

AP Chemistry Chapter 4 Practice Exam

D

1. The Claus reactions, shown below, are used to generate elemental sulfur from hydrogen sulfide.

How much sulfur (in grams) is produced from 21.5 grams of O_2 ?

A) 97.0 g

B) 14.4 g

C) 21.5 g

D) 43.1 g

E) none of these

$$\frac{21.5 \text{ g O}_2}{32.00 \text{ g O}_2} \times \frac{1 \text{ mol O}_2}{1 \text{ mol O}_2} \times \frac{2 \text{ SO}_2}{3 \text{ O}_2} \times \frac{3 \text{ S}}{\text{SO}_2} \times \frac{32.06 \text{ g S}}{1 \text{ mol S}} = 43.1 \text{ g S}$$

B

2. Iron is produced from its ore by the reactions:

How many moles of $\text{O}_2(g)$ are needed to produce 4.6 moles of $\text{Fe}(s)$?A) 2.3 mole O_2 B) 3.5 mole O_2 C) 4.6 mole O_2 D) 6.9 mole O_2 E) 13.8 mole O_2

$$\frac{4.6 \text{ mol Fe}(s)}{2 \text{ Fe}} \times \frac{3 \text{ CO}}{2 \text{ Fe}} \times \frac{1 \text{ O}_2}{2 \text{ CO}} = 3.45 \text{ mol O}_2$$

B

3. Suppose the reaction
- $\text{Ca}_3(\text{PO}_4)_2 + 3\text{H}_2\text{SO}_4 \rightarrow 3\text{CaSO}_4 + 2\text{H}_3\text{PO}_4$
- is carried out starting with 153 g of
- $\text{Ca}_3(\text{PO}_4)_2$

and 76.8 g of H_2SO_4 . How much phosphoric acid will be produced?

A) 76.7 g

B) 51.1 g

C) 229.8 g

D) 115.1 g

E) 96.7 g

$$\frac{153 \text{ g Ca}_3(\text{PO}_4)_2}{310.18 \text{ g Ca}_3(\text{PO}_4)_2} \times \frac{1 \text{ mol Ca}_3(\text{PO}_4)_2}{1 \text{ mol Ca}_3(\text{PO}_4)_2} \times \frac{2 \text{ H}_3\text{PO}_4}{1 \text{ Ca}_3(\text{PO}_4)_2} = 0.97 \text{ mol H}_3\text{PO}_4$$

$$\frac{76.8 \text{ g H}_2\text{SO}_4}{98.08 \text{ g H}_2\text{SO}_4} \times \frac{1 \text{ mol H}_2\text{SO}_4}{1 \text{ mol H}_2\text{SO}_4} \times \frac{2 \text{ H}_3\text{PO}_4}{3 \text{ H}_2\text{SO}_4} = 0.51 \text{ mol H}_3\text{PO}_4$$

B

- 4.
- SO_2
- reacts with
- H_2S
- as follows:

When 7.50 g of H_2S reacts with 12.75 g of SO_2 , which statement applies?

A) 6.38 g of sulfur are formed.

B) 10.6 g of sulfur are formed.C) 0.0216 moles of H_2S remain.D) 1.13 g of H_2S remain.E) SO_2 is the limiting reagent.

$$\frac{7.50 \text{ g H}_2\text{S}}{34.08 \text{ g H}_2\text{S}} \times \frac{1 \text{ mol H}_2\text{S}}{1 \text{ mol H}_2\text{S}} \times \frac{3 \text{ S}}{2 \text{ H}_2\text{S}} \times \frac{32.06 \text{ g S}}{1 \text{ mol S}} = 10.89 \text{ g S}$$

$$\frac{12.75 \text{ g SO}_2}{64.06 \text{ g SO}_2} \times \frac{1 \text{ mol SO}_2}{1 \text{ mol SO}_2} \times \frac{3 \text{ S}}{1 \text{ SO}_2} \times \frac{32.06 \text{ g S}}{1 \text{ mol S}} = 19.13 \text{ g S}$$

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David O. Kennedy



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The College Board Scholarship Handbook 2008 College Entrance Examination Board, 2007. Offers a listing of scholarship, internship, and loan programs based on such categories as minority status, field of study, and religious affiliation.

Profiles of American Colleges -- 2008 Barron's Educational Series, 2008-07-01. Up-to-date facts and figures on enrollments, tuition and fees, academic programs, campus environment, available financial aid, and much more make the 28th edition of *Profiles of American Colleges* America's most authoritative data source for college-bound high school students, their parents, and high school guidance counselors. More than 1,650 accredited four-year colleges are profiled. An interactive CD-ROM enclosed with the directory guides students to specific schools when they enter details describing their personal academic plans and aptitudes. In addition to the above-cited information, each college profile gives details on Admission requirements, Library and computer facilities, Admissions procedures for freshmen, Campus safety and security, Thumbnail descriptions of faculty, Requirements for a degree, Athletic facilities, Extracurricular activities, E-mail addresses, College fax numbers, and web sites, Admissions Contacts, and much more. Schools are rated according to Barron's well-known competitiveness scale from Noncompetitive to Most Competitive. Unlike some other publications, Barron's refrains from the unreliable practice of ranking colleges on a first through last basis. The book's tinted pages section presents a quick reference Index of College Majors that lists all available major study programs at each school. Also profiled are many excellent colleges in Canada and several other countries, as well as brief profiles of religious colleges and American colleges based in foreign countries.

