GCSE to A-level Chemistry

Haywards Heath College

Dear New Students,

Welcome to Haywards Heath College! We are absolutely thrilled that you have decided to pursue your studies in A Level Chemistry with us. Congratulations on making this excellent choice, as Chemistry is undeniably one of the most vital and captivating subjects in the realm of science.

We understand that transitioning from GCSE to A Level can be a significant leap, and we are here to support you every step of the way. To ensure a smooth and successful start to your Chemistry journey, we have prepared a comprehensive Welcome Pack designed specifically to bridge the gap between GCSE and A Level.

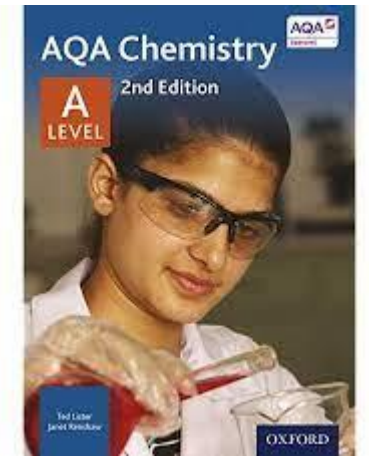
In this Welcome Pack, you will find a treasure trove of resources that will enable you to hit the ground running. Here's a sneak peek of what you can expect to find within its pages:

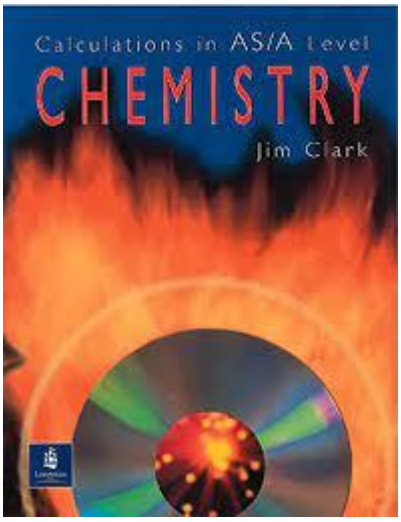
Introduction to AQA A Level Chemistry: We will provide you with an overview of the AQA syllabus, including the key topics and concepts that will be covered during the course. This will help you familiarize yourself with the structure and expectations of the curriculum.

Fundamental Concepts: We will dive deep into the fundamental principles of Chemistry, building upon your GCSE knowledge and strengthening your understanding. This section will act as a solid foundation for the more advanced topics you will encounter in the future.

Preparatory Exercises: To help you reinforce your learning, we have included a series of exercises and questions for each topic covered in the Welcome Pack. These exercises will allow you to practice your problem-solving skills and identify areas that may require further attention.

Recommended Reading and Resources: As Chemistry enthusiasts, we believe that knowledge knows no bounds. We will provide you with a list of recommended books, websites, and additional resources that will supplement your learning and broaden your horizons beyond the classroom.





HAND IN DATE FOR THE PACK 11TH OF SEPTEMBER

Completing this Welcome Pack is a prerequisite for commencing your A Level Chemistry course. By engaging with the materials provided, you will gain a head start and be equipped with the necessary knowledge and skills to excel in your studies. Please remember that we are here to support you throughout your academic journey. Our dedicated team of experienced Chemistry teachers will be available to answer any questions or concerns you may have.
Once again, welcome to Haywards Heath College! We are excited to have you join our Chemistry community. With your commitment and our guidance, we are confident that you will thrive in this captivating subject and achieve your academic goals.
Best regards,
Chemistry Department, Haywards Heath College

Student booklet with information about:

- the specification and structure of the assessment
- and key skills activities to support the move from GCSE to A-level Chemistry .

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Aim of the booklet

This booklet will support your transition from GCSE science to A-level. At first, you may find the jump in demand a little daunting, but if you follow the tips and advice in this guide, you'll soon adapt. As you follow the course you will see how the skills and content you learnt at GCSE will be developed and your knowledge and understanding of all these elements will progress.

We have organised the guide into two sections:

1. Understanding the specification and the assessments
2. Transition activities to bridge the move from GCSE to the start of the A-level course.

Understanding the specification and the assessments

Specification at a glance

The specification is a useful reference document for you. You can download a copy from our website here.

The most relevant areas of the specification for students are the following:

Section 3: Subject content

Section 6: Maths requirements and examples

Section 7: Practical assessment

In Chemistry the subject content is split into three broad areas:

3.1 Physical chemistry
3.2 Inorganic chemistry
3.3 Organic chemistry

There are several sections within each of these broad areas. The content of each of these three broad areas is then split between AS and A-level.

