

FOR OFFICIAL USE



National
Qualifications
2017

Mark

X707/75/01

Biology
Section 1 — Answer Grid
and Section 2

TUESDAY, 23 MAY

1:00 PM – 3:00 PM



* X 7 0 7 7 5 0 1 *

Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Number of seat

Date of birth

Day

Month

Year

Scottish candidate number

Total marks — 80

SECTION 1 — 20 marks

Attempt ALL questions.

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

SECTION 2 — 60 marks

Attempt ALL questions.

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. You should 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.



* X 7 0 7 7 5 0 1 0 1 *

The questions for Section 1 are contained in the question paper X707/75/02.

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).

A	B	C	D
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**.

A	B	C	D
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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

A	B	C	D	or	A	B	C	D
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>		<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>



SECTION 1 — Answer Grid



	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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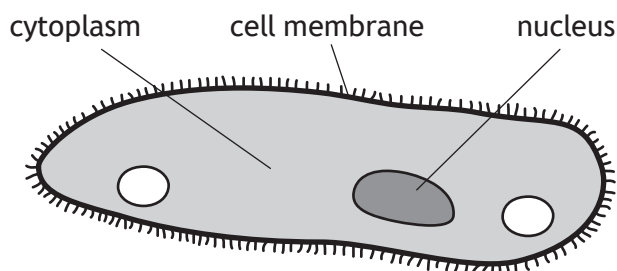


* X 7 0 7 7 5 0 1 0 4 *

SECTION 2 — 60 marks

Attempt ALL questions

1. *Paramecium* is a single-celled organism which lives in fresh water. The following diagram shows some of its structures.



- (a) (i) Choose one of the following structures by ticking (✓) one of the boxes and describe its function. 1

Cytoplasm Cell membrane Nucleus

Function _____

- (ii) The water concentration outside the paramecium is higher than the water concentration of the cytoplasm. This causes the diffusion of water into the cell.

Name this movement of water. 1

- (b) Name the structure present in a plant cell which prevents it from bursting when full of water. 1

[Turn over



2. (a) (i) The table describes some stages which occur during cell division, but not in the correct order.

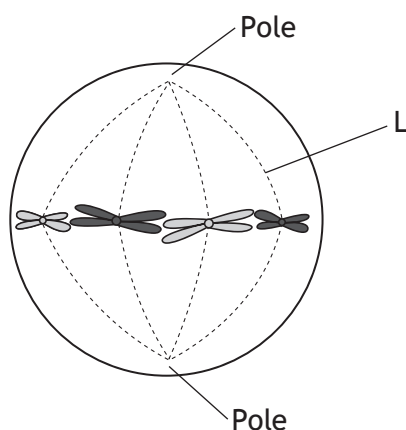
The first stage has been given.

Identify the **third stage** by writing the number 3 beside its description.

1

Stage	Description
	cytoplasm divides
	nuclear membranes form
1	chromosomes shorten and thicken
	chromosomes move to the equator of the cell
	pairs of chromatids are pulled apart

- (ii) The diagram represents a cell during one of the stages of mitosis.



Name the part labelled L in the diagram.

1

- (b) During mitosis a pair of chromatids was pulled apart, each moving away from the equator, towards opposite poles, at a rate of 1 micrometre per second.

Calculate the distance between them after 20 seconds.

