



Rewarding Learning

General Certificate of Secondary Education

2015

Centre Number

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Candidate Number

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Biology

Unit 1
Higher Tier

[GBY12]

FRIDAY 5 JUNE, AFTERNOON

MV18

TIME

1 hour 30 minutes, plus your additional time allowance.

INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

You must answer the questions in the spaces provided.

Complete in blue or black ink only.

Answer **all twelve** questions.

INFORMATION FOR CANDIDATES

The total mark for this paper is 100.

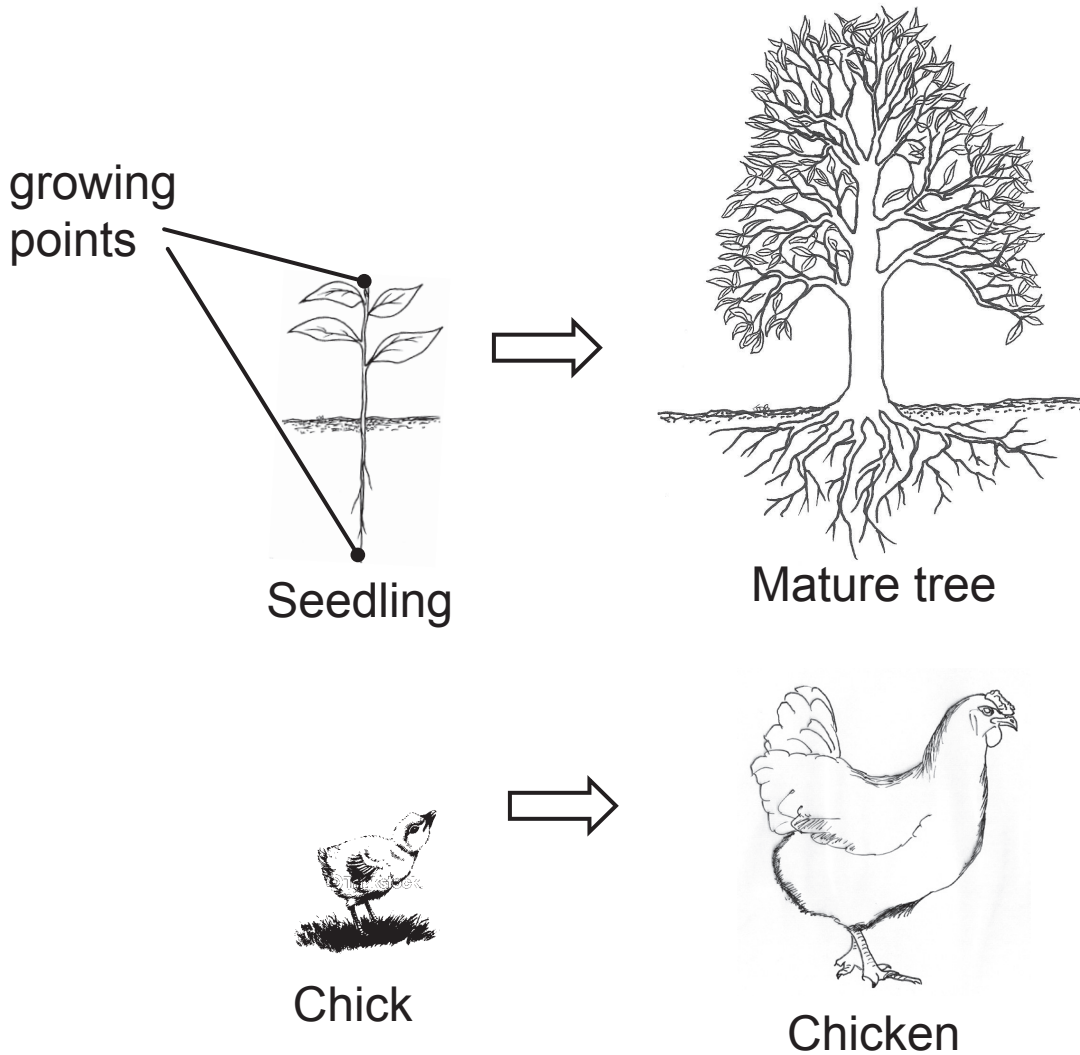
Figures in brackets printed at the end of each question indicate the marks awarded to each question or part question.

Quality of written communication will be assessed in

Questions **4** and **12(e)**.

1 Animals grow differently from plants.

The drawings show the growth of a seedling to a mature tree and a chick to a chicken.

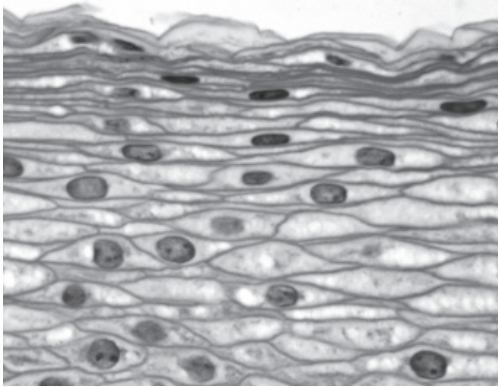
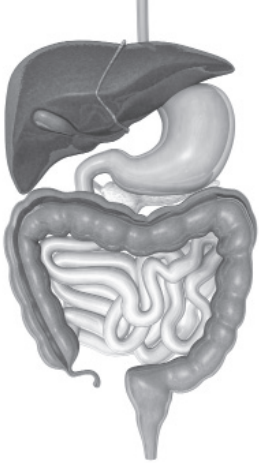



Look at the drawings.

