AQA

Please write clearly in block capitals.

Centre number | | | | | | Candidate number | | | | |

Surname _____

Forename(s) _____

Candidate signature _____

I declare this is my own work.

GCSE BIOLOGY

F

Foundation Tier Paper 2F

Friday 7 June 2024 Afternoon 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.
- Pencil should only be used for drawing.
- Fill in the boxes at the top of this page.
- Answer **all** questions in the spaces provided.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- 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
- The maximum mark for this paper is 100.
- 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	
4	
5	
6	
7	
8	
9	
10	
11	
TOTAL	

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Answer **all** questions in the spaces provided.

0 1 The nervous system allows humans to:

- respond to stimuli
- coordinate their behaviour.

0 1 . 1 Complete the order of structures to link a stimulus to a response.

[2 marks]

Choose answers from the box.

coordinator	**effector**	**receptor**

stimulus ⟶ _____ ⟶ _____ ⟶ _____ ⟶ response

0 1 . 2 Some human actions are reflex actions.

What is a reflex action?

[2 marks]

_____

_____

_____

_____

Do not write outside the box

0 1 . 3 Which is an example of a reflex action?

[1 mark]

Tick (✓) **one** box.

Blinking in sudden bright light ☐

Kicking a ball in a game ☐

Writing a message to a friend ☐

0 1 . 4 Many reflex actions are movements.

What type of tissue causes movement?

[1 mark]

Tick (✓) **one** box.

Blood ☐

Gland ☐

Muscle ☐

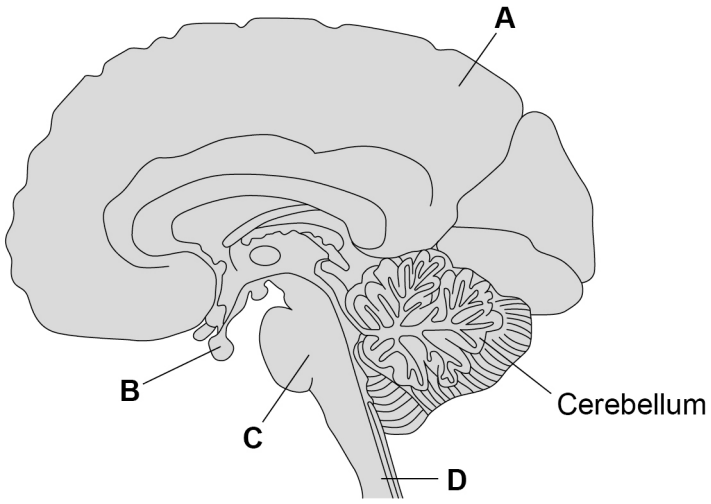
Question 1 continues on the next page

Do not write outside the box

Many human activities are coordinated by the brain.

Figure 1 shows the human brain.

Figure 1



0 1 . 5 Which structure in **Figure 1** is the pituitary gland?

[1 mark]

Tick (✓) **one** box.

A ☐ **B** ☐ **C** ☐ **D** ☐

0 1 . 6 Which structure in **Figure 1** is the cerebral cortex?

[1 mark]

Tick (✓) **one** box.

A ☐ **B** ☐ **C** ☐ **D** ☐

Do not write outside the box

0 1 . 7 What is the function of the cerebellum?

[1 mark]

Tick (✓) **one** box.

Balance ☐

Hearing ☐

Sight ☐

9

Turn over for the next question

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ANSWER IN THE SPACES PROVIDED

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0 2 Carl Linnaeus invented a classification system that places organisms into groups.

0 2 . 1 What is the name of the largest classification group in Linnaeus's system?

[1 mark]

Tick (✓) **one** box.

Family ☐

Kingdom ☐

Order ☐

0 2 . 2 Linnaeus gave each species a binomial name.

Which **two** classification groups form the binomial name?

[2 marks]

Tick (✓) **two** boxes.

Class ☐

Genus ☐

Order ☐

Phylum ☐

Species ☐

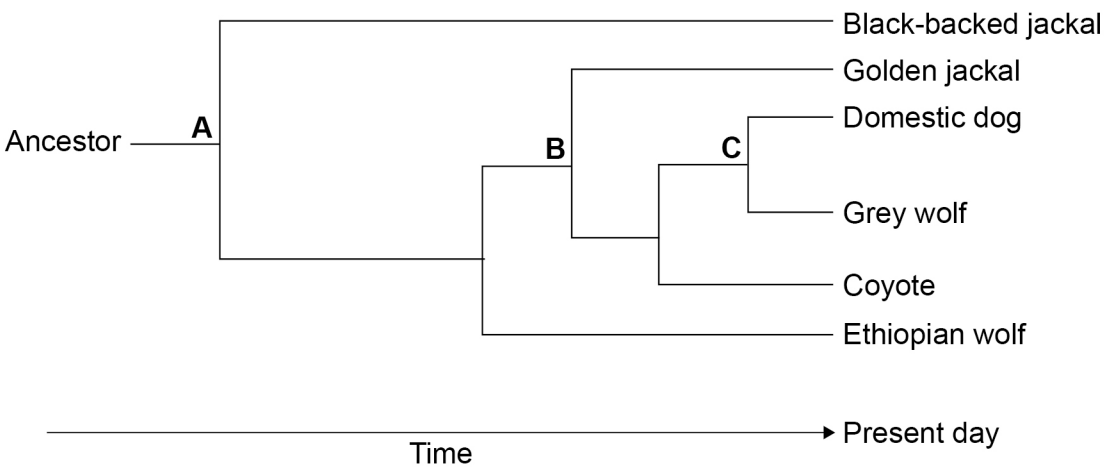
Question 2 continues on the next page

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Scientists think that the animals in **Figure 2** all evolved from an ancestor that lived about 6 million years ago.

