Science Olympiad Division B
Test SSS 2019

Crime Busters

Team Name:________________________
Team #:___________________________
Student #1:________________________
Student #2:________________________

Do not open this packet until instructed to open it.

This is a 50-minute test. The test may be taken apart but all answers must be recorded on the answer sheet provided. A 10% penalty may apply if a team’s work area is not cleaned up as instructed.
The PTA Meeting Gone Wrong

Mr. Doug Giles is a science teacher at a school in upstate New York. Mr. Doug Giles has a prized lab that he always keeps locked. During a PTA meeting, he left both the room and lab unlocked and unattended. One simple mistake quickly turned into grave misfortune.

Mr. Doug Giles was absent from the lab and room for around thirty minutes. During those thirty minutes, someone had gone in and wreaked havoc amongst the clean lab. They had gone in and stolen all the chemicals used, broke equipment (the criminal had cut themselves on the broken equipment), and had left a note. The note left on the lab countertop read “Consider this a warning. You are not in charge of us but the other way around.” Four people have been spotted passing by the lab and room.

Your duty is to: Identify all exhibits/evidence provided and answer the questions in order to help determine who committed the crime.

Information gathered about the Suspects:

**Marcus Eden:** 5’ 3”; 89 lbs; dark brown hair; blue-grey eyes
- Likes dogs and hates cats
- Wears cotton and silk
- Has a metal iron-plated bottle
- Gets got cheating frequently
- Likes making dessert and favorite dish is jello and fruit

**David Bramble:** 5’ 5”; 95 lbs; dirty blonde hair; green eyes
- Likes to wear warm wool sweaters
- Likes sculpting
- Brings Aquafina water bottles to school
• Has a pet rat
• Always look stressed and upset in science class
• Hates science class but loves science

**Nina McCoy:** 5’ 4”; 98 lbs; brown hair; hazel brown eyes
• Loves to eat seaweed
• Has a rayon backpack
• In the evenings she takes strolls along the beach and goes to her favorite cafe
• Allergy to cats
• Has a Poland Spring water bottle
• Constantly compared to other students by teachers

**Christine Lee:** 5’ 2”; 91 lbs; black hair; dark brown eyes
• Wears nylon
• Likes KFC chicken and mashed potatoes with gravy
• Has an aluminum plated bottle
• Outcast and disliked by teachers for her quiet demeanor
• Doesn’t participate in class due to her shyness

**Evidence Recovered**

Powder A: from the lab cabinets
Powder B: from the lab counter
Powder C: found on the floor
Powder D: from Marcus’ sneakers
Powder E: from Nina’s clothing
Powder F: from the kitchen counter
Powder G: found next to the broken equipment
Powder I: found next to the entrance/exit to the lab

Metal A: from the kitchen table
Metal B: on the front lawn
Metal C: on the doorstep
Liquid A: from the area near the lab sink
Liquid B: from lab counter
Liquid C: found on the floor

Hair A: found on edge of the front door
Hair B: found on the floor next to the cabinet of chemicals

Fiber A: found on the broken equipment
Fiber B: found on a chair in the lab
Fiber C: under the doormat in front of the lab's entrance

Plastic A: found by the classroom entrance
Plastic B: found on David’s clothes

DNA A: from the crime scene (on the broken equipment)
DNA B: Marcus
DNA C: David
DNA D: Nina
DNA E: Christine

Pen 1: Crime Scene
Pen 2: Marcus
Pen 3: David
Pen 4: Nina
Pen 5: Christine
Part 1: Qualitative Analysis

1. Identify exhibits A through H. Powders H and I could possibly be mixtures. (Every single powder is worth 3 points and mixtures are worth 2 points)

<table>
<thead>
<tr>
<th>Powder Description</th>
<th>Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Turns clear in I₂, soluble in water, and no HCl reaction</td>
<td></td>
</tr>
<tr>
<td>B. Soluble but lumpy, stains dark purple in I₂ and no HCl reaction</td>
<td></td>
</tr>
<tr>
<td>C. Uniform square crystals, soluble in water, no HCl or I₂ reaction</td>
<td></td>
</tr>
<tr>
<td>D. Soluble with bubbles, turns hard in water, no HCl reaction, stain yellow in I₂</td>
<td></td>
</tr>
<tr>
<td>E. Soluble and smooth, stains bluish-purple in I₂ and no HCl reaction</td>
<td></td>
</tr>
<tr>
<td>F. Absorbs water, completely soluble, no I₂ or HCl reaction, has a</td>
<td></td>
</tr>
</tbody>
</table>
snow-like texture

G. Insoluble and foggy, stains yellow in $I_2$, and fizzes in HCl

H. Soluble but fizzes, fizzes in everything but extremely strongly in HCl, also has a few fine crystals but is still a powder

I. Uniform square crystals, partly soluble in water, has parts of sediments and no HCl or $I_2$ reaction

2. What are the three uses of cornstarch? (2 points)

3. What is a common use of Powder F in the food flavoring industry? (2 points)
4. Limestone, marble, chalk are rocks that primarily consist of? (2 points)
5. Which of the allowed powders for this event has the most acidic pH? (2 points)
6. What is the chemical formula of Powder D? (1 point)

