

**Tuesday 7 November 2017 – Afternoon**

**GCSE GATEWAY SCIENCE  
ADDITIONAL SCIENCE B**

**B721/01** Additional Science modules B3, C3, P3 (Foundation Tier)

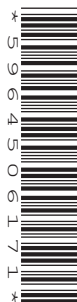
Candidates answer on the Question Paper.  
A calculator may be used for this paper.

**OCR supplied materials:**  
None

**Other materials required:**

- Pencil
- Ruler (cm/mm)

**Duration:** 1 hour 15 minutes



Candidate forename		Candidate surname	
Centre number		Candidate number	

**INSTRUCTIONS TO CANDIDATES**

- Write your name, centre number and candidate number in the boxes above. 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. Additional paper may be used if necessary but you must clearly show your candidate number, centre number and question number(s).
- Do **not** write in the barcodes.

**INFORMATION FOR CANDIDATES**

- The quality of written communication is assessed in questions marked with a pencil (✎).
- A list of equations can be found on page 2.
- The Periodic Table can be found on the back page.
- 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**.
- This document consists of **28** pages. Any blank pages are indicated.

## 2

## EQUATIONS

energy = mass × specific heat capacity × temperature change

energy = mass × specific latent heat

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

wave speed = frequency × wavelength

power = voltage × current

energy supplied = power × time

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

distance = average speed × time

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

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

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

momentum = mass × velocity

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

GPE = mgh

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

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

**3**

**BLANK PAGE**

**Question 1 begins on page 4**

**PLEASE DO NOT WRITE ON THIS PAGE**

Answer **all** the questions.

**SECTION A – Module B3**

- 1 (a) The blood has parts that do different jobs.

Finish the table by writing in the **part of the blood** which does each **job**.

One has been done for you.

<b>Job</b>	<b>Part of the blood</b>
clots blood	platelets
transports food	
defends the body	

[2]

- (b) (i) Sick cell anaemia is a disorder of the blood.  
Sickle cell anaemia is caused by red blood cells that do not form properly.

The packed cell volume (PCV) is a measure of the percentage of red blood cells in a set volume of blood.

The PCV for humans is between 40 and 45.

A person with a PCV lower than 30 could have sickle cell anaemia.

Look at the data in the table below.

It shows PCV readings for three people, Leroy, Winston and Jake.

<b>Packed Cell Volume in percentage (PCV%)</b>			
	<b>Leroy</b>	<b>Winston</b>	<b>Jake</b>
	32	29	43
	21	36	45
	31	28	42
	20	39	42
<b>Mean</b>	.....	.....	43

Complete the table and use this to decide who is most likely to have sickle cell anaemia.

..... [3]

5

- (ii) Sickle cell anaemia is caused by a gene mutation.

What is a gene mutation?

..... [1]

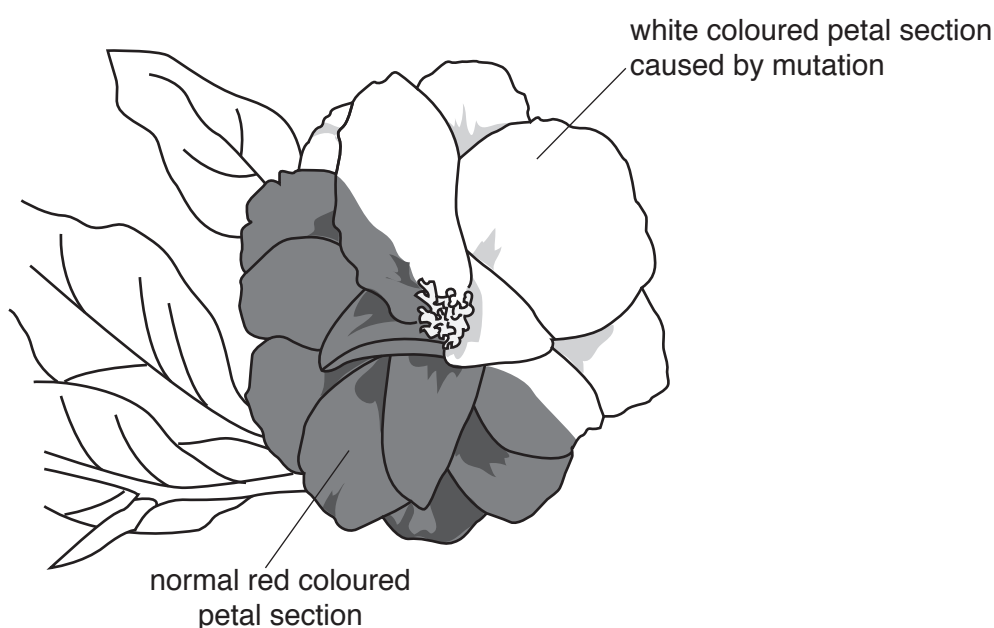
- (c) Mutations occur spontaneously, but they can be made to happen more often.

