



Oxford Cambridge and RSA

# AS Level Biology B (Advancing Biology)

**H022/02** Biology in depth

Insert

**Tuesday 6 June 2017 – Afternoon**

**Time allowed: 1 hour 30 minutes**



## INSTRUCTIONS

- Do not send this Insert for marking; it should be retained in the centre or recycled.  
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## INFORMATION

- This Insert contains Fig. 3.1(a) and Fig. 3.1(b).
- This document consists of **2** pages.



Tools used by *Homo habilis*

**Fig. 3.1(a)**



Tools used by *Homo neanderthalensis*

**Fig. 3.1(b)**

# OCR

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## **ERRATUM NOTICE**

**Tuesday 6 June 2017 – Afternoon**

**AS Level Biology B (Advancing Biology)**

**H022/02 Biology in depth**

**FOR THE ATTENTION OF  
THE EXAMINATIONS OFFICER**

**To be opened on the day of the exam**

**Instructions to Invigilators:**

Before the start of the examination, please read out to candidates the following notice (please read out this notice **twice** to ensure understanding):

Please turn to **page 16** of the Question Paper.

For question 6, bullet point three, please amend your copy of the question paper by crossing out the word **epithelial** and replacing this with the word **epidermal**.

Any enquiry about this notice should be referred to the Customer Contact Centre on 01223 553 998 or [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)



Oxford Cambridge and RSA

# AS Level Biology B (Advancing Biology)

## H022/02 Biology in depth

### Tuesday 6 June 2017 – Afternoon

### Time allowed: 1 hour 30 minutes



**You must have:**

- the Insert (Inserted)

**You may use:**

- a scientific or graphical calculator
- a ruler (cm/mm)



|               |  |  |  |  |  |  |                  |  |  |  |  |
|---------------|--|--|--|--|--|--|------------------|--|--|--|--|
| First name    |  |  |  |  |  |  |                  |  |  |  |  |
| Last name     |  |  |  |  |  |  |                  |  |  |  |  |
| Centre number |  |  |  |  |  |  | Candidate number |  |  |  |  |

#### INSTRUCTIONS

- The Insert will be found inside this document.
- Use black ink. You may use an HB pencil for graphs and diagrams.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Write your answer to each question in the space provided. If additional space is required, use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.
- Do **not** write in the barcodes.

#### INFORMATION

- The total mark for this paper is **70**.
- The marks for each question are shown in brackets [ ].
- Quality of extended responses will be assessed in questions marked with an asterisk (\*).
- This document consists of **20** pages.

Answer **all** the questions.

- 1 Fig. 1.1 is a diagram of a cell found in the trachea. The structures labelled **A** to **G** are organelles found within the cell.

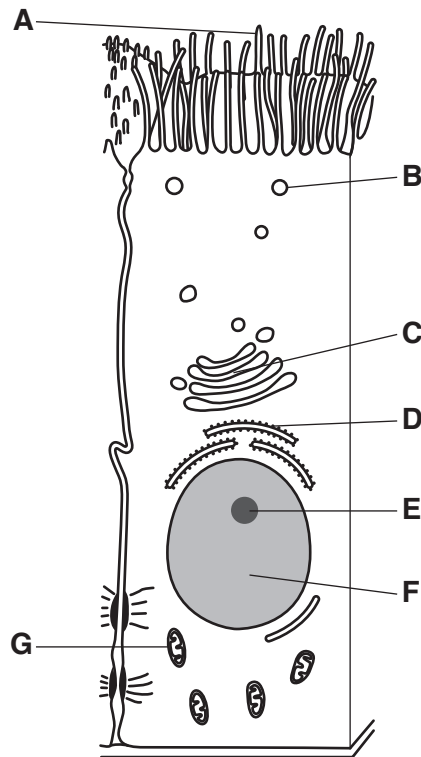


Fig. 1.1

- (a) Using Fig. 1.1, complete the table below with the **letter** of the organelle that corresponds to the function being described.

| Function                      | Letter |
|-------------------------------|--------|
| Provides ATP                  |        |
| Modifies proteins             |        |
| Involved in protein synthesis |        |

[3]

3

- (b) Tobacco smoke is a carcinogen. It can damage the DNA of the cells lining the trachea resulting in the development of a tumour.

Explain how damage to DNA can result in the development of a tumour.

.....

.....

.....

.....

