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Centre number

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Candidate number

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Surname

Forename(s)

Candidate signature

GCSE COMBINED SCIENCE: TRILOGY

H

Higher Tier
Biology Paper 1H

Tuesday 15 May 2018

Afternoon

Time allowed: 1 hour 15 minutes

Materials

For this paper you must have:

- a ruler
- a scientific calculator.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions in the spaces provided.
- 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 70.
- 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 | |
| TOTAL | |



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IB/M/Jun18/E11

8464/B/1H

0 1

This question is about cell structures.

0 1 . 1

Draw **one** line from each cell structure to the type of cell where the structure is found.**[2 marks]****Cell Structure****Type of cell where the
structure is found**

Nucleus

Prokaryotic cells

Permanent vacuole

Plant cells only

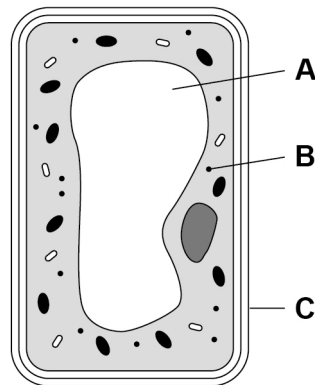
Plasmid

Eukaryotic cells



0 1 . 2 Figure 1 shows a plant cell.

Figure 1



What are the names of structures **A**, **B** and **C**?

[1 mark]

Tick **one** box.

| Structure A | Structure B | Structure C |
|-------------|---------------|---------------|
| Chloroplast | Vacuole | Cell wall |
| Nucleus | Chloroplast | Cell membrane |
| Vacuole | Mitochondrion | Cell membrane |
| Vacuole | Ribosome | Cell wall |

Question 1 continues on the next page

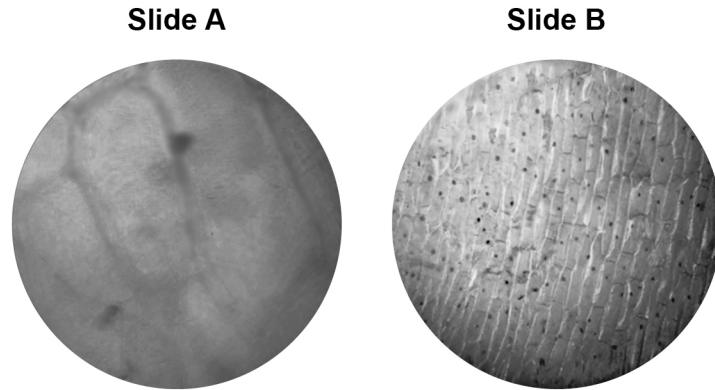
Turn over ►



A student observed slides of onion cells using a microscope.

Figure 2 shows two of the slides the student observed.

Figure 2



The cells on the slides are **not** clear to see.

0 1 . 3

Describe how the student should adjust the microscope to see the cells on **Slide A** more clearly.

[1 mark]

0 1 . 4

Describe how the student should adjust the microscope to see the cells on **Slide B** more clearly.

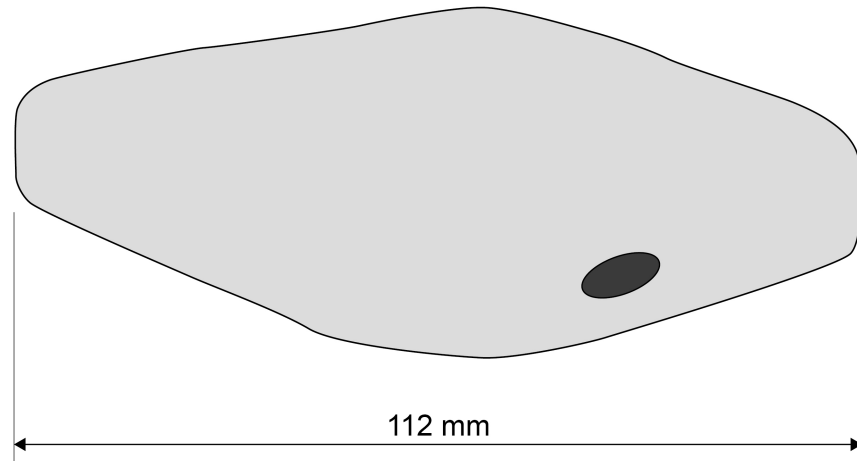
[2 marks]



0 1 . 5 The student made the necessary adjustments to get a clear image.

