



Please write clearly in block capitals.

Centre number

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Candidate number

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Surname

Forename(s)

Candidate signature

GCSE BIOLOGY

F

Foundation Tier Paper 2F

Monday 11 June 2018

Morning

Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- a ruler
- a scientific calculator.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- 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

- There are 100 marks available on this paper.
- 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.

For Examiner's Use	
Question	Mark
1	
2	
3	
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10	
11	
TOTAL	



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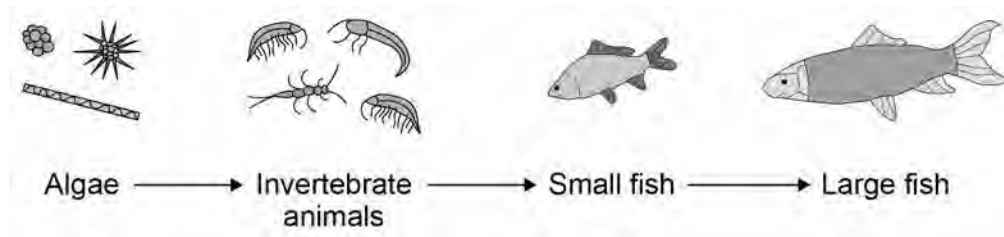
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0 1

Figure 1 shows a food chain in a river.

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Figure 1



0 1 . 1

Draw **one** line from each scientific term to the correct organism in the food chain.

[3 marks]

Scientific term

Organism in the food chain

- Apex predator
- Primary consumer
- Producer

- Algae
- Invertebrate animals
- Large fish
- Small fish



0 1 . 2

Table 1 shows the biomass of the organisms at each stage in the food chain.

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Table 1

Organism	Biomass in arbitrary units
Algae	840
Invertebrate animals	200
Small fish	40
Large fish	10

Calculate the percentage of the biomass of the invertebrate animals that is transferred to the large fish.

[2 marks]

Use the equation:

$$\text{percentage} = \frac{\text{biomass of large fish}}{\text{biomass of invertebrate animals}} \times 100$$

Percentage = _____

Question 1 continues on the next page

Turn over ►



0 1 . 3 A large amount of biomass is lost from the food chain.

Complete the sentences.

[3 marks]

Choose answers from the box.

coordination	digestion	excretion
filtration	ingestion	respiration

When the small fish eat the invertebrate animals, not all of this material is broken down during _____ .

Materials absorbed from the gut may enter the body cells of the small fish.

These materials are broken down into carbon dioxide and water by _____ .

The carbon dioxide and other waste materials from the body cells are removed from the small fish by _____ .

0 1 . 4 A disease kills many of the small fish.

Why does the number of invertebrate animals increase?

[1 mark]

9



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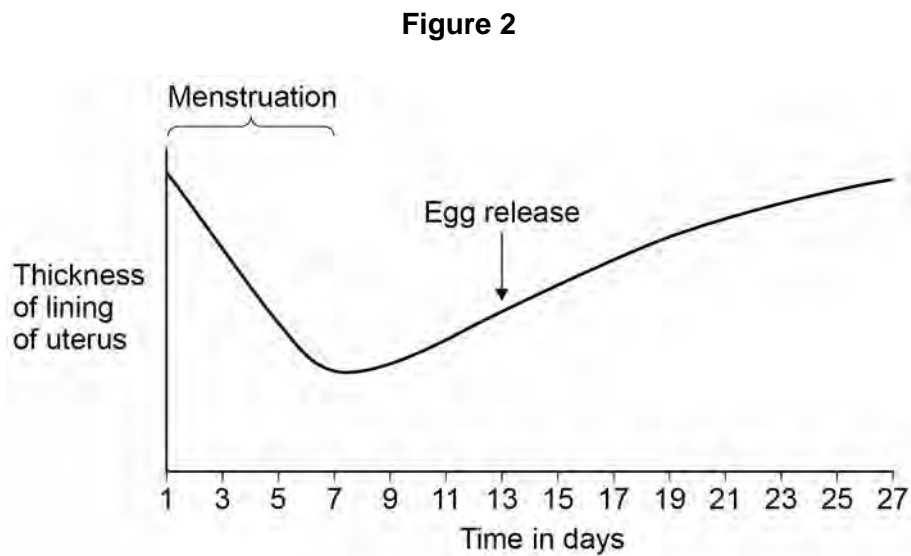
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0 2

Figure 2 shows some changes that occur during the menstrual cycle.

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0 2 . 1

Figure 2 shows that the lining of the uterus thickens between days 7 and 27.

What is the purpose of thickening the lining of the uterus?

[1 mark]

Tick **one** box.

To allow implantation of the embryo

To break down waste

To prevent sperm reaching the egg

0 2 . 2

Which hormone causes thickening of the lining of the uterus?

[1 mark]

Tick **one** box.

Auxin

Oestrogen

Testosterone



0 2 . 3 On which day is fertilisation most likely to occur?

Use information from **Figure 2**.

[1 mark]

Contraception can be used to lower the chance of pregnancy.

0 2 . 4 Draw **one** line from each method of contraception to how the method works.

[3 marks]

Method of contraception

How the method works

Contraceptive pill

Barrier to prevent sperm
reaching the egg

Diaphragm

Contains hormones to stop
eggs maturing

Spermicidal cream

Kills sperm

Slows down sperm
production

Question 2 continues on the next page

Turn over ►



0 2 . 5 Table 2 gives information about some different methods of contraception.

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Table 2

Method	Number of pregnancies per 100 women in one year	Possible Side effects
Diaphragm and spermicidal cream	8	Usually none, but can cause bladder infection in some women
Condom	2	None
Contraceptive pill	1	Mood swings, headaches, high blood pressure, blood clots, breast cancer

A man and a woman decide to use the condom as their method of contraception.

Suggest **three** reasons for this decision.

Use information from **Table 2** and your own knowledge.

[3 marks]

1 _____

2 _____

3 _____



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09

0 3

Fossils give evidence about organisms that lived a long time ago.

0 3 . 1

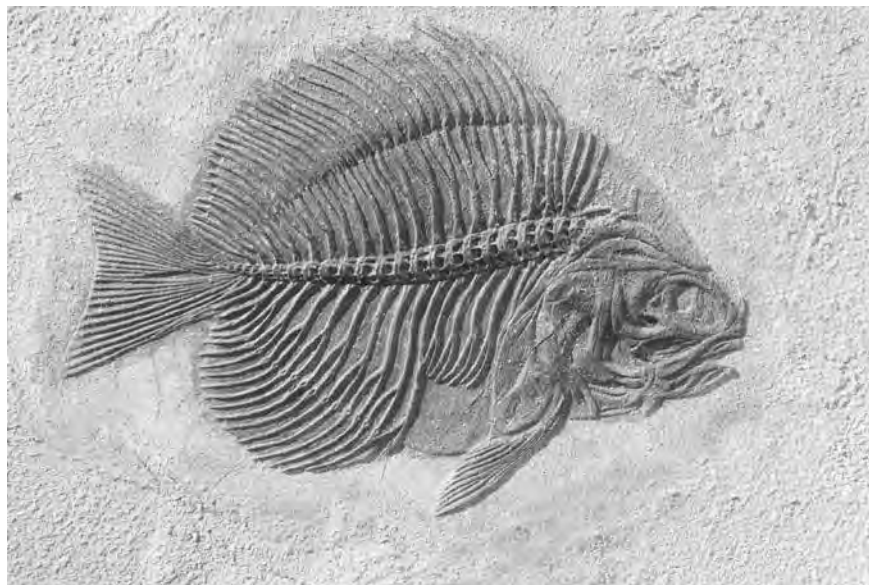
Scientists have found very few fossils of the earliest life forms.

Give **one** reason why.

[1 mark]

Figure 3 is a photograph of a fossilised fish.

Figure 3



0 3 . 2

Suggest how the fossil in **Figure 3** was formed.

[2 marks]



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0 3 . 3 The species of fish shown in **Figure 3** is now extinct.

Give **two** possible causes of extinction.

[2 marks]

1 _____

2 _____

Modern fish species have evolved from fish that lived a long time ago.

Evolution is caused by mutation and natural selection.

0 3 . 4 What is a mutation?

[1 mark]

Tick **one** box.

A change in a gene

Accidental damage to an organism

An organism with a new characteristic

The loss of a species

0 3 . 5 Describe the process of natural selection.

[3 marks]

9

Turn over ►



0 4

In the mid-19th century, a scientist studied inheritance in pea plants.

The scientist's work was the beginning of our modern understanding of genetics.

0 4 . 1

What is the name of this scientist?

[1 mark]

Tick **one** box.

Alfred Russel Wallace

Charles Darwin

Gregor Mendel

Jean-Baptiste Lamarck

0 4 . 2

In the mid-20th century, other scientists identified the chemical substance that makes up genetic material.

What is the name of the chemical substance that makes up genetic material?

[1 mark]

Tick **one** box.

Carbohydrate

DNA

Lipid

Protein



0 4 . 3

A gene often has two alleles.

One allele is dominant and the other allele is recessive.

When is a recessive allele expressed as a characteristic?

[1 mark]

Tick **one** box.

When the dominant allele is not present

When the recessive allele is inherited from the female parent

When the recessive allele is inherited from the male parent

When the recessive allele is present on only one of the chromosomes

Question 4 continues on the next page

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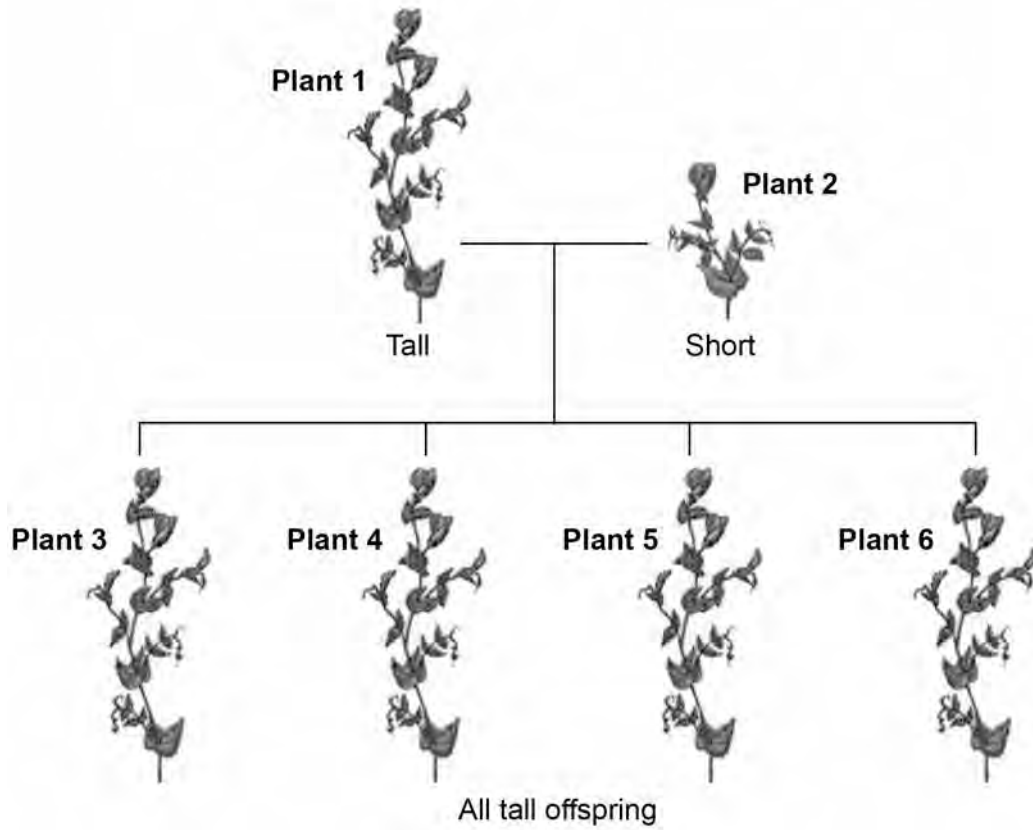
A scientist investigated the inheritance of height in pea plants.

