

Candidate forename		Candidate surname	
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Centre number						Candidate number				
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**OXFORD CAMBRIDGE AND RSA EXAMINATIONS  
GENERAL CERTIFICATE OF SECONDARY EDUCATION**

**A216/01**

**TWENTY FIRST CENTURY SCIENCE  
ADDITIONAL SCIENCE A**

**Unit 2: Modules B5 C5 P5 (Foundation Tier)**

**MONDAY 24 JANUARY 2011: Afternoon**

**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. Pencil may be used for graphs and diagrams only.**
- **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).**
- **Answer ALL the questions.**

## **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.**
- **A list of physics equations is printed on pages 4–5.**
- **The Periodic Table is provided.**

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# TWENTY FIRST CENTURY SCIENCE EQUATIONS

## USEFUL RELATIONSHIPS

### EXPLAINING MOTION

$$\text{speed} = \frac{\text{distance travelled}}{\text{time taken}}$$

$$\text{momentum} = \text{mass} \times \text{velocity}$$

$$\begin{aligned} &\text{change of momentum} \\ &= \text{resultant force} \times \text{time for which it acts} \end{aligned}$$

$$\begin{aligned} &\text{work done by a force} \\ &= \text{force} \times \text{distance moved by the force} \end{aligned}$$

$$\text{change in energy} = \text{work done}$$

$$\text{change in GPE} = \text{weight} \times \text{vertical height difference}$$

$$\text{kinetic energy} = \frac{1}{2} \times \text{mass} \times [\text{velocity}]^2$$

## **ELECTRIC CIRCUITS**

$$\text{resistance} = \frac{\text{voltage}}{\text{current}}$$

$$\frac{\text{voltage across primary coil}}{\text{voltage across secondary coil}} = \frac{\text{number of turns in primary coil}}{\text{number of turns in secondary coil}}$$

$$\text{energy transferred} = \text{power} \times \text{time}$$

$$\text{power} = \text{potential difference} \times \text{current}$$

$$\text{efficiency} = \frac{\text{energy usefully transferred}}{\text{total energy supplied}} \times 100\%$$

## **THE WAVE MODEL OF RADIATION**

$$\text{wave speed} = \text{frequency} \times \text{wavelength}$$

**Answer ALL the questions.**

**1 Air is a mixture of different gases.**

**Each year we extract thousands of tonnes of gases from the air.**

**Many of these gases are very useful.**

**(a) Draw a straight line from the NAME of each gas to its FORMULA.**

**name**

**formula**

**argon**

**H<sub>2</sub>O**

**carbon dioxide**

**Ar**

**oxygen**

**CO<sub>2</sub>**

**water vapour**

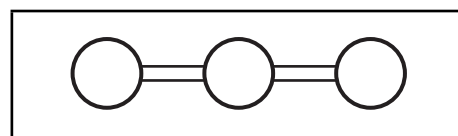
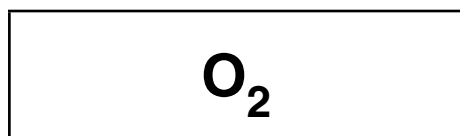
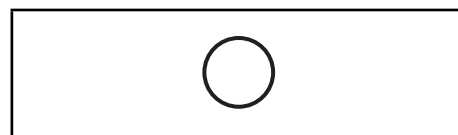
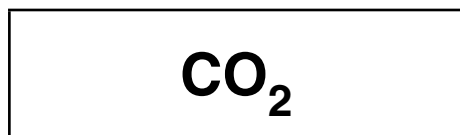
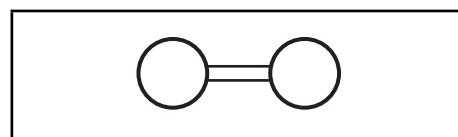
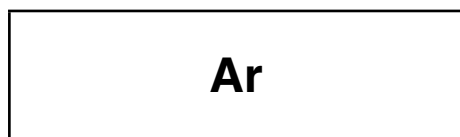
**O<sub>2</sub>**

**[2]**

**(b) Draw a straight line from the FORMULA of each gas to its STRUCTURE.**

**formula**

**structure**



[2]

**(c) Oxygen is a gas at room temperature.**

**What does this tell you about**

- the size of the molecules
- the forces between the molecules?

