## 6BI01/01

Lifestyle, Transport, Genes \& Health

| Question <br> Number | Answer | Mark |
| :--- | :--- | :--- |
| $\mathbf{1 ( a ) ( i )}$ | 1 glycerol molecule and 3 fatty acid molecules; | (1) |


| Question <br> Number | Answer | Mark |
| :--- | :--- | :--- |
| $\mathbf{1 ( a ) ( i i ) ~}$ | ester bond ; | (1) |


| Question <br> Number | Answer | Mark |
| :--- | :--- | :--- |
| $\mathbf{1 ( a ) ( \text { (ii) }}$ | condensation ; | (1) |


| Question <br> Number | Answer | Mark |
| :--- | :--- | :--- |
| $\mathbf{1 ( a ) ( i v ) ~}$ | have double bonds between carbon atoms and <br> between carbon and oxygen atoms; | (1) |


| Question <br> Number | Answer | Mark |
| :--- | :--- | :--- |
| $\mathbf{1 ( a ) ( v )}$ | more hydrogen atoms than unsaturated lipids ; | $\mathbf{( 1 )}$ |


| Question <br> Number | Answer | Mark |
| :--- | :--- | :--- |
| 1(b)(i) | 1. phosphate and base joined to pentose sugar ; <br> 2. base correctly joined to sugar ; <br> 3. phosphate correctly joined to two pentose <br> sugars ; | (3) |


| Question <br> Number | Answer | Mark |
| :--- | :--- | :--- |
| $\mathbf{1 ( b ) ( i i )}$ | (DNA) polymerase /( DNA) ligase / (DNA) helicase ; | (1) |


| Question Number | Answer | Mark |
| :---: | :---: | :---: |
| 2(a) | EITHER <br> 1. amniocentesis; <br> 2. amniotic fluid removed (from amniotic sac of mother) / eq ; <br> 3. \{fetal / embryonic\} cells present in amniotic fluid /\{fetal / embryonic\} cells needed ; <br> 4. DNA can be analysed / eq ; <br> 5. to detect \{defective / eq\} gene(s) (in sample) / eq ; <br> OR <br> 1. chorionic villus sampling ; <br> 2. placental tissue removed (from womb of mother) / eq ; <br> 3. fetal cells present in \{placenta / placental tissue / chorionic tissue\} / fetal cells needed ; <br> 4. DNA can be analysed / eq ; <br> 5. to detect \{defective / eq\} gene(s) (in sample) / eq ; | max <br> (3) |


| Question Number | Answer | Mark |
| :---: | :---: | :---: |
| 2(b) | Benefit: <br> 1. gives information about abnormalities (in fetus) / eq ; <br> 2. \{opportunity for choice / eq\} / \{consider termination / eq\} / time for \{preparation / treatment / eq \} / \{peace of mind / eq\} ; <br> Risk: <br> 3. possibility of miscarriage (due to procedure) / eq ; <br> 4. \{potentially a healthy baby would be lost / eq\} / \{risk to mother / eq\} ; <br> OR <br> 3. idea of \{false positive / false negative\} result ; <br> 4. wrong decision made / description of wrong decision ; | (2) |


|  | OR3. \{damage / harm\} to fetus ; <br> 4. subsequent health issues / miscarriages / eq ; ; (2) l |
| :--- | :--- | :--- |


| Question Number | Answer | Mark |
| :---: | :---: | :---: |
| 2(c) | 1. idea that a fetus is living ; <br> 2. abortion is \{wrong / murder\} / eq ; <br> OR <br> 1. who has right to decide if tests should be performed / eq ; <br> 2. implications of medical costs / disagreements over next step ; <br> OR <br> 1. issues relating to confidentiality of \{parents / child\} / eq ; <br> 2. idea that \{some other abnormality may be found / paternal DNA does not match / other family members have right to know results\} ; <br> OR <br> 1. that or some other abnormality may be found ; <br> 2. comment on possible problems with \{future employment / insurance / what constitutes a serious condition / eq ; <br> OR <br> 1. not fully understanding possible risks of prenatal testing; <br> 2. possibility of \{miscarriage / harm to child\} / eq; <br> OR <br> 1. \{who has the right to make the decision for the fetus / fetus has decision rights\} (if the test is positive) ; <br> 2. \{denying them the opportunity to live / fetus should be allowed to live / fetus has a right to live\}; | max <br> (2) |


