

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS  
GCSE**

**B711/02**

**GATEWAY SCIENCE  
SCIENCE B**

**Science modules B1, C1, P1  
(Higher Tier)**

**WEDNESDAY 24 MAY 2017: Afternoon**

**DURATION: 1 hour 15 minutes  
plus your additional time allowance**

**MODIFIED ENLARGED**

<b>Candidate forename</b>		<b>Candidate surname</b>	
-------------------------------	--	------------------------------	--

<b>Centre number</b>						<b>Candidate number</b>				
--------------------------	--	--	--	--	--	-----------------------------	--	--	--	--

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

**OCR SUPPLIED MATERIALS:**

**A copy of the Periodic Table**

**OTHER MATERIALS REQUIRED:**

**Pencil**

**Ruler (cm/mm)**

**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. If additional space is required, you should use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.**

## **INFORMATION FOR CANDIDATES**

**The quality of written communication is assessed in questions marked with a pencil (  ).**

**A list of equations can be found on pages 4–5.**

**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 75.**

**BLANK PAGE**

## EQUATIONS

$$\text{energy} = \text{mass} \times \frac{\text{specific heat}}{\text{capacity}} \times \text{temperature change}$$

$$\text{energy} = \text{mass} \times \text{specific latent heat}$$

$$\text{efficiency} = \frac{\text{useful energy output} (\times 100\%)}{\text{total energy input}}$$

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

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

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

$$\text{average speed} = \frac{\text{distance}}{\text{time}}$$

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

$$s = \frac{(u + v)}{2} \times t$$

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

**force = mass × acceleration**

**weight = mass × gravitational field strength**

**work done = force × distance**

**power =  $\frac{\text{work done}}{\text{time}}$**

**power = force × speed**

**KE =  $\frac{1}{2}mv^2$**

**momentum = mass × velocity**

**force =  $\frac{\text{change in momentum}}{\text{time}}$**

**GPE = mgh**

**mgh =  $\frac{1}{2}mv^2$**

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

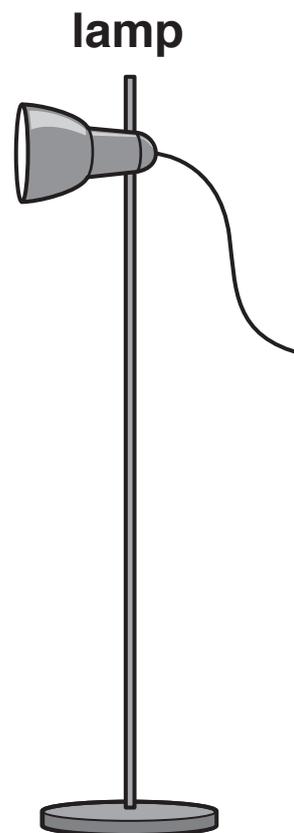
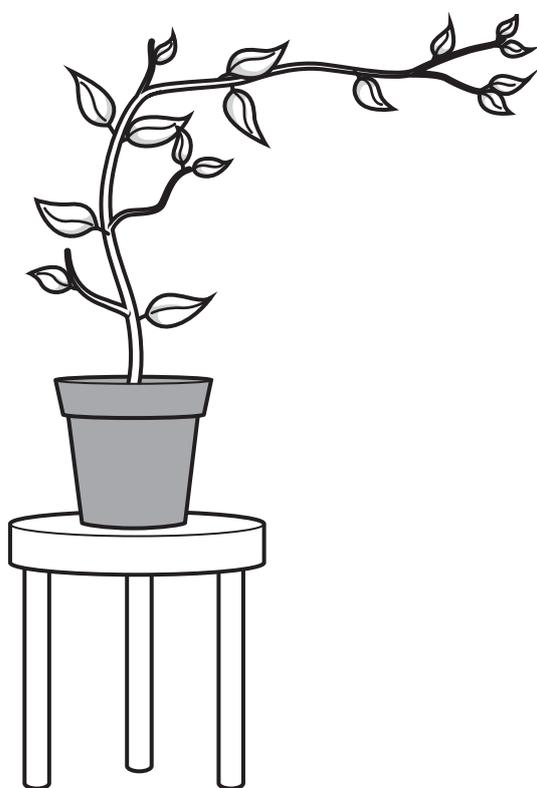
Answer ALL the questions.

**SECTION A – Module B1**

- 1 (a) The picture shows a plant shoot growing towards a lamp.

