

# Modified Enlarged 36pt

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

Thursday 9 June 2022 – Afternoon

AS Level Biology A

H020/02 Depth in biology

Time allowed: 1 hour 30 minutes  
plus your additional time allowance

**YOU MUST HAVE:**

Loose sheet for Fig. 3.3 and Fig. 3.4 (with  
this document)

**YOU CAN USE:**

a ruler (cm/mm)

a scientific or graphical calculator

**Please write clearly in black ink.**

Centre number

Candidate number

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

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

**READ INSTRUCTIONS OVERLEAF**



# **INSTRUCTIONS**

**Use black ink. You can use an HB pencil, but only for graphs and diagrams.**

**Write your answer to each question in the space provided. If you need extra space use the lined pages at the end of this booklet. The question numbers must be clearly shown.**

**Answer ALL the questions.**

**Where appropriate, your answer should be supported with working. Marks might be given for using a correct method, even if your answer is wrong.**

# **INFORMATION**

**The total mark for this paper is 70.**

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

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

# **ADVICE**

**Read each question carefully before you start your answer.**

**Answer ALL the questions.**

- 1 The cells in beetroot contain a red pigment called betalain. The plasma membrane of the beetroot cell is impermeable to betalain.**

**A group of students set out to investigate how temperature affects the structure and permeability of the plasma membrane of beetroot cells. The method they used is shown below.**

**Cut some pieces of beetroot.**

**Place them in a flask containing  $100\text{ cm}^3$  of distilled water.**

**Stand this flask in a water bath and increase the temperature at  $10^\circ\text{C}$  intervals.**

**Take a sample of water from the flask 5 minutes after each new temperature is reached.**

**Measure the absorbance of the water samples taken using a blue filter in the colorimeter.**

**(a) A second group of students made improvements to this method. One of the improvements they made was to carry out two further trials at each temperature.**

**Suggest TWO further improvements they could have made AND give a reason for the improvements you have suggested.**

**Improvement and reason 1**

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**Improvement and reason 2**

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**[4]**

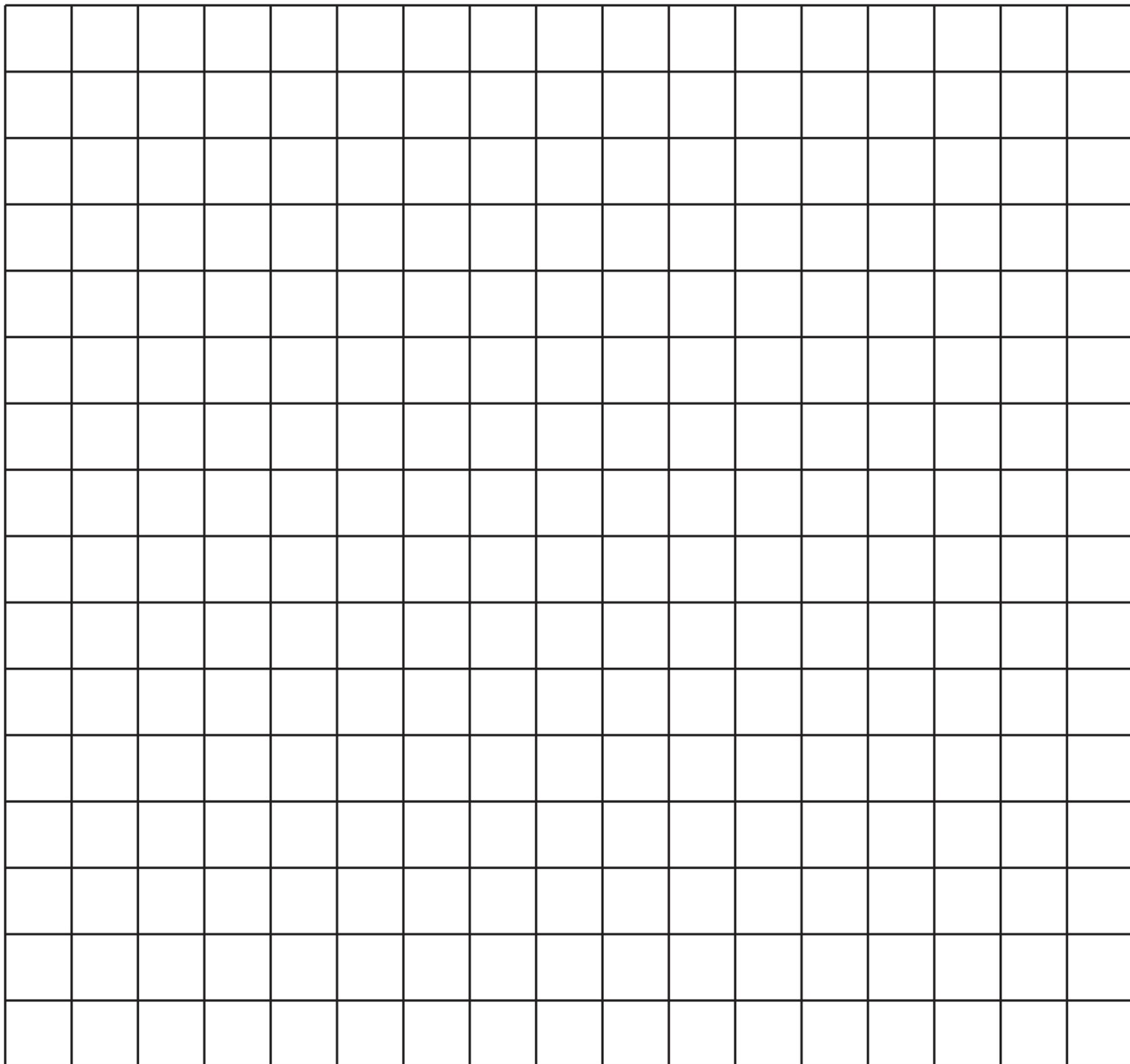
**(b) Name the independent variable in this investigation.**

**[1]**

**(c) (i) The table shows the results obtained by the second group of students.**

| <b>Temperature<br/>(°C)</b> | <b>Absorbance (%)</b> |                |                |             |
|-----------------------------|-----------------------|----------------|----------------|-------------|
|                             | <b>Trial 1</b>        | <b>Trial 2</b> | <b>Trial 3</b> | <b>Mean</b> |
| <b>10</b>                   | <b>0</b>              | <b>0</b>       | <b>0</b>       | <b>0.0</b>  |
| <b>20</b>                   | <b>0</b>              | <b>0</b>       | <b>0</b>       | <b>0.0</b>  |
| <b>30</b>                   | <b>2</b>              | <b>3</b>       | <b>2</b>       | <b>2.3</b>  |
| <b>40</b>                   | <b>6</b>              | <b>5</b>       | <b>7</b>       | <b>6.0</b>  |
| <b>50</b>                   | <b>9</b>              | <b>7</b>       | <b>7</b>       | <b>7.7</b>  |
| <b>60</b>                   | <b>46</b>             | <b>45</b>      | <b>47</b>      | <b>46.0</b> |
| <b>70</b>                   | <b>78</b>             | <b>78</b>      | <b>80</b>      | <b>78.7</b> |

