



## Mark Scheme

Q1.

Question Number	Acceptable Answer	Additional Guidance	Mark
	<p>An answer that makes reference to the following points:</p> <ul style="list-style-type: none"> <li>Lower value relates to (weak) London / van der Waals' forces (between the layers) <b>(1)</b></li> <li>Higher value refers to (strong) covalent (C-C) bonds (within each layer) <b>(1)</b></li> </ul>	<p>Allow 'pi-bonds (between layers)' Allow "(weak) intermolecular forces (between layers)"</p> <p>Allow (C-C) 'sigma bonds'</p>	<b>(2)</b>

Q2.

Question Number	Acceptable Answer	Additional Guidance	Mark
	<p>An answer that makes reference to the following points:</p> <ul style="list-style-type: none"> <li>iron atoms have greater mass than carbon atoms <b>(1)</b></li> <li>iron atoms pack closer than carbon atoms (in graphite) <b>(1)</b></li> </ul>	<p>Allow weigh more / higher <math>A_r</math> / greater molar mass</p> <p>Allow idea of more space (between the layers of atoms) in graphite</p> <p>Award (0) overall if mention of iron molecules or graphite molecules</p>	<b>(2)</b>



Q3.

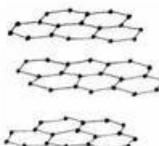
Question Number	Answer	Additional Guidance	Mark
	<p>An answer that makes reference to the following points:</p> <ul style="list-style-type: none"> <li>one electron free to move / delocalised (within the layer to carry the current) (1)</li> <li>each carbon is (covalently) bonded to three other carbons</li> </ul> <p>or</p> <p>the carbon atoms are arranged in layers which allow the flow of electricity through them (1)</p>	<p>Mark independently</p> <p>Marks could be scored in a diagram</p> <p>Ignore just 'free electrons'</p> <p>Allow uses three (outer shell) electrons in bonding</p>	(2)

Q4.

Question Number	Acceptable Answer	Additional Guidance	Mark												
	<p>This question assesses a student's ability to show a coherent and logically structured answer with linkages and fully-sustained reasoning.</p> <p>Marks are awarded for indicative content and for how the answer is structured and shows lines of reasoning.</p> <p>The following table shows how the marks should be awarded for indicative content.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Number of indicative marking points seen in answer</th> <th>Number of marks awarded for indicative marking points</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>4</td> </tr> <tr> <td>5-4</td> <td>3</td> </tr> <tr> <td>3-2</td> <td>2</td> </tr> <tr> <td>1</td> <td>1</td> </tr> <tr> <td>0</td> <td>0</td> </tr> </tbody> </table>	Number of indicative marking points seen in answer	Number of marks awarded for indicative marking points	6	4	5-4	3	3-2	2	1	1	0	0	<p>Guidance on how the mark scheme should be applied:</p> <p>The mark for indicative content should be added to the mark for lines of reasoning. For example, an answer with five indicative marking points that is partially structured with some linkages and lines of reasoning, scores 4 marks (3 marks for indicative content and 1 mark for partial structure and some linkages and lines of reasoning).</p> <p>If there are no linkages between points, the same five indicative marking points would yield an overall score of 3 marks (3 marks for indicative content and no marks for linkages).</p>	(6)
Number of indicative marking points seen in answer	Number of marks awarded for indicative marking points														
6	4														
5-4	3														
3-2	2														
1	1														
0	0														



The following table shows how the marks should be awarded for structure and lines of reasoning.		<p>In general it would be expected that 5 or 6 indicative points would get 2 reasoning marks, and 3 or 4 indicative points would get 1 mark for reasoning, and 0, 1 or 2 indicative points would score zero marks for reasoning.</p> <p>If there is any incorrect chemistry, deduct mark(s) from the reasoning. If no reasoning mark(s) awarded do not deduct mark(s).</p> <p>Comment: Look for the indicative marking points first, then consider the mark for the structure of the answer and sustained line of reasoning.</p>
	Number of marks awarded for structure and sustained lines of reasoning	
Answer shows a coherent and logical structure with linkages and fully sustained lines of reasoning demonstrated throughout.	2	
Answer is partially structured with some linkages and lines of reasoning.	1	
Answer has no linkages between points and is unstructured.	0	