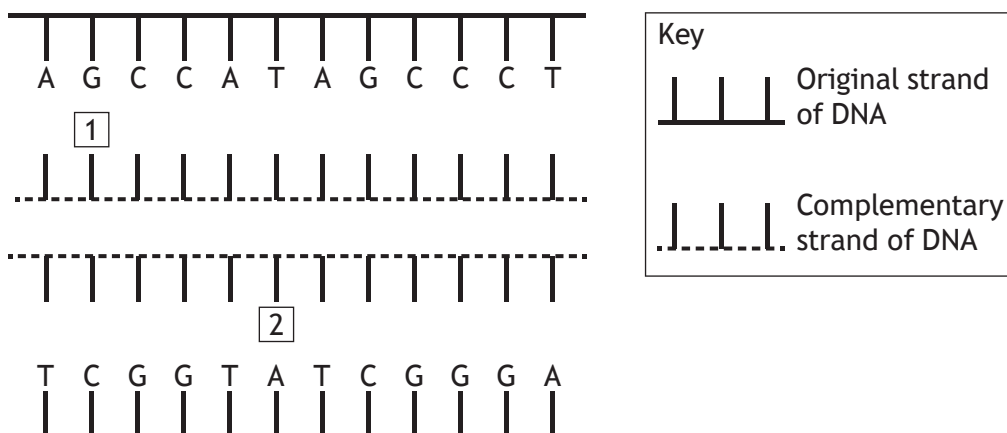
1

Space for calculation

_____micrometres



3. (a) Forensic scientists can take small quantities of DNA and use a process to make large quantities. Each DNA molecule is separated and used to make two complementary strands as shown below.



Give the full names of bases labelled 1 and 2 in the diagram above.

2

1 _____

2 _____

- (b) The bases in a strand of DNA make up the code for the production of proteins. The DNA for every individual person varies.

Describe the way in which this code differs from person to person.

1

- (c) Name the single stranded molecule which carries a complementary copy of the code from the DNA in the nucleus to the ribosome for protein synthesis.

1

[Turn over



4. Catalase, an enzyme found in living tissues, is involved in the breakdown of hydrogen peroxide into water and oxygen.

In an investigation, catalase was extracted in solution from a variety of tissues and used to soak paper discs. These discs were then dropped into beakers of hydrogen peroxide, as shown in Diagram 1. As the oxygen was released the discs returned to the surface, as shown in Diagram 2.

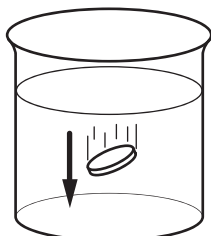


Diagram 1

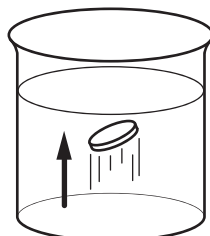


Diagram 2

The time taken for these discs to return to the surface was recorded and shown in the table.

Type of tissue	Time for disc to return to the surface (s)
Apple	108
Banana	44
Carrot	68
Liver	8
Onion	70
Potato	72



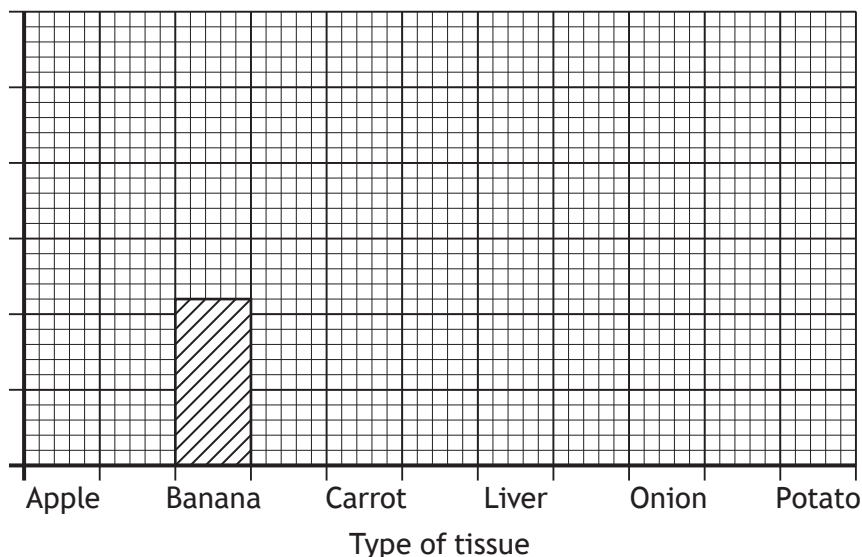
* X 7 0 7 7 5 0 1 0 8 *

4. (continued)

- (a) On the grid below, complete the vertical axis and the remaining bars to show the time taken for the discs to return to the surface, for each tissue.

