

Chemistry Final Exam Review Questions

Useful Values and Equations

Some of the following values and equations may be useful for answering some of the questions and problems.

$$Q_F = 1.84 Q_C + 12$$

speed of light = 3.00×10^8 m/s

2000

$R = 0.082057 \text{ L-atm / deg-mole}$

Planck's constant = $6.63 \times 10^{-34} \text{ J.s}$

15. *Journal of the American Medical Association*, 2000; 283: 2686-2692.

Multiple Choice

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

- One of the following does **not** describe gases. Which one is it?
 - Expands infinitely.
 - Rigid shape.
 - Easily compressed.
 - Relatively low densities.
- The following properties describe the element, mercury (Hg). Which one is a **chemical** property?
 - Its density is 5.43 g/cm^3 .
 - It is a silvery-white metal.
 - It is a liquid at 298 K.
 - Mercury(II) sulfide forms when it is exposed to sulfide ions.
- All of the following are properties of SO_2 . Which one is a **physical** property?
 - It reacts with oxygen to form SO_3^{2-} .
 - It condenses to a colorless liquid at 14°F and atmospheric pressure.
 - It is a strong reducing agent.
 - It reacts with water and oxygen to form an acid.
- Which of the following numbers has 4 significant figures?
 - 0.04309
 - 0.0430
 - 0.0431
 - 0.43980
- How many significant figures should there be in the answer to the following math equation?
$$2.834 + 5.71520 + 2.12 + 178.1 + 250.2619$$
 - 3
 - 4
 - 5
 - 6
- How many significant figures should there be in the answer to the following math equation?
$$23.413 \text{ g} + (2.15 \text{ cm} \times 1.1 \text{ cm} \times 3.73 \text{ cm})$$
 - 2
 - 3
 - 4
 - 5
- At 25°C , one cm^3 of iron has a mass of 7.62 grams. What volume of iron is occupied by 125 grams of iron?
 - 0.82 cm^3
 - 8.2 cm^3
 - 0.164 cm^3
 - 16.4 cm^3
- A cube of lead has a volume of 6.61 cm^3 . Its mass is 75.0 grams. What is its density?
 - 3.85 g/cm^3
 - 7.41 g/cm^3
 - 11.3 g/cm^3
 - 22.6 g/cm^3

2nd Semester Chemistry Final Exam Review Answers

Diana Harris



2nd Semester Chemistry Final Exam Review Answers:

Artificial Intelligence in Education. Posters and Late Breaking Results, Workshops and Tutorials, Industry and Innovation Tracks, Practitioners, Doctoral Consortium and Blue Sky Andrew M. Olney, Irene-Angelica Chounta, Zitao Liu, Olga C.

Santos, Ig Ibert Bittencourt, 2024-07-01 This volume constitutes poster papers and late breaking results presented during the 25th International Conference on Artificial Intelligence in Education AIED 2024 which took place in Recife Brazil during July 8 12 2024 The 18 full papers and 92 short papers were carefully reviewed and selected from 200 submissions They are organized in topical sections as follows Part One Blue Sky Industry Innovation and Practitioner Wide AIED and Late Breaking Results Part Two Late Breaking Results Doctoral Consortium Workshops and Tutorials

Quarterly Review of Distance Education Michael Simonson, Charles Schlosser, 2018-10-01 The Quarterly Review of Distance Education is a rigorously refereed journal publishing articles research briefs reviews and editorials dealing with the theories research and practices of distance education The Quarterly Review publishes articles that utilize various methodologies that permit generalizable results which help guide the practice of the field of distance education in the public and private sectors The Quarterly Review publishes full length manuscripts as well as research briefs editorials reviews of programs and scholarly works and columns The Quarterly Review defines distance education as institutionally based formal education in which the learning group is separated and interactive technologies are used to unite the learning group

Nursing School Entrance Exam Review William H. Brown, Frederick A. Bettelheim, Jerry March, 2004-04

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

College Chemistry Harold Goldwhite, John R. Spielman, 1984 An outline of the basic concepts of chemistry includes discussions of scientific notation atomic structure chemical bonding and the periodic table