| Question Number | Answer |  | Mark |
| :---: | :---: | :---: | :---: |
| 3(a) | contracted | relaxed |  |
|  | relaxed | contracted |  |
|  | relaxed | relaxed |  |
|  | 1 mark for any two correct boxes ;;; |  | (3) |


| Question <br> Number | Answer | Mark |
| :--- | :--- | :--- |
| 3(b) | 1. valves \{separate / eq\} atria from ventricles ; <br> 2. open during atrial \{systole / contraction \} / <br> eq ; |  |
| 3. so that blood can pass through to ventricles / <br> eq ; |  |  |
| 4. closed during ventricular \{systole / <br> contraction\} eq ; |  |  |
| 5. to prevent \{blood being forced back / backflow (up into atria) / to maintain pressure in |  |  |
| ventricles ; |  |  |$\quad$| 6. open during diastole / eq ; |
| :--- |
| 7. so that ventricles can start to fill up (as atria |
| are filling) ; |$\quad$| max |
| :--- |
| (4) |


| Question <br> Number | Answer | Mark |
| :--- | :--- | :--- |
| 3(c)(i) | 1. (time for complete cardiac cycle) $=0.96$ to <br> 0.98 (sec) ; |  |
|  | 2. $60 \div$ cycle time ; <br> 3. correct answer \{beats per minute $/ \mathrm{bpm}\} ;$ | (3) |


| Question <br> Number | Answer | Mark |
| :--- | :--- | :--- |
| 3(c)(ii) | 1. correct reference to pressure differences e.g. <br> left is higher ; |  |
| 2. left ventricle pumps blood \{all around body / <br> to rest of body / many arteries / systemic\} / <br> eq ; | 3. right ventricle pumps blood to \{lungs / <br> pulmonary system / eq\} ; |  |
| 4. idea that if blood under high pressure there <br> would be \{damage / eq\} to \{lungs / capillaries <br> / eq\} ; | 5. reference to lots of muscle (contracting in left <br> ventricle) / reference to thick wall (of left <br> ventricle) ; | max <br> (3) |


| Question <br> Number | Answer | Mark |
| :--- | :--- | :--- |
| 4(a) | Causation: <br> when a change in one variable is responsible for a <br> change in another variable / eq ; <br> Correlation: <br> (relationship between two variables such that) a <br> change in one of the variables is reflected by a <br> change in the other variable / eq ; | (2) |


| Question <br> Number | Answer | Mark |
| :--- | :--- | :--- |
| 4(b)(i) | 1.\{no relationship / little difference\} between <br> ethnic group and cholesterol level / eq ; <br> 2.\{more / higher percentage of\} black and <br> African Americans have \{highest / higher\} <br> blood pressure than both White and Mexican <br> Americans / eq ; | (2) |


| Question <br> Number | Answer | Mark |
| :--- | :--- | :--- |
| 4(b)(ii) | not enough people surveyed / eq ; | (1) |


| Question Number | Answer | Mark |
| :---: | :---: | :---: |
| 4(c) | 1. idea that \{other variables present / other variables need considering / no information available about other variables\} (for a causal relationship) ; <br> 2. named variable (e.g. genetics, ethnic group, mass of individuals, age of individuals, diet, smoking, exercise) ; <br> 3. idea that cholesterol level of $204 \mathrm{mg} \mathrm{dm}^{-3}$ may not be significantly lower than $207 \mathrm{mg} \mathrm{dm}^{-3}$; <br> 4. idea that $\{30 \%$ may not be significantly different from $26 \%$ / two values are not very different ; <br> 5. no information on how many tested / survey not repeated elsewhere ; | max <br> (3) |


