

Please write clearly in block capitals.

Centre number

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Candidate number

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Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE BIOLOGY

H

Higher Tier Paper 1H

Tuesday 12 May 2020

Afternoon

Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- a ruler
- a scientific calculator.

Instructions

- Use black ink or black ball-point pen.
- Pencil should only be used for drawing.
- Fill in the boxes at the top of this page.
- Answer **all** questions in the spaces provided.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.
- In all calculations, show clearly how you work out your answer.

Information

- The maximum mark for this paper is 100.
- The marks for questions are shown in brackets.
- You are expected to use a calculator where appropriate.
- You are reminded of the need for good English and clear presentation in your answers.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
TOTAL	



J U N 2 0 8 4 6 1 1 H 0 1

Answer **all** questions in the spaces provided.

0 1

This question is about photosynthesis.

0 1 . 1

Complete the word equation for photosynthesis.

[2 marks]

_____ + _____ → _____ + oxygen

0 1 . 2

Describe how energy for the photosynthesis reaction is gained by plants.

[2 marks]

Students investigated the effect of temperature on the rate of photosynthesis.

The students shone light from a lamp onto pondweed and measured the volume of oxygen produced per hour.

Table 1 shows the results.

Table 1

Temperature in °C	Rate of photosynthesis in cm ³ /hour			
	Test 1	Test 2	Test 3	Mean
20	18.5	19.3	19.5	X
25	32.6	34.1	32.9	33.2
30	41.9	45.2	44.9	44.0
35	38.6	39.8	44.0	40.8
40	23.1	20.5	22.4	22.0
45	1.9	14.2	2.2	2.1



0 1 . 3

Calculate mean value **X**.**[2 marks]**

X = _____ cm³/hourThe students identified one anomalous result in **Table 1**.

0 1 . 4

Draw a ring around the anomalous result in **Table 1**.**[1 mark]**

0 1 . 5

Suggest **one** possible cause of the anomalous result.**[1 mark]**

0 1 . 6

How did the students deal with the anomalous result?

[1 mark]

0 1 . 7

Give **one** factor the students should have kept constant in this investigation.**[1 mark]**

Turn over ►

Table 1 is repeated below.

Table 1

Temperature in °C	Rate of photosynthesis in cm ³ /hour			
	Test 1	Test 2	Test 3	Mean
20	18.5	19.3	19.5	X
25	32.6	34.1	32.9	33.2
30	41.9	45.2	44.9	44.0
35	38.6	39.8	44.0	40.8
40	23.1	20.5	22.4	22.0
45	1.9	14.2	2.2	2.1

0 1 . 8 Why did the rate of photosynthesis decrease from 35 °C to 45 °C?

[1 mark]



