

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS  
GCSE**

**A152/02**

**TWENTY FIRST CENTURY SCIENCE  
ADDITIONAL SCIENCE A**

**Modules B5 C5 P5 (Higher Tier)**

**MONDAY 10 JUNE 2013:**

**Afternoon**

**DURATION: 1 hour**

**plus your additional time allowance**

**MODIFIED ENLARGED 24pt**

<b>Candidate forename</b>		<b>Candidate surname</b>	
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<b>Centre number</b>						<b>Candidate number</b>				
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**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)**


**Calculator**

**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**

- **Your quality of written communication is assessed in questions marked with a pencil ().**
- **The number of marks is given in brackets [ ] at the end of each question or part question.**
- **A list of physics equations is printed on pages 4–5.**
- **A list for qualitative tests for ions is printed on pages 6–9.**
- **A Periodic Table is printed on page 47.**
- **The total number of marks for this paper is 60.**
- **Any blank pages are indicated.**

# **TWENTY FIRST CENTURY SCIENCE EQUATIONS**

## **USEFUL RELATIONSHIPS**

### **THE EARTH IN THE UNIVERSE**

$$\text{distance} = \text{wave speed} \times \text{time}$$

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

### **SUSTAINABLE ENERGY**

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

$$\text{power} = \text{voltage} \times \text{current}$$

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

### **EXPLAINING MOTION**

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

$$\text{acceleration} = \frac{\text{change in velocity}}{\text{time taken}}$$

**momentum = mass × velocity**

**change of momentum = resultant force × time for which it acts**

**work done by a force = force × distance moved in the direction of the force**

**amount of energy transferred = work done**

**change in gravitational potential energy = weight × vertical height difference**

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

## **ELECTRIC CIRCUITS**

**power = voltage × current**

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

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

## **RADIOACTIVE MATERIALS**

**energy = mass × [speed of light in a vacuum]<sup>2</sup>**

# TWENTY FIRST CENTURY SCIENCE DATA SHEET

## QUALITATIVE ANALYSIS

### TESTS FOR IONS WITH A POSITIVE CHARGE

Ion	Test	Observation
<b>calcium</b> <b>Ca<sup>2+</sup></b>	<b>add dilute sodium hydroxide</b>	<b>a white precipitate forms; the precipitate does not dissolve in excess sodium hydroxide</b>
<b>copper</b> <b>Cu<sup>2+</sup></b>	<b>add dilute sodium hydroxide</b>	<b>a light blue precipitate forms; the precipitate does not dissolve in excess sodium hydroxide</b>

<b>iron(II) <math>\text{Fe}^{2+}</math></b>	<b>add dilute sodium hydroxide</b>	<b>a green precipitate forms; the precipitate does not dissolve in excess sodium hydroxide</b>
<b>iron(III) <math>\text{Fe}^{3+}</math></b>	<b>add dilute sodium hydroxide</b>	<b>a red-brown precipitate forms; the precipitate does not dissolve in excess sodium hydroxide</b>
<b>zinc <math>\text{Zn}^{2+}</math></b>	<b>add dilute sodium hydroxide</b>	<b>a white precipitate forms; the precipitate dissolves in excess sodium hydroxide</b>

## TESTS FOR IONS WITH A NEGATIVE CHARGE

Ion	Test	Observation
carbonate $\text{CO}_3^{2-}$	add dilute acid	the solution effervesces; carbon dioxide gas is produced (the gas turns lime water from colourless to milky)
chloride $\text{Cl}^-$	add dilute nitric acid, then add silver nitrate	a white precipitate forms
bromide $\text{Br}^-$	add dilute nitric acid, then add silver nitrate	a cream precipitate forms
iodide $\text{I}^-$	add dilute nitric acid, then add silver nitrate	a yellow precipitate forms



<b>sulfate</b> $\text{SO}_4^{2-}$	<b>add dilute acid,  then add barium chloride or barium nitrate</b>	<b>a white precipitate forms</b>
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**Answer ALL the questions.**

- 1 The Vikings dug out small amounts of impure iron from peat bogs.  
This 'bog iron' contains iron oxide.**

**The Vikings heated the bog iron in a charcoal fire to extract the iron.  
The fire makes carbon monoxide, which reacts with the iron compounds.**

- (a) What do we call a reaction where a metal oxide turns into a metal?**

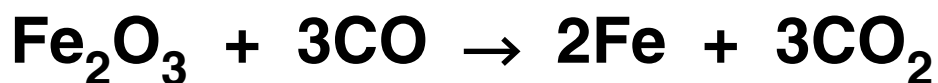
\_\_\_\_\_ **[1]**

- (b) Several chemical reactions take place in the fire.  
In one reaction the iron oxide,  $\text{Fe}_2\text{O}_3$ , reacts with carbon to produce iron and carbon dioxide.**

**Write a balanced chemical equation for this reaction.**

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

**(c) Another reaction which happens in the fire is:**



- (i) What mass of iron can be extracted from one gram formula mass of iron oxide?  
Use relative atomic masses from the Periodic Table provided.**

**Show your working and give the units.**

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

**(ii) Modern iron works are sometimes built near where the ore is mined.**

**Transporting the iron causes less environmental impact than transporting the iron ore.**

**Use your answer to (i) on page 11 to suggest why.**

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**[1]**

- (d) (i) The bog iron contained some aluminium oxide as well as the iron oxide.**

