AQA GCSE Combined Science - Trilogy | 8464

SPECIFICATION POINT 4.3.1.1

Communicable (infectious) diseases

Mark schemes and examiner comments

Tier	**Foundation**
Question groups	**8**
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.

4.3.1.1 Communicable (infectious) diseases

Answer 01 · Mark scheme June 2018 | 8464/B/1F | Original Q1

The full source mark scheme begins on page 23. Follow original question 1 in that document.

Answer 02 · Mark scheme June 2018 | 8464/B/1F | Original Q7

The full source mark scheme begins on page 23. Follow original question 7 in that document.

4.3.1.1 Communicable (infectious) diseases

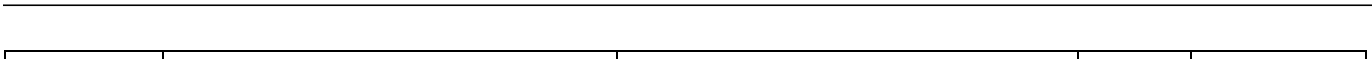
Answer 03 · Mark scheme June 2019 | 8464/B/1F | Original Q5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.1	840 000 – 440 000 400 000	an answer of 400 000 scores 2 marks allow tolerance of +/- half a small square allow 840 – 440 = 400	1 1	AO2 4.3.1.5
05.2	2005 to 2010		1	AO3 4.3.1.5
05.3	any **one** from: • data not collected (for 2002) • only shows a trend line • not all deaths reported / recorded	allow no data plotted for 2002	1	AO3 4.3.1.5
05.4	protist		1	AO1 4.3.1.5
05.5	makes people immune **or** they do not develop the disease (so) fewer (infected) people to pass pathogen on (to mosquitos)	allow ecf from 05.4 allow correct description of immunity allow idea of disrupting life cycle of parasite	1 1	AO1 AO2 4.3.1.5
05.6	any **one** from: • (mosquito) nets / long clothing • prevent mosquitos breeding • insecticides • insect repellents • anti-malarial tablets • kill mosquitos	allow specific method e.g. drain swamps, release GM mosquitos allow DEET / mosquito band allow names e.g. Larium / Malarone allow antibiotics	1	AO1 4.3.1.5 4.3.1.7
Total			**8**	

4.3.1.1 Communicable (infectious) diseases

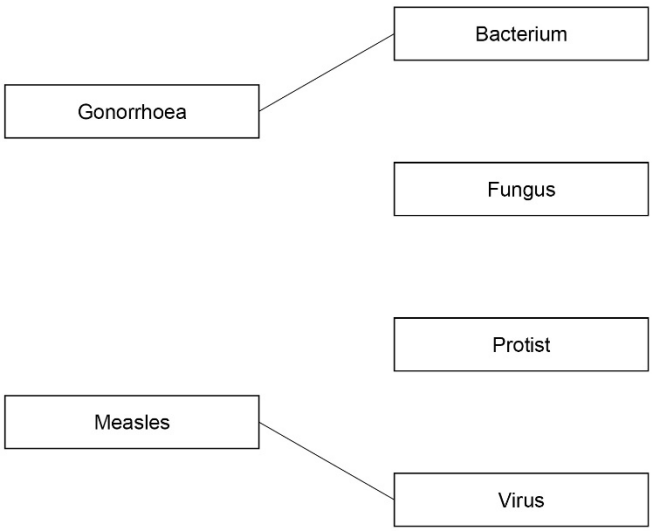
Answer 03 · Mark scheme

June 2019 | 8464/B/1F | Original Q5



4.3.1.1 Communicable (infectious) diseases

Answer 04 · Mark scheme

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.1	extra line(s) from a disease negates that mark  		1 1	AO1 4.3.1.2 4.3.1.3
04.2	any **two** from: • skin (acts as a barrier) • mucus in trachea / bronchi • mucus in nose • cilia (in trachea / bronchi / respiratory tract) • (hydrochloric) acid in stomach	ignore references to the immune response allow mucus in airways allow mucus unqualified if **neither** idea given ignore references to hairs allow scab forms (if you cut yourself) allow tears	2	AO1 4.3.1.6

4.3.1.1 Communicable (infectious) diseases

Answer 04 · Mark scheme

November 2020 | 8464/B/1F | Original Q4

Question	Answers	Mark	AO / Spec. Ref.
04.3	**Level 2:** Scientifically relevant facts, events or processes are identified and given in detail to form an accurate account.	4-6	AO1 4.2.2.3 4.3.1.1 4.3.1.6
	Level 1: Facts, events or processes are identified and simply stated but their relevance is not clear.	1–3	
	No relevant content	0	
	Indicative content • white blood cells • detect / identify foreign antigens / cells / pathogens / bacteria • destroy / kill invading cells • phagocytes • engulf invading cells • digest / kill invading cells • produce antibodies • (antibodies) attach to invading cells • (antibodies) destroy / kill invading cells • (antibodies) make invading cells clump together • (so) phagocytes can engulf more cells / pathogens / bacteria • produce antitoxins • to destroy toxins • (so) less tissue damage • (therefore) don't feel as ill • produce memory cells • (so) immune response (to later exposure) is faster A description of the ways that white blood cells act is needed for Level 2.		

4.3.1.1 Communicable (infectious) diseases

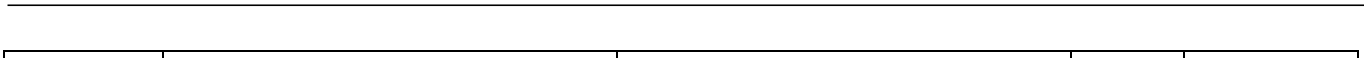
Answer 04 · Mark scheme

04.4	any **one** from: • HIV is a virus • antibiotics do **not** kill viruses • antibiotics (are used to) kill bacteria	allow HIV is **not** a bacterium	1	AO1 4.3.1.2 4.3.1.8
04.5	any **two** from: • avoid sexual intercourse • use a condom • do not share needles • use antiretroviral drugs • screen blood used for transfusions	ignore handwashing ignore social distancing allow practise safe sex ignore use protection unqualified ignore use contraception unqualified ignore use medication unqualified allow have regular checks / tests to see if you have HIV if no other marks awarded allow **1** mark for do not exchange body fluids	2	AO1 4.3.1.1 4.3.1.2
04.6	HIV damages the immune system		1	AO1 4.3.1.2
Total			**14**	

