

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

A223/01

Unit 3: Ideas in Context plus B7 (Foundation Tier)

Candidates answer on the Question Paper
A calculator may be used for this paper

OCR Supplied Materials:

- Insert (inserted)

Other Materials Required:

- Pencil
- Ruler (cm/mm)

**Wednesday 16 June 2010
Morning**

Duration: 1 hour



Candidate Forename		Candidate Surname	
--------------------	--	-------------------	--


Centre Number						Candidate Number				
---------------	--	--	--	--	--	------------------	--	--	--	--

MODIFIED LANGUAGE

INSTRUCTIONS TO CANDIDATES

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the boxes above.
- 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.
- Do **not** write in the bar codes.
- 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 **55**.
-  Where you see this icon you will be awarded a mark for the quality of written communication in your answer.
- This document consists of **12** pages. Any blank pages are indicated.

Answer **all** the questions.

1 This question is based on the article ‘World’s common birds are declining’.

(a) The loss or destruction of a bird's habitat could result in a lowering of numbers of birds.

Write down two reasons why.

- 1
- 2 [2]

(b) How many common bird species declined in numbers in Europe during the 26-year period?

answer [1]

(c) An organisation involved in the conservation of birds decided that ‘action was needed sooner rather than later’.

Using the example of the albatross, suggest

- what action is needed
- why action is needed soon.

.....
.....
..... [2]

(d) The white-rumped vulture population has been reduced by 99.9%.

Suggest two reasons why this measurement may not be accurate.

- 1
- 2 [2]

(e) The white-rumped vulture is in danger of extinction.

Write down two things that could be done to ensure that the vulture is not poisoned.

1

2

[2]

(f) Red kites were once said to be extinct in England.

They have now been reintroduced and are thriving.

Explain why this use of the word 'extinct' was misleading.

.....

..... [1]

(g) The article is about reducing biodiversity.

(i) Explain what is meant by **reducing biodiversity**.



One mark is for a clear, ordered answer.

.....

.....

..... [2+1]

(ii) Explain the importance of maintaining biodiversity.

.....

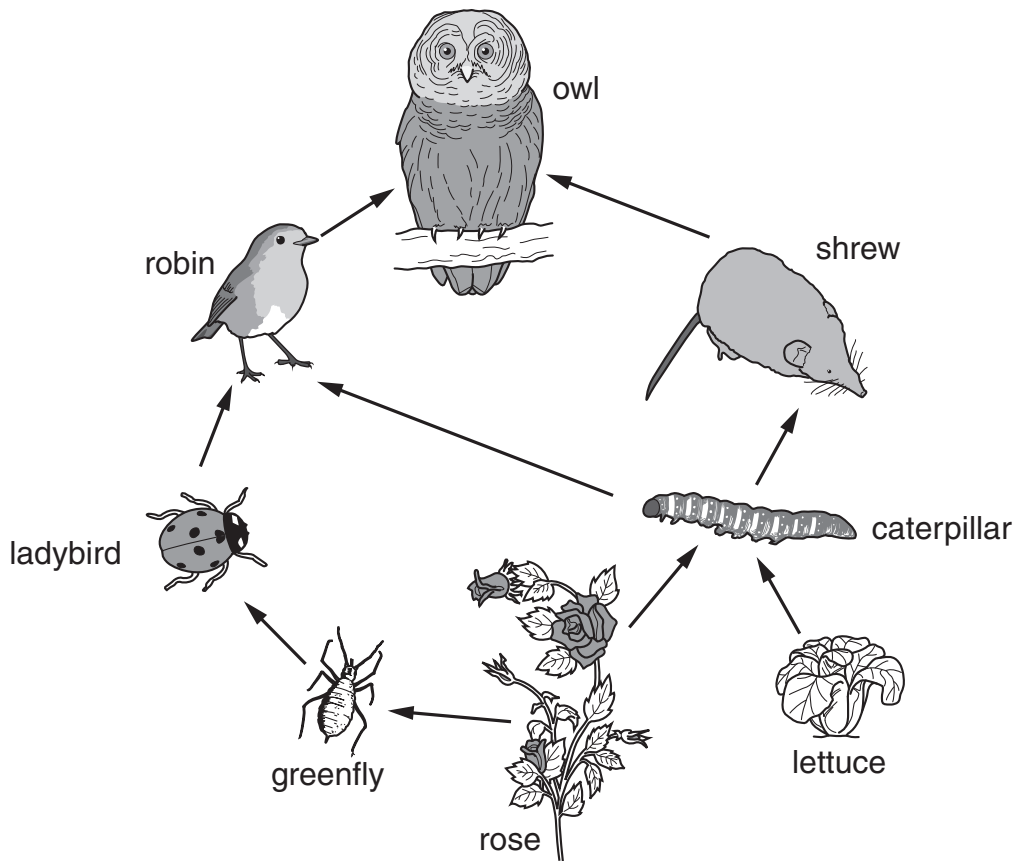
..... [1]