Plants and the Human Brain David O. Kennedy, 2014-04. Discusses how plant-based chemicals affect and interact with the human brain and its evolution.

Handbook of Research on Science Education, Volume II Norman G. Lederman, Sandra K. Abell, 2014-07-11. Building on the foundation set in Volume I, a landmark synthesis of research in the field, Volume II is a comprehensive state-of-the-art new volume highlighting new and emerging research perspectives. The contributors, all experts in their research areas, represent the international and gender diversity in the science education research community. The volume is organized around six themes: theory and methods of science education

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The Qualified Student Harold S. Wechsler, 2017-09-29 In *The Qualified Student* Harold S. Wechsler focuses on methods of student selection used by institutions of higher education in the United States More specifically he discusses the way that college and university reformers employed those methods to introduce higher education into a broader cross section of America by extending access to an increased number of students from nontraditional backgrounds Implicit in much of this book is an underlying social and ethical question How legitimate was and is higher education's regulation of social mobility Public concern over colleges and universities practices became inevitable once they became regulators between social classes The challenging of colleges admissions policies in the courts augments similar concerns that have been present in legislatures for decades The volume is divided into three main sections Prerequisites Columbia and the Selective Function and Implications It focuses mainly on four universities The University of Michigan Columbia University the University of Chicago and the City University of New York Wechsler maintains that unlike other universities these institutions were pacesetters they did not adopt a new policy simply because some other college had already adopted it A new introduction brings the book originally published in 1977 up to date and demonstrates its continuing importance in today's academic world of selective admissions

Journal of the National Cancer Institute, 2014 **Johnstone Triangle** Norman Reid, 2021-01-18 Chemistry is often seen as a difficult subject to understand This book focusses on the triangle model that Alex H. Johnstone developed in the early 1980s Originally conceived in the context of making chemistry more accessible to a wider range of learners the model has been applied in almost every area of education in chemistry at all stages of learning In looking at why chemistry is difficult there are two central questions Firstly does the problem relate to the nature of chemistry and secondly does it relate to the way humans gain understanding Both were found to be important and the answers to the two questions were found to be connected The triangle model arose from sustained research into human learning The central finding from research is the critical role of working memory and the model rationalises so much evidence from chemistry education research as well as the repeated experiences of teachers of chemistry at all levels In order to understand chemistry it is essential to develop sound mental models of molecular reality It generates major implications for the way a chemistry curriculum should be constructed and the processes of teaching and learning in chemistry when the goal is focussed on understanding the key ideas Some of these implications are developed and pointers offered to more successful ways forward The power of the Johnstone Triangle lies in the way it offers clear directions for all involved in chemistry

education It is hoped that this book will prove helpful to all involved in sharing the exciting story of the way humans have come to understand the molecular world one of the great examples of great human endeavour The Science Teacher ,2009

Structural Biology in Drug Discovery Jean-Paul Renaud,2020-02-05 With the most comprehensive and up to date overview of structure based drug discovery covering both experimental and computational approaches *Structural Biology in Drug Discovery Methods Techniques and Practices* describes principles methods applications and emerging paradigms of structural biology as a tool for more efficient drug development Coverage includes successful examples academic and industry insights novel concepts and advances in a rapidly evolving field The combined chapters by authors writing from the frontlines of structural biology and drug discovery give readers a valuable reference and resource that Presents the benefits limitations and potentiality of major techniques in the field such as X ray crystallography NMR neutron crystallography cryo EM mass spectrometry and other biophysical techniques and computational structural biology Includes detailed chapters on druggability allostery complementary use of thermodynamic and kinetic information and powerful approaches such as structural chemogenomics and fragment based drug design Emphasizes the need for the in depth biophysical characterization of protein targets as well as of therapeutic proteins and for a thorough quality assessment of experimental structures Illustrates advances in the field of established therapeutic targets like kinases serine proteinases GPCRs and epigenetic proteins and of more challenging ones like protein protein interactions and intrinsically disordered proteins

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Biophysico-Chemical Processes Involving Natural Nonliving Organic Matter in Environmental Systems Nicola Senesi,Baoshan Xing,Pan Ming Huang,2009-07-23 An up to date resource on natural nonliving organic matter Bringing together world renowned researchers to explore natural nonliving organic matter NOM and its chemical biological and

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