



Surname _____

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GCSE

COMBINED SCIENCE: TRILOGY

H

Higher Tier

Biology Paper 2H

8464/B/2H

Friday 7 June 2019

Afternoon

Time allowed: 1 hour 15 minutes

For this paper you must have:

- a ruler
- a scientific calculator.

At the top of the page, write your surname and other names, your centre number, your candidate number and add your signature.

[Turn over]



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INSTRUCTIONS

- **Use black ink or black ball-point pen.**
- **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.**

DO NOT TURN OVER UNTIL TOLD TO DO SO



0	1
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Some students investigated the effect of drinking caffeine on reaction time.

They used a drink containing 32.25 mg of caffeine per 100 cm³

This is the method used.

1. Divide the students into four groups, A, B, C and D.
2. Measure and record the reaction time of each student using the ruler-drop test.
3. Students in:
 - group A drink 200 cm³ of water
 - group B drink 200 cm³ of the caffeine drink
 - group C drink 400 cm³ of the caffeine drink
 - group D drink 600 cm³ of the caffeine drink.
4. Repeat step 2 after 15 minutes.



- 01.2** TABLE 1 shows the mass of caffeine taken in by each student.

TABLE 1

Group	Mass of caffeine in mg
A	0
B	64.5
C	129.0
D	X

Calculate value X. [1 mark]

X = _____ mg



0 1 . 3 Why did group A drink water instead of the caffeine drink? [1 mark]

[Turn over]



TABLE 2 was used to convert the results of the ruler-drop test into reaction times.

TABLE 2

Distance in cm	Reaction time in s
2	0.064
4	0.090
6	0.111
8	0.128
10	0.143
12	0.156
14	0.169
16	0.181
18	0.192
20	0.202
22	0.212
24	0.221
26	0.230

Distance in cm	Reaction time in s
28	0.239
30	0.247
32	0.256
34	0.263
36	0.271
38	0.278
40	0.286
42	0.293
44	0.300
46	0.306
48	0.313
50	0.319
52	0.326