**Plot a graph of the results from the table on the grid. [3]**





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**Additional answer space if required.**

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**(d) In a second experiment, students followed the same method but used pieces of beetroot that had been frozen for several days and then defrosted. They were surprised when their results differed from the students that had been given fresh beetroot.**

**Suggest how their results would DIFFER from those given in the table AND provide an explanation.**

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**[2]**

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- 2 (a) FIG. 2.1 shows the larva of a European stag beetle, *Lucanus cervus*.**

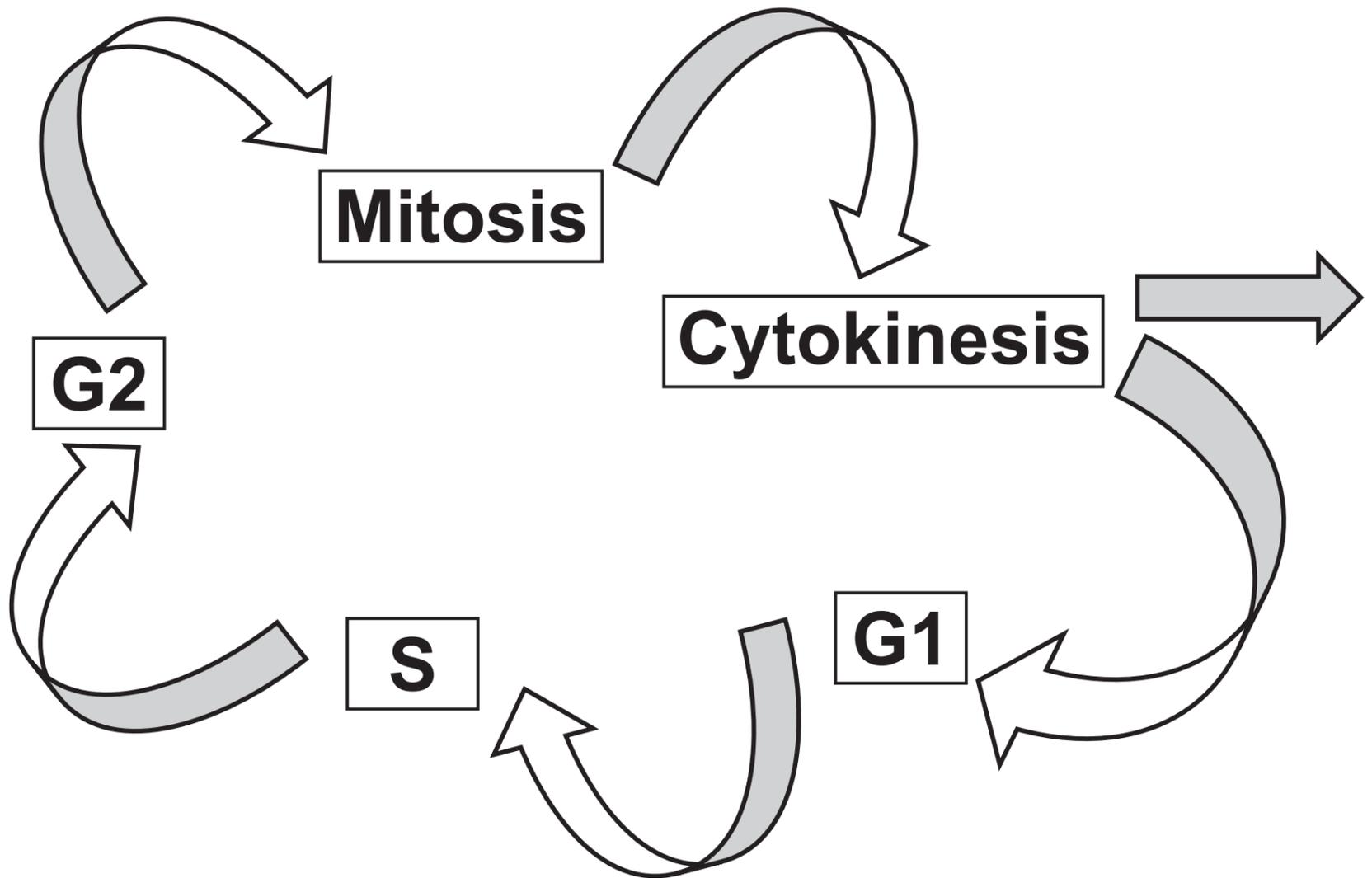
**FIG. 2.1**



**These larvae can live for up to six years, feeding and growing in decaying wood. During this time, the cells in the larvae undergo mitosis to produce genetically identical cells.**

**Mitosis is part of the cell cycle. The cell cycle is shown in FIG. 2.2.**

**FIG. 2.2**



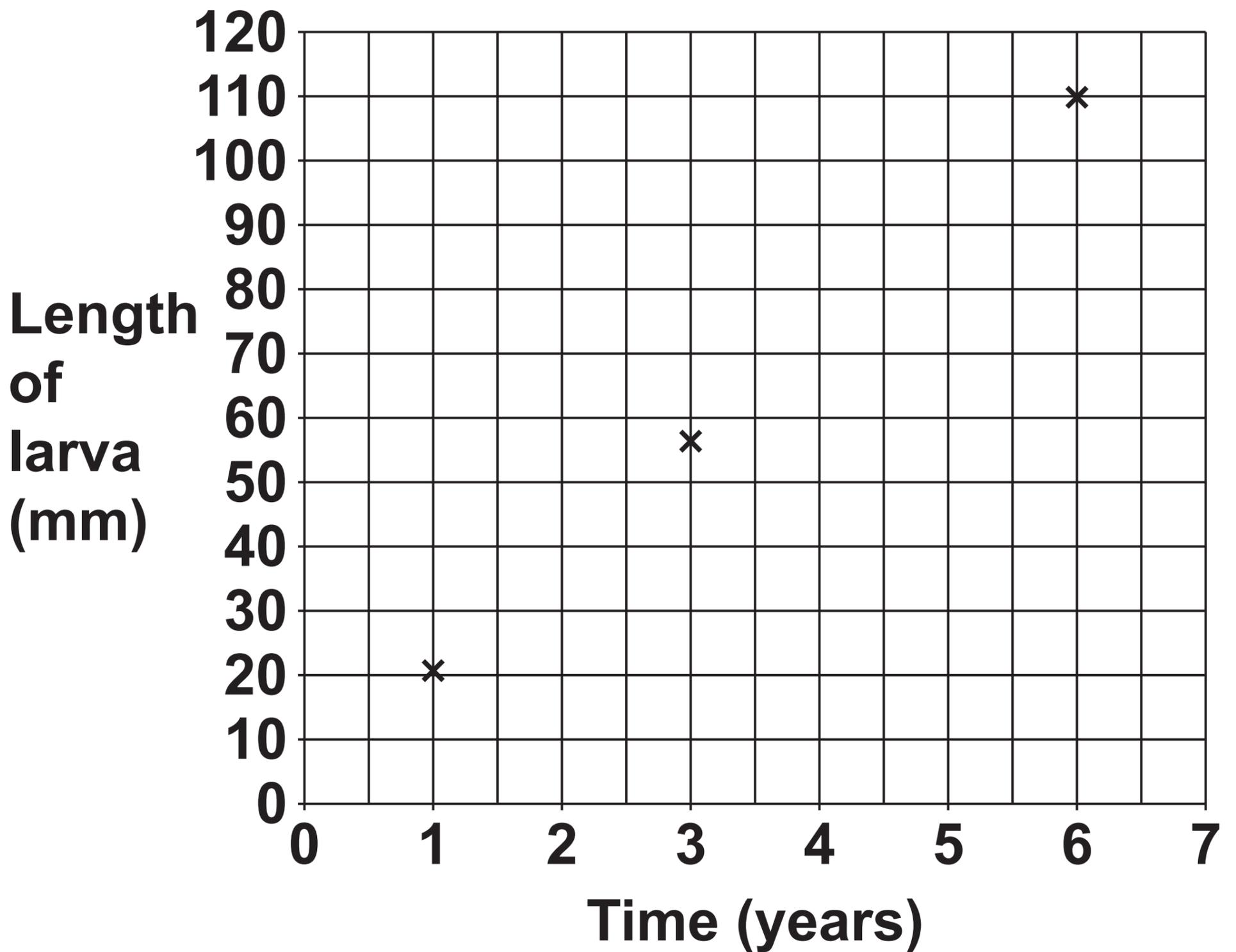
- (i) The size of the cell increases during stage G2 in the cell cycle.**