| Question <br> Number | Answer | Mark |
| :--- | :--- | :--- |
| 5(a) | 1. both decrease ; <br> 2. mortality rate in men is higher than that in <br> women (throughout time period) / eq ; |  |
| 3. this difference is greater at the start of the <br> time period than at the end / eq ; |  |  |
| 4.a valid comparison made about the difference <br> in the changes e.g. between 1997 and 1998 <br> the rate stays constant for males but falls for <br> women / fall in mortality rate in men is <br> steeper than the fall in women / decrease in <br> mortality rate is greater in men than women / <br> the decrease in men is less uniform than in <br> women ; <br> 5. correct manipulation of figures to quantify any <br> of the above ; | max <br> (3) |  |


| Question Number | Answer | Mark |
| :---: | :---: | :---: |
| 5(b) | 1. \{people more aware of the dangers / better health education\} / appropriate named example /eq; <br> 2. less stress /eq ; <br> 3. \{better / more\} screening / eq ; <br> 4. better treatments / eq ; <br> 5. more exercise being taken / eq ; <br> 6. changed diet / less obesity / eq ; <br> 7. less alcohol intake / eq ; <br> 8. decrease in smoking ; <br> 9. change in population genetics / eq ; | max <br> (3) |


| Question <br> Number | Answer | Mark |
| :--- | :--- | :--- |
| 5(c) | 1. damage to \{endothelial cells / epithelial cells <br> /cells lining artery (wall)\} ; |  |
| 2. reference to inflammatory response ; <br> 3. reference to (accumulation of) white blood <br> cells in (damaged area) ; | 4.\{build up / eq\} of cholesterol (in damaged <br> area) ; <br> 5. reference to build up of \{calcium salts / fibrous <br> tissue / fibrin / platelets\} ; |  |
| 6. reference to formation of \{atheroma / <br> plaque\} ; <br> 7. reference to \{loss of elasticity (of artery) / <br> narrowing of lumen\} / eq ; | 8. idea that this process is self-perpetuating ; | (4) |


| Question <br> Number | Answer | Mark |
| :--- | :--- | :--- |
| 6(a) | 1. vitamin C content decreases during first $\{145 /$ <br> $150\}$ days of storage / eq ; | 2. no further decrease in vitamin C content (after <br> first $\{145 / 150\}$ days) $/ \mathrm{eq}$; |
| 3. idea that decrease is $\{$ fastest / greatest $\}$ up to <br> 25 days ; | 4. rate of decrease decreases with time / eq ; | max <br> (3) correct manipulation of figures ; |


| Question <br> Number | Answer | Mark |
| :--- | :--- | :--- |
| 6(b) | 1. reference to DCPIP ; <br> 2. reference to use of (camu-camu) juice ; <br> 3. idea of titrating juice with DCPIP ; <br> 4. correct reference to colour change e.g. from <br> blue to \{colourless / pink\} ; |  |
| 5. use of calibration curve to determine vitamin <br> C concentration / comparison with standard <br> vitamin C ; | 6. reference to procedure being repeated at <br> (regular) time intervals e.g. everyday ; | 7. reference to replication ; <br> 8. description of one controlled variable ; <br> 9. reference to drawing graph of both sets of <br> results ; |


| Question <br> Number | Answer | Mark |
| :--- | :--- | :--- |
| 7(a)(i) | 1. an allele is the \{different form / eq\} of a gene <br> / eq ; |  |
| 2. a gene is \{a section of DNA / sequence of <br> bases\} that codes for a \{polypeptide / eq\} <br> /occupies a particular \{locus / eq\} on a <br> chromosome / eq ; | (2) |  |


