

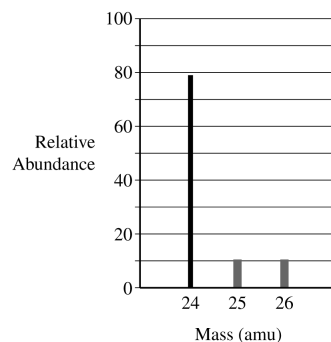
Question 1: Long Answer

10 points

A (i) For the correct plotted lines:

Point 01

The abundance for the two lines should be between 10 and 11.



(ii) For the correct answer:

Point 02

Magnesium-26 has one more neutron than magnesium-25 does.

B (i) For a correct explanation:

Point 03

The charge on the sodium ion is less than the charge on the magnesium ion. A smaller charge results in a weaker Coulombic attraction between Na^+ and water.

(ii) For a correct explanation:

Point 04

The Na^+ ion is larger than the Mg^{2+} ion, so the distance between the Na^+ and the oxygen on the water molecule will be greater. As distance increases, Coulombic attraction decreases.

C For the correct calculated value:

Point 05

$$\text{pOH} = -\log(2.80 \times 10^{-4}) = 3.553$$

$$\text{pH} = 14 - \text{pOH} = 14 - 3.553 = 10.447$$

D For the correct calculated value:

Point 06

$$M_1V_1 = M_2V_2$$

$$M_2 = \frac{(1.85 \times 10^{-3} M)(0.03500 \text{ L})}{(0.03500 \text{ L} + 0.05000 \text{ L})} = 7.62 \times 10^{-4} M$$

E (i) For the correct expression:

Point 07

$$K_{sp} = [\text{Mg}^{2+}][\text{OH}^-]^2$$

(ii) For the correct calculated value, consistent with part D and part E (i):

Point 08

$$Q = [\text{Mg}^{2+}][\text{OH}^-]^2 = (7.62 \times 10^{-4})(1.65 \times 10^{-4})^2 = 2.07 \times 10^{-11}$$

(iii) For the correct prediction and justification, consistent with part E (ii).

Point 09

Examples of acceptable responses may include the following:

- $Q > K_{sp}$, so a precipitate will form.
- The concentration of the ions in solution (represented by Q) is greater than that of a saturated solution, so a precipitate will form.

F For the correct answer and justification:

Point 10

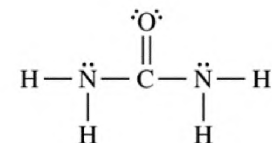
Decrease. The H^+ from $\text{HNO}_3(aq)$ will react with OH^- , decreasing $[\text{OH}^-]$ and causing $Q < K_{sp}$. As a result, more $\text{Mg}(\text{OH})_2(s)$ will dissolve until equilibrium is reestablished, resulting in less $\text{Mg}(\text{OH})_2(s)$.

AP[®] Chemistry

Scoring Guidelines

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Question 1

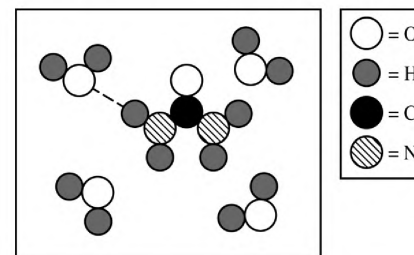


The compound urea, H_2NCONH_2 , is widely used in chemical fertilizers. The complete Lewis electron-dot diagram for the urea molecule is shown above.

- (a) Identify the hybridization of the valence orbitals of the carbon atom in the urea molecule.

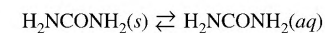
sp^2	1 point is earned for the correct answer.
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- (b) Urea has a high solubility in water, due in part to its ability to form hydrogen bonds. A urea molecule and four water molecules are represented in the box below. Draw ONE dashed line (---) to indicate a possible location of a hydrogen bond between a water molecule and the urea molecule.



A dashed line should connect a hydrogen atom in water to a nitrogen or oxygen atom in urea or an oxygen atom in water to a hydrogen atom in urea. One possible correct response is shown above.

1 point is earned for a correct answer.



The dissolution of urea is represented by the equation above. A student determines that 5.39 grams of H_2NCONH_2 (molar mass 60.06 g/mol) can dissolve in water to make 5.00 mL of a saturated solution at 20.°C.

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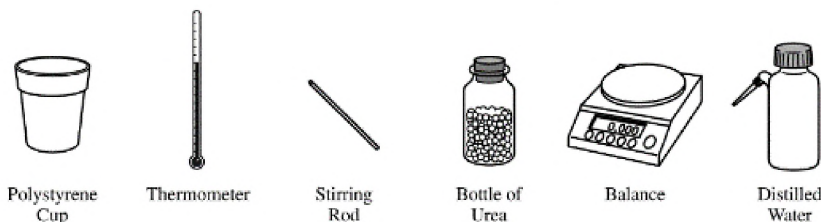
Question 1 (continued)

- (c) Calculate the concentration of urea, in mol/L, in the saturated solution at 20.°C.

$5.39 \text{ g H}_2\text{NCONH}_2 \times \frac{1 \text{ mol}}{60.06 \text{ g}} = 0.0897 \text{ mol}$ $\frac{0.0897 \text{ mol}}{0.00500 \text{ L}} = 17.9 \text{ M}$	1 point is earned for the correct number of moles of urea (may be implicit). 1 point is earned for the correct molarity.
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- (d) The student also determines that the concentration of urea in a saturated solution at 25°C is 19.8 M. Based on this information, is the dissolution of urea endothermic or exothermic? Justify your answer in terms of Le Chatelier's principle.

The increased solubility at the higher temperature implies that the dissolution of urea is endothermic. If a saturated solution of urea is heated, then the equilibrium system is stressed. The stress is counteracted by the endothermic dissolution of more urea.	1 point is earned for the correct answer with an appropriate justification.
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- (e) The equipment shown above is provided so that the student can determine the value of the molar heat of solution for urea. Knowing that the specific heat of the solution is 4.18 J/(g·°C), list the specific measurements that are required to be made during the experiment.

mass of urea, mass of water, initial temperature of water, final temperature of solution	1 point is earned for the masses. 1 point is earned for the temperatures.
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2019 SCORING GUIDELINES

Question 1 (continued)

	S° (J/(mol·K))
$\text{H}_2\text{NCONH}_2(\text{s})$	104.6
$\text{H}_2\text{NCONH}_2(\text{aq})$	?

- (f) The entropy change for the dissolution of urea,
- $\Delta S^\circ_{\text{soln}}$
- , is 70.1 J/(mol·K) at 25°C. Using the information in the table above, calculate the absolute molar entropy,
- S°
- , of aqueous urea.

$\Delta S^\circ_{\text{soln}} = S^\circ(\text{H}_2\text{NCONH}_2(\text{aq})) - S^\circ(\text{H}_2\text{NCONH}_2(\text{s}))$ $70.1 \text{ J/(mol·K)} = S^\circ(\text{H}_2\text{NCONH}_2(\text{aq})) - 104.6 \text{ J/(mol·K)}$ $S^\circ(\text{H}_2\text{NCONH}_2(\text{aq})) = 174.7 \text{ J/(mol·K)}$	1 point is earned for the correct answer.
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- (g) Using particle-level reasoning, explain why
- $\Delta S^\circ_{\text{soln}}$
- is positive for the dissolution of urea in water.

