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X707/77/01					Sect	ior	- 1 ר	– 4 ar	B Answe nd Sec	iolo er Gi tior	gy ric 1 2
TUESDAY, 15 MAY											
9:00 AM – 11:30 AM											
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Fill in these boxes and rea	d what is pi	rinted b	below.		Town	1					
Forename(s)		Surnar	ne						Number	of sea	t
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Day Month	Year		Scott	ish ca	ndidat	te nu	ımber				
Total marks — 90											
SECTION 1 - 25 marks											

Attempt ALL questions.

Instructions for the completion of Section 1 are given on page 02.

### SECTION 2 — 65 marks

Attempt ALL questions.

A supplementary sheet for question 1 is enclosed inside the front cover of this question paper.

Write your answers clearly in the spaces provided in this booklet. Additional space for answers and rough work is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting. Any rough work must be written in this booklet. Score through your rough work when you have written your final copy.

Use blue or black ink.

Before leaving the examination room you must give this booklet to the Invigilator; if you do not, you may lose all the marks for this paper.





The questions for Section 1 are contained in the question paper X707/77/02.

Read these and record your answers on the answer grid on *page 03* opposite.

Use **blue** or **black** ink. Do NOT use gel pens or pencil.

- 1. The answer to each question is **either** A, B, C or D. Decide what your answer is, then fill in the appropriate bubble (see sample question below).
- 2. There is only one correct answer to each question.
- 3. Any rough working should be done on the additional space for answers and rough work at the end of this booklet.

### Sample question

The thigh bone is called the

- A humerus
- B femur
- C tibia
- D fibula.

The correct answer is **B** — femur. The answer **B** bubble has been clearly filled in (see below).



### Changing an answer

If you decide to change your answer, cancel your first answer by putting a cross through it (see below) and fill in the answer you want. The answer below has been changed to **D**.



If you then decide to change back to an answer you have already scored out, put a tick ( $\checkmark$ ) to the **right** of the answer you want, as shown below:







	Α	В	С	D
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
7	0	0	0	0
8	0	0	0	0
9	0	0	0	0
10	0	0	0	0
11	0	0	0	0
12	0	0	0	0
13	0	0	0	0
14	0	0	0	0
15	0	0	0	0
16	0	0	0	0
17	0	0	0	0
18	0	0	0	0
19	0	0	0	0
20	0	0	0	0
21	0	0	0	0
22	0	0	0	0
23	0	0	0	0
24	$\bigcirc$	0	0	0
25	0	0	0	0

SECTION 1 — Answer Grid



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THIS SECTION 2 — 65 marks Attempt ALL questions Question 11 contains a choice Read through the supplementary sheet for question 1 before attempting this question. (a) Explain why the rate of uptake by GLUT transporters levels off at high glucose concentrations. 1 (b) Refer to Figure 2 in the supplementary sheet for question 1. Figure 2 shows GLUT3 has the lowest  $K_{M}$  for glucose. Explain how this supports the conclusion that GLUT3 has the highest affinity for glucose. 1 (c) The rate of glucose transport at a given glucose concentration can be calculated using the formula: V = rate of glucose transport  $V = \frac{V_{\max} \times [G]}{K_{M} + [G]}$ [G] = glucose concentration (mmol per litre) GLUT2 transporters, found mainly in liver and pancreatic cells, have a  $K_{M}$ of 17 mmol per litre. At this concentration of glucose the rate of transport by GLUT2 is 0.02 mmol/min. The physiological range of blood glucose concentration in a healthy individual after fasting ranges from approximately 3.9 to 5.5 mmol per litre. (i) Calculate the rate of glucose transport by GLUT2 when the blood 2 glucose concentration is 5.5 mmol per litre.Space for calculation

1.

\_mmol/min



1. (c)	(continued)		MAR
	(ii) Increases in blood glucose concentration lead to increased insulin production by the pancreas. Glucose uptake by GLUT2 is important for this response because as glucose entry via GLUT2 increases the pancreas synthesises more insulin.		
	Suggest why the high $K_{M}$ of GLUT2 is important in this mechanism for sensing glucose concentration.	1	
(d)	Release of insulin into the bloodstream leads to a rapid increase in the transport of glucose into muscle and fat cells via GLUT4.		
	Explain why this normal response to insulin does not happen in individuals with type 2 diabetes.	2	
(e)	Refer to Figure 3 in the supplementary sheet for question 1.		
	Describe the trend shown in Figure 3.	1	
(f)	Blood serum caffeine levels in people who regularly consume caffeine are typically around $6\mu$ mol per litre.		
	Using Figure 3 predict, with justification, whether this level of caffeine consumption would be likely to have a large effect on the transport of glucose by GLUT1.	1	
	[Turn over		



### 2. (continued)

(b) During one stage in its life cycle, the human parasite *Plasmodium* enters a red blood cell. In order to obtain amino acids that it requires, it digests haemoglobin using a mixture of protease enzymes. This releases the product haem, which is toxic to the parasite. Haem is then converted into non-toxic haemozoin by another enzyme called HDP.



