AQA GCSE Combined Science - Trilogy | 8464

SPECIFICATION POINT 5.2.1.4

Covalent bonding

Mark schemes and examiner comments

Tier	**Higher**
Question groups	**7**
Available paper years	**2018–2025**

Using this booklet

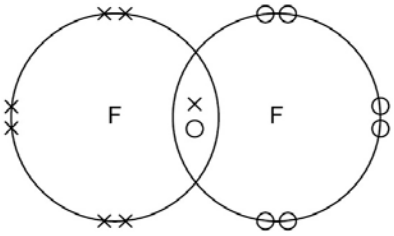
1. Booklet answer numbers match the question booklet.
2. Use the original question number within marking tables.
3. Examiner comments are included where available.

Name: _____ **Date:** _____

Where a precise marking extract is unavailable, the full source document is included in an appendix. Any missing mark scheme is explicitly identified.

5.2.1.4 Covalent bonding

Answer 01 · Mark scheme

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.1	g	do **not** accept upper case (G) do **not** accept gas	1	AO1 5.1.2.6
04.2		one shared pair anywhere in overlap between two circles **or** on intersection 6 other electrons on each atom allow dots **or** crosses **or** mixture for all marks ignore any inner shell electrons	1 1	AO1 5.1.2.6 5.2.1.4 AO2 5.1.2.6 5.2.1.4
04.3	18		1	AO2 5.1.1.5 5.1.2.6
04.4	$AlBr_3$ **2** Al + **3** Br_2 (→ 2 $AlBr_3$)	ignore state symbols ignore charges ignore brackets as eg $Al(Br)_3$ allow **1** mark for balancing their equation with an incorrect product	 1 1	AO2 5.1.1.1 5.1.2.6

5.2.1.4 Covalent bonding

Answer 01 · Mark scheme

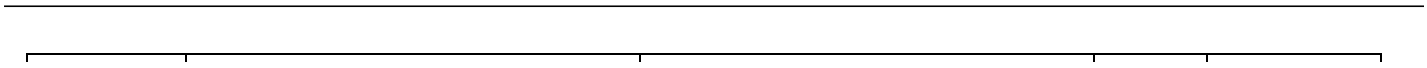
04.5		**max 2** if outer shell / level not mentioned 'it' refers to chlorine allow converse reasons for bromine being less reactive		
	chlorine is a smaller atom **or** has fewer energy levels **or** outer shell closer to nucleus	ignore chlorine has fewer electrons	1	AO1 5.1.2.6
	chlorine has less shielding **or** has the greater attraction between the nucleus and the outer shell **or** incoming electron		1	AO1 5.1.2.6
	therefore chlorine can gain an electron (into the outer shell) more easily		1	AO2 5.1.2.6
		if no other marks awarded allow **1** mark for correct trend in reactivity in Group 7 do **not** accept reference to incorrect particles eg chloride atom		

Total			**9**

5.2.1.4 Covalent bonding

Answer 01 · Mark scheme

June 2018 | 8464/C/1H | Original Q4



5.2.1.4 Covalent bonding

Answer 02 · Mark scheme November 2020 | 8464/C/1H | Original Q2

02.1	any **one** from: • not to scale • not 3 dimensional / D • incorrect arrangement in space • electrons / shells not shown	allow size of atoms incorrect allow atoms are separated ignore properties of water	1	AO2 5.2.1.4
02.2	weak	allow weaker	1	AO1 5.2.2.4
02.3	CH_4O	allow CH_3OH	1	AO2 5.2.1.4
02.4	4		1	AO1 5.2.3.1
02.5	any **two** from: • (very) hard • (very) high melting point • does not conduct electricity	allow strong allow high thermal conductivity ignore shiny	2	AO1 5.2.3.1

5.2.1.4 Covalent bonding

Answer 02 · Mark scheme

02.6	graphite silicon dioxide	allow graphene allow silica allow silicon allow polymer(s) **or** allow (named) polymer(s) allow fullerene **or** allow carbon nanotubes ignore buckminsterfullerene	1 1	AO1 5.2.2.6

