

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
TWENTY FIRST CENTURY SCIENCE
ADDITIONAL SCIENCE A**

A215/02

Unit 1: Modules B4 C4 P4 (Higher Tier)

**Wednesday 19 January 2011
Morning**

Duration: 40 minutes

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)



Candidate forename		Candidate surname	
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Centre number						Candidate number				
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MODIFIED LANGUAGE

INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the boxes above. 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.
- Do **not** write in the bar codes.

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 page **2**.
- The Periodic Table is printed on the back page.
- This document consists of **24** pages. Any blank pages are indicated.

TWENTY FIRST CENTURY SCIENCE EQUATIONS

Useful Relationships

Explaining Motion

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

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

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

$$\text{work done by a force} = \text{force} \times \text{distance moved by the force}$$

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

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

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

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

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

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Question 1 begins on page 4

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Answer **all** the questions.

- 1 Molly is doing an experiment with the enzyme peroxidase.
 Peroxidase speeds up the breakdown of hydrogen peroxide.
 Bubbles of oxygen gas are produced.

(a) Peroxidase **cannot** be used to break down other chemicals such as starch.

Explain why.

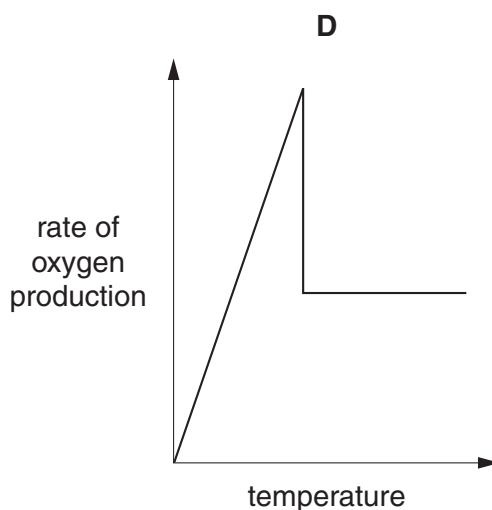
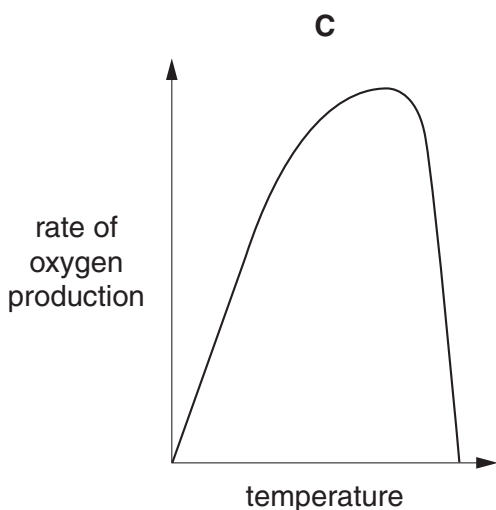
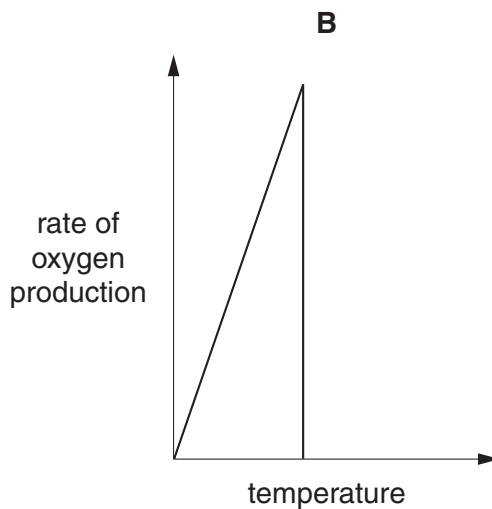
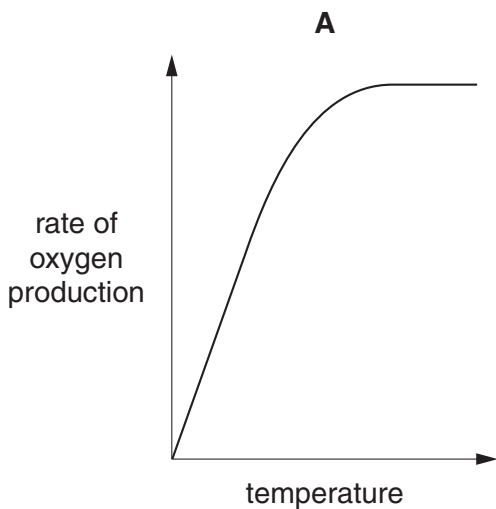
.....

