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[Chemistry 3 \(Practical\) \(Alternative A\) 12.00pm \u0026 2.00pm \(2nd Set\) 1. A is 0.100 mol dm⁻³ solution of an acid. B is a solution KOH containing 2.8 g per 500 cm³. \(a\) Put A into the burette and titrate it against 25.0 cm³ portions B using methyl orange as indicator. Repeat the titration to obtain consistent titres.](#)

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[Chemistry Questions \u0026 Learn Basic Chemistry Part 1 \(1-25\) 1\) When a beam of white rays is dispersed by a prism which colour will be refracted to a larger extent? Answer: Violet. 2\) The modern atomic mass unit is based on _____. Answer: Carbon-12.](#)

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D) artificial radioactivity. Answer & Explanation Answer: B) nuclear fusion. Explanation: Hydrogen Bomb is based on the principle of Nuclear Fusion. Nuclear fusion is a reaction in which two or more atomic nuclei are combined to form one or more different atomic nuclei and subatomic particles.

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The first part of this booklet contains 15 practical questions, all of them from past NECTA exams. The questions are written exactly as they are written on the NECTA exams. As you read the procedure, imagine that you are performing the experiment yourself. Ask yourself: What colour change should I see?

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A solution containing one gram-equivalent mass of the solute per litre of the solution is called a normal solution. Question.3.What is the equivalent mass of KMnO₄ when it acts as oxidizing agent in acidic medium ? Answer. KMnO₄ loses 5 electrons per molecule, when it acts as oxidizing agent in the presence of acids.

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concentration by acid-base titration. Titration of a strong acid with a strong base.

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This is a collection of 10 chemistry test questions with answers dealing with the density of matter. You'll find the answers to each question at the bottom of the page. Question 1 . 500 grams of sugar occupies a volume of 0.315 liters. What is the density of the sugar in grams per milliliter?

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An important laboratory technique in a chemistry lab is the ability to accurately measure a liquid in a graduated cylinder. This is a collection of questions dealing with reading the meniscus of a liquid. Remember that the meniscus is the curve seen at the top of a liquid in response to its container. 05

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Students of Class 12 must concentrate on CBSE Chemistry Practical Class 12 because it has been allocated 30 marks. These marks are distributed between 08 marks each for Volumetric and Salt analysis, 06 marks for Content based experiment, 04 each for project and class record and viva.

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Science is a wonderful subject to learn about □ whether it's for career purposes or you're merely curious about the ins and outs of our universe, including what makes up the substances that comprise who we are and what we see daily. Today we'll be looking at science from a chemical standpoint, seeing if you can identify basic chemistry concepts and balance equations. How will you perform ...

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Chemistry Questions Answers MCQ At room temperature, Mercury is the only metal that is in liquid form. A nuclear reaction where the nucleus of an atom splits into smaller parts is known as nuclear fission. A neutron has no net electric charge.

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WAEC Chemistry Questions 2020 Objective and Theory Updates. WAEC Chemistry Questions: Chemistry WAEC 2020 Expo Questions is out now on our website. In this article, I will be showing you past WAEC Chemistry random repeated questions for free. You will also understand how WAEC Chemistry questions are set and many more examination details.

The aim of this study was to determine if there were gender differences in the performance of Chemistry practical skills among senior six girls and boys in selected mixed secondary schools in Kampala District from February to March 2004. The study participants were drawn from five mixed secondary schools in the district. A total of fifty students participated, half of them girls and the other half boys. A cross sectional descriptive research design was used involving both quantitative and qualitative research strategies. The instruments of data collection were a Chemistry practical test (Quantitative analysis), student questionnaires and in-depth interviews. Questionnaires were filled out by all students and forty randomly selected students were interviewed by the researcher. The following were the findings: 1. There were no statistical significant differences between girls and boys in their ability to manipulate the apparatus/equipment, take observation, report/record results correctly, and compute/interpret/analyze results during the Chemistry practical. 2. Both female and male students perceived interpreting/analyzing results to be the most difficult skill to perform, whereas manipulation of apparatus/equipment was perceived to be the easy skill to perform during Chemistry practical by both gender. 3. Girls had a poor self-confidence in their ability to perform Chemistry practical, as most of them (90%) believed that boys are better than

them. Although girls performed slightly better than boys overall, the skills in which boys performed slightly better than girls in recording/reporting results correctly, and computing/interpreting/analyzing results, contributed a higher percentage in the assessment of Chemistry practical examinations by the UNEB examiners. Hence, it may be the reason why boys perform better than girls in UNEB Chemistry practical examinations, and in 'A' Level Chemistry examinations generally. The recommendations were that Chemistry teachers in 'O' Level should make sure that students are taught mole concept, volumetric analysis and Ionic Chemistry, and balancing equations early enough so that both girls and boys are able to compute/interpret/analyze results. Also, further research should be done on gender and Chemistry practical skill performance, considering qualitative analysis practical for both 'O' and 'A' Level, so that more knowledge is gained about the effect of gender on performance of Chemistry practical skills.

This edition of our successful series to support the Cambridge IGCSE Chemistry syllabus (0620) is fully updated for the revised syllabus from first examination from 2016. Written by an experienced teacher who is passionate about practical skills, the Cambridge IGCSE® Chemistry Practical Workbook makes it easier to incorporate practical work into lessons. This Workbook provides interesting and varied practical investigations for students to carry out safely, with guided exercises designed to develop the essential skills of handling data, planning investigations, analysis and evaluation. Exam-style questions for each topic offer novel scenarios for students to apply their knowledge and understanding, and to help them to prepare for their IGCSE Chemistry paper 5 or paper 6 examinations.

This edition of our successful series to support the Cambridge IGCSE Chemistry syllabus (0620) is fully updated for the revised syllabus from first examination from 2016. The Cambridge IGCSE® Chemistry Practical Teacher's Guide complements the Practical Workbook, helping teachers to include more practical work in lessons. Specific support is provided for each of the carefully designed investigations to save teachers' time. The Teacher's Guide contains advice about planning investigations, guidance about safety considerations, differentiated learning suggestions to support students who might be struggling and to stretch the students who are most able as well as answers to all the questions in the Workbook. The Teacher's Guide also includes a CD-ROM containing model data to be used in instances when an investigation cannot be carried out.

For first examination from 2022, these resources meet the real needs of the chemistry classroom. This practical write-in workbook is the perfect companion for the coursebook. It contains step-by-step guided investigations and practice questions for Cambridge International AS & A Level Chemistry teachers and students. Through practical investigation, it provides opportunities to develop skills- planning, identifying equipment, creating hypotheses, recording results, analysing data, and evaluating. The workbook is ideal for teachers who find running practical experiments difficult due to lack of time, resources or support. Sample data- if students can't do the experiments themselves - and answers to the questions are in the teacher's resource.

A text book on Chemistry

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