

**Paper Reference(s)      1BI0/2H**

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

**Biology**

**Paper 2**

**Higher Tier**

**Monday 11 June 2018 – Morning**

**Time: 1 hour 45 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.**

<b>Centre No.</b>					
<b>Candidate No.</b>					
<b>Surname</b>					
<b>Other names</b>					
<b>Signature</b>					
<b>Paper Reference</b>	<b>1</b>	<b>B</b>	<b>I</b>	<b>0</b>	<b>/ 2 H</b>



- 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 100.
- 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.

**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 ☐.**

**(Questions begin on next page)**

**(Turn over)**

- 1 Blood is filtered in the kidney to remove unwanted substances.

Figure 1 shows part of a nephron.

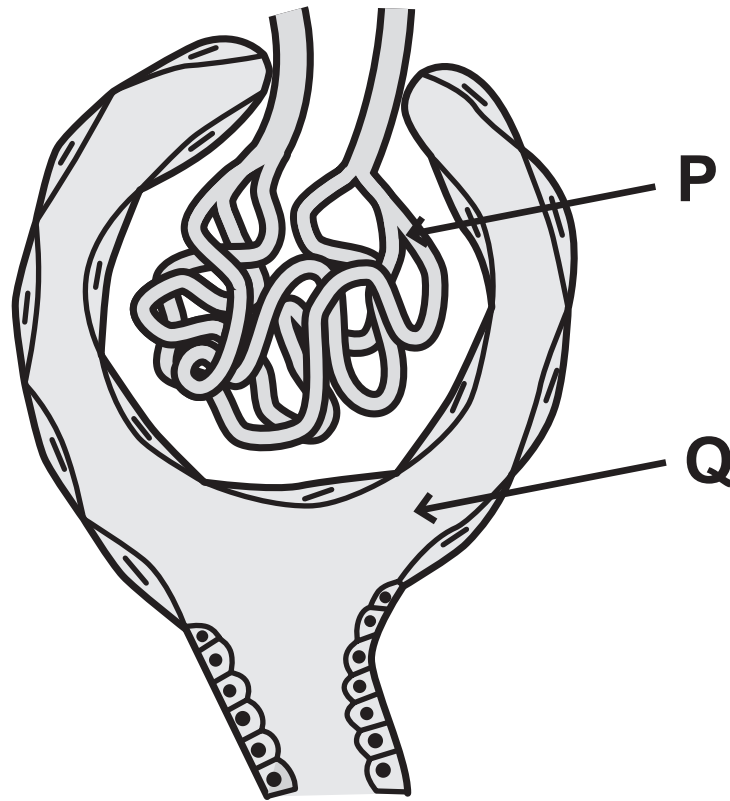


Figure 1

- (a) Name the structures labelled P and Q.  
(2 marks)

P \_\_\_\_\_

Q \_\_\_\_\_

(Question continues on next page)

(Turn over)

**(b) Figure 2 shows information about some of the components in the blood and in the filtrate in this part of the nephron.**

<b>component</b>	<b>concentration in the blood</b>	<b>concentration in the filtrate in the nephron</b>
<b>glucose</b>	<b>1·0mg per cm<sup>3</sup></b>	<b>1·0mg per cm<sup>3</sup></b>
<b>protein</b>	<b>47·0g per dm<sup>3</sup></b>	<b>0·0g per dm<sup>3</sup></b>
<b>red blood cells</b>	<b>4·5 × 10<sup>6</sup> per cm<sup>3</sup></b>	<b>0·0 per cm<sup>3</sup></b>
<b>white blood cells</b>	<b>8·0 × 10<sup>3</sup> per cm<sup>3</sup></b>	<b>0·0 per cm<sup>3</sup></b>

**Figure 2**

**(Question continues on next page)**

**(Turn over)**

- (i) Calculate the difference in the number of red blood cells and the number of white blood cells in  $1 \text{ cm}^3$  blood.

Give your answer in standard form. (2 marks)

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(Question continues on next page)

(Turn over)

- (ii) Explain why there are differences in the concentrations of some components in the blood and some components in this part of the nephron. (2 marks)**

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- (c) State the name of the hormone that regulates the water content of the blood. (1 mark)**

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**(TOTAL FOR QUESTION 1 = 7 MARKS)**

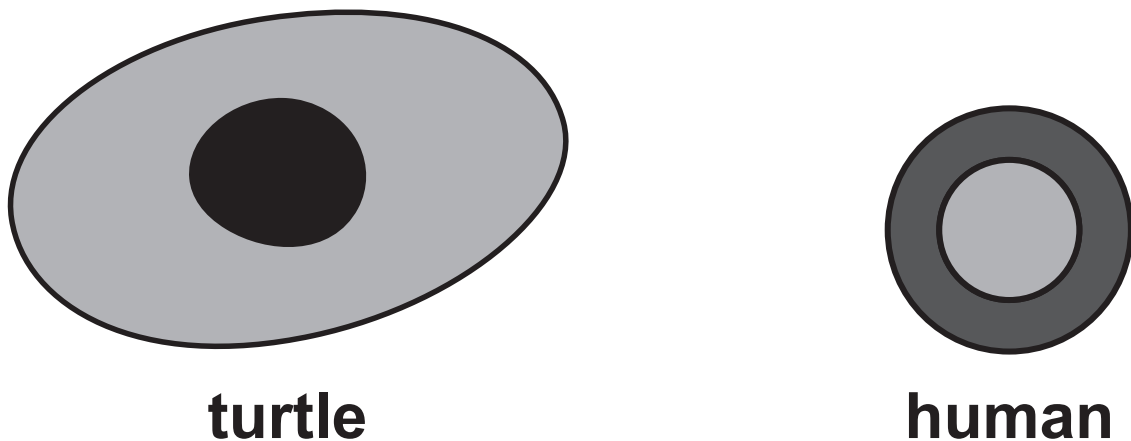
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**(Questions continue on next page)**

**(Turn over)**



- 2 (a) Figure 3 shows a diagram of a red blood cell from a turtle and a diagram of a red blood cell from a human.