The scientist crossed tall pea plants with short pea plants.

Figure 4 shows the scientist's results.

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Figure 4



In Questions **04.4** and **04.5**, use the following symbols to represent alleles:

T = the dominant allele for tall.

t = the recessive allele for short.

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0 4 . 4 In **Figure 4**, the genotype of plant **1** is **TT**.

Give the genotype of plant **2**.

[1 mark]

0 4 . 5 The scientist crossed plant **3** with plant **4**.

Complete **Figure 5** to show the offspring produced from this cross.

[2 marks]

Figure 5

		Male gametes	
		T	t
Female gametes	T	TT	
	t		

0 4 . 6 Draw a circle around **one** of the homozygous offspring in **Figure 5**.

[1 mark]

0 4 . 7 What is the ratio of tall plants : short plants in the offspring in **Figure 5**?

[1 mark]

Ratio of tall plants : short plants = _____ :

8

Turn over ►



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0 5

A person with Type 1 diabetes cannot make enough insulin.

0 5 . 1

Which organ makes insulin?

[1 mark]

Tick **one** box.

Adrenal gland

Pancreas

Pituitary gland

Thyroid

0 5 . 2

A person with Type 1 diabetes can control the concentration of glucose in the blood by injecting insulin.

Complete the sentences.

[2 marks]

Choose answers from the box.

DNA	glycogen	kidney
liver	protein	skin

Insulin acts on an organ called the _____.

This organ then takes in excess glucose from the blood and changes the glucose into _____.

0 5 . 3

Insulin cannot be taken as a tablet. This is because insulin is a type of protein.

What would happen to the insulin in the tablet if it reached the stomach?

[1 mark]

Turn over ►



Two people each drank the same volume of a glucose drink.

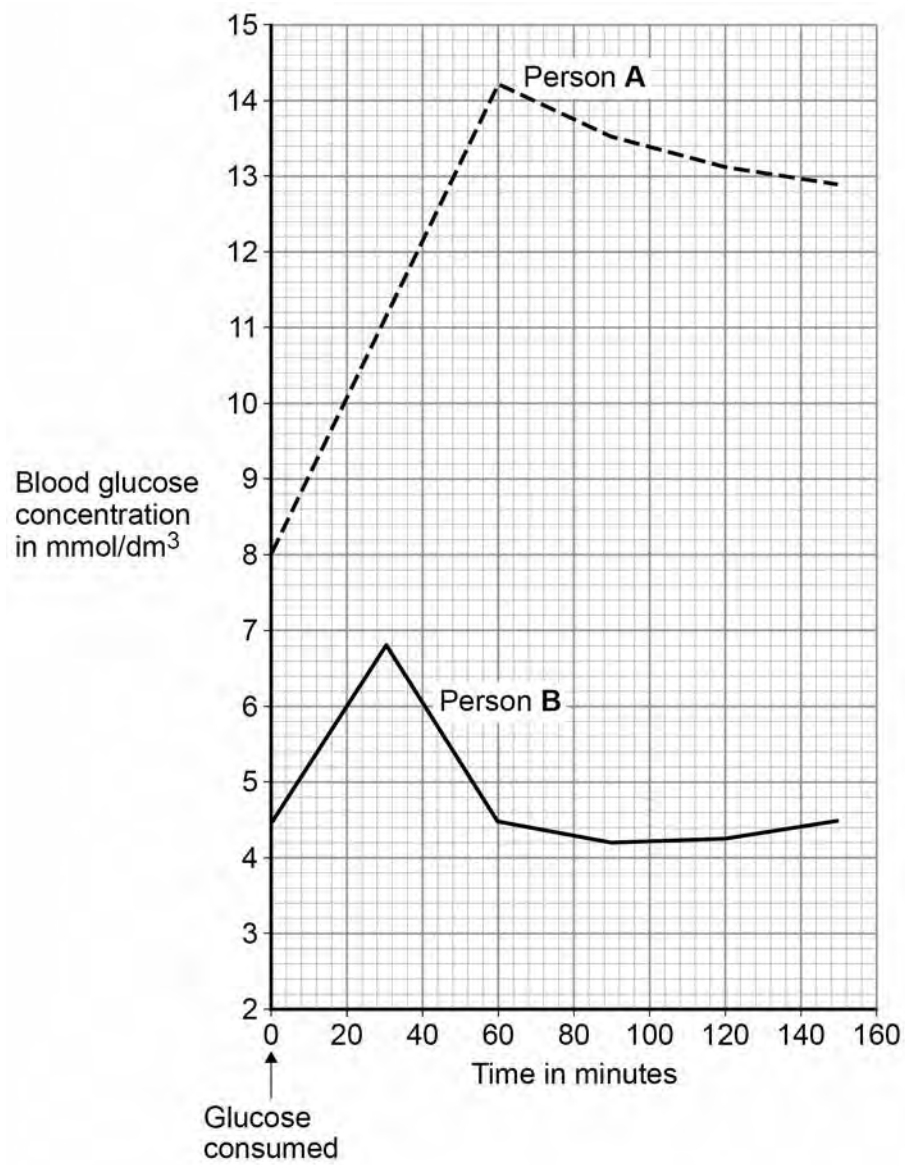
Person **A** has Type 1 diabetes.

