



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
General Certificate of Education Advanced Level

CANDIDATE  
NAME

CENTRE  
NUMBER

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**BIOLOGY**

**9700/42**

Paper 4 A2 Structured Questions

**October/November 2012**

**2 hours**

Candidates answer on the Question Paper.

No Additional Materials are required.

**READ THESE INSTRUCTIONS FIRST**

Write your Centre number, candidate number and name in the spaces provided at the top of this page.

Write in dark blue or black ink.

Do not use staples, paper clips, highlighters, glue or correction fluid.

**Section A**

Answer **all** questions.

**Section B**

Answer **one** question.

Circle the number of the Section B question you have answered in the grid below.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [ ] at the end of each question or part question.

For Examiner's Use	
<b>Section A</b>	
1	
2	
3	
4	
5	
6	
7	
8	
<b>Section B</b>	
9 or 10	
<b>Total</b>	

This document consists of **23** printed pages and **1** lined page.



## Section A

Answer **all** the questions.

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- 1 (a) Nerve impulses have to cross synapses. The events that enable a nerve impulse to cross a cholinergic synapse are listed in Table 1.1.

The events are **not** listed in the correct order.

**Table 1.1**

<b>event</b>	<b>description of event</b>
<b>A</b>	Calcium ions enter presynaptic neurone knob.
<b>B</b>	Acetylcholine binds to receptor proteins on postsynaptic membrane.
<b>C</b>	Vesicles fuse with presynaptic membrane and release acetylcholine into synaptic cleft.
<b>D</b>	Postsynaptic membrane becomes depolarised.
<b>E</b>	Nerve impulse reaches presynaptic membrane.
<b>F</b>	Acetylcholine diffuses across cleft.
<b>G</b>	Receptor proteins change shape, channels open and sodium ions enter postsynaptic neurone.
<b>H</b>	Calcium ion channels open in presynaptic membrane.
<b>I</b>	Nerve impulse generated in postsynaptic neurone.
<b>J</b>	Vesicles of acetylcholine move towards presynaptic membrane.







- (c) A strain of the bacterium *Pseudomonas aeruginosa*, strain **R**, has a gene coding for an efflux pump and is resistant to a  $\beta$  lactam antibiotic.

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The minimum inhibitory concentration (MIC) of the  $\beta$  lactam for strain **R** was determined. The MIC is the lowest concentration of antibiotic that prevents a colony of the bacterium from growing.

The MICs were also determined for two mutant strains derived from strain **R**, mutant strain **1** and mutant strain **2**. Each of these strains differs from strain **R** in the expression of the gene coding for the efflux pump.

The MICs for the three strains of *P. aeruginosa* are shown in Table 2.1.

**Table 2.1**

strain of <i>P. aeruginosa</i>	MIC of $\beta$ lactam / $\mu\text{g cm}^{-3}$
resistant strain <b>R</b>	64
mutant strain <b>1</b>	0.5
mutant strain <b>2</b>	256

With reference to Table 2.1, suggest:

- (i) why the MICs for mutant strains **1** and **2** differ from that for strain **R**

*mutant strain 1* .....

.....

.....

.....

*mutant strain 2* .....

.....

.....

..... [4]



3 Green fluorescent protein (GFP) is a small protein that emits bright green fluorescence in blue light. It was first isolated from the jellyfish, *Aequorea victoria*.

The gene coding for GFP can be expressed in bacteria, such as *Escherichia coli*, and so it is often used as a marker to show successful uptake of a gene by the bacterium.

(a) (i) Outline how a gene from another species can be inserted into *E. coli*.

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

(ii) Explain how a marker gene, such as the gene for GFP, is used to show successful uptake of a gene for a wanted protein.

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



- (b) Genes for enzymes that produce fluorescent substances are often used as markers in gene technology.

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GFP is **not** an enzyme.

Suggest **one** disadvantage of using the gene for GFP to produce easily detectable fluorescence, rather than using a gene for an enzyme that produces a fluorescent substance.

Explain your answer.

*disadvantage* .....

.....

*explanation* .....

.....

.....

..... [2]

[Total: 8]

4 (a) Fig. 4.1 shows the stages in spermatogenesis in a mammal.

