

GENERAL CERTIFICATE OF SECONDARY EDUCATION
TWENTY FIRST CENTURY SCIENCE
SCIENCE A

Unit 3: Modules B3 C3 P3 (Foundation Tier)

A213/01



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

OCR Supplied Materials:
None

Other Materials Required:
• Pencil
• Ruler (cm/mm)

Wednesday 20 January 2010
Morning

Duration: 40 minutes



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

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

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, however additional paper may be used if necessary.

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 **42**.
- This document consists of **16** pages. Any blank pages are indicated.

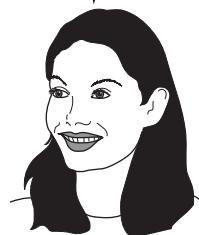
Answer **all** the questions.

1 The government plans to build new nuclear power stations. High level radioactive waste could be buried in waste dumps underground.

People living near one planned waste dump have different views about these plans.

Hilary

I'm against this crazy scheme. There's a chance that this waste will leak into our water supplies. The government shouldn't take any risks with the lives of our children.



Brian

I don't want this dangerous radioactive waste to be stored near where I live. I'm afraid that it will make us a target for terrorist attacks.



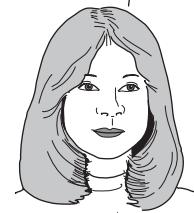
Rohit

I know that this plan will bring jobs into the area, and that making electricity without releasing carbon dioxide will cut down global warming. But I'm not at all happy about radioactive waste being brought here in trains and lorries. There's bound to be an accident sooner or later. I'm against this plan.



Marion

I used to work in the nuclear industry as an inspector. My job was to check that any leakage of radioactive chemicals was less than the legal limit allowed. I'm sure this dump will be safe. We need this industry locally to bring in more jobs.



(a) Which two people mention a benefit of the waste dump?

Put ticks (✓) in the boxes next to the **two** correct answers.

Brian

Hilary

Marion

Rohit

[2]

(b) Which one of these people talks about both bad and good points for the planned waste dump?

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

Brian

Hilary

Marion

Rohit

[1]

(c) Which one of these people talks about laws to protect the environment?

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

Brian

Hilary

Marion

Rohit

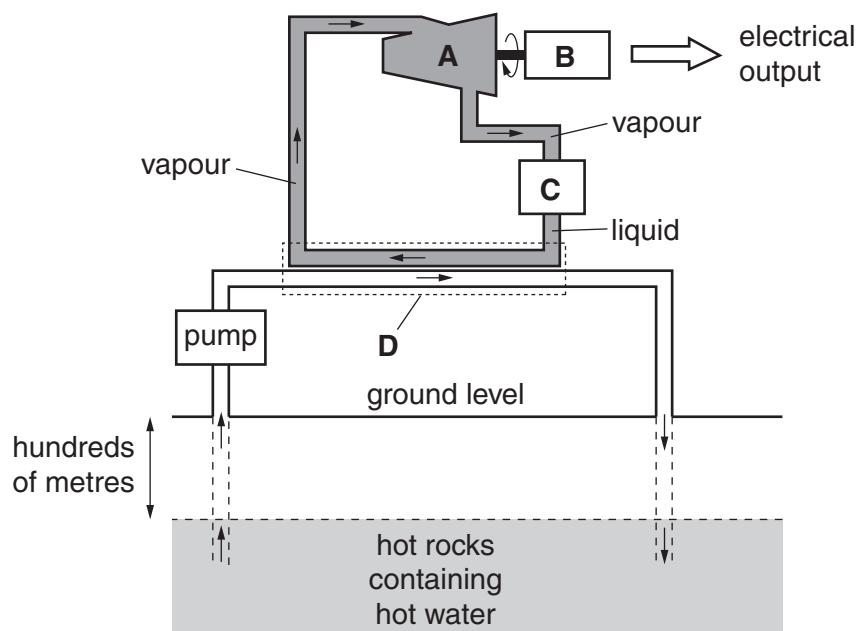
[1]

[Total: 4]

BLANK PAGE

PLEASE DO NOT WRITE ON THIS PAGE

2 The diagram shows one type of geothermal power station. It gets its energy from hot rocks deep underground.



(a) The four parts **A**, **B**, **C** and **D** in the diagram are a **condenser**, a **generator**, a **heat exchanger** and a **turbine**.