Person **B** does **not** have diabetes.

Figure 6 shows how the concentration of glucose in their blood changed.

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Figure 6



0 5 . 4

How much higher was the **highest** concentration of glucose in the blood of person **A** than the **highest** concentration in person **B**?

Use information from **Figure 6**.

[2 marks]

Answer = _____ mmol/dm³

0 5 . 5

Describe **one** other way that the results for person **A** were different from the results for person **B**.

Use information from **Figure 6**.

[1 mark]

Question 5 continues on the next page

Turn over ►

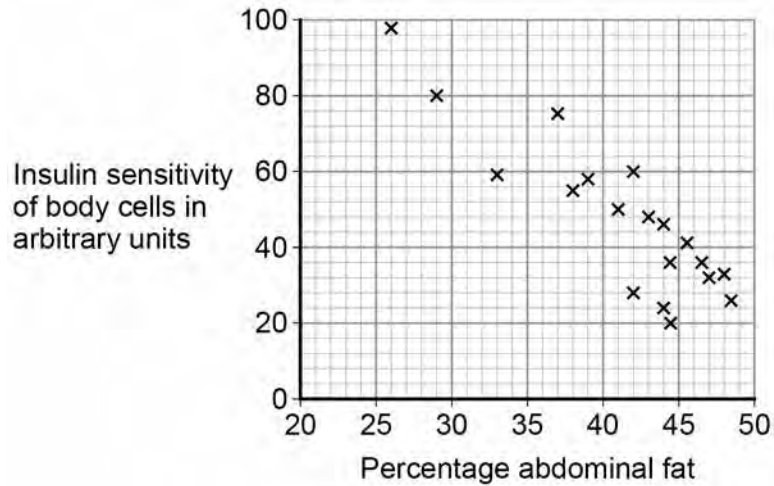


Type 2 diabetes is another form of diabetes. Type 2 diabetes is common in obese people.

People with Type 2 diabetes make enough insulin, but still cannot control their blood glucose concentration. This is because the body cells are not sensitive to the insulin.

Figure 7 shows information about abdominal fat and insulin sensitivity in body cells.

Figure 7



0 5 . 6 What type of relationship is shown in **Figure 7**?

[1 mark]

Tick **one** box.

- A negative correlation
- No correlation
- A positive correlation

0 5 . 7 A person is at risk of developing Type 2 diabetes.

Suggest **two** ways the person could lower the chance of developing Type 2 diabetes. **[2 marks]**

1 _____

2 _____

10



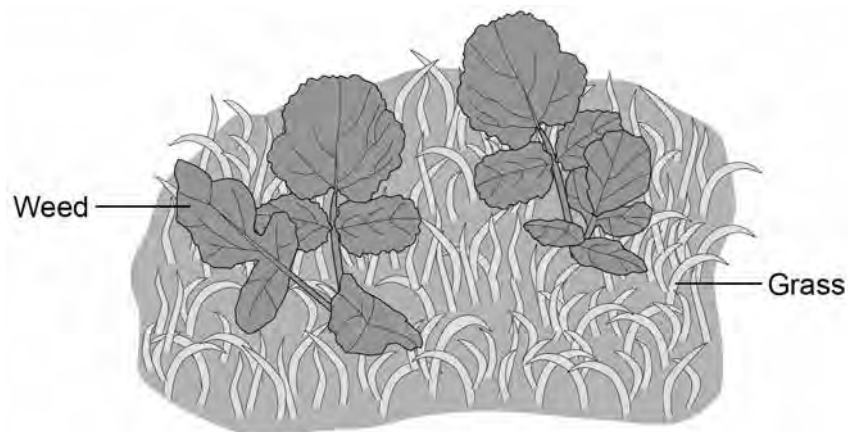
0 6

Some weed killers are selective.

Selective weed killers kill broad-leaved weed plants, but do **not** kill narrow-leaved grass plants.

Figure 8 shows some weeds growing on a grassy lawn.

Figure 8



Some students investigated the effect of a selective weed killer on the weeds growing in a lawn. They used $0.5\text{ m} \times 0.5\text{ m}$ quadrats.

The lawn was 20 metres long and 10 metres wide.

This is the method used.

1. Divide the lawn into two halves, side **A** and side **B**.
2. Place 5 quadrats in different positions on side **A**.
3. Place 5 more quadrats in different positions on side **B**.
4. Count the number of weed plants in each quadrat.
5. Spray side **A** with weed killer solution.
6. Spray side **B** with the same volume of water.
7. Repeat steps 2-4 after 2 weeks.

0 6 . 1

Suggest a method the students should have used to place each quadrat.

[1 mark]

Turn over ►



06.2

Give the reason for the method you suggested in Question 06.1.

[1 mark]

06.3

Explain why the students used water on one side of the lawn instead of weed killer.