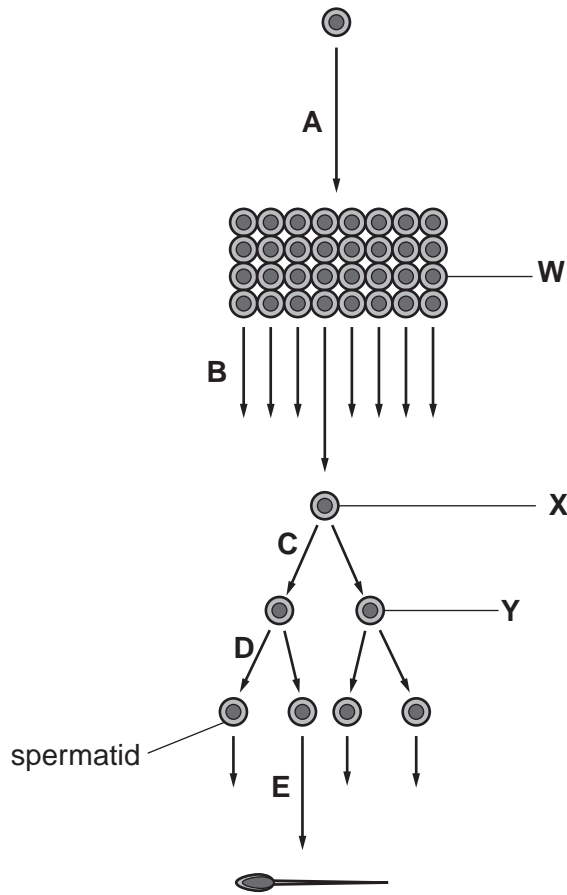


Fig. 4.1

(i) State the letter(s) of the arrow or arrows that represent mitosis.

.....[1]

(ii) Name the cells W, X and Y.

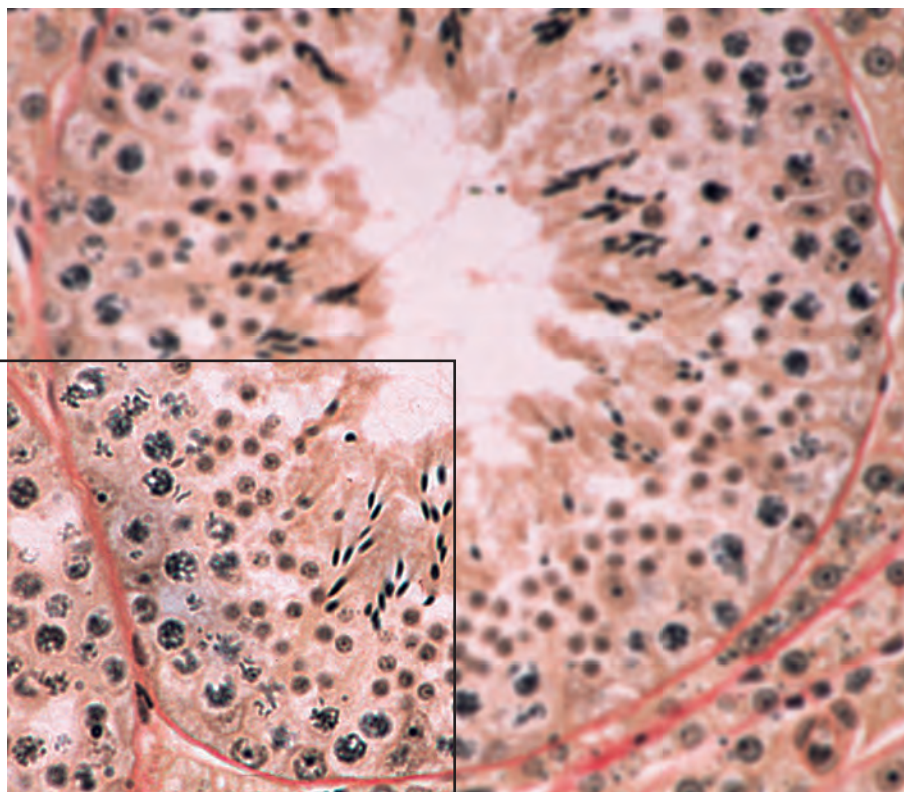
W .....

X .....

Y .....[3]

- (b) Fig. 4.2 is a light micrograph of a transverse section through a seminiferous tubule in a mammalian testis.

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*use this sector*

**Fig. 4.2**

On the sector indicated on Fig. 4.2, use label lines and letters to label:

- G** a cell in the germinal epithelium
- M** a maturing sperm cell
- Y** an area where spermatids are found.

[3]



- (iii) An investigation showed that at 20 °C the number of spermatids produced in worms with both mutations, in *alg-3* and *alg-4*, was the same as in normal worms.

However, at 25 °C, these mutant worms produced 29% fewer spermatids than the normal worms. Microscopic examination of their testes showed that many of the secondary spermatocytes had failed to complete meiosis.

Use this information to state the letter of **one** arrow on Fig. 4.1 that represents a stage of spermatogenesis affected by mutations in **both** the *alg-3* and *alg-4* genes.

..... [1]

- (iv) Table 4.2 shows the effect of temperature on the percentage of spermatids that developed full motility at 20 °C and 25 °C in normal worms and in worms with mutations in **both** *alg-3* and *alg-4*.