01.4 Estimate the reaction time for a student who recorded a distance of 23 cm [1 mark]

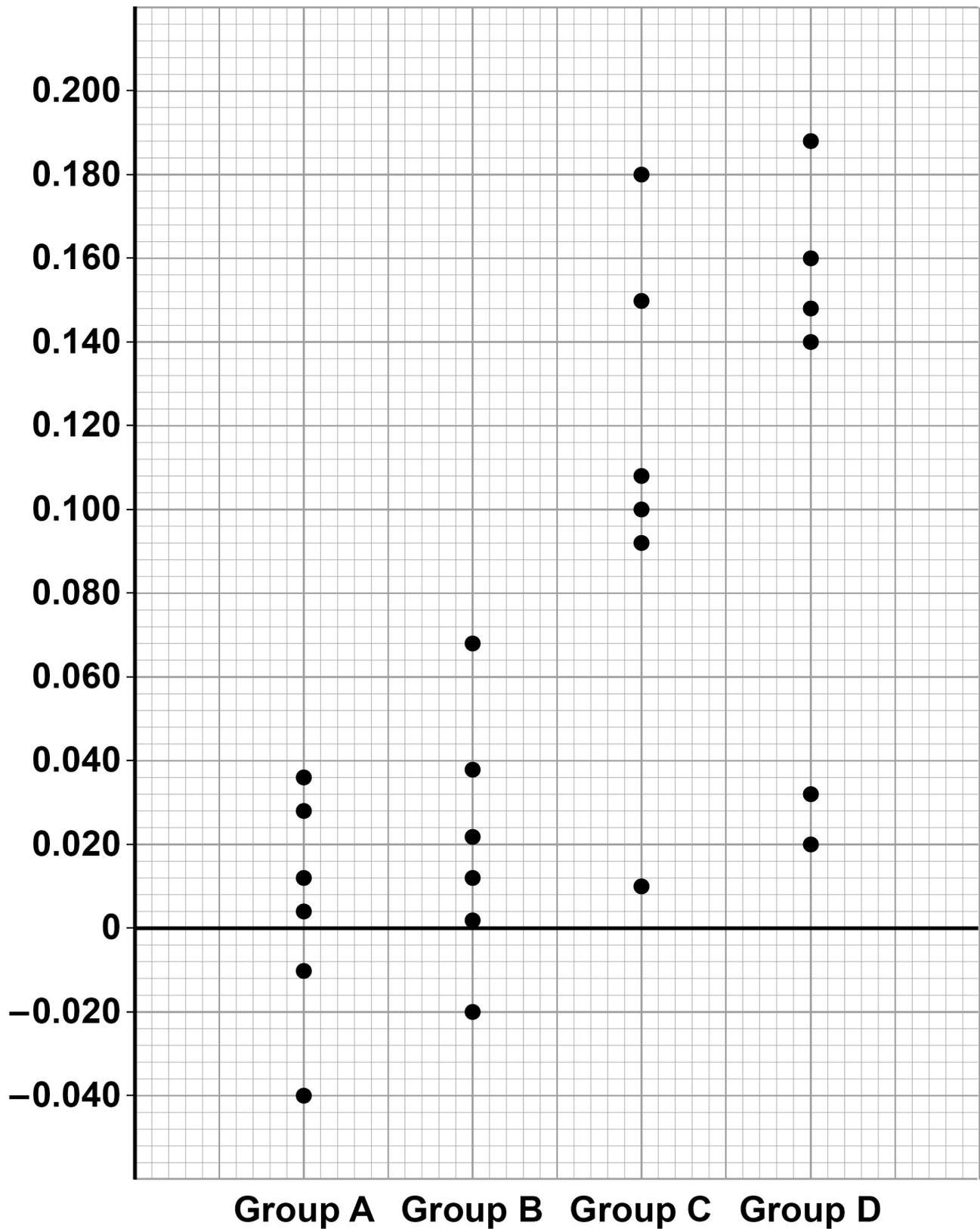
Reaction time = _____ s

[Turn over]



FIGURE 1

Decrease
in reaction
time in s



Students calculated the decrease in their reaction time after the drink compared with before the drink.

FIGURE 1, on page 10, shows the results for each student.

0 1 . 5 Describe the effect of the mass of caffeine taken in on the decrease in reaction time.
[1 mark]

[Turn over]

01.6 For three students the decrease in reaction time was negative.

Give the reason why the value was negative.
[1 mark]

01.7 What is the range of results for group C?
[1 mark]

01.8 Suggest TWO variables that should have been controlled in this investigation. **[2 marks]**

1 _____



2

01.9

Explain why the ruler-drop test does NOT involve a reflex action. [2 marks]

[Turn over]

13



0 2

There has been a rapid increase in the percentage of carbon dioxide in the atmosphere since 1960.

0 2 . 1

Carbon dioxide is a greenhouse gas that contributes to global warming.

Name ONE other greenhouse gas. [1 mark]

0 2 . 2

Global warming causes climate change.

Give TWO effects of climate change.
[2 marks]

