

# A LEVEL TRANSITION WORK

## A level Chemistry Transition Work 2025

### Specification

OCR GCE Chemistry

<https://www.ocr.org.uk/qualifications/as-and-a-level/chemistry-a-h032-h432-from-2015/>

### Course Overview

Year 1 Subject Content	Year 2 Subject Content
<b>Foundations in chemistry</b> <ul style="list-style-type: none"><li>• Atoms, compounds, molecules and equations</li><li>• Amount of substance</li><li>• Acid–base and redox reactions</li><li>• Electrons, bonding and structure</li></ul> <b>Periodic table and energy</b> <ul style="list-style-type: none"><li>• The periodic table and periodicity</li><li>• Group 2 and the halogens</li><li>• Qualitative analysis</li><li>• Enthalpy changes</li><li>• Reaction rates and equilibrium</li></ul> <b>Core organic chemistry</b> <ul style="list-style-type: none"><li>• Basic concepts</li><li>• Hydrocarbons</li><li>• Alcohols and haloalkanes</li><li>• Organic synthesis</li><li>• Analytical techniques (IR and MS)</li></ul>	<b>Physical chemistry and transition elements</b> <ul style="list-style-type: none"><li>• Reaction rates and equilibrium</li><li>• pH and buffers</li><li>• Enthalpy, entropy and free energy</li><li>• Redox and electrode potentials</li><li>• Transition elements</li></ul> <b>Organic chemistry and analysis</b> <ul style="list-style-type: none"><li>• Aromatic compounds</li><li>• Carbonyl compounds</li><li>• Carboxylic acids and esters</li><li>• Nitrogen compounds</li><li>• Polymers</li><li>• Organic synthesis</li><li>• Chromatography and spectroscopy (NMR)</li></ul>

### **Practical Endorsement**

There is no coursework component to the course. You will achieve a qualification following the successful completion of practicals throughout the A level course. This is separate to your examination grade.



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## **Recommended Reading / Revision / Websites / Videos**

A level Chemistry for OCR A (Ritchie and Dent) Oxford textbook – this book will be issued in school

CGP books

[https://www.cgpbooks.co.uk/secondary-books/as-and-a-level/science?sort=best\\_selling&quantity=36&page=1&view=grid&currentFilter=ExamBoard\\_511&filter\\_exam%20board=ExamBoard\\_511%2CExamBoard\\_512](https://www.cgpbooks.co.uk/secondary-books/as-and-a-level/science?sort=best_selling&quantity=36&page=1&view=grid&currentFilter=ExamBoard_511&filter_exam%20board=ExamBoard_511%2CExamBoard_512)

Maths Made Easy website

<https://mathsmadeeasy.co.uk/a-level-chemistry-revision/#vc-infobox-icts>

Physics and Maths Tutor

<https://www.physicsandmathstutor.com/chemistry-revision/>

Snap Revise videos

[https://www.youtube.com/results?search\\_query=A+level+chemistry+ocr+new+specification+snap+revise](https://www.youtube.com/results?search_query=A+level+chemistry+ocr+new+specification+snap+revise)

Snap Revise website

<https://snaprevise.co.uk/search?qualification=Alevel&examboard=OCR>

MaChemGuy

<https://www.youtube.com/channel/UCyl4QJXN9zNapzmKAn-fJgQ>

Allery Chemistry

<https://www.youtube.com/@AlleryChemistry>

Free Science Lessons

<https://www.freesciencelessons.co.uk/a-level-revision-videos/a-level-chemistry/>

Knockhardy website

<http://www.knockhardy.org.uk/>

Chemguide website

<https://www.chemguide.co.uk/>



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## **Chemistry Transition work**

Name .....

Class .....

Teacher(s) .....

### **Transition from GCSE to A Level**

***There will be a test on this content in the first few weeks back in September.***

Moving from GCSE Science to A Level can be a daunting leap. You'll be expected to remember a lot more facts, equations, and definitions, and you will need to learn new maths skills and develop confidence in applying what you already know to unfamiliar situations.