**Table 4.2**

male worms	percentage of sperms with full motility	
	at 20 °C	at 25 °C
normal	57	54
mutations in <b>both</b> <i>alg-3</i> and <i>alg-4</i>	10	2

With reference to Table 4.2, and the information in (iii), state the cause or causes of reduced fertility in these mutant worms at each temperature.

at 20 °C

.....  
.....

at 25 °C

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

[Total: 14]

5 Flowers are the organs of sexual reproduction in plants. Before fertilisation and seed development can take place, pollination must occur. This can be either self-pollination or cross-pollination, and can be carried out by insects or by wind.

(a) Explain the meaning of the term *self-pollination*.

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

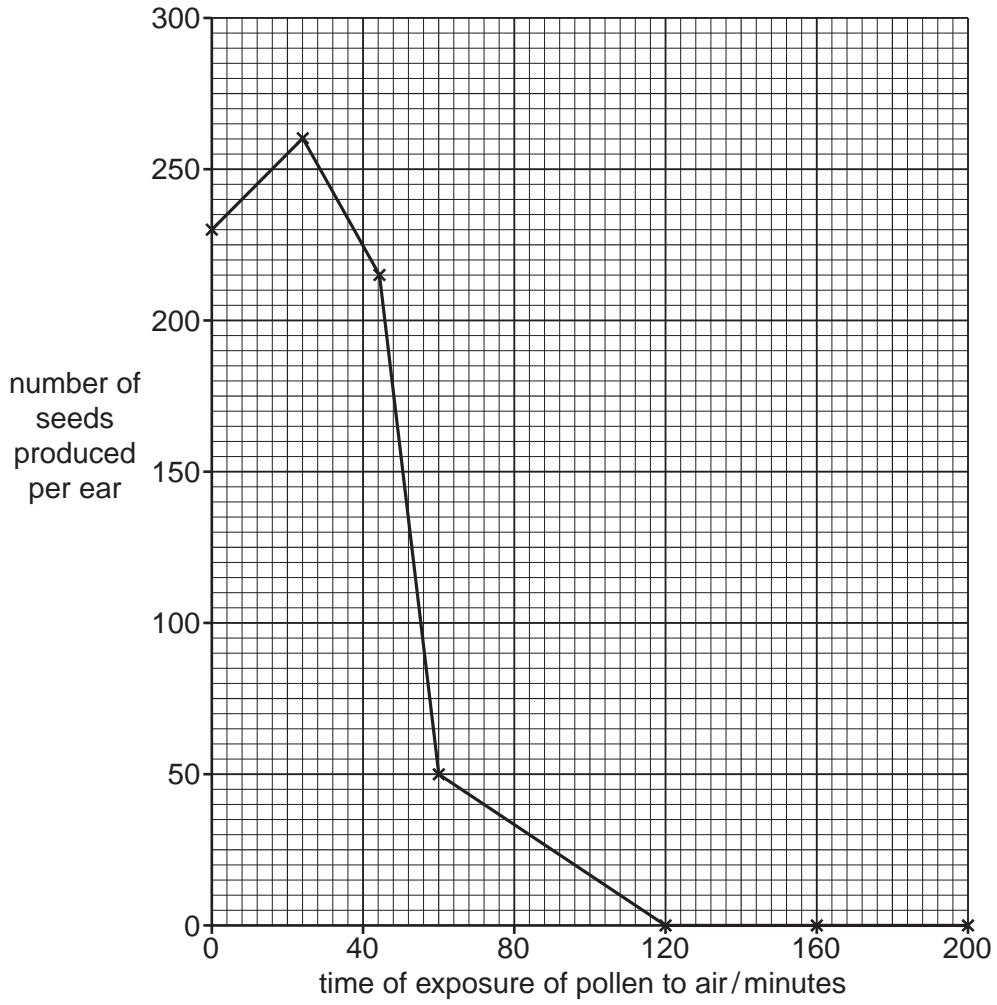
(b) Explain why cross-pollination may be more beneficial to a species than self-pollination.

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

(c) In maize, wind pollination occurs. An investigation was carried out to find out how the length of time that maize pollen is in the air affects its ability to bring about fertilisation in a female flower.

- Pollen grains were removed from maize flowers and left exposed to the air for varying times.
- The pollen grains were then placed onto groups of female flowers.
- The groups of fertilised flowers developed into 'ears', each containing many seeds. The number of seeds per ear was counted.

The results are shown in Fig. 5.1.



**Fig. 5.1**

(i) Describe the effect of exposure to the air on maize pollen.

.....

.....

.....

.....

..... [2]

- (ii) A wild relative of maize, called teosinte, grows in Mexico. There are concerns that pollen from genetically-modified maize could pollinate wild teosinte and transfer new genes to it.

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Suggest how the results shown in Fig. 5.1 could be used to devise strategies that would reduce the possibility of this happening.

.....

.....

.....

.....

.....