1

2



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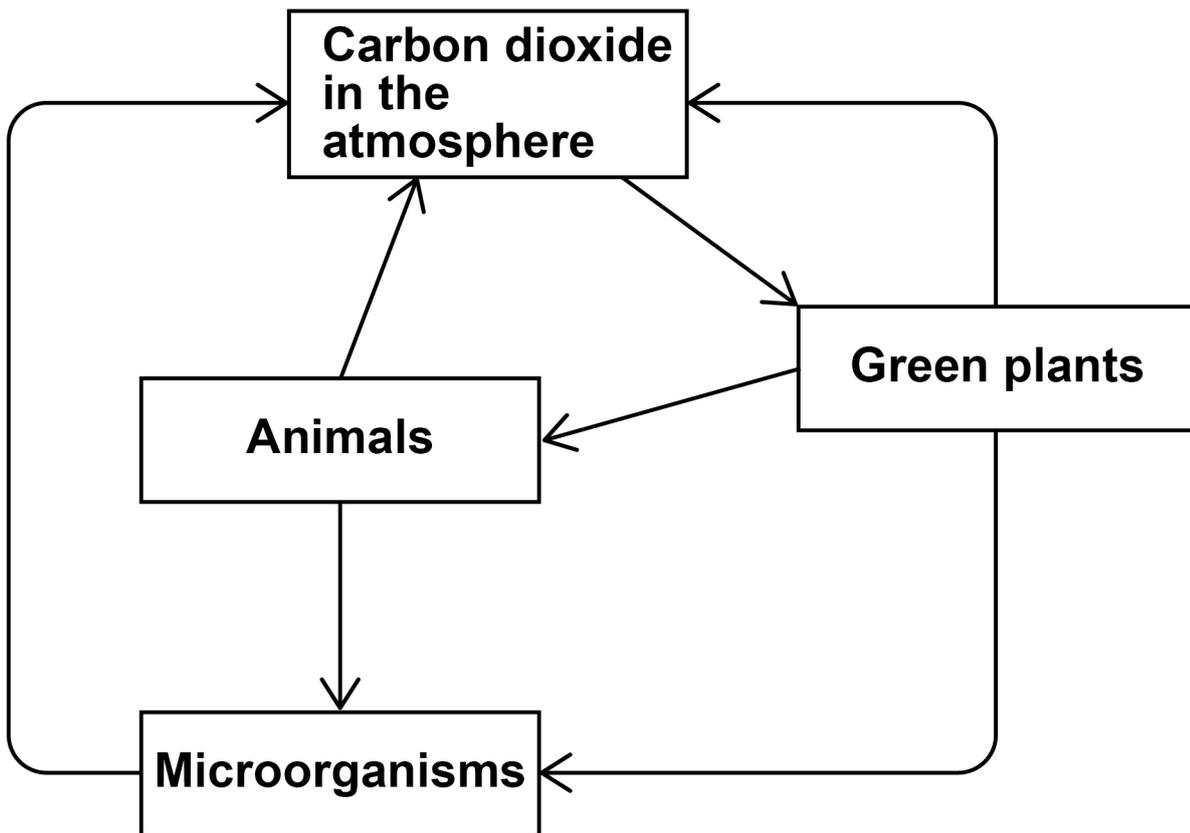
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02.3 Plants take in carbon dioxide from the atmosphere.

FIGURE 2 shows part of the carbon cycle.

FIGURE 2



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[Turn over]



03.1 Vectors are used in the process of genetic engineering.

**Which TWO statements are correct?
[2 marks]**

Tick (✓) TWO boxes.

Vectors are enzymes used to 'cut open' the DNA molecule.

Vectors are used to insert genes into cells.

Vectors are used to isolate the required gene.

Vectors are used to stimulate cell division.

Vectors are usually plasmids or viruses.



03.3 Give TWO examples of genetic engineering in use today.

Do NOT refer to herbicide resistance in your answer. [2 marks]

1 _____

2 _____

03.4 Scientists working on the 'Human Genome Project' have now mapped the entire genetic code of humans.

Explain ONE way this could be important for people in the future. [2 marks]

[Turn over]

9



04

Animals have adaptations to survive in their environment.

These adaptations may be structural, behavioural or functional.

04

.1

Draw ONE line from each animal adaptation to the type of adaptation it is. [2 marks]

**ANIMAL
ADAPTATION**

**TYPE OF
ADAPTATION**

Male palm cockatoos use sticks to beat on hollow branches to attract females.

Structural

The harmless hornet moth has black and yellow stripes to look like a bee or wasp.

Behavioural

Sea spiders have automatic muscle contractions that move oxygen around their bodies.

Functional



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[Turn over]



Plants also have adaptations.

There are more than 28 000 known species of orchid plants.

0 4 . 2 Many orchid plants:

- grow attached to other types of plants
- have brightly coloured flowers
- produce large quantities of pollen
- produce thousands of tiny, light seeds.

Describe how these adaptations help orchid plants to survive and compete. [4 marks]

[Turn over]



A rare orchid has been found in the mountains in China.

The orchid has pale yellow flowers.

DNA analysis of the genome shows that it is an ancestral species.