Figure 2 shows how the animals may have evolved.

Figure 2



Key

A 6 million years ago

B 3 million years ago

C 32 thousand years ago

0 2 . 3 What was the **most recent** time that the domestic dog and the golden jackal shared a common ancestor?

[1 mark]

Tick (✓) **one** box.

32 thousand years ago ☐

3 million years ago ☐

6 million years ago ☐

Do not write outside the box

0 2 . 4 Which present-day animal in **Figure 2** is the **most distant** relative of the domestic dog?

[1 mark]

Question 2 continues on the next page

Do not write outside the box

Scientists think the grey wolf and the domestic dog had a common ancestor.

The common ancestor:

- lived about 32 thousand years ago
- is now extinct.

0 2 . 5 Give **two** possible causes of extinction.

[2 marks]

1 _____

_____

2 _____

_____

0 2 . 6 32 thousand years ago, humans hunted other animals for food.

Wolves also hunted other animals for food.

Suggest **one** reason why wolves began to follow groups of humans.

[1 mark]

_____

_____

0 2 . 7 Some wolves are more aggressive than other wolves.

Describe how selective breeding of wolves could produce a domestic animal that is less aggressive than the wolf.

[2 marks]

_____

_____

_____

_____

10

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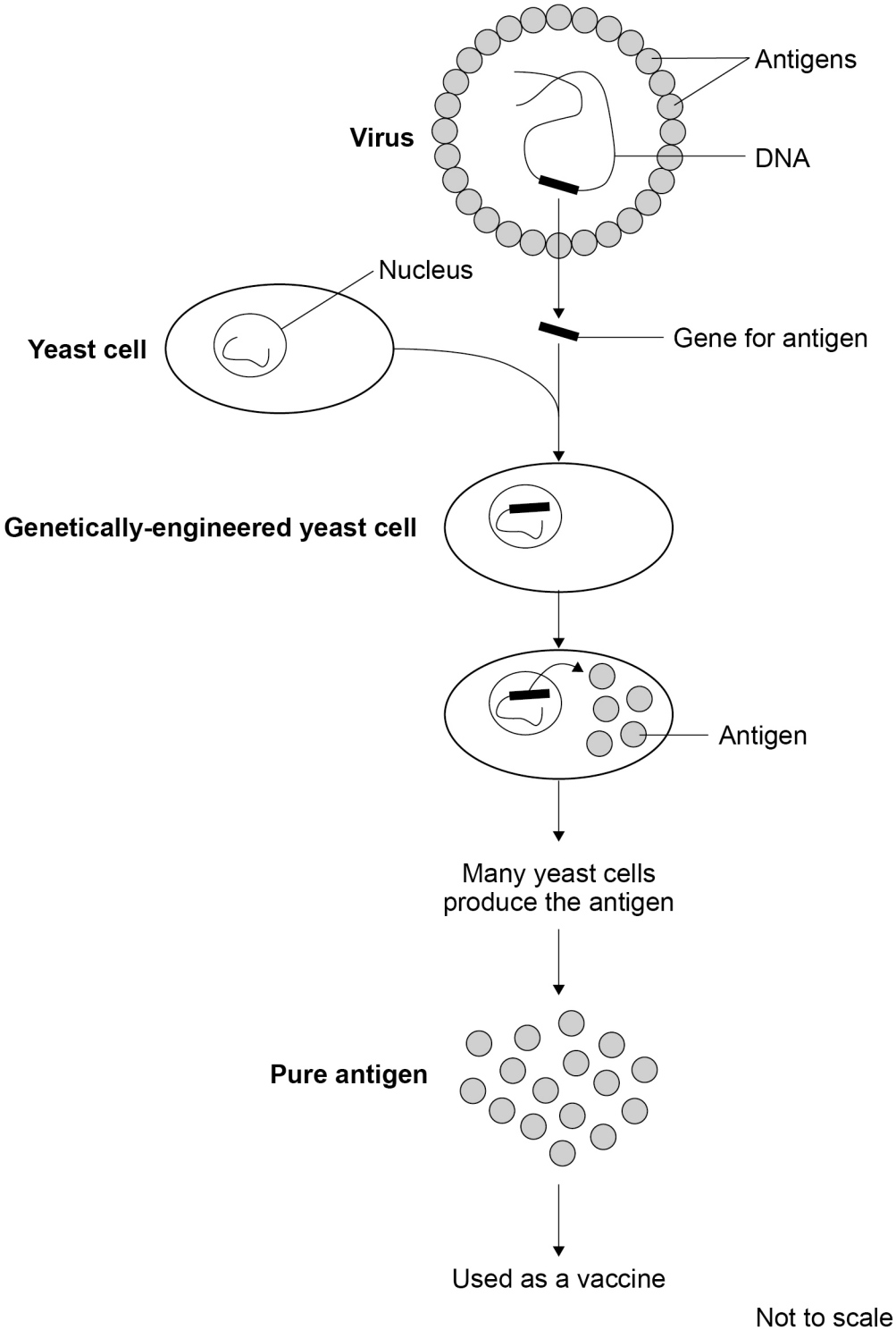
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ANSWER IN THE SPACES PROVIDED

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0 3 Genetic engineering can be used for making many useful products.

Figure 3 shows how a vaccine against a virus can be made by genetic engineering.

Figure 3



Do not write outside the box

Use information from **Figure 3** to answer questions **03.1** and **03.2**.

