



3400UA0-1

MONDAY, 9 JUNE 2025 – MORNING

BIOLOGY – Unit 1:
Cells, Organ Systems and Ecosystems

HIGHER TIER

**1 hour 45 minutes plus your additional
time allowance**

Surname _____

First name(s) _____

Centre Number _____

Candidate Number 0 _____

ADDITIONAL MATERIALS

A calculator and a ruler.

ITEMS INCLUDED WITH QUESTION PAPER

A separate Diagram Booklet.

The Diagram Booklet MUST be handed in to the invigilators and sent for marking.

INSTRUCTIONS TO CANDIDATES

Use black ink, black ball-point pen or your usual method.

Write your name, centre number and candidate number in the spaces provided on the front cover.

Answer ALL questions.

Write your answers in the spaces provided in this booklet. If you run out of space, use the additional pages at the back of the booklet, taking care to number the question(s) correctly.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

Question 5 is a quality of extended response (QER) question where your writing skills will be assessed.

(Turn over)

For Examiner’s use only		
Question	Maximum Mark	Mark Awarded
1.	9	
2.	11	
3.	8	
4.	10	
5.	6	
6.	15	
7.	11	
8.	10	
Total	80	

Answer ALL questions.

1 IMAGE 1 in the separate diagram booklet shows part of the carbon cycle.

(a)(i) State the name of the processes A, C and D. [3 marks]

A _____

C _____

D _____

(ii) State the name of process B which directly removes carbon dioxide from the air. [1 mark]

(Turn over)

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$$\text{Percentage increase in yield} = \frac{\text{yield in 2019} - \text{yield in 2018}}{\text{yield in 2018}} \times 100$$

1 (a)(iii)

State ONE product of process B which contains carbon. [1 mark]

(b) Strawberry growers in Gower, near Swansea produced a yield of 21 500 kg in the summer of 2018. In 2019 the yield was 26 000 kg.

(i) Use the equation on the opposite page to calculate the percentage increase in yield [2 marks]

Percentage increase in yield = _____

(Turn over)

1 (b)(ii)

Other than water and carbon dioxide, state TWO substances that could have been used to increase the strawberry yield. [2 marks]

1. _____

2. _____

9

(Turn over)

2 Students investigated the effect of temperature on a carbohydrase enzyme using the apparatus shown in IMAGE 2.1 in the separate diagram booklet.

**(a) State the name of the model that describes how enzymes work.
[1 mark]**

The experiment was carried out at 20 °C, 30 °C, 40 °C, 50 °C and 60 °C. After 5 minutes a sample of solution was removed from inside the Visking tubing and the percentage of starch remaining was determined. Some of the results are shown in TABLE 2.2 in the separate diagram booklet.

(Turn over)

2 (b) Complete TABLE 2.2 using data from GRAPH 2.3 in the separate diagram booklet. [1 mark]

(c)(i) Identify the optimum temperature for the carbohydrase in this investigation. [1 mark]

_____ °C

(ii) Describe how you could amend the method to identify the optimum temperature more accurately. [2 marks]

**continue answer on the next page
(Turn over)**

2 (c)(iii)

Explain the results at 60 °C. [3 marks]

continue answer on the next page
(Turn over)

2 (d) The water around the Visking tubing was also tested for starch.

(i) Name the reagent used to test for starch. [1 mark]

(Turn over)

2 (d)(ii)

Predict the colour that would be seen at the end of the test AND explain your answer. [2 marks]

3 IMAGE 3 in the separate diagram booklet shows a single-celled organism called **Amoeba**.

(a)(i) DRAW AN ARROW LABELLED C TO IDENTIFY THE CELL MEMBRANE of the Amoeba in IMAGE 3.

STATE THE FUNCTION of the cell membrane. [1 mark]

(Turn over)

3 (a)(ii)

The actual length along line A–B in the *Amoeba* is $700\text{ }\mu\text{m}$.

Calculate the magnification of the *Amoeba* in IMAGE 3.

($1\text{ mm} = 1000\text{ }\mu\text{m}$). [3 marks]

Magnification = $\times$ _____

(iii) State the name of the process by which *Amoeba* exchanges gases with its environment. [1 mark]

(Turn over)

3 (b) Amoeba do not need a complex respiratory system to allow gas exchange but humans do.

Explain how the volume of the human thorax changes to allow INSPIRATION (breathing in) to take place. [3 marks]

continue answer on the next page

(Turn over)

15

8

(Turn over)

- 4 (a) The energy transferred to each organism in an aquatic food chain is shown in IMAGE 4.1 in the separate diagram booklet. Figures are in $\text{kJ/m}^3/\text{year}$. Diagrams are not drawn to scale.**
- (i) Suggest ONE reason why only a small percentage of the light energy available to plants is converted to chemical energy in biomass. [1 mark]**

4 (a)(ii)

Use the information in IMAGE 4.1 to calculate the efficiency of energy transfer between the aquatic plants and the snails. [2 marks]

Efficiency = _____ %

(a)(iii)

**State ONE way in which energy is lost between each trophic level.
[1 mark]**

(Turn over)

4 (a)(iv)

Explain why it is unlikely that this food chain could support another trophic level. [1 mark]

(Turn over)

Question 4 continued

TABLE 4.2 in the separate diagram booklet shows the data that were collected for the food chain.

- (b)(i) Calculate the total biomass of the pike. WRITE YOUR ANSWER IN TABLE 4.2. [2 marks]**

Space for working.

- (ii) USE A RULER to draw a pyramid of TOTAL BIOMASS for the organisms in TABLE 4.2 on GRID 4.3 in the separate diagram booklet. YOUR DIAGRAM MUST BE TO SCALE AND EACH TROPHIC LEVEL LABELLED. [3 marks]**

- 5 Scientists investigated the uptake of mineral ions by plants. Barley seedlings were grown with their roots in a solution of mineral ions for five days. Air was bubbled through the solution. The concentrations of the ions in the solution and the root tissue were measured. The apparatus is shown in IMAGE 5.1 in the separate diagram booklet and the results are shown in TABLE 5.2 in the separate diagram booklet.**

Use IMAGE 5.1 and the data in TABLE 5.2 to explain how the mineral ions are absorbed by the plant AND state the effect of a deficiency of EACH mineral ion on plants. [6 marks QER]

**continue your answer on the next page
(Turn over)**

continue answer on the next page

(Turn over)

continue answer on the next page
(Turn over)

6

6 IMAGE 6.1 in the separate diagram booklet shows a human heart and its associated blood vessels.

(a)(i) State the name of blood vessels A and B in IMAGE 6.1. [2 marks]

A _____

B _____

(ii) State TWO pieces of evidence from IMAGE 6.1 which show the ventricles are contracting. [2 marks]

I. _____

II. _____

(Turn over)

6 (b) A hole in the wall between the ventricles is the most common heart defect at birth.