[2 marks]

Table 3 shows the students' results.

Table 3

Number of weeds per quadrat			
At start		After 2 weeks	
Side A (Weed killer)	Side B (Water)	Side A (Weed killer)	Side B (Water)
8	14	3	8
2	9	4	15
12	3	0	7
15	16	2	12
13	3	1	13
Mean	10	2	X

06.4

Calculate the mean value, X , in Table 3.

[1 mark]

Mean value, X = _____

0 6 . 5

Calculate the percentage decrease in the number of weeds on side **A** after 2 weeks.**[2 marks]**

Use the following equation:

$$\text{percentage decrease} = \frac{(\text{mean at start} - \text{mean after 2 weeks})}{\text{mean at start}} \times 100$$

Percentage decrease = _____

0 6 . 6

One student thought the results were **not** valid.Suggest **one** improvement the students could have made to the method to make the results more valid.

Give the reason for your answer.

[2 marks]

Improvement _____

Reason _____

9

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0 7

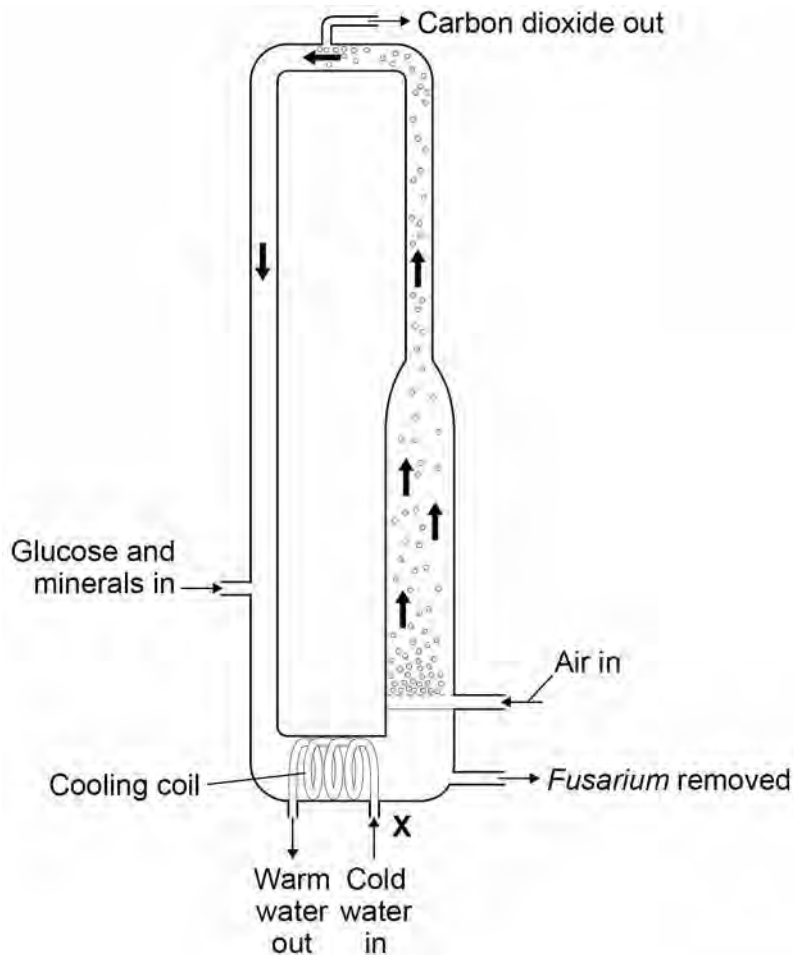
Mycoprotein is a protein-rich food.

Mycoprotein is made from the fungus *Fusarium*.

Figure 9 shows a fermenter used for growing *Fusarium*.

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Figure 9



0 7 . 1

Explain why the fermenter is sterilised before use.

[2 marks]



0 7 . 2 Cold water is pumped through the cooling coil at point X.

This maintains a constant temperature inside the fermenter.

Suggest the temperature at which *Fusarium* grows fastest.

[1 mark]

Tick **one** box.

5 °C

20 °C

30 °C

85 °C

0 7 . 3 Glucose and bubbles of air enter the fermenter.

The bubbles of air supply oxygen.

Explain why *Fusarium* needs glucose and oxygen.

[2 marks]

0 7 . 4 The bubbles of air also move materials around the fermenter.

Suggest why it is useful for bubbles of air and materials to move around inside the fermenter.

[2 marks]

Turn over ►



07.5

100 grams of chicken meat contains 22 grams of protein.

100 grams of mycoprotein contains 11 grams of protein.

A man ate 100 grams of chicken in one meal.

How many grams of mycoprotein would the man need to eat to get the same mass of protein as in 100 grams of chicken?

[1 mark]

Tick **one** box.