 [2]

(b) Molly changes the temperature of her mixture of enzyme and hydrogen peroxide.

She measures the rate of oxygen production.

(i) Which graph, **A**, **B**, **C** or **D**, shows the pattern of her results as she increases the temperature to 80 °C?



answer [1]

(ii) Why does the rate of oxygen production increase in the first part of the graph?

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

The frequency of collisions increases.

The enzyme is denatured.

The hydrogen peroxide molecules are changing shape.

The rate of collisions decreases.

The size of hydrogen peroxide molecules increases.

[1]

(c) Peroxidase works best at a particular pH.

Changing the pH from this value can alter the rate of this enzyme reaction.

Molly writes a sentence to explain this.

Draw **one** straight line to join the correct **beginning** to the correct **middle** of the sentence.

Then draw **one** straight line to join the correct **middle** to the correct **end** of the sentence.

beginning

middle

end

A large change
in pH alters the
shape ...

... of the oxygen ...

... which speeds up
the reaction.

or

or

or

A large change
in pH alters the
speed ...

... of the active
site ...

... which slightly
slows the reaction.

or

or

or

A large change
in pH alters the
mass ...

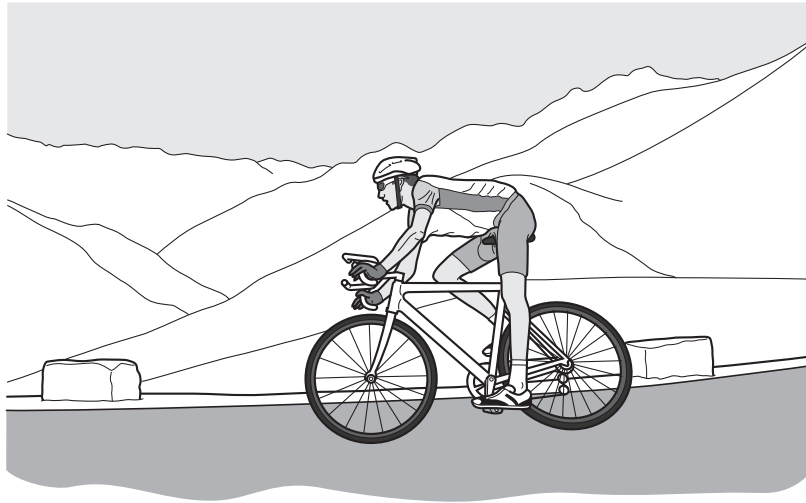
... of the hydrogen
peroxide ...

... which stops
the reaction.

[2]

[Total: 6]

2 Brad is riding in a cycle race on a hot day.



(a) High external temperature and exercise causes Brad's blood plasma concentration to change.

His body tries to keep his blood plasma concentration constant by changing his urine production.

Explain how his body does this.

.....
.....
.....
..... [3]

(b) How does Brad's body replace some of the water lost during the race?

Put a (ring) around the correct answer.

- breathing** **excreting urine** **growing** **respiring** [1]

(c) Brad's body tries to keep his core temperature constant.

Where are the receptors that monitor the blood temperature found?

Put a (ring) around the correct answer.

- hypothalamus** **liver** **skin** **spinal cord** [1]

[Total: 5]

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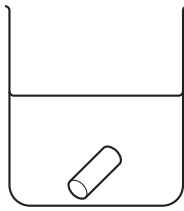
Question 3 begins on page 8

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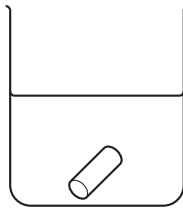
3 Lisa investigates the movement of water into and out of potato cells.

She cuts three potato cylinders, each 50 mm long.

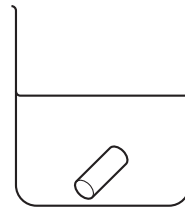
She places each potato cylinder in a different solution.



strong sugar
solution



distilled
water



weak sugar
solution

After 60 minutes, she takes the potato cylinders out of the solutions and measures each of their lengths.

