

<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  
GENERAL CERTIFICATE OF SECONDARY EDUCATION**

**B632/02**

**GATEWAY SCIENCE**

**BIOLOGY B**

**Unit 2 Modules B4 B5 B6 (Higher Tier)**

**WEDNESDAY 9 JUNE 2010: Afternoon**

**DURATION: 1 hour**

**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 clearly in capital letters, your Centre Number and Candidate Number in the boxes on the first page.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- Answer ALL the questions.
- 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 60.

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**Answer ALL the questions.**

**SECTION A – MODULE B4**

**1 Alistair leaves some fruit in a bowl for too long.**

**The fruit starts to decay.**



**(a) Look at the statements about decay.**

**Put a tick (✓) in the box next to the correct statement.**

**The rate of decay increases at temperatures above 60 °C.**

**The rate of decay increases in dry conditions.**

**The rate of decay increases with higher nitrogen levels in the air.**

**The rate of decay increases if there is a larger surface area for the decomposers to feed on.**

**[1]**

**(b) The decomposers feeding on the fruit are saprophytes.**

**Describe how saprophytes feed.**

**Use ideas about digestion and absorption in your answer.**

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**[2]**

**(c) Fruit can be preserved to stop it decaying.**

**One way is to cook the fruit and then seal it in a metal can.**

**Explain how canning fruit stops it decaying.**

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**[1]**

**[Total: 4]**

**2 Elaine uses organic farming methods to keep pigs.**

**Alison uses intensive farming methods to keep pigs.**



**Elaine's farm**



**Alison's farm**

- (a) Elaine thinks organic farming methods are better than intensive farming methods.

Other than cost, suggest ONE ADVANTAGE and ONE DISADVANTAGE of using organic methods to farm pigs.

advantage \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

disadvantage \_\_\_\_\_

\_\_\_\_\_

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

**(b) Alison also grows vegetables on her farm.**

**She adds phosphates to the soil to help the vegetables grow.**

**If the soil is deficient in phosphates, some parts of the vegetables will not grow properly.**

**Which parts of the vegetables will be most affected?**

**Put ONE tick (✓) in the box next to the best answer.**

**flowers and fruits**

**fruits and roots**

**leaves and flowers**

**roots and leaves**

**[1]**

**(c) Plants also need the mineral magnesium.**

**(i) If a plant was lacking magnesium what COLOUR would its leaves be?**

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

**(ii) What substance in plants contains magnesium?**

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

**[Total: 5]**



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**3 This question is about plants.**

**(a) Look at the picture of a tree.**



**The tree is 90 metres high but water can still reach its leaves.**

- (i) Write down the name of the vessels that carry water to the leaves.**

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

- (ii) Describe the structure of these vessels.**

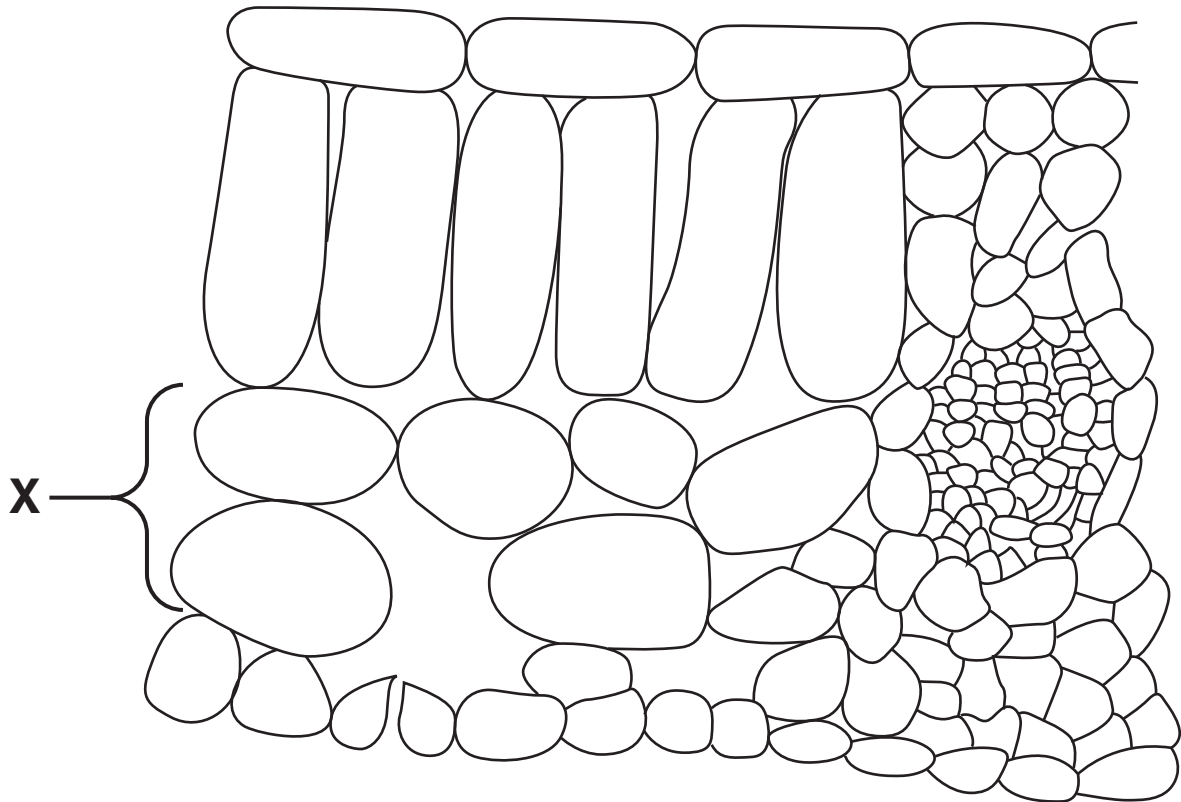
\_\_\_\_\_ [1]