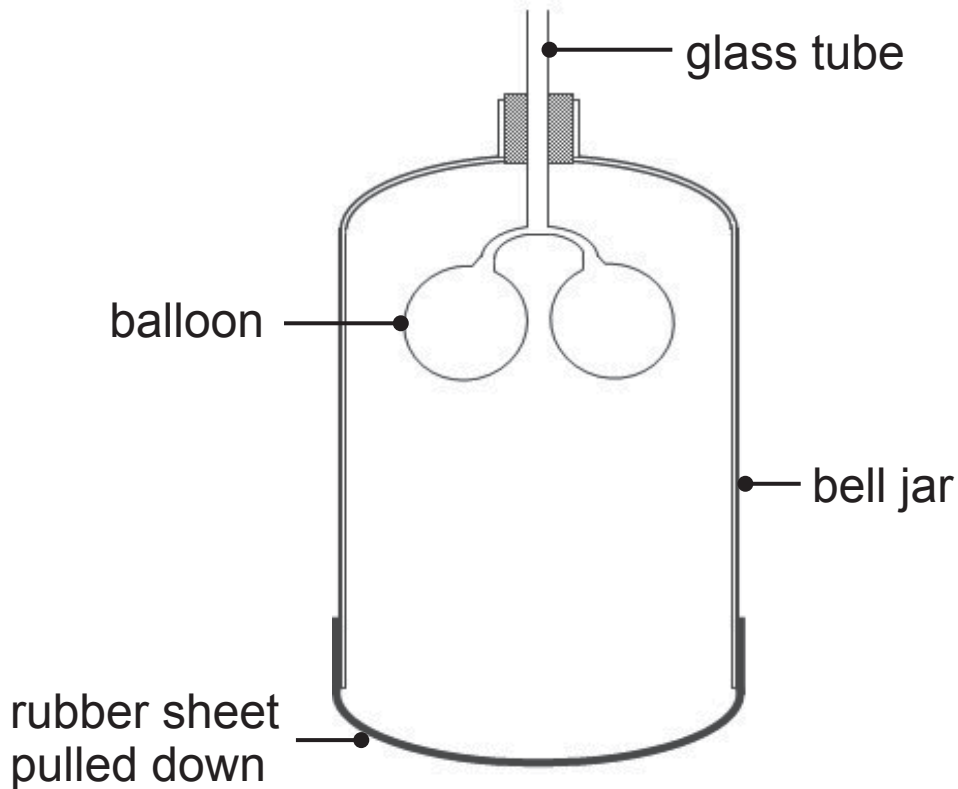
(a) Use the drawings to compare the patterns of growth of a seedling and a chick. [3 marks]

(b) Organisms are made up of cells which group together to form different tissues which have higher levels of organisation.

Complete the table to show which level of organisation describes each body part shown. [2 marks]

Body part	Level of organisation
	tissue
	
	

2 The diagram shows a model of the respiratory system.



Look at the diagram.

(a) Name the parts of the **respiratory system** represented by the glass tube and the rubber sheet. [1 mark for each part]

glass tube _____

rubber sheet _____

(b) Describe and explain what would happen to the balloons if the rubber sheet was **pushed up**.

Description [1 mark] _____

Explanation [2 marks] _____

3 A student wanted to compare the number of flying insects in two areas of long grass.

(a) (i) Describe how he could use a net to sample the flying insects in each area. [2 marks]

(ii) Explain what he should do to make sure the results for the two areas can be compared. [2 marks]

(b) What apparatus can be set up and left for twenty four hours to collect crawling insects in long grass? [1 mark]

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(Questions continue overleaf)

4 The table shows the results of food tests carried out on a biscuit.

Test reagent	Reagent colour at start	Result of food test
Benedict's	blue	positive
Ethanol	clear	positive
Biuret	blue	negative
Iodine	yellow/brown	positive

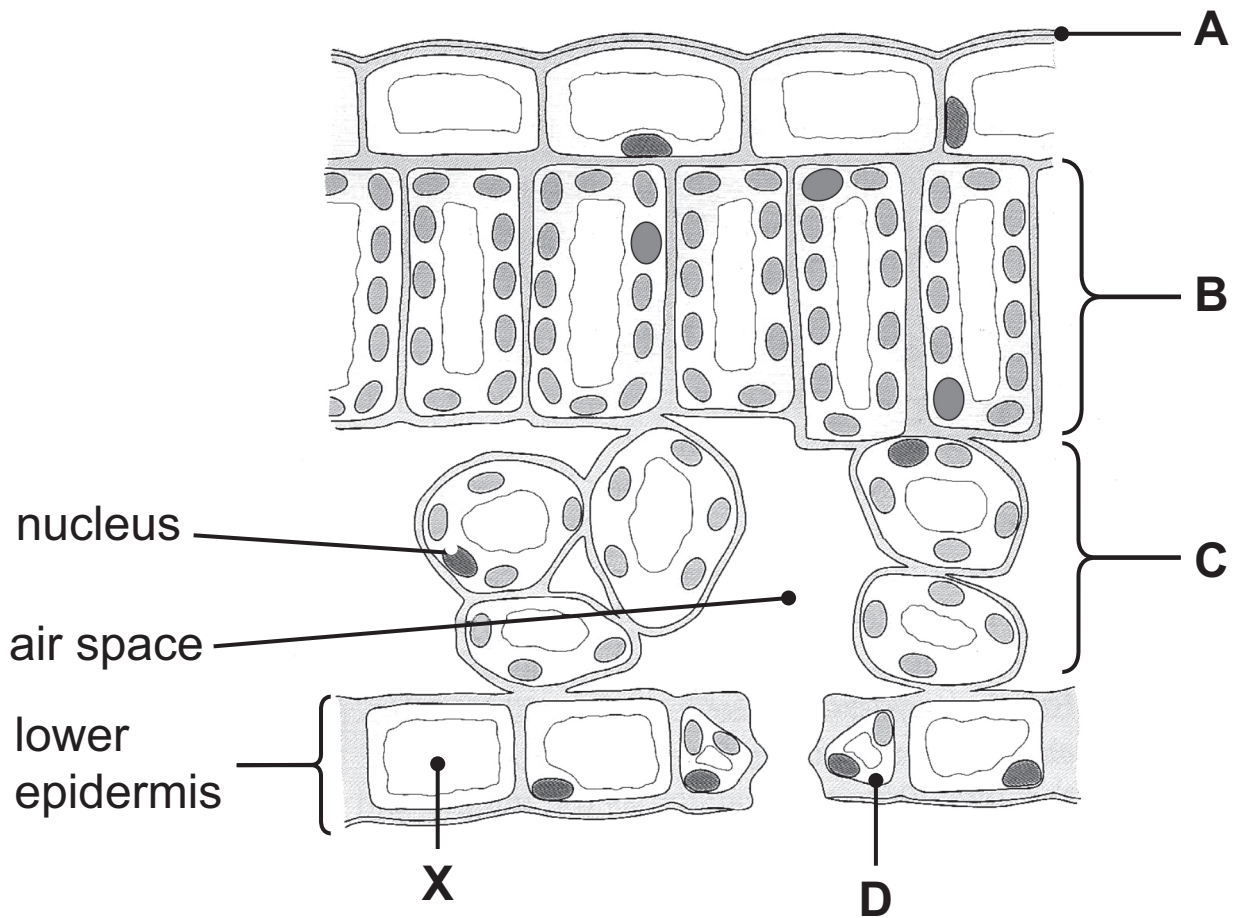
Look at the table on page 8.

