

**Modified Enlarged 24pt**  
**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

**Tuesday 14 May 2019 – Afternoon**

**GCSE (9–1) Combined Science B**  
**(Twenty First Century Science)**

**J260/05 Biology (Higher Tier)**

**Time allowed: 1 hour 45 minutes**  
**plus your additional time allowance**

**YOU MUST HAVE:**

**a ruler (cm/mm)**

**YOU MAY USE:**

**a scientific or graphical calculator**

**an HB pencil**

**Please write clearly in black ink.**

**Centre number**

--	--	--	--	--

**Candidate number**

--	--	--	--

**First name(s)** \_\_\_\_\_

**Last name** \_\_\_\_\_

**READ INSTRUCTIONS OVERLEAF**



## **INSTRUCTIONS**

**Use black ink. You may use an HB pencil for graphs and diagrams.**

**Answer ALL the questions.**

**Where appropriate, your answers should be supported with working. Marks may be given for a correct method even if the answer is incorrect.**

**Write your answer to each question in the space provided. If additional space is required, use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.**

## **INFORMATION**

**The total mark for this paper is 95.**

**The marks for each question are shown in brackets [ ].**

**Quality of extended response will be assessed in the question marked with an asterisk (\*).**

**BLANK PAGE**

**Answer ALL the questions.**

**1 Cellular respiration takes place in living cells.**

**(a) In which parts of a cell do the reactions of cellular respiration take place? [2]**

**Tick (✓) TWO boxes.**

**Cell wall**

☐

**Chloroplasts**

☐

**Cytoplasm**

☐

**Mitochondria**

☐

**Nucleus**

☐

**Plasmids**

☐

**(b) Which processes need energy from cellular respiration? [2]**

**Tick (✓) TWO boxes.**

**Active transport**

☐

**Diffusion**

☐

**Gaseous exchange**

☐

**Muscle contraction**

☐

**Osmosis**

☐

**Transpiration**

☐

**All living cells produce hydrogen peroxide ( $\text{H}_2\text{O}_2$ ) as a waste product.**

**The cells in potatoes contain an enzyme called catalase. It breaks down  $\text{H}_2\text{O}_2$  to water and oxygen, this is the equation for the reaction that takes place.**



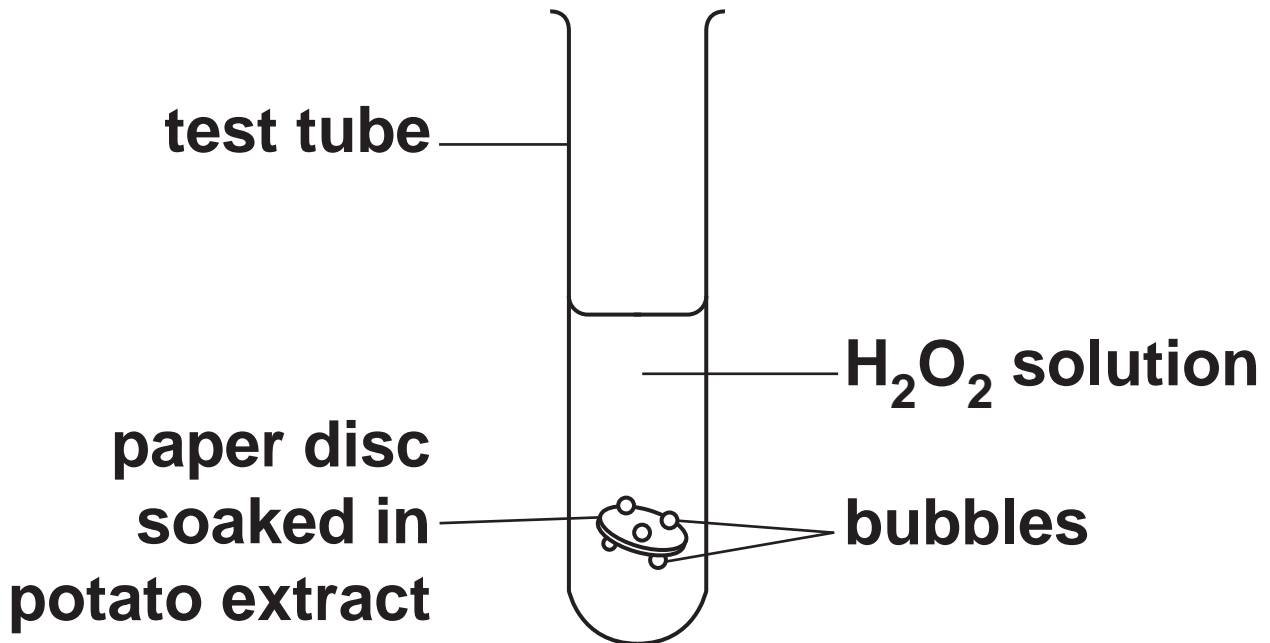
**Mia investigates the effect of  $\text{H}_2\text{O}_2$  concentration on the rate of this reaction.**

**She writes out her method.**

- 1. Put a peeled potato in a liquidiser with some water to make potato extract.**
- 2. Dip a paper disc in the potato extract. The potato extract is a source of catalase.**
- 3. Drop the paper disc into a test tube containing  $\text{H}_2\text{O}_2$  solution.**
- 4. Wait until the disc has sunk to the bottom.**

**5. Time how long it takes for the disc to rise to the surface of the  $\text{H}_2\text{O}_2$ .**

**This is a diagram of her apparatus.**



**(c) Mia's method lacks the detail needed for another scientist to reproduce her findings.**

**Suggest additional detail which would allow another student to follow the method exactly.**

---

---

---

---

---

---

---

---

**[3]**



**(d) Bubbles form on the paper disc when it is in the  $\text{H}_2\text{O}_2$  solution. This causes the disc to rise to the surface of the solution.**

**Mia thinks that if a disc rises more quickly, this means that the rate of reaction is faster.**

**Explain why she is correct.**

---

---

---

---

**[2]**

**(e) The table shows Mia's results.**

<b>Concentration of H<sub>2</sub>O<sub>2</sub> solution (%)</b>	<b>Time taken for paper disc to reach the surface (s)</b>
<b>0.75</b>	<b>19.69</b>
<b>1.50</b>	<b>15.13</b>
<b>3.00</b>	<b>12.90</b>
<b>4.50</b>	<b>10.00</b>
<b>6.00</b>	<b>7.66</b>

