



ADVANCED
General Certificate of Education
2011

Centre Number

71

Candidate Number

Biology
Assessment Unit A2 1
assessing
Physiology and Ecosystems

[AB211]

**MONDAY 16 MAY, MORNING****TIME**

2 hours.

INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

Write your answers in the spaces provided in this question paper.

There is an extra lined page at the end of the paper if required.

Answer **all nine** questions.

You are provided with **Photographs 1.2 and 1.6** for use with Questions 2 and 6 respectively in this paper.

Do not write your answers on these photographs.

INFORMATION FOR CANDIDATES

The total mark for this paper is 90.

Section A carries 72 marks. Section B carries 18 marks.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.

You are reminded of the need for good English and clear presentation in your answers. Use accurate scientific terminology in all answers.

You should spend approximately **25 minutes** on Section B.

You are expected to answer Section B in continuous prose.

Quality of written communication will be assessed in **Section B**, and awarded a maximum of 2 marks.

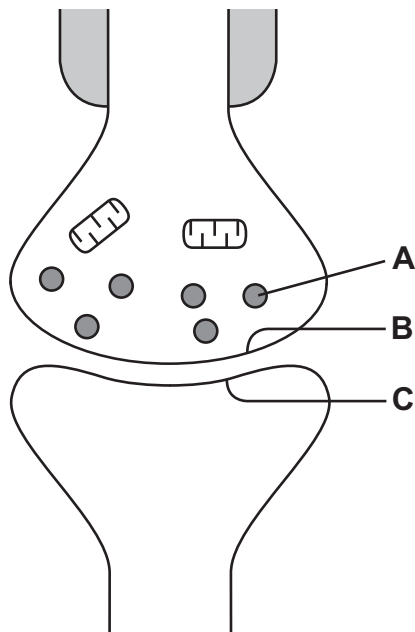
For Examiner's use only	
Question Number	Marks
1	
2	
3	
4	
5	
6	
7	
8	
9	

Total Marks	
--------------------	--

Section A

- 1 (a) (i) The diagram below shows two adjacent neurones at a synapse, as seen using an electron microscope.

Three important features of the synapse are labelled **A**, **B** and **C**.



The table below lists four statements describing functions of certain features of a synapse.

Number	Statement
1	stores acetylcholine
2	location of acetylcholine receptor sites
3	provides energy for the re-synthesis of acetylcholine
4	location of exocytosis of acetylcholine

Complete the table below by matching the labelled feature with the number of the most appropriate statement.

Feature	Statement number
A	
B	
C	

[3]

- (ii) Mark on the diagram above:

- with **X**, the location of an excitatory post synaptic potential
- with **Y**, a structure necessary for saltatory conduction. [2]

- (b) Explain why transmission between neurones is unidirectional.

_____ [1]

2 (a) **Photograph 1.2** shows a photomicrograph of a section through skeletal muscle.

(i) Identify the features labelled **A** to **D**.

A _____

B _____

C _____

D _____

[4]

(ii) The H-band (H-zone) is not very obvious in the photograph. What does this suggest about the state of the muscle at the time the photograph was taken?

_____ [1]

(b) What is the role of calcium ions in muscle contraction?