Use the information in the table to draw conclusions about the types of food in the biscuit.

Describe the colour change for each food test. [6 marks]

In this question you will be assessed on your written communication skills, including the use of specialist scientific terms.

- 5 The diagram shows part of a cross section of a leaf viewed through a microscope.



(a) Name layers **A**, **B**, **C** and cell **D**.

A _____ [1 mark]

B _____ [1 mark]

C _____ [1 mark]

D _____ [1 mark]

(b) Suggest why there is no nucleus visible in cell **X**.
[1 mark]

(c) Layer **C** is adapted for gas exchange.

Give **one** adaptation visible in the diagram. [1 mark]

(d) Use the diagram to describe **two** ways the **cells** in layer **B** are better adapted for absorbing light than the cells in layer **C**. [2 marks]

1. _____

2. _____

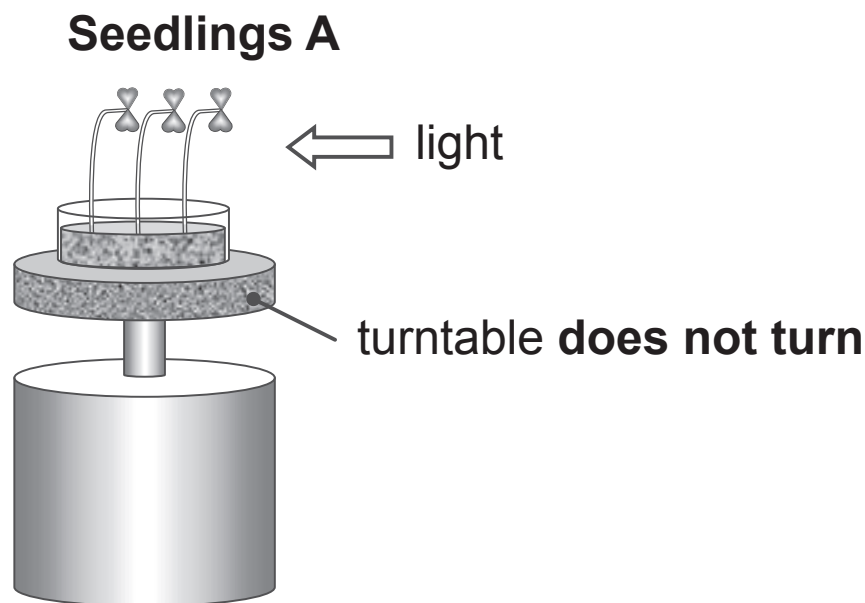
6 (a) Plants respond to light.

(i) Name this response. [1 mark]

(ii) Name the plant hormone that causes the response. [1 mark]

The diagram shows the results of an experiment to investigate the effect of light from one side on the growth of seedlings.

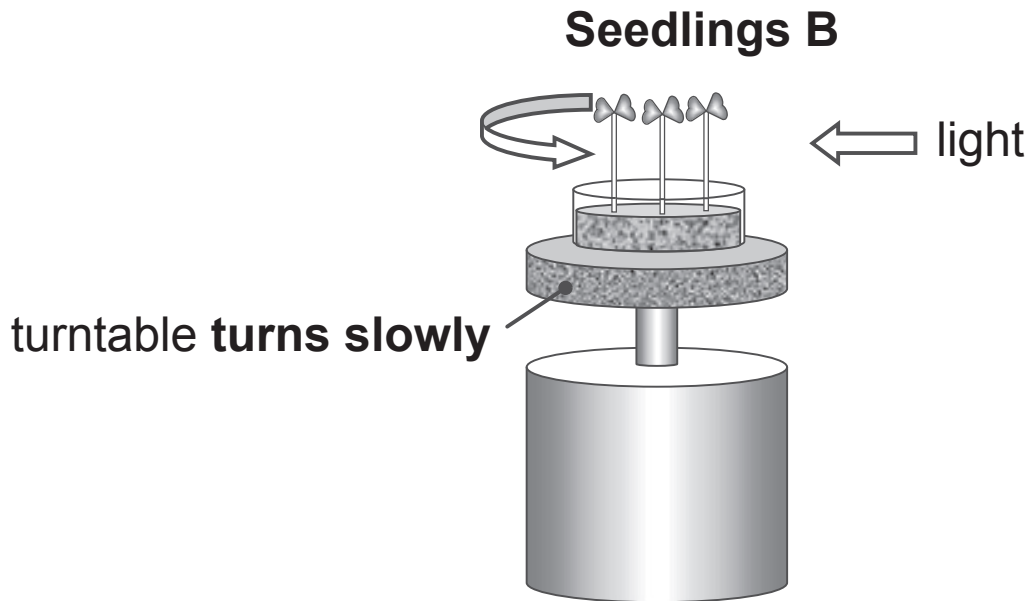
Seedlings **A** were placed on a turntable that **does not turn**.



(b) Explain how the hormone causes the response shown in seedlings **A**. [3 marks]

(c) The experiment was repeated with the turntable **turning slowly**.

The diagram shows the results.



Describe and explain the difference in the response of seedlings **B** to the turntable turning slowly.

Description [1 mark] _____

Explanation [2 marks] _____

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7 (a) An unhealthy diet can cause obesity.