Suggest the effects on an individual of a hole in the wall between the ventricles. [3 marks]

continue answer on the next page

(Turn over)

6 (c) Coronary arteries supply the heart muscle with blood. These are shown on IMAGE 6.2 in the separate diagram booklet.

(i) Explain why atheroma in a coronary artery affects the function of the heart. [3 marks]

continue answer on the next page

(Turn over)

6 (c)(ii)

Suggest why atheroma forming at point **X would be more serious than at point **Y**. [2 marks]**

(Turn over)

6 (c)(iii)

Name AND describe the surgical procedure used to widen arteries affected by atheroma. [3 marks]

continue answer on the next page

(Turn over)

15

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Colour of indicator

Purple ← ————— Red —————→ Yellow
decreasing increasing
carbon dioxide carbon dioxide

- 7 A group of students investigated different combinations of aquatic plants and animals in light and dark conditions. An indicator was used to show changes in the carbon dioxide concentration of the water. The colour changes are shown on the opposite page.**

The experiment was set up as shown in IMAGE 7.1 in the separate diagram booklet and after 12 hours the colour of the indicator was noted as shown in TABLE 7.2 in the separate diagram booklet.

(Turn over)

7 (a)(i)

Explain the result for:

I. tube *A*; [2 marks]

(Turn over)

7 (a)(i)

II. tube **B**; [2 marks]

(Turn over)

7 (a)(i)

III. tubes **F** and **G**. [2 marks]

(Turn over)

7 (a)(ii)

State the conclusion that can be made about tube C. [1 mark]

(Turn over)

7 (a)(iii)

**Explain the purpose of tubes
D and H. [2 marks]**

(Turn over)

7 (b) Suggest TWO variables that the students should have kept constant in this investigation. [2 marks]

(i)

(ii)

11

(Turn over)

- 8 Banana plants can be affected by the black Sigatoka disease, which is caused by a fungus. The fungus infects plants through natural openings in the leaves and causes dark leaf spots. The spots enlarge and cause much of the leaf to turn yellow and brown. Plants infected with the fungus produce bananas of such poor quality that they cannot be sold.**

The climate of the tropical regions in which the bananas are grown is favourable for disease development.

IMAGE 8.1 in the separate diagram booklet is a photograph of a banana leaf infected with black Sigatoka fungus.

IMAGE 8.2 in the separate diagram booklet is an electron micrograph of Sigatoka fungus.

(Turn over)

8 (a)(i)

State the name of the natural openings in leaves through which the fungus infects plants. [1 mark]

(a)(ii)

IMAGE 8.2 in the separate diagram booklet was taken using an electron microscope.

State ONE advantage of using an electron microscope compared to a light microscope. [1 mark]

(Turn over)

8 (a)(iii)

**In 2017, the black Sigatoka disease reduced the yield of bananas by 60%. As a result only 114 million tonnes of bananas were sold for consumption worldwide. Using this information, calculate how many tonnes of bananas were lost to this disease.
[3 marks]**

Answer = _____ tonnes

(Turn over)

8 (b) One way to prevent the spread of the fungus is to spray a type of pesticide called a fungicide onto banana plantations. In some cases this is repeated up to 50 times a year. An alternative method of reducing the spread of the disease involves removing diseased leaves.

(i) Explain the environmental impact of the large-scale use of these fungicides. [3 marks]

continue answer on the next page

(Turn over)

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 farmers of banana plantations choose to use fungicides instead of removing the diseased leaves from the plants. [1 mark]

(Turn over)

8 (c) Scientists predict a continued increase in global temperatures due to climate change. Suggest how this could increase the spread of black Sigatoka fungus. [1 mark]

10

END OF PAPER

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

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GCSE

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DIAGRAM BOOKLET

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to the invigilators and sent for marking.**