**(i) Calculate the rate of reaction for  
6.00% H<sub>2</sub>O<sub>2</sub> solution.**

**Give your answer to 3 significant  
figures.**

**Rate = \_\_\_\_\_ s<sup>-1</sup> [3]**

**(ii) Which conclusions are supported by the data in the table? [2]**

**Tick (✓) TWO boxes.**

**Between 0.75% and 6.00%  $\text{H}_2\text{O}_2$  the reaction rate increases by approximately 2.5 times.**

☐

**Doubling the concentration of  $\text{H}_2\text{O}_2$  halves the time taken for the disc to reach the surface.**

☐

**Increasing the concentration of  $\text{H}_2\text{O}_2$  decreases the rate of reaction.**

☐

**Increasing the concentration of  $\text{H}_2\text{O}_2$  increases the time taken for the disc to reach the surface.**

☐

**The biggest difference in time taken for the paper disc to reach the surface is between 0.75 and 1.50%  $\text{H}_2\text{O}_2$ .**

☐

**(f) Describe what Mia could do to increase confidence in her data.**

---

---

**[1]**

**(g) Use the lock and key model to explain why the enzyme catalase can ONLY break down  $\text{H}_2\text{O}_2$ .**

---

---

---

---

---

---

---

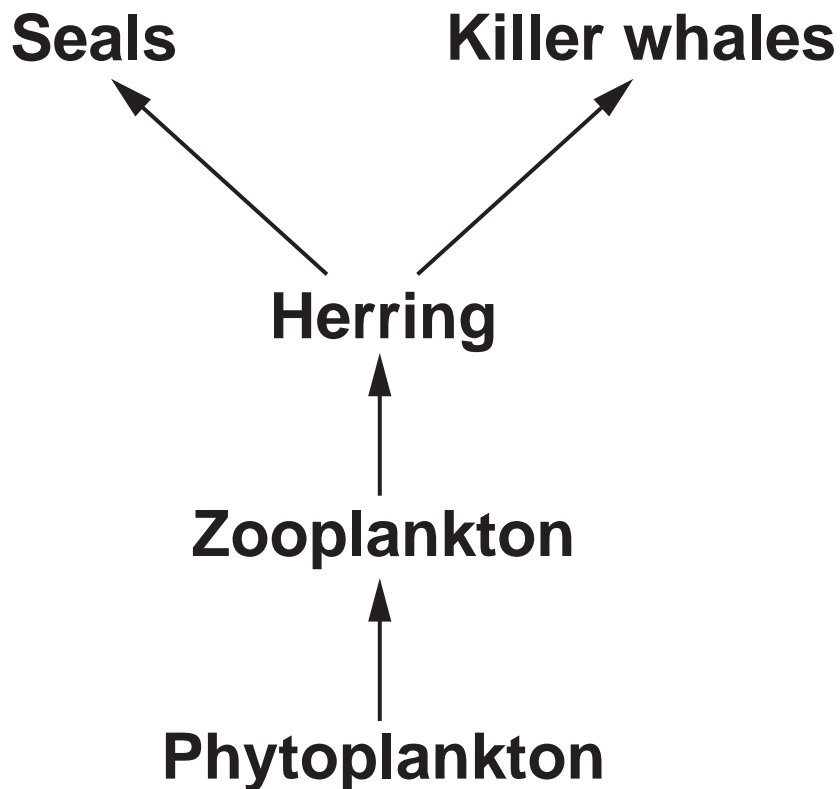
**[4]**

**BLANK PAGE**

**2 Herring are a type of fish. They live in the North Sea.**

**(a) FIG. 2.1 shows the food web for a community living in the North Sea.**

**FIG. 2.1**



**(i) Humans catch and eat herring.**

**Add HUMANS to the food web in FIG. 2.1. [1]**

**(ii) Explain why seals and killer whales are described as competitors.**

---

---

---

---

[2]

**(iii) What is the correct name for the process that produces food and biomass in food chains?**

**Put a ring around the correct answer. [1]**

**Diffusion**

**Osmosis**

**Photosynthesis**

**Respiration**

**Transpiration**

**(iv) What is the name of the biomass producer in the North Sea food web in FIG. 2.1?**

**\_\_\_\_\_ [1]**



**BLANK PAGE**

- (v) Some students are studying the North Sea food web.**

**They discuss how fishing may affect the biodiversity of the North Sea.**

**Amir says, 'Fishing will increase the biodiversity as there will be more zooplankton'.**

**Ben says, 'Fishing will decrease the biodiversity as there could be local extinctions of killer whales and seals'.**

**Jane says, 'Fishing will not change the biodiversity. There will just be smaller populations of all the species'.**

**Sarah says, 'Fishing will increase the biodiversity as the populations of all the species will increase'.**

**Which student is correct?**

**Tick (✓) ONE box.**

**Amir** ☐

**Ben** ☐

**Jane** ☐

**Sarah** ☐

**Explain your answer.**

---

---

---

**[2]**

**(b) The bar chart in FIG. 2.2 opposite shows how many herring were caught from the North Sea each year from 1960 to 2000.**

