Introduction - Chemistry

The following released test questions are taken from the Chemistry Standards Test. This test is one of the California Standards Tests administered as part of the Standardized Testing and Reporting (STAR) Program under policies set by the State Board of Education.

All questions on the California Standards Tests are evaluated by committees of content experts, including teachers and administrators, to ensure their appropriateness for measuring the California academic content standards in Chemistry. In addition to content, all items are reviewed and approved to ensure their adherence to the principles of fairness and to ensure no bias exists with respect to characteristics such as gender, ethnicity, and language.

This document contains released test questions from the California Standards Test forms in 2003, 2004, 2005, 2006, 2007, and 2008. First on the pages that follow are lists of the standards assessed on the Chemistry Test. Next are released test questions. Following the questions is a table that gives the correct answer for each question, the content standard that each question is measuring, and the year each question last appeared on the test. Reference sheets, provided for students taking the test, are also included as they are necessary in answering some of the questions. It should be noted that asterisked (*) standards found in the *Science Content Standards for California Public Schools, Kindergarten through Grade 12*, are not assessed on the California Standards Tests in Science and, therefore, are not represented in these released test questions.

The following table lists each reporting cluster, the number of items that appear on the exam, and the number of released test questions that appear in this document. The released test questions for Biology, Chemistry, Earth Science, and Physics are the same test questions found in different combinations on the Integrated Science 1, 2, 3, and 4 tests.

Chemistry — Released Test Questions

REPORTING CLUSTER	NUMBER OF QUESTIONS ON EXAM	NUMBER OF RELEASED TEST QUESTIONS
Investigation and Experimentation (Standards: CHIE1. a-n)	6	9
Atomic and Molecular Structure *Atomic and Molecular Structure* (Standards: CH1. a-e) *Nuclear Processes* (Standards: CH11. a-e)	8	14
Chemical Bonds, Biochemistry *Chemical Bonds* (Standards: CH2. a-e) *Organic Chemistry and Biochemistry* (Standards: CH10. a-c)	9	13
Kinetics, Thermodynamics *Gases and Their Properties* (Standards: CH4. a-f) *Solutions* (Standards: CH6. a-d) *Chemical Thermodynamics* (Standards: CH7. a-d)	14	23
Chemical Reactions *Acids and Bases* (Standards: CH5. a-d) *Reaction Rates* (Standards: CH8. a-c) *Chemical Equilibrium* (Standards: CH9. a-b)	13	18
Conservation of Matter and Stoichiometry (Standards: CH3. a-e)	10	13
TOTAL	60	90

In selecting test questions for release, three criteria are used: (1) the questions adequately cover a selection of the academic content standards assessed on the Chemistry Test; (2) the questions demonstrate a range of difficulty; and (3) the questions present a variety of ways standards can be assessed. These released test questions do not reflect all of the ways the standards may be assessed. Released test questions will not appear on future tests.

For more information about the California Standards Tests, visit the California Department of Education's Web site at http://www.cde.ca.gov/ta/tg/sr/resources.asp.

THE INVESTIGATION AND EXPERIMENTATION REPORTING CLUSTER

The following 14 California content standards are included in the Investigation and Experimentation reporting cluster and are represented in this booklet by nine test questions. These questions represent only some ways in which these standards may be assessed on the California Chemistry Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

Investigation and Experimentation	
CHIE1.	**Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other five reporting clusters, students should develop their own questions and perform investigations. Students will:**
CHIE1. a.	Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
CHIE1. b.	Identify and communicate sources of unavoidable experimental error.
CHIE1. c.	Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
CHIE1. d.	Formulate explanations by using logic and evidence.
CHIE1. e.	Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.
CHIE1. f.	Distinguish between hypothesis and theory as scientific terms.
CHIE1. g.	Recognize the usefulness and limitations of models and theories as scientific representations of reality.
CHIE1. h.	Read and interpret topographic and geologic maps.
CHIE1. i.	Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
CHIE1. j.	Recognize the issues of statistical variability and the need for controlled tests.
CHIE1. k.	Recognize the cumulative nature of scientific evidence.
CHIE1. l.	Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
CHIE1. m.	Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.
CHIE1. n.	Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).

THE ATOMIC AND MOLECULAR STRUCTURE REPORTING CLUSTER

The following 10 California content standards are included in the Atomic and Molecular Structure reporting cluster and are represented in this booklet by 14 test questions. These questions represent only some ways in which these standards may be assessed on the California Chemistry Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

Atomic and Molecular Structure	
CH1.	**The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure. As a basis for understanding this concept:**
CH1. a.	*Students know* how to relate the position of an element in the periodic table to its atomic number and atomic mass.
CH1. b.	*Students know* how to use the periodic table to identify metals, semimetals, non-metals, and halogens.
CH1. c.	*Students know* how to use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electronegativity, and the relative sizes of ions and atoms.
CH1. d.	*Students know* how to use the periodic table to determine the number of electrons available for bonding.
CH1. e.	*Students know* the nucleus of the atom is much smaller than the atom yet contains most of its mass.
Nuclear Processes	
CH11.	**Nuclear processes are those in which an atomic nucleus changes, including radioactive decay of naturally occurring and human-made isotopes, nuclear fission, and nuclear fusion. As a basis for understanding this concept:**
CH11. a.	*Students know* protons and neutrons in the nucleus are held together by nuclear forces that overcome the electromagnetic repulsion between the protons.
CH11. b.	*Students know* the energy release per gram of material is much larger in nuclear fusion or fission reactions than in chemical reactions. The change in mass (calculated by $E = mc^2$) is small but significant in nuclear reactions.
CH11. c.	*Students know* some naturally occurring isotopes of elements are radioactive, as are isotopes formed in nuclear reactions.
CH11. d.	*Students know* the three most common forms of radioactive decay (alpha, beta, and gamma) and know how the nucleus changes in each type of decay.
CH11. e.	*Students know* alpha, beta, and gamma radiation produce different amounts and kinds of damage in matter and have different penetrations.

THE CHEMICAL BONDS, BIOCHEMISTRY REPORTING CLUSTER

The following eight California content standards are included in the Chemical Bonds, Biochemistry reporting cluster and are represented in this booklet by 13 test questions. These questions represent only some ways in which these standards may be assessed on the California Chemistry Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

Chemical Bonds	
CH2.	**Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules. As a basis for understanding this concept:**
CH2. a.	*Students know* atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds.
CH2. b.	*Students know* chemical bonds between atoms in molecules such as H_2, CH_4, NH_3, H_2CCH_2, N_2, Cl_2 and many large biological molecules are covalent.
CH2. c.	*Students know* salt crystals, such as NaCl, are repeating patterns of positive and negative ions held together by electrostatic attraction.
CH2. d.	*Students know* the atoms and molecules in liquids move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form.
CH2. e.	*Students know* how to draw Lewis dot structures.
Organic Chemistry and Biochemistry	
CH10.	**The bonding characteristics of carbon allow the formation of many different organic molecules of varied sizes, shapes, and chemical properties and provide the biochemical basis of life. As a basis for understanding this concept:**
CH10. a.	*Students know* large molecules (polymers), such as proteins, nucleic acids, and starch, are formed by repetitive combinations of simple subunits.
CH10. b.	*Students know* the bonding characteristics of carbon that result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.
CH10. c.	*Students know* amino acids are the building blocks of proteins.