2

(An additional grid, if required, can be found on Page 26)



- (b) The aim of the experiment was to investigate catalase activity in a variety of tissues.

Using the information given, write an appropriate conclusion for this experiment.

1

Conclusion _____

- (c) The experiment was carried out at pH 7, the optimum pH for catalase.

Complete the following sentence, using the words **increase**, **decrease** or **stay the same**, to predict what would happen if the experiment was repeated at pH 4.

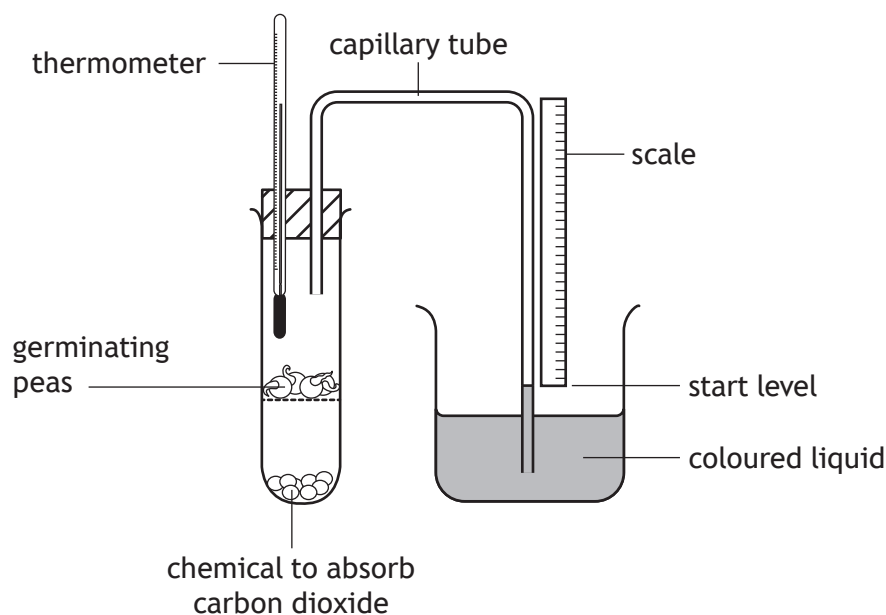
1

At pH 4, the rate of oxygen production would _____
 in each tissue.

[Turn over



5. A student investigated the effect of temperature on the rate of respiration in germinating (growing) peas. Using the arrangement shown, four respirometers labelled A–D were set up at the temperatures shown in the table below.



The level of the coloured liquid was measured on the scale at the start of the investigation and again after 20 minutes. The rise in liquid level was due to oxygen uptake by the germinating peas. The results are shown in the table.

Respirometer	Temperature (°C)	Contents	Rise in liquid level (mm)	Rate of oxygen uptake (mm per minute)
A	15	Germinating peas	14	0.7
B	15	Dead peas	0	0
C	25	Germinating peas	26	
D	25	Dead peas	0	0

- (a) (i) Complete the table above by calculating the rate of oxygen uptake per minute by the peas in respirometer C.

Space for calculation

1



5. (a) (continued)

- (ii) Using the results from the table complete the following conclusion by underlining one option in the bracket. 1

Increasing the { temperature } increases the rate of respiration
 { liquid level }
 { oxygen uptake }

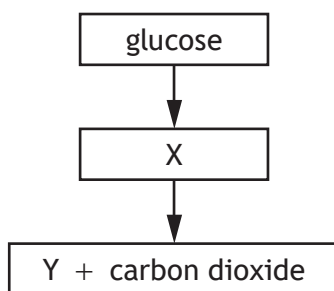
in germinating peas.

