

Paper Reference(s)1SC0/2BH

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Combined Science

Paper 4: Biology 2

Higher Tier

Friday 7 June 2019 – Afternoon

Time: 1 hour 10 minutes plus your additional time allowance

INSTRUCTIONS TO CANDIDATES

Write your centre number, candidate number, surname, other names and your signature in the boxes below. Check that you have the correct question paper.

Centre No.					
Candidate No.					
Surname					
Other names					
Signature					
Paper Reference	1	S	C	0	/ 2 B H

- **Use BLACK ink or ball-point pen.**
- **Answer ALL questions.**
- **Answer the questions in the spaces provided – there may be more space than you need.**
- **Calculators may be used.**
- **Any diagrams may NOT be accurately drawn, unless otherwise indicated.**
- **You must show all your working out with your answer clearly identified at the end of your solution.**

**MATERIALS REQUIRED FOR EXAMINATION**  
**Calculator, ruler**

**ITEMS INCLUDED WITH QUESTION PAPERS**  
**Nil**

**INFORMATION FOR CANDIDATES**

- **The total mark for this paper is 60.**
- **The marks for EACH question are shown in brackets – use this as a guide as to how much time to spend on each question.**

**(Instructions continue on next page)**

**(Turn over)**

- In questions marked with an **ASTERISK (\*)**, marks will be awarded for your ability to structure your answer logically showing how the points that you make are related or follow on from each other where appropriate.

### **ADVICE TO CANDIDATES**

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

**(Turn over)**

**Answer ALL questions. Write your answers in the spaces provided.**

**Some questions must be answered with a cross in a box ☐. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☐.**

- 1 (a) A student was investigating the populations of organisms in a garden.**

**On page 5 Figure 1 shows the estimates of the number and biomass of some of the organisms in the garden.**

**(Question continues on next page)**

**(Turn over)**

organism	number	mean biomass of each organism in grams	biomass of population in grams
cabbages (plants)	80	70	5600
earthworms	620	3·4	?
slugs	30	4·1	123
hedgehogs	1	620	620
squirrels	2	600	1200

Figure 1

(Question continues on next page)

- (i) Calculate the biomass of the population of earthworms in the garden. (1 mark)**

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**(Question continues on next page)**

**(Turn over)**

**(ii) Hedgehogs eat slugs and earthworms.**

**Slug pellets were used to kill the slugs.**

**Explain how killing the slugs would affect the population of earthworms in this garden. (2 marks)**

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**(Question continues on next page)**

**(Turn over)**

**(iii) Describe a method that could be used to estimate the population of slugs in the garden. (3 marks)**

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**(Turn over)**



**(b) Explain how cabbages, earthworms and squirrels contribute to the carbon cycle. (3 marks)**

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**(TOTAL FOR QUESTION 1 = 9 MARKS)**