The lamp is on all the time.

The lamp is the only light source.



- (i) Plants respond to light.

Describe the type of response to light shown by this plant shoot.

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

**(ii) Auxin causes this shoot to bend.**

**If the plant pot was slowly rotated, the shoot would then grow straight up.**

**Explain why.**

---

---

---

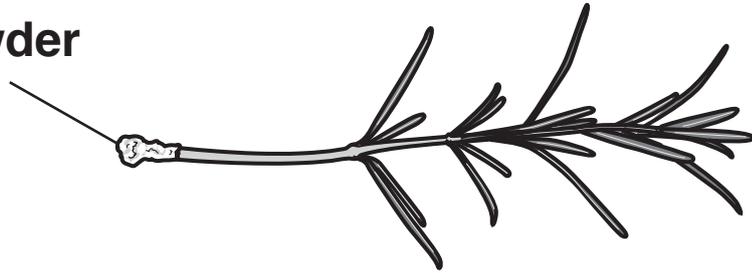
---

**[2]**

**(b) Jill takes cuttings from a plant.**

**She puts rooting powder on the cuttings.**

**rooting powder  
on cutting**



**Jill then puts the cuttings into compost.**

**Jill uses 'Start-Root' rooting powder because she thinks it is the best.**

**Look at the table.**

**It shows the effects of different rooting powders on cuttings.**

<b>Rooting powder used</b>	<b>Mean number of roots per cutting after ten days</b>	<b>Mean root length after ten days in mm</b>
<b>none</b>	<b>7.6</b>	<b>22.1</b>
<b>Rootz-It</b>	<b>8.9</b>	<b>30.3</b>
<b>Roo-Ting</b>	<b>12.5</b>	<b>32.4</b>
<b>Start-Root</b>	<b>12.8</b>	<b>28.3</b>

**Is 'Start-Root' the best rooting powder?**

**Give reasons for your answer.**

**Use data from the table to support your answer.**

---

---

---

---

**[2]**

**2 (a) Look at the table.**

**It shows the factors that cause cancer.**

<b>Factor</b>	<b>Percentage</b>
<b>other</b>	<b>26%</b>
<b>diet</b>	<b>35%</b>
<b>tobacco</b>	<b>30%</b>
<b>alcohol</b>	<b>3%</b>
<b>genes</b>	<b>6%</b>

