

Esters

Use this worksheet after reading the lesson to practise the key ideas and prove you can meet the success criteria.

Name _____

Date _____

Class _____

1. Key Ideas

The smell of pineapple, banana, pear, and strawberry in sweets and soft drinks is almost entirely synthetic — each aroma is a single ester molecule, made by the same reaction type, under the same conditions, just with different acid and alcohol starting materials.

- Key facts and terms for Esters
- How the main ideas in Esters connect

2. Success Criteria

By the end, you should be able to:

- Key facts and terms for Esters
- Where this lesson fits in Module 7
- How the main ideas in Esters connect

3. Key Terms

–COO–

(a) Write the IUPAC name of this ester and draw its structural formula showing the ester linkage –COO– explicitly.

Rule

Name = ethyl ethanoate. IUPAC Naming — Alkyl Alkanoate Rule: Cut the ester at the single-bond O.

Hydrocarbon

An organic compound containing only carbon and hydrogen atoms.

Functional group

A specific atom arrangement determining characteristic chemical reactions.

Homologous series

A family of compounds with the same functional group, differing by CH_2 .

Addition polymer

A polymer formed by monomers adding together without loss of atoms.

4. Activity: Build the Lesson Map

Use the lesson to complete the table. Keep answers brief but specific.

Prompt	Your answer
Main concept	
Important example	
Common mistake to avoid	
How this links to the next lesson	

5. Short Answer Questions

1. Explain this lesson goal in your own words: "Key facts and terms for Esters". Use one specific example from the lesson.

BAND 3 **2 MARKS**

2. Apply this idea to a new example: "Where this lesson fits in Module 7". Show your reasoning clearly.

BAND 4 **3 MARKS**

3. Analyse why this idea matters for understanding Esters: "How the main ideas in Esters connect".

BAND 5 **4 MARKS**

6. Extend: Apply the Idea

BAND 5/6

5 MARKS

A student gives a memorised answer about Esters but does not use evidence or reasoning.

Improve the answer by writing a stronger response that uses accurate terminology, a relevant example and a clear explanation.

7. Multiple Choice

1. What is the best first step when answering a question about Esters?

- A. Identify the key concept being tested
- B. Write every fact from memory
- C. Ignore the command word
- D. Skip examples and evidence

2. Which answer would show stronger understanding of Esters?

- A. An answer with accurate terms and reasoning
- B. A copied definition only
- C. A single-word response
- D. An answer with no example

3. What should you do if a question asks you to explain?

- A. Link the idea to a reason or cause
- B. List unrelated facts
- C. Only draw a diagram
- D. Write the shortest possible answer

8. Success Criteria Proof

Finish with evidence that you can do each success criterion.

SUCCESS CRITERION 1

Prove that you can: Key facts and terms for Esters

BAND 3 **2 MARKS**

SUCCESS CRITERION 2

Prove that you can: Where this lesson fits in Module 7

BAND 4 **3 MARKS**

SUCCESS CRITERION 3

Prove that you can: How the main ideas in Esters connect

BAND 5 **4 MARKS**

One thing I still need help with:
