

Please write clearly in block capitals.

Centre number

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Candidate number

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Surname

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Forename(s)

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Candidate signature

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I declare this is my own work.

# GCSE COMBINED SCIENCE: TRILOGY

# F

Foundation Tier  
Biology Paper 1F

Friday 10 May 2024

Morning

Time allowed: 1 hour 15 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.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
<b>TOTAL</b>	

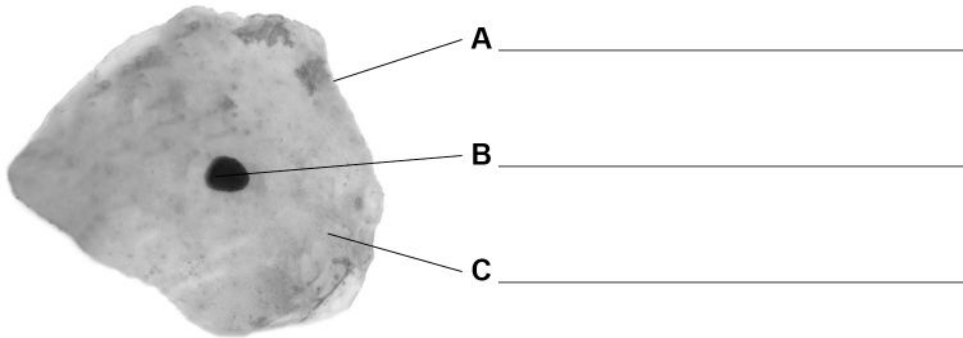
## Information

- 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.



0 1

This question is about cells.

**Figure 1** shows an animal cell.**Figure 1**

0 1 . 1

Label parts **A**, **B** and **C** on **Figure 1**.

Choose answers from the box.

**[3 marks]**

cell membrane	cell wall	chloroplast
cytoplasm	nucleus	



**0 1 . 2** What is the function of the nucleus in a cell?

**[1 mark]**

Tick (✓) **one** box.

To contain a solution called cell sap

To control the activities of the whole cell

To control the movement of substances into the cell

**0 1 . 3** What is the function of the mitochondria in a cell?

**[1 mark]**

Tick (✓) **one** box.

To produce glucose during photosynthesis

To produce proteins for the cell

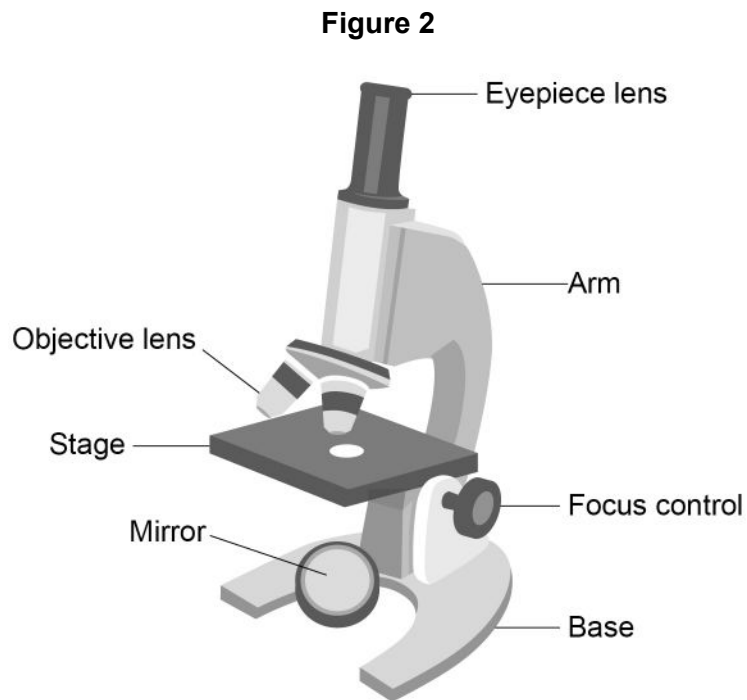
To release energy in respiration

**Question 1 continues on the next page**

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0 1 . 4 **Figure 2** shows a light microscope.