**State ONE other process that takes place during stage G2.**

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

The length of a stag beetle larva was measured at yearly intervals and some of the data plotted onto the graph shown in FIG. 2.3.

**FIG. 2.3**



- (ii) Assuming that the growth of the larva follows a relationship of  $y = mx + c$ , use FIG. 2.3 to determine the length of the larva at 0 years, when it emerges from the egg.

Length of larva = \_\_\_\_\_ mm [1]

- (iii) Calculate the growth rate of the larva.

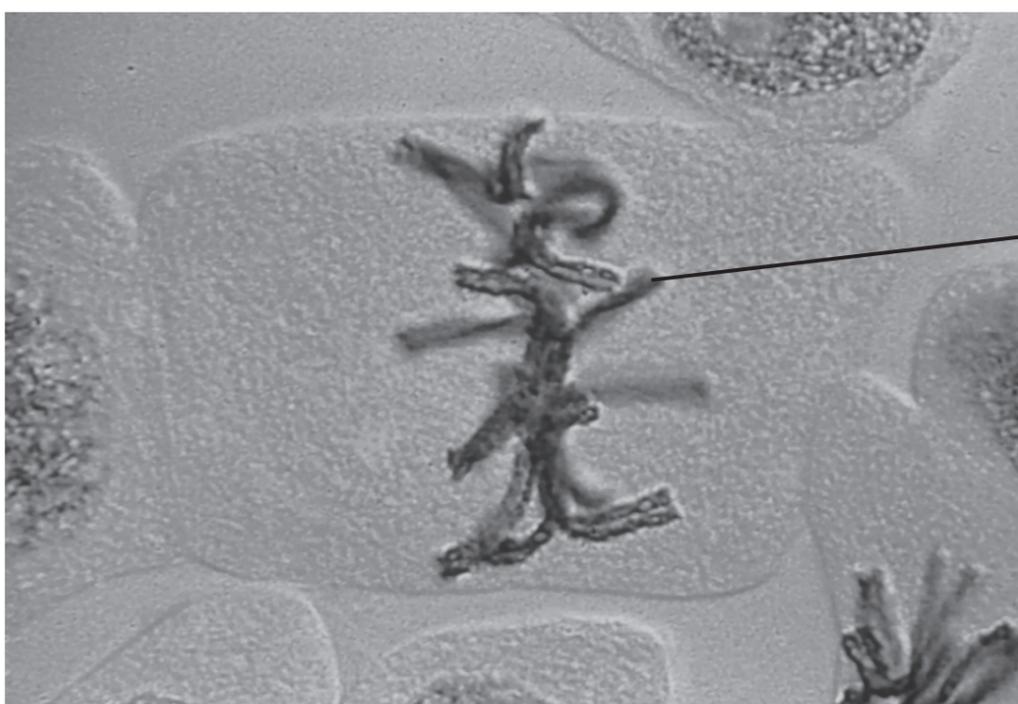
Growth rate =

\_\_\_\_\_ mm year<sup>-1</sup> [2]

**(b) A group of students were investigating mitosis. They examined cells from onion root tip squashes that had been prepared using acetic orcein stain. Chromosomes appear a purple red colour when this stain is used.**

**FIG. 2.4 shows a light micrograph of one of these cells. A student stated that this cell was at metaphase.**

**FIG. 2.4**



**Chromosomes**

**(i) Describe how FIG. 2.4 shows the importance of differential staining for observing cells undergoing mitosis.**

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**[1]**

**(ii) Identify one piece of evidence that would have led the students to conclude that the cell in FIG. 2.4 is at metaphase.**

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**[1]**

**(iii) Three students were studying onion root tip squashes under the microscope. They recorded the number of cells at each stage of mitosis. A record of their observations is shown below.**

**Student 1:      Metaphase 1 cell  
                     Anaphase 3 cells  
                     Prophase 3 cells**

**Student 2:      Anaphase 4 cells  
                     Prophase 5 cells  
                     Telophase 1 cell**

**Student 3:      Telophase 3 cells  
                     Metaphase 5 cells  
                     Prophase 2 cells**

**In the space below draw an appropriate table to present the students' observations.**

**Include the headings for the columns. You are NOT required to enter any of the results into your table. [2]**



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- 3 (a) Congenital lactose intolerance is where a person is born without the enzyme lactase needed to digest lactose in milk. The use of enzyme technology has allowed lactose free milk to be widely available in shops and supermarkets.**

**FIG. 3.1 opposite shows a technique used to produce lactose free milk.**

- (i) Name the type of bond broken by the enzyme lactase AND describe what happens when this bond is broken.**