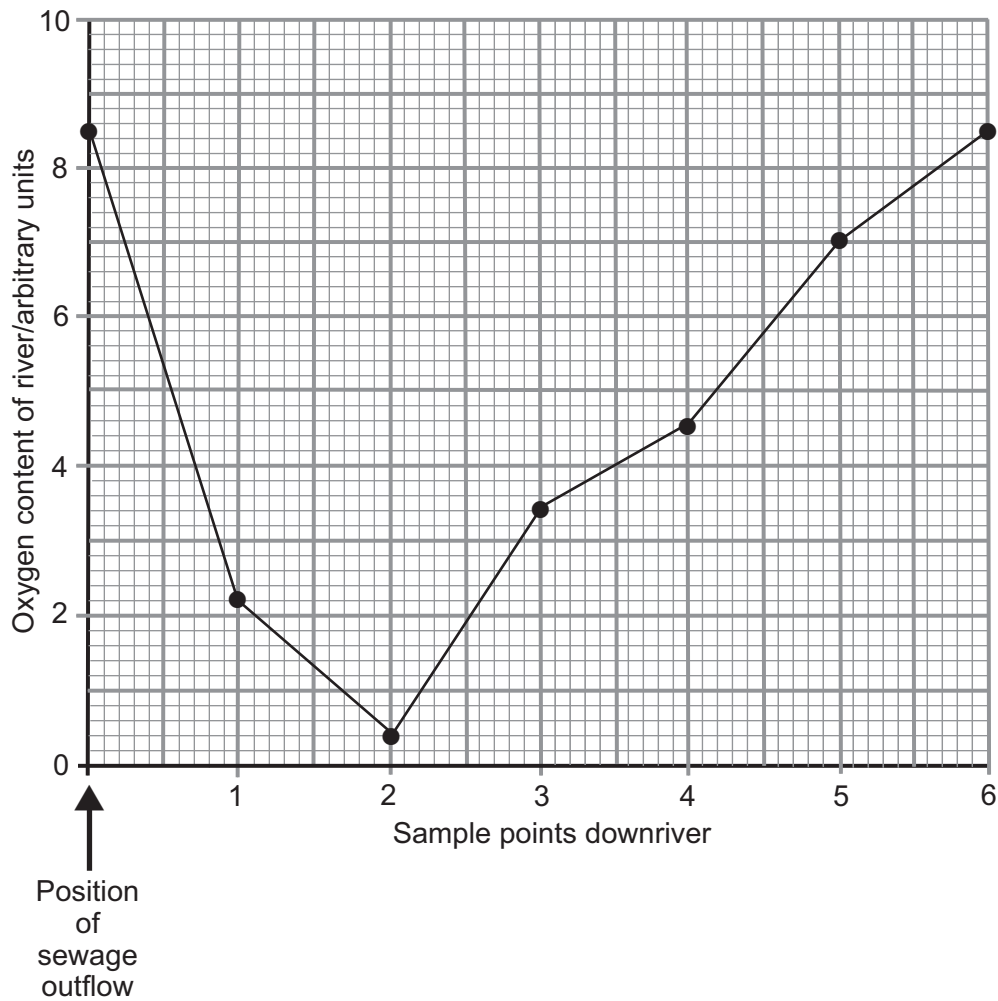
_____ [1]

Examiner Only

Marks

Remark

- 3 A river, otherwise unpolluted, was sampled from the source of a sewage outflow. Oxygen content of the river was measured at the point of outflow and at intervals downriver. The results are shown in the graph below.



- (a) (i) Calculate the percentage decrease in the oxygen content between the sewage outflow and sample point 2.
(Show your working.)

_____ % [2]

Examiner Only	
Marks	Remark

(ii) Explain this decrease in oxygen content.

[3]

(b) Suggest **two** reasons for the increase in oxygen content from sample points **2** to **6**.

1. _____

2. _____

[2]

(c) Identify the sample point from the graph where you would expect to find the lowest biodiversity in the river. Explain your answer.

[2]

