## AQA

## Surname

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## GCSE <br> COMBINED SCIENCE: SYNERGY



Higher Tier Paper 1 Life and environmental sciences 8465/1H

Tuesday 14 May 2019

Afternoon
Time allowed: 1 hour 45 minutes
At the top of the page, write your surname and other names, your centre number, your candidate number and add your signature.
[Turn over]

For this paper you must have:

- a ruler
- a protractor
- a scientific calculator
- the periodic table (enclosed)
- the Physics Equations Sheet (enclosed).


## INSTRUCTIONS

- Use black ink or black ball-point pen.
- Answer ALL questions in the spaces provided. Do not write on blank pages.
- 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.

DO NOT TURN OVER UNTIL TOLD TO DO SO

Answer ALL questions in the spaces provided.

| 0 | 1 | $G r e y$ |
| :--- | :--- | :--- | the USA.


| 0 | 1. | 1 |
| :--- | :--- | :--- | [1 mark]


| 0 | 1. | 2 |
| :--- | :--- | :--- |
| Describe how biological classification |  |  | systems have changed over time. [4 marks]

$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

| 0 | 1. | 3 |
| :--- | :--- | :--- | describe the organisms in an area.

Describe the difference between the terms population and community. [2 marks]
[Turn over]

FIGURE 1 shows part of a food web.

FIGURE 1


| 0 | 1 | 4 |
| :--- | :--- | :--- | Look at FIGURE 1.

Explain how killing all the grey wolves could affect the populations of the other organisms. [6 marks]

## [Turn over]



In Yellowstone Park in the USA, grey wolves were hunted and killed until there were none left by 1926.

Grey wolves were reintroduced to Yellowstone Park in 1995.

The wolves came from several family groups in different parts of Canada.

| 0 | 1. | 5 |
| :--- | :--- | :--- | more than one area for reintroduction programmes? [1 mark]

Tick $(\checkmark)$ ONE box.


To reduce the effect of inbreeding


To choose similar characteristics


To reduce genetic diversity
[Turn over]

FIGURE 2 shows the change in the population of grey wolves in Yellowstone Park since 1995.

## FIGURE 2


 1996199820002002200420062008201020122014 Year

| 0 | 1.6 | The wolf population in 2014 was greater than |
| :--- | :--- | :--- | the wolf population in 1995.

Calculate how many times greater. [1 mark]

Number of times greater =

| 0 | 1. | 7 |
| :--- | :--- | :--- |
| Scientists now believe the population of |  |  | wolves in Yellowstone Park is NOT likely to decrease to zero.

Describe how the data since 2009 support this belief. [1 mark]
$\qquad$
$\qquad$
[Turn over]

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\section*{| 0 | 2 | Polonium is an element with 33 isotopes. |
| :--- | :--- | :--- |}


\section*{| 0 | 2 |
| :--- | :--- | :--- | What is the difference between isotopes of the same element? [1 mark]}

Tick $(\checkmark)$ ONE box.


The number of electrons


The number of neutrons


The number of protons
[Turn over]

\section*{| 0 | 2 |
| :--- | :--- | :--- | :--- | An isotope of polonium is ${ }_{84}^{210} \mathrm{Po}$ (polonium-210).}

Polonium-210 emits alpha radiation.
Alpha particles can be represented by the symbol ${ }_{2}^{4} \mathrm{He}$

An alpha particle consists of sub-atomic particles.

What are these sub-atomic particles? [2 marks]
Tick ( $\checkmark$ ) TWO boxes.


Electrons


Gamma rays


Neutrons


Protons


X-rays

# <div class="inline-tabular"><table id="tabular" data-type="subtable">
<tbody>
<tr style="border-top: none !important; border-bottom: none !important;">
<td style="text-align: left; border-left-style: solid !important; border-left-width: 1px !important; border-right-style: solid !important; border-right-width: 1px !important; border-bottom-style: solid !important; border-bottom-width: 1px !important; border-top: none !important; width: auto; vertical-align: middle; ">0</td>
<td style="text-align: left; border-right-style: solid !important; border-right-width: 1px !important; border-bottom-style: solid !important; border-bottom-width: 1px !important; border-top: none !important; width: auto; vertical-align: middle; ">2</td>
<td style="text-align: left; border-bottom-style: solid !important; border-bottom-width: 1px !important; border-top: none !important; width: auto; vertical-align: middle; ">3</td>
</tr>
</tbody>
</table>
<table-markdown style="display: none">| 0 | 2 | 3 |
| :--- | :--- | :--- |</table-markdown></div> Complete the nuclear equation to show the radioactive decay of polonium-210 

Use the periodic table to help you. [3 marks]

$$
{ }_{84}^{210} \mathrm{PO} \longrightarrow+{ }_{2}^{4} \mathrm{He}
$$

[Turn over]
0.2 . 4 A sample of polonium- 210 decays.

FIGURE 3 shows how the percentage of polonium-210 nuclei remaining varies with time.

## FIGURE 3

Percentage of polonium-210
nuclei
remaining


# Determine the half-life of polonium-210 [1 mark] 

$\qquad$
$\qquad$

Half-life =
days

## [Turn over]



| 0 | 2 |
| :--- | :--- | 5 Another isotope of polonium, polonium-206, has a half-life of 8.8 days.