**Figure 3**

- (i) These cells are animal cells.

**Animal cells do not have  
(1 mark)**

- ☐ A cytoplasm
- ☐ B a cell membrane
- ☐ C a cell wall
- ☐ D mitochondria

**(Question continues on next page)**

**(Turn over)**

- (ii) The actual length of the red blood cell from a turtle is  $20.5\mu\text{m}$ .

Calculate the length of the magnified image of the red blood cell of the turtle when magnified  $400\times$ . (2 marks)

\_\_\_\_\_  $\mu\text{m}$

(Question continues on next page)

(Turn over)

- (iii) The width of the human red blood cell, when magnified  $400\times$ , is  $3.08\text{ mm}$ .

Calculate the actual width of the cell and show your answer in standard form. (2 marks)

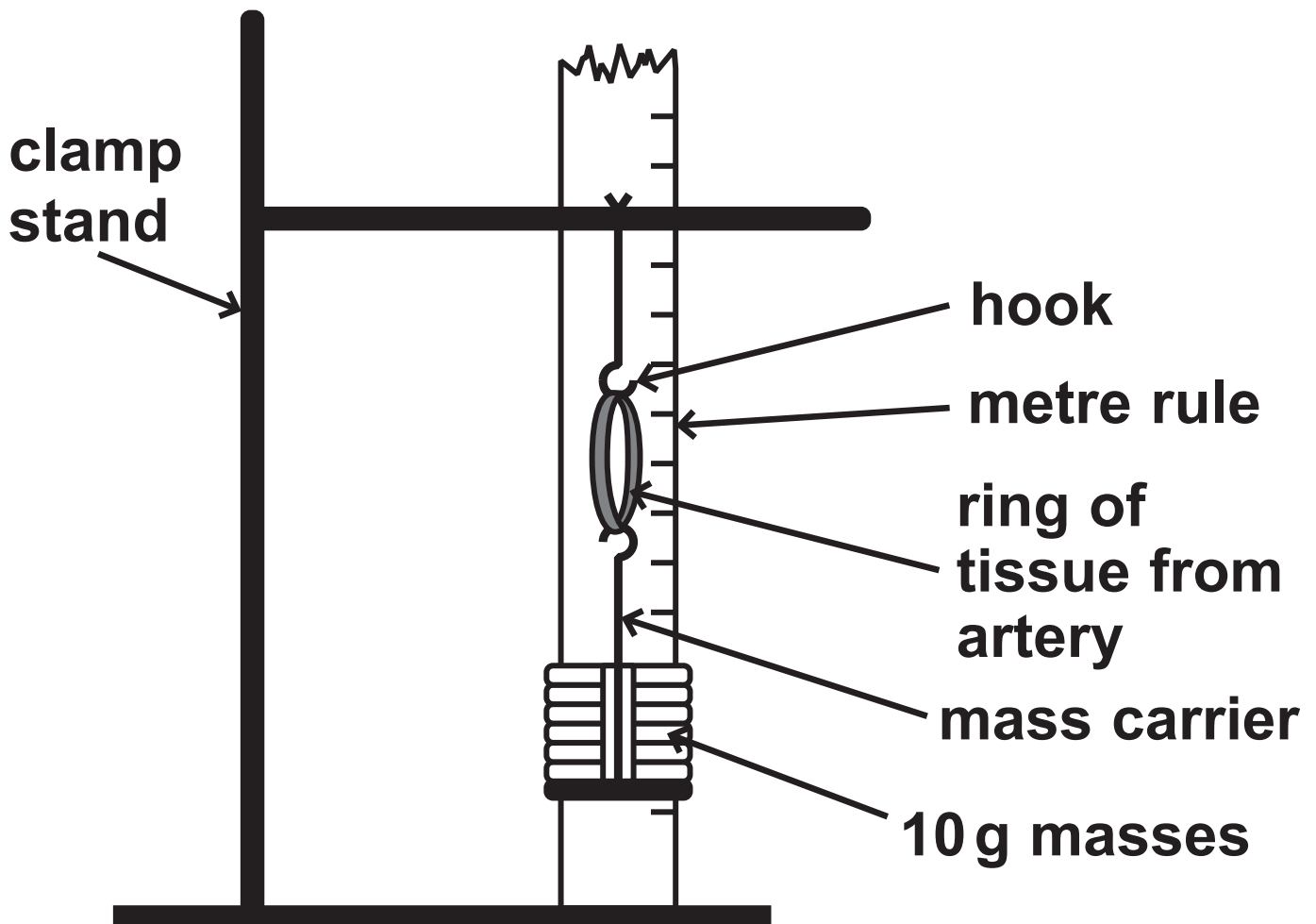
\_\_\_\_\_ mm

(Question continues on next page)

(Turn over)

**(b) Red blood cells are carried in veins and arteries.**

**Figure 4 shows the equipment used to measure the elasticity of an artery.**



**Figure 4**

**(Question continues on next page)**

**(Turn over)**

- (i) Describe a method you could use to see how much the ring of tissue from an artery could stretch before it no longer returned to its original size.  
(3 marks)

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(Question continues on next page)

(Turn over)

- (ii) Give ONE safety precaution you need to take when handling animal tissue such as blood vessels. (1 mark)

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

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**(Questions continue on next page)**

**(Turn over)**

- 3 A student compared the number of stomata on the upper and lower surfaces of a leaf.