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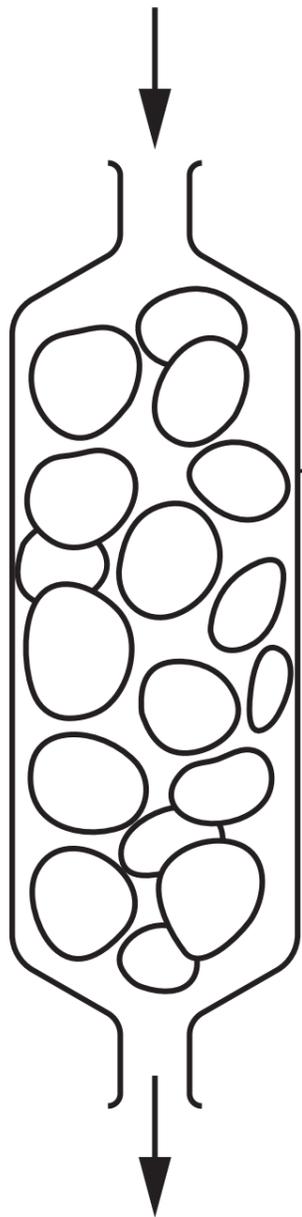
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**[2]**

**FIG. 3.1**

**Milk containing lactose**



**Column of calcium  
alginate beads  
containing lactase  
enzyme**

**Milk containing  
galactose and glucose  
but no lactose**

**(ii) A common symptom of lactose intolerance in adults is the creation of extra fluid in the large intestine.**

**Suggest why this occurs.**

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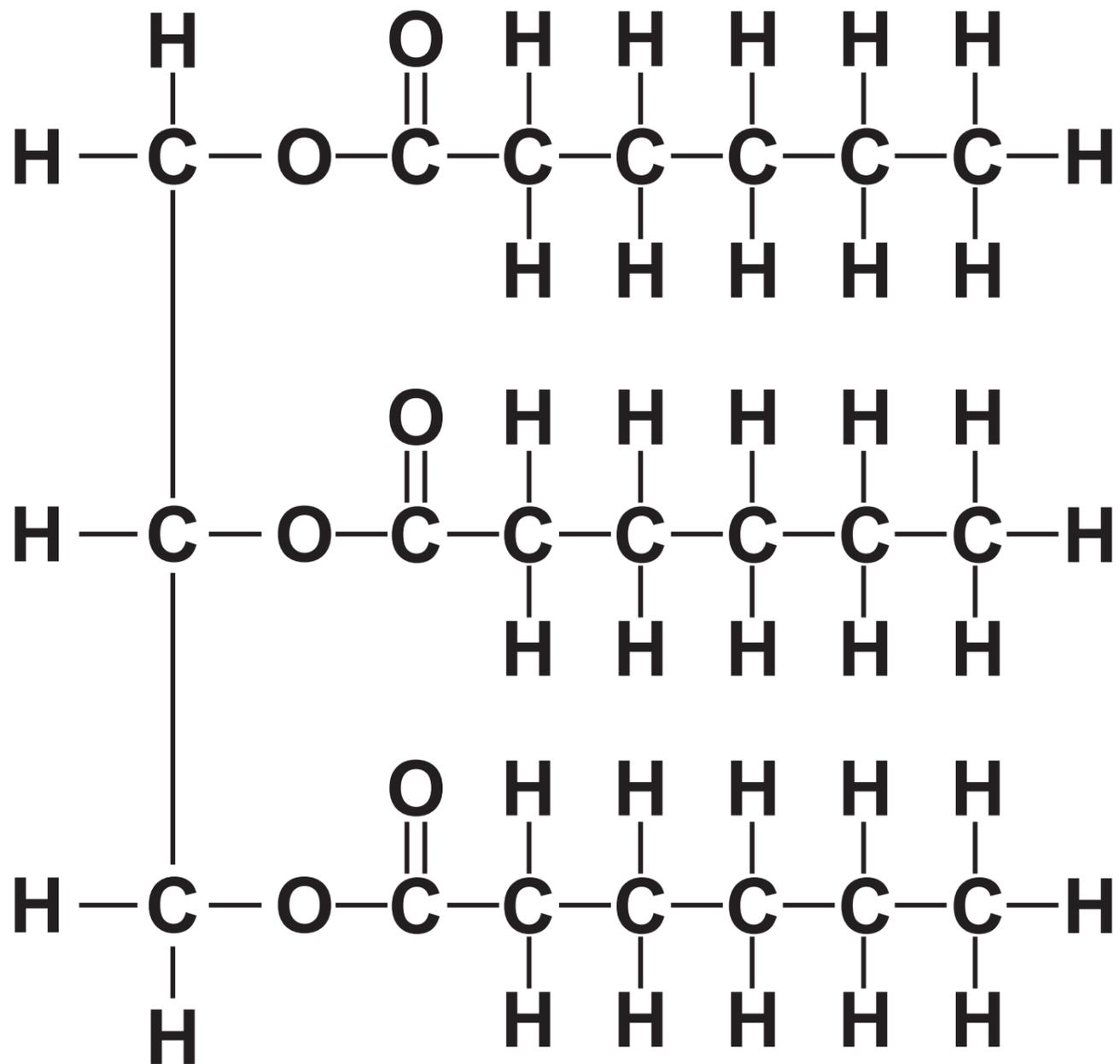
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**[2]**

**(b) Research indicates that reducing dietary intake of saturated triglycerides and cholesterol can reduce potential risk of developing cardiovascular disease (CVD) in later life.**

**FIG. 3.2 shows the structure of a saturated triglyceride.**

**FIG. 3.2**



- (i) Describe how the structure of a polyunsaturated triglyceride molecule would DIFFER from the molecule shown in FIG. 3.2.**

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

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**(ii) Hypercholesterolemia is a condition in which an individual has a high blood cholesterol level.**

**Studies were carried out in the USA over several decades, looking at the overall death rates from cardiovascular disease (CVD) and the percentage of the population with hypercholesterolemia in different age groups.**

**FIG. 3.3 on the Loose Sheet shows data from these studies.**

**A student looking at this data made the following statement:**

**‘A fall in death rate from cardiovascular disease is due to a reduction in the percentage of people with hypercholesterolemia.’**



**(c) FIG. 3.4 on the Loose Sheet shows the changes in pressure in the left side of the heart and aorta during one cardiac cycle.**

**A student described the events shown in FIG. 3.4.**

**‘At A, the muscles in the wall of the atrium are contracting. This is caused by a wave of electrical excitation that starts at the atrioventricular node (AVN).**

**At B, the muscles in the wall of the ventricle are contracting. The atrioventricular valve opens and the pressure in the aorta falls. The ventricular pressure rises above that of the aorta.**

**At C, the muscles in the walls of the ventricle are relaxing. The semilunar valve opens. The pressure in the ventricle drops.’**

