

Please write clearly in block capitals.

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

Surname

Forename(s)

Candidate signature

GCSE ADDITIONAL SCIENCE BIOLOGY

H

Higher Tier Unit Biology B2

Friday 10 June 2016

Morning

Time allowed: 1 hour

Materials

For this paper you must have:

- a ruler

You may use a calculator.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- You are expected to use a calculator where appropriate.
- You are reminded of the need for good English and clear presentation in your answers.
- Question 2 should be answered in continuous prose.
In this question you will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Advice

- In all calculations, show clearly how you work out your answer.



There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

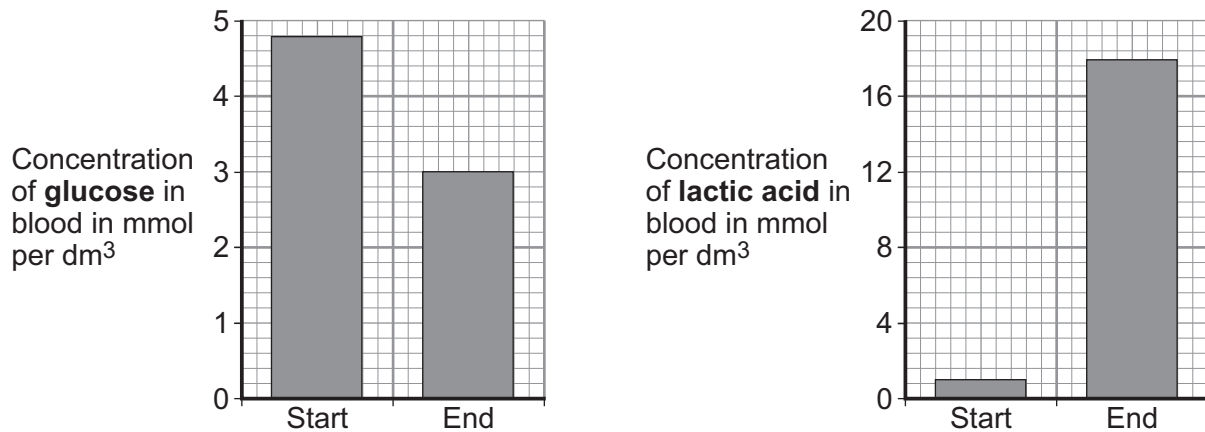


Answer **all** questions in the spaces provided.

1 An athlete ran as fast as he could until he was exhausted.

1 (a) **Figure 1** shows the concentrations of glucose and of lactic acid in the athlete's blood at the start and at the end of the run.

Figure 1



1 (a) (i) Lactic acid is made during anaerobic respiration.

What does anaerobic mean?

[1 mark]

1 (a) (ii) Give evidence from **Figure 1** that the athlete respired anaerobically during the run.

[1 mark]