She completed a leaf peel as shown in Figure 5.

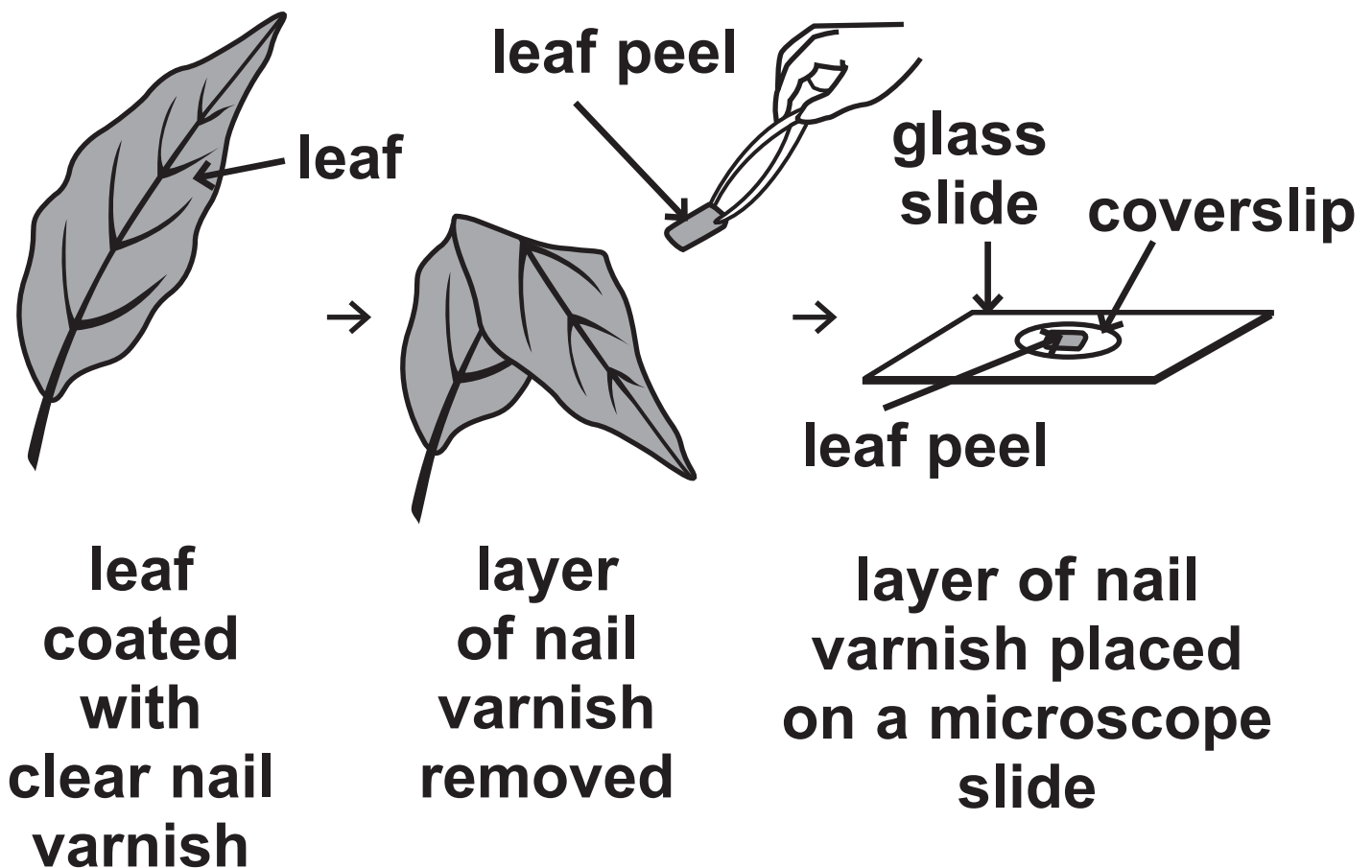


Figure 5

(Question continues on next page)

(Turn over)

**The layer of nail varnish shows an impression of the cells on the surface of the leaf.**

- (a) (i) State why a coverslip is placed on top of the leaf peel. (1 mark)**

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**(Question continues on next page)**



- (ii) Explain why the leaf peel rather than the whole leaf was viewed with a microscope. (2 marks)**

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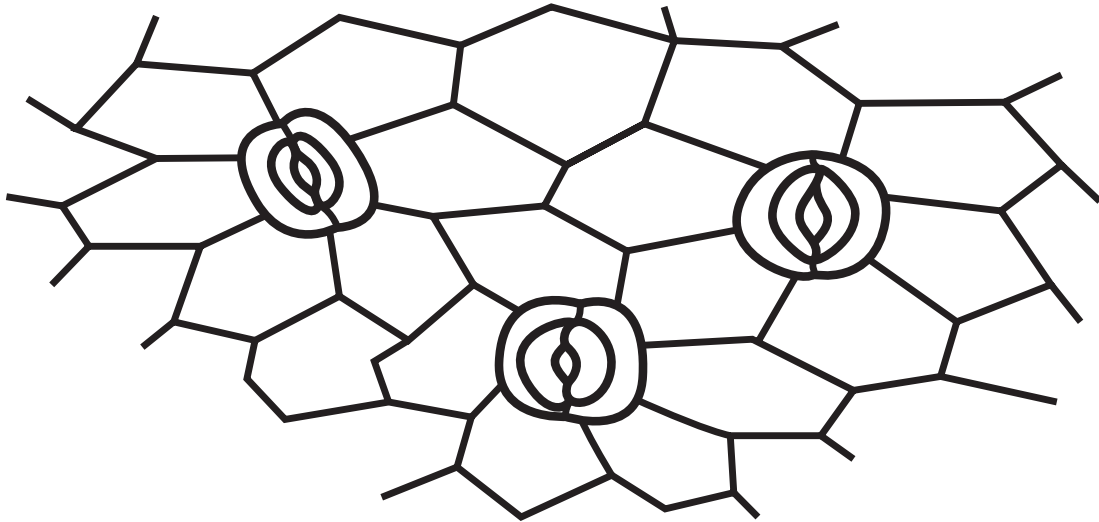
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**(Question continues on next page)**

**(Turn over)**

- (b) The student drew a biological diagram of the leaf peel taken from the underside of the leaf.**

**Figure 6 shows this diagram.**



**Figure 6**

- (i) State the number of stomata visible on Figure 6. (1 mark)**

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**(Question continues on next page)**

**(Turn over)**

- (ii) The student observed that the stomata were open.