THE KINETICS, THERMODYNAMICS REPORTING CLUSTER

The following 14 California content standards are included in the Kinetics, Thermodynamics reporting cluster and are represented in this booklet by 23 test questions. These questions represent only some ways in which these standards may be assessed on the California Chemistry Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

Gases and Their Properties	
CH4.	**The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases. As a basis for understanding this concept:**
CH4. a.	*Students know* the random motion of molecules and their collisions with a surface create the observable pressure on that surface.
CH4. b.	*Students know* the random motion of molecules explains the diffusion of gases.
CH4. c.	*Students know* how to apply the gas laws to relations between the pressure, temperature, and volume of any amount of an ideal gas or any mixture of ideal gases.
CH4. d.	*Students know* the values and meanings of standard temperature and pressure (STP).
CH4. e.	*Students know* how to convert between the Celsius and Kelvin temperature scales.
CH4. f.	*Students know* there is no temperature lower than 0 Kelvin.
Solutions	
CH6.	**Solutions are homogenous mixtures of two or more substances. As a basis for understanding this concept:**
CH6. a.	*Students know* the definitions of *solute* and *solvent*.
CH6. b.	*Students know* how to describe the dissolving process at the molecular level by using the concept of random molecular motion.
CH6. c.	*Students know* temperature, pressure, and surface area affect the dissolving process.
CH6. d.	*Students know* how to calculate the concentration of a solute in terms of grams per liter, molarity, parts per million, and percent composition.
Chemical Thermodynamics	
CH7.	**Energy is exchanged or transformed in all chemical reactions and physical changes of matter. As a basis for understanding this concept:**
CH7. a.	*Students know* how to describe temperature and heat flow in terms of the motion of molecules (or atoms).
CH7. b.	*Students know* chemical processes can either release (exothermic) or absorb (endothermic) thermal energy.
CH7. c.	*Students know* energy is released when a material condenses or freezes and is absorbed when a material evaporates or melts.
CH7. d.	*Students know* how to solve problems involving heat flow and temperature changes, using known values of specific heat and latent heat of phase change.

THE CHEMICAL REACTIONS REPORTING CLUSTER

The following nine California content standards are included in the Chemical Reactions reporting cluster and are represented in this booklet by 18 test questions. These questions represent only some ways in which these standards may be assessed on the California Chemistry Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

Acids and Bases	
CH5.	**Acids, bases, and salts are three classes of compounds that form ions in water solutions. As a basis for understanding this concept:**
CH5. a.	*Students know* the observable properties of acids, bases, and salt solutions.
CH5. b.	*Students know* acids are hydrogen-ion-donating and bases are hydrogen-ion-accepting substances.
CH5. c.	*Students know* strong acids and bases fully dissociate and weak acids and bases partially dissociate.
CH5. d.	*Students know* how to use the pH scale to characterize acid and base solutions.
Reaction Rates	
CH8.	**Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules. As a basis for understanding this concept:**
CH8. a.	*Students know* the rate of reaction is the decrease in concentration of reactants or the increase in concentration of products with time.
CH8. b.	*Students know* how reaction rates depend on such factors as concentration, temperature, and pressure.
CH8. c.	*Students know* the role a catalyst plays in increasing the reaction rate.
Chemical Equilibrium	
CH9.	**Chemical equilibrium is a dynamic process at the molecular level. As a basis for understanding this concept:**
CH9. a.	*Students know* how to use LeChatelier's principle to predict the effect of changes in concentration, temperature, and pressure.
CH9. b.	*Students know* equilibrium is established when forward and reverse reaction rates are equal.

THE CONSERVATION OF MATTER AND STOICHIOMETRY REPORTING CLUSTER

The following five California content standards are included in the Conservation of Matter and Stoichiometry reporting cluster and are represented in this booklet by 13 test questions. These questions represent only some ways in which these standards may be assessed on the California Chemistry Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

Conservation of Matter and Stoichiometry	
CH3.	**The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants. As a basis for understanding this concept:**
CH3. a.	*Students know* how to describe chemical reactions by writing balanced equations.
CH3. b.	*Students know* the quantity *one mole* is set by defining one mole of carbon 12 atoms to have a mass of exactly 12 grams.
CH3. c.	*Students know* one mole equals 6.02×10^{23} particles (atoms or molecules).
CH3. d.	*Students know* how to determine the molar mass of a molecule from its chemical formula and a table of atomic masses and how to convert the mass of a molecular substance to moles, number of particles, or volume of gas at standard temperature and pressure.
CH3. e.	*Students know* how to calculate the masses of reactants and products in a chemical reaction from the mass of one of the reactants or products and the relevant atomic masses.

1 **A weather balloon with a 2-meter diameter at ambient temperature holds 525 grams of helium. What type of electronic probe could be used to determine the pressure inside the balloon?**

A barometric

B thermometric

C calorimetric

D spectrophotometric

CSC10177

2 **Which would be *most* appropriate for collecting data during a neutralization reaction?**

A a pH probe

B a statistics program

C a thermometer

D a graphing program

CSC20124

3 **A scientist observed changes in the gas pressure of one mole of a gas in a sealed chamber with a fixed volume. To identify the source of the changes, the scientist should check for variations in the**

A air pressure outside the chamber.

B molecular formula of the gas.

C temperature of the chamber.

D isotopes of the gas.

CSC10120

4 **Electrical fires cannot be safely put out by dousing them with water. However, fire extinguishers that spray solid carbon dioxide on the fire work very effectively. This method works because carbon dioxide**

A displaces the oxygen.

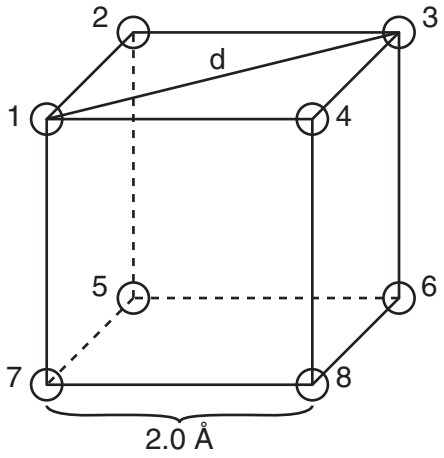
B renders the fire's fuel non-flammable.

