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Surname

Other names

Pearson
Edexcel GCE

Centre Number

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Candidate Number

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Biology

Advanced

Unit 5: Energy, Exercise and Coordination

Thursday 23 June 2016 – Morning

Time: 1 hour 45 minutes

Paper Reference

6BI05/01

You must have:

A copy of the scientific article from *Science News* (enclosed)

Total Marks

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Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 90.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

Answer ALL questions.

Some questions must be answered with a cross . If you change your mind about an answer, put a line through the box and then mark your new answer with a cross .

1 Skeletal muscles contain muscle fibres and are arranged in antagonistic pairs.

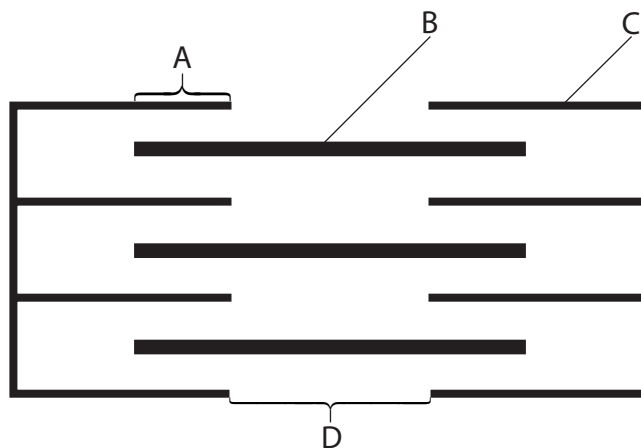
(a) Place a cross in the box to complete the statement about skeletal muscles.

(1)

When a muscle fibre contracts, the number of myosin heads

- A** becomes zero
- B** increases
- C** reduces
- D** stays the same

(b) The diagram below shows part of a muscle fibre.



Place a cross in the box to complete each statement about skeletal muscles.

(i) When a muscle fibre contracts, the labelled part that becomes shorter is

(1)

- A**
- B**
- C**
- D**

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(ii) The number of sarcomeres shown in the diagram is (1)

- A 1
- B 2
- C 3
- D 4

(iii) The binding of calcium ions to troponin causes (1)

- A depolarisation of the muscle membrane
- B myosin binding sites to be exposed
- C the sarcomere to widen
- D tropomyosin to be exposed

(iv) An enzyme that can break down ATP is found in (1)

- A actin
- B myosin
- C tropomyosin
- D troponin

(v) Slow twitch muscle fibres contain (1)

- A more mitochondria than fast twitch fibres
- B fewer mitochondria than fast twitch fibres
- C the same number of mitochondria as fast twitch fibres
- D no mitochondria

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P 4 6 6 2 1 A 0 3 2 4

2 Carrots are root vegetables that are eaten by many organisms.

An investigation was carried out to study the respiration rate of carrots.

100 g of carrot cubes were placed in a plastic bag containing air. The bag containing the carrot cubes was stored at 1 °C for three days.

All other variables were kept constant.

The percentages of oxygen and carbon dioxide in the bag were measured at the start of the investigation and at the end.

The results are shown in the table below.

Stage of the investigation	Percentage of each gas in the bag (%)	
	Oxygen	Carbon dioxide
Start	21.0	0.04
End	5.3	8.14

- (a) (i) Suggest **two** variables, other than temperature, that need to be kept constant in this investigation so that valid results can be collected.

(2)

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- (ii) Explain the role of oxygen in the cells of the carrot cubes.

(3)

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(b) Explain how the carrots produce carbon dioxide at the start of this investigation.

(4)

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(c) The investigation was repeated at storage temperatures of 5 °C and 10 °C.

The table below shows the change in percentage of carbon dioxide in the bag at the end of the investigation compared with the start of the investigation for all three storage temperatures.

Storage temperature / °C	Change in percentage of carbon dioxide (%)
1	+ 8.1
5	+ 14.1
10	+ 16.2

Explain the effect of temperature on the change in the percentage of carbon dioxide in the bag.

(3)

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(d) Suggest why the carrot tissue could survive when no oxygen was left in the bag.

(1)

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(Total for Question 2 = 13 marks)



4 A number of investigations have been carried out to study the effect of nature and nurture on human development.

(a) Explain how twin studies could be used to compare the effects of nature and nurture on human development.

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(b) (i) Facial expressions can show different emotions.

Explain how a cross-cultural study could be used to investigate whether recognising different emotions through facial expression is due to nature or nurture.

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(ii) Suggest how this cross-cultural study could be carried out to make sure that the results are valid.

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(Total for Question 4 = 8 marks)

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5 Neurones are cells involved in coordination and control within an animal.

