Please write clearly in block capitals.

Centre number ☐☐☐☐☐          Candidate number ☐☐☐☐

Surname _____

Forename(s) _____

Candidate signature _____
I declare this is my own work.

# GCSE
# BIOLOGY

## H

Higher Tier   Paper 1H

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** | |

**There are no questions on this page**

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

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

**0 1** This question is about cells and transport.

**0 1 . 1** Complete **Table 1**.

[3 marks]

**Table 1**

| Name of cell part | Function of cell part |
|---|---|
| | Contains genetic information |
| Mitochondria | |
| | Controls the movement of substances into and out of the cell |

Cells in potatoes are plant cells.

Cells in potatoes do **not** contain chloroplasts.

**0 1 . 2** What is the function of chloroplasts?

[1 mark]

**0 1 . 3** Name **one** type of cell in a potato plant that does **not** contain chloroplasts.

[1 mark]

**Question 1 continues on the next page**

**Turn over ▶**

*Do not write outside the box*

A student investigated the effect of salt concentration on pieces of potato.

This is the method used.

1. Cut three pieces of potato of the same size.

2. Record the mass of each potato piece.

3. Add 150 cm$^3$ of 0.4 mol/dm$^3$ salt solution to a beaker.

4. Place each potato piece into the beaker.

5. After 30 minutes, remove each potato piece and dry the surface with a paper towel.

6. Record the mass of each potato piece.

7. Repeat steps 1 to 6 using different concentrations of salt solution.

**0 1 . 4** What is the independent variable in the investigation?

**[1 mark]**

Tick (✓) **one** box.

Concentration of salt solution ☐

Mass of potato piece ☐

Time potato is left in salt solution ☐

Volume of salt solution ☐

**0 1 . 5** Why did the student dry the surface of each potato piece with a paper towel in step **5**?

**[1 mark]**

_____

_____

The student calculated the percentage change in mass of each potato piece.

**0 1 . 6** For one potato piece:

- the starting mass was 2.5 g

- the end mass was 2.7 g.

Calculate the percentage increase in mass of the potato piece.

**[2 marks]**

Use the equation:

$$\text{percentage increase in mass} = \frac{\text{increase in mass}}{\text{starting mass}} \times 100$$

Percentage increase in mass = _____ %

**Question 1 continues on the next page**

The student used the results from each potato piece to calculate the mean percentage change in mass at each concentration.

**Table 2** shows the results.

**Table 2**

| Concentration of salt solution in mol/dm³ | Mean percentage (%) change in mass |
|---|---|
| 0.0 | 9.8 |
| 0.1 | 9.5 |
| 0.2 | 7.0 |
| 0.3 | 0.4 |
| 0.4 | −1.4 |

0 1 . 7  Complete **Figure 1**.

You should:

- label the x-axis

- use a suitable scale for the x-axis

- plot the data from **Table 2**

- draw a line of best fit.

