



Oxford Cambridge and RSA

H

Tuesday 7 November 2017 – Afternoon

GCSE GATEWAY SCIENCE ADDITIONAL SCIENCE B

B721/02 Additional Science modules B3, C3, P3 (Higher 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	
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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

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

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

momentum = mass × velocity

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

GPE = mgh

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

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

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Question 1 begins on page 4

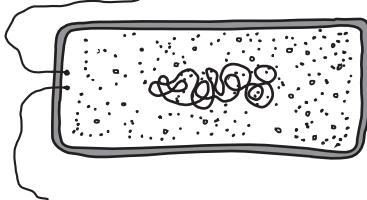
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Answer **all** the questions.

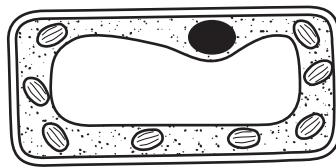
SECTION A – Module B3

1 (a) Look at the diagrams of three cells.

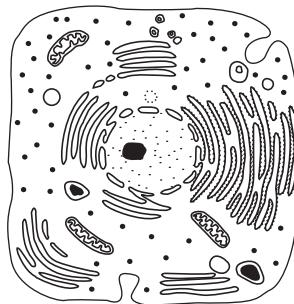
The diagrams are not drawn to the same scale.



Cell A



Cell B



Cell C

Which cell is a bacterium?

Cell

Give **two** reasons for your choice.

.....
.....

[2]

(b) (i) All three cells contain DNA.

When DNA replicates, new strands are made by complementary base pairing.

Look at the section of DNA.

Old Strand	A	G	A	C	T	C	A	G	G
<hr/>									
New Complementary Strand									

Complete the complementary base pairing on the new strand.

[2]

(ii) A mutation in the **old strand** causes the cytosine bases (**C**) to be substituted with thymine (**T**).

Complete the new complementary strand when this mutated DNA replicates.

New Complementary Strand									
--------------------------	--	--	--	--	--	--	--	--	--

Explain how this change might affect the cell.

.....
.....

[2]

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

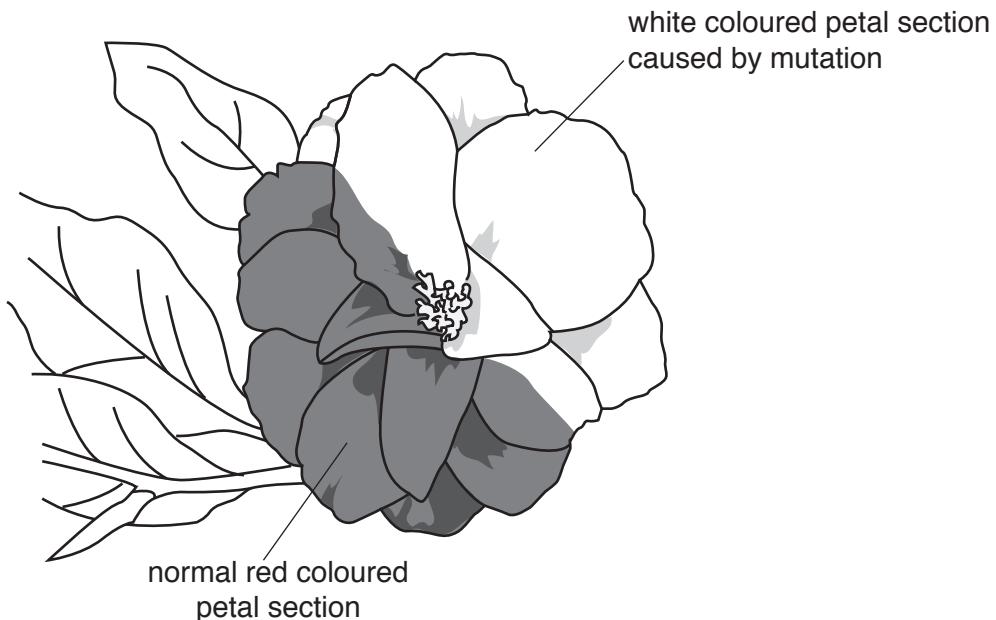
Write down **one** way mutations can be made to happen more often.

.....

[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.

.....

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.....

.....