C forms water vapor.

D blows the fire out with strong wind currents.

CSC00005

5



In the cubic crystal shown, if each edge is 2.0 angstroms in length, what is the diagonal distance, d, between atoms 1 and 3? (Assume that the Pythagorean theorem can be used to solve this problem.)

A 2.5 Å

B $2\sqrt{2.0}$ Å

C $2\sqrt{3.0}$ Å

D $3\sqrt{2.0}$ Å

CSC00127

6 **In order to advance to the level of a theory, a hypothesis should be**

A obviously accepted by most people.

B a fully functional experiment.

C in alignment with past theories.

D repeatedly confirmed by experimentation.

CSC00144

7 **Matter is made of atoms that have positive centers of neutrons and protons surrounded by a cloud of negatively charged electrons. This statement is**

A a theory.

B a hypothesis.

C an inference.

D an observation.

CSC20129

8

Model of an Ideal Gas	
No.	**Corollary**
1	Molecules have insignificant volume (point particles).
2	Molecules are very far apart from each other.
3	Molecules are not attracted to each other.
4	Molecules are in continuous, completely random motion in all directions with varying speeds.
5	Molecules bounce off walls and each other perfectly elastically.

The model of ideal gases shown above is useful because it

A accurately approximates the properties of most gas molecules.

B predicts the behavior of other phases of matter.

C gives precise explanations for nonideal gas behavior.

D shows a linear relation between gas pressure and volume.

CSC20474

9 **When a metal is heated in a flame, the flame has a distinctive color. This information was eventually extended to the study of stars because**

A the color spectra of stars indicate which elements are present.

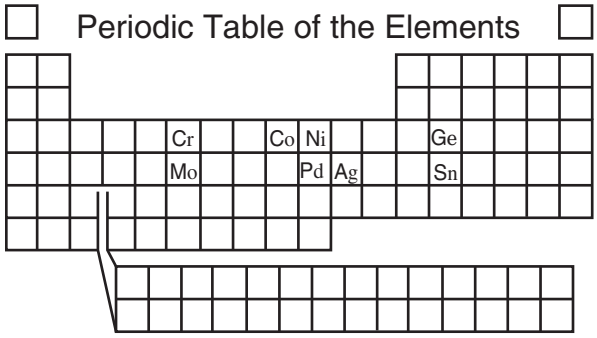
B a red shift in star color indicates stars are moving away.

C star color indicates absolute distance.

D it allows the observer to determine the size of stars.

CSC00006

10



Which of the following ordered pairs of elements shows an increase in atomic number but a decrease in average atomic mass?

A Ag to Pd

B Co to Ni

C Ge to Sn

D Cr to Mo

CSC00149

11 **Why is cobalt (Co) placed before nickel (Ni) on the periodic table of the elements even though it has a higher average atomic mass than nickel?**

A Nickel has one more proton.

B Cobalt was discovered first.

C Nickel has fewer electrons.

D Cobalt has a lower density.

CSC20049

12 **Generally, how do atomic masses vary throughout the periodic table of the elements?**

A They increase from left to right and top to bottom.

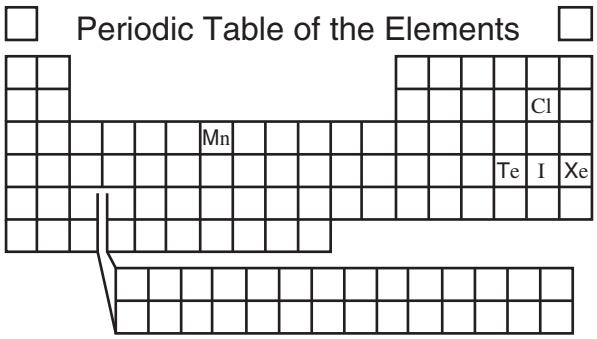
B They increase from left to right and bottom to top.

C They increase from right to left and top to bottom.

D They increase from right to left and bottom to top.

CSC20136

13



Iodine would have chemical properties *most* like

A manganese (Mn).

B tellurium (Te).

C chlorine (Cl).

D xenon (Xe).

CSC00028

14 **Which of the following elements is classified as a metal?**

A bromine

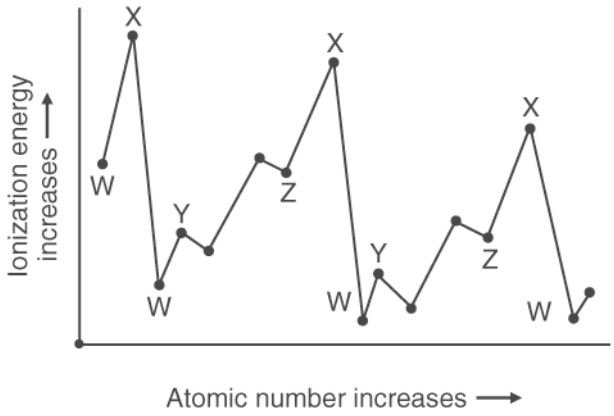
B helium

C sulfur

D lithium

CSC20170

15



The chart above shows the relationship between the first ionization energy and the increase in atomic number. The letter on the chart for the alkali family of elements is

A W.

B X.

C Y.

D Z.

CSC00206

16 **Which of the following atoms has the largest atomic radius?**

A barium (Ba)

B chlorine (Cl)

C iodine (I)

D magnesium (Mg)

CSC10393

17 **Which of the following atoms has six valence electrons?**

A magnesium (Mg)

B silicon (Si)

C sulfur (S)

D argon (Ar)

CSC00185

18 **Which statement *best* describes the density of an atom's nucleus?**

A The nucleus occupies most of the atom's volume but contains little of its mass.

B The nucleus occupies very little of the atom's volume and contains little of its mass.

C The nucleus occupies most of the atom's volume and contains most of its mass.

D The nucleus occupies very little of the atom's volume but contains most of its mass.

CSC10304

19

Results of Firing Alpha Particles at Gold Foil

Observation:	Proportion:
Alpha particles went straight through gold foil.	> 98%
Alpha particles went through gold foil but were deflected at large angles.	≈ 2%
Alpha particles bounced off gold foil.	≈ 0.01%

What information do the experimental results above reveal about the nucleus of the gold atom?

A The nucleus contains less than half the mass of the atom.

B The nucleus is small and is the densest part of the atom.

C The nucleus contains small positive and negative particles.

D The nucleus is large and occupies most of the atom's space.

CSC20056

20 **Why are enormous amounts of energy required to separate a nucleus into its component protons and neutrons even though the protons in the nucleus repel each other?**

A The force of the protons repelling each other is small compared to the attraction of the neutrons to each other.

B The electrostatic forces acting between other atoms lowers the force of repulsion of the protons.