- (i) Name the human disease caused by *Plasmodium*.
- (ii) Chloroquine is one of a number of drugs used to treat this disease.

Suggest how drugs such as chloroquine, that target Stage 2, may provide an effective treatment.

[Turn over

1

2

THIS



MARKS DO NOT WRITE IN THIS MARGIN 3. The diagram shows stages in the transmission of a nerve impulse. 4 +30Membrane potential (mV) 3 5 0 -55 - threshold 1 6 -70 2 stimulus applied Time 1 Membrane potential before nerve impulse initiated 2 Binding of a neurotransmitter to a ligand-gated sodium ion (Na<sup>+</sup>) channel 3 Voltage gated Na<sup>+</sup> channels open 4 Voltage gated Na<sup>+</sup> channels become inactivated 5 Voltage gated potassium ion (K<sup>+</sup>) channels open 6 Membrane potential after nerve impulse has passed (a) (i) State the term that describes the membrane potential at points 1 and 6. 1 (ii) Use the diagram to calculate the change in membrane potential between points 1 and 4. 1 Space for calculation



Γ	2		(continued)	MARKS	DO NOT WRITE IN THIS MARGIN
	5.	(a)	<ul> <li>(iii) Use the information in the diagram to explain the importance of K<sup>+</sup> channels in nerve transmission.</li> </ul>	2	
		(b)	Tetrodotoxin is a poison found in some fish, such as the pufferfish, which has its effect at stage three of the process shown in the diagram. Suggest a possible mechanism for the toxicity of this substance.	1	
			[Turn over		
L					





А	(	ntinued)	MARKS
т.	(b)	It has been suggested that different forms of the GABA <sub>A</sub> receptor subunit	:
		Explain how alternative RNA splicing could result in the production of variant forms of GABA <sub>A</sub> receptor subunits.	2
			-
	(c)	Suggest what happens to the receptor protein when GABA binds to it.	1
			-
	(d)	The drug diazepam increases the effect of GABA molecules by binding to a secondary (allosteric) binding site on GABA <sub>A</sub> receptors.	I
		receptors.	<b>1</b>
		[Turn over	



Γ				MARKS	DO NOT WRITE IN THIS MARGIN
	5.	(c)	(continued) (i) State the purpose of injecting cells with buffer solution only.	1	
			(ii) Give a valid conclusion for this experiment.	1	
		(4)	Once mitagic is complete, the suteplace concretes to give two daughter		
		(u)	cells. State the term used to describe this process.	1	
			[Turn over		
L			* X 7 0 7 7 7 0 1 1 5 *		-

The trea	follow	ving customer comment was used to promote a product intended to that suffered from cancer.	MARKS	M
	'My o ampu mont prod recor	cat was diagnosed with bone cancer three years ago. Her leg was utated, and I was told that she would only live for another six chs. I saw advertising for <i>Vivafel</i> and immediately started her on this uct. She has been in remission and healthy ever since. I thoroughly mmend this product and the effect it has on cancer in cats.'		
(a)	(i)	What is the conclusion that appears to have been drawn by the cat's owner?	1	
	(ii)	Apart from being based on one cat, give <b>one</b> reason why this conclusion is invalid.	1	
(b)	Sugg place impr	est why the results of the treatment are unlikely to be caused by a bo effect, in which even a dummy treatment can bring about some ovement.	1	



6	(co)	ntinue	d)	MARKS	DO NOT WRITE IN THIS MARGIN
0.	(c)	Trials	s to test the effectiveness of the drug Vivafel were set up using living		
		(i)	Describe <b>one</b> way to ensure that these trials were ethical.	1	
		(ii)	State an appropriate null hypothesis for these trials.	1	
			[ lurn over		





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8. Giraffes are the tallest terrestrial animals, growing up to 5 m tall. Approximately half of a giraffe's height is due to its long neck. Modern giraffes have evolved from ancestors with much shorter necks.

The figures represent two different hypotheses regarding the evolution of the giraffe's long neck.



Competing browsers hypothesis



Charles Darwin suggested that the long necks evolved by natural selection: longer necks allowed animals to feed higher up trees with less competition — the 'competing browsers' hypothesis.

This hypothesis was not thought to be consistent with all the evidence available and a rival hypothesis, 'necks for sex', has been put forward. This suggests long necks have evolved as a result of sexual selection through male-male rivalry, where male giraffes fight for access to females by standing side by side and hitting each other with their heads.

(a) Use the competing browsers hypothesis to explain how long necks evolved by natural selection.