**Describe how stomata open.  
(3 marks)**

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**(Question continues on next page)**

**(Turn over)**

- (iii) The leaf peel from the upper surface of this leaf showed no stomata.

Explain why it is an advantage to the plant to have this distribution of stomata in the upper and lower surfaces of the leaf. (2 marks)

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

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**(Questions continue on next page)**

**(Turn over)**

- 4 Since 2003, in France, people have been buying Siberian chipmunks as pets but then releasing them into the wild when they are no longer wanted.

They are now classified as an invasive species.

Figure 7 shows a Siberian chipmunk (*Tamias sibiricus*).



Figure 7

- (a) Siberian chipmunks eat acorns, which are the seeds of oak trees.

In Siberia, the natural predators of Siberian chipmunks are wild dogs.

(Question continues on next page)

(Turn over)

- (i) Figure 8 shows the biomass of three organisms in a food chain from one area of Siberia.

organisms	biomass in kg
acorns	20 650
chipmunks	2 200
wild dogs	230

Figure 8

(Question continues on next page)

(Turn over)



- (ii) In France, Siberian chipmunks have very few natural predators.

**Describe how this affected the Siberian chipmunk population in France. (2 marks)**

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**(Question continues on next page)**

**(Turn over)**



- (iii) The percentage of energy transferred from the acorns to the chipmunks is 9.5%.

The energy contained in the acorns is 97 500 kJ.

Calculate the amount of energy transferred to the chipmunks.

Give your answer to the nearest whole number. (3 marks)

\_\_\_\_\_ kJ

(Question continues on next page)

(Turn over)

- (b) The black-legged tick (*Ixodes scapularis*) is a parasite that feeds on the blood of animals including Siberian chipmunks and humans.**

**The tick transmits the Lyme disease pathogen.**

**Figure 9 shows the number of cases of Lyme disease in humans in France in 2003 and 2015.**

Number of cases of Lyme disease in humans in France	
2003	2015
9 500	27 000

**Figure 9**

**(Question continues on next page)**

**(Turn over)**

- (i) Calculate the percentage increase in the number of cases of Lyme disease in humans in France from 2003 to 2015. (2 marks)

\_\_\_\_\_ %

(Question continues on next page)

(Turn over)

- (ii) Explain why there has been an increase in the number of cases of Lyme disease in humans in France. (2 marks)

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

**(Questions continue on next page)**

**(Turn over)**

- 5 Figure 10 shows the estimated blood flow through some parts of the body when a person is at rest and during exercise.**

part of the body	estimated rate of blood flow in cm <sup>3</sup> per minute	
	at rest	during exercise
brain	750	748
heart muscle	350	1 150
digestive system	2 500	1 200
other muscles	1 200	14 500
all other organs (except lungs)	1 423	1 420

**Figure 10**

**(Question continues on next page)**

**(Turn over)**

- (a) Compare the rate of blood flow through the body when this person is at rest and during exercise.  
(3 marks)**

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

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**(Turn over)**

**(b) Explain why there is a change in the rate of blood flow through the digestive system during exercise. (2 marks)**

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**(Question continues on next page)**

**(Turn over)**



**(c) The stroke volume is the amount of blood leaving one chamber of the heart per beat.**

**From which chamber of the heart does this volume of oxygenated blood flow? (1 mark)**

- ☐ **A left atrium**
- ☐ **B left ventricle**
- ☐ **C right atrium**
- ☐ **D right ventricle**

**(Question continues on next page)**

**(Turn over)**

- (d) A person has a cardiac output of 4.9 litres per minute. The stroke volume of each heart beat is 70 ml.

Calculate the heart rate. (2 marks)

\_\_\_\_\_ beats per minute

**(TOTAL FOR QUESTION 5 = 8 MARKS)**

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**(Questions continue on next page)**

**(Turn over)**

**6 (a) Iguanas are lizards.**

**Some species of iguana live on hot islands in the Pacific Ocean and use the environment to regulate their body temperature.**

**Figure 11 shows an iguana on a rock in the sunshine.**



**Figure 11**

**A marine biologist measured the oxygen consumption of an iguana at different temperatures.**

**(Question continues on next page)**

**(Turn over)**

**Figure 12 shows the results.**

<b>body temperature of the iguana in °C</b>	<b>oxygen consumption in cm<sup>3</sup> per gram per hour</b>
<b>20</b>	<b>0·4</b>
<b>25</b>	<b>0·8</b>
<b>30</b>	<b>1·1</b>
<b>35</b>	<b>1·4</b>

**Figure 12**

**(Question continues on next page)**

**(Turn over)**

- (i) Describe how the body temperature of the iguana affects its oxygen consumption. (1 mark)**

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- (ii) Explain why the body temperature of the iguana affects its oxygen consumption. (3 marks)**

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

**(Turn over)**

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**(Question continues on next page)**