A 5.0 mg sample of polonium-206 was left to decay.

Calculate what mass of polonium-206 remained after 44 days. [2 marks]
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

Mass of polonium-206 after 44 days =
mg

| 0 | 2 |
| :--- | :--- | :--- | 6 If polonium- 210 were to enter the body, the alpha radiation it emits would cause harm.

Explain why alpha radiation emitted inside the body is harmful. [2 marks]
$\qquad$
$\qquad$
$\qquad$
$\qquad$

| 0 | 2 | 7 |
| :--- | :--- | :--- |
| 7 | Isotopes that emit alpha radiation can be |  | transported safely in a glass bottle.

Suggest why. [1 mark]
$\qquad$
$\qquad$

## [Turn over]

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$0 \mid 3$ Lipids are an essential part of our diet.

| 0 | 3 | .1 |
| :--- | :--- | :--- |
| 1 |  |  | lipids and the positive result for the test.

[2 marks]
Test for lipids $\qquad$

Positive result for lipids $\qquad$
$\qquad$
$\qquad$

A high concentration of cholesterol in the blood has been linked with coronary heart disease (CHD).

| 0 | 3 | . 2 Name the type of drug used to reduce the |
| :--- | :--- | :--- | concentration of cholesterol in the blood. [1 mark]

[Turn over]

| 0 | 3 | .3 A new CHD drug has been trialled to reduce the |
| :--- | :--- | :--- | concentration of cholesterol in the blood.

Patients were given the new CHD drug or a placebo.

One possible side effect of the new CHD drug is an increased risk of diabetes.

TABLE 1 shows some of the results.

## TABLE 1

|  | Group 1: <br> NEW CHD DRUG | Group 2: <br> PLACEBO |
| :--- | :--- | :---: |
| Number of patients | 12562 | 12541 |
| Number of patients <br> developing <br> diabetes during the <br> trial | 636 | 606 |

Calculate the difference between the percentage of patients developing diabetes in group 1 compared to group 2.

Give your answer to 3 significant figures. [4 marks]
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

Difference =
\%
[Turn over]

0 03. 4 The new CHD drug causes liver cells to remove more cholesterol from the blood. Explain how the drug could reduce the risk of CHD. [4 marks]
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

\section*{| 0 | 3 | 5 |
| :--- | :--- | :--- | when they plan to use a new drug with a patient.}

Do NOT refer to cost in your answer. [3 marks]
1
$\qquad$
$\qquad$
2
$\qquad$
$\qquad$
3
$\qquad$
[Turn over]

014 FIGURE 4 shows part of the process of sewage treatment.

FIGURE 4


# 04 . 1 Name the TWO processes happening in tank A . [2 marks] 

1
$\qquad$
2

## [Turn over]



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0.4 . 2 Explain the processes happening in tank C . [4 marks]
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
[Turn over]

Repeat of FIGURE 4


| 0 | 4 | 3 |
| :--- | :--- | :--- | The water from tank $D$ is sterilised.

Why is the water from tank $D$ sterilised? [1 mark]

| 0 | 4 | 4 |
| :--- | :--- | :--- |
| Seawater can be desalinated by distillation. |  |  | Name ONE other method of desalination. [1 mark]

[Turn over]
0.4 . 5 Describe a method to measure the concentration of dissolved solids in a sample of seawater. [6 marks]
$\qquad$
$\qquad$
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$\qquad$
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$\qquad$
$\qquad$
$\qquad$
$\qquad$

## [Turn over]

14

0 Scientists investigated the temperature changes when gaseous substances cool.

TABLE 2 shows the results for substance $A$.

## TABLE 2

| Time in seconds | Temperature in ${ }^{\circ} \mathrm{C}$ |
| :---: | :--- |
| 0 | 400 |
| 60 | 357 |
| 120 | -357 |
| 180 | -39 |
| 240 | -39 |
| 300 |  |

005 . 1 Complete FIGURE 5.
You should:

- plot the data for substance A from TABLE 2. The first result has been plotted.
- join the data points for substance A with straight lines.
[3 marks]
FIGURE 5
Temperature in ${ }^{\circ} \mathrm{C}$

| 400* |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |
| 350 |  |  |  |  |
| 300 |  |  |  |  |
| 250 |  |  |  |  |
|  |  |  |  |  |
| 200 |  |  |  |  |
| 150 |  |  |  |  |
| 100 |  |  |  |  |
| 100 |  |  |  |  |
| 50 |  |  |  |  |
|  |  |  |  |  |
|  | 100 | 200 | 300 | 400 |
| -50 |  |  |  |  |
|  |  |  |  |  |

Time in seconds

FIGURE 6 shows the results for substance B.