0 3 . 1 Which part of the virus is put into the yeast cell?

[1 mark]

0 3 . 2 Which part of the virus is made by the yeast cell?

[1 mark]

0 3 . 3 A long time ago, vaccines were made in a different way.

The virus was heated to stop it reproducing.

The vaccine contained whole viruses.

Why might the vaccine containing heat-treated viruses be dangerous?

[1 mark]

Tick (✓) **one** box.

- The viruses may be inactive. ☐
- The viruses may cause an infection. ☐
- The viruses will not mutate. ☐

Question 3 continues on the next page

Do not write outside the box

Genetic engineering can also be used in agriculture.

Weeds are a problem for farmers because the weeds compete with crop plants.

0 3 . 4 Give **three** factors that the weeds and crop plants compete for.

[3 marks]

1 _____

2 _____

3 _____

Glyphosate is a weed killer used in agriculture.

Genetically modified (GM) maize is a food crop that is resistant to glyphosate weed killer.

Farmers can spray glyphosate on a field to kill the weeds where the GM maize is growing.

0 3 . 5 Suggest **one** advantage of using glyphosate on fields where GM maize is growing.

[1 mark]

_____

_____

0 3 . 6 Suggest **one** problem of using glyphosate on fields where GM maize is growing.

Do **not** refer to cost in your answer.

[1 mark]

_____

_____

8

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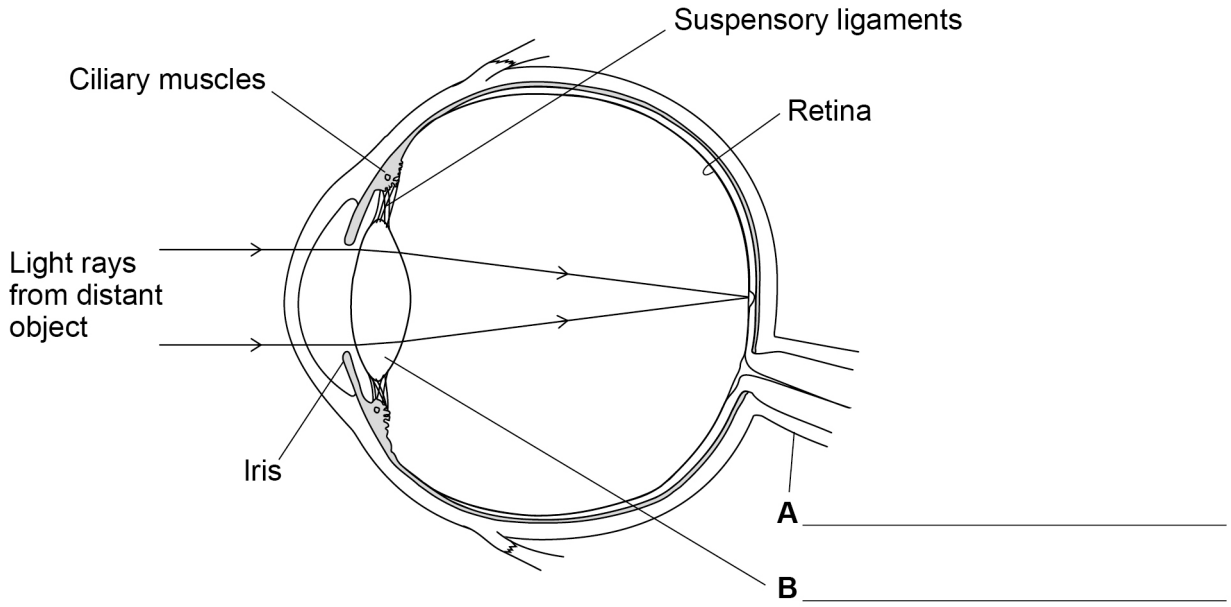
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ANSWER IN THE SPACES PROVIDED

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0 4 The human eye can make clear images of objects.

Figure 4 shows how the human eye focuses light rays from a distant object onto the retina.

Figure 4



0 4 . 1 Label structures **A** and **B** on **Figure 4**.

Choose answers from the box.

[2 marks]

cornea	**lens**	**optic nerve**	**sclera**

The eye in **Figure 4** is focused on a distant object.

0 4 . 2 Complete the sentence.

Choose the answer from the box.

[1 mark]

contract	**expand**	**stretch**

To focus on a **near** object the ciliary muscles _____.

Do not write outside the box

0 4 . 3 Complete the sentence.

Choose the answer from the box.

[1 mark]

longer	**thicker**	**thinner**

To focus on a **near** object structure **B** in **Figure 4**

becomes _____.

0 4 . 4 The eye in **Figure 4** is looking at an object in dim light.

Complete the sentence.

Choose the answer from the box.

[1 mark]

iris	**retina**	**suspensory ligaments**

When the eye looks at an object in **bright** light the pupil gets smaller.

The size of the pupil is controlled by the _____.

0 4 . 5 The retina is sensitive to light.

How does information from the retina reach the brain via structure **A** in **Figure 4**?