**(Turn over)**

**(iii) Iguanas do not have sweat glands.**

**When an iguana is too hot, it pants by opening its mouth to cool down.**

**Explain how this behaviour helps to cool the iguana down.  
(2 marks)**

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**(Question continues on next page)**

**(Turn over)**

**(b) (i) Where in the human brain is the thermoregulatory centre?  
(1 mark)**

- ☐ **A cerebellum**
- ☐ **B cerebral cortex**
- ☐ **C hypothalamus**
- ☐ **D pituitary gland**

**(Question continues on next page)**

**(Turn over)**



**(ii) Explain the role of vasodilation in thermoregulation. (4 marks)**

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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

**(Questions continue on next page)**

**(Turn over)**

- 7 (a) A student investigated the effect of nitrate ion concentration on plant growth.**

**She placed barley seedlings in three test tubes containing different concentrations of nitrate fertiliser.**

**Test tube 1 contained distilled water with 1 pellet of nitrate fertiliser.**

**Test tube 2 contained distilled water with 2 pellets of nitrate fertiliser.**

**Test tube 3 contained distilled water with 3 pellets of nitrate fertiliser.**

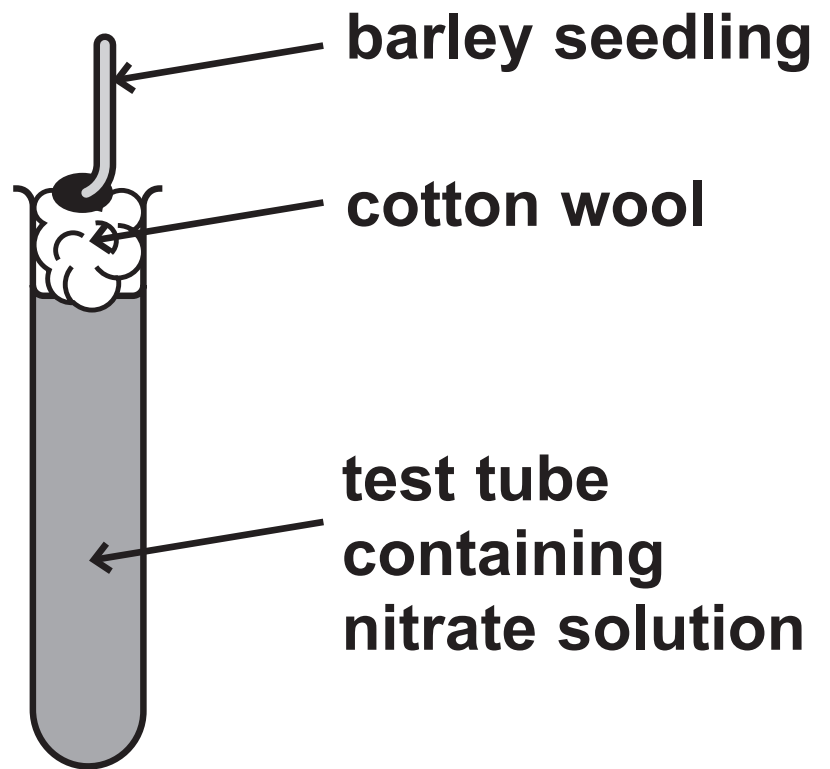
**After 7 days, the lengths of the seedlings were measured.**

**Figure 13 shows an example of the apparatus used.**

**(Question continues on next page)**

**(Turn over)**

43



**Figure 13**

**(Question continues on next page)**

**(Turn over)**

- (i) Describe a control for this investigation. (2 marks)

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(Question continues on next page)

- (ii) The nitrate fertiliser contains the chemical compound potassium nitrate. The hazard symbol on the bag of potassium nitrate fertiliser is shown in Figure 14.



Figure 14

Which hazard does this symbol represent? (1 mark)

- ☐ A flammable
- ☐ B oxidising
- ☐ C corrosive
- ☐ D explosive

(Question continues on next page)

(Turn over)

- (iii) Give a method, other than measuring the change in length, that would show the growth of the seedlings. (1 mark)**

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**(b) Figure 15 shows the results of this investigation.**

<b>seedling in test tube</b>	<b>length at the start in mm</b>	<b>length after 7 days in mm</b>
<b>1</b>	<b>4</b>	<b>11</b>
<b>2</b>	<b>6</b>	<b>17</b>
<b>3</b>	<b>5</b>	<b>26</b>

**Figure 15**

**(Question continues on next page)**

**(Turn over)**

- (i) Explain why there are differences in the change in the lengths of the seedlings. (2 marks)

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(Question continues on next page)

(Turn over)

**(ii) Explain how nitrate ions were absorbed by the seedling in test tube 3. (3 marks)**

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**(c) Farmers use crop rotation to reduce the need to add nitrate fertilisers to the soil.**

**(Question continues on next page)**

**(Turn over)**



**Plants such as peas and beans have a mutualistic relationship with nitrogen-fixing bacteria.**

**Explain why farmers use these plants in their crop rotation cycle.  
(3 marks)**

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**(TOTAL FOR QUESTION 7 = 12 MARKS)**

**(Questions continue on next page)**

**(Turn over)**

- 8 (a) Figure 16 shows the effect of light intensity and temperature on the rate of photosynthesis.