[2]

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Question 2 begins on page 8

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



bean seedling



chicken embryo

Mia

I think the bean seedling and chicken embryo will both grow from undifferentiated cells and develop in the same way and at the same rate throughout.



Sam

I think they both grow from undifferentiated cells but the two organisms grow differently. Different parts of the organism grow at different rates.

Has Mia or Sam given the best description of differentiation and development in the bean and the chicken?

Support your answer by writing about how plants and animals grow and differentiate.



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

[6]

. [6]

10

3 (a) Scientists sometimes clone plants to mass produce plants that are difficult to grow from seed.

(i) One method of cloning plants is using plant tissue culture.

Describe how plant tissue culture is used to clone plants.

.....
.....
.....
.....

[2]

(ii) Explain why cloning plants is easier than cloning animals.

.....
.....

[1]

(iii) Write down one **disadvantage** of cloning plants.

.....

[1]

(b) Cloning techniques can also be used on humans.

Suggest how cloning techniques could benefit humans **and** why some people are against using them.

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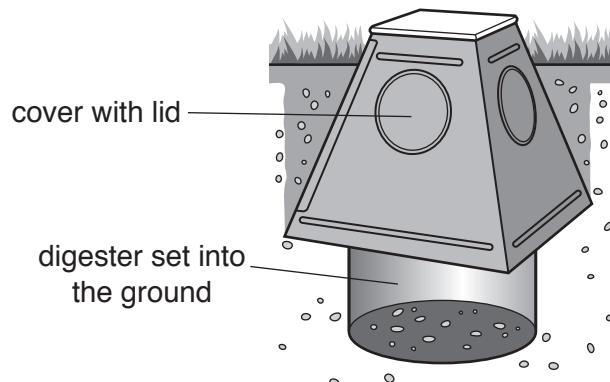
[2]

Question 4 begins on page 12

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4 Look at the picture.

It shows a dog waste digester.



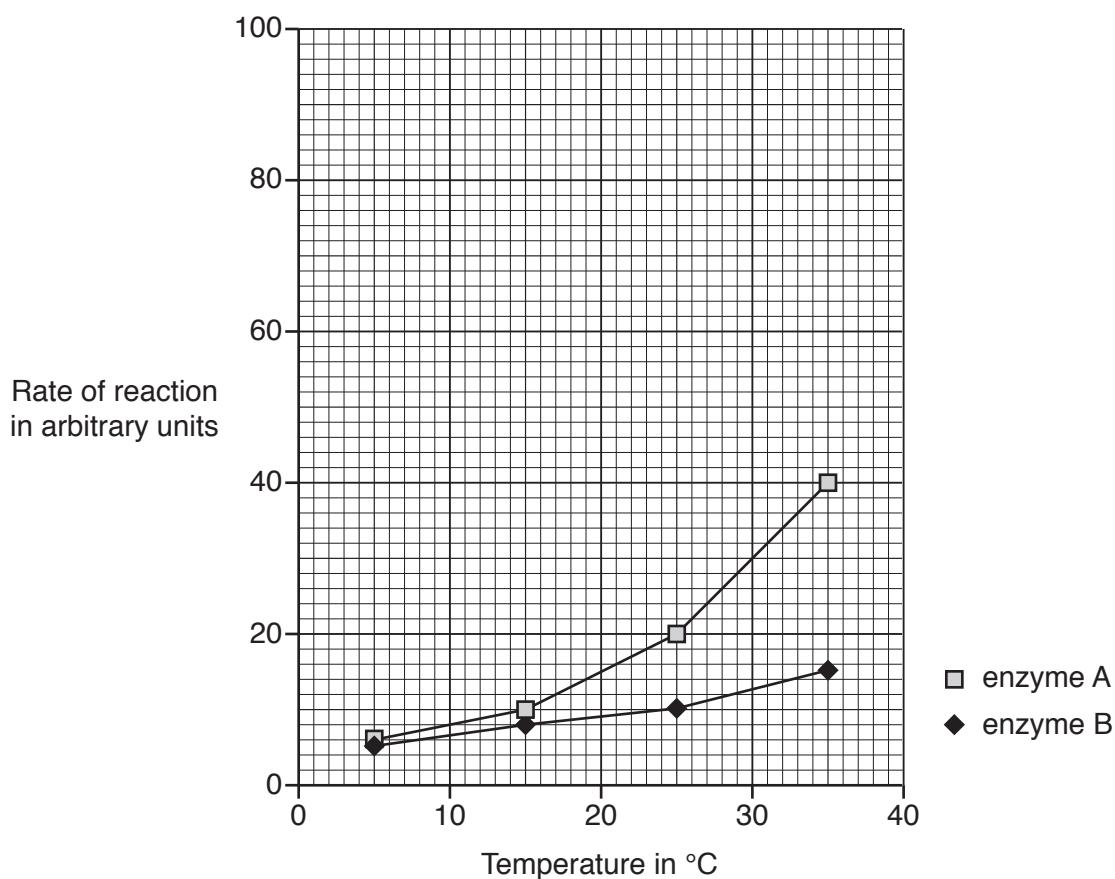
Read this information about the digester.

