

<b>Candidate forename</b>		<b>Candidate surname</b>	
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<b>Centre number</b>						<b>Candidate number</b>				
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**OXFORD CAMBRIDGE AND RSA EXAMINATIONS  
GCSE**

**A221/02**

**TWENTY FIRST CENTURY SCIENCE  
BIOLOGY A**

**Unit 1: Modules B1 B2 B3 (Higher Tier)**

**TUESDAY 24 JANUARY 2012: Morning**

**DURATION: 40 minutes**

**SUITABLE FOR VISUALLY IMPAIRED CANDIDATES**

**Candidates answer on the Question Paper.  
A calculator may be used for this paper.**

**OCR SUPPLIED MATERIALS:**

**None**

**OTHER MATERIALS REQUIRED:**

**Pencil**

**Ruler (cm/mm)**

**READ INSTRUCTIONS OVERLEAF**

## **INSTRUCTIONS TO CANDIDATES**

- **Write your name, centre number and candidate number in the boxes on the first page. Please write clearly and in capital letters.**
- **Use black ink. HB pencil may be used for graphs and diagrams only.**
- **Answer ALL the questions.**
- **Read each question carefully. Make sure you know what you have to do before starting your answer.**
- **Write your answer to each question in the space provided. Additional paper may be used if necessary but you must clearly show your candidate number, centre number and question number(s).**

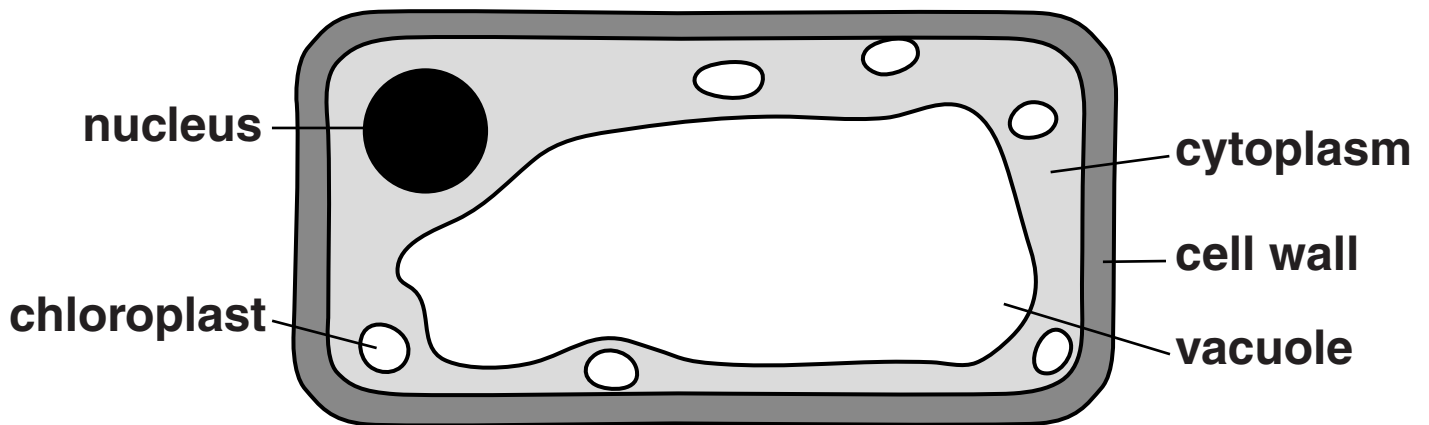
## **INFORMATION FOR CANDIDATES**

- **The number of marks is given in brackets [ ] at the end of each question or part question.**
- **The total number of marks for this paper is 42.**

**Answer ALL the questions.**

**1 Cells contain instructions for how an organism develops.**

**(a) Draw an X on the diagram of a plant cell, to show where the instructions for how an organism develops are found. [1]**



**(b) Sometimes these instructions are faulty.**

**The family tree opposite shows the inheritance of a faulty allele that causes cystic fibrosis.**

**(i) Which word describes the allele that causes cystic fibrosis?**

Put a **ring** around the correct answer.

