

Please check the examination details below before entering your candidate information

Candidate surname					Other names			
Centre Number					Candidate Number			
<b>Pearson Edexcel</b> <b>Level 1/Level 2 GCSE (9–1)</b>					<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>			
<h1>Monday 1 June 2020</h1>								
Afternoon (Time: 1 hour 45 minutes)					Paper Reference <b>1BI0/2F</b>			
<h2>Biology</h2> <h3>Paper 2</h3> <p style="text-align: right;"><b>Foundation Tier</b></p>								
<b>You must have:</b> Calculator, ruler							Total Marks <input type="text"/>	

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- Calculators may be used.
- Any diagrams may NOT be accurately drawn, unless otherwise indicated.
- You must **show all your working out** with **your answer clearly identified** at the **end of your solution**.

### Information

- The total mark for this paper is 100.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- In questions marked with an **asterisk (\*)**, marks will be awarded for your ability to structure your answer logically showing how the points that you make are related or follow on from each other where appropriate.

### Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

P62071A

©2020 Pearson Education Ltd.

1/1/1/1/1/1/1/



Pearson

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒.  
If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

- 1 Figure 1 shows a diagram of the heart.

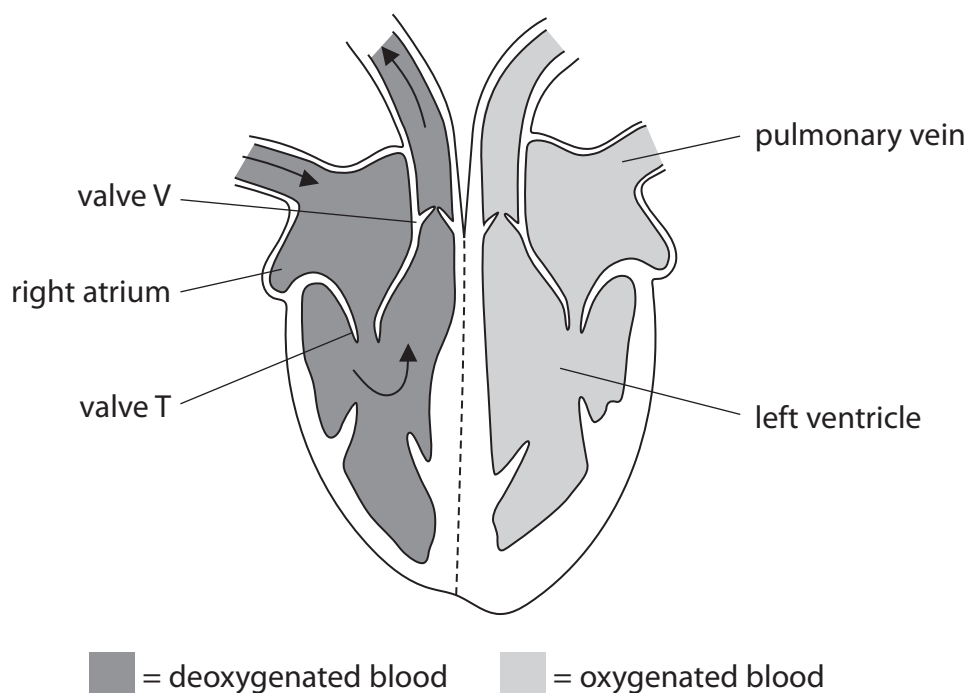


Figure 1

- (a) (i) Draw arrows on Figure 1 to show how oxygenated blood moves through the heart. (1)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(ii) What happens when the right ventricle contracts?

(1)

- A valve T opens
- B valve T closes
- C blood is forced into the left atrium
- D blood is forced into the pulmonary vein

(iii) Draw **one** straight line from each structure to its function.