[1 mark]

_____

_____

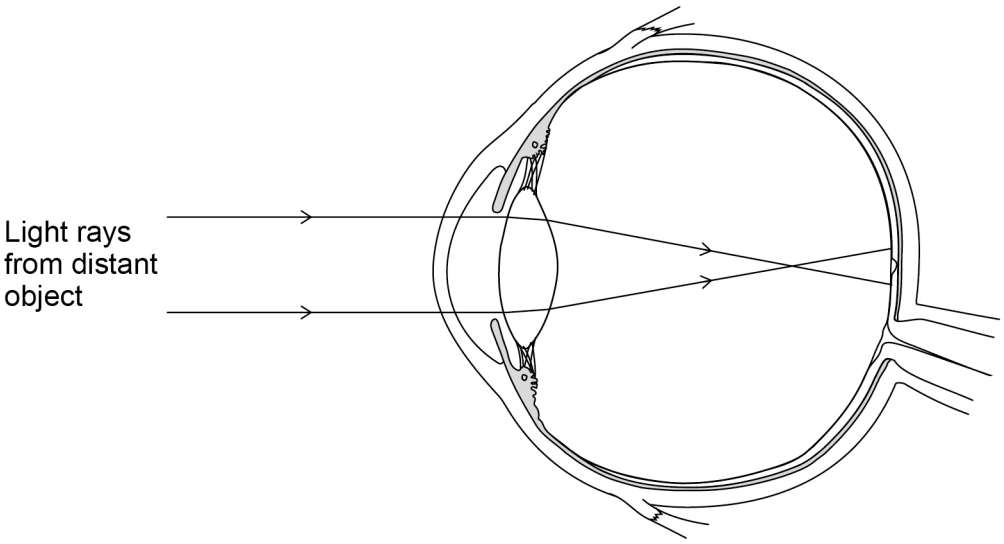
Question 4 continues on the next page

Do not write outside the box

Figure 5 shows the eye of a person who is short sighted looking at a distant object.

The person **cannot** see the object clearly.

Figure 5



0 4 . 6 Give the reason why the person **cannot** see the object clearly.

[1 mark]

0 4 . 7 Short sightedness can be corrected using spectacle lenses.

Give **one** other way short sightedness can be corrected.

Do **not** refer to spectacles in your answer.

[1 mark]

8

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Turn over for the next question

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ANSWER IN THE SPACES PROVIDED

Do not write outside the box

0 5 The hormone insulin helps to control the concentration of glucose in the blood.

0 5 . 1 Which organ produces insulin?

[1 mark]

Tick (✓) **one** box.

Adrenal gland ☐

Pancreas ☐

Thyroid ☐

People with Type 2 diabetes:

- produce insulin
- have body cells that do **not** respond to insulin
- often have a high concentration of glucose in their blood.

0 5 . 2 Why do people with Type 2 diabetes often have a high concentration of glucose in their blood?

[1 mark]

Tick (✓) **one** box.

The body cells change glucose into glycogen for storage. ☐

The body cells have a high rate of respiration to release energy. ☐

The body cells take in a low amount of glucose from the blood. ☐

Do not write outside the box

Drug **X** is used for treating people who have Type 2 diabetes.

Scientists investigated the effect of drug **X** on the concentration of glucose in the blood of mice.

This is the method used.

1. Give two groups of mice the same diet for 8 weeks.
2. Give each mouse in group **A** 2 cm^3 of water to drink.
3. Give each mouse in group **B** 2 cm^3 of drug **X** to drink.
4. After 30 minutes, give each mouse 1 cm^3 of glucose solution to drink.
5. Measure the concentration of glucose in the blood of each mouse at intervals for 3 hours.

0 5 . 3 Give **two** control variables used in the investigation.

[2 marks]

1 _____

_____

2 _____

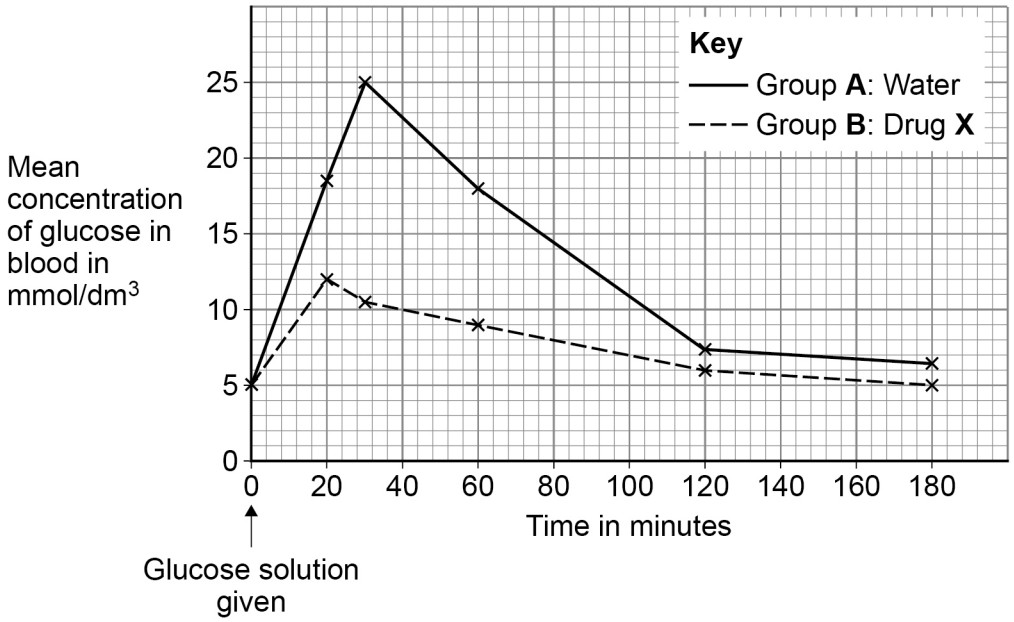
_____

Question 5 continues on the next page

Do not write outside the box

Figure 6 shows the results.

Figure 6



In each group of mice, the concentration of glucose increases to a maximum value and then decreases.

0 5 . 4 Group **B** reached a maximum value earlier than group **A**.

