in many fields including environmental studies geology hydrogeology the nuclear industry health physics and homeland security Nevertheless only a few scientific books are dedicated to uranium in general and analytical chemistry aspects in particular Analytical Chemistry of Uranium

Environmental Forensic Nuclear and Toxicological Applications covers the fascinating advances in the field of analytical chemistry of uranium. Exploring a broad range of topics, the book focuses on the analytical aspects of industrial processes that involve uranium, its presence in the environment, health and biological implications of exposure to uranium compounds, and nuclear forensics. Topics include Examples of procedures used to characterize uranium in environmental samples of soil, sediments, vegetation, water, and air. Analytical methods used to examine the rigorous specifications of uranium and its compounds deployed in the nuclear fuel cycle. Health aspects of exposure to uranium and the bioassays used for exposure assessment. Up to date analytical techniques used in nuclear forensics for safeguards in support of non proliferation including single particle characterization. Each chapter includes an overview of the topic and several examples to demonstrate the analytical procedures. This is followed by sample preparation, separation and purification techniques where necessary. The book supplies readers with a solid understanding of the analytical chemistry approach used today for characterizing the different facets of uranium, providing a good starting point for further investigation into this important element.

Primary Science Education in East Asia Yew-Jin Lee, Jason Tan, 2018-09-26. This edited volume is a state of the art comparison of primary science education across six East Asian regions, namely the People's Republic of China, Republic of Korea, Republic of China, Hong Kong SAR, Japan, and Singapore. While news of educational policies, classroom teaching, assessment, and other educational innovations here often surface in the international media, this book brings together for the first time relevant information regarding educational systems and strategies in primary science in East Asia. Above all, it is a readable yet comprehensive survey; readers would have an accurate sense of what has been accomplished, what has not worked so well, and what remains to be done. Invited experts in comparative education research and/or science education also provide commentary by discussing common themes across the six regions. These types of critical synoptic reviews add much value by enabling readers to understand broad commonalities and help synthesize what must surely be a bewildering amount of very interesting, albeit confusing, body of facts, issues, and policies. Education in East Asia holds many lessons, both positive and negative, to offer to the rest of the world, to which this volume is a timely contribution to the literature.

Unveiling the Magic of Words: A Overview of "**Grade Chemistry Final Exam 2013**"

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