Surname _____

First name(s) _____

Centre Number _____

Candidate Number 0 _____

IMAGE 1

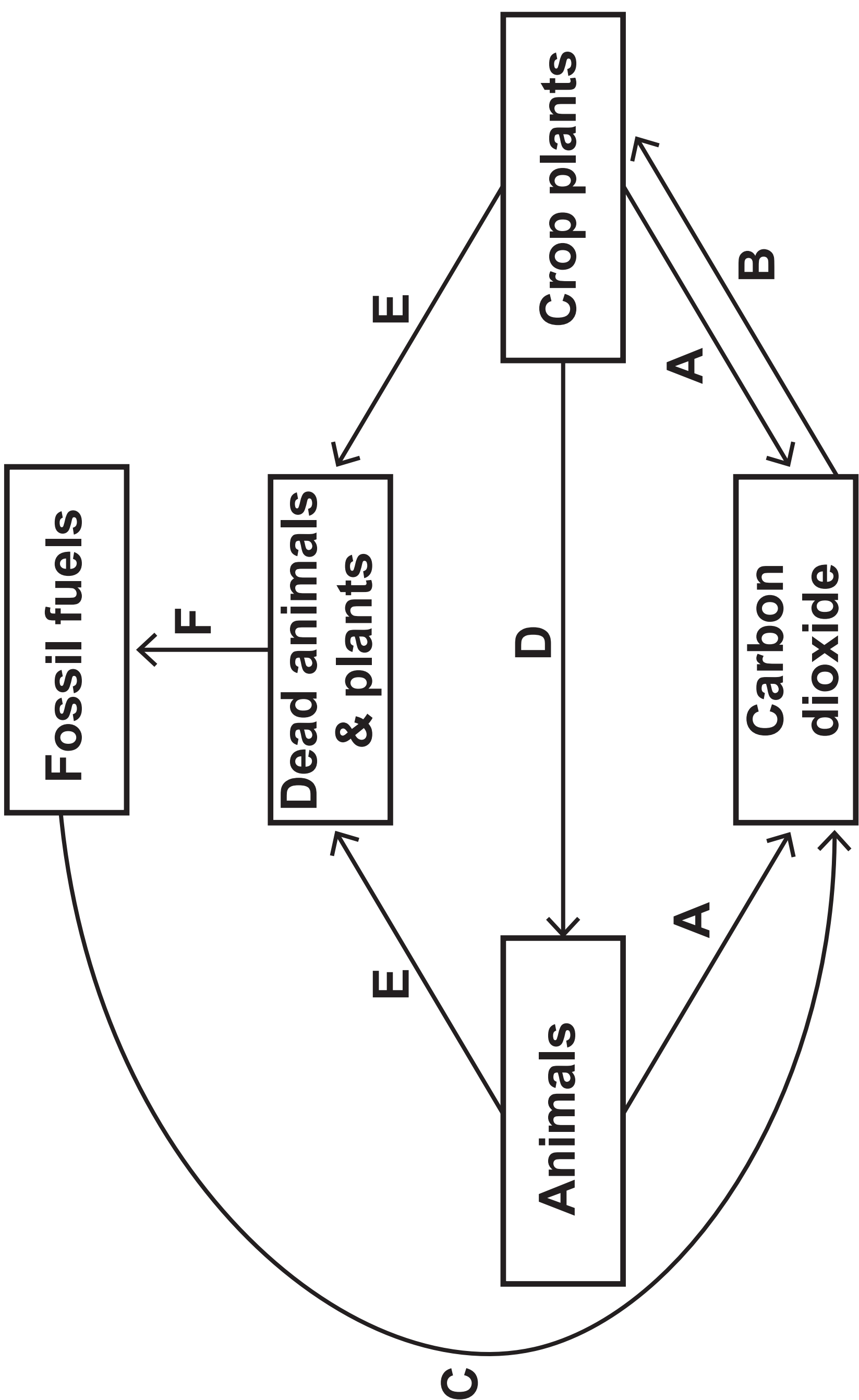


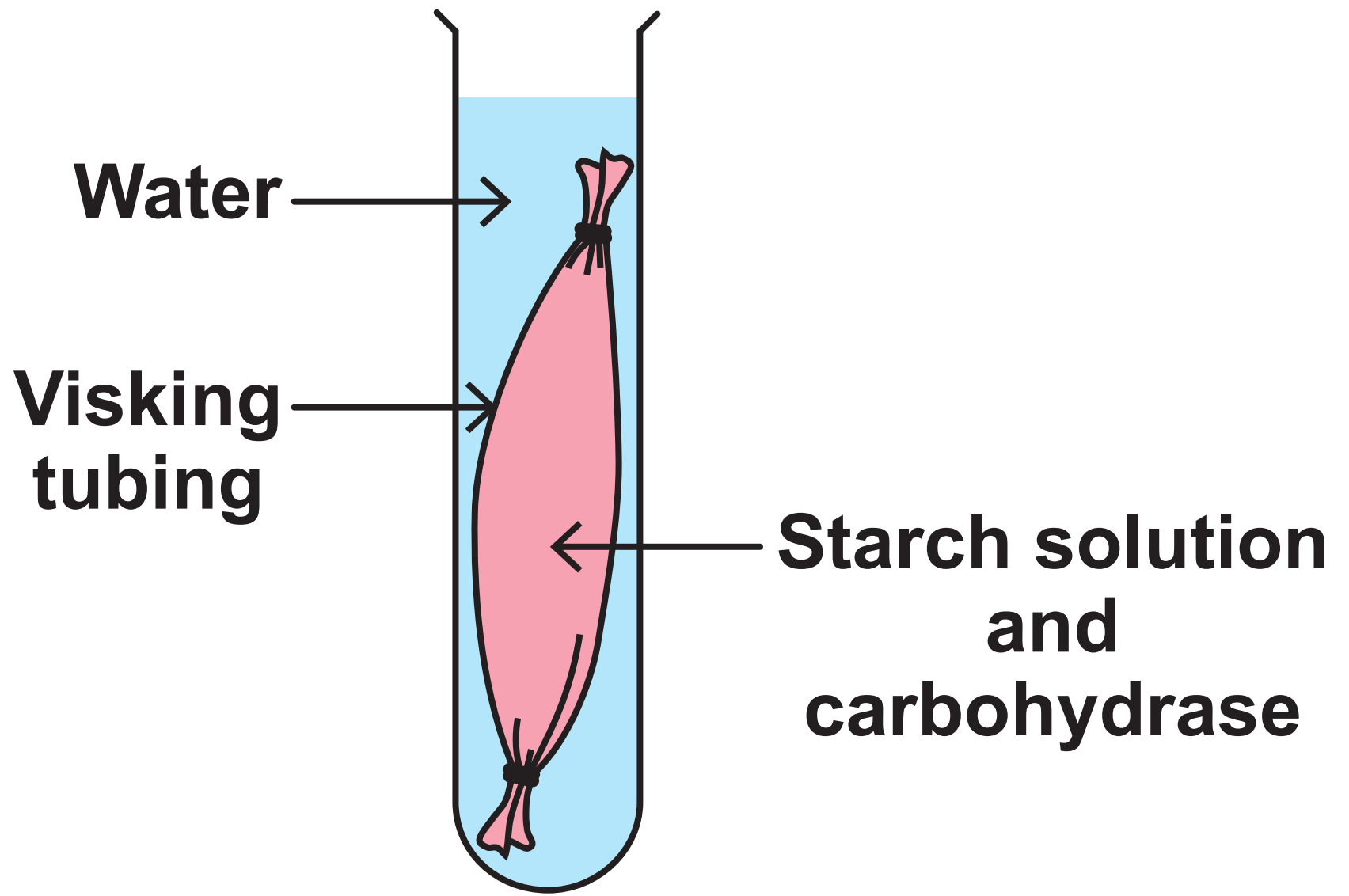
IMAGE 2.1

TABLE 2.2

Temperature (°C)	Percentage of starch remaining in Visking tubing after 5 minutes
20	70
30	50
40	
50	75
60	100

