

# SYLLABUS

**Cambridge International AS Level  
Physical Science**

**8780**

For examination in November 2014

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# 1. Introduction

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## 1.1 Why choose Cambridge?

University of Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for 5 to 19 year olds. We are part of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

### Recognition

A Cambridge International AS or A Level is recognised around the world by schools, universities and employers. The qualifications are accepted as proof of academic ability for entry to universities worldwide, though some courses do require specific subjects.

Cambridge International A Levels typically take two years to complete and offer a flexible course of study that gives students the freedom to select subjects that are right for them. Cambridge International AS Levels often represent the first half of an A Level course but may also be taken as a freestanding qualification. They are accepted in all UK universities and carry half the weighting of an A Level. University course credit and advanced standing is often available for Cambridge International A/AS Levels in countries such as the USA and Canada.

Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

### Excellence in education

We understand education. We work with over 9000 schools in over 160 countries who offer our programmes and qualifications. Understanding learners' needs around the world means listening carefully to our community of schools, and we are pleased that 98 % of Cambridge schools say they would recommend us to other schools.

Our mission is to provide excellence in education, and our vision is that Cambridge learners become confident, responsible, innovative and engaged.

Cambridge programmes and qualifications help Cambridge learners to become:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

### Support in the classroom

We provide a world-class support service for Cambridge teachers and exams officers. We offer a wide range of teacher materials to Cambridge schools, plus teacher training (online and face-to-face), expert advice and learner-support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from our customer services. Learn more at [www.cie.org.uk/teachers](http://www.cie.org.uk/teachers)

### Not-for-profit, part of the University of Cambridge

We are a part of Cambridge Assessment, a department of the University of Cambridge and a not-for-profit organisation.

We invest constantly in research and development to improve our programmes and qualifications.

## 1.2 Why choose Cambridge International AS and A Level?

Cambridge International AS and A Levels have a proven reputation for preparing students well for university, employment and life. They help develop the in-depth subject knowledge and understanding which are so important to universities and employers.

You can offer almost any combination of 55 subjects. Students can specialise or study a range of subjects, ensuring breadth. Giving students the power to choose helps motivate them throughout their studies.

Cambridge International AS and A Level gives you building blocks to build an individualised curriculum that develops your learners' knowledge, understanding and skills in:

- in-depth subject content
- independent thinking
- applying knowledge and understanding to new as well as familiar situations
- handling and evaluating different types of information sources
- thinking logically and presenting ordered and coherent arguments
- making judgements, recommendations and decisions
- presenting reasoned explanations, understanding implications and communicating them clearly and logically
- working and communicating in English.

The syllabuses are international in outlook, but retain a local relevance. They have been created specifically for an international student body with content to suit a wide variety of schools and avoid cultural bias.

## 1.3 Why choose Cambridge International AS Level Physical Science?

Cambridge International AS Level Physical Science is accepted by universities and employers as proof of essential knowledge and ability. The syllabus has been designed to give students a thorough understanding and ability to apply scientific concepts and principles. Students develop lifelong skills and understanding, including:

- the factual knowledge associated with scientific quantities, units and measurement techniques and their social, economic and environmental implications
- how to find, organise and present presentation scientific information and apply scientific hypotheses and theories to novel situations
- confidence in a technological world and the ability to take an informed interest in matters of scientific importance
- the use of experimental methods and techniques.

Physical Science is one of a number of science syllabuses that Cambridge offers – for details of other syllabuses at Cambridge IGCSE, Cambridge O Level and Cambridge International AS and A Level visit the Cambridge website at **[www.cie.org.uk](http://www.cie.org.uk)**

## 1.4 Cambridge AICE (Advanced International Certificate of Education) Diploma

Cambridge AICE (Advanced International Certificate of Education) Diploma is the group award of Cambridge International AS and A Level.

Cambridge AICE Diploma involves the selection of subjects from three curriculum groups – Mathematics and Science; Languages; Arts and Humanities.

A Cambridge International A Level counts as a double-credit qualification and a Cambridge International AS Level as a single-credit qualification within the Cambridge AICE Diploma award framework.

To be considered for an AICE Diploma, a candidate must earn the equivalent of six credits by passing a combination of examinations at either double credit or single credit, with at least one course coming from each of the three curriculum areas.

The AICE Diploma is comprised of examinations administered in May/June and October/November series each year.

Physical Science (8780) falls into Group 1, Mathematics and Sciences.

Learn more about the AICE Diploma at <http://www.cie.org.uk/qualifications/academic/uppersec/aice>

## 1.5 How can I find out more?

### If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at [international@cie.org.uk](mailto:international@cie.org.uk)

### If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at [www.cie.org.uk/startcambridge](http://www.cie.org.uk/startcambridge).

Email us at [international@cie.org.uk](mailto:international@cie.org.uk) to find out how your organisation can become a Cambridge school.

## 2. Assessment at a glance

Candidates for the Advanced Subsidiary (AS) qualification only. All papers are taken at a single examination series and the assessment is available in **November** only.

Paper	Type of Paper	Duration	Marks	Weighting
				AS Level
1	Multiple-choice	40 min	30	15%
2	Short-response	40 min	30	15%
3	AS structured questions	1 h 30 min	80	50%
4	Advanced Practical Skills	1 h 30 min	30 (15 & 15)	20%

### Paper 1

The paper consists of 30 questions, 20 of the direct choice type with four options and 10 of the multiple statement type. The questions provide equal coverage for each section of the syllabus: 15 questions from the physics section and 15 questions from the chemistry section. Candidates answer all questions.

### Paper 2

The paper consists of short-response questions, with 15 marks from the physics section and 15 marks from the chemistry section. Candidates answer all questions on the question paper.

### Paper 3

This paper consists of a variable number of structured questions of variable mark value. Candidates answer all questions. 40 marks come from the physics section and 40 marks from the chemistry section. Candidates answer on the question paper.

### Paper 4

Each paper consists of two experiments, one drawn from physics and the other from chemistry. Candidates are allowed to use the apparatus for each experiment for a maximum of 45 minutes each. The examiners are not restricted by the subject content. Candidates answer all questions and write answers on the question paper.

(Full details are given in the Practical Assessment section of the syllabus.)

## Availability

This syllabus is examined in the October/November examination series.

This syllabus is available to private candidates.

Centres in the UK that receive government funding are advised to consult the Cambridge website **[www.cie.org.uk](http://www.cie.org.uk)** for the latest information before beginning to teach this syllabus.

## Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level
- 9701 AS/A Level Chemistry
- 9702 AS/A Level Physics

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## 3. Syllabus aims and objectives

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### 3.1 Aims

These are not listed in order of priority.

The aims of a course based on this syllabus should be to:

1. provide, through well-designed studies of experimental and practical science, a worthwhile educational experience for all students, whether or not they go on to study science beyond this level and, in particular, to enable them to
  - 1.1 acquire sufficient understanding and knowledge to become confident citizens in a technological world and able to take or develop an informed interest in matters of scientific import;
  - 1.2 recognise the usefulness, and limitations, of scientific method and to appreciate its applicability in other disciplines and in everyday life;
  - 1.3 be suitably prepared for studies beyond Cambridge International AS Level in Physical Science.
2. develop abilities and skills that
  - 2.1 are relevant to the study and practice of science;
  - 2.2 are useful in everyday life;
  - 2.3 encourage efficient and safe practice;
  - 2.4 encourage effective communication.
3. develop attitudes relevant to science such as
  - 3.1 concern for accuracy and precision;
  - 3.2 objectivity;
  - 3.3 integrity;
  - 3.4 the skills of enquiry;
  - 3.5 initiative;
  - 3.6 insight.
4. stimulate interest in, and care for, the environment in relation to the environmental impact of science and its applications.
5. promote an awareness that:
  - 5.1 the study and practice of science are co-operative and cumulative activities, and are subject to social, economic, technological, ethical and cultural influences and limitations;
  - 5.2 the implications of science may be both beneficial and detrimental to the individual, the community and the environment;
  - 5.3 the use of information technology is important for communication, as an aid to experiments and as a tool for the interpretation of experimental and theoretical results.
6. stimulate students, create and sustain their interest in science, understand its relevance to society.

## 3.2 Assessment objectives

The assessment objectives listed below reflect those parts of the Aims which will be assessed.

### A Knowledge with understanding

Candidates should be able to demonstrate knowledge and understanding in relation to:

1. scientific phenomena, facts, laws, definitions, concepts, theories;
2. scientific vocabulary, terminology, conventions (including symbols, quantities and units);
3. scientific instruments and apparatus, including techniques of operation and aspects of safety;
4. scientific quantities and their determination;
5. scientific and technological applications with their social, economic and environmental implications.

The syllabus content defines the factual knowledge that candidates may be required to recall and explain. Questions testing these objectives will often begin with one of the following words: *define*, *state*, *describe*, or *explain*. (See the glossary of terms.)

### B Handling, applying and evaluating information

Candidates should be able (in words or by using written, symbolic, graphical and numerical forms of presentation) to:

1. locate, select, organise and present information from a variety of sources;
2. handle information, distinguishing the relevant from the extraneous;
3. manipulate numerical and other data and translate information from one form to another;
4. analyse and evaluate information to identify patterns, report trends, draw inferences and report conclusions;
5. make predictions and put forward hypotheses;
6. apply knowledge, including principles, to novel situations;
7. evaluate information and hypotheses;
8. demonstrate an awareness of the limitations of physical theories and models.

These assessment objectives cannot be precisely specified in the syllabus content because questions testing such skills may be based on information which is unfamiliar to the candidate. In answering such questions, candidates are required to use principles and concepts which are within the syllabus and apply them in a logical, reasoned or deductive manner to a novel situation. Questions testing these objectives will often begin with one of the following words: *predict*, *suggest*, *deduce*, *calculate* or *determine*. (See the glossary of terms.)

### C Experimental skills and investigations

Candidates should be able to:

1. follow a detailed set or sequence of instructions and plan investigations;
2. use techniques, apparatus, measuring devices and materials safely and effectively;
3. make and record observations, measurements and estimates, with due regard for precision, accuracy and units;
4. interpret and evaluate observations and experimental data;
5. select techniques, apparatus, measuring devices and materials;
6. evaluate methods and techniques, and suggest possible improvements.

### 3.3 Weighting of assessment objectives

Assessment Objective	Weighting (%)	Assessment Components
A Knowledge with understanding	45	Papers 1, 2 and 3
B Handling information and solving problems	35	Papers 1, 2 and 3
C Experimental skills and investigations	20	Paper 4

This gives a general idea of the allocation of marks to assessment objectives A, B and C. However, the balance on each paper may vary slightly and we expect candidates to show knowledge of and understand experimental skills and investigations.

Teachers should bear in mind that there is a greater weighting for skills (including handling information, solving problems, practical, experimental and investigative skills) compared to the weighting for knowledge and understanding. Teachers' schemes of work and the sequence of learning activities should reflect this balance, so that the aims of the syllabus may be met, and the candidates prepared for the assessment.

### 3.4 Mathematical requirements, data and symbols

#### Mathematical Requirements

The mathematical requirements are given in a separate section of this syllabus.

#### Data Booklet, Data and Formulae

A *Data Booklet* is available for use in Papers 1, 2 and 3. The booklet is reprinted at the back of the syllabus. Copies of the booklet can be ordered from the *Publications Office* at Cambridge using the appropriate order form. Data and Formulae, as printed in the Data and Formulae section of this syllabus, will appear as pages 2 and 3 in Papers 1, 2 and 3.

#### Symbols, Signs, Abbreviations and Nomenclature

Wherever symbols, signs and abbreviations are used in examination papers, the recommendation made in the ASE publication *Signs, Symbols and Systematics* (2000) will be followed.

The traditional names of sulfite, nitrite, sulfur trioxide, sulfurous acid and nitrous acid will be used in question papers. Sulfur and all compounds of sulfur will be spelled with f, not ph.

#### Litre / dm<sup>3</sup>

To avoid any confusion concerning the symbol for litre, dm<sup>3</sup> will be used in place of *l* or litre.

#### Decimal markers

In accordance with current ASE convention, decimal markers in examination papers will be a single dot on the line. Candidates are expected to follow this convention in their answers.

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## 4. Syllabus content

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The Subject Content of the syllabus is at Cambridge International AS Level and is divided into two main section areas: the Physics section and the Chemistry section.

Each part of the syllabus is specified by a brief **Contents** section, an **Assumed knowledge** section (where appropriate) followed by a detailed **Learning outcomes** section.

In order to specify the syllabus as precisely as possible and to emphasise the importance of skills other than recall, Learning Outcomes have been used throughout. The Assumed Knowledge section of the syllabus provides the basis for the content of the syllabus and may be examined.

It is hoped that this format is helpful to teachers and candidates. It must be emphasised that the syllabus is not intended to be used as a teaching syllabus, nor is it intended to represent a teaching order.

It is recognised that there is overlap in some content such as Kinetic Theory; Atoms; Packing Theory; Chemical Properties of Isotopes and Radioactivity.

Teachers should incorporate social, environmental, economic and technological aspects of Physical Science, where relevant, throughout the syllabus (see Aims 4 and 5).

### 4.1 Physics section

#### Section I: General physics

##### **P1. Physical quantities and units**

##### **Content**

- 1.1 Physical quantities
- 1.2 SI Units
- 1.3 Scalars and vectors

##### **Assumed knowledge**

Candidates should be aware of the nature of a physical measurement, in terms of a magnitude and a unit. They should have experience of making and recording such measurements in the laboratory.

Candidates should be able to:

- (a) show an understanding that all physical quantities consist of a numerical magnitude and a unit
- (b) recall the following base quantities and their units: mass (kg), length (m), time (s), current (A)
- (c) distinguish scalar and vector quantities and give examples of each.

##### **Learning outcomes**

Candidates should be able to:

- (d) recall the base quantity and unit: temperature (K)
- (e) express derived units as products or quotients of the base units and use the named units listed in this syllabus as appropriate
- (f) use base units to check the homogeneity of physical equations

- (g) show an understanding and use the conventions for labelling graph axes and table columns as set out in the ASE publication *SI Units, Signs, Symbols and Abbreviations*, except where these have been superseded by *Signs, Symbols and Systematics (The ASE Companion to 5-16 Science, 1995)*
- (h) use the following prefixes and their symbols to indicate decimal sub-multiples or multiples of both base and derived units: pico (p), nano (n), micro ( $\mu$ ), milli (m), centi (c), deci (d), kilo (k), mega (M), giga (G), tera (T)
- (i) make reasonable estimates of physical quantities included within the syllabus
- (j) add and subtract coplanar vectors, using vector diagrams.