All other present day orchids evolved from this ancestral species millions of years ago.

0 4 . 3 One present day species has bright purple flowers.

**Describe how an orchid with bright purple flowers may have evolved from the ancestral species which has pale yellow flowers.
[4 marks]**

[Turn over]



TABLE 3

Species	Amino acid sequence	Flower colour
Ancestral species	ala-leu-gly-iso-leu-tyr-gly-ala-leu-gly-ala	pale yellow
Species A	ala-iso-leu-gly-ala-tyr-gly-ala-tyr-gly-ala	pale yellow
Species B	ala-leu-ala-iso-leu-tyr-gly-ala-tyr-gly-ala	pink
Species C	ala-iso-leu-gly-ala-gly-tyr-gly-leu-gly-ala	bright red
Species D	ala-leu-gly-iso-leu-tyr-tyr-ala-leu-gly-ala	purple

KEY:

ala = alanine

gly = glycine

iso-leu = isoleucine

leu = leucine

tyr = tyrosine



0 4 . 4 The DNA code determines the sequence of amino acids which are joined together to form a specific protein.

TABLE 3, on page 30, shows part of the amino acid sequence for the colour pigment protein in five orchid species.

The rest of the amino acid sequence is the same for all the species.

Suggest which orchid species is most closely related to the ancestral species.

Give a reason for your answer. [2 marks]

Species _____

Reason _____

[Turn over]



05

Some students estimated the population of daisies in a school field.

This is the method used.

- 1. Find a place where some daisies are growing.**
- 2. Put the quadrat down.**
- 3. Count and record the number of daisies in the quadrat.**
- 4. Repeat steps 1–3 at four different places in the field.**
- 5. Calculate the mean number of daisies per quadrat.**
- 6. Use the data to estimate the total number of daisies in the field.**



0 5 . 1 Which TWO improvements would increase the validity of this method? [2 marks]

Tick (✓) TWO boxes.

Do not put any quadrats near trees.

Repeat for another ten quadrats.

Use a long tape measure.

Use a random method to place the quadrats.

Use the same person to place all the quadrats.

[Turn over]