**Identify THREE errors in the student's description and write the correction for each error.**

**Error and correction 1**

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**Error and correction 2**

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**Error and correction 3**

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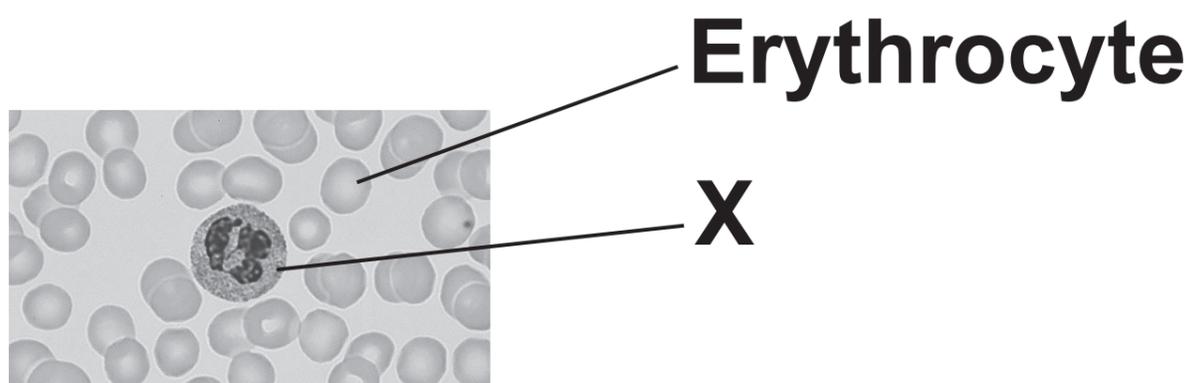
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**[3]**

4 (a) FIG. 4.1 shows a light micrograph of cells in the blood.

Cell X plays a role in the immune response.

FIG. 4.1



(i) Name cell X.

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

- (ii) The magnification of the microscope used to observe the cells in FIG. 4.1 was  $\times 950$ .**

**Calculate the diameter of cell X in FIG. 4.1.**

**Give your answer in micrometres.**

**Diameter = \_\_\_\_\_  $\mu\text{m}$  [2]**

- (iii) Using FIG. 4.1, explain why blood is described as a tissue and not an organ.**

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

**(b) Every winter a large proportion of the population are given a vaccine against the disease influenza.**

**(i) Identify the type of immunity given by an influenza vaccine.**

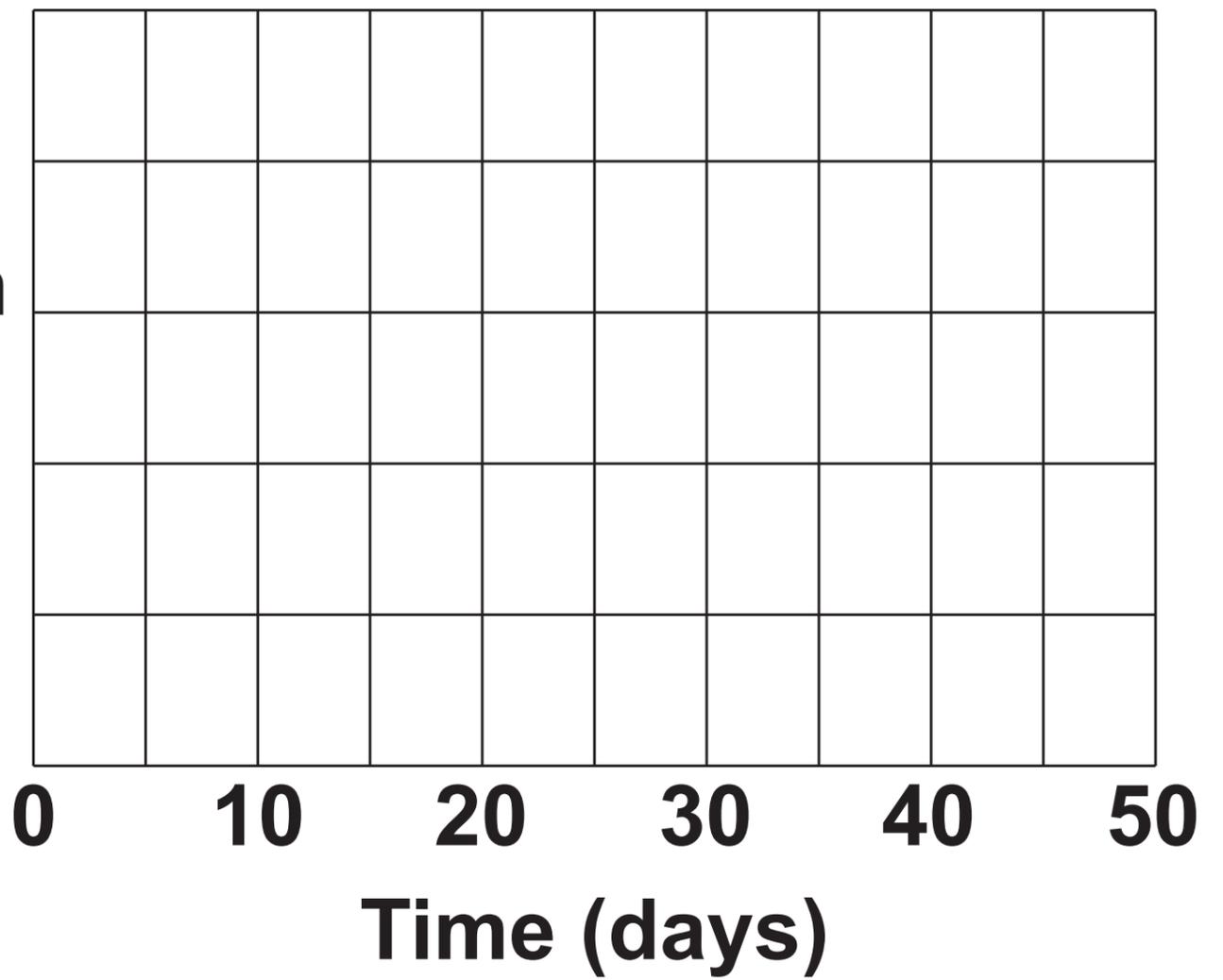
\_\_\_\_\_ [1]

**(ii) A patient was participating in influenza vaccination trials.**

**On day 5 of the trial the patient was injected with antigens extracted from the influenza virus. On day 25 the patient was exposed to the influenza virus. The response of their immune system was monitored by regular blood tests to determine the quantity of antibodies in their blood.**

**Sketch a graph on the axes to show the possible primary AND secondary immune response for this patient. Label BOTH responses on your graph. [2]**

**Concentration  
of antibodies  
in blood (a.u.)**



**(iii) Outline the role of B memory cells in the secondary immune response.**

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**[2]**



**(d) Most of the oxygen in blood is transported bound to haemoglobin.**

**Haemoglobin also plays an important role during the transportation of carbon dioxide by acting as a buffer and preventing a lowering of the pH in the erythrocytes.**