Total			**8**

5.2.1.4 Covalent bonding

Answer 02 · Mark scheme

November 2020 | 8464/C/1H | Original Q2

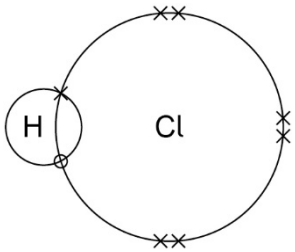
Question	Answers	Mark	AO/ Spec. Ref

5.2.1.4 Covalent bonding

Answer 03 · Mark scheme

June 2022 | 8464/C/1H | Original Q6

Question 6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.1	one shared pair in overlap	allow any combination of circles, dots, crosses or $e^{(-)}$	1	AO1 5.1.2.6 5.2.1.4
	6 non-bonding electrons in outer shell of chlorine	do **not** accept extra electron(s) on outer shell of hydrogen ignore any inner shell electrons	1	
		an answer of  scores **2** marks		

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.2	completely ionises in aqueous solution	allow completely dissociates in aqueous solution	1	AO1 5.4.2.5

5.2.1.4 Covalent bonding

Answer 03 · Mark scheme

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.3	fizzing / effervescence **or** magnesium disappears		1	AO3 5.4.2.5
	at a greater rate with a strong acid	allow converse with weak acid allow for **2** marks strong acid has a greater temperature increase	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.4	(pH) decreases	allow pH is lower	1	AO1
	by (a unit of) 2		1	AO2 5.4.2.5

5.2.1.4 Covalent bonding

Answer 03 · Mark scheme

June 2022 | 8464/C/1H | Original Q6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.5	(bonds broken = (4 × 413) + C=C + 431 =) 2083 + **C=C**		1	AO2 5.5.1.3
	(bonds made = (346 + 339 + (5 × 413) =) 2750		1	
	(energy released = bonds made – bonds broken =) 56 = 2750 – [2083 + C=C]	allow correct use of incorrect value(s) from step 1 and / or step 2	1	
	(C=C) = 611 (kJ/mol)		1	

Total Question 6		11

5.2.1.4 Covalent bonding

Answer 04 · Mark scheme

June 2023 | 8464/C/1H | Original Q4

Question 4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.1	electron → proton → neutron		1	AO1 5.1.1.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.2	(times heavier =) $\frac{1.673 \times 10^{-27}}{9.109 \times 10^{-31}}$ = 1837	 allow 1836.645076 correctly rounded to at least 3 significant figures	1 1	AO2 5.1.1.5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.3	46		1	AO2 5.1.1.5

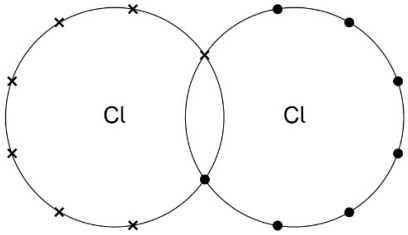
Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.4	36		1	AO2 5.1.1.4 5.1.1.5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.5	(A_r =) $\frac{(35 \times 75.77) + (37 \times 24.23)}{100}$ = 35.4846 = 35.48	 allow an answer correctly calculated to 2 decimal places from an incorrect calculation which uses the values in the question	1 1 1	AO2 5.1.1.6

5.2.1.4 Covalent bonding

Answer 04 · Mark scheme

June 2023 | 8464/C/1H | Original Q4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.6	one shared pair in overlap	allow any combination of circles, dots, crosses, $e^{(-)}$ for electrons	1	AO1 5.1.2.6 5.2.1.1 5.2.1.4
	each chlorine atom with 6 non-bonded electrons (on outer shell)	ignore any inner shell electrons the diagram below scores 2 marks 	1	