**Why was the aluminium not extracted along with the iron?**

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**[2]**

- (ii) What method is now used to extract aluminium from aluminium oxide?**

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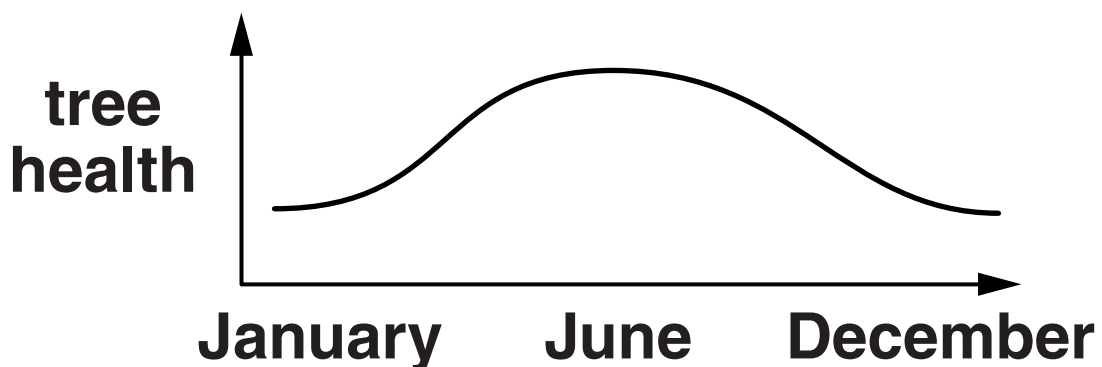
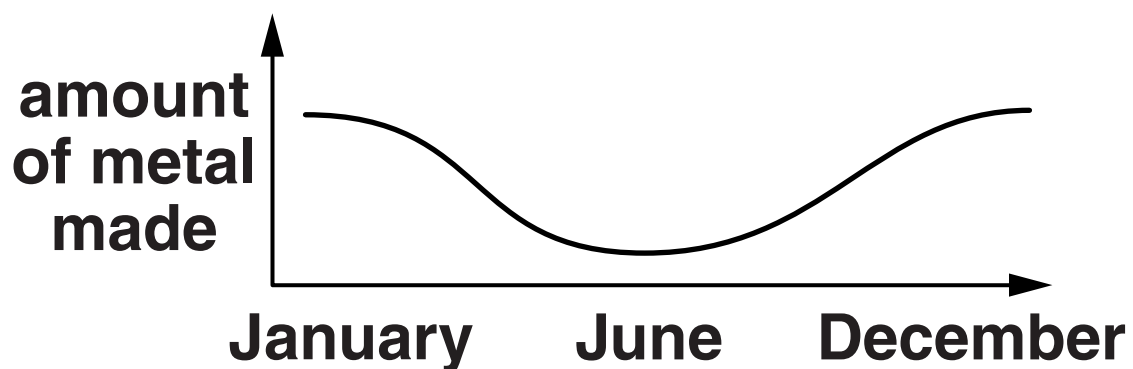
**[1]**

**[TOTAL: 9]**

## **2 A factory extracts metal.**

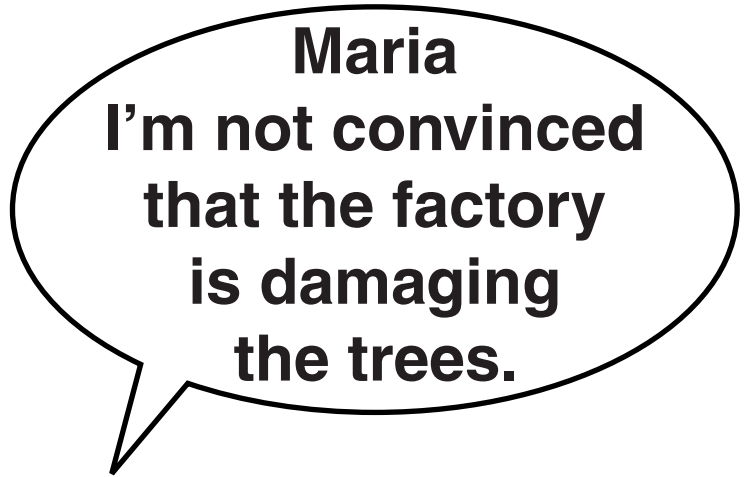
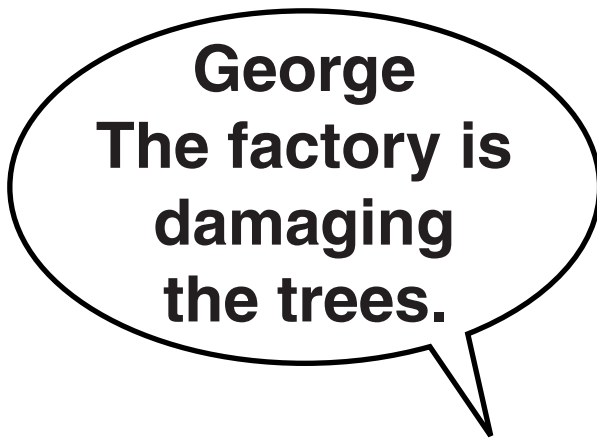
**The factory gives out acidic fumes of sulfur dioxide.**

