

3400UB0-1

TUESDAY, 13 MAY 2025 – AFTERNOON

BIOLOGY – Unit 2:
Variation, Homeostasis and Micro-organisms

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 8(a)(ii) 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.	10	
2.	10	
3.	5	
4.	7	
5.	6	
6.	6	
7.	8	
8.	7	
9.	9	
10.	12	
Total	80	

Answer ALL questions.

- 1 The ability to taste the chemical phenylthiocarbamide (PTC) is controlled by a single gene called TAS2R38. The allele that allows an individual to taste PTC is dominant to the allele for non-tasting.**

(a)(i) Name the TWO sense organs involved in the detection of chemicals. [1 mark]

1. _____

2. _____

(Turn over)

1 (a)(ii)

Explain the meaning of the following terms:

I. gene; [2 marks]

II. allele. [1 mark]

(Turn over)

1 (b) IMAGE 1.1 in the separate diagram booklet is a family tree showing how the ability to taste PTC has been inherited within a family.

(i) Complete the Punnett square below to show the possibility of couple 5 and 6 having a child who can taste PTC. Use the key below. [2 marks]

KEY

T = allele for tasting PTC

t = allele for non-tasting PTC

(Turn over)

1 (b)(ii)

**CIRCLE A GENOTYPE in the
PUNNETT SQUARE that is
HETEROZYGOUS. [1 mark]**

**(iii) Couple 5 and 6 have another child.
State the probability of this child
being able to taste PTC. [1 mark]**

Probability = _____

(Turn over)

- 1 (c) In 1949, scientists developed a test to identify individuals who were non-tasters for PTC. They used the test to study the percentage of non-tasters in some European countries.**

TABLE 1.2 in the separate diagram booklet shows the result of this test in these countries.

Use TABLE 1.2 to state TWO reasons why the scientists can be confident in the results for PTC tasting. [2 marks]

answer on the next page

(Turn over)

Reason 1

Reason 2

10

(Turn over)

- 2** The antibiotic penicillin is produced from **Penicillium** grown in large stainless steel fermenters.
The fermenters contain **Penicillium** in a liquid nutrient culture medium.
- (a)** Use the five Kingdom system of classification to state the kingdom to which **Penicillium** belongs.
[1 mark]
-
-

2 (b) IMAGE 2.1 in the separate diagram booklet shows a diagram of a fermenter used to produce penicillin.

(i) Aseptic techniques are used when *Penicillium* is added to the fermenter.

State the purpose of using aseptic techniques. [1 mark]

(Turn over)

2 (b)(ii)

The level of nutrients in the fermenter is controlled.

Use IMAGE 2.1 to state TWO other factors that need to be controlled.

Explain how each factor is controlled. [4 marks]

Factor 1

Explanation

continue answer on the next page

(Turn over)

Factor 2

Explanation

2 (c) GRAPH 2.2 in the separate diagram booklet shows how the contents of the fermenter changed over a period of six days.

(i) Use GRAPH 2.2 to describe how the mass of *Penicillium* changed from DAY 1 TO DAY 6. [2 marks]

(Turn over)

2 (c)(ii)

GRAPH 2.3 in the separate diagram booklet shows the effect of different temperatures on the mass of penicillin produced over time.

Use GRAPH 2.3 to suggest the optimum temperature and time for penicillin to be extracted from the fermenter. [2 marks]

Temperature _____

Time _____

10

(Turn over)

- 3 (a) European holly trees are an important source of food for wild animals, including rabbits and deer. IMAGE 3.1 in the separate diagram booklet shows leaves collected from the ground under one European holly tree, *Ilex aquifolium*.**

Students investigated variation by studying the relationship between the number of spines on a holly leaf and its height above ground.

- (i) Suggest a hypothesis for this investigation. [1 mark]**

(Turn over)

3 (a) continued

The students used the following method.

- 1. Select one leaf at random from a holly tree.**
- 2. Record its height above the ground.**
- 3. Record the number of spines.**
- 4. Repeat steps 1–3 at different heights on the same tree until the results for 20 leaves have been recorded.**

GRAPH 3.2 in the separate diagram booklet shows the results from the investigation.

(Turn over)

3 (a)(ii)

- I. Use GRAPH 3.2 to describe the effect of height on the number of spines on a holly leaf. [1 mark]**

(Turn over)

3 (a)(ii)

**II. Suggest ONE advantage to the tree for the number of spines on leaves found at heights of 1–2 metres.
[1 mark]**

(Turn over)

3 (a)(iii)

Give TWO ways in which the strength of the evidence could be improved. [2 marks]

I. _____

II. _____

5

(Turn over)

4 IMAGE 4.1 in the separate diagram booklet shows a section through human skin.

(a) On the answer lines below, write the names of the structures labeled A, B and C in IMAGE 4.1. [2 marks]

A _____

B _____

C _____

(Turn over)

4 (b) In 2022, a reporter from the BBC took part in an experiment at the University of South Wales. The aim was to investigate the effect on the body of living in cold homes.

The reporter entered a temperature controlled room set at 21 °C. The temperature in the room was reduced to 10 °C over a 30 minute time period.

IMAGE 4.2 in the separate diagram booklet shows the effect of the temperature change on his body and the time it took him to complete a wordsearch.

(Turn over)

4 (b)(i)

Describe and explain TWO changes in the skin that kept the core body temperature constant during this investigation. [4 marks]

continue answer on the next page

(Turn over)

4 (b)(ii)

Suggest why the wordsearch took longer at 10 °C than at 21 °C. [1 mark]

7

(Turn over)

5 IMAGE 5.1 in the separate diagram booklet shows part of a DNA molecule.

(a)(i) On IMAGE 5.1, DRAW LINES TO IDENTIFY AND LABEL THE FOLLOWING: [1 mark]

- **Sugar phosphate chain**
- **ONE base molecule**

(ii) State the name used to describe the shape of a DNA molecule. [1 mark]

(Turn over)

5 (b) Sickle cell anaemia is a genetic condition. It is caused by a mutation to the gene that codes for the protein haemoglobin in red blood cells. The mutated gene produces sickle cell haemoglobin that changes the shape of red blood cells.

IMAGES 5.2A and 5.2B in the separate diagram booklet show part of the sequence of bases in the normal and mutated gene. The order of amino acids for which they code is also shown.

(i) DRAW A CIRCLE on the SEQUENCE OF BASES in IMAGE 5.2B to show the mutation. [1 mark]

(Turn over)

5 (b)(ii)

**Explain why the mutated gene in
IMAGE 5.2B gives rise to sickle cell
haemoglobin protein. [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.

6

(Turn over)

- 6 The topshell, *Phorcus lineatus*, is a marine snail that lives along the rocky shores of parts of West Wales. Students estimated the population density of the topshell on a rocky shore in Wales using the following method.**

METHOD

- **Use a tape measure to mark out an area of 20 m × 20 m.**
- **Count the number of topshells and mark their shells with a dab of paint on the underside of the shell.**
- **Search the same area after 1 day.**
- **Count the total number of topshells and the number of marked topshells found.**

continued on the next page

(Turn over)

Question 6 continued

IMAGE 6.1 in the separate diagram booklet shows a topshell.

TABLE 6.2 in the separate diagram booklet shows the results of the survey.

- (a)(i)** Use the formula on the next page and **TABLE 6.2** to estimate the population of topshells in the area sampled. [2 marks]

(Turn over)

6 (a)(i) continued

$$p = \frac{a \times b}{c}$$

where

p = estimated size of population in sample area

a = number of topshells counted in first sample

b = number of topshells counted in second sample

c = number of marked topshells counted in second sample

**Population of topshells
in the area sampled = _____**

(Turn over)

6 (a)(ii)

Use your answer from part (a)(i) to calculate the population of topshells per m². [2 marks]

Population density = _____ topshells / m²

(b)(i) State ONE assumption made when using this method to estimate the population density of topshells. [1 mark]

(Turn over)

6 (b)(ii)

Suggest ONE precaution that the students should take during the survey to reduce the risk of harm to topshells. [1 mark]

6

(Turn over)

7 IMAGE 7.1 in the separate diagram booklet shows the structure of a human nephron.

**(a)(i) Name and describe the process occurring at point X on IMAGE 7.1.
[2 marks]**

(Turn over)

7 (a)(ii)

Explain why you would not expect to find glucose present in the collecting duct. [1 mark]

(Turn over)

7 (b) School students were provided with three samples (A, B and C) of artificial urine. They tested them for the presence of glucose and protein.

TABLE 7.2 in the separate diagram booklet shows the results of their tests.