(2)

**structure**

**function**

pulmonary vein

• carries deoxygenated blood

• forces blood towards body organs

• carries blood from the lungs to the heart

left ventricle

• takes blood to the right side of the heart

• forces blood towards the lungs

DO NOT WRITE IN THIS AREA

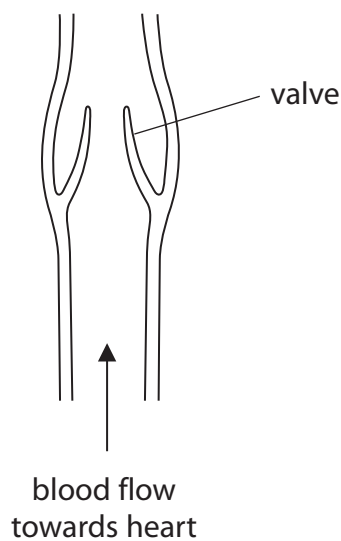
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



P 6 2 0 7 1 A 0 3 4 0

(b) Figure 2 shows a dissected vein.



**Figure 2**

- (i) Explain how the valves in veins help the blood, at low pressure, flow towards the heart.

(2)

.....

.....

.....

.....

- (ii) The equipment used to dissect the vein was cleaned and put into disinfectant. State why this equipment was put into disinfectant.

(1)

.....

.....

**(Total for Question 1 = 7 marks)**

---

.....

.....

.....



2 The animal shown in Figure 3 is a tick burrowing into the skin of a human.



© IanRedding/Shutterstock

**Figure 3**

(a) Use words from the box to complete the sentences.

(2)

enzymes	food	herbivores
parasites	producers	prey

- (i) The tick burrows into the skin to obtain .....
- (ii) When a tick burrows into human skin the tick benefits but the human is harmed.

This means that ticks are classed as .....

(b) When skin is cut a blood clot forms.

Which part of the blood starts the clotting process?

(1)

- A red blood cells
- B water
- C platelets
- D white blood cells



(c) Figure 4 shows a bird called an oxpecker eating ticks that are living on a zebra.



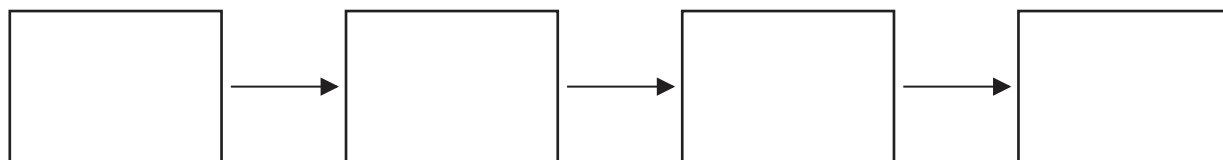
© MartinMaritz/Shutterstock

**Figure 4**

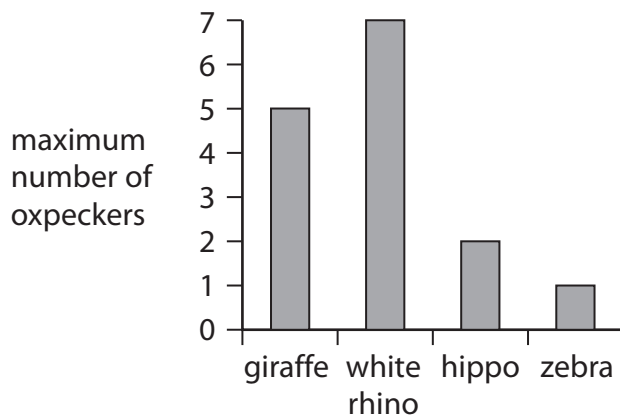
(i) Name the type of relationship where both the oxpecker and the zebra benefit. (1)

(ii) Zebras eat grass.

Complete the food chain that includes zebras, ticks, oxpeckers and grass. (2)



(d) Figure 5 shows the maximum numbers of oxpeckers observed on four types of mammal.



**Figure 5**

- (i) Describe the difference in the maximum number of oxpeckers on the white rhino and on the hippo.

(2)

- (ii) Give **one** reason why more oxpeckers were observed on giraffes than on zebras.

(1)

**(Total for Question 2 = 9 marks)**



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**BLANK PAGE**





DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

3 (a) Figure 6 shows a root hair cell from a strawberry plant.