Urea molecules in solution have a greater number of possible arrangements than in solid urea. This increased number of arrangements corresponds to a positive $\Delta S^\circ_{\text{soln}}$.	1 point is earned for a correct explanation.
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- (h) The student claims that
- ΔS°
- for the process contributes to the thermodynamic favorability of the dissolution of urea at 25°C. Use the thermodynamic information above to support the student's claim.

Thermodynamic favorability for a process at standard conditions is determined by the sign of ΔG° , with $\Delta G^\circ = \Delta H^\circ - T\Delta S^\circ$. Since ΔS° is positive, the $T\Delta S^\circ$ term makes the value of ΔG° smaller and thus makes the dissolution more thermodynamically favorable.	1 point is earned for the correct answer.
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Question 2

Answer the following questions relating to the chemistry of the halogens.

- (a) The molecular formulas of diatomic bromine, chlorine, fluorine, and iodine are written below. Circle the formula of the molecule that has the longest bond length. Justify your choice in terms of atomic structure.



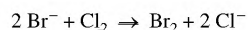
I₂ has the longest bond length because the radius of the I atom is greater than the radii of the other halogen atoms. Thus, the distance between the nuclei of atoms in I₂ is greater than it is in smaller halogens.

1 point is earned for circling I₂ and providing a valid explanation.

A chemistry teacher wants to prepare Br₂. The teacher has access to the following three reagents: NaBr(aq), Cl₂(g), and I₂(s).

Half-Reaction	E° at 25°C (V)
$\text{Br}_2 + 2 e^- \rightarrow 2 \text{Br}^-$	1.07
$\text{Cl}_2 + 2 e^- \rightarrow 2 \text{Cl}^-$	1.36
$\text{I}_2 + 2 e^- \rightarrow 2 \text{I}^-$	0.53

- (b) Using the data in the table above, write the balanced equation for the thermodynamically favorable reaction that will produce Br₂ when the teacher combines two of the reagents. Justify that the reaction is thermodynamically favorable by calculating the value of E° for the reaction.



1 point is earned for the correct balanced equation.

$$E^\circ = E^\circ(\text{reduced species}) - E^\circ(\text{oxidized species}) \\ = 1.36 \text{ V} - 1.07 \text{ V} = +0.29 \text{ V}.$$

Because E° for the reaction has a positive value, the reaction is thermodynamically favorable.

1 point is earned for the correct calculation of E° .

Br₂ and Cl₂ can react to form the compound BrCl.

- (c) The boiling point of Br₂ is 332 K, whereas the boiling point of BrCl is 278 K. Explain this difference in boiling point in terms of all the intermolecular forces present between molecules of each substance.

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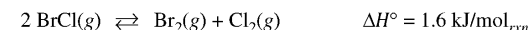
Question 2 (continued)

The only intermolecular attractions in Br₂(l) are London forces, while those in BrCl(l) include both London forces and dipole-dipole forces. However, due to the greater polarizability of the electron cloud of Br₂ compared to that of BrCl, the London forces in Br₂(l) are stronger than the combined intermolecular forces in BrCl(l). Thus, the boiling point of Br₂(l) is greater than that of BrCl(l).

1 point is earned for identifying the intermolecular forces in each substance.

1 point is earned for a valid explanation.

The compound BrCl can decompose into Br₂ and Cl₂, as represented by the balanced chemical equation below.



A 0.100 mole sample of pure BrCl(g) is placed in a previously evacuated, rigid 2.00 L container at 298 K. Eventually the system reaches equilibrium according to the equation above.

- (d) Calculate the pressure in the container before equilibrium is established.

$$P = \frac{nRT}{V} = \frac{(0.100 \text{ mol})(0.08206 \text{ L atm mol}^{-1} \text{ K}^{-1})(298 \text{ K})}{2.00 \text{ L}} = 1.22 \text{ atm}$$

1 point is earned for a correct pressure with consistent units.

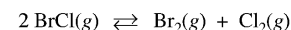
- (e) Write the expression for the equilibrium constant, K_{eq} , for the decomposition of BrCl.

$$K_{eq} = \frac{[\text{Br}_2][\text{Cl}_2]}{[\text{BrCl}]^2} \quad \text{or} \quad K_{eq} = \frac{P_{\text{Br}_2} P_{\text{Cl}_2}}{(P_{\text{BrCl}})^2}$$

1 point is earned for a correct equilibrium expression.

After the system has reached equilibrium, 42 percent of the original BrCl sample has decomposed.

- (f) Determine the value of K_{eq} for the decomposition reaction of BrCl at 298 K.



I	1.22	0	0
C	-2x	+x	+x
E	0.71	0.26	0.26

$$P_{\text{BrCl decomposed}} = (0.42)(1.22 \text{ atm}) = 0.51 \text{ atm}$$

$$2x = 0.51 \text{ atm} \Rightarrow x = 0.26 \text{ atm}$$

$$K_{eq} = \frac{(0.26)(0.26)}{(0.71)^2} = 0.13$$

Note: The solution is in terms of pressures. Solutions in terms of molar concentrations also earn full credit.

1 point is earned for correct stoichiometric values at equilibrium.

1 point is earned for a consistent value of K_{eq} .

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Question 2 (continued)

Calculate the bond energy of the Br-Cl bond, in kJ/mol, using ΔH° for the reaction (1.6 kJ/mol information in the following table.

Bond	Bond Energy (kJ/mol)
Br – Br	193
Cl – Cl	243
Br – Cl	?

$$\Delta H^\circ = \sum (\text{bond energies})_{\text{broken}} - \sum (\text{bond energies})_{\text{formed}}$$

$$\text{J/mol} = 2(\text{Br-Cl bond energy}) - (193 \text{ kJ/mol} + 243 \text{ kJ/mol})$$

$$-36 + 1.6 \text{ kJ/mol} = 2(\text{Br-Cl bond energy})$$

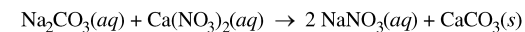
$$\text{Cl bond energy} = 219 \text{ kJ/mol}$$

1 point is earned for a correct calculation of the Br-Cl bond energy.

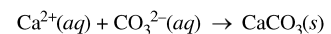
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Question 3

A student is given 50.0 mL of a solution of Na_2CO_3 of unknown concentration. To determine the concentration of the solution, the student mixes the solution with excess 1.0 M $\text{Ca}(\text{NO}_3)_2(aq)$, causing a precipitate to form. The balanced equation for the reaction is shown below.

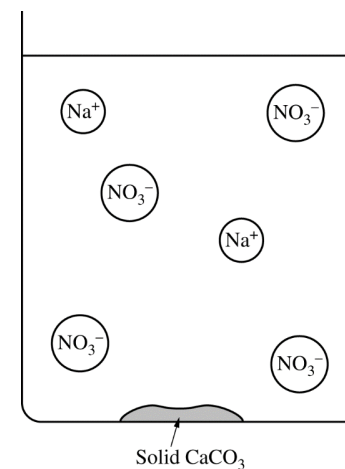


Write the net ionic equation for the reaction that occurs when the solutions of Na_2CO_3 and $\text{Ca}(\text{NO}_3)_2$ are mixed.



1 point is earned for the correct equation.

The diagram below is incomplete. Draw in the species needed to accurately represent the major ionic species remaining in the solution after the reaction has been completed.