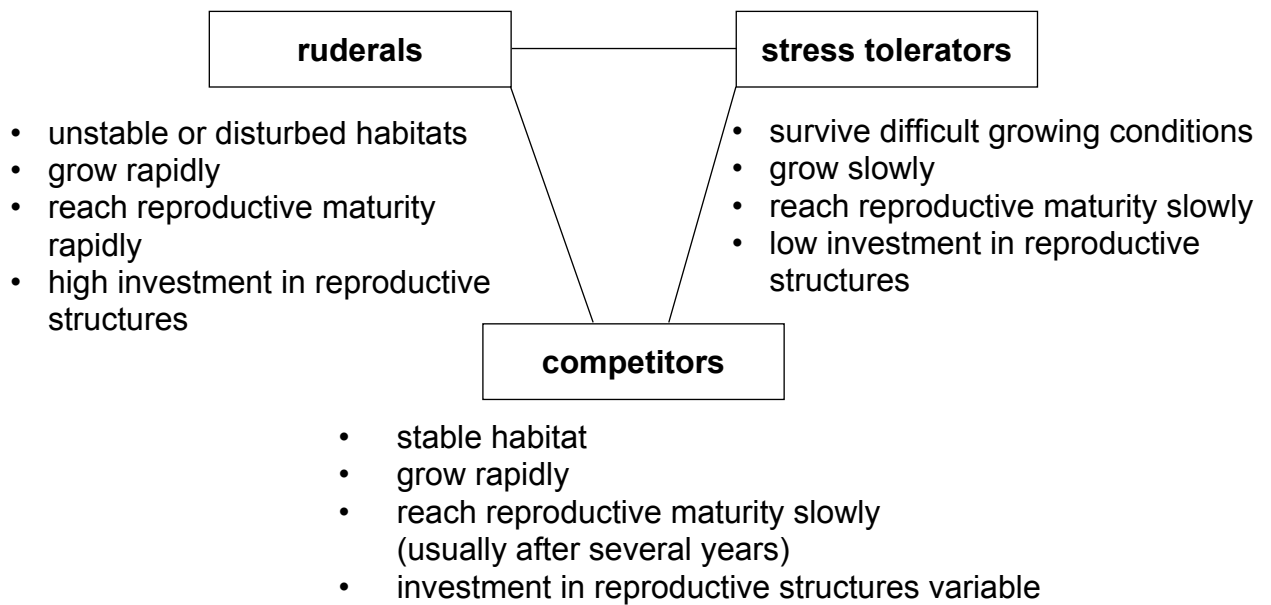
(d) Aquatic invertebrates can act as 'indicator species' in monitoring river pollution. Suggest why these species are a better indicator of pollution than chemical tests for oxygen levels.

[2]

Examiner Only

Marks	Remark

4 (a) According to their ecological role, plants may be grouped as ‘competitors’ or ‘ruderals’ or ‘stress tolerators’. The features of each of these groups are summarised in the diagram below.



(i) State which group shows characteristics typical of r-selected species.

_____ [1]

(ii) Many crop plants, such as carrots and cabbages, are classed as competitors. Suggest why farmers would choose competitors as crop plants rather than ruderals or stress tolerators.

Competitor rather than ruderal.

Competitor rather than stress tolerator.

 _____ [2]

Examiner Only	
Marks	Remark

(b) Most crop plants can be affected by pests.

(i) Define what is meant by a 'pest'.

 _____ [1]

(ii) Describe **two** disadvantages of using broad spectrum, non-biodegradable pesticides to protect crops.

1. _____

 2. _____
 _____ [2]

(c) The use of pesticides can maximise profit for the farmer but will not increase the carrying capacity for a crop species in a particular environment.

Suggest **one** way in which the farmer can increase the carrying capacity for a crop species.

 _____ [1]

Examiner Only	
Marks	Remark

5 (a) Flowering in many plants will only take place when the photoperiod (relative length of day and night) is appropriate. It is controlled by a photoreceptor pigment.

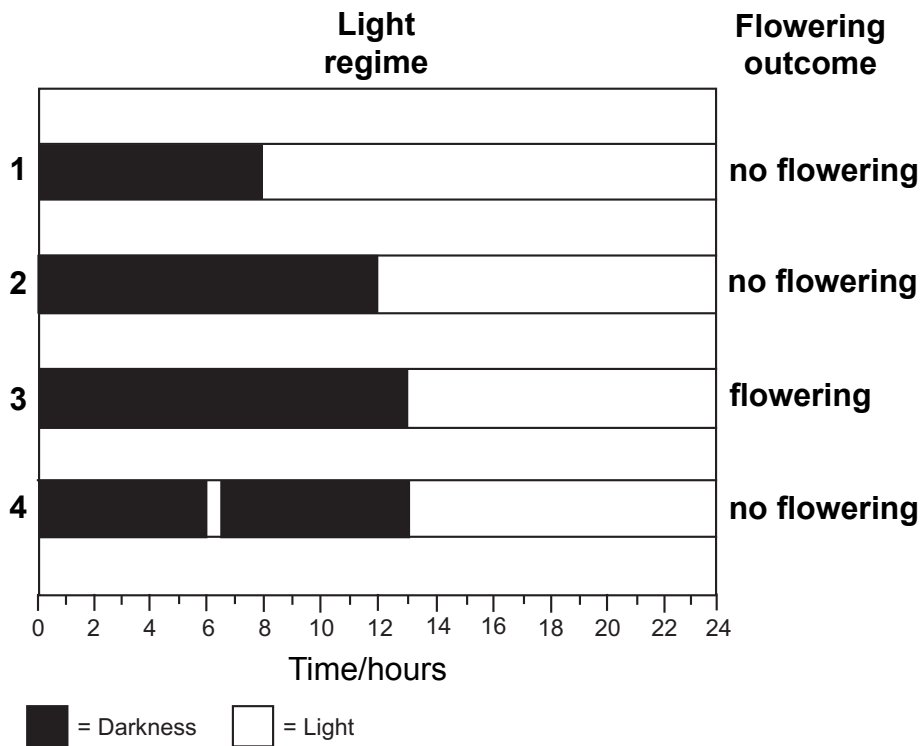
(i) Name the photoreceptor pigment which is involved in the control of flowering in plants.