**Scientists have been measuring how healthy the trees are in the area near the factory.**



**George and Maria look at the graphs.**

**This is what they think.**



**Both George and Maria could be right.**

**Explain why.**

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[3]

**[TOTAL: 3]**

**3 Julie takes samples of water from a disused mine.**

**She wants to know what ions are dissolved in the mine water.**

**She does two sets of tests on the mine water.**

### **TEST 1**

**She adds sodium hydroxide solution to a sample of mine water.**

**It gives her a white precipitate.**

**She then adds more sodium hydroxide. The white precipitate disappears.**



## **TEST 2**

**She adds dilute nitric acid to a fresh sample of mine water.**

**She sees bubbles of gas being given off.**

**She adds more acid until the gas stops forming.**

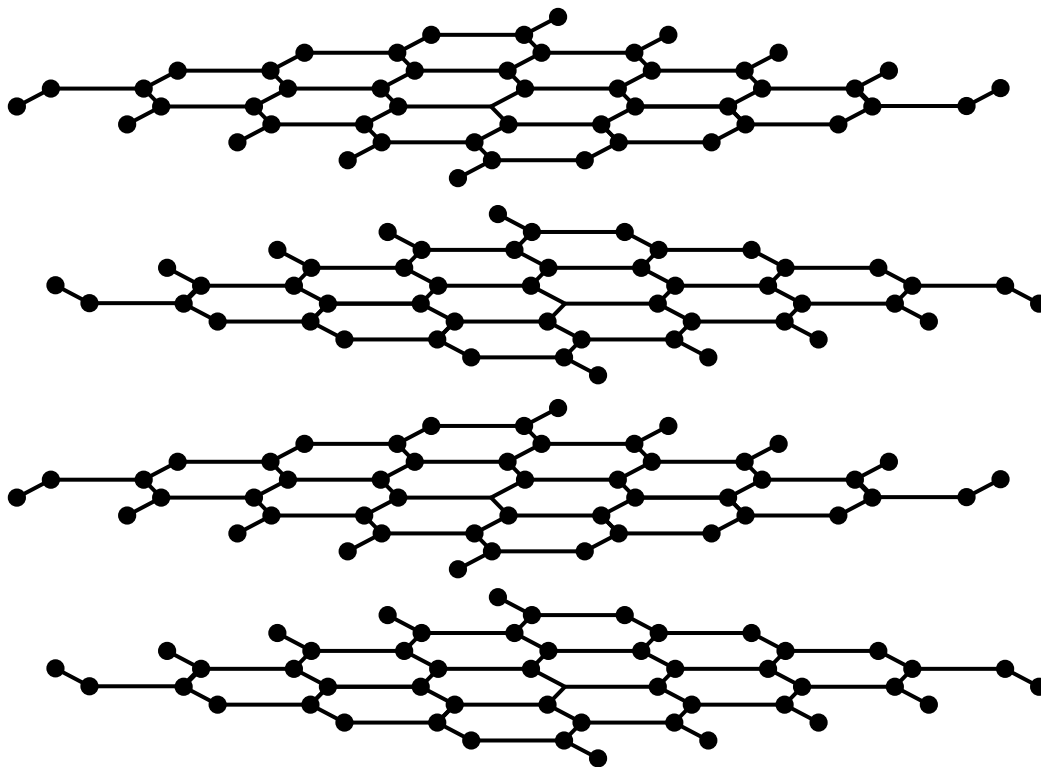
**Then she adds silver nitrate solution. It gives her a cream precipitate.**

**Which three ions are dissolved in the mine water?**

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

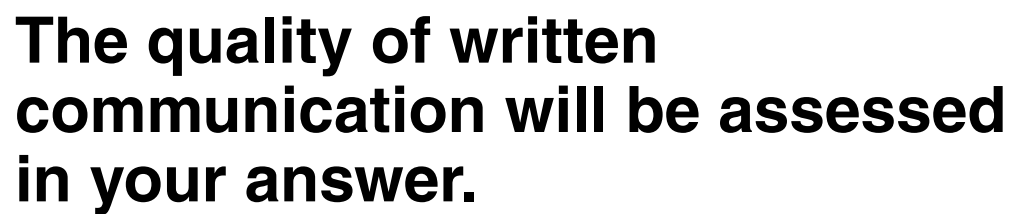
**[TOTAL: 2]**

**4 The diagram shows the structure of graphite.**



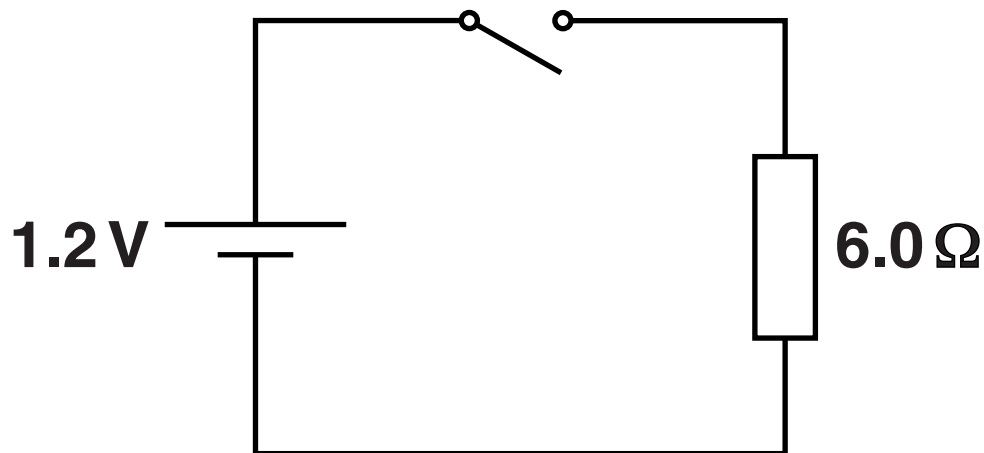
**Graphite electrodes are used for the electrolysis of hot molten compounds at 800 °C.**