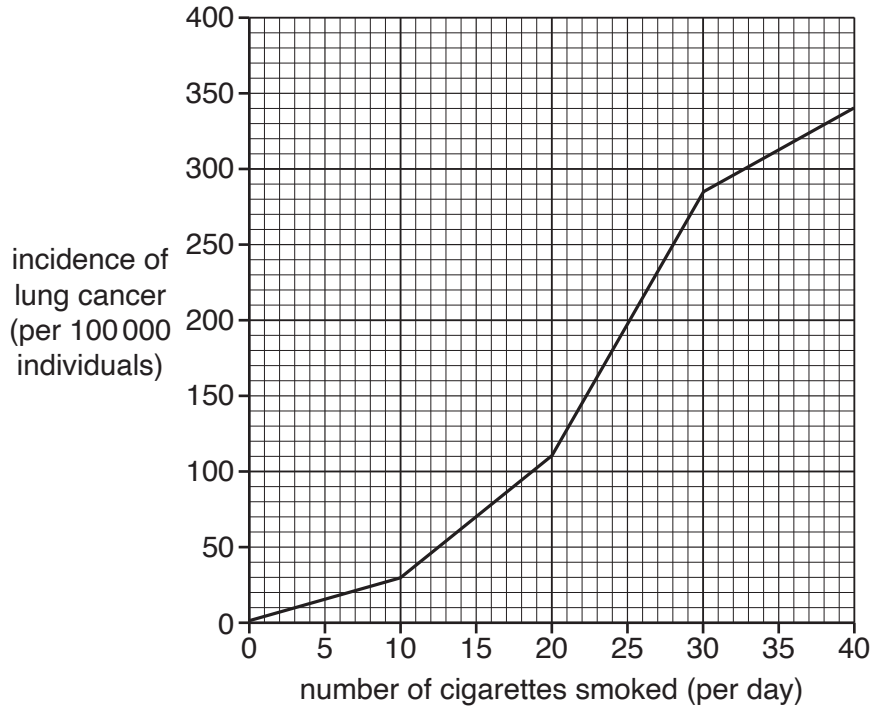
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..... [2]

**Question 1(c) begins on page 4**

(c) Research was carried out into the effect of smoking on the incidence of lung cancer.

Fig. 1.2 shows the results of this research.



**Fig. 1.2**

(i) State **two** factors that should have been considered when selecting people to participate in this research.

Factor 1 .....

Factor 2 .....

[2]

(ii) Using Fig. 1.2, calculate the percentage increase in the incidence of lung cancer when the number of cigarettes smoked increases from 20 to 40 per day.

Give your answer to the **nearest whole number**.

Answer = ..... % [2]

- (d) (i) Lung cancer can be detected using a technique called endoscopic ultrasound.

When using this technique, instead of placing the ultrasound probe on the outside of the chest, it is inserted through the mouth and into the airways of the lungs.

Suggest why endoscopic ultrasound is used rather than standard ultrasound for detecting lung cancer.

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

- (ii) The number of people alive ten years after being diagnosed with a disease is called the ten year survival rate.

Lung cancer has one of the lowest ten year survival rates of all common cancers.

Suggest why the ten year survival rate for lung cancer is low.

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

- (e) Trastuzumad is an immunotherapy drug used in the treatment of breast cancer, but it has proved ineffective in treating lung cancer.

Using your knowledge of how **immunotherapy** drugs work, explain why trastuzumad can be used to treat breast cancer but **not** to treat lung cancer.

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

- (f) During chemotherapy treatment, the majority of body cells are not affected by the drugs used.

However, some cells, such as those in hair follicles and bone marrow, may be damaged by chemotherapy drugs.

Explain why.

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



2 Technicians can use electrocardiograms (ECGs) to monitor the electrical activity of the heart.

Fig. 2 is an ECG trace of a person with a healthy heart.

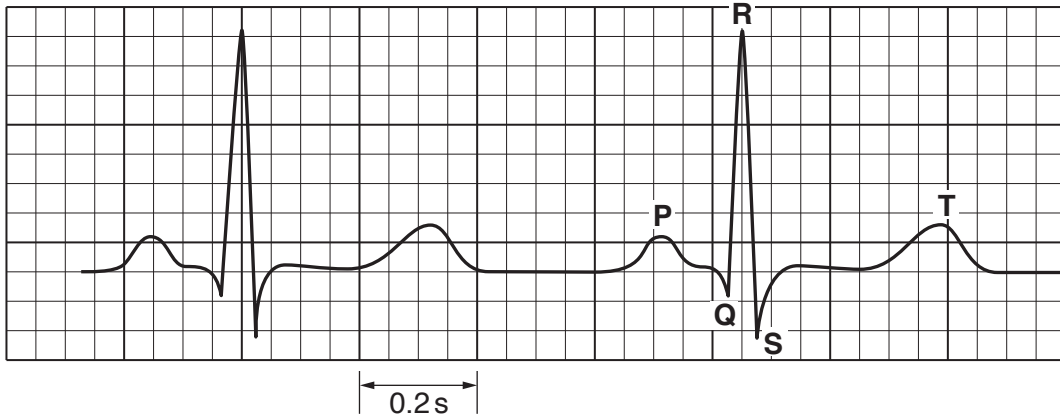


Fig. 2

(a) Using Fig. 2, calculate the heart rate to **two** significant figures.