C The interactions between neutrons and electrons neutralize the repulsive forces between the protons.

D The forces holding the nucleus together are much stronger than the repulsion between the protons.

CSC00136

21 **The most abundant isotope of lead contains 82 protons and 124 neutrons packed closely together in the nucleus. Why do the protons stay together in the nucleus rather than fly apart?**

A Electrons in neighboring atoms neutralize repulsive forces between protons.

B Neutrons effectively block the protons and keep them far apart to prevent repulsion.

C Electrostatic forces between neutrons and protons hold the nucleus together.

D Nuclear forces overcome repulsive forces between protons in the nucleus.

CSC20451

22 **Which equation correctly represents the alpha decay of polonium-214?**

A

$$^{214}_{84}\text{Po} \rightarrow {}^{214}_{85}\text{Po} + {}^{0}_{-1}\text{e}$$

B

$$^{214}_{84}\text{Po} + {}^{2}_{4}\text{He} \rightarrow {}^{216}_{90}\text{Th}$$

C

$$^{214}_{84}\text{Po} \rightarrow {}^{210}_{82}\text{Pb} + {}^{4}_{2}\text{He}$$

D

$$^{214}_{84}\text{Po} \rightarrow {}^{214}_{82}\text{Pb} + {}^{0}_{2}\text{He}$$

CSC10110

23 **A 2-cm-thick piece of cardboard placed over a radiation source would be *most* effective in protecting against which type of radiation?**

A alpha

B beta

C gamma

D x-ray

CSC00299

24 **Which of the following is a monatomic gas at STP?**

A chlorine

B fluorine

C helium

D nitrogen

CSC10387

25 **When cations and anions join, they form what kind of chemical bond?**

A ionic

B hydrogen

C metallic

D covalent

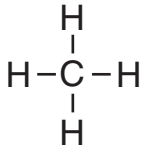
CSC20314

26 **Which of the following correctly shows how carbon and hydrogen bond to form a compound?**

A $[4H]^{+4}[C]^{-4}$

B $[H]^{+}[C]^{-}$

C



D C – H

CSC00237

27 **Some of the molecules found in the human body are NH_2CH_2COOH (glycine), $C_6H_{12}O_6$ (glucose), and $CH_3(CH_2)_{16}COOH$ (stearic acid). The bonds they form are**

A nuclear.

B metallic.

C ionic.

D covalent.

CSC10230

28

Table of Common Molecules

Name	Hydrogen	Chlorine	Ammonia	Methane
Molecular Formula	H_2	Cl_2	NH_3	CH_4

What type of bond do all of the molecules in the table above have in common?

A covalent

B ionic

C metallic

D polar

CSC10331

29 **The reason salt crystals, such as KCl, hold together so well is because the cations are strongly attracted to**

A neighboring cations.

B the protons in the neighboring nucleus.

C free electrons in the crystals.

D neighboring anions.

CSC00150

30 **What type of force holds ions together in salts such as CaF_2 ?**

A electrostatic

B magnetic

C gravitational

D nuclear

CSC20144

31 **Under the same conditions of pressure and temperature, a liquid differs from a gas because the molecules of the liquid**

A have no regular arrangement.

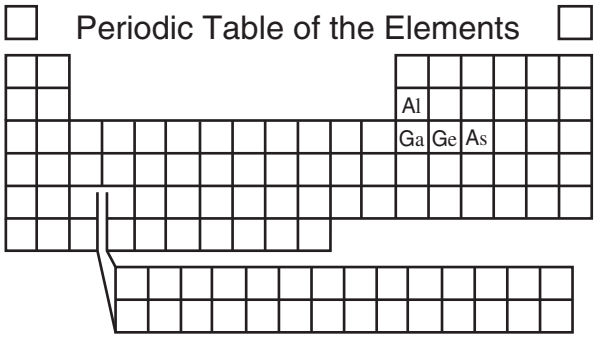
B are in constant motion.

C have stronger forces of attraction between them.

D take the shape of the container they are in.

CSC10388

32



Which of the following elements has the same Lewis dot structure as silicon?

A germanium (Ge)

B aluminum (Al)

C arsenic (As)

D gallium (Ga)

CSC00142

33 **Which substance is made up of many monomers joined together in long chains?**

A salt

B protein

C ethanol

D propane

CSC00323

34 **For the polymer, polyvinyl chloride (PVC), ~ $CH_2CH(Cl)CH_2CH(Cl)CH_2CH(Cl)$ ~ the repeating subunit is**

A CH(Cl).

B $CH(Cl)CHCH_2$.

C CH_2CH.

D $CH_2CH(Cl)$.

CSC10086

35 **Which element is capable of forming stable, extended chains of atoms through single, double, or triple bonds with itself?**

A carbon

B oxygen

C nitrogen

D hydrogen

CSC20155

36 **Proteins are large macromolecules composed of thousands of subunits. The structure of the protein depends on the sequence of**

A lipids.

B monosaccharides.

C amino acids.

D nucleosides.

CSC00062

37 **When a cold tire is inflated to a certain pressure and then is warmed up due to friction with the road, the pressure increases. This happens because the**

A air molecules hit the walls of the tire less frequently.

B rubber in the tire reacts with oxygen in the atmosphere.

C air molecules speed up and collide with the tire walls more often.

D air molecules diffuse rapidly through the walls of the tire.

CSC00183

38 **When someone standing at one end of a large room opens a bottle of vinegar, it may take several minutes for a person at the other end to smell it. Gas molecules at room temperature move at very high velocities, so what is responsible for the delay in detection of the vinegar?**

A the increase in the airspace occupied by vinegar molecules

B the chemical reaction with nerves, which is slower than other sensory processes

C attractive forces between the air and vinegar molecules

D random collisions between the air and vinegar molecules

CSC00125

39 **Methane (CH_4) gas diffuses through air because the molecules are**

A moving randomly.

B dissolving quickly.

C traveling slowly.

D expanding steadily.

CSC20840

40 **The volume of 400 mL of chlorine gas at 400 mm Hg is decreased to 200 mL at constant temperature. What is the new gas pressure?**

A 400 mm Hg

B 300 mm Hg

C 800 mm Hg

D 650 mm Hg

CSC00239

41 **Under what circumstance might a gas decrease in volume when heated?**

A The gas is held constant at STP.

B The gas remains under uniform temperature.

C The gas is placed under increasing pressure.

D The gas undergoes a decrease in pressure.

CSC20333

42 **A sample of carbon dioxide gas occupies a volume of 20 L at standard temperature and pressure (STP). What will be the volume of a sample of argon gas that has the same number of moles and pressure but twice the absolute temperature?**

A 10 L

B 20 L

C 40 L

D 80 L

CSC10250

43 **Standard temperature and pressure (STP) are defined as**

A 0 ºC and 1.0 atm pressure.