The drawing shows one Ca^{2+} ion.

1 point is earned for drawing a Ca^{2+} ion.

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Question 3 (continued)

The student filters and dries the precipitate of CaCO_3 (molar mass 100.1 g/mol) and records the data in the table below.

Volume of Na_2CO_3 solution	50.0 mL
Volume of 1.0 M $\text{Ca}(\text{NO}_3)_2$ added	100.0 mL
Mass of CaCO_3 precipitate collected	0.93 g

Determine the number of moles of Na_2CO_3 in the original 50.0 mL of solution.

$0.93 \text{ g CaCO}_3 \times \frac{1 \text{ mol CaCO}_3}{100.1 \text{ g}} = 0.0093 \text{ mol CaCO}_3$	1 point is earned for the correct answer.
$0.0093 \text{ mol CaCO}_3 \times \frac{1 \text{ mol Na}_2\text{CO}_3}{1 \text{ mol CaCO}_3} = 0.0093 \text{ mol Na}_2\text{CO}_3$	

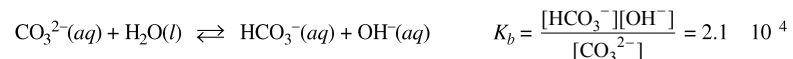
The student realizes that the precipitate was not completely dried and claims that as a result, the calculated Na_2CO_3 molarity is too low. Do you agree with the student's claim? Justify your answer.

Disagree. The presence of water in the solid will cause the measured mass of the precipitate to be greater than the actual mass of CaCO_3 . As a result, the calculated number of moles of CaCO_3 and moles of Na_2CO_3 will be greater than the actual moles present. Therefore the calculated concentration of $\text{Na}_2\text{CO}_3(aq)$ will be too high.	1 point is earned for the correct answer with valid justification.
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After the precipitate forms and is filtered, the liquid that passed through the filter is tested to see if it can conduct electricity. What would be observed? Justify your answer.

The liquid conducts electricity because ions ($\text{Na}^+(aq)$, $\text{CO}_3^{2-}(aq)$, and $\text{NO}_3^-(aq)$) are present in the solution.	1 point is earned for the correct answer with valid justification.
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The student decides to determine the molarity of the same Na_2CO_3 solution using a second method. When is dissolved in water, $\text{CO}_3^{2-}(aq)$ hydrolyzes to form $\text{HCO}_3^-(aq)$, as shown by the following equation.



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Question 3 (continued)

The student decides to first determine $[\text{OH}^-]$ in the solution, then use that result to calculate the initial concentration of $\text{CO}_3^{2-}(aq)$.

- (i) Identify a laboratory method (not titration) that the student could use to collect data to determine $[\text{OH}^-]$ in the solution.

Determine the pH of the solution using a pH meter.	1 point is earned for identifying a valid method.
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- (ii) Explain how the student could use the measured value in part (f)(i) to calculate the initial concentration of $\text{CO}_3^{2-}(aq)$. (Do not do any numerical calculations.)

First determine $[\text{OH}^-]$ using $\text{pOH} = 14 - \text{pH}$, then $[\text{OH}^-] = 10^{-\text{pOH}}$.

use the K_b expression and an ICE table (see example below) to determine $[\text{CO}_3^{2-}]$ and $[\text{HCO}_3^-]$ at equilibrium. The initial concentration of CO_3^{2-} , c_i , is equal to the sum of the equilibrium concentrations of CO_3^{2-} and HCO_3^- .

	$\text{CO}_3^{2-}(aq) + \text{H}_2\text{O}(l)$	$\rightleftharpoons$	$\text{HCO}_3^-(aq) + \text{OH}^-(aq)$
	c_i	---	0
	$-x$	---	$+x$
	$c_i - x$	---	x

$$K_b = \frac{(x)(x)}{c_i - x} \Rightarrow c_i = \frac{(x)(x)}{K_b} + x$$

1 point is earned for a valid method of determining $[\text{OH}^-]$ from the measured value.

1 point is earned for a valid method of determining the initial concentration of CO_3^{2-} .

In the original Na_2CO_3 solution at equilibrium, is the concentration of $\text{HCO}_3^-(aq)$ greater than, less than, or equal to the concentration of $\text{CO}_3^{2-}(aq)$? Justify your answer.

Less than. The small value of K_b , 2.1×10^{-4} , indicates the reactants are favored.	1 point is earned for the correct answer with a valid justification.
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The student needs to make a $\text{CO}_3^{2-}/\text{HCO}_3^-$ buffer. Is the Na_2CO_3 solution suitable for making a buffer with a pH of 6? Explain why or why not.

The Na_2CO_3 solution is not suitable. The $\text{p}K_a$ of HCO_3^- is 10.32. Buffers are effective when the required pH is approximately equal to the $\text{p}K_a$ of the weak acid. An acid with a $\text{p}K_a$ of 10.32 is not appropriate to prepare a buffer with a pH of 6.	1 point is earned for the correct answer with a valid explanation.
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2019 SCORING GUIDELINES

Question 4

dent is doing experiments with $\text{CO}_2(g)$. Originally, a sample of the gas is in a rigid container at 299 K and 0.70 atm. The student increases the temperature of the $\text{CO}_2(g)$ in the container to 425 K.

Describe the effect of raising the temperature on the motion of the $\text{CO}_2(g)$ molecules.

average speed of the molecules increases as temperature increases.

1 point is earned for the correct answer.

Calculate the pressure of the $\text{CO}_2(g)$ in the container at 425 K.

Both the volume and the number of molecules are constant, therefore

$$\frac{P_1}{T_1} = \frac{P_2}{T_2} \Rightarrow \frac{0.70 \text{ atm}}{299 \text{ K}} = \frac{P_2}{425 \text{ K}} \Rightarrow P_2 = 0.99 \text{ atm}$$

1 point is earned for the correct answer.

In terms of kinetic molecular theory, briefly explain why the pressure of the $\text{CO}_2(g)$ in the container changes as it is heated to 425 K.

Faster-moving gas particles collide more frequently with the walls of the container, thus increasing the pressure.

ster-moving gas particles collide more forcefully with the walls of the container, thus increasing the pressure.

1 point is earned for a correct explanation.

The student measures the actual pressure of the $\text{CO}_2(g)$ in the container at 425 K and observes that it is less than the pressure predicted by the ideal gas law. Explain this observation.

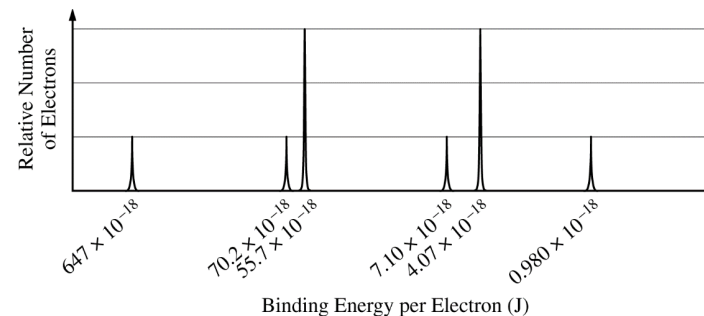
The attractive forces between CO_2 molecules result in a pressure that is lower than that predicted by the ideal gas law.

1 point is earned for a correct explanation.

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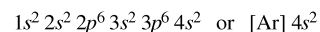
Question 5

The complete photoelectron spectrum of an element in its ground state is represented below.