## P2. Measurement techniques

### Content

2.1 Measurements

2.2 Errors and uncertainties

### Assumed knowledge

Candidates should be able to:

- (a) use techniques for the measurement of length, volume, angle, mass, time, temperature and electrical quantities appropriate to the ranges of magnitude implied by the relevant parts of the syllabus.

### Learning outcomes

Candidates should be able to:

- (b) use techniques for the measurement of length, volume, angle, mass, time, temperature and electrical quantities appropriate to the ranges of magnitude implied by the relevant parts of the syllabus.  
In particular, candidates should be able to:
  - (i) measure lengths using a ruler, and a mechanical method for measuring small distances
  - (ii) measure weight and hence mass using spring and lever balances
  - (iii) measure an angle using a protractor
  - (iv) measure time intervals using clocks, stopwatches and the calibrated time-base of a cathode-ray oscilloscope (c.r.o.)
  - (v) measure temperature using a thermometer as a sensor
  - (vi) use ammeters and voltmeters with appropriate scales
  - (vii) use a cathode-ray oscilloscope (c.r.o.)
- (c) estimate the uncertainty when making measurements and recognise that all measurements have an inherent uncertainty
- (d) use both analogue scales and digital displays
- (e) use calibration curves
- (f) show an understanding of the distinction between systematic errors (including zero errors) and random errors
- (g) show an understanding of the distinction between precision and accuracy
- (h) show an understanding of linearity, range and sensitivity
- (i) assess the uncertainty in a derived quantity by simple addition of actual, and percentage uncertainties (a rigorous statistical treatment is not required).

## Section II: Newtonian mechanics

### P3. Kinematics

#### Content

- 3.1 Linear motion
- 3.2 Non-linear motion

#### Assumed knowledge

Candidates should be able to:

- (a) describe the action of a force on a body
- (b) describe the motion of a body and recognise acceleration and constant speed
- (c) recall and use the relationship *average speed = distance / time*
- (d) define displacement, speed, velocity and acceleration
- (e) use graphical methods to represent displacement, speed, velocity and acceleration
- (f) recall that the weight of a body is equal to the product of its mass and the acceleration of free fall.

#### Learning outcomes

Candidates should be able to:

- (g) describe the motion of bodies falling in a uniform gravitational field with air resistance
- (h) demonstrate an understanding that a force applied to a body at a right angles to the velocity of the body causes a change in direction of the body
- (i) demonstrate an understanding of circular motion including centripetal acceleration.

### P4. Dynamics

#### Content

- 4.1 Newton's laws of motion
- 4.2 Linear momentum and its conservation

#### Assumed knowledge

Candidates should be able to:

- (a) describe and use the concept of weight as the effect of a gravitational field on a mass.

#### Learning outcomes

Candidates should be able to:

- (b) show an understanding that mass is the property of a body which resists change in motion
- (c) define linear momentum as the product of mass and velocity
- (d) define force as rate of change of momentum
- (e) recall and solve problems using the relationship  $F = ma$ , appreciating that acceleration and force are always in the same direction
- (f) understand the difference between elastic and inelastic collisions
- (g) apply the principle of conservation of momentum to solve simple problems including elastic and inelastic interactions between two bodies in one dimension (knowledge of the concept of coefficient of restitution is not required).

**P5. Forces****Content**

- 5.1 Types of force
- 5.2 Equilibrium of forces
- 5.3 Centre of gravity
- 5.4 Turning effects of forces

**Assumed knowledge**

Candidates should be able to:

- (a) show a qualitative understanding of frictional forces including air resistance.

**Learning outcomes**

Candidates should be able to:

- (b) describe the forces on mass and charge in uniform gravitational and electric fields, as appropriate
- (c) use a vector triangle to represent forces in equilibrium
- (d) show an understanding that the weight of a body may be taken as acting at a single point known as its centre of gravity
- (e) show an understanding that a couple is a pair of forces which tends to produce rotation only
- (f) define and apply the moment of a force and the torque of a couple
- (g) show an understanding that, when there is no resultant force and no resultant torque, a system is in equilibrium
- (h) apply the principle of moments.

## P6. Work, energy, power

### Content

- 6.1 Energy conversion and conservation
- 6.2 Work
- 6.3 Potential energy, kinetic energy and internal energy
- 6.4 Power

### Assumed knowledge

Candidates should be able to:

- (a) give examples of energy in different forms, its conversion and conservation, and apply the principle of energy conservation to simple examples
- (b) show an understanding of the concept of work in terms of the product of a force and displacement in the direction of the force
- (c) define power as work done per unit time.

### Learning outcomes

Candidates should be able to:

- (d) recall and apply the formula  $E_k = \frac{1}{2}mv^2$
- (e) understand the concepts of gravitational potential energy, electric potential energy and elastic potential energy
- (f) show an understanding of and use the work done when a force moves its point of application in a uniform field is equal to the potential energy change
- (g) derive, from the defining equation  $\Delta W = F\Delta s$ , the formula  $\Delta E_p = mg\Delta h$  for potential energy changes near the Earth's surface
- (h) recall and use the formula  $\Delta E_p = mg\Delta h$  for potential energy changes near the Earth's surface
- (i) show an understanding of the concept of internal energy
- (j) show an appreciation of the implications of energy losses in practical devices and use the concept of efficiency to solve problems, e.g. motors, transformers, electric transmission
- (k) derive power as the product of force and velocity
- (l) solve problems using the relationships power = work done per unit time and power = force  $\times$  velocity.

## Section III: Matter

### P7. Phases of matter

#### Content

- 7.1 Density
- 7.2 Solids, liquids, gases
- 7.3 Pressure in fluids
- 7.4 Application of the kinetic theory

#### Assumed knowledge

Candidates should be able to:

- (a) describe matter in terms of particles, with a qualitative understanding of their behaviour
- (b) define the term density
- (c) describe a simple kinetic model for solids, liquids and gases.

#### Learning outcomes

Candidates should be able to:

- (d) relate the difference in structures and densities of solids, liquids and gases to simple ideas of the spacing, ordering, including simple packing structure, and motion the of molecules
- (e) show an understanding that the mean speed of molecules increases with increasing temperature, including qualitative idea of the Boltzmann distributions at different temperatures
- (f) define the term pressure and use the kinetic model to explain the pressure exerted by gases, derive, from the definitions of pressure and density, the equation  $p = \rho gh$
- (g) use the equation  $p = \rho gh$
- (h) distinguish between the processes of melting, boiling and evaporation in terms of kinetic theory
- (i) describe, using a kinetic-molecular model, the liquid state, melting and vaporisation.

## Section IV: Oscillations and waves

### P8. Waves

#### Content

- 8.1 Progressive waves
- 8.2 Transverse and longitudinal waves
- 8.3 Determination of speed, frequency and wavelength
- 8.4 Electromagnetic spectrum

#### Assumed knowledge

Candidates should be able to:

- (a) describe basic wave behaviour, gained through a study of optics
- (b) show an understanding of the basic ideas of reflection and refraction in light
- (c) describe what is meant by wave motion as illustrated by vibration in ropes, springs and ripple tanks
- (d) recognise transverse and longitudinal waves.

#### Learning outcomes

Candidates should be able to:

- (e) show an understanding of and use the terms displacement, amplitude, phase difference, period, frequency, wavelength and speed
- (f) deduce, from the definitions of speed, frequency and wavelength, the equation  $v = f\lambda$
- (g) show an understanding that energy is transferred by a progressive wave
- (h) recall and use the relationship,  $intensity \propto (amplitude)^2$  ( $\propto$  is proportional to)
- (i) analyse and interpret graphical representations of transverse and longitudinal waves
- (j) determine the frequency of sound using a calibrated c.r.o.
- (k) state that all electromagnetic waves travel with the same speed in free space and recall the orders of magnitude of the wavelengths of the principal radiations from radio waves to  $\gamma$ -rays
- (l) recognise that higher frequency electromagnetic radiation has energy to initiate reactions which lower frequency radiation cannot initiate.

### P9. Superposition

#### Content

- 9.1 Diffraction
- 9.2 Interference
- 9.3 Two-source interference patterns

#### Learning outcomes

Candidates should be able to:

- (a) explain the meaning of the term diffraction
- (b) show an understanding of experiments which demonstrate diffraction including the diffraction of water waves in a ripple tank with both a wide gap and a narrow gap
- (c) explain and use the principle of superposition in simple applications
- (d) show an understanding of the terms interference and coherence
- (e) show an understanding of experiments which demonstrate two-source interference using sound, water, light and microwaves
- (f) show an understanding of the conditions required if two-source interference fringes are to be observed.

## Section V: Electricity and magnetism

### P10. Electric fields

#### Content

- 10.1 Concept of an electric field
- 10.2 Uniform electric fields

#### Assumed knowledge

Candidates should be able to:

- (a) recall the two types of charge
- (b) recall the laws of electrostatics
- (c) distinguish between conductors and insulators using a simple electron model.

#### Learning outcomes

Candidates should be able to:

- (d) show an understanding of the concept of an electric field as an example of a field of force and define electric field strength as force per unit positive charge
- (e) represent an electric field by means of field lines
- (f) understand and use  $E = V/d$  to calculate the field strength of the uniform field between charged parallel plates in terms of potential difference and separation
- (g) calculate the forces on charges in uniform electric fields
- (h) describe the effect of a uniform electric field on the motion of charged particles and apply to the c.r.o.

### P11. Current electricity

#### Content

- 11.1 Electric current
- 11.2 Potential difference
- 11.3 Resistance
- 11.4 Sources of electromotive force

#### Learning outcomes

Candidates should be able to:

- (a) show an understanding that electric current is the rate of flow of charged particles
- (b) define the coulomb
- (c) recall and solve problems using the equation  $Q = It$
- (d) define potential difference and the volt
- (e) recall and solve problems using  $V = W/Q$
- (f) recall and solve problems using  $P = VI$ ,  $P = I^2R$
- (g) define resistance and the ohm
- (h) recall and solve problems using  $V = IR$
- (i) sketch and explain the  $I$ - $V$  characteristics of:
  - (i) a metallic conductor at constant temperature
  - (ii) a semiconductor diode
  - (iii) a filament lamp
  - (iv) a thermistor (thermistors will be assumed to be of the negative temperature-coefficient type).

## P12. Circuits

### Content

- 12.1 Practical circuits
- 12.2 Conservation of charge and energy
- 12.3 Use of the potential divider

### Assumed knowledge

Candidates should be able to:

- (a) recall and use appropriate circuit symbols as set out in the ASE publication *Signs, Symbols and Systematics*
- (b) draw and interpret circuit diagrams containing sources, switches, resistors, ammeters, voltmeters, and/or any other type of component referred to in the syllabus.

### Learning outcomes

Candidates should be able to:

- (c) recall Kirchhoff's first law and appreciate the link to conservation of charge
- (d) recall Kirchhoff's second law and appreciate the link to conservation of energy
- (e) derive, using Kirchhoff's laws, a formula for the combined resistance of two or more resistors in series
- (f) solve problems using the formula for the combined resistance of two or more resistors in series
- (g) derive, using Kirchhoff's laws, a formula for the combined resistance of two or more resistors in parallel
- (h) solve problems using the formula for the combined resistance of two or more resistors in parallel
- (i) apply Kirchhoff's laws to solve simple circuit problems
- (j) show an understanding of the use of a potential divider circuit as a source of variable p.d.

## Section VI: Modern physics

### 13. Physics of the atom

#### Content

13.1 The nucleus

13.2 Isotopes

13.3 Nuclear processes

13.4 The nucleus of the atom: neutrons and protons, isotopes, proton and nucleon numbers

#### Assumed knowledge

Candidates should be able to:

- (a) identify and describe protons, neutrons and electrons in terms of their relative charges and relative masses.

#### Learning outcomes

Candidates should be able to:

- (b) describe the historical steps which led to the development of the Rutherford model from the Thomson 'plum-pudding' model of the atom:
- (i) describe the principles of the  $\alpha$ -particle scattering experiment
  - (ii) infer from the  $\alpha$ -particle scattering experiment the Rutherford model of the atom including the existence of and the small size of the nucleus
  - (iii) outline the development of the Bohr model of the atom (see Chemistry section C2)
- (c) describe a simple model for the nuclear atom to include protons, neutrons and orbital electrons
- (d) distinguish between nucleon number (mass number) and proton number (atomic number)
- (e) show an understanding that an element can exist in various isotopic forms each with a different number of neutrons
- (f) use the usual notation for the representation of nuclides
- (g) appreciate that nucleon number, proton number, are conserved in nuclear processes
- (h) represent simple nuclear reactions by nuclear equations of the form  ${}^{14}_7\text{N} + {}^4_2\text{He} \rightarrow {}^{17}_8\text{O} + {}^1_1\text{H}$
- (i) use nuclear equations to solve problems where there are two or more decays in a chain
- (j) show an appreciation of the spontaneous and random nature of nuclear decay
- (k) infer the random nature of radioactive decay from the fluctuations in count rate
- (l) show an understanding of the nature and properties of  $\alpha$ -,  $\beta$ - and  $\gamma$ -radiation including their deflection in electric fields ( $\beta^+$  is not included;  $\beta$ -radiation will be taken to refer to  $\beta^-$ )
- (m) deduce the behaviour of beams of protons, neutrons and electrons in electric fields
- (n) describe the distribution of mass and charges within an atom
- (o) deduce the numbers of protons, neutrons and electrons present in both atoms and ions given proton and nucleon numbers (and charge)
- (p) describe the contribution of protons and neutrons to atomic nuclei in terms of proton number and nucleon number
- (q) distinguish between isotopes on the basis of different numbers of neutrons present.

## 4.2 Chemistry section

### Section I: General chemistry

#### C1. Atoms, molecules and stoichiometry

##### Content

- 1.1 Relative masses of atoms and molecules
- 1.2 The mole, the Avogadro constant
- 1.3 The determination of relative atomic masses  $A_r$  and relative molecular masses  $M_r$  from mass spectra
- 1.4 The calculation of empirical and molecular formulae
- 1.5 Reacting masses and volumes (of solutions and gases)
- 1.6 The gaseous state:  $pV = nRT$  (and its use in determining a value for  $M_r$ )

##### Assumed knowledge

Candidates should be able to:

- (a) define and use the terms *relative atomic*, *isotopic*, *molecular* and *formula masses*, based on the  $^{12}\text{C}$  scale.

