

2017 AP Chemistry FRQ

Question 3



3. At high temperatures, $\text{N}_2(\text{g})$ and $\text{O}_2(\text{g})$ can react to produce nitrogen monoxide, $\text{NO}(\text{g})$, as represented by the equation above.
- (a) Write the expression for the equilibrium constant, K_p , for the forward reaction.
- (b) A student injects $\text{N}_2(\text{g})$ and $\text{O}_2(\text{g})$ into a previously evacuated, rigid vessel and raises the temperature of the vessel to 2000°C . At this temperature the initial partial pressures of $\text{N}_2(\text{g})$ and $\text{O}_2(\text{g})$ are 6.01 atm and 1.61 atm, respectively. The system is allowed to reach equilibrium. The partial pressure of $\text{NO}(\text{g})$ at equilibrium is 0.122 atm. Calculate the value of K_p .

2008 Chemistry Frq Answers

**Peter J. Mikulecky, Michelle Rose
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5 Steps to a 5 AP Chemistry, 2008-2009 Edition John T. Moore, Richard H. Langley, 2008-01-04 A PERFECT PLAN FOR THE PERFECT SCORE We want you to succeed on your AP exam That s why we ve created this 5 step plan to help you study more effectively use your preparation time wisely and get your best score This easy to follow guide offers you a complete review of your AP course strategies to give you the edge on test day and plenty of practice with AP style test questions You ll sharpen your subject knowledge strengthen your thinking skills and build your test taking confidence with Full length practice exams modeled on the real test All the terms and concepts you need to know to get your best score Your choice of three customized study schedules so you can pick the one that meets your needs The 5 Step Plan helps you get the most out of your study time Step 1 Set Up Your Study Program Step 2 Determine Your Readiness Step 3 Develop the Strategies Step 4 Review the Knowledge Step 5 Build Your Confidence

Compendium of Science Demonstration-related Research from 1918 to 2008 David Michael Majerich, Joseph S. Schmuckler, Kathleen Fadigan, 2008 This compendium highlights a ninety year history of science education focused on how demonstrations have been used for the express teaching and learning of science at the high school college and university levels It is presented in three chapters a Experimental Studies Comparing the Lecture Demonstration Method and the Individual Laboratory Method of Teaching Science 1918 1989 b Further Types of Demonstration related Comparison Studies 1958 2008 and c More Recent Demonstration related Non Comparative Studies 1980 2008 Organization of the research in this manner revealed that an interest in investigating this type of research by science educators had and continues to evolve This work was constructed from an intense and nearly exhaustive review of the research While the authors believe that it can be misconstrued that the scholarly literature and empirical research are one in the same we can show that it is necessary to make a distinction between the two sources of information Upon review of the scholarly literature and empirical research on the demonstration topics a salient outcome is that these two bodies of information are only loosely corroborated From this point on we use the terms literature and research when referring to each of these bodies of information To begin we describe studies comparing the effectiveness of the methods of lecture demonstration and the individual laboratory The very early attempts 1918 1964 to determine the superiority of the lecture demonstration method over the individual laboratory method of teaching science and vice versa remained unresolved through the mid 1960s Cunningham 1946 suggested several reasons for the inconclusive nature of the results reported by researchers of lecture demonstration and individual laboratory comparison studies After carefully reviewing the studies up to 1946 he noted that there were numerous variables that should have remained fixed for the duration of the experiments Some of the variables that confounded the results of those investigations included the uncontrolled variables related to a the teacher b the complexity of experiments and apparatus c the time spent on each method d the amount of science studied by students and e the performer of the demonstrations Even after exacting a procedure to control for the teacher variable