**MATERNAL**

**DOMINANT**

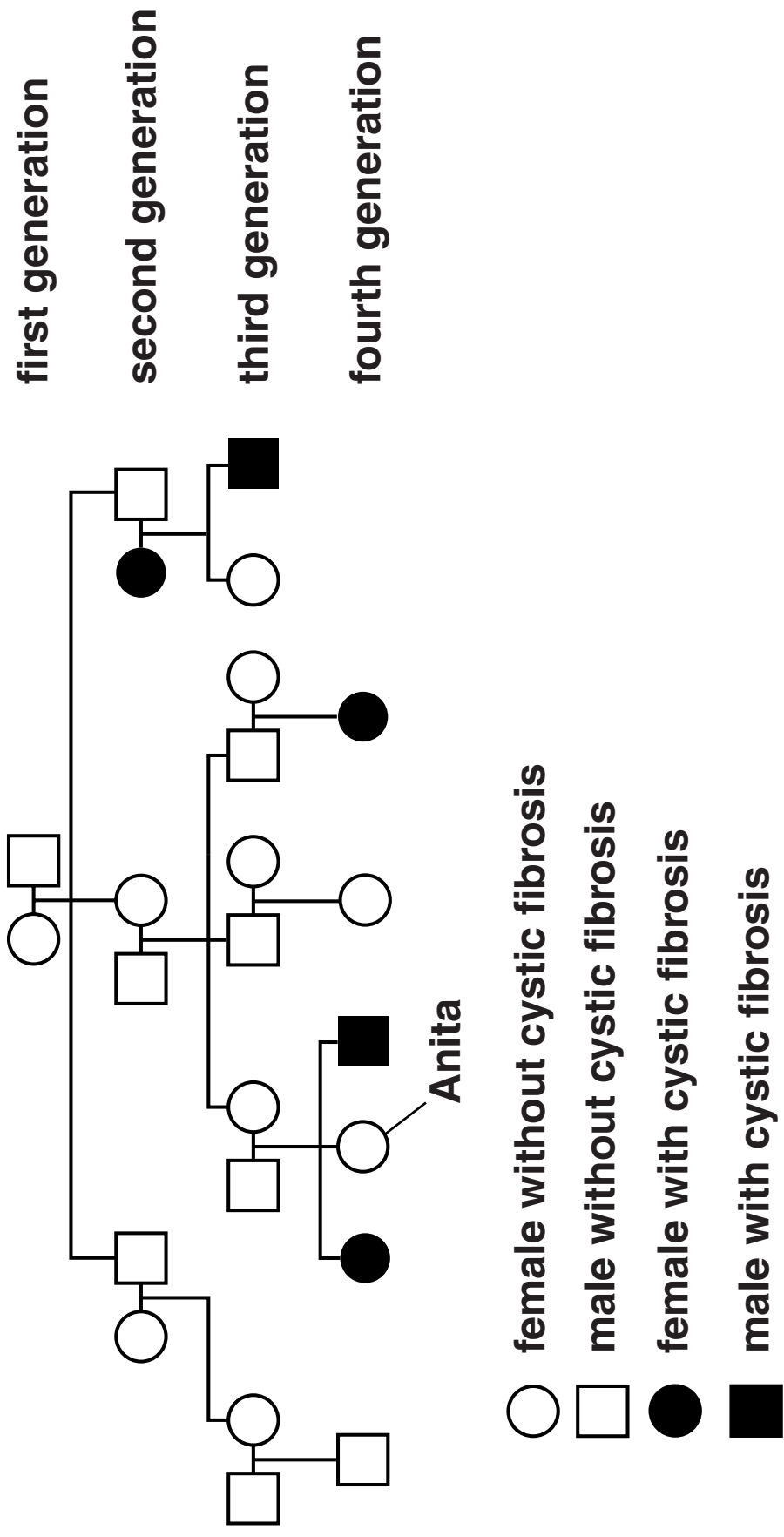
**INDEPENDENT**

**RECESSIVE**

**[1]**

**(ii) The third generation of the family tree consists of ten people.**

Put **rings** around all the people in the **THIRD GENERATION** who are **DEFINITELY** carriers for cystic fibrosis. **[3]**



**(iii) Anita's mother is expecting another baby.**

**What are the chances of this baby being a carrier for cystic fibrosis?**

**Put a ring around the correct answer.**

**100%**

**75%**

**50%**

**33.3%**

**30%**

**25%**

**0%**

**[1]**

**(c) Both cystic fibrosis and Huntington's disorder are inherited.**

**The tables show six people, A, B, C, D, E and F, with different combinations of alleles.**

**CYSTIC FIBROSIS**

<b>PERSON</b>	<b>ALLELES</b>
<b>A</b>	<b>CC</b>
<b>B</b>	<b>Cc</b>
<b>C</b>	<b>cc</b>