##### Learning outcomes

[the term *relative formula mass* or  $M_r$  will be used for ionic compounds]

Candidates should be able to:

- (b) define and use the term *mole* in terms of the Avogadro constant
- (c) analyse simple mass spectra of uniatomic species in terms of  $m/e$  values (knowledge of the working of the mass spectrometer is not required)
- (d) calculate the relative atomic mass of an element given the relative abundances of its isotopes, or its mass spectrum
- (e) define and use the terms *empirical* and *molecular formulae*
- (f) calculate empirical and molecular formulae, using combustion data, composition by mass or percentage by mass
- (g) write balanced equations
- (h) perform calculations, including use of the mole concept, involving:
  - (i) reacting masses (from formulae and equations)
  - (ii) volumes of gases using the ideal gas equation,  $pV = nRT$
  - (iii) volumes and concentrations of solutions
- (i) deduce stoichiometric relationships from calculations such as those in (h).

## C2. Atomic structure

### Content

2.1 Electrons: electronic energy levels, ionisation energies, atomic orbitals, electron arrangements

### Assumed knowledge

It will be assumed that candidates will understand and recall 'Physics of the Atom' from section P13.

### Learning outcomes

Candidates should be able to:

- describe the number and relative energies of the s, p and d orbitals for the principal quantum numbers 1, 2 and 3 and also the 4s and 4p orbitals
- describe the shapes of s and p orbitals
- state the electronic configuration of atoms and ions for elements 1 to 36 using the convention  $1s^2 2s^2 2p^6$  etc.
- explain and use the term ionisation energy
- explain the factors influencing the ionisation energies of elements
- explain the trends in ionisation energy across Period 3 and down the groups of the Periodic Table (see also Section C7).

## C3. Chemical bonding

### Content

3.1 Ionic (electrovalent) bonding

3.2 Covalent bonding and co-ordinate (dative covalent) bonding

3.3 The shapes of simple molecules and ions

3.4 Trends in electronegativity

3.5 Bond energies, bond lengths and bond polarities

3.6 Intermolecular forces, including hydrogen bonding

3.7 Metallic bonding

3.8 Bonding and physical properties

3.9. Lattice structures

3.10 Redox processes: electron transfer and changes in oxidation number (oxidation state)

### Assumed knowledge

Candidates should be able to:

- describe ionic (electrovalent) bonding, as in sodium chloride and magnesium oxide, including the use of 'dot-and-cross' diagrams.

**Learning outcomes**

Candidates should be able to:

- (b) describe covalent bonding as involving a shared pair of electrons including co-ordinate (dative covalent) bonding, as for example in the formation of the ammonium ion and in the  $Al_2Cl_6$  molecule
- (c) explain the shapes of, and bond angles in, molecules and ions by using the qualitative model of electron-pair repulsion (including lone pairs), using simple examples such as  $CO_2$  (linear),  $BF_3$  (trigonal planar),  $CH_4$  (tetrahedral),  $NH_3$  (pyramidal),  $H_2O$  (bent or V shaped),  $PCl_5$  (trigonal bipyramidal),  $SF_6$  (octahedral)
- (d) describe covalent bonding in terms of orbital overlap, giving  $\sigma$  and  $\pi$  bonds
- (e) explain the shape of, and bond angles in, the ethane and ethene molecules in terms of  $\sigma$  and  $\pi$  bonds (see also Section C12)
- (f)
  - (i) explain and use the term *electronegativity*
  - (ii) explain the factors influencing the electronegativity of elements
  - (iii) explain the trends in electronegativity across Period 3 and down Group VII of the Periodic Table (see also Section C7)
- (g) explain the terms *bond energy*, *bond length* and *bond polarity* (attributed to difference in electronegativity) and use them to compare the reactivity of covalent bonds (see also Sections C4 and C14)
- (h) describe hydrogen bonding (attributed to a large difference in electronegativity), using ammonia and water as simple examples of molecules containing N-H and O-H groups
- (i) outline the importance of hydrogen bonding to the physical properties of substances, including ethanol and water
- (j) describe the intermolecular forces, based on permanent dipoles and induced dipoles as in  $CHCl_3(l)$ ,  $Br_2(l)$  and the liquid noble gases
- (k) describe metallic bonding in terms of the attraction between a lattice of positive ions and delocalised electrons
- (l) describe, in simple terms, the lattice structure of a crystalline solid which is:
  - (i) ionic, as in sodium chloride, magnesium oxide
  - (ii) simple molecular, as in iodine
  - (iii) giant molecular, as in graphite; diamond; silicon(IV) oxide
  - (iv) metallic, as in copper(the concept of unit cell is not required)
- (m) describe, interpret and/or predict the effect of different types of bonding (ionic bonding, covalent bonding, hydrogen bonding, other intermolecular interactions, metallic bonding) on the physical properties of substances
- (n) suggest from quoted physical data the type of structure and bonding present in a substance
- (o) show understanding of chemical reactions in terms of energy transfers associated with the breaking and making of chemical bonds
- (p) describe and explain the formation of salts from their elements as redox processes in terms of electron transfer and/or of changes in oxidation number (oxidation state).

## C4. Chemical energetics

### Content

4.1 Enthalpy changes:  $\Delta H$  of formation, combustion, bond energy

4.2 Hess' Law

### Learning outcomes

Candidates should be able to:

- explain that some chemical reactions are accompanied by energy changes, principally in the form of heat energy; the energy changes can be exothermic ( $\Delta H$  negative) or endothermic
- explain and use the terms:
  - standard conditions
  - enthalpy change of reaction, with particular reference to formation and combustion
  - bond energy ( $\Delta H$  positive, i.e. bond breaking)
- calculate enthalpy changes from appropriate experimental results, including the use of the relationship *enthalpy change*,  $\Delta H, = -mc\Delta T$
- state and apply Hess' Law to construct simple energy cycles, and carry out calculations involving such cycles and relevant energy terms, with particular reference to:
  - determining enthalpy changes that cannot be found by direct experiment, e.g. an enthalpy change of formation from enthalpy changes of combustion
  - average bond energies
- construct and interpret a reaction pathway diagram (reaction profile), in terms of the enthalpy change of the reaction and of the activation energy (see Section C6).

## C5. Equilibria

### Content

5.1 Chemical equilibria: reversible reactions, dynamic equilibrium and factors affecting chemical equilibria

5.2 Ionic equilibria: Brønsted-Lowry theory of acids and bases

### Learning outcomes

Candidates should be able to:

- explain, in terms of rates of the forward and reverse reactions, and of concentration, what is meant by a *reversible reaction* and a *dynamic equilibrium*
- state Le Chatelier's Principle and apply it to deduce qualitatively (from appropriate information) the effects of changes in temperature, concentration or pressure, on a system at equilibrium
- show understanding of the Brønsted-Lowry theory of acids and bases
- explain qualitatively the differences in behaviour between strong and weak acids and bases in terms of the extent of dissociation.

## C6. Reaction kinetics

### Content

- 6.1 Effect of temperature on rate; the concept of activation energy
- 6.2 Catalysis
- 6.3 The Boltzmann distribution applied to changes in temperature and the use of a catalyst

### Learning outcomes

Candidates should be able to:

- (a) explain and use the terms: rate of reaction, activation energy, catalysis
- (b) explain qualitatively, in terms of collisions, the effect of concentration changes on the rate of a reaction
- (c) show understanding, including reference to the Boltzmann distribution, of what is meant by the term activation energy
- (d) explain qualitatively, in terms of the significance of changes to the Boltzmann distribution compared to changes in collision frequency, the effect of temperature change on the rate of a reaction
- (e) (i) explain that, in the presence of a catalyst, a reaction has a different mechanism, i.e. one of lower activation energy
- (ii) interpret this catalytic effect in terms of the Boltzmann distribution.

## Section II: Inorganic chemistry

### Inorganic chemistry

#### Statement of aims

It is intended that the study should:

- be concerned primarily with aspects of selected ranges of elements and their compounds
- be based on a study of the patterns:
  - (i) across Period 3 of the Periodic Table
  - (ii) down Groups II and VII
- introduce the more important everyday aspects of nitrogen, sulfur and their compounds
- apply unifying themes to inorganic chemistry, such as structure (Section C2), chemical bonding (Section C3), redox (Section C3), the reactions of ions, acid-base behaviour
- include:
  - (i) the representation of reactions by means of balanced equations (molecular and/or ionic equations, together with state symbols)
  - (ii) the interpretation of redox reactions in terms of changes in oxidation state of the species involved.

## C7. The periodic table: chemical periodicity

### Content

- 7.1 Periodicity of physical properties of the elements: variation with proton number across the Period 3 (sodium to argon) of:
  - 7.1.1 Atomic radius and ionic radius
  - 7.1.2 Melting point
  - 7.1.3 Electrical conductivity
  - 7.1.4 Ionisation energy (see Section C2)
  - 7.1.5 Electronegativity (see Section C3)
- 7.2 Periodicity of chemical properties of the elements in Period 3
  - 7.2.1 Reaction of the elements with oxygen and water
  - 7.2.2 Reactions of these oxides with water
  - 7.2.3 Acid/base behaviour of these oxides and the corresponding hydroxides

### Learning outcomes

Candidates should, for Period 3 (sodium to argon), be able to:

- (a) describe qualitatively (and indicate the periodicity in) the variations in atomic radius, ionic radius, melting point and electrical conductivity of the elements (see the *Data Booklet*)
- (b) explain qualitatively the variation in atomic radius and ionic radius
- (c) interpret the variation in melting point and in electrical conductivity in terms of the presence of simple molecular, giant molecular or metallic bonding in the elements
- (d) explain the variation in first ionisation energy (see Section 2)
- (e) explain the variation in electronegativity (see Section 3)
- (f) describe the reactions, if any, of the elements with:
  - (i) oxygen (to give  $\text{Na}_2\text{O}$ ;  $\text{MgO}$ ;  $\text{Al}_2\text{O}_3$ ;  $\text{P}_4\text{O}_{10}$ ;  $\text{SO}_2$ ;  $\text{SO}_3$ )
  - (ii) water (Na and Mg only)
- (g) describe the reactions of the oxides with water [treatment of peroxides and superoxides is not required]
- (h) describe and explain the acid/base behaviour of oxides and hydroxides, including, where relevant, amphoteric behaviour in reaction with sodium hydroxide (only) and acids
- (i) interpret the variations and trends in (f), (g) and (h) in terms of bonding and electronegativity
- (j) suggest the types of chemical bonding present in oxides from observations of their chemical and physical properties
- (k) predict the characteristic properties of an element in Group II and Group VII by using knowledge of chemical periodicity.

**C8. Group II****Content**

- 8.1 Similarities and trends in the properties of the Group II metals magnesium to barium and their compounds
- 8.2 Some uses of Group II compounds

**Learning outcomes**

Candidates should be able to:

- (a) describe the reactions of the elements with oxygen, water and dilute acids
- (b) describe the behaviour of the oxides, hydroxides and carbonates with water and with dilute acid
- (c) describe the thermal decomposition of the nitrates and carbonates
- (d) interpret, and make predictions from, the trends in physical and chemical properties of the elements and their compounds
- (e) describe and explain the use of lime in agriculture and in building construction.

**C9. Group VII****Content**

- 9.1 The similarities and trends in the physical and chemical properties of chlorine, bromine and iodine
- 9.2 Characteristic physical properties
- 9.3 The relative reactivity of the elements as oxidising agents
- 9.4 Some reactions of the halide ions
- 9.5 The reactions of chlorine with water and with cold aqueous sodium hydroxide
- 9.6 The important uses of the halogens and of halogen compounds (see also Section C15)

**Learning outcomes**

Candidates should be able to:

- (a) describe the colours of and the trend in volatility of chlorine, bromine and iodine
- (b) interpret the volatility of the elements in terms of van der Waals' forces
- (c) describe the relative reactivity of the elements as oxidising agents
- (d) describe and explain the reactions of halide ions with
  - (i) aqueous silver ions followed by aqueous ammonia
  - (ii) concentrated sulfuric acid (to illustrate the trend in reductive powers of the halide ions)
- (e) describe and interpret in terms of changes of oxidation number the reaction of chlorine with water and with cold aqueous sodium hydroxide
- (f) state the industrial importance and environmental significance of the halogens and their compounds, (e.g. for bleaches; PVC; halogenated hydrocarbons as solvents, refrigerants, in aerosols and in water purification) (see also Section C14).

**C10. Nitrogen and sulfur****Content**

## 10.1 Nitrogen

10.1.1 Its unreactivity

10.1.2 Ammonia, the ammonium ion, nitric acid and fertilisers

10.1.3 The environmental impact of nitrogen oxides and nitrates

## 10.2 Sulfur

10.2.1 The formation of atmospheric sulfur dioxide, its role in acid rain formation

10.2.2 Sulfuric acid

**Learning outcomes**

Candidates should be able to:

- (a) explain the lack of reactivity of nitrogen
- (b) describe and explain:
  - (i) the structure of the ammonium ion and its formation by an acid-base reaction
  - (ii) the displacement of ammonia from its salts
- (c) describe the Haber process for the manufacture of ammonia from its elements (see Section C11)
- (d) state the environmental consequences of the uncontrolled use of nitrate fertilisers
- (e) state and explain the natural and man-made occurrences of oxides of nitrogen and their catalytic removal from the exhaust gases of internal combustion engines
- (f) describe the formation of atmospheric sulfur dioxide from the combustion of sulfur contaminated carbonaceous fuels
- (g) state the role of sulfur dioxide in the formation of acid-rain and describe the main environmental-consequences of acid-rain
- (h) describe the Contact process for sulfuric acid production (see Sections C5 and C11).