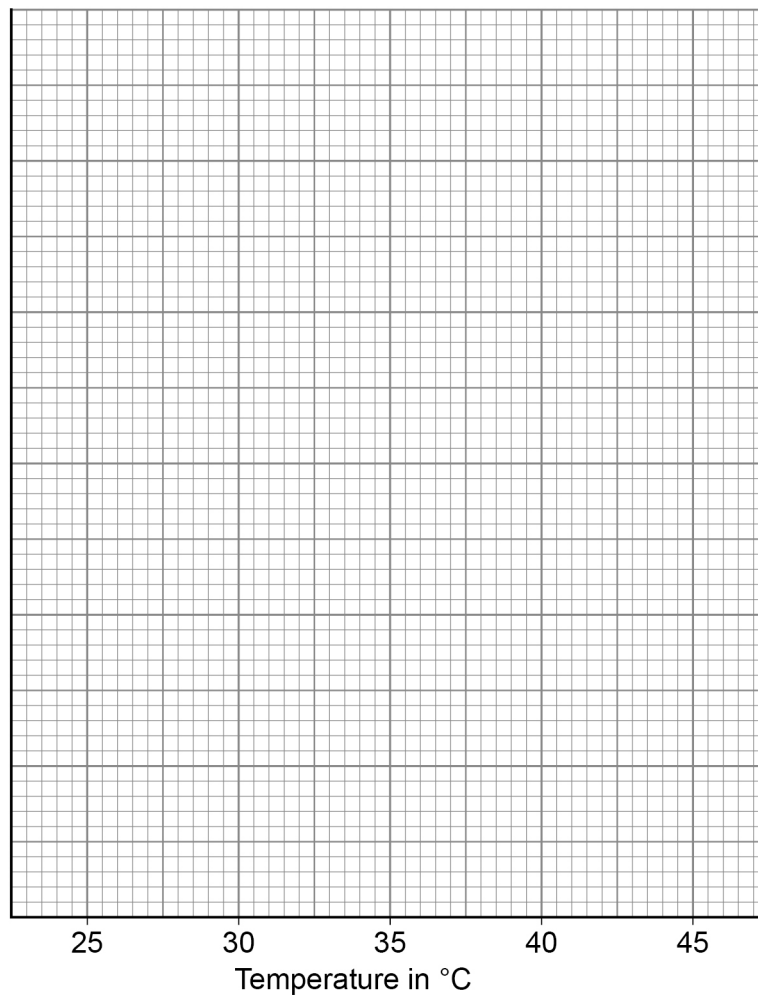
0 1 . 9 Complete **Figure 1** using data from **Table 1**.

You should:

- label the y-axis
- use a suitable scale for the y-axis
- plot the mean data from **Table 1** for temperatures from 25 °C to 45 °C
- draw a line of best fit.

[5 marks]

Figure 1



Turn over for the next question

Turn over ►



0	2
---	---

Diffusion is an important process in animals and plants.

0	2	.	1
---	---	---	---

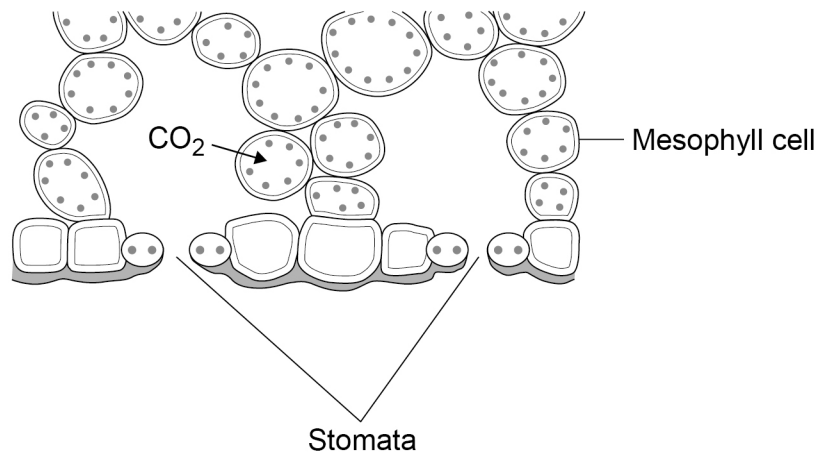
What is meant by the term diffusion?

[2 marks]



0 2 . 2 Figure 2 shows part of a leaf.

Figure 2



Molecules of carbon dioxide diffuse from the air into the mesophyll cells.

Which **two** changes will increase the rate at which carbon dioxide diffuses into the mesophyll cells?

[2 marks]

Tick (✓) **two** boxes.

Decreased number of chloroplasts in the cells

☐

Decreased surface area of cells in contact with the air

☐

Increased carbon dioxide concentration in the air

☐

Increased number of stomata that are open

☐

Increased oxygen concentration in the air

☐

Turn over ►



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The diagram illustrates the human respiratory system. On the left, the trachea (windpipe) is shown with its characteristic cartilaginous rings. It branches into the bronchi, which lead into the lungs. The lungs are depicted with a network of bronchioles and alveoli (small air sacs). A circular inset on the right provides a magnified view of the alveolar wall, showing a dense network of capillaries (small blood vessels) for gas exchange. A label 'Capillary' points to one of these vessels.

