

Salters OCR B chemistry EL not mine

2 bond pairs, 0 lone pairs - ANSLinear

180°

e.g. BeCl₂

3 bond pairs, 0 lone pairs - ANSTrigonal Planar

120°

e.g. BF₃

2 bond pairs, 1 lone pair - ANSBent

118°

e.g. NO₂

4 bond pairs, 0 lone pairs - ANSTetrahedral

109.5°

e.g. CH₄

3 bond pairs, 1 lone pair - ANSPyramid

107°

e.g. NH₃

2 bond pairs, 2 lone pairs - ANSBent

104.5°

e.g. H₂O

5 bond pairs, 0 lone pairs - ANSTrigonal Bipyramid

120°, 90°

e.g. PCl₅

6 bond pairs, 0 lone pairs - ANSOctahedral

90°

e.g. SF₆

In 1803 John Dalton said... - ANSThat all atoms are SPHERES and all elements are made from different spheres

Plum pudding model - ANSIn 1897 J.J. Thompson discovered the electron and said there were negative electrons "plums" in a positive "pudding"

Gold Leaf Experiment - ANS1909, Ernest Rutherford.

Fired positive alpha particles at gold leaf. Most went through to other side, some deflected back.

He concluded that the atom had a very small positively charged nucleus and a negative cloud of empty space.

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Richard Pring



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OCR(B) A2 Chemistry (Salters) Student Unit Guide: Unit F334 Chemistry of Materials Frank Harriss, 2009-06-26

Student Unit Guides are perfect for revision Each guide is written by an examiner and explains the unit requirements summarises the relevant unit content and includes a series of specimen questions and answers *Revise A2 Chemistry for Salters (OCR)* Daniels, 2005-04-04 Helps students to pull together key ideas in the course and apply them to exam questions in a fresh context Organised by module to allow readers to quickly access specific information this work provides tips on common pitfalls and advice on approaching exam questions with practice style exam questions for each module along with answers **Education for All** Richard Pring, 2009 There are two key questions at the heart of the ongoing debate about

education and training for all young people irrespective of background ability or attainment What counts as an educated 19 year old today Are the models of education we have inherited from the past sufficient to meet the needs of all young people as well as the social and economic needs of the wider community Education for All addresses these questions in the light of evidence collected over five years by the Nuffield Review of 14 19 Education and Training the most rigorous investigation of every aspect of this key educational phase for decades Written by the co directors of the Nuffield Review Education for All provides a critical comprehensive and thoroughly readable overview of 14 19 education and training and makes suggestions for the kind of education and training that should be provided over the coming decade and beyond The authors acknowledge that much has been achieved by the respective governments e massive investment in resources closer collaboration between schools colleges training providers voluntary agencies and employers recognition and promotion of a wider range of qualifications They are also optimistic about the good things that are going on in many secondary classrooms e enormous amounts of creativity courageous efforts to meet problems a deep concern and caring for many young people otherwise deprived of hope and opportunity But they argue for a radical reshaping of the future in the light of a broader vision of education e a greater respect for more practical and active learning a system of assessment which supports rather than impoverishes learning respect for the professional expertise of the teacher a more unified system of qualifications ensuring progression into higher education and employment the creation of strongly collaborative and local learning systems and a more reflective and participative approach to policy Education for All should be read by everyone working in e or with an interest in e secondary level education in England and Wales and beyond

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