The split of content between AS and A-level is shown in the tables below.

Content common to AS and A-level

3.1 Physical chemistry	3.2 Inorganic chemistry	3.3 Organic chemistry
3.1.1 Atomic structure	3.2.1 Periodicity	3.3.1 Introduction to organic chemistry
3.1.2 Amount of substance	3.2.2 Group 2, the alkaline earth metals	3.3.2 Alkanes
3.1.3 Bonding	3.2.3 Group 7(17), the halogens	3.3.3 Halogenoalkanes
3.1.4 Energetics		3.3.4 Alkenes
3.1.5 Kinetics		3.3.5 Alcohols
3.1.6 Chemical equilibrium, Le Chatelier's principle and K_c		3.3.6 Organic analysis
3.1.7 Oxidation, reduction and redox equations		

A-level only content

3.1 Physical chemistry	3.2 Inorganic chemistry	3.3 Organic chemistry
3.1.8 Thermodynamics	3.2.4 Properties of Period 3 elements and their oxides	3.3.7 Optical isomerism
3.1.9 Rates of equations	3.2.5 Transition metals	3.3.8 Aldehydes and ketones
3.1.10 Equilibrium constant K_p for homogeneous systems	3.2.6 Reactions of ions in aqueous solution	3.3.9 Carboxylic acids and derivatives
3.1.11 Electrode potentials and electrochemical cells		3.3.10 Aromatic chemistry
3.1.12 Acids and bases		3.3.11 Amines
		3.3.12 Polymers
		3.3.13 Amino acids, proteins and DNA
		3.3.14 Organic synthesis
		3.3.15 Nuclear magnetic resonance spectroscopy
		3.3.16 Chromatography

Each section of the content begins with an overview, which describes the broader context and encourages an understanding of the place each section has within the subject. This overview will not be directly assessed.

The specification is presented in a two-column format:

- the left-hand column contains the specification content that you must cover, and that can be assessed in the written papers.
- the right-hand column exemplifies the opportunities for maths and practical skills to be developed throughout the course. These skills can be assessed through any of the content on the written papers, not necessarily in the topics we have signposted.

Assessment structure

AS

The assessment for the AS consists of two exams, which you will take at the end of the course.

Paper 1	+	Paper 2
What's assessed • Relevant Physical chemistry topics (sections 3.1.1 to 3.1.4, 3.1.6 and 3.1.7) • Inorganic chemistry (Section 3.2.1 to 3.2.3) • Relevant practical skills		**What's assessed** • Relevant Physical chemistry topics (sections 3.1.2 to 3.1.6) • Organic chemistry (Section 3.3.1 to 3.3.6) • Relevant practical skills
How it's assessed • Written exam: 1 hour 30 mins • 80 marks • 50% of the AS		**How it's assessed** • Written exam: 1 hour 30 mins • 80 marks • 50% of the AS
Questions • 65 marks of short and long answer questions • 15 marks of multiple choice questions		**Questions** • 65 marks of short and long answer questions • 15 marks of multiple choice questions

A-level

The assessment for the A-level consists of three exams, which you will take at the end of the course.

Paper 1	Paper 2	Paper 3
What's assessed • Relevant Physical chemistry topics (sections 3.1.1 to 3.1.4, 3.1.6 to 3.1.8 and 3.1.10 to 3.1.12) • Inorganic chemistry (Section 3.2) • Relevant practical skills	**What's assessed** • Relevant Physical chemistry topics (sections 3.1.2 to 3.1.6 and 3.1.9) • Organic chemistry (Section 3.3) • Relevant practical skills	**What's assessed** • Any content • Any practical skills
How it's assessed • Written exam: 2 hours • 105 marks • 35% of the A-level	**How it's assessed** • Written exam: 2 hours • 105 marks • 35% of the A-level	**How it's assessed** • Written exam: 2 hours • 90 marks • 30% of the A-level
Questions • 105 marks of long and short answer questions	**Questions** • 105 marks of short and long answer questions.	**Questions** • 40 marks of questions on practical techniques and data analysis • 20 marks of questions testing across the specification • 30 marks of multiple choice questions

Assessment objectives

As you know from GCSE, we have to write exam questions that address the Assessment objectives (AOs). It is important you understand what these AOs are, so you are well prepared. In Chemistry there are three AOs.

- AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques, and procedures (A-level about 30% of the marks).
- AO2: Apply knowledge and understanding of scientific ideas, processes, techniques, and procedures:
    - in a theoretical context
    - in a practical context
    - when handling qualitative data
    - when handling quantitative data

  (A-level about 45% of the marks).
- AO3: Analyse, interpret, and evaluate scientific information, ideas, and evidence, including in relation to:
    - make judgements and reach conclusions
    - develop and refine practical design and procedures

  (A-level about 25% of the marks).

Other assessment criteria

At least 20% of the marks for AS and A-level Chemistry will assess mathematical skills, which will be equivalent to Level 2 (Higher Tier GCSE Mathematics) or above.

At least 15% of the overall assessment of AS and A-level Chemistry will assess knowledge, skills and understanding in relation to practical work.

Command words

Command words are used in questions to tell you what is required when answering the question. You can find definitions of the command words used in chemistry assessments on the website. They are very similar to the command words used at GCSE.

Subject-specific vocabulary

You can find a list of definitions of key working scientifically terms used in our AS and A-level specification here.

You will become familiar with, and gain understanding of, these terms as you work through the course.

Transition activities

The following activities cover some of the key skills from GCSE science that will be relevant at AS and A-level. They include the vocabulary used when working scientifically and some maths and practical skills.

You can do these activities independently or in class. The booklet has been produced so you can complete it electronically or print it out and do the activities on paper.

The activities are **not a test**. Try the activities first and see what you remember and then use textbooks or other resources to answer the questions. **Don't** just go to Google for the answers, as actively engaging with your notes and resources from GCSE will make this learning experience much more worthwhile.

The answer booklet guides you through each answer. It is not set out like an exam mark scheme but is to help you get the most out of the activities.

Understanding and using scientific vocabulary

Understanding and applying the correct terms are key for practical science. Much of the vocabulary you have used at GCSE for practical work will not change but some terms are dealt with in more detail at A-level so are more complex.

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

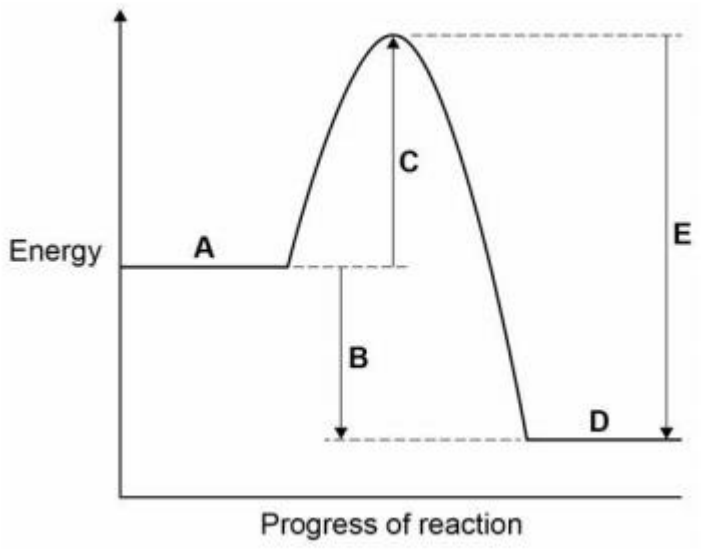
The delta symbol (Δ)

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.

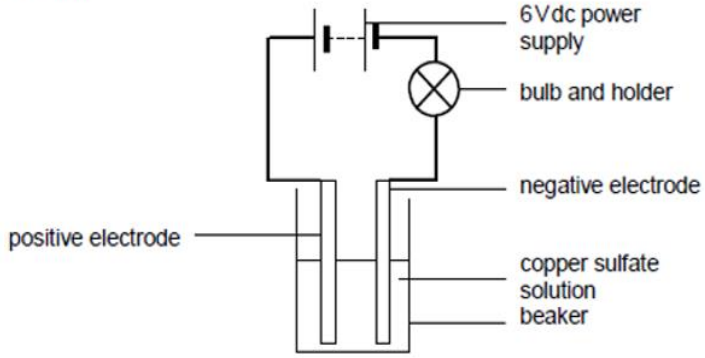
There is a practical handbook for Chemistry, which has lots of very useful information to support you in developing these important skills. You can download a copy here:

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.