_____ [1]

(ii) In which part of the plant is the photoreceptor pigment located?

_____ [1]

The outcome for flowering in chrysanthemum plants when exposed to four different light regimes is shown in the diagram below.



Examiner Only	
Marks	Remark

(iii) Using the information in the diagram, determine whether the chrysanthemum is a short-day or long-day plant. Explain your answer.

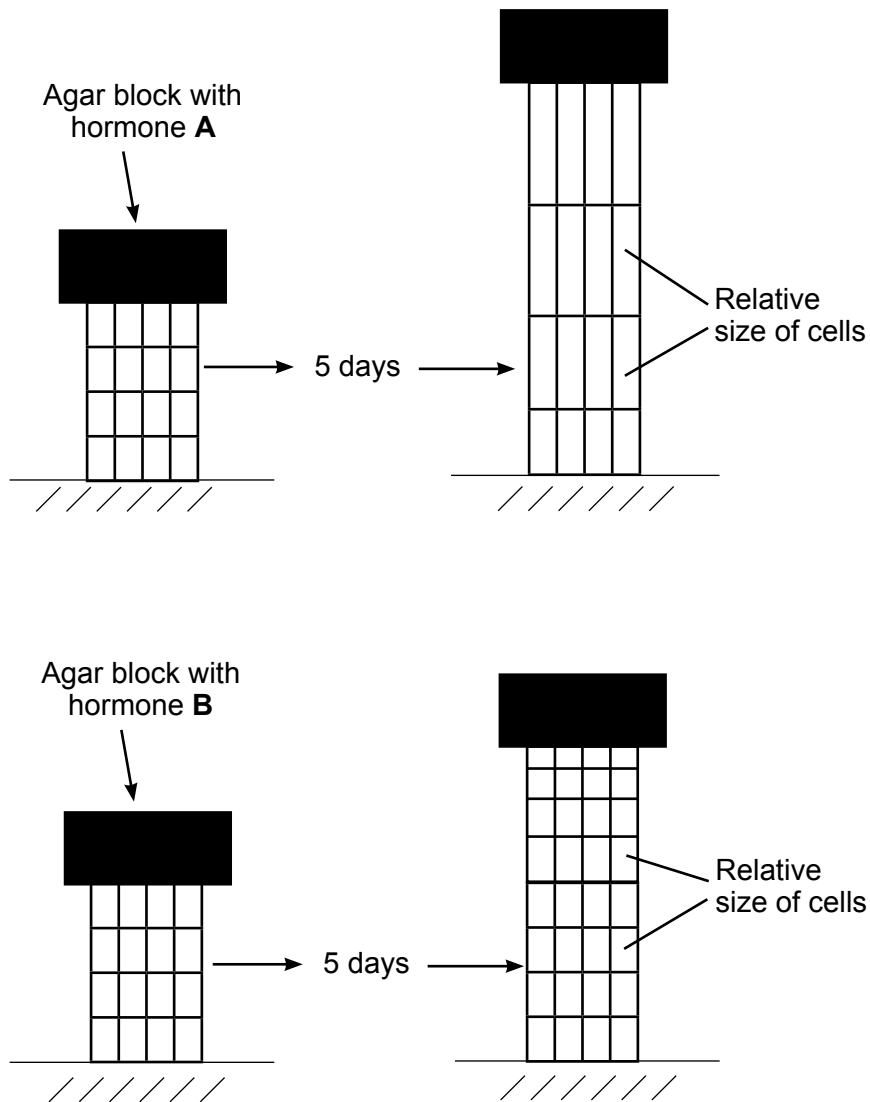
[2]

(iv) Using your understanding of the phytochrome system, explain the difference in flowering outcomes in light regimes 3 and 4.