100 grams

110 grams

200 grams

220 grams

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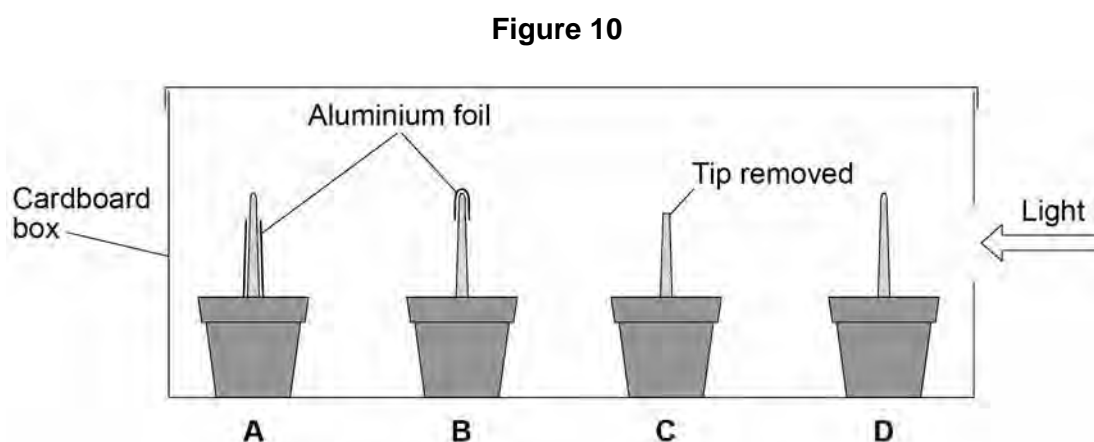
0 8

Some students investigated phototropism in plant seedlings.

This is the method used.

1. Measure the lengths of the shoots of 20 seedlings.
2. Set up four groups of seedlings as follows:
 - **A** – bottom of shoot covered in aluminium foil
 - **B** – tip covered in aluminium foil
 - **C** – tip removed
 - **D** – no changes.
3. Put the seedlings in a cardboard box.
4. Use a lamp to shine a light into the box through a hole in one side.
5. After one day, re-measure the lengths of the shoots.
6. Make a drawing of the appearance of one seedling from each group.

Figure 10 shows the appearance of one seedling in each group at the start of the investigation.



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0 8 . 1 Which **two** conditions should the students have kept constant for each group of seedlings?

[2 marks]

Tick **two** boxes.

The length of the roots

The number of seedlings in each group

The temperature

The thickness of the aluminium foil

The volume of water added to the soil

0 8 . 2 What is the purpose of the aluminium foil?

[1 mark]

Tick **one** box.

To hold the shoot straight

To keep the shoot warm

To remove the effect of gravity

To stop light reaching the shoot

Question 8 continues on the next page

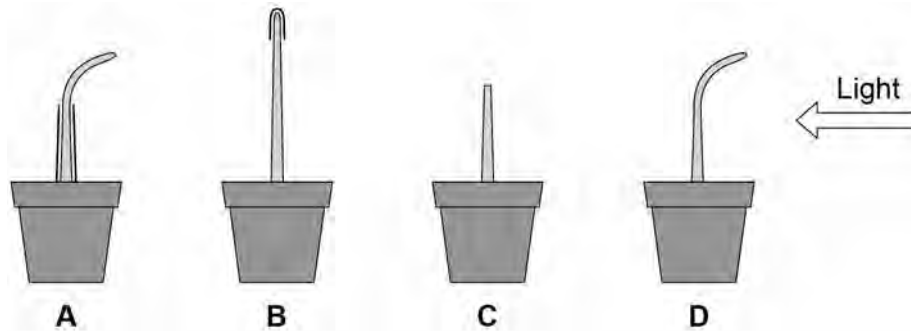
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Figure 11 shows the students' results.

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Figure 11



	A	B	C	D
Mean length of shoot at start in mm	23	24	21	25
Mean length of shoot after 1 day in mm	28	30	23	30
Mean change in length of shoot in mm	5	6	2	5

0 8 . 3

Suggest how the students measured the lengths of the curved shoots of seedlings **A** and **D** at the end of the investigation.

[2 marks]

0 8 . 4

The students concluded that the **tip** of the shoot is needed for the plant to respond to light.

Give evidence for this conclusion from **Figure 11**.

[2 marks]



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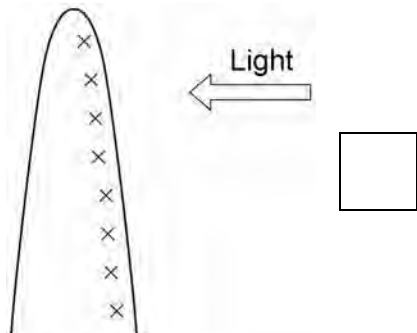
0 8 . 5

A hormone stimulates growth in shoots.

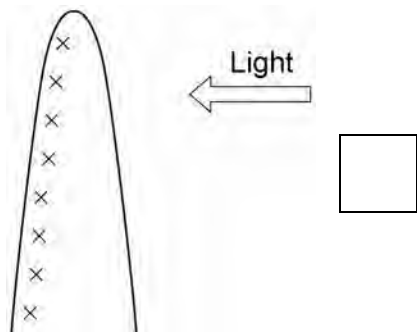
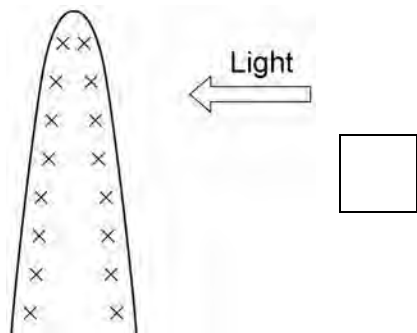
Which distribution of the hormone would cause the results seen in shoot D?

[1 mark]

Tick **one** box.



Key:
 x x
 x x = Molecules of hormone
 x



Turn over for the next question

8

Turn over ►



0 9

Many human actions are reflexes.

0 9 . 1

Which **two** of the following are examples of reflex actions?

[2 marks]

Tick **two** boxes.