**Explain in detail why graphite will do this job.**



**[TOTAL: 6]**

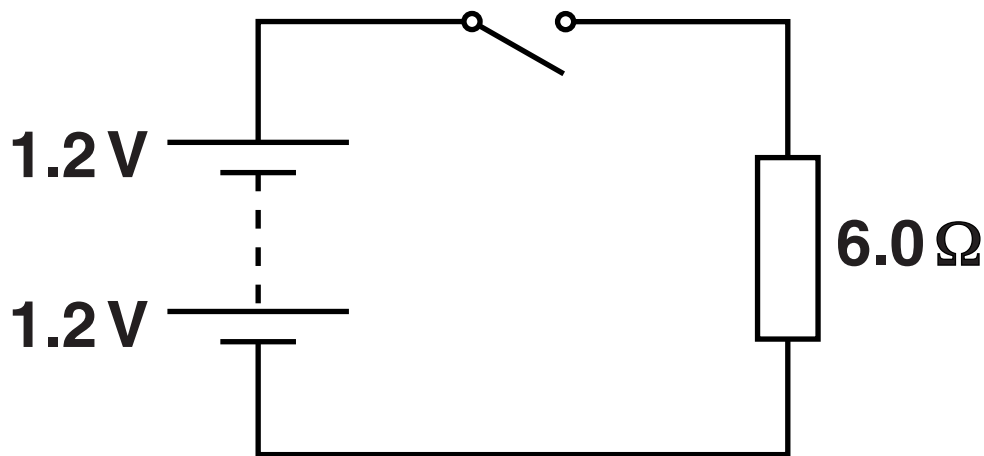
- 5 Dave keeps insects in a small cage. He uses this circuit to keep them warm.**



- (a) Calculate the power of the circuit when it is switched on.**

**power = \_\_\_\_\_ W [2]**

- (b) Dave adds an extra cell to increase the power of the circuit.



Complete the sentences. Choose words from the list.

HALVES ( $\times \frac{1}{2}$ )

DOUBLES ( $\times 2$ )

QUADRUPLES ( $\times 4$ )

STAYS THE SAME ( $\times 1$ )

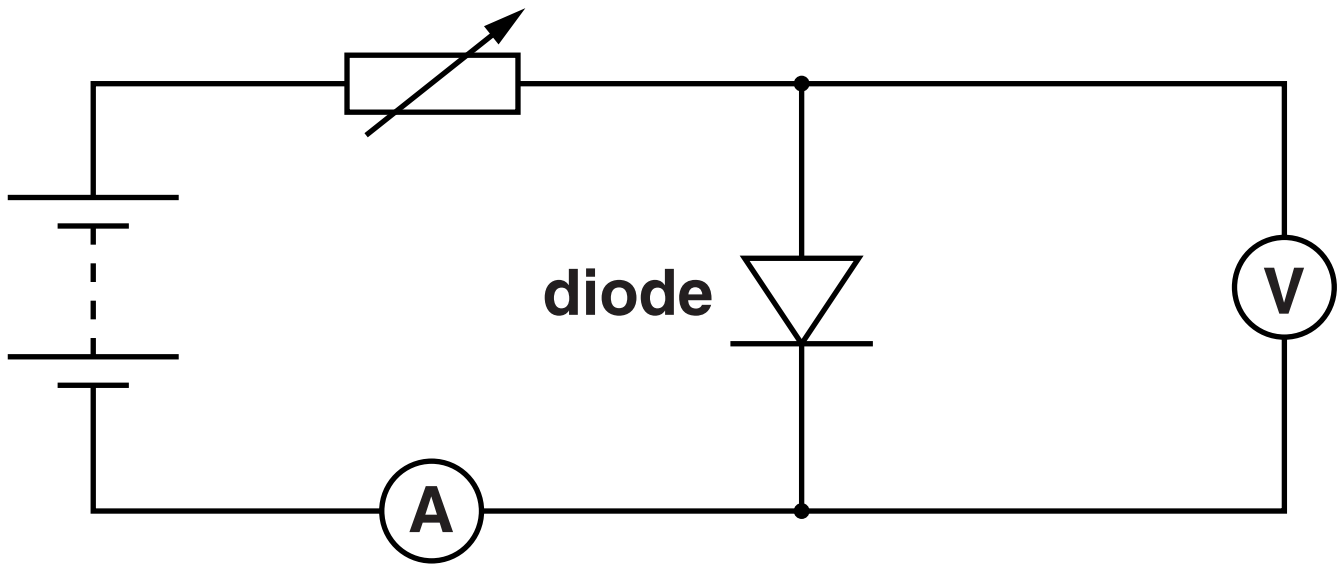
The extra cell \_\_\_\_\_  
the potential difference across the  
resistor,

so its heating power

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

[TOTAL: 3]