FIGURE 6
Temperature
in ${ }^{\circ} \mathrm{C}$


Time in seconds

| 0 | 5 | 2 |
| :--- | :--- | :--- |
| 2 |  |  | How does FIGURE 6 show that substance B is a pure substance? [1 mark]


| 0 | 5 | 3 |
| :--- | :--- | :--- | Determine the melting point of substance $B$. Use FIGURE 6. [1 mark]

Melting point $=$ $\qquad$ ${ }^{\circ} \mathrm{C}$
[Turn over]


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| 0 | 5 | 4 |
| :--- | :--- | :--- |
| 4 |  |  | The rate of temperature change can be determined from the gradient of the graph.

At 120 seconds, the temperature of substance $B$ was $173{ }^{\circ} \mathrm{C}$

Determine the rate of temperature change for substance $B$ between 120 seconds and 240 seconds.

Use FIGURE 6, on page 36. [3 marks]
$\qquad$
$\qquad$
$\qquad$
$\qquad$

Rate of temperature change $=$
${ }^{\circ} \mathrm{C} / \mathrm{s}$
[Turn over]

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| 0 | 6 | Field studies can be used to investigate the |
| :--- | :--- | :--- | abundance and distribution of a species.


| 0 | 6. | 1 |
| :--- | :--- | :--- |

Abundance
$\qquad$
$\qquad$
Distribution
$\qquad$
[Turn over]

Quadrats can be used to estimate the percentage cover of plants in an area.

A point quadrat can be used instead of a square quadrat.
FIGURE 7 shows a point quadrat and a square quadrat.

FIGURE 7


POINT QUADRAT


SQUARE QUADRAT

When using a point quadrat, any plant species touching a pin is recorded.

Students investigated the percentage cover of different plant species at increasing distances from a school building.

| 0 | 6.2 | Describe how students could collect data for |
| :--- | :--- | :--- | this investigation using a point quadrat. [4 marks]

$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
[Turn over]

| 0 | 6. | 3 |
| :--- | :--- | :--- | estimated using the equation:

percentage cover =
number of times a pin touches a species total number of pins used

30 students each collected results from 80 pins. The students then put all their results into one results table.

Dandelions had a mean percentage cover of 6.25\%.

Calculate the number of times dandelions touched a pin. [3 marks]
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

Number of times dandelions touched a pin =

| 0 | 6.4 | Describe why this investigation would only |
| :--- | :--- | :--- | give an estimate of the percentage cover of dandelions. [1 mark]

[Turn over]

| 0 | 6.5 | Point quadrats give a more accurate estimate |
| :--- | :--- | :--- | of percentage cover than square quadrats.

What is a DISADVANTAGE of using point quadrats rather than square quadrats?
[1 mark]
Tick $(\checkmark)$ ONE box.


Results collected using point quadrats are more biased


Plants at all heights are recorded


Point quadrats need a judgement of percentage cover


Rare species are less likely to be sampled
0.6. 6 Describe the process of evolution by which some plants survive in fields where animals eat the plants. [4 marks]
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
[Turn over]

| 0 | 7 | FIGURE 8 shows a sealed balloon containing |
| :--- | :--- | :--- | helium.

## FIGURE 8



\section*{| 0 | 7.1 |
| :--- | :--- | :--- | The balloon is squashed so its volume decreases.}

No helium enters or leaves the balloon.
What happens to the density of the helium in the balloon? [1 mark]
[Turn over]

| 0 | 7.2 |
| :--- | :--- | The volume of the balloon is $14000 \mathrm{~cm}^{3}$

The density of the helium in the balloon is 0.180 kg/m ${ }^{3}$

Calculate the mass of helium in the balloon.
$1 \mathrm{~cm}^{3}=1 \times 10^{-6} \mathrm{~m}^{3} \quad$ [4 marks]
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

Mass =
kg

07 . 3 Explain how a decrease in temperature inside the balloon can change the volume of the balloon. [4 marks]
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
[Turn over]

\section*{| 0 | 8 | Hormones can have effects on the body far |
| :--- | :--- | :--- | from the gland that releases the hormone.}


\section*{| 0 | 8 | 1 |
| :--- | :--- | :--- |
| 1 |  |  | Name the system in the body that releases hormones. [1 mark]}

FIGURE 9 shows part of the hormonal control of the menstrual cycle.

## FIGURE 9



\section*{| 0 | 8. | 2 |
| :--- | :--- | :--- | pituitary gland to the ovaries. [1 mark]}

$\qquad$

| 0 | 8 | 3 |
| :--- | :--- | :--- |
| 3 |  |  | of oestrogen and progesterone for most of the menstrual cycle.

Use the information shown in FIGURE 9. [3 marks]
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
[Turn over]

| 0 | 8.4 | A woman is most fertile at about day 15 of the |
| :--- | :--- | :--- | menstrual cycle.

From day 12 to day 14 of the menstrual cycle, the negative feedback shown in FIGURE 9 stops.

Explain what happens when the negative feedback stops. [3 marks]
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
[Turn over]

| 0 | 8.5 | A contraceptive injection contains progestin. |
| :--- | :--- | :--- |

Progestin is a synthetic form of progesterone.
Explain how the progestin injection prevents pregnancy. [4 marks]
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

END OF QUESTIONS

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| For Examiner's Use |  |
| :---: | :---: |
| Question | Mark |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |
| 8 |  |
| TOTAL |  |

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## IB/M/NC/Jun19/8465/1H/E3