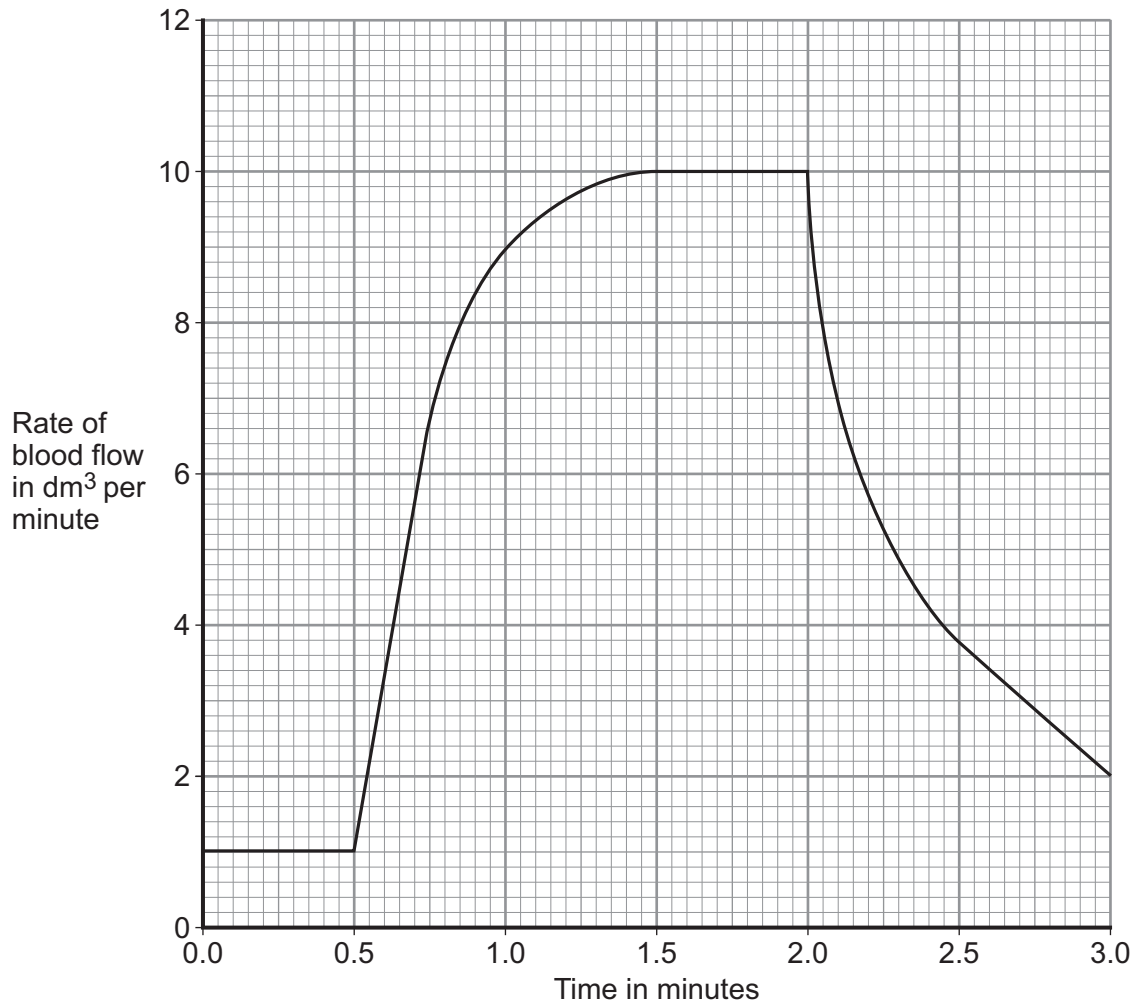
Question 1 continues on the next page

Turn over ►



- 1 (b)** **Figure 2** shows the effect of running on the rate of blood flow through the athlete's muscles.

Figure 2



- 1 (b) (i)** For how many minutes did the athlete run?

[1 mark]

Time = _____ minutes

- 1 (b) (ii)** Describe what happens to the rate of blood flow through the athlete's muscles during the run.

Use data from **Figure 2** in your answer.

[2 marks]



1 (b) (iii) Explain how the change in blood flow to the athlete's muscles helps him to run.

[4 marks]

9

Turn over for the next question

Turn over ►

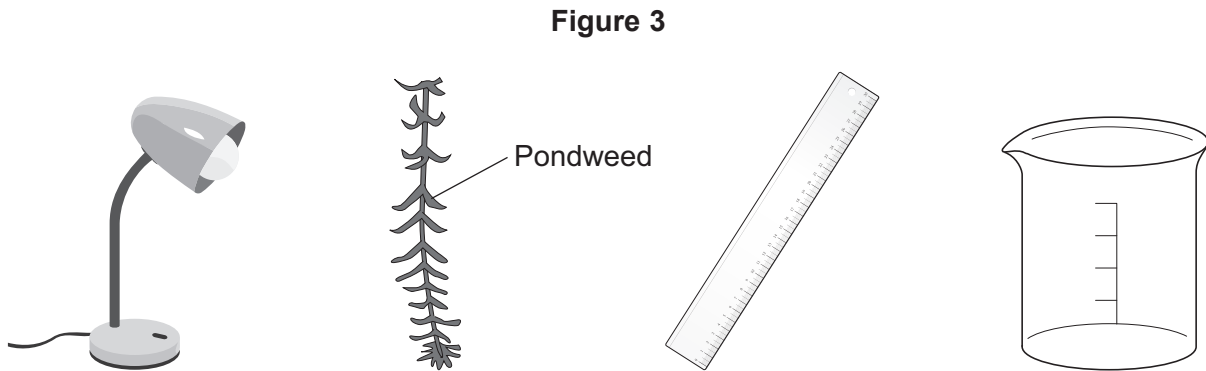


2 In this question you will be assessed on using good English, organising information clearly and using specialist terms where appropriate.