**Write down TWO changes to a person's lifestyle that would BEST reduce their risk of getting cancer.**

**1** \_\_\_\_\_  
\_\_\_\_\_

**2** \_\_\_\_\_  
\_\_\_\_\_

**[2]**

**(b) Scientists have developed a drug to treat cancer.**

**The drug works by attaching to a specific protein found only on the cancer cells.**

**The white blood cells recognise the cancer cells more easily and attack them.**

**(i) Which part of the immune system works in a similar way to this drug?**

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

**(ii) A side effect of this drug is low blood pressure.**

**Explain why this side effect would need careful monitoring.**

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

**(c) Look at the graph opposite.**

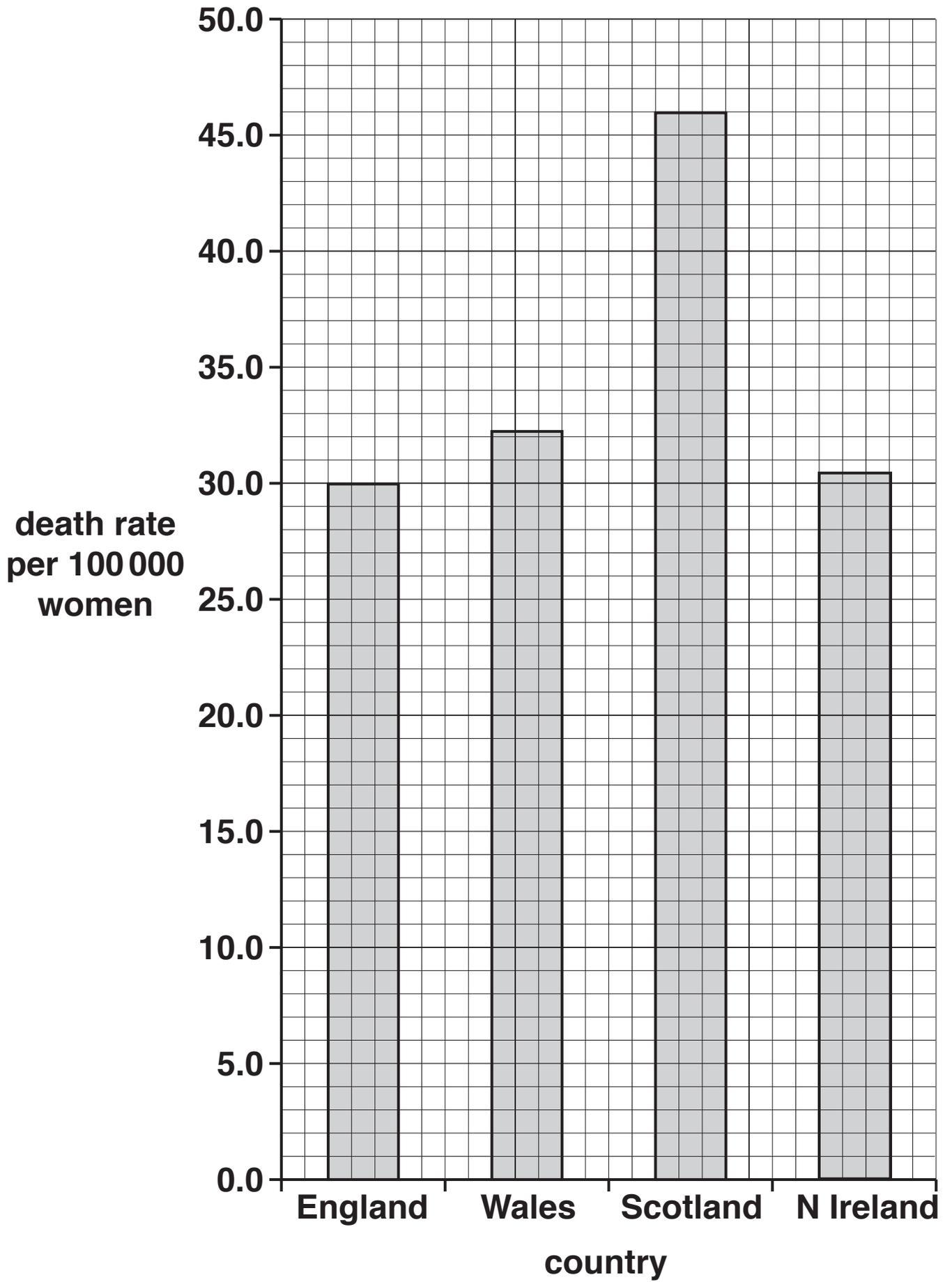
**It shows the death rate for lung cancer between 2007 and 2009 in four different countries per 100 000 women.**

**(i) What is the difference between the death rate per 100 000 women in England and the death rate per 100 000 women in Scotland?**