- (i) Describe the chemical tests the students would have used to test for glucose and protein. State the colour that would be observed if the substance was present.**

I. Glucose [2 marks]

(Turn over)

7 (b)(i)

II. Protein [1 mark]

(Turn over)

7 (b)(ii)

If the samples had come from the urine of hospital patients, use TABLE 7.2 to suggest ONE diagnosis that could be made from the results of:

I. sample B; [1 mark]

II. sample C. [1 mark]

8

(Turn over)

8 (a) IMAGE 8 in the separate diagram booklet shows a part of the nervous system involved in a withdrawal reflex.

(i) Apart from being protective, state TWO other properties of a reflex action. [1 mark]

1. _____

2. _____

(Turn over)

8 (a)(ii)

**Describe the reflex arc shown in
IMAGE 8. [6 marks QER]**

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.

continue answer on the next page

(Turn over)

7

9 (a)(i)

State ONE type of evidence that scientists use for the classification of living organisms. [1 mark]

(ii) Apart from classification purposes, state why SCIENTIFIC NAMES are used to identify species. [1 mark]

(Turn over)

9 (b) The black ant, *Lasius niger*, lives in colonies that contain a large number of female worker ants. A small number of male ants are produced when a queen ant is ready to reproduce.

IMAGES 9.1A and 9.1B in the separate diagram booklet show the production of gametes by a queen ant and a male ant.

The numbers in each cell show the total number of chromosomes present.

Complete TABLE 9.2 in the separate diagram booklet to:

State the type of cell division shown in IMAGE 9.1A and IMAGE 9.1B.

State ONE piece of evidence for your answer. [4 marks]

(Turn over)

9 (c) IMAGE 9.3 in the separate diagram booklet shows how gametes from the black ant produce male and female ants.

Use IMAGE 9.3 to explain why the body cells of a male ant contain half the number of chromosomes compared to the body cells of a female ant. [1 mark]

(Turn over)

- 9 (d) A species of fungus-eating ant (*Mycocepurus smithii*) is found in Puerto Rico. It has colonies made up entirely of female ants. Most are workers and there is a small number of queen ants.

IMAGE 9.4 in the separate diagram booklet shows how a gamete from *Mycocepurus smithii* produces offspring.

State the type of REPRODUCTION shown in IMAGE 9.4.

Give a reason for your answer.
[2 marks]

Type of reproduction

continue answer on the next page

(Turn over)

Reason

9

10 IMAGE 10.1 in the separate diagram booklet shows a diagram of an influenza (flu) virus.

(a) On the answer lines below, write the names of the structures labelled A and B in IMAGE 10.1. [2 marks]

A

B

(Turn over)

10 (b)

During the last week of December 2022, there were 3800 patients in England admitted to hospital each day due to flu. This compared with 2000 each day in the previous week.

People who were feeling unwell were advised to take the following steps to avoid spreading flu or other viruses to more vulnerable people:

- **stay at home**
- **catch coughs and sneezes in tissues that should then be disposed**
- **wash hands well**
- **wear a mask if you go out**

(Turn over)

10 (b)(i)

Calculate the percentage increase in the number of patients in hospital per day due to flu during the last week of December 2022. [2 marks]

Percentage increase = _____

(ii) Explain why wearing a mask reduces the spread of flu. [1 mark]

(Turn over)

10 (c)

The World Health Organisation (WHO) recommends countries should target high risk groups for flu vaccinations. The WHO target is that 75% of people in all high risk groups should be vaccinated.

TABLE 10.2 in the separate diagram booklet shows vaccination rates in England in December 2022 for the high risk groups recommended by the WHO.

USE THE DATA in TABLE 10.2 to state TWO conclusions about the success of the vaccination programme in England in December 2022. [3 marks]

continue answer on the next page

(Turn over)

10 (d)(i)

Explain why antibiotics are not effective against the flu virus.

[1 mark]

(Turn over)

10 (d)(ii)

**Describe how vaccination protects
an individual against flu. [3 marks]**

continue answer on the next page

(Turn over)

12

END OF PAPER

[illegible]