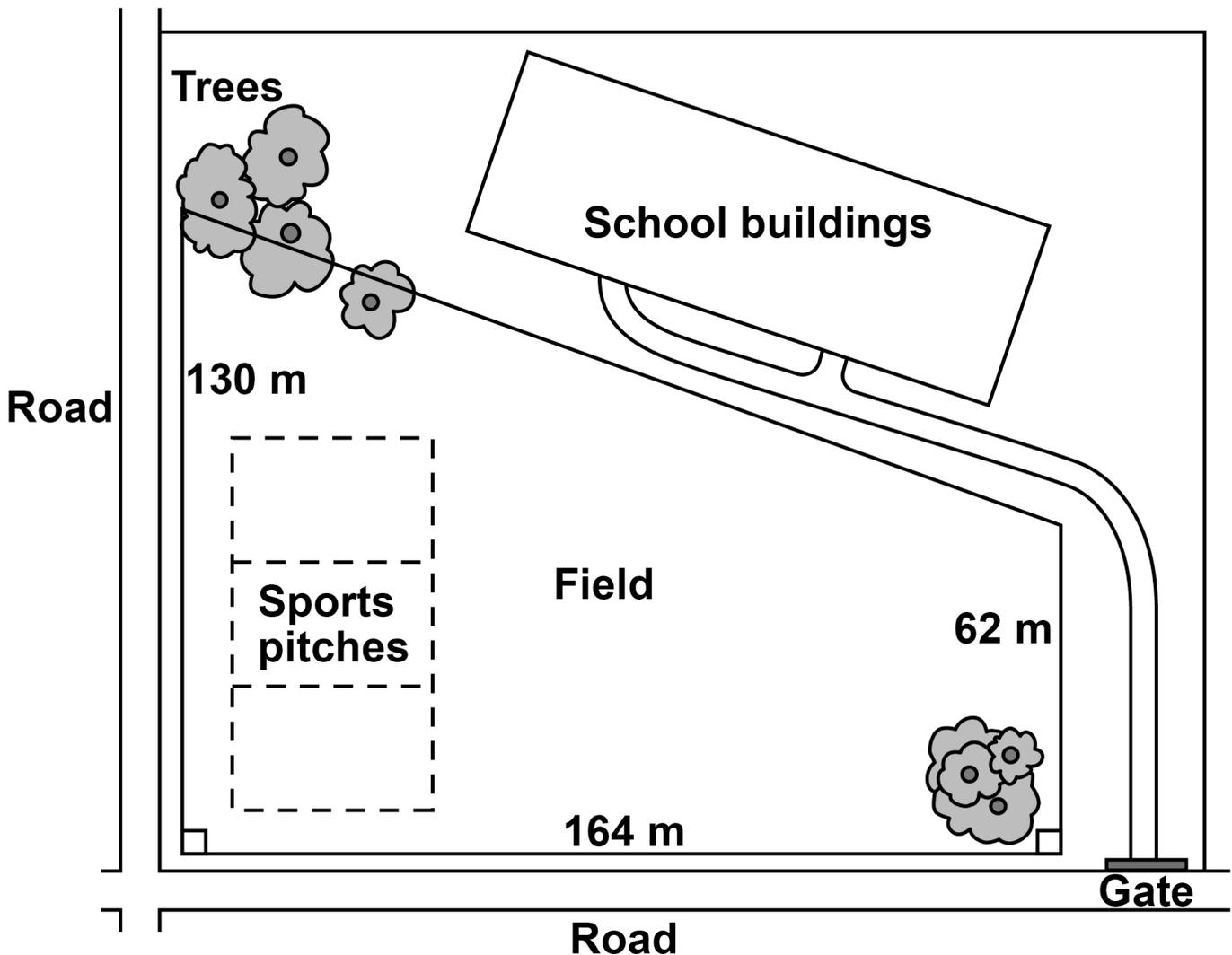


- 05.2 With an improved method the students calculated the mean number of daisy plants to be 7.65 per quadrat.

The students used a quadrat measuring 50 cm × 50 cm

FIGURE 3 shows the school site and the dimensions of the school field.

FIGURE 3



[Turn over]

13



06

This question is about homeostasis.

06

1

Define the term homeostasis. [2 marks]

06

2

Name the hormone released if the blood glucose concentration falls too low. [1 mark]

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[Turn over]



Two people were sent to a hospital to find out if they have diabetes.

This is the method used at the hospital.