Survival Guide to Organic Chemistry Patrick E. McMahon, Bohdan B. Khomtchouk, Claes Wahlestedt, 2016-12-19 The Survival Guide to Organic Chemistry Bridging the Gap from General Chemistry enables organic chemistry students to bridge the gap between general

chemistry and organic chemistry It makes sense of the myriad of in depth concepts of organic chemistry without overwhelming them in the necessary detail often given in a complete organic chemistry text Here the topics covered span the entire standard organic chemistry curriculum The authors describe subjects which require further explanation offer alternate viewpoints for understanding and provide hands on practical problems and solutions to help master the material This text ultimately allows students to apply key ideas from their general chemistry curriculum to key concepts in organic chemistry

Key Features Reviews key general chemistry concepts and techniques adapted for application to important organic principles Provides practical guidance to help students make the notoriously well known and arduous transition from general chemistry to organic chemistry Explains organic concepts and reaction mechanisms generally expanding the focus on how to understand each step from a more intuitive viewpoint Covers concepts that need further explanation as well as those that summarize and emphasize key ideas or skills necessary in this field An added bonus is help with organizing principles to make sense of a wide range of similar reactions and mechanisms Implements a user friendly process to achieve the end result of problem solving Covers organic chemistry I and II concepts at the level and depth of a standard ACS organic chemistry curriculum features practice problems and solutions to help master the material including an extensive and comprehensive bank of practice exams with solutions

Biology Edward C. Gruber,1963

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Metacognition in Learning ,2024-06-12 This book takes the reader on a journey of metacognitive learning You are invited to explore mental processes to understand and learn key concepts The authors help readers discover their learning potential by informing them about how thought processes work while also offering practical strategies and techniques This book not only offers a deep understanding of the learning process but also offers readers practical steps to improve their cognitive abilities If you want to discover and develop your learning potential this book will be an indispensable guide for you

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study schedule on your mobile device AP Planner app features daily practice assignment notifications delivered to your mobile device 2 full length practice AP Chemistry exams Access to online AP Chemistry quizzes 3 separate study plans to fit your learning style

5 Steps to a 5 AP Chemistry, 2014-2015 Edition Richard H. Langley, John Moore, 2013-07-10 A PERFECT PLAN for the PERFECT SCORE STEP 1 Set up your study plan with three customized study schedules STEP 2 Determine your readiness with an AP style diagnostic exam STEP 3 Develop the strategies that will give you the edge on test day STEP 4 Review the terms and concepts you need to score high STEP 5 Build your confidence with full length practice exams

The Hidden Curriculum - Faculty Made Tests in Science Sheila Tobias, 1997 Subject Guide to Books in Print, 1975

El-Hi Textbooks in Print, 1977

Proceedings of NECC 1979, National Educational Computing Conference Diana Harris, 1979

HOW TO LEARN AND TEACH IN MEDICAL SCHOOL Mark E. Quirk, 1994-01-01 This book can be used by students faculty and administrators to enhance the process of medical education Medical students can use it to develop and refine their learning skills assess their individual learning needs identify resources to meet these needs and to prepare themselves for critical learning events and transitions Faculty can use this book to understand the learning process and develop teaching skills thereby providing a framework for critically assessing how they teach Administrators can use it to expose inadequacies in the medical education process and to strengthen the teaching and learning environment Certain chapters of this book could serve as required readings for a medical school course on learning The development and implementation of such a course and the commensurate application of the espoused principles of learning and teaching to the educational process would signal true medical educational reform It would signify that critical attention is being paid to those aspects of learning medicine thought to be crucial reading the literature self directedness critical thinking problem solving lifelong learning and creativity Such a course would be as important as any basic science course or clinical rotation to the training of future physicians who would use these skills throughout their professional lives The book could serve as a foundation for faculty development with medical educators In this regard Part One provides insight into how medical students learn and has significant implications for teaching Parts Two and Three provide practical guidelines for teaching and curriculum development from a learner centered perspective

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