4.3.1.1 Communicable (infectious) diseases

Answer 04 · Mark scheme

November 2020 | 8464/B/1F | Original Q4



4.3.1.1 Communicable (infectious) diseases

Answer 05 · Mark scheme

June 2022 | 8464/B/1F | Original Q3

Question 3

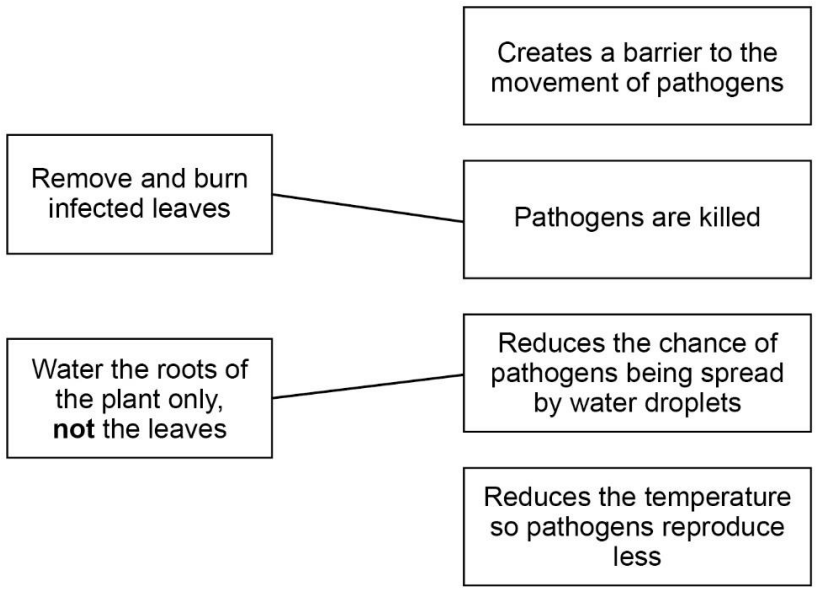
Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.1	fungus		1	AO1 4.3.1.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.2	less / no chlorophyll **or** chlorophyll has been broken down	allow reference to chloroplasts for chlorophyll	1	AO2 4.4.1.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.3	less photosynthesis **or** less light absorbed (so) less glucose / sugar formed **or** less light absorbed (1) (so) less photosynthesis (1)		1 1	AO2 4.3.1.4 4.4.1.1 4.4.1.2

4.3.1.1 Communicable (infectious) diseases

Answer 05 · Mark scheme

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.4	 extra line from a box negates that box		1 1	AO2 4.3.1.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.5	virus		1	AO1 4.3.1.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.6	by mosquito bites	allow by mosquitos	1	AO1 4.3.1.5

4.3.1.1 Communicable (infectious) diseases

Answer 05 · Mark scheme

June 2022 | 8464/B/1F | Original Q3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.7	drain water from swamps		1	AO2 4.3.1.5

Total Question 3		**9**

4.3.1.1 Communicable (infectious) diseases

Answer 06 · Mark scheme

June 2022 | 8464/B/1F | Original Q5

Question 5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.1	both have a cell membrane both have cytoplasm		1 1	AO1 4.1.1.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.2	any **one** from: • fever • abdominal / stomach cramps	ignore vomiting / sickness / diarrhoea ignore feel unwell unqualified ignore rashes allow high temperature allow sweating / chills	1	AO1 4.3.1.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.3	penicillin	allow phonetic spelling	1	AO2 4.3.1.9

4.3.1.1 Communicable (infectious) diseases

Answer 06 · Mark scheme

June 2022 | 8464/B/1F | Original Q5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.4	any **one** from: • only a few bacteria killed so live bacteria continued to reproduce • time delay before antibiotic reached bacteria • time delay before antibiotic could kill bacteria	allow bacteria reproducing when course started allow takes time (for antibiotic) to travel through the body allow takes time (for antibiotic) to work	1	AO3 4.3.1.1 4.3.1.3 4.3.1.8

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.5	there were fewer toxins in the body than at day 0		1	AO2 4.3.1.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.6	to reduce / prevent resistant strains / bacteria developing **or** to reduce / prevent antibiotic resistance (in bacteria)	ignore references to bacteria becoming immune allow because they will get better without taking any antibiotics ignore body will fight the infection unqualified allow some infections are caused by viruses allow because they have been told not to by NHS / NICE	1	AO1 4.3.1.8

4.3.1.1 Communicable (infectious) diseases

Answer 06 · Mark scheme

June 2022 | 8464/B/1F | Original Q5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.7	B		1	AO2 4.2.2.3 4.3.1.7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.8	D		1	AO2 4.2.2.3

Total Question 5		**9**

4.3.1.1 Communicable (infectious) diseases

Answer 07 · Mark scheme

June 2023 | 8464/B/1F | Original Q6

Question 6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.1	cancer		1	AO1 4.2.2.7 4.2.2.6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.2	any **one** from: • (coronary) heart disease / CHD / cardiovascular disease • diabetes	ignore cancer allow atherosclerosis ignore heart attack allow high blood pressure allow stroke / asthma / depression / gallstones / (osteo)arthritis allow sleep apnoea	1	AO1 4.2.2.4 4.2.2.5 4.2.2.6

4.3.1.1 Communicable (infectious) diseases

Answer 07 · Mark scheme

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.3	any **one** from: • taxes on high energy / fat / sugar foods • education (about diet and health) • (government) advertising • restrict media advertising of high energy / fat / sugar foods • information on food labels • help / advice / groups for obese people via the NHS • calorie information on restaurant / takeaway menus • regulation of supermarket offers on high sugar / fat / energy foods • regulation of type of foods for sale near checkouts • exercise campaigns	allow increase the price on high energy / fat / sugar foods	1	AO3 4.2.2.5 4.2.2.6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.4	BMI = $\frac{69}{1.64^2}$	allow BMI = $\frac{69}{1.64 \times 1.64}$ allow BMI = $\frac{69}{2.6896}$	1	AO2
	BMI = 25.6(5437….)	allow 26 or 25.7	1	AO2
	(the person's BMI category is) overweight	must be consistent with their calculated BMI value	1	AO3 4.2.2.5 4.2.2.6

4.3.1.1 Communicable (infectious) diseases

Answer 07 · Mark scheme

June 2023 | 8464/B/1F | Original Q6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.5	any **one** from: • women will gain mass / weight (during pregnancy) • (developing) baby will increase mass / weight of woman	allow BMI (of woman) will increase (during pregnancy)	1	AO3 4.2.2.5 4.2.2.6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.6	any **two** from: • smokers had babies with lower birth mass • women / smokers / non-smokers with higher BMI had heavier babies • smoking had the greatest effect on birth mass in underweight women • smoking had the least effect on birth mass in overweight women • smoking had less effect on birth mass in overweight and obese women (than in underweight and healthy weight women)	statements must be comparative allow converse statements allow weight for mass allow obese women have the heaviest / heavier babies allow underweight women have the lightest / lighter babies allow there is only a 365 g difference between the smallest and largest babies	2	AO3 4.2.2.5 4.2.2.6