(h) How much would it cost to save 90% of Africa's biodiversity for ten years?

£ million [1]

[Total: 15]

2 Look at the food web.



(a) Write down the name of **one** autotroph and **one** heterotroph from the food web.

autotroph

heterotroph

[1]

(b) Autotrophs are different from heterotrophs.

Explain how.

.....

.....

..... [2]

(c) Energy passes through the food web.

(i) What is the source of this energy?

..... [1]

(ii) How is energy transferred **between** the organisms in the food web?

.....
..... [1]

(iii) Write down two ways in which energy is lost from this food web.

1

2

[2]

[Total: 7]

3 (a) These statements are stages in the process of photosynthesis.

- A oxygen produced as a waste product
- B light energy absorbed by chlorophyll
- C energy used to rearrange atoms of carbon dioxide and water

They are in the wrong order.

Fill in the boxes with the letters **A**, **B** and **C** to put the stages in the correct order.

[2]

(b) Describe three ways in which plants may use glucose produced by photosynthesis.

- 1
- 2
- 3

[3]

(c) Plants grow in soil.

Write down three different components of soil.

- 1
- 2
- 3

[2]

[Total: 7]

4 Photosynthesis takes place in green plants.

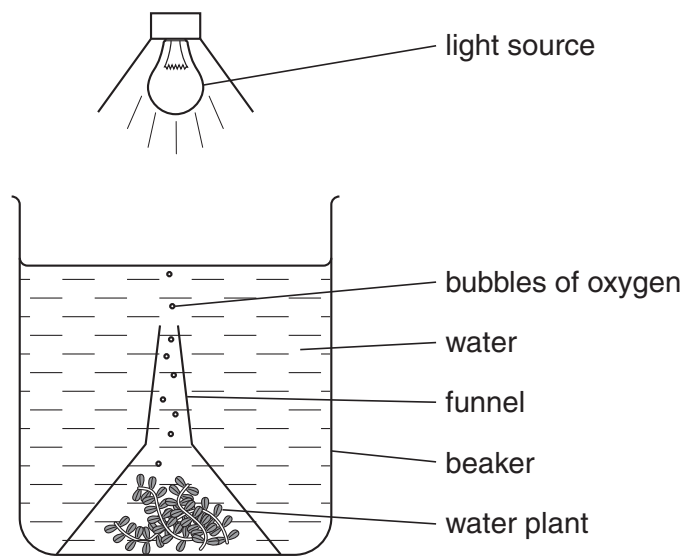
(a) Write down three factors that can limit the rate of photosynthesis.

- 1
- 2
- 3

[2]

(b) The rate of photosynthesis can be measured.

One way to do this is to count the bubbles of oxygen given off by a water plant in one minute.



We can never be sure that a measurement tells us the true value of a quantity being measured.

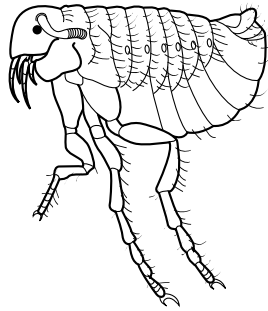
Explain why trying to count the number of bubbles in one minute in this experiment may not give a **true value** for the rate of photosynthesis.

-
-
-
-
-

[3]

[Total: 5]

5 A flea is an example of a parasite.



(a) Explain what is meant by a **parasite**.