- 6 Sally uses this circuit to investigate an electrical component called a diode.**



- (a) How can she alter the circuit to change the current in the diode? Explain how the alteration changes the current.**

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**[2]**

**(b) Sally measures the potential difference across the diode for two different currents. Here are her results.**

<b>Current in amps</b>	<b>Potential difference in volts</b>
<b>0.12</b>	<b>0.60</b>
<b>0.45</b>	<b>0.90</b>

**What can she conclude about the effect of changing the current on the resistance of the diode?  
Justify your answer. You may use calculations.**

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**[3]**

**(c) Sally's friends talk about her experiment.**

**Eric**

**The current is correlated with the potential difference.**

**Fiona**

**The number of free electrons in the diode depends on how fast they are moving.**

**Gary**

**Sally ought to take measurements at more than just two currents.**

**Harriet**

**Sally needs to plot her results on a graph before making a conclusion.**

**Ian**

**Increasing the current has increased the potential difference.**



**(i) Who suggests an explanation for Sally's results?**

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

**(ii) Who talks about improving Sally's experiment?**

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

**[TOTAL: 7]**

7

**Explain the shape of the graph. You may add labels to the diagram.**



**The quality of written communication will be assessed in your answer.**

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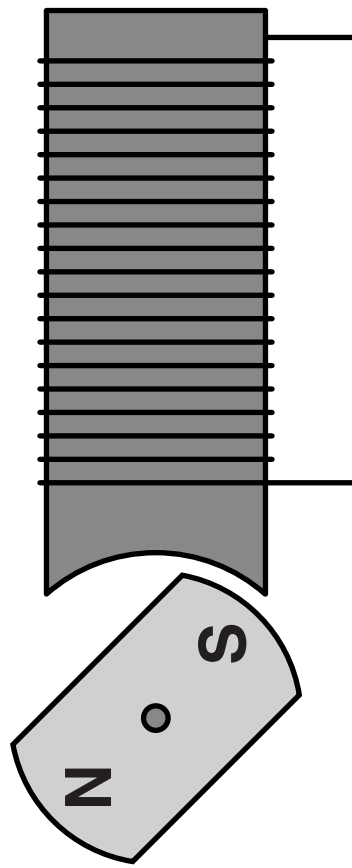
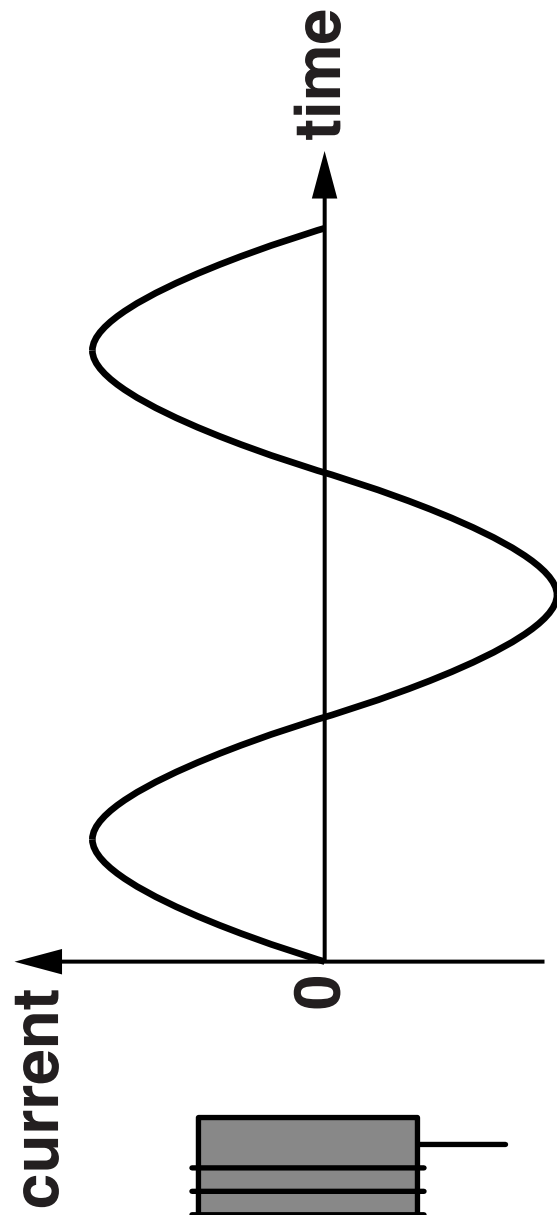
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[6]

**[6]**

**[TOTAL: 6]**



**8 Jack and Jill do an experiment with balloons.**

**Complete the sentences by putting a ring around the correct choices.**

**Jack rubs a red balloon on the cloth of his shirt. This charges the balloon.**

**This is because particles called**

**ATOMS / ELECTRONS transfer from the cloth to the red balloon.**

**This means that the red balloon has a**

**NEGATIVE / POSITIVE / ZERO charge.**

**The balloon keeps its charge so it must be**

**A CONDUCTOR / AN INSULATOR /**

**A TRANSFORMER.**

**Jill rubs the blue balloon on her hair.  
The blue balloon is now repelled by the  
red balloon. This means that they have**