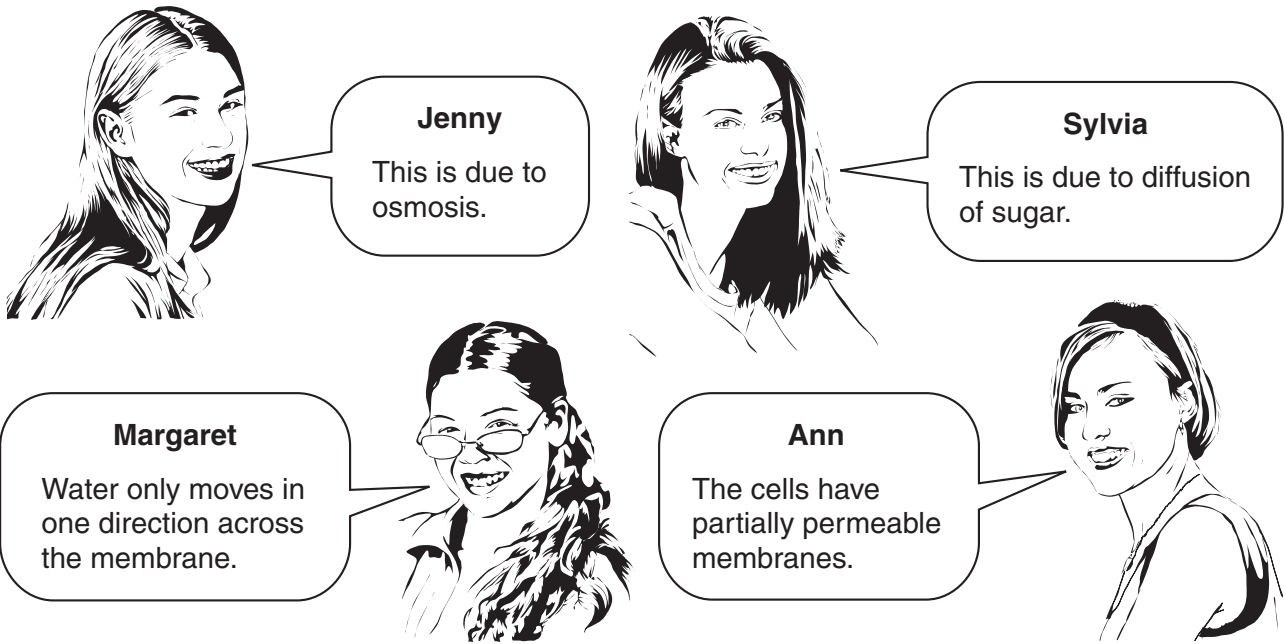
solution	length of potato cylinder in mm	
	at the start	after 60 minutes
strong sugar solution	50	47
distilled water	50	52
weak sugar solution	50	50

(a) Calculate the percentage **increase** in length of the potato cylinder placed in distilled water.

Show your working.

answer % [1]

(b) Lisa asks some friends to explain her results.



Her friends give either right or wrong answers.

Write the **names** of each of her friends in the correct boxes.

gives a right answer	gives a wrong answer

[2]

[Total: 3]

4 David's teacher tells the class about the elements in Group 1 of the Periodic Table.

She shows them three of the elements, lithium, sodium and potassium.

- (a) The teacher puts small pieces of each element into beakers of water. They all react with the water.

Lithium floats, remains as solid lumps, and moves slowly.

Sodium floats, melts, and moves rapidly.

Potassium floats, melts, moves rapidly, and bursts into flames.

What is the most likely reason for these differences in behaviour?

Put a tick (✓) in the box next to the **best** reason.

differences in density

differences in reactivity

differences in conductivity

differences in melting point

differences in product of reaction

[1]

- (b) When sodium reacts with water it forms sodium hydroxide and hydrogen.

Complete the balanced chemical equation for this reaction.



[2]

- (c) Which element in Group 1 is the **most** reactive?

Use the Periodic Table on the back page of this paper to help you.

element name

[1]

(d) A compound containing lithium, sodium or potassium gives out coloured light when heated.

How could David find out which element is in the compound?

Your answer should include

- what method he should use
- how he should use his results.

