

1. As a solute is added to a solvent, what happens to the freezing point and the boiling point of the solution?
- ☒ A) The freezing point decreases and the boiling point increases.
- B) The freezing point increases and the boiling point increases.
- C) The freezing point increases and the boiling point decreases.
- D) The freezing point decreases and the boiling point decreases.
2. Compared to the freezing point of 1.0 M KCl(aq) at standard pressure, the freezing point of 1.0 M CaCl₂(aq) at standard pressure is
- More ions*
☒ A) lower
 B) higher
 C) the same
3. Which aqueous solution of KI freezes at the lowest temperature?
- A) 1 mol of KI in 500. g of water
- ☒ B) 2 mol of KI in 500. g of water *(more concentrated)*
- C) 1 mol of KI in 1000. g of water
- D) 2 mol of KI in 1000. g of water
4. A 1 kilogram sample of water will have the highest freezing point when it contains
- A) 1×10^{21} dissolved particles
- ☒ B) 1×10^{17} dissolved particles
- C) 1×10^{19} dissolved particles
- D) 1×10^{23} dissolved particles *lowest f.p.*
5. A solution consists of 0.50 mole of CaCl₂ dissolved in 100. grams of H₂O at 25°C. Compared to the boiling point and freezing point of 100. grams of H₂O at standard pressure, the solution at standard pressure has
- ☒ A) a higher boiling point and a lower freezing point
- B) a lower boiling point and a lower freezing point
- C) a higher boiling point and a higher freezing point
- D) a lower boiling point and a higher freezing point
6. Which solution will freeze at the lowest temperature?
- A) 1 mole of sugar in 500 g of water
- B) 1 mole of sugar in 1,000 g of water
- C) 2 moles of sugar in 1,000 g of water
- ☒ D) 2 moles of sugar in 500 g of water
7. Which solution has the highest boiling point at standard pressure?
- 4 ions*
☒ A) 0.10 M K₃PO₄(aq) *3 K⁺ 3 PO₄⁻*
- B) 0.10 M KCl(aq)
- C) 0.10 M KNO₃(aq)
- D) 0.10 M K₂SO₄(aq)
8. Which concentration of a solution of CH₃OH in water has the lowest freezing point?
- A) 0.001 M
- ☒ B) 0.1 M
- C) 0.01 M
- D) 0.0001 M
9. How do the boiling point and freezing point of a solution of water and calcium chloride at standard pressure compare to the boiling point and freezing point of water at standard pressure?
- A) Both the freezing point and boiling point of the solution are higher.
- B) The freezing point of the solution is higher and the boiling point of the solution is lower.
- ☒ C) The freezing point of the solution is lower and the boiling point of the solution is higher.
- D) Both the freezing point and boiling point of the solution are lower.
10. Compared to a 2.0 M aqueous solution of NaCl at 1 atmosphere, a 3.0 M aqueous solution of NaCl at 1 atmosphere has a
- A) lower boiling point and a higher freezing point
- B) higher boiling point and a higher freezing point
- C) lower boiling point and a lower freezing point
- ☒ D) higher boiling point and a lower freezing point

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focus addresses research on teaching and learning and learning to teach in urban schools Collaborative activities addressed explicitly are teachers and students enacting roles of researchers in their own classrooms cogenerative dialogues as activities to allow teachers and students to learn about one another's cultures and express their perspectives on their experienced realities and negotiate shared recommendations for changes to enacted curricula Coteaching is also examined as a means of learning to teach teaching and learning and undertaking research The scholarship presented in the constituent chapters is diverse reflecting multi logicity within sociocultural frameworks that include cultural sociology cultural historical activity theory prosody sense of place and hermeneutic phenomenology Methodologies employed in the research include narratology interpretive reflexive and authentic inquiry and multi level inquiries of video resources combined with interpretive analyses of social artifacts selected from learning environments This edited volume provides insights into research of places in which social life is enacted as if there were no research being undertaken The research was intended to improve practice Teachers and learners as research participants were primarily concerned with teaching and learning and as a consequence as we learned from research participants were made aware of what we learned the purpose being to improve learning environments Accordingly research designs are contingent on what happens and emergent in that what we learned changed what happened and expanded possibilities to research and learn about transformation through heightening participants awareness about possibilities for change and developing interventions to improve learning

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