**DIFFERENT / THE SAME**

**types of charge. [2]**

**[TOTAL: 2]**

**BLANK PAGE**

**9 Use straight lines to link each PART of an electric motor to its FUNCTION.**

**PART**

**FUNCTION**

**magnet**

**provides a steady field to push the current-carrying coil**

**commutator**

**changes the strength of the magnetic field**

**makes the current switch direction in the coil**

**[2]**

**[TOTAL: 2]**

**10 Dystrophin is a protein found in healthy muscle cells.**

**The code for dystrophin is found in the DNA of the muscle cells.**

**(a) Part of the DNA sequence that codes for dystrophin is shown below.**

<b>A</b>	<b>A</b>	<b>C</b>	<b>G</b>	<b>A</b>	<b>T</b>	<b>T</b>	<b>C</b>	<b>G</b>
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**Write the sequence of bases that would be found on the other strand of this piece of DNA.**

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**[1]**



**(b) Actin is another protein found in muscle cells.**

**Dystrophin is a completely different protein from actin.**

**Put ticks (✓) in the boxes next to the TWO correct explanations for how the same cell can make these two different proteins.**

**Dystrophin is made in the nucleus and actin is made in the cytoplasm.**

☐

**The sequences of bases in the genes for actin and dystrophin are different.**

☐

**The base pairing is different in the genes for actin and myosin.**

☐

**A cell can combine amino acids in different sequences.**

☐

**Only the synthesis of actin involves messenger RNA.**

☐

**[2]**

**(c) People who cannot make dystrophin in their muscle cells have the condition called Duchenne muscular dystrophy (DMD).**

**DMD is a fatal disease.**

**(i) The incidence of DMD is 1 in 3500 births.**

**Calculate how many new cases of DMD are likely in England in a year when there are 700 000 births.**

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

**(ii) Doctor Baker wants to study DMD.**

**Doctor Smith wants to study the common cold.**

**They are both applying for money for their studies.**

**Suggest how each doctor might justify their application.**

**Doctor Baker** \_\_\_\_\_  
\_\_\_\_\_

**Doctor Smith** \_\_\_\_\_  
\_\_\_\_\_ **[2]**

**[TOTAL: 6]**

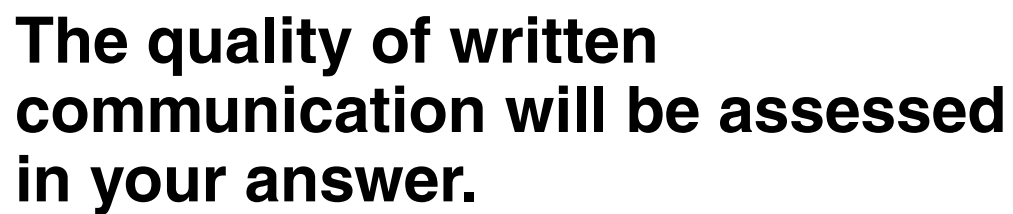
**11 Dutch elm disease has killed many elm trees in England.**

**Some elms are resistant to the disease.**

**Park keepers want to plant resistant elm trees to replace ones that have been killed.**

**They decide to use cuttings from the resistant elms, rather than using seeds.**

**Describe the process of using cuttings, and explain why they choose this method.**



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[6]

**[TOTAL: 6]**

**12 (a) Gary studies mitosis in a plant root under his microscope.**

**He calculates the mitotic index using this equation.**

$$\text{mitotic index} = \frac{\text{number of cells showing mitosis}}{\text{total number of cells in view}}$$