A student is given a prepared slide of animal cells to view using the microscope.

Complete the sentences.

Use labels from **Figure 2**.

**[4 marks]**

Place the slide on the \_\_\_\_\_.

Use the objective lens that has low power.

Look through the \_\_\_\_\_.

Direct the light by moving the \_\_\_\_\_.

Make the image larger by using the high power \_\_\_\_\_.



0 1 . 5

Figure 3 shows a different animal cell.

Figure 3



Calculate the magnification of the image in **Figure 3**.

Complete the following steps.

[4 marks]

Measure the width of the image from **Y** to **Z**, in millimetres (mm).

Width of image = \_\_\_\_\_ mm

Give the width of the image in micrometres ( $\mu\text{m}$ ).

1 mm = 1000  $\mu\text{m}$

Width of image = \_\_\_\_\_  $\mu\text{m}$

The cell in **Figure 3** has a real width of 40 micrometres ( $\mu\text{m}$ ).

Use the equation to calculate the magnification.

$$\text{magnification} = \frac{\text{width of image in } \mu\text{m}}{\text{real width of cell in } \mu\text{m}}$$

Magnification =  $\times$  \_\_\_\_\_

13

Turn over ►



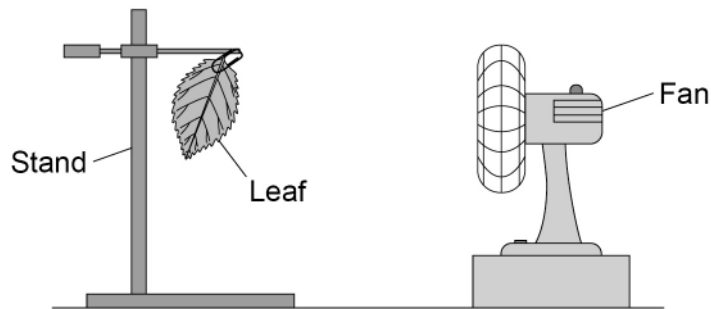
0 2

A student investigated the loss of mass from leaves that were placed in winds of different speed.

The student used an electric fan to create different wind speeds.

**Figure 4** shows the apparatus.

**Figure 4**



This is the method used.

1. Record the mass of one leaf taken from a plant.
2. Attach the leaf to a stand.
3. Leave for 1 hour with the fan off.
4. Record the final mass of the leaf.
5. Repeat steps 1 to 4 with the fan set at different speeds. Use leaves of a similar size each time.
6. Calculate the loss of mass for each leaf.



**Table 1** shows the results.

**Table 1**

Fan setting	Loss of mass in grams
Off	0.06
Low speed	0.15
Medium speed	0.23
High speed	0.31

**0 2 . 1** Why did the student do one experiment with the fan off?

**[1 mark]**

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**0 2 . 2** How does **increasing** fan speed affect the loss of mass from the leaves?

Use **Table 1**.

**[1 mark]**

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**0 2 . 3** Explain why the mass of the leaves decreased at all fan speeds.

**[3 marks]**

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**Turn over ►**



0 2 . 4 The student repeated the investigation in a room at a higher temperature.

Complete the sentence.

Choose the answer from the box.

[1 mark]

smaller

the same

greater

At a higher temperature the loss of mass from the leaves  
would be \_\_\_\_\_.

0 2 . 5 How could the student check the repeatability of the results?

[1 mark]

Tick (✓) **one** box.

Do the investigation again using a different method.

Do the investigation again using a different type of plant.

Do the investigation again using the same method.