reported by Cunningham 1946 Yager et al 1969 were able to show that students who participated in a discussion demonstration group or discussion laboratory group developed more skills than those students who received science instruction via a discussion only method The results of Yager and his predecessors suggested that neither the demonstration method nor the laboratory method for the teaching and learning of science was superior From 1958 to 2008 investigations comprised of multiple demonstration related comparison studies were also unable to confirm the superiority of the demonstration method for the teaching and learning of science as compared to other methods in each study For instance Oliver 1975 compared three methods of teaching high school biology lecture discussion a combination of lecture discussion and demonstration and demonstrations Initially although he determined that the lecture discussion method of teaching biology was noticeably superior in terms of biology content acquisition during the onset of the semester this result was ephemeral and dissipated at the termination of the following semester Comparing a self paced instructional method and a teacher demonstration method of teaching college chemistry Eniaiyaju 1983 concluded that students achievement scores were higher when they participated in the self paced program in *Concepts of Matter in Science Education* Georgios Tsaparlis, Hannah Sevan, 2013-07-09 Bringing together a wide collection of ideas reviews analyses and new research on particulate and structural concepts of matter *Concepts of Matter in Science Education* informs practice from pre school through graduate school learning and teaching and aims to inspire progress in science education The expert contributors offer a range of reviews and critical analyses of related literature and in depth analysis of specific issues as well as new research Among the themes covered are learning progressions for teaching a particle model of matter the mental models of both students and teachers of the particulate nature of matter educational technology chemical reactions and chemical phenomena chemical structure and bonding quantum chemistry and the history and philosophy of science relating to the particulate nature of matter The book will benefit a wide audience including classroom practitioners and student teachers at every educational level teacher educators and researchers in science education If gaining the precise meaning in particulate terms of what is solid what is liquid and that air is a gas were that simple we would not be confronted with another book which while suggesting new approaches to teaching these topics confirms they are still very difficult for students to learn Peter Fensham Emeritus Professor Monash University Adjunct Professor QUT from the foreword to this book **Chemistry** Rob Ritchie, 2008-07 Divided into seven manageable day sections this timed revision programme covers essential GCSE topics in double page spreads These spreads indicate how much time should be spent on each section and combine clear and concise explanations flow charts spidergrams and illustrations with progress check questions and answers *AP Chemistry For Dummies* Peter J. Mikulecky, Michelle Rose Gilman, Kate Brutlag, 2008-11-13 A practical and hands on guide for learning the practical science of AP chemistry and preparing for the AP chem exam Gearing up for the AP Chemistry exam *AP Chemistry For Dummies* is packed with all the resources and help you need to do your very best Focused on the chemistry

concepts and problems the College Board wants you to know this AP Chemistry study guide gives you winning test taking tips multiple choice strategies and topic guidelines as well as great advice on optimizing your study time and hitting the top of your game on test day This user friendly guide helps you prepare without perspiration by developing a pre test plan organizing your study time and getting the most out of your AP course You ll get help understanding atomic structure and bonding grasping atomic geometry understanding how colliding particles produce states and so much more To provide students with hands on experience AP chemistry courses include extensive labwork as part of the standard curriculum This is why the book dedicates a chapter to providing a brief review of common laboratory equipment and techniques and another to a complete survey of recommended AP chemistry experiments Two full length practice exams help you build your confidence get comfortable with test formats identify your strengths and weaknesses and focus your studies You ll discover how to Create and follow a pretest plan Understand everything you must know about the exam Develop a multiple choice strategy Figure out displacement combustion and acid base reactions Get familiar with stoichiometry Describe patterns and predict properties Get a handle on organic chemistry nomenclature Know your way around laboratory concepts tasks equipment and safety Analyze laboratory data Use practice exams to maximize your score Additionally you ll have a chance to brush up on the math skills that will help you on the exam learn the critical types of chemistry problems and become familiar with the annoying exceptions to chemistry rules Get your own copy of AP Chemistry For Dummies to build your confidence and test taking know how so you can ace that exam

