

CHEMISTRY MULTIPLE CHOICE QUESTIONS

A. Atoms, molecules and stoichiometry

2002 -2019



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C.

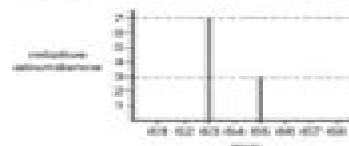
As a simplification, an adult human can be considered to have a daily diet of 1.80 kg of carbohydrate (empirical formula $C_6H_{12}O_6$).

Which mass of carbon dioxide does a person produce each day if all the carbohydrate eaten is digested and oxidised?

- A. 0.907 kg B. 0.900 kg C. 0.90 kg D. 0.94 kg

(2002 NA/12)

The diagram shows the mass spectrum of a sample of naturally-occurring copper.



What is the relative atomic mass of this copper?

- A. 63.2 B. 63.5 C. 63.6 D. 64.0

(2002 NA/10)

Which pairs of compounds have the same empirical formula?

- ethane and ethene
- ethane and cyclohexane
- cyclohexane and oct-1-ene

(2002 MC/31)

A mixture of 1.0 cm³ of methane and 1.0 cm³ of ethane was sparked with an excess of oxygen. After cooling to room temperature, the residual gas was passed through aqueous potassium hydroxide.

Which compounds have the empirical formula CH_4O ?

- methanol
- ethanoic acid
- methyl methanolate

(2002 ON/31)

What is the number of molecules in 500 cm³ of oxygen under room conditions?

- A. 1.25×10^{23} B. 1.25×10^{24} C. 3.0×10^{23} D. 3.0×10^{24}

(2008 MC/12)

In the preparation of soft margarine, glycerol trioleate reacts



is fully hydrogenated so that, on average, one of its side-chains is converted into the $\text{CH}_3(\text{CH}_2)_7\text{CH}_2\text{CH}_2\text{CH}_2\text{CH}_2\text{CH}_2\text{CH}_2\text{CH}_2\text{CO}_2$ moiety and two side-chains are converted into the $\text{CH}_3(\text{CH}_2)_7\text{CH}_2\text{CH}_2\text{CH}_2\text{CH}_2\text{CH}_2\text{CH}_2\text{CO}_2$ moiety.

How many moles of hydrogen are required to convert one mole of glycerol trioleate into the soft margarine?

- A. 4 B. 5 C. 6 D. 8

(2008 MC/22)

Use of the Data Booklet is relevant to this question.

Additional classes are about very small amounts of water which dissolve in 1000 and

Chemistry Multiple Choice 2013

Linda C. Hodges



Chemistry Multiple Choice 2013:

Technologies in Biomedical and Life Sciences Education Harry J. Witchel, Michael W. Lee, 2022-06-24 This contributed volume focuses on understanding the educational strengths and weaknesses of mediated content including media as a learning supplement in comparison to traditional face to face learning Each chapter includes research on and a broad brush summary of approaches to combining life sciences education with educational technologies The chapters are organized into four main sections each of which focuses on a key question regarding the consequences of incorporating media into education In this regard the authors highlight how educational technology is both a bridge and barrier to student access and inclusivity Further they address the ongoing discussion as to whether students need to be present for lectures and on how having agency in their own learning can improve both retention and conceptual understanding To link the content to current events the authors also shed light on the impact that the COVID 19 pandemic is having on the continuity of educational programs and on the growing importance of educational technologies Consequently the book offers life science educators valuable guidance on the technologies already available and an outlook on what is yet to come Objective Food Science & Technology, 3rd Ed. Deepak Mudgil, Sheweta Barak Mudgil, 2019-01-01 The objective of this book is to provide single platform for preparation of competitive examinations in Food Science and Technology discipline The book contains over 10000 objective questions on the subjects such as Food Chemistry Food Microbiology Food Engineering Dairy Technology Fruits and Vegetables Technology Cereals Technology Meat Fish and Poultry Processing Food Additives Foods and Nutrition Bioprocess Technology Food Packaging food Analysis Functional Foods Emerging Food Processing Technologies Food Biochemistry and Miscellaneous topics The book also contains 1500 subjective keynotes for above mentioned topics Previous five years 2013 2017 ICAR NET Exam solved question papers memory based are also included in this addition Special Features of the Book 1 More than 10 000 MCQs for ASRB NET ICAR JRF SRF and IIT GATE examination 2 Five years ICAR NET solved question papers 3 Revised and updated 1500 subjective keynotes , **"Code of Massachusetts regulations, 2013"** , 2013 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020 **Pre-U Chemistry Revision Guide** Max Hunter, Peter Harrison, 2010-05-03 An unofficial revision guide containing all you need to know for the Cambridge Pre U Chemistry examinations Written for the syllabus for examinations in 2013 2014 and 2015 *Science Education for the Future* Norman Reid, Khaled Ahmed Al-Madani, Fatheya Mahmood Al-Ahmadi, 2025-04-01 This book draws on the wealth of worldwide research into science education to establish a set of key principles for teaching secondary science It considers the aims of science education and the themes and topics that should be included in the curriculum and how these can be effectively taught and assessed in a variety of contexts Offering a framework for the training and professional development of science teachers the chapters answer key questions such as How can I help my students to make sense of difficult areas in my subject What is meant by