**(i) In which year was the catch greatest AND how big was it? [1]**

**Year \_\_\_\_\_**

**Catch \_\_\_\_\_**

**(ii) By 1977 the herring population in the North Sea was so low that fishing for herring was banned.**

**Fishing restarted in 1984. A limit was put on the number of tonnes of herring that could be caught each year.**

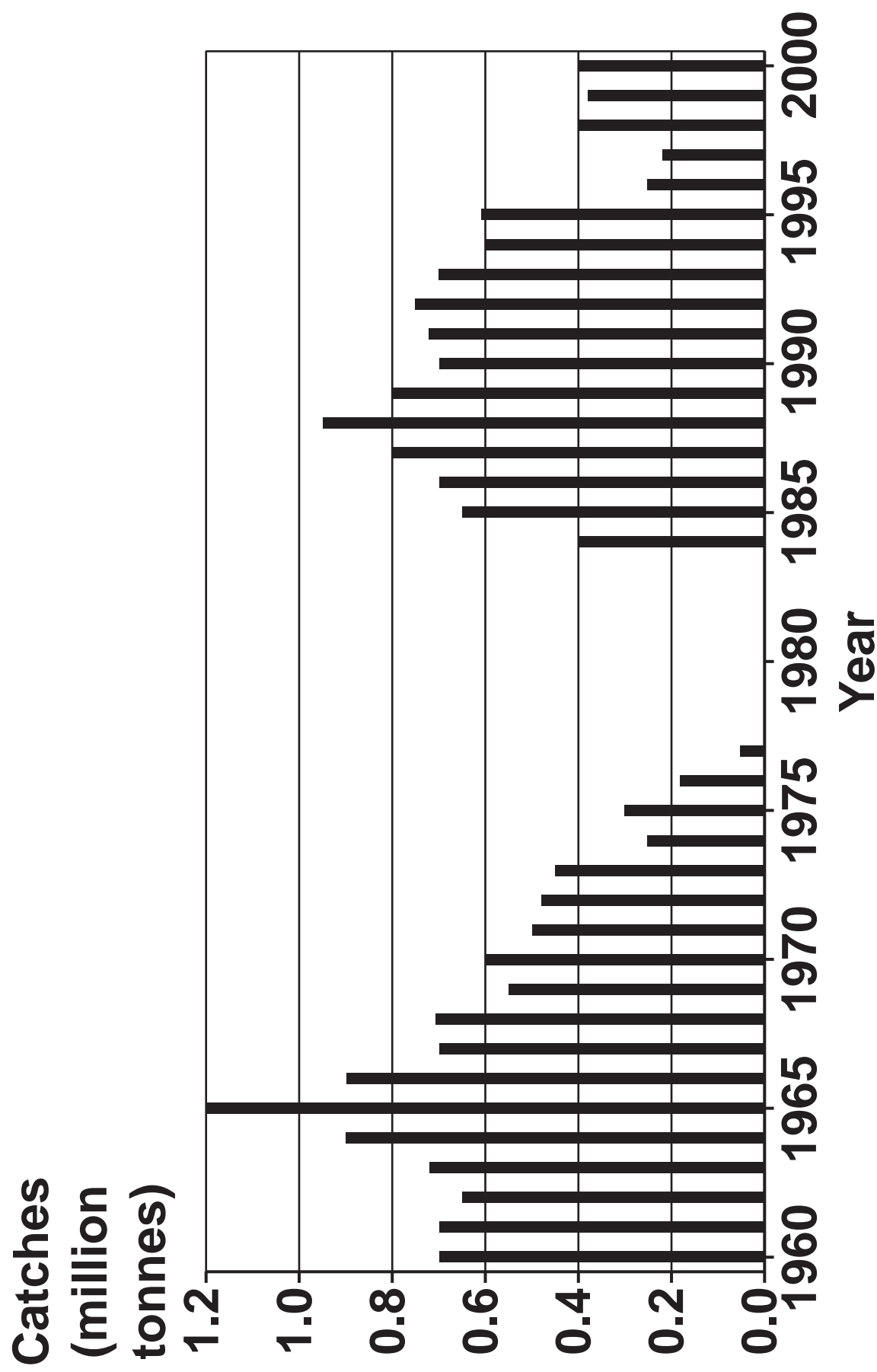
**The limit was changed in 1996.**

**What evidence from the bar chart in FIG. 2.2 indicates that the limit was changed?**

\_\_\_\_\_

\_\_\_\_\_ **[1]**

**FIG. 2.2**



- (iii) Calculate the rate of increase in the herring catch from 1984 to 1988.**

**Rate = \_\_\_\_\_ million tonnes/year**  
**[3]**

**(c) Since 1998 North Sea herring fishing has been described as sustainable.**

**Explain what sustainable means in this context.**

---

---

---

---

---

[2]

**3 Influenza (flu) is a common human infection.**

**(a) Infections are caused by pathogens. Pathogens can be spread in different ways.**

**(i) Draw lines to connect each PATHOGEN to HOW IT IS SPREAD. [1]**



## **PATHOGEN**

**Athlete's foot fungus**

**Malaria protist**

***Salmonella* bacterium**

## **HOW IT IS SPREAD**

**By contact with  
contaminated surfaces**

**By contaminated food  
or water**

**By mosquitoes**

**By sexual intercourse**

- (ii) Coughing and sneezing can spread the virus that causes flu.

Look at the poster in FIG. 3.1.

FIG. 3.1



**Explain how following the advice in the poster (FIG. 3.1) could prevent the spread of flu.**

---

---

---

---

---

---

**[3]**

**(b) In 2017 there was a flu epidemic in Australia. 170 000 people in Australia were infected. 72 of these people died. The population of Australia in 2017 was 25 000 000.**

**(i) Calculate the probability of an individual person in Australia being infected in 2017.**

**Probability = \_\_\_\_\_ [2]**

- (ii) The same flu virus could affect the UK. The population of the UK is approximately 66 000 000.**