(a) The table below shows the concentration of sodium ions and potassium ions in the cytoplasm of a neurone and in the fluid outside the neurone.

Ion	Concentration of ion / mmol dm^{-3}	
	Cytoplasm	Fluid outside the neurone
Sodium	15	150
Potassium	150	5

(i) Using the information in the table, comment on the concentration gradients of these ions.

(2)

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- (ii) During an action potential the distribution of sodium and potassium ions changes.

Explain how proteins in the cell surface membrane of this neurone enable the concentrations of these ions to **return** to those shown in the table.

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- (b) Describe how the arrival of a nerve impulse at a synapse causes the release of neurotransmitters.

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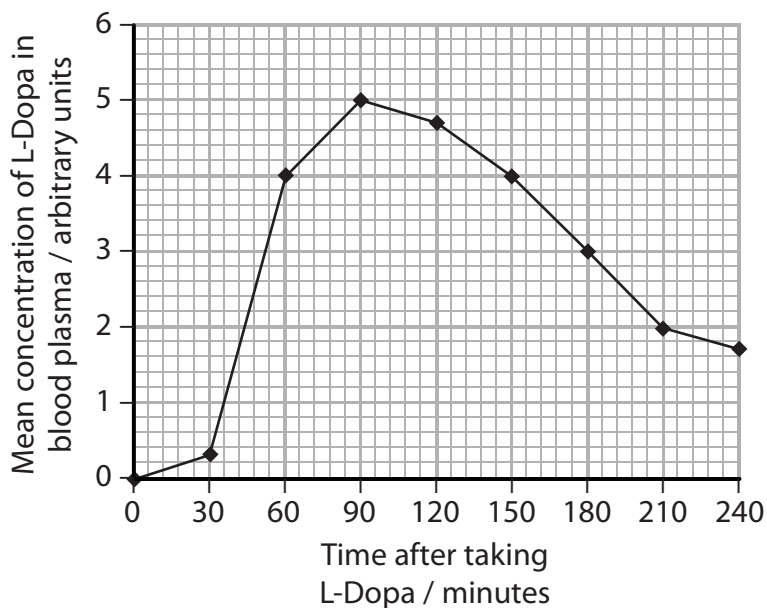
6 Humans and sea anemones have nervous systems with synapses.

(a) L-Dopa is a drug used to treat people with Parkinson's disease.

An investigation was carried out to study the uptake of L-Dopa from the gut into the blood plasma of people with Parkinson's disease.

A number of people with Parkinson's disease were each given a tablet containing 200 mg of L-Dopa. The concentration of L-Dopa in the blood plasma of each person was then recorded over a period of four hours.

The mean results are shown in the graph below.



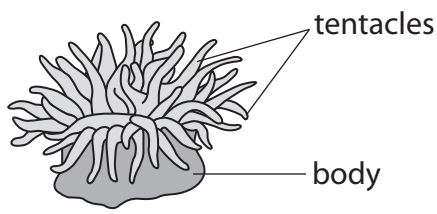
(i) Using the information in the graph, calculate the mean rate of uptake of L-Dopa from 0 to 90 minutes.

Show your working.

(2)



(b) The sea anemone, shown in the diagram below, is a marine animal with tentacles.



A student investigated habituation in a sea anemone.

He gently touched a sea anemone, causing it to withdraw its tentacles into its body. He waited and recorded the time for the tentacles to fully re-emerge.

He repeated the process until the sea anemone was fully habituated.

- (i) Suggest what the student would observe when the sea anemone was fully habituated. (1)

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- (ii) The student investigated the length of time it took sea anemones to lose their habituation. Suggest how the student carried out this investigation. (3)

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(Total for Question 6 = 10 marks)



(b) The bacterium *Mycoplasma* has the 'shortest known genome' (paragraph 13). This bacterium contains only 525 genes.

Calculate the mean number of bases per *Mycoplasma* gene.

Show your working.

(2)

Answer = bases

(c) (i) Describe how 'building a stretch of DNA' would differ from 'building a stretch of RNA' (paragraph 21).

(3)

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(ii) Suggest why the scientists would 'insert the whole thing into a circular strand of DNA until they need it' (paragraph 21).

(1)

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(h) 'Synthetic gene circuits could steer stem cells to develop into insulin-producing cells' (paragraph 41).

Describe **three** differences between a stem cell and an insulin-producing cell.

(3)

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(i) Suggest why it is necessary to 'keep track of exposure to things like radiation within a cell' (paragraph 45).

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(Total for Question 7 = 30 marks)

TOTAL FOR PAPER = 90 MARKS



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