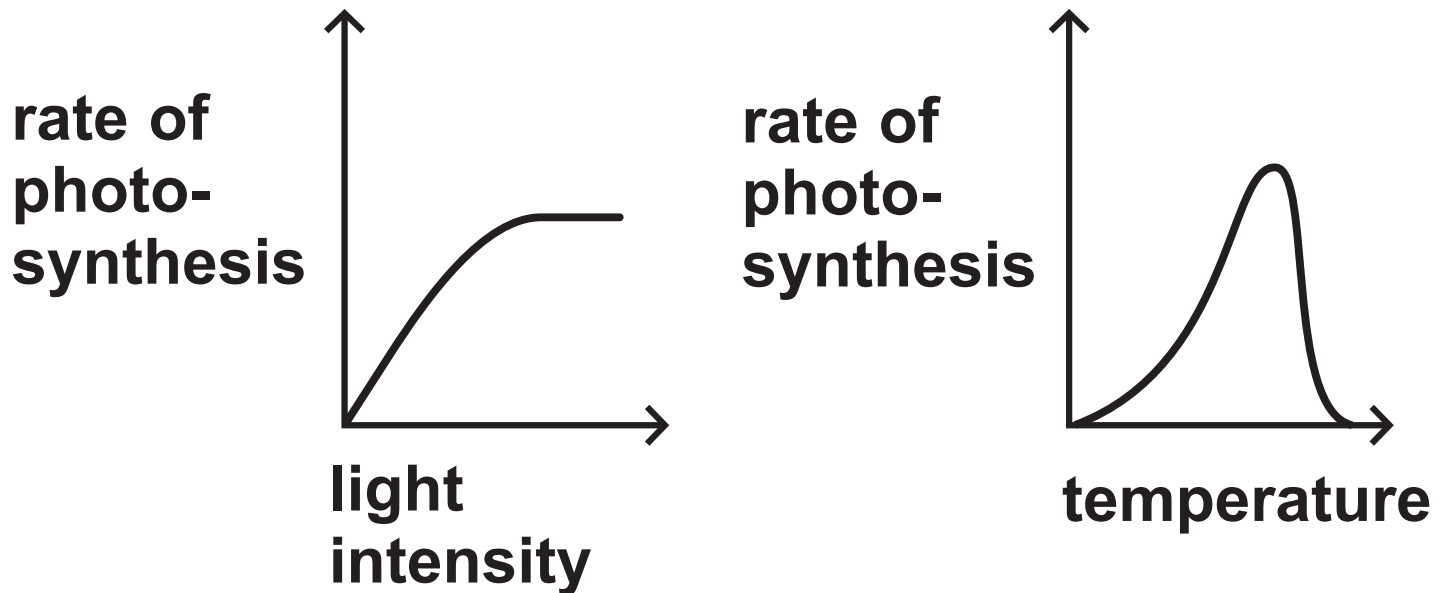


Figure 16

(Question continues on next page)

(Turn over)

- (i) Describe the effect of light intensity on the rate of photosynthesis. (2 marks)

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(Question continues on next page)

(Turn over)

- (ii) Explain the effect of temperature on the rate of photosynthesis.  
(2 marks)**

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**(Question continues on next page)**

**(Turn over)**

- (b) A student measured the rate of photosynthesis using algal balls in a laboratory. The tube of algal balls was kept at a temperature of 25°C and was moved to different distances from a light source.**

**The results of this investigation showed that the rate of photosynthesis is (1 mark)**

- ☐ **A directly proportional to the distance from a light source**
- ☐ **B inversely proportional to light intensity**
- ☐ **C directly proportional to temperature**
- ☐ **D inversely proportional to the distance from a light source**

**(Question continues on next page)**

**(Turn over)**

**\*(c) Explain how substances are moved through a plant by transpiration and translocation. (6 marks)**

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

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- 9 (a) Figure 17 shows the concentration of the hormones oestrogen and progesterone in the blood of women of different ages.