**(i) Explain how haemoglobin acts as a buffer.**

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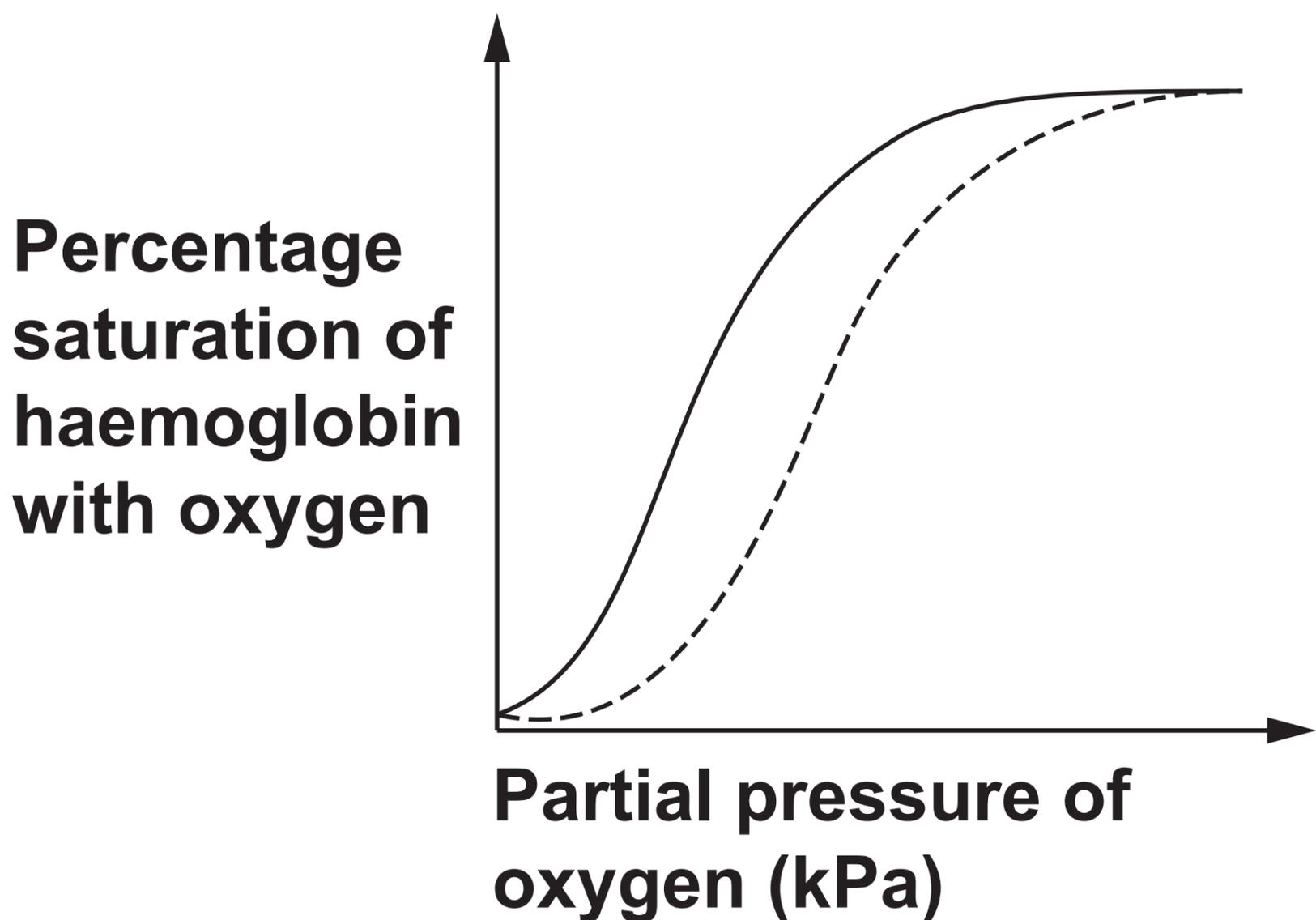
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**[2]**

(ii) FIG. 4.2 shows the shape of oxygen dissociation curves for haemoglobin for a person at rest and during exercise.

The changes to the dissociation curve at different carbon dioxide concentrations is known as the Bohr effect.

FIG. 4.2



**KEY**

— At rest

---- During exercise

**With reference to FIG. 4.2  
explain why the Bohr effect is  
important during exercise.**

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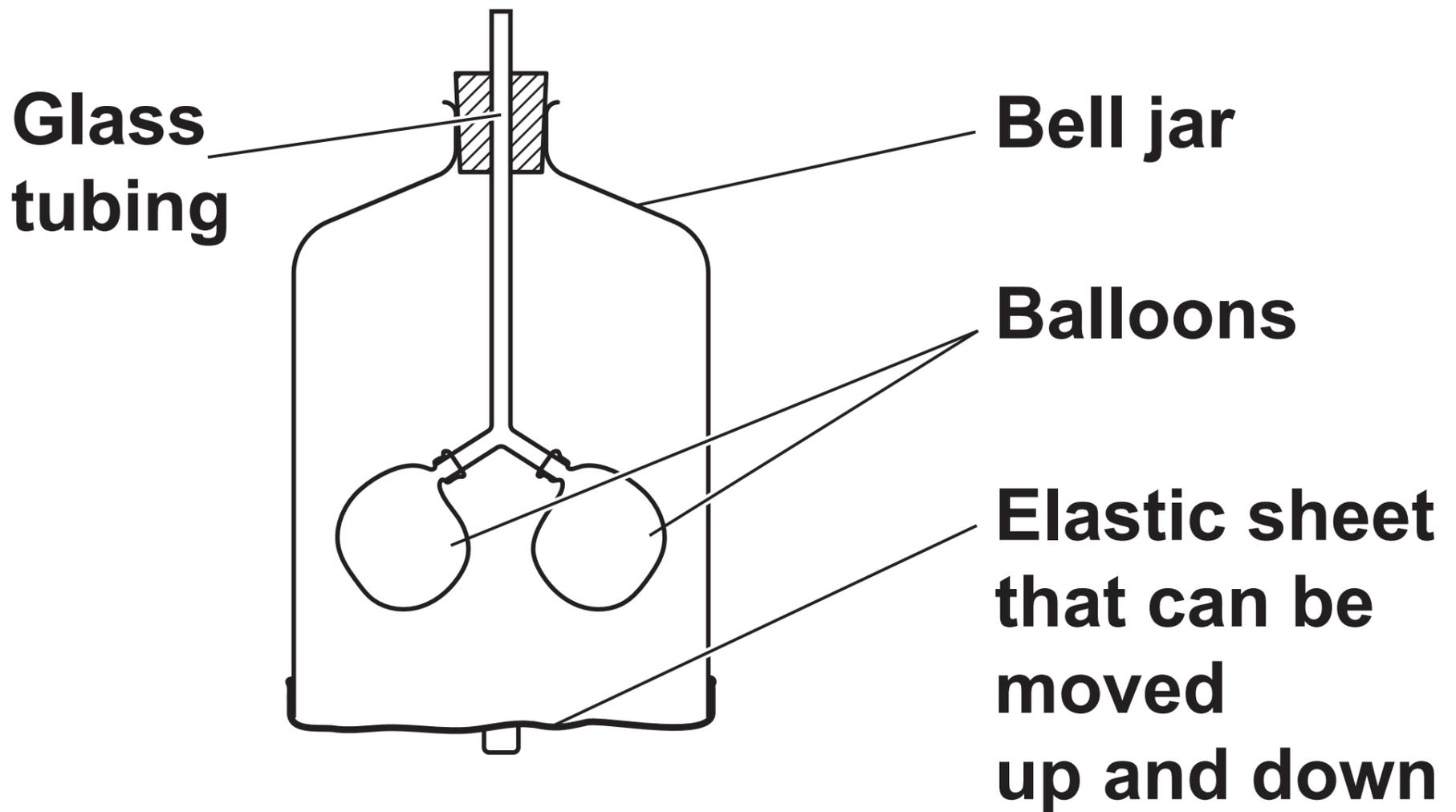
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[2]