- (iii) Another respirometer was set up at 60°C with germinating peas and the coloured liquid did not rise. The student concluded that the peas were not respiring.

Explain why this temperature prevented the peas from carrying out respiration. 2

- (iv) Respirometers B and D were set up as control experiments. Describe the purpose of the controls in **this** investigation. 1

- (b) The diagram below represents the fermentation pathway in a plant cell.



Choose either molecule X or Y and state its name. 1

Molecule _____

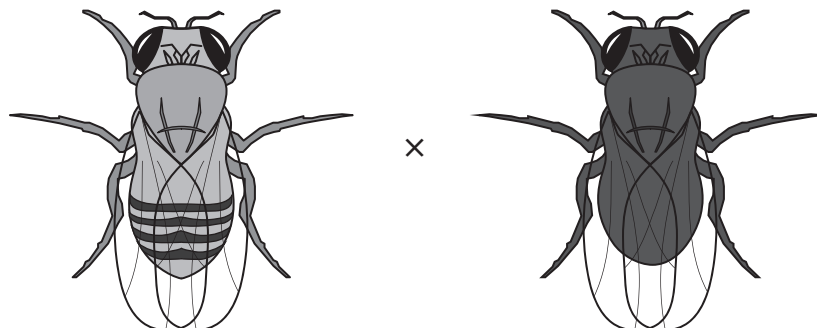
Name _____



6. Chromosomes contain the genetic information responsible for variation amongst members of a species.

Fruit flies can have either a grey or black body colour.

The parent flies used in a cross are shown in the diagram.



Genotype: GG
Phenotype: Grey body

gg
Black body

- (a) Using the information given, underline one option in each bracket to complete the following sentences. 2

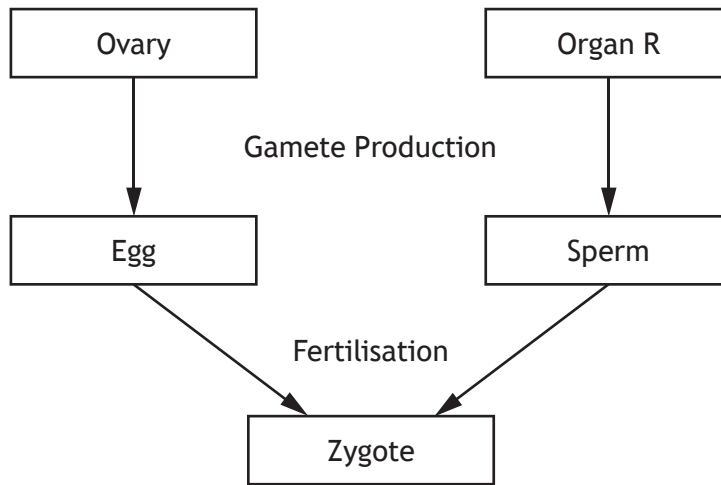
Body colour in fruit flies is an example of { discrete / continuous } variation.

The F₁ flies produced from this cross will be { homozygous / heterozygous }.



6. (continued)

(b) The diagram relates to sexual reproduction in humans.



(i) Name organ R.

1

(ii) Describe what happens during fertilisation.

1

(iii) An egg cell is haploid but a zygote is diploid.

Explain what this means in terms of the chromosome complement found in each of these cells.

1

[Turn over

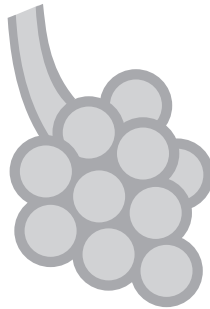


7. (continued)

- (c) Chronic obstructive pulmonary disease is a condition which affects the lungs. It can destroy the alveolar walls, leading to fewer alveoli.

The diagrams represent lung tissues which have undamaged and damaged alveoli.

undamaged



damaged



Identify a feature of the alveoli which will be affected by this reduction in their number.