**Assume that the death rate in the UK would be the same as in Australia.**

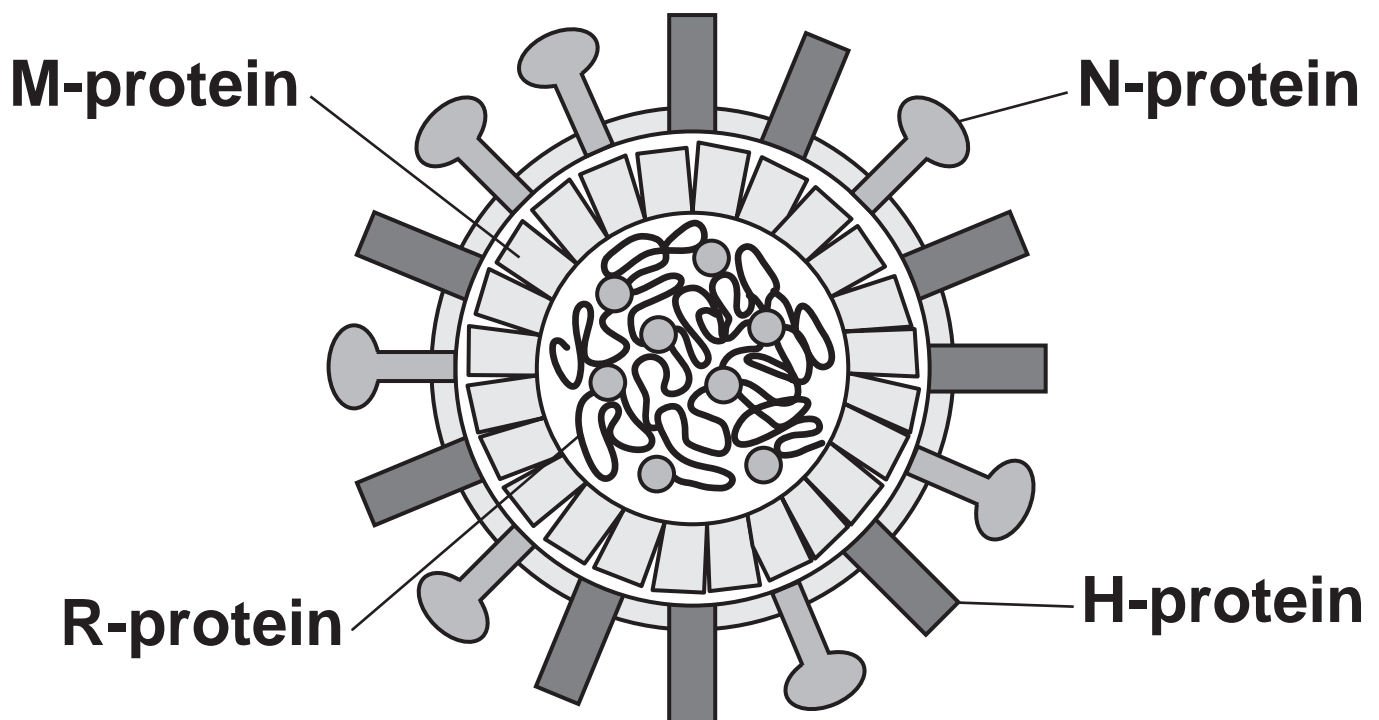
**Estimate how many people would die of this flu virus in the UK.**

**Estimated number of deaths = \_\_\_\_\_ [3]**

**(c) The diagram in FIG. 3.2 shows a flu virus.**

**The virus is made from four different proteins.**

**FIG. 3.2**



**The virus is approximately  $0.1\text{ }\mu\text{m}$  in diameter.**

**Which device must scientists have used to look at the virus so that they could draw such a detailed diagram? [1]**

**Tick (✓) ONE box.**

**Electric microscope**

☐

**Electron microscope**

☐

**Light microscope**

☐

**Magnifying glass**

☐

- (d) (i) Infants under the age of 6 months are too young to be vaccinated against flu.**

**Doctors recommend that older children and adults are vaccinated. Explain how this helps protect INFANTS from flu.**

---

---

---

**[2]**

**(ii)\* Read the article about flu viruses and vaccination.**

**Flu virus proteins change rapidly due to a high mutation rate.**

**Each year doctors develop a vaccine for the flu virus they expect to be the most common that year.**

**It takes several months to make a flu vaccine.**

**In most years a vaccinated person is 40 to 60% LESS likely to develop flu.**

**Use the information in the article to explain:**

**how vaccination and the immune system protect against flu**

**why the vaccine is never 100% effective. [6]**

---

---



---

---

---

---

---

---

---

---

---

---

- (e) Flu can increase the risk of other diseases such as pneumonia.**

**Pneumonia is a disease of the lungs, caused by an infection.**

- (i) Suggest why having flu increases the risk of catching pneumonia.**

---

---

**[1]**

- (ii) An adult man has a lung volume of 5 litres and a lung surface area of 70 m<sup>2</sup>.**

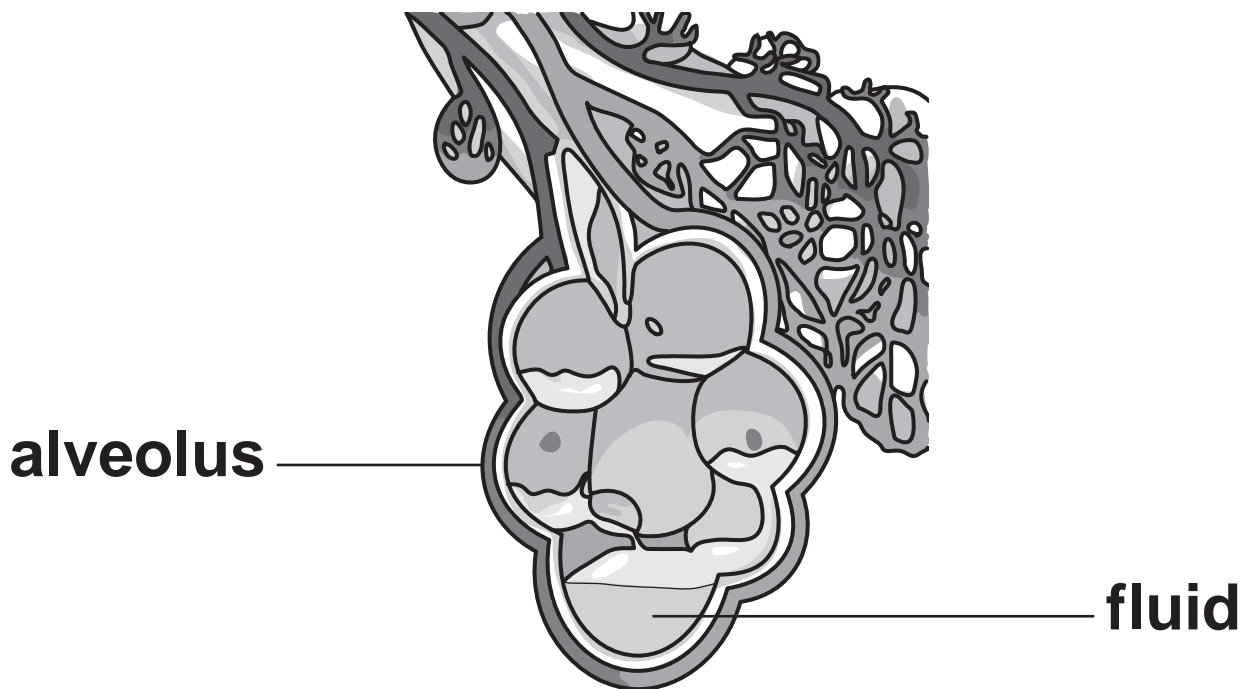
**Write down the simplest surface area to volume ratio for this man's lungs.**