understanding and how can I help my students achieve it Is it possible to teach scientific thinking and how can I do it What about learner attitudes when they are sometimes negative What are the different ways to teach in the sciences that are effective How can I make learning in the laboratory more efficient and effective How can I employ assessment as a positive aid to learning Including reflective questions tasks and diagrams this is essential reading for all student and practising secondary science teachers *Handbook of Research on E-Assessment in Higher Education* Azevedo, Ana,Azevedo, José,2018-09-14 E assessments of students profoundly influence their motivation and play a key role in the educational process Adapting assessment techniques to current technological advancements allows for effective pedagogical practices learning processes and student engagement The Handbook of Research on E Assessment in Higher Education provides emerging perspectives on the theoretical and practical aspects of digital assessment techniques and applications within educational settings Featuring coverage on a broad range of topics such as competency assessment adaptive courseware and learning performance this publication is ideally designed for educational administrators educational professionals teachers and professors researchers and graduate level students seeking current research on comparative studies and the pedagogical issues of online assessment in academic institutions *Cracking the AP Chemistry Exam, 2013 Edition* Paul Foglino,Princeton Review,2012-08-07 Provides techniques for achieving high scores on the AP chemistry exam and includes two full length practice tests a subject review for all topics and sample questions and answers [Comprehensive Medicinal Chemistry III](#) ,2017-06-03 [Comprehensive Medicinal Chemistry III](#) Eight Volume Set provides a contemporary and forward looking critical analysis and summary of recent developments emerging trends and recently identified new areas where medicinal chemistry is having an impact The discipline of medicinal chemistry continues to evolve as it adapts to new opportunities and strives to solve new challenges These include drug targeting biomolecular therapeutics development of chemical biology tools data collection and analysis in silico models as predictors for biological properties identification and validation of new targets approaches to quantify target engagement new methods for synthesis of drug candidates such as green chemistry development of novel scaffolds for drug discovery and the role of regulatory agencies in drug discovery Reviews the strategies technologies principles and applications of modern medicinal chemistry Provides a global and current perspective of today s drug discovery process and discusses the major therapeutic classes and targets Includes a unique collection of case studies and personal assays reviewing the discovery and development of key drugs **Teaching Undergraduate Science** Linda C. Hodges,2023-07-03 This book is written for all science or engineering faculty who have ever found themselves baffled and frustrated by their undergraduate students lack of engagement and learning The author an experienced scientist faculty member and educational consultant addresses these issues with the knowledge of faculty interests constraints and day to day concerns in mind Drawing from the research on learning she offers faculty new ways to think about the struggles their science students face She then provides a range of evidence based teaching strategies that