GRAPH 2.3

Percentage of starch remaining in Visking tubing after 5 minutes

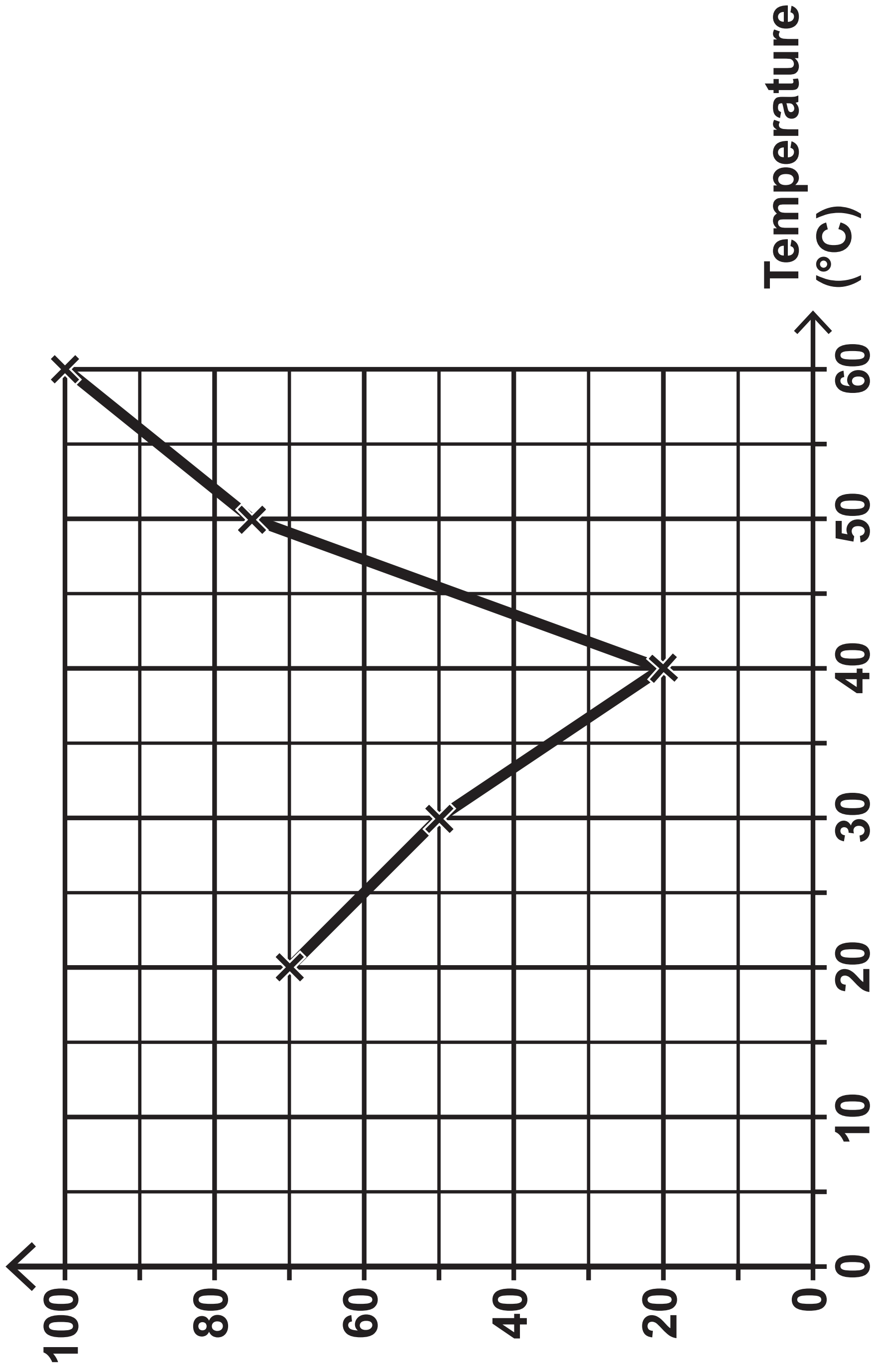


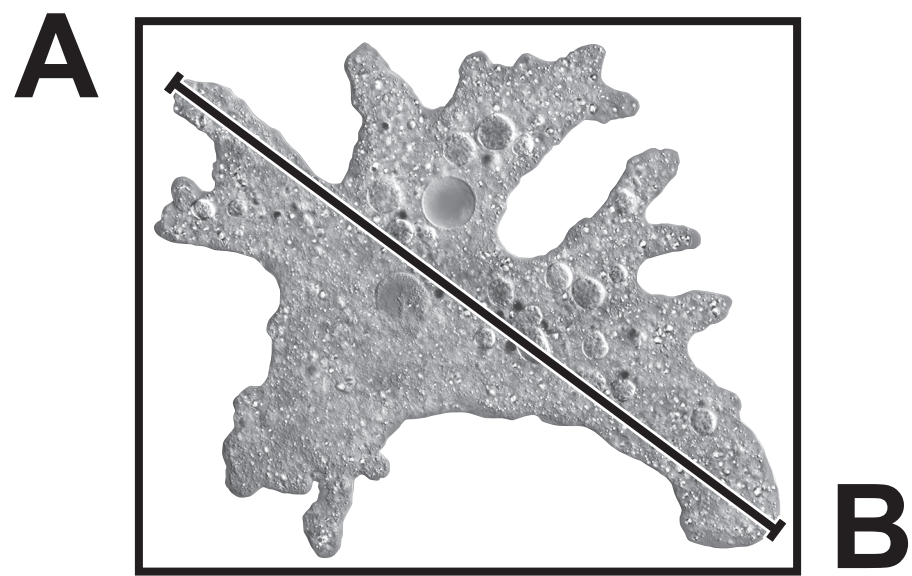
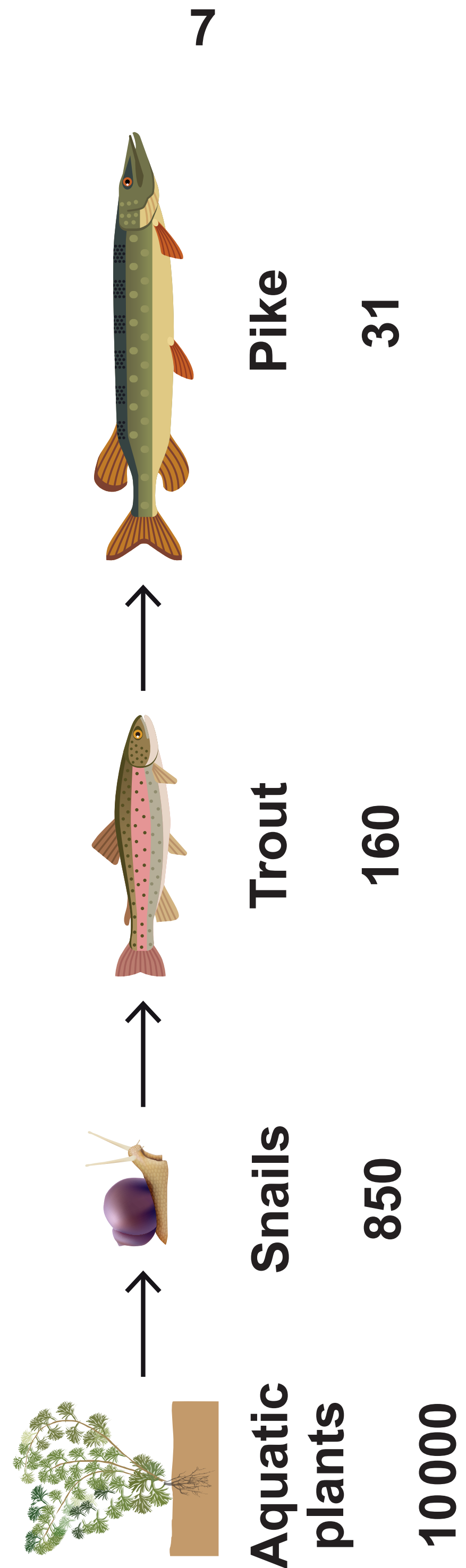
IMAGE 3