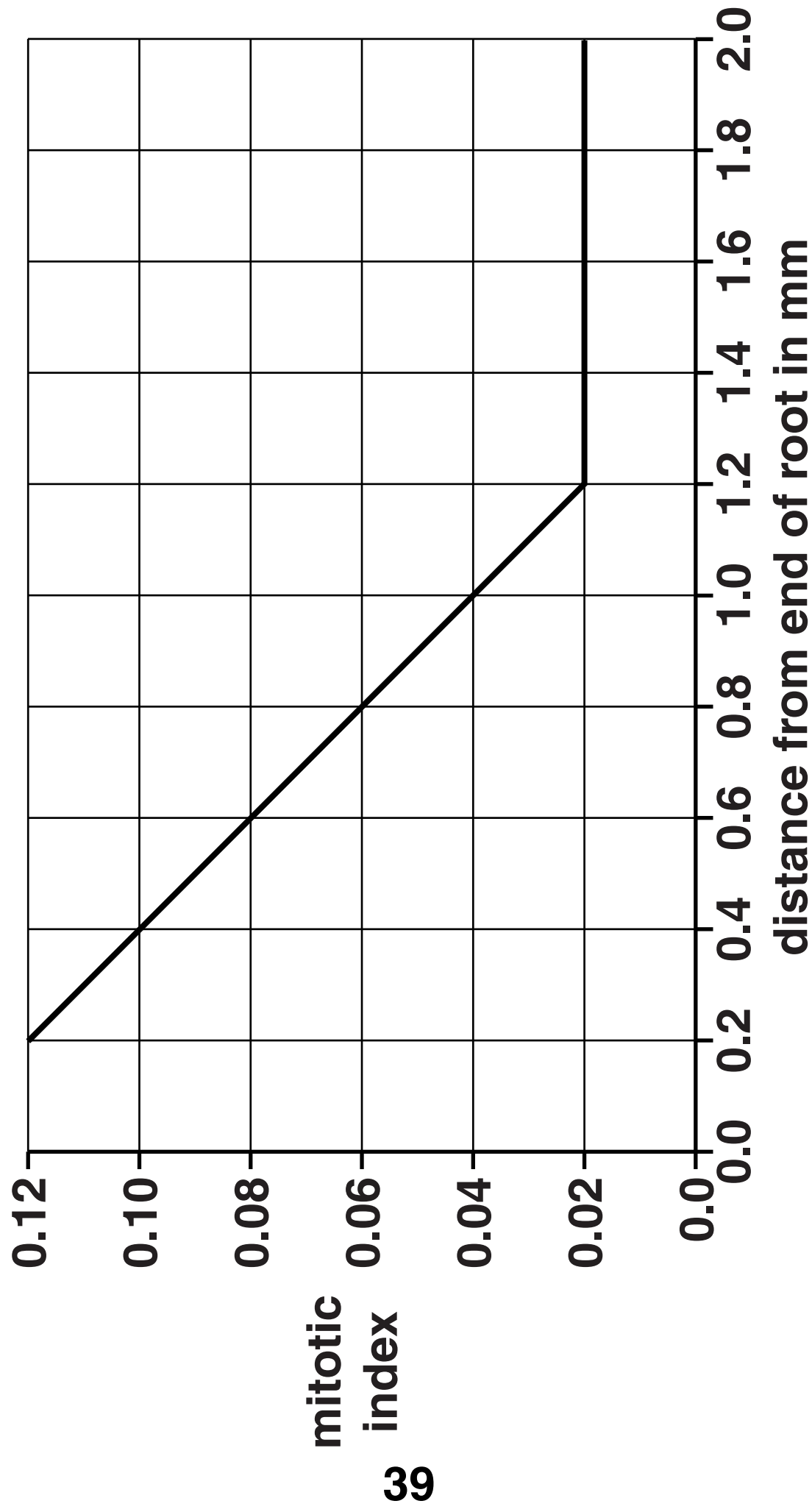
**Gary plots the mitotic index at different distances from the end of the root. The graph is on the page opposite.**

**(i) Gary looks at a section taken 1.9 mm from the end of the root.**

**He sees 200 cells.**

**How many of these cells show mitosis?**

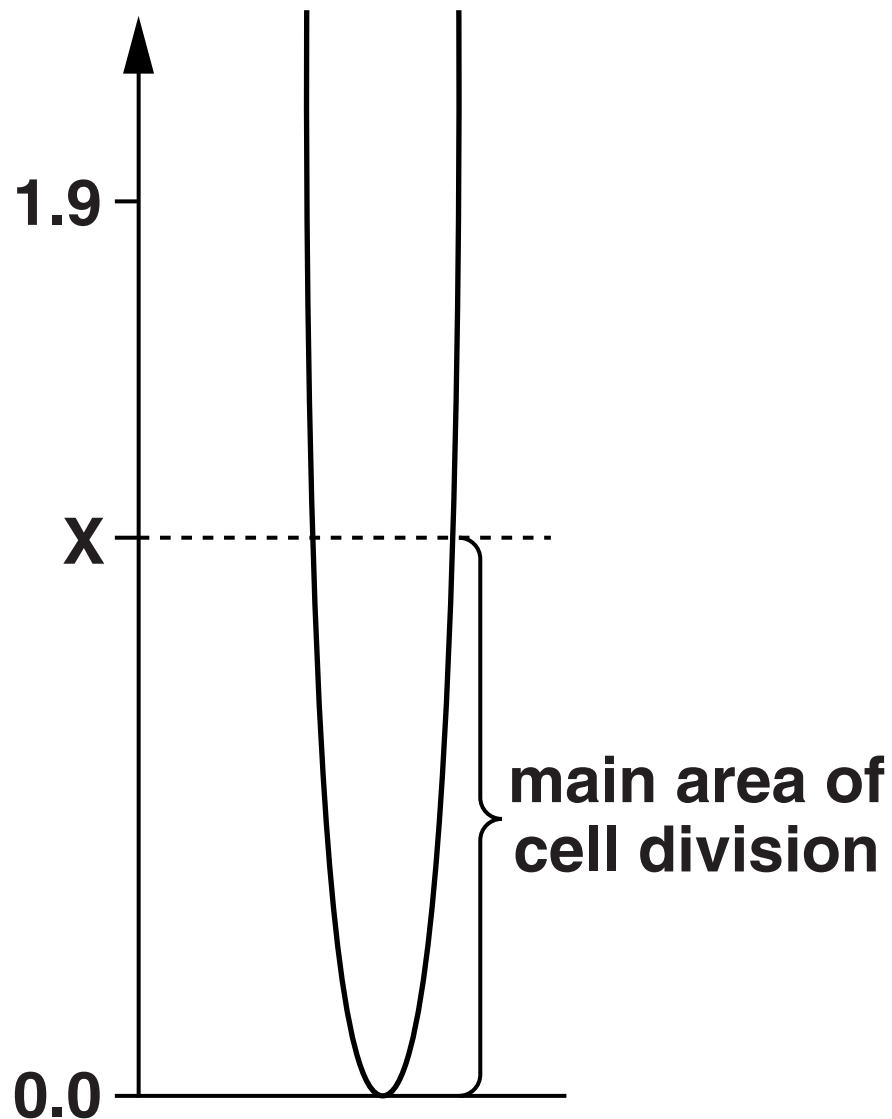
**answer = \_\_\_\_\_ [2]**



- (ii) The diagram shows the end of the root that Gary has been looking at.