1

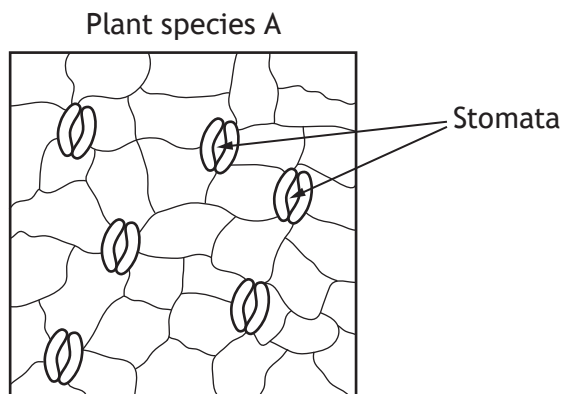
[Turn over



* X 7 0 7 7 5 0 1 1 5 *

8. A student investigated the link between transpiration rate and the number of leaf stomata.

A microscope was used to look at the number of stomata on a leaf surface of plant species A as shown.



The area shown on the diagram above measures 0.04 mm^2 .

- (a) Calculate the expected number of stomata present in 1 mm^2 on this leaf surface. 1

Space for calculation

- (b) A leaf from another plant, species B, had fewer stomata per mm^2 of leaf surface and a different rate of transpiration.

It was concluded that the number of stomata present affects the rate of transpiration.

- (i) Suggest an advantage to plant species B of having fewer stomata. 1

- (ii) Tick (✓) one box below to show the environmental condition to which this plant has become best adapted. 1

Dry Cool Moist



10. Type 1 diabetes occurs if the body does not produce any or enough insulin.

(a) (i) Name the organ which produces insulin. 1

(ii) As a result of Type 1 diabetes, glucose is unable to enter the cells of the body. A symptom of this is extreme tiredness.

Using your knowledge of respiration, explain why a person suffering from diabetes might show extreme tiredness. 1

(b) People with Type 1 diabetes need to inject insulin.

The table contains information about some of the different types of insulin available.

<i>Type of insulin</i>	<i>Time for insulin to start working</i>	<i>Time for insulin levels to peak</i>	<i>Duration in blood (hours)</i>
P	1 hour	No peak	20–26
Q	1–3 hours	8 hours	12–16
R	30–60 minutes	2–4 hours	5–8
S	15 minutes	30–90 minutes	3–5

Using information from the table, answer the following questions.

(i) A fast acting type of insulin can be injected just before meals. Identify the type of insulin that is best suited for this. 1

(ii) Another type of insulin can be injected once a day to provide a steady supply of insulin to the body. Identify the type of insulin that would be most effective at doing this. 1



10. (continued)

- (c) Diabetes also occurs if the target tissues in the body do not respond to insulin reaching them through the bloodstream.

Name the structures found on the surface of the target tissues that respond to the hormone insulin.