**[4 marks]**

**Figure 1**



Mean percentage (%) change in mass
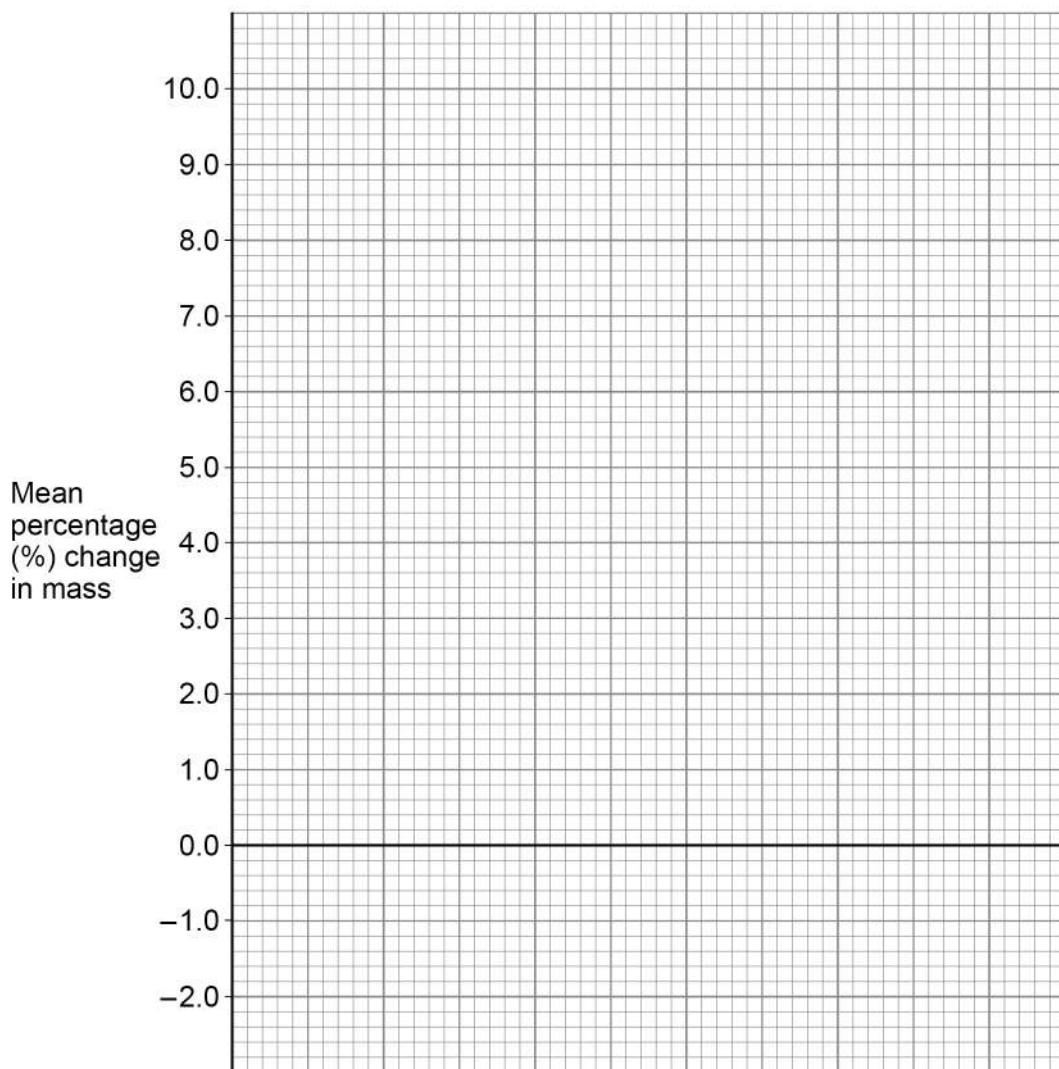
| 0 | 1 | . | 8 | What concentration of salt solution was equal to the concentration of the solution inside the potato pieces?

Use **Figure 1**.

**[1 mark]**

Concentration = _____ mol/dm$^3$

**Question 1 continues on the next page**

**Turn over ▶**

IB/M/Jun22/8461/1H

**0 1 . 9** Explain why the potato pieces in the 0.4 mol/dm³ salt solution decreased in mass.

**[3 marks]**

_____

_____

_____

_____

_____

_____

**17**

**0 2** Plant cells and fungal cells are similar in structure.

**Figure 2** shows a fungal cell.

**Figure 2**
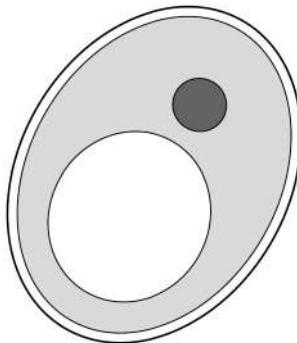


**0 2 . 1** Name **one** structure in **Figure 2** which is present in both plant cells and fungal cells but **not** in animal cells.

**[1 mark]**

_____

**0 2 . 2** Which disease is caused by a fungus?

**[1 mark]**

Tick (✓) **one** box.