## Section III: Industrial processes

### C11. Industrial processes

#### Content

- 11.1 Extraction of iron and the manufacture of steel
- 11.2 Electrolysis, industrial uses of electrolysis
- 11.3 The Haber process
- 11.4 The Contact process

#### Learning outcomes

Candidates should be able to:

- (a) describe:
  - (i) the essential reactions in the extraction of iron from hematite
  - (ii) describe the conversion of iron into steel using magnesium (to remove sulfur), basic oxides and oxygen in the BOS (basic oxygen steelmaking) process
  - (iii) understand that the properties of iron may be changed by the controlled use of additives to form steel alloys
- (b) name the uses of mild steel (car bodies and machinery) and stainless steel (chemical plant and cutlery)
- (c) explain, including the electrode reactions, the industrial processes of:
  - (i) the extraction of aluminium from molten aluminium oxide/cryolite
  - (ii) the electrolytic purification of copper
- (d) describe the Haber process for the manufacture of ammonia from its elements, giving essential operating conditions, and interpret these conditions (qualitatively) in terms of the principles of kinetics and equilibria (see also Sections C5 and C6)
- (e) understand the industrial importance of ammonia and nitrogen compounds derived from ammonia
- (f) describe the Contact process for the manufacture of sulfuric acid from  $\text{SO}_2$ , giving essential operating conditions, and interpret these conditions (qualitatively) in terms of the principles of kinetics and equilibria (see also Sections C5 and C6).

## Section IV: Organic chemistry

### Organic chemistry

#### Statement of aims

Although there are features of organic chemistry topics that are distinctive, it is intended that appropriate cross-references with other sections/topics in the syllabus should be made.

When describing preparative reactions, candidates will be expected to quote the reagents, e.g. aqueous NaOH, the essential practical conditions, e.g. reflux, and the identity of each of the major products. Detailed knowledge of practical procedures is not required; however, candidates may be expected to suggest (from their knowledge of the reagents, essential conditions and products) what steps may be needed to purify/extract a required product from the reaction mixture. In equations for organic redox reactions, the symbols [O] and [H] are acceptable.

#### C12. Introductory topics

In each of the sections below, C12 to C16, candidates will be expected to be able to predict the reaction products of a given compound in reactions that are chemically similar to those specified.

#### Content

- 12.1 Molecular, structural and empirical formulae
- 12.2 Functional groups and the naming of organic compounds
- 12.3 Characteristic organic reactions
- 12.4 Shapes of organic molecules  $\sigma$  and  $\pi$  bonds
- 12.5 Isomerism: structural; cis-trans

#### General formulae

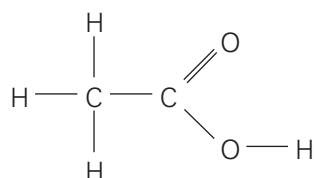
A general formula should show the functional group attached to an alkyl group, R, e.g. RCOOH for a carboxylic acid.

#### Structural formulae

In candidates' answers, an acceptable response to a request for a structural formula will be to give the minimal detail, using conventional groups, for an unambiguous structure, e.g.  $\text{CH}_3\text{CH}_2\text{CH}_2\text{OH}$  for propan-1-ol, **not**  $\text{C}_3\text{H}_7\text{OH}$  and  $\text{CH}_3\text{CH}=\text{CHCH}_3$  or  $\text{CH}_3\text{CHCHCH}_3$  for butene, **not**  $\text{C}_4\text{H}_8$ .

#### Displayed formulae

A displayed formula should show both the relative placing of atoms and the number of bonds between them, e.g. for ethanoic acid:



**Learning outcomes**

Candidates should be able to:

- (a) interpret, and use the nomenclature, general formulae, structural formulae and displayed formulae of the following classes of compound:
  - (i) alkanes, alkenes
  - (ii) halogenoalkanes
  - (iii) alcohols (including primary, secondary and tertiary)
  - (iv) aldehydes and ketones
  - (v) carboxylic acids
  - (vi) amines (primary only), nitriles
- (b) interpret, and use the following terminology associated with organic reactions:
  - (i) functional group
  - (ii) homolytic and heterolytic fission
  - (iii) free radical, initiation, propagation, termination
  - (iv) nucleophile, electrophile
  - (v) addition, substitution, elimination, hydrolysis
  - (vi) oxidation and reduction
- (c) describe the shapes of the ethane, ethene molecules
- (d) predict the shapes of other related molecules
- (e) explain the shapes of the ethane, ethene molecules in terms of  $\sigma$  and  $\pi$  carbon-carbon bonds
- (f) describe structural isomerism
- (g) describe cis-trans isomerism in alkenes, and explain its origin in terms of restricted rotation due to the presence of  $\pi$  bonds
- (h) deduce the possible isomers for an organic molecule of known molecular formula
- (i) identify cis-trans isomerism in a molecule of given structural formula.

**C13. Hydrocarbons****Content**

## 13.1 Alkanes

13.1.1 Free-radical reactions

13.1.2 Crude oil and 'cracking'

## 13.2 Alkenes

13.2.1 Addition reactions

13.2.2 Industrial importance

## 13.3 Hydrocarbons as fuels

**Assumed knowledge**

Candidates should be able to:

- (a) explain the use of crude oil as a source of hydrocarbons

**Learning outcomes**

Candidates should be able to:

- (b) be aware of the general unreactivity of alkanes, including towards polar reagents
- (c) describe the chemistry of alkanes involved in:
  - (i) combustion
  - (ii) substitution by chlorine and by bromine
- (d) describe the mechanism of free-radical substitution with particular reference to the initiation, propagation and termination reactions
- (e) describe the chemistry of alkenes as exemplified, where relevant, by the following reactions:
  - (i) addition of hydrogen, steam, hydrogen halides and halogens
  - (ii) addition polymerisation (see Section C16)
- (f) describe the mechanism of electrophilic addition in symmetrical alkenes, using bromine/ethene as an example
- (g) suggest how 'cracking' can be used to obtain more useful alkanes and alkenes of lower  $M_r$  from larger hydrocarbon molecules
- (h) describe and explain how the combustion reactions of alkanes lead to their use as fuels in industry, in the home and in transport
- (i) recognise the environmental consequences of carbon monoxide, oxides of nitrogen and unburnt hydrocarbons arising from the internal combustion engine and of their catalytic removal (see Section C10).

**C14. Halogen derivatives****Content**

- 14.1. Halogenoalkanes
  - 14.1.1. Nucleophilic substitution
  - 14.1.2. Hydrolysis
  - 14.1.3. Formation of nitriles, primary amines
  - 14.1.4. Elimination
- 14.2 Relative strength of the C-Hal bond

**Learning outcomes**

Candidates should be able to:

- (a) recall the chemistry of halogenoalkanes as exemplified by
  - (i) the following: nucleophilic substitution reactions of bromoethane; hydrolysis; formation of nitriles; formation of primary amines by reaction with ammonia
  - (ii) the elimination of hydrogen bromide from 2-bromopropane
- (b) describe the  $S_N2$  mechanism of nucleophilic substitution in halogenoalkanes

**C15. Alcohols, aldehydes, ketones and carboxylic acids****Content**

- 15.1 Alcohols (exemplified by ethanol)
  - 15.1.1 Reactions to include oxidation; dehydration
- 15.2 Aldehydes (exemplified by ethanal)
  - 15.2.1 Characteristic tests for aldehydes
  - 15.2.2 Oxidation to carboxylic acid
  - 15.2.3 Reduction to primary alcohol
- 15.3 Ketones (exemplified by propanone)
  - 15.3.1 Characteristic tests for ketones
  - 15.3.2 Reduction to secondary alcohol
- 15.4 Carboxylic acids (exemplified by ethanoic acid)
  - 15.4.1 Formation from primary alcohols, aldehydes and nitriles
  - 15.4.2 Salt formation

**Learning outcomes**

Candidates should be able to:

- (a) recall the chemistry of alcohols, exemplified by ethanol:
  - (i) combustion
  - (ii) oxidation to carbonyl compounds and carboxylic acids
  - (iii) dehydration to alkenes
- (b) classify hydroxy compounds into primary, secondary and tertiary alcohols:
  - (i) suggest characteristic distinguishing reactions, e.g. mild oxidation
  - (ii) the resistance of tertiary alcohols to oxidation using  $\text{Cr}_2\text{O}_7^{2-}/\text{H}^+$  explained in terms of the absence of a hydrogen atom on the central carbon atom
- (c) describe the formation of aldehydes and ketones from primary and secondary alcohols respectively using  $\text{Cr}_2\text{O}_7^{2-}/\text{H}^+$
- (d) compare the production of ethanol by fermentation, and by the catalytic addition of steam to ethene, in terms of conditions, rate, purity of product and required technology
- (e) describe:
  - (i) the use of 2,4-dinitrophenylhydrazine (2,4-DNPH) reagent to detect the presence of carbonyl compounds
  - (ii) the reduction of aldehydes and ketones e.g. using  $\text{NaBH}_4$
- (f) deduce the nature (aldehyde or ketone) of an unknown carbonyl compound from the results of simple tests (i.e. Fehling's and Tollens' reagents; ease of oxidation)
- (g) describe the formation of carboxylic acids from alcohols, aldehydes and nitriles
- (h) describe the reactions of carboxylic acids in the formation of salts.

**C16. Polymerisation****Content**

16.1 Addition polymerisation

**Learning outcomes**

Candidates should be able to:

- (a) describe the characteristics of addition polymerisation as exemplified by poly(ethene) and PVC
- (b) write equations for the polymerisation of a given alkene monomer
- (c) identify the monomer(s) used in the formation of a given poly(alkene)
- (d) recognise the difficulty of the disposal of poly(alkene)s, i.e. non-biodegradability and harmful combustion products.

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## 5. Practical assessment

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### 5.1 Introduction

Candidates should be directed towards the practice of experimental skills throughout the whole period of their course of study. As a guide, candidates should expect to spend at least 20% of their time doing practical work individually or in small groups. This 20% does not include the time spent observing teacher demonstrations of experiments.

The practical work that candidates do during their course should aim to:

- provide learning opportunities so that candidates develop the skills they need to carry out experimental and investigative work
- reinforce the learning of the theoretical subject content of the syllabus
- instil an understanding of the interplay of experiment and theory in scientific method
- prove enjoyable, contributing to the motivation of candidates.

Candidates' experimental skills are assessed in Paper 4. The examiners are not strictly bound by the subject content of the syllabus in setting questions. Where appropriate, candidates are told exactly what to do and how to do it; only knowledge of theory and experimental skills within the syllabus are expected.

### 5.2 Paper 4

Paper 4 is a timetabled, laboratory-based practical paper focusing on the following experimental skills:

- manipulation, measurement and observation (MMO)
- presentation of data and observations (PDO)
- analysis, conclusions and evaluation (ACE).

Each paper will consist of two questions, each of 45 minutes and each of 15 marks. One question will cover the physics section of the syllabus, the other question the chemistry section.

### 5.3 Apparatus requirements

The apparatus requirements for Paper 4 vary from paper to paper. A complete list of apparatus and materials required for each question is given in the Confidential Instructions. The Confidential Instructions should be followed very carefully. If there is any doubt about how the practical examinations should be set up or if a particular chemical is impossible to obtain, it is vital that Centres contact Cambridge as soon as possible.

To provide some variation in the questions set, some novel items of equipment or material may be required. The list of practical apparatus and materials at the end of this section gives details of the requirements that are frequently required. Centres should keep these in stock and candidates should be accustomed to using these.

Guidance for the preparation of reagents for qualitative analysis and titration indicators is given at the end of this section. These instructions will not be given in the Confidential Instructions; instead the Supervisor will be referred to the syllabus.

## 5.4 Mark scheme for Paper 4

Paper 4 is marked using the generic mark scheme below, per 15 mark question. There are 30 marks overall. The expectations for each mark category are listed in the sections that follow.

Skill	Minimum mark allocation (out of 15 marks for each question)
Manipulation, measurement and observation (MMO)	4 marks
Presentation of data and observations (PDO)	2 marks
Analysis, conclusions and evaluation (ACE)	4 marks

The remaining 5 marks, for each 15 mark question, will be allocated across the skills and their allocation may vary from series to series.

### Manipulation, measurement and observation

#### Successful collection of data and observations

Candidates should be able to:

- set up apparatus correctly
- follow instructions given in the form of written instructions or diagrams or circuit diagrams
- use their apparatus to collect an appropriate quantity of data or observations, including subtle differences in colour, solubility or quantity of materials
- repeat readings where appropriate
- make measurements using common laboratory apparatus such as millimetre scales, protractors, stopwatches, top pan balances, newton meters, analogue and digital electrical meters, pipettes, burettes, measuring cylinders, thermometers
- use both analogue and digital scales.

Some candidates may be unable to set up their apparatus without help. Such candidates may ask for assistance from the supervisor. Supervisors will be given clear instructions on what assistance may be given to candidates, but this assistance should never go beyond the minimum necessary to enable candidates to take some readings; under no circumstances should help be given with presentation of data, analysis, or evaluation sections. All assistance must be reported to the examiners, and candidates who require assistance will not be able to score full marks for the successful collection of data.

Systematic analysis and a knowledge of traditional methods of separation will not be required. It will be assumed that candidates are familiar with:

- the reactions of the following cations:  $\text{NH}_4^+$ ;  $\text{Mg}^{2+}$ ;  $\text{Al}^{3+}$ ;  $\text{Ca}^{2+}$ ;  $\text{Cr}^{3+}$ ;  $\text{Fe}^{2+}$ ;  $\text{Fe}^{3+}$ ;  $\text{Cu}^{2+}$ ;  $\text{Zn}^{2+}$ ;  $\text{Ba}^{2+}$ ;  $\text{Pb}^{2+}$ ;
- the reactions of the following anions:  $\text{CO}_3^{2-}$ ;  $\text{NO}_3^-$ ;  $\text{NO}_2^-$ ;  $\text{SO}_4^{2-}$ ;  $\text{SO}_3^{2-}$ ;  $\text{Cl}^-$ ;  $\text{Br}^-$ ;  $\text{I}^-$ ;  $\text{CrO}_4^{2-}$ ;
- tests for the following gases:  $\text{NH}_3$ ;  $\text{CO}_2$ ;  $\text{Cl}_2$ ;  $\text{H}_2$ ;  $\text{O}_2$ ;  $\text{SO}_2$ , as detailed in the qualitative analysis notes which will be included with the question paper and are reproduced at the end of the section.

The substances to be investigated may contain ions not included in the above list: in such cases, candidates are not expected to identify the ions but only to draw conclusions of a general nature.

Candidates should not attempt tests other than those specified, except when it is appropriate to test for a gas.

Exercises requiring a knowledge of simple organic reactions e.g. test-tube reactions indicating the presence of unsaturated, alcoholic and carboxylic groups may also be set, but this would be for the testing of observation skills and drawing general conclusions only.

Candidates should have a knowledge of volumetric determination of acids and alkalis using a suitable indicator; iron(II). Simple titrations involving other reagents may also be set but, where appropriate, sufficient working details will be given.

