



Surname _____

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Centre Number _____

Candidate Number _____

Candidate Signature _____

I declare this is my own work.

**GCSE
COMBINED SCIENCE: SYNERGY**

H

Higher Tier Paper 3 Physical Sciences

8465/3H

Friday 7 June 2024 Afternoon

Time allowed: 1 hour 45 minutes

At the top of the page, write your surname and forename(s), your centre number, your candidate number and add your signature.

[Turn over]



J U N 2 4 8 4 6 5 3 H 0 1

MATERIALS

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.
- Pencil should only be used for drawing.
- Answer ALL questions in the spaces provided. Do not write on blank pages.
- 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.**

DO NOT TURN OVER UNTIL TOLD TO DO SO



0	1
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Enzymes are large molecules and biological catalysts.

0	1	.	1
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What type of molecule is an enzyme? [1 mark]



0	1	.	2
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A catalyst changes the rate of a chemical reaction.

What happens to the mass of a catalyst during a chemical reaction? [1 mark]

Tick (✓) ONE box.

The mass of the catalyst decreases.

The mass of the catalyst stays the same.

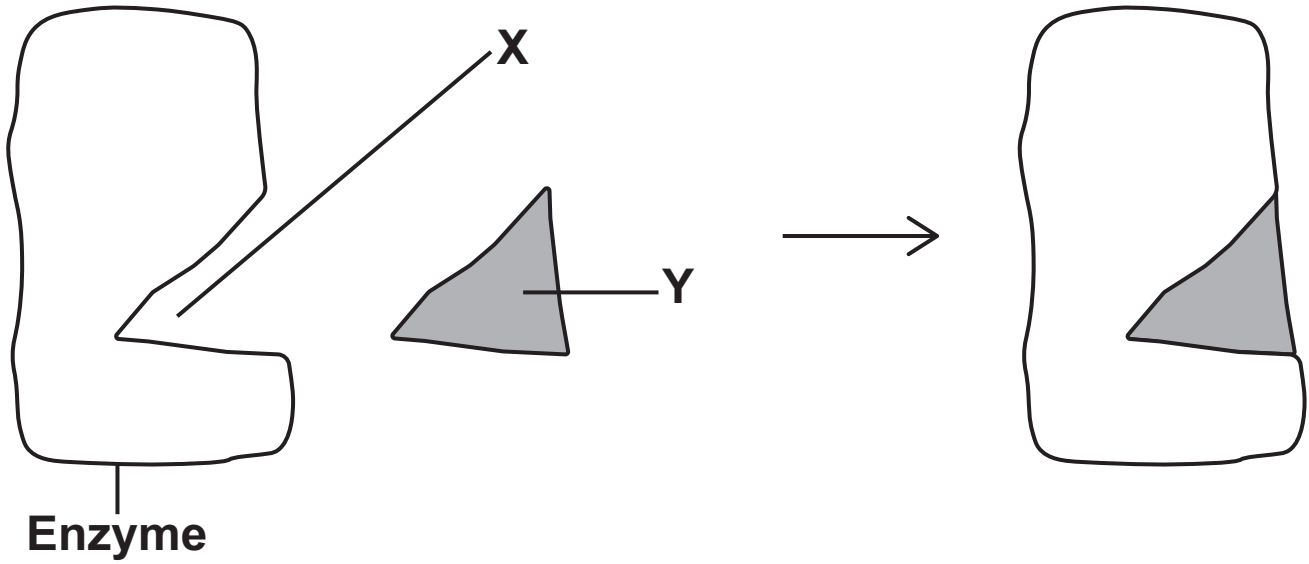
The mass of the catalyst increases.

[Turn over]



FIGURE 1 shows a model of enzyme action.

FIGURE 1



0 1 . 3

Name X and Y in FIGURE 1. [2 marks]

X _____

Y _____



0	1	.	4
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Name the model shown in FIGURE 1, on the opposite page. [1 mark]

[Turn over]



Amylase is an enzyme that breaks down starch.

A student investigated how changing the pH affected the activity of amylase.

This is the method used.

