



Oxford Cambridge and RSA

Friday 24 June 2022 – Morning

A Level Biology B (Advancing Biology)

H422/03 Practical skills in biology

Time allowed: 1 hour 30 minutes



You must have:

- a ruler (cm/mm)

You can use:

- a scientific or graphical calculator



Please write clearly in black ink. **Do not write in the barcodes.**

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

First name(s) _____

Last name _____

INSTRUCTIONS

- Use black ink. You can use an HB pencil, but only for graphs and diagrams.
- Write your answer to each question in the space provided. If you need extra space use the lined pages at the end of this booklet. The question numbers must be clearly shown.
- Answer **all** the questions.
- Where appropriate, your answer should be supported with working. Marks might be given for using a correct method, even if your answer is wrong.

INFORMATION

- The total mark for this paper is **60**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document has **20** pages.

ADVICE

- Read each question carefully before you start your answer.

Answer **all** the questions.

1 (a) Fig. 1.1 shows a light micrograph of pancreatic tissue.

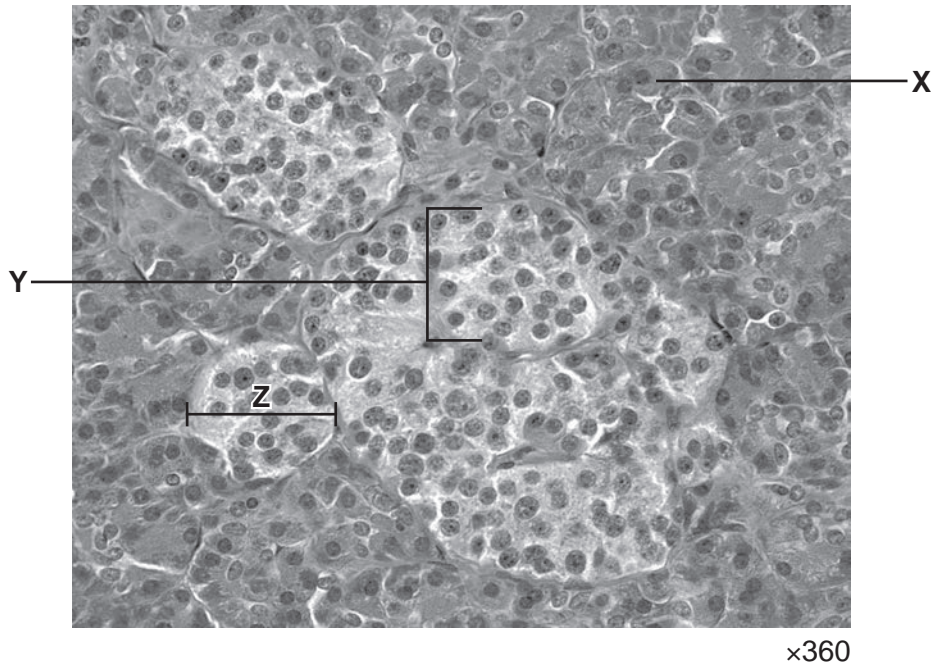


Fig. 1.1

(i) State **one** function of the cell labelled **X**.

..... [1]

(ii) Name the **two** different types of cell in the region labelled **Y**.

..... [1]

(iii) The diameter of one region of pancreatic tissue is represented by the line **Z**.

Calculate the actual diameter of the region labelled **Z**.

Give your answer in μm and to **3** significant figures.

Actual diameter = μm [2]

3

- (iv) A stage micrometer can be used when measuring the linear dimensions of cells, such as those of the pancreatic tissue, viewed under a light microscope.

Outline how a stage micrometer is used to measure the linear dimensions of cells.

.....

.....

.....

.....

..... [2]

- (b) The pancreas has an essential role in controlling blood glucose concentration.

A person was given a glucose tolerance test. Two months later, the same person was given a fasting blood glucose test. The table shows the results of the two tests.

	Glucose tolerance test	Fasting blood glucose test
Blood glucose concentration 2 hours after the beginning of the test (mmol dm^{-3})	10.7	7.0

Suggest what conclusions can be made from the results of the two tests.