IMAGE 4.1



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TABLE 4.2

Organism	Number of organisms present	Mean mass of each organism (kg)	Total biomass of organisms (kg)
aquatic plants	66 667	0.015	1000
snails	21 428	0.035	750
trout	35	10.0	350
pike	5	12.0	_____

GRID 4.3

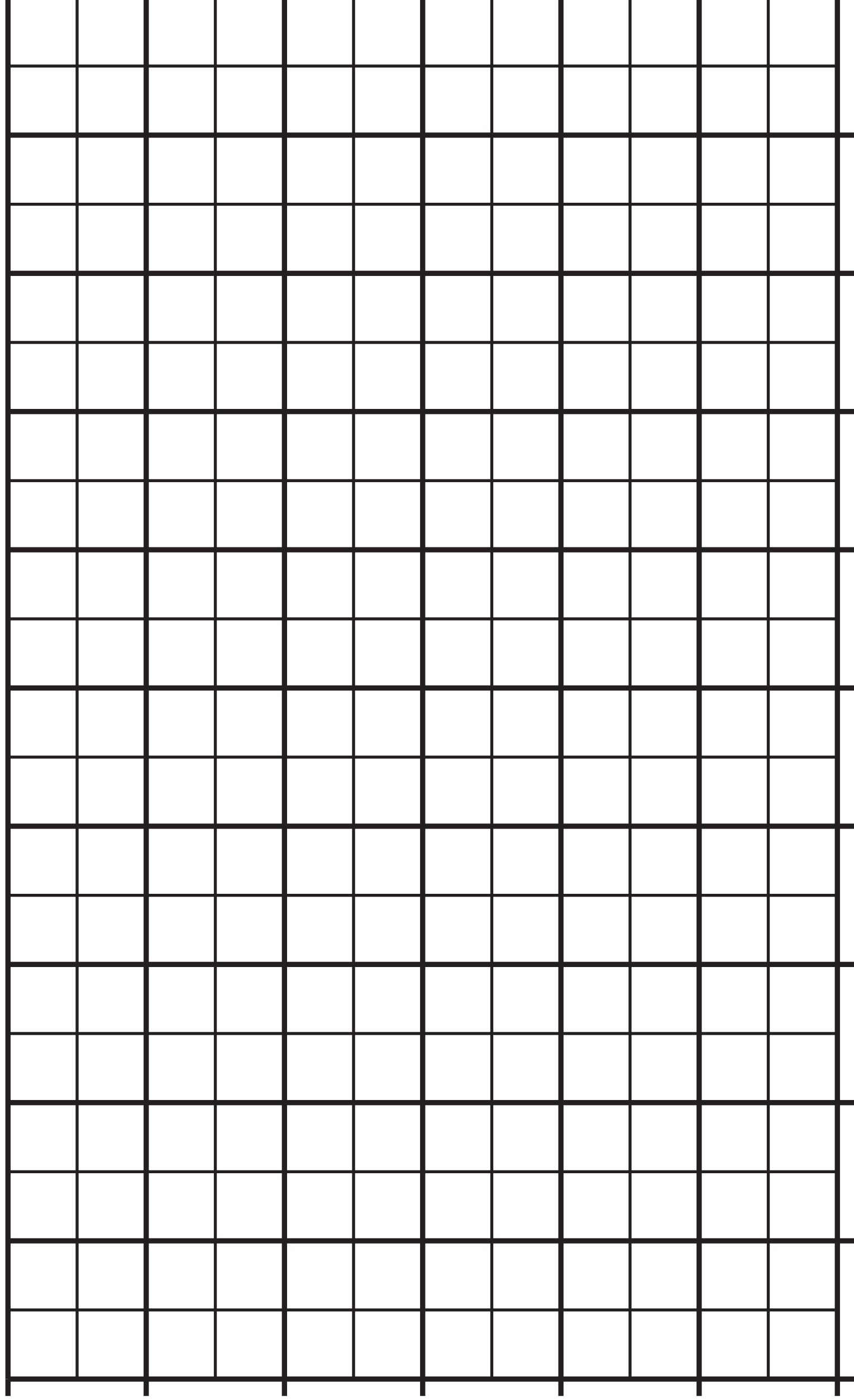


IMAGE 5.1

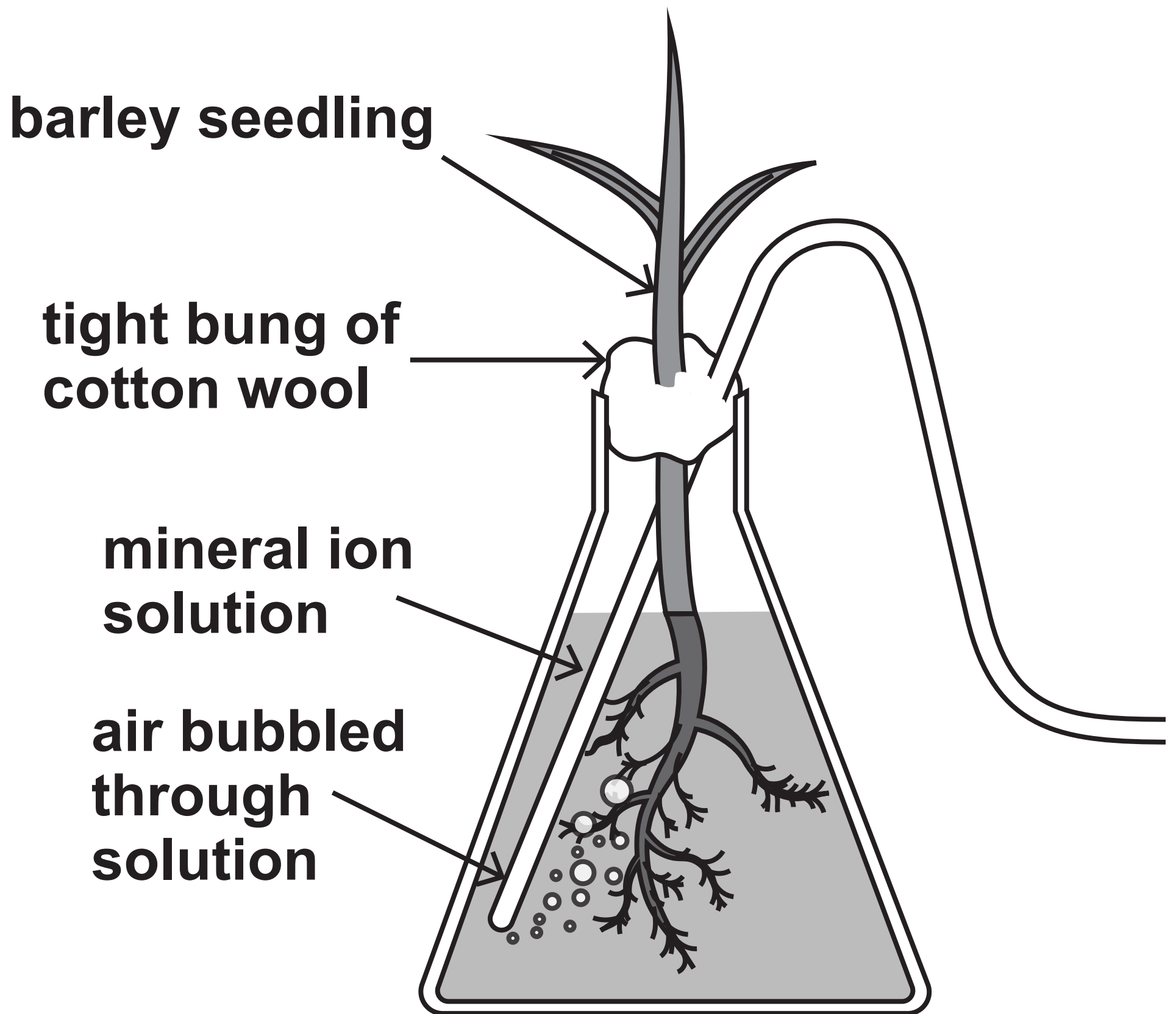


TABLE 5.2

Mineral ion	Mineral ion concentration (au)	
	In solution	In root
nitrate	3.1	80.0
potassium	1.2	250.0
phosphate	0.9	1.6