Write down **one** way mutations can be made to happen more often.

..... [1]

- (d) Look at the picture.

It shows a flower which has a gene mutation.



Suggest how the gene mutation causes parts of the flower to have two different colours.

..... [1]

- (e) Flowering plants are multicellular organisms.

Write about the advantages of being multicellular.

..... [2]

- 2 Mia and Sam are discussing growth and development in plants and animals. They look at pictures of a bean seedling and a young chicken.



bean seedling



chicken just hatching

**Mia**

I think the bean seedling and young chicken are both living organisms and cells will grow and develop in the same way.

**Sam**

I think they both grow the same way at the start but as they get older the bean plant and chicken will grow and develop differently.



Which student has given the best description of growth and development in the bean and the chicken?

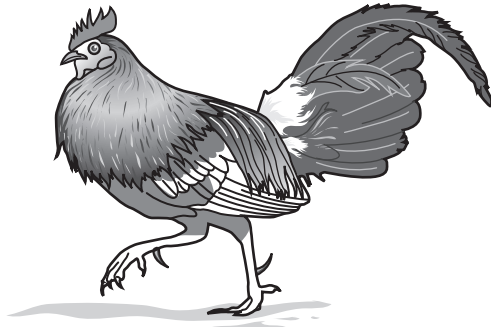
Describe the differences between growth and development.  
Support your answer by writing about how plants and animals grow and develop.



 The quality of written communication will be assessed in your answer to this question.

[6]

- 3 (a) Look at the pictures.



wild red jungle fowl



domestic Leghorn chicken

Selective breeding of red jungle fowl was used to produce Leghorn chickens with all white feathers.

Describe this process of selective breeding.

.....

.....

.....

..... [3]

- (b) Scientists sometimes clone plants. They do this when they want to mass produce plants that are difficult to grow from seed.

Write down one **disadvantage** of cloning plants.

..... [1]

- (c) Understanding the structure of DNA has made modern cloning techniques possible.

The structure of DNA was first worked out by two scientists.

What are the names of these two scientists?

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

Crick and Darwin

☐

Darwin and Frankin

☐

Watson and Darwin

☐

Watson and Crick

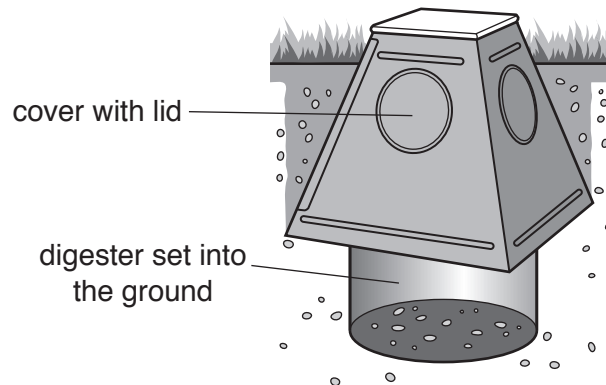
☐

[1]



4 Look at the picture.

It shows a dog waste digester.



Read this information about the digester.

- After your pet has deposited 'waste', place it in the digester.
- Add an enzyme mixture and water, then place lid back on the digester.
- Digesters work outside, set into the ground.
- Some areas of the country can only use their digesters in warmer months.

(a) Explain why an enzyme mixture is added to the waste and why the digester can only work in warmer months.

.....

.....