- 1. Heat a test tube containing 2 cm³ of amylase solution at pH 5.0 in a water bath at 35 °C.**
- 2. Heat a test tube containing 2 cm³ of starch solution in the same water bath.**
- 3. Transfer the amylase solution into the test tube of starch solution and mix.**
- 4. After 30 seconds remove a drop of the amylase–starch mixture and test the drop for starch.**
- 5. Repeat step 4 until no starch is detected.**
- 6. Record the total time taken for no starch to be detected.**
- 7. Repeat steps 1 to 6 using amylase solution at different pH values.**



0 1 . 5

Explain why the solutions are all placed in the same water bath. [2 marks]

0 1 . 6

Describe the test for starch.

Give the result of the test if starch is present. [2 marks]

Test _____

Result _____

[Turn over]



TABLE 1 shows the results.

TABLE 1

pH	TIME TAKEN FOR NO STARCH TO BE DETECTED IN SECONDS
5.0	120
5.5	120
6.0	90
6.5	90
7.0	60
7.5	60
8.0	90
8.5	120



0 1 . 7

Which range of pH values had the fastest rate of reaction? [1 mark]

Tick (✓) ONE box.

pH 5.0 to pH 5.5

pH 6.0 to pH 6.5

pH 7.0 to pH 7.5

pH 8.0 to pH 8.5

0 1 . 8

How could the method be improved to obtain a more accurate pH value for the fastest rate of reaction? [1 mark]

11

[Turn over]



0	2
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FIGURE 2 shows a velocity–time graph for a remote-controlled car.

FIGURE 2

Velocity in m/s



0	2	.	1
---	---	---	---

Determine the acceleration of the car between 0 and 20 seconds.

Use the Physics Equations Sheet. [2 marks]

Acceleration = _____ m/s²

0	2	.	2
---	---	---	---

Determine the distance travelled by the car between 20 seconds and 45 seconds.

Use the Physics Equations Sheet. [2 marks]

Distance = _____ m

[Turn over]



0 2 . 3

How does the deceleration of the car compare with the acceleration of the car?

Use FIGURE 2, on page 12.

Give ONE reason for your answer. [2 marks]

Tick (✓) ONE box.

The deceleration was greater than the acceleration.

The deceleration was the same as the acceleration.

The deceleration was less than the acceleration.

Reason _____

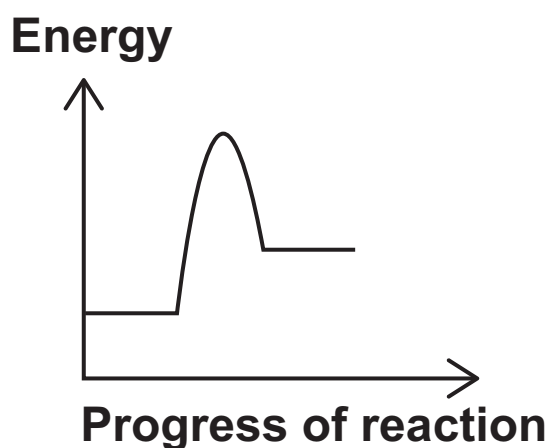
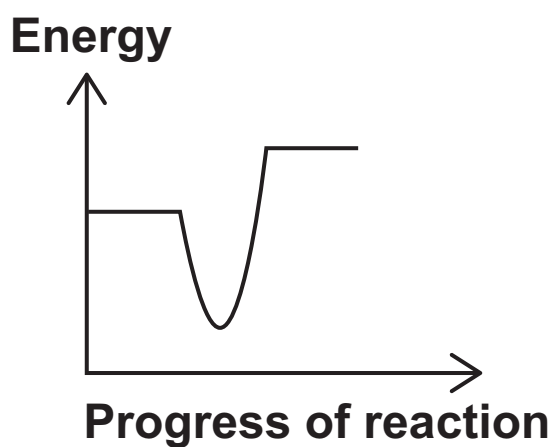