The diagram has NOT been drawn to scale.

distance from  
end of the root  
in mm





**Use Gary's GRAPH on page 39 to determine the distance from the tip of the root to point X on the diagram.**

**answer from graph = \_\_\_\_\_ [1]**

**(b) Root cells divide by mitosis.**

**This is only part of the cell cycle.  
There is also a period of cell growth.**

**Compare what happens to the  
chromosomes during mitosis and  
during cell growth.**

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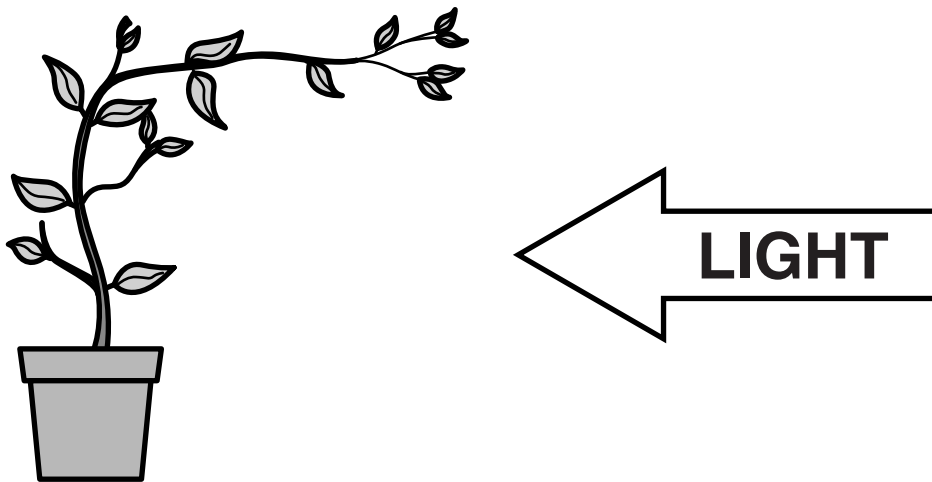
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[1]

**(c) Roots growing downwards is one example of plants being affected by the environment.**

**Another example is phototropism.**

**Gary grows a seedling with a strong light source on one side.**



**The shoot grows towards the light.**

**Which two statements, when taken together, explain this observation?**

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

**Leaves on the light side photosynthesise more.** ☐

**More auxin moves to the shaded side of the shoot.** ☐

**More auxin is made on the light side of the shoot.** ☐

**The side of the shoot with most auxin grows more.** ☐

**The side of the shoot with most auxin gets shorter.** ☐

**Auxin makes no difference to the growth of the shoot.** ☐

**Auxin absorbs more light on the light side of the shoot.** ☐

**[2]**

**[TOTAL: 6]**

**13 Adult stem cells have been used to grow a new windpipe for a woman whose windpipe was damaged by disease.**

**Which properties of adult stem cells made this possible?**

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

**Adult stem cells can become specialised to make specific tissues.**

☐

**Adult stem cells become specialised by developing new genes.**

☐

**Adult stem cells can grow to form any tissue.**

☐

**Adult stem cells are unspecialised.**

☐

**Adult stem cells have more chromosomes than specialised cells.**

☐

**Adult stem cells are produced by meiosis.**

☐

**[2]**

**[TOTAL: 2]**

**END OF QUESTION PAPER**

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# The Periodic Table of the Elements

1	2	Key										3	4	5	6	7	0	
7 Li lithium 3	9 Be beryllium 4	relative atomic mass atomic symbol name atomic (proton) number										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	45 Sc scandium 21	48 Ti titanium 22	51 V vanadium 23	52 Cr chromium 24	55 Mn manganese 25	56 Fe iron 26	59 Co cobalt 27	59 Ni nickel 28	63.5 Cu copper 29	65 Zn zinc 30	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	89 Y yttrium 39	91 Zr zirconium 40	93 Nb niobium 41	96 Mo molybdenum 42	[98] Tc technetium 43	101 Ru ruthenium 44	103 Rh rhodium 45	106 Pd palladium 46	108 Ag silver 47	112 Cd cadmium 48	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	139 La* lanthanum 57	178 Hf hafnium 72	181 Ta tantalum 73	184 W tungsten 74	186 Re rhenium 75	190 Os osmium 76	192 Ir iridium 77	195 Pt platinum 78	197 Au gold 79	201 Hg mercury 80	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	[227] Ac* actinium 89	[261] Rf rutherfordium 104	[262] Db dubnium 105	[266] Sg seaborgium 106	[264] Bh bohrium 107	[277] Hs hassium 108	[268] Mt meitnerium 109	[271] Ds darmstadtium 110	[272] Rg roentgenium 111	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.

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