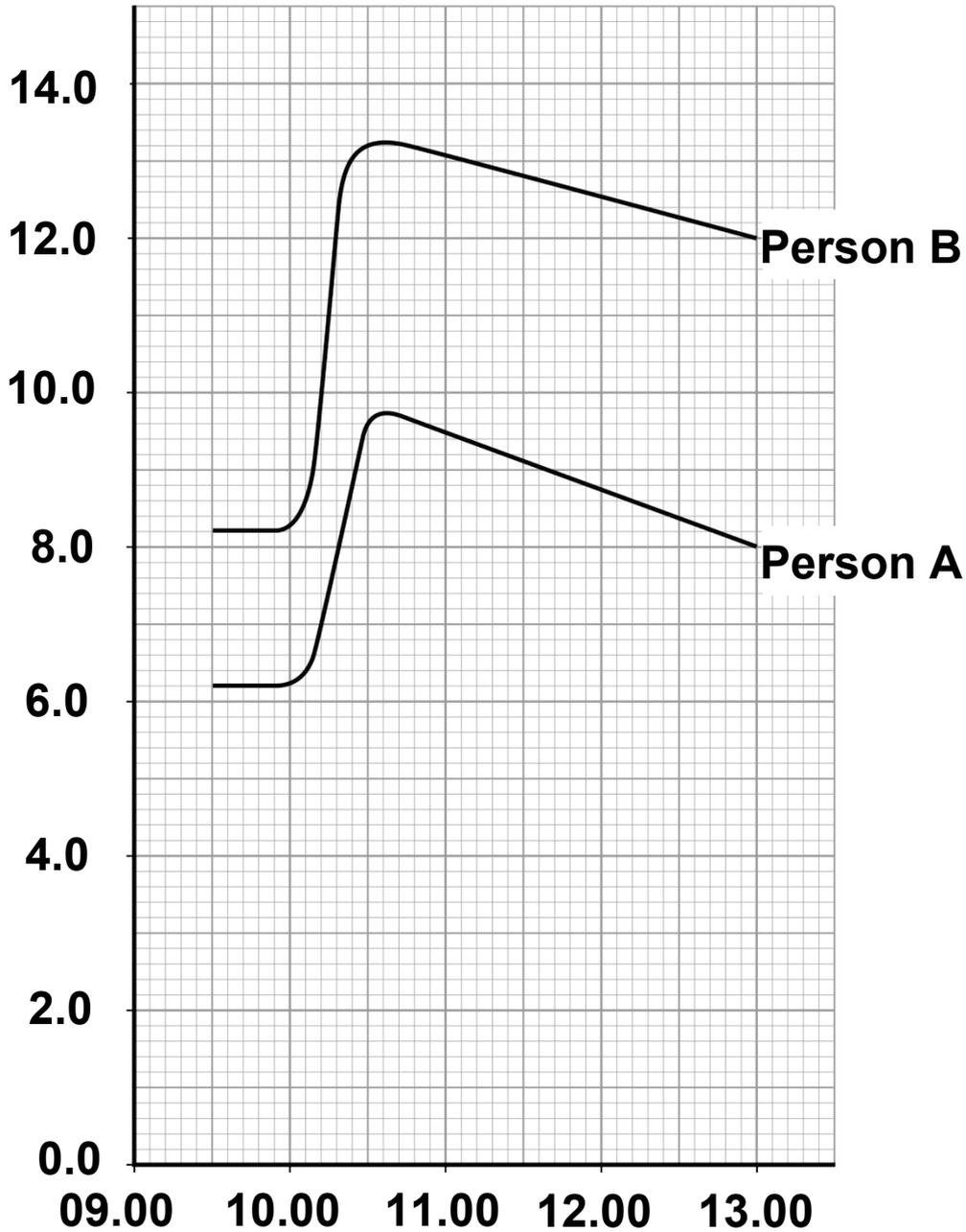
- **Do not eat or drink after midnight. This is called fasting.**
- **Measure blood glucose concentration at 9.30 am**
- **Drink a glucose solution at 10.00 am**
- **Measure blood glucose concentration for the next 3 hours.**

FIGURE 4, on the opposite page, shows the results.



FIGURE 4

Blood glucose concentration in
 mmol/dm^3



Time

Normal blood glucose concentrations

FASTING $3.5 - 5.5 \text{ mmol/dm}^3$

NON-FASTING $4.0 - 7.8 \text{ mmol/dm}^3$

[Turn over]



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Person A and person B have diabetes.

06.3 Describe how **FIGURE 4**, on page 41, shows that person B has diabetes.

Use data from **FIGURE 4**. [3 marks]

[Turn over]

06.4 Person A and person B had a test to measure the concentration of insulin in their blood when they were fasting.

TABLE 4 shows the results.

TABLE 4

Person	Fasting blood insulin concentration in arbitrary units
A	280
B	20
Normal range	50–175

Suggest which type of diabetes person A and person B have.

Give a reason for each answer. [2 marks]

Person A

Type of diabetes _____

Reason _____



Person B

Type of diabetes _____

Reason _____

[Turn over]



06.5 Toxic hypoglycaemia syndrome (THS) has caused the deaths of hundreds of starving children in some tropical countries.

- The starving children have had nothing to eat all day.
- The starving children then eat many lychee fruits.
- The lychee fruits contain a molecule which stops an enzyme in the liver working.
- This enzyme normally converts stored fats into glucose.

Children who have eaten during the day are NOT affected by eating many lychee fruits.

Starving children may die from eating many lychee fruits but children who have eaten during the day are not affected.

Explain why. [6 marks]

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Question	Mark
1	
2	
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4	
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6	
TOTAL	

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IB/M/JW/Jun19/8464/B/2H/E2