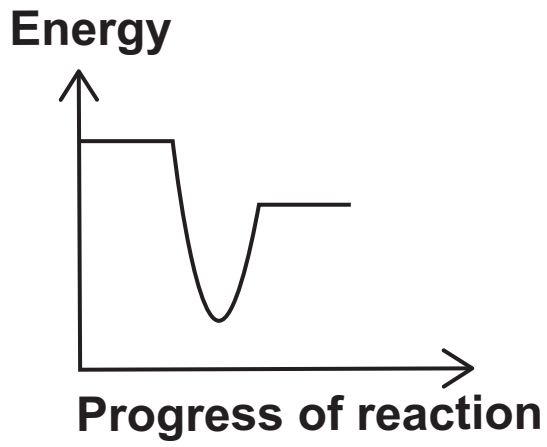
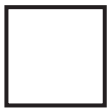
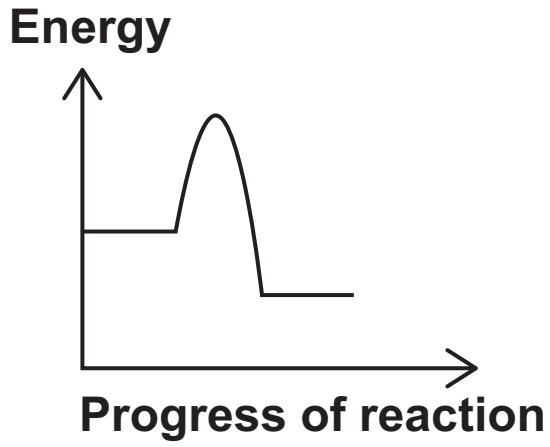
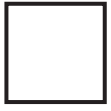
03.2

The reaction between citric acid and sodium hydrogen carbonate is endothermic.

Which reaction profile represents an endothermic reaction? [1 mark]

Tick (✓) ONE box.





[Turn over]



0	3	.	3
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Explain why the rate of reaction is greater when powder is used instead of larger lumps.

**Refer to surface area and collisions in your answer.
[2 marks]**

9



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[Turn over]



0 4

This question is about life cycle assessments (LCAs).

LCAs assess the environmental impact of different processes during the life cycle of a product.

TABLE 2 shows values for the environmental impact of three processes during the production of two shirts.

TABLE 2

PROCESS	ENVIRONMENTAL IMPACT IN EQUIVALENT UNITS	
	Shirt A	Shirt B
Use of materials	1.58	0.87
Use of energy	2.21	2.30
Use of bleach	0.26	0.26



0	4	.	1
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The environmental impacts were measured in different units.

The measurements were converted to values with the same units.

These units are known as equivalent units.

Give ONE reason why EQUIVALENT UNITS are used in LCAs. [1 mark]

[Turn over]



0 4 . 3

Peer reviews are used to check LCAs.

Why should an independent scientist be used to peer review an LCA? [1 mark]

[Turn over]



0	4	.	4
---	---	---	---

Some LCAs assess the environmental impact of metal extraction.

Name the **BIOLOGICAL** methods of metal extraction that use:

- bacteria
- plants. [2 marks]

Bacteria _____

Plants _____

8



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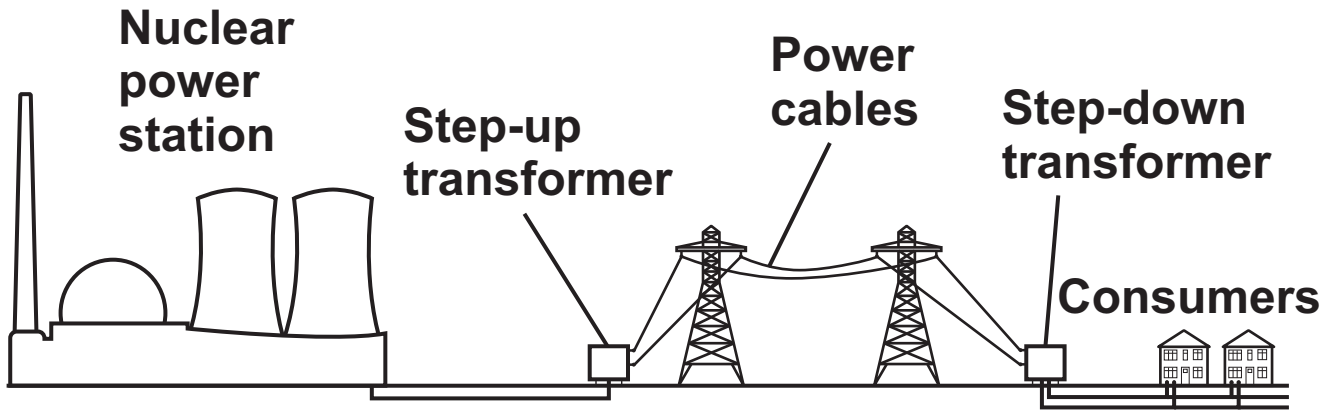
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0 5

FIGURE 3 shows how the National Grid links a nuclear power station to consumers.