**(Questions continue on next page)**

**(Turn over)**

- 2 (a) A student investigated respiration in three different organisms.**

**Red hydrogencarbonate indicator was placed in each of three test tubes.**

**Gauze was placed in each test tube to hold the organisms.**

**In test tube 1 the student placed four germinating peas.**

**In test tube 2 the student placed four dried peas.**

**In test tube 3 the student placed four mealworms.**

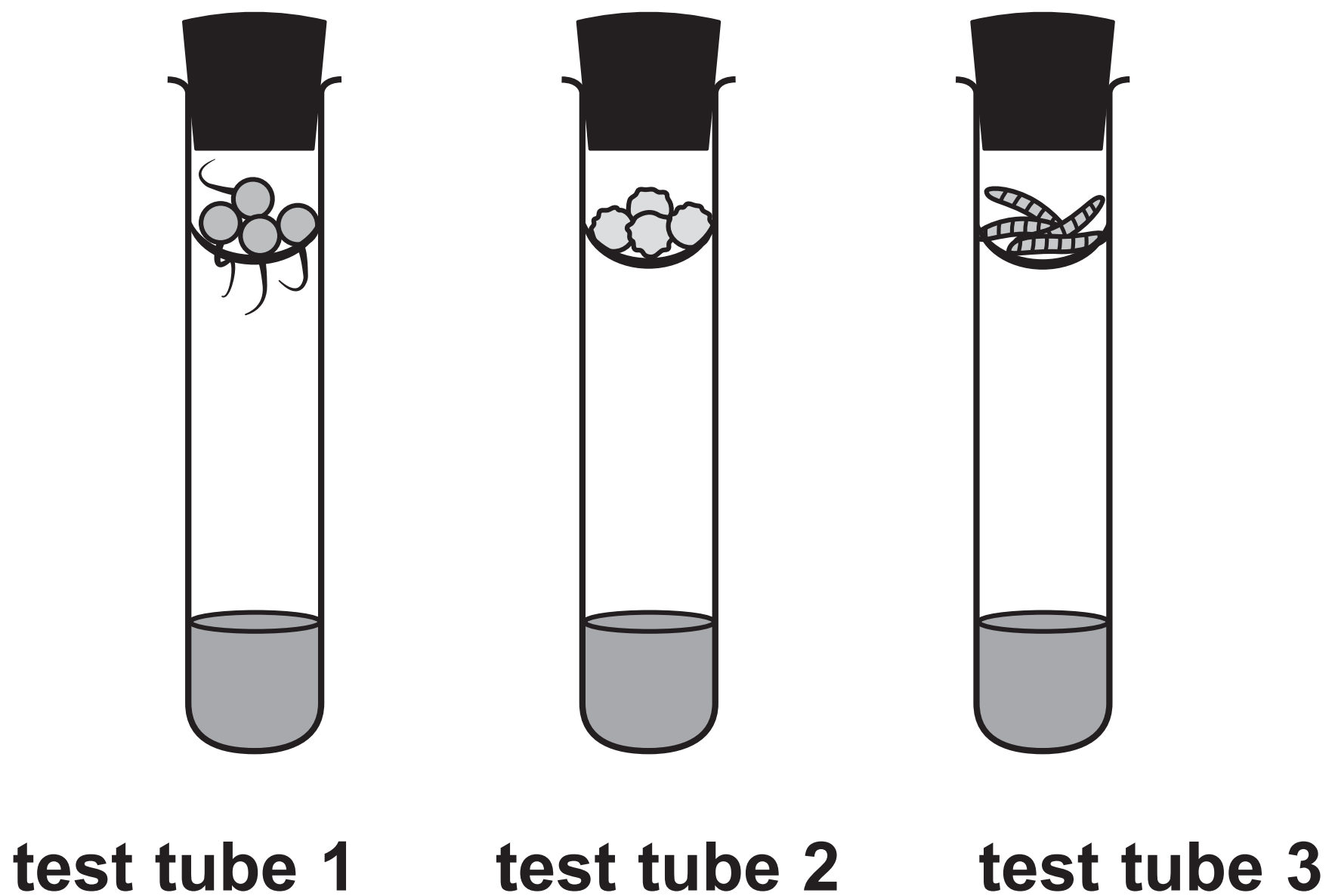
**Bungs were added to each of the test tubes.**

**The three test tubes were left for one hour.**

**The equipment used is shown in Figure 2.**

**(Question continues on next page)**

**(Turn over)**



**Figure 2**

- (i) State TWO ways this method could be improved to make the results for these three organisms more comparable. (2 marks)**

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\_\_\_\_\_

**(Continue your answer on next page)**  
**(Turn over)**

2 \_\_\_\_\_  
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**(ii) Describe a suitable control for this investigation. (2 marks)**

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**(Question continues on next page)**

**(Turn over)**

**(b) Hydrogencarbonate indicator changes from red to yellow when more carbon dioxide is present.**

**The results for this investigation are shown in Figure 3.**

<b>organisms</b>	<b>colour of hydrogencarbonate indicator</b>
<b>germinating peas</b>	<b>yellow</b>
<b>dried peas</b>	<b>red</b>
<b>mealworms</b>	<b>yellow</b>