Answer = ..... bpm [2]

(b) Supraventricular tachycardia (SVT) is a medical condition affecting the heart resulting in an abnormal heart rhythm.

One of the signs of SVT is that the atria do not contract correctly.

Using this information, describe how the ECG trace of a patient with SVT would differ from the trace shown in Fig. 2.

.....

.....

.....

.....

..... [2]



3 Hominids have been classified using taxonomic ranks.

(a) Using the terms below, complete the sequence of taxonomic ranks in the hierarchy of classification.

The last one has been done for you.

Genus                  Phylum                  Class                  Family                  Domain  
Species                  Order                  Kingdom

|         |
|---------|
|         |
|         |
|         |
|         |
|         |
|         |
|         |
|         |
| Species |

[1]



- (d) Primate species are known to use physical grooming to maintain social groups. Studying this behaviour in primates has enabled scientists to hypothesise about how it developed into 'vocal grooming' and the evolution of language in hominids.

Table 3 shows results from a predictive model of how much time must be spent physically grooming for hominid species to maintain the size of their social groups.

| <b>Species</b>               | <b>Size of social group<br/>(number of individuals per group)</b> | <b>Time that must be spent<br/>physically grooming to<br/>maintain group size<br/>(% of each day)</b> |
|------------------------------|---|---|
| <i>Australopithecus sp.</i>  | 65  | 18  |
| <i>Homo habilis</i>          | 90  | 25  |
| <i>Homo erectus</i>          | 110   | 30  |
| <i>Homo neanderthalensis</i> | 120   | 35  |
| <i>Homo sapiens</i>          | 150   | 40  |

**Table 3**

In extant primates, the maximum time that could be spent physically grooming has been recorded at 20%. This was observed in *Theropithecus gelada*, a species of baboon.

Discuss how this information and the predictive data in Table 3 support the idea for the development of 'vocal grooming' and evolution of language in hominids.

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [3]



(ii) Isoniazid kills bacterial cells but has no effect on human cells.

Explain why.

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

5 Blood is made up of different types of cells.

A haemocytometer can be used to determine the concentration of each type of cell in a blood sample.

Fig. 5.1 shows erythrocytes in one section of a haemocytometer chamber.

- The depth of the chamber is 0.1 mm.
- The blood sample was diluted by 1 in 200.

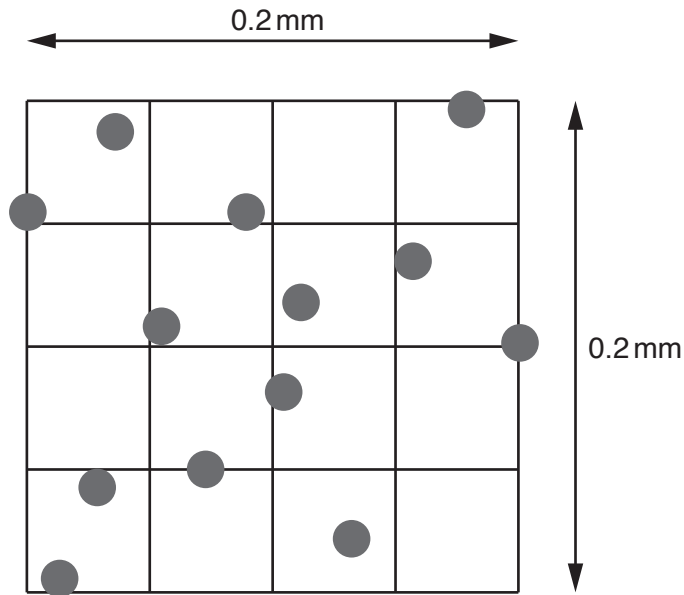


Fig. 5.1

(a) (i) Using Fig. 5.1, calculate the number of cells in  $1 \text{ mm}^3$  of undiluted blood.

Answer = ..... [2]



- (ii) When preparing blood samples for counting different types of cell using a haemocytometer, technicians follow a set procedure.

For each of the steps below, give **one** reason why it would be included in the procedure.

The haemocytometer slide is cleaned with ethanol.

.....  
.....

The blood sample is mixed thoroughly before and after dilution.

.....  
.....