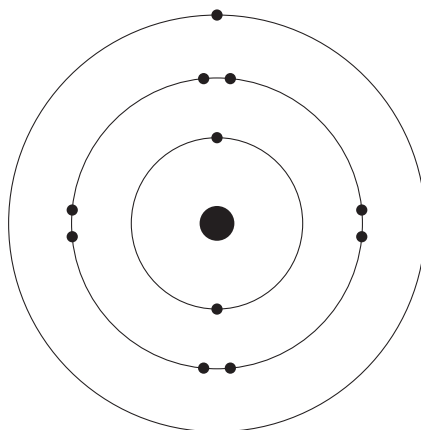
.....

.....

..... [2]

[Total: 6]

5 David draws a diagram of an atom of an element.



(a) (i) How many **protons** does this atom have?

answer [1]

(ii) This atom can easily form an ion.

How does it do this?

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

It loses an electron.

It gains an electron.

It loses a proton.

It gains a proton.

[1]

(b) Another atom has a relative atomic mass of 39 and a proton number of 19.

How many neutrons does this atom contain?

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

19

20

39

58

[1]

[Total: 3]

6 The Group 7 elements are called halogens.

These elements look very different from each other.

(a) Complete the table to show the colour and state of each halogen at room temperature.

element	colour at room temperature	state at room temperature
chlorine		
bromine		
iodine	dark grey	solid

[2]

(b) Group 7 elements such as chlorine react with Group 1 elements such as sodium.

When chlorine reacts with sodium, the chlorine is reacting in a different way to sodium.

Use your understanding of electrons in atoms of these elements to explain why chlorine and sodium react in different ways.

.....

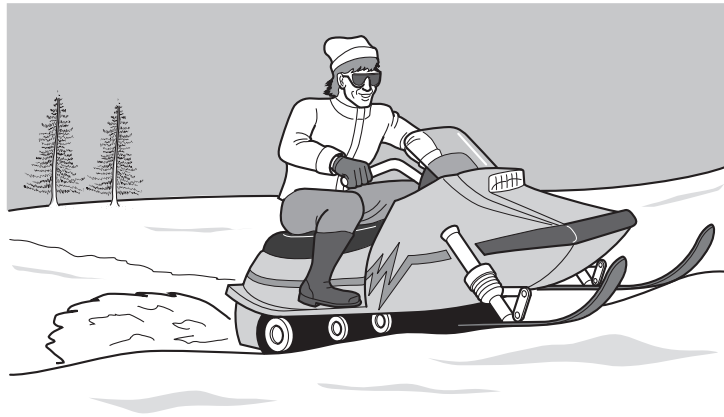
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..... [3]

[Total: 5]

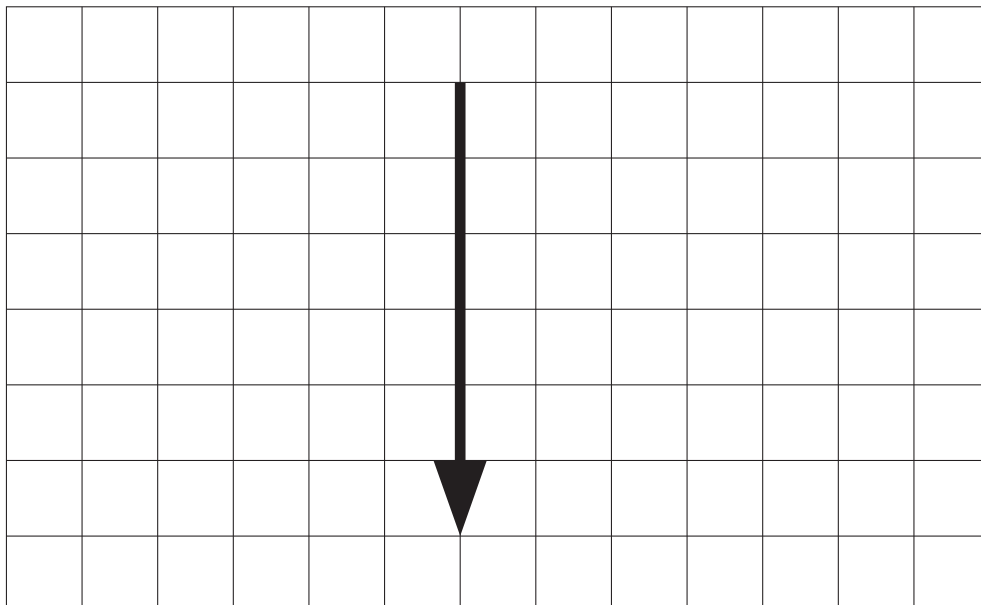
7 Ivan uses a snowmobile while he is on holiday.