Gonorrhoea ☐

Malaria ☐

Measles ☐

Rose black spot ☐

**Question 2 continues on the next page**

**Turn over ▶**

**0 2 . 3** A fungal cell divides once every 90 minutes.

How many times would this fungal cell divide in 24 hours?

**[2 marks]**

Number of times cell divides in 24 hours = _____

Some types of fungal cell are grown to produce high-protein food.

The high-protein food can be used to make meat-free burgers.

**0 2 . 4** Where is protein digested in the human digestive system?

[1 mark]

Tick (✓) **one** box.

Large intestine ☐

Liver ☐

Salivary glands ☐

Stomach ☐

**0 2 . 5** Which chemical could be used to test if the burgers contain protein?

[1 mark]

Tick (✓) **one** box.

Benedict's reagent ☐

Biuret reagent ☐

Ethanol ☐

Iodine solution ☐

**Question 2 continues on the next page**

**Turn over ▶**

0 2 . 6 **Table 3** shows some information about burgers made from meat and meat-free burgers.

**Table 3**

| | Mass per 100 g of burger | |
| --- | --- | --- |
| | **Burgers made from meat** | **Meat-free burgers** |
| Protein in g | 14.0 | 9.0 |
| Fibre in g | 0.9 | 5.5 |
| Fat in g | 16.0 | 5.2 |
| Carbohydrate in g | 15.5 | 15.1 |
| Cholesterol in mg | 120.0 | 0.0 |

Evaluate the use of burgers made from meat compared with meat-free burgers in providing humans with a healthy, balanced diet.

Use information from **Table 3** and your own knowledge.

**[6 marks]**

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

**12**

**Turn over for next question**

**0 3**   A student prepared some onion cells.

The student viewed the onion cells using a light microscope.

This is the method used.

1. Cut an onion into pieces using a sharp knife.

2. Peel off a thin layer of onion epidermis from one piece of onion.

3. Place the onion epidermis onto a microscope slide in a single flat layer.

4. Add three drops of iodine solution.

5. Slowly lower a cover slip at an angle onto the onion epidermis.

6. Place the slide on the stage of the microscope.

**0 3 . 1**   **Table 4** shows a risk assessment for this experiment.

Complete **Table 4**.

**[2 marks]**

**Table 4**

| Hazard | Risk | Plan to minimise risk |
|---|---|---|
| Iodine solution is an irritant | May cause allergic reaction or skin rash | |
| Sharp knife | | |

**0 3 . 2** Give a reason for each of the following steps in the method.

**[3 marks]**

A **thin layer** of onion epidermis is used.

_____

_____

_____

**Iodine solution** is added to the onion epidermis.

_____

_____

_____

The cover slip is lowered onto the onion epidermis **at an angle**.

_____

_____

_____

**Question 3 continues on the next page**

**Turn over ▶**

**Figure 3** shows what the student saw under the microscope at a magnification of ×400.

**Figure 3**



Cell **Z**

×400
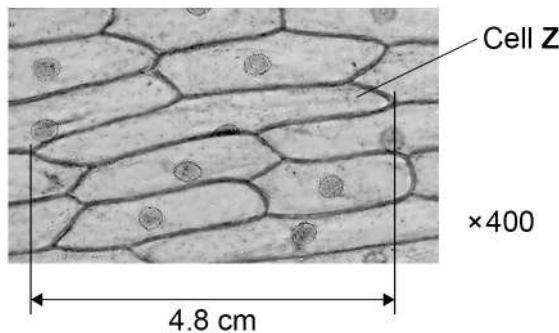
4.8 cm

| 0 | 3 |.| 3 | The length of cell **Z** in **Figure 3** is 4.8 cm.

Calculate the real length of cell **Z**.

Give your answer in micrometres (µm).