This work booklet aims to give you a head start by helping you:

- to pre-learn some useful knowledge from the first chapters of your A Level course
- understand and practice of some of the maths skills you'll need.

#### **Learning objectives**

After completing the booklet you should be able to:

- define practical science key terms
- recall the answers to the retrieval questions
- perform maths skills including:
  - converting between units and standard form and decimals
  - balancing chemical equations
  - rearranging equations
  - calculating moles and masses
  - calculating percentage yield and percentage error
  - interpreting graphs of reactions.

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## Retrieval questions

You need to be confident about the definitions of terms that describe measurements and results in A Level Chemistry.

**Learn the answers to the questions** below then cover the answers column with a piece of paper and write as many answers as you can. Check and repeat.

## Practical science key terms

When is a measurement valid?	When it measures what it is supposed to be measuring
When is a result accurate?	When it is close to the true value
What are precise results?	When repeat measurements are consistent/agree closely with each other
What is the uncertainty of a measurement?	The interval within which the true value is expected to lie
What type of error is caused by results varying around the true value in an unpredictable way?	Random error
What is a systematic error?	A consistent difference between the measured values and true values
What does zero error mean?	A measuring instrument gives a false reading when the true value should be zero
Which variable is changed or selected by the investigator?	Independent variable
What is a dependent variable?	A variable that is measured every time the independent variable is changed
Define a fair test	A test in which only the independent variable is allowed to affect the dependent variable
What are control variables?	Variables that should be kept constant to avoid them affecting the dependent variable

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## Atoms, ions, and compounds

Learn the answers to the questions below then cover the answers column with a piece of paper and write as many answers as you can. Check and repeat.

What does an atom consist of?	A nucleus containing protons and neutrons, surrounded by electrons
What are the relative masses of a proton, neutron, and electron?	$\frac{1}{1836}$ 1, 1, and 1836 respectively
What are the relative charges of a proton, neutron, and electron?	+1, 0, and -1 respectively
How do the number of protons and electrons differ in an atom?	They are the same because atoms have neutral charge
How does the number of protons differ between atoms of the same element?	It does not differ – all atoms of the same element have the same number of protons
What force holds an atom nucleus together?	Strong nuclear force
What is the proton number / atomic number of an element?	The number of protons in the atom's nucleus of an element
What is the mass number of an element?	Number of protons + number of neutrons
What are isotopes?	Atoms of the same element with the same number of protons but different number of neutrons
What is the equation for relative isotopic mass?	Relative isotopic mass = $\frac{\text{mass of an isotope}}{\frac{1}{12} \text{ mass of 1 atom of } ^{12}\text{C}}$
What is the equation for relative atomic mass ( $A_r$ )?	Relative atomic mass = $\frac{\text{weighted mean mass of 1 atom}}{\frac{1}{12} \text{ mass of 1 atom of } ^{12}\text{C}}$
What is the equation for relative molecular mass ( $M_r$ )?	Relative molecular mass = $\frac{\text{average mass of 1 molecule}}{\frac{1}{12} \text{ mass of 1 atom of } ^{12}\text{C}}$
What is an ion?	An atom or group of atoms with a charge (a different number of electrons to protons)
Define the term cation	A positive ion (atom with fewer electrons than protons)
Define the term anion	A negative ion (atom with more electrons than protons)
Oxidation	Loss of electrons
Reduction	Gain of electrons
Strong acid	Fully dissociated in aqueous solution
Weak acid	Partially dissociated in aqueous solution

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## Maths skills

### 1 Core mathematical skills

A practical chemist must be proficient in standard form, significant figures, decimal places, SI units, and unit conversion.

#### 1.1 Standard form <https://www.youtube.com/watch?v=H3ewmorcyjU>

In science, very large and very small numbers are usually written in standard form. Standard form is writing a number in the format  $A \times 10^x$  where A is a number from 1 to 10 and x is the number of places you move the decimal place.