Total Question 4	10

5.2.1.4 Covalent bonding

Answer 05 · Mark scheme

June 2024 | 8464/C/1H | Original Q3

Question 3

Question	Answers	Mark	AO / Spec. Ref.
03	**Level 2:** Scientifically relevant features are identified; the way(s) in which they are similar/different is made clear and (where appropriate) the magnitude of the similarity/difference is noted.	4–6	AO1 5.2.1.1 5.2.1.2 5.2.1.3 5.2.1.4 5.2.2.3 5.2.2.4
	Level 1: Relevant features are identified and differences noted.	1–3	
	No relevant content	0	
	Indicative content: Similarities • both have strong bonds • particles have full outer shells Differences • sodium chloride is a compound • sodium chloride is made from two elements • oxygen is an element • sodium chloride is a giant structure of ions • oxygen is a small molecule • sodium chloride has ionic bonds • sodium chloride consists of oppositely charged ions • electrons are transferred from sodium atoms to chlorine atoms • oxygen is covalent • oxygen (molecules) are made up of oxygen atoms • joined by double covalent bond • electrons are shared between oxygen atoms • with weak forces between oxygen molecules For **Level 2**, there must be a comparison of either the structure **or** bonding of both sodium chloride **and** oxygen, and a description of magnitude.		

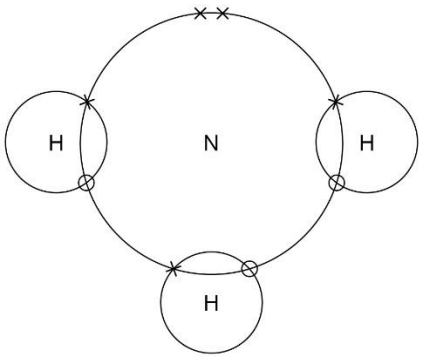
Total Question 3	**6**

5.2.1.4 Covalent bonding

Answer 06 · Mark scheme

June 2024 | 8464/C/1H | Original Q5

Question 5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.1		allow any combination of circles, dots, crosses or $e^{(-)}$ ignore any inner shell electrons on nitrogen		AO1 5.2.1.4
	one shared pair of electrons in each overlap		1	
	2 non-bonding electrons on the outer shell of nitrogen	do **not** accept non-bonding electrons on hydrogen an answer of  scores **2** marks	1	

5.2.1.4 Covalent bonding

Answer 06 · Mark scheme

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.2	(M_r NH_3 = 14 + (3 × 1) =) 17		1	AO2 5.3.1.1 5.3.2.2
	$\left(\text{moles } NH_3 = \frac{25}{17}\right)$ = 1.47 (mols)	allow correct use of incorrectly determined M_r of NH_3	1	
	(moles H_2 = 1.47 × $\frac{3}{2}$) = 2.205 (mols)	allow correct use of an incorrectly calculated value of moles of NH_3	1	
	(mass H_2 = 2.205 × 2) = 4.41 (g)	allow 4.4117647 (g) correctly rounded to at least 2 significant figures allow correct use of an incorrectly calculated value of moles of H_2	1	
	alternative approach (2 × M_r NH_3 = 17 × 2 =) 34 (1) 6 g H_2 → 34 g NH_3 (1)	allow correct use of an incorrectly calculated value of 2 × M_r NH_3		
	$\frac{6}{34}$ × 25 (g) H_2 → 25 g NH_3 (1) 4.41 (g H_2 → 25 g NH_3) (1)			

5.2.1.4 Covalent bonding

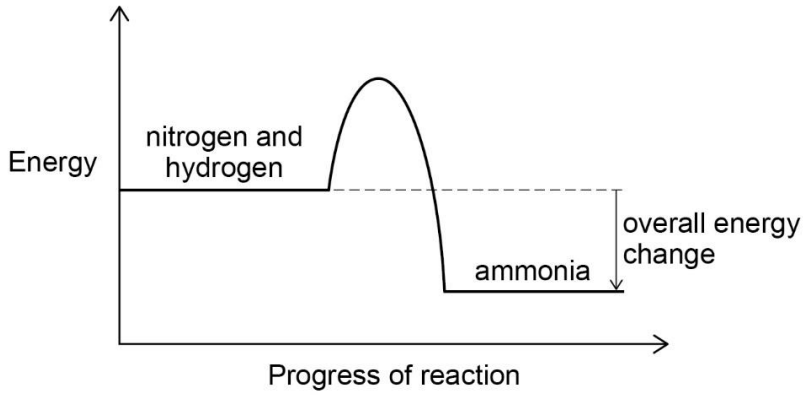
Answer 06 · Mark scheme

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.3	(bonds broken =) 945 + 3**X**		1	AO2 5.5.1.1 5.5.1.3
	(bonds made = 6 × 391 =) 2346		1	
	(energy released = bonds made – bonds broken =) 93 = 2346 – [945 + 3**X**]	allow correct use of incorrectly determined value(s) of bonds broken and/or bonds formed	1	
	(3**X** =) 1308 (kJ/mol)		1	
	(**X** =) 436 (kJ/mol)	allow correct use of an incorrectly determined value for 3**X**	1	