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[2]

[Total: 6]

**2 We have extracted iron since the Iron Age.**

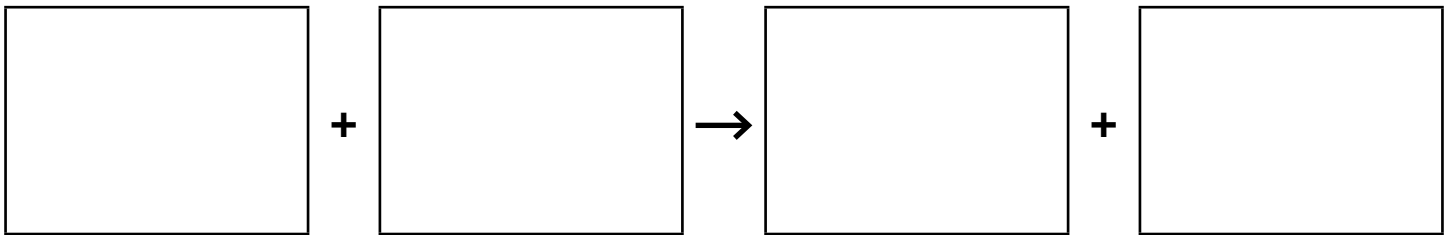
**We still use the same method.**

**We extract the iron by heating iron oxide with carbon in a furnace.**

**Different reactions take place in the furnace.**

**In one reaction, carbon takes the oxygen away from iron oxide.**

**(a) Fill in the boxes to write a word equation for this reaction.**



**[2]**



**(b) Use words from this list to complete the sentences below.**

**combined**

**electrolysed**

**melted**

**oxidised**

**precipitated**

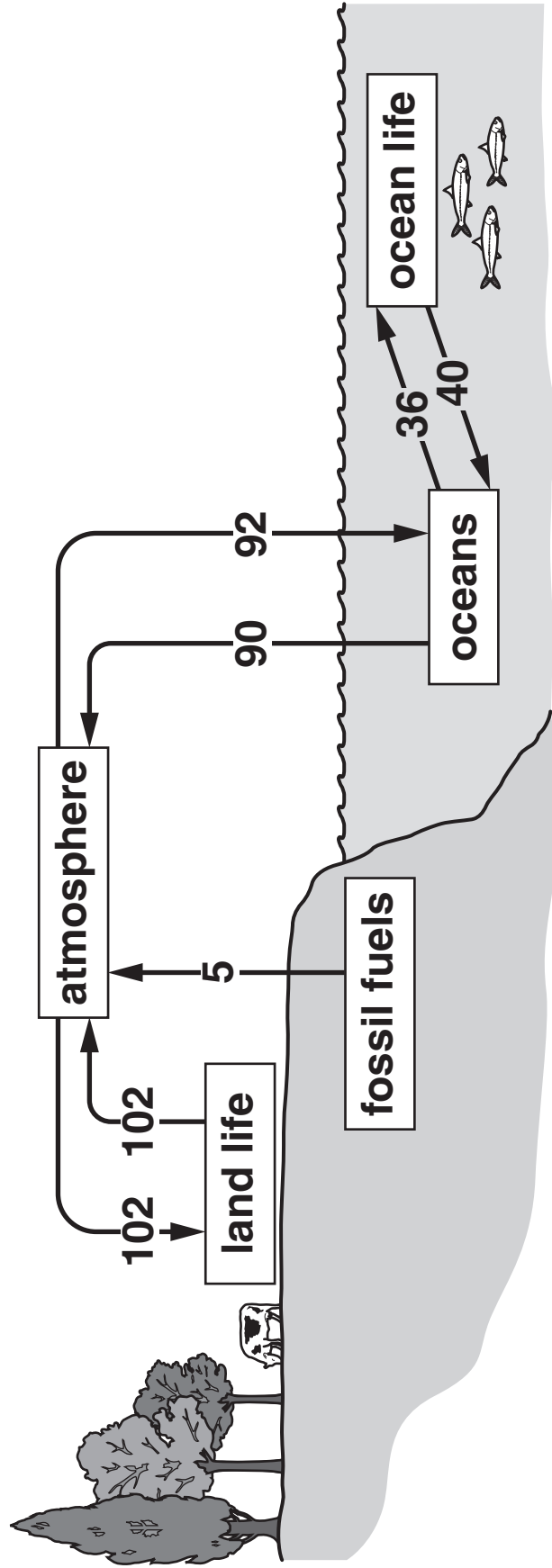
**reduced**

**When carbon gains oxygen we say that the carbon has been \_\_\_\_\_ .**

**When a metal oxide loses oxygen we say that the metal has been \_\_\_\_\_ .**

**[1]**

**[Total: 3]**



**3 Scientists are worried about the increasing amounts of carbon in our atmosphere.**

**Look at the diagram of the carbon cycle, on the facing page.**

**The numbers show how many gigatonnes of carbon move in each direction every year.**

**(a) Put a ring around the BEST term to complete these sentences.