B 0 ºC and 273 mm Hg pressure.

C 0 K and 1.0 atm pressure.

D 0 K and 760 mm Hg pressure.

CSC00285

44 **Under which of the following sets of conditions will a 0.50 mole sample of helium occupy a volume of 11.2 liters?**

A 298 K and 0.90 atm

B 273 K and 1.10 atm

C 373 K and 0.50 atm

D 273 K and 1.00 atm

CSC10234

45 **What is the equivalent of 423 kelvin in degrees Celsius?**

A −223 ºC

B −23 ºC

C 150 ºC

D 696 ºC

CSC00089

46 **Theoretically, when an ideal gas in a closed container cools, the pressure will drop steadily until the pressure inside is essentially that of a vacuum. At what temperature should this occur?**

A 0 ºC

B −460 ºC

C −273 K

D 0 K

CSC10216

47 **The temperature at which all molecular motion stops is**

A −460 ºC.

B −273 K.

C 0 K.

D 0 ºC.

CSC20088

48

SOLUBILITY OF SUBSTANCES IN WATER @ 20 °C		
Substance	**Formula/State**	**Solubility (g/100g H_2O)**
Magnesium chloride	$MgCl_2$ / solid	54.6
Ammonia	NH_3 / gas	34.0
Ethanol	CH_3CH_2OH / liquid	infinite
Benzoic Acid	C_6H_5COOH / solid	0.29

Which of the substances in the table can act as either the solute or the solvent when mixed with 100 grams of water at 20 °C?

A NH_3

B C_6H_5COOH

C $MgCl_2$

D CH_3CH_2OH

CSC10055

49 **A teaspoon of dry coffee crystals dissolves when mixed in a cup of hot water. This process produces a coffee solution. The original crystals are classified as a**

A solute.

B solvent.

C reactant.

D product.

CSC20256

50 **If the attractive forces among solid particles are less than the attractive forces between the solid and a liquid, the solid will**

A probably form a new precipitate as its crystal lattice is broken and re-formed.

B be unaffected because attractive forces within the crystal lattice are too strong for the dissolution to occur.

C begin the process of melting to form a liquid.

D dissolve as particles are pulled away from the crystal lattice by the liquid molecules.

CSC00088

51 **Water is a polar solvent, while hexane is a nonpolar solvent.**

Solute	Water	Hexane
NH_4Cl, ammonium chloride	Soluble	Insoluble
$C_{10}H_8$, naphthalene	Insoluble	Soluble
C_2H_5OH, ethanol	Soluble	Soluble
$CO(NH_2)_2$, urea	Soluble	Insoluble

Which of the examples above illustrates a nonpolar solute in a polar solvent?

A NH_4Cl in water

B $C_{10}H_8$ in water

C C_2H_5OH in hexane

D $CO(NH_2)_2$ in hexane

CSC20958

52 **A technician prepared a solution by heating 100 milliliters of distilled water while adding KCl crystals until no more KCl would dissolve. She then capped the clear solution and set it aside on the lab bench. After several hours she noticed the solution had become cloudy and some solid had settled to the bottom of the flask. Which statement *best* describes what happened?**

A As the solution cooled, evaporation of water increased the KCl concentration beyond its solubility.

B Water molecules, trapped with the KCl crystals, were released after heating.

C At lower temperatures the solubility of the KCl decreased and recrystallization occurred.

D At increased temperatures the solubility of KCl increased and remained too high after cooling.

CSC00012

53 **If the solubility of NaCl at 25 ºC is 36.2 g/100 g H_2O, what mass of NaCl can be dissolved in 50.0 g of H_2O?**

A 18.1 g

B 36.2 g

C 72.4 g

D 86.2 g

CSC00275

54 **How many moles of HNO_3 are needed to prepare 5.0 liters of a 2.0 M solution of HNO_3?**

A 2.5

B 5

C 10

D 20

CSC10375

55 **The Dead Sea is the saltiest sea in the world. It contains 332 grams of salt per 1000 grams of water. What is the concentration in parts per million (ppm)?**

A 0.332 ppm

B 332 ppm

C 33,200 ppm

D 332,000 ppm

CSC20046

56 **The random molecular motion of a substance is greatest when the substance is**

A condensed.

B a liquid.

C frozen.

D a gas.

CSC00258

57 **Which of these is an example of an exothermic chemical process?**

A evaporation of water

B melting ice

C photosynthesis of glucose

D combustion of gasoline

CSC00153

58 **The boiling point of liquid nitrogen is 77 kelvin. It is observed that ice forms at the opening of a container of liquid nitrogen. The *best* explanation for this observation is**

A water at zero degrees Celsius is colder than liquid nitrogen and freezes.

B the nitrogen boils and then cools to form a solid at the opening of the container.

C water trapped in the liquid nitrogen escapes and freezes.

D the water vapor in the air over the opening of the liquid nitrogen freezes out.

CSC00171

59 **The specific heat of copper is about 0.4 joules/gram ºC. How much heat is needed to change the temperature of a 30-gram sample of copper from 20.0 ºC to 60.0 ºC?**

A 1000 J

B 720 J

C 480 J

D 240 J

CSC00045

60 **Equal volumes of 1 molar hydrochloric acid (HCl) and 1 molar sodium hydroxide base (NaOH) are mixed. After mixing, the solution will be**

A strongly acidic.

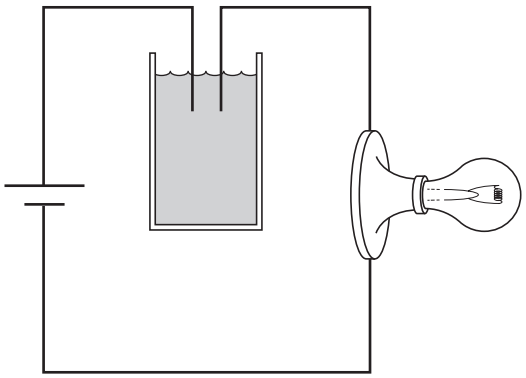
B weakly acidic.

C nearly neutral.

D weakly basic.

CSC00188

61



The above picture shows a light bulb connected to a battery with the circuit interrupted by a solution. When dissolved in the water to form a 1.0 molar solution, all of the following substances will complete a circuit allowing the bulb to light *except*

A hydrochloric acid.

B sodium nitrate.

C sucrose.

D ammonium sulfate.

CSC00146

62 **Which of the following is an observable property of many acids?**

A They become slippery when reacting with water.

B They react with metals to release hydrogen gas.

C They produce salts when mixed with other acids.

D They become more acidic when mixed with a base.