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

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

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

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



GCSE

3400UB0-1

TUESDAY, 13 MAY 2025 – AFTERNOON

**BIOLOGY – Unit 2:
Variation, Homeostasis and Micro-organisms**

HIGHER TIER

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

DIAGRAM BOOKLET

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

Surname _____

First name(s) _____

Centre Number _____

Candidate Number 0 _____

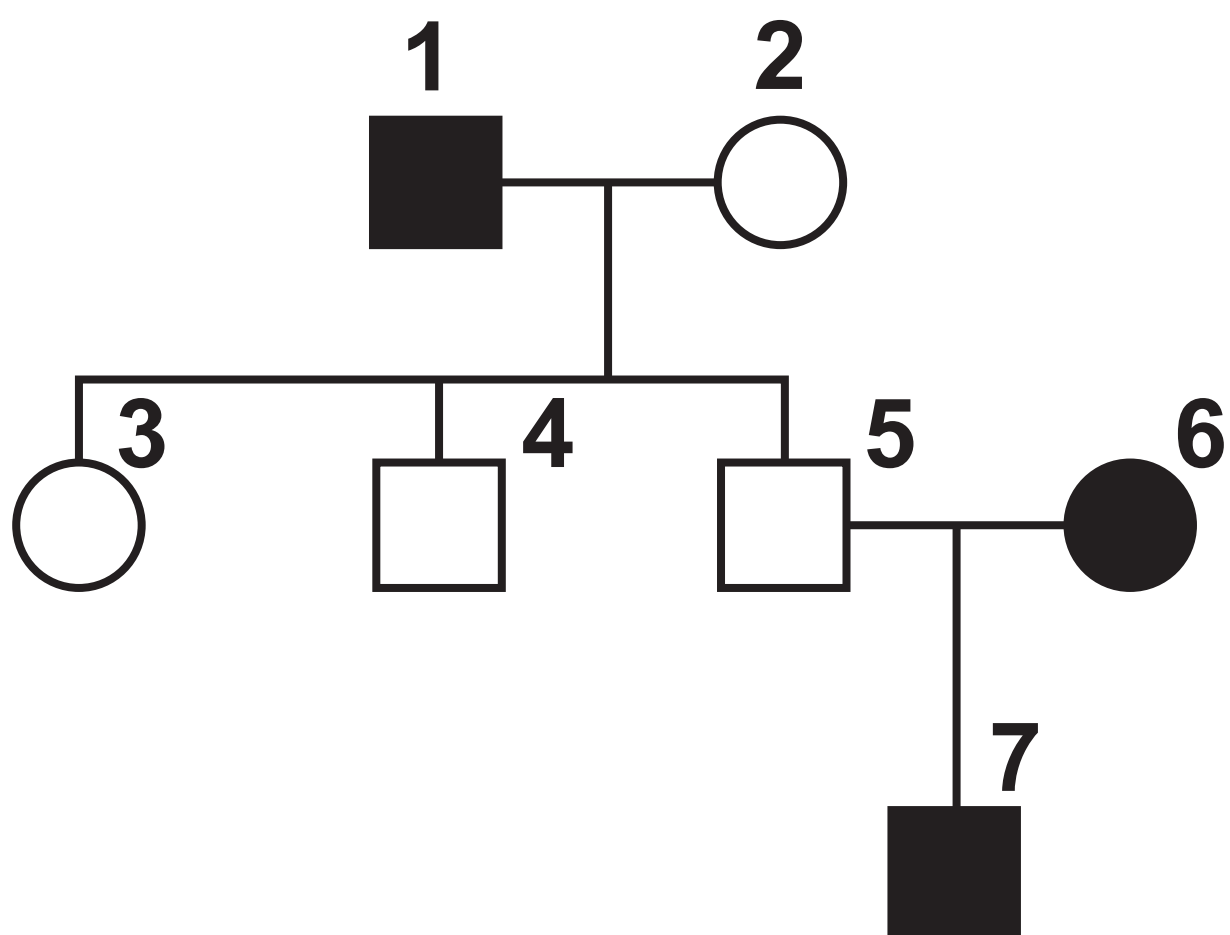
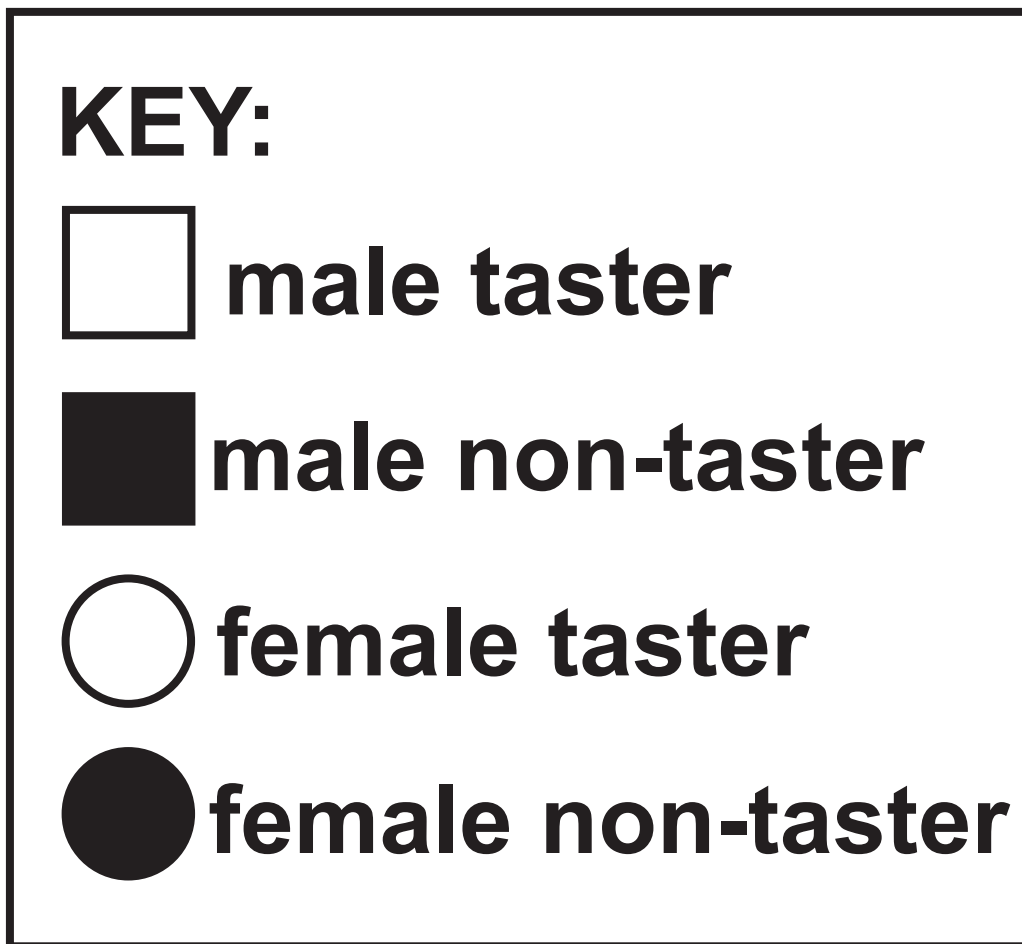
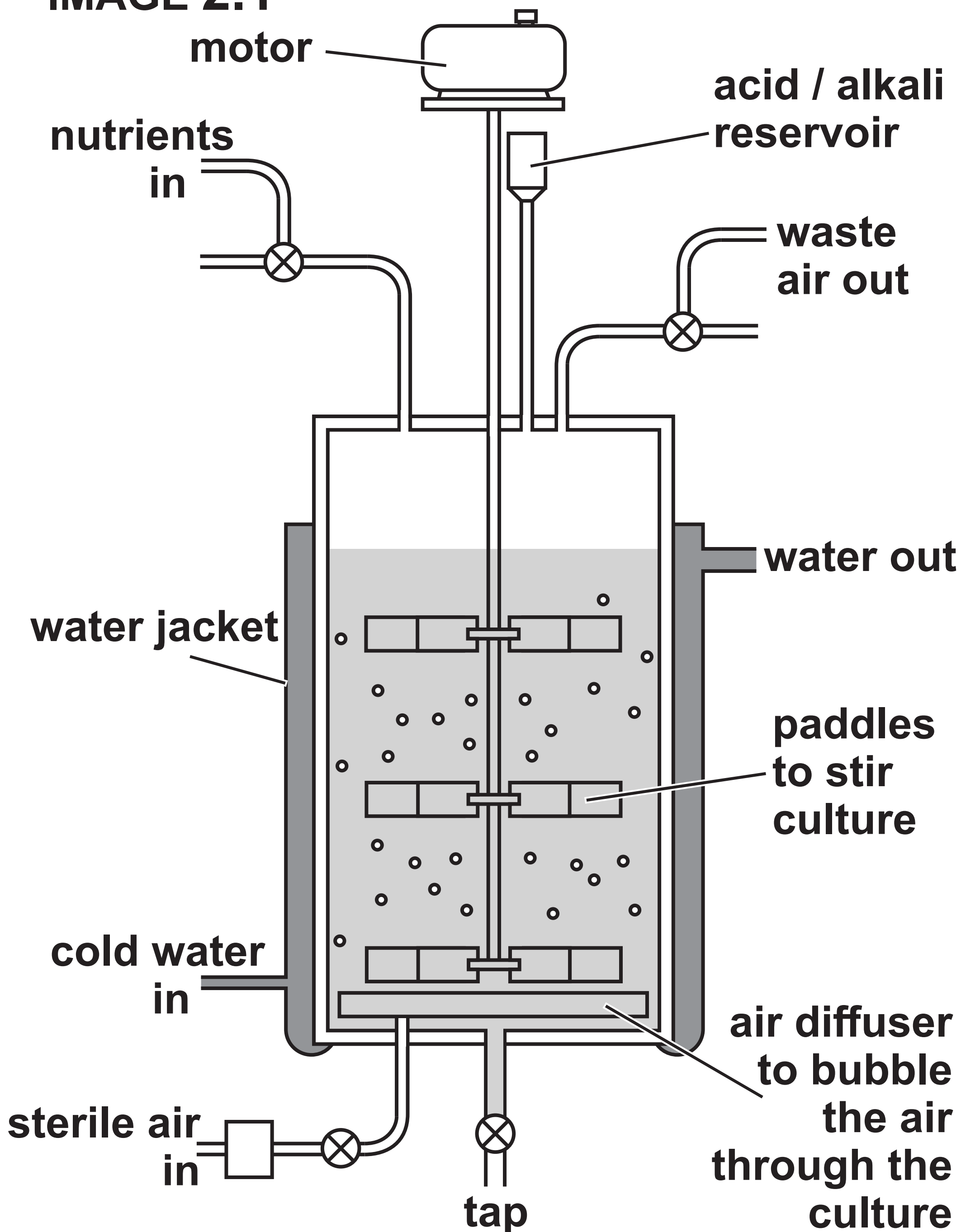
IMAGE 1.1