Light intensity, carbon dioxide concentration and temperature are three factors that affect the rate of photosynthesis.

How would you investigate the effect of **light intensity** on the rate of photosynthesis?

Figure 3 shows some of the apparatus you might use.



Not to scale

You should include details of:

- how you would set up the apparatus and the materials you would use
- the measurements you would make
- how you could make this a fair test.

[6 marks]



Extra space _____

6

Turn over for the next question

Turn over ►



3 Enzymes are made and used in all living organisms.

3 (a) What is an enzyme?

[2 marks]

3 (b) Many enzymes work inside cells.

In which part of a cell will most enzymes work?

[1 mark]

Draw a ring around the correct answer.

cell membrane

cytoplasm

nucleus

3 (c) We can also use enzymes in industry.

Hydrogen peroxide is a chemical that can be used to preserve milk.

Adding a small amount of hydrogen peroxide to the milk kills the bacteria that cause decay. Hydrogen peroxide does not kill all disease-causing bacteria.

The enzyme catalase can be added later to break down the hydrogen peroxide to oxygen and water.

A different way of preserving the milk is by heating it in large machines to 138 °C for a few seconds.

Suggest **one** advantage and **one** disadvantage of using hydrogen peroxide and catalase to preserve milk instead of using heat treatment.

[2 marks]

Advantage of hydrogen peroxide and catalase _____

Disadvantage of hydrogen peroxide and catalase _____



4 The stomach is an organ.

4 (a) To which organ system does the stomach belong?

[1 mark]

The _____ system

4 (b) The stomach wall contains the following types of tissue:

- epithelial tissue
- glandular tissue
- muscular tissue.

4 (b) (i) What is the function of epithelial tissue in the stomach?

[1 mark]

4 (b) (ii) Describe the functions of glandular tissue in the stomach.

[3 marks]

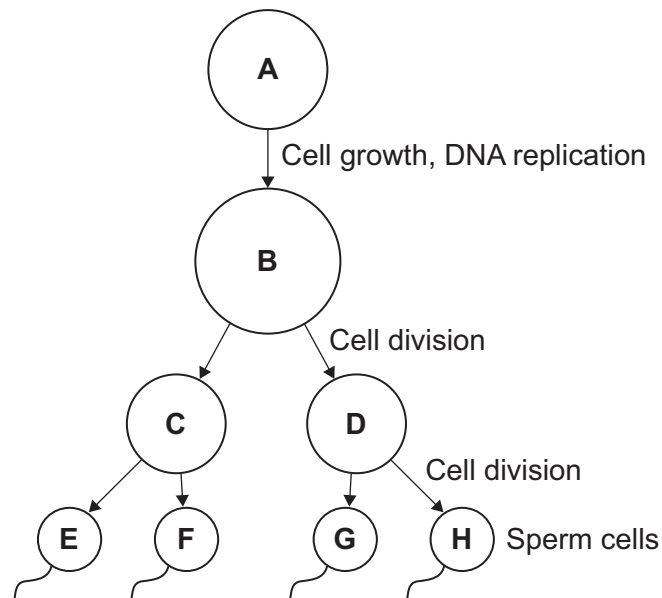
4 (b) (iii) Describe how muscular tissue helps the stomach to function.

[2 marks]



5 **Figure 4** shows the production of human sperm cells.

Figure 4



5 (a) Name the organ where the processes shown in **Figure 4** take place.

[1 mark]

5 (b) (i) Not every cell in **Figure 4** contains the same amount of DNA.

Cell **A** contains 6.6 picograms of DNA (1 picogram = 10^{-12} grams).

How much DNA is there in each of the following cells?

[2 marks]

Cell **B** _____ picograms

Cell **C** _____ picograms

Cell **E** _____ picograms

5 (b) (ii) How much DNA would there be in a fertilised egg cell?

[1 mark]

_____ picograms

5 (b) (iii) A fertilised egg cell divides many times to form an embryo.