Based on the spectrum,

(i) write the ground-state electron configuration of the element, and



1 point is earned for the correct answer.

(ii) identify the element.

Ca

1 point is earned for the correct answer.

Calculate the wavelength, in meters, of electromagnetic radiation needed to remove an electron from the valence shell of an atom of the element.

$$\text{Energy } (E) \text{ required} = 0.980 \times 10^{-18} \text{ J}$$

$$E = h\nu = \frac{hc}{\lambda} \Rightarrow \lambda = \frac{hc}{E}$$

$$\lambda = \frac{(6.626 \times 10^{-34} \text{ Js})(2.998 \times 10^8 \text{ ms}^{-1})}{0.980 \times 10^{-18} \text{ J}}$$

$$\lambda = 2.03 \times 10^{-7} \text{ m}$$

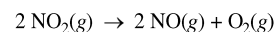
1 point is earned for the correct identification of the energy required to remove an electron from the valence shell (may be implicit).

1 point is earned for calculating the correct wavelength.

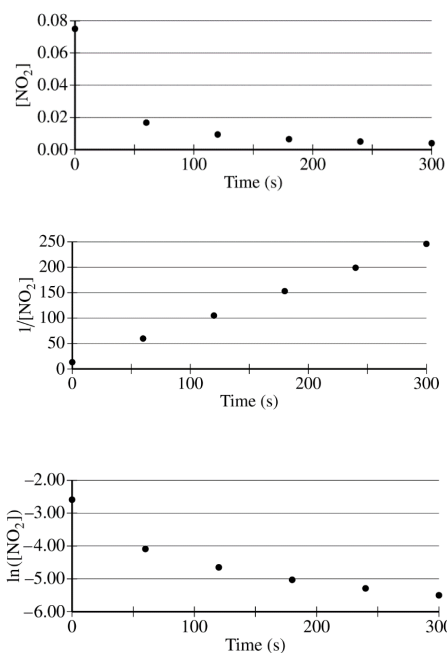
2019 SCORING GUIDELINES

Question 6

Nitrogen dioxide, $\text{NO}_2(\text{g})$, is produced as a byproduct of the combustion of fossil fuels in internal combustion engines. At elevated temperatures $\text{NO}_2(\text{g})$ decomposes according to the equation below.



The concentration of a sample of $\text{NO}_2(\text{g})$ is monitored as it decomposes and is recorded on the graph directly below. The two graphs that follow it are derived from the original data.



Explain how the graphs indicate that the reaction is second order.

The linear graph of $\frac{1}{[\text{NO}_2]}$ vs. time indicates a second-order reaction.

1 point is earned for the correct answer.

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Question 6 (continued)

Write the rate law for the decomposition of $\text{NO}_2(\text{g})$.

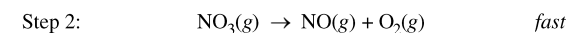
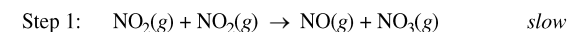
$$\text{rate} = k[\text{NO}_2]^2$$

1 point is earned for the correct answer.

Consider two possible mechanisms for the decomposition reaction.

- (i) Is the rate law described by mechanism I shown below consistent with the rate law you wrote in part (b)? Justify your answer.

Mechanism I

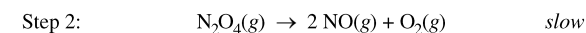


Step 1 is slow, therefore it is the rate-determining step of this mechanism. The rate law of this elementary reaction is $\text{rate} = k[\text{NO}_2][\text{NO}_2] = k[\text{NO}_2]^2$, which is consistent with the second-order rate law in part (b).

1 point is earned for the correct answer with justification.

- (ii) Is the rate law described by mechanism II shown below consistent with the rate law you wrote in part (b)? Justify your answer.

Mechanism II

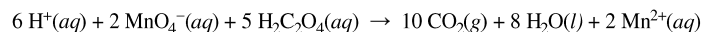


Step 2 is slow; therefore, it is the rate-determining step of this mechanism. The rate law of this elementary reaction is $\text{rate} = k[\text{N}_2\text{O}_4]$. Because N_2O_4 is an intermediate, it cannot appear in the rate law of the overall reaction. Because $K_{eq} = \frac{[\text{N}_2\text{O}_4]}{[\text{NO}_2]^2}$ in step 1, $[\text{N}_2\text{O}_4] = K_{eq}[\text{NO}_2]^2$. Then, substituting $K_{eq}[\text{NO}_2]^2$ for $[\text{N}_2\text{O}_4]$ in the rate law of step 2 gives $\text{rate} = (k K_{eq})[\text{NO}_2]^2$, which is consistent with the rate law in part (b).

1 point is earned for the correct answer with justification.

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Question 7



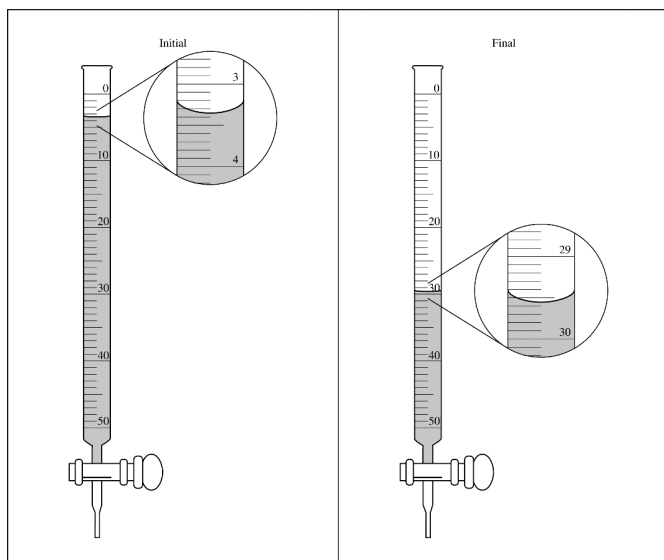
A student dissolved a 0.139 g sample of oxalic acid, $\text{H}_2\text{C}_2\text{O}_4$, in water in an Erlenmeyer flask. Then the student titrated the $\text{H}_2\text{C}_2\text{O}_4$ solution in the flask with a solution of KMnO_4 , which has a dark purple color. The balanced chemical equation for the reaction that occurred during the titration is shown above.

Identify the species that was reduced in the titration reaction. Justify your answer in terms of oxidation numbers.

MnO_4^- is reduced to Mn^{2+} as the oxidation number of Mn changes from +7 to +2, indicating a gain of 5 electrons.

1 point is earned for the correct answer with justification.

The student used a 50.0 mL buret to add the $\text{KMnO}_4(aq)$ to the $\text{H}_2\text{C}_2\text{O}_4(aq)$ until a faint lavender color was observed in the flask, an indication that the end point of the titration had been reached. The initial and final volume readings of the solution in the buret are shown below. Write down the initial reading and the final reading and use them to determine the volume of $\text{KMnO}_4(aq)$ that was added during the titration.



$$29.55 \text{ mL} - 3.35 \text{ mL} = 26.20 \text{ mL}$$

1 point is earned for the correct answer.