FIGURE 3



0 5 . 1

Explain why step-up transformers are used in the National Grid. [4 marks]



0 5 . 2

Explain why step-down transformers are used in the National Grid. [2 marks]

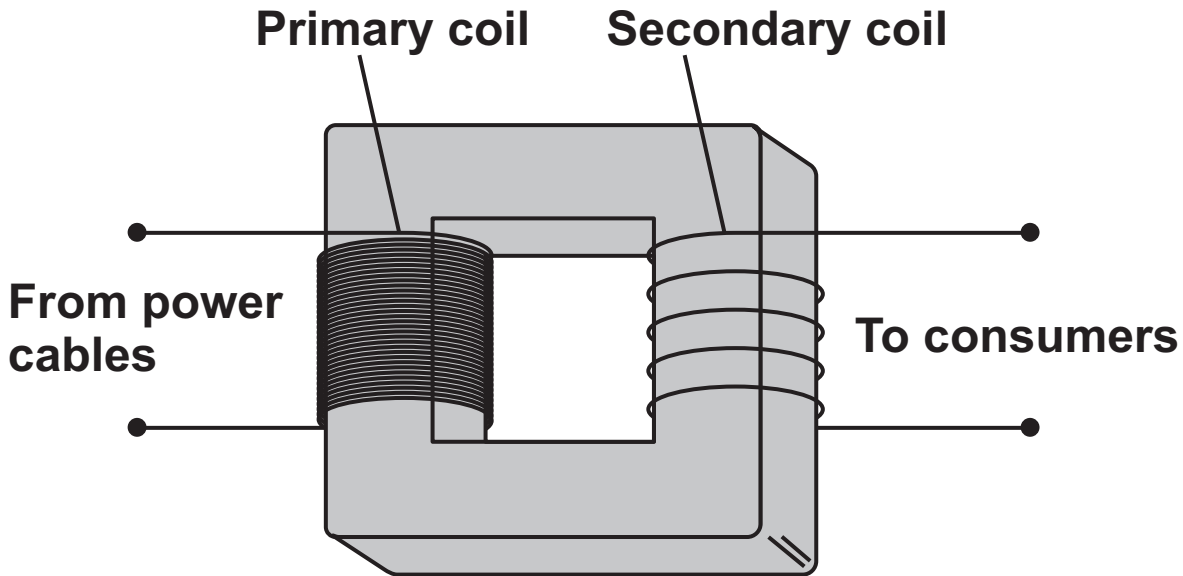
[Turn over]



0	5	.	3
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FIGURE 4 shows a transformer.

FIGURE 4



The potential difference across the primary coil is 345 kV.

The potential difference across the secondary coil is 230 V.

The current in the primary coil is 0.060 A.



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[Turn over]



0	6
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This question is about groups in the periodic table.

0	6	.	1
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What name is given to the Group 0 elements? [1 mark]

0	6	.	2
---	---	---	---

Explain the reactivity of the Group 0 elements. [2 marks]



0 6 . 3

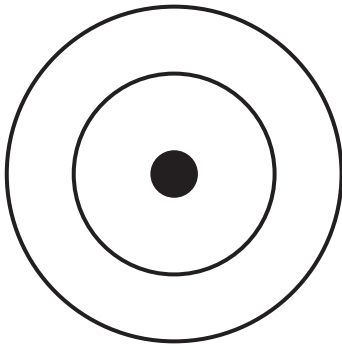
Describe the relationship between relative atomic mass and boiling point for the elements in Group 0. [1 mark]

0 6 . 4

Fluorine is an element in Group 7.

Complete FIGURE 5 to represent the electronic structure of fluorine. [1 mark]

FIGURE 5



[Turn over]



06.5

Which is a correct statement about the elements in Group 7? [1 mark]

Tick (✓) ONE box.

- The elements in Group 7 consist of single, non-bonded atoms.
- The elements in Group 7 react with non-metals to form covalent compounds.
- The melting points of the elements in Group 7 decrease going down the group.
- The reactivity of the elements in Group 7 increases going down the group.