**Surface area : volume = \_\_\_\_\_ [1]**

- (iii) Pneumonia causes fluid to collect in the alveoli of the lungs.**

**The diagram in FIG. 3.3 shows this happening in one alveolus.**

**FIG. 3.3**



**Suggest how the fluid collecting in the alveoli will affect gas exchange AND explain why the symptoms of pneumonia, include feeling tired and weak.**

**[4]**

---

---

---

---

---

**4 Huntington's disease is caused by a faulty allele of a single gene.**

**(a) (i) A person will have Huntington's disease if they inherit a faulty allele from one parent OR from both parents.**

**Complete the Punnett square to show how Huntington's disease may be inherited if only ONE of the parents has the disease. [3]**

**Use:**

**H to represent a Huntington's disease allele**

**h to represent a normal allele.**


- (ii) Write down the expected percentage of Huntington's disease phenotypes.**

**Percentage = \_\_\_\_\_ % [1]**

- (b) Huntington's disease is caused by the production of a damaged protein.**

- (i) Proteins are polymers.**

**Which molecules are joined together to make a protein? [1]**

**Tick (✓) ONE box.**

**Amino acids**

☐

**Fatty acids**

☐

**Glycerol**

☐

**Sugars**

☐

**(ii) DNA is also a polymer.**

**Describe the structure of DNA.**

---

---

---

---

---

---

---

---

**[3]**

**(iii) Explain how changes to the DNA polymer can cause changes to the protein polymer.**

---

---

---

---

---

---

---

---

**[2]**

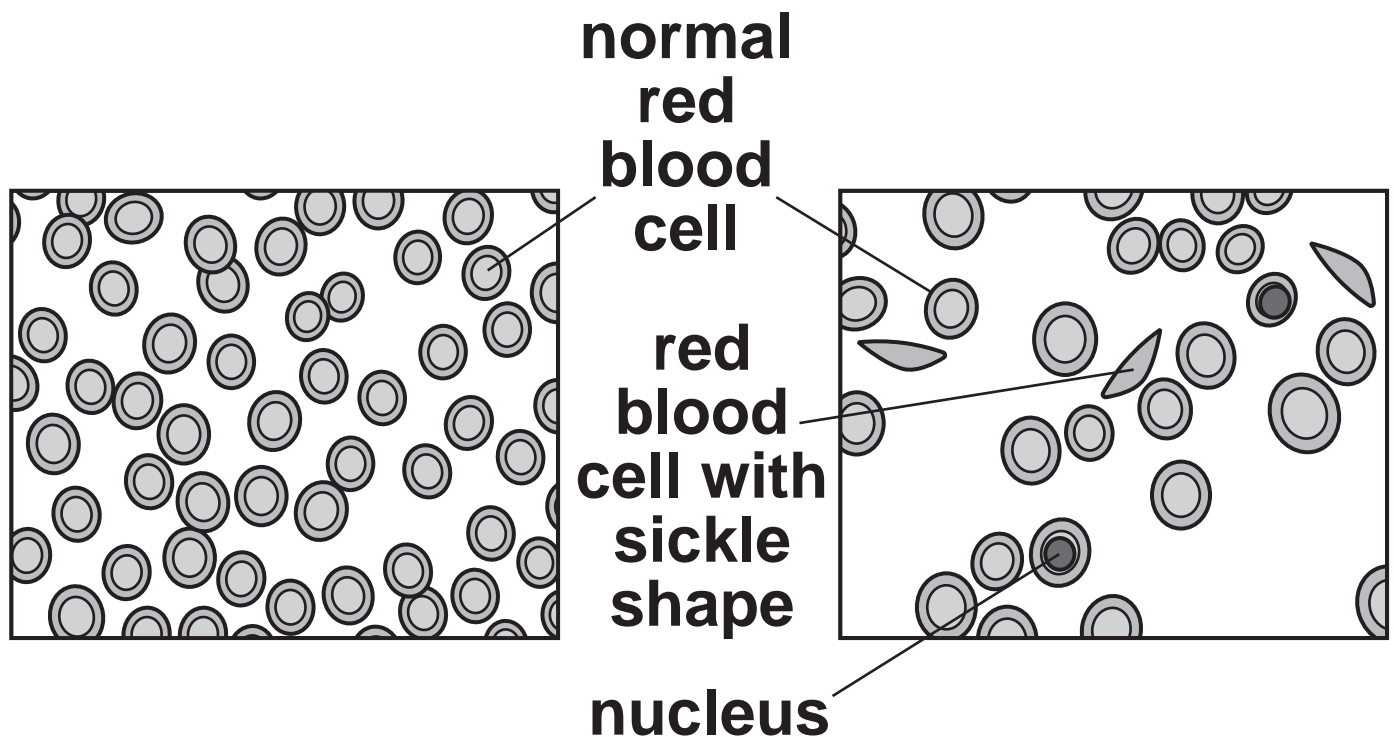
**5 Sickle cell disease (SCD) is an inherited condition.**

**People with SCD have faulty red blood cells.**

**The drawing shows red blood cells in the same volume of blood taken from two different people. The cells were viewed using a light microscope.**

**Red blood cells from a person WITHOUT SCD**

**Red blood cells from a person with SCD**





- (a) (i) The structure of red blood cells is adapted to carry oxygen.**

**Changes to the red blood cells in people with SCD mean they carry less oxygen. Explain why.**

---

---

---

---

---

---

---

---

---

---

[4]

- (ii) What must be added to cells so that the nuclei can be seen using a light microscope?**

\_\_\_\_\_ [1]