A diluting fluid, such as Dacie's fluid, is used.

.....  
.....

A stain is added to the diluting fluid.

.....  
.....

**[4]**



6 A student was investigating the effect of sucrose concentration on plasmolysis in onion cells using the following procedure.

- Five Petri dishes were labelled **A** to **E**.
- Six drops of  $0.2 \text{ mol dm}^{-3}$  sucrose solution and two drops of differential stain were added to Petri dish **A**.
- A sample of epithelial tissue from an onion was placed in Petri dish **A**.
- The tissue sample was then removed immediately, placed on a microscope slide and viewed using a light microscope.
- The numbers of plasmolysed **and** unplasmolysed cells were counted.
- This was repeated for Petri dishes **B** to **E** using different concentrations of sucrose solution as shown in Table 6.

(a) (i) What is the purpose of the differential stain in **this** investigation?

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

(ii) The student made the following statement:

*'The water potential of the onion cells changes when the cells are stained with the differential stain.'*

Is this statement correct? Justify your answer.

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

(iii) Identify **two** sources of error in the procedure used **and** suggest an improvement for each.

error .....

improvement .....

.....

error .....

improvement .....

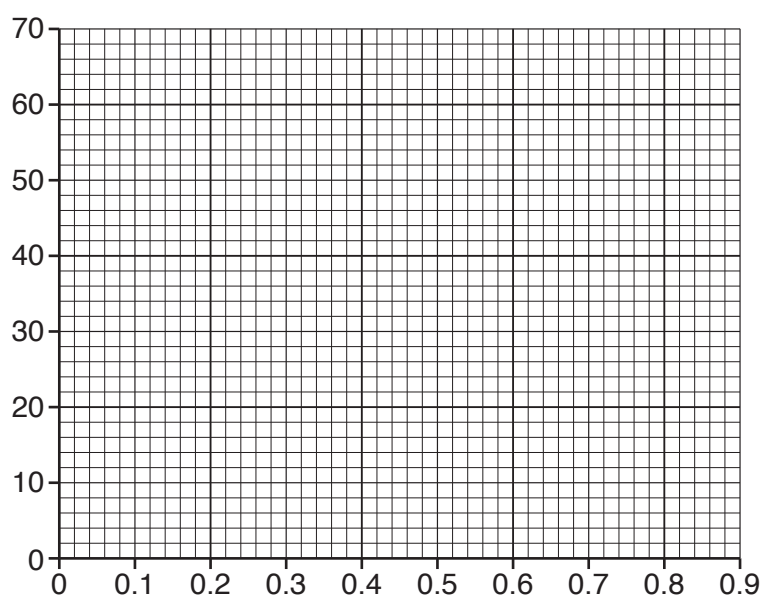
.....  
 ..... [4]

(b) The results of the student's investigation are shown in Table 6.

| Petri dish | Sucrose concentration ( $\text{mol dm}^{-3}$ ) | Number of plasmolysed cells | Number of unplasmolysed cells | Percentage of plasmolysed cells (%) |
|------------|--|-----------------------------|-------------------------------|-------------------------------------|
| A          | 0.2  | 30                          | 168                           | 18                                  |
| B          | 0.3  | 46                          | 162                           | 28                                  |
| C          | 0.5  | 62                          | 148                           | 42                                  |
| D          | 0.7  | 73                          | 124                           | 59                                  |
| E          | 0.8  | 68                          | 104                           | 65                                  |

**Table 6**

(i) Using the data in Table 6, complete an appropriate graph on the grid provided.



[3]

(ii) Using your graph plotted in (b)(i), state the sucrose concentration at which 50% of the onion cells are plasmolysed.

..... [1]

- (c) Water must enter plants via the roots and move through the tissues to enter the xylem vessels.

On Fig. 6, **draw** the **apoplast** pathway taken by water from point **X** in the soil to point **Y** in the xylem.



Fig. 6

[2]

- (d) Complete the sentences below about the movement of water through xylem vessels.

As water molecules move through xylem vessels they are attracted to each other by ..... forces. The water molecules are also attracted to the walls of the xylem vessel by ..... forces.

The walls of the xylem vessel are strengthened by ..... which is impermeable to water. The movement of water between xylem vessels can therefore only occur through pores, known as .....

[4]

**END OF QUESTION PAPER**

**ADDITIONAL ANSWER SPACE**

If additional space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margin(s).

A large area of lined paper for writing. It features a vertical solid line on the left side, creating a margin. The rest of the page is filled with horizontal dotted lines, providing space for writing answers.

A large rectangular area with a vertical solid line on the left side and horizontal dotted lines across the rest of the page, providing a grid for writing answers.



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