For example, to express a large number such as  $50\,000 \text{ mol dm}^{-3}$  in standard form,  $A = 5$  and  $x = 4$  as there are four numbers after the initial 5.

Therefore, it would be written as  $5 \times 10^4 \text{ mol dm}^{-3}$ .

To give a small number such as  $0.00002 \text{ Nm}^2$  in standard form,  $A = 2$  and there are five numbers before it so  $x = -5$ .

So it is written as  $2 \times 10^{-5} \text{ Nm}^2$ .

#### Practice questions

1 Change the following values to standard form.

a boiling point of sodium chloride:  $1413^\circ\text{C}$  .....

b largest nanoparticles:  $0.0001 \times 10^{-3} \text{ m}$  .....

c number of atoms in 1 mol of water:  $1806 \times 10^{21}$  .....

2 Change the following values to ordinary numbers.

a  $5.5 \times 10^{-6}$  .....

b  $2.9 \times 10^2$  .....

c  $1.115 \times 10^4$  .....

d  $1.412 \times 10^{-3}$  .....

e  $7.2 \times 10^1$  .....

#### 1.2 Significant figures and decimal places <https://www.youtube.com/watch?v=-X0amVzMKFo>

In chemistry, you are often asked to express numbers to either three or four significant figures. The word significant means to 'have meaning'. A number that is expressed in significant figures will only have digits that are important to the number's precision.

It is important to record your data and your answers to calculations to a reasonable number of significant figures. Too many and your answer is claiming an accuracy that it does not have, too few and you are not showing the precision and care required in scientific analysis.

For example, 6.9301 becomes 6.93 if written to three significant figures.

Likewise, 0.00043456 is 0.000435 to three significant figures.

Notice that the zeros before the figure are *not* significant – they just show you how large the number is by the position of the decimal point. Here, a 5 follows the last significant digit, so just as with decimals, it must be rounded up.

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Any zeros between the other significant figures are significant. For example, 0.003018 is 0.00302 to three significant figures.

Sometimes numbers are expressed to a number of decimal places. The decimal point is a place holder and the number of digits afterwards is the number of decimal places.

For example, the mathematical number pi is 3 to zero decimal places, 3.1 to one decimal place, 3.14 to two decimal places, and 3.142 to three decimal places.

### Practice questions

**3** Give the following values in the stated number of significant figures (s.f.).

**a** 36.937 (3 s.f.) .....

**b** 258 (2 s.f.) .....

**c** 0.04319 (2 s.f.) .....

**d** 7999032 (1 s.f.) .....

**4** Use the equation:

number of molecules = number of moles  $\times 6.02 \times 10^{23}$  molecules per mole to calculate the number of molecules in 0.5 moles of oxygen. Write your answer in standard form to 3 s.f.

.....  
.....

**5** Give the following values in the stated number of decimal places (d.p.).

**a** 4.763 (1 d.p.) .....

**b** 0.543 (2 d.p.) .....

**c** 1.005 (2 d.p.) .....

**d** 1.9996 (3 d.p.) .....

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## 1.3 Converting units

Units are defined so that, for example, every scientist who measures a mass in kilograms uses the same size for the kilogram and gets the same value for the mass. Scientific measurement depends on standard units – most are *Système International* (SI) units.

If you convert between units and round numbers properly it allows quoted measurements to be understood within the scale of the observations.

Multiplication factor	Prefix	Symbol
$10^9$	giga	G
$10^6$	mega	M
$10^3$	kilo	k
$10^{-2}$	centi	c
$10^{-3}$	milli	m
$10^{-6}$	micro	$\mu$
$10^{-9}$	nano	n

Unit conversions are common. For instance, you could be converting an enthalpy change of  $488\,889\text{ J mol}^{-1}$  into  $\text{kJ mol}^{-1}$ . A kilo is  $10^3$  so you need to divide by this number or move the decimal point three places to the left.