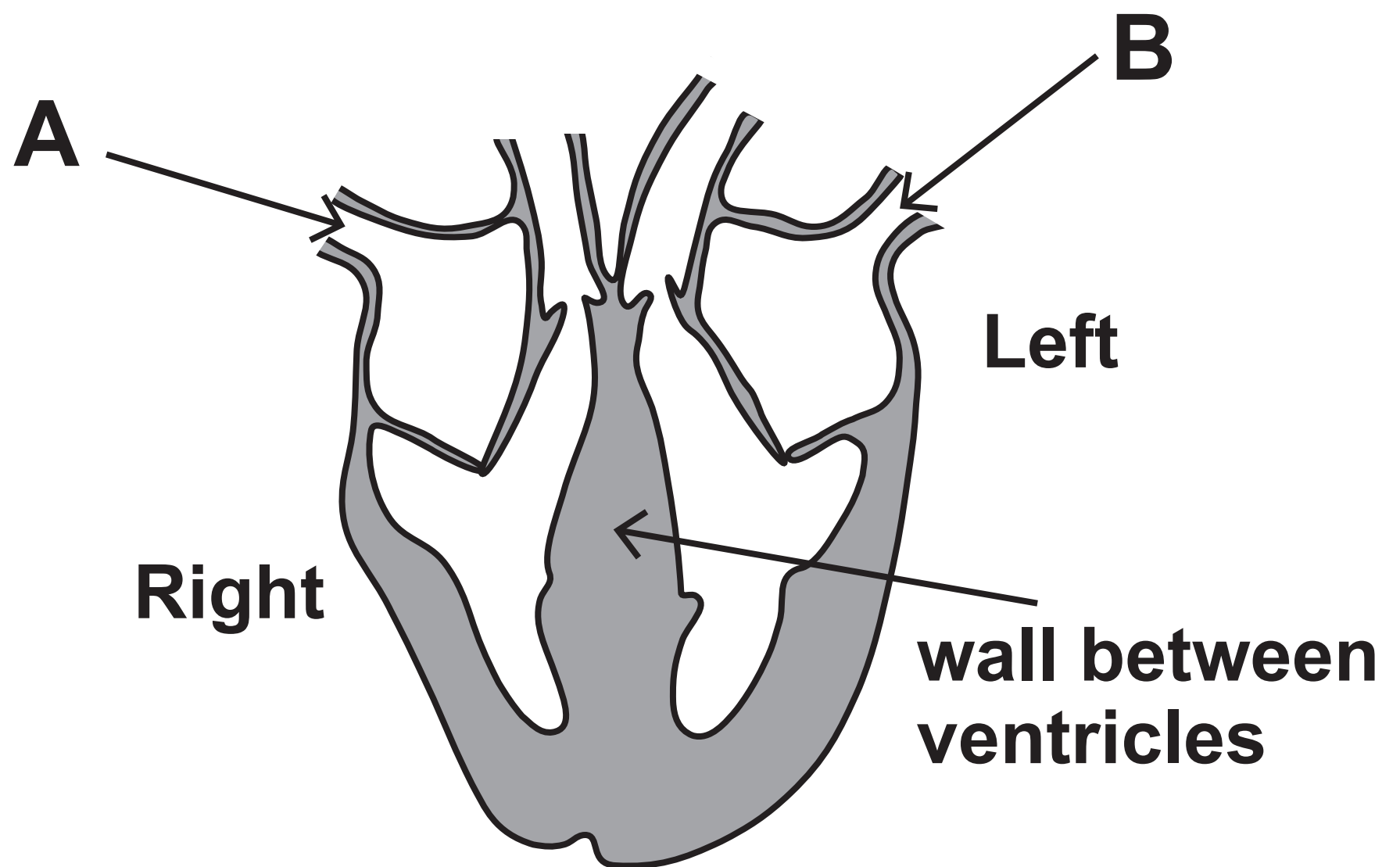
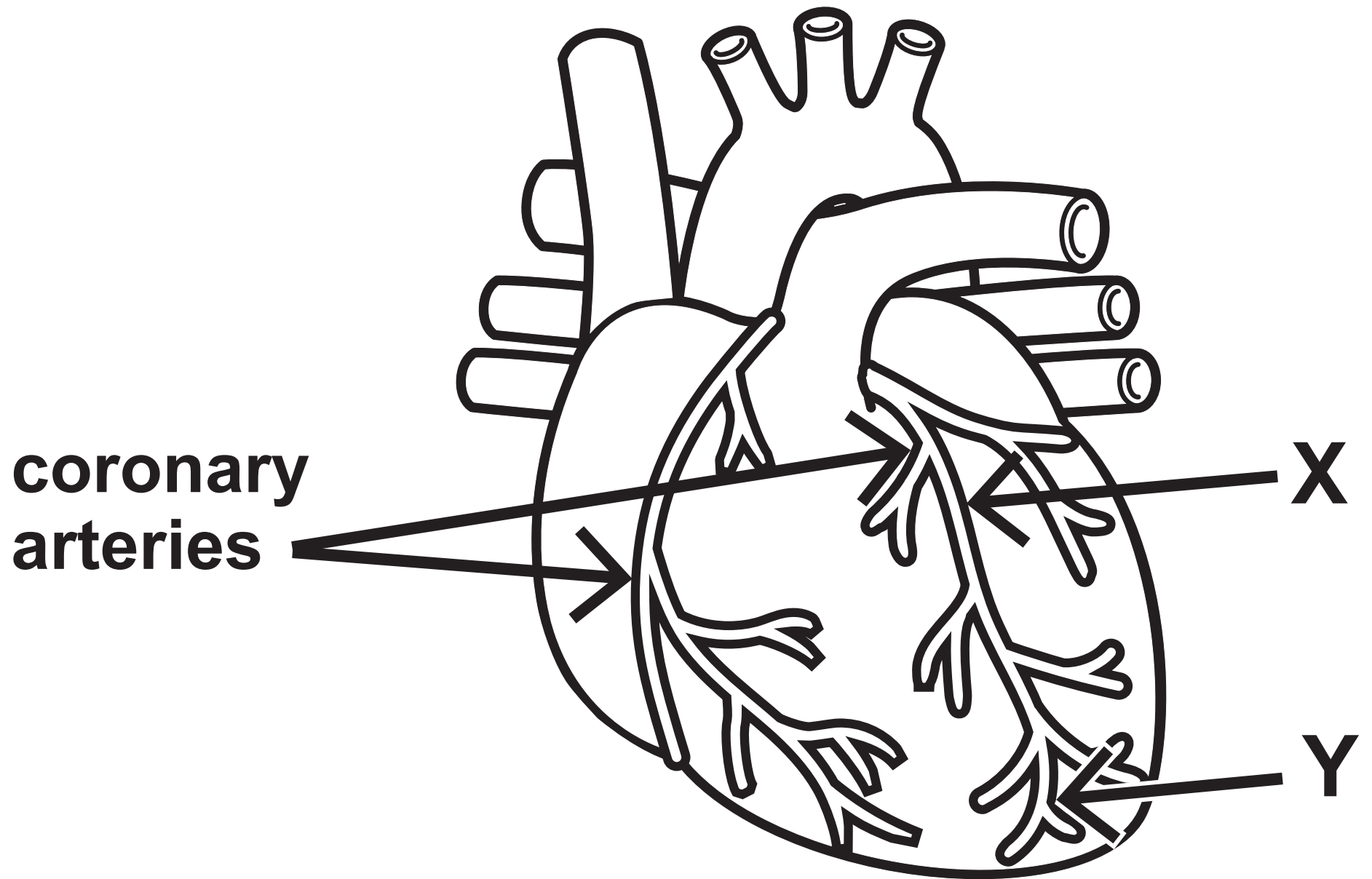
IMAGE 6.1