- (b) Only red blood cells can contain the protein haemoglobin.**

**Explain why other specialised cells CANNOT produce haemoglobin.**

---

---

---

---

**[2]**

- (c) A team of scientists claimed to have cured SCD in a man in 2017.**

**They added an extra gene to some of his stem cells. These stem cells specialise to become red blood cells.**

**All the blood tests they performed showed that the man had been cured of SCD.**

**They published their results in a scientific journal so that other scientists could read about the cure.**

**(i) Evaluate the scientists' claim to have cured SCD.**

---

---

---

---

[2]

**(ii) The scientists used adult stem cells from the man for the procedure.**

**Why does the use of adult stem cells cause fewer ethical issues than the use of embryonic stem cells?**

---

---

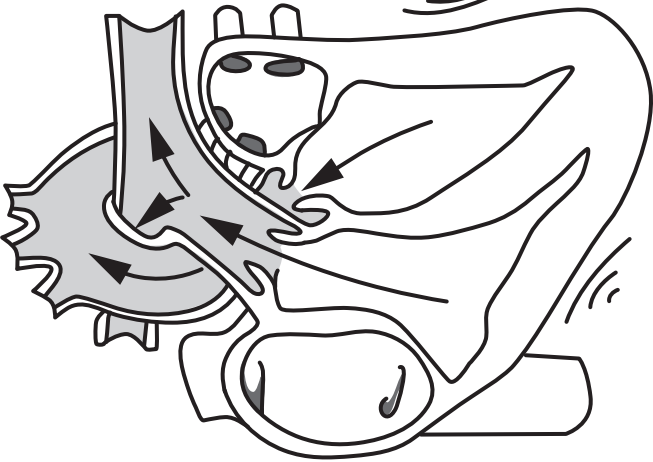
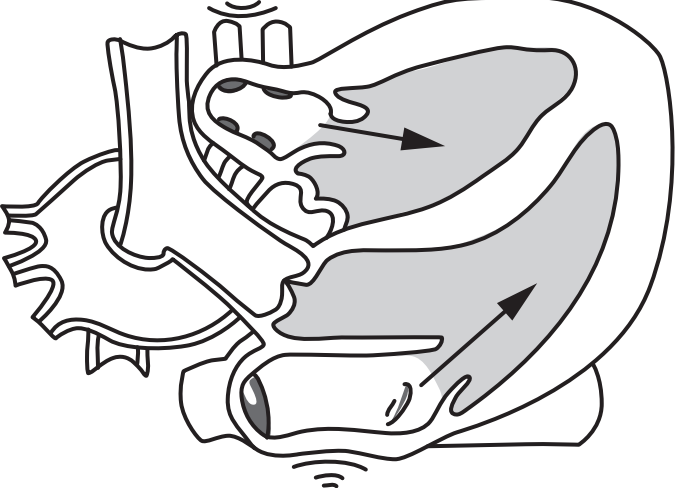
---

---

[2]

**(d) The diagrams opposite show two stages of the heartbeat. The shading shows which chambers and arteries contain blood at the end of each stage. The arrows show the direction in which the blood moved.**

**Put ticks (✓) in the boxes that correctly describe each stage. [2]**

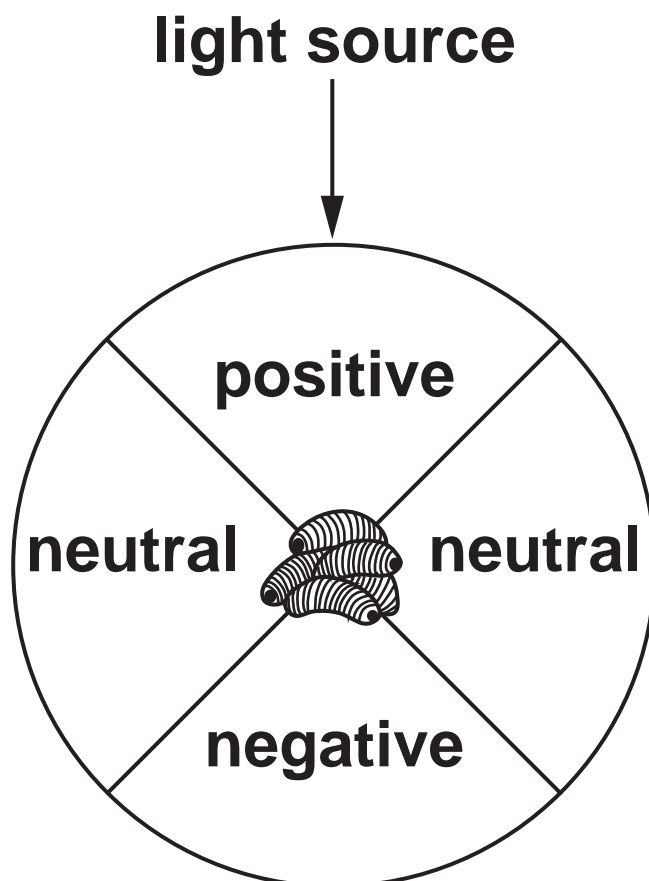
			
	<b>Atria contracting</b>	<b>Ventricles contracting</b>	<b>Valves between atria and ventricles shut</b>

**BLANK PAGE**

**6 A scientist investigated how maggots respond to light.**

**She set up a card circle with a light source on one side. Four areas were marked on the card circle. Maggots were placed on the centre of the circle as shown in FIG. 6.1.**

**FIG. 6.1**



**The light was switched on and the maggots moved on the card circle. The number of maggots in the positive, negative and neutral areas was recorded after three minutes.**

**The experiment was repeated using four different light intensities.**

**The scientist put her results in a table.**

<b>Light intensity (arbitrary units)</b>	<b>Percentage of maggots recorded in each area (%)</b>		
	<b>Positive</b>	<b>Negative</b>	<b>Neutral</b>
<b>1</b>	<b>30</b>	<b>35</b>	<b>36</b>
<b>2</b>	<b>27</b>	<b>56</b>	<b>17</b>
<b>3</b>	<b>18</b>	<b>78</b>	<b>4</b>
<b>4</b>	<b>0</b>	<b>92</b>	<b>8</b>