7



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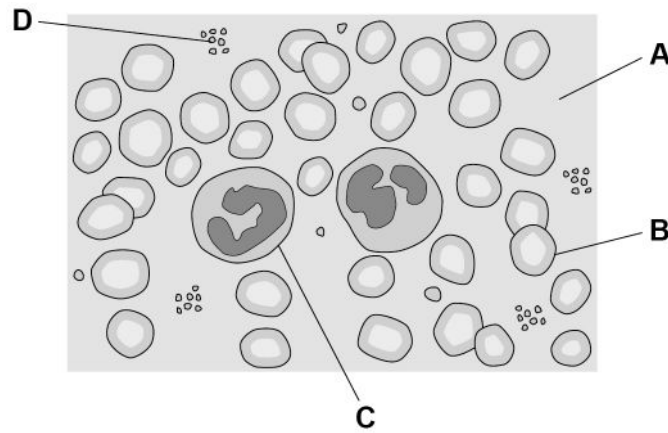
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0 3

Figure 5 shows different parts of blood.

Figure 5



0 3 . 1

Which letter shows a white blood cell?

[1 mark]

Tick (✓) **one** box.

A       B       C       D

0 3 . 2

Which part of the blood causes the blood to clot?

[1 mark]

Tick (✓) **one** box.

Plasma

Platelets

Red blood cells

0 3 . 3

Name **two** substances transported in the blood.

[2 marks]

1 \_\_\_\_\_

2 \_\_\_\_\_



Healthy people can volunteer to donate blood.

The donated blood is then given to patients who need the blood.

When a volunteer donates blood:

- the volunteer's health is checked
- a needle is used to remove blood from a vein in the arm
- the volunteer rests for 15 minutes after the donation.

0 3 . 4

Suggest **one** reason why blood is removed from a vein and **not** from an artery.

[1 mark]

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Patients may receive blood during a medical emergency.

Donating blood and receiving blood has risks.

0 3 . 5

Suggest **one** advantage and **one** disadvantage to a patient who **receives** blood.

[2 marks]

Advantage \_\_\_\_\_

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Disadvantage \_\_\_\_\_

---

0 3 . 6

Suggest **one** advantage and **one** disadvantage to the volunteer who **donates** blood.

[2 marks]

Advantage \_\_\_\_\_

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Disadvantage \_\_\_\_\_

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0 4

This question is about disease.

Gonorrhoea is a sexually transmitted disease.

0 4 . 1

Which is a symptom of gonorrhoea?

[1 mark]

Tick (✓) **one** box.

Damaged immune system

Pain when urinating

Reduced body temperature

**Table 2** shows the number of reported cases of gonorrhoea for 5 cities.**Table 2**

City	Number of reported cases of gonorrhoea per 100 000 of the population
<b>A</b>	124
<b>B</b>	118
<b>C</b>	40
<b>D</b>	130
<b>E</b>	40



**0 4 . 2** The number of cases of gonorrhoea in each city might **not** be accurate.

Suggest **one** reason why.

[1 mark]

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**0 4 . 3** Which is the best way to present the data from **Table 2**?

[1 mark]

Tick (✓) **one** box.

Bar chart

Line graph

Scatter diagram

**0 4 . 4** The data is given as per 100 000 of the population and **not** as the total number of people with gonorrhoea.

Suggest why.

[1 mark]

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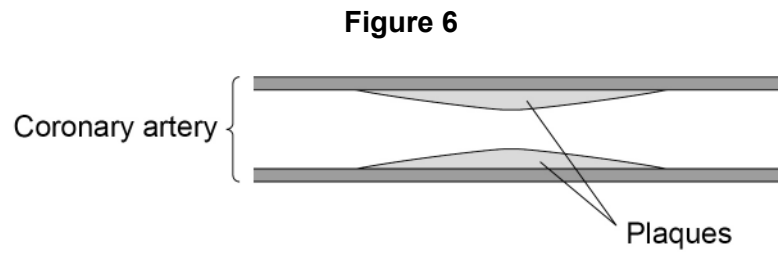


Deposits can form in coronary arteries.

The deposits are called plaques.

Plaques cause damage to the arteries.

**Figure 6** shows plaques in a coronary artery.



0 4 . 5

Which **two** factors **increase** the risk of plaques forming in the coronary artery?

