



## Analysis

1. Plot your results onto graph paper using an appropriate scale.
2. Calculate the overall temperature change,  $\Delta T$ , by calculating the temperature rise, to do this you will need to extrapolate from your graph.
3. Calculate the enthalpy change,  $\Delta H$ , for the quantities used, using the formula:

$$\Delta H = m c \Delta T \quad \text{where } m = \text{mass of solution (g)}$$
$$c = \text{specific heat capacity of water} = 4.18 \text{ J g}^{-1} \text{ K}^{-1}$$
$$\Delta T = \text{rise in temperature (K)}$$

4. Calculate the enthalpy change for one mole of Zn and  $\text{CuSO}_4(\text{aq})$ . Hints:
  - i. You need to work out first how many moles of  $\text{CuSO}_4$  you initially had!
  - ii. No. moles = concentration x volume
4. The accepted value for this reaction is  $-217 \text{ kJ mol}^{-1}$ .
5. Compare your result with this value by calculating the percentage error in your answer:

$$\% \text{ error} = \frac{\text{experimental value} - \text{accepted value}}{\text{accepted value}} \times 100\%$$

## Evaluation

1. List some possible reasons for any difference between your value and the accepted value.
2. Explain why the accepted value is negative.
3. Why do you think the temperature increases for a few readings after adding the zinc?  
(Hint: the temperature does not go even higher if more zinc is used, or if the powder is finely divided).
4. Instead of drawing a graph and *extrapolating*, you could just calculate temperature rise by max temp – initial temp. Can you explain why this leads to a less accurate value of  $\Delta H$  and also whether carrying out the experiment this way leads to a higher or lower value of  $\Delta H$ ?

### Teacher Notes:

1. Pupils may be aware of how to use a pipette + filler (suggest practice with water first?)
2. Ensure students stir the mixture regularly/continuously so that heat spreads evenly
3. When drawing graph help students choose appropriate scales on y-axis (temp); too large and they cannot fit extrapolation in; too small and not easy to see change.

### TECHNICAL SUPPORT-Apparatus list

#### Per Class

0.1g precision balance

#### Per Group (Students work in pairs)

25cm <sup>3</sup> pipette Pipette filler Polystyrene cup with card lid Weighing bottle/boat Thermometer (0-100°C, mercury) Stop clock Approx. 10g Zinc powder 50.0cm <sup>3</sup> of 1.0M copper(II) sulphate solution	
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#### Also:

Access to :  Goggles Heat-proof mats Spatulas Tripods Graph papers (for analysis] Rulers
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