Figure 3 shows the student's drawing of one of the cells.

Figure 3



The real length of the cell was 280 micrometres (μm).

Calculate the magnification of the drawing.

[3 marks]

Magnification = \times _____

9

Turn over for the next question

Turn over ►



0 2

Coronary heart disease (CHD) is a non-communicable disease.

CHD is caused when fatty material builds up in the coronary arteries.

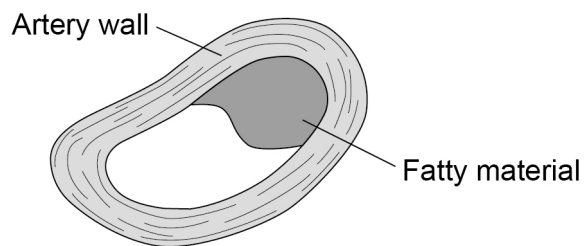
0 2 . 1

Explain what a non-communicable disease is.

[2 marks]

Figure 4 shows a coronary artery of someone with CHD.

Figure 4



0 2 . 2

Explain how CHD can cause a heart attack.

[3 marks]

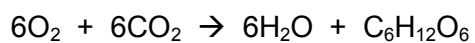
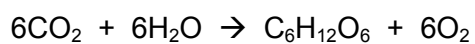
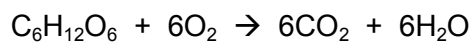


0 3

This question is about photosynthesis.

0 3 . 1

What is the correct balanced equation for photosynthesis?

[1 mark]Tick **one** box.**0 3 . 2**

What type of reaction is photosynthesis?

[1 mark]Tick **one** box.

Aerobic

Endothermic

Exothermic

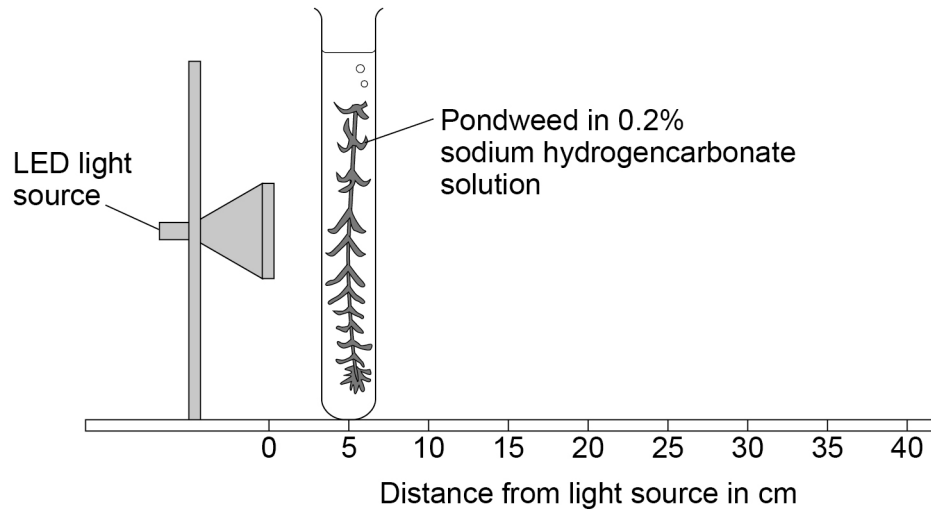
Oxidation



A student investigated the effect of light intensity on the rate of photosynthesis.

Figure 5 shows the apparatus used.

Figure 5



Sodium hydrogencarbonate solution releases carbon dioxide gas for the pondweed.

This is the method used.