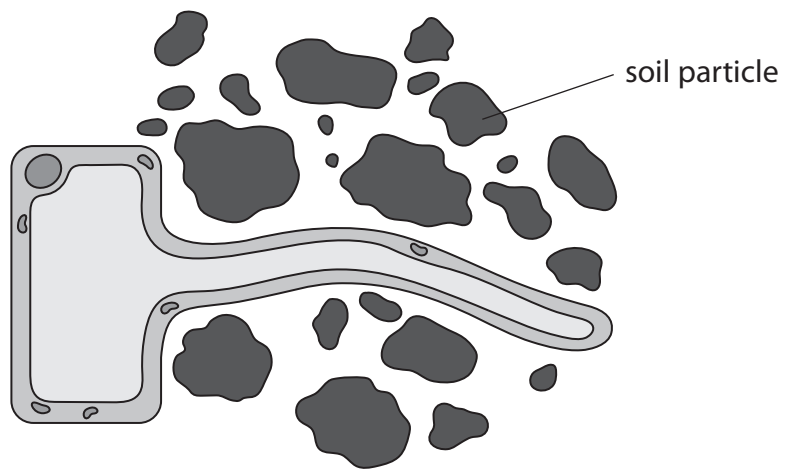


Figure 6

- (i) Label the cell vacuole in Figure 6. (1)
- (ii) Explain how the structure of root hair cells increases water absorption from the soil. (2)

.....

.....

.....

.....

.....



P 6 2 0 7 1 A 0 9 4 0

(b) Figure 7 shows fungus growing on strawberries.

The fungus is decomposing the strawberries.



© Catherine Eckert/Shutterstock

**Figure 7**

A scientist investigated the effect of temperature on the decomposition of strawberries.

The scientist spread fresh strawberries on six trays.

Each tray was kept at a different temperature.

After five days the scientist measured the area of fungus that had grown on each tray of strawberries.

The results are shown in Figure 8.

temperature in °C	area of fungus after 5 days in cm <sup>2</sup>
5	8
10	25
15	36
20	48
25	60
30	72

**Figure 8**



(i) The mean rate of growth of fungus at 25 °C was 12 cm<sup>2</sup> per day.

Calculate the mean rate of growth of fungus at 30 °C.

(2)

..... cm<sup>2</sup> per day

(ii) State the effect of temperature on the growth of fungus on strawberries from 5 °C to 30 °C.

(1)

.....

.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



P 6 2 0 7 1 A 0 1 1 4 0

(c) Decomposition of strawberries can be prevented by boiling the strawberries with sugar to make jam.

(i) Enzymes in the fungus caused decomposition.

Explain how boiling stops the enzymes from working.

(2)

(ii) Cells from a fungus can land on jam.

The sugar solution inside the jam is more concentrated than the sugar solution inside the fungus cells.

State how osmosis causes the fungus cells to die.

(1)

**(Total for Question 3 = 9 marks)**



4 A scientist investigated the distribution of invertebrates found in a garden.

(a) Figure 9 shows an invertebrate about to fall into a pitfall trap.

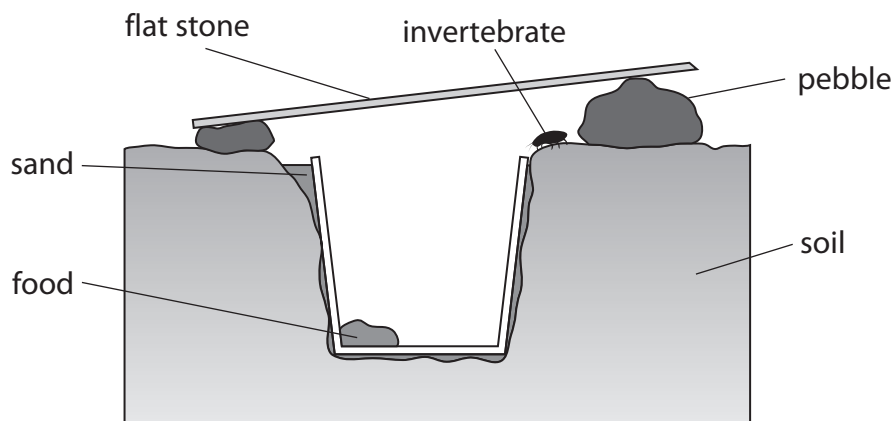


Figure 9

The steps the scientist used to set up the pitfall trap are shown below.