**Figure 3**

**(Question continues on next page)**

**(Turn over)**

- (i) Explain why the result for the germinating peas is different from the result for the dried peas. (2 marks)**

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**(Question continues on next page)**

**(Turn over)**

**(ii) How was the carbon dioxide produced in this investigation?  
(1 mark)**

- ☐ **A by photosynthesis**
- ☐ **B when glucose is broken down in the presence of oxygen**
- ☐ **C when glucose is broken down in the absence of oxygen**
- ☐ **D by the reaction between oxygen and water**

**(Question continues on next page)**

**(Turn over)**

**(c) Explain why cellular respiration is essential for living organisms. (2 marks)**

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**(TOTAL FOR QUESTION 2 = 9 MARKS)**

**(Questions continue on next page)**

**(Turn over)**



- 3 (a) (i) Water enters a plant through root hair cells.**

**Root hair cells have (1 mark)**

- ☐ **A a small surface area and thin cell walls**
- ☐ **B a small surface area and thick cell walls**
- ☐ **C a large surface area and thin cell walls**
- ☐ **D a large surface area and thick cell walls**

**(Question continues on next page)**

**(Turn over)**

- (ii) Explain how water in the root is transported to the leaves of the plant. (2 marks)**

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**(Question continues on next page)**

**(Turn over)**

**(b) How is sucrose transported from the leaves to other parts of the plant?  
(1 mark)**

- ☐ **A by osmosis through the phloem**
- ☐ **B by osmosis through the xylem**
- ☐ **C by translocation through the phloem**
- ☐ **D by translocation through the xylem**