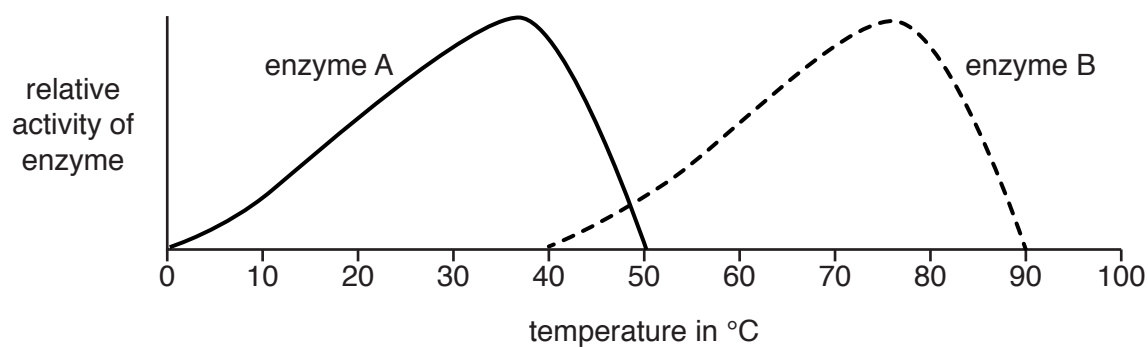
.....

..... [3]

10

(b) Look at the graph.

It shows the relative activity of two enzymes at different temperatures.



Which enzyme would be best to use in a dog waste digester?

Put a letter **X** on one of the curves on the graph.

The letter **X** should be on

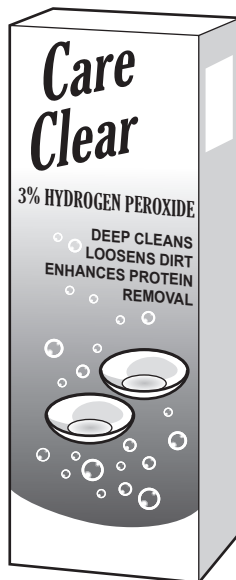
- the curve showing the best enzyme to use in the digester
- the part of the curve that shows the best temperature for this enzyme to work.

[1]

## SECTION B – Module C3

- 5 Louise wears contact lenses.

She uses a solution of hydrogen peroxide to sterilise her contact lenses.



Hydrogen peroxide slowly breaks down to make water and oxygen.

- (a) (i) Write the **word equation** for this reaction.

..... [1]

- (ii) Manganese(IV) oxide is a **catalyst** for this reaction.

What is meant by a catalyst?

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

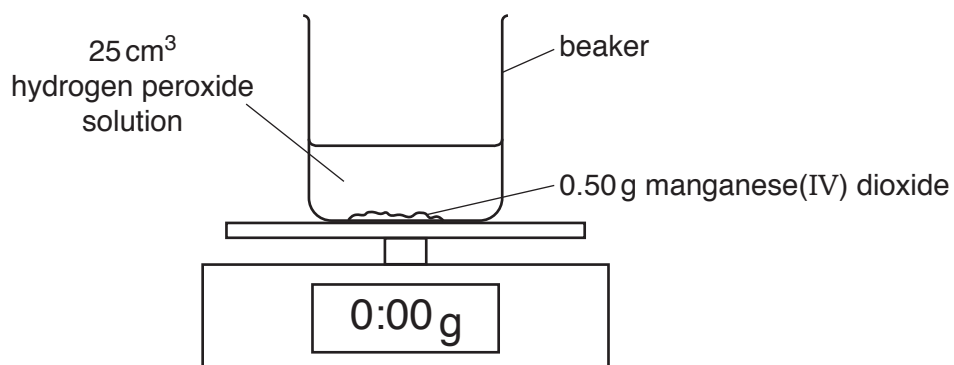
## 12

(b) Louise investigates the breakdown of hydrogen peroxide solution.

She puts  $25\text{ cm}^3$  of hydrogen peroxide solution into a beaker.

She places the beaker on a balance.

Louise then puts  $0.50\text{ g}$  of manganese(IV) oxide into the hydrogen peroxide solution.

