Stoichiometry

Lecture Examples Answer Key

- Ex. 1 Balance the following chemical equations:
 - 3 NaBr + 1 H₃PO₄ → 3 HBr + 1 Na₃PO₄
 - $2 C_3 H_5 N_3 O_9 \rightarrow 6 CO_2 + 3 N_2 + 5 H_2 O + 9 O_2$
 - $2 \text{ Ca(OH)}_2 + 2 \text{ SO}_2 + 1 \text{ O}_2 \rightarrow 2 \text{ H}_2 \text{O} + 2 \text{ CaSO}_4$
- Ex. 2 Write a balanced chemical reaction for the combustion of octane, C₈H_{18(i)}, in air.

$$2 C_8 H_{18(i)} + 25 O_{2(g)} \rightarrow 18 H_2 O_{(i)} + 16 CO_{2(g)}$$

Ex. 3 Write the balanced chemical equation for the combination of the metallic element calcium with the nonmetallic element oxygen, O₂.

$$2 \operatorname{Ca}_{(s)} + \operatorname{O}_{2(g)} \rightarrow 2 \operatorname{CaO}_{(s)}$$

Ex. 4

Ex. 5

- Calculate the molecular weight of (a) N_2O_5 MW = 108.0104 g mol⁻¹
- (b) $Ca(C_2H_3O_2)_2$ MW = 158.167 g mol⁻¹
- (c) $[K_2(UO_2)_2(VO_4)_2 \cdot 3H_2O]$ MW = 902.1758 g mol⁻¹
- Calculate the percentage by mass of oxygen in 4a and 4b above.
- (a) $[(5 \times 15.9994 \text{ g mol}^{-1}) / 108.0104 \text{ g mol}^{-1}] \times 100\% = 74.0642\%$
- (b) $[(4 \times 15.9994 \text{ g mol}^{-1}) / 158.167 \text{ g mol}^{-1}] \times 100\% = 40.4620\%$
- Ex. 6 (a) Calculate the number of O atoms in 0.470 mol of C₆H₁₂O₆.
 - # O atoms = $(0.470 \text{ mol C}_6H_{12}O_6)(6.022 \times 10^{23} \text{ molecules/1 mol})(6 \text{ O atoms / 1 molecule})$ = $1.70 \times 10^{24} \text{ O atoms}$
 - (b) Calculate the total number of ions in 38.1 g of CaF₂.
 - # ions = $(38.1 \text{ g CaF}_2)(1 \text{ mol} / 78.075 \text{ g})(6.022 \times 10^{23} \text{ molecules/1 mol}) (3 ions / 1 molecule)$ = $8.82 \times 10^{23} \text{ ions}$
- Ex. 7 (a) What is the mass in grams of 1 mol of glucose, C₆H₁₂O₆? mass = (1 mol)(180.1572 g/1 mol) = 180.1572 g
 - (b) What is the mass in grams of 3.52 mol of chromium(III) sulfate decahydrate?

Stoichiometry Year 12 Questions

Heather Hattori, Richard H. Langley

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because they can be used to solve a large number of problems in all of the four academic sciences biology chemistry physics and earth science This book concludes with a plan to integrate DA and PR into the academic science curriculum starting in late elementary school through to the introductory college level A challenge is presented to teachers as well as to textbook writers who rely on the single method paradigm to consider an alternative way to teach scientific problem solving

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