4.3.1.1 Communicable (infectious) diseases

Answer 07 · Mark scheme

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.7		assume 'it' refers to the virus		AO1 4.3.1.1 4.3.1.2
	coughs / sneezes (spread virus in droplets)	allow breathing out (spreads virus in droplets)	1	
	droplets / virus are inhaled	allow droplets / virus are breathed in ignore contact with infected person unqualified allow touch a contaminated surface **and** then touch your mouth / nose / eyes for **1** mark if no other marks awarded allow kissing for **1** mark only	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.8	$\frac{17}{100}$ × 67 961 900	allow 0.17 x 67 961 900	1	AO2 4.3.1.4
	= 11 553 523	allow 11 553 500	1	

4.3.1.1 Communicable (infectious) diseases

Answer 07 · Mark scheme

June 2023 | 8464/B/1F | Original Q6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.9	any **one** from: • dry feet thoroughly (after washing) • do not share socks / tights / shoes / towels • use a fungicide • do not walk around barefoot in public / contaminated areas	allow use foot powder ignore keep feet dry ignore wash feet regularly allow named fungicide allow wear silver(-impregnated) socks allow wear flip flops in public / contaminated areas ignore avoid moist conditions	1	AO2 4.3.1.1 4.3.1.4

Total Question 6	14

4.3.1.1 Communicable (infectious) diseases

Answer 08 · Mark scheme

June 2025 | 8464/B/1F | Original Q6

Question 6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.1	touch / contact (with contaminated surfaces / skin / blisters)	allow through droplets / air / coughs / sneezes ignore sexual intercourse	1	AO2 4.3.1.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.2	(chickenpox) is caused by a virus	allow antibiotics (only) treat bacterial infections allow chickenpox is not caused by bacteria ignore antibiotic resistance	1	AO2 4.3.1.8

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.3	inactive / dead / weakened (named) pathogen	allow inactive / dead / weakened virus / bacteria / fungi / microorganism allow proteins / antigens (from the pathogen) allow the mRNA (from the pathogen)	1	AO1 4.3.1.7

4.3.1.1 Communicable (infectious) diseases

Answer 08 · Mark scheme

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.4	(for) toxicity **or** check not poisonous / harmful	allow check for side-effects allow to check it is safe ignore to check it is not dangerous	1	AO1 4.3.1.9
	(for) efficacy **or** to see if it works		1	
	(for) dose **or** how much is needed		1	
		allow interaction with other drugs allow to find out when a booster vaccination would be needed allow to find out how long it offers protection against the pathogen for		

4.3.1.1 Communicable (infectious) diseases

Answer 08 · Mark scheme

Question	Answers	Mark	AO / Spec. Ref.
06.5	**Level 3:** Relevant points (reasons / causes) are identified, given in detail and logically linked to form a clear account.	5–6	AO1 4.2.2.3 4.3.1.6 4.3.1.7
	Level 2: Relevant points (reasons / causes) are identified, and there are attempts at logical linking. The resulting account is not fully clear.	3–4	
	Level 1: Points are identified, and stated simply but their relevance is not clear and there is no attempt at logical linking.	1–2	
	No relevant content	0	
	Indicative content **how a vaccine works (primary):** • white blood cells stimulated / respond • (by) producing antibodies • (antibodies) are specific to microorganism / microbe / virus / chickenpox • (antibodies) bind with antigens • reference to memory cells **when chickenpox virus enters the body (secondary):** ○ virus / pathogen is destroyed faster / quickly ○ (because) production of correct antibodies ○ (because) antibodies are produced sooner ○ (because) rate of antibody production is faster ○ (because) more antibodies produced It is acceptable for students to refer to virus / chickenpox / microorganism / microbe for pathogen throughout For **Level 3** primary and secondary responses must be considered		

Total Question 6	**12**

4.3.1.1 Communicable (infectious) diseases

AQA

GCSE
COMBINED SCIENCE: TRILOGY

8464/B/1F – BIOLOGY PAPER 1 FOUNDATION TIER

Mark scheme

8464

June 2018

Version/Stage: 1.0 Final

4.3.1.1 Communicable (infectious) diseases

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

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MARK SCHEME – GCSE COMBINED SCIENCE: TRILOGY – 8464/B/1F – JUNE 2018

Information to Examiners

1. General

The mark scheme for each question shows:

- the marks available for each part of the question
- the total marks available for the question
- the typical answer or answers which are expected
- extra information to help the Examiner make his or her judgement
- the Assessment Objectives and specification content that each question is intended to cover.

The extra information is aligned to the appropriate answer in the left-hand part of the mark scheme and should only be applied to that item in the mark scheme.

At the beginning of a part of a question a reminder may be given, for example: where consequential marking needs to be considered in a calculation; or the answer may be on the diagram or at a different place on the script.

In general the right-hand side of the mark scheme is there to provide those extra details which confuse the main part of the mark scheme yet may be helpful in ensuring that marking is straightforward and consistent.

2. Emboldening and underlining

2.1 In a list of acceptable answers where more than one mark is available 'any **two** from' is used, with the number of marks emboldened. Each of the following bullet points is a potential mark.

2.2 A bold **and** is used to indicate that both parts of the answer are required to award the mark.

2.3 Alternative answers acceptable for a mark are indicated by the use of **or**. Different terms in the mark scheme are shown by a / ; eg allow smooth / free movement.

2.4 Any wording that is underlined is essential for the marking point to be awarded.

3. Marking points

3.1 Marking of lists

This applies to questions requiring a set number of responses, but for which students have provided extra responses. The general principle to be followed in such a situation is that 'right + wrong = wrong'.

Each error / contradiction negates each correct response. So, if the number of error / contradictions equals or exceeds the number of marks available for the question, no marks can be awarded.

However, responses considered to be neutral (indicated as * in example 1) are not penalised.

Example 1: What is the pH of an acidic solution?

[1 mark]

Student	Response	Marks awarded
1	green, 5	0
2	red*, 5	1
3	red*, 8	0

Example 2: Name two planets in the solar system.

[2 marks]

Student	Response	Marks awarded
1	Neptune, Mars, Moon	1
2	Neptune, Sun, Mars, Moon	0

3.2 Use of chemical symbols / formulae

If a student writes a chemical symbol / formula instead of a required chemical name, full credit can be given if the symbol / formula is correct and if, in the context of the question, such action is appropriate.

3.3 Marking procedure for calculations

Marks should be awarded for each stage of the calculation completed correctly, as students are instructed to show their working. Full marks can, however, be given for a correct numerical answer, without any working shown.

3.4 Interpretation of 'it'

Answers using the word 'it' should be given credit only if it is clear that the 'it' refers to the correct subject.