Candidates should normally record burette readings to the nearest  $0.05\text{ cm}^3$  and temperature readings to the nearest  $0.5\text{ }^\circ\text{C}$  when using a thermometer calibrated in  $1\text{ }^\circ\text{C}$  intervals and to the nearest  $0.1\text{ }^\circ\text{C}$  where the interval is  $0.2\text{ }^\circ\text{C}$ .

### **Quality of measurements or observations**

Candidates should be able to:

- make accurate and consistent measurements and observations.

Marks are awarded for measured data in which the values obtained are reasonable. Marks will be awarded for consistency and accuracy of readings. In some cases, the candidate's data may be compared with information supplied by the supervisor or known to the examiners. The examiners only consider the extent to which the candidate has affected the quality of the data; allowances are made where the quality of data is limited by the experimental method required or by the apparatus used.

In other cases, the award of the mark is based on the scatter of points on a graph.

In qualitative experiments, precise descriptions and comparisons of colour or other observations are expected.

In a titration with a good end-point, candidates are expected to record two titres within  $0.10\text{ cm}^3$ .

### **Range and distribution of values**

Candidates should be able to:

- make measurements that span the largest possible range of values within the limits either of the equipment provided or of the instructions given
- make measurements whose values are appropriately distributed within this range.

In most experiments, including those involving straight-line graphs, a regularly-spaced set of measurements will be appropriate. For other experiments, such as those requiring the peak value of a curved graph to be determined, it may be appropriate for the measurements to be concentrated in one part of the range investigated. Candidates are expected to be able to identify the most appropriate distribution of values.

### Decisions relating to measurements or observations

Candidates should be able to:

- decide how many tests or observations to perform
- make measurements that span a range and have a distribution appropriate to the experiment
- decide how long to leave experiments running before making readings
- identify where repeated readings or observations are appropriate and calculate means where necessary
- identify where confirmatory tests are appropriate and the nature of such tests
- choose reagents to distinguish between given ions.

Candidates may need to choose how many tests, measurements and observations can be made in the time available. Candidates are expected to be able to identify the most appropriate range and distribution of values. In some experiments a regularly-spaced set of measurements is appropriate.

Repeated readings of particular quantities are often necessary in physical science in order to obtain accurate mean values and minimise experimental error. Individual readings or observations should be repeated where they appear to be anomalous.

In qualitative analysis experiments, candidates are expected to identify appropriate confirmatory tests.

### Presentation of data and observations

#### Table of results: layout

Candidates should be able to:

- present numerical data and values in a single table of results
- draw up the table in advance of taking readings so that they do not have to copy up their results
- include in the table of results columns for raw data and for values calculated from them
- use column headings that include both the quantity and the unit and that conform to accepted scientific conventions.

As an example of accepted practice in column headings, if the quantity being measured is current in milliamperes, then ' $I/\text{mA}$ ' would be the usual way to write the column heading, but ' $I$  in mA' or ' $I$  (mA)' would be allowed. Headings such as ' $I$  mA' or just 'mA' are not acceptable. The quantity or the unit, or both, may be written in words rather than symbols. Conventional symbols or abbreviations, such as p.d., may be used without explanation.

#### Table of results: raw data

Candidates should be able to:

- record raw readings of a quantity to the same degree of precision.

For example, if one measurement of length in a column of raw data is given to the nearest millimetre, then all the lengths in that column should be given to the nearest millimetre. The degree of precision used should be compatible with the measuring instrument used: it would be inappropriate to record a distance measured on a millimetre scale as '2 cm'.

**Table of results: calculated quantities**

Candidates should be able to:

- calculate other quantities from their raw data
- use the correct number of significant figures for these calculated quantities.

Except where they are produced by addition or subtraction, calculated quantities should be given to the same number of significant figures as (or one more than) the measured quantity of least accuracy. For example, if values of a potential difference and of a current are measured to 2 and 4 significant figures respectively, then the corresponding resistance should be given to 2 or 3 significant figures, but not 1 or 4.

**Data layout**

Candidates should be able to:

- use the appropriate presentation medium to produce a clear presentation of the data
- select which variables to plot against which and decide whether the graph should be drawn as a straight line or a curve
- plot appropriate variables on clearly labelled  $x$ - and  $y$ -axes
- choose suitable scales for graph axes
- plot all points or bars to an appropriate accuracy
- follow the ASE recommendations for putting lines on graphs.

**Graph: layout**

Candidates should be able to:

- choose a suitable and clear method of presenting the data, e.g. tabulations, graph or mixture of methods of presentation
- plot the independent variable on the  $x$ -axis and the dependent variable on the  $y$ -axis, except where the variables are conventionally plotted the other way around
- clearly label graph axes with both the quantity and the unit, following accepted scientific conventions
- choose scales for graph axes such that the data points occupy at least half of the graph grid in both  $x$ - and  $y$ -directions
- use a false origin where appropriate
- choose scales for the graph axes that allow the graph to be read easily, such as 1, 2 or 5 units to a 2 cm square
- place regularly-spaced numerical labels along the whole of each axis.

The accepted scientific conventions for labelling the axes of a graph are the same as for the column headings in a table of results.

**Graph: plotting of points**

Candidates should be able to:

- plot all their data points on their graph grid to an accuracy of better than 1 mm
- points should be finely drawn with a sharp pencil, but must still be visible. A fine cross or an encircled dot is suitable; a thick pencil blob is not.

**Graph: trend line**

Candidates should be able to:

- identify when the trend of a graph is linear or curved
- draw straight lines of best fit or curves to show the trend of a graph
- draw tangents to curved trend lines
- draw a trend line to show an even distribution of points on either side of the line along its whole length; lines should be finely drawn and should not contain kinks or breaks
- draw two curves or lines and find the intersection
- find an unknown value by using co-ordinates or intercepts on a graph
- determine the gradient of a straight-line graph
- evaluate the effectiveness of control variables.

**Display of calculation and reasoning**

Candidates should be able to:

- show their working in calculations, and the key steps in their reasoning
- justify the number of significant figures in a calculated quantity.

## Analysis, conclusions and evaluation

**Interpretation of data or observations and identifying sources of error**

Candidates should be able to:

- describe the patterns and trends shown by graphs and tables
- relate straight-line graphs to equations of the form  $y = mx + c$ , and hence to derive expressions that equate to the gradient or the  $y$ -intercept of their graphs
- read the co-ordinates of points on the trend line of a graph
- determine the gradient of a straight-line graph or of a tangent to a curve
- determine the  $y$ -intercept of a straight-line graph or of a tangent to a curve, including where these are on graphs with a false origin
- describe and summarise the key points of a set of observations
- calculate other quantities from data, or calculate the mean from repeated values, or make other appropriate calculations
- identify the most significant sources of error in an experiment
- estimate, quantitatively, the uncertainty in quantitative measurements
- express such uncertainty in a measurement as an absolute.

When a gradient is to be determined, the points on the line chosen for the calculation should be separated by at least half of the length of the line drawn.

In cases where the  $y$ -intercept cannot be read directly from the  $y$ -axis, it is expected that the co-ordinates of a point on the line and the gradient will be substituted into  $y = mx + c$ .

Candidates should be used to looking at experiments and assessing the relative importance of errors in measurement or in making observations so that they can judge which sources of error are most important. Candidates should be familiar with simple means of estimating error, such as the errors intrinsic in measuring devices or in the observer's ability to observe, or in experiments where limitations of the method introduce errors (e.g. energy loss when trying to assess enthalpy change). They should be able to express these errors in standard forms such as length = 73 mm  $\pm$  1 mm, or temperature increase = 14 °C  $\pm$  4 °C.

Candidates should be able to suggest which of the sources of error described are likely to be systematic errors such as those resulting from thermometers that consistently read 1 °C above actual temperature, or candidates who read volumes to the wrong part of the meniscus, as well as those which are likely to be random errors due to variability of materials, or random variations in room temperature.

### **Drawing conclusions**

Candidates should be able to:

- draw conclusions from an experiment, including determining the values of constants, considering whether experimental data supports a given hypothesis, and making predictions
- draw conclusions from an experiment, giving an outline description of the main features of the data, considering whether experimental data supports a given hypothesis, and making further predictions
- draw conclusions from interpretations of observations, data and calculated values
- make scientific explanations of the data, observations and conclusions that they have described.

Hypotheses that are being tested in the practical paper will be given, although hypothesis formulation is in skill B, and thus may be tested in the theory components. Conclusions may be expressed in terms of support for, or refutation of, hypotheses, or in terms of the deductions or inductions that can logically be made from the data, observations or calculated values.

Simple scientific explanations form a part of such conclusions and therefore form a part of this practical assessment, in which the candidates will be expected to refer to knowledge and understanding gained in their theory part of the course in order to provide explanations of their practical conclusions.

### **Suggesting improvements**

Candidates should be able to:

- suggest modifications to an experimental arrangement that will improve the accuracy of the experiment or the accuracy of the observations that can be made
- describe such modifications clearly in words or diagrams.

Candidates' suggestions should be realistic, so that in principle they are achievable in practice, although they may include the use of apparatus that is not available to the candidate (e.g. a colorimeter). The suggestions may relate either to the apparatus used, to the experimental procedure followed or to the nature of the observations or the means used to make them. Candidates may include improvements that they have actually made while carrying out the experiment, such as repeating readings. The suggested modifications may relate to sources of error identified by the candidate or to other sources of error. Extensions of the investigation should not be confused with improvements to the investigation.

### **Estimating uncertainties**

Candidates should be able to:

- estimate, quantitatively, the uncertainty in their measurements
- express the uncertainty in a measurement as an actual, fractional or percentage uncertainty, and translate between these forms.

**Identifying limitations**

Candidates should be able to:

- identify and describe the limitations in an experimental procedure
- identify the most significant sources of uncertainty in an experiment
- show an understanding of the distinction between systematic errors (including zero errors) and random errors.

**Display of calculation and reasoning**

Candidates should be able to:

- show their working in calculations, and the key steps in their reasoning
- use the correct number of significant figures for calculated quantities.

Where calculations are done, all of the key stages in the calculation should be recorded by candidates, so the credit can be given for correctly displaying working. Similarly, where observations form the basis for logical deduction (e.g. the concentration of a solution or the identity of an unknown substance), the steps in making the deduction should be shown. Again, where inductive thought processes are used to build up a general prediction or to support a general theory, from specific observations, the sequence of steps used should be reported.

Calculated quantities should be given to the same number of significant figures (or one more than) the measured quantity of least accuracy. For example, if titre volume is measured to four significant figures e.g.  $23.45 \text{ cm}^3$ , then the corresponding molar concentration should be given to four significant figures e.g.  $1.305 \text{ mol dm}^{-3}$  or  $0.9876 \text{ mol dm}^{-3}$ .

## 5.5 Administration of the practical test

Detailed regulations on the administration of Cambridge practical examinations are contained in the *Cambridge Handbook*.

A document called the Confidential Instructions will be despatched to Centres, usually about six weeks before the date of the examination. The Confidential Instructions detail the apparatus that will be required and how it should be laid out for candidates, and contain sufficient details to allow testing of the apparatus. Centres should contact the Despatch Department at Cambridge if they believe the Instructions have not been received.

**Access to the question paper itself is not permitted in advance of the examination.** It is essential that absolute confidentiality be maintained in advance of the examination date: the contents of the Confidential Instructions must not be revealed either directly or indirectly to candidates.

The Confidential Instructions contain a Supervisor's Report Form. A copy of this form must be completed and enclosed in each envelope of scripts. A sample set of results may also be helpful to the examiners, especially if there was any local difficulty with apparatus. A missing report can impede the marking process.

### Preparation for the examination (Paper 4)

Details of the specific requirements for apparatus and materials for a particular examination are given in the Confidential Instructions which are sent to Centres several weeks prior to the examination. These Instructions also contain advice about colour-blind candidates.

Supervisors are reminded of their responsibilities for supplying the Examiners with the information specified in the Instructions. Failure to supply such information may cause candidates to be unavoidably penalised.

The attention of Centres is drawn to the *Cambridge Handbook* which contains a section on Science Syllabuses which includes information about arrangements for practical examinations.

Detailed guidance on preparing the standard bench reagents and indicators will **not** be given in the Confidential Instructions. The Confidential Instructions will refer Supervisors to the following guidance notes in this syllabus document. The following hazard codes are used where relevant.

<b>C</b> = corrosive substance	<b>F</b> = highly flammable substance
<b>H</b> = harmful or irritating substance	<b>O</b> = oxidising substance
<b>T</b> = toxic substance	<b>N</b> = dangerous for the environment

The attention of Centres is drawn to any local regulations relating to safety, first-aid and disposal of chemicals. "Hazard Data Sheets" should be available from your chemical supplier.

## 5.6 Apparatus list: Physics

The list below gives some of the items that are regularly used in the practical test. The list is not intended to be exhaustive; in particular, to instil some variation in the questions set, some novel items are usually required. If there is any doubt about the interpretation of the Confidential Instructions or the suitability of the apparatus available, enquiries should be sent to the Product Manager for Physical Science at Cambridge, using either e-mail (**international@cie.org.uk**) or fax (+44 1223 553558) or telephone (+44 1223 553554).

Ammeter: (digital or analogue) f.s.d. 100 mA and 1 A (digital multimeters are suitable)

Cells: 1.5 V

Lamp and holder: 6 V 60 mA; 2.5 V 0.3 A

Leads and crocodile clips

Power supply: variable up to 12 V d.c. (low resistance)

Rheostat

Switch

Voltmeter: (digital or analogue) f.s.d. 5 V, 10 V (digital multimeters are suitable)

Wire: constantan 26, 28, 30, 32, 34, 36, 38 s.w.g. or metric equivalents

Long stem thermometer:  $-10\text{ }^{\circ}\text{C}$  to  $110\text{ }^{\circ}\text{C} \times 1\text{ }^{\circ}\text{C}$

Means to heat water safely to boiling (e.g. an electric kettle)

Plastic or polystyrene cup  $200\text{ cm}^3$

Stirrer

Balance to 0.1 g (this item may often be shared between sets of apparatus)

Bar magnet

Bare copper wire: 18, 26 s.w.g.