**5\*** A teacher set up the apparatus shown in FIG. 5.1 to demonstrate ventilation in mammals to a group of students.

**FIG. 5.1**





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**Additional answer space if required.**

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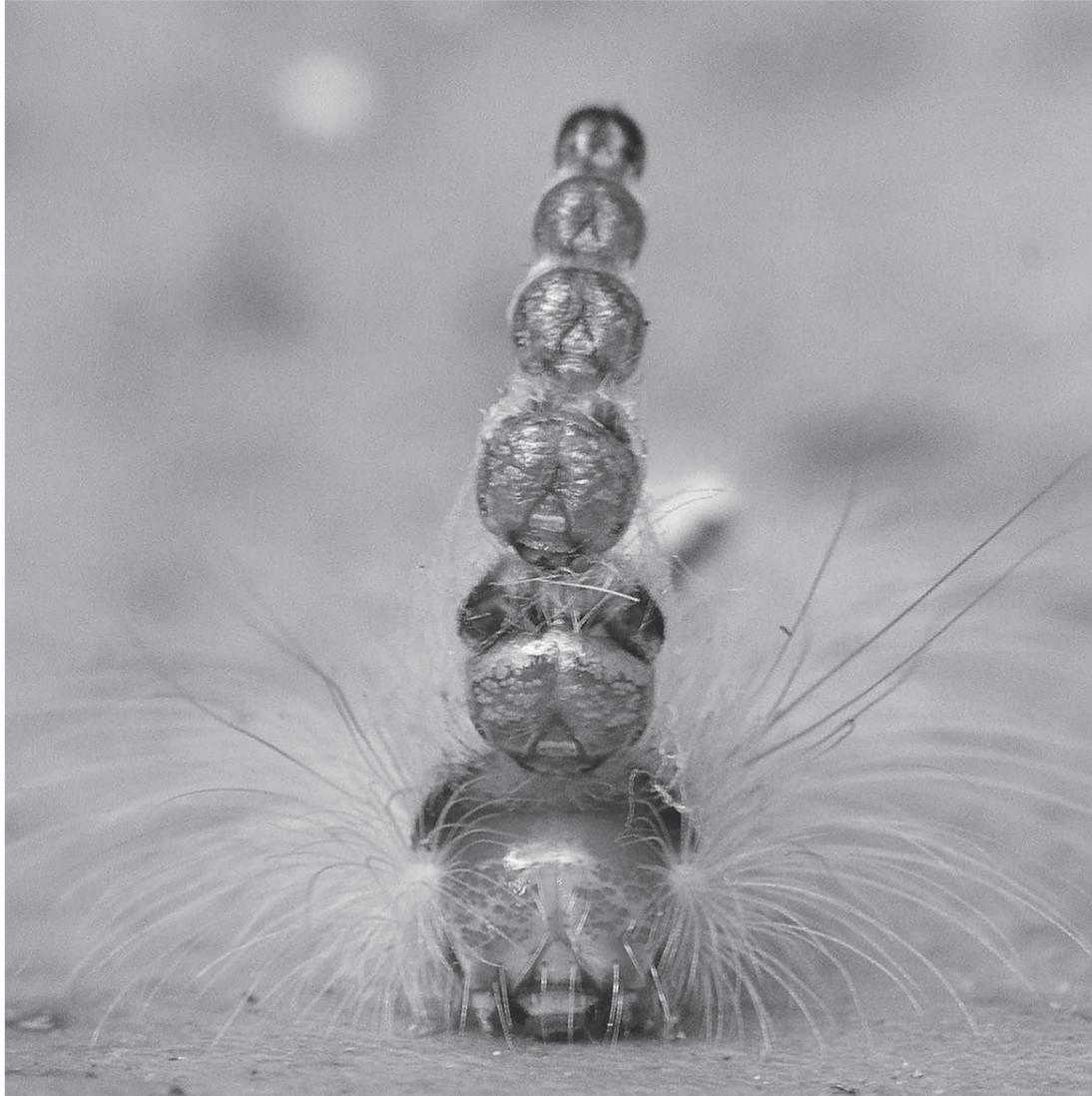
- 6 (a) FIG. 6.1 shows a larva of the gum-leaf skeletoniser moth, *Uraba lugens*, found in Australia and New Zealand.**

**The larva has an exoskeleton. The exoskeleton is the external skeleton that supports and protects the soft tissues and organs of the larva. It is shed periodically to allow the larva to grow.**

**Each time it sheds its exoskeleton, the exoskeleton head remains attached to its body and these old exoskeleton heads stack up on top of each other.**

**The larva is given the name mad hatterpillar because of this unusual adaptation.**

**FIG. 6.1**



- (i) With reference to FIG. 6.1, suggest a purpose for the adaptation of attaching and stacking the old exoskeleton heads.**

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**[1]**

**(ii) Name the genus of the gum-leaf skeletoniser moth.**

**[1]**

**(iii) The table shows some taxonomic descriptions for the gum-leaf skeletoniser moth. They are NOT in the correct hierarchical sequence.**

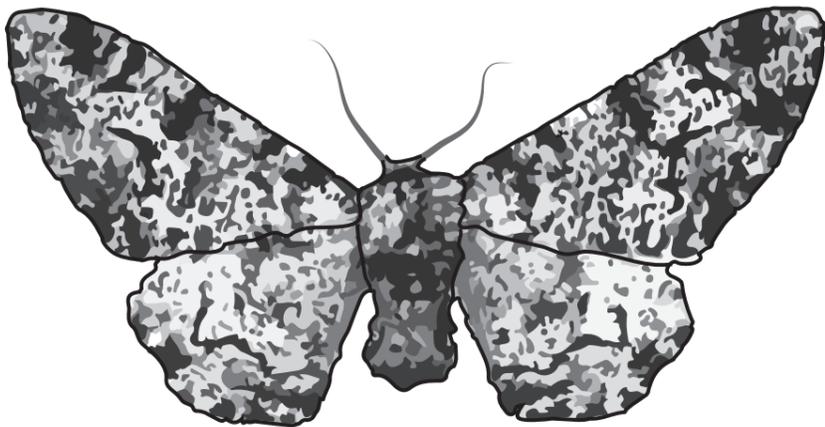
**Complete the table to show the correct hierarchical sequence. Use the numbers 1 to 4. One row has been completed for you. [1]**

| <b>Taxonomic description</b> | <b>Hierarchical position</b> |
|------------------------------|------------------------------|
| <b>Phylum Arthropoda</b>     |                              |
| <b>Order Lepidoptera</b>     |                              |
| <b>Kingdom Animalia</b>      | <b>1</b>                     |
| <b>Class Insecta</b>         |                              |

(b) The peppered moth, *Biston betularia*, has two forms, a pale form and a dark form, both shown in FIG. 6.2.