[3]

Examiner Only	
Marks	Remark

(b) Two plant hormones, **A** and **B**, were applied to decapitated shoots. The effect of each hormone, after five days, on the relative size of the cells within the shoots is shown in the diagram below.



Examiner Only	
Marks	Remark

(i) Describe the effect of each hormone and identify hormones **A** and **B**.

_____ [3]

(ii) Suggest an appropriate control for this experiment. Explain why a control is necessary.

_____ [2]

Examiner Only	
Marks	Remark

[Turn over

6 **Photograph 1.6** shows part of a lake surrounded by forest which is the climax community in this environment. An imaginary transect line has been drawn from the lake, at point **A**, to the edge of forest at point **C**. Along this transect line there is evidence of succession.

(a) Explain what is meant by the terms 'succession' and 'climax community'.

Succession _____

Climax community _____

_____ [2]

(b) Some of the plants have been labelled. Using the information in the photograph, describe and explain the process of succession that is suggested along the transect line from point **A** to point **C**.

_____ [4]

Examiner Only

Marks Remark

(c) In the photograph both vetch and alder have been identified. Both these plants have the ability to fix nitrogen.

(i) Explain the meaning of the term 'nitrogen fixation'.

[1]

(ii) Explain how the subsequent decay of vetch and alder leaves may help to increase the level of nitrate available to other plants.

[3]

Examiner Only	
Marks	Remark

7 The human body has different lines of defence against bacteria and viruses. These range from natural barriers preventing their entry to specific reactions once entry is gained.

(a) (i) Describe how tears act as a barrier to entry.

 _____ [1]

(ii) Antibodies are produced which specifically react with the type of bacterium or virus which has entered the body. Antibodies are made of protein. Using your understanding of protein structure, explain why protein is suitable for this role.

 _____ [3]

(b) In the winter of 2010–2011, many of the patients occupying hospital intensive care beds were suffering from swine flu (a viral infection). Most of these patients were young while it appeared that many older people were less affected. It is suggested that many older people have gained immunity through coming into contact with similar viruses many years ago.

Suggest how previous infection with similar viruses may have made older people immune to swine flu, so preventing them becoming ill.

 _____ [4]

Examiner Only	
Marks	Remark

BLANK PAGE

(Questions continue overleaf)

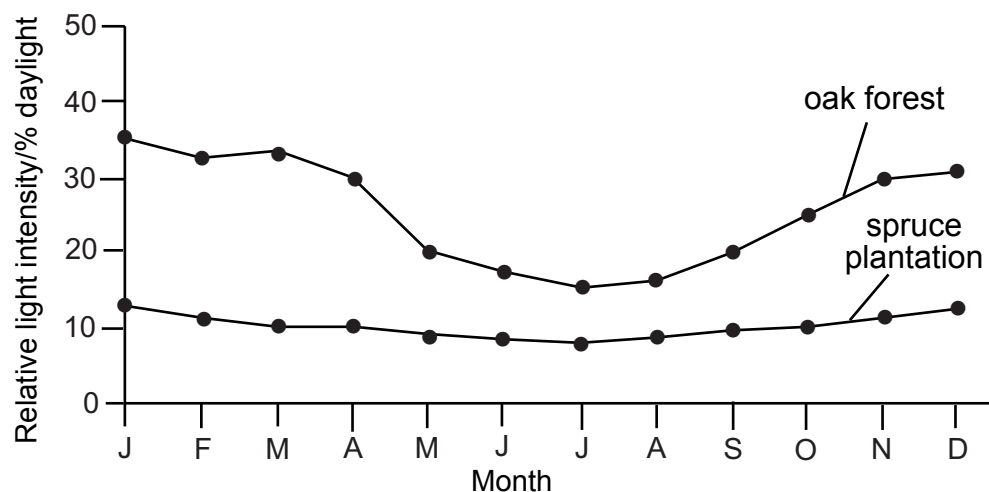
8 Native hardwood (oak) forest and softwood (spruce) commercial plantations are very different ecosystems.