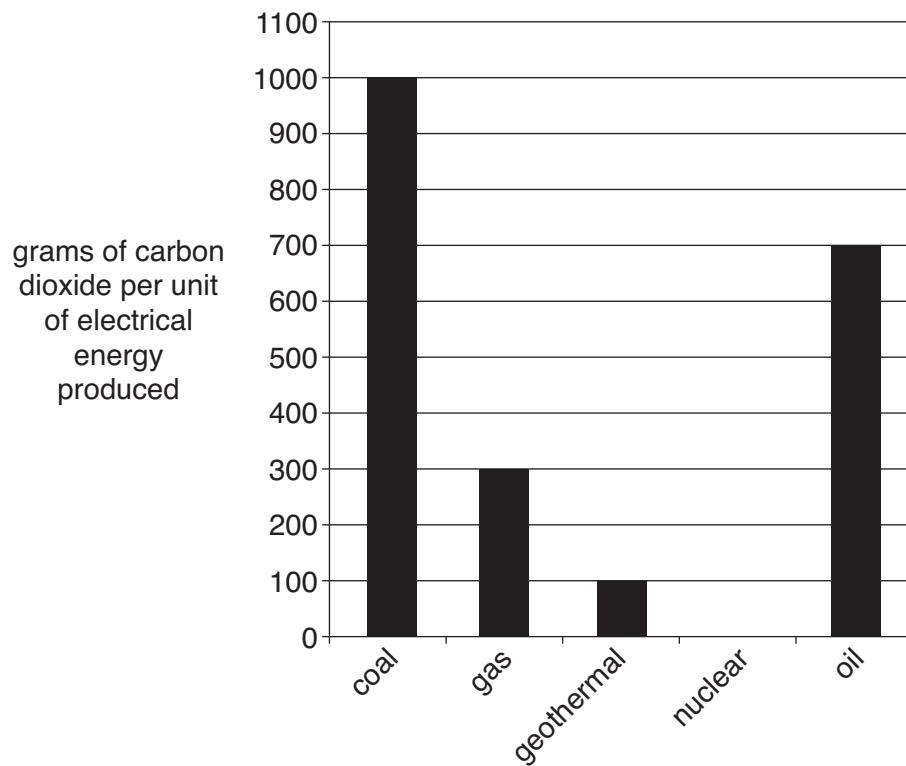
Draw a line to join each **part** of the power station to the correct **description** of what happens there.

One has been done for you.

part	description
A	Hot water from underground is pumped through the heat exchanger which boils a liquid into vapour. The cooled water then goes back underground.
B	The vapour goes into a turbine .
C	A generator is turned to make electricity.
D	A condenser turns the vapour back into a liquid ready to be used again.

[2]

(b) A big problem with many power stations is that they give out carbon dioxide. The bar chart shows how much carbon dioxide is given off by different types of power station while they are running.



(i) Here are some statements about the data in the bar chart.

They are **not** all correct.

Put a tick (✓) in **one** box after each statement to show whether it is **true** or **false**.

	true	false
Nuclear power stations do not produce carbon dioxide when running.	<input type="checkbox"/>	<input type="checkbox"/>
Coal power stations produce more carbon dioxide than the other types of power station, per unit of energy produced.	<input type="checkbox"/>	<input type="checkbox"/>
Using gas instead of coal saves 600 grams of carbon dioxide, per unit of energy produced.	<input type="checkbox"/>	<input type="checkbox"/>
Gas power stations produce less than half of the carbon dioxide produced by oil power stations, per unit of energy produced.	<input type="checkbox"/>	<input type="checkbox"/>

[3]

(ii) The data in the bar chart do not give all the relevant information about the carbon dioxide produced by these power stations.

Which **one** of the following statements explains this?

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

Only three of the five energy sources are fossil fuels.

Other forms of renewable energy are not included in this data.

The data do not include details about building the power stations.

Nuclear power stations produce radioactive waste.

[1]

[Total: 6]

3 Radioactive materials give off ionising radiation.

(a) This radiation can be useful.

Describe **two** different uses for ionising radiation.

1

.....

2

..... [2]

(b) Some people work with radioactive materials.

They are exposed to risk from radiation.

(i) Name or describe one job where a person is at risk from radiation from radioactive materials.

.....

(ii) Describe how the risk for people with this job is made as low as possible.

.....

[2]

[Total: 4]

4 (a) Use words from this list to complete the sentences.

explanations

imagination

predictions

theories

When thinking up a new hypothesis (a scientific explanation), scientists need supporting data and

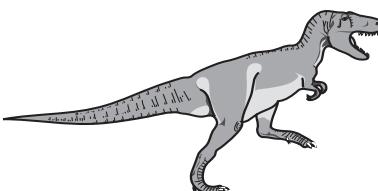
A new hypothesis should account for all the known data and observations and make testable

[2]

(b) Read the newspaper article.

Are birds dinosaurs?

Tyrannosaurus rex (*T. rex*) is the most famous of all dinosaurs.



A 68-million-year-old fossil of a *T. rex* bone was found that still contained seven proteins.



