

SECOND TEST DECEMBER-2023

CLASS : 1 PUC

SUBJECT : CHEMISTRY (34)

Max. Marks : 35

TIME : 1 Hr. 30 Mins.

PART-A

I. Select the correct option from the given choices :

6x1=6

- 1) Relation between K_p and K_c is given by
 - a) $K_p = K_c (RT)^{\Delta n}$
 - b) $K_c = K_p (RT)^{\Delta n}$
 - c) $K_p = K_c / (RT)^{\Delta n}$
 - d) $K_p = (RT)^{\Delta n} / K_c$
- 2) At 298 K, $K_a \times K_b$ is
 - a) 10^{-7}
 - b) 10^{-14}
 - c) 10^{-10}
 - d) 10^{-7}
- 3) The process of addition of electrons is called
 - a) Reduction
 - b) Oxidation
 - c) Displacement reaction
 - d) Decomposition reaction
- 4) The oxidation number of an atom in the elemental state is
 - a) +1
 - b) -1
 - c) zero
 - d) $-\frac{1}{2}$
- 5) Soda lime is a mixture of
 - a) NaOH + KOH
 - b) NaOH + CaO
 - c) NaOH + Ca(OH)_2
 - d) All of there
- 6) In benzene each carbon atom undergoes
 - a) sp^3 hybridization
 - b) sp^2 hybridization
 - c) sp hybridization
 - d) None of there

II. Fill in the blanks by choosing appropriate word from those given in brackets: 3x1=3

[$\text{C}_n\text{H}_{2n-2}$, C_nH_{2n} , Zero, HSO_4^-]

- 7) Conjugate base of H_2SO_4 is _____.
- 8) The standard electrode potential of standard hydrogen electrode is _____.
- 9) The general formula of alkyne is _____.

PART-B

III. Answer any TWO of the following questions. Each question carries TWO marks:

2x2=4

- 10) What is heterogeneous equilibrium? Give an example.
- 11) What is conjugate acid-base pair? Illustrate with an example.
- 12) Explain the preparation of alkenes by dehydrohalogenation of alkyl halides.
- 13) Write the Newman's projection of ethane.

PART-C

IV. Answer any TWO of the following questions. Each question carries THREE marks:

2x3=6

- 14) Balance the following redox reaction by oxidation number method in acidic medium



- 15) Define oxidising agent. Give one example each for oxidising and reducing agents.

(P.T.O)

Chemistry Spring Semester Exam Review

**Illinois State Board of Education
(1973-)**



Chemistry Spring Semester Exam Review:

Annual Catalogue United States Air Force Academy, 1984 United States Air Force Academy United States Air Force Academy, 1983 **Teach Students How to Learn** Sandra Yancy McGuire, 2023-07-03 Co published with NISOD Miriam a freshman Calculus student at Louisiana State University made 37.5% on her first exam but 83% and 93% on the next two. Matt a first year General Chemistry student at the University of Utah scored 65% and 55% on his first two exams and 95% on his third. These are representative of thousands of students who decisively improved their grades by acting on the advice described in this book. What is preventing your students from performing according to expectations? Sandra McGuire offers a simple but profound answer: If you teach students how to learn and give them simple straightforward strategies to use, they can significantly increase their learning and performance. For over a decade Sandra McGuire has been acclaimed for her presentations and workshops on metacognition and student learning because the tools and strategies she shares have enabled faculty to facilitate dramatic improvements in student learning and success. This book encapsulates the model and ideas she has developed in the past fifteen years—ideas that are being adopted by an increasing number of faculty with considerable effect. The methods she proposes do not require restructuring courses or an inordinate amount of time to teach. They can often be accomplished in a single session, transforming students from memorizers and regurgitators to students who begin to think critically and take responsibility for their own learning. Sandra McGuire takes the reader sequentially through the ideas and strategies that students need to understand and implement. First she demonstrates how introducing students to metacognition and Bloom's Taxonomy reveals to them the importance of understanding how they learn and provides the lens through which they can view learning activities and measure their intellectual growth. Next she presents a specific study system that can quickly empower students to maximize their learning. Then she addresses the importance of dealing with emotion, attitudes, and motivation by suggesting ways to change students' mindsets about ability and by providing a range of strategies to boost motivation and learning. Finally, she offers guidance to faculty on partnering with campus learning centers. She pays particular attention to academically unprepared students, noting that the strategies she offers for this particular population are equally beneficial for all students. While stressing that there are many ways to teach effectively and that readers can be flexible in picking and choosing among the strategies she presents, Sandra McGuire offers the reader a step-by-step process for delivering the key messages of the book to students in as little as 50 minutes. Free online supplements provide three slide sets and a sample video lecture. This book is written primarily for faculty but will be equally useful for TAs, tutors, and learning center professionals. For readers with no background in education or cognitive psychology, the book avoids jargon and esoteric theory. **Journal of the Pennsylvania Academy of Science**, 2001 **Proceedings** Bassam Z. Shakhshiri, 1973 *Survival Handbook for the New Chemistry Instructor* Diane M. Bunce, Cinzia M. Muzzi, 2004. This book provides an overview of the issues facing new chemistry faculty in preparation for teaching. Serving as a reference

to answer specific questions new chemistry faculty encounter this book is comparable to sitting down with a colleague in the department and talking through some ideas or gaining some pointers on how to avoid common pitfalls It is the one single place new chemistry faculty can go to find practical information on how to teach and how to prepare for teaching their first course Chapters are written both by established experts in the field and by new professors within their first couple of years of teaching

Using Physical Models of Biomolecules to Teach Concepts of Biochemical Structure in Introductory Undergraduate Chemistry John Yi,2004 *Chronicle Four-Year College Databook* Chronicle Guidance Publishers,2005-08

Chronicle Four-year College Databook ,2004 **Catalog** University of Colorado Boulder,2009 Uses of Instructional Television in Engineering Education in the United States Eugene R. Chenette,Joseph M. Biedenbach,1985

8th International Conference on Methods and Applications of Radioanalytical Chemistry Rolf Zeisler,Kenan U nlu,Susan Heller-Zeisler,2009-09-02 The conferences on Methods and Applications of Radio analytical Chemistry MARC are an established venue for all aspects of this field In recent years emphasis on education and nuclear and radiochemistry manpower have become an important conference topic The MARC VIII Conference Kona Hawaii April 5 10 2009 hosted a panel of nine experts as well as contributed lectures and posters on Current Status trends and Needs in Radiochemical Education The U S and Abroad to discuss recent progress in the U S and abroad and to highlight the needs that still exist The outcome of the discussions should facilitate the needed growth in the nuclear chemistry and radio chemistry fields

Annual Report, Proposed Budget Fiscal Year ... Illinois State Board of Education (1973-),2002 **Handbook for Students** University of Minnesota. School of Chemistry,1923 *Cornell University Courses of Study* Cornell University,2007 **Pharmaceutical Record and Weekly Market Review** P. W. Bedford,1891 *University Senate Minutes* University of Minnesota. Senate,1993 Proceedings American Society for Engineering Education,1965 *Journal of the Medical Library Association* ,2003 *Chronicle 4 Year College Databook* Chronicle Guidance Publishers,2002-10

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