The elements in Group 1 react with water.

0 6 . 6

Give TWO observations you would see when a small piece of lithium is added to water. [2 marks]

1 _____

2 _____

[Turn over]



0	6	.	8
---	---	---	---

Complete the equation for the reaction of lithium with water.

You should balance the equation. [3 marks]



14

[Turn over]



A student reacted different masses of magnesium with oxygen.

The student determined the mass of magnesium oxide produced.

TABLE 3 shows the results.

TABLE 3

MASS OF MAGNESIUM REACTED IN GRAMS	MASS OF MAGNESIUM OXIDE PRODUCED IN GRAMS
0.08	0.12
0.17	0.25
0.24	0.38
0.33	0.54
0.42	0.67
0.49	0.81

[Turn over]



07.2

Complete FIGURE 6.

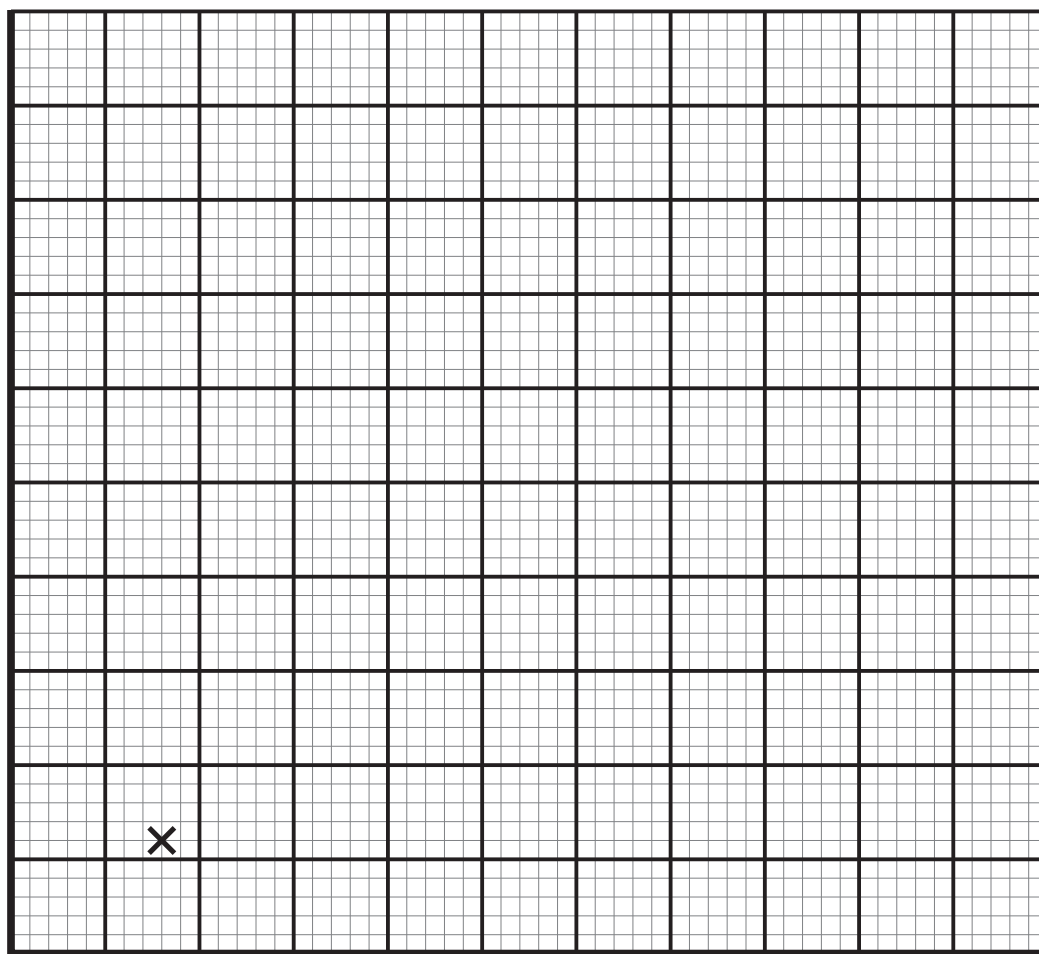
You should:

- use a suitable scale for the *y*-axis
- plot the data from TABLE 3, repeated on the opposite page.