- 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.

13

Look at the graph.

It shows the rate of reaction for two different enzymes that could be used in the dog waste digester.



Calculate the Q_{10} of each enzyme between 25°C and 35°C and use this to explain which enzyme would be best to use in the dog waste digester.

.....

.....

.....

[3]

14

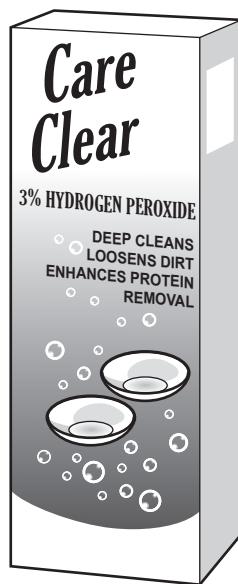
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SECTION B – Module C3

5 Louise wears contact lenses.

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



Hydrogen peroxide, H_2O_2 , slowly breaks down to make water and oxygen, O_2 .

(a) (i) Write the **balanced symbol equation** for this reaction.

..... [2]

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

What is meant by a catalyst?

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

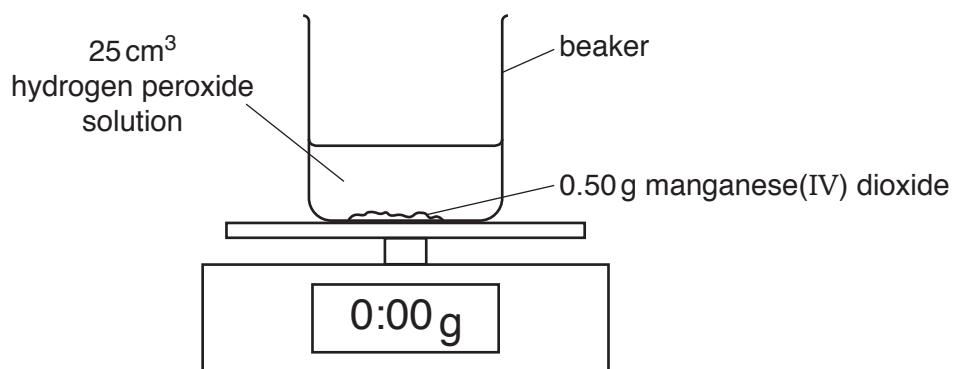
16

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

She puts 25 cm³ of hydrogen peroxide solution into a beaker.