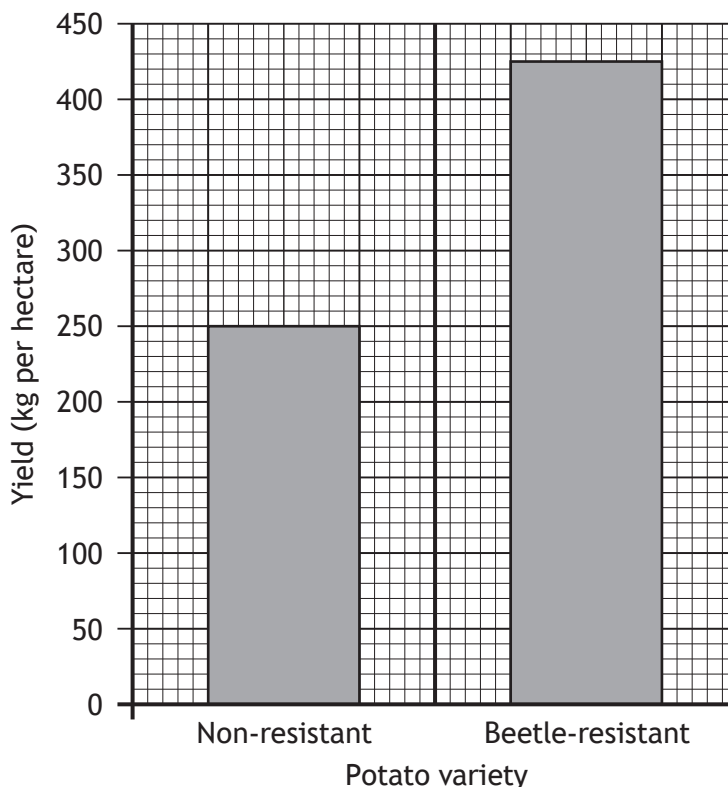
1

[Turn over



* X 7 0 7 7 5 0 1 1 9 *

11. Certain varieties of potato plant are eaten by beetles, reducing the yield of potatoes. A beetle-resistant variety of potato plant was developed. In an investigation, the beetle-resistant variety was grown outdoors in one field and the non-resistant variety grown in another. The yields of both varieties were recorded and the results are shown in the graph below.



- (a) Describe how the reliability of these results could be increased. 1

- (b) Calculate the difference in yield between the two varieties. 1

Space for calculation

_____ kg per hectare



11. (continued)

- (c) Identify a variable that would have to be kept the same between the two fields to ensure the results were valid.

1

- (d) Genetic engineering was used to develop the beetle-resistant variety of potato plant.

Before the development of genetic engineering, farmers used other methods to control the beetle numbers in their potato fields.

Name **one** of these methods.

1

[Turn over



* X 7 0 7 7 5 0 1 2 1 *

12. The Scottish crossbill is a small bird which is native to Scotland. It inhabits pine forests in northern Scotland and feeds on pine seeds using its crossed beak.



- (a) State the term used to describe the role of the Scottish crossbill within its community. 1

- (b) The shape of a crossbill's beak is a structural adaptation which is the result of a new allele being produced. 1
Name the process by which new alleles are produced.

- (c) The Scottish crossbill has been classified as a separate species, but can still mate with other species of crossbill. 1
Give a feature of any offspring produced from this mating, which proves that the parents are different species.



13. Decide if each of the following statements about evolution is **True** or **False** and tick (✓) the appropriate box.

If the statement is **False**, write the correct word in the **Correction** box to replace the word underlined in the statement.

3

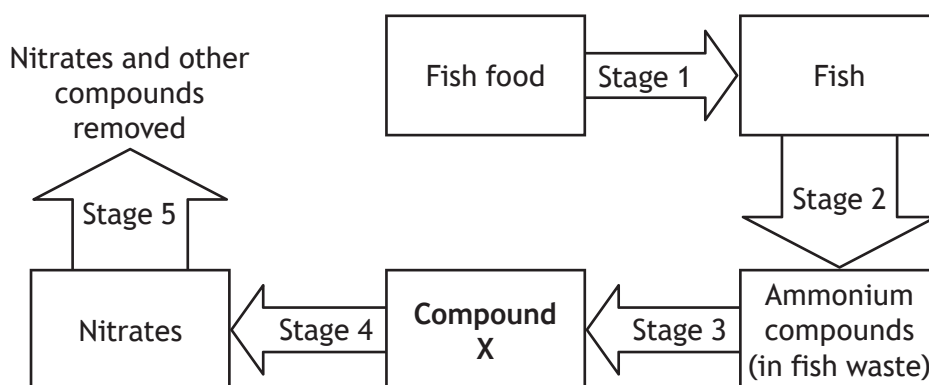
<i>Statement</i>	<i>True</i>	<i>False</i>	<i>Correction</i>
Genetic variation within a population allows the population to <u>adapt</u> in a changing environment.			
Isolation barriers can be geographical, <u>environmental</u> or reproductive.			
Sub-populations evolve until they become genetically <u>identical</u> .			