Determine how many minutes earlier.

[2 marks]

Number of minutes earlier = _____

Do not write outside the box

0 5 . 5 Give **two** conclusions about the effect of drug **X** on the concentration of glucose in the blood.

Do **not** refer to reaching the maximum value earlier.

[2 marks]

1 _____

_____

2 _____

_____

0 5 . 6 How could scientists find the best **dose** of drug **X** for controlling blood glucose concentration?

[1 mark]

Tick (✓) **one** box.

Repeat the investigation twice more. ☐

Use different concentrations of drug **X**. ☐

Use more mice in the investigation. ☐

9

Turn over for the next question

Do not write outside the box

0 6 Plants grow in response to the direction of light and to gravity.

0 6 . 1 What name is given to a plant's growth response?

[1 mark]

Tick (✓) **one** box.

Accommodation ☐

Adaptation ☐

Tropism ☐

0 6 . 2 Which substance controls the response to light in plant shoots?

[1 mark]

Tick (✓) **one** box.

Amylase ☐

Auxin ☐

Lactic acid ☐

Do not write outside the box

0 6 . 3 A plant root grows downwards in response to gravity.

Which **two** substances can the root absorb in larger amounts when it grows downwards?

[2 marks]

Tick (✓) **two** boxes.

Carbon dioxide ☐

Glucose ☐

Nitrate ions ☐

Protein ☐

Water ☐

Question 6 continues on the next page

Do not write outside the box

0 6 . 4 Plan an investigation to show the effect of light from one direction on the growth of plant seedlings.

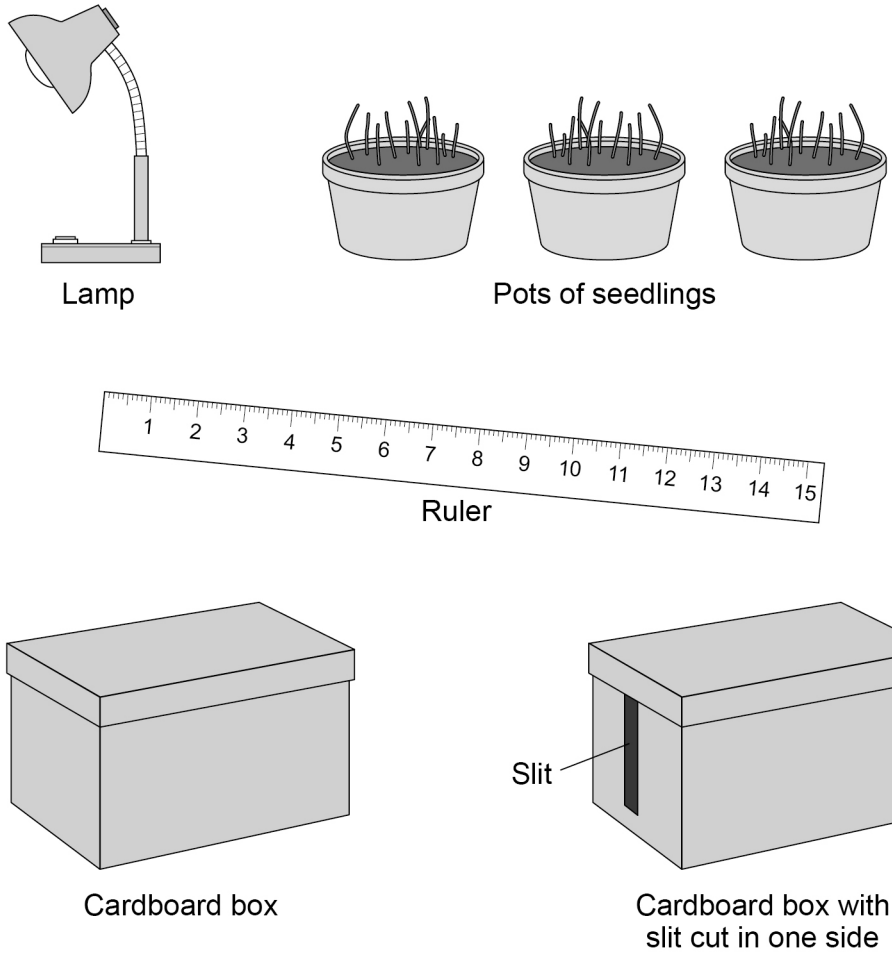
You should include:

- a control
- the measurements you would record
- any other observations you would make.

You may use the equipment shown in **Figure 7** and any other laboratory apparatus.

[6 marks]

Figure 7



Do not write outside the box

10

Turn over for the next question

Do not write outside the box

0 7 Gardeners can grow plants from:

- seeds
- cuttings taken from adult plants.