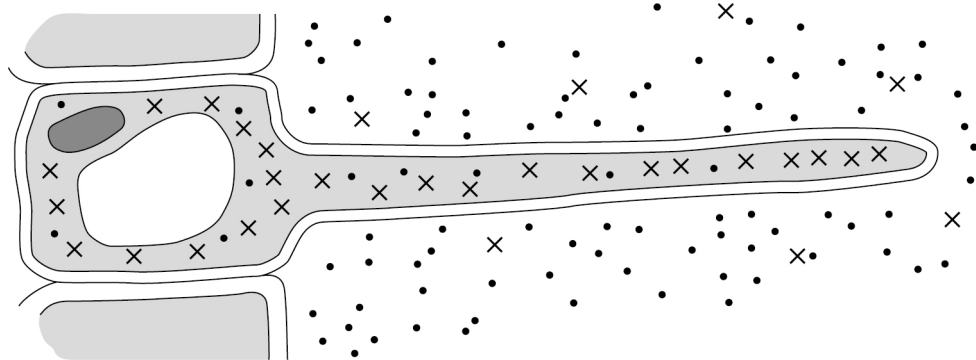
This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.



Figure 4 shows a root hair cell.

Do not write
outside the
box

Figure 4



Key

•• Water molecules

×× Nitrate ions

0 2 . 4

Name the process by which water molecules enter the root hair cell.

[1 mark]

0 2 . 5

Nitrate ions need a different method of transport into the root hair cell.

Explain how the nitrate ions in **Figure 4** are transported into the root hair cell.

Use information from **Figure 4** in your answer.

[3 marks]

Name of process _____

Explanation _____

14

Turn over ►

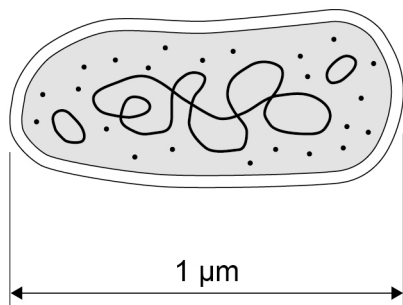


0 3

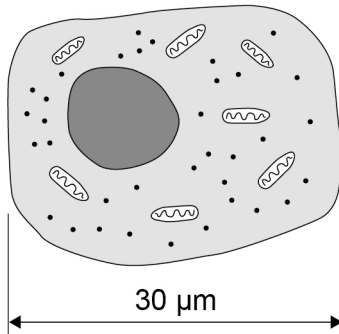
Figure 5 shows three types of cell.

Figure 5

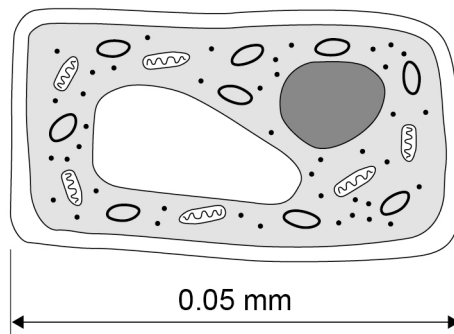
Bacterial cell



Liver cell



Mesophyll cell



0 3

1

Give **two** similarities between the prokaryotic cell and the eukaryotic cells in Figure 5.

[2 marks]

- 1 _____
- 2 _____

0 3

2

Give **three** differences between the prokaryotic cell and the eukaryotic cells in Figure 5.

[3 marks]

- 1 _____
- 2 _____
- 3 _____



0 3 . 3

Calculate the ratio of the size of the bacterial cell to the size of the mesophyll cell.

[2 marks]

Ratio = 1 : _____

0 3 . 4

Name the type of cell division that produces genetically identical body cells for growth and repair.