(i) Give **two** components of an unhealthy diet that can cause obesity. [1 mark for each component]

1. _____

2. _____

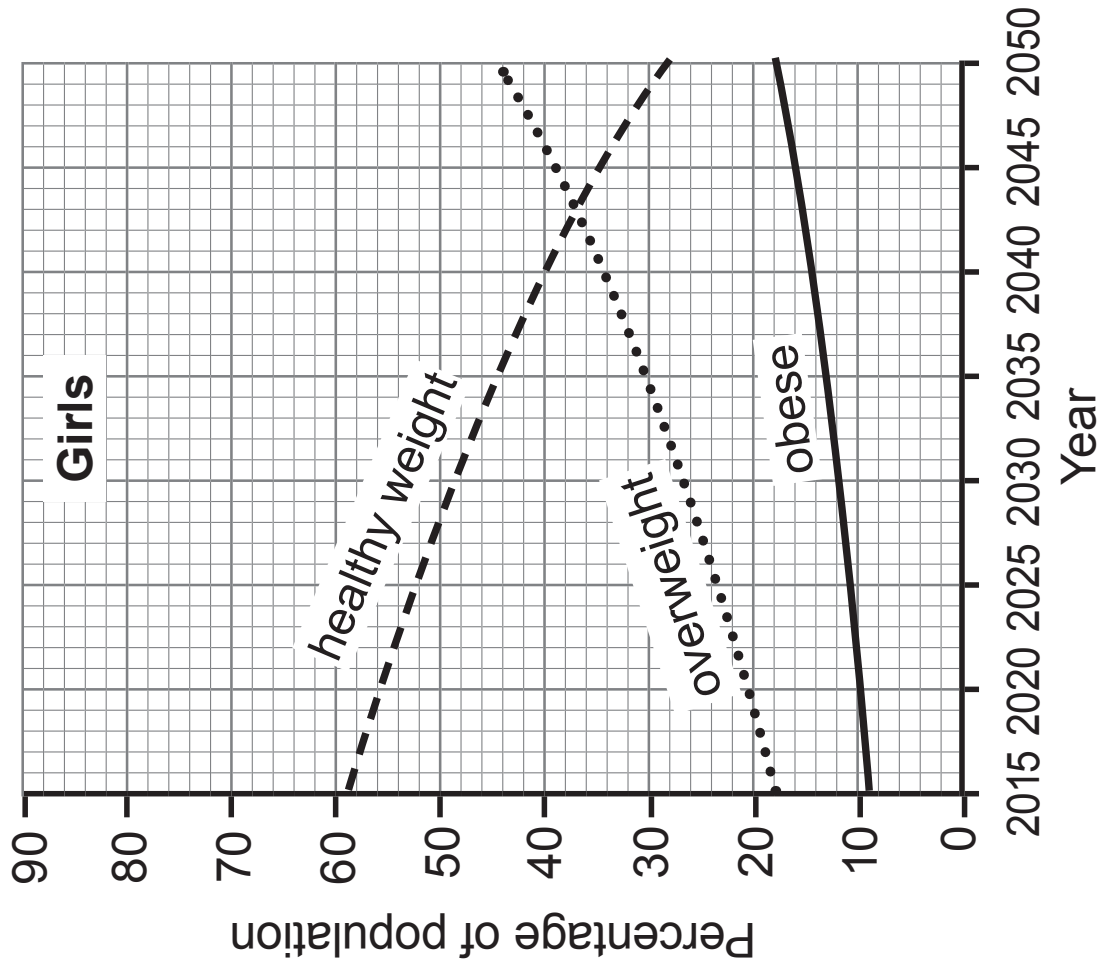
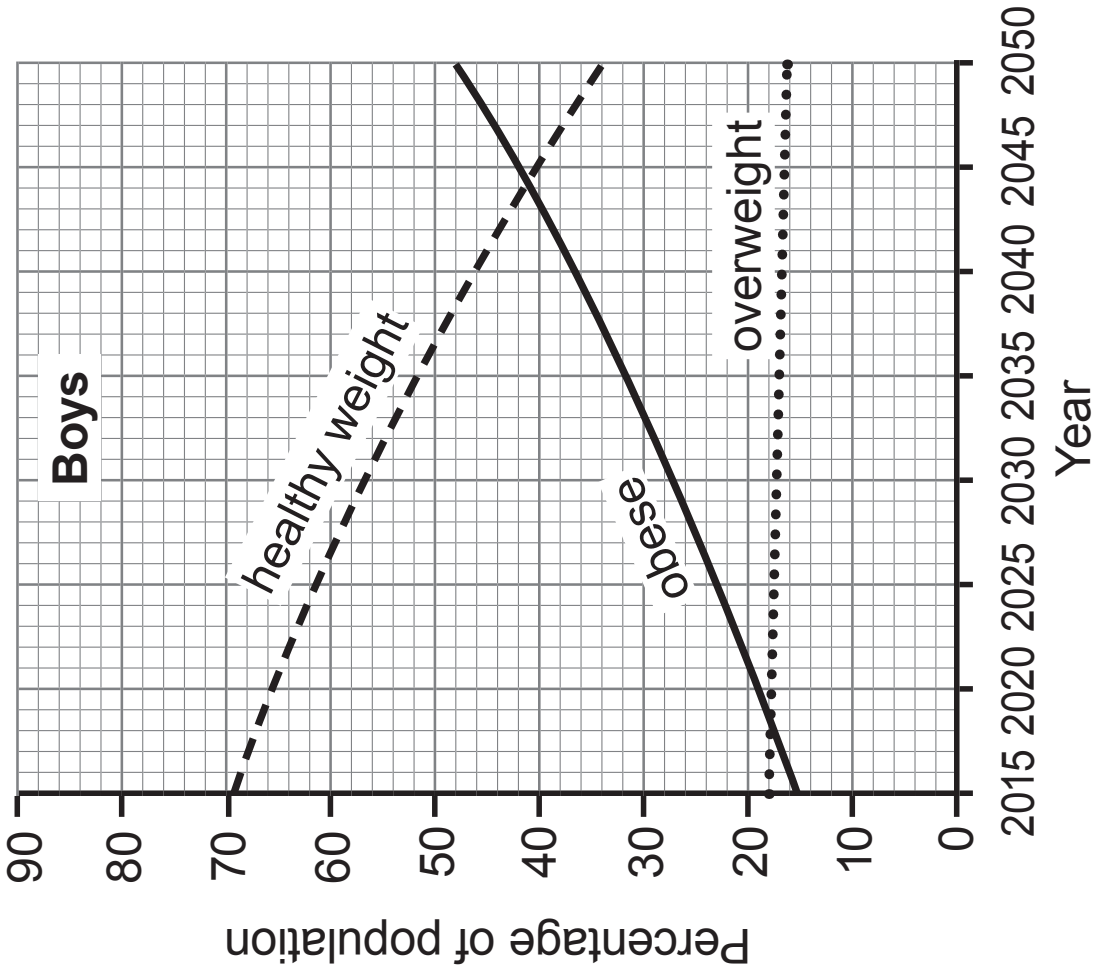
Obesity can also be caused by an imbalance between the amount of energy taken in and the energy used in exercise.