- (a) (i) Use the data in the table to suggest the LOWEST light intensity that can be detected by the maggots.**

**Explain your answer.**

**Light intensity \_\_\_\_\_ arbitrary units**

**Explanation \_\_\_\_\_**

\_\_\_\_\_  
\_\_\_\_\_ **[2]**

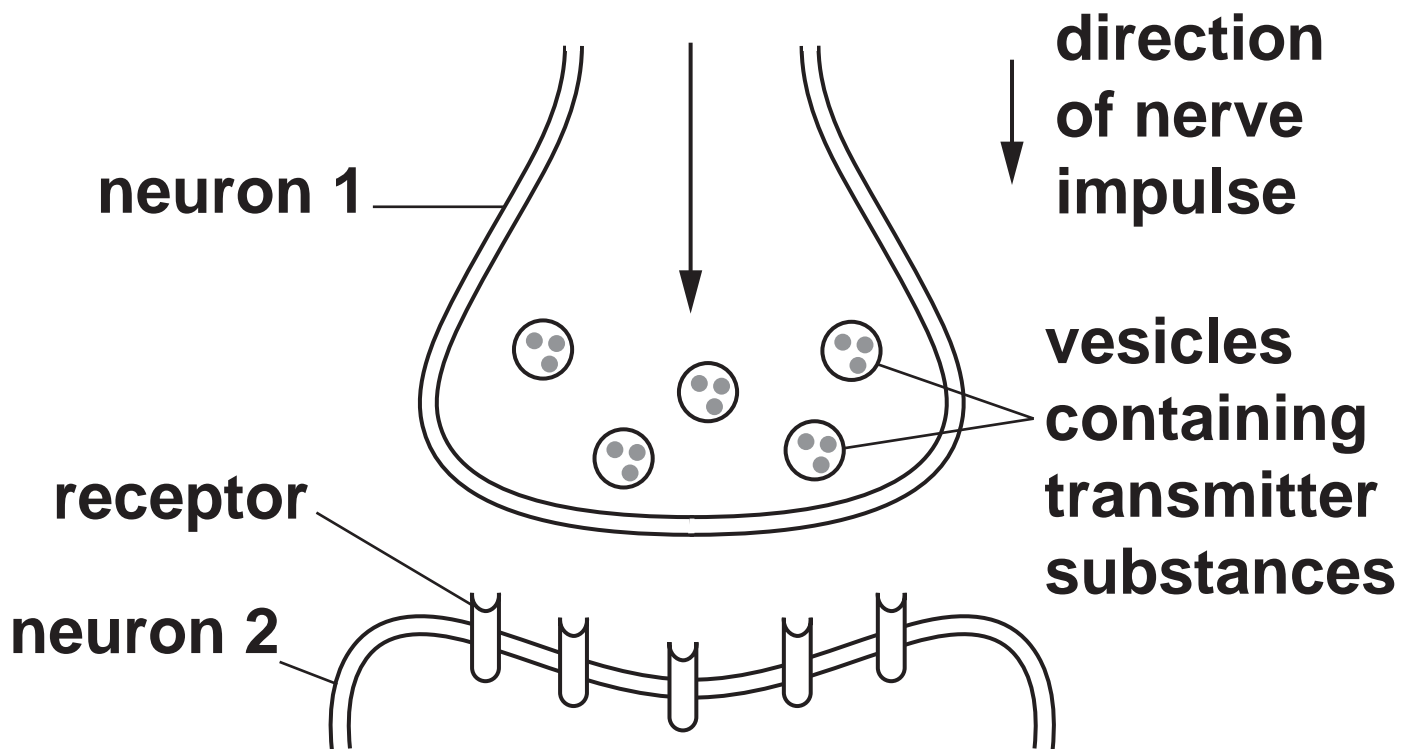
- (ii) Suggest how the scientist could develop the investigation to find out whether maggots can detect different colours of light.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ **[2]**

**(b) Maggots can respond to stimuli such as light because they have a nervous system. Neurons in the nervous system connect to each other at synapses.**