[Turn over



* X 7 0 7 7 5 0 1 2 3 *

14. The flow of nitrogen in a fish farm is shown in the diagram below.



(a) (i) Name compound X. 1

(ii) Give the number of a stage in the process shown above, which involves nitrifying bacteria. 1

Stage _____

(b) In the fish farm the nitrates have to be removed from the water to prevent build-up. In some situations living organisms remove nitrates from the soil.

(i) Name the type of organism which can absorb nitrates from the soil. 1

(ii) Nitrates supply organisms with nitrogen. State why nitrogen is required. 1

(c) Decomposers, such as bacteria, help to break down waste and dead organisms.

Name another type of microorganism which carries out this role. 1



15. Levels of air pollution can be estimated by the presence or absence of organisms called lichens.

<i>Air pollution level</i>	<i>Most common type of lichen present</i>
Low	Shrubby
Medium	Leafy
High	Crusty

Environmental scientists carried out a study on lichen species at four different sites and obtained the results shown in the table below.

<i>Site</i>	<i>Number of lichen species present</i>		
	<i>Shrubby</i>	<i>Leafy</i>	<i>Crusty</i>
A	0	5	19
B	3	2	0
C	16	3	0
D	7	14	2

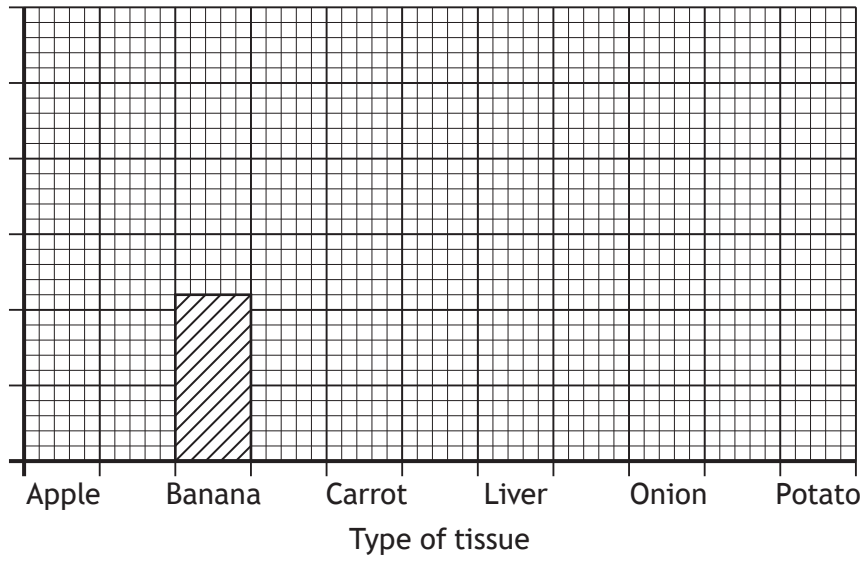
- (a) (i) Site A had the highest levels of air pollution.
Using information from **both** tables, describe the evidence supporting this statement. 1
- _____
- _____
- (ii) Calculate the average number of leafy lichen species present at the four sites. 1
- Space for calculation*
- _____
- (b) State the name given to species, such as lichen, which are used to estimate levels of pollution. 1
- _____

[END OF QUESTION PAPER]



ADDITIONAL SPACE FOR ANSWERS AND ROUGH WORK

ADDITIONAL GRID FOR QUESTION 4(a)



MARKS

DO NOT
WRITE IN
THIS
MARGIN

ADDITIONAL SPACE FOR ANSWERS AND ROUGH WORK



* X 7 0 7 7 5 0 1 2 7 *

ADDITIONAL SPACE FOR ANSWERS AND ROUGH WORK

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