.....

.....

.....

.....

..... [2]

4

(c) An incomplete structure of α -glucose is shown in Fig. 1.2.

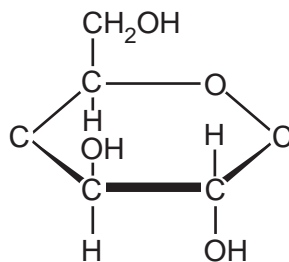


Fig. 1.2

Complete the structure of α -glucose in Fig. 1.2 to show all of the atoms in the structure. [1]

(d) The table lists glucose and two other carbohydrate molecules: lactose and amylose.

Fill in the table to show, for each carbohydrate, a reagent that would give a positive result when used in a test to help identify the carbohydrate **and** the number of glycosidic bonds in each molecule.

Carbohydrate molecule	Reagent used in test for identification	Number of glycosidic bonds per molecule
Glucose		
Lactose		
Amylose		many

[2]

(b) Alcohol and heroin both affect the activity of neurones.

Fig. 2.2 shows the binding sites of alcohol and heroin at a synapse that uses the neurotransmitter GABA.

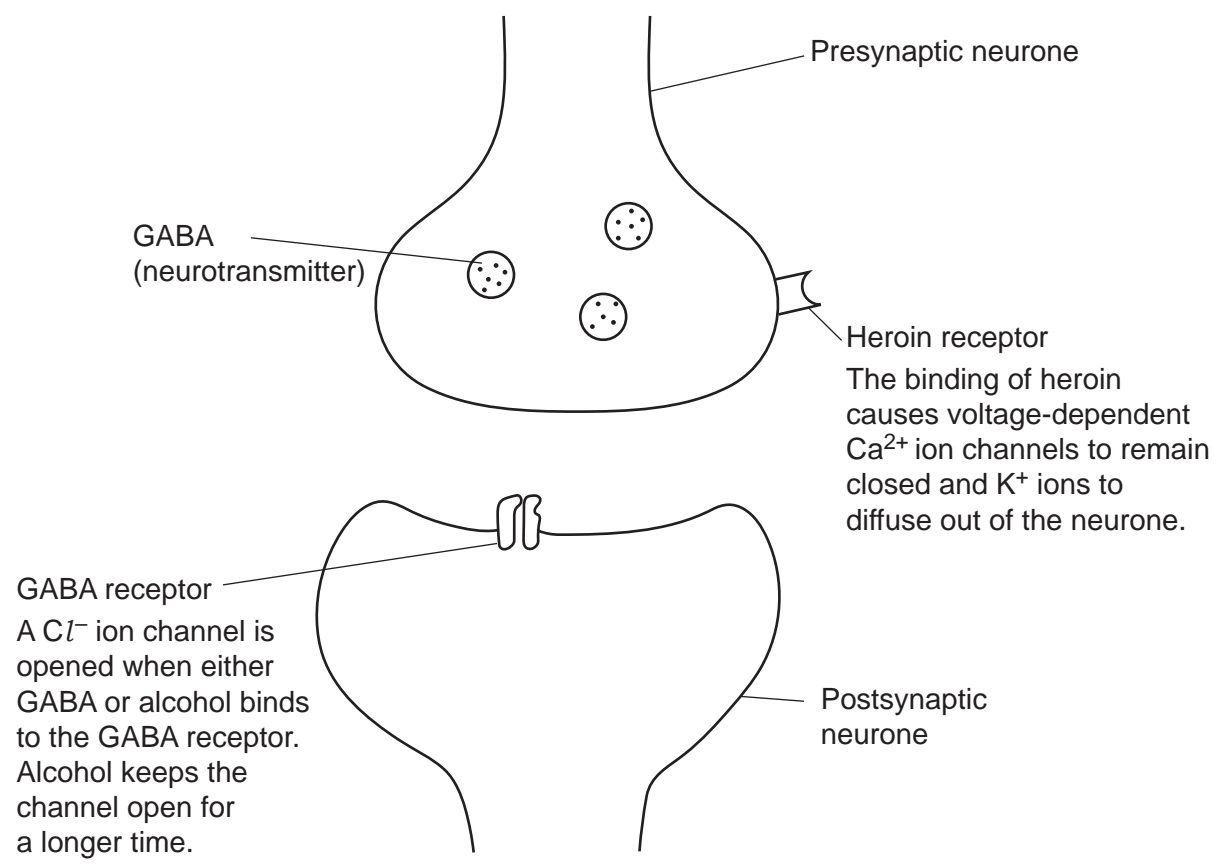


Fig. 2.2

- (i) State the type of membrane protein represented by the GABA receptor.
 [1]
- (ii) Compare **and** explain the effects of alcohol and heroin on the postsynaptic neurone in **Fig. 2.2**.

 [3]

3 Photosynthetic pigments absorb light energy, which is used during the production of ATP and NADPH in the light-dependent reactions of photosynthesis.

(a) Fig. 3.1 shows a paper chromatogram produced with four photosynthetic pigments.

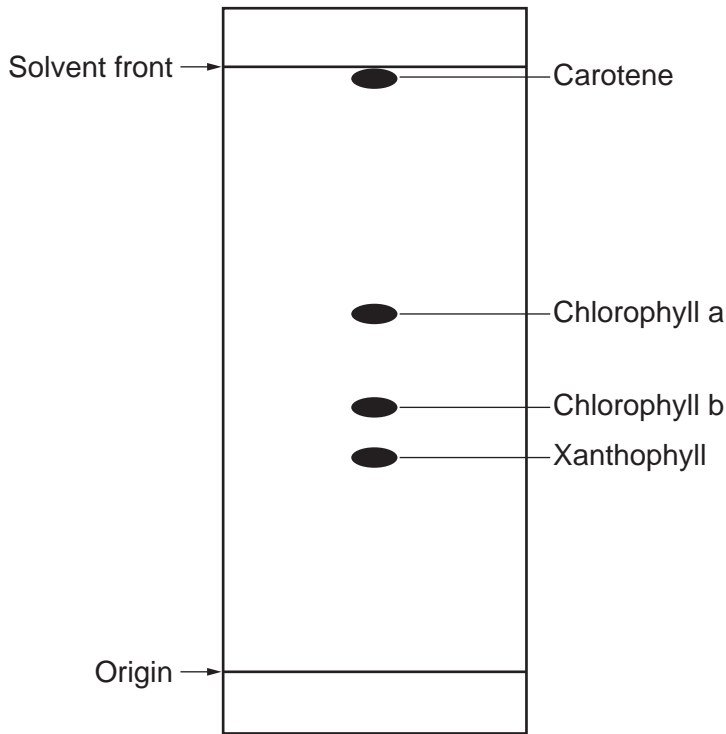


Fig. 3.1

(i) Use Fig. 3.1 to calculate the R_f value of chlorophyll a.