2019 SCORING GUIDELINES

Question 7 (continued)

Given that the concentration of $\text{KMnO}_4(aq)$ was 0.0235 M, calculate the number of moles of MnO_4^- ions that completely reacted with the $\text{H}_2\text{C}_2\text{O}_4$.

$$(0.02620 \text{ L})(0.0235 \text{ mol/L}) = 0.000616 \text{ mol}$$

1 point is earned for the correct answer.

The student proposes to perform another titration using a 0.139 g sample of $\text{H}_2\text{C}_2\text{O}_4$, but this time using 0.00143 M $\text{KMnO}_4(aq)$ in the buret. Would this titrant concentration be a reasonable choice to use if the student followed the same procedure and used the same equipment as before? Justify your response.

No. The 0.00143 M titrant solution is so diluted that volume of titrant needed to reach the end point would be much greater than the 50 mL capacity of the buret.

1 point is earned for the correct answer with appropriate justification.

AP[®] Chemistry

2014 Scoring Guidelines

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4 SCORING GUIDELINES

Question 1 (10 points)

Mass of KI tablet	0.425 g
Mass of thoroughly dried filter paper	1.462 g
Mass of filter paper + precipitate after first drying	1.775 g
Mass of filter paper + precipitate after second drying	1.699 g
Mass of filter paper + precipitate after third drying	1.698 g

A student is given the task of determining the I^- content of tablets that contain KI and an inert, water-soluble sugar as a filler. A tablet is dissolved in 50.0 mL of distilled water, and an excess of $0.20\text{ M Pb(NO}_3)_2(aq)$ is added to the solution. A yellow precipitate forms, which is then filtered, washed, and dried. The data from the experiment are shown in the table above.

(a) For the chemical reaction that occurs when the precipitate forms,

(i) write a balanced, net-ionic equation for the reaction, and

$Pb^{2+} + 2 I^- \rightarrow PbI_2$	1 point is earned for a balanced net-ionic equation.
-------------------------------------	--

(ii) explain why the reaction is best represented by a net-ionic equation.

The net-ionic equation shows the formation of the $PbI_2(s)$ from $Pb^{2+}(aq)$ and $I^-(aq)$ ions, omitting the non-reacting species (spectator ions), $K^+(aq)$ and $NO_3^-(aq)$.	1 point is earned for a valid explanation.
--	--

(b) Explain the purpose of drying and weighing the filter paper with the precipitate three times.

The filter paper and precipitate must be dried several times (to a constant mass) to ensure that all the water has been driven off.	1 point is earned for a valid explanation.
---	--

(c) In the filtrate solution, is $[K^+]$ greater than, less than, or equal to $[NO_3^-]$? Justify your answer.

$[K^+]$ is less than $[NO_3^-]$ because the source of the NO_3^- , the $0.20\text{ M Pb(NO}_3)_2(aq)$, was added in excess.	1 point is earned for a correct comparison with a valid explanation.
--	--

4 SCORING GUIDELINES

Question 1 (continued)

(d) Calculate the number of moles of precipitate that is produced in the experiment.

$1.698 \text{ g} - 1.462 \text{ g} = 0.236 \text{ g PbI}_2(s)$ $0.236 \text{ g PbI}_2 \times \frac{1 \text{ mol PbI}_2}{461.0 \text{ g PbI}_2} = 5.12 \times 10^{-4} \text{ mol PbI}_2$	1 point is earned for the correct number of moles of $\text{PbI}_2(s)$ precipitate.
---	---

(e) Calculate the mass percent of I^- in the tablet.

$5.12 \times 10^{-4} \text{ mol PbI}_2 \times \frac{2 \text{ mol I}^-}{1 \text{ mol PbI}_2} = 1.02 \times 10^{-3} \text{ mol I}^-$ $1.02 \times 10^{-3} \text{ mol I}^- \times \frac{126.91 \text{ g I}^-}{1 \text{ mol I}^-} = 0.130 \text{ g I}^- \text{ in one tablet}$ $\frac{0.130 \text{ g I}^-}{0.425 \text{ g KI tablet}} = 0.306 = 30.6\% \text{ I}^- \text{ per KI tablet}$	1 point is earned for determining the number of moles of I^- in one tablet. 1 point is earned for calculating the mass percent of I^- in the KI tablet.
---	---

(f) In another trial, the student dissolves a tablet in 55.0 mL of water instead of 50.0 mL of water. Predict whether the experimentally determined mass percent of I^- will be greater than, less than, or equal to the amount calculated in part (e). Justify your answer.

The mass percent of I^- will be the same. $\text{Pb}^{2+}(aq)$ was added in excess, ensuring that essentially no I^- remained in solution. The additional water is removed by filtration and drying, leaving the same mass of dried precipitate.	1 point is earned for correct comparison with a valid justification.
--	--

(g) A student in another lab also wants to determine the I^- content of a KI tablet but does not have access to $\text{Pb}(\text{NO}_3)_2$. However, the student does have access to 0.20 M AgNO_3 , which reacts with $\text{I}^-(aq)$ to produce $\text{AgI}(s)$. The value of K_{sp} for AgI is 8.5×10^{-17} .

(i) Will the substitution of AgNO_3 for $\text{Pb}(\text{NO}_3)_2$ result in the precipitation of the I^- ion from solution? Justify your answer.

Yes. Addition of an excess of 0.20 M $\text{AgNO}_3(aq)$ will precipitate all of the I^- ion present in the solution because AgI is insoluble, as evidenced by its low value of K_{sp} .	1 point is earned for the correct answer with a valid justification.
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(ii) The student only has access to one KI tablet and a balance that can measure to the nearest 0.01 g. Will the student be able to determine the mass of AgI produced to three significant figures? Justify your answer.

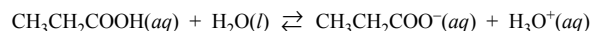
4 SCORING GUIDELINES

Question 1 (continued)

No. If masses can be measured to $\pm 0.01 \text{ g}$, then the mass of the dry $\text{AgI}(s)$ precipitate (which is less than 1 g) will be known to only two significant figures.

1 point is earned for a correct answer with a valid justification.

2014 SCORING GUIDELINES

Question
(10 points)

Propanoic acid, $\text{CH}_3\text{CH}_2\text{COOH}$, is a carboxylic acid that reacts with water according to the equation above. At 25°C the pH of a 50.0 mL sample of 0.20 M $\text{CH}_3\text{CH}_2\text{COOH}$ is 2.79.

- (a) Identify a Brønsted-Lowry conjugate acid-base pair in the reaction. Clearly label which is the acid and which is the base.

$\text{CH}_3\text{CH}_2\text{COOH}$ and $\text{CH}_3\text{CH}_2\text{COO}^-$ <i>acid</i> <i>base</i> OR H_3O^+ and H_2O <i>acid</i> <i>base</i>	1 point is earned for writing (or naming) either of the Brønsted-Lowry conjugate acid-base pairs with a clear indication of which is the acid and which is the base.
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- (b) Determine the value of K_a for propanoic acid at 25°C.