<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• <b>IP1</b> graphene has a <b>single layer / single sheet</b> (of hexagons / rings)</li> <li>• <b>IP2</b> graphene has delocalised electrons / electrons which are mobile</li> <li>• <b>IP3</b> graphite has layers / sheets / planes <b>and</b> each carbon bonded to <b>three</b> others</li> <li>• <b>IP4</b> graphite has delocalised electrons / electrons which are mobile (between the layers)</li> <li>• <b>IP5</b> diamond has each carbon bonded to four other carbons / diamond has a tetrahedral arrangement (around each C atom) / tetrahedral structure</li> <li>• <b>IP6</b> diamond's C atoms have all their outer / valence / fourth electrons involved in bonding <b>OR</b> diamond has no delocalised electrons / all electrons are localised</li> </ul>	<p>Allow annotated diagrams for all marking points</p>  <p>graphite</p>  <p>diamond</p> <p>graphene</p>  <p>Allow 'free' for delocalised or mobile</p>
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Q5.

Question Number	Acceptable Answer	Additional Guidance	Mark
	<p>An explanation that makes reference to the following points:</p> <ul style="list-style-type: none"><li>• silicon(IV) oxide/ silicon dioxide (is a giant structure therefore) contains many (strong covalent) bonds</li><li>• iodine – (only) weak intermolecular / London forces/bonds must be broken</li><li>• more <b>energy</b> is required to break the stronger bonds in silicon(IV) oxide/ silicon dioxide (hence higher melting temperature)</li></ul>	<p>(1) Allow silicon oxide</p> <p>(1) Do not award covalent bonds are broken Accept dispersion force / instantaneous dipole-induced dipole / van der Waals</p> <p>(1) Allow reverse argument M3 can be awarded even if M2 is incorrect</p>	(3)



Q6.

Question Number	Answer	Additional Guidance	Mark
	<p>An explanation that makes reference to the following points:</p> <ul style="list-style-type: none"> <li>• silicon – giant atomic / giant covalent / giant molecular / macromolecular <b>and</b> contains covalent bonds <b>(1)</b></li> <li>• chlorine - (simple) molecular / molecules / diatomic / Cl<sub>2</sub> <b>and</b> contains London forces <b>(1)</b></li> <li>• (covalent) bonds in silicon are stronger than London forces/ intermolecular forces in chlorine <b>or</b> covalent bonds take more energy to break than London forces / intermolecular forces <b>(1)</b></li> </ul>	<p>Do not allow just 'silicon is a covalent molecule' Do not allow reference to ions or metallic bonding</p> <p>Allow dispersion forces / van der Waals' / attractions between temporary dipole and induced dipole/ attractions between instantaneous dipole (- induced dipole) for London forces</p> <p>Do not award covalent bonds being broken in chlorine</p> <p>Ignore silicone for silicon as correct spelling is given in the paper</p>	<b>(3)</b>

## Edexcel Chemistry A-level - Structure of Carbon Compounds

Q7.

Question Number	Answer	Additional Guidance	Mark
	<p>An explanation that makes reference to the following points:</p> <ul style="list-style-type: none"> <li>iodine is (simple) molecular</li> <li>diamond is a giant (covalent / lattice) structure (with 4 covalent bonds per carbon atom)</li> <li>iodine molecules are held together by weak London forces / dispersion forces / van der Waal's forces / instantaneous induced dipole-dipole attractions</li> <li>carbon atoms in diamond are held together by (strong) covalent bonds</li> <li>strong covalent bonds require more energy to break than intermolecular forces</li> </ul>	<p>(1) Allow iodine is made up of (I<sub>2</sub>) molecules</p> <p>(1) Do not award diamond molecules</p> <p>(1) Allow weak intermolecular forces</p> <p>(1) Do not award strong intermolecular forces</p> <p>Award converse argument for less energy need to break intermolecular forces</p> <p>Single sentences may contain more than one marking point. For example 'iodine molecules are held together by weak intermolecular forces' scores (2)</p>	(5)