$$488\,889 \div 10^3\text{ kJ mol}^{-1} = 488.889\text{ kJ mol}^{-1}$$

Converting from  $\text{mJ mol}^{-1}$  to  $\text{kJ mol}^{-1}$ , you need to go from  $10^3$  to  $10^{-3}$ , or move the decimal point six places to the left.

$$333\text{ mJ mol}^{-1}\text{ is }0.000\,333\text{ kJ mol}^{-1}$$

If you want to convert from  $333\text{ mJ mol}^{-1}$  to  $\text{nJ mol}^{-1}$ , you would have to go from  $10^{-3}$  to  $10^{-9}$ , or move the decimal point six places to the right.

$$333\text{ mJ mol}^{-1}\text{ is }333\,000\,000\text{ nJ mol}^{-1}$$

## Practice question

6 Calculate the following unit conversions.

a  $300\text{ }\mu\text{m}$  to m .....

b  $5\text{ MJ}$  to  $\text{mJ}$  .....

c  $10\text{ GW}$  to  $\text{kW}$  .....



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## 2 Balancing chemical equations <https://www.youtube.com/watch?v=vxCyzR6uETs>

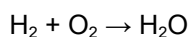
### 2.1 Conservation of mass

When new substances are made during chemical reactions, atoms are not created or destroyed – they just become rearranged in new ways. So, there is always the same number of each type of atom before and after the reaction, and the total mass before the reaction is the same as the total mass after the reaction. This is known as the conservation of mass.

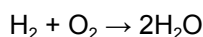
You need to be able to use the principle of conservation of mass to write formulae, and balanced chemical equations and half equations.

### 2.2 Balancing an equation

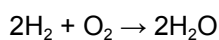
The equation below shows the correct formulae but it is not balanced.



While there are two hydrogen atoms on both sides of the equation, there is only one oxygen atom on the right-hand side of the equation against two oxygen atoms on the left-hand side. Therefore, a two must be placed before the  $\text{H}_2\text{O}$ .



Now the oxygen atoms are balanced but the hydrogen atoms are no longer balanced. A two must be placed in front of the  $\text{H}_2$ .



The number of hydrogen and oxygen atoms is the same on both sides, so the equation is balanced.

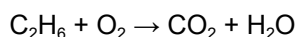
### Practice question

1 Rewrite and balance the following equations.

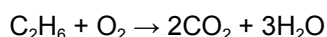


### 2.3 Balancing an equation with fractions

To balance the equation below:

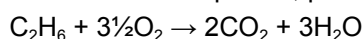


- Place a two before the  $\text{CO}_2$  to balance the carbon atoms.
- Place a three in front of the  $\text{H}_2\text{O}$  to balance the hydrogen atoms.

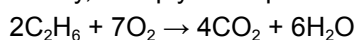


There are now four oxygen atoms in the carbon dioxide molecules plus three oxygen atoms in the water molecules, giving a total of seven oxygen atoms on the product side.

- To balance the equation, place three and a half in front of the  $\text{O}_2$ .



- Finally, multiply the equation by 2 to get whole numbers.



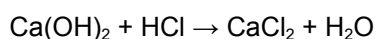
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## Practice question

2 Rewrite and balance the equations below.

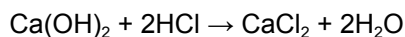


## 2.4 Balancing an equation with brackets



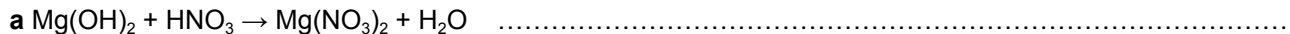
Here the brackets around the hydroxide ( $\text{OH}^-$ ) group show that the  $\text{Ca}(\text{OH})_2$  unit contains one calcium atom, two oxygen atoms, and two hydrogen atoms.

To balance the equation, place a two before the HCl and another before the  $\text{H}_2\text{O}$ .