Jumping in the air to catch a ball

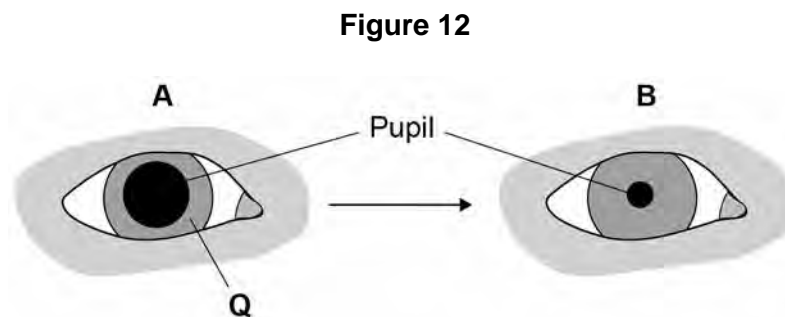
Raising a hand to protect the eyes in bright light

Releasing saliva when food enters the mouth

Running away from danger

Withdrawing the hand from a sharp object

Figure 12 shows how the size of the pupil of the human eye can change by reflex action.



0 9 . 2

Name **one** stimulus that would cause the pupil to change in size from **A** to **B**, as shown in **Figure 12**.

[1 mark]



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0 9 . 3 Structure **Q** causes the change in size of the pupil.

Name structure **Q**.

[1 mark]

0 9 . 4 Describe how structure **Q** causes the change in the size of the pupil from **A** to **B**.

[1 mark]

Question 9 continues on the next page

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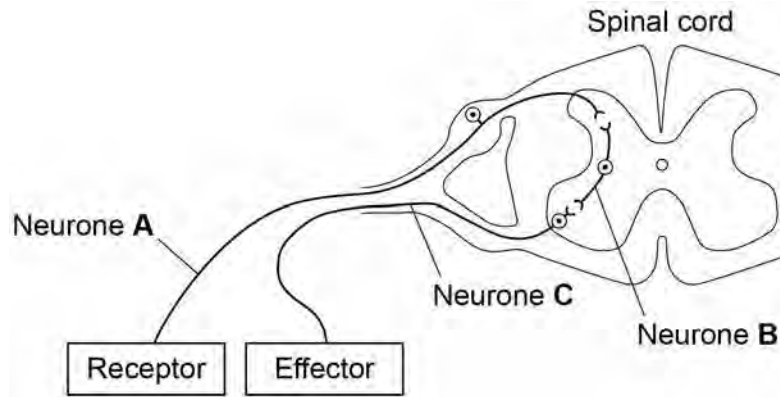


0 9 . 5

Figure 13 shows some structures involved in the coordination of a reflex action.

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Figure 13



Describe how the structures shown in **Figure 13** help to coordinate a reflex action.

[6 marks]

11



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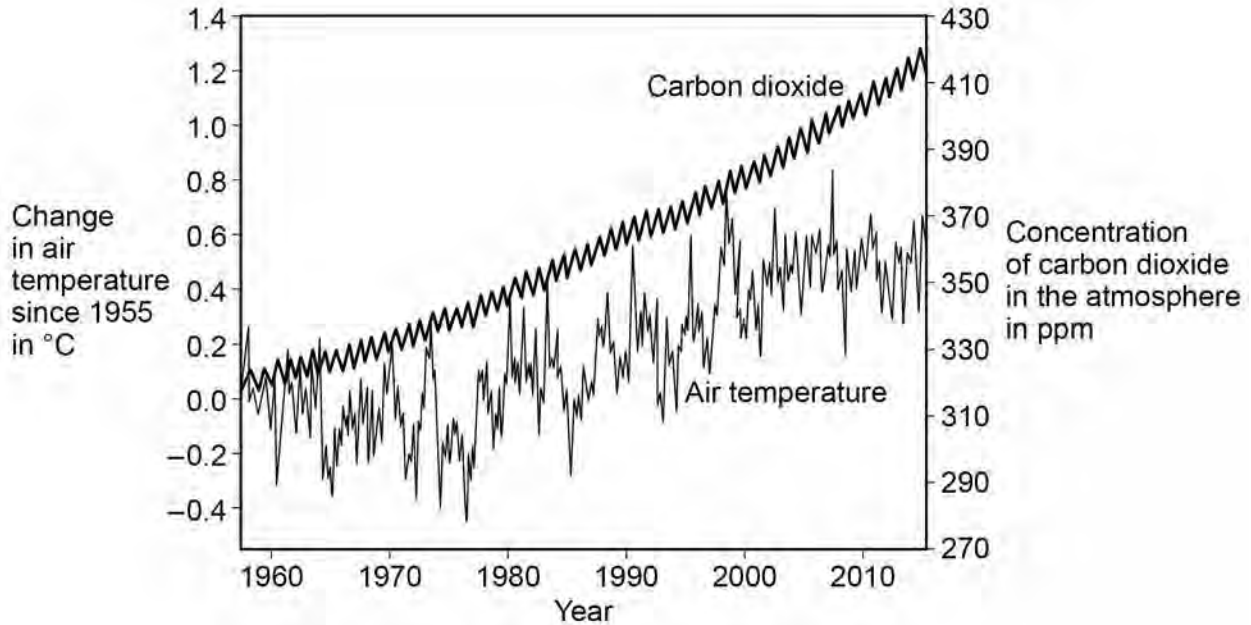
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1 0

Many scientists think that global air temperature is related to the concentration of carbon dioxide in the atmosphere.

Figure 14 shows changes in global air temperature and changes in the concentration of carbon dioxide in the atmosphere.

Figure 14



1 0 . 1

Complete **Table 4**.

Use information from **Figure 14**.

[2 marks]

Choose answers from the box.