.....
.....
..... [2]

(b) Name **one** example of a parasite other than a flea.

Describe two features of this parasite that help it to be successful.

parasite [1]

feature 1

.....

feature 2

.....

[2]

(c) State **one** important effect of parasites on humans.

..... [1]

[Total: 6]

6 Neil and Anita want to have a baby.

They are worried that they might be carriers for cystic fibrosis, a genetic disorder.

They have a genetic test using DNA technology.

Explain how the test is carried out.

You **must** include these words in your answer.

autoradiography

DNA

gene probe

white blood cells

.....

.....

.....

.....

.....

.....

..... [4]

[Total: 4]

7 Steve is an athlete.

(a) He releases energy from glucose by respiration.

Complete the word equation for **aerobic** respiration in muscle cells.

Choose substances from this list.

alcohol

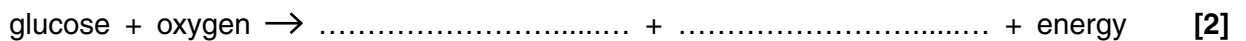
carbon dioxide

lactic acid

oxygen

starch

water



(b) When Steve is running, his muscle cells require a **faster** supply of oxygen and glucose.

(i) Explain why.

.....

.....

..... [2]

(ii) Explain how this faster supply is brought about.

.....

..... [2]

[Total: 6]

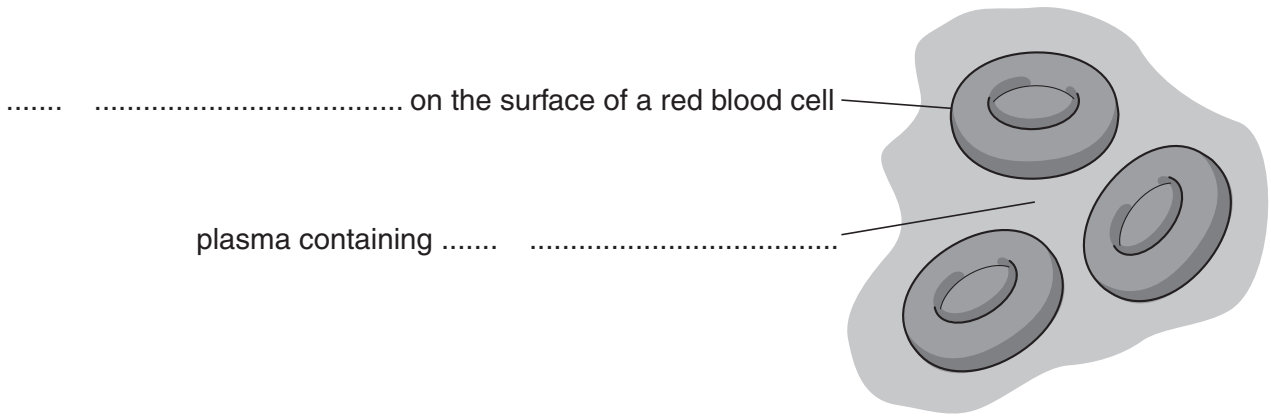
8 Human blood can be group **A**, **B**, **AB** or **O**.

(a) Look at the diagram of blood from a person who is **blood group B**.

Complete the labels using letters and words from the tables.

Each label needs a letter **and** a word.

letter	word
A	antibodies
B	antigens
O	dominant
	haemoglobin
	recessive



[2]

- (b) During blood transfusions it is important to make sure that the donor and recipient are compatible.

For this to happen, the antigens in the donor's blood must not match the antibodies in the recipient's blood.

The table shows blood groups for both donors and recipients.

		donor			
		A	B	AB	O
recipient	A		X		✓
	B	X	✓	X	✓
	AB	✓		✓	✓
	O	X	X		✓

- (i) Complete the table with ticks (✓) or crosses (X) to show the compatibility for each of the blood groups.

There are four spaces to complete. [2]

- (ii) Which blood group, **A**, **B**, **AB** or **O**, can be donated to all other blood groups?

answer [1]

[Total: 5]

END OF QUESTION PAPER

PLEASE DO NOT WRITE ON THIS PAGE



Copyright Information

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations, is given to all schools that receive assessment material and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.