3.5 Errors carried forward

Any error in the answers to a structured question should be penalised once only.

Papers should be constructed in such a way that the number of times errors can be carried forward is kept to a minimum. Allowances for errors carried forward are most likely to be restricted to calculation questions and should be shown by the abbreviation ecf in the marking scheme.

3.6 Phonetic spelling

The phonetic spelling of correct scientific terminology should be credited **unless** there is a possible confusion with another technical term.

3.7 Brackets

(…..) are used to indicate information which is not essential for the mark to be awarded but is included to help the examiner identify the sense of the answer required.

3.8 Allow

In the mark scheme additional information, 'allow' is used to indicate creditworthy alternative answers.

3.9 Ignore

Ignore is used when the information given is irrelevant to the question or not enough to gain the marking point. Any further correct amplification could gain the marking point.

3.10 Do <u>not</u> accept

Do **not** accept means that this is a wrong answer which, even if the correct answer is given as well, will still mean that the mark is not awarded.

4. Level of response marking instructions

Extended response questions are marked on level of response mark schemes.

- Level of response mark schemes are broken down into levels, each of which has a descriptor.
- The descriptor for the level shows the average performance for the level.
- There are two marks in each level.

Before you apply the mark scheme to a student's answer, read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1: Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer.

When assigning a level you should look at the overall quality of the answer. Do **not** look to penalise small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level.

Use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 2 with a small amount of level 3 material it would be placed in level 2 but be awarded a mark near the top of the level because of the level 3 content.

Step 2: Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this.

The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do **not** have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

You should ignore any irrelevant points made. However, full marks can be awarded only if there are no incorrect statements that contradict a correct response.

An answer which contains nothing of relevance to the question must be awarded no marks.

4.3.1.1 Communicable (infectious) diseases

MARK SCHEME – GCSE COMBINED SCIENCE: TRILOGY – 8464/B/1F – JUNE 2018

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.1	cell membrane	extra ticks negates marks	1	AO1 4.1.1.2
01.2	engulf pathogens produce antibodies produce antitoxins	extra ticks negates marks	1 1 1	AO1 4.2.2.3 4.3.1.6
01.3	2050 − 100 = 1950	an answer of 1950 scores **2** marks allow **1** mark for a correct subtraction of incorrect values	1 1	AO2 4.3.1.2
01.4	any **one** from: • (more) people vaccinated • (more) people immune • no new measles strain	ignore injections / treatments / medicines unqualified allow vaccine produced allow (more people given) MMR (vaccine) do **not** allow antibiotics ignore less people infected	1	AO2 4.3.1.1 4.3.1.2 4.3.1.7
01.5	any **one** from: • measles is (caused by) a virus • viruses cannot be killed / destroyed by antibiotics	allow measles is not caused by a bacterium allow antibiotics **only** kill / destroy bacteria ignore harmed / treated	1	AO1 4.3.1.1 4.3.1.8 4.3.1.2
01.6	any **one** from: • use of a barrier method of contraception • use of a condom • vaccination / immunisation • avoid sexual intercourse / contact	ignore use of diaphragm ignore use protection / safe sex do **not** accept less sexual intercourse / contact	1	AO1 4.3.1.3

4.3.1.1 Communicable (infectious) diseases

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.7	any **one** from: • size / shape/ type of paper disc • concentration of antibiotic • volume / amount of antibiotic • (incubation) time • (incubation) temperature	ignore paper disc unqualified allow strength / dosage of antibiotic allow 3 days ignore size of petri dish	1	AO2 4.3.1.8
01.8	to check that the disc / water did not have an effect **or** to make sure it was the antibiotic that had an effect	allow for comparison with the antibiotics allow as a (experimental) control do **not** accept as a control variable	1	AO3 4.3.1.8
01.9	(antibiotic) **A** any **one** from: • (antibiotic **A**) had the larg**est** clear area around it • (antibiotic **A**) killed the **most** bacteria	no marks if wrong antibiotic given	1 1	AO3 4.3.1.8
Total			**13**	

4.3.1.1 Communicable (infectious) diseases

MARK SCHEME – GCSE COMBINED SCIENCE: TRILOGY – 8464/B/1F – JUNE 2018

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.1	glucose oxygen	extra ticks negates marks	1 1	AO1 4.4.1.1
02.2	count the number of bubbles produced in 1 minute measure the volume of gas produced in 30 seconds	extra ticks negates marks	1 1	AO3 4.4.1.2
02.3	any **one** from: • to control the temperature • temperature affects the rate of photosynthesis	ignore reference to 'it' allow so pondweed / solution did not warm up allow correct description of effect of temperature on rate allow high temperatures denature enzymes ignore references to limiting factors	1	AO3 4.4.1.2
02.4	52		1	AO2 4.4.1.2
02.5	all points plotted correctly smooth curve drawn through all points	(where a bar chart has been plotted) allow **1** mark for all bars plotted correctly if points are plotted as well as bars, ignore bars allow ± ½ a square allow **1** mark for three points correctly plotted ignore extensions of line / curve unless inconsistent with line / curve drawn	2 1	AO2 4.4.1.2

4.3.1.1 Communicable (infectious) diseases

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.6	any **one** from: • the nearer the light source to the pondweed the faster the rate of photosynthesis • the greater the light intensity the faster the rate of photosynthesis	allow converse statements for all marking points allow the nearer the light source to the pondweed the faster the bubbles produced allow the greater the light intensity the faster the bubbles produced allow the closer the light source the more the plant photosynthesises ignore more bubbles are produced with no reference to rate allow oxygen for bubbles do **not** accept carbon dioxide	1	AO3 4.4.1.2
Total			**10**	

4.3.1.1 Communicable (infectious) diseases

MARK SCHEME – GCSE COMBINED SCIENCE: TRILOGY – 8464/B/1F – JUNE 2018

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.1	any **one** from: • water on potato would increase mass • to control amount of water on potato	allow so only the mass of the potato is measured allow to remove water from outside of potato allow liquid / solution / sugar solution for water allow so you get the correct (starting) mass of the potato do **not** accept so that all the pieces of potato weighed the same	1	AO3 4.1.3.2
03.2	increase in mass increase in length	extra ticks negate marks	1 1	AO2 4.1.3.2
03.3	osmosis into lower	in this order only allow diffusion allow inside do **not** accept through allow low / more dilute / dilute	1 1 1	AO1 4.1.3.2 AO2 4.1.3.2 AO2 4.1.3.2
03.4	any **one** from: • the concentration (of sugar solution) in the cells is 0.4 (mol/dm^3) • the concentration (of sugar solution) in the cells is the same as the solution (in the tube)	allow reference to potato instead of cells	1	AO3 4.1.3.2