CSC20338

63 **Copper (II) nitrate and sodium hydroxide solutions react in a test tube as shown below.**

$$Cu(NO_3)_{2(aq)} + 2NaOH_{(aq)} \rightarrow Cu(OH)_{2(s)} + 2NaNO_{3(aq)}$$

If nitric acid is added to the test tube, the amount of solid precipitate decreases. The *best* explanation for this is that the acid

A dilutes the solution making the precipitate dissolve.

B reacts with the copper (II) nitrate, pulling the equilibrium to the left.

C will dissolve most solids, including sodium nitrate.

D will react with the copper (II) hydroxide to form water and soluble copper (II) nitrate.

CSC00160

64 **Potassium hydroxide (KOH) is a strong base because it**

A easily releases hydroxide ions.

B does not dissolve in water.

C reacts to form salt crystals in water.

D does not conduct an electric current.

CSC20341

65 **Of four different laboratory solutions, the solution with the *highest* acidity has a pH of**

A 11.

B 7.

C 5.

D 3.

CSC00173

66

$$H_2 + Cl_2 \longrightarrow 2HCl$$

Which of these describes the rate of this chemical reaction?

A an increase in the concentration of HCl and H_2 with time

B an increase in the concentration of HCl with time

C an increase in H_2 and Cl_2 with time

D a decrease in HCl and Cl_2 with time

CSC10369

67

$$C_6H_6 + Br_2 \xrightarrow{\text{catalyst}} C_6H_5Br + HBr$$

Which of the following changes will cause an increase in the rate of the above reaction?

A increasing the concentration of Br_2

B decreasing the concentration of C_6H_6

C increasing the concentration of HBr

D decreasing the temperature

CSC00027

68

$$2CO + O_2 \longrightarrow 2CO_2$$

If the above reaction takes place inside a sealed reaction chamber, then which of these procedures will cause a decrease in the rate of reaction?

A raising the temperature of the reaction chamber

B increasing the volume inside the reaction chamber

C removing the CO_2 as it is formed

D adding more CO to the reaction chamber

CSC00106

69 **A catalyst can speed up the rate of a given chemical reaction by**

A increasing the equilibrium constant in favor of products.

B lowering the activation energy required for the reaction to occur.

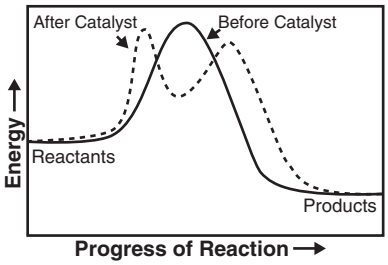
C raising the temperature at which the reaction occurs.

D increasing the pressure of reactants, thus favoring products.

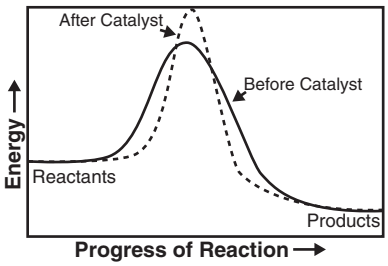
CSC00184

70 **Which reaction diagram shows the effect of using the appropriate catalyst in a chemical reaction?**

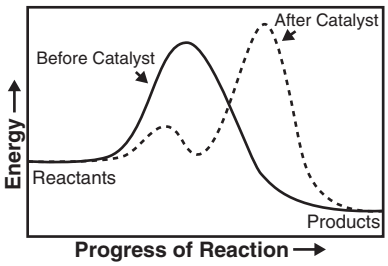
A



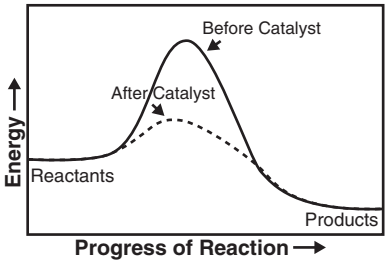
B



C



D



CSC20412

71 **H_2O_2, hydrogen peroxide, naturally breaks down into H_2O and O_2 over time. MnO_2, manganese dioxide, can be used to lower the energy of activation needed for this reaction to take place and, thus, increase the rate of reaction. What type of substance is MnO_2?**

A a catalyst

B an enhancer

C an inhibitor

D a reactant

CSC10368

72 **When a reaction is at equilibrium and more reactant is added, which of the following changes is the immediate result?**

A The reverse reaction rate remains the same.

B The forward reaction rate increases.

C The reverse reaction rate decreases.

D The forward reaction rate remains the same.

CSC00248

73 **In which of the following reactions involving gases would the forward reaction be favored by an increase in pressure?**

A $A + B \rightleftharpoons AB$

B $A + B \rightleftharpoons C + D$

C $2A + B \rightleftharpoons C + 2D$

D $AC \rightleftharpoons A + C$

CSC00129

74

$$4HCl_{(g)} + O_{2(g)} \rightleftarrows 2H_2O_{(l)} + 2Cl_{2(g)} + 113\ kJ$$

Which action will drive the reaction to the right?

A heating the equilibrium mixture

B adding water to the system

C decreasing the oxygen concentration

D increasing the system's pressure

CSC10082

75

$$NO_2(g) + CO(g) \rightleftharpoons NO(g) + CO_2(g)$$

The reaction shown above occurs inside a closed flask. What action will shift the reaction to the left?

A pumping CO gas into the closed flask

B raising the total pressure inside the flask

C increasing the NO concentration in the flask

D venting some CO_2 gas from the flask

CSC20419

76

$$NH_4Cl(s) + heat \rightleftharpoons NH_3(g) + HCl(g)$$

What kind of change will shift the reaction above to the right to form more products?

A a decrease in total pressure

B an increase in the concentration of HCl

C an increase in the pressure of NH_3

D a decrease in temperature

CSC20103

77 **In a sealed bottle that is half full of water, equilibrium will be attained when water molecules**

A cease to evaporate.

B begin to condense.

C are equal in number for both the liquid and the gas phase.

D evaporate and condense at equal rates.

CSC00152

78

$$C_3H_8 + O_2 \longrightarrow CO_2 + H_2O$$

This chemical equation represents the combustion of propane. When correctly balanced, the coefficient for water is

A 2.

B 4.

C 8.

D 16.

CSC00311

79 **Which of the following is a balanced equation for the combustion of ethanol (CH_3CH_2OH)?**

A $CH_3CH_2OH + 3O_2 \longrightarrow CO_2 + 2H_2O$

B $CH_3CH_2OH + 3O_2 \longrightarrow 2CO_2 + 3H_2O$

C $CH_3CH_2OH + O_2 \longrightarrow 2CO_2 + 3HO$

D $CH_3CH_2OH + 2O_2 \longrightarrow 3CO_2 + 2H_2O$

CSC10401

80 **Hydrazine, N_2H_4, and dinitrogen tetroxide, N_2O_4, react to form gaseous nitrogen and water. Which of these represents a properly balanced equation for this reaction?**

A $N_2H_4 + N_2O_4 \rightarrow N_2 + H_2O$

B $2N_2H_4 + N_2O_4 \rightarrow 2N_2 + 4H_2O$

C $2N_2H_4 + N_2O_4 \rightarrow 3N_2 + 4H_2O$

D $2N_2H_4 + 3N_2O_4 \rightarrow 5N_2 + 6H_2O$

CSC00092

81

$$\_\_\ NH_3(g) + \_\_\ O_2(g) \longrightarrow \_\_\ N_2(g) + \_\_\ H_2O(g)$$

When the reaction above is completely balanced, the coefficient for NH_3 will be

A 2.

