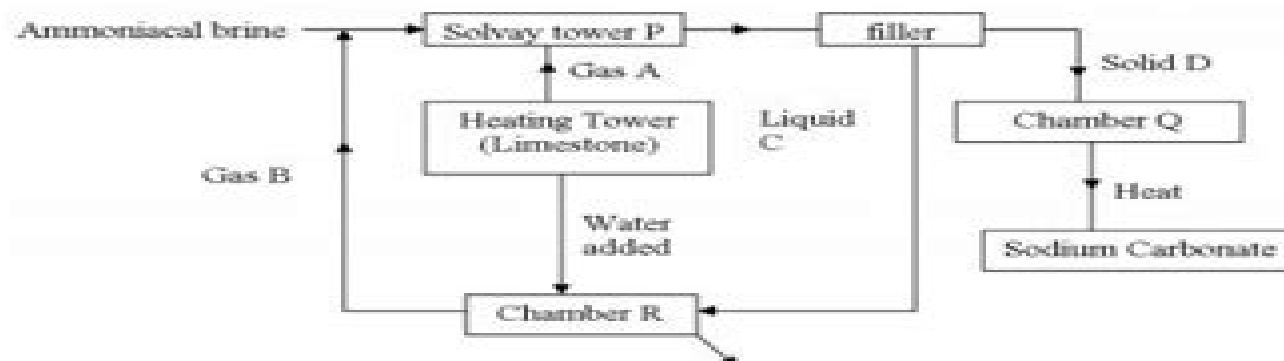


2. The scheme below shows the manufacture of sodium carbonate by the Solvay process. Study it and use it to answer the questions that follow.



(a) Name (i) gases A and B (1mark)

(b) Name liquid C and Solid D (1mark)

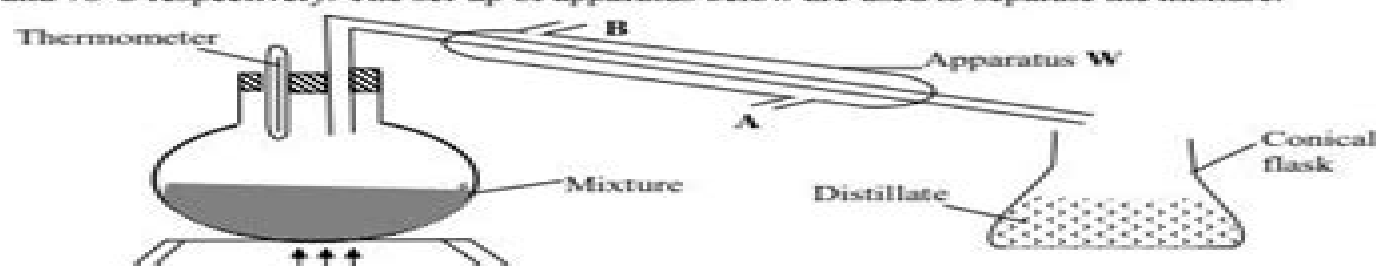
(c) Write equations for the reactions taking place in tower P and chamber R (2marks)

(d) Name the product formed in chamber at chamber R and give one of its uses (2marks)

.....

(c) State two uses of sodium carbonate (1mark)

3. A student left some crushed fruit mixture with water for some days. He found the mixture had fermented. He concluded that the mixture was contaminated with water and ethanol with boiling point of 100°C and 78°C respectively. The set-up of apparatus below are used to separate the mixture.



# High School Chemistry Form 3

**DP Hallahan**



### High School Chemistry Form 3:

**Journal of Chemical Education**, 1925 Includes Report of New England Association of Chemistry Teachers and Proceedings of the Pacific Southwest Association of Chemistry Teachers      **High Points in the Work of the High Schools of New York City** New York (N.Y.). Board of Education, 1919      General Register University of Michigan, 1948  
Announcements for the following year included in some vols      **Catalogue of the University of Michigan** University of Michigan, 1967 Announcements for the following year included in some vols      *University of Michigan Official Publication*, 1968      **American School & University**, 1929      **Daily Giving Service** Moira M. W. Chan-Yeung, 2022-11-11 In Daily Giving Service A History of the Diocesan Girls School Hong Kong Moira M W Chan Yeung and her fellow contributors present a comprehensive history of one of Hong Kong's oldest girls schools As an alumna of the school Chan Yeung traces the history of her alma mater from its establishment in 1860 its development over the last 150 years until the recent decade Having experienced stability and turbulences in Hong Kong in the twentieth century the school has become one of the most prominent girls schools in the city In several chapters written by other alumni various aspects of school life of different eras are reconstructed and remembered The author and other contributors focused on the postwar era in which Hong Kong grew from a small city to a global metropolitan The expansion of the Diocesan Girls School largely followed this trend The history of the school has also long been connected with the socio economic development of Hong Kong society sharing its happiness and sadness This book is likely to become the gold standard against which all future school histories in Hong Kong are judged Comprehensive insightful and full of fascinating anecdote the inspiring story of DGS is told both chronologically in Moira Chan's main text and thematically in the specialist chapters contributed by her co authors This is a school history that tells us much about the larger story of education in Hong Kong while focusing on a single educational institution Peter Cunich Director Centenary History Project The University of Hong Kong The history of DGS reinforces my observation that Hong Kong schools form an unusual system that combines the best of East and West in the philosophy and practice of education The younger schools in Hong Kong that mushroomed later were basically modelled after schools such as DGS That accounts for the excellence envied by many Cheng Kai ming SBS JP Professor Emeritus The University of Hong Kong The history of DGS reveals how the path taken by the school over the years reflects the very qualities that define a person DGS like our home Hong Kong has witnessed in equal measure challenges disasters and triumphs and has dealt with them with equanimity Dignity respect tolerance courage fairness honesty and of course excellence underpinned by pastoral care represent those essential qualities that have had to be called upon As we now know they have become the minimum tools expected of her students to realise fully their true potential in life and properly contribute to our community This is their story The Honourable Mr Geoffrey Ma Tao li GBM Former Chief Justice of the Court of Final Appeal 2010 2021      *Oregon Education Journal*, 1927      **Current Perspectives on the Value, Teaching, Learning, and Assessment of Design in**

**STEM Education** Jeffrey Buckley, Eva Hartell, Nicolaas Blom, 2023-08-25 Design is a central activity within Science Technology Engineering and Mathematics STEM education Within enacted practice design can feature within intended learning outcomes for example in learning to design and it can feature within pedagogical methodologies for example by learning through design Often holding differing disciplinary interpretations such as design as cyclical problem solving iterative design conceptual design or design with or without make understanding the educational merits of the ill defined and open nature of authentic designerly activity is paramount This Research Topic sets out to gain a more nuanced understanding of the value and role s of design within STEM educational contexts This Research Topic focuses on design within STEM educational contexts particularly in terms of teaching learning and assessment The aim is to contribute to the evidential basis which can be used to guide the incorporation of design into educational practice The topic has two central research objectives The first is to generate evidence regarding what design is in STEM education For example is the ability to design a singular or manifold construct Is the capacity to design or are factors of this ability both learnable and teachable How transferable is designerly knowledge between contexts How do different disciplinary contexts influence the interpretation of design The second is to further our understanding of how best to incorporate design within STEM education contexts For example how much emphasis should be placed on learning to or through design in school How should design be assessed within formal education Where and when is design best incorporated into education In posing these questions the goal of this research topic is to provide scholarly discourse which supports critical reflection and the challenging of assumptions regarding design in education *Journal of Education and School World* ,1897

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