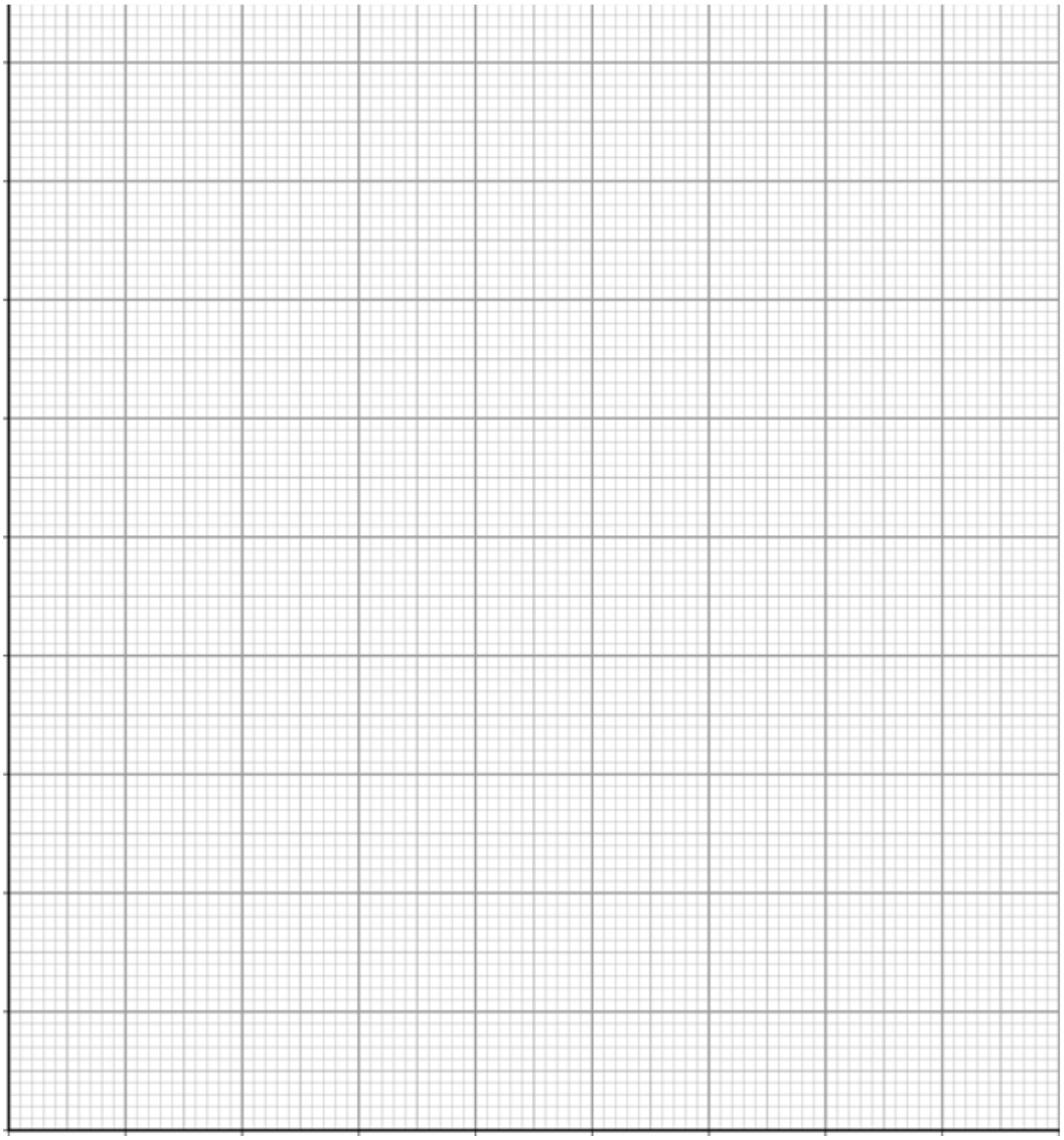
   How could you reduce the effect of random errors and make the results more accurate?

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.

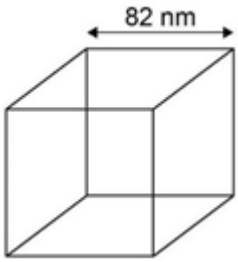
Activity 8 Using maths skills

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
																	(18)
							1.0 H hydrogen 1										4.0 He helium 2
(1)	(2)		Key									(13)	(14)	(15)	(16)	(17)	
6.9 Li lithium 3	9.0 Be beryllium 4		relative atomic mass symbol name atomic (proton) number									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	20.2 Ne neon 10
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	39.9 Ar argon 18
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	83.8 Kr krypton 36
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	131.3 Xe xenon 54
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	[222] Rn radon 86
[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

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.