5.2.1.4 Covalent bonding

Answer 06 · Mark scheme

June 2024 | 8464/C/1H | Original Q5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.4	correct shape for exothermic reaction with the product line below the level of the reactants line		1	AO2
	labelled horizontal lines for reactants and product	labelled horizontal lines for nitrogen and hydrogen and ammonia	1	AO1
	labelled overall energy change		1	AO1 5.5.1.2
	an answer of  scores **3** marks			

Total Question 5	14

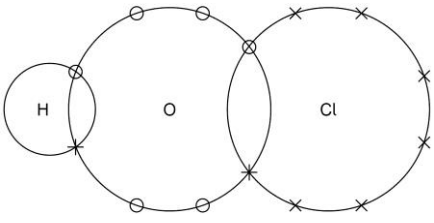
5.2.1.4 Covalent bonding

Answer 07 · Mark scheme

Question 5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.1	(hydrogen chloride) g / (g) **and** (water) l / (l) **and** (hydrochloric acid) aq / (aq)		1	AO2 5.2.2.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.2	3.16×10^{-4} (mol/dm^3)		1	AO2 5.4.2.5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.3		allow any combination of x, O, $e^{(-)}$, ● for electrons		AO2 5.2.1.1 5.2.1.4
	1 pair of electrons in both overlaps		1	
	4 non-bonding electrons on oxygen atom **and** 6 non-bonding electrons on chlorine atom	do **not** accept non-bonding electrons on hydrogen	1	
		an answer of  scores **2** marks		

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.4	a weak acid partially ionises in an aqueous solution (so) produces a lower concentration of hydrogen ions		1 1	AO1 5.4.2.4 5.4.2.5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.5	(bonds broken = (4 × 413) + 243 =) 1895 (bonds made = (3 × 413) + 346 + 432 =) 2017 (energy change = 1895 − 2017 =) (−) 122 (kJ/mol) **alternative approach** (bonds broken = 413 + 243 =) 656 (1) (bonds made = 346 + 432 =) 778 (1) (energy change = 656 − 778 =) (−) 122 (kJ/mol) (1)	 allow correct use of an incorrectly determined value for bonds broken and / or bonds made allow correct use of an incorrectly determined value for bonds broken and / or bonds made	1 1 1	AO2 5.5.1.3

Total Question 5	9

5.2.1.4 Covalent bonding

Answer 01 · Examiner comments

June 2018 | 8464/C/1H | Original Q4

Question 4 (standard, standard / high & high demand)

04.1 Students did not answer this question as well as expected. They were either not aware that chlorine was a gas or were not familiar with state symbols, as answers other than (s), (l) (g) or (aq) were frequently seen. Some wrote the word 'gas' in the space. 36% of students answered correctly.

04.2 This question was very well answered with 64% of students achieving full marks. Students showed a good understanding of the number of electrons involved in this example of covalent bonding, by ensuring that they had two electrons in the overlap area and six other electrons in the energy level of each fluorine.

A common mistake was to include two electrons in the overlap, but still included the seven electrons each fluorine originally contained in the level outside the overlap.

04.3 48% of students selected the correct answer to this question. The question followed the diagram of a fluorine (F_2) molecule in question **04.2** and focussed on this species.

A significant number of students incorrectly selected '9' as their response, which is the number of electrons in one fluorine atom.

04.4 Students are expected to represent the electronic structures of the first 20 elements of the periodic table and to predict and explain reactions of elements from their position in the periodic table.

A small number of students were able to state the correct formula, $AlBr_3$, with AlBr and $AlBr_2$ being the most common incorrect formulae. But, students did show a good understanding of balancing equations, in this case based upon their wrong formula for aluminium bromide. 68% of students achieved a single mark.