## Practice question

3 Rewrite and balance the equations below.



## 3 Rearranging equations and calculating concentrations <https://www.youtube.com/watch?v=BYxuxElZqw>

### 3.1 Rearranging equations

In chemistry, you sometimes need to rearrange an equation to find the desired values.

For example, you may know the amount of a substance ( $n$ ) and the mass of it you have ( $m$ ), and need to find its molar mass ( $M$ ).

The amount of substance ( $n$ ) is equal to the mass you have ( $m$ ) divided by the molar mass ( $M$ ):

$$n = \frac{m}{M}$$

You need to rearrange the equation to make the molar mass ( $M$ ) the subject.

Multiply both sides by the molar mass ( $M$ ):

$$M \times n = m$$

Then divide both sides by the amount of substance ( $n$ ):

$$m = \frac{m}{N}$$

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## Practice questions

1 Rearrange the equation  $c = \frac{n}{V}$  to make:

a  $n$  the subject of the equation .....

b  $V$  the subject of the equation .....

2 Rearrange the equation  $PV = nRT$  to make:

a  $n$  the subject of the equation .....

b  $T$  the subject of the equation .....

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## 3.2 Calculating concentration <https://www.youtube.com/watch?v=3G3KQIyoZDI>

<https://www.youtube.com/watch?v=xsma3KjKPx8>

The concentration of a solution (a solute dissolved in a solvent) is a way of saying how much solute, in moles, is dissolved in 1 dm<sup>3</sup> or 1 litre of solution.

Concentration is usually measured using units of mol dm<sup>-3</sup>. (It can also be measured in g dm<sup>-3</sup>.)

The concentration of the amount of substance dissolved in a given volume of a solution is given by the equation:

$$c = \frac{n}{V}$$

where  $n$  is the amount of substance in moles,  $c$  is the concentration, and  $V$  is the volume in dm<sup>3</sup>.

The equation can be rearranged to calculate:

- the amount of substance  $n$ , in moles, from a known volume and concentration of solution
- the volume  $V$  of a solution from a known amount of substance, in moles, and the concentration of the solution.

### Practice questions

- 3 Calculate the concentration, in mol dm<sup>-3</sup>, of a solution formed when 0.2 moles of a solute are dissolved in 50 cm<sup>3</sup> of solution.
- 4 Calculate the concentration, in mol dm<sup>-3</sup>, of a solution formed when 0.05 moles of a solute are dissolved in 2.0 dm<sup>3</sup> of solution.
- 5 Calculate the number of moles of NaOH in an aqueous solution of 36 cm<sup>3</sup> of 0.1 mol dm<sup>-3</sup>.

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**4 Molar calculations** [https://www.youtube.com/watch?v=-\\_fNVmDwJk&t=8s](https://www.youtube.com/watch?v=-_fNVmDwJk&t=8s)

<https://www.youtube.com/watch?v=Md4BQL91U6w>

<https://www.youtube.com/watch?v=TV6n5MFH6IU&t=3s>

<https://www.youtube.com/watch?v=5zOpoen0dV0>

## **4.1 Calculating masses**

The balanced equation for a reaction shows how many moles of each reactant and product are involved in a chemical reaction.

If the amount, in moles, of one of the reactants or products is known, the number of moles of any other reactants or products can be calculated.

The number of moles ( $n$ ), the mass of the substance ( $m$ ), and the molar mass ( $M$ ) are linked by:

$$n = \frac{m}{M}$$

**Note:** The molar mass of a substance is the mass per mole of the substance. For  $\text{CaCO}_3$ , for example, the atomic mass of calcium is 40.1, carbon is 12, and oxygen is 16. So the molar mass of  $\text{CaCO}_3$  is:

$40.1 + 12 + (16 \times 3) = 100.1$ . The units are  $\text{g mol}^{-1}$ .

Look at this worked example. A student heated 2.50 g of calcium carbonate, which decomposed as shown in the equation:



The molar mass of calcium carbonate is  $100.1 \text{ g mol}^{-1}$ .