**(c) On page 20 Figure 4 shows the average size of stomata in a leaf during one day.**

**(Question continues on next page)**

**(Turn over)**

average size of  
stomata in mm

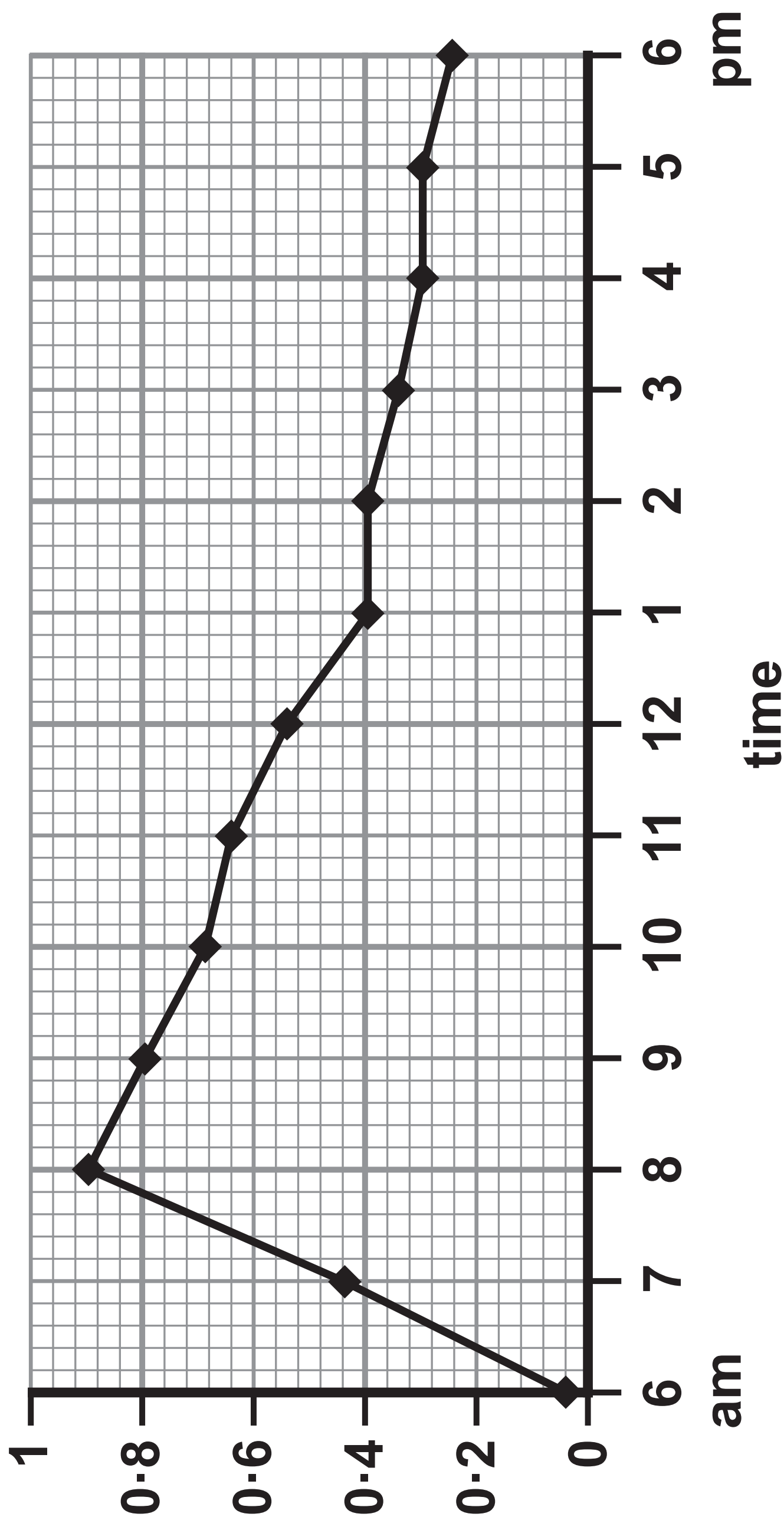


Figure 4

(Question continues on next page)

(Turn over)

**(i) Name the cells that change the size of stomata. (1 mark)**

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**(ii) Describe the trend shown in Figure 4. (2 marks)**

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**(Question continues on next page)**

**(Turn over)**

**(iii) The temperature increased from 8 am to 1 pm.**

**Explain why this affected the size of the stomata. (2 marks)**

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**(TOTAL FOR QUESTION 3 = 9 MARKS)**

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**(Questions continue on next page)**

**(Turn over)**

- 4 (a) (i) Women with the condition known as polycystic ovary syndrome (PCOS) do not ovulate regularly.**

**Women with PCOS can be treated using clomifene therapy.**

**Clomifene therapy stimulates the production of FSH.**

**Name the endocrine gland that produces FSH. (1 mark)**

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**(Question continues on next page)**

**(Turn over)**

- (ii) During this therapy, a woman takes a clomifene tablet each day for the first five days of her menstrual cycle.

**Describe the changes that would happen inside the ovaries during the first five days of this treatment. (2 marks)**

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**(Question continues on next page)**

**(Turn over)**



**(iii) Which hormone causes ovulation? (1 mark)**

☐ **A     LH**

☐ **B     FSH**

☐ **C     testosterone**

☐ **D     progesterone**

**(Question continues on next page)**

- (iv) During clomifene therapy, the woman has a blood test on day 20 of the menstrual cycle.

The blood test shows a high level of progesterone.

Explain the cause of this high level of progesterone on day 20 of the menstrual cycle. (2 marks)

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(Question continues on next page)

(Turn over)

**(b) Hormones are also used as a method of contraception.**

**Explain why taking high levels of oestrogen and progesterone in the combined contraceptive pill reduces the chance of pregnancy. (2 marks)**

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**(Question continues on next page)**

**(Turn over)**

**(c) The female population of Britain is 32·6 million.**

**The percentage of this population taking the combined contraceptive pill is 13·2%.**

**The combined pill is 98·8% effective.**

**Calculate the maximum number of females taking the combined contraceptive pill who could become pregnant. (3 marks)**

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**(TOTAL FOR QUESTION 4 = 11 MARKS)**

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**(Questions continue on next page)**