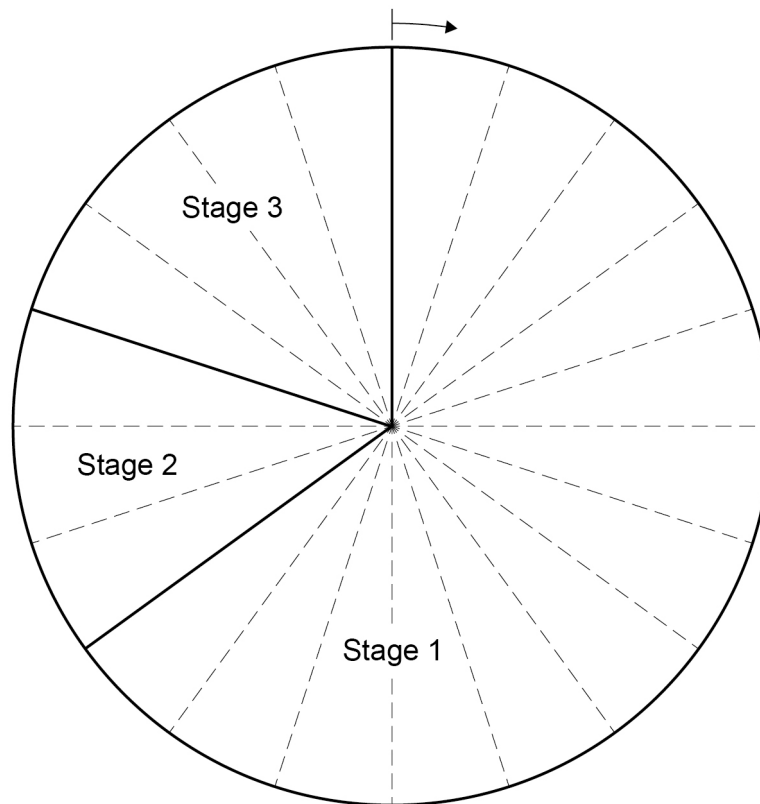
[1 mark]

Question 3 continues on the next page**Turn over ►**

Figure 6 shows a cell cycle.

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Figure 6



0 3 . 5

What percentage of the time for one cell cycle is represented by stage 2 and stage 3 together?

[1 mark]

Tick (✓) **one** box.

7% ☐

35% ☐

40% ☐

65% ☐



03.6

Describe what happens during each stage of the cell cycle.

[4 marks]

Stage 1 _____

Stage 2 _____

Stage 3 _____

13

Turn over for the next question**Turn over ►**

0 4 . 1

Lipases break down lipids.

Which **two** products are formed when lipids are broken down?**[2 marks]**Tick (✓) **two** boxes.

Amino acids

☐

Fatty acids

☐

Glucose

☐

Glycerol

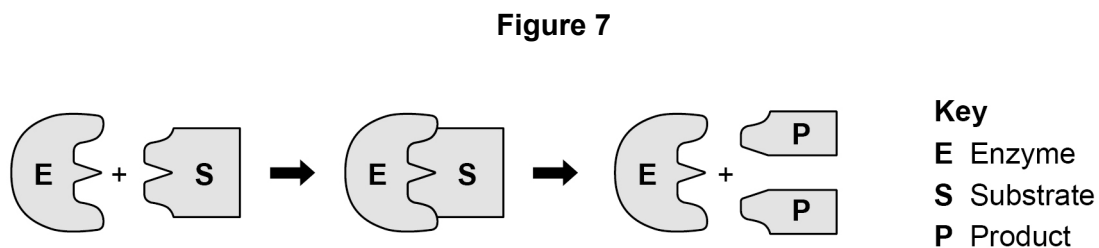
☐

Glycogen

☐

One model used to explain enzyme action is the 'lock and key theory'.

Figure 7 shows a model of the theory.