IMAGE 6.2

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TURN OVER

IMAGE 7.1

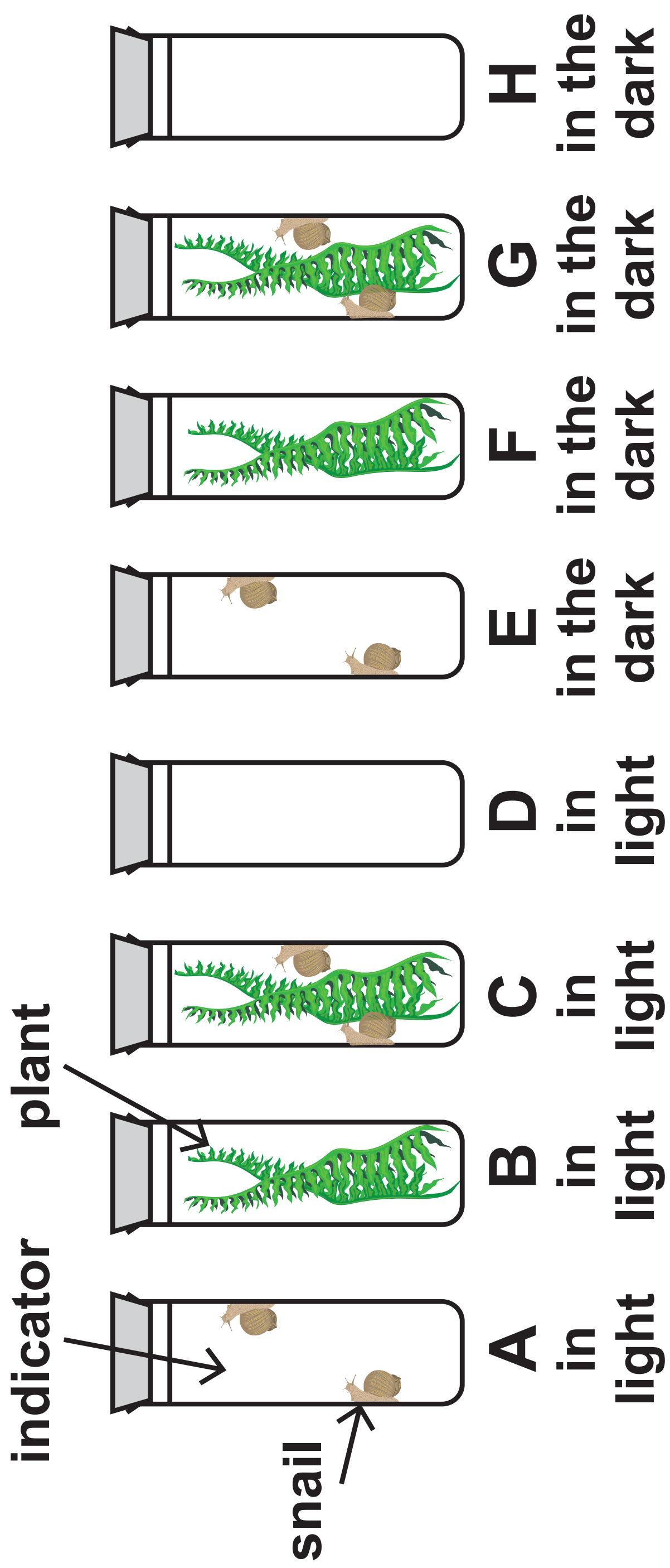


TABLE 7.2

Tube	Light or dark	Organisms present	Colour of indicator after 12 hours
A	light	snails	yellow
B	light	plants	purple
C	light	snails and plants	yellow
D	light	none	red
E	dark	snails	yellow
F	dark	plants	yellow
G	dark	snails and plants	yellow
H	dark	none	red

**IMAGE 8.1 – Banana leaf infected with
black Sigatoka fungus**

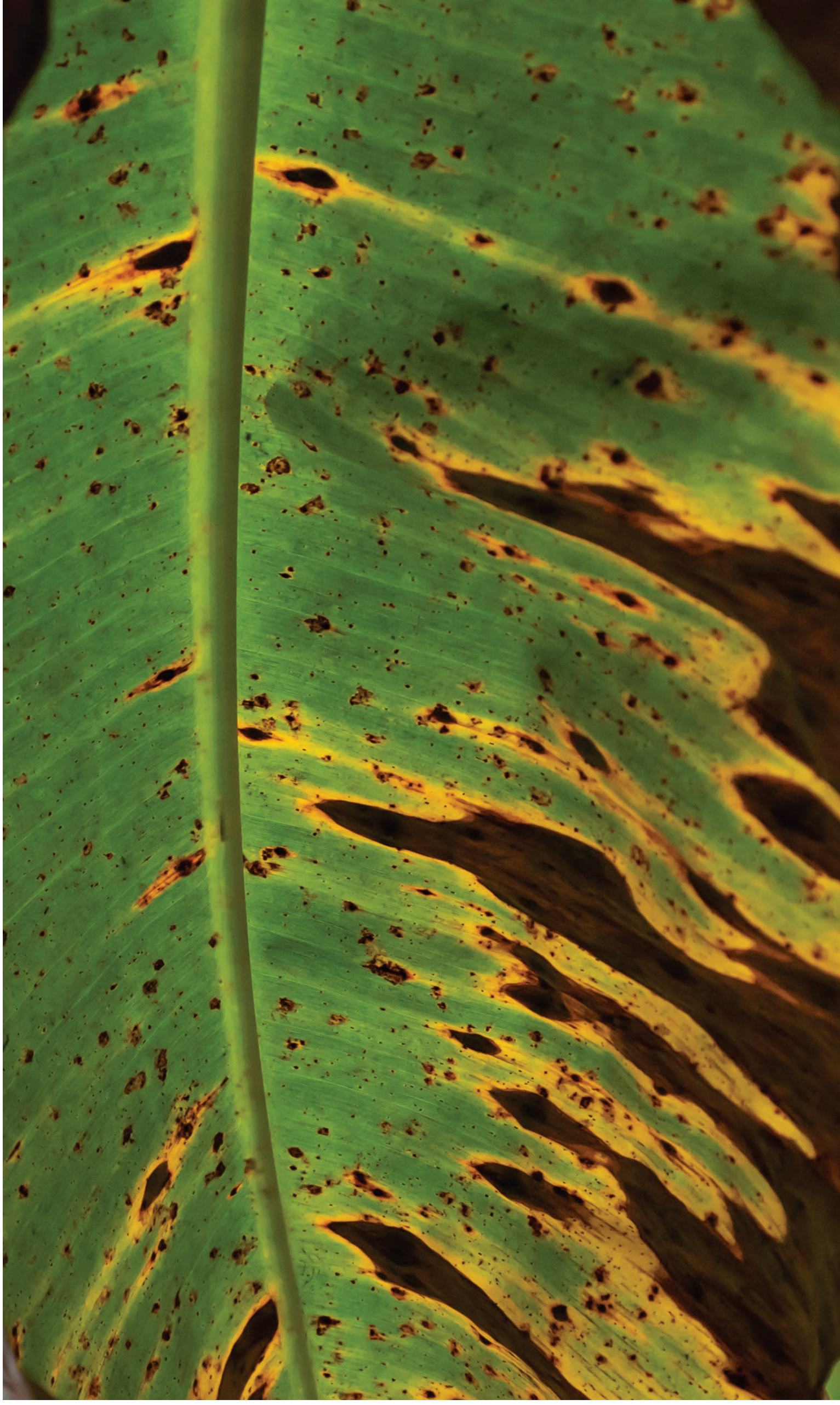


IMAGE 8.2 – Electron micrograph showing the fungus growing out from the underside of a leaf following infection