4.3.1.1 Communicable (infectious) diseases

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.5	any **two** from: • has (root) hairs • large surface / area • (root) hairs extend into soil • (root) hairs have thin walls	ignore references to active transport and mineral uptake allow root hair cells allow wide surface area allow (root) hairs are long / widespread	2	AO1 4.1.1.3 4.1.3.1 4.1.3.2
Total			**9**	

4.3.1.1 Communicable (infectious) diseases

MARK SCHEME – GCSE COMBINED SCIENCE: TRILOGY – 8464/B/1F – JUNE 2018

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.1		**max 2** marks if written in terms of heart rate		AO2 4.4.2.2
	breathing rate when walking is twice that at rest	allow breathing rate when walking is 12 (breaths / minute) more than at rest	1	
	breathing rate when jogging is 5 times that at rest	allow breathing rate when jogging is 48 (breaths / minute) more than at rest	1	
	breathing rate when jogging is 2.5 times that when walking	allow breathing rate when jogging is 36 (breaths / minute) more than when walking	1	
		allow for **1** mark if no other marks gained: breathing rate at rest is 12 (breaths per minute), breathing rate when walking is 24 (breaths per minute) and breathing rate when jogging is 60 (breaths per minute) **or** breathing rate increases with increasing activity		

4.3.1.1 Communicable (infectious) diseases

MARK SCHEME – GCSE COMBINED SCIENCE: TRILOGY – 8464/B/1F – JUNE 2018

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.2	(breathing rate increases)	reference to more / faster required at least once for full marks		AO1 4.4.2.2
	to supply more oxygen / O_2 **or** to supply oxygen / O_2 faster	allow to remove more carbon dioxide / CO_2 **or** to remove carbon dioxide / CO_2 faster do **not** accept incorrectly written formulae	1	
	for (aerobic) respiration **or** to reduce anaerobic respiration **or** to reduce lactic acid build up		1	
	(so) that more energy is transferred / released **or** (because) more energy is required	do **not** accept used / produced / created or energy made	1	
04.3	right ventricle / side of the heart pumps (blood) to the lungs		1	AO1 4.2.2.2
	left ventricle / side of the heart pumps (blood) to the body		1	
		if no other marks scored allow **1** mark for one side pumps blood to the lungs and the other side pumps blood to the body		

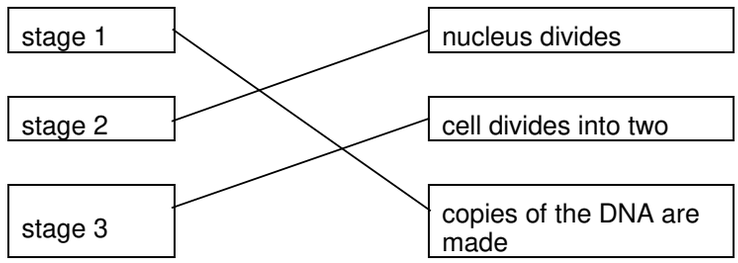
4.3.1.1 Communicable (infectious) diseases

MARK SCHEME – GCSE COMBINED SCIENCE: TRILOGY – 8464/B/1F – JUNE 2018

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.4	any **one** from: • (the left ventricle) has to pump blood further (than the right ventricle) • (the left ventricle) has to pump blood with a greater force (than the right ventricle) • (the left ventricle) has to pump blood at a higher pressure (than the right ventricle)	there must be a comparative statement allow (the left ventricle) has to pump blood all around the body allow (left ventricle) has to pump blood harder	1	AO2 4.2.2.2
04.5	any **one** from: • strengthens heart (muscle) • reduces chance of another heart attack • reduces / controls weight • improves circulation	ignore prevents / no heart attacks allow decreases chance of fatty deposits **or** fat building up (in arteries / blood vessels) allow reduces resting heart rate	1	AO2 4.2.2.2 4.2.2.6
Total			**10**	

4.3.1.1 Communicable (infectious) diseases

MARK SCHEME – GCSE COMBINED SCIENCE: TRILOGY – 8464/B/1F – JUNE 2018

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.1	 allow **1** mark for 1 or 2 correct credit can be given where students have matched the boxes correctly, for example numbering the boxes		2	AO1 4.1.2.2
05.2	6 picograms		1	AO2 4.1.2.2
05.3	meristem cells in plants can differentiate throughout the life of the plant		1	AO1 4.1.2.3

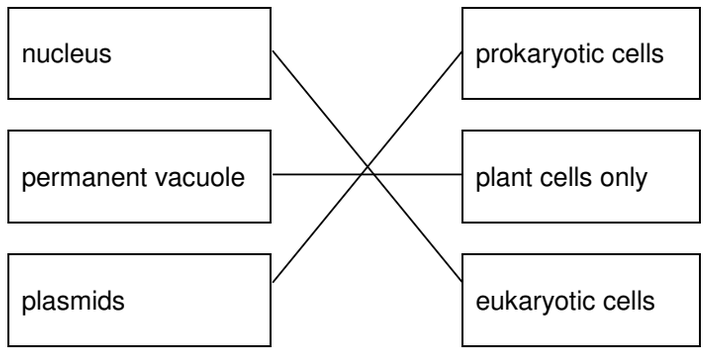
4.3.1.1 Communicable (infectious) diseases

MARK SCHEME – GCSE COMBINED SCIENCE: TRILOGY – 8464/B/1F – JUNE 2018

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.4	any **two** from: • may cure / treat diseases **or** cure medical conditions **or** produce replacement cells / tissues / organs • cells unlikely to be **rejected** by patient • cells / tissues of any type can be produced • many cells produced • cells produced could be used for research • would reduce waiting time for transplants	ignore references to cost ignore all reference to producing babies / IVF allow example eg diabetes / paralysis allow cells can be stored for future use ignore used in medical treatments ignore patient makes / grows cells / tissues / organs ignore same genetic information ignore differentiated into most types of cells	2	AO3 4.1.2.3 4.1.1.4 4.6.2.4
05.5	any **two** from: • (potential) life is killed / destroyed • shortage of donors / eggs • egg donation / collection has risks • do not yet know risks / side effects of the procedure on the patient • may transfer (viral) infection • poor success rate	ignore references to cost ignore unethical unqualified Ignore reference to religion / beliefs allow embryo is killed ignore embryo is destroyed ignore embryo is a life / becomes a baby ignore long term effects are not well understood allow may cause tumours / cancer allow in terms of viable egg / embryo / cell / tissue / organ production	2	AO3 4.1.2.3 4.1.1.4 4.6.2.4
Total			**8**	