**HUNTINGTON'S DISORDER**

<b>PERSON</b>	<b>ALLELES</b>
<b>D</b>	<b>HH</b>
<b>E</b>	<b>Hh</b>
<b>F</b>	<b>hh</b>

**Choose from the six people, A, B, C, D, E and F, to answer the questions.**

**(i) Write down all of the people that are carriers.**

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

**(ii) Write down all of the people that CANNOT pass the allele for the disorder on to their children.**

\_\_\_\_\_ [2]

**[Total: 9]**

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**2 Genetic disorders can have serious symptoms.**

**(a) People can be tested to see if they have the allele for a genetic disorder.**

**A couple are thinking about having children. They are told that they are both carriers of a genetic disorder.**

**What decision do they have to consider?**

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

**Cystic fibrosis is a genetic disorder.**

**(b) State TWO symptoms of cystic fibrosis.**

**symptom 1** \_\_\_\_\_

**symptom 2** \_\_\_\_\_ [1]

**(c) Peter and Flora talk about a difficult issue with their friends.**

**PETER**

Flora and I are thinking about whether to have an abortion. A test showed that our unborn fetus has cystic fibrosis.

**FLORA**

How long will my child be able to live with cystic fibrosis?

**ANDY**

I do not agree with abortion. It is against the laws of God.

**MEERA**

There is a small chance that having an abortion could harm the mother.

**STELLA**

I agree with having an abortion if the fetus is severely disabled.

**(i) What ISSUE is being discussed by the five people?**

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

**(ii) Which TWO people are stating VIEWS on what is being discussed?**

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

**(iii) Flora's question cannot be answered using a scientific approach.**

**Suggest why.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

**[Total: 6]**

### **3 Vaccination prevents epidemics.**

**A doctor was worried that the measles, mumps and rubella (MMR) vaccination increased the risk of autism as a side effect in children.**

**(a) Identify the claimed causal link.**

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

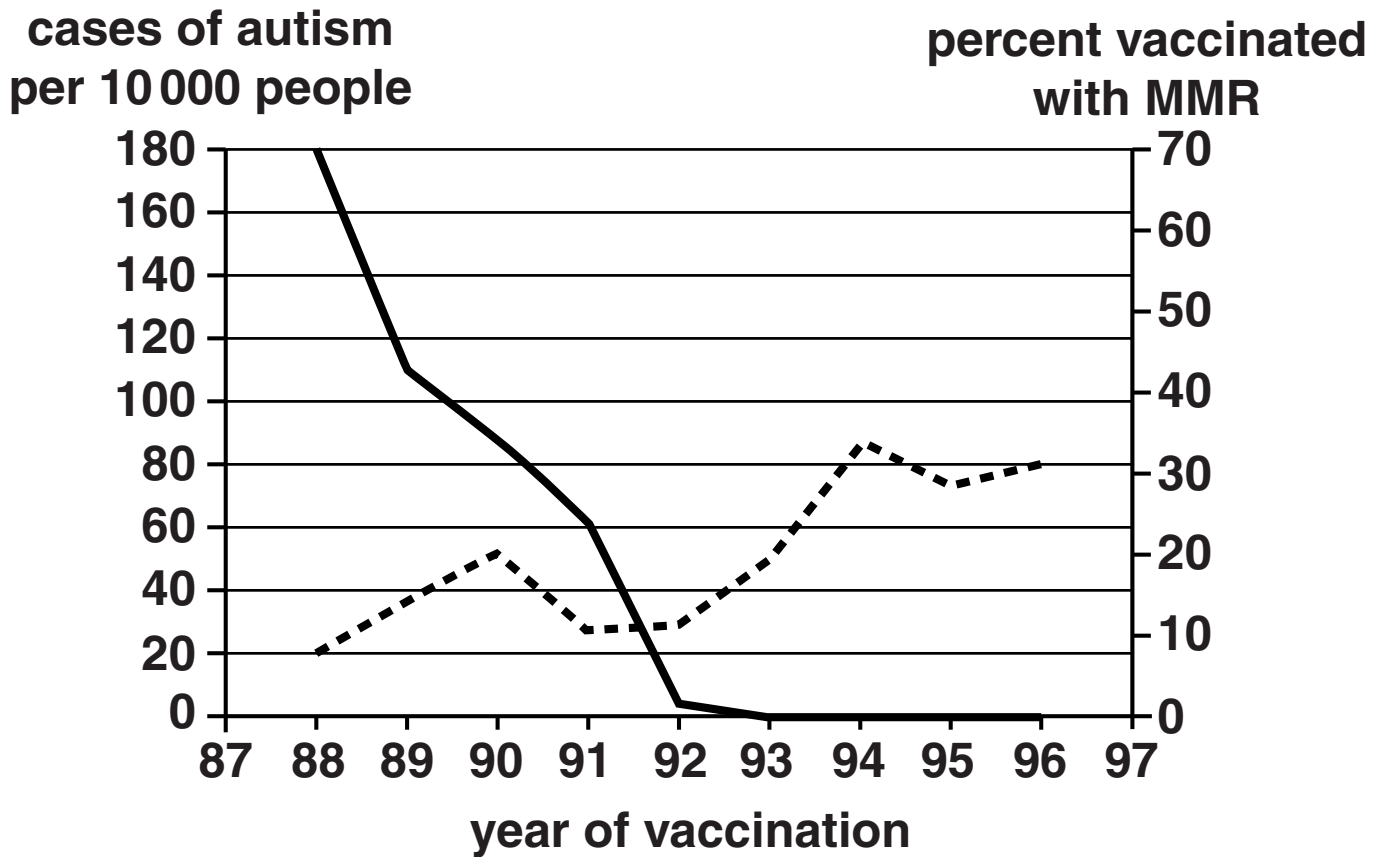
**(b) The doctor's claims were not supported by the scientific community because the results could not be replicated by other scientists.**