0 4 . 2 Explain the 'lock and key theory' of enzyme action.

Use information from **Figure 7** in your answer.

[3 marks]

0 4 . 3 There are many different types of lipase in the human body.

Why does each different type of lipase act on only **one** specific type of lipid molecule?

[1 mark]

Turn over ►



Students investigated the presence of starch and glucose in the leaves of geranium plants.

This is the method used.

1. Place two identical geranium plants on a bench near a sunny window for two days.
2. After two days:
 - leave one plant near the window for two more days.
 - place one plant in a cupboard with no light for two more days.
3. Remove one leaf from each plant.
4. Crush each leaf to extract the liquid from the cells.
5. Test the liquid from each leaf for glucose and for starch.

0 4 . 4

Describe how the students would find out if the liquid from the leaf contained glucose. **[3 marks]**

0 4 . 5

Describe how the students would find out if the liquid from the leaf contained starch. **[2 marks]**



Table 2 shows the students' results.

Table 2

Test	Leaf from plant kept in light for four days	Leaf from plant kept in light for two days and then no light for two days
Glucose	Strong positive	Weak positive
Starch	Positive	Negative

0 4 . 6

Explain why the leaf in the light for four days contained both glucose and starch.

[2 marks]

0 4 . 7

Explain why the leaf left in a cupboard with no light for two days did contain glucose but did **not** contain starch.

[3 marks]

0 4 . 8

Suggest **one** way the students could develop the investigation to find out more about glucose and starch production in plants.

[1 mark]



0 5

Many plants have evolved defence mechanisms.

Figure 8 shows part of a gorse plant and part of a deadly nightshade plant.

Figure 8



Gorse plant



Deadly nightshade plant

0 5

1

The gorse plant has evolved to have sharp thorns.

What type of defence response are thorns?

[1 mark]

0 5

2

How do thorns defend the gorse plant?

[1 mark]

0 5

3

The deadly nightshade plant has poisonous berries.

What type of defence response are poisonous berries?

[1 mark]



0 5 . 4

A scientist noticed that in one area the gorse plants had yellow leaves and had stunted growth.

One reason for yellow leaves and stunted growth is a deficiency of nitrate ions in the soil.

Explain **two** other possible reasons for the yellow leaves and stunted growth.

Do **not** refer to nitrate ions in your answer.

[5 marks]

Reason 1 _____

Explanation _____

Reason 2 _____

Explanation _____

Question 5 continues on the next page

Turn over ►



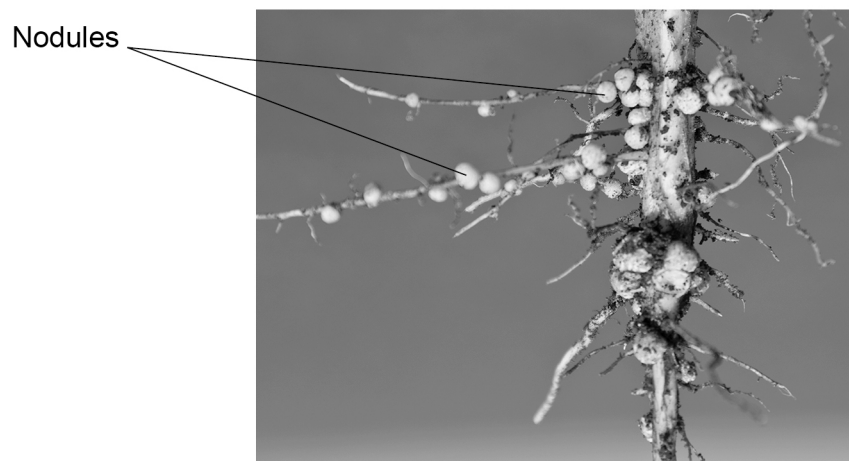
The gorse plant has nodules on its roots.

The nodules are part of the living root tissue.