**

**Carbon enters the atmosphere when fossil fuels are BURNED / DISCOVERED / SOLD.**

**Most carbon in the atmosphere is in the form of CARBON DIOXIDE / OZONE / SOOT.**

**[2]**

**(b) The amount of carbon in the atmosphere is increasing.**

**By how many gigatonnes does it increase every year?**

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

**2**

**3**

**5**

**90**

**102**

**[1]**

**(c) Land life does not change the overall amount of carbon in the atmosphere.**

**Explain how you can tell this from the diagram.**

\_\_\_\_\_

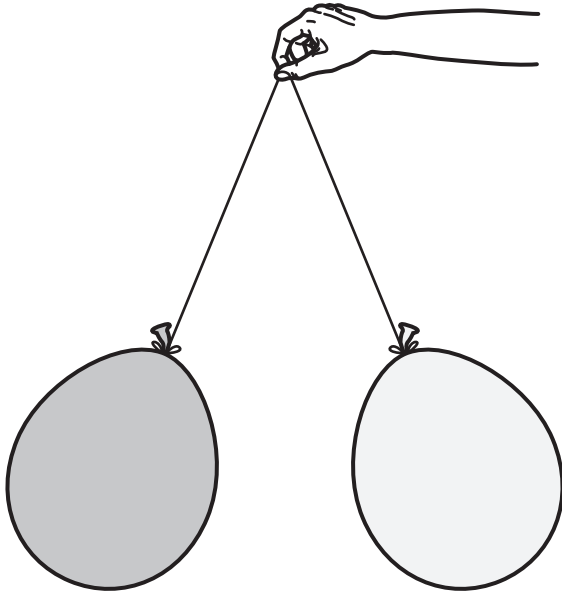
\_\_\_\_\_ **[2]**

**[Total: 5]**

**4 Zara does an experiment with a pair of balloons on strings.**

**She rubs each balloon against her clothing.**

**Zara then holds the balloons up by their strings.**



**Explain why the balloons do not touch each other.**

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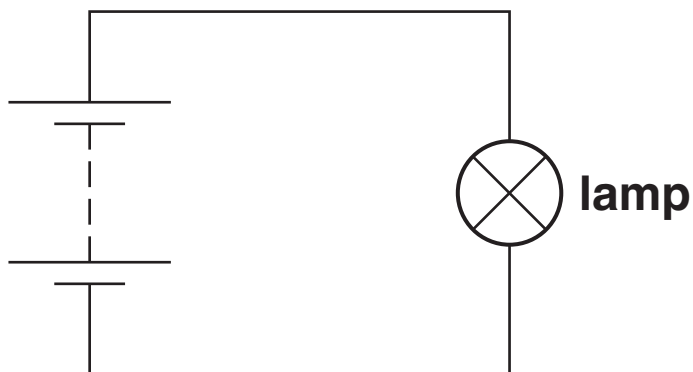
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**[3]**

**[Total: 3]**

5 Charles puts this circuit together.



(a) There is not enough current in the circuit to make the lamp glow brightly.