**[5 marks]**

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Real length of cell **Z** = _____ µm

**Figure 4** shows the student's drawing of **Figure 3**.

**Figure 4**



ONION CELLS
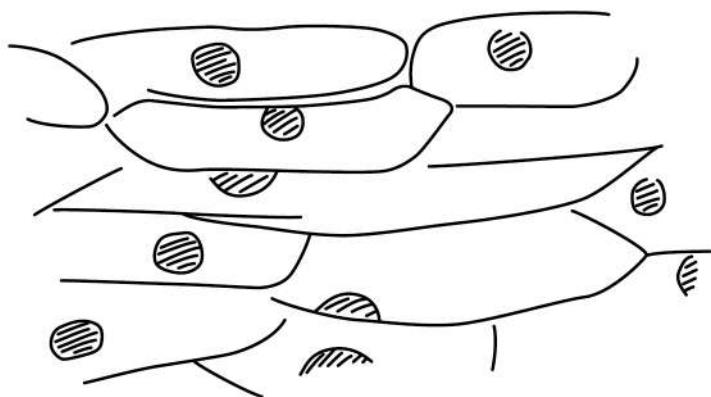
| 0 | 3 |.| 4 | Give **two** ways the student could improve the drawing in **Figure 4**.

[2 marks]

1 _____

_____

2 _____

_____

| 0 | 3 |.| 5 | Onion cells can be seen using an electron microscope.

Give **two** ways onion cells would look different when seen using an electron microscope.

[2 marks]

1 _____

_____

2 _____

_____

14

**Turn over for the next question**

**Turn over ▶**

**0 4** Plants and animals have many defence responses.

**0 4 . 1** **Table 5** shows some plant defences.

Identify whether each defence is a chemical response or a physical response.

**[2 marks]**

Tick (✓) **one** box in each row.

**Table 5**

| Plant defence | Type of response | |
|---|---|---|
| | Chemical | Physical |
| Thick, waxy layer on leaf surface | | |
| Berries that are poisonous | | |
| Bark on trees that falls off | | |

Mimicry is a mechanical adaptation seen in both plants and animals.

**Figure 5** shows two insects.

**Figure 5**



**Hornet**          **Hornet Moth**

**0 4 . 2**  Hornets are insects that sting other animals and cause pain.

Hornet moths do **not** sting other animals.

Suggest how mimicry helps the **hornet moth** survive.

[1 mark]

_____

_____

**Question 4 continues on the next page**

**Turn over ▶**

Adult hornet moths lay eggs that hatch into larvae.

**Figure 6** shows the larvae of a hornet moth.

**Figure 6**
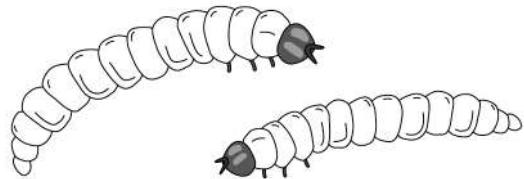
**0 4 . 3** The larvae of the hornet moth:

- live inside the roots of trees
- use the tree roots as a source of food
- cause damage to the tree roots.

Explain why a tree might die if the roots of the tree are damaged.

**[6 marks]**

*Do not write outside the box*

**0 4 . 4** The larvae of the hornet moth form when fertilised eggs divide by mitosis.

Describe how mitosis produces two genetically identical cells.

**[4 marks]**

_____

_____

_____

_____

_____

_____

_____

_____

**0 4 . 5** The cells which are first formed from the fertilised eggs of the hornet moth are stem cells.

Name the process by which these stem cells then form specialised cells.

**[1 mark]**

_____

**14**

**Turn over for the next question**

**Turn over ▶**

**There are no questions printed on this page**

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

**0 5** Water and carbon dioxide are exchanged between leaves and the atmosphere through pores called stomata.

**0 5 . 1** Name the cells that control the opening and closing of the stomata.

**[1 mark]**

Water moves through a plant in the transpiration stream.

**0 5 . 2** Describe **two** differences between the transpiration stream and translocation.

**[2 marks]**

1

2

**0 5 . 3** Which environmental conditions would cause the rate of transpiration to be greatest in a plant?

**[1 mark]**

Tick (✓) **one** box.