- (b) Increasing light intensity increases the rate of water movement through a plant.**

**Write down ONE OTHER environmental change that INCREASES the rate of water movement.**

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

**(c) Look at the diagram. It shows some of the cells in a leaf.**



**(i) Write down the name of the layer labelled X.**

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

**(ii) This layer is adapted for efficient gas exchange.**

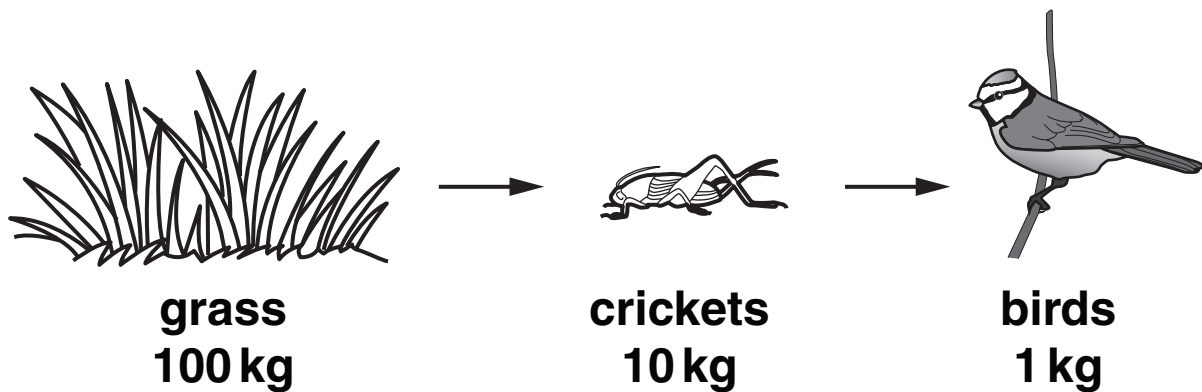
**Explain how.**

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

**[Total: 5]**

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4 Look at the diagram of a food chain showing total biomass.

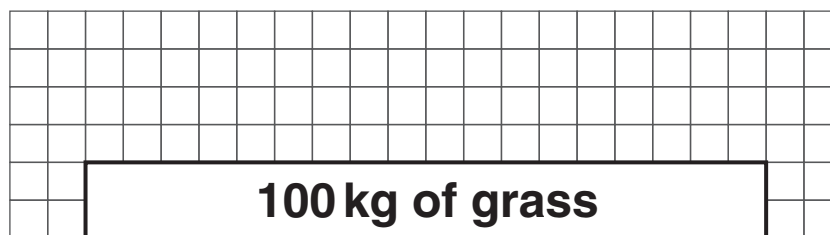


(a) A pyramid of biomass can be drawn to describe this food chain.

Finish the pyramid of biomass to include the crickets and the birds.

Make sure the bars are drawn to scale and **LABELLED**.

The bar for the grass has been drawn for you.



[2]

(b) Energy is 'lost' from each stage of the food chain.

Write down **ONE** way in which energy is lost.

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

**(c) The 10 kg of crickets take in 200 kJ of energy.**

**120 kJ of this energy is lost and the rest is used for growth.**

**Calculate the efficiency of energy transfer in the crickets.**

**answer \_\_\_\_\_% [1]**

**(d) Carbon in food chains is recycled.**

**(i) Carbon enters food chains due to a chemical process in plants.**

**Write down the name of this process.**

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

**(ii) Carbon can become part of the shells of some marine organisms.**

**The shells can become limestone.**

**Write down ONE way carbon can be released from limestone.**

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

**[Total: 6]**

**SECTION B – MODULE B5**

**5 Paul’s kidneys do not work properly.**

**He has to use a kidney dialysis machine.**

**(a) Describe what kidneys do when they are working properly.**

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**[3]**



**(b) Paul is waiting for a kidney transplant.**

**He is hoping to get a kidney from his identical twin brother.**

**(i) Suggest TWO reasons why it is better for Paul to have a kidney from his identical twin brother than from an unknown donor.**