Revise As and A2 - Chemistry Rob Ritchie,2008-10 Revise AS A2 Chemistry gives complete study support throughout the two A Level years This Study Guide matches the curriculum content and provides in depth course coverage plus invaluable advice on how to get the best results in the exams **SAGE Handbook of Research on Classroom Assessment** James H. McMillan,2013 The Sage Handbook of Research on Classroom Assessment provides scholars professors graduate students and other researchers and policy makers in the organizations agencies testing companies and school districts with a comprehensive source of research on all aspects of K 12 classroom assessment The handbook emphasizes theory conceptual frameworks and all varieties of research quantitative qualitative mixed methods to provide an in depth understanding of the knowledge base in each area of classroom assessment and how to conduct inquiry in the area It presents classroom assessment research to convey in depth the state of knowledge and understanding that is represented by the research with particular emphasis on how classroom assessment practices affect student achievement and teacher behavior Editor James H McMillan and five Associate Editors bring the best thinking and analysis from leading classroom assessment researchers on the nature of the research making significant contributions to this prominent and hotly debated topic in education **Vietnam ,2008 Handbook of Research on Teacher Education in the Digital Age** Niess, Margaret L.,Gillow-Wiles, Henry,2015-08-03 Traditional classrooms are fast becoming a minority in the education field As technologies continue to develop as a pervasive aspect of modern society educators must

be trained to meet the demands and opportunities afforded by this technology rich landscape The Handbook of Research on Teacher Education in the Digital Age focuses on the needs of teachers as they redesign their curricula and lessons to incorporate new technological tools Including theoretical frameworks empirical research and best practices this book serves as a guide for researchers educators and faculty and professional developers of distance learning tools **Intelligent Tutoring Systems** Beverly Woolf, Esma Aimeur, Roger Nkambou, Susanne Lajoie, 2008-07-08 This book constitutes the refereed proceedings of the 9th International Conference on Intelligent Tutoring Systems ITS 2008 held in Montreal Canada in June 2008 The 63 revised full papers and 61 poster papers presented together with abstracts of 5 keynote talks were carefully reviewed and selected from 207 submissions The papers are organized in topical sections on emotion and affect tutor evaluation student modeling machine learning authoring tools tutor feedback and intervention data mining e learning and Web based ITS natural language techniques and dialogue narrative tutors and games semantic Web and ontology cognitive models and collaboration

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1. Understanding the eBook 2008 Chemistry Frq Answers
 - The Rise of Digital Reading 2008 Chemistry Frq Answers
 - Advantages of eBooks Over Traditional Books
2. Identifying 2008 Chemistry Frq Answers
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an 2008 Chemistry Frq Answers
 - User-Friendly Interface
4. Exploring eBook Recommendations from 2008 Chemistry Frq Answers
 - Personalized Recommendations
 - 2008 Chemistry Frq Answers User Reviews and Ratings
 - 2008 Chemistry Frq Answers and Bestseller Lists

5. Accessing 2008 Chemistry Frq Answers Free and Paid eBooks
 - 2008 Chemistry Frq Answers Public Domain eBooks
 - 2008 Chemistry Frq Answers eBook Subscription Services
 - 2008 Chemistry Frq Answers Budget-Friendly Options
6. Navigating 2008 Chemistry Frq Answers eBook Formats
 - ePub, PDF, MOBI, and More
 - 2008 Chemistry Frq Answers Compatibility with Devices
 - 2008 Chemistry Frq Answers Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of 2008 Chemistry Frq Answers
 - Highlighting and Note-Taking 2008 Chemistry Frq Answers
 - Interactive Elements 2008 Chemistry Frq Answers
8. Staying Engaged with 2008 Chemistry Frq Answers
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers 2008 Chemistry Frq Answers
9. Balancing eBooks and Physical Books 2008 Chemistry Frq Answers
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection 2008 Chemistry Frq Answers
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine 2008 Chemistry Frq Answers
 - Setting Reading Goals 2008 Chemistry Frq Answers
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of 2008 Chemistry Frq Answers
 - Fact-Checking eBook Content of 2008 Chemistry Frq Answers
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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