04.5 This question was not answered well, with 8% of students achieving three marks for the explanation that included:

- comparative size of atoms
- comparative difference in attraction
- the ease of which an electron was gained.

This last point was the one that was seen the least and the word 'outer' (shell or level) was omitted in a lot of answers.

Often students would repeat the question stem in terms of chlorine and bromine's reactivity without relating it to the whole of Group 7 and in many instances referring to the reactivity series (of metals).

5.2.1.4 Covalent bonding

Answer 03 · Examiner comments

June 2022 | 8464/C/1H | Original Q6

Question 6 (Standard, standard/high and high demand)

06.1 Two third of students correctly drew a dot and cross diagram for hydrogen chloride. The most common mark was for the two shared electrons in the overlap between the atoms. Many did not show that there are six unshared electrons.

06.2 Less than 10% were able to state what is meant by the term strong acid. Many omitted ‘in aqueous solution’.

06.3 40% of students gained 1 mark usually for referring to an observation when magnesium reacts with a strong acid and a weak acid. The second mark was for a comparison of the rates of reaction between magnesium and the two acids, with few students being able to develop their response to give this.

06.4 Nearly 40% of students gained 1 mark usually for stating that the pH decreases when the concentration was increased. However very few recognised that pH was related to the power of 10, so when the concentration of hydrochloric acid is increased by a factor of 100 then the pH will decrease by 2.

06.5 Many students were good at calculating the energy changes for bonds broken and bonds made, however then went on to simply subtract these two numbers without taking into account the C=C bond energy. Many students kept their working to a minimum which often did not help them score. This question discriminated well with better responses showing clear working where the energy released was equated to the difference between the bonds made and the bonds broken.

5.2.1.4 Covalent bonding

Answer 04 · Examiner comments

June 2023 | 8464/C/1H | Original Q4

Question 4 (standard and standard/high demand)

04.1 Nearly half of the students correctly selected the order of discovery of the electron, proton and neutron. A third of students thought that the proton was discovered before the electron and chose the fourth option.

04.2 Just over a third of students calculated the number of times a proton is heavier than an electron. Most students were able to correctly round their answers to 3 significant figures although those who gained 1 mark invariably evaluated the ratio correctly but then incorrectly rounded the answer (1836.645076) usually by 'truncating' this to 1836. The most common error here was to invert the mathematical expression.

04.3 More than three-quarters of students deduced the number of neutrons in the bromine $^{81}_{35}Br$ atom.

04.4 Only 20% of students deduced the number of electrons in the bromide $^{81}_{35}Br^-$ ion. The majority gain the number of electrons in a bromine atom.

04.5 This question was a good discriminator. Just under a third of students gained all 3 marks with a few students gaining 2 of the 3 marks for not giving their answer to 2 decimal places.

04.6 More than three-quarters of students correctly drew a dot and cross diagram for chlorine. When only one mark was gained this was usually for the two shared electrons in the overlap between the atoms. Some failed to show that there are six unshared electrons on each chlorine atom.

5.2.1.4 Covalent bonding

Answer 05 · Examiner comments

June 2024 | 8464/C/1H | Original Q3

Question 3 (standard demand)

03 This was an 'extended response' style of question. Such questions are marked holistically. There are overall generic descriptions for the two levels of response at the top of the mark scheme, giving a hierarchy of response. Within each level there are 3 marks.

Students were asked to compare the structure and bonding of sodium chloride and oxygen; diagrams which represent the structures were given. The indicative content was not an exhaustive list and examiners used professional judgement with other content.

At Level 1, students needed to identify some relevant features of each substance and note some differences. To enter Level 2 students needed to clearly show the way(s) in which the structure and bonding of the two substances are similar/different and note the magnitude of the similarity/difference. Examples of magnitude include strong (bond), weak (forces), giant (structure of ions), small (molecule) and two or one (elements). To access Level 2 a minimum of four comments on the relevant features were required, at least one of which must include a comparison, and a reference to magnitude had to have been made. To gain 5 or 6 marks there needed to be a minimum of two comparative statements, a reference to magnitude and statement(s) referring to the structures.