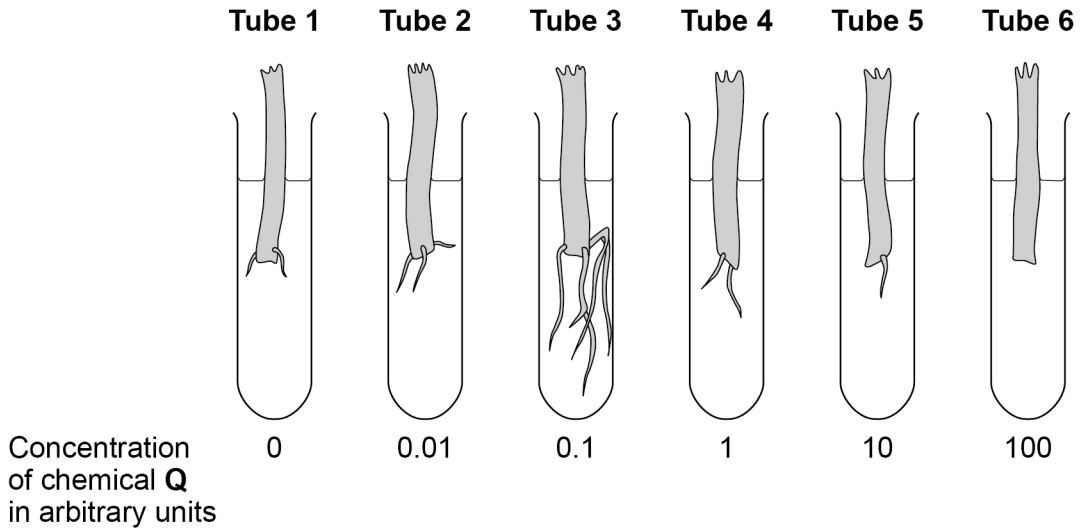
A gardener investigated the growth of roots on cuttings from a geranium plant.

This is the method used.

1. Take 6 cuttings from the stems of the same plant.
2. Prepare 6 test tubes, each containing a different concentration of a solution of chemical **Q**.
3. Place 1 cutting in each test tube with the cut end of each stem in the solution.
4. Leave the test tubes at room temperature for 10 days.

Figure 8 shows the results.

Figure 8



Do not write outside the box

0 7 . 1 Tube **1** contains no chemical **Q**.

Tube **1** is a control.

Why did the gardener include tube **1** in the investigation?

[1 mark]

0 7 . 2 How many times more concentrated is chemical **Q** in tube **6** than in tube **2**?

[2 marks]

Number of times more concentrated = _____

0 7 . 3 What was the best concentration of chemical **Q** for stimulating root growth?

[1 mark]

Tick (✓) **one** box.

- 0.01 arbitrary units ☐
- 0.1 arbitrary units ☐
- 1 arbitrary unit ☐
- 10 arbitrary units ☐

0 7 . 4 Give evidence from **Figure 8** that a high concentration of chemical **Q** may be toxic to geranium plants.

[1 mark]

Do not write outside the box

0 7 . 5 The gardener has four types of geranium plant: **A**, **B**, **C** and **D**.

Plant **A** produces larger, more brightly-coloured flowers than any of the other plants.

The gardener wants to grow more plants of type **A**.

Explain why the gardener chooses to take cuttings from plant **A** instead of growing seeds from plant **A**.

[4 marks]

9

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ANSWER IN THE SPACES PROVIDED

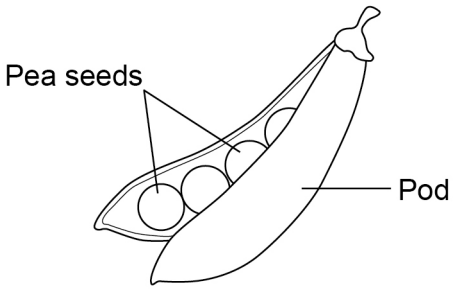
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0 8 In 1866, a monk called Gregor Mendel published the results of his investigations into inheritance in pea plants.

Pea plants produce seeds in a pod.

Figure 9 shows a pea pod.

Figure 9

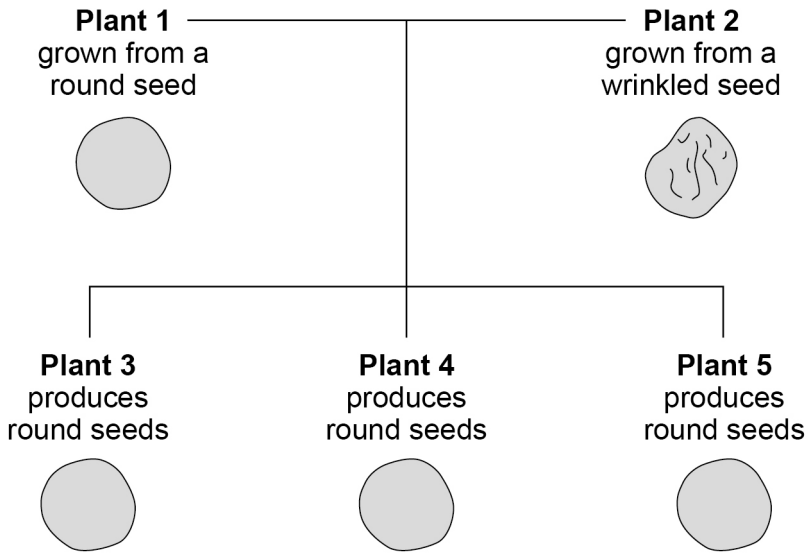


Pea seeds can be round or wrinkled in shape.

Mendel crossed pea plants that produced round seeds with pea plants that produced wrinkled seeds.

Figure 10 shows the results.

Figure 10



Do not write outside the box

In questions **08.1** to **08.3** use the following symbols to represent the alleles:

R = dominant allele for round seeds

r = recessive allele for wrinkled seeds.

0 8 . 1 In **Figure 10**, the genotype of plant **1** is **RR**.

Give the genotype of plant **2**.

[1 mark]

_____

Mendel collected the seeds from plants **3** and **4** and grew new plants from the seeds.

Mendel crossed the new plants.