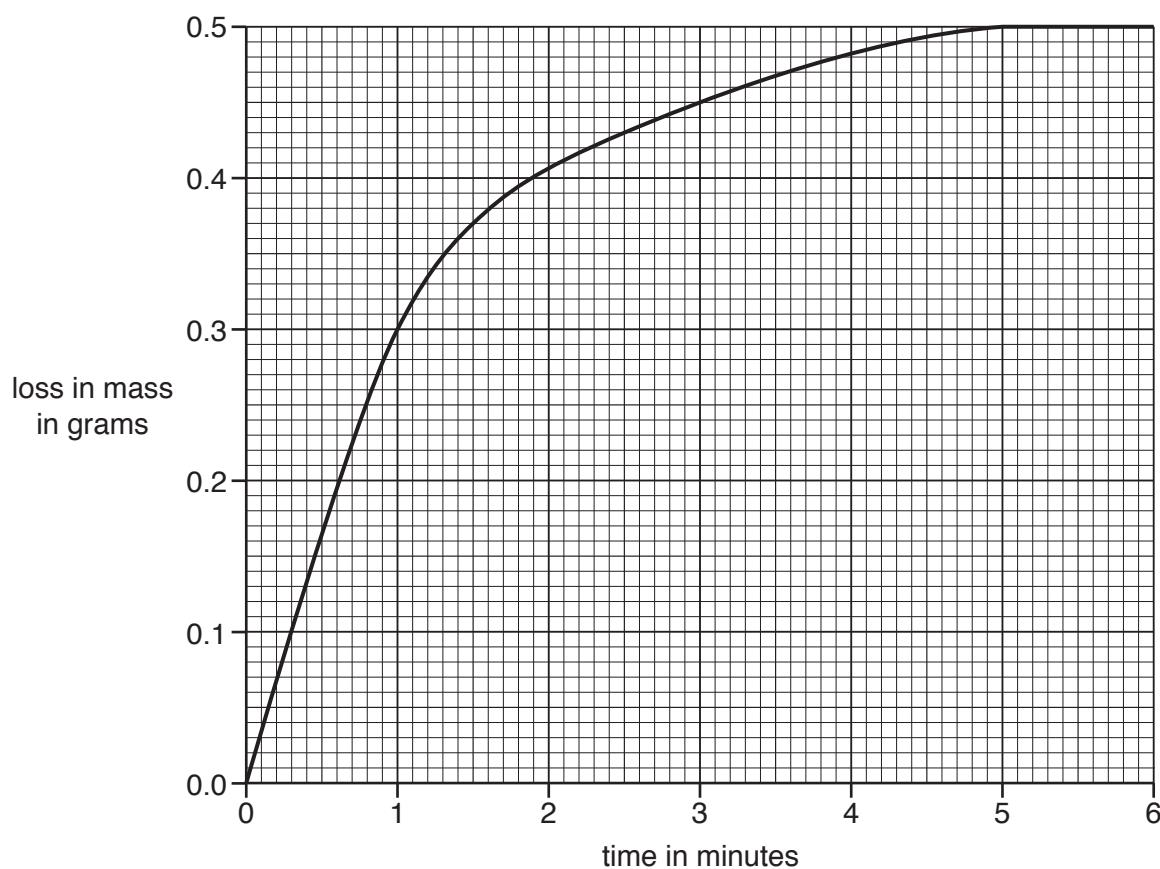
She places the beaker on a balance.

Louise then puts 0.50 g of manganese(IV) oxide into the hydrogen peroxide solution.



Louise records the loss in mass.

Louise plots a graph of her results.



(i) What time did the reaction finish?

answer minutes [1]

(ii) Look at the graph.

Calculate the average rate of this reaction during the first 1.5 minutes of the experiment.

Give your answer to **2 significant figures**.

answer grams/minute [2]

(iii) How does the average rate of reaction for the first 1.5 minutes compare to the average rate between 1.5 and 2.5 minutes?

Explain your answer.

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

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

She uses hydrogen peroxide at a higher temperature.

The reaction is faster at a higher temperature.

Explain why the reaction is faster in terms of the reacting particle model.

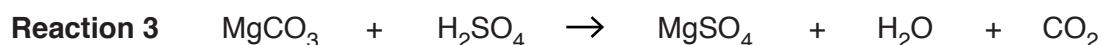
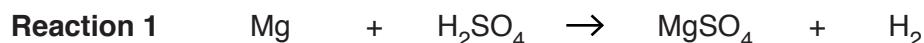
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.....
.....
.....
..... [3]

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



Look at the equations.

They show different reactions which make magnesium sulfate, MgSO_4 .



(a) (i) John calculates the atom economy for **reactions 1** and **2**.

	Atom economy
Reaction 1	98.4%
Reaction 2	87.0%

Show, by calculation, that the atom economy for **reaction 3** is 65.9%.

Water, H_2O , and carbon dioxide, CO_2 , are waste products.

The relative formula mass, M_r , of MgCO_3 = 84, of H_2SO_4 = 98, of MgSO_4 = 120, of H_2O = 18 and of CO_2 = 44.

..... [1]

(ii) **Reaction 1** has the highest atom economy.