**a** Calculate the amount, in moles, of calcium carbonate that decomposes.

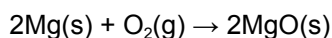
$$n = \frac{m}{M} = 2.50/100.1 = 0.025 \text{ mol}$$

**b** Calculate the amount, in moles, of carbon dioxide that forms.

From the balanced equation, the number of moles of calcium carbonate = number of moles of carbon dioxide = 0.025 mol

## **Practice questions**

**1** In a reaction, 0.486 g of magnesium was added to oxygen to produce magnesium oxide.



**a** Calculate the amount, in moles, of magnesium that reacted.

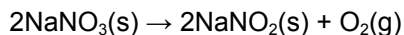
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**b** Calculate the amount, in moles, of magnesium oxide made.

**c** Calculate the mass, in grams, of magnesium oxide made.

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**2** Oscar heated 4.25 g of sodium nitrate. The equation for the decomposition of sodium nitrate is:



**a** Calculate the amount, in moles, of sodium nitrate that reacted.

**b** Calculate the amount, in moles, of oxygen made.

**3** 0.500 kg of magnesium carbonate decomposes on heating to form magnesium oxide and carbon dioxide.

Give your answers to 3 significant figures.



**a** Calculate the amount, in moles, of magnesium carbonate used.

**b** Calculate the amount, in moles, of carbon dioxide produced.

### **5 Percentage yields and percentage errors** <https://www.youtube.com/watch?v=9EV0Oq8g708>

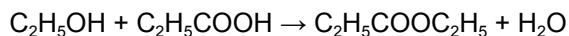
#### **5.1 Calculating percentage yield**

Chemists often find that an experiment makes a smaller amount of product than expected. They can predict the amount of product made in a reaction by calculating the percentage yield.

The percentage yield links the actual amount of product made, in moles, and the theoretical yield, in moles:

$$\text{percentage yield} = \frac{\text{actual amount (in moles) of product}}{\text{theoretical amount (in moles) of product}} \times 100$$

Look at this worked example. A student added ethanol to propanoic acid to make the ester, ethyl propanoate, and water.



The experiment has a theoretical yield of 5.00 g.

The actual yield is 4.50 g.

The molar mass of  $\text{C}_2\text{H}_5\text{COOC}_2\text{H}_5 = 102.0 \text{ g mol}^{-1}$

Calculate the percentage yield of the reaction.

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Actual amount of ethyl propanoate:  $n = \frac{m}{M} = 4.5/102 = 0.0441 \text{ mol}$

Theoretical amount of ethyl propanoate:  $n = \frac{m}{M} = 5.0/102 = 0.0490 \text{ mol}$

percentage yield =  $(0.0441/0.0490) \times 100\% = 90\%$



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## Practice questions

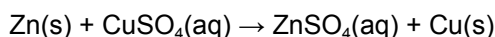
- 1 Calculate the percentage yield of a reaction with a theoretical yield of 4.75 moles of product and an actual yield of 3.19 moles of product. Give your answer to 3 significant figures.
  
- 2 Calculate the percentage yield of a reaction with a theoretical yield of 12.00 moles of product and an actual yield of 6.25 moles of product. Give your answer to 3 significant figures.

## 5.3 Calculating percentage error in apparatus <https://www.youtube.com/watch?v=Uwfu9XgC1CA&t=199s>

The percentage error of a measurement is calculated from the maximum error for the piece of apparatus being used and the value measured:

$$\text{percentage error} = \frac{\text{maximum error}}{\text{measured value}} \times 100\%$$

Look at this worked example. In an experiment to measure temperature changes, an excess of zinc powder was added to 50 cm<sup>3</sup> of copper(II) sulfate solution to produce zinc sulfate and copper.



The measuring cylinder used to measure the copper(II) sulfate solution has a maximum error of  $\pm 2 \text{ cm}^3$ .

- a** Calculate the percentage error.

$$\text{percentage error} = (2/50) \times 100\% = 4\%$$

- b** A thermometer has a maximum error of  $\pm 0.05 \text{ }^\circ\text{C}$ .