Give your answer to 2 significant figures.

R_f = [2]

(ii) Another student carried out paper chromatography on the four photosynthetic pigments but they used a different solvent.

Suggest why the R_f values obtained by the student would have been different to those obtained from the chromatogram shown in Fig. 3.1.

.....
 [1]

- (iii) Photosynthetic pigments have colours that make them visible on a chromatogram.

Amino acids that are separated on a chromatogram are not visible.

State the name of the chemical that is used to make amino acids visible on a chromatogram.

..... [1]

- (b) The student used DCPIP solution to test the activity of photosynthetic pigments in the light-dependent stage of photosynthesis.

The student used a pestle and mortar to grind spinach plant leaves. The student then obtained extracts from the spinach in two forms:

- leaf extract pellets (solid green pellets)
- supernatant (containing liquid and a low concentration of organelles from the spinach cells).

The student stored the leaf extracts in an ice-cold water bath before adding DCPIP solution to four test tubes:

- Tube 1: sucrose solution + DCPIP (in light)
- Tube 2: resuspended leaf extract pellet + DCPIP (in light)
- Tube 3: resuspended leaf extract pellet + DCPIP (in dark)
- Tube 4: supernatant + DCPIP (in light).

- (i) Describe **and** explain how the student obtained the leaf extract pellets and supernatant.

.....