can make the time faculty spend in the classroom more productive and satisfying Linda Hodges reviews the various learning problems endemic to teaching science explains why they are so common and persistent and presents a digest of key ideas and strategies to address them based on the research she has undertaken into the literature on the cognitive sciences and education Recognizing that faculty have different views about teaching different comfort levels with alternative teaching approaches and are often pressed for time Linda Hodges takes these constraints into account by first offering a framework for thinking purposefully about course design and teaching choices and then providing a range of strategies to address very specific teaching barriers whether it be students motivation engagement in class ability to problem solve their reading comprehension or laboratory research or writing skills Except for the first and last chapters the other chapters in this book stand on their own i e can be read in any order and address a specific challenge students have in learning and doing science Each chapter summarizes the research explaining why students struggle and concludes by offering several teaching options categorized by how easy or difficult they are to implement Some for example can work in a large lecture class without a great expenditure of time others may require more preparation and a more adventurous approach to teaching Each strategy is accompanied by a table categorizing its likely impact how much time it will take in class or out and how difficult it will be to implement Like scientific research teaching works best when faculty start with a goal in mind plan an approach building on the literature use well tested methodologies and analyze results for future trials Linda Hodges message is that with such intentional thought and a bit of effort faculty can succeed in helping many more students gain exciting new skills and abilities whether those students are potential scientists or physicians or entrepreneurs Her book serves as a mini compendium of current research as well as a protocol manual a readily accessible guide to the literature the best practices known to date and a framework for thinking about teaching

Active Learning in College Science Joel J. Mintzes, Emily M.

Walter, 2020-02-23 This book explores evidence based practice in college science teaching It is grounded in disciplinary education research by practicing scientists who have chosen to take Wieman s 2014 challenge seriously and to investigate claims about the efficacy of alternative strategies in college science teaching In editing this book we have chosen to showcase outstanding cases of exemplary practice supported by solid evidence and to include practitioners who offer models of teaching and learning that meet the high standards of the scientific disciplines Our intention is to let these distinguished scientists speak for themselves and to offer authentic guidance to those who seek models of excellence Our primary audience consists of the thousands of dedicated faculty and graduate students who teach undergraduate science at community and technical colleges 4 year liberal arts institutions comprehensive regional campuses and flagship research universities In keeping with Wieman s challenge our primary focus has been on identifying classroom practices that encourage and support meaningful learning and conceptual understanding in the natural sciences The content is structured as follows after an Introduction based on Constructivist Learning Theory Section I the practices we explore are Eliciting Ideas and Encouraging

Reflection Section II Using Clickers to Engage Students Section III Supporting Peer Interaction through Small Group Activities Section IV Restructuring Curriculum and Instruction Section V Rethinking the Physical Environment Section VI Enhancing Understanding with Technology Section VII and Assessing Understanding Section VIII The book's final section IX is devoted to Professional Issues facing college and university faculty who choose to adopt active learning in their courses The common feature underlying all of the strategies described in this book is their emphasis on actively engaging students who seek to make sense of natural objects and events Many of the strategies we highlight emerge from a constructivist view of learning that has gained widespread acceptance in recent years In this view learners make sense of the world by forging connections between new ideas and those that are part of their existing knowledge base For most students that knowledge base is riddled with a host of naive notions misconceptions and alternative conceptions they have acquired throughout their lives To a considerable extent the job of the teacher is to coax out these ideas to help students understand how their ideas differ from the scientifically accepted view to assist as students restructure and reconcile their newly acquired knowledge and to provide opportunities for students to evaluate what they have learned and apply it in novel circumstances Clearly this prescription demands far more than most college and university scientists have been prepared for

Indian National Bibliography B. S. Kesavan, 2017 The Indian National Bibliography B. S. Kesavan, 2016-07 *Journal of Developmental Education*, 2015 **Whitaker's Books in Print**, 1990 **Material Science, Civil Engineering and Architecture Science, Mechanical Engineering and Manufacturing Technology II** H.W. Liu, G. Wang, G.W. Zhang, 2014-09-30 Selected peer reviewed papers from the 2014 3rd International Conference on Advanced Engineering Materials and Architecture Science ICAEMAS 2014 July 26 27 2014 Huhhot Inner Mongolia China *International Books in Print*, 1991 **The Education Gazette** Cape of Good Hope (South Africa). Education Department, 1972 Canadian Journal of Chemistry, 1976 The Lancet, 1909

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