The first point has been plotted for you. [3 marks]

FIGURE 6

Mass of magnesium oxide
produced in grams



0.00

0.10

0.20

0.30

0.40

0.50

Mass of magnesium reacted in grams



TABLE 3 is repeated here.

MASS OF MAGNESIUM REACTED IN GRAMS	MASS OF MAGNESIUM OXIDE PRODUCED IN GRAMS
0.08	0.12
0.17	0.25
0.24	0.38
0.33	0.54
0.42	0.67
0.49	0.81

0 7 . 3

The student's results **CANNOT** be used to show that the method gives precise measurements.

Give **ONE** reason why. [1 mark]

8

[Turn over]



0 8

FIGURE 7 shows two people wearing inflatable bodysuits.

The bodysuits are made of soft plastic and are inflated with air.

The bodysuits reduce the chance of injury in a collision.

FIGURE 7

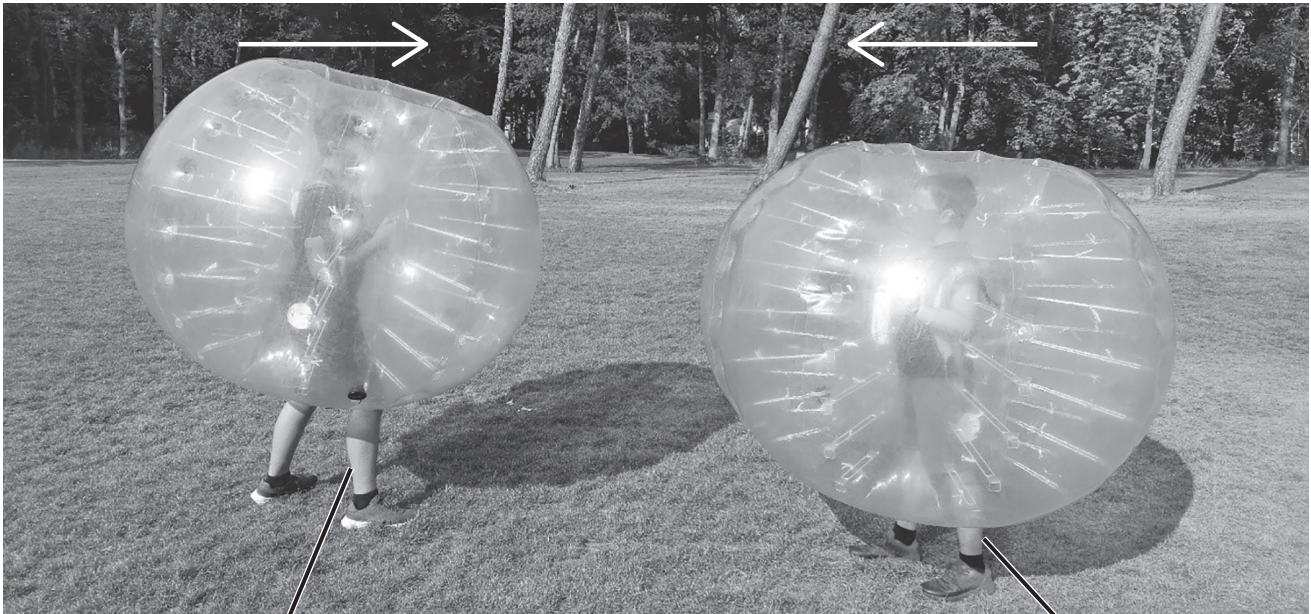


0 8 . 1

Explain how wearing a bodysuit reduces the chance of injury in a collision. [3 marks]

[Turn over]



08.2**FIGURE 8** shows person A about to collide with person B.**FIGURE 8**

Person A
mass = 70 kg

Person B
mass = 40 kg

The arrows show the direction in which each person is moving.

The velocity of person A is +2.0 m/s.