 [2]

- (ii) Explain why the student stored the leaf extracts in an ice-cold water bath before they added the DCPIP solution.

.....
 [1]

10

- (iii) The student monitored the colour change in the four tubes using colorimetry.

State **and** explain the colour of filter that the student should have placed in the colorimeter during this experiment.

.....

.....

.....

.....

..... [2]

- (iv) The sentences below describe some of the details of the colorimetry procedure used by the student.

Complete the sentences using the most appropriate words or phrases.

Every minute, the student transferred a sample of the solution from each tube into a small container called a, which they placed in the colorimeter.

The DCPIP changed colour in two tubes because it was
by electrons from the light-dependent reactions of photosynthesis. The student did not observe a colour change in the tubes numbered and

[3]

(v) Fig. 3.2 shows the results from two of the student's tubes.

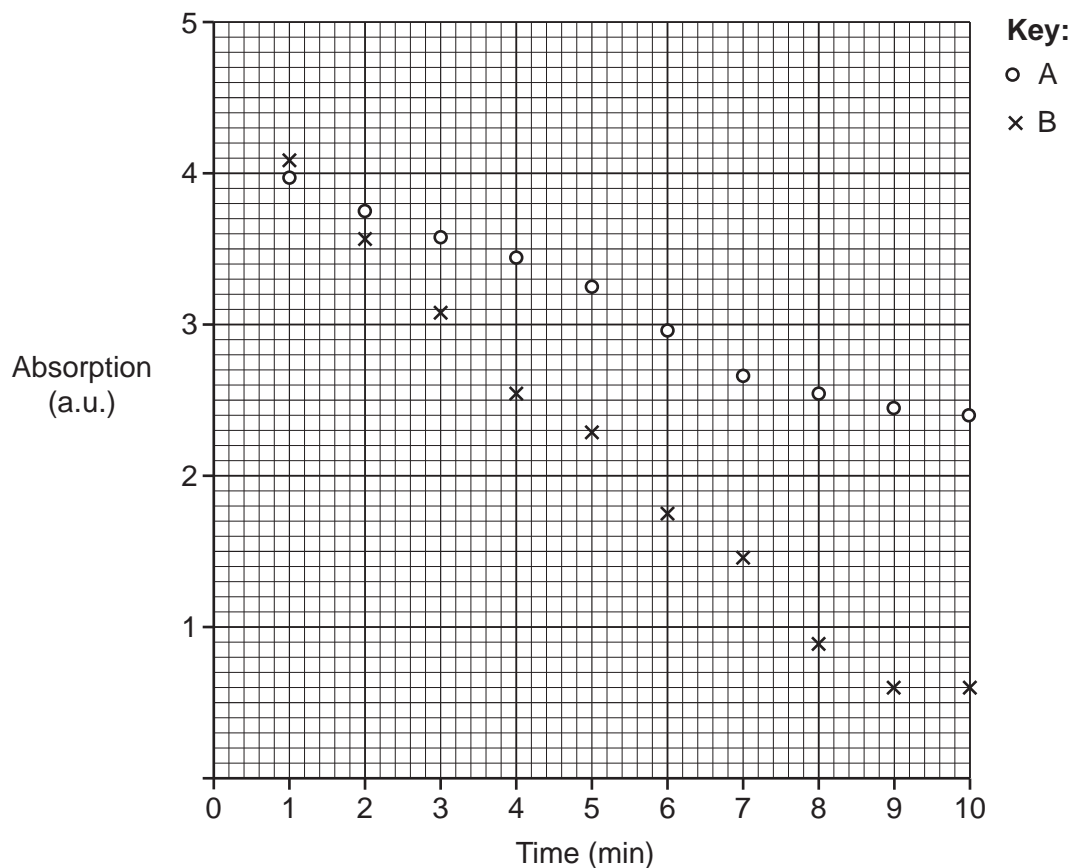


Fig. 3.2

The student forgot to label the two tubes for which the results are shown in Fig. 3.2.

Identify the two tubes and explain your conclusion.