The steps are not in the correct order.

1. put some sand around the beaker
2. put a beaker, baited with food, in the hole
3. place a flat stone on pebbles over the beaker
4. check the pitfall trap each day
5. dig a hole in the garden

Complete the steps in the correct order, from left to right.

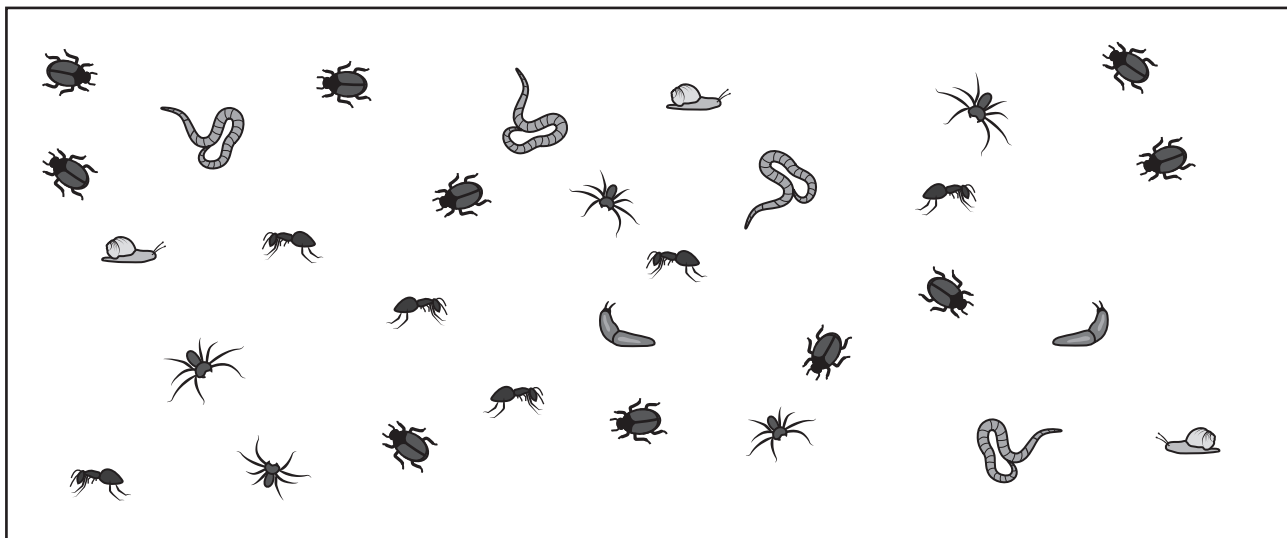
The first number has been written in for you.

(2)

5				
---	--	--	--	--



(b) Figure 10 shows 30 invertebrates that the scientist collected.



key					
beetle	snail	ant	spider	slug	worm

Figure 10

(i) Complete the table by filling in the tally and number for the spiders and worms.

(2)

invertebrate	tally	number of invertebrates
ant		6
beetle		10
slug		2
snail		3
spider		
worm		



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(ii) The scientist selected an invertebrate at random to observe it in more detail.

State the probability that the invertebrate selected is an ant.

Give your answer in its simplest form.

(2)

.....

(iii) State how the type of food used to bait the pitfall trap could affect the number of different invertebrates caught.

(1)

.....

.....

(c) The scientist also counted the number of snails in four 1m<sup>2</sup> areas of the garden.

The garden had a total area of 40 m<sup>2</sup>.

Describe how the scientist can use this information to estimate the number of snails in the garden.

(2)

.....

.....

.....

.....

.....