Beaker:  $100\text{ cm}^3$ ,  $200\text{ cm}^3$  or  $250\text{ cm}^3$

Blu-Tack

Card

Expendable steel spring

G-clamp

Magnadur ceramic magnets

Mass hanger

Newton-meter (1 N, 10 N)

Pendulum bob

Plasticine

Protractor

Pulley

Rule with a millimetre scale (1 m, 0.5 m, 300 mm)

Scissors

Sellotape

Slotted masses (100 g, 50 g, 20 g, 10 g) or alternative

Spring

Stand, boss and clamp

Stopwatch (candidates may use their wristwatches), reading to 0.1 s or better

Stout pin or round nail

String/thread/twine

Wire cutters

Wood or metal jaws



**For qualitative analysis****Bench reagents**

aqueous ammonia (approximately  $2.0 \text{ mol dm}^{-3}$ )

aqueous sodium hydroxide (approximately  $2.0 \text{ mol dm}^{-3}$ )

hydrochloric acid (approximately  $2.0 \text{ mol dm}^{-3}$ )

nitric acid (approximately  $2.0 \text{ mol dm}^{-3}$ )

sulfuric acid (approximately  $1.0 \text{ mol dm}^{-3}$ )

aqueous potassium dichromate(VI) (approximately  $1.0 \text{ mol dm}^{-3}$ )

aqueous barium nitrate or aqueous barium chloride (approximately  $0.1 \text{ mol dm}^{-3}$ )

aqueous lead(II) nitrate (approximately  $0.1 \text{ mol dm}^{-3}$ )

aqueous silver nitrate (approximately  $0.05 \text{ mol dm}^{-3}$ )

limewater (a saturated solution of calcium hydroxide) and the equipment normally used by the Centre to test for carbon dioxide

red and blue litmus paper

splints and a Bunsen burner

aluminium foil

**Inorganic analysis**

the carbonates (where they exist), sulfates, nitrates and chlorides of the cations listed in the Qualitative Analysis Notes

the sodium and potassium salts of the anions listed in the Qualitative Analysis Notes

**Organic analysis**

the reagents necessary to perform the reactions of alcohols (primary, secondary, tertiary), aldehydes, ketones, and carboxylic acids listed in the theory syllabus

## 6. Appendix

### Guidance for the preparation of reagents for qualitative analysis and indicators

Hazard	Label	Identity	Instructions
[H]	<b>dilute hydrochloric acid</b>	2.0 mol dm <sup>-3</sup> HCl	Dilute 170 cm <sup>3</sup> of concentrated (35-37%; approximately 11 mol dm <sup>-3</sup> ) acid [C] to 1 dm <sup>3</sup> .
[C]	<b>dilute nitric acid</b>	2.0 mol dm <sup>-3</sup> HNO <sub>3</sub>	Dilute 128 cm <sup>3</sup> of concentrated (70% w/v) acid [C] [O] to 1 dm <sup>3</sup> .
[H]	<b>dilute sulfuric acid</b>	1.0 mol dm <sup>-3</sup> H <sub>2</sub> SO <sub>4</sub>	Cautiously pour 55 cm <sup>3</sup> of concentrated (98%) sulfuric acid [C] into 500 cm <sup>3</sup> of distilled water with continuous stirring. Make the solution up to 1 dm <sup>3</sup> with distilled water. <b>Care</b> – concentrated H <sub>2</sub> SO <sub>4</sub> is very corrosive.
[H]	<b>aqueous ammonia</b>	2.0 mol dm <sup>-3</sup> NH <sub>3</sub>	Dilute 112 cm <sup>3</sup> of concentrated (35%) ammonia [C] [N] to 1 dm <sup>3</sup> .
[C]	<b>aqueous sodium hydroxide</b>	2.0 mol dm <sup>-3</sup> NaOH	Dissolve 80.0 g of NaOH [C] in each dm <sup>3</sup> of solution.  <b>Care</b> – the process of solution is exothermic and any concentrated solution is very corrosive.
[T] [H]	<b>0.1 mol dm<sup>-3</sup> barium chloride</b> [or 0.1 mol dm <sup>-3</sup> barium nitrate]	0.1 mol dm <sup>-3</sup> barium chloride [or 0.1 mol dm <sup>-3</sup> barium nitrate]	Dissolve 24.4 g of BaCl <sub>2</sub> ·2H <sub>2</sub> O [T] (or 26.1 g of Ba(NO <sub>3</sub> ) <sub>2</sub> [H] [O]) in each dm <sup>3</sup> of solution.
[H] [N]	<b>0.05 mol dm<sup>-3</sup> silver nitrate</b>	0.05 mol dm <sup>-3</sup> silver nitrate	Dissolve 8.5 g of AgNO <sub>3</sub> [C] [N] in each dm <sup>3</sup> of solution.
[T] [N]	<b>0.1 mol dm<sup>-3</sup> lead(II) nitrate</b>	0.1 mol dm <sup>-3</sup> lead(II) nitrate	Dissolve 33.1 g of Pb(NO <sub>3</sub> ) <sub>2</sub> [T] [O] [N] in each dm <sup>3</sup> of solution.
[H]	<b>limewater</b>	saturated aqueous calcium hydroxide, Ca(OH) <sub>2</sub>	Prepare fresh limewater by leaving distilled water to stand over solid calcium hydroxide [H] for several days, shaking occasionally. Decant or filter the solution.
[T] [N]	<b>acidified aqueous potassium dichromate(VI)</b>	0.05 mol dm <sup>-3</sup> K <sub>2</sub> Cr <sub>2</sub> O <sub>7</sub> , 0.05 mol dm <sup>-3</sup> H <sub>2</sub> SO <sub>4</sub>	Dissolve 14.8 g of K <sub>2</sub> Cr <sub>2</sub> O <sub>7</sub> [T] [N] in 50 cm <sup>3</sup> of 1 mol dm <sup>-3</sup> sulfuric acid [H]. Make the solution up to 1 dm <sup>3</sup> with distilled water. <i>The use of plastic gloves may be considered to prevent contact with skin.</i>
	<b>methyl orange indicator</b>	methyl orange indicator (pH range 2.9 to 4.6)	Use commercially produced solution or dissolve 0.4 g of solid indicator [H] in 200 cm <sup>3</sup> of ethanol (IMS) [F] and make up to 1 dm <sup>3</sup> with distilled water.
	<b>bromophenol blue indicator</b>	bromophenol blue indicator (pH range 3.0 to 4.5)	Dissolve 0.4 g of the solid indicator [H] in 200 cm <sup>3</sup> of ethanol (IMS) [F] and make up to 1 dm <sup>3</sup> with distilled water.
[F]	<b>phenolphthalein indicator</b>	phenolphthalein indicator (pH range 8.0 to 10.0)	Dissolve 1.0 g of the solid indicator [H] in 600 cm <sup>3</sup> of ethanol (IMS) [F] and make up to 1 dm <sup>3</sup> with distilled water.

## 6.1 Qualitative analysis notes

[Key: ppt. = precipitate]

### 1 Reactions of aqueous cations

cation	reaction with	
	NaOH(aq)	NH <sub>3</sub> (aq)
aluminium, Al <sup>3+</sup> (aq)	white ppt. soluble in excess	white ppt. insoluble in excess
ammonium, NH <sub>4</sub> <sup>+</sup> (aq)	no ppt. ammonia produced on heating	–
barium, Ba <sup>2+</sup> (aq)	no ppt. (if reagents are pure)	no ppt.
calcium, Ca <sup>2+</sup> (aq)	white ppt. with high [Ca <sup>2+</sup> (aq)]	no ppt.
chromium (III), Cr <sup>3+</sup> (aq)	grey-green ppt. soluble in excess giving dark green solution	grey-green ppt. insoluble in excess
copper(II), Cu <sup>2+</sup> (aq),	pale blue ppt. insoluble in excess	blue ppt. soluble in excess giving dark blue solution
iron(II), Fe <sup>2+</sup> (aq)	green ppt. turning brown on contact with air insoluble in excess	green ppt. turning brown on contact with air insoluble in excess
iron(III), Fe <sup>3+</sup> (aq)	red-brown ppt. insoluble in excess	red-brown ppt. insoluble in excess
lead(II), Pb <sup>2+</sup> (aq)	white ppt. soluble in excess	white ppt. insoluble in excess
magnesium, Mg <sup>2+</sup> (aq)	white ppt. insoluble in excess	white ppt. insoluble in excess
zinc, Zn <sup>2+</sup> (aq)	white ppt. soluble in excess	white ppt. soluble in excess

[Lead(II) ions can be distinguished from aluminium ions by the insolubility of lead(II) chloride.]

## 2 Reactions of anions

ion	reaction
carbonate, $\text{CO}_3^{2-}$	$\text{CO}_2$ liberated by dilute acids
chromate(VI), $\text{CrO}_4^{2-}(\text{aq})$	yellow solution turns orange with $\text{H}^+(\text{aq})$ ; gives yellow ppt. with $\text{Ba}^{2+}(\text{aq})$ ; gives bright yellow ppt. with $\text{Pb}^{2+}(\text{aq})$
chloride, $\text{Cl}^-(\text{aq})$	gives white ppt. with $\text{Ag}^+(\text{aq})$ (soluble in $\text{NH}_3(\text{aq})$ ); gives white ppt. with $\text{Pb}^{2+}(\text{aq})$
bromide, $\text{Br}^-(\text{aq})$	gives cream ppt. with $\text{Ag}^+(\text{aq})$ (partially soluble in $\text{NH}_3(\text{aq})$ ); gives white ppt. with $\text{Pb}^{2+}(\text{aq})$
iodide, $\text{I}^-(\text{aq})$	gives yellow ppt. with $\text{Ag}^+(\text{aq})$ (insoluble in $\text{NH}_3(\text{aq})$ ); gives yellow ppt. with $\text{Pb}^{2+}(\text{aq})$
nitrate, $\text{NO}_3^-(\text{aq})$	$\text{NH}_3$ liberated on heating with $\text{OH}^-(\text{aq})$ and $\text{Al}$ foil
nitrite, $\text{NO}_2^-(\text{aq})$	$\text{NH}_3$ liberated on heating with $\text{OH}^-(\text{aq})$ and $\text{Al}$ foil; $\text{NO}$ liberated by dilute acids (colourless $\text{NO} \rightarrow$ (pale) brown $\text{NO}_2$ in air)
sulfate, $\text{SO}_4^{2-}(\text{aq})$	gives white ppt. with $\text{Ba}^{2+}(\text{aq})$ or with $\text{Pb}^{2+}(\text{aq})$ (insoluble in excess dilute strong acids)
sulfite, $\text{SO}_3^{2-}(\text{aq})$	$\text{SO}_2$ liberated with dilute acids; gives white ppt. with $\text{Ba}^{2+}(\text{aq})$ (soluble in excess dilute strong acids)

## 3 Tests for gases

gas	test and test result
ammonia, $\text{NH}_3$	turns damp red litmus paper blue
carbon dioxide, $\text{CO}_2$	gives a white ppt. with limewater (ppt. dissolves with excess $\text{CO}_2$ )
chlorine, $\text{Cl}_2$	bleaches damp litmus paper
hydrogen, $\text{H}_2$	"pops" with a lighted splint
oxygen, $\text{O}_2$	relights a glowing splint
sulfur dioxide, $\text{SO}_2$	turns acidified aqueous potassium dichromate(VI) from orange to green

## 6.2 Safety in the laboratory

Responsibility for safety matters rests with Centres. Attention is drawn to the following UK associations, websites, publications and regulations.

### Associations

CLEAPSS is an advisory service providing support in practical science and technology, primarily for UK schools. International schools and post-16 colleges can apply for associate membership which includes access to the CLEAPSS publications listed below,

**<http://www.cleapss.org.uk.secmbfr.htm>**

### Websites

**<http://www.chemsoc.org/networks/learnnet/Safety.htm>**

**<http://www.ncbe.reading.ac.uk/NCBE/SAFETY/menu.html>**

**<http://www.microbiologyonline.org.uk/safety.html>**

### Publications

Safeguards in the School Laboratory, ASE, 11<sup>th</sup> Edition, 2006

Topics in Safety, ASE, 3<sup>rd</sup> Edition, 2001

CLEAPSS Laboratory Handbook, updated 2005 (available to CLEAPSS members only)

CLEAPSS Hazcards, 2005 update of 1995 edition (available to CLEAPSS members only)

Safety in Science Education, DfES, HMSO, 1996

Safe Practices in Chemical Laboratories, the Royal Society of Chemistry, 1989

Safety in Science Laboratories, DES Safety Series, 2, HMSO, 1976

Hazardous Chemicals Manual, SSERC, 1997

Hazardous Chemicals. An interactive manual for science education, SSERC, 2002 (CD)

### UK Regulations

Control of Substances Hazardous to Health Regulations (COSHH) 2002,

**<http://www.opsi.gov.uk/SI/si2002/20022677.htm>**, a brief guide may be found at

**<http://www.hse.gov.uk/pubns/indg136.pdf>**

## 6.3 Mathematical requirements

**It is assumed that candidates will be competent in the techniques described below.**

- (a) Make calculations involving addition, subtraction, multiplication and division of quantities
- (b) Make approximate evaluations of numerical expressions
- (c) Express small fractions as percentages, and vice versa
- (d) Calculate an arithmetic mean
- (e) Transform decimal notation to power of ten notation (standard form)
- (f) Use tables or calculators to evaluate logarithms (for pH calculations), squares, square roots, and reciprocals
- (g) Change the subject of an equation (most such equations involve only the simpler operations but may include positive and negative indices and square roots)
- (h) Substitute physical quantities into an equation using consistent units so as to calculate one quantity; check the dimensional consistency of such calculations, e.g. the units of a rate constant  $k$
- (i) Solve simple algebraic equations
- (j) Comprehend and use the symbols/notations  $<$ ,  $>$ ,  $\approx$ ,  $/$ ,  $\Delta$ ,  $\equiv$ ,  $\bar{x}$  (or  $\langle x \rangle$ )
- (k) Test tabulated pairs of values for direct proportionality by a graphical method or by constancy of ratio
- (l) Select appropriate variables and scales for plotting a graph, especially to obtain a linear graph of the form  $y = mx + c$
- (m) Determine and interpret the gradient and intercept of a linear graph
- (n) Choose by inspection a straight line that will serve as the 'least bad' linear model for a set of data presented graphically
- (o) Understand
  - (i) the slope of a tangent to a curve as a measure of rate of change
  - (ii) the 'area' below a curve where the area has physical significance, e.g. Boltzmann distribution curves
- (p) Comprehend how to handle numerical work so that significant figures are neither lost unnecessarily nor used beyond what is justified
- (q) Estimate orders of magnitude.