1. Place the pondweed at 5 cm from the light source.
2. Measure the rate of photosynthesis by counting the number of bubbles produced in 1 minute.
3. Repeat with the pondweed at 10 cm and at 20 cm from the light source.

0 3 . 3

Counting the number of bubbles produced in 1 minute is **not** an accurate way to measure the rate of photosynthesis.

Suggest **two** ways the method could be improved to measure the rate of photosynthesis more accurately.

[2 marks]

- 1 _____

- 2 _____

Question 3 continues on the next page

Turn over ►



0 3 . 4 The LED light source does **not** get hot.

Explain why it is important that the pondweed remains at a constant temperature.

[2 marks]

0 3 . 5 Light intensity can be calculated using the inverse square law:

$$I \propto \frac{1}{d^2}$$

Where I is light intensity and d is the distance of the pondweed from the light source.

The student placed the pondweed at 5, 10 and 20 cm from the light source.

Explain how light intensity changes as the distance of the pondweed from the light source is doubled.

You **must** include calculations in your answer.

[3 marks]



0 3 . 6 The student's results are shown in **Table 1**

Table 1

| Distance of the pondweed from the light source in cm | Number of bubbles produced in 1 minute |
|--|--|
| 5 | 129 |
| 10 | 31 |
| 20 | 8 |

Predict how many bubbles of gas would be produced in 1 minute if the pondweed was placed 40 cm from the light source.

Give a reason for your prediction.

[2 marks]

0 3 . 7 Describe how the student could change the method to investigate the effect of carbon dioxide concentration on the rate of photosynthesis.

You should include:

- how to change the independent variable
- **two** control variables.

Use **Figure 5** on page 9 to help you answer this question.

[3 marks]



0 4

A student investigated the effect of different concentrations of sugar solution on pieces of carrot.

This is the method used.

1. Weigh five pieces of carrot.
2. Place each piece into a different tube.
3. Into each tube add 20 cm³ of water or one of the sugar solutions as shown in **Figure 6**
4. Leave the apparatus for 2 hours.
5. Remove the carrot and dry each piece on paper towel.
6. Reweigh each piece.
7. Calculate the percentage (%) change in mass of each piece.

Figure 6 shows how the investigation was set up.

Figure 6

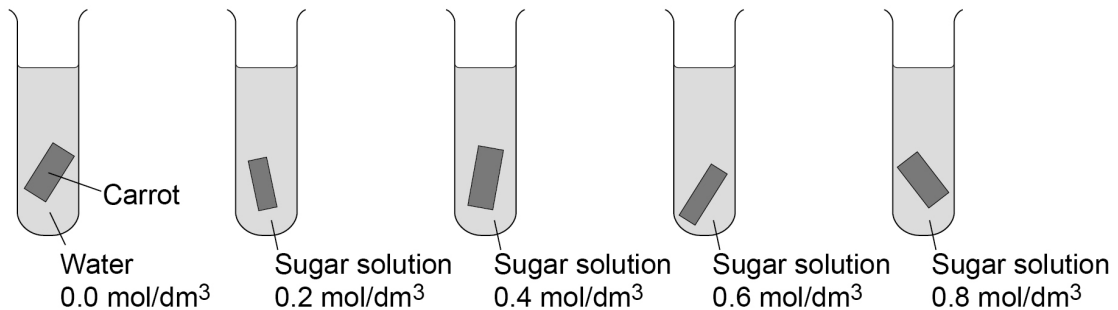


Table 2 shows the results.

Table 2

| Concentration of sugar solution in mol/dm ³ | Percentage (%) change in mass |
|--|-------------------------------|
| 0.0 | +24 |
| 0.2 | +12 |
| 0.4 | +1 |
| 0.6 | -8 |
| 0.8 | -15 |

0 4 . 1

Suggest why the student calculated the percentage (%) change in mass of each piece of carrot.