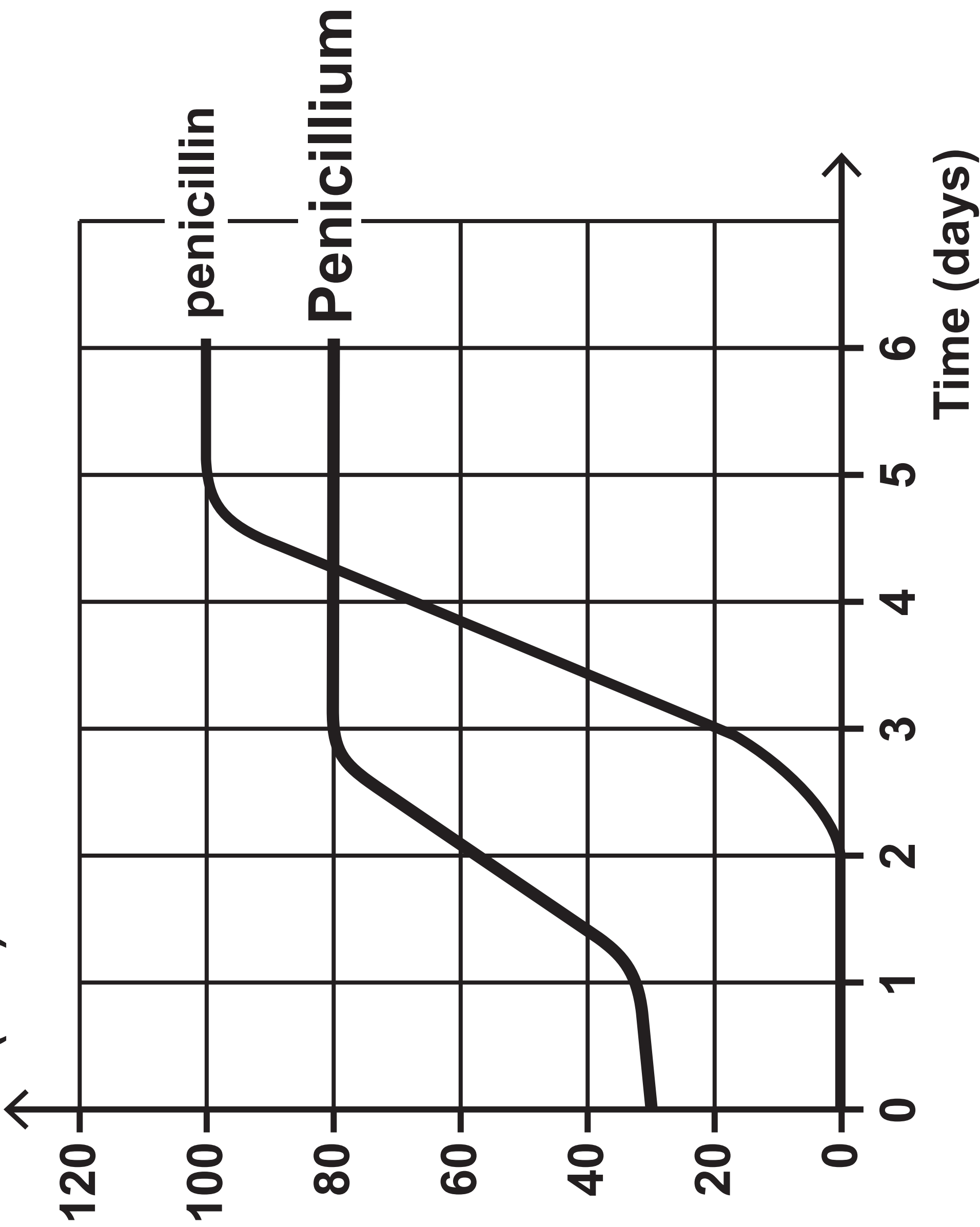
TABLE 1.2

Country	Number of individuals tested	Non-tasters (%)
Bosnia and Herzegovina	7362	32.0
Croatia	200	27.5
Czech Republic	785	32.7
Denmark	251	37.7
England	441	31.5
Hungary	436	32.2
Italy	1031	29.2
Montenegro	256	28.2
Russia	486	36.6
Slovenia	126	37.2
Spain	203	25.2

IMAGE 2.1**motor****nutrients
in****acid / alkali
reservoir****waste
air out****water jacket****water out****paddles
to stir
culture****cold water
in****sterile air
in****tap****air diffuser
to bubble
the air
through the
culture**

GRAPH 2.2

Mass (a.u.)



GRAPH 2.3

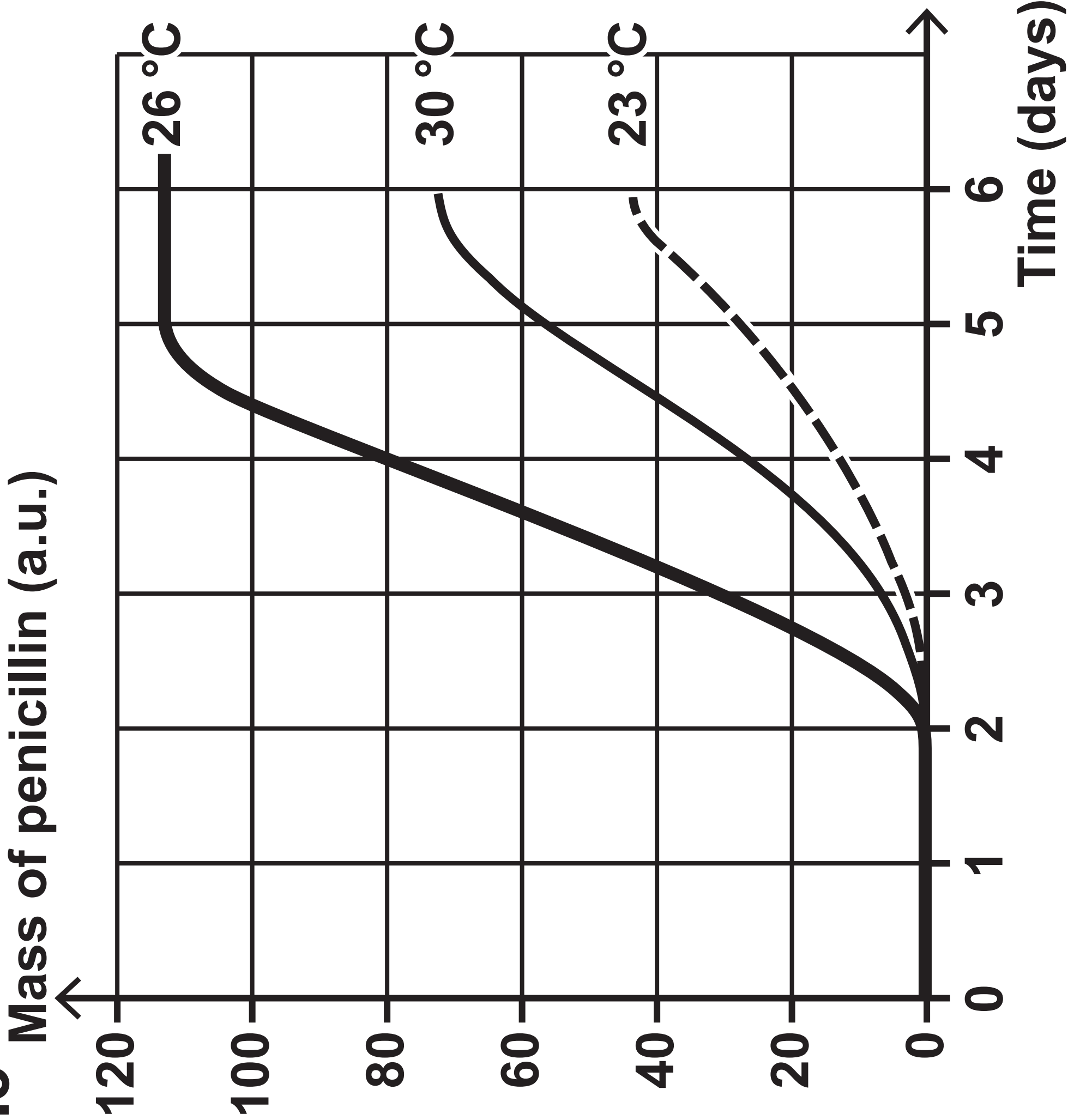
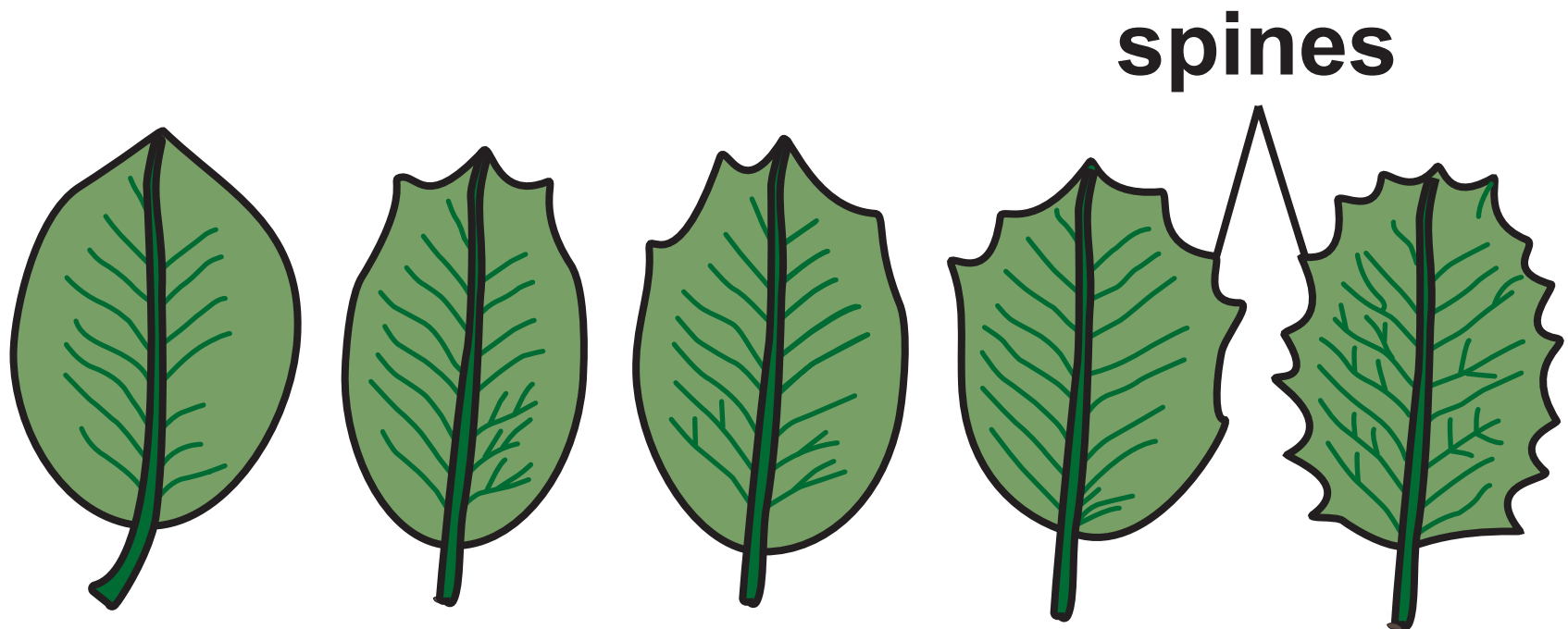


