Tuesday 15 May 2018 Afternoon Time allowed: 1 hour 45 minutes

Materials
For this paper you must have:
• a ruler
• a scientific calculator.

Instructions
• Use black ink or black ball-point pen.
• Fill in the boxes at the top of this page.
• Answer all questions in the spaces provided.
• Do all rough work in this book. Cross through any work you do not want to be marked.
• In all calculations, show clearly how you work out your answer.

Information
• There are 100 marks available on this paper.
• The marks for questions are shown in brackets.
• You are expected to use a calculator where appropriate.
• You are reminded of the need for good English and clear presentation in your answers.
This question is about the cell cycle.

Chromosomes are copied during the cell cycle.

Where are chromosomes found? [1 mark]

Tick one box.

Cytoplasm
Nucleus
Ribosomes
Vacuole

What is the name of a section of a chromosome that controls a characteristic? [1 mark]

Figure 1 shows information about the cell cycle.
01.3 Which stage of the cell cycle in Figure 1 takes the most time?

Tick one box.

- Cell growth
- Copying of chromosomes
- Mitosis

01.4 During mitosis cells need extra energy.

Which cell structures provide most of this energy?

Tick one box.

- Chromosomes
- Cytoplasm
- Mitochondria
- Ribosomes

01.5 The cell cycle in Figure 1 takes two hours in total.

The cell growth stage takes 45 minutes.

Calculate the time taken for mitosis.

[2 marks]

\[
\text{Time} = \underline{\phantom{000}}\text{ minutes}
\]
**Figure 2** shows some cells in different stages of the cell cycle.

Which cell is **not** dividing by mitosis? [1 mark]

Tick one box.

A  B  C  D
Cell E in Figure 2 contains 8 chromosomes.

Cell E divides by mitosis.

How many chromosomes will each new cell contain?

Tick one box.

- 2
- 4
- 8
- 16

Why is mitosis important in living organisms?

Tick one box.

- To produce gametes
- To produce variation
- To release energy
- To repair tissues

Turn over for the next question
Plants are made up of cells, tissues and organs.

Draw one line from each level of organisation to the correct plant part.

**Level of organisation**

- Organ
- Tissue

**Plant part**

- Leaf
- Root hair
- Spongy mesophyll
- Vacuole
- Xylem cell

Figure 3 shows a plant cell drawn to scale.
Where in a plant would the cell in Figure 3 be found? [1 mark]

Tick one box.

- Epidermis
- Palisade mesophyll
- Phloem
- Xylem

Calculate the length of the chloroplast labelled in Figure 3. [2 marks]

Length = ________________ micrometres

Cells in plant roots do not photosynthesise. [1 mark]

Give one reason why.

- ________________________________
- ________________________________
- ________________________________

Turn over
As a plant grows, new root hair cells are formed from unspecialised cells.

How does an unspecialised cell become a new root hair cell?

Tick one box.

- Differentiation
- Metabolism
- Transpiration
- Transport

Scientists can clone plants using tissue culture. Figure 4 shows the process of tissue culture.
02.6 Why might scientists want to clone plants?  [1 mark]

Tick one box.

To create new species of plants.
To introduce variation into plants.
To protect endangered plants from extinction.
To reduce disease resistance in plants.

02.7 What is the advantage of cloning plants using tissue culture?  [1 mark]

Tick one box.

No special equipment is needed.
Plants can be produced quickly.
The flowers are all different colours.
The offspring are all genetically different.

02.8 The growth medium in Figure 4 helps the plants to grow.

Name one substance in the growth medium.  [1 mark]
Figure 5 shows the human digestive system.

Label organs A, B and C.

Complete the sentences. Choose the answers from the box.

catalyse  denatured  digest  energise  
excreted  ingested  insoluble  soluble

Digestion is the process of breaking down large food molecules into smaller molecules that are _________________________.

Enzymes help to break down food because they ________________________ chemical reactions.

If the temperature of an enzyme gets too high, the enzyme is _________________________.

Protease is an enzyme.

Protease breaks down protein.

What is protein broken down into?

Tick one box.

Amino acids
Fatty acids
Glucose
Glycerol

Why is protein needed by the body?

[1 mark]

Which organ in the human digestive system produces protease?

Tick one box.