[1 mark]

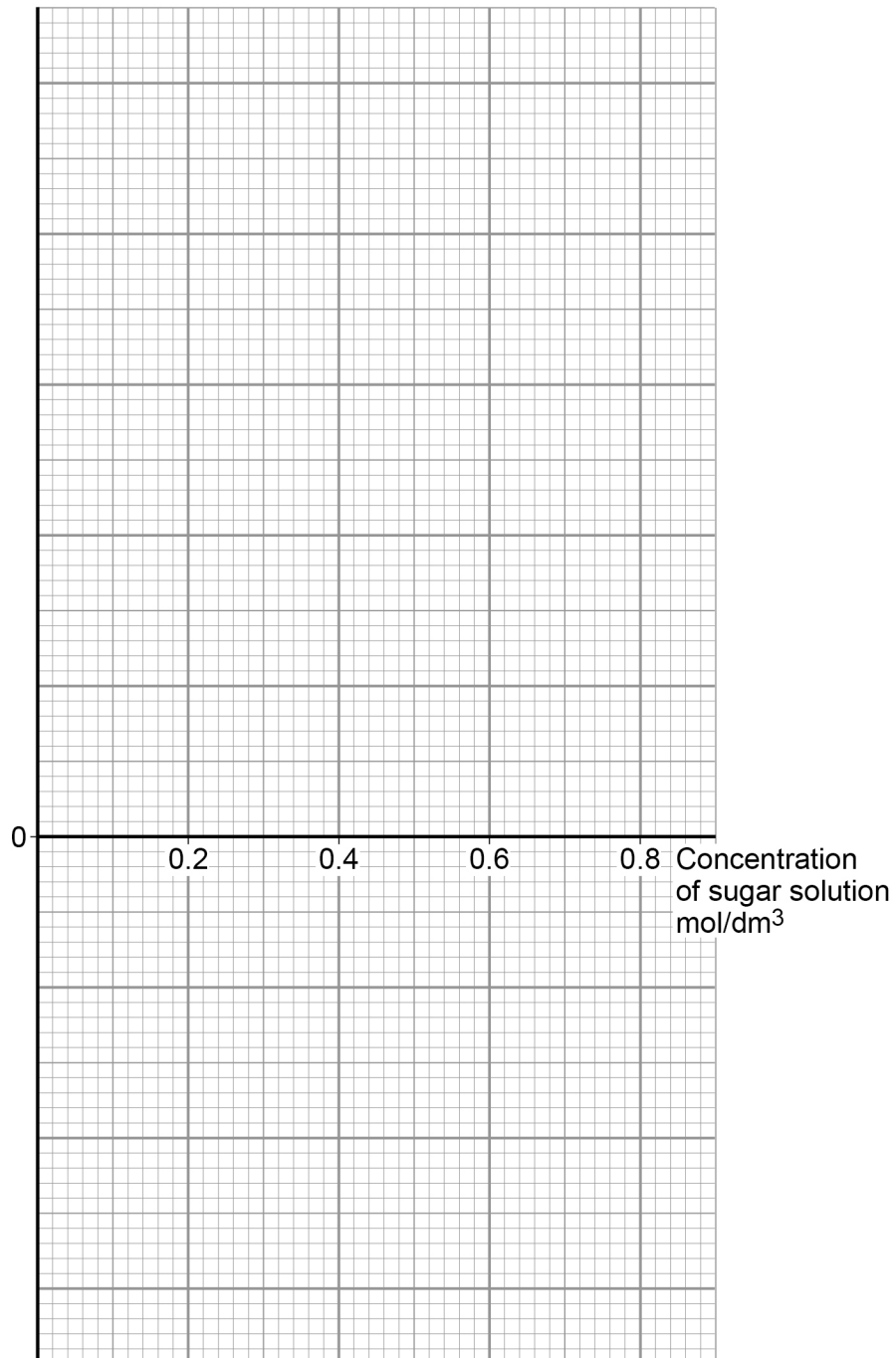


0 4 . 2 Complete **Figure 7** using the results in **Table 2**

- Choose a suitable scale and label for the y-axis.
- Plot the results.
- Draw a line of best fit.

[4 marks]

Figure 7



Question 4 continues on the next page

Turn over ►



0 4 . 3 Estimate the concentration of sugar solution inside the carrot cells.