..... [2]

[Total: 9]



- 6 A group of plants, known as Rapid Cycling Brassicas (RCBs), has been developed for use in schools and colleges for genetics experiments.

When RCB seedlings develop they can have either purple stems or non-purple stems. Their seed leaves can be either green or yellow-green.

Purple stems and green seed leaves are controlled by dominant alleles.

The genes for stem colour and seed-leaf colour are located on separate chromosomes.

- (a) Explain what is meant by a *dominant allele*.

*allele* .....

.....

*dominant* .....

.....[2]

- (b) Draw a genetic diagram to show the likely outcome of a cross between two RCB plants which are heterozygous for **both** stem colour and seed-leaf colour.

Use the symbols **A / a** for stem colour and **B / b** for seed leaf colour.

[6]

[Total: 8]

7 Corals are simple marine animals and usually exist in colonies of thousands of individuals.

Fig. 7.1 shows a coral colony.



Fig. 7.1

Corals absorb calcium carbonate from the sea to build their skeletons, which help to form large coral reefs. Coral reefs provide a home for about 25% of known fish species and have the highest biodiversity of any marine ecosystem.

(a) Corals, although they are animals, are sometimes mistaken for members of the plant kingdom.

State **two** ways in which corals differ from plants.

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

(b) Outline what is meant by the term *ecosystem*.

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



8 (a) Fig. 8.1 is an electronmicrograph of a section through a mitochondrion.

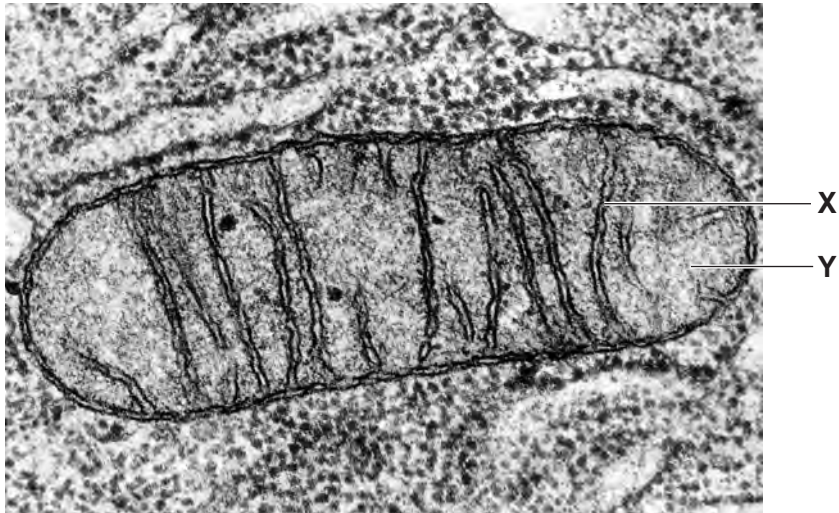


Fig. 8.1

Name X and Y.

X .....

Y .....

[2]

(b) Fig. 8.2 outlines the early stages of respiration.

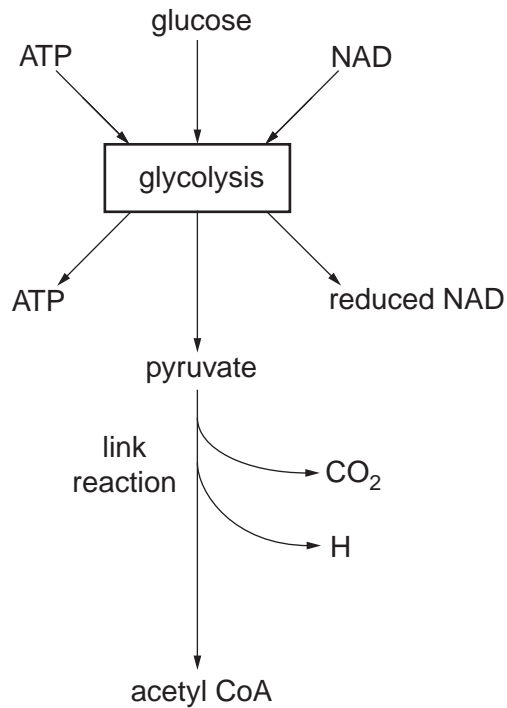


Fig. 8.2

With reference to Fig. 8.2:

**(i)** explain why ATP is needed at the start of glycolysis

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

**(ii)** state the role of NAD in glycolysis

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

**(iii)** state how many molecules of ATP are produced from one molecule of glucose during glycolysis

..... [1]

**(iv)** name the two types of reaction that occur during the conversion of pyruvate to acetyl CoA in the link reaction

1. ....  
2. .... [2]

**(v)** name the location, in the mitochondrion, of the link reaction

..... [1]

**(vi)** describe what happens to the hydrogen released during the link reaction.

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