At one place in the journey, these five forces act on the snowmobile.

force acting	direction	size in newtons
reaction from snow	upwards	1800
snowmobile's weight	downwards	1200
Ivan's weight	downwards	600
driving force	forwards	300
counter force	backwards	100

(a) This arrow represents the force of Ivan's weight on the snowmobile.



Draw another arrow on the grid to represent the **driving force** on the snowmobile.

[1]

(b) What is the size and direction of the **resultant** force in the **horizontal** direction?

Draw one line to link the **size** of the **resultant** horizontal force to its **direction**.

size	direction
100 N	
200 N	forwards
300 N	
400 N	backwards

[1]

(c) The resultant vertical force on the snowmobile is zero.

Here are some statements about the snowmobile.

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

- The vertical momentum of the snowmobile is constant.
- The total mass of the snowmobile is zero.
- The snowmobile starts to move upwards.
- The snowmobile starts to slow down.

[1]

(d) The speed of the snowmobile is 15 m/s.

Ivan's mass is 60 kg and his weight is 600 N.

Put a **ring** around the correct value for Ivan's momentum in kg m/s.

4 40 900 9000

[1]

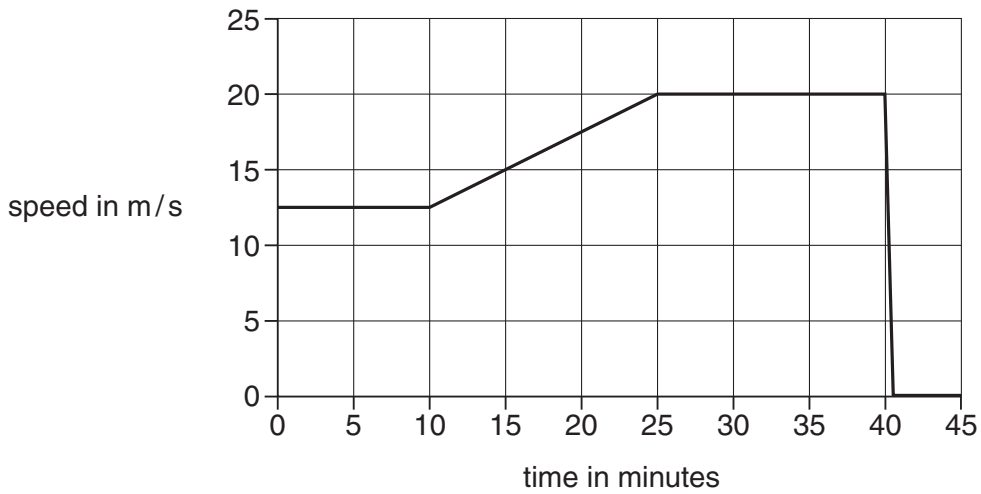
[Total: 4]

8 Sam is a truck driver.



Sam's truck contains a tachograph. This records a speed-time graph for her truck.

(a) Here is the speed-time graph for part of her journey.



Use the graph to describe in detail the motion of the truck.

Include data from the graph in your answer.

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [3]

(b) Sam travels a total distance of 40.5 km in the 45 minutes shown on the graph.

What is her average speed during this part of the journey?