4.3.1.1 Communicable (infectious) diseases

MARK SCHEME – GCSE COMBINED SCIENCE: TRILOGY – 8464/B/1F – JUNE 2018

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.1	 allow **1** mark for one or two correct links		2	AO1 4.1.1.1 4.1.1.2
06.2	vacuole | ribosome | cell wall tick box takes precedence if no tick is given, look at both the figure and the circling of words in the table if writing is seen on the figure and in the table both must be correct		1	AO1 4.1.1.2
06.3	turn the (fine focusing) knob until the cells are in focus	allow focus it do **not** accept increase magnification ignore decrease magnification ignore clear ignore references to resolution / illumination ignore zoom in / out	1	AO2 4.1.1.2

4.3.1.1 Communicable (infectious) diseases

MARK SCHEME – GCSE COMBINED SCIENCE: TRILOGY – 8464/B/1F – JUNE 2018

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.4	(rotate the) nosepiece / objective lens	allow change the (objective / eyepiece) lens	1	AO2 4.1.1.2
	to a higher power (lens)	allow (to) increase the magnification a comparator is required ignore change / adjust the magnification allow stronger or more powerful lens ignore references to resolution / illumination unqualified ignore zoom in / out ignore references to an electron microscope	1	

4.3.1.1 Communicable (infectious) diseases

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.5		an answer of 400 (×) scores **3** marks		AO2 4.1.1.2
	conversion of units: (112 mm →) 112 000 (µm) **or** (280 µm →) 0.28 (mm)		1	
	(magnification =) $\frac{112}{0.28}$ **or** (magnification =) $\frac{112\,000}{280}$	allow **1** mark for no conversion of units 112 / 280 **or** incorrect value from step 1 correctly substituted	1	
	400 (×)	do **not** accept if units are given	1	
		if no other mark scored allow **1** mark for: magnification = $\frac{\text{size of image}}{\text{size of real object}}$ a triangle with words or letters in is insufficient, as the correct rearrangement is needed		
Total			**9**	

4.3.1.1 Communicable (infectious) diseases

MARK SCHEME – GCSE COMBINED SCIENCE: TRILOGY – 8464/B/1F – JUNE 2018

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.1	is not caused by a pathogen / infective organism	allow not caused by a microorganism / microbe ignore not caused by infection ignore named pathogen unless bacteria, virus and fungus all mentioned	1	AO1 4.2.2.4 4.2.2.5 4.3.1.1 4.3
	(so) is not passed / spread (from person to person)	allow cannot be spread / caught allow is not infectious / contagious	1	AO2 4.2.2.4 4.2.2.5 4.3.1.1 4.3
07.2		allow 'it' for heart		AO1 4.2.2.4
	reduced / restricted / stopped blood flow	it does not matter where blood flow is restricted to – heart / body	1	
	(so) less oxygen reaches heart (muscle / cells)	must reference heart / it allow no oxygen reaches the heart (muscle / cells)	1	
	(so heart muscle / cells) cannot respire (enough) **or** (so heart muscle / cells) do not release (enough) energy	do **not** accept do not make / produce / create energy ignore references to breathing / suffocation ignore blood clots / blockages	1	

4.3.1.1 Communicable (infectious) diseases

Question	Answers	Mark	AO / Spec. Ref.
02.3	**Level 3:** Relevant points (factors / effects) are identified, given in detail and logically linked to form a clear account.	5–6	AO2
	Level 2: Relevant points (factors / effects) are identified and there are attempts at logical linking. The resulting account is not fully clear.	3–4	AO2 AO1
	Level 1: Points are identified and stated simply, but their relevance is not clear and there is no attempt at logical linking.	1–2	AO1
	No relevant content	0	
	Indicative content **medical risk factors:** • high blood pressure • high cholesterol • diabetes • genetic factors • medications **lifestyle risk factors:** • smoking • obesity • lack of exercise • high fat / energy diet • eating insufficient fruit / vegetables • alcohol • high salt intake • exposure to air pollution • certain drugs / correct named drug **examples of links:** • smoking – high bp / cholesterol / fatty deposition • obesity – lack of exercise / high bp / cholesterol / fatty deposition / diabetes • exercise – obesity / bp /diabetes • diet – obesity / cholesterol / diabetes • alcohol – bp / cholesterol • high salt intake - high blood pressure • genetic factors – bp / cholesterol / diabetes / obesity • medication – can affect blood / blood vessels / metabolism the main discriminator is the quality of linking both lifestyle and medical factors are required for **level 3**		4.2.2.2 4.2.2.4 4.2.2.5 4.2.2.6
Total		**11**	

4.3.1.1 Communicable (infectious) diseases

Answer 05 · Examiner comments

June 2022 | 8464/B/1F | Original Q3

Question 3 (low & standard demand)

03.1 59% of the students knew that rose black spot is caused by a fungus. Almost a fifth thought it was caused by a bacterium.

03.2 15% of students scored the mark for saying the leaves are yellow because they have little or no chlorophyll. Saying they had few chloroplasts was allowed. Some said the chloroplasts or chlorophyll had been damaged or destroyed, which was creditworthy, but saying the chloroplasts were killed was ignored. Quite a lot of students said the leaves were yellow because they couldn't photosynthesise.

03.3 A third of students scored one mark, with very few achieving two marks. The most common correct answer was that there would be less photosynthesis. References to light were often phrased poorly. Leaves getting less light was ignored; they had to say less light was absorbed.

03.4 Most students scored at least one mark, with 63% of students achieving both marks for the control of rose black spot.

03.5 40% of students knew that the pathogen TMV is a virus. A quarter thought it is a bacterium.

03.6 Just under half the students knew that malaria is transferred to humans by mosquitos. A whole range of incorrect suggestions were given, including coughs and sneezes, sexual intercourse, in food or dirty water and by physical contact.

03.7 42% of students recognised that the spread of malaria pathogens can be controlled by draining water from swamps. Just over a quarter thought that using a tissue when sneezing would reduce the spread.

4.3.1.1 Communicable (infectious) diseases

Answer 06 · Examiner comments — June 2022 | 8464/B/1F | Original Q5

Question 5 (standard demand)

05.1 A quarter of students scored both marks for identifying the cell membrane and cytoplasm as structures that are found in both bacterial and animal cells. Just over three-quarters scored at least one mark. Two fifths of students incorrectly thought that both types of cell contained a nucleus.

05.2 One symptom of salmonella food poisoning was asked for, with students instructed not to refer to vomiting and diarrhoea. Almost half of the students were awarded the mark, usually for stomach ache or fever. Many described fever as having a high temperature or sweating, which were allowed. A few said 'nausea' which is equivalent to vomiting, and so was ignored. Many references to secondary symptoms of an infection were given, which could have applied to a wide range of infections. For example, tiredness, fatigue, headaches, dizziness, fainting or dehydration. These were all ignored. A primary symptom, such as those given in the specification, was needed.