**(Total for Question 4 = 9 marks)**



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**BLANK PAGE**





- 5 (a) (i) Which row of the table shows the endocrine gland and hormone involved in the control of blood glucose concentration?

(1)

	endocrine gland	hormone
<input type="checkbox"/> A	ovary	oestrogen
<input type="checkbox"/> B	ovary	insulin
<input type="checkbox"/> C	pancreas	oestrogen
<input type="checkbox"/> D	pancreas	insulin

- (ii) State a target organ for the hormone that controls blood glucose concentration.

(1)

- (b) People with a high BMI are more likely to develop type 2 diabetes.  
Figure 11 shows the mass, height and BMI for two people.

person	mass in kilograms	height in metres	BMI
A	110	2.0	?
B	85	1.5	38

**Figure 11**

- (i) Use the formula to calculate the BMI for person A

$$\text{BMI} = \frac{\text{mass}}{\text{height}^2}$$

(2)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(ii) Person B develops type 2 diabetes.

Describe **two** lifestyle changes person B should make to help to control their blood glucose concentration.

(2)

1 .....

2 .....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(c) (i) Which row of the table shows the type or types of respiration that use glucose?

(1)

	aerobic respiration	anaerobic respiration
<input type="checkbox"/> A	yes	yes
<input type="checkbox"/> B	yes	no
<input type="checkbox"/> C	no	yes
<input type="checkbox"/> D	no	no



- (ii) A scientist measured the rate of respiration in a person when sleeping and then running at different speeds.

Figure 12 shows the results.

activity	speed in km per hour	respiration rate in kJ per minute
sleeping	0	3
running slowly	8	90
running quickly	12	130

**Figure 12**

Explain the trend shown in Figure 12.

(3)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**(Total for Question 5 = 10 marks)**



6 (a) Figure 13 shows a kidney nephron.

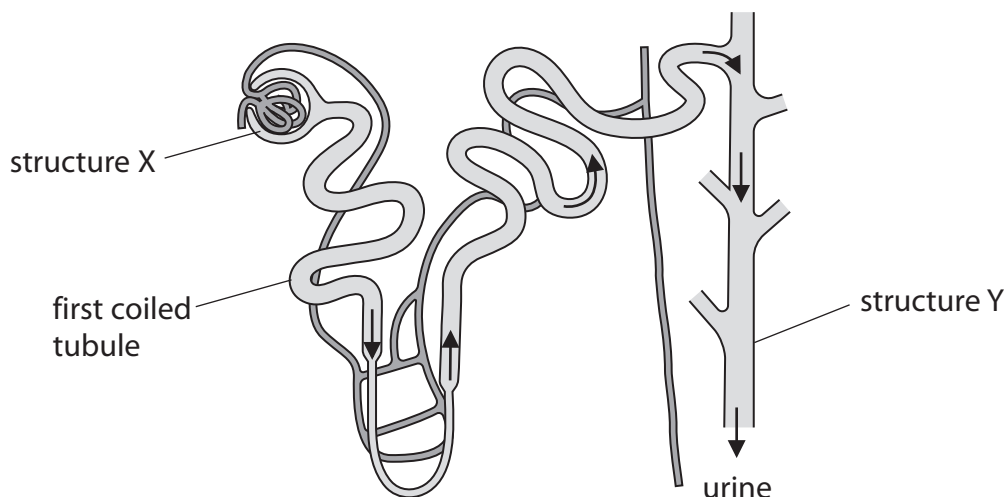


Figure 13

(i) Structure X is the

- A glomerulus
- B Bowman's capsule
- C collecting duct
- D capillary

(1)

(ii) Figure 14 shows the concentration of glucose in the filtrate in the nephron.

filtrate	mean concentration of glucose in millimoles per litre
filtrate in the start of first coiled tubule	6
filtrate in the end of first coiled tubule	0

Figure 14

Explain why the concentration of glucose changes as it moves through the first coiled tubule.

(2)

.....

.....

.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(iii) Name the structure that carries urine from the kidney to the bladder.

(1)

(b) The concentration of protein in urine from person A and person B was measured each year from 2015 to 2019.