Three of the proteins were very similar to proteins found in birds such as chickens.

Therefore, some scientists have suggested that birds evolved from dinosaurs.

(i) Put a tick (✓) in the box by the **explanation** reported in the article.

T. rex was the same as a chicken.

Chickens evolved from dinosaurs.

Dinosaurs evolved from chickens.

T. rex is not related to chickens.

[1]

(ii) Put a tick (✓) in the box next to the one **observation** that supports this explanation.

Seven proteins were found in a *T. rex* fossil.

A 68-million-year-old *T. rex* fossil was found.

Three proteins from *T. rex* matched proteins found in chickens.

[1]

[Total: 4]

10

5 (a) Grey squirrels were introduced into the UK by humans over 100 years ago. The grey squirrels have replaced red squirrels in all but a few places. Some scientists are worried that the red squirrel may die out in the UK.

Which of the following factors may make a species die out?

Put ticks (✓) in the boxes next to the **two** correct factors.

factor

an increase in food supply

rapid environmental change

the arrival of a new disease

the extinction of its predator

[2]

(b) Read the newspaper article.

Black is the new grey

Some grey squirrels produce black offspring. The black colour is caused by a change in a single gene.

In the south east of the UK, the number of grey squirrels is now falling and the number of **black squirrels** is increasing.

Female grey squirrels prefer to mate with black males. This is called sex selection.

Explain the recent increase in the number of black squirrels using ideas about natural selection.

In your answer write about:

- variation
- selection
- competition
- the effect over a number of generations.

.....

.....

.....

.....

.....

.....

.....

[4]

[Total: 6]

6 Communication systems have evolved in animals.
They coordinate responses to internal and external changes.

(a) Use straight lines to link each **communication system** to the correct **descriptions**.

Each communication system should be joined to **two** descriptions.

communication system	description
	fast, short-lived responses
nervous	slower, longer-lasting responses
	information transmitted by chemicals in the blood
hormonal	information transmitted by electrical impulses

[2]

(b) During a game of football, Ryan sees the ball.

He responds by kicking it towards the goal.

Use straight lines to link each **name** on the left to the **part of Ryan's body** involved in this nervous response.

name	part of Ryan's body
receptor	leg muscle
coordinator	cells in his eye
effector	brain and spinal cord

[2]

[Total: 4]