(ii) Describe this imbalance. [1 mark]

(iii) Name **two** diseases of the circulatory system that are caused by obesity. [1 mark for each disease]

1. _____

2. _____



The graphs on page 16 show the percentage of boys and girls, aged 6 to 10, who are expected to be a healthy weight, overweight and obese between 2015 and 2050 in the UK.

Look at the graphs to answer parts **(iv)** and **(v)**.

(iv) Describe **two** similarities in the trends for boys and girls from 2015 to 2050. [2 marks]

1. _____

2. _____

(v) Describe **two** ways the trends for boys and girls from 2015 to 2050 differ. [2 marks]

1. _____

2. _____

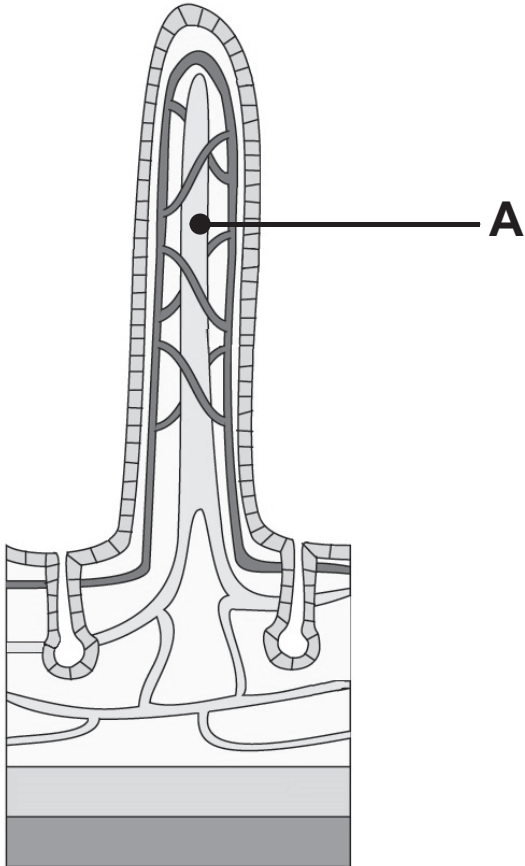
(b) The table shows the number of people in Northern Ireland who are obese and the number of people in Northern Ireland with diabetes from 2008 to 2013.

Year	Number of people suffering	
	Obesity	Diabetes
2008	161 871	60 822
2009	165 956	65 066
2010	174 180	68 980
2011	170 840	72 693
2012	167 150	75 837
2013	168 976	79 072

- (i) Give evidence from the table which supports the conclusion that obesity can cause diabetes. [1 mark]

- (ii) Give evidence from the table which suggests that obesity is **not the only** cause of diabetes. [1 mark]

8 The diagram shows a section through a villus.



(a) Name part **A** and describe its function. [2 marks]

(b) The villus is adapted for absorbing digested food by maintaining a high concentration gradient.

Explain how the villus maintains a high concentration gradient. [2 marks]

(c) Describe **one other** adaptation of the villus and explain how it brings about absorption of digested food.
[2 marks]

- 9 Photographs **A** and **B** show activities which can lead to global warming.

Photograph **A**



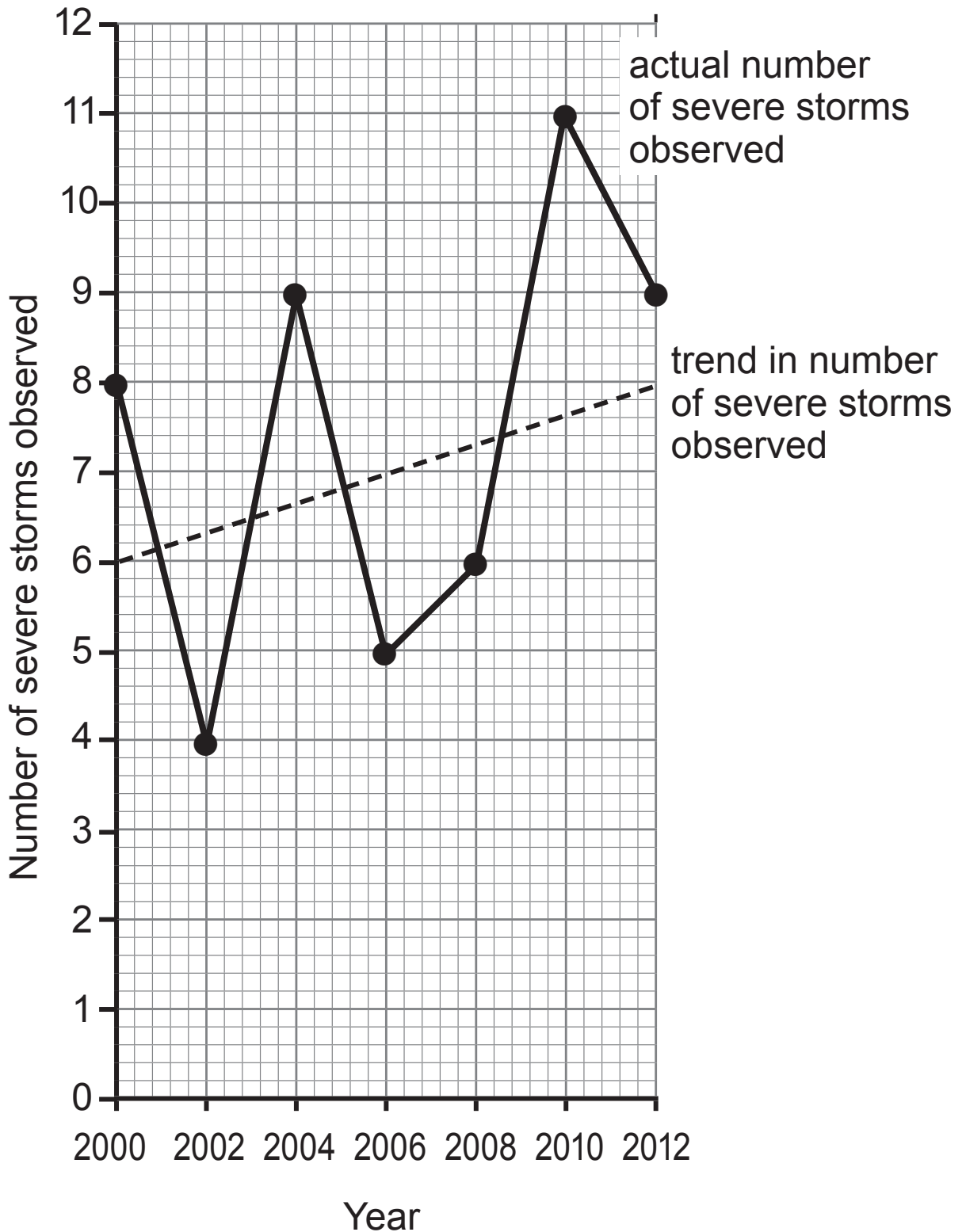
Photograph **B**



(a) Describe the activity shown in each photograph and explain how these activities may cause increased global warming. [4 marks]

(b) Changes in the number of severe storms in the North Atlantic are thought to be evidence of global warming.