\_\_\_\_\_

**What is this figure as a percentage of the death rate per 100 000 women in England?**

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



**(ii) Look at the graph opposite.**

**It shows the percentage of women in Scotland and England smoking 20 or more cigarettes a day.**

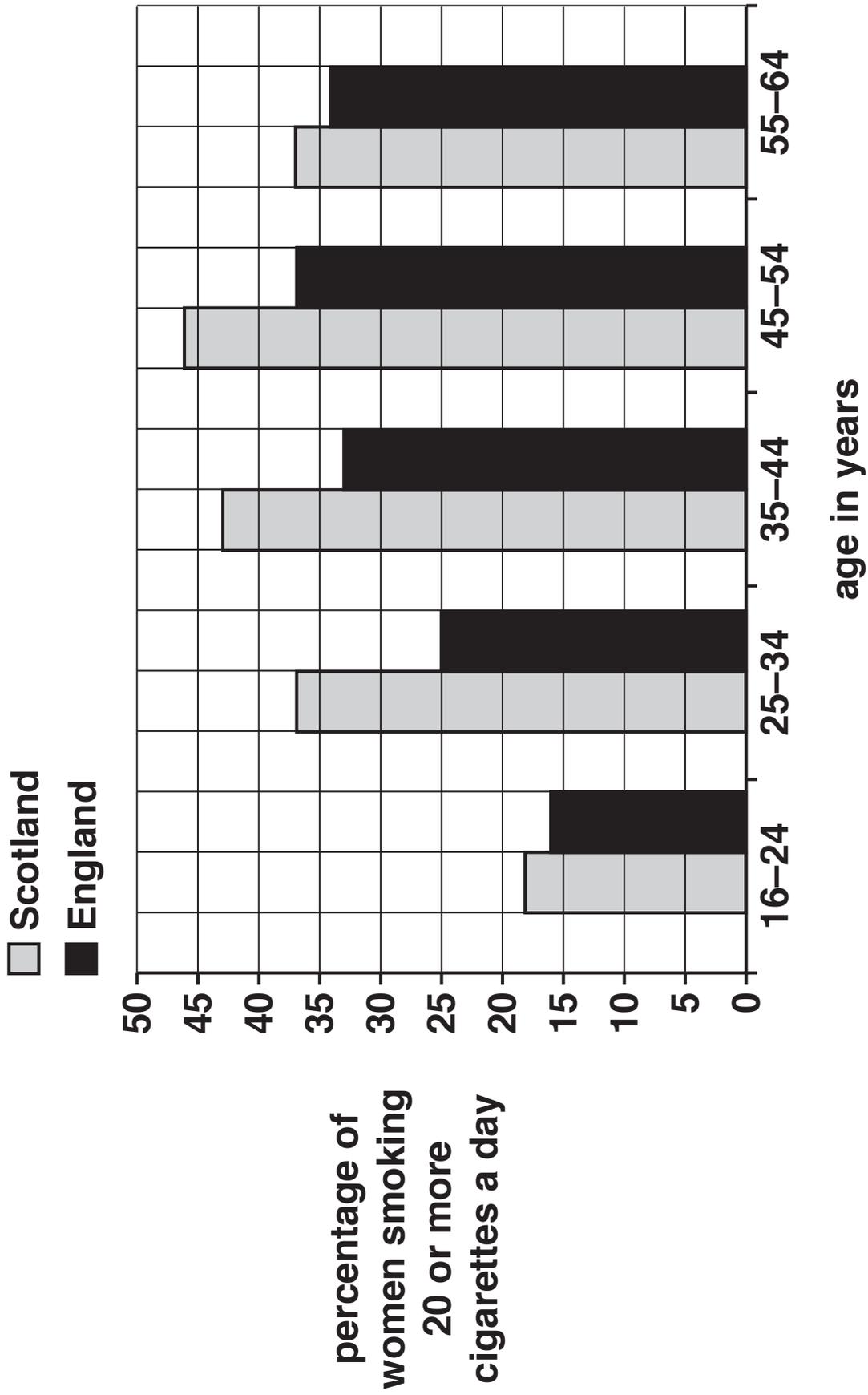
**The percentage of women in Scotland dying from lung cancer is greater than the percentage of women dying from lung cancer in England.**

**Suggest why. Use the evidence from the graph to support your answer.**

---

---

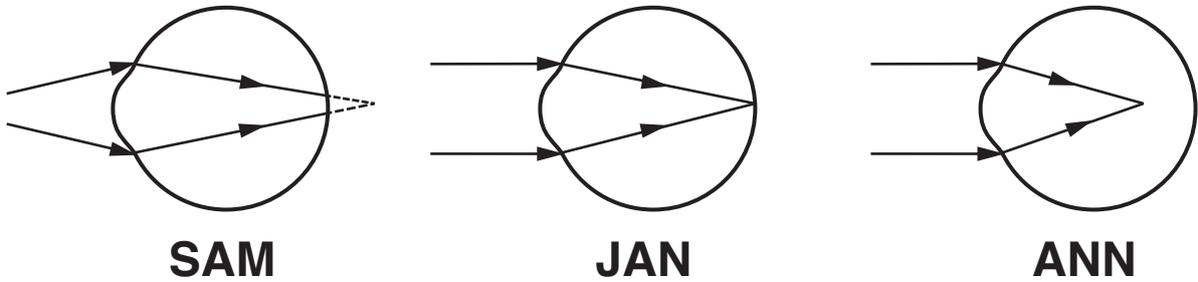
**[1]**



**3 (a) Sam, Jan and Ann have different vision.**

**Look at the diagrams.**

**They show how light is focused when it enters their eyes.**



**JAN'S vision is normal.**

**SAM and ANN have different problems with their vision.**



**4 Some substances are depressants.**

**(a) Which substance is a depressant?**

**Put a tick (✓) in the box next to the correct answer.**

- |                         |                              |
|-------------------------|------------------------------|
| <b>anabolic steroid</b> | <input type="checkbox"/>     |
| <b>aspirin</b>          | <input type="checkbox"/>     |
| <b>ecstasy</b>          | <input type="checkbox"/>     |
| <b>solvent</b>          | <input type="checkbox"/> [1] |