Bacteria which convert nitrogen gas into soluble nitrate ions live in the nodule tissue.

Figure 9 shows the nodules on the roots.

Figure 9



0 5 . 5

Suggest how the nodules benefit the bacteria.

[2 marks]

0 5 . 6

Explain how the nodules benefit the gorse plant.

[2 marks]



0 5 . 7

For many years drugs have been extracted from plants.

Which plant material was chewed as a painkiller?

[1 mark]

Tick (✓) **one** box.

Blackcurrant berries

☐

Foxglove leaves

☐

Rose petals

☐

Willow bark

☐

Turn over for the next question

13

Turn over ►



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0 6

Data from 'The Million Women' survey in the UK was collected for over 15 years.

Scientists analysed the data to study the effect of consuming alcohol on liver disease.

The scientists:

- included 400 000 women who regularly consumed alcohol
- included 400 000 women who did **not** consume alcohol
- excluded women who already had a liver disease.

0 6 . 1

Age and gender were two factors controlled in this analysis.

Many other factors were also controlled.

Suggest **two** other factors which the scientists would have controlled.

[2 marks]

1 _____

2 _____

Question 6 continues on the next page

Turn over ►



The data was analysed for:

- women who drank alcohol with meals
- women who drank alcohol **not** with meals
- women who did **not** drink alcohol.

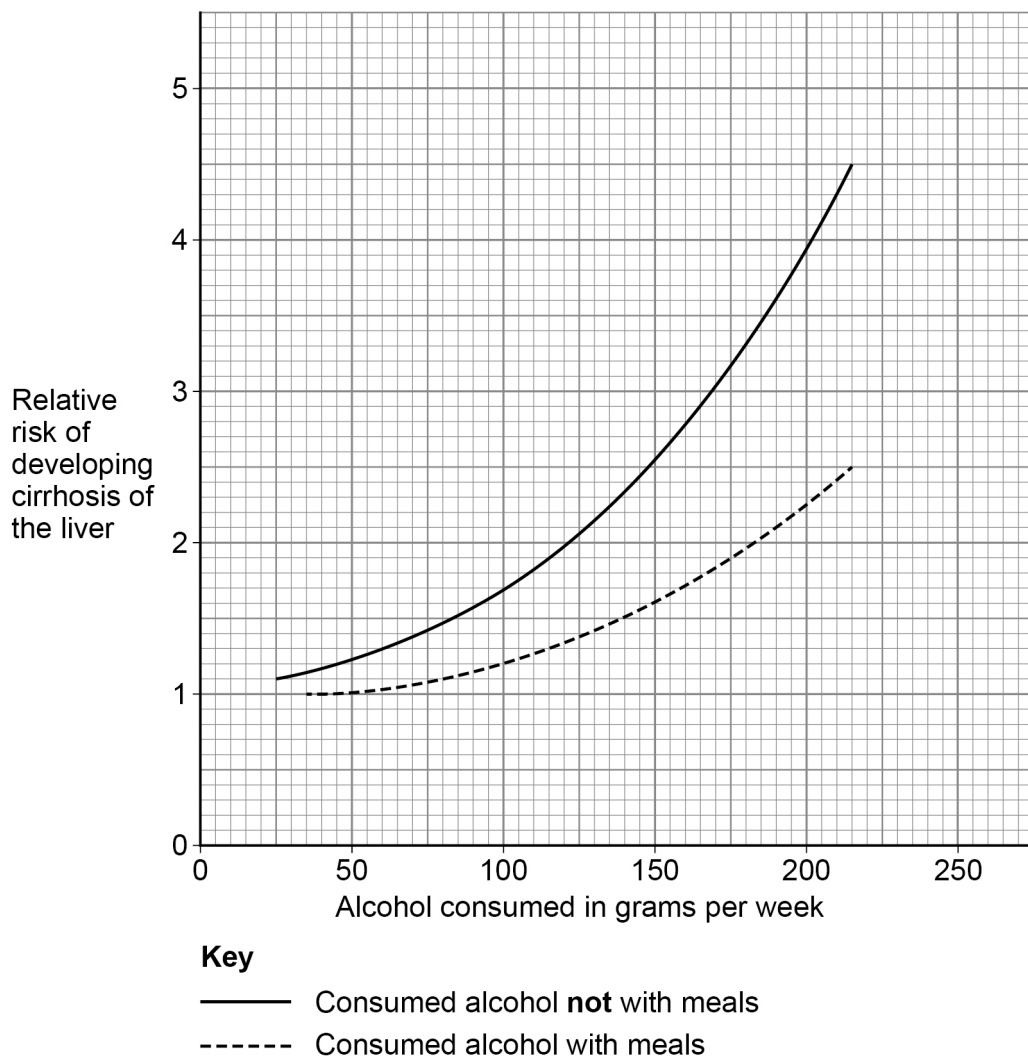
During the survey approximately 1500 women developed a liver disease called cirrhosis of the liver.