**[2 marks]**

Tick (✓) **two** boxes.

- |                   |                          |
|-------------------|--------------------------|
| High fat diet     | <input type="checkbox"/> |
| Low blood glucose | <input type="checkbox"/> |
| Regular exercise  | <input type="checkbox"/> |
| Smoking           | <input type="checkbox"/> |
| Taking statins    | <input type="checkbox"/> |



0 4 . 6

Which treatment can be used for the plaques in **Figure 6**?

[1 mark]

Tick (✓) **one** box.

A placebo

A stent

An antibiotic

0 4 . 7

A heart attack can happen when plaques block a coronary artery.

During a heart attack muscle cells in the heart die.

Explain how the blockage can lead to the death of muscle cells in the heart.

[3 marks]

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10

**Turn over for the next question**

**Turn over ►**



0 5

This question is about photosynthesis.

0 5 . 1

Complete the equation for photosynthesis.

Choose answers from the box.

[2 marks]

nitrogen

oxygen

ethanol

water

carbon dioxide + \_\_\_\_\_  $\xrightarrow{\text{light}}$  glucose + \_\_\_\_\_

0 5 . 2

What is the chemical formula for glucose?

[1 mark]

Tick (✓) **one** box.CO<sub>2</sub>C<sub>6</sub>H<sub>12</sub>O<sub>6</sub>H<sub>2</sub>OO<sub>2</sub>

0 5 . 3

Give **two** ways plants use the glucose produced by photosynthesis.

[2 marks]

1

\_\_\_\_\_

2

\_\_\_\_\_



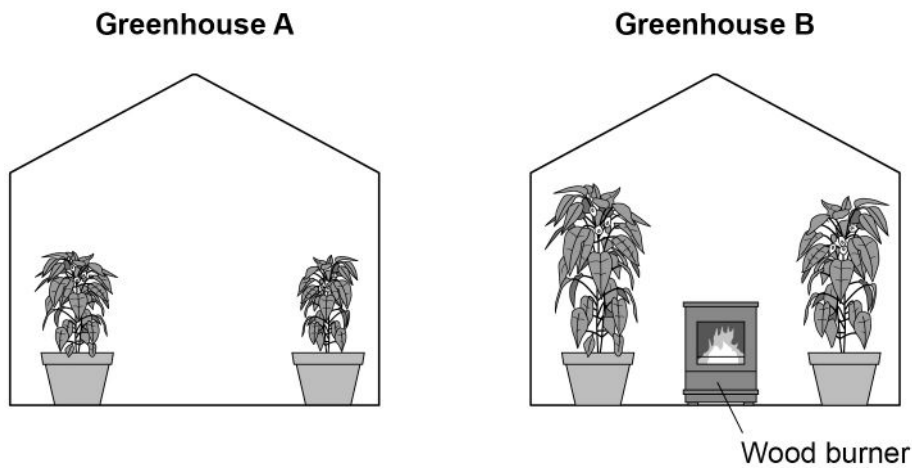
**0 5 . 4** A person has two greenhouses.

In each greenhouse, the plants:

- are all the same type
- receive the same intensity of light and the same volume of water
- grow in the same type of soil.

**Figure 7** shows the greenhouses.

**Figure 7**



The person burns logs in the wood burner in greenhouse **B**.

Explain why the plants in greenhouse **B** grow faster than the plants in greenhouse **A**.

**[4 marks]**

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**Turn over ►**



**0 6**

Drinks contain different substances.

A drinks company claims that a drink contains sugar, protein and fat.

**0 6 . 1**

Glucose and fructose are different sugars.

Fructose has a much sweeter taste than glucose.

Suggest **two** reasons why the drinks company uses fructose in the drink rather than using glucose.Do **not** refer to sweetness in your answer.**[2 marks]**

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

**0 6 . 2**Describe how a student could test the drink for **sugar**.

Give the colour of a positive result.