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

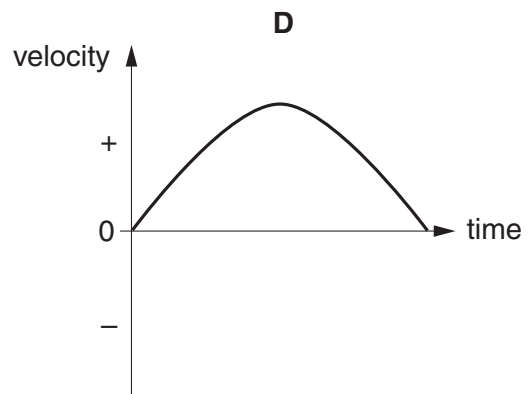
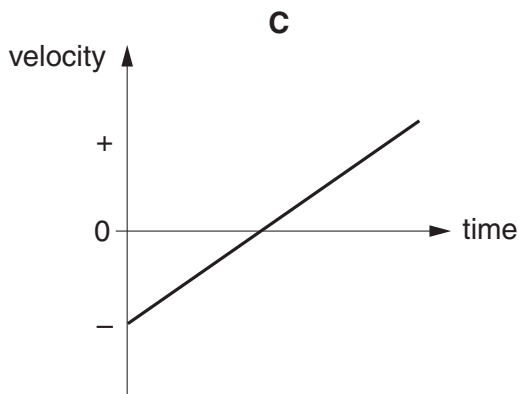
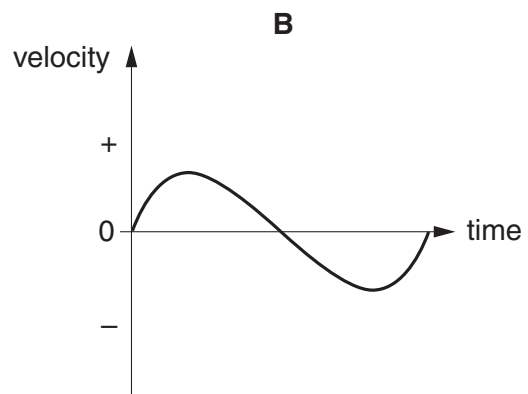
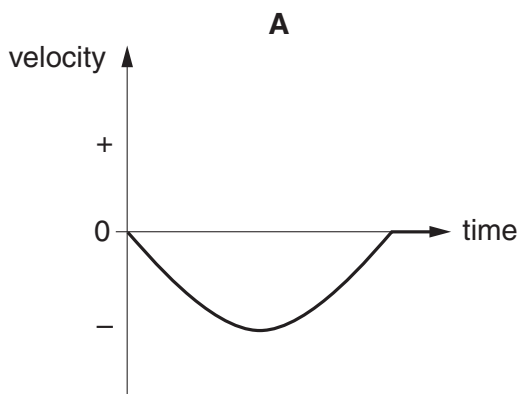
- 7.5 m/s 10 m/s 12.5 m/s 15 m/s 17.5 m/s

[1]

(c) Sam reverses the truck into a parking space.

This requires a change of distance of **-15 m** over a time of 5 s.

Here are some velocity-time graphs.

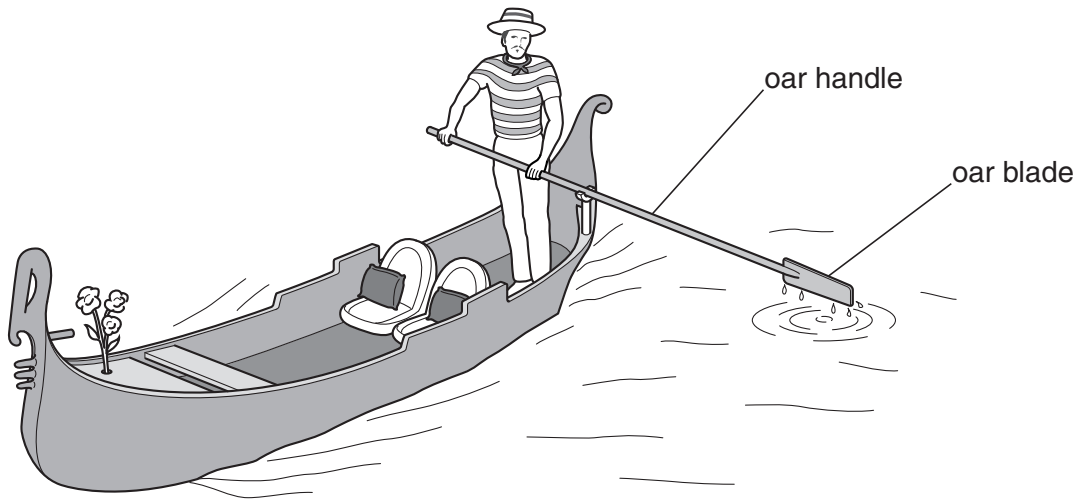


Which graph, **A**, **B**, **C** or **D**, best shows how the velocity of the truck changes with time as Sam parks it?

answer [1]

[Total: 5]

9 Marco rows a boat along a canal.



(a) Marco uses an oar to push the boat along.