**(b) Alcohol is a depressant.**

**Drinking large amounts of alcohol daily can damage the liver.**

**Describe how.**

---

---

---

[2]

**(c) Parkinson's disease is caused when some nerve cells in the brain cannot make enough dopamine.**

**Dopamine is a transmitter substance released at synapses in the brain.**

**Chlorpromazine is a drug used to treat anxiety.**

**It works in a similar way to depressants by acting on dopamine receptors in the brain.**

**Some side effects of chlorpromazine are similar to the symptoms of Parkinson's disease.**

**Use your understanding of how depressants work to explain this similarity.**

---

---

---

---

---

**[2]**

## SECTION B – Module C1

5 (a) Nick is painting his kitchen.

Nick uses **EMULSION PAINT**.

Describe how emulsion paint dries.

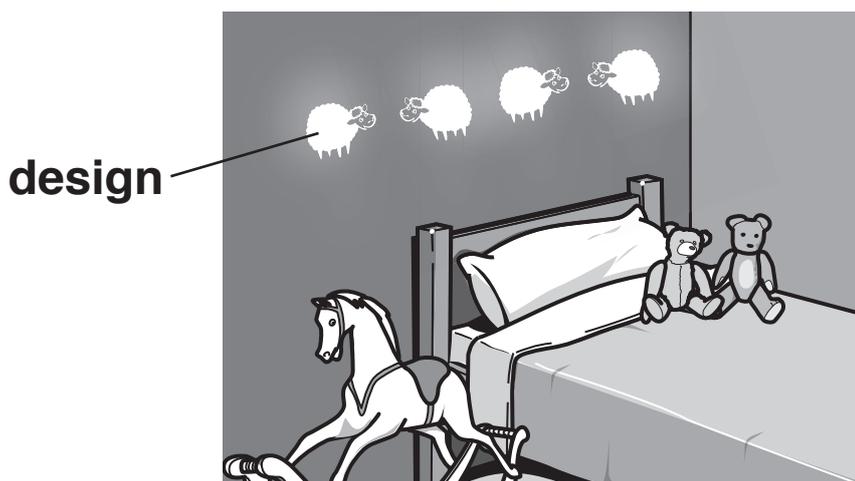
\_\_\_\_\_ [1]

(b) Paint is a **COLLOID**.

Explain what is meant by a colloid.

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

(c) Nick also paints his granddaughter's bedroom.



He wants a design to appear on the walls when it is dark.

Look at the table. It gives some information about pigments.

Pigment	Colour at 20°C	Colour at 100°C	Effect of light
A	blue	red	no change
B	blue	blue	colour fades
C	green	green	gives off light in the dark
D	yellow	yellow	no change

Which pigment should Nick choose to paint the design in his granddaughter's bedroom?

---

Explain your choice.

---

---

---

[2]

**6 Look at the information about four different fuels.**

<b>Fuel</b>	<b>Cost per litre in pence</b>	<b>Volume to heat a house for 1 year in litres</b>	<b>Relative energy content per litre</b>	<b>Relative mass of carbon dioxide made per kJ</b>
<b>Gas oil</b>	<b>47.66</b>	<b>900</b>	<b>10.40</b>	<b>0.341</b>
<b>Paraffin</b>	<b>30.98</b>	<b>1000</b>	<b>9.80</b>	<b>0.300</b>
<b>LPG</b>	<b>37.50</b>	<b>3000</b>	<b>6.66</b>	<b>0.244</b>
<b>Propane</b>	<b>74.24</b>	<b>1800</b>	<b>7.07</b>	<b>0.244</b>

**(a) Liz thinks that PARAFFIN would be the best fuel to heat her house.**

**Is she correct?**

**Use information from the table to explain your answer.**

---

---

---

**[2]**

**(b) Gas oil, paraffin, LPG and propane are all found in crude oil.**

**A mixture of gas oil, paraffin, LPG and propane can be separated by FRACTIONAL DISTILLATION.**

**Explain why. Use ideas about molecular size and intermolecular forces.**

---

---

---

---

[2]