**Part 2: Metals**

1. Identify exhibits A through C. (All metals are worth 1 point each)

<table>
<thead>
<tr>
<th>Metal</th>
<th>Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Gray, density of 2.7 g/cm$^3$, delayed HCl reaction</td>
<td></td>
</tr>
</tbody>
</table>
B. Gray, density of 7.31 g/cm$^3$, small HCl reaction, yellow tint

C. Gray, density of 7.13 g/cm$^3$, fizzes in HCl

2. Which of the allowed metals for this event is paramagnetic? (1.5 points)
3. Which metal violently fizzes in HCl? (0.5 point)
4. Which metal, when in contact with hydrogen sulfide, can give off a rotten egg smell? (1 point)

**Part 3: Liquids**

1. Identify exhibits A through C. (All liquids are worth 1 point each)

<table>
<thead>
<tr>
<th>Liquid</th>
<th>Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. No smell, ph of 7, no reaction in anything</td>
<td></td>
</tr>
<tr>
<td>B. Sharp smell, ph of 11, no reaction in anything, cloudy</td>
<td></td>
</tr>
<tr>
<td>C. No smell, ph of 7, bubbles in I$_2$, density of 1.45 g/mL</td>
<td></td>
</tr>
</tbody>
</table>

2. Which allowed liquids for this event has neither an acidic or basic pH? (2 points)

3. Which two allowed liquids for this event may be used to clean cuts? (2 points)
4. What is the chemical formula for Liquid B? (2 points)

**Part 4: Hair**

1. Identify exhibits A and B. (All hairs are worth 1 point each).
2. What is the medullary index of cat hair? (1 point)
3. How do you distinguish between cat and dog hair? Please provide two reasons. (2 points)

Part 5: Fibers

1. Identify exhibits A through C.

<table>
<thead>
<tr>
<th>Fiber</th>
<th>Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>(1 point)</td>
</tr>
</tbody>
</table>
It burns without flame or melting and may flare-up. Doesn’t leave any bead. It smells like burning paper and leaves soft, gray ash. What type of fiber is this? (2 points)

| Protein fiber that burns slowly. It sizzles and curls away from the flame. It leaves beads that are brittle, dark, and easily crushed. It is self-extinguishing and leaves harsh ash from the crushed bead. It smells like burning hair. What type of fiber is this? (2 points) |

| Marcus |
| David |
| Nina |
| Christine |

**Part 6: Chromatography**

1. Which chromatography matches the one above? (1 point)
2. What is the mobile phase and what is the stationary phase in paper chromatography? (1 point)

3. Calculate the Rf of each chromatogram. These are not the chromatograms above. These are just additional questions to test your knowledge of Rf. D1 is the distance the solute traveled and D2 is the distance traveled by the solvent (3 points)
   1) A chromatogram has a D1 of 5 cm and a D2 of 15 cm:
   2) A chromatogram has a D1 of 7 cm and a D2 of 20 cm:
   3) A chromatogram has a D1 of 2.5 cm and a D2 of 10 cm:

Part 7: DNA Analysis

The following DNA was contained from suspects at the scene. The wells are labeled with letters according to the evidence list.

   1. Identify any matches in the DNA to the right. (3 points)

   2. What is the name of the DNA method is shown to the right? (2 points)

Part 8: Fingerprints

Fingerprints of each suspect were collected and are provided in the chart below.
<table>
<thead>
<tr>
<th>Marcus</th>
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</thead>
<tbody>
<tr>
<td>Thumb</td>
<td>Index Finger</td>
<td>Middle Finger</td>
<td>Ring Finger</td>
<td>Pinky Finger</td>
<td></td>
</tr>
</tbody>
</table>
| Left Hand:
| Pinky Finger | Ring Finger | Middle Finger | Index Finger | Thumb |   |

<table>
<thead>
<tr>
<th>David</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Pulgar</td>
<td>Anular</td>
<td>Mejora</td>
<td>Pulgar</td>
<td>Anular</td>
<td></td>
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<tr>
<td>Izquierda</td>
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<td></td>
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<td></td>
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<tr>
<td>Derecha</td>
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<table>
<thead>
<tr>
<th>Nina</th>
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</tbody>
</table>
1. Who does fingerprint Q1 belong to? (shown to the right) (2 points)

2. Who does fingerprint Q2 belong to? (shown to the right) (2 points)

3. What type of fingerprint is Q2? (1 point)

**Part 9: Footprints**

Footprints of each suspect were collected and are provided in the chart below.

<table>
<thead>
<tr>
<th>Marcus</th>
<th>David</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Marcus footprint" /></td>
<td><img src="image2" alt="David footprint" /></td>
</tr>
</tbody>
</table>
Part 10: Analysis (25 points)

1. Based on the evidence analyzed, who is the prime suspect and why? Refer to specific evidence such as powders, metals, DNA, footprints, and etc. (12 points max, 3 points for properly identifying who did it, 5 points for their motive or the why part of the question, and 4 points for referring to at least 3 specific pieces of evidence)

2. What evidence did you find that didn’t implicate anyone? Explain why it didn't implicate anyone. (8 points max, 4 points for stating at least 3 specific pieces of evidence and 4 points for explaining.)

3. What other evidence could have been provided that would have been helpful to solve this crime? Provide reasoning for your answer. Explain how this would have been used in your final analysis and deduction. (5 points max, 2 points for stating other evidence that could have been useful, 2 points for providing reasoning, and 1 point for
explaining how the evidence would have been incorporated into the final analysis)