Person A had healthy kidneys. Person B had kidney disease.

year	concentration of protein in urine in arbitrary units	
	person A (with healthy kidneys)	person B (with kidney disease)
2015	2	25
2016	4	37
2017	5	57
2018	4	79
2019	3	106

**Figure 15**

Use the data in Figure 15 to compare the changes in the concentration of protein in the urine from person A and person B.

(2)

.....

.....

.....

.....

.....



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

- (c) Person B needs a kidney transplant.  
Person B has a twin sister.

Explain why this twin sister could be a suitable kidney donor for Person B.

(2)

.....

.....

.....

.....

.....

.....

.....

**(Total for Question 6 = 8 marks)**



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**BLANK PAGE**



**7** People produce sweat when they are hot.

Sweat consists of substances dissolved in water.

Figure 16 shows the concentration of dissolved substances in the sweat of two patients in a hospital.

substance in sweat	concentration in mmol per dm <sup>3</sup>	
	patient A	patient B
urea	8.0	32.0
glucose	0.5	0.4
sodium ions	40.0	36.0
chloride ions	35.0	32.0

**Figure 16**

- (a) (i) Calculate the ratio of the concentration of urea in the sweat of patient A to the concentration of urea in the sweat of patient B.

Give your answer in its simplest form.

(2)

- (ii) Describe how urea is produced in the body.

(2)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA





(iii) The blood of patient B has a very high concentration of urea.

Which organ removes most urea from the blood?

(1)

- A kidney
- B lung
- C liver
- D stomach

(b) The human body can regulate the temperature of the blood.

(i) Which part of the brain controls body temperature?

(1)

- A cerebral hemispheres
- B medulla oblongata
- C cerebellum
- D hypothalamus

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



P 6 2 0 7 1 A 0 2 5 4 0



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 7 = 12 marks)



P 6 2 0 7 1 A 0 2 7 4 0

- 8 Figure 18 shows the leaves and flowers of water lily plants (*Nymphaea odorata*) on a lake.



© Oleksandr Shymanskyi/123RF

**Figure 18**

- (a) Water lilies have stomata on the upper surface of the leaves.

Explain why water lilies have no stomata on the lower surface of the leaves.

(2)

.....

.....

.....

.....

.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(b) (i) The white petals of the water lily flowers cannot photosynthesise.

Which structure in leaf cells is the site of photosynthesis?

(1)

- A nucleus
- B vacuole
- C mitochondrion
- D chloroplast

(ii) Glucose is made by photosynthesis.

Glucose is converted to another sugar to be transported in the plant.

What is the name of this sugar?

(1)

- A glycerol
- B ribose
- C sucrose
- D starch

(iii) Describe how this sugar is transported from the leaves to the flowers of the water lily.

(2)

.....

.....

.....

.....

.....



(c) Figure 19 shows water lilies growing in a lake in Europe.



© lynn gladwell/123RF

**Figure 19**

- (i) One water lily plant was brought from America 10 years ago and planted in the lake shown in Figure 19.

Explain why this non-indigenous plant now covers the whole surface of the lake.

(3)

.....

.....

.....

.....

.....

.....

.....

.....



(ii) Explain how the water lilies will affect the biodiversity of this lake.

(3)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

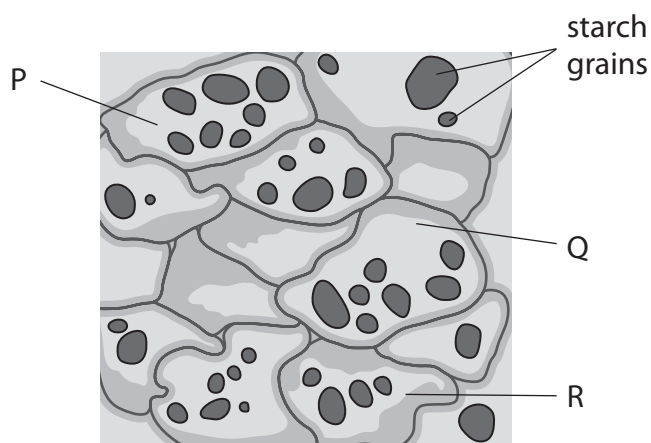
**(Total for Question 8 = 12 marks)**

DO NOT WRITE IN THIS AREA



- 9 A slide of potato cells was viewed using a light microscope.