The graph shows the actual number and the trend in the number of severe storms observed in the North Atlantic Ocean between 2000 and 2012.



- (i) Suggest why scientists use the trend in the number of severe storms as evidence to support increasing global warming.

Include data from the graph in your answer. [2 marks]

- (ii) Explain why the records for the actual number of severe storms observed between 2000 and 2006 could cause uncertainty about the prediction of global warming. [2 marks]

- (iii) Suggest how such uncertainty about the evidence of global warming may be overcome. [1 mark]

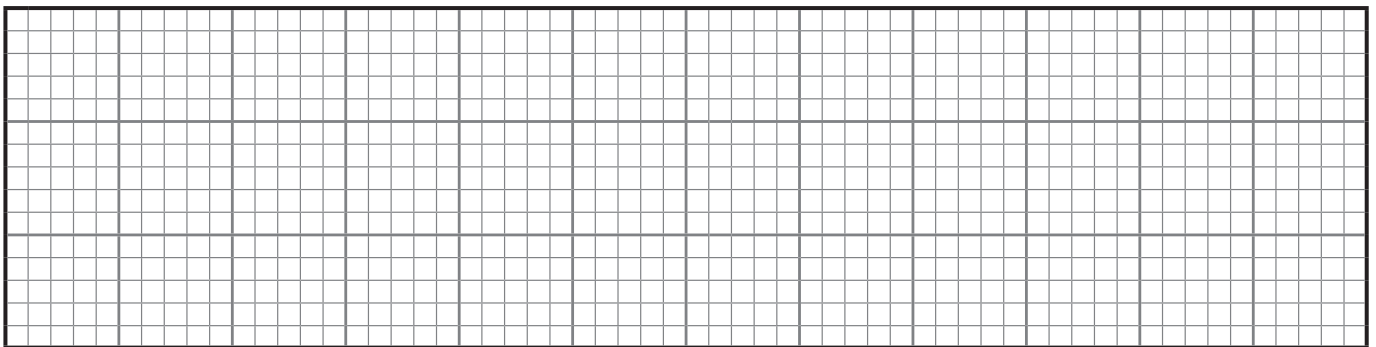
10 (a) The table shows the biomass of organisms at each trophic level in a food chain.

Trophic level	Biomass/g m ⁻²
Producers	11 000
Primary consumers	800
Secondary consumers	40

(i) Use the information in the table to draw a pyramid of biomass.

Use a scale of 5 small squares to represent 1 000 g m⁻².

Use the key shown. [3 marks]



 producers

 primary consumer

 secondary consumer

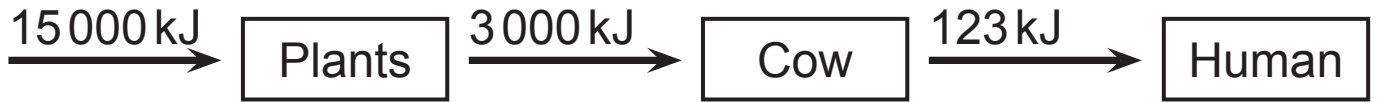
(ii) Give one advantage and one disadvantage of using a pyramid of biomass rather than a pyramid of numbers.

Advantage [1 mark] _____

Disadvantage [1 mark] _____

(b) The diagram shows the flow of energy through a food chain.

The values are for 1m² of ground.



(i) Calculate the percentage of energy reaching the primary consumer which is available to the secondary consumer. [2 marks]

Show your working.

_____ %

(ii) Explain **two** reasons for this decrease in energy available to the secondary consumers. [2 marks]

(iii) Charities provide people living in countries suffering from famine with rice or cereals rather than meat.

Use evidence from the food chain to explain why.
[2 marks]

11 Manufacturers use protease enzymes to pre-digest food for babies.

(a) Suggest why the food is blended to a fine pulp before the enzyme is added. [2 marks]

(b) A manufacturer carried out an experiment to find out the optimum pH for a protease enzyme.

Equal volumes of different pH solutions were placed in separate test tubes.

0.5g of blended food was placed in each test tube.

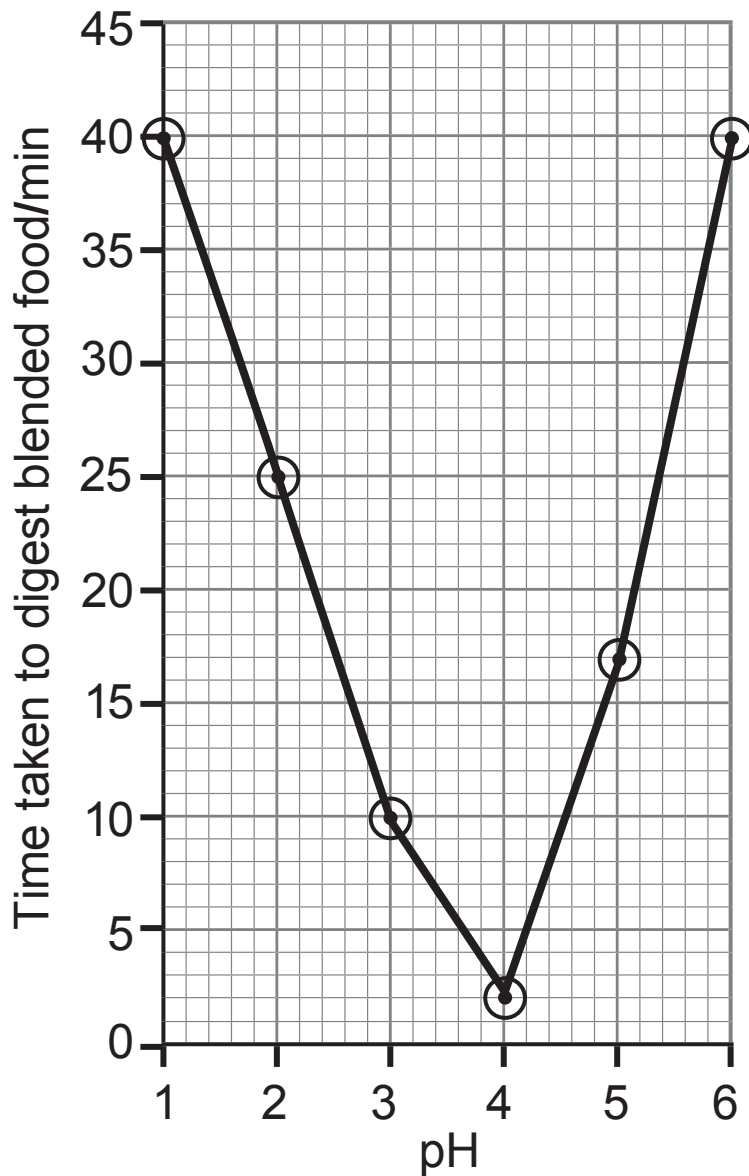
5 ml of 1% protease enzyme solution was added to each test tube.