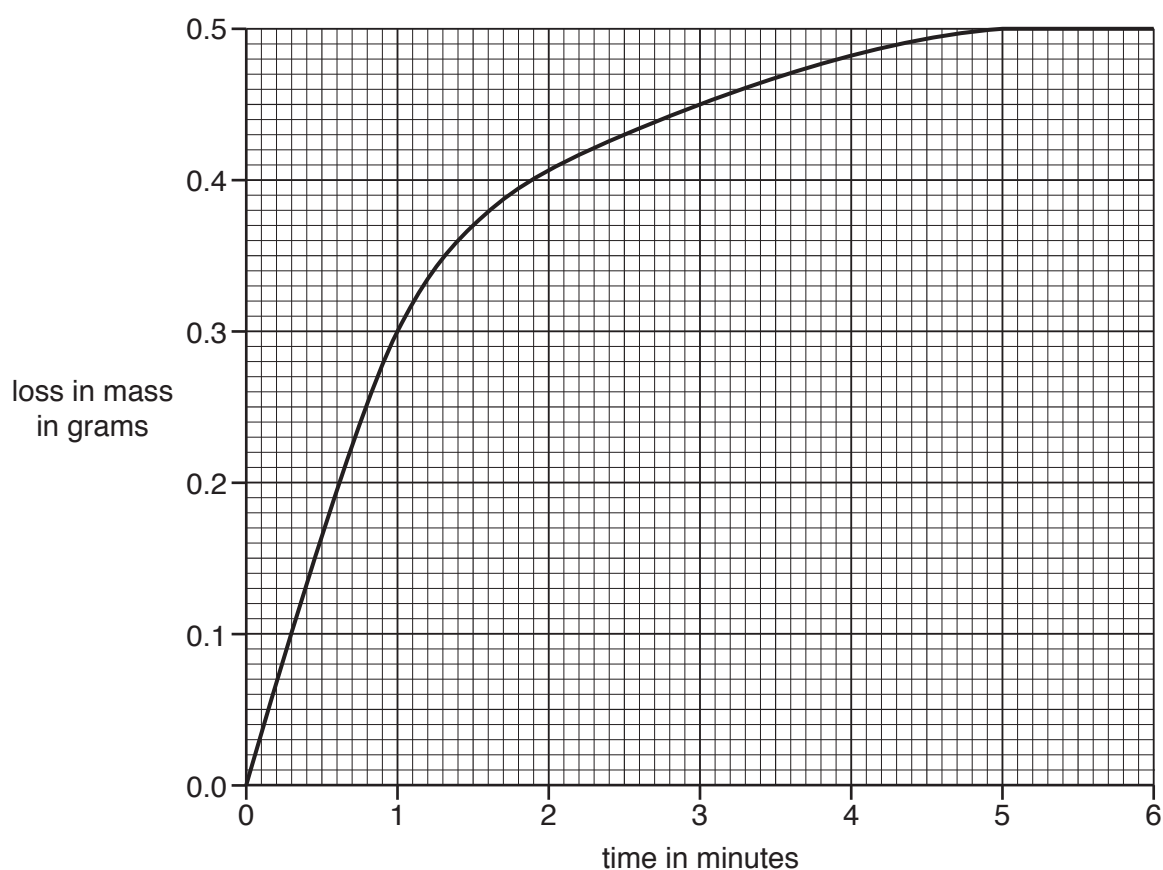


Louise records the loss in mass.

Look at her results.

Time in minutes	0	1	2	3	4	5	6
Loss in mass in g	0.00		0.41	0.45	0.48	0.50	0.50

Louise plots a graph of her results.



- (i) Louise forgot to write down the loss in mass after 1 minute.

Use the graph to find out the loss in mass after 1 minute.

answer ..... g [1]

- (ii) What time did the reaction finish?

answer ..... minutes [1]

- (iii) Look at the graph.

What happens to the speed of the reaction as the time increases?

Choose from

**decreases**

**stays the same**

**increases**

answer ..... [1]

14

(c) Louise wants to make the breakdown of hydrogen peroxide go faster.

She does not want to change the

- catalyst
- volume of the hydrogen peroxide.

Write about **two other** methods that would make the reaction go faster.

Explain how the methods work using the reacting particle model.