Scientists calculated the relative risk of developing cirrhosis of the liver for each group who consumed alcohol.

A relative risk of 1.0 means there was no statistical difference between the groups who did consume alcohol and the group who did **not** consume alcohol.

Figure 10 shows a summary of the results.

Figure 10



0 6 . 2

A woman drinks 150 g of alcohol per week **not** with meals.

The woman decides to change to drinking 150 g of alcohol per week with meals.

Calculate the percentage decrease in relative risk of developing cirrhosis of the liver for this woman.

[2 marks]

Percentage decrease = _____ %

0 6 . 3

One glass of wine contains 12 g of alcohol.

A different woman drinks two glasses of wine each day with her meals.

Calculate the relative risk of developing cirrhosis of the liver for this woman.

[2 marks]

Relative risk = _____

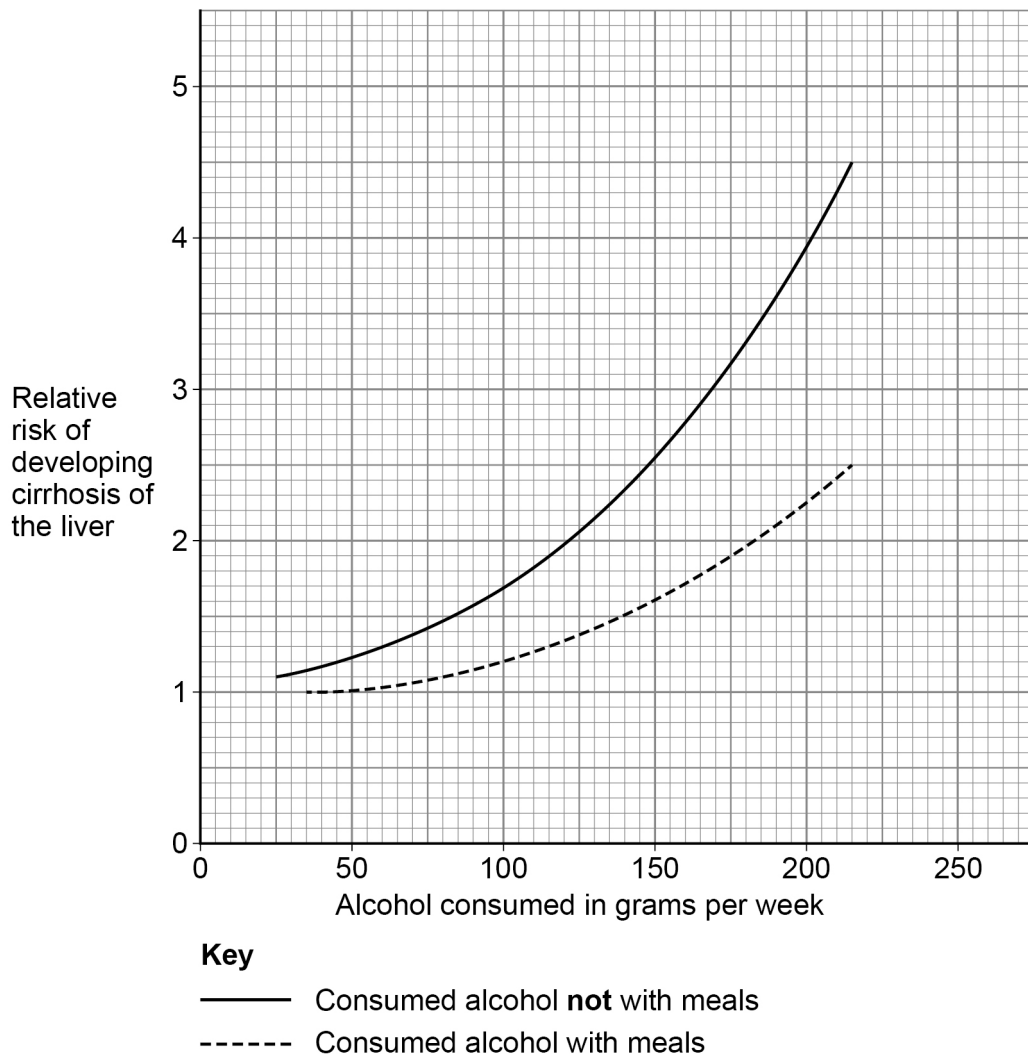
Question 6 continues on the next page

Turn over ►



Figure 10 is repeated below.

Figure 10



0 6 . 4

Consuming alcohol with meals instead of not with meals decreases the relative risk of developing cirrhosis of the liver.

Give **two** other conclusions about the relative risk of developing cirrhosis of the liver related to alcohol consumption.

Use data from **Figure 10** in your answer.

[2 marks]

1 _____

2 _____



0 6 . 5

Suggest **two** reasons why the data is considered to be valid.**[2 marks]**

1 _____

2 _____

0 6 . 6

Suggest **one** aspect of the survey which might reduce validity.**[1 mark]**

0 6 . 7

Cirrhosis of the liver leads to liver failure.

Describe the effects of liver failure on the human body.

[4 marks]

15

Turn over for the next question

Turn over ►



0	7
---	---