The time taken to digest the food was recorded for each test tube.

(i) Give **one other** factor that must be controlled in this experiment. [1 mark]

(ii) Suggest how this factor should be controlled. [1 mark]

(c) The results of the experiment are shown in the graph.



(i) What is the optimum pH for this enzyme? [1 mark]

(ii) The experiment could be improved to find a more **accurate** value for the optimum pH.

Suggest how. [1 mark]

(iii) The rate at which the enzyme digested the 0.5 g of blended food at pH 2 is 0.02 g per minute.

Calculate the rate of digestion at pH 1.

Show your working. [2 marks]

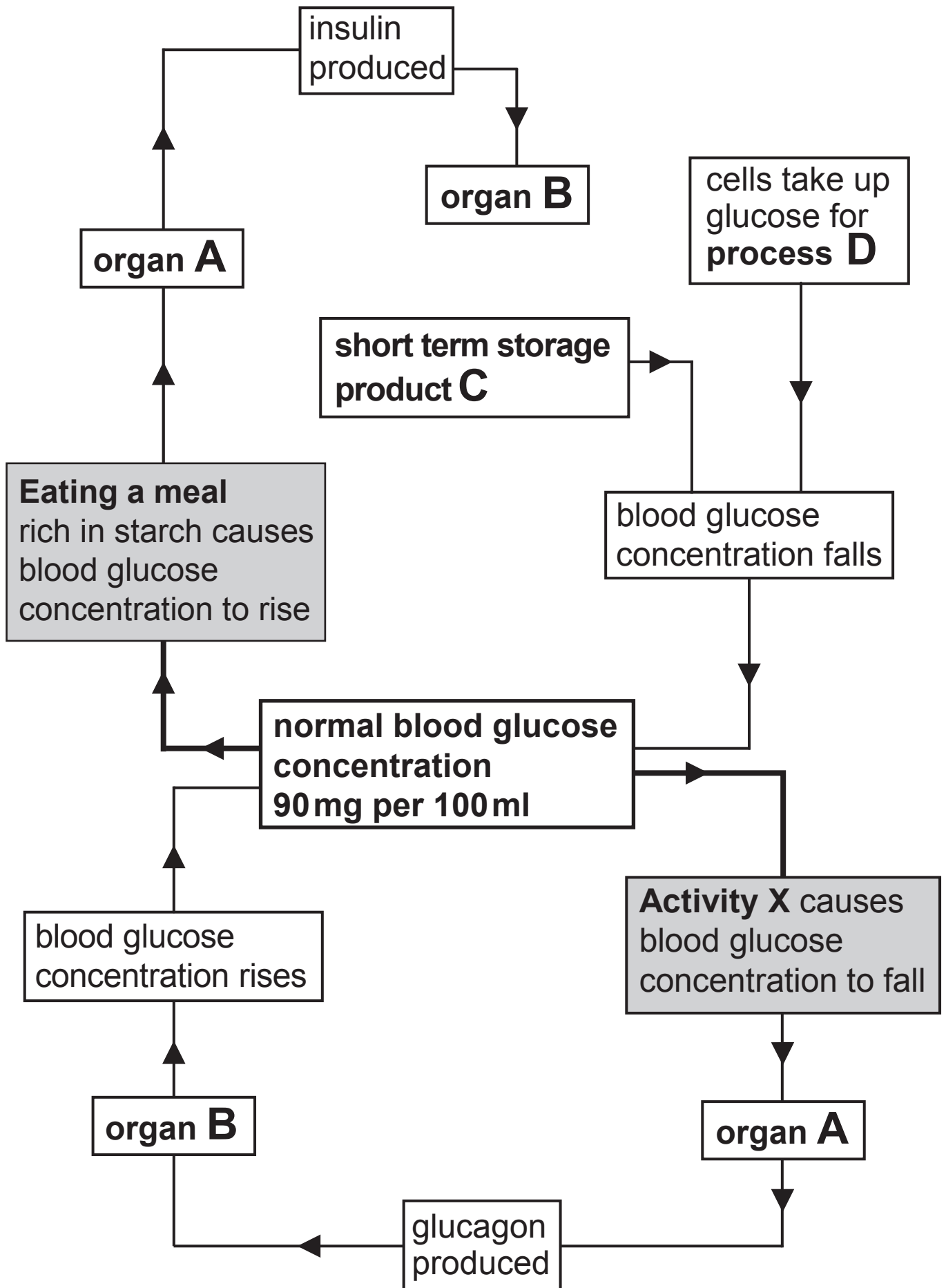
_____ g per minute

(iv) Explain the results for pH 1. [2 marks]

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(Questions continue overleaf)

12 The diagram shows the control of blood glucose.



(a) Name organs **A** and **B**, the short-term storage product **C** and process **D**.

Organ **A** _____ [1 mark]

Organ **B** _____ [1 mark]

Short-term storage product **C** _____ [1 mark]

Process **D** _____ [1 mark]

(b) Explain why eating a meal rich in starch causes the blood glucose concentration to rise. [1 mark]

(c) **Activity X** causes the blood glucose concentration to fall.