**(Turn over)**

- 5 (a) On page 30 Figure 5 shows the stroke volume at different heart rates of a person who has trained for a marathon and of a person who has not trained for a marathon.**

**(Question continues on next page)**

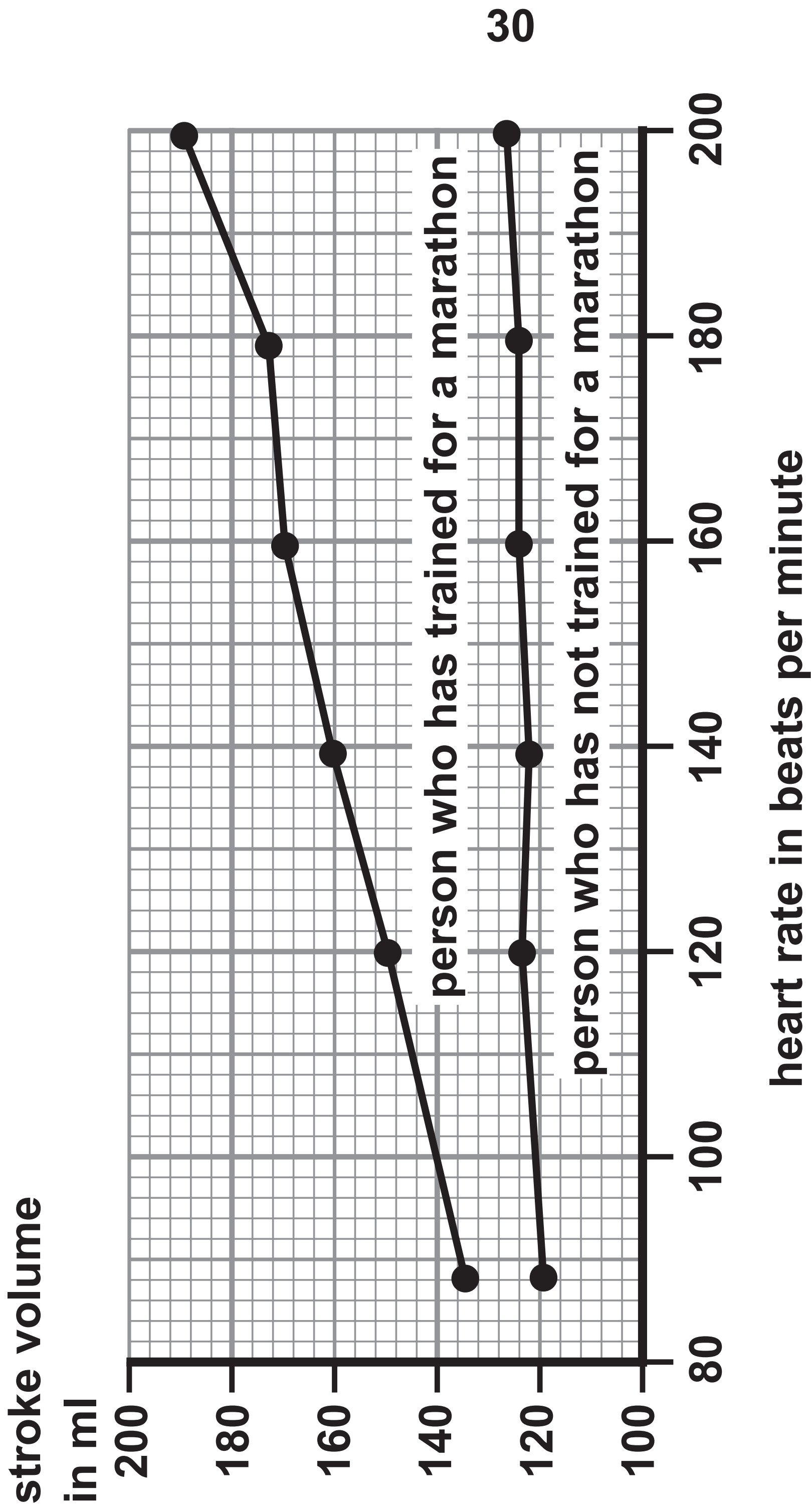


Figure 5

(Question continues on next page)