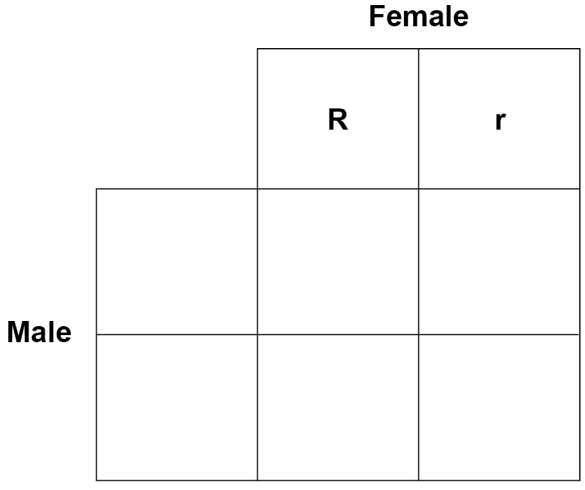
0 8 . 2 Complete the Punnett square diagram in **Figure 11**.

You should show:

- the male gametes
- the offspring genotypes.

[3 marks]

Figure 11



0 8 . 3 Give the ratio of round seeds to wrinkled seeds in the offspring in **Figure 11**.

[1 mark]

Ratio of round seeds to wrinkled seeds = _____ : _____

Turn over ►

Do not write outside the box

0 8 . 4 Some of the offspring in **Figure 11** are homozygous and some are heterozygous.

What does 'heterozygous' mean?

[1 mark]

0 8 . 5 Mendel published his work in 1866.

Suggest **two** reasons why the importance of Mendel's work was **not** recognised until the early 1900s.

[2 marks]

1

2

8

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Turn over for the next question

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ANSWER IN THE SPACES PROVIDED

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0 9 Evolution of new species occurs by mutation and natural selection.

0 9 . 1 What is a mutation?

[1 mark]

0 9 . 2 Describe the process of natural selection.

[3 marks]

0 9 . 3 Which scientists suggested the theory of evolution by natural selection?

[1 mark]

Tick (✓) **one** box.

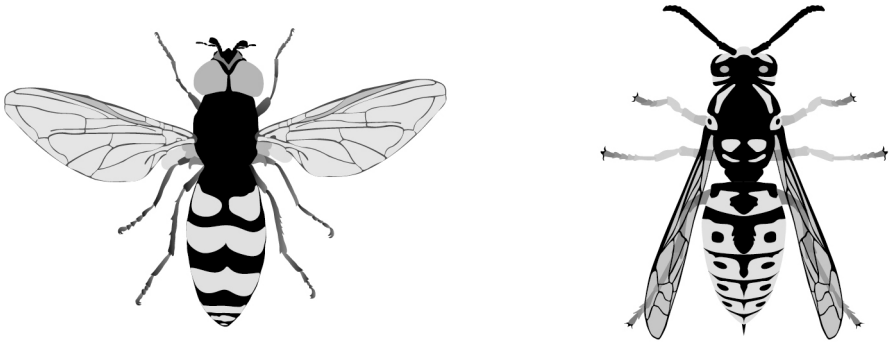
- Alexander Fleming and Carl Woese ☐
- Alfred Wallace and Alexander Fleming ☐
- Alfred Wallace and Charles Darwin ☐
- Charles Darwin and Carl Woese ☐

Do not write outside the box

0 9 . 4 The hoverfly and the wasp are insects with bright yellow and black markings.

Figure 12 shows a hoverfly and a wasp.

Figure 12



Hoverfly **Wasp**

The wasp has a sting to defend itself against predators.

The hoverfly does **not** have a sting.

Hoverflies and wasps live in the same habitat.

Explain how having yellow and black markings helps the **hoverfly** survive.

[3 marks]

8

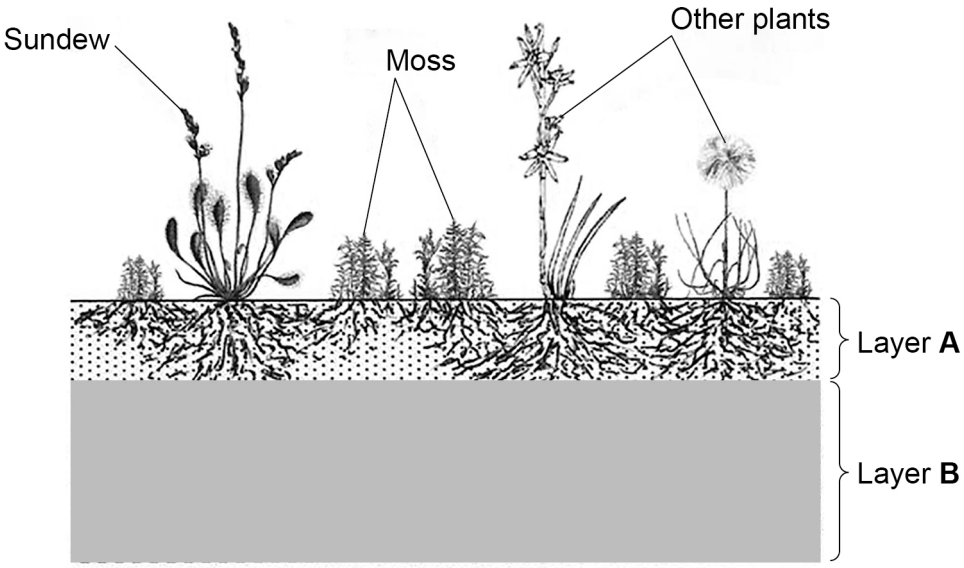
Turn over for the next question

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1 0 Peat bogs are estimated to contain twice as much carbon as all the world's forests.

Figure 13 shows a section through part of a peat bog.

Figure 13



Layer **A** contains a lot of air.