Figure 20 is a drawing of the slide showing starch grains in the potato cells.



**Figure 20**

- (a) (i) Calculate the mean number of starch grains in potato cells P, Q and R.

(1)

..... starch grains

- (ii) Which structures are found in plant cells but are **not** found in animal cells?

(1)

- A cell membrane, nucleus, chloroplast
- B cell wall, cell membrane, cytoplasm
- C nucleus, large vacuole, chloroplast
- D cell wall, chloroplast, large vacuole

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA





- (b) A scientist investigated how the length of starch grains in potatoes changed when the potatoes were stored in the dark.

Figure 21 shows a potato after being stored in the dark.



© rodimov/Shutterstock

**Figure 21**

Three potatoes were used in the investigation.

The length of starch grains in potato 1 were measured at the start.

The length of starch grains were measured in potato 2 after 5 weeks in the dark.

The length of starch grains were measured in potato 3 after 10 weeks in the dark.

Figure 22 shows the results.

potato	time after placing in the dark in weeks	mean length of starch grains in $\mu\text{m}$
1	0	64
2	5	50
3	10	30

**Figure 22**

- (i) Calculate the percentage difference in the mean length of starch grains in potato 2 at 5 weeks and in potato 3 at 10 weeks.

(2)

.....%



(ii) State **two** variables the scientist should have controlled to improve this investigation. (2)

1 .....

.....

2 .....

.....

(iii) The starch grains in the potatoes became smaller as the starch was converted into glucose.

State why the potatoes need glucose.

(1)

.....

.....

.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA





10 Figure 24 shows the world human population from 1800 to 2015.

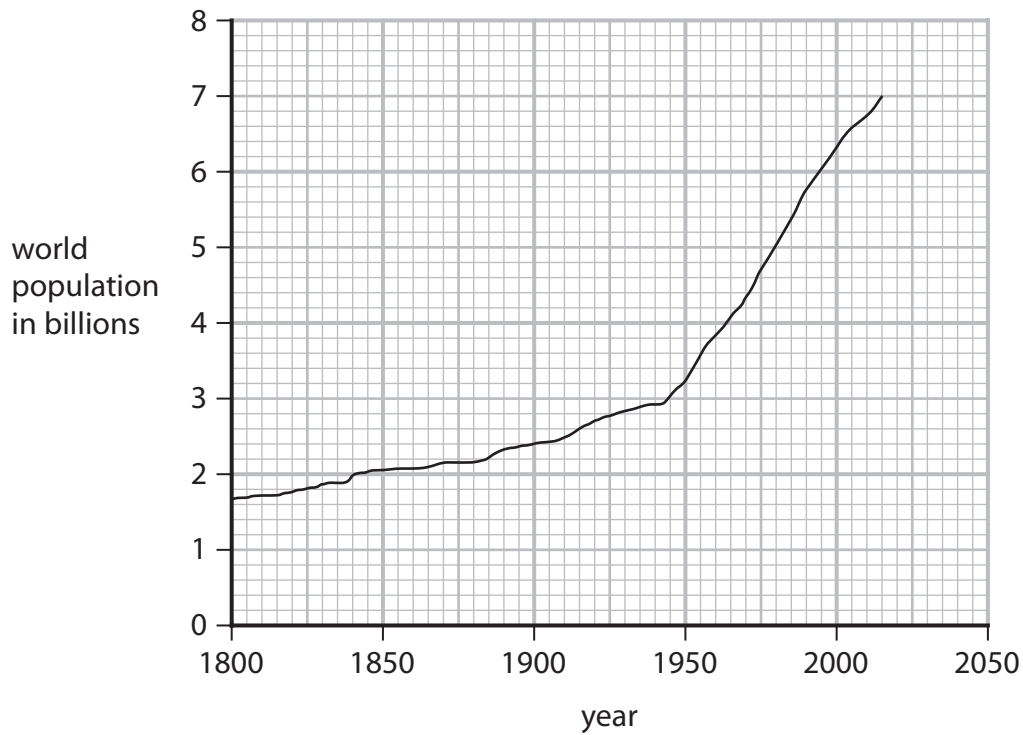


Figure 24

(a) In 2015, 13% of the world human population were classified as malnourished.

