

EDEXCEL · GCSE COMBINED SCIENCE 1SC0

Biology — Higher Tier, Paper 2

June 2025 exam series

MARK SCHEME

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Mark Scheme (Results)

Summer 2025

Pearson Edexcel GCSE
In Combined Science Biology
(1SC0) Paper 2BH

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Mark schemes have been developed so that the rubrics of each mark scheme reflects the characteristics of the skills within the AO being targeted and the requirements of the command word. So for example the command word 'Explain' requires an identification of a point and then reasoning/justification of the point. Explain questions can be asked across all AOs. The distinction comes whether the identification is via a judgment made to reach a conclusion, or, making a point through application of knowledge to reason/justify the point made through application of understanding. It is the combination and linkage of the marking points that is needed to gain full marks.

When marking questions with a 'describe' or 'explain' command word, the detailed marking guidance below should be consulted to ensure consistency of marking.

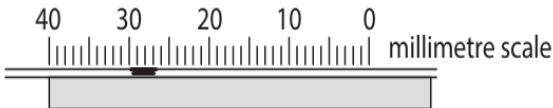
Assessment Objective		Command Word	
Strand	Element	Describe	Explain
AO1		An answer that combines the marking points to provide a logical description	An explanation that links identification of a point with reasoning/justification(s) as required
AO2		An answer that combines the marking points to provide a logical description, showing application of knowledge and understanding	An explanation that links identification of a point (by applying knowledge) with reasoning/justification (application of understanding)
AO3	1a and 1b	An answer that combines points of interpretation/evaluation to provide a logical description	
AO3	2a and 2b		An explanation that combines identification via a judgment to reach a conclusion via justification/reasoning
AO3	3a	An answer that combines the marking points to provide a logical description of the plan/method/experiment	
AO3	3b		An explanation that combines identifying an improvement of the experimental procedure with a linked justification/reasoning

Combined Science – Biology 1SC0_2BH

Question number	Answer	Additional guidance	Mark
1(a)	A description including: (pathogens) get stuck in the mucus (1) cilia {move / waft} the {pathogens / mucus} (1) - to the throat / up the {trachea / bronchiole} / to be swallowed (1)	accept micro-organisms for pathogens accept hairs for cilia accept away from the lungs	(2)

Question number	Answer	Additional guidance	Mark
1(b)	An explanation linking two from: - glucose and oxygen (1) (to form) carbon dioxide and water (1) - in an exothermic reaction (1) - which takes place in the mitochondria (1)	accept $C_6H_{12}O_6 + O_2$ accept $CO_2 + H_2O$ accept correct equation for aerobic respiration for 2 marks	(2)

Question number	Answer	Additional guidance	Mark
1(c)(i)	to absorb the carbon dioxide	accept CO ₂	(1)

Question number	Answer	Mark
1(c)(ii)		(1)

Question number	Answer	Additional guidance	Mark
1(c)(iii)	An explanation linking two from: • (the drop) would move more slowly / shorter distance (1) • as less oxygen would be used (1) • so less respiration would occur (1)	accept less carbon dioxide {produced / absorbed}	(2)

Question number	Answer	Mark
1(c)(iv)	repeat the investigation / calculate a mean	(1)

Total for Question 1 = 9 marks

Question number	Answer	Mark
2(a)(i)	native (species) / (species) from the country of origin	(1)

Question number	Answer	Additional guidance	Mark
2(a)(ii)	quadrat / stated size of square area	accept {belt / line} transect / a grid	(1)

Question number	Answer	Mark
2(b)(i)	increases / goes up / rises	(1)

Question number	Answer	Additional guidance	Mark
2(b)(ii)	The only correct answer is B species C A is incorrect because Species A is decreasing so will not out-compete C is incorrect because species D has only increased by 2 so will not out-compete B D is incorrect because species H is not present so will not out-compete species B		(1)

Question number	Answer	Additional guidance	Mark
2(b)(iii)	An explanation linking: - taller / bigger / had larger leaves / had larger roots (1) (got more) water / minerals / nutrients / light / photosynthesis (1)	ORA accept grows / reproduces / takes up more space / higher population accept named minerals accept disease / eaten by animals (1)	(2)

Question number	Answer	Mark
2(b)(iv)	(seeds) blown in by the wind / (seeds) brought in by animals / {roots / shoots} growing under the wall	(1)

Question number	Answer	Additional guidance	Mark
2(c)	An explanation including two from: • through the root (hair cells) (1) • by osmosis (1) • across the {semi / partially} permeable membrane (1) • from a high water concentration to a low water concentration (1)	accept down a concentration gradient / from high water potential to low water potential	(2)

Total for Question 2 = 9 marks

Question number	Answer	Mark
3(a)(i)	diffusion accept phonetic spellings	(1)

Question number	Answer	Additional Guidance	Mark
3(a)(ii)	Any two from: • volume of water (1) • beaker (1) • temperature (1) • volume / concentration of food colouring (1) • pipette / {volume / size} drop of food colouring (1)	ignore amount accept the number of drops of food colouring ignore amount	(2)

Question number	Answer	Mark
3(b)(i)	plotted graph • axes labelled with units (1) • X axis water temp / Y axis time (1) • linear scale (1) • correctly plotted points and line drawn correctly (1)	(4)

Question number	Answer	Additional guidance	Mark
3(b)(ii)	An explanation linking two from: - temperature increases (1) - because the particles move faster / there are more collisions / particles diffuse faster (1) - due to more kinetic energy (1)	accept particles {spread out / mixed} faster	(2)