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

\_\_\_\_\_

**2** \_\_\_\_\_

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

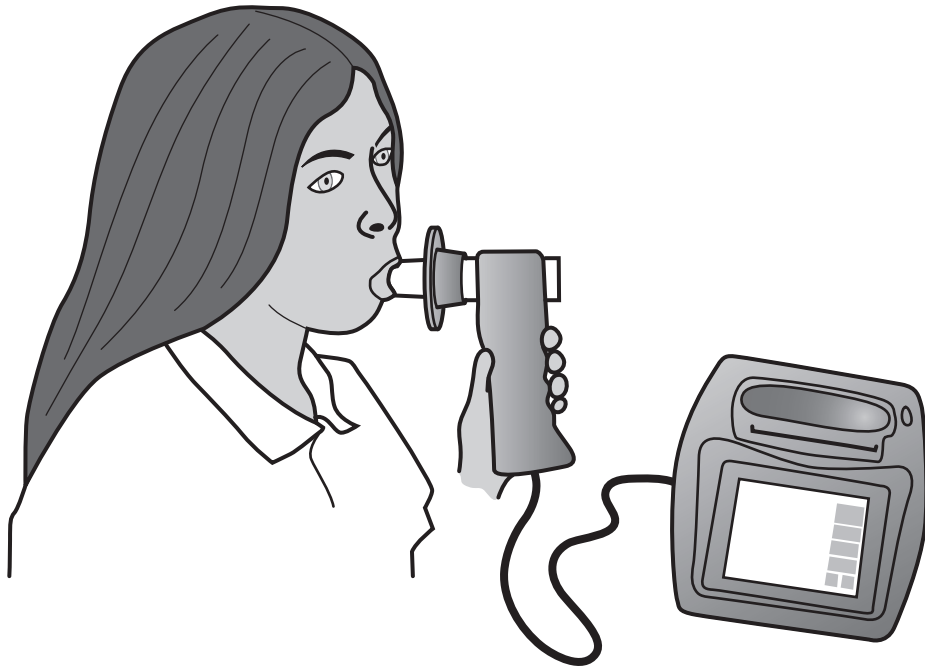
**(ii) Some body parts, such as knee and hip joints, can be replaced with mechanical replacements inside the body.**

**Suggest why a kidney can NOT be replaced with a mechanical replacement INSIDE the body.**

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

**[Total: 6]**

**6 Liz is investigating her breathing using a spirometer.**

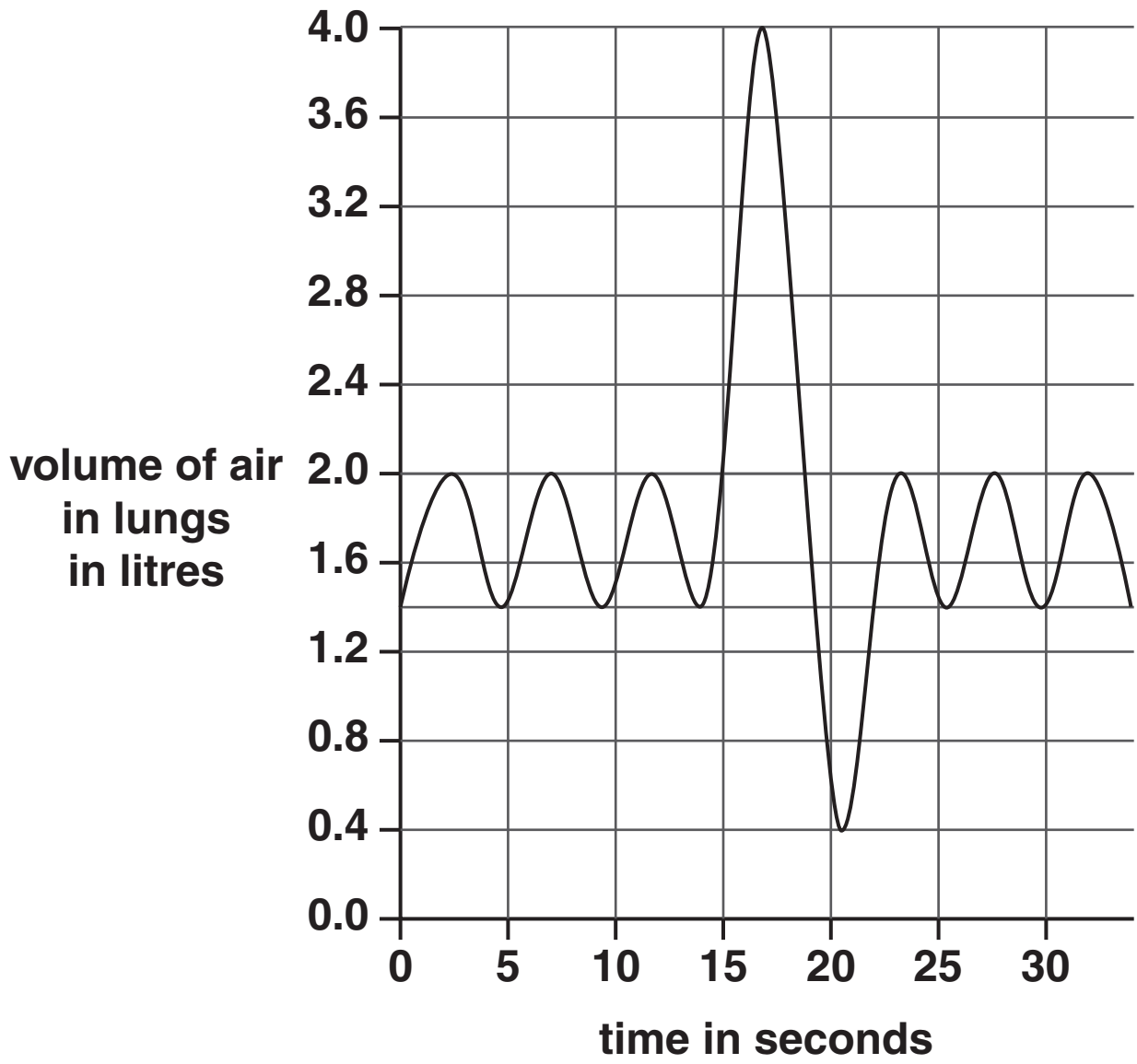


**Liz breathes normally for 15 seconds.**

**Then she breathes in and out as hard as she can.**

**Then she breathes normally again.**

**The spirometer trace shows her breathing.**



- (a) When Liz breathes normally, the volume of air she breathes in and out is her TIDAL VOLUME.