**(c) Propane,  $C_3H_8$ , burns in oxygen,  $O_2$ .**

**Carbon dioxide and water are made.**

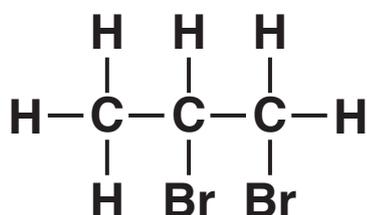
**Write a BALANCED SYMBOL equation for this reaction.**

---

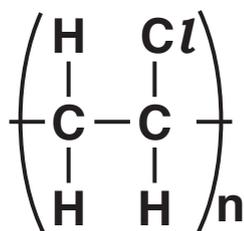
[2]

7 Look at the displayed formulas of some carbon compounds.

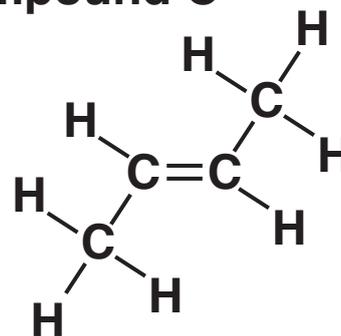
compound A



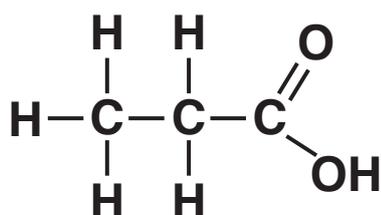
compound B



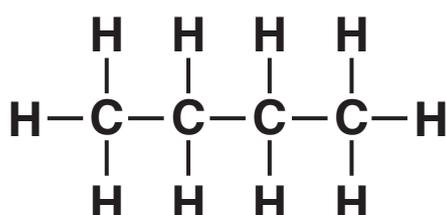
compound C



compound D



compound E



(a) Which compound is an UNSATURATED hydrocarbon?

Choose from A, B, C, D or E.

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

(b) Compound A is formed in the reaction between propene with bromine.

What type of reaction is this?

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

**(c) Compound C is butene.**

**Many butene molecules react together to make the POLYMER poly(butene).**

**Write a BALANCED SYMBOL equation in the space below for the reaction of butene to make poly(butene). [2]**

**8 Chemicals called ESTERS can be used to make perfumes or used as solvents.**

**(a) Perfumes need to have certain properties.**

**Perfumes must EVAPORATE EASILY and must NOT REACT WITH WATER.**

**Explain why a perfume needs to have each of these properties.**

**evaporates easily** \_\_\_\_\_

\_\_\_\_\_

**not react with water** \_\_\_\_\_

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

**(b) Perfumes must be thoroughly tested before they can be sold.**

**In the past, perfumes were tested on animals.**

**Testing on animals is now banned in the EU.**

**Explain why people have different opinions about whether the testing of cosmetics on animals is ever justified.**

---

---

---

---

---

---

---

---

---

---

**[2]**

**(c) Helen investigates five different solvents.**

**She wants to find the best solvent for removing her nail varnish.**

<b>Solvent</b>	<b>How easily does it evaporate? (10 = good, 1 = poor)</b>	<b>How effective is it at dissolving nail varnish? (10 = good, 1 = poor)</b>	<b>Is it toxic?</b>	<b>Is it flammable?</b>
<b>A</b>	<b>8.0</b>	<b>1.6</b>	<b>✓</b>	<b>✓</b>
<b>B</b>	<b>5.6</b>	<b>4.5</b>	<b>✓</b>	<b>✓</b>
<b>C</b>	<b>7.8</b>	<b>4.2</b>	<b>x</b>	<b>✓</b>
<b>D</b>	<b>10.0</b>	<b>4.5</b>	<b>x</b>	<b>x</b>
<b>E</b>	<b>6.8</b>	<b>5.1</b>	<b>✓</b>	<b>✓</b>



## Section C – Module P1

9 There are seven types of electromagnetic wave.

radio waves	microwave	infrared	visible light	ultraviolet	X-rays	gamma rays
-------------	-----------	----------	---------------	-------------	--------	------------

(a) Which TYPE of wave has the LONGEST wavelength?

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

(b) Visible light can travel along optical fibres.

Optical fibres have a glass-air boundary.

It is important that the angle of the incident light on the boundary is greater than the critical angle.

Explain why.