Suggest why this makes it more likely that a company making magnesium sulfate will use reaction 1.

..... [1]

19

(b) John makes some magnesium sulfate, 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.

He filters the mixture and leaves the magnesium sulfate solution to crystallise.

(i) Which chemical was the **limiting reactant**?

..... [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]

(c) Magnesium sulfate is made using a continuous process.

Other chemicals, such as pharmaceutical drugs, are made in a batch process.

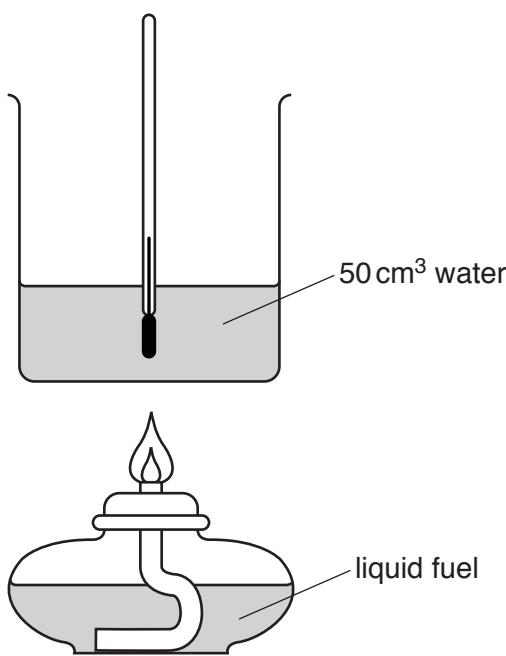
Suggest why a **continuous** process is used to make magnesium sulfate.

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

20

7 Caitlin investigates the energy given out by four different liquid fuels.

She wants to compare the energy transferred when 1 g of each fuel is burned.



Look at her table of results.

Fuel	Temperature rise of water in °C	Mass of fuel burned in g	Energy transferred to the water in J
A	22	0.5
B	19	0.4	3990
C	26	1.0	5460
D	14	0.7	2940

Caitlin uses the following equation to calculate the energy transferred to the water.

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

The specific heat capacity of water is 4.2 J/g °C.

(a) Caitlin uses her results to make a conclusion.



Calculate the energy transferred by fuel **A** and use Caitlin's results to explain if her conclusion is correct.

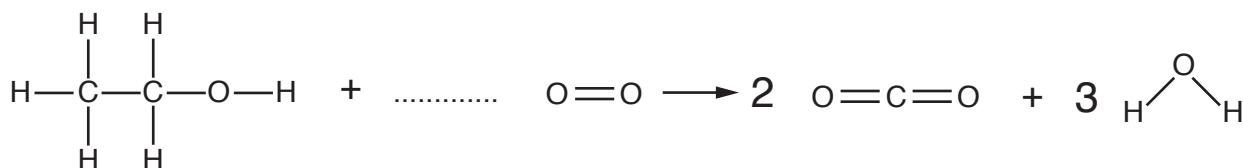


➤ The quality of written communication will be assessed in your answer to this question.

. [6]

(b) Fuel D is ethanol.

(i) Complete the **balanced symbol** equation for the burning of ethanol.



[1]

(ii) Bonds are made when carbon dioxide and water are formed in this reaction.

What type of process is **bond making**?

Choose from the list.

batch

combustion

continuous

endothermic

exothermic

answer [1]

23

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Question 8 begins on page 24

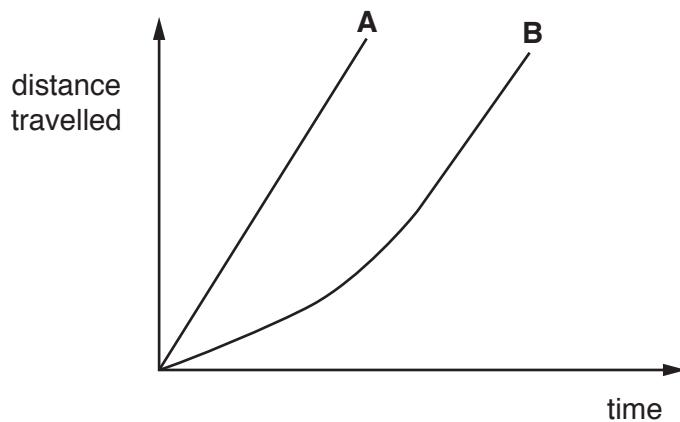
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8 Rajiv cycles to school and to his friend's house.