When Liz breathes as hard as she can, the volume of air she breathes in and out is her VITAL CAPACITY.

Look at the spirometer trace.

How many times greater is Liz's vital capacity than her tidal volume?

You should show your working.

answer \_\_\_\_\_ [3]

- (b) When Liz breathes, the volume and pressure inside her lungs change.

Put TWO ticks (✓) in the table to show the changes that happen when Liz starts to BREATHE IN.

volume		pressure	
increases	decreases	increases	decreases

[1]

**(c) When Liz breathes, her ribcage moves.**

**(i) When Liz was very young, her ribcage was mostly made of cartilage.**

**As she gets older it mostly changes to bone.**

**This is called OSSIFICATION.**

**Describe how ossification happens.**

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

**(ii) What is the advantage of her ribcage mostly changing to bone?**

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

**(iii) Liz still has some cartilage in her ribcage.**

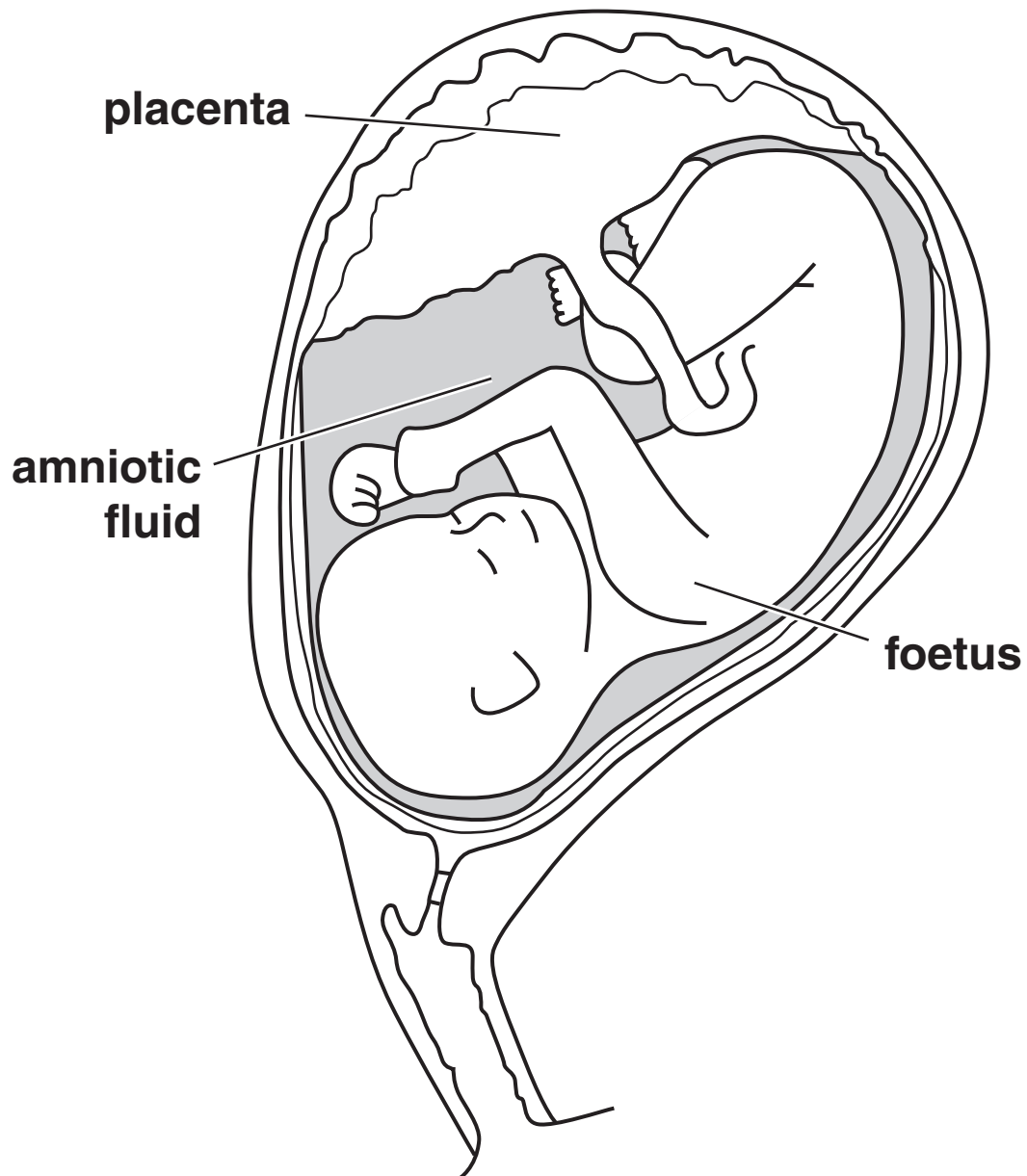
**Suggest the advantage of Liz having some cartilage in her ribcage.**

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

**[Total: 7]**

**7 Heidi is pregnant.**

**The diagram shows the foetus in Heidi's uterus.**



**(a) Heidi has an amniocentesis test when she has been pregnant for 16 weeks.**

**The test can identify abnormalities in the foetus.**

**The test involves collecting some cells from the amniotic fluid.**

- (i) The cells collected are genetically identical to the cells in the foetus.