Name this type of cell division.

[1 mark]



5 (c) After a baby is born, stem cells may be collected from the umbilical cord. These can be frozen and stored for possible use in the future.

5 (c) (i) What are stem cells?

[2 marks]

5 (c) (ii) Suggest why it is ethically more acceptable to take stem cells from an umbilical cord instead of using stem cells from a 4-day-old embryo produced by In Vitro Fertilisation (IVF).

[1 mark]

5 (c) (iii) Stem cells taken from a child's umbilical cord could be used to treat a condition later in that child's life.

Give **one** advantage of using the child's own umbilical cord stem cells instead of using stem cells donated from another person.

[1 mark]

5 (c) (iv) Why would it **not** be possible to treat a genetic disorder in a child using his own umbilical cord stem cells?

[1 mark]

10

Turn over for the next question

Turn over ►



- 6 (a)** Polydactyly is an inherited condition caused by a dominant allele.

Figure 5 shows the hand of a man with polydactyly. The man has an extra finger on each hand.

The man's mother also has polydactyly but his father does not.

Figure 5



- 6 (a) (i)** The man is **heterozygous** for polydactyly.

Explain how the information given above shows that the man is **heterozygous** for polydactyly.

[3 marks]

- 6 (a) (ii)** The man marries a woman who does **not** have polydactyly.

What is the probability that their first child will have polydactyly?

[1 mark]



6 (b) The man has red hair. His sister has brown hair.

Both of their parents have brown hair.

Brown hair is caused by the dominant allele, **B**.

Red hair is caused by a recessive allele, **b**.

Complete the genetic diagram below to show how the man's parents were able to have some children with red hair and some with brown hair.

[5 marks]

	Father	Mother
Parental phenotypes:	_____	_____
Parental genotypes:	_____	_____
Gametes:	_____	_____
Offspring genotypes:	_____	
Offspring phenotypes:	_____	

9

Turn over for the next question

Turn over ►



7 Some students wanted to estimate the number of plantain plants in a grassy field.

The field measured 100 metres $\times$ 50 metres.

The students:

- chose areas where plantains were growing
- placed 10 quadrats in these areas
- counted the number of plantains in each of the 10 quadrats.

Each quadrat measured 25 cm $\times$ 25 cm.

Table 1 shows the students' results.

Table 1

Quadrat number	Number of plantain plants
1	2
2	1
3	4
4	1
5	3
6	2
7	4
8	1
9	1
10	1

7 (a) Complete the following calculation to estimate the number of plantain plants in the field.

Use the students' results from **Table 1**.

[3 marks]

Total number of plantains in 10 quadrats = _____

Total area of 10 quadrats = _____ m²

Mean number of plantains per m² = _____

Area of field = _____ m²

Therefore estimated number of plantains in field = _____



- 7 (b)** The students' method would **not** give a valid estimate of the number of plantain plants in the field.

Describe **three** improvements you could make to the students' method.

For each improvement, give the reason why your method would produce more valid results than the students' method.

[3 marks]

Improvement 1 _____

Reason _____

Improvement 2 _____

Reason _____

Improvement 3 _____

Reason _____

6

Turn over for the next question

Turn over ►



- 8 **Figure 6** is a map showing a group of islands in the Pacific Ocean, near the coast of California, USA.

Figure 6



A species of fox, called the Island Fox, lives on each of the six islands shown in **Figure 6**.

Figure 7 shows an Island Fox.

Figure 7



The foxes on each island are slightly different from those on the other islands.

The Island Foxes are similar to another species of fox, called the Grey Fox.

The Grey Fox lives in mainland California.



[2 marks]

[5 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.

Turn over ►



- 8 (b) (ii)** Suggest why the Island Foxes have developed into different varieties of the same species instead of six different species.

[1 mark]

8

END OF QUESTIONS



There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**



There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

Copyright information

For confidentiality purposes, from the November 2015 examination series, acknowledgements of third party copyright material will be published in a separate booklet rather than including them on the examination paper or support materials. This booklet is published after each examination series and is available for free download from www.aqa.org.uk after the live examination series.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team, AQA, Stag Hill House, Guildford, GU2 7XJ.

Copyright © 2016 AQA and its licensors. All rights reserved.