Cold with low humidity ☐

Cold with high humidity ☐

Warm with low humidity ☐

Warm with high humidity ☐

**Turn over ▶**

**Figure 7** shows information about the mean width of the stomata in a plant.

**Figure 7**



Time of day
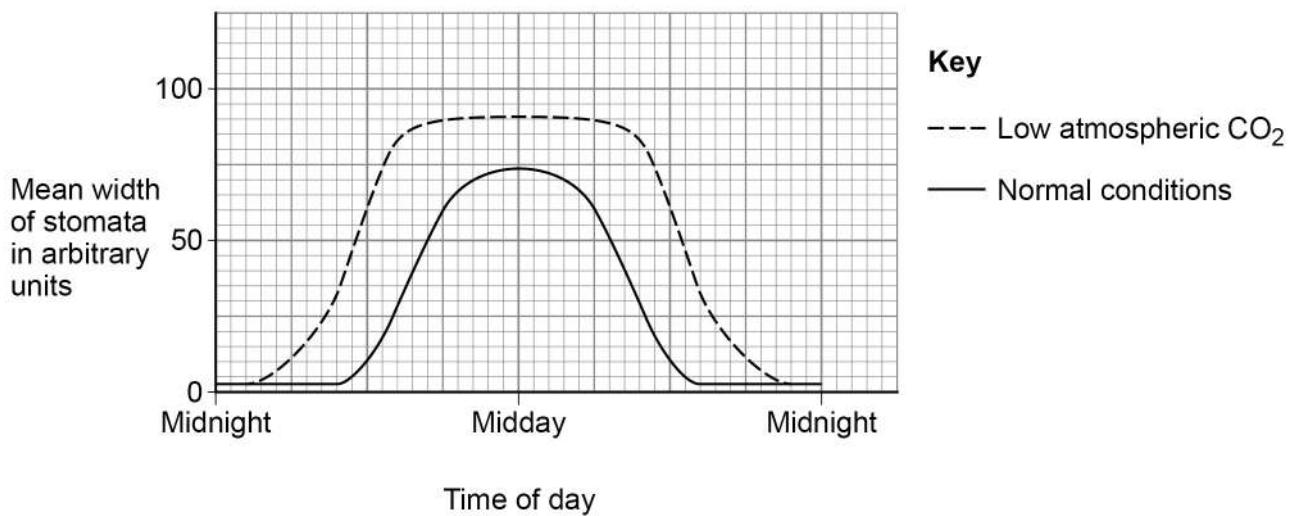
| | 0 | 5 |.| 4 | The changes in the mean width of the stomata in **normal conditions** are an advantage to the plant.

Explain how.

**[4 marks]**

_____

_____

_____

_____

_____

_____

_____

**0 5 . 5** The changes in the mean width of the stomata in low atmospheric carbon dioxide are different from the changes in normal conditions.

Explain how the difference helps the plant to survive in low atmospheric carbon dioxide.

**[2 marks]**

_____

_____

_____

_____

_____

**10**

**Turn over for the next question**

**Turn over ▶**

**0 6**    **Table 6** shows information about five different organisms.

**Table 6**

| Organism | Surface area in $m^2$ | Volume in $m^3$ | Surface area to volume ratio |
|---|---|---|---|
| A | $6.04 \times 10^{-8}$ | $1.65 \times 10^{-12}$ | 36606:1 |
| B | $3.21 \times 10^{-3}$ | $1.25 \times 10^{-6}$ | 2568:1 |
| C | $9.96 \times 10^{-3}$ | $1.35 \times 10^{-4}$ | **X**:1 |
| D | $4.61 \times 10^{-1}$ | $1.57 \times 10^{-2}$ | 29:1 |
| E | $1.99 \times 10^{1}$ | $6.12 \times 10^{0}$ | 3:1 |

**0 6 . 1**    Calculate value **X** in **Table 6**.

Give your answer to the nearest whole number.

**[3 marks]**

**X** (nearest whole number) = _____

**0 6 . 2**    What is the relationship between the size of an organism and its surface area to volume ratio?

Use **Table 6**.