B 3.

C 4.

D 6.

CSC20068

82 **How many moles of carbon-12 are contained in exactly 6 grams of carbon-12?**

A 0.5 mole

B 2.0 moles

C 3.01×10^{23} moles

D 6.02×10^{23} moles

CSC00068

83 **How many atoms are contained in 97.6 g of platinum (Pt)?**

A 5.16×10^{30}

B 3.01×10^{23}

C 1.20×10^{24}

D 1.10×10^{28}

CSC00255

84 **When methane (CH_4) gas is burned in the presence of oxygen, the following chemical reaction occurs.**

$$CH_4 + 2O_2 \longrightarrow CO_2 + 2H_2O$$

If 1 mole of methane reacts with 2 moles of oxygen, then

A 6.02×10^{23} molecules of CO_2 an 6.02×10^{23} molecules of H_2O are produced.

B 1.2×10^{24} molecules of CO_2 and 1.2×10^{24} molecules of H_2O are produced.

C 6.02×10^{23} molecules of CO_2 and 1.2×10^{24} molecules of H_2O are produced.

D 1.2×10^{24} molecules of CO_2 and 6.02×10^{23} molecules of H_2O are produced.

CSC20428

85 **How many moles of CH_4 are contained in 96.0 grams of CH_4?**

A 3.00 moles

B 6.00 moles

C 12.0 moles

D 16.0 moles

CSC00162

86 **How many atoms are in a chromium sample with a mass of 13 grams?**

A 1.5×10^{23}

B 3.3×10^{23}

C 1.9×10^{26}

D 2.4×10^{24}

CSC10251

87 **How many moles of chlorine gas are contained in 9.02×10^{23} molecules?**

A 1.5 moles

B 2.0 moles

C 6.02 moles

D 9.03 moles

CSC10373

88

$$Fe_2O_3 + 3CO \rightarrow 2Fe + 3CO_2$$

In this reaction, how many grams of Fe_2O_3 are required to completely react with 84 grams of CO?

A 64 g

B 80 g

C 160 g

D 1400 g

CSC00159

89

$$Mg_3N_{2(s)} + 6H_2O_{(l)} \longrightarrow 2NH_{3(aq)} + 3Mg(OH)_{2(s)}$$

If 54.0 grams of water are mixed with excess magnesium nitride, then how many grams of ammonia are produced?

A 1.00

B 17.0

C 51.0

D 153

CSC20076

90 **A mass of 5.4 grams of aluminum (Al) reacts with an excess of copper (II) chloride ($CuCl_2$) in solution, as shown below.**

$$3CuCl_2 + 2Al \longrightarrow 2AlCl_3 + 3Cu$$

What mass of solid copper (Cu) is produced?

A 0.65 g

B 8.5 g

C 13 g

D 19 g

CSC10406

Question Number	Correct Answer	Standard	Year of Release
1	*A*	CHIE1.A	2005
2	*A*	CHIE1.A	2007
3	*C*	CHIE1.C	2006
4	*A*	CHIE1.D	2004
5	*B*	CHIE1.E	2008
6	*D*	CHIE1.F	2004
7	*A*	CHIE1.F	2006
8	*A*	CHIE1.G	2008
9	*A*	CHIE1.K	2003
10	*B*	CH1.A	2004
11	*A*	CH1.A	2007
12	*A*	CH1.A	2007
13	*C*	CH1.B	2004
14	*D*	CH1.B	2008
15	*A*	CH1.C	2003
16	*A*	CH1.C	2008
17	*C*	CH1.D	2003
18	*D*	CH1.E	2004
19	*B*	CH1.E	2006
20	*D*	CH11.A	2005
21	*D*	CH11.A	2008
22	*C*	CH11.D	2007
23	*A*	CH11.E	2003
24	*C*	CH2.A	2005
25	*A*	CH2.A	2006
26	*C*	CH2.A	2008
27	*D*	CH2.B	2005
28	*A*	CH2.B	2007
29	*D*	CH2.C	2004
30	*A*	CH2.C	2008
31	*C*	CH2.D	2005
32	*A*	CH2.E	2003
33	*B*	CH10.A	2003
34	*D*	CH10.A	2006
35	*A*	CH10.B	2007

Question Number	Correct Answer	Standard	Year of Release
36	*C*	CH10.C	2004
37	*C*	CH4.A	2008
38	*D*	CH4.B	2004
39	*A*	CH4.B	2006
40	*C*	CH4.C	2003
41	*C*	CH4.C	2007
42	*C*	CH4.C	2008
43	*A*	CH4.D	2004
44	*D*	CH4.D	2006
45	*C*	CH4.E	2003
46	*D*	CH4.F	2007
47	*C*	CH4.F	2008
48	*D*	CH6.A	2005
49	*A*	CH6.A	2008
50	*D*	CH6.B	2004
51	*B*	CH6.B	2006
52	*C*	CH6.C	2008
53	*A*	CH6.D	2003
54	*C*	CH6.D	2004
55	*D*	CH6.D	2006
56	*D*	CH7.A	2003
57	*D*	CH7.B	2007
58	*D*	CH7.C	2004
59	*C*	CH7.D	2003
60	*C*	CH5.A	2003
61	*C*	CH5.A	2005
62	*B*	CH5.A	2006
63	*D*	CH5.B	2007
64	*A*	CH5.C	2005
65	*D*	CH5.D	2005
66	*B*	CH8.A	2008
67	*A*	CH8.B	2007
68	*B*	CH8.B	2007
69	*B*	CH8.C	2003
70	*D*	CH8.C	2005

Question Number	Correct Answer	Standard	Year of Release
71	*A*	CH8.C	2006
72	*B*	CH9.A	2003
73	*A*	CH9.A	2004
74	*D*	CH9.A	2005
75	*C*	CH9.A	2006
76	*A*	CH9.A	2007
77	*D*	CH9.B	2005
78	*B*	CH3.A	2004
79	*B*	CH3.A	2005
80	*C*	CH3.A	2008
81	*C*	CH3.A	2008
82	*A*	CH3.B	2004
83	*B*	CH3.C	2005
84	*C*	CH3.C	2006
85	*B*	CH3.D	2003
86	*A*	CH3.D	2006
87	*A*	CH3.D	2007
88	*C*	CH3.E	2005
89	*B*	CH3.E	2006
90	*D*	CH3.E	2007