$[\text{H}_3\text{O}^+] = 10^{-\text{pH}} = 10^{-2.79} = 1.6 \times 10^{-3} M$ $[\text{CH}_3\text{CH}_2\text{COO}^-] = [\text{H}_3\text{O}^+]$ AND $[\text{CH}_3\text{CH}_2\text{COOH}] = 0.20 M - [\text{H}_3\text{O}^+]$, OR $[\text{CH}_3\text{CH}_2\text{COOH}] \approx 0.20 M$ (state or assume that $[\text{H}_3\text{O}^+] \ll 0.20 M$) $K_a = \frac{[\text{CH}_3\text{CH}_2\text{COO}^-][\text{H}_3\text{O}^+]}{[\text{CH}_3\text{CH}_2\text{COOH}]} = \frac{(1.6 \times 10^{-3} M)^2}{0.20 M} = 1.3 \times 10^{-5}$	1 point is earned for correctly solving for $[\text{H}_3\text{O}^+]$. 1 point is earned for the K_a expression for propanoic acid OR 1 point is earned for substituting values into the K_a expression. 1 point is earned for correctly solving for the value of K_a .
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- (c) For each of the following statements, determine whether the statement is true or false. In each case, explain the reasoning that supports your answer.

- (i) The pH of a solution prepared by mixing the 50.0 mL sample of 0.20 M $\text{CH}_3\text{CH}_2\text{COOH}$ with a 50.0 mL sample of 0.20 M NaOH is 7.00.

False. The conjugate base of a weak acid undergoes hydrolysis (see equation below) at equivalence to form a solution with a pH > 7. $(\text{CH}_3\text{CH}_2\text{COO}^- + \text{H}_2\text{O} \rightleftharpoons \text{CH}_3\text{CH}_2\text{COOH} + \text{OH}^-)$	1 point is earned for noting that the statement is false AND providing a supporting explanation.
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2014 SCORING GUIDELINES

Question 2 (continued)

- (ii) If the pH of a hydrochloric acid solution is the same as the pH of a propanoic acid solution, then the molar concentration of the hydrochloric acid solution must be less than the molar concentration of the propanoic acid solution.

True. HCl is a strong acid that ionizes completely. Fewer moles of HCl are needed to produce the same $[\text{H}_3\text{O}^+]$ as the propanoic acid solution, which only partially ionizes.

1 point is earned for noting that the statement is true and providing a supporting explanation.

A student is given the task of determining the concentration of a propanoic acid solution of unknown concentration. A 0.173 M NaOH solution is available to use as the titrant. The student uses a 25.00 mL volumetric pipet to deliver the propanoic acid solution to a clean, dry flask. After adding an appropriate indicator to the flask, the student titrates the solution with the 0.173 M NaOH, reaching the end point after 20.52 mL of the base solution has been added.

- (d) Calculate the molarity of the propanoic acid solution.

Let x = moles of propanoic acid then $x = (0.02052 \text{ L NaOH}) \times \frac{0.173 \text{ mol NaOH}}{1 \text{ L NaOH}} \times \frac{1 \text{ mol acid}}{1 \text{ mol NaOH}}$ $= 3.55 \times 10^{-3} \text{ mol propanoic acid}$ $\frac{3.55 \times 10^{-3} \text{ mol acid}}{0.02500 \text{ L acid}} = 0.142 M$ OR Since $\text{CH}_3\text{CH}_2\text{COOH}$ is monoprotic and, at the equivalence point, moles $\text{H}^+ = \text{moles OH}^-$, then $M_A V_A = M_B V_B$ $M_A = \frac{M_B V_B}{V_A} = \frac{(0.173 M \text{ NaOH})(20.52 \text{ mL NaOH})}{25.00 \text{ mL acid}} = 0.142 M$	1 point is earned for correctly calculating the number of moles of acid that reacted at the equivalence point. 1 point is earned for the correct molarity of acid.
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- (e) The student is asked to redesign the experiment to determine the concentration of a butanoic acid solution instead of a propanoic acid solution. For butanoic acid the value of $\text{p}K_a$ is 4.83. The student claims that a different indicator will be required to determine the equivalence point of the titration accurately. Based on your response to part (b), do you agree with the student's claim? Justify your answer.

2014 SCORING GUIDELINES

Question 2 (continued)

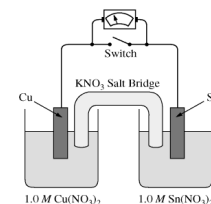
Disagree with the student's claim

From part (b) above, pK_a for propanoic acid is $\log(1.3 \times 10^{-5}) = 4.89$. Because 4.83 is so close to 4.89, the pH at the equivalence point in the titration of butanoic acid should be close enough to the pH in the titration of propanoic acid to make the original indicator appropriate for the titration of butanoic acid.

1 point is earned for disagreeing with the student's claim and making a valid justification using pK_a , K_a , or pH arguments.

1 point is earned for numerically comparing either: the two pK_a values, the two K_a values, or the two pH values at the equivalence point.

SCORING GUIDELINES

Question
(10 points)

A student is given a standard galvanic cell, represented above, that has a Cu electrode and a Sn electrode. As current flows through the cell, the student determines that the Cu electrode increases in mass and the Sn electrode decreases in mass.

- (a) Identify the electrode at which oxidation is occurring. Explain your reasoning based on the student's observations.

Since the Sn electrode is losing mass, Sn atoms must be forming $\text{Sn}^{2+}(\text{aq})$. This process is oxidation.

OR

because the cell operates, E° must be positive and, based on the E° values from the table, it must be Sn that is oxidized.

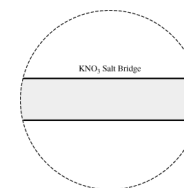
1 point is earned for the correct answer with justification.

- (b) As the mass of the Sn electrode decreases, where does the mass go?

The atoms on the Sn electrode are going into the solution as Sn^{2+} ions.

1 point is earned for the correct answer.

- (c) In the expanded view of the center portion of the salt bridge shown in the diagram below, draw and label a particle view of what occurs in the salt bridge as the cell begins to operate. Omit solvent molecules and use arrows to show the movement of particles.



The response should show at least one K^+ ion moving toward the Cu compartment on the left and at least one NO_3^- ion moving in the opposite direction.

1 point is earned for correct representation of both K^+ and NO_3^- ions. (Including free electrons loses this point.)

1 point is earned for correctly indicating the direction of movement of both ions.

SCORING GUIDELINES

Question 3 (continued)

(d) A nonstandard cell is made by replacing the 1.0 *M* solutions of $\text{Cu}(\text{NO}_3)_2$ and $\text{Sn}(\text{NO}_3)_2$ in the standard cell with 0.50 *M* solutions of $\text{Cu}(\text{NO}_3)_2$ and $\text{Sn}(\text{NO}_3)_2$. The volumes of solutions in the nonstandard cell are identical to those in the standard cell.

- (i) Is the cell potential of the nonstandard cell greater than, less than, or equal to the cell potential of the standard cell? Justify your answer.

It is the same. In the cell reaction $Q = \frac{[\text{Sn}^{2+}]}{[\text{Cu}^{2+}]}$, and the concentrations of Sn^{2+} and Cu^{2+} are equal to each other in both cases.	1 point is earned for the correct answer with justification.
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- (ii) Both the standard and nonstandard cells can be used to power an electronic device. Would the nonstandard cell power the device for the same time, a longer time, or a shorter time as compared with the standard cell? Justify your answer.

The nonstandard cell would power the device for a shorter time because the supply of Cu^{2+} ions will be exhausted more quickly. OR The nonstandard cell would power the device for a shorter time because the reaction will reach $E = 0$ more quickly.	1 point is earned for the correct answer with justification.
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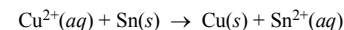
(e) In another experiment, the student places a new Sn electrode into a fresh solution of 1.0 *M* $\text{Cu}(\text{NO}_3)_2$.