Students often gave sufficient relevant features; many included properties, which was ignored. Those responses that did not access Level 2 usually did not include *both* a comparison *and* reference to magnitude. There were, however, some excellent and concise 6-mark descriptions that included a minimum of two comparisons, one of which included the structures and magnitudes of both substances.

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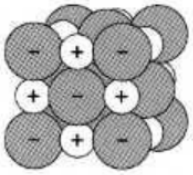
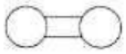
5.2.1.4 Covalent bonding

Answer 05 · Examiner comments June 2024 | 8464/C/1H | Original Q3

0 8 **Table 8** shows diagrams which represent the structures of two substances.

Table 8

Substance	Structure
Sodium chloride NaCl metal + non	
Oxygen O_2 non	

Compare the structure and bonding of sodium chloride and oxygen.

[6 marks]

Sodium chloride is ionic bonding which is between a metal and a non metal. They use electrostatic forces to transfer electrons. They create giant structures and have a high melting point. ①
Oxygen is a non metal which is used for covalent bonding as it's for two non metals. They have strong covalent bonds but have weak intermolecular forces. They can conduct electricity. ① They can also conduct electricity but only when molten

This response (from a Foundation tier paper) includes references to magnitude (*weak* intermolecular forces and *strong* bonds) and sufficient indicative content to access Level 2 (bullet points 4, 10, 11, 15). However, there is no comparison (simply a list of statements referring to sodium chloride and then a list for oxygen), so the response does not meet the Level 2 descriptor. They have identified a number of relevant features, so the response was awarded 3 marks, top of Level 1.

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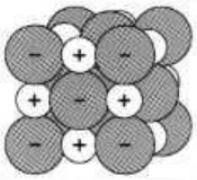
5.2.1.4 Covalent bonding

Answer 05 · Examiner comments June 2024 | 8464/C/1H | Original Q3

0 8 **Table 8** shows diagrams which represent the structures of two substances.

Table 8

Substance	Structure
Sodium chloride NaCl	
Oxygen O_2	

Compare the structure and bonding of sodium chloride and oxygen.

[6 marks]

Oxygen is an element and Sodium Chloride is a compound which is arranged in a lattice structure with positive and negative ions. Oxygen has Sodium Chloride has ionic bonds.

This response (from a Foundation tier paper) is set out as a comparison with sufficient indicative content to access Level 2 (bullet points 5, 3, 9 and 8) but there is no reference to magnitude (strong/weak, giant/small or one/two element(s)). Therefore, similarly to the previous example, the response does not meet the Level 2 descriptor. It was awarded 3 marks.

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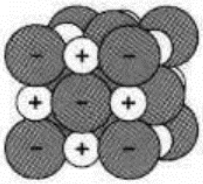
5.2.1.4 Covalent bonding

Answer 05 · Examiner comments June 2024 | 8464/C/1H | Original Q3

0 3 **Table 2** shows diagrams which represent the structures of two substances.

Table 2

Substance	Structure
Sodium chloride NaCl	
Oxygen O_2	

Ionic

covalent

Compare the structure and bonding of sodium chloride and oxygen.

[6 marks]

In NaCl, ionic bonding occurs. Sodium will transfer its outer electron to chlorine to form a positive ion and when chlorine receives this transfered electron, it will form a 1^- ion. Due to the ions being oppositely charged, strong electrostatic forces holds them together. In O_2 however, covalent bonding occurs as it is non metal and O_2 will form a double covalent bond as it shares 2 electrons from their outer shell with each other in order to get a full outer shell and maine it stable.

This response (from a Higher tier paper) is set out as a comparison (use of 'however' on line 8) with sufficient indicative content to access Level 2 (bullet points 8, 9, 10, 11, 13 and 14). Bullet points 1 and 2 are mentioned for oxygen but not sodium chloride. In addition to the comparison a reference to magnitude (*strong* electrostatic forces) is included so 4 marks are awarded. Statement(s) referring to the *structure* of sodium chloride and/or oxygen were required for 5+ marks.

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Answer 06 · Examiner comments

Question 5 (standard/high & high demand)

05.1 Around two-thirds of students were able to complete the dot and cross diagram for an ammonia molecule.

Some students gained just 1 mark for correctly adding either three shared pairs of electrons or two non-bonding electrons on the outer shell of nitrogen, or included non-bonding electrons on hydrogen, so were not able to access mark point 2.