Rajiv measures the distance he travels during two different journeys, **A** and **B**.

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



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

Use the gradients of the distance-time graphs to explain the difference between the two journeys.

.....

.....

.....

[2]

25

(b) 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]

(iii) Rajiv decelerates at 0.50 m/s^2 from 15 m/s to 12 m/s.

How long does he decelerate for?

Put a **ring** around the correct answer.

0.17 s

1.5 s

3.0 s

6.0 s

7.5 s

[1]

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

She finds information about four different vans.

Van	Mass in kg	Maximum driving force created by the engine in N
Boom	4000	3000
Class	3500	3000
Drag	3000	3000
Effect	2500	3000

(a) Claire wants a van with the greatest **acceleration**.

Which van should she choose?

.....

Explain your answer using calculations.

.....

.....

[2]

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



After loading the van, Claire finds that when driving at a speed of 10 m/s the braking distance is 12 m.

Suggest what the braking distance will be when Claire drives at a speed of 30 m/s.

Explain your answer.

.....

.....

.....

.....

[2]

(ii) The manufacturer of van brakes uses new technology developed by teams of engineers.

Suggest some benefits of using **teams** of engineers to develop safety systems such as brakes.

.....

.....

.....

[2]

10 Car manufacturers test cars.

(a) They publish fuel consumption figures and environmental information.

Car	Fuel consumption in km per litre	Greenhouse gas emission in tonnes per year	Fuel cost per year in £
A	10.2	8.4	1030
B	8.1	9.1	1370
C	24.6	3.5	525
D	6.4	6.9	1695

These cars are all different types

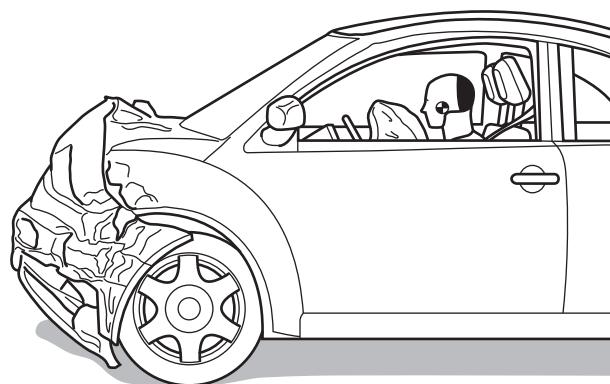
- type **1** car has a large engine size, a roof box and uses petrol
- type **2** car has a high power rating, pulls a caravan and uses a low emission fuel
- type **3** is a hybrid (electrically powered and uses petrol)
- type **4** has a medium engine size and uses petrol.

Evaluate the data in the table to link cars **A**, **B**, **C** and **D** to the different types of cars in the list.



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

(b) Crumple zones are also tested.



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

.....

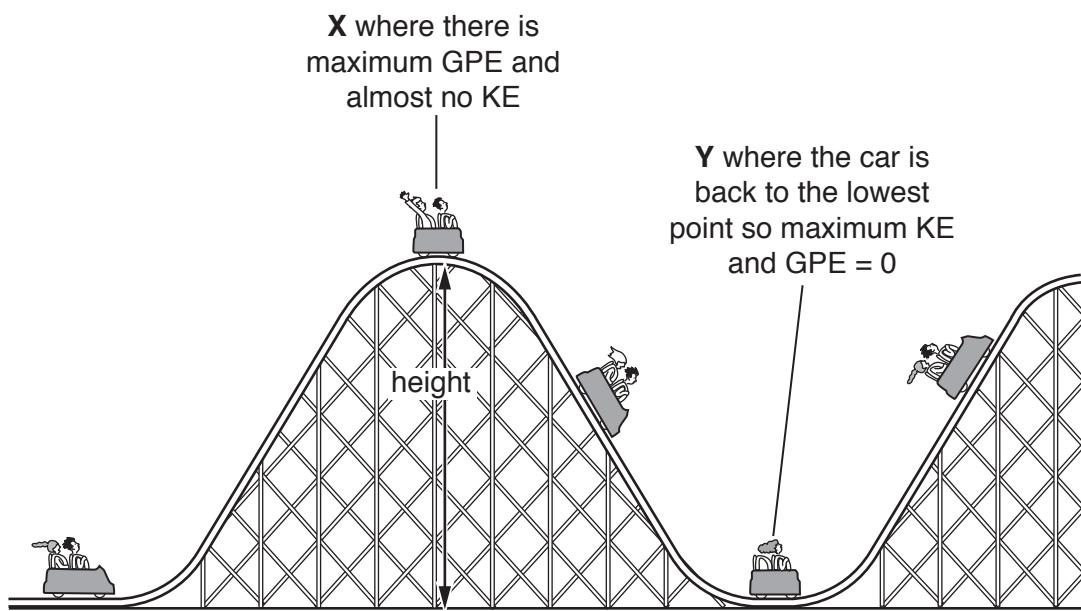
.....