A comparison was made of the light intensity at ground level in an oak forest and a spruce plantation. In this investigation, light intensity on the woodland floor was calculated as a percentage of the light intensity outside the woodland (where there is no shade).

(a) Explain why the percentage daylight data for each month would have been an average of a number of measurements made at different regions of the woodland floor.

[2]

The results of the investigation are shown in the graph below.



(b) (i) Using the information in the graph, suggest which woodland would show greater diversity. Explain your choice.

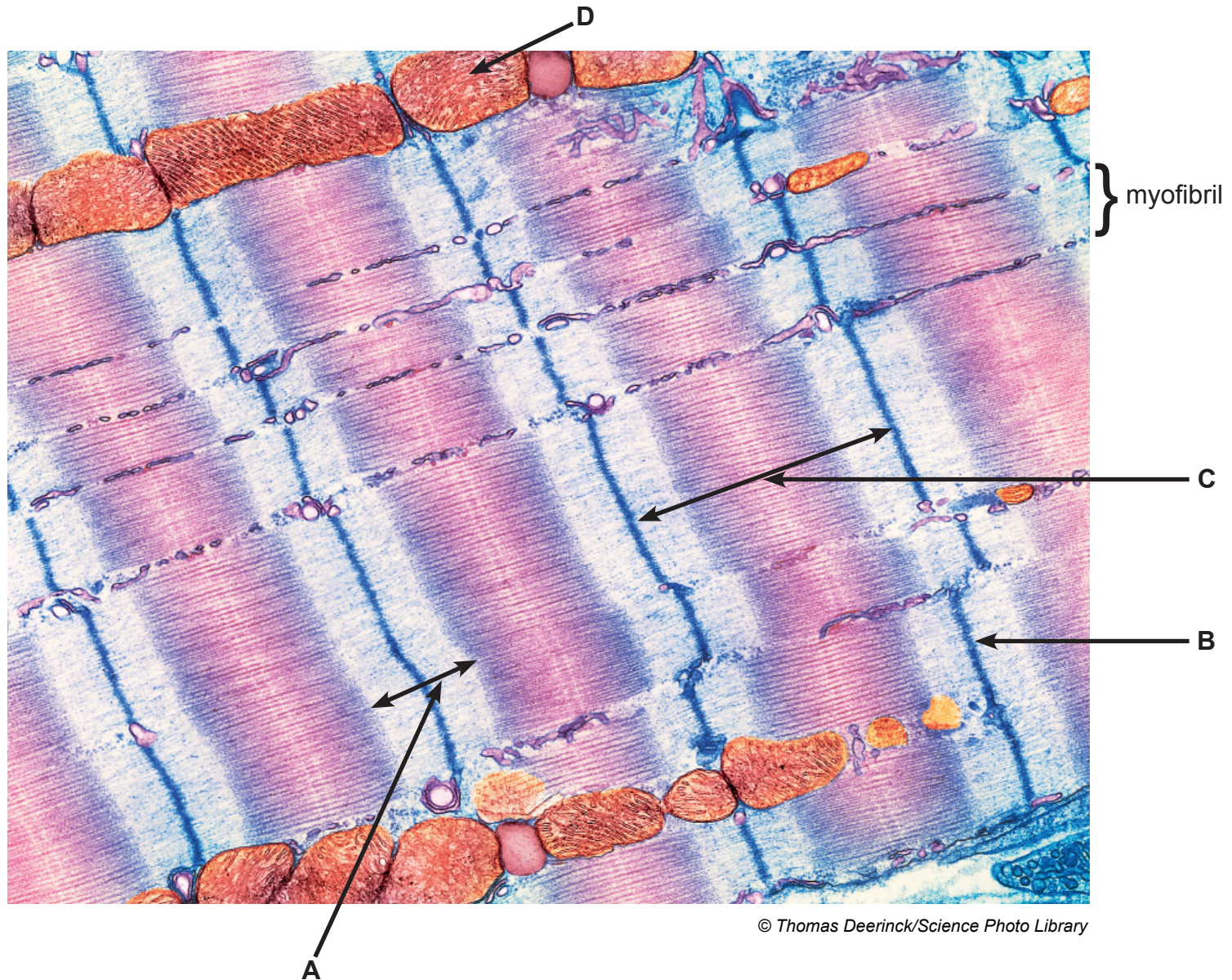
[4]

Examiner Only	
Marks	Remark

THIS IS THE END OF THE QUESTION PAPER

Permission to reproduce all copyright material has been applied for.
In some cases, efforts to contact copyright holders may have been unsuccessful and CCEA
will be happy to rectify any omissions of acknowledgement in future if notified.