How can Charles make the lamp glow more brightly?

Put a tick (✓) in the box next to the change that **INCREASES** the current.

Put a switch after the lamp.

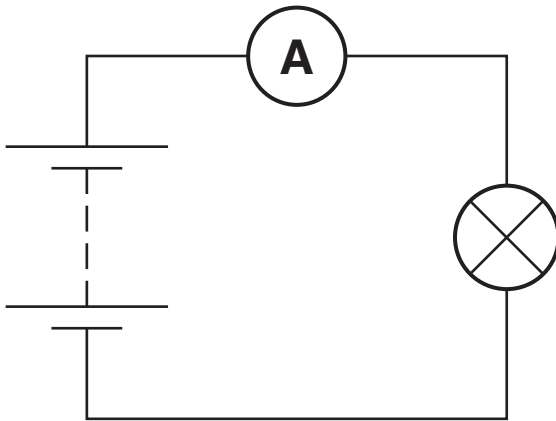
Use longer connecting wires.

Put a resistor before the lamp.

Increase the voltage of the battery.

[1]

**(b) Charles adds an ammeter to measure the current in the lamp.**



**Complete each sentence by putting a ring around the correct option.**

**The ammeter reads 0.69**

**AMPS / VOLTS / WATTS.**

**The current in the lamp is due to a flow of**

**ATOMS / ELECTRONS / WATER.**

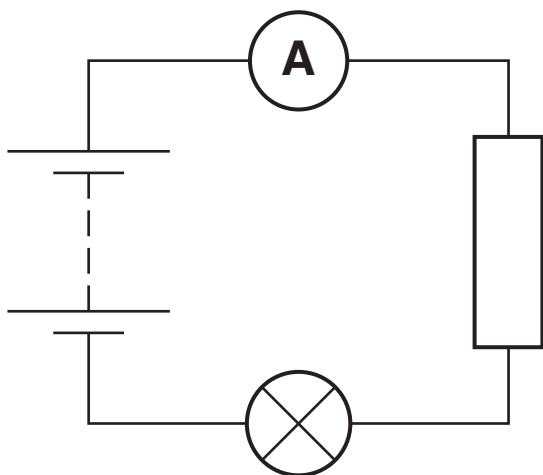
**The lamp glows because its filament**

**COOLS DOWN / HEATS UP / REACTS.**

**[2]**

**[Total: 3]**

**6 Fleur assembles this circuit.**



**(a) The resistor, ammeter and lamp are in series.**

**All three components have the same current.**

**Put ticks (✓) in the boxes next to the TWO correct statements.**

**More charge flows into a component than flows out of it.**

**Less charge flows into a component than flows out of it.**

**All parts of the circuit contain charges that are free to move.**

**Only the connecting wires contain charges that are free to move.**

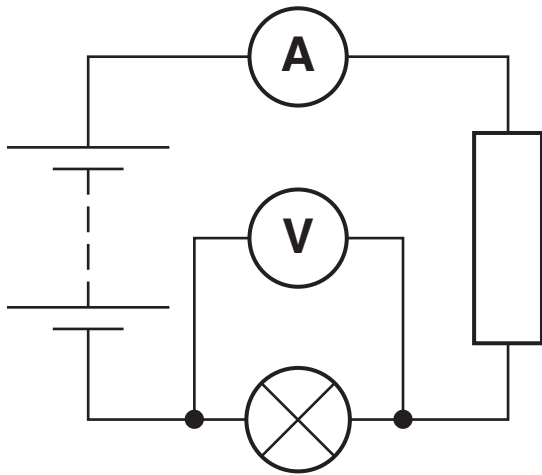
**The same amount of charge flows into a component as flows out of it.**