.....

.....

[3]

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



(a) (i) The maximum GPE of the car at X is $4.5 \times 10^5 \text{ J}$.

The mass of the loaded car is 1000 kg.

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

Calculate the height of the car at X.

.....
.....

answer m

[2]

(ii) In part (i) you used $g = 10 \text{ m/s}^2$.

The car moves to the bottom of the ride.

What happens to the value of g acting on the car at the bottom of the ride?

.....

[1]

(b) What is the increase in KE of the car from X to Y?

Assume that there is no wasted energy as the car moves along the roller coaster.

answer J

[1]

31

(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]

END OF QUESTION PAPER



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The Periodic Table of the Elements

1	2	Key												3	4	5	6	7	0				
7 Li lithium 3	9 Be beryllium 4	1 H hydrogen 1	relative atomic mass atomic symbol name atomic (proton) number	11 B boron 5	12 C carbon 6	14 N nitrogen 7	16 O oxygen 8	19 F fluorine 9	20 Ne neon 10	4 He helium 2	11 B boron 5	12 C carbon 6	14 N nitrogen 7	16 O oxygen 8	19 F fluorine 9	20 Ne neon 10	4 He helium 2	27 Al aluminum 13	28 Si silicon 14	31 P phosphorus 15	32 S sulfur 16	35.5 Cl chlorine 17	40 Ar argon 18
23 Na sodium 11	24 Mg magnesium 12	39 K potassium 19	40 Ca calcium 20	45 Sc scandium 21	48 Ti titanium 22	51 V vanadium 23	52 Cr chromium 24	55 Mn manganese 25	56 Fe iron 26	59 Co cobalt 27	59 Ni nickel 28	63.5 Cu copper 29	70 Ga gallium 31	73 Ge germanium 32	75 As arsenic 33	79 Se selenium 34	80 Br bromine 35	84 Kr krypton 36					
37 Rb rubidium 38	85 Sr strontium 38	88 Y yttrium 39	89 Zr zirconium 40	91 Nb niobium 41	93 Mo molybdenum 42	[98] Tc technetium 43	101 Ru ruthenium 44	103 Rh rhodium 45	106 Pd palladium 46	108 Ag silver 47	112 Cd cadmium 48	115 In indium 49	119 Sn tin 50	122 Sb antimony 51	128 Te tellurium 52	127 I iodine 53	131 Xe xenon 54						
55 Cs caesium 56	137 Ba barium 56	139 La* lanthanum 57	178 Hf hafnium 72	181 Ta tantalum 73	184 W tungsten 74	186 Re rhenium 75	190 Os osmium 76	192 Ir iridium 77	195 Pt platinum 78	197 Au gold 79	201 Hg mercury 80	204 Tl thallium 81	207 Pb lead 82	209 Bi bismuth 83	[209] Po polonium 84	[210] At astatine 85	[222] Rn radon 86						
[223] Fr francium 87	[226] Ra radium 88	[227] Ac* actinium 89	[261] Rf rutherfordium 104	[262] Db dubnium 105	[266] Sg seaborgium 106	[264] Bh bohrium 107	[268] Mt meitnerium 109	[277] Hs hassium 108	[271] Ds darmstadtium 110	[272] Rg roentgenium 111	Elements with atomic numbers 112-116 have been reported but not fully authenticated												

* 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.