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [4]

15  
BLANK PAGE

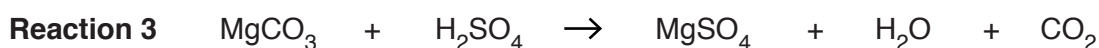
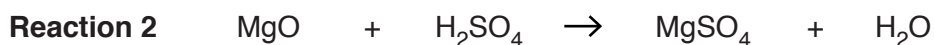
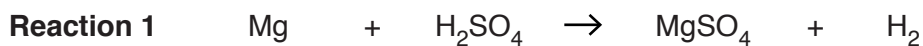
PLEASE DO NOT WRITE ON THIS PAGE

- 6 Magnesium sulfate is used by gardeners to help improve plant growth.



Look at the equations.

They show different reactions which make magnesium sulfate,  $\text{MgSO}_4$ .



- (a) John calculates the atom economy for each reaction.

	Atom economy
<b>Reaction 1</b>	98.4%
<b>Reaction 2</b>	87.0%
<b>Reaction 3</b>	65.9%

Which reaction is the 'greenest'?

Explain your answer.

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

- (b) John makes some magnesium sulfate,  $\text{MgSO}_4$ , using **reaction 1**.

He reacts 4.8g of magnesium, Mg, with 19.6g of sulfuric acid,  $\text{H}_2\text{SO}_4$ .

He makes 0.4g of hydrogen,  $\text{H}_2$ .

Use the **principle of conservation of mass** to calculate how much magnesium sulfate,  $\text{MgSO}_4$ , John should make.

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



- (c) John makes some magnesium sulfate,  $\text{MgSO}_4$ , using **reaction 2**.

He measures out enough sulfuric acid to make 3.6 g of magnesium sulfate.

John reacts the sulfuric acid with excess magnesium oxide.

- (i) After several minutes the reaction stops.

Explain why.

..... [1]

- (ii) John predicts he should make 3.6 g of magnesium sulfate.

He actually makes 2.7 g.

Calculate his percentage yield.

answer ..... % [2]

- (d) Magnesium sulfate is also used in a medicine called Epsom salts.

- (i) It is important to know that the magnesium sulfate is **pure**.

Explain why.

..... [1]

- (ii) How can John check that the magnesium sulfate is pure?

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

Look at her table of results.

Fuel	Starting temperature of water in °C	Final temperature of water in °C
Butanol	28	55
Ethanol	26	46
Methanol	25	35
Propanol	24	53



 The quality of written communication will be assessed in your answer to this question.

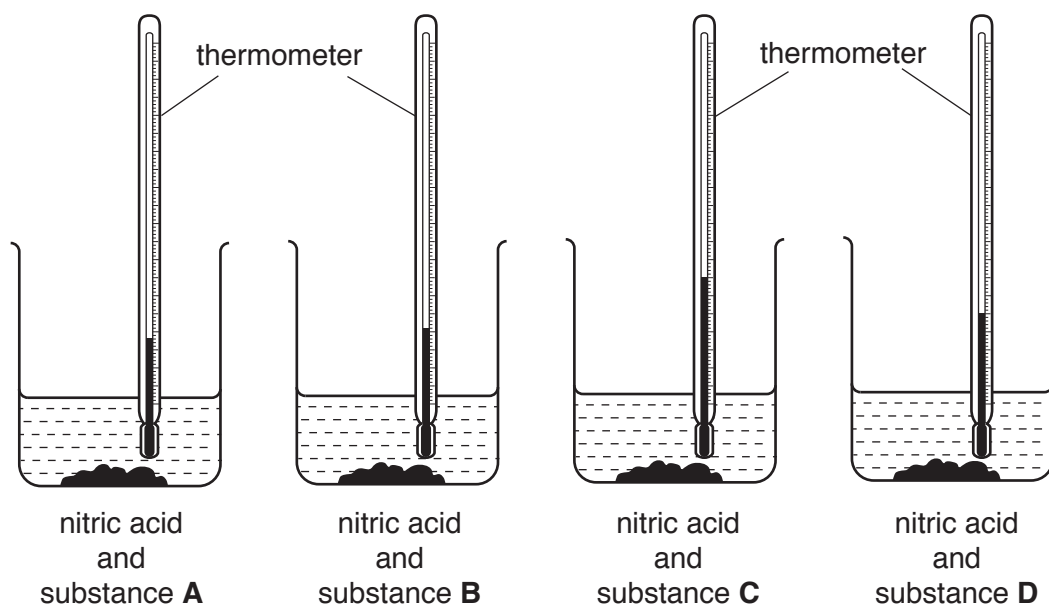
..... [6]

8 Henry investigates some reactions of nitric acid.

He puts  $25\text{ cm}^3$  of dilute nitric acid into four beakers.