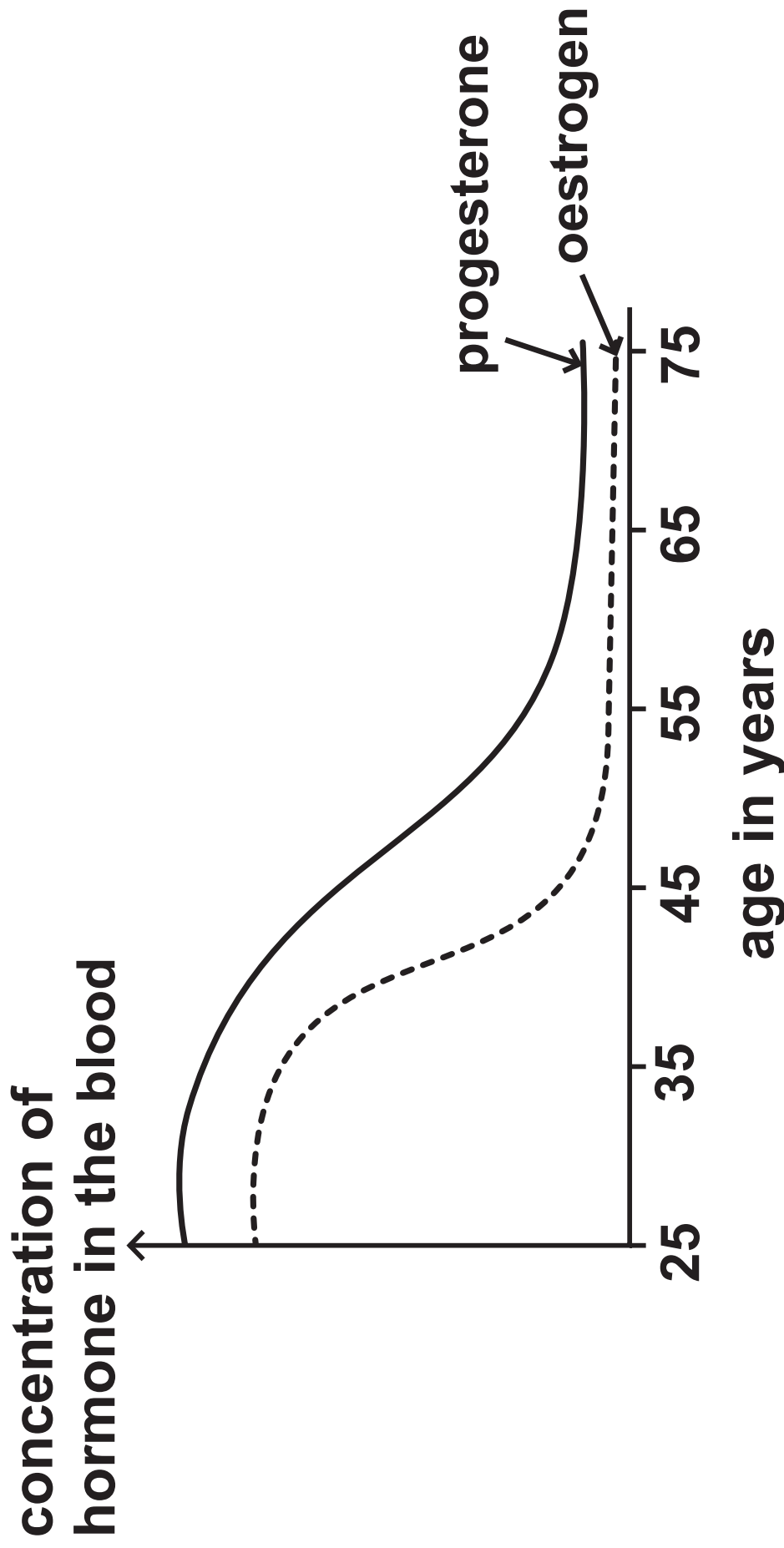


Figure 17

(Question continues on next page)

(Turn over)

- (i) Use information from Figure 17 to explain why women over the age of 50 are less likely to ovulate. (2 marks)

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(Question continues on next page)

(Turn over)

- (ii) Use information from Figure 17 to explain why women are less likely to menstruate after the age of 60. (2 marks)**

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**(Question continues on next page)**

**(Turn over)**

- (iii) Explain how clomifene therapy may increase the chance of a woman over the age of 50 becoming pregnant. (2 marks)**

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**(Turn over)**

**(iv) The hormone progesterone is produced by the (1 mark)**

☐ **A corpus luteum**

☐ **B pituitary**

☐ **C thyroid**

☐ **D uterus**

**(Question continues on next page)**

**(Turn over)**

**(b) Explain how the release of  
adrenalin can result in the improved  
performance of an athlete. (4 marks)**

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**(TOTAL FOR QUESTION 9 = 11 MARKS)**