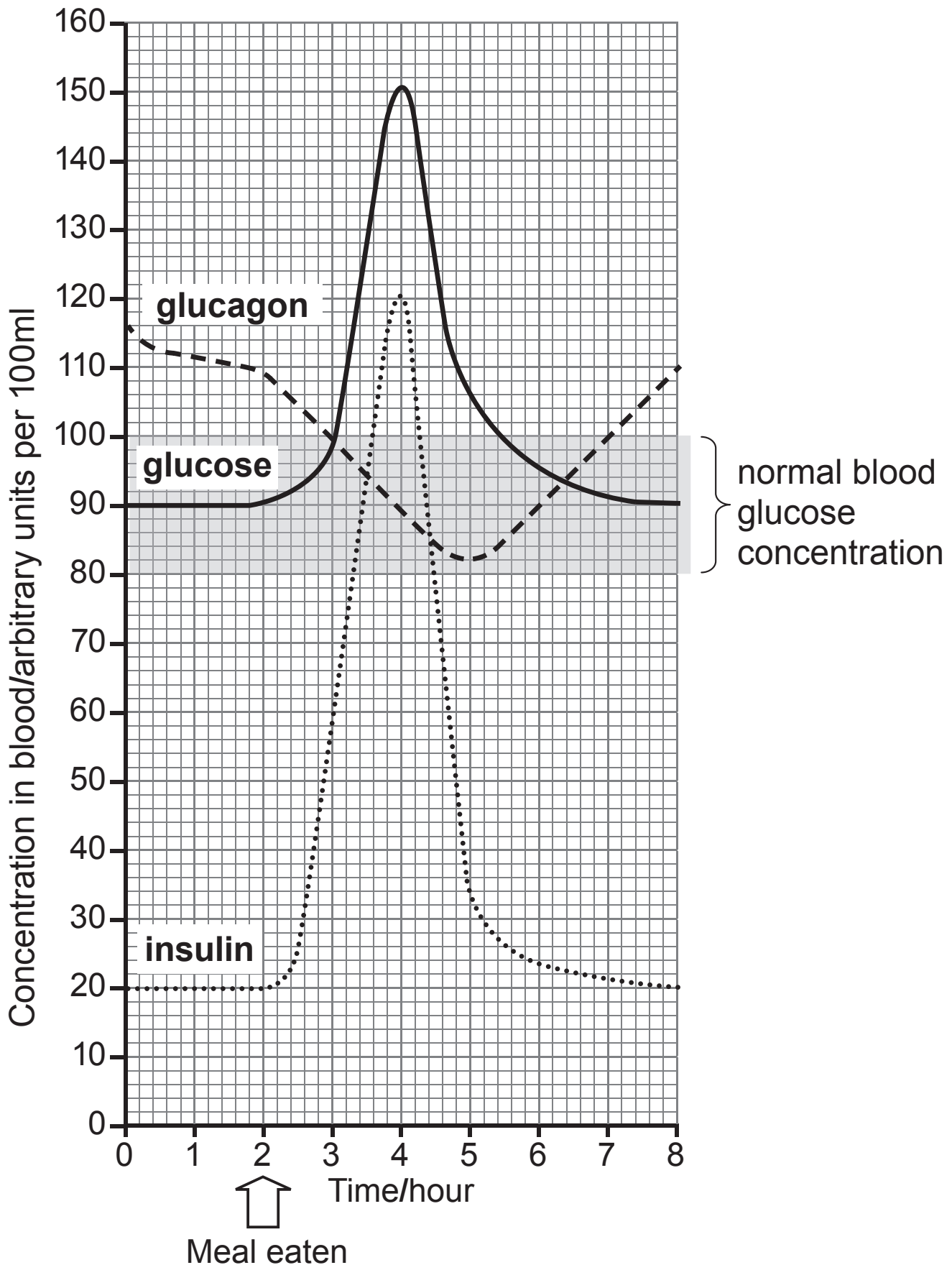
Suggest one example of **activity X**. [1 mark]

(d) Use information from the diagram on page 34 to help describe how the control of blood glucose by insulin is an example of a negative feedback mechanism.
[4 marks]

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(Questions continue overleaf)

(e) The graph shows changes in the concentration of glucose, insulin and glucagon in the blood of a healthy adult over a period of 8 hours, during which he ate a meal rich in starch.



Describe and explain how insulin and glucagon work together to control the concentration of glucose in the blood **before** and **after** the meal. [6 marks]

Use evidence from the diagram on page 34 and data from the graph to support your answer.

In this question you will be assessed on your written communication skills, including the use of specialist scientific terms.

THIS IS THE END OF THE QUESTION PAPER

SOURCES

Q1(a) Chick stock illustration © Dorling Kindersley/ Thinkstock

Q1(b) Image showing digestive system © 3drenderings/ iStock/ Thinkstock.com

Q1 image of eye © Anna Omelchenko/ iStock/ Thinkstock.com

Q2 Diagram showing a model of the respiratory system © CCEA

Q4 Table showing the results of food tests carried out on a biscuit © CCEA

Q5 Diagram showing part of a cross section of a leaf viewed through a microscope © GCSE Biology for CCEA, 2nd Edition by James Napier.

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Q6(b) Diagram showing the results of an experiment to investigate the effect of light from one side of a growth of seedlings © CCEA

Q6(c) Diagram showing the results of an experiment to investigate the effect of light from one side of a growth of seedlings while turning slowly

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Q7(a) Two graphs showing the percentage of boys and girls, aged 6-10, who are expected to be a healthy weight, overweight and obese between

2015 and 2050 in the uk © Crown Copyright - <https://www.gov.uk/government/publications/reducing-obesity-modelling-future-trends>

Q7(b) Table showing the number of people in Northern Ireland who are obese and the number of people with diabetes from 2008 to 2013

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Q8 Diagram showing a section through a villus © CCEA

Q9 Source A: Photograph of smoke coming from tall chimneys © Mischa Kejiser / Science Photo Library

Source B: Photograph showing deforestation © Dr. Morley Read / Science Photo Library

Q12 Diagram showing the control of blood glucose © CCEA

Q12(e) Graph showing changes in the concentration of glucose, insulin and glucagon in the blood © CCEA

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Question Number	Marks
1	
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Total Marks	
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Examiner Number

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