What process makes genetically identical cells?

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

- (ii) In the amniocentesis test, how is some of the amniotic fluid removed from Heidi's uterus?

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

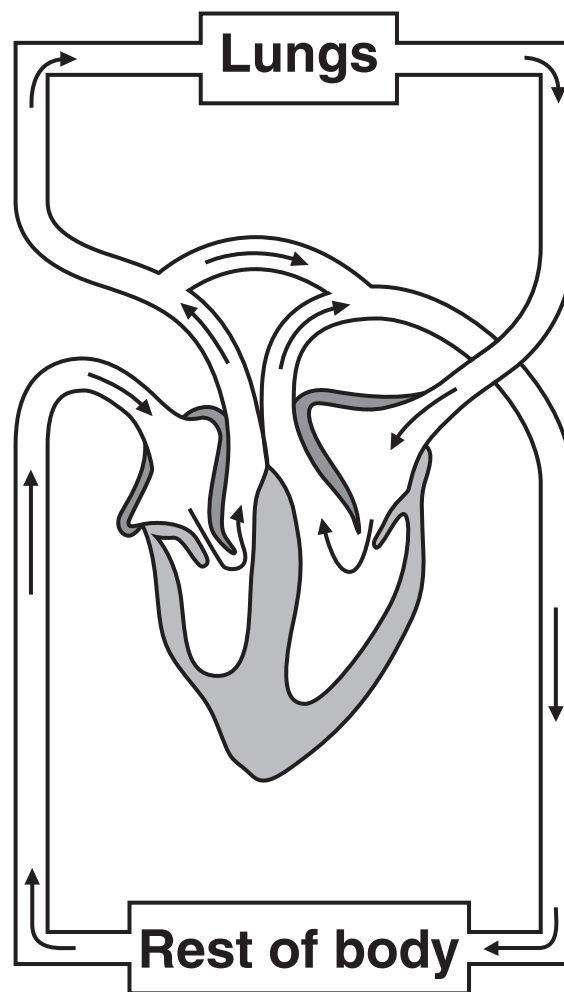
- (iii) Heidi thought very carefully before she had the amniocentesis test.

This was because of the possible consequences of the test.

Describe ONE possible consequence.

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

**(b) The diagram shows part of the blood circulatory system of the foetus.**



**The blood circulatory system of the foetus is different from that of a child or adult.**

**There is a blood vessel carrying blood from the pulmonary artery to the aorta.**

**This means that NOT all the blood gets pumped through the lungs.**



- (i) Would you describe the blood system of the foetus as a single circulatory system or a double circulatory system?

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Explain your answer.

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[1]

- (ii) Suggest ONE reason why not all the blood of the foetus needs to be pumped through its lungs.

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[1]

**(c) The foetus has a different blood group from Heidi.**

**Heidi has blood group A.**

**The foetus has blood group B.**

**(i) Put FOUR ticks (✓) in the table to show which antigens and antibodies Heidi and the foetus have.**

	<b>antigen A</b>	<b>antigen B</b>	<b>antibody A</b>	<b>antibody B</b>
<b>Heidi</b>				
<b>foetus</b>				

**[1]**

**(ii) In the placenta, Heidi's blood and the blood of the foetus flow very close together so that gases, food and waste can pass between the two blood systems.**

**However, the two blood systems are separate and it is important that Heidi's blood and the blood of the foetus do NOT mix.**

**What could happen in the blood if they did mix?**

\_\_\_\_\_

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

**[Total: 7]**

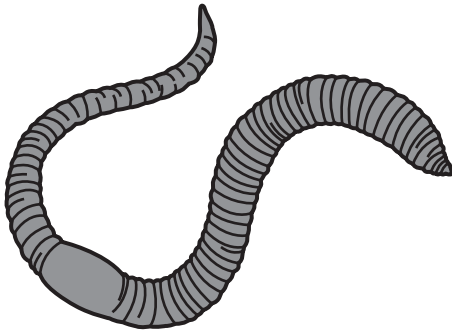
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## SECTION C – MODULE B6

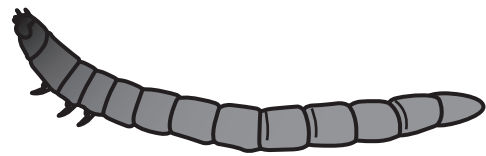
**8 Soil is made up from a number of different parts.**

**(a) Different organisms live in soil.**

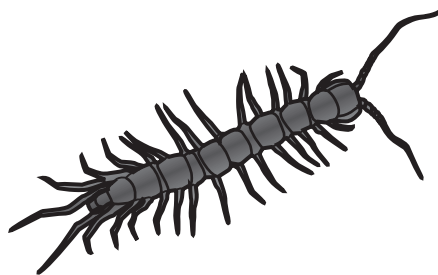
**Three of these are shown in the diagram.**