05.2 In this reacting mass calculation students were asked to calculate the mass of hydrogen needed to produce 25 g of ammonia. As always, a number of approaches were taken and students who showed their working often gained credit even after making errors. More than half of students scored at least 1 mark.

Those who answered with a moles method usually scored 4 marks for the correct answer, 3 marks for 2.94 g (because they missed the molar ratio) or 1 mark for determining the M_r of ammonia.

Those who used a ratio method usually either scored 4 marks for the correct answer or 1 mark for $2 \times M_r$ of ammonia; few showed clear working to gain either marking point 2 or marking point 3.

05.3 In this question students were asked to calculate the bond energy for the H—H bond. The working for breaking bonds needed to show that the values 945 and 3*X* have been added together.

Many students were good at calculating the energy changes for bonds broken but went on to simply subtract the bond breaking value from the bond making value without taking into account the H—H bond energy. In the reaction more energy was released than was needed to break existing bonds so this value, 93 kJ/mol, needed to be correctly used in the next stage of the calculation before the H—H bond energy was determined by dividing by 3.

This question differentiated well, with higher-attaining students showing clear working where they equated the energy released to the difference between the bonds made and the bonds broken.

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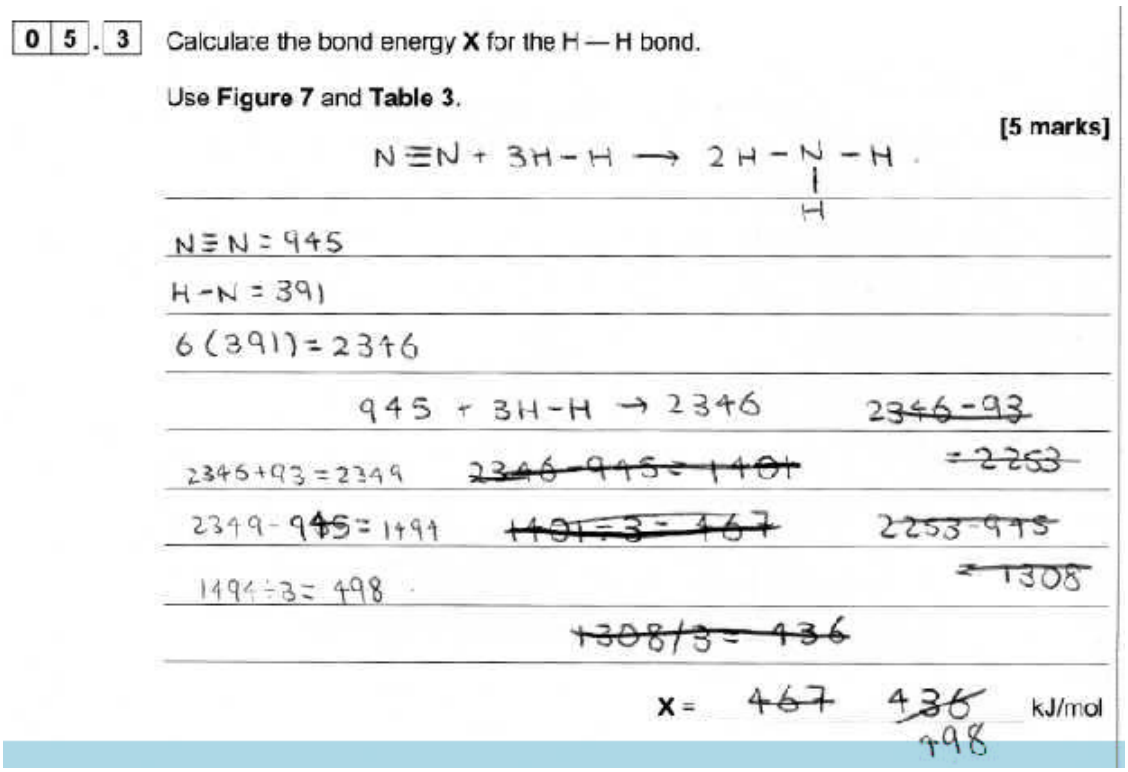
5.2.1.4 Covalent bonding

Answer 06 · Examiner comments June 2024 | 8464/C/1H | Original Q5

0 5 . 3 Calculate the bond energy **X** for the H — H bond.