**[2]**

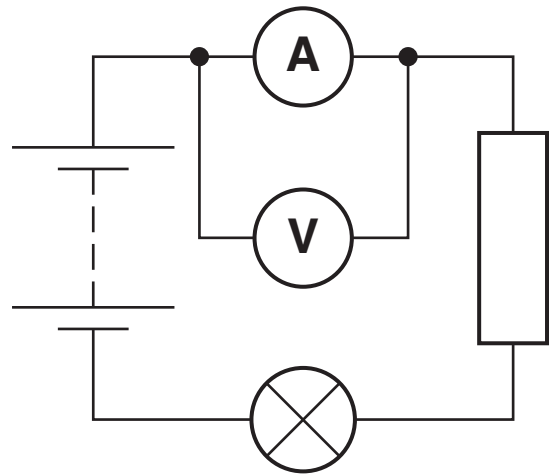


**(b) Fleur wants to add a voltmeter to measure the potential difference across the resistor.**

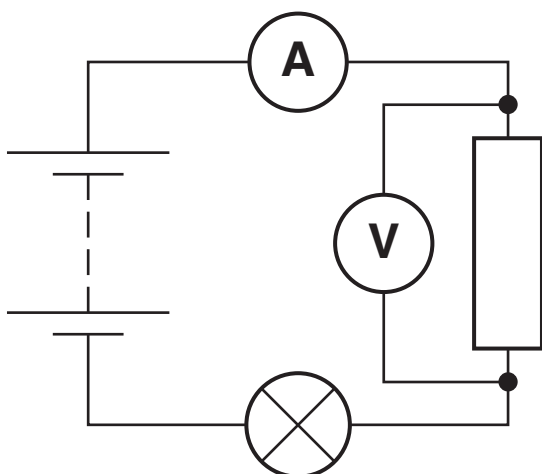
**(i) Here are four ways of connecting the voltmeter.**



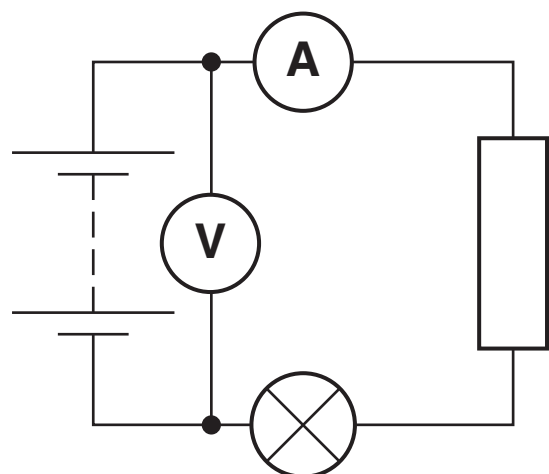
**circuit A**



**circuit B**



**circuit C**

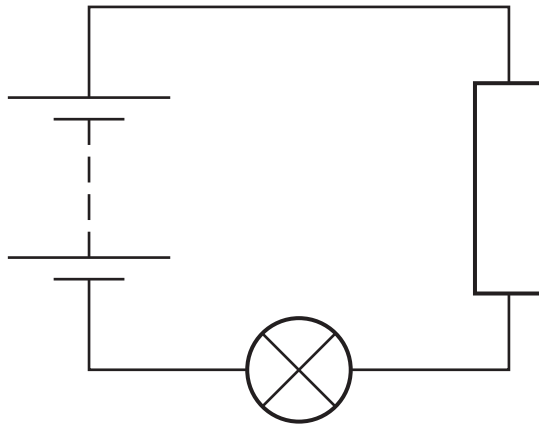


**circuit D**

**Which circuit, A, B, C or D, shows the correct way of measuring the potential difference across the resistor?**

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

- (ii) Fleur finds that the potential difference across the resistor in the circuit below is 6V.



The potential difference across the battery is 9V.

What is the potential difference across the lamp?