Marco and the oar handle are an interaction pair.

Marco pushes the oar handle forwards with a force of 60N.

What is the size and direction of the force of the oar handle on Marco's hand?

..... [1]

(b) During one stroke, the oar blade exerts a force of 20N on the water.

This transfers a momentum of 40kgm/s to the water.

For how long does the force act?

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

- 0.5s 1s 2s 20s 40s**

[1]

(c) Marco is pushing the boat along the canal at a **steady speed**.

(i) Draw a straight line to link the **start** of the sentence with its correct **end**.

start

end

The work done by Marco ...

... increases the momentum of the boat.

... is completely transferred to the boat.

... increases the kinetic energy of the boat.

... increases the kinetic energy of the water.

[1]

(ii) Draw a straight line to link the **start** of the sentence with its correct **end**.

start

end

The friction of the boat in the water ...

... increases the speed of the boat.

... dissipates energy through heating.

... increases the kinetic energy of the boat.

... acts in the same direction as the boat's velocity.

[1]

(d) Marco and his boat have a kinetic energy of 75J.

The total mass of Marco and his boat is 150kg.

Put a (ring) around the correct way of calculating Marco's speed in m/s.

$$\sqrt{\frac{150}{2 \times 75}}$$

$$\sqrt{\frac{2 \times 75}{150}}$$

$$\frac{\sqrt{2 \times 75}}{150}$$

$$\frac{75}{150}$$

[1]

[Total: 5]

END OF QUESTION PAPER

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The Periodic Table of the Elements

24

	1	2	3	4	5	6	7	0	
	1 H hydrogen 1							4 He helium 2	
	Key relative atomic mass atomic symbol name atomic (proton) number								
	7 Li lithium 3	9 Be beryllium 4		11 B boron 5	12 C carbon 6	14 N nitrogen 7	16 O oxygen 8	19 F fluorine 9	20 Ne neon 10
	23 Na sodium 11	24 Mg magnesium 12		27 Al aluminium 13	28 Si silicon 14	31 P phosphorus 15	32 S sulfur 16	35.5 Cl chlorine 17	40 Ar argon 18
	39 K potassium 19	40 Ca calcium 20		70 Ga gallium 31	73 Ge germanium 32	75 As arsenic 33	79 Se selenium 34	80 Br bromine 35	84 Kr krypton 36
	85 Rb rubidium 37	88 Sr strontium 38		115 In indium 49	119 Sn tin 50	122 Sb antimony 51	128 Te tellurium 52	127 I iodine 53	131 Xe xenon 54
	133 Cs caesium 55	137 Ba barium 56		204 Tl thallium 81	207 Pb lead 82	209 Bi bismuth 83	[209] Po polonium 84	[210] At astatine 85	[222] Rn radon 86
	[223] Fr francium 87	[226] Ra radium 88		201 Hg mercury 80	[272] Rg roentgenium 111	[271] Ds darmstadtium 110	[268] Mt meitnerium 109	[277] Hs hassium 108	[264] Bh bohrium 107
				56 Fe iron 26	59 Ni nickel 28	59 Co cobalt 27	101 Ru ruthenium 44	190 Os osmium 76	186 Re rhenium 75
				55 Mn manganese 25	59 Co cobalt 27	103 Rh rhodium 45	106 Pd palladium 46	192 Ir iridium 77	184 W tungsten 74
				52 Cr chromium 24	93 Nb niobium 41	96 Mo molybdenum 42	181 Ta tantalum 73	[266] Sg seaborgium 106	[262] Db dubnium 105
				48 Ti titanium 22	91 Zr zirconium 40	178 Hf hafnium 72	[261] Rf rutherfordium 104	[227] Ac* actinium 89	[227] La* lanthanum 57
				45 Sc scandium 21	89 Y yttrium 39	139 La* lanthanum 57	[227] Ac* actinium 89	Elements with atomic numbers 112-116 have been reported but not fully authenticated	

* The lanthanoids (atomic numbers 58-71) and the actinoids (atomic numbers 90-103) have been omitted.

The relative atomic masses of copper and chlorine have not been rounded to the nearest whole number.