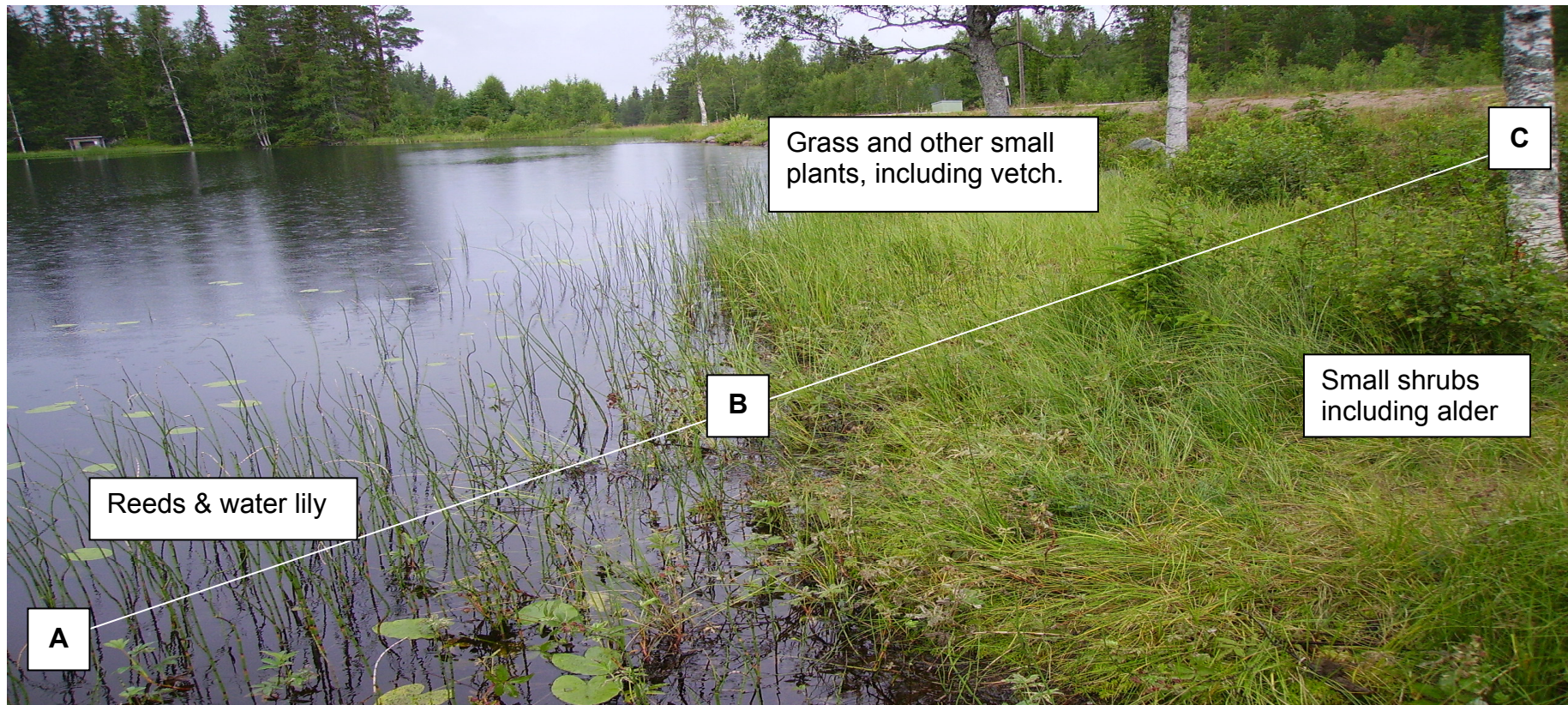
Photograph 1.2
(for use with Question 2)



© Thomas Deerinck/Science Photo Library

GCE Biology Advanced (A2)
Assessment Unit A2 1
Physiology and Ecosystems
Summer 2011

Photograph 1.6
(for use with Question 6)



Source: Principal Examiner