Half-Reaction	E° (V)
$\text{Cu}^+ + e^- \rightarrow \text{Cu}(s)$	0.52
$\text{Cu}^{2+} + 2 e^- \rightarrow \text{Cu}(s)$	0.34
$\text{Sn}^{4+} + 2 e^- \rightarrow \text{Sn}^{2+}$	0.15
$\text{Sn}^{2+} + 2 e^- \rightarrow \text{Sn}(s)$	-0.14

- (i) Using information from the table above, write a net-ionic equation for the reaction between the Sn electrode and the $\text{Cu}(\text{NO}_3)_2$ solution that would be thermodynamically favorable. Justify that the reaction is thermodynamically favorable.

SCORING GUIDELINES

Question 3 (continued)



E° is positive ($0.34 \text{ V} + 0.14 \text{ V} = 0.48 \text{ V}$), therefore the reaction is thermodynamically favorable.

OR

The cell observations from earlier parts of the question are evidence that the Sn is oxidized and Cu is reduced, therefore E° must be positive.

1 point is earned for the correct net-ionic equation.

1 point is earned for a correct justification (unit not needed in calculation).

- (ii) Calculate the value of ΔG° for the reaction. Include units with your answer.

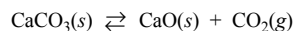
$$\Delta G^\circ = -nFE^\circ$$

$$\Delta G^\circ = -\frac{2 \text{ mol } e^-}{\text{mol}_{\text{rxn}}} \times \frac{96,485 \text{ C}}{\text{mol } e^-} \times \frac{0.48 \text{ J}}{\text{C}} = -93,000 \text{ J/mol}_{\text{rxn}} = -93 \text{ kJ/mol}_{\text{rxn}}$$

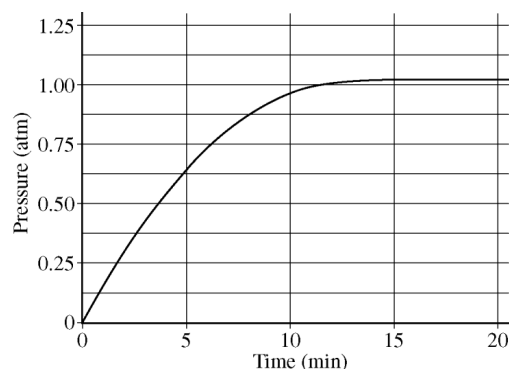
1 point is earned for the correct number of electrons.

1 point is earned for the correct answer with unit.

SCORING GUIDELINES

Question
(4 points)

When heated, calcium carbonate decomposes according to the equation above. In a study of the decomposition of calcium carbonate, a student added a 50.0 g sample of powdered $\text{CaCO}_3(s)$ to a 1.00 L rigid container. The student sealed the container, pumped out all the gases, then heated the container in an oven at 1100 K. As the container was heated, the total pressure of the $\text{CO}_2(g)$ in the container was measured over time. The data are plotted in the graph below.



The student repeated the experiment, but this time the student used a 100.0 g sample of powdered $\text{CaCO}_3(s)$. In this experiment, the final pressure in the container was 1.04 atm, which was the same final pressure as in the first experiment.

- (a) Calculate the number of moles of $\text{CO}_2(g)$ present in the container after 20 minutes of heating.

$PV = nRT$ $\frac{PV}{RT} = n = \frac{(1.04 \text{ atm})(1.00 \text{ L})}{(0.0821 \frac{\text{L atm}}{\text{mol K}})(1100 \text{ K})} = 0.0115 \text{ mol CO}_2$	1 point is earned for the proper setup using the ideal gas law and an answer that is consistent with the setup.
--	---

SCORING GUIDELINES

Question (continued)

- (b) The student claimed that the final pressure in the container in each experiment became constant because all of the $\text{CaCO}_3(s)$ had decomposed. Based on the data in the experiments, do you agree with this claim? Explain.

Do not agree with claim

Explanation I: In experiment 1, the moles of $\text{CaCO}_3 = 50.0 \text{ g} / 100.09 \text{ g/mol} = 0.500 \text{ mol CaCO}_3$. If the reaction had gone to completion, 0.500 mol of CO_2 would have been produced. From part (a) only 0.0115 mol was produced. Hence, the student's claim was false.

Explanation II: The two different experiments (one with 50.0 g of CaCO_3 and one with 100.0 g of CaCO_3) reached the same constant, final pressure of 1.04 atm. Since increasing the amount of reactant did not produce more product, there is no way that all of the CaCO_3 reacted. Instead, an equilibrium condition has been achieved and there must be some solid CaCO_3 in the container.

1 point is earned for disagreement with the claim and for a correct justification using stoichiometry or a discussion of the creation of an equilibrium condition.

- (c) After 20 minutes some $\text{CO}_2(g)$ was injected into the container, initially raising the pressure to 1.5 atm. Would the final pressure inside the container be less than, greater than, or equal to 1.04 atm? Explain your reasoning.

The final pressure would be equal to 1.04 atm. Equilibrium was reached in both experiments; the equilibrium pressure at this temperature is 1.04 atm. As the reaction shifts toward the reactant, the amount of $\text{CO}_2(g)$ in the container will decrease until the pressure returns to 1.04 atm.

1 point is earned for the correct answer with justification.

- (d) Are there sufficient data obtained in the experiments to determine the value of the equilibrium constant, K_p , for the decomposition of $\text{CaCO}_3(s)$ at 1100 K? Justify your answer.

SCORING GUIDELINES

Question continued)

Yes. For the equilibrium reaction represented by the chemical equation in this problem, at a given temperature the equilibrium pressure of CO_2 determines the equilibrium constant. Since the measured pressure of CO_2 is also the equilibrium pressure of CO_2 , $K_p = P_{\text{CO}_2} = 1.04$.

Note: If the response in part (b) indicates “yes”, that all of the $\text{CaCO}_3(s)$ had decomposed, then the point can be earned by stating that the system did not reach equilibrium in either experiment and hence the value of K_p cannot be calculated from the data.

1 point is earned for correct explanation that is consistent with the student’s answer to part (b).

SCORING GUIDELINES

Question 5
(4 points)

Nonmetal	C	N	O	Ne	Si	P	S	Ar
Formula of Compound	CF_4	NF_3	OF_2	No compound	SiF_4	PF_3	SF_2	No compound

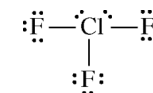
Some binary compounds that form between fluorine and various nonmetals are listed in the table above. A student examines the data in the table and poses the following hypothesis: the number of F atoms that will bond to a nonmetal is always equal to 8 minus the number of valence electrons in the nonmetal atom.

- (a) Based on the student’s hypothesis, what should be the formula of the compound that forms between chlorine and fluorine?

ClF

1 point is earned for the correct formula.

- (b) In an attempt to verify the hypothesis, the student researches the fluoride compounds of the other halogens and finds the formula ClF_3 . In the box below, draw a complete Lewis electron-dot diagram for a molecule of ClF_3 .



See diagram above.

1 point is earned for a central Cl atom surrounded by three bonding pairs with F atoms and two nonbonding (lone) pairs of electrons. F atoms must have three nonbonding pairs each. Electron pairs can be depicted as dots or line segments.