### Calculators

If calculators are to be used, it is suggested that they should have the following functions:  $+$ ,  $-$ ,  $\times$ ,  $\div$ ,  $\sqrt{x}$ ,  $x^2$ ,  $x^y$ ,  $\log x$  and  $\ln x$ . A *memory* function may be useful but is not essential.

### Arithmetic

Candidates should be able to:

- (a) recognise and use expressions in decimal and standard form (scientific) notation
- (b) use appropriate calculating aids (electronic calculator or tables) for addition, subtraction, multiplication and division. Find arithmetic means, powers (including reciprocals and square roots), sines, cosines, tangents (and the inverse functions)
- (c) take account of accuracy in numerical work and handle calculations so that significant figures are neither lost unnecessarily nor carried beyond what is justified
- (d) make approximate evaluations of numerical expressions (e.g.  $\pi^2 \approx 10$ ) and use such approximations to check the magnitude of machine calculations.

**Algebra**

Candidates should be able to:

- (a) substitute physical quantities into physical equations using consistent units and check the dimensional consistency of such equations
- (b) formulate simple algebraic equations as mathematical models of physical situations, and identify inadequacies of such models
- (c) comprehend and use the symbols  $<$ ,  $>$ ,  $\ll$ ,  $\gg$ ,  $\approx$ ,  $/$ ,  $\propto$ ,  $\langle x \rangle$ ,  $\Sigma$ ,  $\Delta x$ ,  $\delta x$ ,  $\sqrt{\quad}$ .

**Geometry and trigonometry**

Candidates should be able to:

- (a) calculate areas of right-angled and isosceles triangles, circumference and area of circles, areas and volumes of rectangular blocks, cylinders and spheres
- (b) use Pythagoras' theorem, similarity of triangles, the angle sum of a triangle
- (c) use sines, cosines and tangents (especially for  $0^\circ$ ,  $30^\circ$ ,  $45^\circ$ ,  $60^\circ$ ,  $90^\circ$ )
- (d) understand the relationship between degrees and radians (defined as arc/radius), translate from one to the other and use the appropriate system in context.

**Vectors**

Candidates should be able to:

- (a) find the resultant of two coplanar vectors, recognising situations where vector addition is appropriate.

**Graphs**

Candidates should be able to:

- (a) translate information between graphical, numerical, algebraic and verbal forms
- (b) select appropriate variables and scales for graph plotting
- (c) for linear graphs, determine the slope, intercept and intersection
- (d) choose, by inspection, a straight line which will serve as the line of best fit through a set of data points presented graphically
- (e) draw a curved trend line through a set of data points presented graphically, when the arrangement of these data points is clearly indicative of a non-linear relationship
- (f) recall standard linear form  $y = mx + c$  and rearrange relationships into linear form where appropriate
- (g) sketch and recognise the forms of plots of common simple expressions such as  $1/x$ ,  $x^2$ ,  $\sin x$ ,  $\cos x$ ,  $e^{-x}$
- (h) understand, draw and use the slope of a tangent to a curve as a means to obtain the gradient, and use notation in the form  $dy/dx$  for a rate of change
- (i) understand and use the area below a curve where the area has physical significance.

## 6.4 Glossary of terms used in Physical Science papers

It is hoped that the glossary will prove helpful to candidates as a guide, although it is not exhaustive. The glossary has been deliberately kept brief not only with respect to the number of terms included but also to the descriptions of their meanings. Candidates should appreciate that the meaning of a term must depend in part on its context. They should also note that the number of marks allocated for any part of a question is a guide to the depth of treatment required for the answer.

1. *Define (the term(s) ...)* is intended literally. Only a formal statement or equivalent paraphrase, such as the defining equation with symbols identified, being required.
2. *What is meant by ...* normally implies that a definition should be given, together with some relevant comment on the significance or context of the term(s) concerned, especially where two or more terms are included in the question. The amount of supplementary comment intended should be interpreted in the light of the indicated mark value.
3. *Explain* may imply reasoning or some reference to theory, depending on the context.
4. *State* implies a concise answer with little or no supporting argument, e.g. a numerical answer that can be obtained 'by inspection'.
5. *List* requires a number of points with no elaboration. Where a given number of points is specified, this should not be exceeded.
6. *Describe* requires candidates to state in words (using diagrams where appropriate) the main points of the topic. It is often used with reference either to particular phenomena or to particular experiments. In the former instance, the term usually implies that the answer should include reference to (visual) observations associated with the phenomena.  
The amount of description intended should be interpreted in the light of the indicated mark value.
7. *Discuss* requires candidates to give a critical account of the points involved in the topic.
8. *Deduce/Predict* implies that candidates are not expected to produce the required answer by recall but by making a logical connection between other pieces of information. Such information may be wholly given in the question or may depend on answers extracted in an earlier part of the question.
9. *Suggest* is used in two main contexts. It may either imply that there is no unique answer or that candidates are expected to apply their general knowledge to a 'novel' situation, one that formally may not be 'in the syllabus'.
10. *Calculate* is used when a numerical answer is required. In general, working should be shown.
11. *Measure* implies that the quantity concerned can be directly obtained from a suitable measuring instrument, e.g. length, using a rule, or angle, using a protractor.
12. *Determine* often implies that the quantity concerned cannot be measured directly but is obtained by calculation, substituting measured or known values of other quantities into a standard formula, e.g. the Young modulus, relative molecular mass.
13. *Show* is used where a candidate is expected to derive a given result. It is important that the terms being used by candidates are stated explicitly and that all stages in the derivation are stated clearly.
14. *Estimate* implies a reasoned order of magnitude statement or calculation of the quantity concerned. Candidates should make such simplifying assumptions as may be necessary about points of principle and about the values of quantities not otherwise included in the question.
15. *Sketch*, when applied to graph work, implies that the shape and/or position of the curve need only be qualitatively correct. However, candidates should be aware that, depending on the context, some quantitative aspects may be looked for, e.g. passing through the origin, having an intercept, asymptote or discontinuity at a particular value. On a sketch graph it is essential that candidates clearly indicate what is being plotted on each axis.
16. *Sketch*, when applied to diagrams, implies that a simple, freehand drawing is acceptable: nevertheless, care should be taken over proportions and the clear exposition of important details.
17. *Compare* requires candidates to provide both similarities and differences between things or concepts.

## 6.5 Summary of key quantities, symbols and units

The list below is intended as a guide to the more important quantities which might be encountered in teaching and used in question papers. The list is not exhaustive.

Quantity	Usual symbols	Usual unit
<b>Base quantities</b>		
mass	$m$	kg
length	$l$	m
time	$t$	s
electric current	$I$	A
thermodynamic temperature	$T$	K
amount of substance	$n$	mol
<b>Other quantities</b>		
distance	$d$	m
displacement	$s, x$	m
area	$A$	$m^2$
volume	$V, v$	$m^3, dm^3$
density	$\rho$	$kg\ m^{-3}, g\ dm^{-3}, g\ cm^{-3}$
speed	$u, v, c$	$m\ s^{-1}$
velocity	$u, v, c$	$m\ s^{-1}$
acceleration	$a$	$m\ s^{-2}$
acceleration of free fall	$g$	$m\ s^{-2}$
force	$F$	N
weight	$W$	N
momentum	$p$	N s
work	$W$	J
energy	$E, U, W$	J
potential energy	$E_p$	J
kinetic energy	$E_k$	J
heating	$q, Q$	J
change of internal energy	$\Delta U$	J
power	$P$	W
pressure	$p$	Pa
torque	$T$	N m
gravitational field strength	$g$	$N\ kg^{-1}$
angle	$\theta$	$^\circ, rad$
period	$T$	s
frequency	$f$	Hz
wavelength	$\lambda$	m, mm, nm
speed of electromagnetic waves	$c$	$m\ s^{-1}$
electric charge	$Q$	C
elementary charge	$e$	C
electric potential	$V$	V
electric potential difference	$V$	V
e.m.f. (electromotive force)	$E$	V
capacitance	$C$	F
resistance	$R$	$\Omega$
resistivity	$\rho$	$\Omega\ m$
spring constant	$k$	$N\ m^{-1}$
Young modulus	$E$	Pa

Celsius temperature	$\theta$	$^{\circ}\text{C}$
specific heat capacity	$c$	$\text{J kg}^{-1} \text{K}^{-1}$
specific latent heat	$L$	$\text{J kg}^{-1}$
molar gas constant	$R$	$\text{J mol}^{-1} \text{K}^{-1}$
Avogadro constant	$N_A$	$\text{mol}^{-1}$
number	$N, n, m$	
number density (number per unit volume)	$n$	$\text{m}^{-3}$
activity of radioactive source	$A$	$\text{Bq}$
half-life	$t_{1/2}$	$\text{s}$
relative atomic isotopic mass	$A_r$	
relative molecular mass	$M_r$	
atomic mass	$m_a$	$\text{kg}, u$
electron mass	$m_e$	$\text{kg}, u$
neutron mass	$m_n$	$\text{kg}, u$
proton mass	$m_p$	$\text{kg}, u$
molar mass	$M$	$\text{kg mol}^{-1}$
proton number	$Z$	
nucleon number	$A$	
neutron number	$N$	
enthalpy change of reaction	$\Delta H$	$\text{J}, \text{kJ}$
standard enthalpy change of reaction	$\Delta H^{\ominus}$	$\text{J mol}^{-1}, \text{kJ mol}^{-1}$
ionisation energy	$I, \Delta E$	$\text{kJ mol}^{-1}$
bond energy	–	$\text{kJ mol}^{-1}$
electron affinity	–	$\text{kJ mol}^{-1}$
concentration	$c$	$\text{mol dm}^{-3}$
pH	pH	–



# Data Booklet

**Physical Science Advanced Subsidiary**

**For use from 2011 in all papers for the above syllabus,  
except practical examination.**



UNIVERSITY *of* CAMBRIDGE  
International Examinations

**Important values, constants and standards**

molar gas constant	$R$	$= 8.31 \text{ J K}^{-1} \text{ mol}^{-1}$
the Avogadro constant	$N_A, L$	$= 6.02 \times 10^{23} \text{ mol}^{-1}$
speed of light in a vacuum	$c$	$= 3.00 \times 10^8 \text{ m s}^{-1}$
rest mass of electron, ${}_{-1}^0\text{e}$	$m_e$	$= 9.11 \times 10^{-31} \text{ kg}$
electronic charge	$e$	$= -1.60 \times 10^{-19} \text{ C}$
specific heat capacity of water		$= 4.18 \text{ kJ kg}^{-1} \text{ K}^{-1}$ $= 4.18 \text{ J g}^{-1} \text{ K}^{-1}$
acceleration of free fall	$g$	$= 9.81 \text{ m s}^{-2}$
volume of one mole of any gas at room temperature and pressure		$= 24.0 \text{ dm}^3$

**Formulae**

uniformly accelerated motion	$s$	$= ut + \frac{1}{2}at^2$
	$v^2$	$= u^2 + 2as$
work done on/by a gas	$W$	$= p \Delta V$
hydrostatic pressure	$p$	$= \rho gh$
resistors in series	$R$	$= R_1 + R_2 + \dots$
resistors in parallel	$1/R$	$= 1/R_1 + 1/R_2 + \dots$

**Ionisation energies (1st, 2nd, 3rd and 4th) of selected elements, in kJ mol<sup>-1</sup>**

	<b>Proton Number</b>	<b>First</b>	<b>Second</b>	<b>Third</b>	<b>Fourth</b>
H	1	1310	–	–	–
He	2	2370	5250	–	–
Li	3	519	7300	11800	–
Be	4	900	1760	14800	21000
B	5	799	2420	3660	25000
C	6	1090	2350	4610	6220
N	7	1400	2860	4590	7480
O	8	1310	3390	5320	7450
F	9	1680	3370	6040	8410
Ne	10	2080	3950	6150	9290
Na	11	494	4560	6940	9540
Mg	12	736	1450	7740	10500
Al	13	577	1820	2740	11600
Si	14	786	1580	3230	4360
P	15	1060	1900	2920	4960
S	16	1000	2260	3390	4540
Cl	17	1260	2300	3850	5150
Ar	18	1520	2660	3950	5770
K	19	418	3070	4600	5860
Ca	20	590	1150	4940	6480
Sc	21	632	1240	2390	7110
Ti	22	661	1310	2720	4170
V	23	648	1370	2870	4600
Cr	24	653	1590	2990	4770
Mn	25	716	1510	3250	5190
Fe	26	762	1560	2960	5400
Co	27	757	1640	3230	5100
Ni	28	736	1750	3390	5400
Cu	29	745	1960	3350	5690
Zn	30	908	1730	3828	5980
Ga	31	577	1980	2960	6190
Ge	32	762	1540	3300	4390
Br	35	1140	2080	3460	4850
Sr	38	548	1060	4120	5440
Sn	50	707	1410	2940	3930
I	53	1010	1840	2040	4030
Ba	56	502	966	3390	–
Pb	82	716	1450	3080	4080

## Bond energies

### (a) Diatomic molecules

Bond	Energy/kJ mol <sup>-1</sup>
H—H	436
D—D	442
N≡N	944
O=O	496
F—F	158
Cl—Cl	242
Br—Br	193
I—I	151
H—F	562
H—Cl	431
H—Br	366
H—I	299

### (b) Polyatomic molecules

Bond	Energy/kJ mol <sup>-1</sup>
C—C	350
C=C	610
C≡C	840
C <sup>⋯</sup> C (benzene)	520
C—H	410
C—Cl	340
C—Br	280
C—I	240
C—O	360
C=O	740
C—N	305
C=N	610
C≡N	890
N—H	390
N—N	160
N=N	410
O—H	460
O—O	150
Si—Cl	359
Si—H	320
Si—O	444
Si—Si	222
S—Cl	250
S—H	347
S—S	264