IMAGE 3.1**GRAPH 3.2**

Number of spines

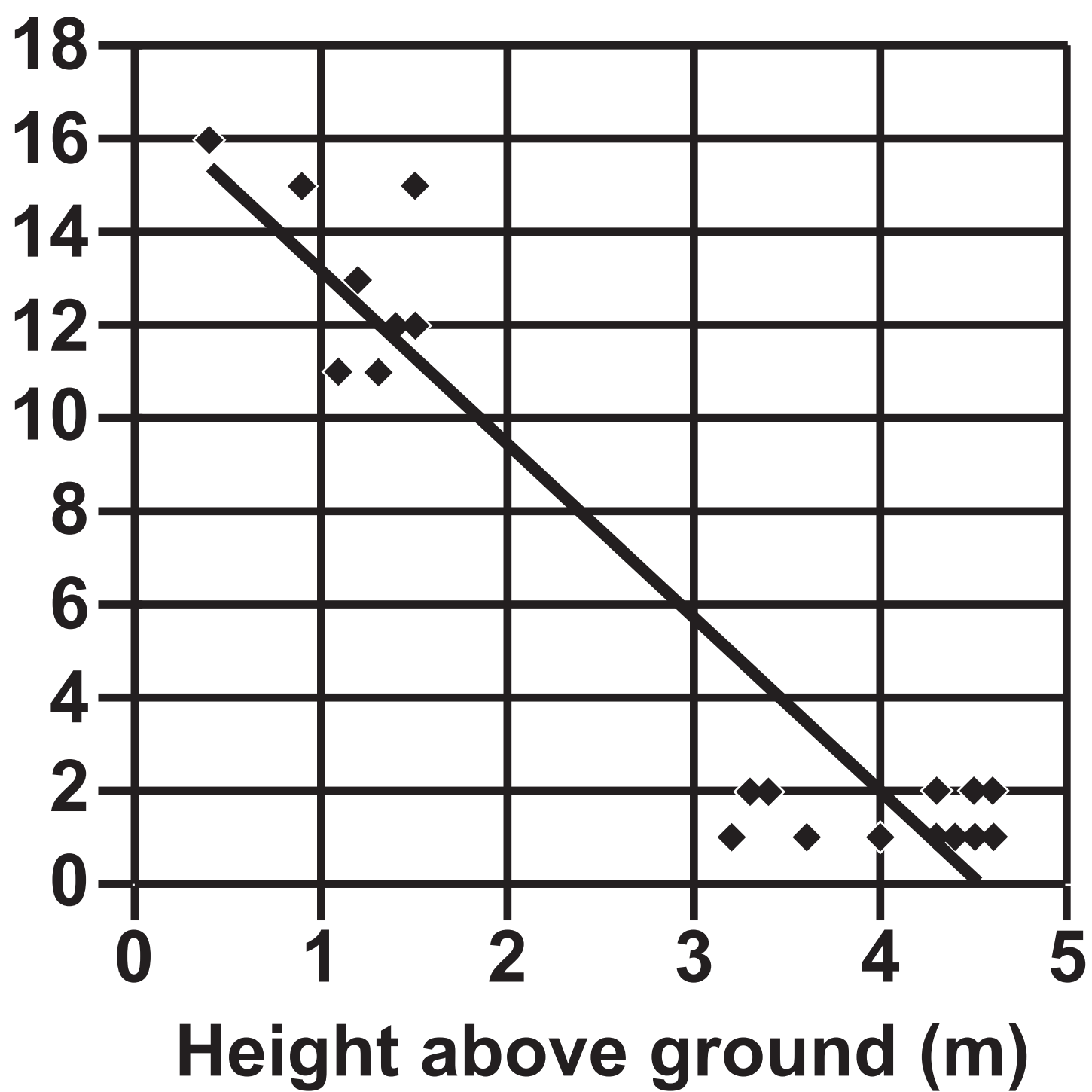


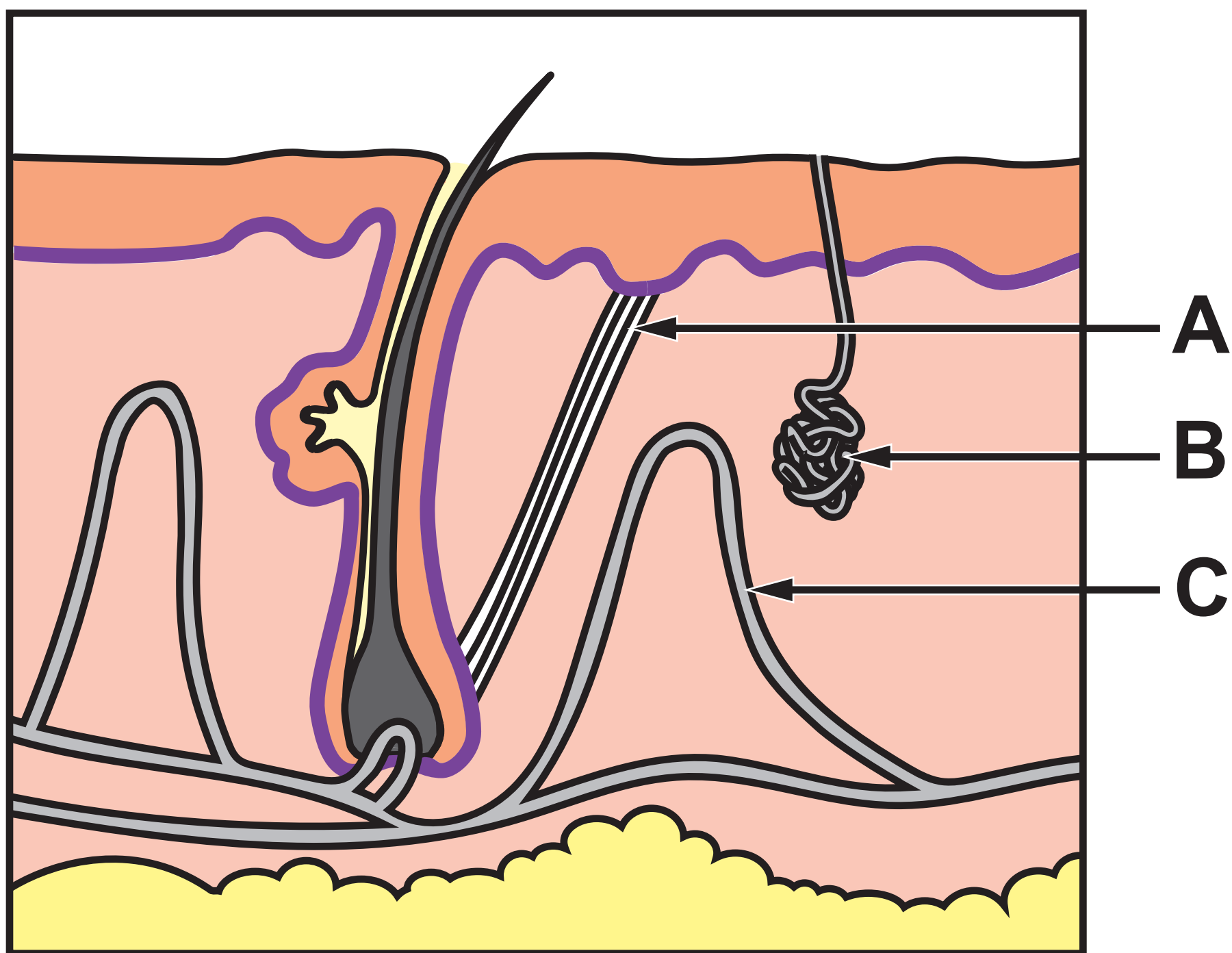
IMAGE 4.1

IMAGE 4.2

WHAT HAPPENED IN THE COLD CHAMBER?