| Question <br> Number | Answer | Mark |
| :--- | :--- | :--- |
| 7(a)(ii) | (allele) that is only expressed (in the phenotype of an <br> organism) if the dominant allele is not present / eq ; | (1) |


| Question <br> Number | Answer | Mark |
| :--- | :--- | :--- |
| 7(b)(i) | alleles (of a particular gene) are the same / eq ; | (1) |


| Question <br> Number | Answer | Mark |
| :--- | :--- | :--- |
| 7(b)(ii) | 1. Cara and Jasjeet ; <br> 2.Naveeda / one child\} is an albino so must <br> have inherited an albino allele from each <br> parent / eq ; <br> 3. Daniel ; <br> 4. Cara must have inherited the albino allele <br> from her father (as Susan was an unaffected <br> homozygote) / eq ; | (4) |


| Question <br> Number | Answer | Mark |
| :--- | :--- | :--- |
| 7(c) | 1. idea that \{fewer albino squirrels survive / <br> squirrels may not breed so frequently\} ; |  |
| 2. a suitable reason given (e.g. more predation, <br> less camouflage) ; | 3. idea of \{frequency of albinism allele in squirrel <br> (population) is lower / chances of two <br> squirrels with the allele less likely to mate\} ; | 4. comment on the lower mutation rate (in <br> squirrels) ; | | max |
| :--- |
| (2) |


| Question <br> Number | Answer | Mark |
| :--- | :--- | :--- |
| 7(d) | 1. idea that dihydroxyphenyalanine cannot be <br> synthesized from tyrosine if tyrosinase is <br> absent ; | 2. idea that precursor of melanin is <br> dihydroxyphenylalanine / melanin only made if <br> DHPA present ; |
| 3. enzymes are (substrate) specific therefore no <br> other enzyme will breakdown tyrosine / <br> tyrosine does not breakdown on its own ; | max <br> (2) |  |


| Question <br> Number | Answer | Mark |
| :--- | :--- | :--- |
| 8(a) | 1.\{movement / diffusion / eq\} of water through <br> a partially permeable membrane / eq ; <br> 2. from a region with more free water to a region <br> with less free water / down water <br> concentration gradient / eq ; | (2) |


| Question <br> Number | Answer | Mark |
| :--- | :--- | :--- |
| 8(b)(i) | 1. due to high uptake of more water / eq ; <br> 2. as higher water concentration outside potato / <br> eq ; <br> 3. idea of largest difference in concentrations of <br> solutions ; | (3) |


| Question Number |  | Mark |
| :---: | :---: | :---: |
| 8(b)(ii) | EITHER <br> 1. \{mass increased / positive change\} at 0.6 and \{mass decreased / negative change\} at 0.8 (mol dm ${ }^{-3}$ ) ; <br> 2. idea that concentration is closer to 0.8 than $0.6 \mathrm{~mol} \mathrm{dm}^{-3}$ as the decrease in mass is greater than the increase in mass -0.11 is closer to zero than +0.31 ; <br> 3. idea of no net movement of water ; <br> OR <br> 1. results were plotted onto a graph ; <br> 2. the line crossed the $x$ axis at $0.75 \mathrm{~mol} \mathrm{dm}^{-3} \mathrm{eq}$; <br> 3. idea of no net movement of water ; | max (2) |


| Question <br> Number | Answer | Mark |
| :--- | :--- | :--- |
| 8(c) | Any two from: <br> age, <br> \{type / variety / genotypes / country of origin / eq\}, <br> storage time, <br> growth conditions, <br> part of potato used, <br> damage, <br> sprouting, <br> \{storage conditions / temperature / humidity / light / <br> eq\};; | (2) |


| Question <br> Number | Answer | Mark |
| :--- | :--- | :--- |
| 8(d) | Any two from: <br> potato pieces are not straight, <br> potato widths are different, <br> edges may not be cut straight, <br> rulers are \{subjective / analogues\}, <br> change in length is small, <br> only measuring changes in one plane ;; |  |

