

P7 Radioactivity

Lessons TBAT	Key Knowledge	Practical	Assessment
<p>Define the structure and the properties of sub-atomic particles.</p> <p>Explain the changing model of the atom</p> <p>State the structure and properties of three types of radioactivity.</p> <p>Evaluate the properties of radiation and apply this to their uses</p>	<p>Atoms are very small, having a radius of about 1×10^{-10} metres.</p> <p>The basic structure of an atom is a positively charged nucleus composed of both protons and neutrons surrounded by negatively charged electrons.</p> <p>The radius of a nucleus is less than 1/10 000 of the radius of an atom. Most of the mass of an atom is concentrated in the nucleus. The electrons are arranged at different distances from the nucleus (different energy levels).</p> <p>The electron arrangements may change with the absorption of electromagnetic radiation (move further from the nucleus; a higher energy level) or by the emission of electromagnetic radiation (move closer to the nucleus; a lower energy level).</p> <p>In an atom the number of electrons is equal to the number of protons in the nucleus. Atoms have no overall electrical charge.</p>	<p>Demo for half-life using a dice model</p>	<p>Formal Assessment at the end of the unit</p> <p>Maths focus Students should be able to recognise expressions given in standard form.</p>

	<p>All atoms of a particular element have the same number of protons. The number of protons in an atom of an element is called its atomic number.</p> <p>The total number of protons and neutrons in an atom is called its mass number. Atoms can be represented as shown in this example:</p> <p>Atoms of the same element can have different numbers of neutrons; these atoms are called isotopes of that element.</p> <p>Atoms turn into positive ions if they lose one or more outer electron(s).</p> <p><i>Students should be able to relate differences between isotopes to differences in conventional representations of their identities, charges and masses.</i></p> <p>New experimental evidence may lead to a scientific model being changed or replaced.</p> <p>Before the discovery of the electron, atoms were thought to be tiny spheres that could not be divided.</p> <p>The discovery of the electron led to the plum pudding model of the atom. The plum pudding model suggested that the atom is a ball of positive charge with negative electrons embedded in it.</p> <p>The results from the alpha particle scattering experiment led to the conclusion that the mass of an atom was concentrated at the centre (nucleus) and that the nucleus was charged. This nuclear model replaced the plum pudding model.</p>	<p>Key stage 3</p> <p>Atoms, elements and compounds</p> <ul style="list-style-type: none"> • a simple (Dalton) atomic model • differences between atoms, elements and compounds • chemical symbols and formulae for elements and compounds • conservation of mass changes of state and chemical reactions
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Niels Bohr adapted the nuclear model by suggesting that electrons orbit the nucleus at specific distances. The theoretical calculations of Bohr agreed with experimental observations.

Later experiments led to the idea that the positive charge of any nucleus could be subdivided into a whole number of smaller particles, each particle having the same amount of positive charge. The name proton was given to these particles. The experimental work of James Chadwick provided the evidence to show the existence of neutrons within the nucleus. This was about 20 years after the nucleus became an accepted scientific idea.

Students should be able to describe:

This historical context provides an opportunity for students to show an understanding of why and describe how scientific methods and theories develop over time.

- why the new evidence from the scattering experiment led to a change in the atomic model
- the difference between the plum pudding model of the atom and the nuclear model of the atom.

Details of experimental work supporting the Bohr model are not required. Details of Chadwick's experimental work are not required.

Some atomic nuclei are unstable. The nucleus gives out radiation as it changes to become more stable. This is a random process called radioactive decay.

Activity is the rate at which a source of unstable nuclei decays.

Activity is measured in becquerel (Bq)

Count-rate is the number of decays recorded each second by a detector (eg Geiger-Muller tube).

The nuclear radiation emitted may be:

- an alpha particle (α) – this consists of two neutrons and two protons, it is the same as a helium nucleus
- a beta particle (β) – a high speed electron ejected from the nucleus as a neutron turns into a proton
- a gamma ray (γ) – electromagnetic radiation from the nucleus
- a neutron (n).

Required knowledge of the properties of alpha particles, beta particles and gamma rays is limited to their penetration through materials, their range in air and ionising power.

Students should be able to apply their knowledge to the uses of radiation and evaluate the best sources of radiation to use in a given situation.

Nuclear equations are used to represent radioactive decay.

In a nuclear equation an alpha particle may be represented by the symbol: and a beta particle by the symbol:

The emission of the different types of nuclear radiation may cause a change in the mass and /or the charge of the nucleus. For example:

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So alpha decay causes both the mass and charge of the nucleus to decrease.

So beta decay does not cause the mass of the nucleus to change but does cause the charge of the nucleus to increase.

Students are not required to recall these two examples.

Students should be able to use the names and symbols of common nuclei and particles to write balanced equations that show single alpha (α) and beta (β) decay. This is limited to balancing the atomic numbers and mass numbers. The identification of daughter elements from such decays is not required.

The emission of a gamma ray does not cause the mass or the charge of the nucleus to change.

Radioactive decay is random.

The half-life of a radioactive isotope is the time it takes for the number of nuclei of the isotope in a sample to halve, or the time it takes for the count rate (or activity) from a sample containing the isotope to fall to half its initial level.

Students should be able to explain the concept of half-life and how it is related to the random nature of radioactive decay.

Students should be able to determine the half-life of a radioactive isotope from given information.

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Students should be able to calculate the net decline, expressed as a ratio, in a radioactive emission after a given number of half-lives.

Radioactive contamination is the unwanted presence of materials containing radioactive atoms on other materials. The hazard from contamination is due to the decay of the contaminating atoms. The type of radiation emitted affects the level of hazard.

Irradiation is the process of exposing an object to nuclear radiation. The irradiated object does not become radioactive.

Students should be able to compare the hazards associated with contamination and irradiation.

Suitable precautions must be taken to protect against any hazard that the radioactive source used in the process of irradiation may present.

Students should understand that it is important for the findings of studies into the effects of radiation on humans to be published and shared with other scientists so that the findings can be checked by peer review

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