Air temperature reduced from 21 °C to 10 °C for 30 minutes

- **Blood flow to brain fell by 20%**
- **Breathing rate increased from 9 breaths per min to 12**
- **Core body temperature remained the same at 37 °C**
- **Skin temperature of extremities (legs, arms and head) dropped by an average of 2 °C**
- **Blood pressure increases**
- **Heart rate up from 55 to 65 beats per min**
- **Body burned more carbohydrates**

Wordsearch

At 21 °C: completed in 75 seconds

At 10 °C: completed in 95 seconds

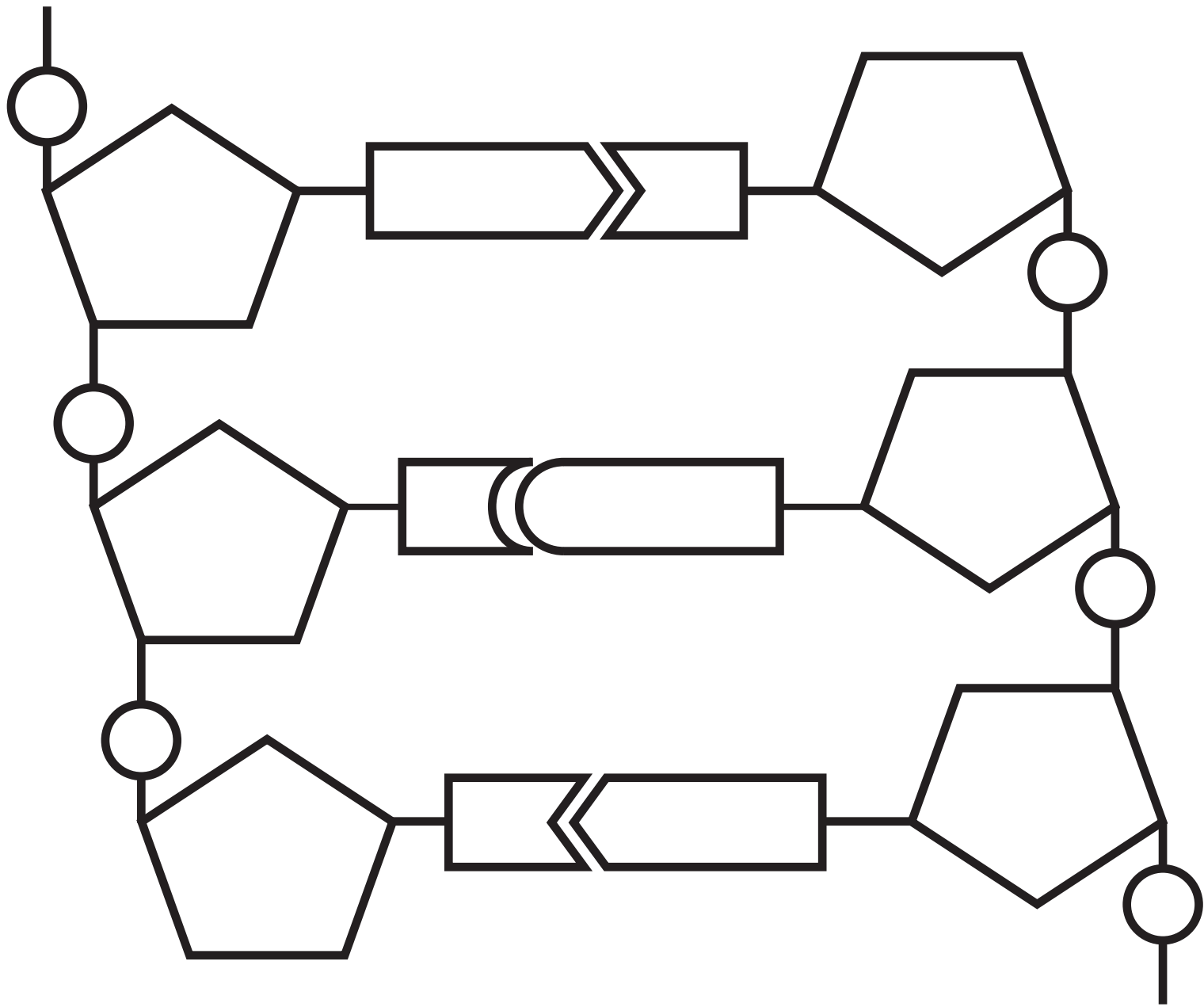
IMAGE 5.1

IMAGE 5.2A – Normal gene

Sequence of bases	T G A G G A C T C C T C
Order of amino acids	thr – pro – glu – glu

IMAGE 5.2B – Mutated gene

Sequence of bases	T G A G G A C A C C T C
Order of amino acids	thr – pro – val – glu

IMAGE 6.1



TABLE 6.2

number of topshells counted in first sample	2200
number of topshells counted in second sample	2400
number of marked topshells counted in second sample	1200

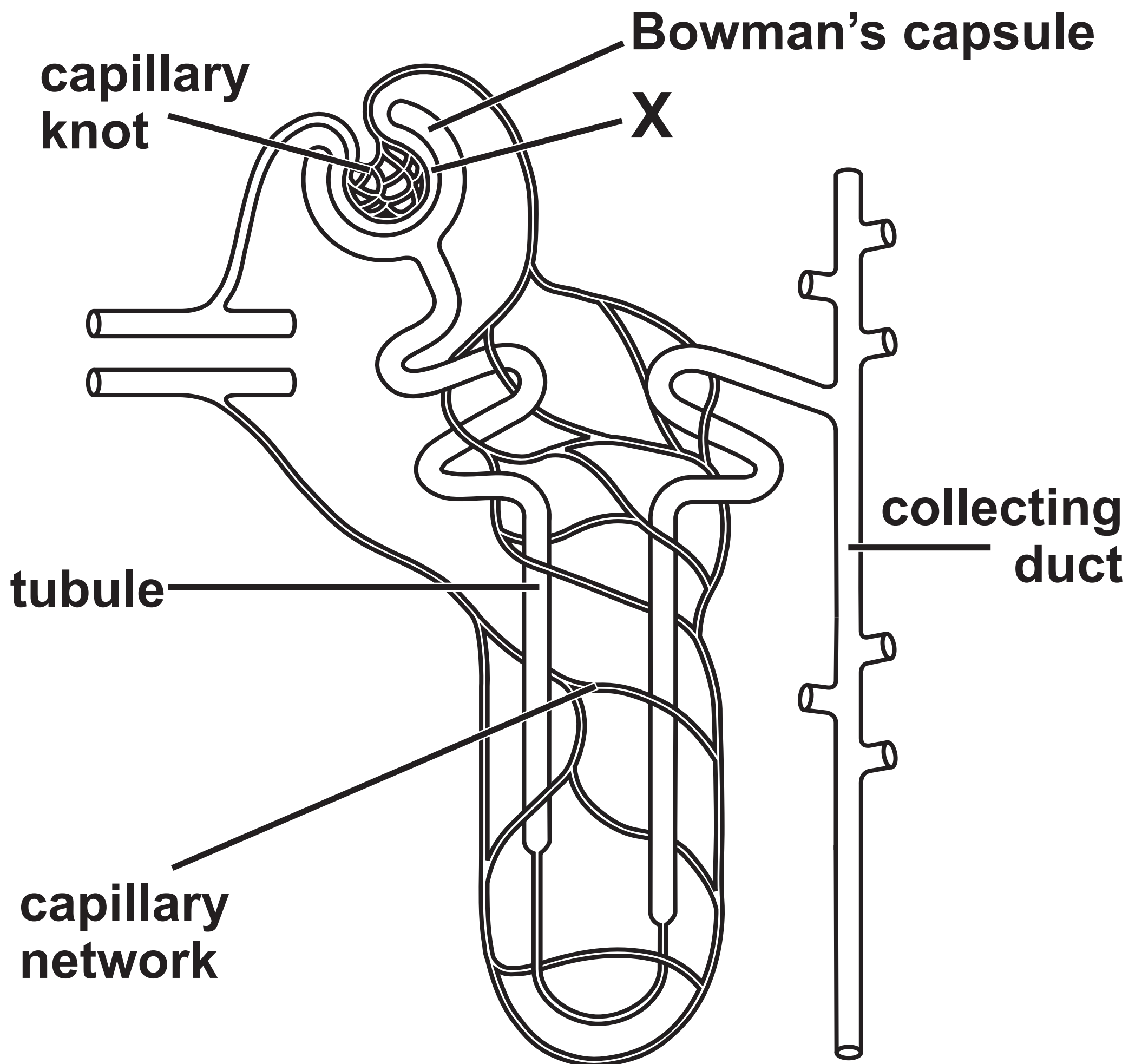
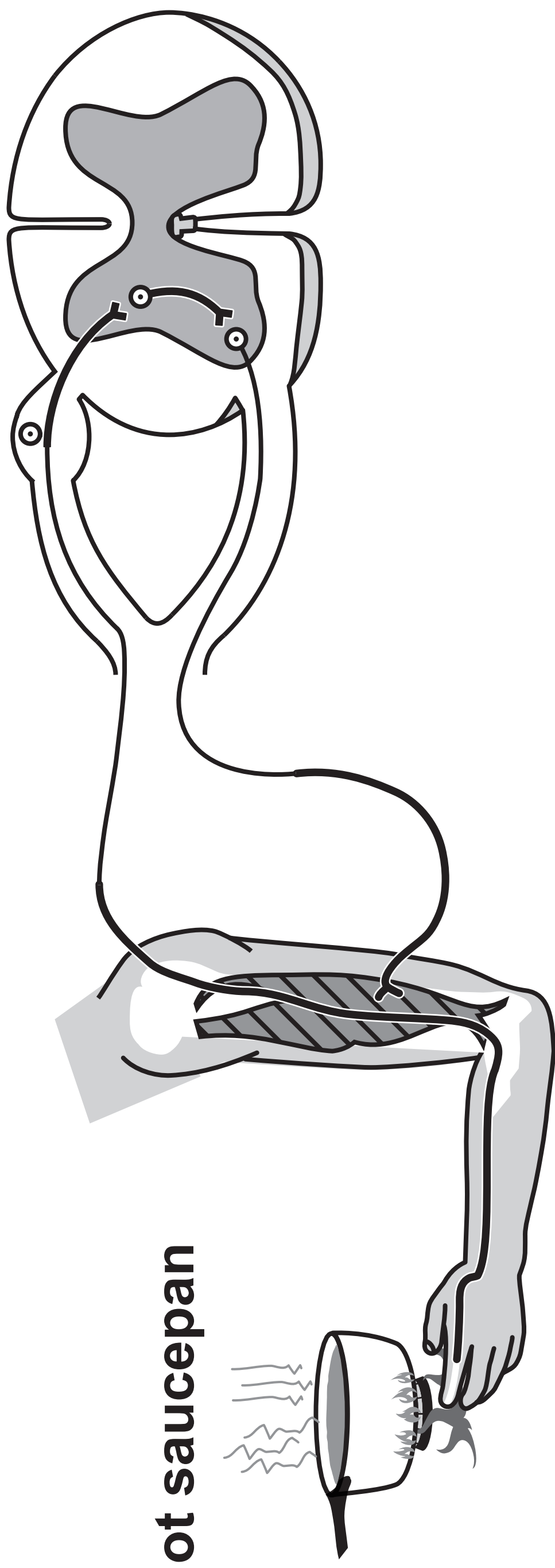
IMAGE 7.1