# The Periodic Table of the Elements

Group																							
I	II											III	IV	V	VI	VII	0						
												1.0 <b>H</b> hydrogen 1											4.0 <b>He</b> helium 2
<b>Key</b>		relative atomic mass atomic symbol name atomic number										10.8 <b>B</b> boron 5	12.0 <b>C</b> carbon 6	14.0 <b>N</b> nitrogen 7	16.0 <b>O</b> oxygen 8	19.0 <b>F</b> fluorine 9	20.2 <b>Ne</b> neon 10						
6.9 <b>Li</b> lithium 3	9.0 <b>Be</b> beryllium 4											27.0 <b>Al</b> aluminium 13	28.1 <b>Si</b> silicon 14	31.0 <b>P</b> phosphorus 15	32.1 <b>S</b> sulfur 16	35.5 <b>Cl</b> chlorine 17	39.9 <b>Ar</b> argon 18						
23.0 <b>Na</b> sodium 11	24.3 <b>Mg</b> magnesium 12	39.1 <b>K</b> potassium 19	40.1 <b>Ca</b> calcium 20	45.0 <b>Sc</b> scandium 21	47.9 <b>Ti</b> titanium 22	50.9 <b>V</b> vanadium 23	52.0 <b>Cr</b> chromium 24	54.9 <b>Mn</b> manganese 25	55.8 <b>Fe</b> iron 26	58.9 <b>Co</b> cobalt 27	58.7 <b>Ni</b> nickel 28	63.5 <b>Cu</b> copper 29	65.4 <b>Zn</b> zinc 30	69.7 <b>Ga</b> gallium 31	72.6 <b>Ge</b> germanium 32	74.9 <b>As</b> arsenic 33	79.0 <b>Se</b> selenium 34	79.9 <b>Br</b> bromine 35	83.8 <b>Kr</b> krypton 36				
85.5 <b>Rb</b> rubidium 37	87.6 <b>Sr</b> strontium 38	88.9 <b>Y</b> yttrium 39	91.2 <b>Zr</b> zirconium 40	92.9 <b>Nb</b> niobium 41	95.9 <b>Mo</b> molybdenum 42	– <b>Tc</b> technetium 43	101 <b>Ru</b> ruthenium 44	103 <b>Rh</b> rhodium 45	106 <b>Pd</b> palladium 46	108 <b>Ag</b> silver 47	112 <b>Cd</b> cadmium 48	115 <b>In</b> indium 49	119 <b>Sn</b> tin 50	122 <b>Sb</b> antimony 51	128 <b>Te</b> tellurium 52	127 <b>I</b> iodine 53	131 <b>Xe</b> xenon 54	–	–	–			
133 <b>Cs</b> caesium 55	137 <b>Ba</b> barium 56	139 <b>La</b> lanthanum 57	178 <b>Hf</b> hafnium 72	181 <b>Ta</b> tantalum 73	184 <b>W</b> tungsten 74	186 <b>Re</b> rhenium 75	190 <b>Os</b> osmium 76	192 <b>Ir</b> iridium 77	195 <b>Pt</b> platinum 78	197 <b>Au</b> gold 79	201 <b>Hg</b> mercury 80	204 <b>Tl</b> thallium 81	207 <b>Pb</b> lead 82	209 <b>Bi</b> bismuth 83	– <b>Po</b> polonium 84	– <b>At</b> astatine 85	– <b>Rn</b> radon 86	–	–	–			
– <b>Fr</b> francium 87	– <b>Ra</b> radium 88	– <b>Ac</b> actinium 89	– <b>Rf</b> rutherfordium 104	– <b>Db</b> dubnium 105	– <b>Sg</b> seaborgium 106	– <b>Bh</b> bohrium 107	– <b>Hs</b> hassium 108	– <b>Mt</b> meitnerium 109	– <b>Unn</b> ununnilium 110	– <b>Uuu</b> unununium 111	– <b>Uub</b> ununbium 112	–	– <b>Uuq</b> ununquadium 114	–	– <b>Uuh</b> ununhexium 116	–	– <b>Uuo</b> ununoctium 118	–	–	–			

lanthanides

140 <b>Ce</b> cerium 58	141 <b>Pr</b> praseodymium 59	144 <b>Nd</b> neodymium 60	– <b>Pm</b> promethium 61	150 <b>Sm</b> samarium 62	152 <b>Eu</b> europium 63	157 <b>Gd</b> gadolinium 64	159 <b>Tb</b> terbium 65	163 <b>Dy</b> dysprosium 66	165 <b>Ho</b> holmium 67	167 <b>Er</b> erbium 68	169 <b>Tm</b> thulium 69	173 <b>Yb</b> ytterbium 70	175 <b>Lu</b> lutetium 71
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actinides

– <b>Th</b> thorium 90	– <b>Pa</b> protactinium 91	– <b>U</b> uranium 92	– <b>Np</b> neptunium 93	– <b>Pu</b> plutonium 94	– <b>Am</b> americium 95	– <b>Cm</b> curium 96	– <b>Bk</b> berkelium 97	– <b>Cf</b> californium 98	– <b>Es</b> einsteinium 99	– <b>Fm</b> fermium 100	– <b>Md</b> mendelevium 101	– <b>No</b> nobelium 102	– <b>Lr</b> lawrencium 103
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## 6.7 Resource list

Teachers may find reference to the following books helpful. The list is by no means comprehensive but is intended to indicate some appropriate texts.

Texts should be chosen that will be of interest to students and that support the teacher's own style of presentation.

*The books listed below offer very comprehensive coverage of Physics and Chemistry courses at this level. They are not specific to this syllabus. They do contain some material that is not required for this syllabus or that is treated at too great a depth.*

### **Textbooks: Physics**

Advanced Physics, by T. Duncan, published by Hodder & Stoughton, ISBN 978-0719576690

Advanced Physics, by S. Adams and J. Allday, published by Oxford University Press, ISBN 978-0199146802

Bath Advanced Science: Physics 2<sup>nd</sup> Edition, by R. Hutchings, published by Nelson Thornes, ISBN 978-0174387312

International A/AS Level Physics, by C. Mee, M. Crundell, B. Arnold and W. Brown, ISBN 978-0340945643

New Understanding Physics for Advanced Level (Fourth Edition), by J. Breithaupt, published by Nelson Thornes, ISBN 978-0748743148

Physics 1, by D. Sang, K. Gibbs and R. Hutchings, published by Cambridge University Press, ISBN 978-0521787185

Physics 2, by D. Sang, published by Cambridge University Press, ISBN 978-0521797153

AS/A-Level Physics Essential Word Dictionary, by M. Crundell, published by Philip Allen Updates, ISBN 978-0860033776

The Complete A-Z Physics Handbook, by M. Chapple, published by Hodder & Stoughton, ISBN 978-0340688045

Advanced Level Practical Work for Physics, by M. Crundell and C. Mee, published by Hodder & Stoughton, ISBN 978-0340782453

Practice in Physics (Third Edition), by T. Akrill and C. Millar, published by Hodder Murray, ISBN 978-0340758137

AS/A-Level Physics Question and Answer Guide, by M. Crundell, published by Philip Allen Updates, ISBN 978-0860037750

### **Multimedia: CD-ROM**

*The CD-ROM listed below contains simulations of Cambridge International A Level Physics experiments and is likely to appeal to many students. It is recommended as a means of consolidating theory taught in class, but should not be used to replace first-hand laboratory work.*

Virtual Physics Laboratory, available from **[www.vplab.co.uk](http://www.vplab.co.uk)**

**Textbooks: Chemistry**

Chemistry for Advanced Level by P. Cann & P. Hughes, (Edition 2002), published by John Murray  
**www.johnmurray.co.uk** ISBN 071958602X

Cambridge International AS Level and A Level Chemistry (Edition 2004) by B. Ratcliff, H. Eccles, J. Raffan, J. Nicholson, D. Johnson, & J. Newman, published by Cambridge University Press **www.cambridge.org**  
 ISBN 0521544718

Advanced Chemistry by P Matthews, published by Cambridge University Press, (ISBN 0-521-42333-3 & 0421-42323-5)

Understanding Chemistry for Advanced Level (2<sup>nd</sup> Edition) by T. Lister & J. Renshaw, published by Stanley Thornes (ISBN 0-7487-1978-4)

Chemistry in Context (4<sup>th</sup> Edition) by Hill & Holman, published by Nelson (ISBN 0-17-448191-8)

Chemical Ideas (Salters' Advanced Chemistry) by G. Burton, published by Heinemann (ISBN 0-435-63105-5)

A-Level Chemistry (3<sup>rd</sup> Edition) by E. N. Ramsden, published by Stanley Thornes (ISBN 0-7487-1688-2)

Advanced Chemistry through Diagrams by M. Lewis, published by Oxford University Press,  
**www4.oup.co.uk** (ISBN 0199141983)

Chemistry 1 by B. Ratcliff, D. Johnson, H. Eccles, J. Nicholson & J. Raffan, published by Cambridge University Press (ISBN 0521787785)

Chemistry 2 by B. Ratcliff & H. Eccles, published by Cambridge University Press (ISBN: 0521798825)

Calculations on AS/A Level Chemistry by J. Clark (Edition 2000) published by Pearson Education Ltd (ISBN 0582411270)

Chemistry – Facts and Practice for A Level by M. Parsonage, published by Oxford University Press (ISBN 978-0955545108)

Chemistry in Context Laboratory Manual and Study Guide (3<sup>rd</sup> Edition) by Hill & Holman, published by Nelson (ISBN 0-17-448231-0)

Experiments and Exercises in Basic Chemistry (3<sup>rd</sup> Edition) by S. Murov, published by John Wiley (ISBN 0-471-27232-9)

ILPAC Advanced Practical Chemistry (second edition) edited by A. Lainchbury, J. Stephens, A. Thompson, published by John Murray (ISBN 0-7195-7507-9)

Classic Chemistry Experiments by Kevin Hutchings, (Edition 2000), published by The Royal Society of Chemistry **www.rsc.org** (ISBN: 0854049193)

Classic Chemistry Demonstrations by Ted Lister, (Edition 1995), published by The Royal Society of Chemistry (ISBN 1870343387)

Cambridge Advanced Sciences, published by Cambridge University Press;

Teacher Materials Chemistry 1 CD-ROM by David Acaster, ISBN 978-0-521-61818-2

Teacher Materials Chemistry 2 CD-ROM by David Acaster, ISBN 978-0-521-61819-9

**Teacher's Resources**

Cambridge has Discussion Forums, Resource Sharing and Online Textbooks available on the Teacher Support Website, **http://teachers.cie.org.uk**

## Websites

To support Centres in teaching of practical skills, Cambridge has produced a booklet which contains 30 practical exercises, of which at least 10 are presented in detail, with lesson plans, student worksheets and useful information for teachers and technical support staff.

Teaching AS Chemistry Practical Skills (PSAS97010105)

They are available from Cambridge publications, 1 Hills Road, Cambridge, CB1 2EU, UK, phone +44 (0) 1223 553553, fax +44 (0) 1223 553558, e-mail **international@cie.org.uk**

**<http://www.chemsoc.org>**

**<http://www.rsc.org>**

**<http://www.ase.org.uk>**

**<http://www.practicalphysics.org>**

Guidance on making measurements and on error analysis may be found on the following websites.

**[www.chemistry-react.org/go/Tutorial/Tutorial\\_4428.html](http://www.chemistry-react.org/go/Tutorial/Tutorial_4428.html)**

**[www.chemsoc.org/networks/LearnNet/RSCmeasurements.htm](http://www.chemsoc.org/networks/LearnNet/RSCmeasurements.htm)**

Resources are also listed on Cambridge's public website at **[www.cie.org.uk](http://www.cie.org.uk)**. Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the Cambridge Teacher Support website at **<http://teachers.cie.org.uk>**. This website is available to teachers at registered Cambridge Centres.

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## 7. Additional information

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### 7.1 Guided learning hours

Cambridge International AS Level syllabuses are designed on the assumption that candidates have about 180 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, these figures are for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

### 7.2 Recommended prior learning

We recommend that candidates who are beginning this course should have previously completed a Cambridge O Level or Cambridge IGCSE course in Physical Science or both Physics and Chemistry or the equivalent.

### 7.3 Progression

Physical Science is a Cambridge International AS Level and provides a suitable foundation for the study of Physical Science or related courses in higher education. Depending on local university entrance requirements, it may permit or assist progression directly to university courses in Physical Science or some other subjects. It is also suitable for candidates intending to pursue careers or further study in Physical Science, or as part of a course of general education.

### 7.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

### 7.5 Grading and reporting

Cambridge International AS Level results are shown by one of the grades a, b, c, d or e indicating the standard achieved, Grade a being the highest and Grade e the lowest. 'Ungraded' indicates that the candidate has failed to reach the standard required for a pass at Cambridge International AS Level. 'Ungraded' will be reported on the statement of results but not on the certificate.

For languages other than English, Cambridge will also report separate speaking endorsement grades (Distinction, Merit and Pass) for candidates who satisfy the conditions stated in the syllabus.

The content and difficulty of a Cambridge International AS Level examination is equivalent to the first half of a corresponding Cambridge International A Level.

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains...
  - ... the minimum mark necessary for a Grade a obtains a percentage uniform mark of 80%.
  - ... the minimum mark necessary for a Grade b obtains a percentage uniform mark of 70%.
  - ... the minimum mark necessary for a Grade c obtains a percentage uniform mark of 60%.
  - ... the minimum mark necessary for a Grade d obtains a percentage uniform mark of 50%.
  - ... the minimum mark necessary for a Grade e obtains a percentage uniform mark of 40%.
  - ... no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade c and the minimum for a Grade d (and whose grade is therefore d) receives a percentage uniform mark of 55%.

The percentage uniform mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one series to another and from one subject to another) and it has been turned into a percentage.

## 7.6 Access

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and what they can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in the *Cambridge Handbook* which can be downloaded from the website **[www.cie.org.uk](http://www.cie.org.uk)**

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

## 7.7 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are on the Syllabus and Support Materials CD-ROM, which we send to all Cambridge International Schools. They are also on our public website – go to **[www.cie.org.uk/alevel](http://www.cie.org.uk/alevel)**. Click the Subjects tab and choose your subject. For resources, click 'Resource List'.

You can use the 'Filter by' list to show all resources or only resources categorised as 'Endorsed by Cambridge'. Endorsed resources are written to align closely with the syllabus they support. They have been through a detailed quality-assurance process. As new resources are published, we review them against the syllabus and publish their details on the relevant resource list section of the website.

Additional syllabus-specific support is available from our secure Teacher Support website **<http://teachers.cie.org.uk>** which is available to teachers at registered Cambridge schools. It provides past question papers and examiner reports on previous examinations, as well as any extra resources such as schemes of work or examples of candidate responses. You can also find a range of subject communities on the Teacher Support website, where Cambridge teachers can share their own materials and join discussion groups.

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