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

**(c) An electromagnetic wave travels in space.**

**It has a frequency of  $3 \times 10^6$  Hz.**

**It has a wavelength of 100 m.**

**(i) Calculate the speed of this wave.**

---

---

**answer \_\_\_\_\_ m/s. [2]**

**(ii) Another electromagnetic wave is travelling in space.**

**It has a frequency of  $3 \times 10^8$  Hz.**

**Complete the sentences about this wave.**

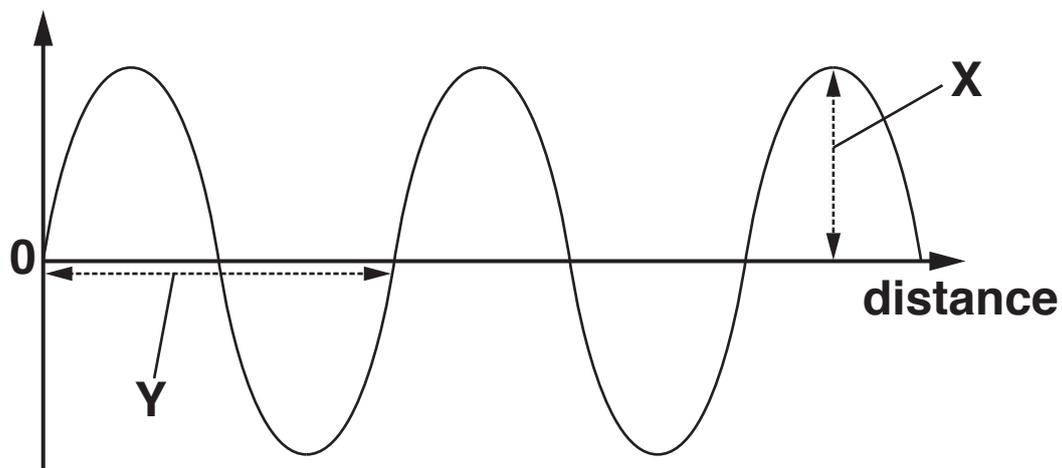
**The speed of this wave is**

\_\_\_\_\_ m/s.

**The wavelength of this wave is**

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

(d) Two features, X and Y, of an electromagnetic wave are shown in a diagram.



Use the letters X and Y to name and describe these features.

---

---

---

---

[2]

**10 Paloma wants to insulate her house.**

**She finds information about different types of insulation.**

<b>Type of insulation</b>	<b>Cost to fit in £</b>	<b>Money saved each year in £</b>	<b>Payback time in years</b>
<b>Double glazing</b>	<b>3000</b>		<b>20</b>
<b>Cavity wall insulation</b>	<b>600</b>	<b>100</b>	<b>6</b>
<b>Draught-proofing</b>	<b>25</b>	<b>50</b>	<b>0.5</b>
<b>Loft insulation</b>	<b>200</b>	<b>100</b>	