He measures the temperature of the nitric acid.

He adds 1 g of a different substance to each beaker.



Look at Henry's results.

Complete the table.

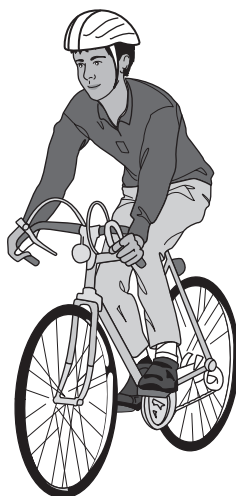
Use **only one** tick (✓) for each substance.

Substance	Temperature of acid at start in °C	Temperature of acid at end in °C	Is the reaction exothermic?	Is the reaction endothermic?	Is there no reaction?
<b>A</b>	22	18			
<b>B</b>	21	21			
<b>C</b>	20	35			
<b>D</b>	18	25			

[2]

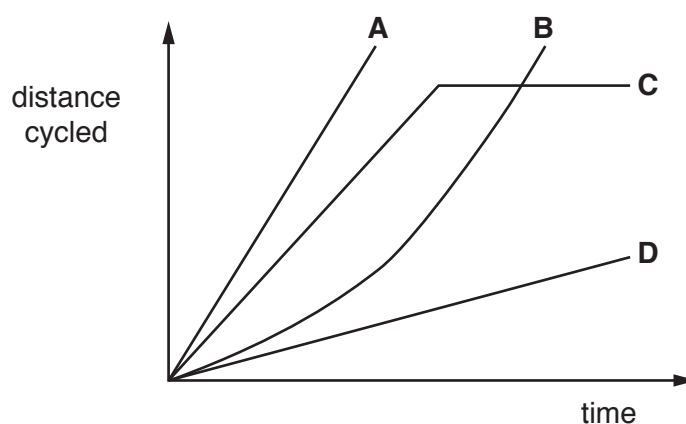
## SECTION C – Module P3

- 9 Rajiv cycles to school and to his friends' houses.



Rajiv measures the distance he cycles during four different journeys, **A**, **B**, **C**, and **D**.

He uses these measurements to draw distance-time graphs on the same axes.



- (a) Which graph shows some time when Rajiv is **not** moving?

Choose from

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

answer .....

[1]

- (b) The gradients (steepness) of the distance-time graphs are all different.

Describe what the gradient shows and explain the difference between the motion shown in graph **A** and the motion shown in graph **D**.

.....

.....

..... [2]

21

(c) Direction is important when describing the journeys Rajiv makes.

(i) Rajiv and his friend Chen cycle in the same direction.

The arrows show the direction they cycle.

—————→  
Rajiv travels at 15 m/s

—————→  
Chen travels at 12 m/s

Calculate their relative velocity.

.....  
.....

relative velocity ..... m/s [1]

(ii) Rajiv and Chen keep cycling at the same **speed** of 15 m/s and 12 m/s, **but** their relative velocity changes.

Suggest what Rajiv has done to change their relative velocity.

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

10 Claire is a builder and she needs a new van.

She finds information about four different vans.

Van	Mass in kg	Maximum acceleration in $\text{m/s}^2$
Boom	4000	0.75
Class	3500	0.75
Dash	3000	0.75
Effect	2500	0.75

(a) Claire wants a van which can produce a large driving **force**.

Which van should she choose?

.....

Explain your answer using calculations.

.....

.....

.....

..... [2]

- (b) Claire puts building materials into her new van.



The building materials have a mass of 100 kg.

- (i) Explain why the van **cannot** accelerate at  $0.75 \text{ m/s}^2$  when it is full of building materials.

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

- (ii) **Stopping distance = thinking distance + braking distance**

The braking distance increases when her van is full of materials.

The thinking distance does **not** change.

Explain why Claire needs to know how the brakes of her van perform.