**FIG. 6.2**

**Pale form**



**Dark form**



**Predators of the peppered moth include birds such as the robin and nuthatch. Peppered moths avoid these predators by flying at night and resting on tree trunks during the day. Many trees have light coloured lichens growing on them. However, many lichens are unable to tolerate high levels of air pollution. Without lichens the bark of trees appears darker.**

**The dark form of the peppered moth first appeared in Britain during the industrial revolution.**

**Various surveys have shown that the percentage of the dark form of the peppered moth population is higher in parts of England where there is a lot of heavy industry compared with more rural areas.**

**Explain how the process of natural selection has resulted in this distribution of the two forms of the peppered moth. [4]**

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**(c) FIG. 6.3 opposite shows two types of mole and some information about each type.**

**Explain how FIG. 6.3 supports the theory of convergent evolution.**

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**[2]**

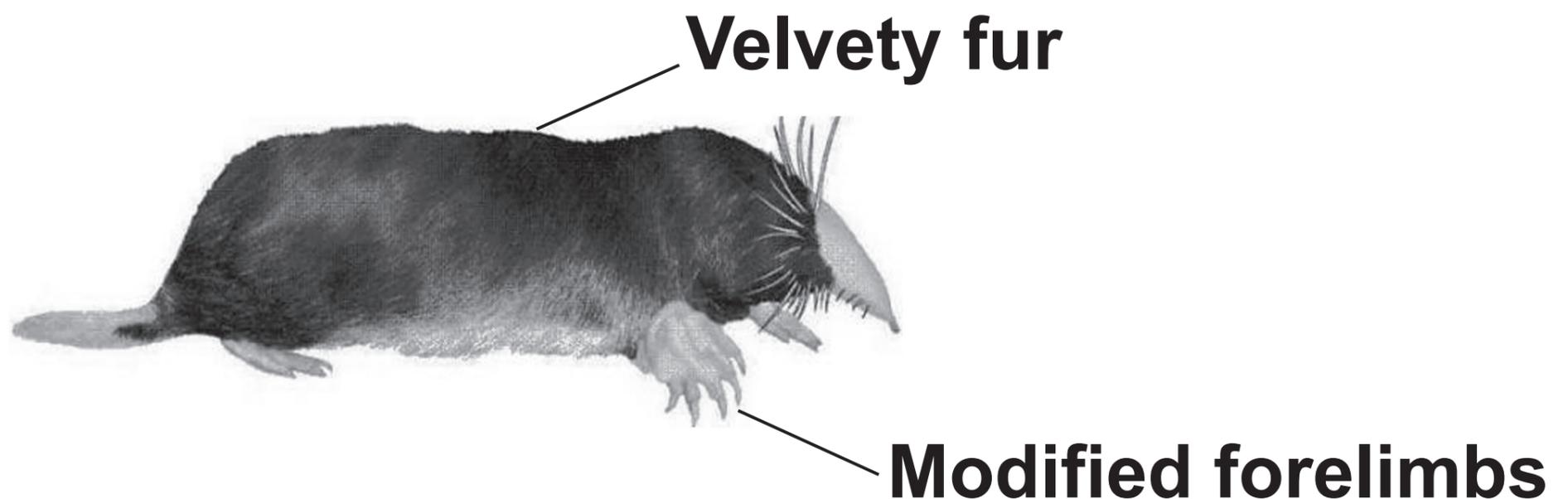
## **FIG. 6.3**

### **PLACENTAL MOLE FAMILY *TALPIDAE***

**Found in: North America, Asia and Europe**

**Habitat: Lives in burrows in soft soil**

**Food: Grubs and worms**

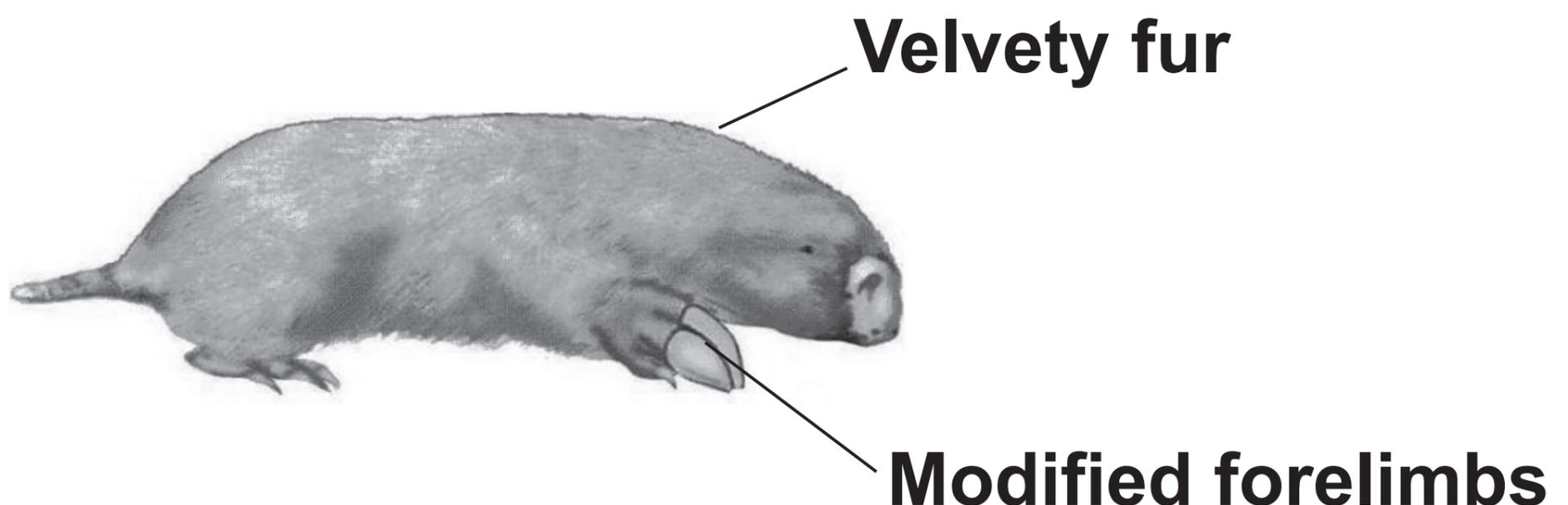


### **MARSUPIAL MOLE FAMILY *NOTORYCTIDAE***

**Found in: Australia**

**Habitat: Lives in burrows in soft soil**

**Food: Grubs and worms**



**END OF QUESTION PAPER**













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