A B

Explanation

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

[3]

12
BLANK PAGE

PLEASE DO NOT WRITE ON THIS PAGE

13

- 4 The structure of bacterial cells determines how they are identified and the type of antibiotics that are used against them.

(a) The table shows some of the features of Gram-positive and Gram-negative bacteria.

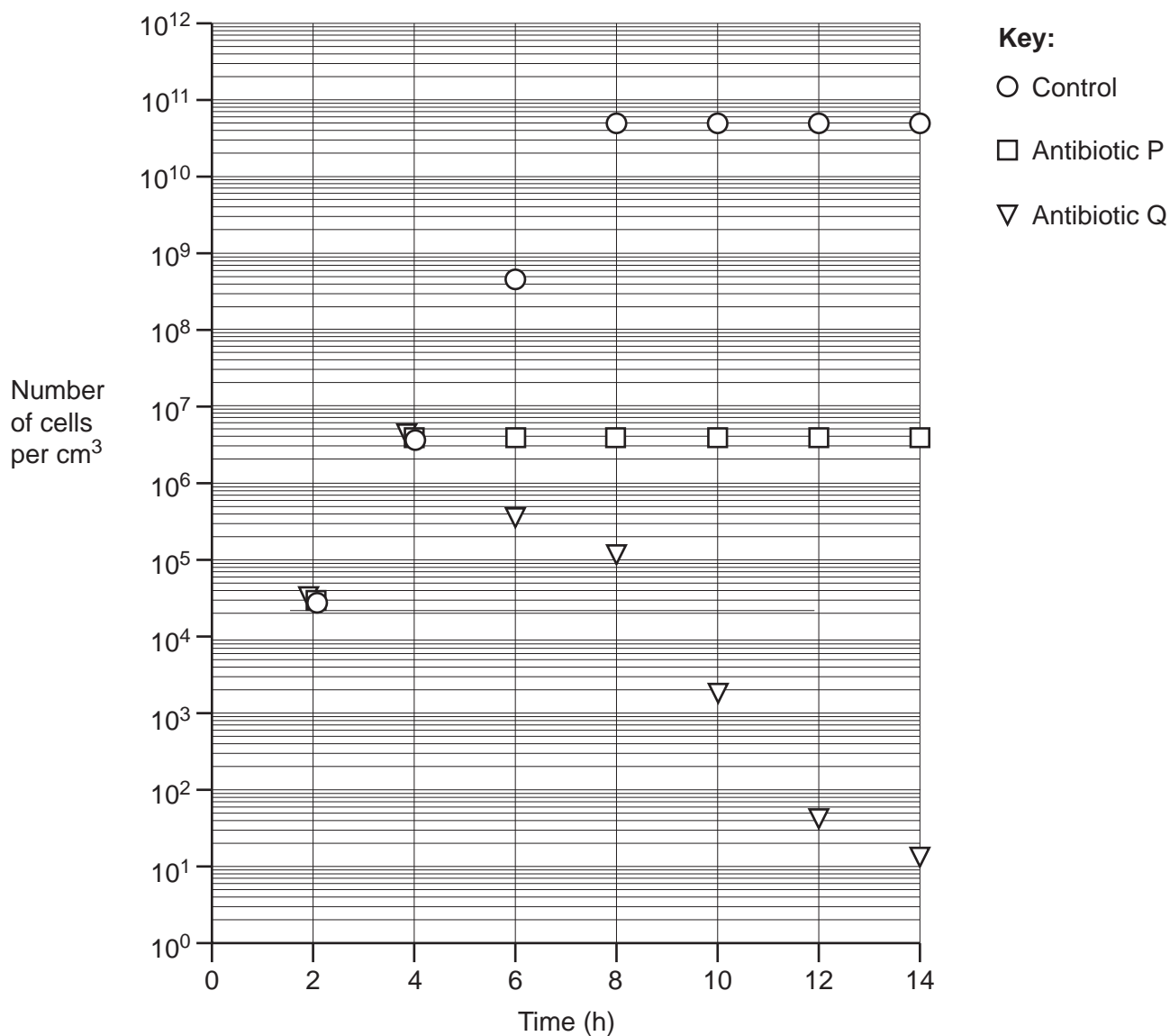
Use ticks (✓) to indicate in the table whether each feature is observed in Gram-positive bacteria, Gram-negative bacteria, or both. The first row has been filled in for you.