Calculate the percentage error when the thermometer is used to record a temperature rise of  $3.9 \text{ }^\circ\text{C}$ . Give your answer to 3 significant figures.

$$\text{percentage error} = (2 \times 0.05)/3.9 \times 100\% = 2.56\%$$

(Notice that two measurements of temperature are required to calculate the temperature change so the maximum error is doubled.)

## Practice questions

- 3 A gas syringe has a maximum error of  $\pm 0.5 \text{ cm}^3$ . Calculate the maximum percentage error when recording these values. Give your answers to 3 significant figures.  
**a**  $21.0 \text{ cm}^3$

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**b** 43.0 cm<sup>3</sup>

**4** A thermometer has a maximum error of  $\pm 0.5$  °C. Calculate the maximum percentage error when recording these temperature rises. Give your answers to 3 significant figures.

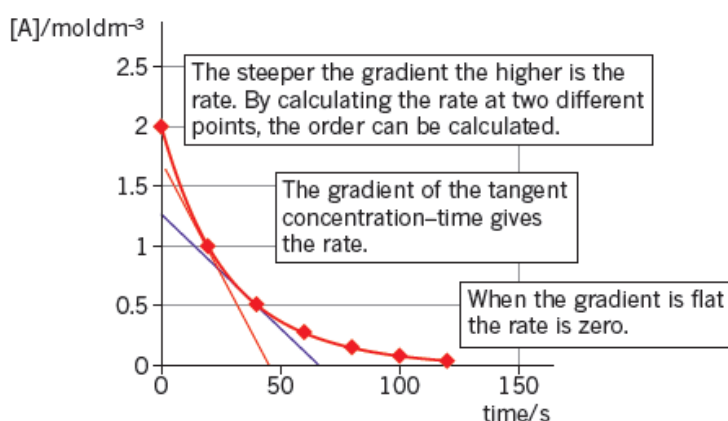
**a** 12.0 °C

**b** 37.6 °C

**6 Graphs and tangents** <https://www.youtube.com/watch?v=6LV63WtuvJg>

## 6.1 Deducing reaction rates

To investigate the reaction rate during a reaction, you can measure the volume of the product formed, such as a gas, or the colour change to work out the concentration of a reactant during the experiment. By measuring this concentration at repeated intervals, you can plot a concentration–time graph.



**Note:** When a chemical is listed in square brackets, it just means 'the concentration of' that chemical. For example, [O<sub>2</sub>] is just shorthand for the concentration of oxygen molecules.

By measuring the gradient (slope) of the graph, you can calculate the rate of the reaction. In the graph above, you can see that the gradient changes as the graph is a curve. If you want to know the rate of reaction when the graph is curved, you need to determine the gradient of the curve. So, you need to plot a tangent.

The tangent is the straight line that just touches the curve. The gradient of the tangent is the gradient of the curve at the point where it touches the curve.

# A LEVEL TRANSITION WORK

Looking at the graph above. When the concentration of A has halved to  $1.0 \text{ mol dm}^{-3}$ , the tangent intercepts the y-axis at 1.75 and the x-axis at 48.

The gradient is  $\frac{-1.75}{48} = -0.0365$  (3 s.f.).

So the rate is  $0.0365 \text{ mol dm}^{-3} \text{ s}^{-1}$ .

## Practice question

- 1 Using the graph above, calculate the rate of reaction when the concentration of A halves again to  $0.5 \text{ mol dm}^{-3}$ .

## Longer research questions

Please complete the following two tasks, making sure to complete each one on a separate page under the appropriate heading.

- 1. Atomic Structure** - Research the following scientists and produce a report/poster on their contributions to the development of atomic theory, include experiments that they carried out (if applicable).

- John Dalton
- J.J. Thompson
- Geiger, Marsden and Rutherford
- Niels Bohr
- James Chadwick

- 2. Bonding** – Create a table showing the similarities and differences between ionic, covalent and metallic bonding.