Use **Figure 7** and **Table 3**.

[5 marks]



This student gained 3 marks for 498 kJ/mol. They gained the first 2 marks for calculating the energy to break bonds and the energy released when bonds are made but did not then include the value of 93 so were unable to gain the next 2 marks. They then correctly divided 1494 by 3 to determine the average H—H bond energy so gained the final mark.

The student has made three attempts at the calculation, two of which they have crossed out. In the middle they did not use the value of 93, which gave a common incorrect answer of 436; this answer would have also scored 3 marks. On the right (also crossed out) they used the value of 93 correctly to give the correct answer of 436, which would have scored all 5 marks.

05.4 This question was well answered with approximately 20% of students gaining 3 marks, 40% gaining 2 marks and 20% of students gaining 1 mark.

Those students who gained 2 marks usually either drew the arrow indicating the overall energy change incorrectly or completed a correct profile for an endothermic reaction.

When 1 mark was scored this was usually for the correct shape for an exothermic reaction but labels for reactants and/or product were omitted and the arrow indicating the overall energy change was incorrect. On this occasion any sort of arrow was allowed accompanied with the label for the overall energy change, and ΔH is an equivalent response for the label.

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Answer 07 · Examiner comments

Question 5 (Standard/High and High demand)

05.1 The state symbols for hydrogen chloride gas and water were well known but aqueous for hydrochloric acid was not. Some students mixed up l and aq. Most students correctly use lower case letters.

05.2 Few students gained this high demand mark. Those students who gained the mark often wrote down a few words next to the values given in the question, e.g. 'add 1, divide by 10' or 'concentration increases by factor of 10, pH decreases by 1'. Numerous students multiplied by 10 rather than dividing and many struggled to evaluate data in standard form.

05.3 More than half of students gained two marks for completing the dot and cross diagram. When 1 mark was gained it was usually for 1 pair of electrons in both overlaps with extra non-bonding electrons on hydrogen or incorrect numbers of non-bonding electrons on the oxygen atom and/or the chlorine atom.

05.4 Very few gained both marks. Students had to explain why a weak acid has a higher pH than a strong acid of the same concentration. Most answers were in terms of a pH comparison. Lots of students did not achieve MP1 by not using the full definition including in aqueous solution. For MP2 many students said there were less H^+ ions omitting reference to concentration or number per unit volume.

05.5 Many students were able to calculate the energy changes for bonds broken and for bonds made and then subtracted the latter value from the former. The value of bonds broken was less than bonds made so the overall energy change was a negative number. Those students who miscounted the bonds broken or made, could not gain MP1 and/or MP2 but were still able to access MP3 by evaluating their own figures correctly.

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5.2.1.4 Covalent bonding

Answer 07 · Examiner comments June 2025 | 8464/C/1H | Original Q5

0 5 . 5 Hydrogen chloride is produced in the reaction between methane and chlorine.

Figure 6 represents the equation for the reaction.

Figure 6

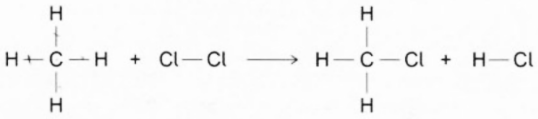

Table 4 shows the bond energies.

Table 4

Bond	C — H	Cl — Cl	C — Cl	H — Cl
Bond energy in kJ/mol	413	243	346	432

Calculate the overall energy change for the reaction.

[3 marks]

reactants	Products
413 x 4 = 1652	1 x 346 = 346
243 x 2 = 486	413 x 3 = 1239
total = 1652 + 486 =	432 x 1 = 432
2138 − 2017 = 121	total = 2346 + 1239 + 432
	= 2017

Overall energy change = 121 kJ/mol

This student has broken 2× Cl—Cl bonds (not 1×) for the reactants so is not awarded MP1. They then correctly subtract the correct value for bond making (2017) so MP2 and MP3 are credited.

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