Gall bladder
Large intestine
Liver
Stomach
Describe how you would test a sample of food to show it contains protein.

Give the reason for any safety precautions you would take. [4 marks]

Complete the sentence. [1 mark]
Choose the answer from the box.

| fat       | fibre | minerals | vitamins |

Obesity can be caused by a diet high in __________________________.

Complete the sentence. [1 mark]
Choose the answer from the box.

| skin cancer | type 1 diabetes | type 2 diabetes |

Obesity is a risk factor for __________________________.
This question is about the circulatory system.

Draw one line from each blood component to its function.

<table>
<thead>
<tr>
<th>Blood component</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Platelet</td>
<td>Destroys microorganisms</td>
</tr>
<tr>
<td>Red blood cell</td>
<td>Helps the blood to clot</td>
</tr>
<tr>
<td>White blood cell</td>
<td>Transports glucose around the body</td>
</tr>
<tr>
<td></td>
<td>Transports oxygen around the body</td>
</tr>
<tr>
<td></td>
<td>Transports urea</td>
</tr>
</tbody>
</table>

[3 marks]
Figure 6 shows cross sections of the three main types of blood vessel found in the human body. Each blood vessel is drawn to the scale shown.

Which blood vessel has the smallest diameter?

Tick one box.

A  B  C

Which blood vessel in Figure 6 is an artery?

Give one reason for your answer.

Blood vessel: ____________

Reason: ________________________
Table 1 gives information about the blood flow in two people.

<table>
<thead>
<tr>
<th>Person</th>
<th>Blood flow through the coronary arteries in cm³/minute</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - does not have coronary heart disease</td>
<td>250</td>
</tr>
<tr>
<td>B - has coronary heart disease</td>
<td>155</td>
</tr>
</tbody>
</table>

Calculate the difference in blood flow between person A and person B. [1 mark]

Difference = \( \text{cm}^3/\text{minute} \)

Suggest why blood flow through the coronary arteries is lower in people with coronary heart disease. [1 mark]

Calculate the volume of blood flowing through the coronary arteries of person A in 1 hour.

Give your answer in dm³. [2 marks]

Volume of blood in 1 hour = \( \text{dm}^3 \)
Coronary heart disease can be treated by:

- inserting a stent
- using a Coronary Artery Bypass Graft (CABG).

Table 2 gives information about each method.

### Table 2

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Stent</th>
<th>CABG</th>
</tr>
</thead>
<tbody>
<tr>
<td>The patient is awake during the procedure.</td>
<td>A small cut is made in the skin.</td>
<td>The patient is not awake during the procedure.</td>
</tr>
<tr>
<td>A wire mesh is inserted into the coronary artery via a blood vessel in the arm or leg.</td>
<td>A section of blood vessel from the arm or leg is removed. It is used to create a new channel for blood to bypass the blockage in the coronary artery.</td>
<td></td>
</tr>
<tr>
<td>When procedure is recommended</td>
<td>When only one blockage is present</td>
<td>When multiple blockages are present</td>
</tr>
<tr>
<td>Time spent in hospital after procedure</td>
<td>2-3 hours</td>
<td>at least 7 days</td>
</tr>
<tr>
<td>Recovery time after procedure</td>
<td>7 days</td>
<td>12 weeks</td>
</tr>
<tr>
<td>Risk of heart attack during procedure</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Chance of failure within one year</td>
<td>40%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Give two advantages of using a stent instead of CABG.  

1. _____________________________________________

2. _____________________________________________
Give **two** advantages of using CABG instead of a stent.

[2 marks]

1. 

2. 

Turn over for the next question
Aphids are small insects that carry pathogens.

**Figure 7** shows an aphid feeding from a plant stem.

![Figure 7](image)

An aphid feeds by inserting its sharp mouthpiece into the stem of a plant. After feeding, the mouthpiece of an aphid contains a high concentration of dissolved sugars.

Which part of the plant was the aphid feeding from?

Tick **one** box.

- Palisade layer
- Phloem
- Stomata
- Xylem
What is the process that transports dissolved sugars around a plant? [1 mark] 

Tick one box.
- Filtration
- Respiration
- Translocation
- Transpiration

Plants infected with aphids have stunted growth.

Explain one way the removal of dissolved sugars from the stem of the plant causes stunted growth. [2 marks]

Most aphids do not have wings when they hatch. After several generations, some aphids hatch which have wings and can fly.

