



**General Certificate of Secondary Education
November 2012**

Science B

SCB3HP

(Specification 4500)

Unit 3: Making My World a Better Place

Report on the Examination

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GCSE Science B

SCB3HP

General Comments

This report is based on an extremely small cohort that sat this exam in the November 2012 series. However, the importance of practicing writing continuous prose responses to scientific questions cannot be over emphasised.

Question 1 (Standard demand)

- (a) (i) There were no issues with this question.
- (a) (ii) There were no issues with this question.
- (a) (iii) There were no issues with this question, although a small minority did not gain a mark for a line of best fit.
- (a) (iv) There were no issues with this question.
- (b) (i) Only a very small number of students were able to attempt a percentage decrease calculation.
- (b) (ii) Students need to have practice at identifying why investigations are or are not valid. Only a small number of students could identify this conclusion as invalid due to daphnia being very different to humans or because the daphnia were immersed in alcohol unlike humans.

Question 2 (Standard demand)

Most students could correctly identify the reduced time as a disadvantage and less steps in the process reducing the safety precautions in place. To gain credit in level 2, students needed to be able to relate these to the bigger picture advantages and disadvantages. For example, the shorter time for the process is an advantage as the drug gets to the HIV patients much faster and more lives would be saved.

Question 3 (a, c High demand) (b, d Standard demand)

- (a) There were very different levels of response to this question with students gaining either full marks or no marks.
- (b) There were no issues with this question.
- (c) Responses to this question were disappointing and candidates were only gaining one mark.
- (d) There were no patterns in responses to this question.

Question 4 (a, ci, cii High demand) (b, ci Standard demand)

- (a) There were no issues with this question.
- (b) (i) There was a lack of precision in written language in the response to this question that meant not all marks gained credit.
- (b) (ii) In this question students were unable to identify the evidence that the factory is causing the pollution.
- (c) (i) There were no issues with this question.
- (c) (ii) There was a lack of precision in written language in the response to this question that meant not all responses gained credit.

Question 5 (High demand)

- (a) Students were unable to suggest why hospitals use PVOH laundry bags in this question.
- (b) There were no issues with this question.

Question 6 (High demand)

- (a) There was a lack of precision in written language in the response to this question that meant not all statements made by students gained credit. Overall responses to this question were poor.
- (b) There were no patterns in responses to this question.

Question 7 (High demand)

- (a) There was a lack of precision in written language in the response to this question that meant not all responses gained credit. Overall responses to this question were poor.
- (b) There were no issues with this question.
- (c) There was a lack of precision in written language in the response to this question that meant not all statements made by students gained credit. Overall responses to this question were poor.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

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