Use your completed graph on **Figure 7**

[1 mark]

Concentration = _____ mol/dm³

0 4 . 4 Explain why the mass of the carrot in the 0.6 mol/dm³ sugar solution changed.

[4 marks]

0 4 . 5 The student repeated the investigation using boiled pieces of carrot.

The pieces of carrot did **not** change in mass.

Suggest why.

[1 mark]



0 5

Measles is a serious disease. A person can die from measles.

Table 3 shows the number of medically confirmed cases of measles in England and Wales between 2012 and 2015

Table 3

| Year | Number of medically confirmed cases of measles |
|------|--|
| 2012 | 2030 |
| 2013 | 1843 |
| 2014 | 121 |
| 2015 | 91 |

0 5 . 1

Suggest **one** reason why the actual number of cases of measles in England and Wales might be higher than is shown in **Table 3**

[1 mark]

0 5 . 2

Calculate the percentage decrease in the number of medically confirmed cases of measles between 2012 and 2015

[2 marks]

Percentage decrease = _____ %

Question 5 continues on the next page

Turn over ►

0 5 . 3

One reason for the decrease in the number of cases of measles is that more children were vaccinated against the disease.

Vaccinating a large proportion of the population reduces the spread of the measles virus.

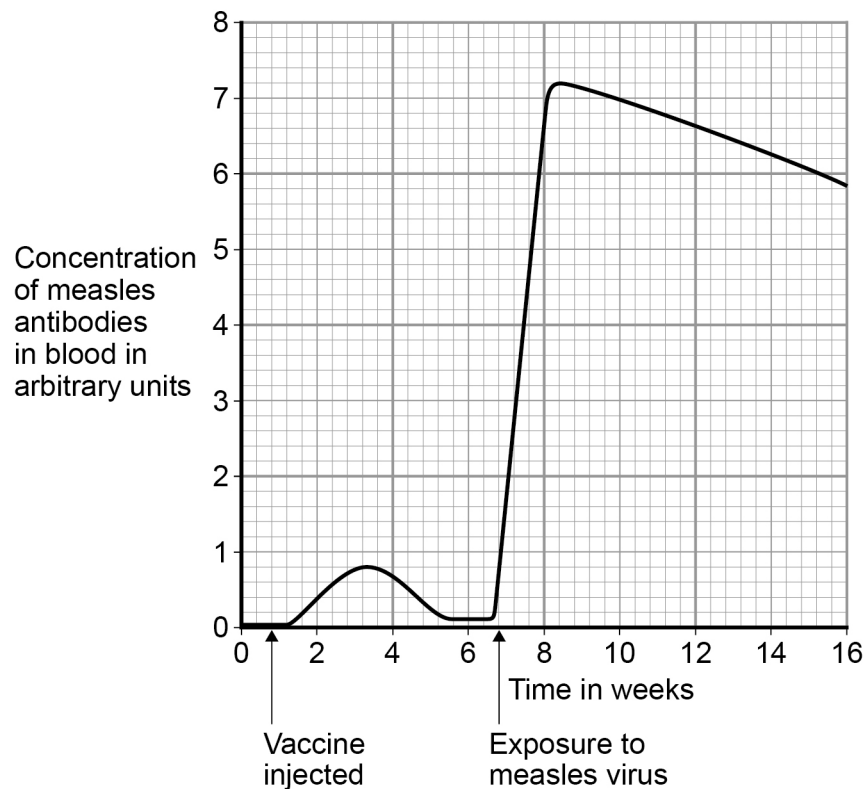
Explain why.

[2 marks]

0 5 . 4

Figure 8 shows the concentration of measles antibodies in the blood of a boy.

Figure 8



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0 6

This question is about stem cells.

0 6 . 1Give **one** place in a plant where stem cells are found.**[1 mark]**

0 6 . 2What is **one** economic use of plant stem cells?**[1 mark]**Tick **one** box.