7 Read the following newspaper article.

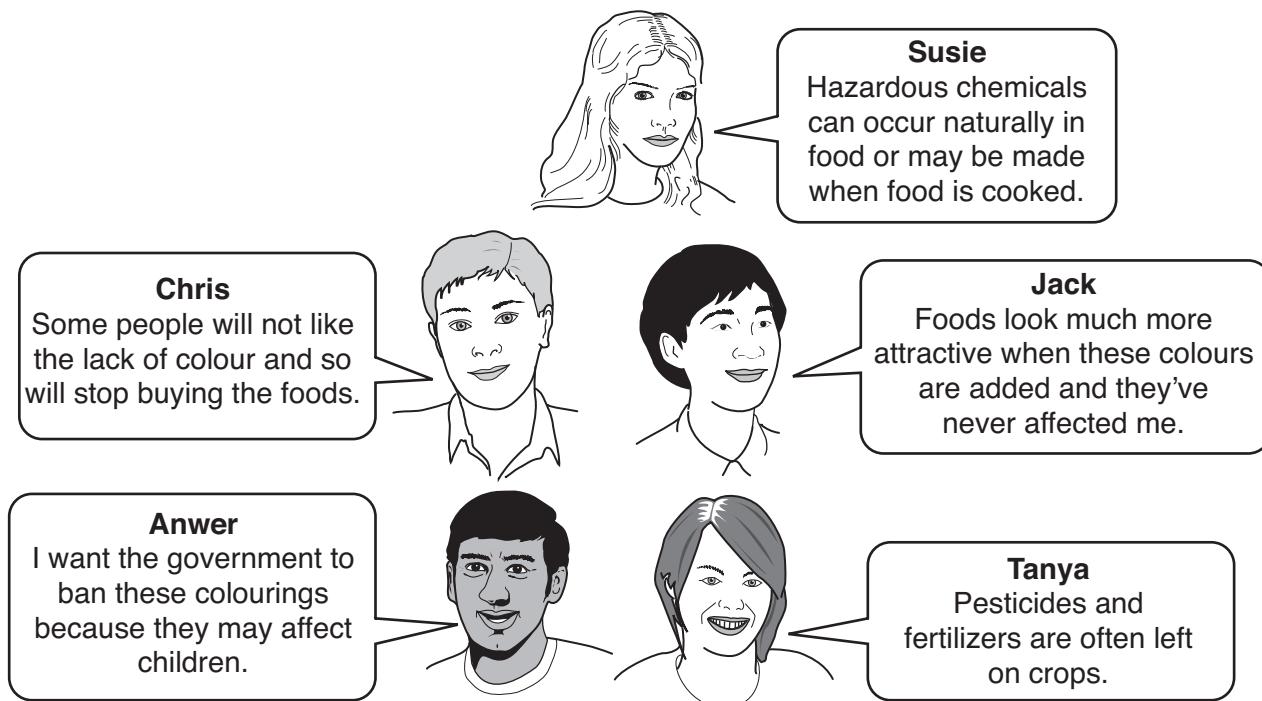
No colour for mushy peas

The Food Standards Agency wants six artificial colourings to be removed from food and drink. Their use is associated with hyperactive behaviour in children.



The food industry has been working on removing colourings from food, but alternative colourings for mushy peas and Turkish delight have not yet been found.

(a) Some students in a science class are discussing the newspaper article.



(i) Which **two** students explain why colourings are added to foods such as mushy peas?

answer and [1]

(ii) Who gives a reason for taking a risk?

answer [1]

(iii) Which **two** students give reasons why food is never completely safe?

answer and [1]

13

(b) Why does the Food Standards Agency want to ban some colourings?

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

All artificial additives are harmful.

People will only buy foods without colourings.

The colourings may make some children hyperactive.

All children who eat these additives become unhealthy.

[1]

[Total: 4]

8 Sam is trying to eat a sensible diet.



She knows she has to include protein in her diet.

The sentences below describe what happens when we eat proteins.

Draw a straight line from the **beginning** of each sentence to the correct **ending**.

beginning

Digestion breaks down proteins to ...

ending

... proteins.

Cells in our body grow by building up amino acids into ...

... liver.

Excess amino acids are broken down to urea by the ...

... urine.

The waste products are excreted in ...

... amino acids.

[3]

[Total: 3]

9 Dave is a farmer.



He has changed from intensive farming to organic farming.

(a) Look at the statements about **organic** farming.

Some of the statements are true and some are false.

Put a tick (✓) in **one** box after each statement to show whether it is **true** or **false**.

statement	true	false
Organic farms produce less food than intensive farms of the same size.	<input type="checkbox"/>	<input type="checkbox"/>
Organic farmers use pesticides from non-renewable sources.	<input type="checkbox"/>	<input type="checkbox"/>
Organic farms have smaller fields, with hedges that shelter animals that feed on pests.	<input type="checkbox"/>	<input type="checkbox"/>
Organic farmers rotate crops in their fields to prevent disease.	<input type="checkbox"/>	<input type="checkbox"/>

[3]

(b) Farmers must make sure their crops grow well.

All farmers add fertilizers containing nitrogen compounds to the soil.

(i) What is added to the soil on **intensive** farms and on **organic** farms to do this?

intensive

.....

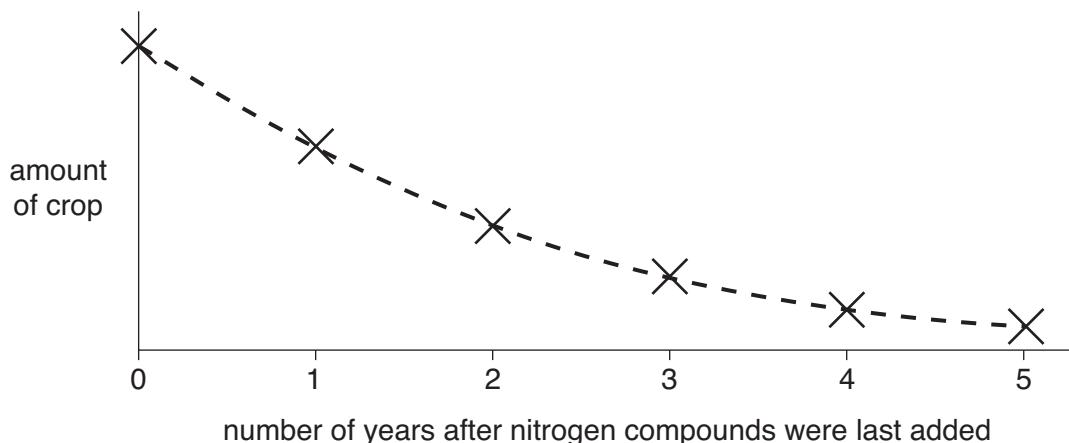
organic

.....

[2]

QUESTION 9 CONTINUES ON PAGE 16

(ii) The graph shows what happens to the amount of crop when the farmer stops adding nitrogen compounds to the soil.



Describe **and** explain the trend shown by this graph.

.....

.....

.....

.....

[2]

[Total: 7]

END OF QUESTION PAPER

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.