(Turn over)

- (i) Compare the effect of heart rate on stroke volume of the person who has trained for a marathon with the person who has not trained for a marathon. (2 marks)

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(Question continues on next page)

(Turn over)

- (ii) Calculate the cardiac output for the person who has trained for a marathon when the heart rate is 160 beats per minute.**

**Give the units in your answer.  
(3 marks)**

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**(Question continues on next page)**

**(Turn over)**



**\*(b) Blood from the body enters the heart through the vena cava.**

**Describe how this blood flows through the heart and lungs to leave the heart through the aorta.**

**Include references to the chambers of the heart and the relevant valves in your answer. (6 marks)**

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**(Continue your answer on next page)**  
**(Turn over)**

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**(Continue your answer on next page)**

**(Turn over)**

35

[illegible]

**(TOTAL FOR QUESTION 5 = 11 MARKS)**

**(Questions continue on next page)**

**(Turn over)**

- 6 (a) Figure 6 shows the global movement of carbon into or out of the atmosphere.

process	movement of carbon into or out of the atmosphere in gigatonnes per year
photosynthesis	120·1
respiration	119·6
ocean uptake	92·8
ocean loss	90·0
combustion of fossil fuels	6·4

Figure 6

(Question continues on next page)

(Turn over)

**Calculate the net mass of carbon  
added to the atmosphere each year.  
(2 marks)**

\_\_\_\_\_ **gigatonnes**

**(Question continues on next page)**

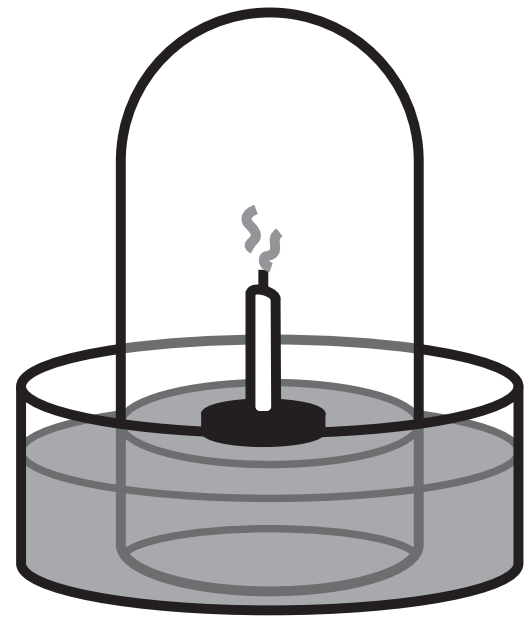
**(Turn over)**

**(b) Joseph Priestley was a scientist who investigated how green plants and combustion affected the carbon cycle.**

**Figure 7 shows his first experiment.**



**candle sealed  
in a bell jar**



**candle after  
3 minutes**

**Figure 7**

**(Question continues on next page)**

**(Turn over)**

- (i) State why the candle was not burning after three minutes.  
(1 mark)

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(Question continues on next page)

- (ii) **Joseph Priestley continued the investigation but placed a plant inside the bell jar as shown in Figure 8.**



**Figure 8**

**He observed that the candle stayed alight for two minutes more than the candle in the bell jar in the first experiment.**

**(Question continues on next page)**

**(Turn over)**



**Explain his observation.  
(2 marks)**

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**(Question continues on next page)**

**(iii) State TWO variables that would need to be controlled to compare these two experiments. (2 marks)**

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**2** \_\_\_\_\_  
\_\_\_\_\_  
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**(Question continues on next page)**

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**(c) Nitrogen is cycled through the environment.**

**Describe the roles of bacteria in the nitrogen cycle. (4 marks)**

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**(Continue your answer on next page)**

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**(TOTAL FOR QUESTION 6 = 11 MARKS)**

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**TOTAL FOR PAPER = 60 MARKS**  
**END**