Layer **B**:

- contains the dead remains of plants
- has a low pH
- contains very little oxygen
- contains carbon dioxide and methane.

Do not write outside the box

1 0 . 1 Explain why most of the dead remains of plants in layer **B** do **not** decay.

[3 marks]

1 0 . 2 The peat bog in **Figure 13** is a stable community.

The moss produces biomass at a rate of 340 g/m^2/year.

What is the approximate biomass of the moss that becomes biomass in primary consumers?

[1 mark]

Tick (✓) **one** box.

0.34 g/m^2/year ☐

3.4 g/m^2/year ☐

34 g/m^2/year ☐

340 g/m^2/year ☐

Question 10 continues on the next page

Do not write outside the box

The sundew plant shown in **Figure 13** on page 38 has leaves with sticky hairs that trap and digest insects.

Digestion of the insects releases phosphates and simple compounds of nitrogen that are used by the sundew plant.

1 0 . 3 What substance can the sundew plant make using the **phosphates**?

[1 mark]

Tick (✓) **one** box.

Cellulose ☐

DNA ☐

Glycerol ☐

Starch ☐

1 0 . 4 What substance can the sundew plant make using the **nitrogen**?

[1 mark]

Tick (✓) **one** box.

Fatty acid ☐

Glucose ☐

Lactic acid ☐

Protein ☐

Do not write outside the box

1 0 . 5 Humans have destroyed large areas of peat bog to collect peat.

The peat provides fuel and provides compost for gardeners to use.

The peat comes from layer **B** in **Figure 13** on page 38.

Layer **B**:

- contains the dead remains of plants
- has a low pH
- contains very little oxygen
- contains carbon dioxide and methane.

Figure 14 shows the removal of peat from a peat bog.

Figure 14



Explain how the destruction of peat bogs and the use of peat affects the temperature of the Earth's atmosphere.

[4 marks]

10

Turn over ►

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ANSWER IN THE SPACES PROVIDED

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1 1 Frogs are animals that lay their eggs in water. The eggs hatch as tadpoles.

Students investigated the number of tadpoles in a pond for 8 weeks.

This is the method used.

1. Collect 10 dm^3 of pond water in a bucket.
2. Count the number of tadpoles collected.
3. Put the tadpoles back into the pond.
4. Repeat steps 1 to 3 another three times in different parts of the pond.
5. Repeat steps 1 to 4 at intervals for 8 weeks.

1 1 . 1 Suggest **one** improvement to the method.

[1 mark]

Question 11 continues on the next page

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Table 1 shows the results.

Table 1

Sample number	Number of tadpoles in each sample					
	0 weeks	**1 week**	**2 weeks**	**3 weeks**	**5 weeks**	**8 weeks**
1	11	17	8	9	5	0
2	15	11	12	7	0	5
3	23	16	14	10	7	3
4	11	14	16	**X**	4	4
Totals	60	58	50	32	16	12

1 1 . 2 Value **X** is the number of tadpoles in sample 4, at 3 weeks.

Calculate value **X**.

[1 mark]

Value **X** = _____

Do not write outside the box

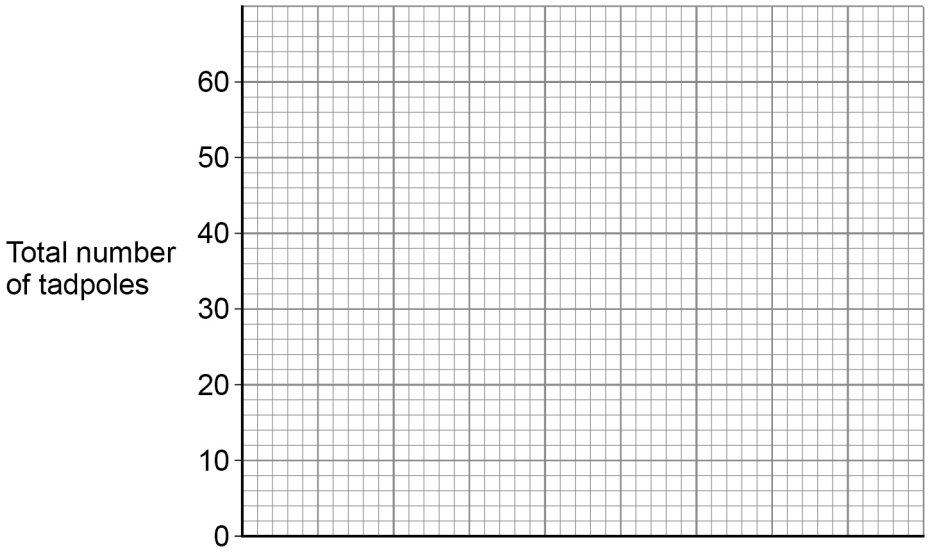
1 1 . 3 Complete **Figure 15** to show how the **total** number of tadpoles changed over the 8 weeks.

[4 marks]

You should:

- label the x-axis
- use a suitable scale for the x-axis
- plot the data for the **total** numbers of tadpoles from **Table 1**
- draw a line of best fit.

Figure 15



1 1 . 4 After 0 weeks, no more tadpoles hatched in the pond.

Calculate the percentage of the tadpoles that would still be found in the pond at 4 weeks compared with 0 weeks.

Use information from **Figure 15**.

[3 marks]

Percentage of tadpoles found at 4 weeks = _____ %

Turn over ►

Do not write outside the box

1 1 . 5 After 4 weeks many of the tadpoles had died.

Suggest **two** reasons why the tadpoles died.

[2 marks]

1 _____

_____

2 _____

_____

11

END OF QUESTIONS

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