**earthworm**



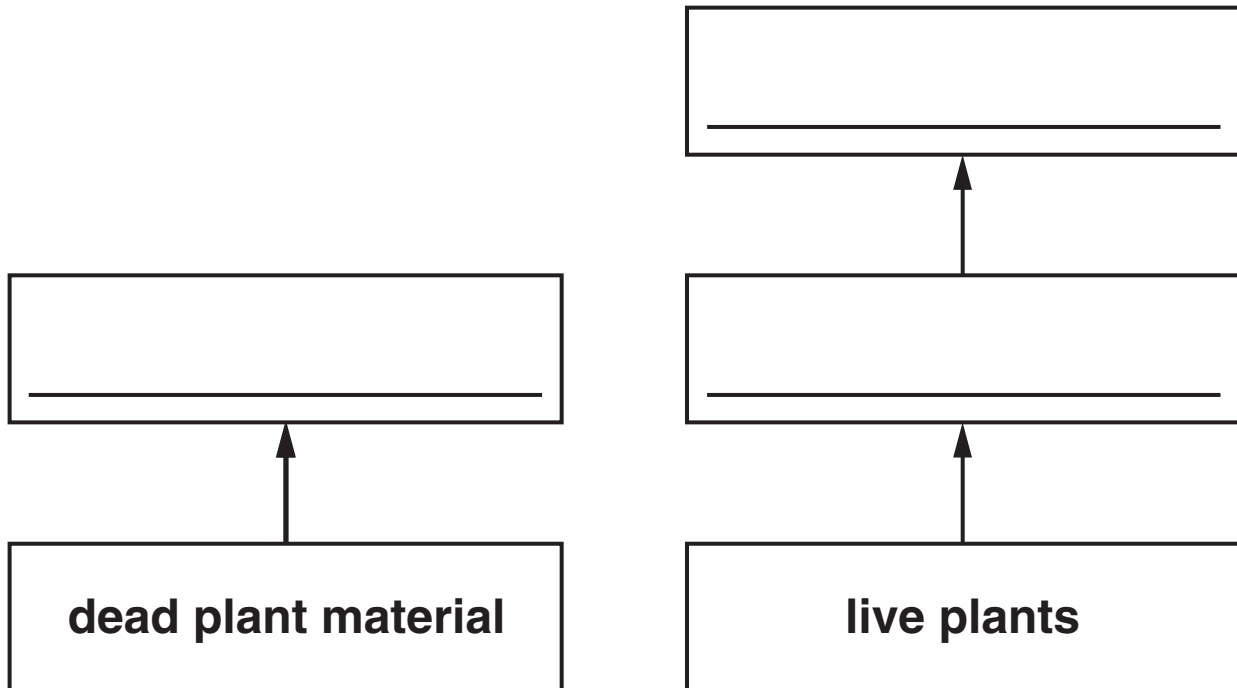
**wireworm**



**centipede**

**Complete the boxes to show the feeding relationships in soil.**

**Write the name of each organism from the diagram in the correct box.**



[1]

**(b) Earthworms are very important for soil fertility.**

**Put a tick (✓) next to ONE way that earthworms improve soil.**

**They make alkaline soils more acidic.**

**They kill pathogenic bacteria in the soil.**

**They make burrows that let oxygen into the soil.**

**They ferment any dead organic material.**

[1]

**(c) Charles Darwin was a famous scientist who studied earthworms.**

**(i) Darwin knew that earthworms dragging leaves underground makes soil more fertile.**

**How does this make soil more fertile?**

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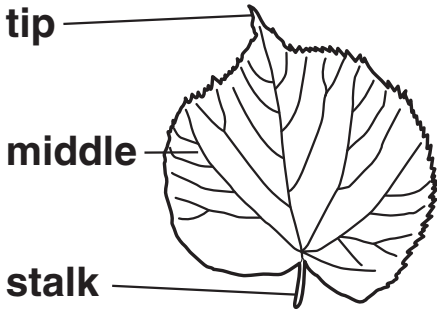
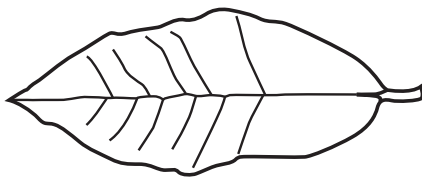
**[1]**

**(ii) Darwin then investigated how the earthworms dragged the leaves.**

**He recorded which end of the leaf was dragged into the burrow first.**

**He recorded results for two different types of leaf.**

The table shows his results.

type of leaf	percentage dragged in by the tip first	percentage dragged in by the middle of the leaf	percentage dragged in by the stalk
<b>lime</b> 	<b>79</b>	<b>17</b>	<b>4</b>
<b>rhododendron</b> 	<b>41</b>	<b>0</b>	<b>59</b>

Describe ONE difference between the results for the lime leaves and the rhododendron leaves.