**Explain why scientists regard it as important that a scientific claim can be replicated by other scientists.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

(c) New data were collected. Look at the graph.

----- cases of autism per 10 000 people      — percent vaccinated with MMR



(i) Between which years does the graph show a positive correlation between MMR vaccination and autism.

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

(ii) Explain whether or not the graph supports the doctor's worry.

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

**(d) Here are some statements about limitations surrounding the use of the MMR vaccine in England.**

**Some of the limitations are due to technical difficulties (T).**

**Some are due to value decisions (V).**

**Read the statements about the vaccination policy.**

**Put a T or a V in the box next to EACH statement to show if the limitation is due to technical or value reasons.**

<b>The vaccine is not 100% effective.</b>	
<b>Some parents would prefer their children to have three separate vaccines.</b>	
<b>It is difficult to keep track of who has been vaccinated.</b>	
<b>The vaccine has been in short supply at times.</b>	
<b>The worry over autism has reduced uptake of the vaccine.</b>	

**[3]**

**(e) To prevent epidemics not everyone has to be vaccinated.**

**Explain why.**

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**[2]**

**[Total: 10]**

**4 A species is a group of organisms that can interbreed to produce fertile offspring.**

**New species are produced as a result of evolution.**

**Put a tick (✓) in the boxes next to the statements that are important mechanisms in the evolution of new species.**

**Individuals grow to fit changes in their environment.**

**Random mutations occur in genes.**

**Mutations occur in body cells.**

**Genes may contain two alleles that are the same or different.**

**Organisms that have mutated genes cannot survive.**

**Mutated genes in sex cells can be passed on to the offspring.**

**Two clones can grow into two different species.**

**The combined effects of changes in genes, environmental changes and natural selection can produce a new species.**

**[3]**

**[Total: 3]**



5 Humans evolved both a nervous system and a hormonal system.

Draw straight lines to correctly link each DESCRIPTION with either the NERVOUS SYSTEM or the HORMONAL SYSTEM.

**DESCRIPTION**

completely coordinated by the CNS

slow response

short-lived response

mainly electrical in nature

transmission relies on blood stream

**NERVOUS  
SYSTEM**

**HORMONAL  
SYSTEM**

[2]

[Total: 2]