Monoclonal antibodies (mAbs) are usually made using mouse lymphocytes.

Candida albicans infection produces serious symptoms in patients with a poor immune system.

Recently scientists have produced mAbs to *Candida albicans* using human lymphocytes produced naturally after an infection.

0	7	.	1
---	---	---	---

Candida albicans lives in the throat of infected patients.

A sample is taken from the throat of a patient with a suspected *Candida albicans* infection.

The sample is transferred onto a microscope slide.

Describe how the mAbs and a fluorescent dye could be used to see any *Candida albicans* pathogens on the slide.

[3 marks]



In a laboratory the human lymphocyte mAbs were injected into animals infected with *Candida albicans*.

The mAbs caused increased phagocytosis of the *Candida albicans* pathogens.

Doctors intend to start a trial to give the mAbs to patients severely ill with *Candida albicans*.

0 7 . 2

Explain how increased phagocytosis of the *Candida albicans* pathogen will help the patient.

[2 marks]

Question 7 continues on the next page

Turn over ►



It has been shown that this mAbs treatment is effective in the laboratory using both:

- The mAbs treatment for *Candida albicans* is now ready for clinical trials on people.

Describe how the clinical trials should be carried out.

[6 marks]

[illegible]

07.4

Scientists have also used human lymphocytes to make mAbs to other pathogens and to some types of cancer cells.

Suggest **one** reason why these new mAbs have been more successful in treating diseases in humans than mAbs made using mice.

[1 mark]

12

END OF QUESTIONS



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[illegible]

[illegible]

[illegible]

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