**(Questions continue on next page)**

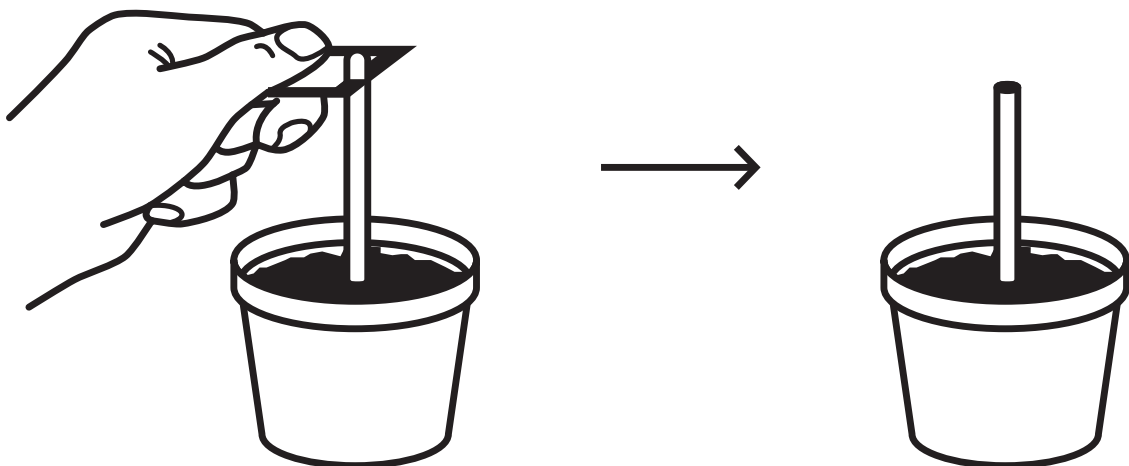
**(Turn over)**

**10 (a) Figure 18 shows an investigation into the growth of plant shoots.**

**Experiment 1:**

**The tip of a shoot was removed from the plant.**

**There was no growth in the shoot after 3 days.**



**Experiment 2:**

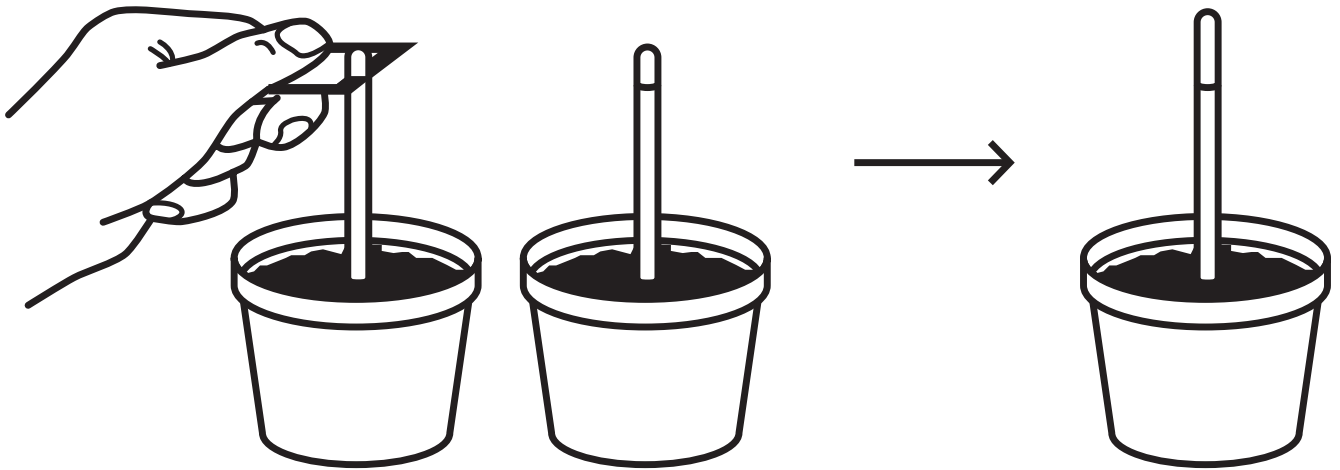
**The tip of a shoot was cut off and then placed back onto the shoot.**

**The shoot had grown 6 mm after 3 days.**

**(Question continues on next page)**

**(Turn over)**





**Figure 18**

- (i) Give ONE variable that must have been controlled for the plant shoot to grow vertically, as shown in experiment 2. (1 mark)**

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**(Question continues on next page)**

**(Turn over)**

- (ii) State ONE conclusion that could be made based on these two experiments. (1 mark)**

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- (iii) Which plant hormone causes growth in the plant shoot? (1 mark)**

- ☐ **A     auxin**
- ☐ **B     ethene**
- ☐ **C     gibberellin**
- ☐ **D     chlorophyll**

**(Question continues on next page)**

**(Turn over)**

- (iv) Explain ONE way that this investigation could be improved.  
(2 marks)**

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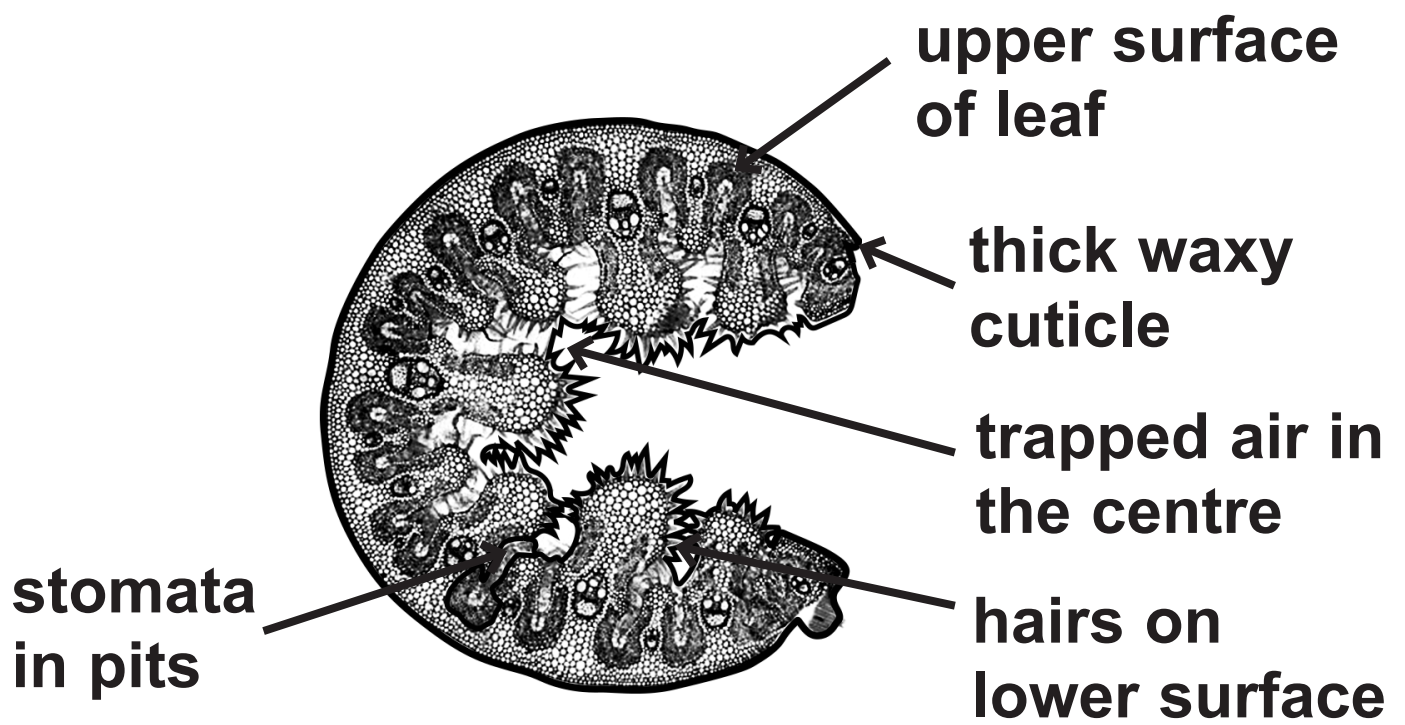
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**\*(b) Marram grass is a plant that grows on exposed areas of sand dunes.**

**On page 68 Figure 19 shows marram grass growing and a cross section through a leaf of marram grass.**

**(Question continues on next page)**

**(Turn over)**



**Figure 19**

**(Question continues on next page)**

**(Turn over)**

**Explain how marram grass is adapted to survive in the hot, windy and dry conditions of a sand dune. (6 marks)**

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**(TOTAL FOR QUESTION 10 = 11 MARKS)**

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**TOTAL FOR PAPER = 100 MARKS**  
**END**