05.3 36% of students said that penicillin was the first antibiotic developed. A wide range of phonetic spellings were accepted. The most common incorrect answers were the names of well-known painkillers. Quite a lot of students did not attempt the question.

05.4 A fifth of students scored this mark. Most correct responses referred to a time delay before the antibiotics became effective, or started working. A few students said the bacteria would be reproducing or multiplying. There was some confusion with antibodies, and incorrect references to bacteria fighting the antibiotics, or antibiotics fighting bacteria. Some thought that antibiotics make antibodies, whilst others said that the wrong antibiotic had been given.

05.5 Half of the students knew that a child will start to feel better after taking antibiotics for a few days because there will be fewer toxins in the body. Most other students thought the child had become resistant to the bacteria.

Answer 06 · Examiner comments — June 2022 | 8464/B/1F | Original Q5

05.6 15% of students scored the mark, usually for saying overuse of antibiotics could result in antibiotic resistance. Quite a lot of students said the patient or the antibiotic would become resistant, which was incorrect. A common mistake was to confuse immunity with resistance. Many students scored the mark for the idea that the person would get better without taking any antibiotics, which was allowed.

05.7 A third of students thought antibodies are produced by red blood cells, with slightly fewer selecting the correct drawing of the white blood cell. It could be that students were unfamiliar with drawings of blood components.

05.8 A third of students identified platelets as the part of the blood that starts the clotting process. Few selected plasma as their answer.

4.3.1.1 Communicable (infectious) diseases

Answer 07 · Examiner comments

June 2023 | 8464/B/1F | Original Q6

Question 6

Question 6 was common to both tiers and was set at standard demand.

06.1 The vast majority of students selected cancer as a non-communicable disease. Only a tenth of students selected an incorrect disease, and these were evenly split across AIDS, gonorrhoea and malaria.

06.2 Three quarters of students scored the mark for naming a non-communicable disease that obesity is a risk factor for. Diabetes or heart disease, which are both listed in the specification were the most common responses. References to heart attack or heart failure were ignored as a named disease was required.

06.3 A quarter of students suggested a national policy that could help people to lose weight. The most common suggestions related to increasing taxes on unhealthy foods. This was usually phrased as increase the cost of unhealthy foods. A few suggested decreasing the cost of healthy foods.

Quite a lot of students suggested providing free gym memberships, or more public sports facilities. Some referred to mandatory PE lessons in school. References to labelling the energy content of foods and meals on packaging and menus were also made.
A common mistake was to give lifestyle changes that an individual could make, rather than a policy that a national organisation or the Government could make. Exercise regularly and eat a balanced diet were often stated, but these did not gain credit. Saying increase the recommended amount of daily exercise a person should do would gain credit, as this suggests a national policy.

06.4 In this BMI calculation 1 mark was for the correct substitution into the equation. The second mark was for a correct calculation, which was usually given as 25.65. Most students did show their working, which was good to see. The final mark was for selecting the correct BMI category that matched their final answer. Therefore, if a student did an incorrect calculation, they could still score the third mark. This was sometimes seen if they didn't square 1.64, and gave an answer of 42.07 with the BMI category obese. On the Foundation tier well over half the students scored full marks. A tenth of students scored 2 marks. These were usually for a correct calculation, but then they did not give the BMI category. Just over a tenth scored 1 mark for identifying the correct BMI category for an incorrectly calculated BMI.

4.3.1.1 Communicable (infectious) diseases

Answer 07 · Examiner comments

June 2023 | 8464/B/1F | Original Q6

06.5 Over a third of students scored the mark for saying that women gain weight when pregnant, or that their mass will increase due to the baby. A clear reference to the weight, mass or BMI of the woman increasing was needed, so saying the woman's weight would change was insufficient. Incorrect responses included saying the BMI category was calculated before the woman became pregnant to see if she was healthy enough to have a baby, or to check the baby's health. Some described the harmful effects of smoking on a developing baby, which did not answer the question.

06.6 Two conclusions were needed, so smoking or BMI of the mother had to be linked to the birth mass, or weight, of the babies. Comparative statements were needed. Half of the students scored at least 1 mark, and well over a tenth of students gave two correct conclusions.
The most common correct response was that non-smokers had heavier babies. Some students repeated this conclusion by also stating the converse, saying smokers had lower birth mass babies. These two statements could only score 1 mark. A reference to a healthier weight was often seen, which was insufficient. The main misunderstanding was that smoking affected the woman's mass, and not the birth mass of the baby. Some students gave general recommendations to stop smoking and to eat a healthy diet, which did not answer the question.

06.7 The first marking point was for how the virus is transferred out of an infected person. Two fifths of students scored this mark for saying by coughing or sneezing. The second mark was for how the virus is taken in by a second person. Few students scored the second mark. Many thought the virus was transferred by direct contact or sexual intercourse. Some said the virus travels in the air, but they did not describe how it left one person and entered another.

06.8 Just over half the students scored full marks for the percentage calculation to estimate the number of people with athlete's foot. Some students incorrectly converted 17% to 0.017, rather than to 0.17 Other students attempted to calculate 1% of 67 961 900, then multiply this value by 17 to obtain their answer. Errors were often made when calculating 1%.

06.9 Only just over a tenth of students scored a mark for suggesting one way a person could reduce their chance of catching athlete's foot. References to washing feet regularly were very common which were ignored. Saying keep your feet dry was too vague, a reference to drying feet thoroughly, properly or between the toes after washing was required, which was rarely seen. Vague statements about wearing clean socks, or not wearing shoes and socks were common. The idea of covering the feet when walking around at a public swimming pool was suggested by some students, but saying don't walk around barefoot, without qualification, was ignored.

Answer 08 · Examiner comments

Question 6 (Standard demand)

06.1 Many students, 83%, correctly identified one or both main transmission routes: direct contact and droplet spread for chickenpox.
Acceptable terms included 'physical contact', 'direct contact' or 'close contact'. Examples such as 'kissing' or 'high fives' were also credited, as they clearly indicated skin-to-skin or direct transmission.

However, some students used vague descriptions such as 'hugging' or 'playing together', which were not sufficient, as they did not clearly indicate direct contact. Similarly, statements like 'being near someone with chickenpox' or 'being in the same room' were too imprecise and did not gain credit.

A number of students correctly described airborne transmission via droplets, including references to coughing, sneezing, or spread through the air. These responses were awarded marks under the second valid transmission route.
Credit was also given for mention of contaminated surfaces, for example, shared towels or cups, as this reflects indirect contact with the virus.

06.2 Many students had the correct understanding that chickenpox is caused by a virus and were able to clearly state that antibiotics only work on bacteria, successfully achieving the marking point.
A number of misconceptions were seen such as:

- chickenpox is not caused by a virus
- chickenpox cannot be cured
- antibiotics only treat symptoms
- chickenpox is resistant to antibiotics.