To create genetically modified crops

To create new species of plants

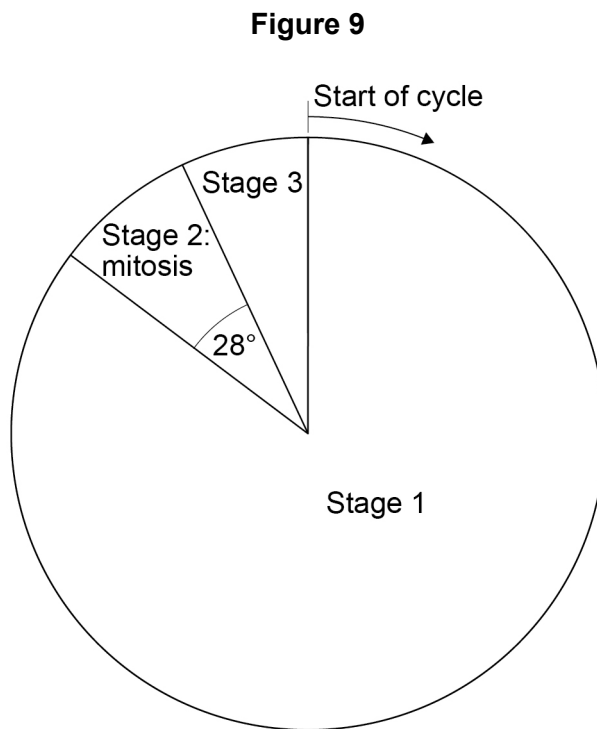
To increase variation in plants

To produce large numbers of identical plants

Question 6 continues on the next page**Turn over ►**

Embryonic stem cells divide by mitosis.

Figure 9 represents a cell cycle for a human embryonic stem cell.



0 6 . 3 The mass of DNA in the cell at the start of the cycle is 6 picograms.

A picogram is 10^{-3} nanograms.

Convert 6 picograms to grams.

Give your answer in standard form.

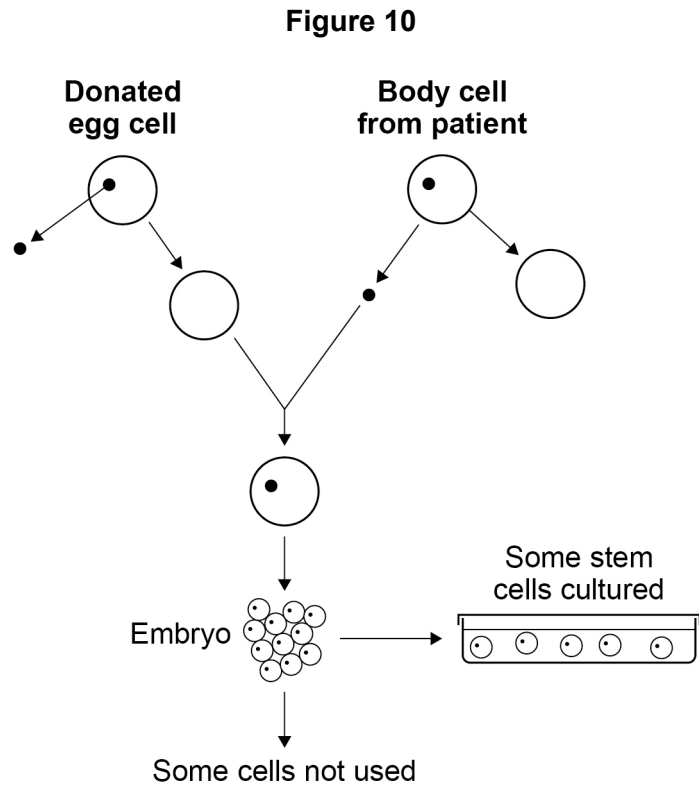
[1 mark]

Mass = _____ g



0 6 . 6

Figure 10 shows how embryonic stem cells are produced in therapeutic cloning for use in patients.



Give **two** advantages and **two** disadvantages of therapeutic cloning in medical treatments.

Use **Figure 10** to help you.

[4 marks]

Advantage 1 _____

Advantage 2 _____

Disadvantage 1 _____

Disadvantage 2 _____

END OF QUESTIONS

14



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