**FIG. 6.2 shows a synapse.**

**FIG. 6.2**



**Use FIG. 6.2 to explain the role of transmitter substances in transmitting impulses between neurons.**

---

---

---

---

---

---

---

---

---

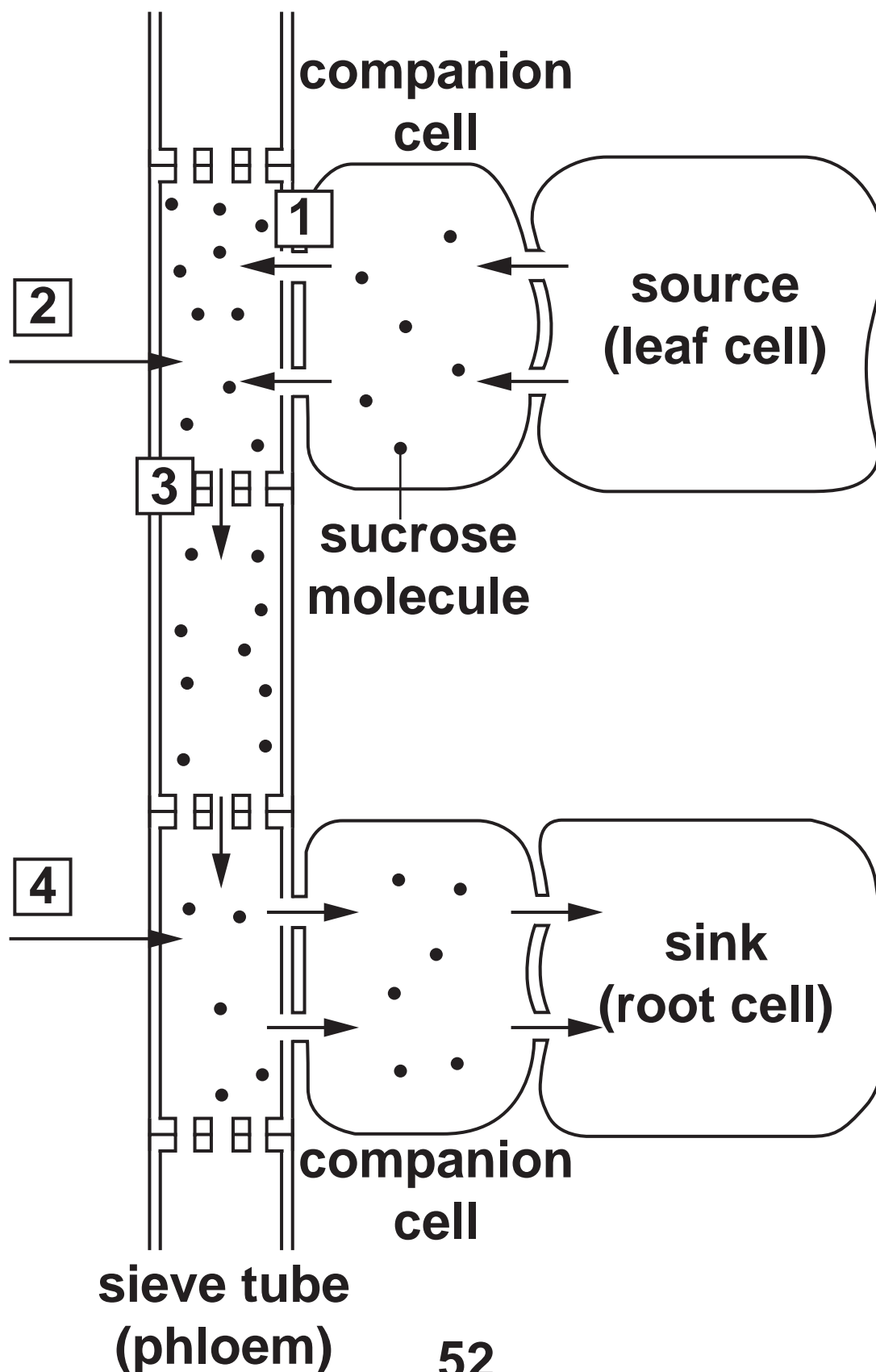
---

**[4]**

**7 Plants transport sucrose (sugar) in their phloem vessels by translocation.**

**FIG. 7.1 shows a model of translocation.**

**FIG. 7.1**



**(a) (i) Which numbered arrow in  
FIG. 7.1 shows active transport?  
[1]**

**Tick (✓) ONE box.**

**1** ☐

**2** ☐

**3** ☐

**4** ☐

**(ii) Which numbered arrows in FIG. 7.1 show osmosis? [1]**

**Tick (✓) TWO boxes.**

**1** ☐

**2** ☐

**3** ☐

**4** ☐

- (iii) Explain why active transport can take place in phloem but NOT in xylem.**

---

---

---

---

[2]

- (iv) Companion cells contain soluble proteins.**

**Explain why these proteins cannot diffuse across the cell membrane into the phloem.**

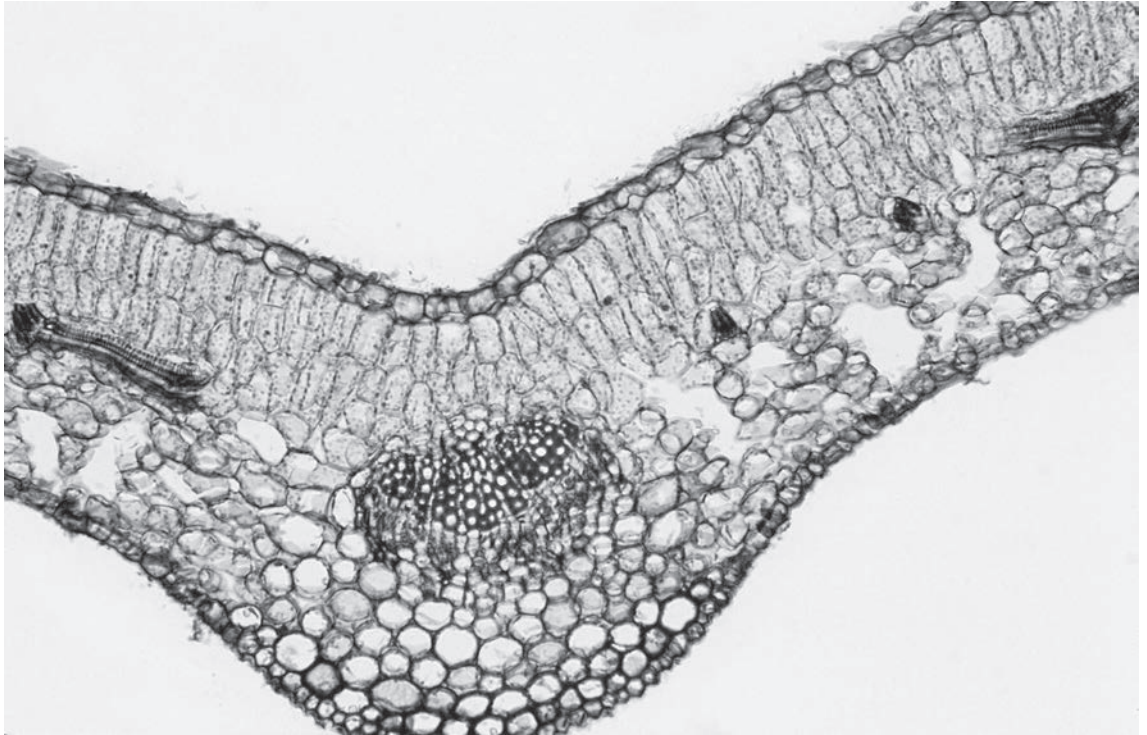
---

---

[1]

**(b) FIG. 7.2 shows a cross section through a leaf, as seen with a light microscope.**

**FIG. 7.2**





**Describe how you could make a temporary slide of a cross section through a leaf.**

---

---

---

---

**[2]**

**END OF QUESTION PAPER**

**ADDITIONAL ANSWER SPACE**

**If additional space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margin(s).**




[illegible]










**Copyright Information**

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download from our public website ([www.ocr.org.uk](http://www.ocr.org.uk)) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact The OCR Copyright Team, The Triangle Building, Shaftesbury Road, Cambridge CB2 8EA.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.