TABLE 7.2

Sample	Glucose present	Protein present
A	X	X
B	✓	X
C	X	✓

IMAGE 8



Hot saucepan

IMAGE 9.1A

**Production of gametes (eggs)
by queen ant**

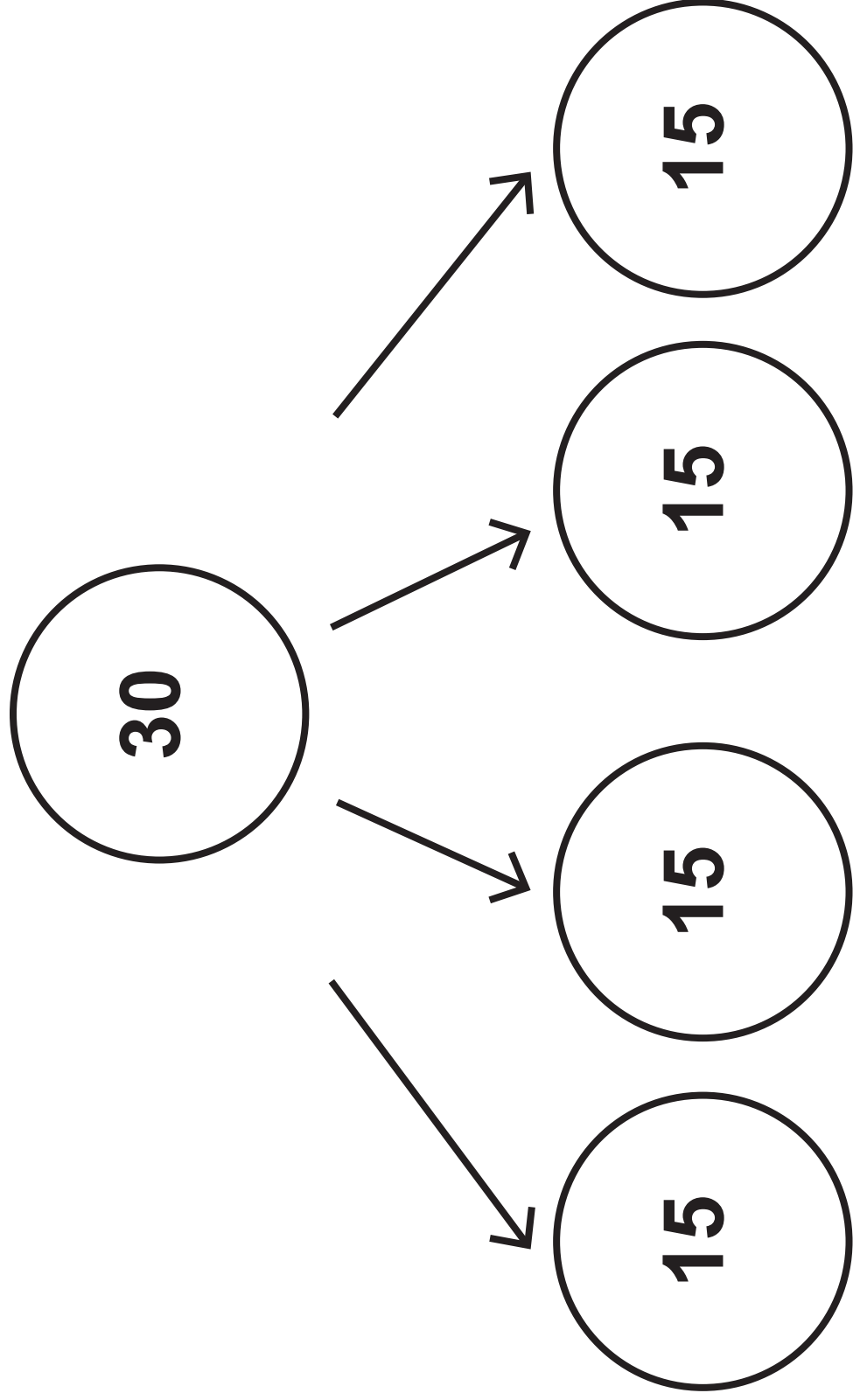
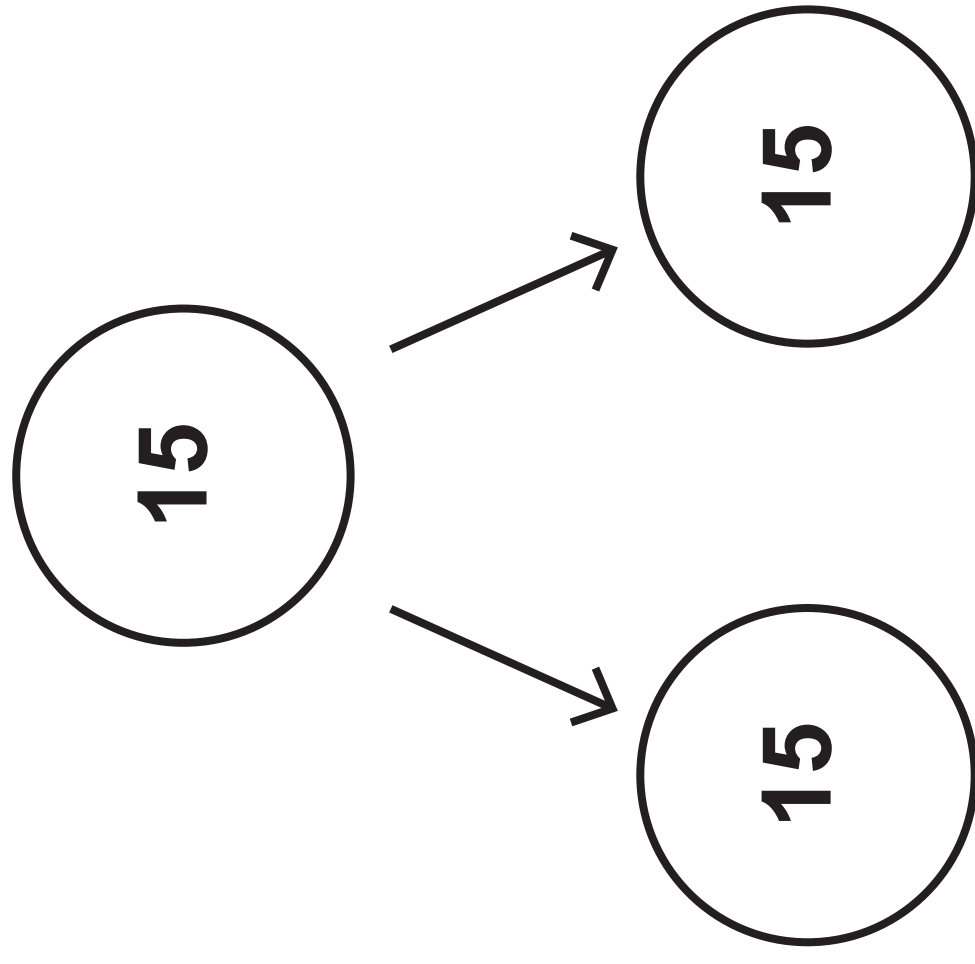