**[3 marks]**

Test \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Colour of positive result \_\_\_\_\_



**0 6 . 3** Describe how a student could test the drink for **protein**.

Give the colour of a positive result.

**[2 marks]**

Test \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Colour of positive result \_\_\_\_\_

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0 7

A student investigated the concentration of salt in solution **Z**.

The student used a method involving osmosis.

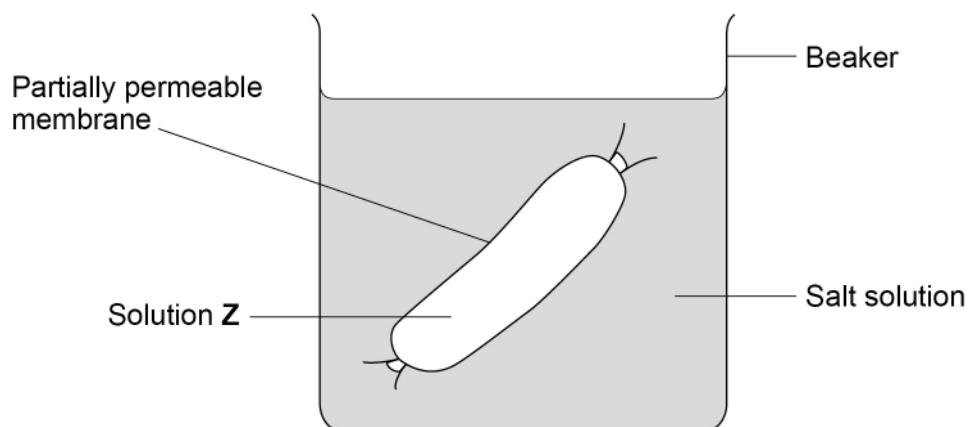
The student used tubing made of partially permeable membrane.

This is the method used.

1. Cut six pieces of tubing to the same length.
2. Tie one end of each piece of tubing.
3. Put the same volume of solution **Z** into each piece of tubing.
4. Tie the other end of each piece of tubing to form a sealed tube.
5. Record the mass of each tube.
6. Place each tube into a different concentration of salt solution.
7. After 2 hours, remove each tube from the salt solutions.
8. Record the mass of each tube.

**Figure 8** shows one of the sealed tubes in a salt solution.

**Figure 8**



**0 7 . 1** What was the independent variable for the investigation?

**[1 mark]**

Tick (✓) **one** box.

Change in mass of tube

Concentration of salt solution

Time in salt solution

Volume of solution **Z**

**0 7 . 2** The student dried the outside of each tube with a paper towel before recording the mass.

Why was it important to dry the tubes?

**[1 mark]**

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**Question 7 continues on the next page**

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**Table 3** shows the results.

**Table 3**

Concentration of salt solution in mol/dm <sup>3</sup>	Mass of tube in grams			Percentage (%) change in mass
	At start	After 2 hours	Change	
0.0	15.54	16.50	0.96	<b>X</b>
0.2	15.16	15.78	0.62	4.1
0.4	15.00	15.35	0.35	2.3
0.6	15.29	15.37	0.08	0.5
0.8	14.95	14.75	-0.20	-1.3
1.0	14.77	14.40	-0.37	-2.5

**0 7 . 3** Calculate value **X** in **Table 3**.

Give your answer to 1 decimal place.

**[3 marks]**

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Value **X** (1 decimal place) = \_\_\_\_\_ %

**0 7 . 4** Complete **Figure 9**.

You should:

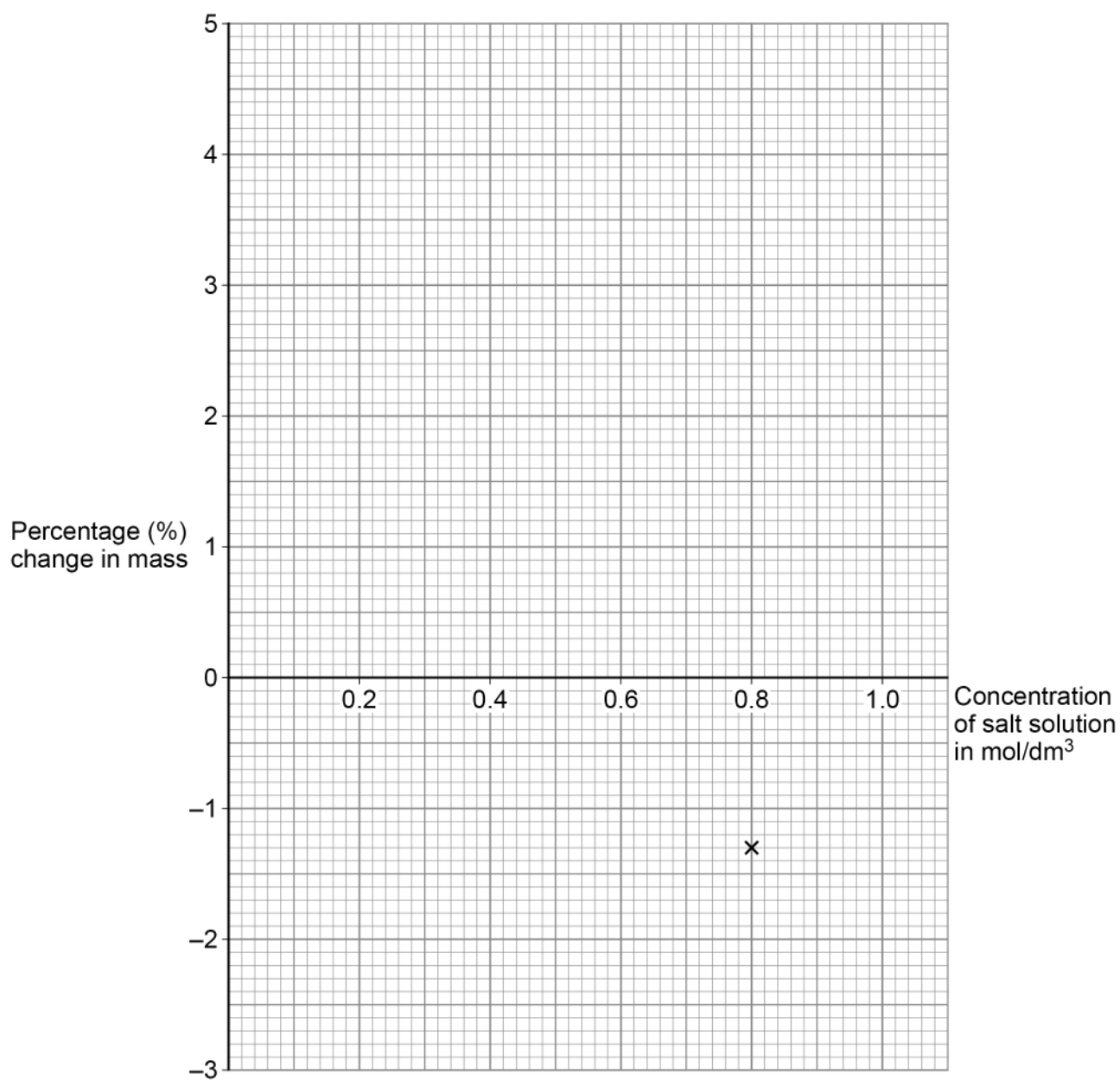
- plot the percentage change in mass from **Table 3** for salt concentrations of **only** 0.2 mol/dm<sup>3</sup> to 1.0 mol/dm<sup>3</sup>
- draw a line of best fit.

One of the results has been plotted for you.

**[3 marks]**



Figure 9



**0 7 . 5** Determine the concentration of salt in solution **Z**.

Use **Figure 9**.

**[1 mark]**

Concentration = \_\_\_\_\_ mol/dm<sup>3</sup>

9

**END OF QUESTIONS**



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