Total for Question 3 = 9 marks

Question number	Answer	Mark
4(a)(i)	eight / 8	(1)

Question number	Answer	Additional guidance	Mark
4(a)(ii)	(gas leaving stomata) oxygen / water vapour (1) (gas entering stomata) carbon dioxide (1)	accept correct formula	(2)

Question number	Answer	Mark
4(a)(iii)	to prevent {water loss / the plant drying out}	(1)

Question number	Answer	Additional guidance	Mark
4(b)	An answer linking three from: - place the slide on the stage (1) - select the lowest objective lens (1) - use the focusing wheel (1) - select a higher objective lens (1)	start on the lowest magnification accept focus accept increase the magnification	(3)

Question number	Answer	Additional guidance	Mark
4(c)	An explanation linking two from: - as sucrose (1) - through the phloem (1) - by translocation (1) - active transport (1) - by bidirectional flow (1)	reject xylem reject transpiration	(2)

Total for Question 4 = 9 marks

Question number	Answer	Mark
5(a)(i)	The only correct answer is D chamber Q and R A is incorrect as chamber P contains deoxygenated blood B is incorrect as chamber S contains deoxygenated blood C is incorrect as chamber P and S contain deoxygenated blood	(1)

Question number	Answer	Additional guidance	Mark
5(a)(ii)	An explanation linking: - prevents the backflow (of blood) (1) - into the {(left) atrium / Q} (1)	accept blood flows in one direction accept from the (left) ventricle to the (left) atrium	(2)

Question number	Answer	Additional guidance	Mark
5(b)	An explanation linking three from: - pumps blood faster (1) - to provide more oxygen / glucose (1) - for increased respiration (1) - more energy to the muscles (1) - to remove carbon dioxide (1)	accept pumps more blood accept to prevent oxygen debt / prevent build-up of lactic acid / prevent anaerobic respiration	(3)

Question number	Answer	Additional guidance	Mark
5(c)(i)	Substitution $190 \div 100 \times 65 / 0.65 \times 190$ (1) Evaluation 123.5 Three significant figures 124	full marks for correct answer with no working Award 2 marks for 123 / 123.5	(3)

Question number	Answer	Additional guidance	Mark
5(c)(ii)	An explanation linking three from: - no nucleus (to carry more oxygen) (1) - biconcave {to allow more diffusion / to increase surface area} (1) {flexible / small / thin} to fit through capillaries (1) - contain haemoglobin to bind oxygen (1) - thin so short diffusion pathway (1)	accept large SA:V ratio for more diffusion	(3)

Total for Question 5 = 12 marks

Question number	Answer	Additional guidance	Mark
6(a)(i)	An answer including three from - all three hormones are lower after the menopause (1) - oestrogen levels went down by 10pg/mL (1) - progesterone levels went down by 10.6ng/mL (1) - testosterone levels went down by 19 ng/dL (1)	oestrogen down by 30% progesterone down by 96% testosterone down by 54%	(3)

Question number	Answer	Additional guidance	Mark
6(a)(ii)	An explanation linking three from: FSH linked to - stimulates the follicle (to mature) (1) - causes the ovum to mature (1) - stimulates the production of oestrogen (1) LH linked to - causes ovulation (1) - corpus luteum (1)	accept egg for ovum accept causes the egg to be released	(3)

Question number	Indicative content	Mark
6 *(b)	AO1 and AO3 6 marks Healthy person • glucose is regulated insulin and glucagon • insulin released from the pancreas • lowers blood glucose • by converting glucose to glycogen • to be stored in the liver • glucagon released from the pancreas • raises blood glucose • by converting glycogen to glucose Type 2 diabetic • cells are resistant to insulin • so blood glucose levels remain high • control through diet and exercise • medication (metformin) given • inject insulin • to lower blood glucose concentration • Graph • glucose concentrations are higher for the person with type 2 diabetes • the range for a person who does not have type 2 diabetes is 90 – 125 mg/dL • the range for a person with type 2 diabetes is 135 – 200 mg/dL • there is a steeper rise in glucose concentrations for the person with type 2 diabetes • takes longer for glucose concentrations to drop in the person with type 2 diabetes	(6)

Level	Mark	Descriptor
	0	no rewardable material.
Level 1	1-2	- demonstrates elements of biological understanding, some of which is inaccurate. Understanding of scientific ideas lacks detail. - presents an explanation with some structure and coherence.
Level 2	3-4	- demonstrates biological understanding, which is mostly relevant but may include some inaccuracies. Understanding of scientific ideas is not fully detailed and /or developed. - presents an explanation that has a structure which is mostly clear, coherent and logical.
Level 3	5-6	- demonstrates accurate and relevant biological understanding throughout. Understanding of the scientific ideas is detailed and fully developed. - presents an explanation that has a well-developed structure which is clear, coherent and logical.

Additional Guidance

Level 1	1-2	- A brief comment of how blood glucose is regulated in either type 2 or a healthy person or a valid comment from the graph - At least 2 comments from the graph OR a comment on glucose regulation and a comment on the graph
Level 2	3-4	- A brief description of either healthy blood glucose regulation OR Type 2 diabetes blood glucose regulation OR a comment on both - The response links to data on the graph
Level 3	5-6	- A detailed explanation of the control of blood glucose for both people including the role of either insulin or glucagon - The response links this to data on glucose levels on the graph and both insulin and glucagon

Total for Question 6 =12 marks