THIS MARGIN



			MARKS
. (co	ontinue	ed)	
(b)	Long Afric of tre	necks evolved around 13 million years ago when much of the an forest was replaced by grassland with a greatly reduced number ees.	
	Expla	ain how this supports the competing browsers hypothesis.	1
(c)	(i)	Explain how long necks could have evolved through sexual	
(0)	(1)	selection.	1
	(ii)	A study published in 2013 concluded that there was no sexual	
		dimorphism in neck length in giraffes. Suggest how this finding would cast doubt on the necks for sex hypothesis.	1
		[Turn over	

Nev	v Zealand mud snails, Potamopyrgus antipodarum, are widely distributed	
in f ferr tha	reshwater streams and lakes in New Zealand. Snail populations consist of nales that reproduce asexually by parthenogenesis together with females t reproduce sexually by cross fertilisation with males.	
(a)	State <b>two</b> disadvantages of sexual reproduction.	2
	1	
	2	
(b)	New Zealand mud snails are commonly infected with parasitic worms of the genus <i>Microphallus</i> . Sexual reproduction is more common in the snails when the prevalence of parasites is high.	
	Explain how this observation supports the Red Queen hypothesis.	2
(c)	The New Zealand mud snail has become invasive by spreading beyond its native habitat to colonise areas of Europe and North America.	
	Suggest why invasive populations are found to be composed entirely of parthenogenic females.	1

[Turn over for next question

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10. The figure shows an Ebola virus, cause of Ebola virus disease (EVD), prevalent in a number of West and Central African countries. The virus is transmitted to people from wild animals and outbreaks may then occur through human to human transmission.



(a) Ebola viruses have a diameter of  $8 \times 10^{-2} \,\mu$ m. Give this measurement in nanometres (nm). (1 nm =  $10^{-3} \,\mu$ m) Space for calculation

(b) The flow diagram shows some stages in the replication of this virus.





1

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THIS

			MARKS	DO NOT WRITE IN THIS
10.	(cor	ntinued)		MARGIN
	(c)	EVD symptoms result from viral disruption of immune cell function such as the loss of lymphocytes by apoptosis.		
		State the cause of cell death during apoptosis.	1	
	(d)	The genes coding for some Ebola virus proteins have a high rate of mutation.		
		Why would this make development of a vaccine more difficult?	1	
	(e)	EVD has a very high mortality rate. Some researchers have suggested that		
	(-)	new treatments should not be assessed by clinical trials that use negative control groups.		
		State whether you agree or disagree with this suggestion. Justify your answer.	1	
	(f)	Apart from medical treatments, suggest <b>one</b> measure that could be effective in controlling or preventing outbreaks of EVD in the tropical regions of Africa.	1	
		[Turn over for next question		

<ul> <li>A Discuss the concept of niche under the following headings: <ul> <li>(i) realised and fundamental niche;</li> <li>(ii) features of parasite niches.</li> </ul> </li> <li>OR</li> <li>B Discuss the formation of variable gametes during meiosis under the following headings: <ul> <li>(i) the activity of homologous chromosomes;</li> </ul> </li> </ul>	11	۸ns	wor <b>o</b>	<b>ither A or B</b> in the space below and on <i>page</i> 27	
<ul> <li>A Discuss the concept of niche under the following headings:         <ul> <li>(i) realised and fundamental niche;</li> <li>(ii) features of parasite niches.</li> </ul> </li> <li>OR         <ul> <li>B Discuss the formation of variable gametes during meiosis under the following headings:             <ul> <li>(i) the activity of homologous chromosomes;</li> <li>7</li> </ul> </li> </ul> </li> </ul>				the A of B in the space below and on page 27.	
<ul> <li>(i) realised and fundamental niche;</li> <li>(ii) features of parasite niches.</li> <li>6</li> <li>OR</li> <li>B Discuss the formation of variable gametes during meiosis under the following headings: <ul> <li>(i) the activity of homologous chromosomes;</li> </ul> </li> </ul>		Α	Disci	uss the concept of niche under the following headings:	
<ul> <li>(ii) features of parasite niches.</li> <li>OR</li> <li>B Discuss the formation of variable gametes during meiosis under the following headings: <ul> <li>(i) the activity of homologous chromosomes;</li> </ul> </li> <li>7</li> </ul>			(i)	realised and fundamental niche;	3
OR B Discuss the formation of variable gametes during meiosis under the following headings: (i) the activity of homologous chromosomes; 7			(ii)	features of parasite niches.	6
<ul> <li>B Discuss the formation of variable gametes during meiosis under the following headings:</li> <li>(i) the activity of homologous chromosomes; 7</li> </ul>		OR			
(i) the activity of homologous chromosomes; 7		В	Discu follo	uss the formation of variable gametes during meiosis under the wing headings:	
			(i)	the activity of homologous chromosomes;	7
(ii) meiosis II. 2			(ii)	meiosis II.	2



## SPACE FOR ANSWER FOR QUESTION 11

[END OF QUESTION PAPER]



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## ADDITIONAL SPACE FOR ANSWERS AND ROUGH WORK



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## ADDITIONAL SPACE FOR ANSWERS AND ROUGH WORK



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# ACKNOWLEDGEMENTS

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