**[1 mark]**

**0 6 . 3** Organism **B** exchanges gases with the environment directly through its skin.

Organism **D** exchanges gases with the environment using its respiratory system.

Explain why organism **D** requires a respiratory system, but organism **B** does **not** require a respiratory system.

**[2 marks]**

---

---

---

---

---

**Question 6 continues on the next page**

**Turn over ▶**

**Table 6** is repeated below.

**Table 6**

| Organism | Surface area in m² | Volume in m³ | Surface area to volume ratio |
|---|---|---|---|
| **A** | $6.04 \times 10^{-8}$ | $1.65 \times 10^{-12}$ | 36606:1 |
| **B** | $3.21 \times 10^{-3}$ | $1.25 \times 10^{-6}$ | 2568:1 |
| **C** | $9.96 \times 10^{-3}$ | $1.35 \times 10^{-4}$ | **X**:1 |
| **D** | $4.61 \times 10^{-1}$ | $1.57 \times 10^{-2}$ | 29:1 |
| **E** | $1.99 \times 10^{1}$ | $6.12 \times 10^{0}$ | 3:1 |

**Table 7** shows information about organism **D** and organism **E**.

**Table 7**

| Organism | Metabolic rate in arbitrary units |
|---|---|
| **D** | 890 |
| **E** | 75 |

**0 6 . 4** Organisms **D** and **E** both keep a constant body temperature (warm-blooded).

Explain why the metabolic rate of organism **D** is greater than the metabolic rate of organism **E**.

Use information from **Table 6** and **Table 7**.

**[4 marks]**

_____

_____

_____

_____

_____

_____

_____

_____

**Question 6 continues on the next page**

**Turn over ▶**

**0 6 . 5** Organism **D** and organism **E** both have alveoli in the lungs and villi in the small intestine.

**Figure 8** shows some alveoli and some villi.

**Figure 8**
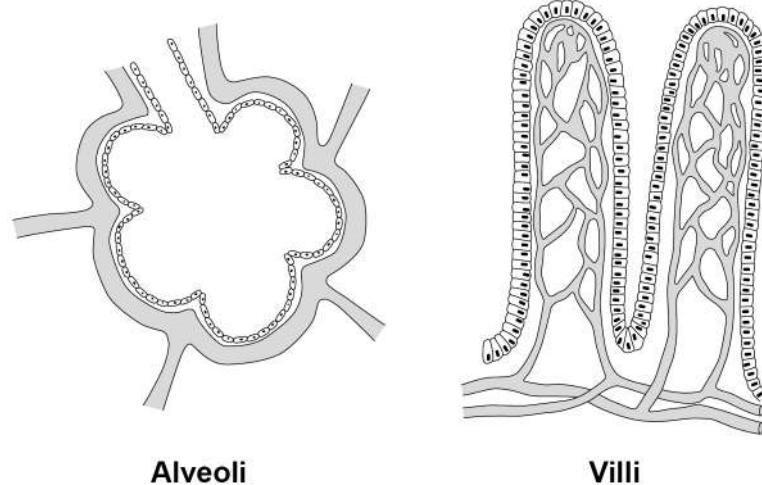


Alveoli                    Villi

Describe how the alveoli and the villi are adapted to increase absorption.

**[4 marks]**

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

**14**

IB/M/Jun22/8461/1H

**Turn over for the next question**

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

**Turn over ▶**

**0 7** Human immunodeficiency virus (HIV) is a pathogen.

**0 7 . 1** Give **one** way HIV can spread from one person to another person.

**[1 mark]**

Table 8 shows information about new cases of HIV diagnosed in the UK.

