

GCSE Combined Science FT - Chemistry

Y10 End of Year Exam 2020

Personal Learning Checklist (PLC)

All highlighted content will be assessed in your end of year exam.

Content highlighted yellow was covered before the lockdown period.

Content highlighted blue was covered after the lockdown period.

Any content not highlighted has not yet been covered and so will not be assessed.

1. Atomic Structure and the Periodic Table (Paper 1+2)

		Confidence		
Learning Objectives:				
Elements, Compounds and Mixtures	Describe what an elements, compounds and mixtures are.			
	Name compounds from their formulae.			
	Write word and balanced symbol equations for the reactions you have studied.			
	Describe how mixtures are separated by filtration, crystallisation, simple distillation, fractional distillation and chromatography.			
	Explain how these separation methods work and why they are physical processes rather than chemical reactions.			
	Suggest suitable separation and purification techniques for a given mixture.			
Atomic Structure	Describe the differences between the plum pudding model and the nuclear model for the atom (as for Physics).			
	Describe why the new evidence from the scattering experiment led to a change in the atomic model (as for Physics).			
	Describe the structure of an atom.			
	Recall the masses and charges of protons, neutrons and electrons.			
	Identify the number of protons, neutrons and electrons in an atom using the periodic table.			
	Explain why atoms are electrically neutral.			
	Explain what an isotope is.			
	Calculate the relative atomic mass of an element.			
Give the approximate size of an atom and a nucleus.				

Electronic Structure	Draw 'dot and cross' diagrams for the electronic structures for the first 20 elements of the periodic table.			
	Write electronic structures in numbers for the first 20 elements of the periodic table.			
	Explain why elements in the same group of the periodic table have similar chemical properties.			
	Explain why elements in group 0 are unreactive.			
Periodic Table and Patterns in Reactivity	Describe how elements are arranged on the periodic table in terms of their electron structure.			
	Describe how the periodic table was developed (early periodic table and Mendeleev).			
	Describe where metals and non-metals are found on the periodic table and explain why.			
	Describe the properties of metals and non-metals.			
	Explain why elements in the same group do similar chemical reactions.			
	Identify and predict trends in the physical properties of group 0 elements.			
	Describe trends in physical properties and reactivity of group 1 and use it to predict the properties of a given element.			
	Describe and write equations for the reactions of the first three group 1 elements with oxygen, chlorine and water.			
	Describe trends in physical properties and reactivity of group 7 and use it to predict the properties of a given element.			
	Explain and write equations to show what happens when a halogen is mixed with a salt of a different halogen.			

2. Bonding, Structure and Properties of Matter (Paper 1+2)

Chemical Bonding	Name the three types of chemical bond and state whether they are between metals only, non-metals only or a metal and a non-metal.			
	Explain why atoms form chemical bonds.			
	Describe how atoms bond together in ionic bonding.			
	Draw dot-and-cross diagrams to represent ionic bonding.			
	Deduce the formulae of ionic compounds.			
	Describe how atoms bond together in covalent bonding.			
	Draw dot-and-cross diagrams to represent covalent bonding.			

States of Matter	Predict the states of substances (solid, liquid or gas) at different temperatures.			
	Explain the different temperatures at which changes of state occur in terms of energy transfers and types of bonding.			
	Recognise that atoms themselves do not have the bulk properties of materials.			
	Explain the limitations of the particle theory in relation to changes of state when particles are represented by solid inelastic spheres which have no forces between them.			
	Use state symbols - (s), (l), (g) and (aq).			
Structures and their Properties	Describe the two types of covalent structure.			
	Describe the structure of ionic compounds.			
	Describe the structure of metals.			
	Describe graphene, fullerenes and carbon nanotubes.			
	List the properties of each type of structure.			
	Explain each property in terms of the structure and bonding.			
	Relate the properties of substances to their uses.			
	Identify the type of structure from its properties.			
	Evaluate the different ways of representing structures.			

8. Chemical Analysis

		Dates		
Learning Objectives:				
Chemical Analysis	Describe what is meant by the term 'pure' in chemistry and in everyday language.			
	Use melting and boiling point data to distinguish between pure and impure substances.			
	Describe what a formulation is and identify formulations from given information.			
	Describe how to test for the following gases (and the results of the tests): hydrogen, oxygen, carbon dioxide and chlorine.			

9. Chemistry of the Atmosphere

		Dates		
Learning Objectives:				
Chemistry of the Atmosphere	Recall the proportions of the gases that currently make up the Earth's atmosphere.			
	Describe the main changes to the Earth's atmosphere over the past 4.6 billion years and some of the likely causes of these changes.			
	Explain why evidence for this is limited.			
	Interpret evidence that is provided to evaluate different theories about the Earth's early atmosphere.			
	Explain how oxygen increased in the atmosphere (including an equation).			
	Explain how carbon dioxide decreased.			
	Describe and explain the formation of deposits of limestone, coal, crude oil and natural gas.			
	Describe the greenhouse effect in terms of the interaction of short and long wavelength radiation with matter.			
	Explain how the greenhouse effect enables the Earth to support life.			
	Name three greenhouse gases.			
	Recall two human activities that increase greenhouse gases in the atmosphere.			
	Evaluate the quality of evidence (from provided information) for global climate change.			
	Describe uncertainties in the evidence base.			
	Recognise the importance of peer review of results and of communicating results to a wide range of audiences.			
	Describe briefly four potential effects of global climate change.			
	Discuss the scale, risk and environmental implications of global climate change.			
	State what is meant by the term 'carbon footprint'.			
	Describe actions to reduce emissions of carbon dioxide and methane.			
Give reasons why actions may be limited.				

10. Using Resources

		Dates		
Learning Objectives:				
Using Resources	State examples of natural products that are supplemented or replaced by agricultural and synthetic products.			
	Distinguish between finite and renewable resources given appropriate information.			
	Extract and interpret information about resources from charts, graphs and tables.			
	Use orders of magnitude to evaluate the significance of data.			
	State what is meant by the term 'potable water'.			
	Distinguish between potable water and pure water.			
	Describe the differences in treatment of ground water and salty water.			
	Give reasons for the steps used to produce potable water.			
	Required Practical – Analysis and purification of water samples from different sources, including pH, dissolved solids and distillation.			
	Describe some of the processes involved in sewage and waste water treatment.			
	Comment on the relative ease of obtaining potable water from waste, ground and salt water.			
	Describe what a life cycle assessment (LCA) is and state the four stages that are considered.			
	Explain why an LCA is not purely objective.			
	Discuss how a LCA can be used to evaluate a product, but how it can also be misused, e.g. to support claims for advertising purposes.			
	Give three reasons why reducing the use of/reusing/recycling materials is important.			
	Give examples of materials that are produced from limited raw materials.			
	Describe how glass can be reused or recycled.			
	Describe how metals can be recycled.			
Evaluate ways of reducing the use of limited resources, given appropriate information.				