

# GCSE SCIENCE

## Virtual communities

Comments on student responses

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### Student response 1

The student has clearly stated that AIDS weakens the immune system and has linked this to the effectiveness of white blood cells in destroying bacteria. The last statement adds nothing to the explanation but the student has answered the question. This response was awarded 2 marks.

### Student response 2

The student has managed to articulate that the reactivity of the halogens decreases, so gains the first mark. They have given a weak description of the observations in the table ('there is no change in colour'). They have tried to link this description to what the observations mean using a linking word ('meaning a reaction has not happened'). But they haven't understood what the observations mean in terms of differences in reactivity of the different halogens and so gain no further marks. This response was awarded 1 mark.

### Student response 3

The student has listed a number of properties and has linked each one to a reason why it would be an ideal property using 'so' and 'so that', in clear attempts at explanation. However, the reason given for short half-life isn't sufficient as causing less damage to cells was needed, and the last two points are not relevant. There are two good properties, and one of them is clearly linked to an appropriate reason for that property, so the response is in Level 2 and was awarded 3 marks.

### Student response 4

This response is given in a single prose paragraph. The student has clearly used comparative language throughout. In the first sentence the student gives statements about the lumen and wall thickness of an artery. The second sentence gives statements about the lumen and wall thickness of a vein, and starting the second sentence with 'whereas' clearly indicates a comparison. The final sentence then clearly gives a third difference in structure of the two types of blood vessel. This response was awarded full marks.

### Student response 5

This student has presented their comparison in the form of a table, which is a perfectly acceptable format. For each type of cup, they have given three properties and described why it is an advantage or a disadvantage. In the table format, they have carefully lined up their comments about the raw materials, energy used in manufacture and biodegradability for each type of cup, which shows clear comparison of these features and their advantages/disadvantages. This response was awarded full marks.

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### Student response 6

In student response 6, there is no judgement or conclusion drawn, which means that the answer cannot achieve Level 3 marks. The student has carried out a clear comparison of several features of the bag for life and the disposable bag, using comparative language ('emits a lot of carbon dioxide ... whereas ... emits less carbon dioxide'; 'has a high waste percentage compared to ...'; 'more expensive compared to ...'). They have used a little of the data from the table in their talk about carbon dioxide emissions, although they have used rather vague language ('a lot' and 'less') rather than quoting data. They have also used some of their own knowledge about the cost and popularity of the different bags. There is sufficient evidence here for a mark in Level 2 and the student was awarded 3 marks. Stronger linking with information in the table could have elevated the answer to 4 marks.

### Student response 7

In contrast with student response 6, response 7 does give a conclusion ('So in summary, a bag for life is a lot kinder to the environment than a disposable bag'), potentially accessing Level 3 marks. The work in their first paragraph leads them to come to this conclusion.

The language of comparison can be seen in lines 3–4, where they compare the amount of waste in the production of each bag and in lines 5–7, where they briefly compare the mean number of uses of each bag.

The student then goes on to link the number of uses of each bag to both the amount of waste produced and carbon dioxide emitted, putting their value in terms of six uses of each bag to ensure they are comparing like with like.

Using this information, the student has concluded that the bag for life is kinder to the environment than the disposable bag, although they have identified that there is still a problem for the environment with both bags potentially going to landfill (again linking their argument to information in the table). There is a small amount of own knowledge used in the last sentence.

This answer gives enough support using data and own knowledge to support the conclusion they have made and is worthy of 6 marks.

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## Notes

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## Contact us

Our friendly team will be happy to support you between 8am and 4pm, Monday to Friday.

**Tel:** 01483 477 756

**Email:** [gcsescience@aqa.org.uk](mailto:gcsescience@aqa.org.uk)

**Twitter:** [@AQA](https://twitter.com/AQA)

[aqa.org.uk](https://www.aqa.org.uk)