You may use each answer once, more than once or not at all.

constant	decreasing	increasing
-----------------	-------------------	-------------------

Table 4

	1960 – 1977	1977 – 2003	2003 – 2015
Trend in carbon dioxide concentration	Increasing		
Trend in air temperature			



In each year, the concentration of carbon dioxide in the atmosphere is higher in the winter than in the summer.

1 0 . 4

Give **one** human activity that could cause the higher concentration of carbon dioxide in the winter.

[1 mark]

1 0 . 5

Give **one** biological process that could cause the lower concentration of carbon dioxide in the summer.

[1 mark]

1 0 . 6

Give **two** possible effects of an increase in global air temperature on living organisms.

[2 marks]

1 _____

2 _____



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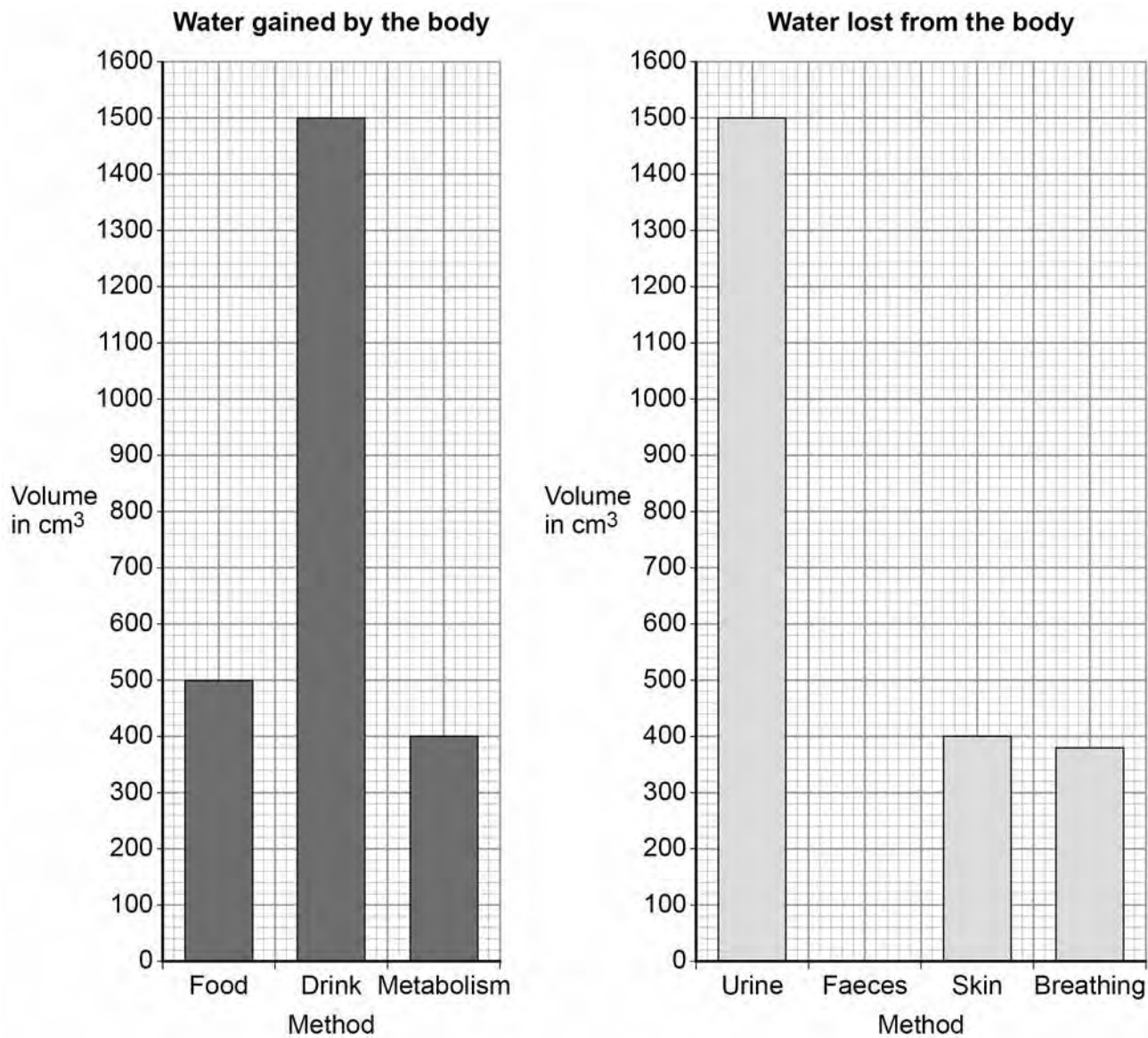


1 1

It is important to maintain water balance in the body.

Figure 15 shows how much water a person gained and lost by different methods in one day.

Figure 15



When water is balanced, the volume of water taken in by the body is equal to the volume of water lost from the body.

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1 1 . 1 Calculate the volume of water the person lost in one day in faeces.

Use information from **Figure 15**.

[2 marks]

Volume lost in faeces = _____ cm^3

1 1 . 2 **Figure 15** shows that one method of gaining water is by metabolism.

Which metabolic process produces water?

[1 mark]

Tick **one** box.

Breakdown of protein to amino acids

Changing glycogen into glucose

Digestion of fat

Respiration of glucose

Question 11 continues on the next page

Turn over ►



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The next day, the person ran a 10-kilometre race.

The volume of water lost from the body through the skin and by breathing increased.

1 1 . 3

Explain why more water was lost through the skin during the race.

[2 marks]

1 1 . 4

Explain why more water was lost by breathing during the race.

[3 marks]

END OF QUESTIONS

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