IMAGE 9.1B

**Production of gametes (sperm)
by male ant**



THIS IS A BLANK PAGE

TURN OVER

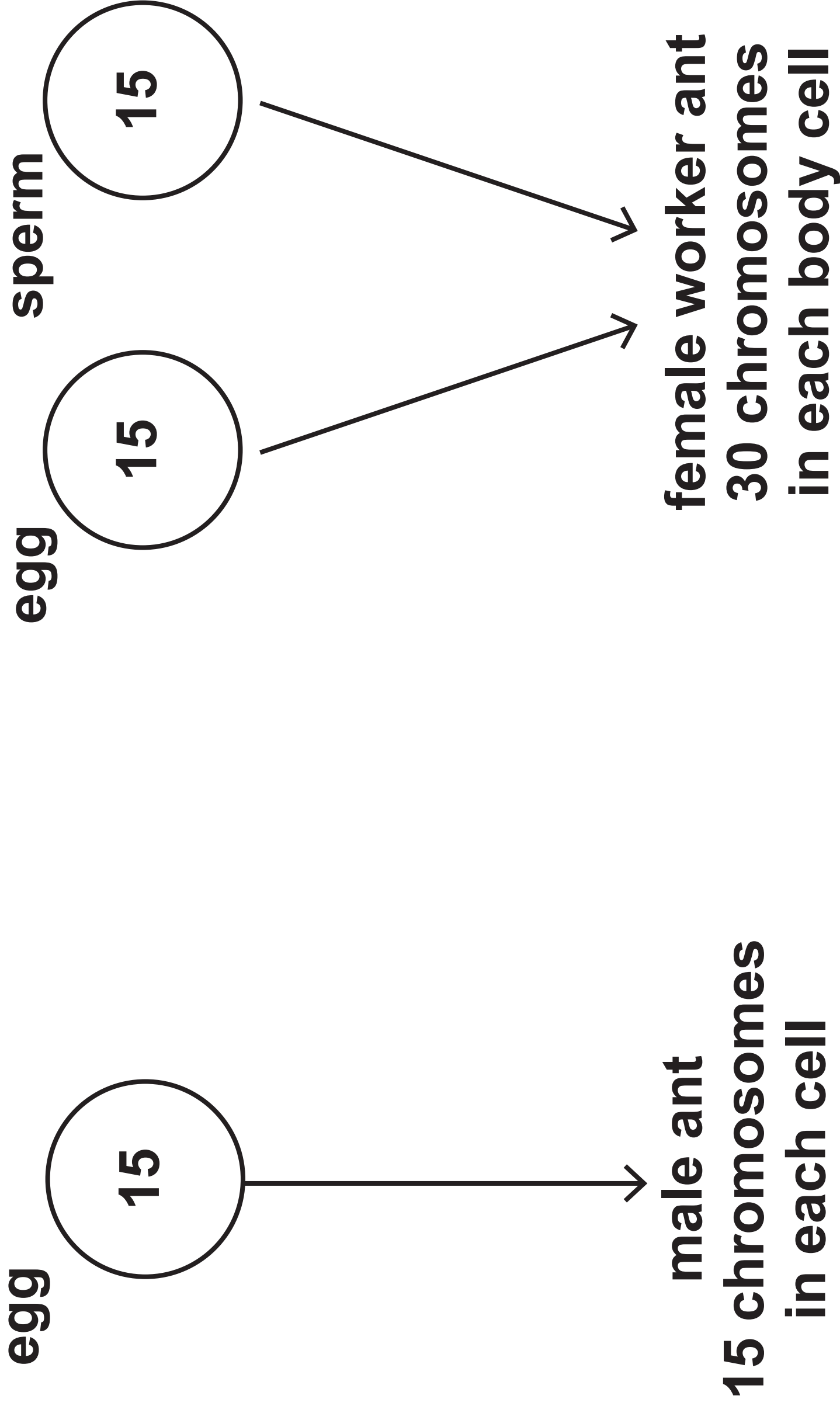
TABLE 9.2 (Part 2)

IMAGE 9.1B	Type of cell division	Evidence

THIS IS A BLANK PAGE

TURN OVER

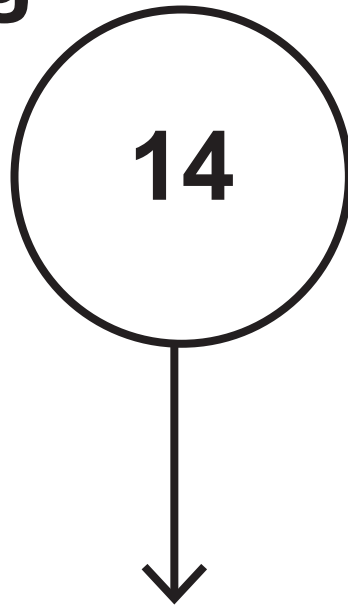
IMAGE 9.3



18

IMAGE 9.4

egg



14

**female worker ant
14 chromosomes in each cell**

IMAGE 10.1

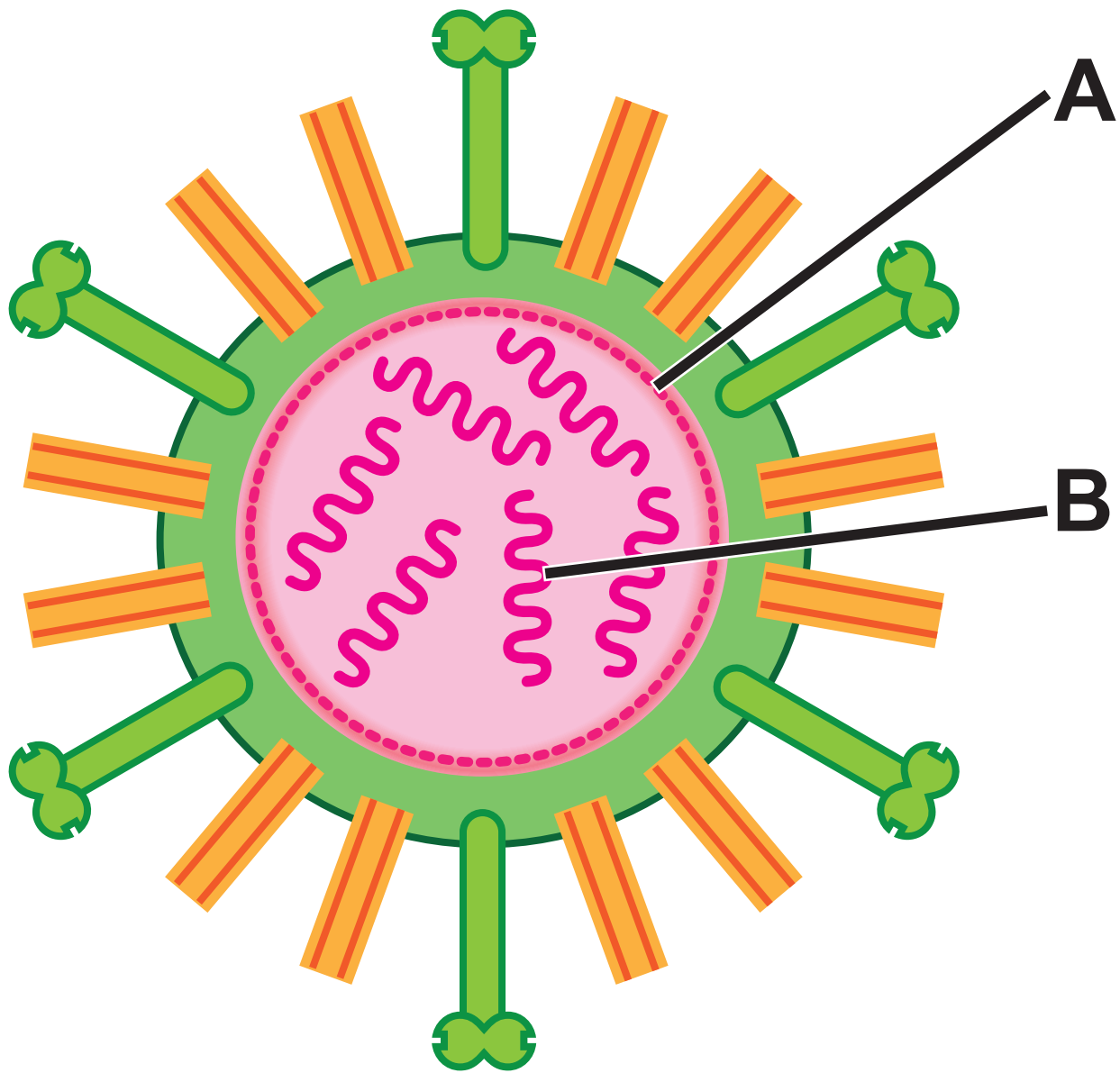


TABLE 10.2

High risk group	Vaccination rate (%)
elderly people (over 65)	77.9
children aged 6 months – 5 years	39.9
pregnant women	32.4
people with chronic disease	45.5