Suggest a reason for this difference.

difference \_\_\_\_\_

\_\_\_\_\_

reason \_\_\_\_\_

\_\_\_\_\_

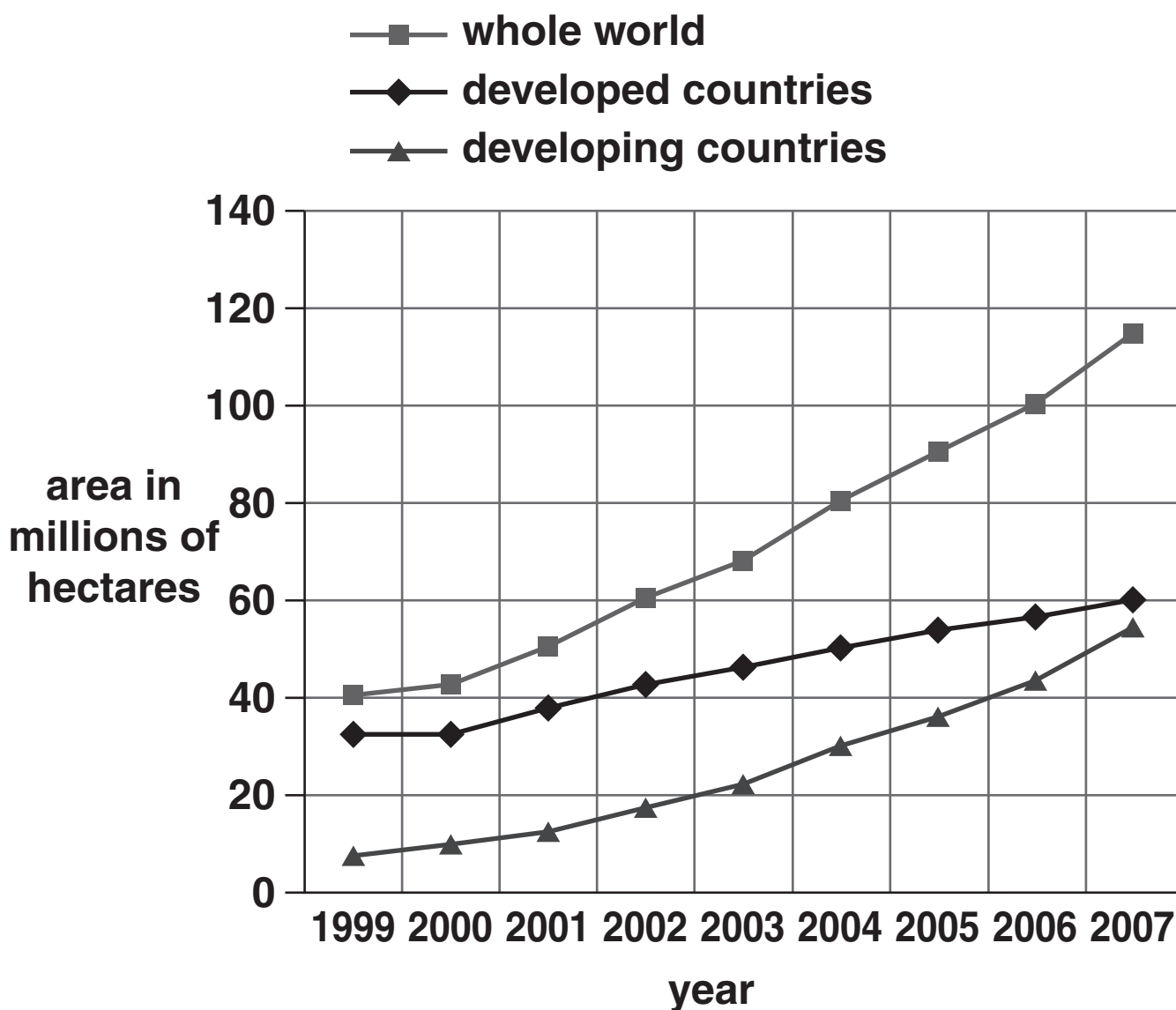
\_\_\_\_\_ [2]

[Total: 5]

**9 Genetically modified (GM) plants are grown in many countries.**

**(a) Countries can be described as either developing or developed.**

**The graph shows the area of land used to grow GM crops in different types of country from 1999 to 2007.**





**(i) Describe TWO trends shown in the graph.**

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

\_\_\_\_\_

**2** \_\_\_\_\_

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

**(ii) In 2007, 58 million hectares of land were used to grow GM crops in the USA.**

**How can you use the graph to show that the USA must be a developed country?**

\_\_\_\_\_

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

(b) One GM plant that is grown in many countries is GM cotton.

The cotton plant now contains a gene from a bacterium.

This gene makes the cotton plant produce a chemical that kills insect pests.

Finish these sentences about the process.

Choose words from this list.

LIGASE

LIPASE

MUTATED

PLASMID

RESTRICTION

TRANSGENIC

The gene is cut out of the DNA of the bacterium using a \_\_\_\_\_ enzyme.

The cotton plant is called \_\_\_\_\_

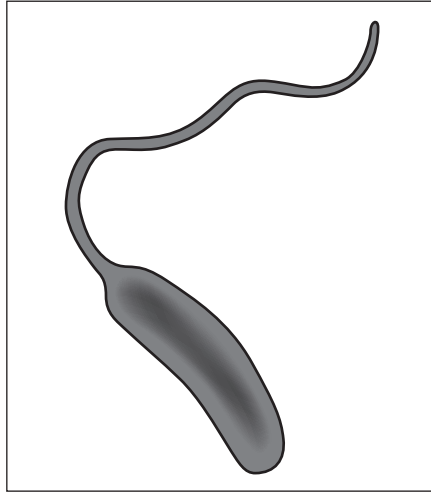
because it contains a gene from another species.