Some students incorrectly believed that chickenpox affects the skin, and therefore antibiotics, which they assumed work inside the body, would not be effective.
Additionally, references to antibiotic resistance were not awarded unless clearly qualified with reference to bacteria, as resistance is irrelevant in the context of a viral infection.

06.3 Many students found this question challenging, 68% failed to gain credit, and a significant number left it blank. Where students did gain the mark, they clearly stated that the vaccine contains a dead or weakened pathogen, or used synonymous terms such as inactive, inert, or dormant pathogen.

A common mistake was stating that the vaccine contained 'the pathogen' or a 'small amount' of something, without any further qualification. These responses were too vague.

Another frequent error was referring to the vaccine containing the disease, or a 'dead version of the disease' which were insufficient for credit, as the mark specifically required mention of the pathogen or virus in a weakened or inactive state.

Some students used vague or incorrect terminology, such as suggesting the vaccine contained a treatment rather than a preparation to stimulate immunity.

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4.3.1.1 Communicable (infectious) diseases

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06.4 Overall, this question was well answered. Most students recognised the importance of testing for toxicity and effectiveness. There was a good spread of responses, and many students were able to access at least one mark.

Responses that described 'allergic reactions' were accepted as equivalent to side effects. However, many students repeated the same idea by stating the drug is 'tested for side effects', 'to see if it is toxic' or 'to check it is safe', these are all based on the same idea and could only be credited once.

Correct responses concerned efficacy, or whether the drug works. Acceptable alternatives included efficient or effective. However, terms such as 'accurate' or 'reliable' were too vague and did not gain credit.

Only a fairly small number of students gained credit for making any mention of dose or quantity.

06.5 This extended response question required an explanation of the body's immune response, addressing both the primary and secondary responses. Students often showed a basic awareness of immune processes, few could explain them with sufficient detail, precision or sequencing to access higher levels. Less than 5% of students accessed Level 2 or higher.

A significant number of students struggled with this question. Most responses lacked a coherent structure and often contained confused language or a disordered sequence of events. The majority of students only accessed Level 1, most frequently by stating that white blood cells are involved in the response.

While some students correctly mentioned antibodies, this did not always gain credit unless it was clear that the antibodies were being produced. Some confusion was evident in responses that stated 'the vaccine contains antibodies', rather than triggering their production. Similarly, while a number of students mentioned 'memory cells', few were able to clearly explain their role or link this to the specificity of antibody production.

Very few students reached Level 2, and only a small number accessed Level 3. Those who did often described the role of white blood cells in the primary response, followed by clear references to the secondary immune response, such as 'faster production of complementary antibodies'. However, students who attempted to use comparative language often failed to apply it accurately or made vague claims such as the pathogen being 'fought off quickly'.

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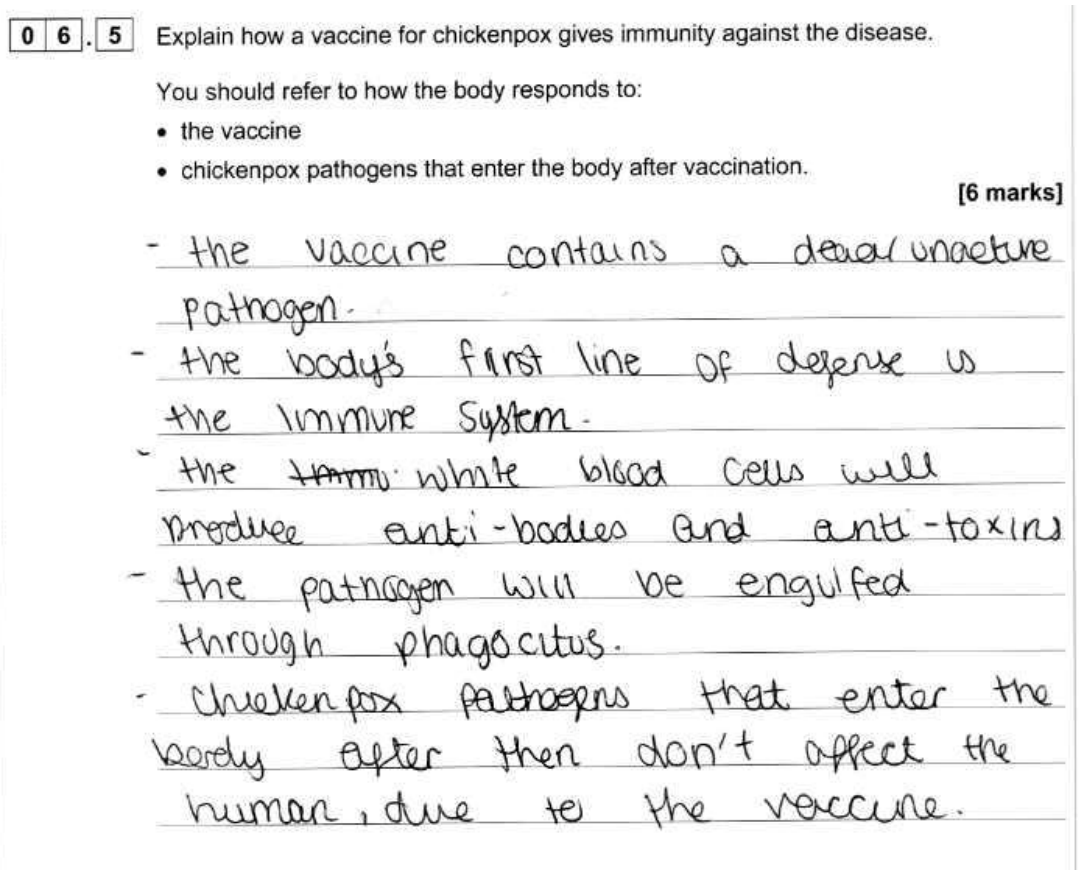
Many responses also focused too heavily on the contents of the vaccine rather than how the body responds, limiting their ability to move beyond Level 1.

0 6 . 5 Explain how a vaccine for chickenpox gives immunity against the disease.

You should refer to how the body responds to:

- the vaccine
- chickenpox pathogens that enter the body after vaccination.

[6 marks]



This response is representative of many seen in the cohort. The student successfully links the idea of white blood cells producing antibodies, showing an understanding of part of the primary immune response.

While the explanation demonstrates the connection between two key ideas, it is limited to content from the primary response only. As a result, the response meets the criteria for 3 marks.

This example highlights a common pattern where students understood the basic process but did not extend their answers to include secondary response features or additional detail needed to access higher levels.

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4.3.1.1 Communicable (infectious) diseases

Contact us

Our friendly team will be happy to support you between 8am and 5pm, Monday to Friday.

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