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

3V

6V

9V

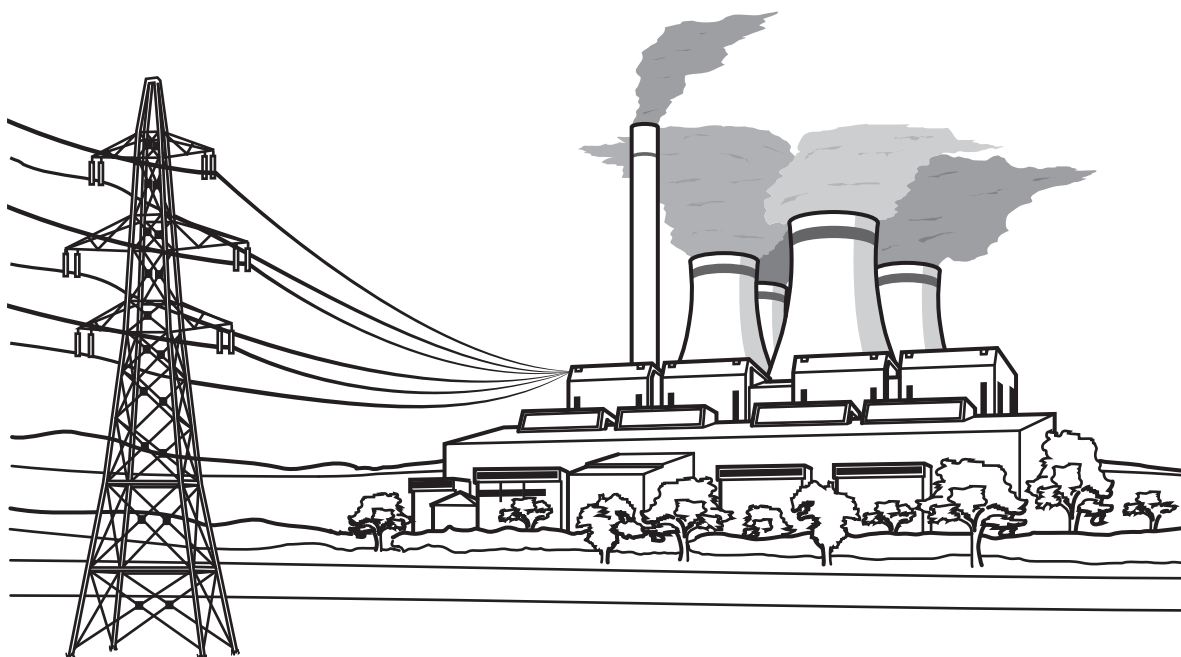
15V

[1]

[Total: 4]

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**7 Mains electricity is produced by generators in power stations.**



**Each generator contains a magnet and a coil of wire.**

**(a) Describe how the magnet and the coil of wire are used to make electricity.**

**Include the name of the process.**

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**[2]**

**(b) State TWO ways that you could increase the voltage of the electricity produced by a generator.**

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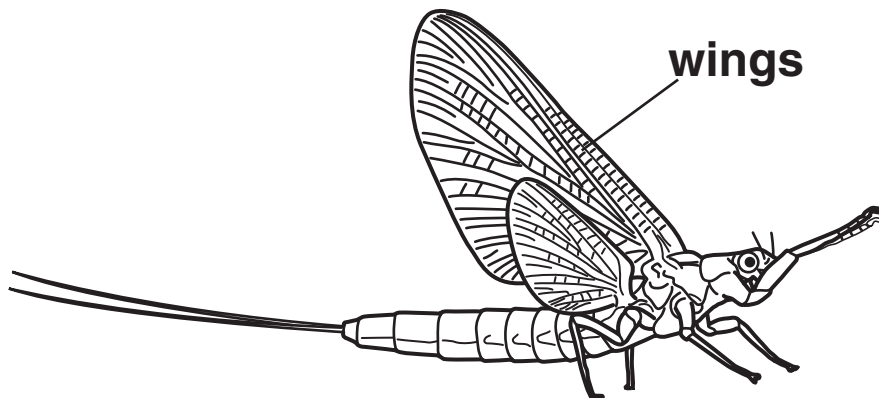
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**[2]**