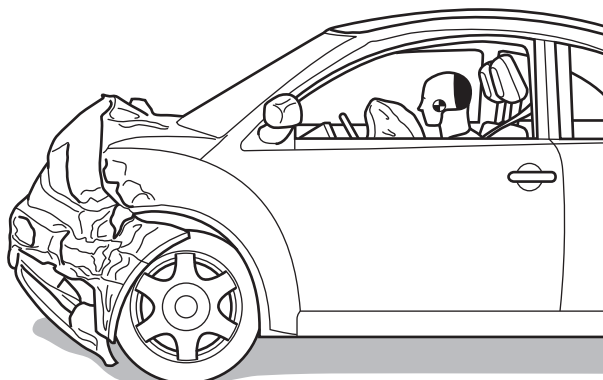
Include information about road safety in your answer.

.....  
.....  
.....  
..... [3]





(b) Crumple zones are also tested.



Explain, in terms of **momentum**, how crumple zones reduce the chance of an injury during a crash.

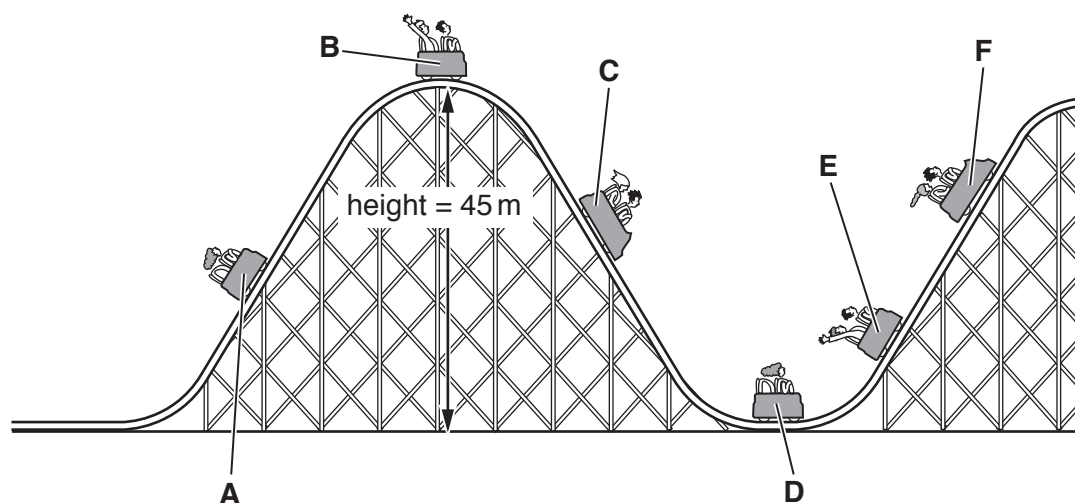
.....

.....

..... [2]

- 12 The kinetic energy (KE) and gravitational potential energy (GPE) of a roller coaster car change during a roller coaster ride.

(a) Letters A, B, C, D, E and F show the position of the roller coaster car at different times.



Match the sentence with the letter.

Two have been done for you.

Sentence	Letter
The lowest point where KE is a maximum and GPE is zero.	
Car has enough KE to continue up the slope.	
Driving force increases GPE.	<b>A</b>
GPE transferred to KE as the car speeds up.	
Maximum GPE and near zero KE.	
KE decreases and GPE increases as the car slows down.	<b>F</b>

[2]

- (b) The roller coaster car has GPE because of its mass and position in the Earth's gravitational field.

Mass of the car is 1000 kg.

Maximum height of the roller coaster is 45 m.

$$g = 10 \text{ m/s}^2$$

Calculate the GPE when the car is at the highest part of the track.

.....  
 .....

GPE ..... J

[2]

- (c) What happens to the KE of the car if the mass of the car is doubled?

Choose from

KE doubles

KE halves

KE quadruples

KE stays the same

answer ..... [1]

- (d) Describe how increasing the **speed** of the car affects the KE of the car.

Choose from

KE decreases

KE increases

KE stays the same

answer ..... [1]

**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 and is freely available to download from our public website ([www.ocr.org.uk](http://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.

© OCR 2017

\* The lanthanoids (atomic numbers 58-71) and the actinoids (atomic numbers 90-103) have been omitted.

The relative atomic masses of copper and chlorine have not been rounded to the nearest whole number.