[2]

[Total: 5]

10 Some pupils make a factsheet about cholera.

## **CHOLERA – A KILLER DISEASE.**



**This is the bacterium that causes the disease cholera.**

**People are most likely to get cholera in areas where there has been a natural disaster.**

**If people get cholera then they need to take suitable drugs as treatment to kill the bacteria.**

**(a) Write down the name of the bacterium that causes cholera.**

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

**(b) The bacterium shown on the factsheet moves around.**

**Write down the name of the part that helps it to move.**

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

**(c) Natural disasters make diseases like cholera spread more rapidly.**

**Write down TWO reasons why.**

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

\_\_\_\_\_

**2** \_\_\_\_\_

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

**[Total: 4]**

**11 A town in America has put up signs like the one shown.**

**It tells dog owners to remove any faeces that their dogs leave on the streets.**



**The town put up the signs because the faeces were washed into the local lake by heavy rain.**

**The faeces then caused an algal bloom in the lake.**

**This led to the death of many animals in the lake.**

**(a) What is an algal bloom?**

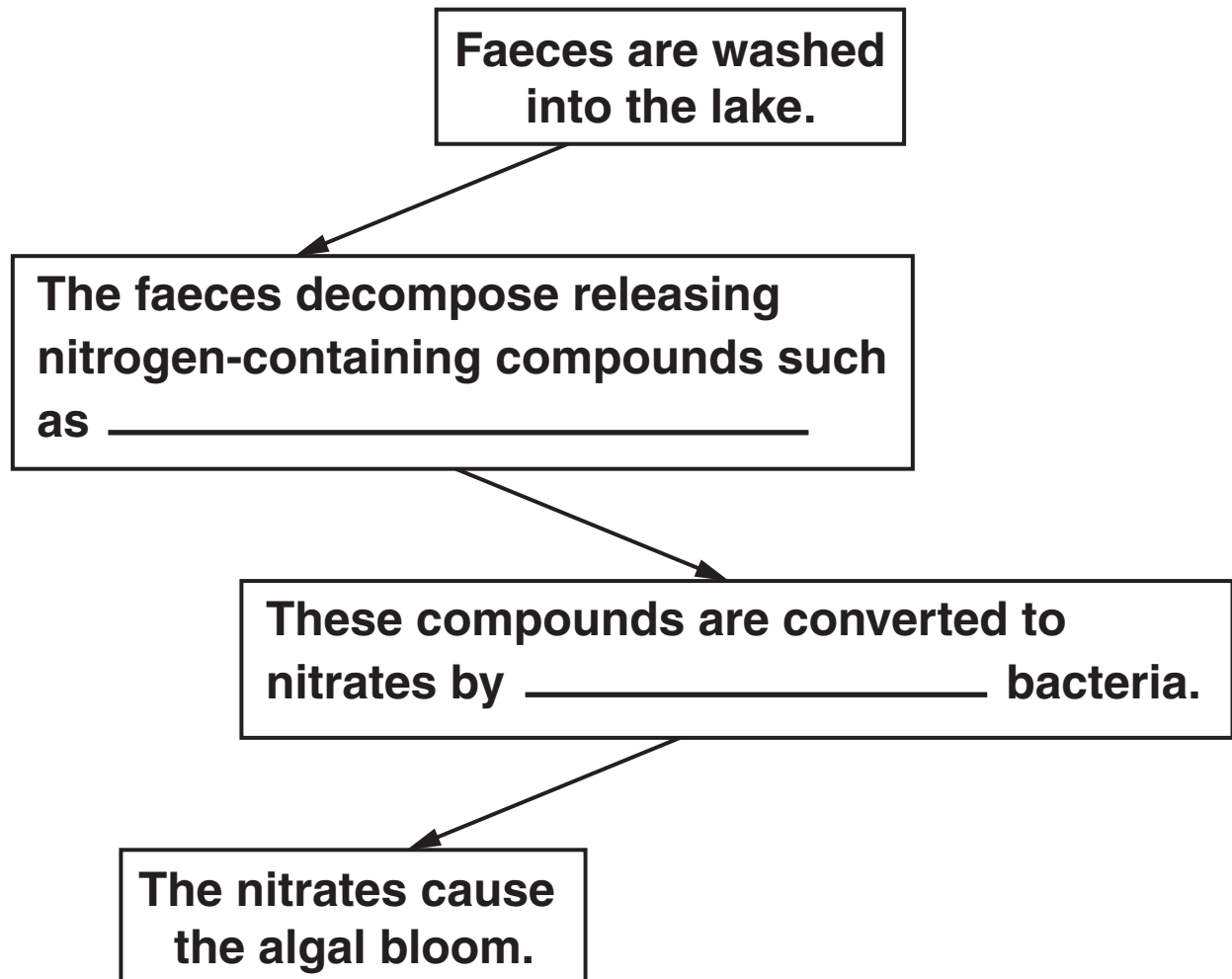
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[1]

**(b) The diagram shows some steps in the formation of the algal bloom.**

**Complete the diagram by writing in the TWO missing words.**



**[2]**

**(c) Explain how an algal bloom could cause the death of animals in the lake.**

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**[3]**

**[Total: 6]**

**END OF QUESTION PAPER**



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