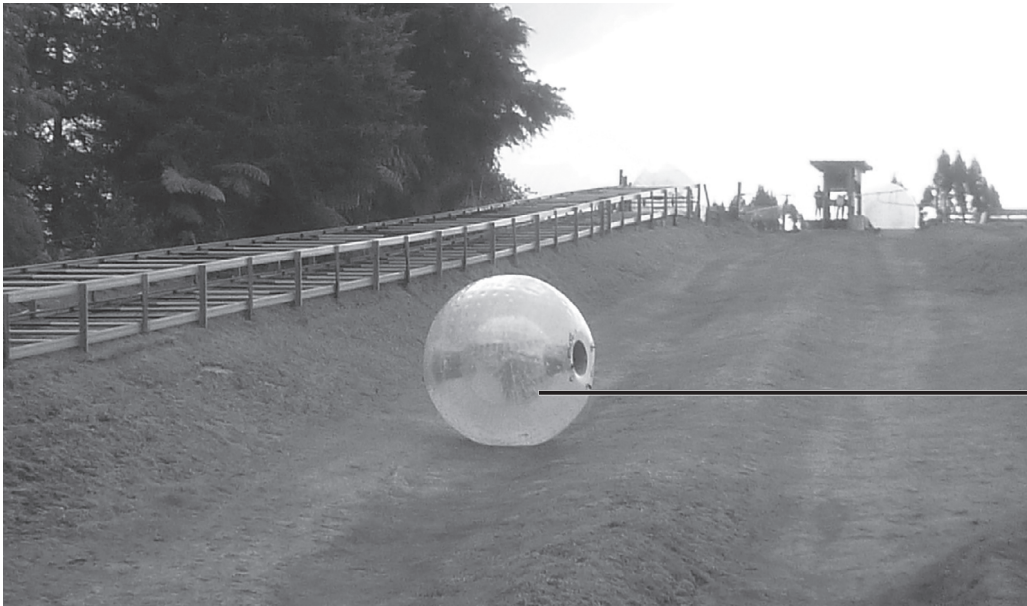
The two people collide and stop.



0 8 . 3

FIGURE 9 shows a person in an inflatable sphere rolling down a hill.

FIGURE 9



**Person in
inflatable
sphere**

The total mass of the person and sphere is 80 kg.

The sphere moves through a vertical height of 6.4 m.

gravitational field strength = 9.8 N/kg



0	8	.	4
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The actual speed of the sphere at the bottom of the hill is much less than the maximum possible speed.

Explain why. [2 marks]

15



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0	9
---	---

This question is about hydrocarbons.

Hexane (C_6H_{14}) and pentane (C_5H_{12}) are hydrocarbons in the same homologous series.

0	9	.	1
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Give the name of the homologous series that includes hexane and pentane. [1 mark]

0	9	.	2
---	---	---	---

Give the general formula of the homologous series that includes hexane and pentane. [1 mark]



0	9	.	3
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Explain why the boiling point of hexane is higher than the boiling point of pentane. [3 marks]

0	9	.	4
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Complete the equation for the cracking of hexane (C_6H_{14}) into ETHENE and one OTHER molecule. [2 marks]



[Turn over]

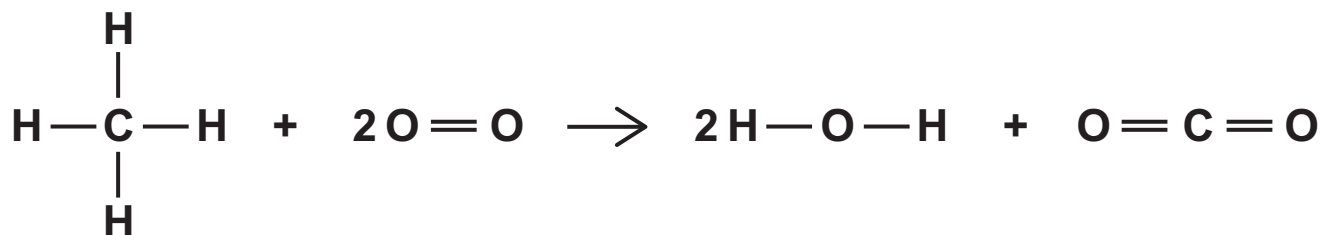


09.5

Methane undergoes complete combustion with oxygen.

FIGURE 10 represents the equation for the reaction.

FIGURE 10



The energy released forming the new bonds is 814 kJ/mol greater than the energy needed to break the existing bonds.

TABLE 4 shows some bond energy values.

TABLE 4

BOND	BOND ENERGY IN kJ/mol
C—H	Y
O=O	498
O—H	464
C=O	803



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Question	Mark
1	
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2 4 6 G 8 4 6 5 / 3 H