Feature	Gram-positive bacteria	Gram-negative bacteria
Peptidoglycan cell wall	✓	✓
Lipopolysaccharide outer envelope		
Plasma membrane		
Stained with crystal violet during the Gram staining procedure		
Final colour of pink after Gram staining		

[3]

- (b) A scientist analysed the effect of two different antibiotics, P and Q, on a particular bacterium. The scientist set up three separate populations of the bacterium, one to test antibiotic P, one to test antibiotic Q, and one as a control which was not exposed to an antibiotic.

The results are shown in the graph.



- (i) The bacteria in the control group were suspended in 10 cm³ of a nutrient solution at the beginning of the experiment.

Estimate the number of bacterial cells in the control group population at the beginning of the experiment.

Give your answer to **3** significant figures.

Number of cells = [2]

16

- (c) (i) Many bacterial species can produce ATP only through anaerobic respiration.

Explain why the rate of ATP production in these bacterial species is relatively low.

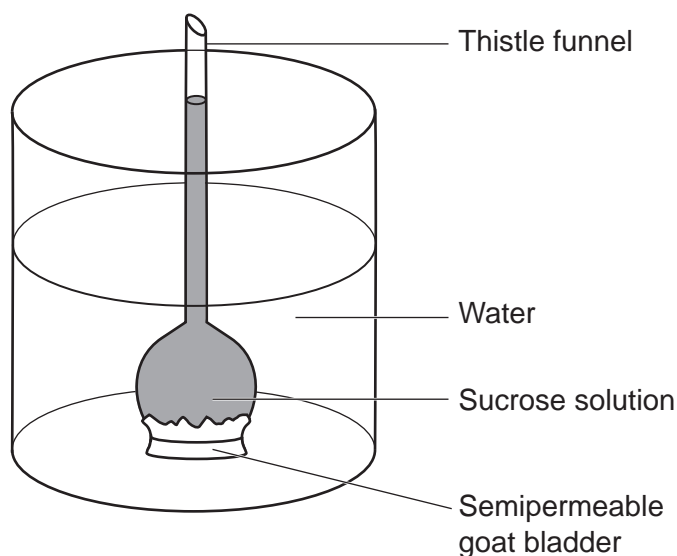
.....
..... [1]

- (ii) Some bacterial species can produce ATP through aerobic respiration, using electron transport chains and ATP synthase.

Suggest the location of electron transport chains and ATP synthase in bacterial cells.

..... [1]

- 5 The factors affecting osmosis can be investigated using a thistle funnel, which is shown in the diagram.



- (a) A student wanted to investigate the factors affecting osmosis and used the experimental set-up shown.

- (i) Suggest **and** explain **three** changes that the student could make to the experimental set-up that would **increase** the rate of osmosis.

Change

Explanation

.....

Change

Explanation

.....

Change

Explanation

.....

[3]

- (ii) The student decided to measure the rate of osmosis by measuring how the height of the solution changed over time in the thistle funnel.

Suggest appropriate units for the student's dependent variable in the investigation.

..... [1]

18

- (iii) Suggest a semipermeable material that the student could use instead of the goat bladder.

..... [1]

- (b) Osmosis occurs in several parts of a kidney nephron.

- (i) State the part of a kidney nephron in which most of the water is reabsorbed.

..... [1]

- (ii) State a part of a kidney nephron in which ADH can change the permeability to water.

..... [1]

END OF QUESTION PAPER

ADDITIONAL ANSWER SPACE

If additional space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margin(s).

A large area of horizontal dotted lines for writing answers, with a solid vertical line on the left side. The lines are evenly spaced and extend across most of the page width.

A large area of the page is reserved for writing, featuring a vertical solid line on the left side and horizontal dotted lines extending across the page.



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) 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 OCR Copyright Team, The Triangle Building, Shaftesbury Road, Cambridge CB2 8EA.

OCR is part of Cambridge University Press & Assessment, which is itself a department of the University of Cambridge.