SCORING GUIDELINES

Question 5 (continued)

- (c) Two possible geometric shapes for the ClF_3 molecule are trigonal planar and T-shaped. The student does some research and learns that the molecule has a dipole moment. Which of the two shapes is consistent with the fact that the ClF_3 molecule has a dipole moment? Justify your answer in terms of bond polarity and molecular structure.

The molecule is T-shaped because a T-shaped structure is asymmetric with dipoles that do not cancel out, but produce a net dipole (i.e., a polar molecule). OR because, if the molecule had a trigonal planar structure, the molecule would be symmetric with dipoles that cancel out and produce a net dipole of zero (i.e., a nonpolar molecule), which is not consistent with the observation that the ClF_3 molecule does have a dipole moment.	1 point is earned for indicating that the molecule is T-shaped with an acceptable explanation.
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In an attempt to resolve the existence of the ClF_3 molecule with the hypothesis stated above, the student researches the compounds that form between halogens and fluorine, and assembles the following list.

Halogen	Formula(s)
F	F_2
Cl	
Br	BrF , BrF_3 , BrF_5
I	IF , IF_3 , IF_5 , IF_7

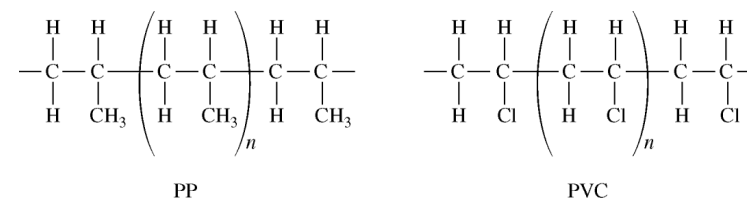
- (d) Based on concepts of atomic structure and periodicity, propose a modification to the student's previous hypothesis to account for the compounds that form between halogens and fluorine.

An acceptable hypothesis (descriptive or formulaic) must include the following ideas: - Atomic Structure: e.g., odd number of F atoms - Periodicity: e.g., as the atomic number of the central halogen atom increases, the number of F atoms increases.	1 point is earned for an acceptably modified hypothesis that addresses both atomic structure and periodicity.
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SCORING GUIDELINES

Question
(4 points)

A student places a mixture of plastic beads consisting of polypropylene (PP) and polyvinyl chloride (PVC) in a 1.0 L beaker containing distilled water. After stirring the contents of the beaker vigorously, the student observes that the beads of one type of plastic sink to the bottom of the beaker and the beads of the other type of plastic float on the water. The chemical structures of PP and PVC are represented by the diagrams below, which show segments of each polymer.



- (a) Given that the spacing between polymer chains in PP and PVC is similar, the beads that sink are made of which polymer? Explain.

The PVC beads sink. The spacing between chains is similar, but a Cl atom has a greater mass than CH_3.	1 point is earned for the correct polymer with a correct explanation.
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PP is synthesized from propene, C_3H_6 , and PVC is synthesized from vinyl chloride, $\text{C}_2\text{H}_3\text{Cl}$. The structures of the molecules are shown below.



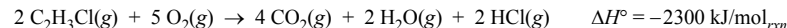
- (b) The boiling point of liquid propene (226 K) is lower than the boiling point of liquid vinyl chloride (260 K). Account for this difference in terms of the types and strengths of intermolecular forces present in each liquid.

Both substances have dipole-dipole interactions and London dispersion forces (or propene is essentially nonpolar with only LDFs while vinyl chloride has both LDFs and dipole-dipole forces). Propene contains a CH_3 group, but vinyl chloride contains a Cl atom. Vinyl chloride thus has a larger electron cloud, is more polarizable, and has a larger dipole moment. Thus intermolecular attractions are stronger in vinyl chloride, which results in it having the higher boiling point.	1 point is earned for a discussion of intermolecular forces <u>and</u> for a comparison of their relative strengths.
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SCORING GUIDELINES

Question 6 (continued)

In a separate experiment, the student measures the enthalpies of combustion of propene and vinyl chloride. The student determines that the combustion of 2.00 mol of vinyl chloride releases 2300 kJ of energy, according to the equation below.



- (c) Using the table of standard enthalpies of formation below, determine whether the combustion of 2.00 mol of propene releases more, less, or the same amount of energy that 2.00 mol of vinyl chloride releases. Justify your answer with a calculation. The balanced equation for the combustion of 2.00 mol of propene is $2 \text{C}_3\text{H}_6(g) + 9 \text{O}_2(g) \rightarrow 6 \text{CO}_2(g) + 6 \text{H}_2\text{O}(g)$.

Substance	$\text{C}_2\text{H}_3\text{Cl}(g)$	$\text{C}_3\text{H}_6(g)$	$\text{CO}_2(g)$	$\text{H}_2\text{O}(g)$	$\text{HCl}(g)$	$\text{O}_2(g)$
Standard Enthalpy of Formation (kJ/mol)	37	21	-394	-242	-92	0

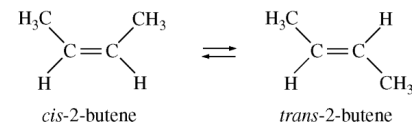
$$\Delta H^\circ = 6(-394) + 6(-242) - 2(21) = -3858 \text{ kJ/mol}_{\text{rxn}}$$

The combustion of 2.00 mol of propene releases more energy.

1 point is earned for the calculation of the enthalpy of combustion of propene.

1 point is earned for the comparison of propene to vinyl chloride that is consistent with the calculated value.

SCORING GUIDELINES

Question 7
(4 points)

The half-life ($t_{1/2}$) of the catalyzed isomerization of *cis*-2-butene gas to produce *trans*-2-butene gas, represented above, was measured under various conditions, as shown in the table below.

Trial Number	Initial $P_{\text{cis-2-butene}}$ (torr)	V (L)	T (K)	$t_{1/2}$ (s)
1	300.	2.00	350.	100.
2	600.	2.00	350.	100.
3	300.	4.00	350.	100.
4	300.	2.00	365	50.

- (a) The reaction is first order. Explain how the data in the table are consistent with a first-order reaction.

For a first-order reaction, the half-life is independent of reactant concentration (or pressure) at constant T , as shown in trials 1, 2, and 3.

1 point is earned for a correct explanation.

- (b) Calculate the rate constant, k , for the reaction at 350. K. Include appropriate units with your answer.

$$k = \frac{0.693}{t_{1/2}} = \frac{0.693}{100. \text{ s}} = 0.00693 \text{ s}^{-1}$$

1 point is earned for correct numerical answer with units.

- (c) Is the initial rate of the reaction in trial 1 greater than, less than, or equal to the initial rate in trial 2? Justify your answer.

The initial rate in trial 1 is less than that in trial 2 because $\text{rate} = k[\text{cis-2-butene}]$ or $\text{rate} = kP_{\text{cis-2-butene}}$ (with reference to values from both trials).

OR

because the initial concentration of *cis*-2-butene in trial 1 is less than that in trial 2 and k is constant.

1 point is earned for the correct answer with justification.

- (d) The half-life of the reaction in trial 4 is less than the half-life in trial 1. Explain why, in terms of activation energy.

The temperature is higher in trial 4, meaning that the KE_{avg} of the molecules is greater. Consequently, in this trial a greater fraction of collisions have sufficient energy to overcome the activation energy barrier, thus the rate is greater.

1 point is earned for a correct answer with justification.