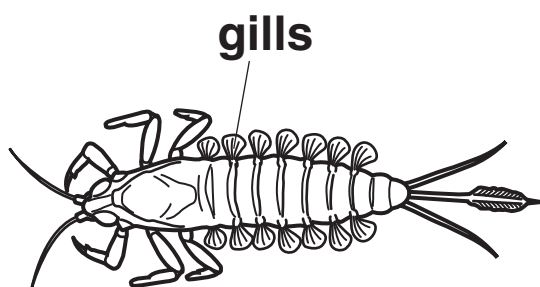
**[Total: 4]**

**8 Martin is studying mayflies.**

**He looks at an adult mayfly and a mayfly nymph.**



**adult mayfly**



**mayfly nymph**

**(a) The adult mayfly lays eggs in the water.**

**The eggs hatch into nymphs.**

**The nymphs grow bigger by producing more cells.**

**Which type of cell division is responsible for the nymphs growing bigger?**

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

**(b) (i) Mayfly cells contain genes.**

**In which part of the cell are the genes?**

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

**cell membrane**

**cytoplasm**

**nucleus**

**[1]**

**(ii) Genes carry the instructions for making a particular type of molecule.**

**Which type of molecule?**

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

**carbohydrates**

**fats**

**minerals**

**proteins**

**[1]**

**(c) The adult mayfly has wings but no gills, while the mayfly nymph has gills but no wings.**

**The adult mayfly and the mayfly nymph both have the same genes.**

**Explain how they can both have the same genes yet only the adult has wings and only the nymph has gills.**

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**[3]**

**[Total: 6]**



**9 Susie sees a plant she likes in a friend's garden.**

**She asks if she can take a cutting.**

**(a) Which part of her friend's plant should Susie use to grow an identical plant?**

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

**flower**

**fruit**

**seed**

**stem**

**[1]**

**(b) Susie dips the bottom of her cutting in some rooting powder.**

**She then puts the cutting into a pot of soil.**

**What does the rooting powder contain that helps the cutting grow roots?**

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

**(c) Susie's cutting grows into a new plant.**

**Which statements explain how this is possible?**

**Put ticks (✓) in the boxes next to the TWO correct answers.**

**Some unspecialised cells develop into other tissues.**

**Some unspecialised cells develop into organs.**

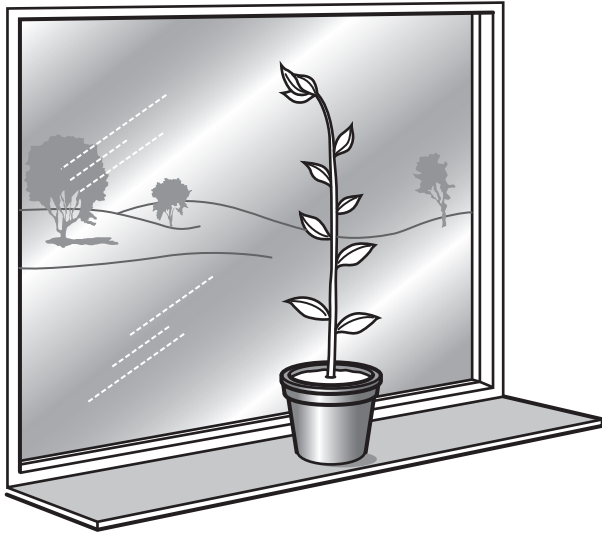
**Some xylem cells become phloem cells.**

**Some plant cells become unspecialised.**

**Some leaf cells become root cells.**

**[2]**

**(d) Susie leaves her new plant next to a window.**



**The plant stem grows towards the light.**

**(i) What is the name for growth towards the light?**

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

**photography**

**photosynthesis**

**phototropism**

**[1]**

**(ii) How does this response help the plant?**

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

**the plant gets more carbon dioxide**

**the plant gets more oxygen**

**the plant gets more water**

**the plant gets more light**

**[1]**

**[Total: 6]**

**10 DNA is the molecule that carries genetic information.**

**(a) What shape is a DNA molecule?**

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

single helix

double helix

triple helix

**[1]**

**(b) Here are some statements about DNA.**

**Use numbers from the list to complete the statements.**

**1**

**2**

**3**

**4**

**5**

**DNA is made up of \_\_\_\_\_ strand(s).**

**DNA is made up of \_\_\_\_\_ different bases. [1]**

**[Total: 2]**

**END OF QUESTION PAPER**

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