Explain the advantage to the aphid of being able to fly. [2 marks]
The leaves of some plants release oils onto their surface.

Suggest how the production of oil on the surface of a leaf may protect the plant from aphids. [1 mark]

Figure 8 shows part of a rose plant.

Give one adaptation shown in Figure 8 that helps the rose plant defend itself. [1 mark]
Figure 9 shows a plan of a garden containing rose plants.

Figure 9

Direction of wind

A B C
D E

Key
Rose plant

0 5.7
Plant A has the fungal disease rose black spot.

Which plant in Figure 9 is the fungus likely to spread to first?

Give a reason for your answer.

[2 marks]

Plant __________

Reason ____________________________________________
____________________________________________________
____________________________________________________

0 5.8
Suggest one way the gardener could reduce the spread of rose black spot to the other plants in the garden.

[1 mark]

__________________________________________________
__________________________________________________

Turn over
Earthworms are small animals that live in soil. Earthworms have no specialised gas exchange system and absorb oxygen through their skin.

What is the name of the process in which oxygen enters the skin cells? [1 mark]

Tick one box.

- Active transport
- Diffusion
- Osmosis
- Respiration

Table 3 shows information about four skin cells of an earthworm.

<table>
<thead>
<tr>
<th>Cell</th>
<th>Percentage of oxygen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Outside cell</td>
</tr>
<tr>
<td>A</td>
<td>9</td>
</tr>
<tr>
<td>B</td>
<td>12</td>
</tr>
<tr>
<td>C</td>
<td>12</td>
</tr>
<tr>
<td>D</td>
<td>8</td>
</tr>
</tbody>
</table>

Which cell has the smallest difference in percentage of oxygen between the outside and the inside of the cell? [1 mark]

Tick one box.

- A
- B
- C
- D
06.3 Which cell will oxygen move into the fastest? [1 mark]

Tick one box.

A  B  C  D

06.4 Earthworms have a large surface area to volume ratio.

Suggest why a large surface area to volume ratio is an advantage to an earthworm. [1 mark]

________________________________________________________________________

________________________________________________________________________

06.5 The earthworm uses enzymes to digest dead plants.

Many plants contain fats or oils.

Which type of enzyme would digest fats? [1 mark]

________________________________________________________________________

________________________________________________________________________

Question 6 continues on the next page
Earthworms move through the soil.

This movement brings air into the soil.

Dead plants decay faster in soil containing earthworms compared with soil containing no earthworms.

Explain why. [3 marks]

When earthworms reproduce, a sperm cell from one earthworm fuses with an egg cell from a different earthworm.

Name the process when an egg cell and a sperm cell fuse. [1 mark]

Some types of worm reproduce by a process called fragmentation.

In fragmentation, the worm separates into two or more parts. Each part grows into a new worm.

What type of reproduction is fragmentation? [1 mark]
Eating food containing \textit{Salmonella} bacteria can cause illness.

Two symptoms of infection by \textit{Salmonella} are vomiting and diarrhoea.

What causes these symptoms? \[1 \text{ mark}\]

Give two ways a person with a mild infection of \textit{Salmonella} can help prevent the spread of the bacteria to other people. \[2 \text{ marks}\]

1

2

In very serious infections of \textit{Salmonella}, a doctor can prescribe drugs to kill the bacteria.

What type of drug can the doctor prescribe to kill the bacteria? \[1 \text{ mark}\]

A person with AIDS may take longer than a healthy person to recover from a \textit{Salmonella} infection.

 Explain why. \[2 \text{ marks}\]
Salmonella bacteria can be transmitted from chickens to humans. Chickens can be vaccinated to prevent the transmission of Salmonella bacteria to humans.

Suggest one other way farmers could prevent the transmission of Salmonella from chickens to humans. [1 mark]

A restaurant owner employed a scientist to test the effectiveness of two kitchen cleaning liquids.

The scientist took samples from two work surfaces:
- before the surfaces had been cleaned with the cleaning liquids
- after the surfaces had been cleaned with the cleaning liquids.

The samples were then analysed for the number of bacteria they contained.

The results are shown in Figure 10.
Which cleaning liquid is the more effective?

Give a reason for your answer.