**6 There are alternative views about the origin of life on Earth.**

**VIEW 1 All life started on Earth from molecules that existed in the warm oceans.**

**VIEW 2 All life on Earth arrived as primitive life forms on asteroids and meteors.**

**VIEW 3 All life on Earth, as it is now, was created by God.**

**Look at the statements about these views.**

**Put ticks (✓) in the boxes next to the TWO statements that are true.**

**VIEW 2 required imagination and creativity in the development of the explanation.**

**VIEW 1 contains data and is an explanation.**

**VIEW 2 conflicts with VIEW 1.**

**VIEW 3 accounts for all the scientific observations about the origin of life on Earth.**

**VIEW 1 and VIEW 3 are supported by divergence of the hominid species.**

**[2]**

**[Total: 2]**

**7 Organisms are affected by natural selection and selective breeding.**

**Explain how selective breeding is**

- **similar to natural selection**
- **different from natural selection.**

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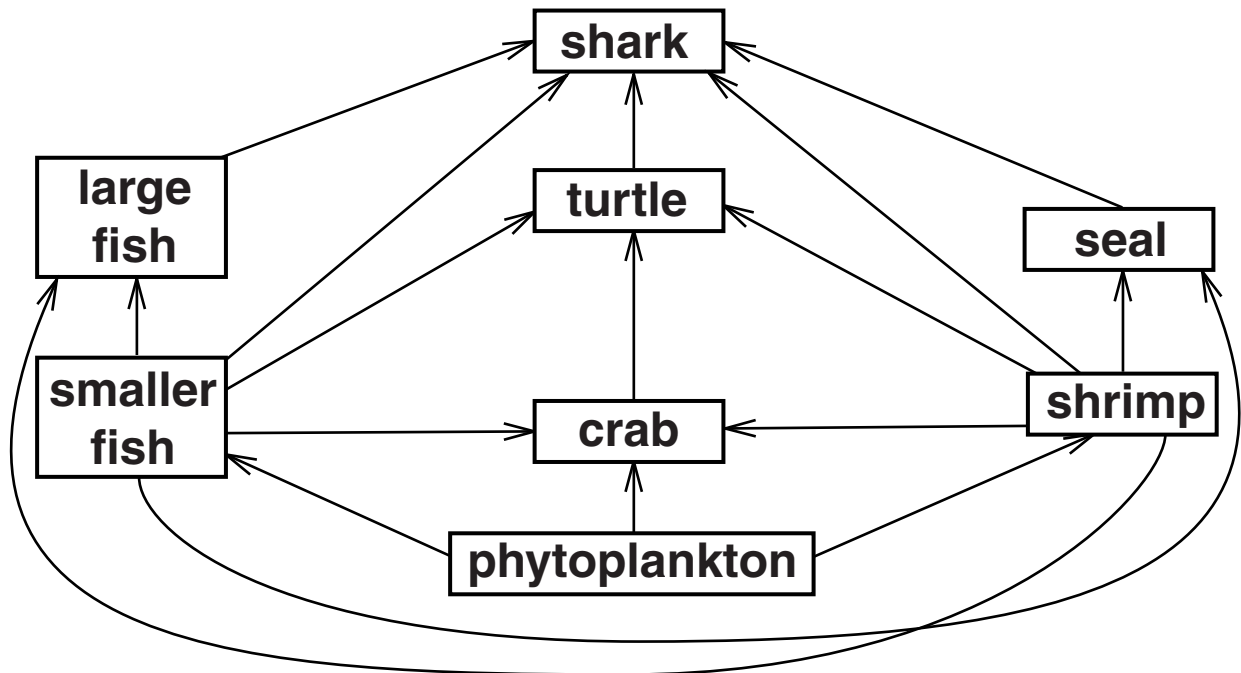
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**[4]**

**[Total: 4]**

**8 Changes affecting one species in a food web can also affect other species within the food web.**

**Look at this food web.**



**(a) Large fish do not eat crabs.**

**A disease reduces the numbers of the crab population.**

**This upsets the balance of the whole web.**

**The large fish population remains unchanged.**

**Explain how this is possible.**

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**[3]**

**(b) Complete the sentences about organisms in the food web.**

**Choose words from this list.**

**COMPETE**

**DIRECT**

**INDIRECT**

**POSITIVE**

**REPRODUCE**

**RAPID**

**SLOW**

**BENEFICIAL**

**WORK**

**The organisms in the food web \_\_\_\_\_  
with each other for resources.**

**Pollution has reduced the amount of food  
available to the seals.**

**This is an example of \_\_\_\_\_ human  
activity.**

**A \_\_\_\_\_ change in the environment  
could cause some of the organisms to become  
extinct.**

**[3]**

**[Total: 6]**

**END OF QUESTION PAPER**

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