**Table 8**

| Year | Number of new HIV cases in women | Number of new HIV cases in men |
|------|----------------------------------|--------------------------------|
| 2010 | 376 | 2266 |
| 2012 | 361 | 2310 |
| 2014 | 397 | 2370 |
| 2016 | 298 | 1886 |
| 2018 | 242 | 1288 |

**0 7 . 2** Describe the trends shown in **Table 8** between 2010 and 2018.

**[2 marks]**

**0 7 . 3** Suggest **one** reason for the change in the number of new HIV cases between 2014 and 2018.

**[1 mark]**

| 0 | 7 | . | 4 | Calculate the ratio of new cases of HIV in women to new cases of HIV in men in 2018.

Give your answer to 3 significant figures.

**[3 marks]**

Ratio (3 significant figures) = _____ : 1

| 0 | 7 | . | 5 | In the UK population the total number of women is greater than the total number of men.

The data in **Table 8** is used to compare the proportions of new cases of HIV in the population for men and women.

Suggest how the data could be presented differently so that a more valid comparison can be made.

**[1 mark]**

**Question 7 continues on the next page**

**Turn over ▶**

Scientists have been working to produce a vaccine for HIV for many years.

**0 7 . 6** Explain how a vaccine for HIV could work to prevent a person developing HIV infection.

**[4 marks]**

_____

_____

_____

_____

_____

_____

_____

A person with late stage HIV infection has AIDS.

Scientists have produced monoclonal antibodies for HIV.
The monoclonal antibodies can prevent a person infected with HIV developing AIDS.

**0 7 . 7** Describe how the monoclonal antibody for HIV can be produced.

**[4 marks]**

_____

_____

_____

_____

_____

_____

_____

**0 7 . 8** **Figure 9** shows how HIV enters a human cell.

**Figure 9**



HIV — HIV antigen — HIV genetic material

Human cell — HIV antigen binding site
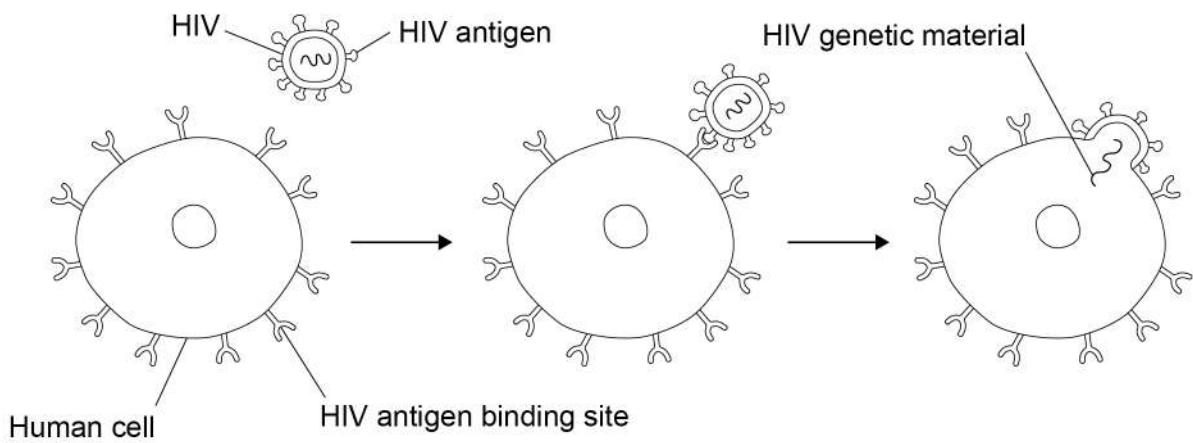
Suggest how the monoclonal antibody for HIV helps to prevent a person infected with HIV developing AIDS.

Use information from **Figure 9**.

**[3 marks]**

_____

_____

_____

_____

_____

_____

**19**

**END OF QUESTIONS**

**There are no questions printed on this page**

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

| Question number | **Additional page, if required.** <br> **Write the question numbers in the left-hand margin.** |
|---|---|
| | |

| Question number | **Additional page, if required.** <br> **Write the question numbers in the left-hand margin.** |
|---|---|
| | |

| Question number | Additional page, if required.<br>Write the question numbers in the left-hand margin. |
|---|---|
|  |  |

**There are no questions printed on this page**

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

*Do not write outside the box*