Calculate, using Figure 24, how many people were classified as malnourished in 2015. (2)

..... billion



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(b) Protein is an important nutrient in meat.

Describe the laboratory test for protein.

(2)

.....

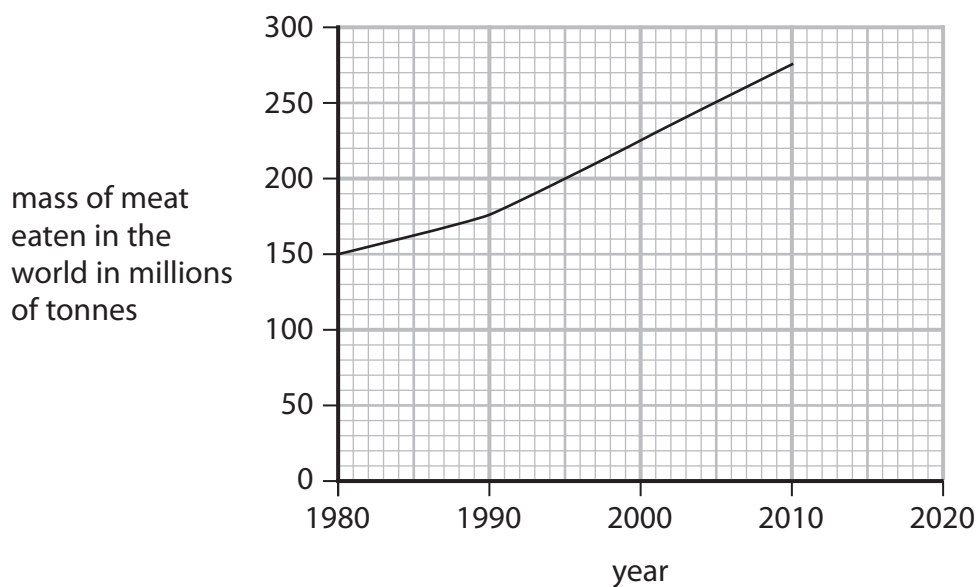
.....

.....

.....

.....

(c) Figure 25 shows the mass of meat eaten in the world from 1980 to 2010.



**Figure 25**

Calculate the rate of increase in the mass of meat eaten in the world from 2000 to 2010.

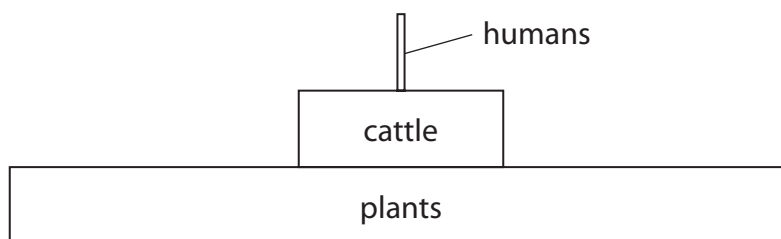
(2)

..... millions of tonnes per year



P 6 2 0 7 1 A 0 3 7 4 0

(d) Figure 26 shows an energy pyramid.



**Figure 26**

(i) Explain why the area labelled cattle is smaller than the area labelled plants. (2)

(2)

(ii) The World Health Organisation uses this definition of food security.

*'When all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life'*

Explain how a large increase in the mass of meat eaten will decrease food security in the future. (3)

(3)

**(Total for Question 10 = 11 marks)**

**TOTAL FOR PAPER = 100 MARKS**



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**BLANK PAGE**



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**BLANK PAGE**