Periodic Table of the Elements

Chemistry Reference Sheet

California Standards Test

	1 1A												13 3A	14 4A	15 5A	16 6A	17 7A	18 8A
1	1 **H** Hydrogen 1.01	2 2A																2 **He** Helium 4.00
2	3 **Li** Lithium 6.94	4 **Be** Beryllium 9.01											5 **B** Boron 10.81	6 **C** Carbon 12.01	7 **N** Nitrogen 14.01	8 **O** Oxygen 16.00	9 **F** Fluorine 19.00	10 **Ne** Neon 20.18
3	11 **Na** Sodium 22.99	12 **Mg** Magnesium 24.31	3 3B	4 4B	5 5B	6 6B	7 7B	8	9 8B	10	11 1B	12 2B	13 **Al** Aluminum 26.98	14 **Si** Silicon 28.09	15 **P** Phosphorus 30.97	16 **S** Sulfur 32.07	17 **Cl** Chlorine 35.45	18 **Ar** Argon 39.95
4	19 **K** Potassium 39.10	20 **Ca** Calcium 40.08	21 **Sc** Scandium 44.96	22 **Ti** Titanium 47.87	23 **V** Vanadium 50.94	24 **Cr** Chromium 52.00	25 **Mn** Manganese 54.94	26 **Fe** Iron 55.85	27 **Co** Cobalt 58.93	28 **Ni** Nickel 58.69	29 **Cu** Copper 63.55	30 **Zn** Zinc 65.39	31 **Ga** Gallium 69.72	32 **Ge** Germanium 72.61	33 **As** Arsenic 74.92	34 **Se** Selenium 78.96	35 **Br** Bromine 79.90	36 **Kr** Krypton 83.80
5	37 **Rb** Rubidium 85.47	38 **Sr** Strontium 87.62	39 **Y** Yttrium 88.91	40 **Zr** Zirconium 91.22	41 **Nb** Niobium 92.91	42 **Mo** Molybdenum 95.94	43 **Tc** Technetium (98)	44 **Ru** Ruthenium 101.07	45 **Rh** Rhodium 102.91	46 **Pd** Palladium 106.42	47 **Ag** Silver 107.87	48 **Cd** Cadmium 112.41	49 **In** Indium 114.82	50 **Sn** Tin 118.71	51 **Sb** Antimony 121.76	52 **Te** Tellurium 127.60	53 **I** Iodine 126.90	54 **Xe** Xenon 131.29
6	55 **Cs** Cesium 132.91	56 **Ba** Barium 137.33	57 **La** Lanthanum 138.91	72 **Hf** Hafnium 178.49	73 **Ta** Tantalum 180.95	74 **W** Tungsten 183.84	75 **Re** Rhenium 186.21	76 **Os** Osmium 190.23	77 **Ir** Iridium 192.22	78 **Pt** Platinum 195.08	79 **Au** Gold 196.97	80 **Hg** Mercury 200.59	81 **Tl** Thallium 204.38	82 **Pb** Lead 207.2	83 **Bi** Bismuth 208.98	84 **Po** Polonium (209)	85 **At** Astatine (210)	86 **Rn** Radon (222)
7	87 **Fr** Francium (223)	88 **Ra** Radium (226)	89 **Ac** Actinium (227)	104 **Rf** Rutherfordium (261)	105 **Db** Dubnium (262)	106 **Sg** Seaborgium (266)	107 **Bh** Bohrium (264)	108 **Hs** Hassium (269)	109 **Mt** Meitnerium (268)									

58 **Ce** Cerium 140.12	59 **Pr** Praseodymium 140.91	60 **Nd** Neodymium 144.24	61 **Pm** Promethium (145)	62 **Sm** Samarium 150.36	63 **Eu** Europium 151.96	64 **Gd** Gadolinium 157.25	65 **Tb** Terbium 158.93	66 **Dy** Dysprosium 162.50	67 **Ho** Holmium 164.93	68 **Er** Erbium 167.26	69 **Tm** Thulium 168.93	70 **Yb** Ytterbium 173.04	71 **Lu** Lutetium 174.97
90 **Th** Thorium 232.04	91 **Pa** Protactinium 231.04	92 **U** Uranium 238.03	93 **Np** Neptunium (237)	94 **Pu** Plutonium (244)	95 **Am** Americium (243)	96 **Cm** Curium (247)	97 **Bk** Berkelium (247)	98 **Cf** Californium (251)	99 **Es** Einsteinium (252)	100 **Fm** Fermium (257)	101 **Md** Mendelevium (258)	102 **No** Nobelium (259)	103 **Lr** Lawrencium (262)

Key

11 — Atomic number
Na — Element symbol
Sodium — Element name
22.99 — Average atomic mass*

* If this number is in parentheses, then it refers to the atomic mass of the most stable isotope.

Chemistry Reference Sheet

Formulas

Ideal Gas Law: $PV = nRT$

Combined Gas Law: $\frac{P_1V_1}{T_1} = \frac{P_2V_2}{T_2}$

Pressure Formula: $P = \frac{F}{A}$

Mass-Energy Formula: $E = mc^2$

Calorimetric Formulas –

No Phase Change: $Q = m(\Delta T)C_p$

Latent Heat of Fusion: $Q = m\Delta H_{fus}$

Latent Heat of Vaporization: $Q = m\Delta H_{vap}$

Constants

Volume of Ideal Gas at STP: $22.4\ \frac{\text{L}}{\text{mol}}$

Speed of Light in a Vacuum: $c = 3.00 \times 10^8\ \frac{\text{m}}{\text{s}}$

Specific Heat of Water: $C_p(\text{H}_2\text{O}) = 1.00\ \frac{\text{cal}}{(\text{g}\ ^\circ\text{C})} = 4.18\ \frac{\text{J}}{(\text{g}\ ^\circ\text{C})}$

Latent Heat of Fusion of Water: $\Delta H_{fus}(\text{H}_2\text{O}) = 80\ \frac{\text{cal}}{\text{g}} = 334\ \frac{\text{J}}{\text{g}}$

Latent Heat of Vaporization of Water: $\Delta H_{vap}(\text{H}_2\text{O}) = 540\ \frac{\text{cal}}{\text{g}} = 2260\ \frac{\text{J}}{\text{g}}$

Unit Conversions

Calorie-Joule Conversion: 1 cal = 4.184 J

Absolute Temperature Conversion: K = °C + 273

Pressure Conversions: 1 atm = 760 mm Hg = 760 Torr = 101.325 kPa = $14.7\ \frac{\text{lbs.}}{\text{in.}^2}$ = 29.92 in. Hg