[1 mark]

Cleaning liquid  

Reason  

Question 7 continues on the next page
The scientist investigated the effect of cleaning liquid A and cleaning liquid B on Salmonella bacteria grown in a laboratory.

**Figure 11** shows the way the investigation was set up.

The Petri dish was placed in an incubator at 25 °C for 48 hours.

After 48 hours, the scientist calculated the area around each paper disc where no bacteria were growing.

The results are shown in **Table 4**.

<table>
<thead>
<tr>
<th>Filter paper disc</th>
<th>Area around disc with no bacteria growing in cm²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td>0</td>
</tr>
<tr>
<td>Cleaning liquid A</td>
<td>11</td>
</tr>
<tr>
<td>Cleaning liquid B</td>
<td>13</td>
</tr>
</tbody>
</table>

What measurement would the scientist need to take to calculate the area where no bacteria were growing?

[1 mark]
07.8 Give one change to the investigation that would allow the scientist to check if the results are repeatable. [1 mark]

07.9 The scientist showed the results to the restaurant owner.

Both cleaning liquids cost the same per dm$^3$.

Suggest one other factor the restaurant owner should consider when choosing which cleaning liquid to use. [1 mark]

Turn over for the next question
Metabolism is the sum of all the chemical reactions in the cells of the body.

One metabolic reaction is the formation of lipids.

Give one other metabolic reaction in cells. [1 mark]

Table 5 shows the mean metabolic rate of humans of different ages.

Table 5

<table>
<thead>
<tr>
<th>Age in years</th>
<th>Mean metabolic rate in kJ/m²/hour</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males</td>
</tr>
<tr>
<td>5</td>
<td>53</td>
</tr>
<tr>
<td>15</td>
<td>45</td>
</tr>
<tr>
<td>25</td>
<td>39</td>
</tr>
<tr>
<td>35</td>
<td>37</td>
</tr>
<tr>
<td>45</td>
<td>36</td>
</tr>
</tbody>
</table>

What two conclusions can be made from the data in Table 5? [2 marks]

Tick two boxes.

- As age increases, mean metabolic rate of males and females increases. ☐
- Males have a higher metabolic rate than females after five years of age. ☐
- The mean metabolic rate of females decreases faster than males up to 25 years of age. ☐
- The mean metabolic rate of males and females decreases more quickly after the age of 35. ☐
- There is no relationship between age and mean metabolic rate. ☐
08.3 Calculate the percentage decrease in the mean metabolic rate of males between 5 years and 45 years of age.

Use the equation:

\[
\text{percentage decrease} = \frac{\text{decrease in metabolic rate}}{\text{original metabolic rate}} \times 100
\]

Give your answer to 3 significant figures. [3 marks]

Percentage decrease = ______________

Question 8 continues on the next page
Regular exercise can increase metabolic rate.

Two people did five minutes of gentle exercise from rest.

Table 6 shows the effect of the exercise on their heart rates.

<table>
<thead>
<tr>
<th>Time in minutes</th>
<th>Heart rate in beats per minute</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Person R</td>
</tr>
<tr>
<td>0 (at rest)</td>
<td>60</td>
</tr>
<tr>
<td>1</td>
<td>76</td>
</tr>
<tr>
<td>2</td>
<td>85</td>
</tr>
<tr>
<td>3</td>
<td>91</td>
</tr>
<tr>
<td>4</td>
<td>99</td>
</tr>
<tr>
<td>5</td>
<td>99</td>
</tr>
</tbody>
</table>

Describe two differences in the response of person R and person S to the exercise. Use information from Table 6. [2 marks]

1. 

2. 

Complete the line graph in Figure 12 for person S. You should:
   - add the scale to the x axis
   - label the x axis. [4 marks]
After five minutes of exercise, the heart rate of person S was 132 beats per minute. When person S rested, his heart rate decreased steadily at a rate of 12 beats every minute.

Calculate how much time it would take the heart rate of person S to return to its resting rate.

[2 marks]

Time = __________ minutes

Question 8 continues on the next page
A student made the following hypothesis about the heart rate of smokers and non-smokers during exercise.

“During exercise, the heart rate of smokers increases more than the heart rate of non-smokers.”

Design an investigation that would allow you to test this hypothesis. [6 marks]

END OF QUESTIONS
There are no questions printed on this page