**(a) (i) Calculate the money saved each year for double glazing.**

**answer £ \_\_\_\_\_ [1]**

**(ii) Calculate the payback time for loft insulation.**

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

**(b) Paloma has up to £600 to spend on insulation.**

**She has two options.**

**Option 1 Fit only cavity wall insulation.**

**Option 2 Fit draught proofing AND loft insulation.**

**Use the information in the table to suggest which option is best.**

---

---

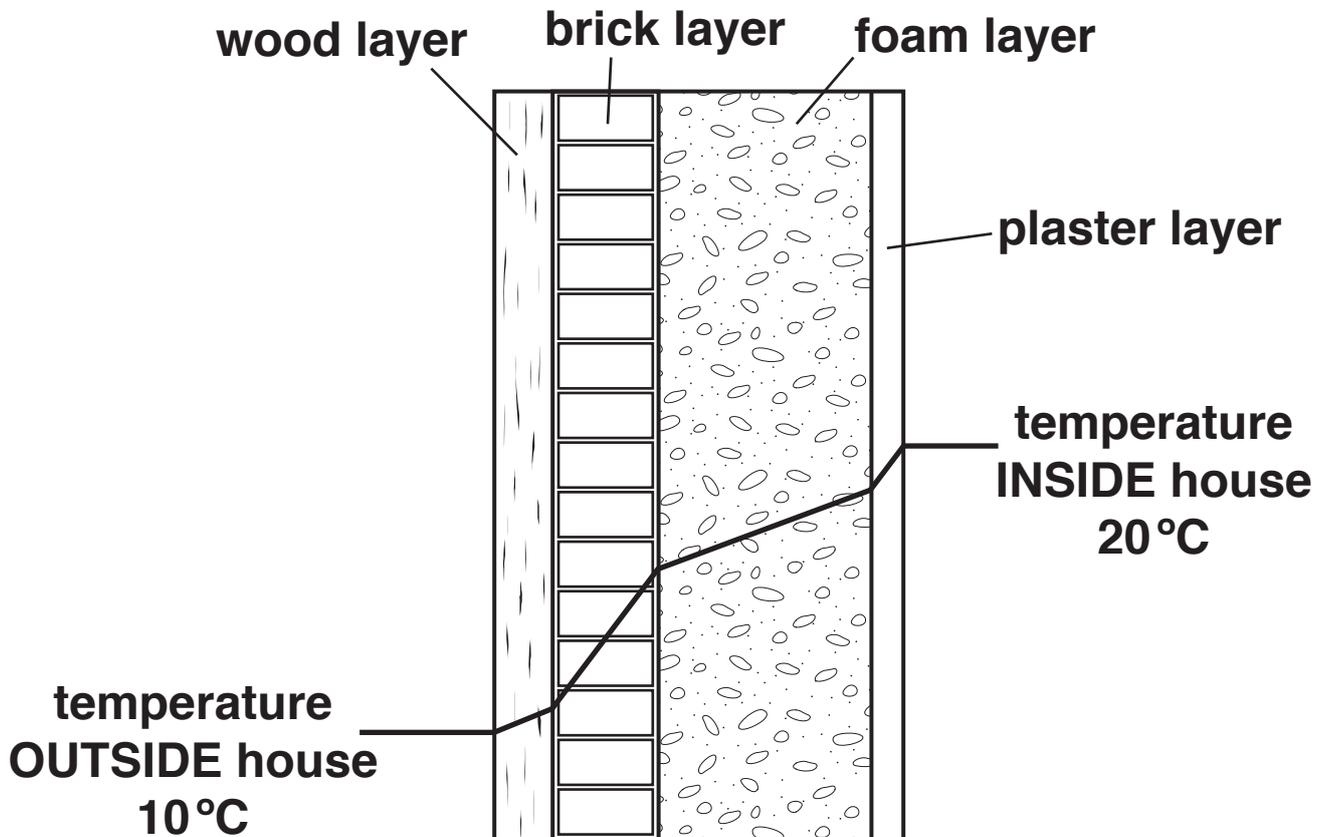
---

---

**[2]**

**(c) One of the outside walls of Paloma's house CANNOT have cavity wall insulation.**

**The wall is made of four layers of material.**



**The diagram shows how the temperature changes across each layer.**

**There are different energy losses across each layer.**

- (i) Explain why there are different energy losses across each layer.**

**Use ideas about conduction and convection in your answer.**

---

---

---

---

---

---

---

---

**[3]**

- (ii) Suggest what Paloma could do to reduce the TOTAL energy loss through this wall.**

---

---

**[1]**

**BLANK PAGE**

**11 Radio communication can use analogue or digital broadcasts.**

**Eddie collects information about Digital Audio Band (DAB) broadcasts in different areas.**

<b>Area</b>	<b>Number of DAB stations with good reception</b>	<b>Number of DAB stations with fair reception</b>
<b>A</b>	<b>58</b>	<b>5</b>
<b>B</b>	<b>0</b>	<b>11</b>
<b>C</b>	<b>25</b>	<b>33</b>
<b>D</b>	<b>63</b>	<b>0</b>



**12 Microwaves are used for heating food and for communicating.**

**(a) Explain how microwaves heat food in a microwave oven.**

---

---

---

**[2]**

**(b) Lily is worried about the heating effect of the microwaves from her mobile phone.**

**Oscar is worried about a mobile phone mast near his house.**

**They collect information to compare the mobile phone mast and a microwave oven.**

	<b>Mobile phone mast</b>	<b>Microwave oven</b>
<b>Height from ground</b>	<b>52.5 m</b>	<b>1.5 m</b>
<b>Frequency of microwaves</b>	<b>1 800 000 KHz</b>	<b>2 450 000 KHz</b>
<b>Transmitter power</b>	<b>1 000 W</b>	<b>0.7 W</b>

- (i) This mobile phone mast may reduce the risk of using microwaves for communication.

Use the information in the table to explain how.

---

---

---

[1]

- (ii) Why do many people still use mobile phones when there is evidence that microwaves may cause harm to humans?

---

---

---

[1]

**END OF QUESTION PAPER**













