Cell Biology part 4 AQA Triple Biology

Name: _____

Class: _____

Date: _____

Time: **78 minutes**

Marks: **78 marks**

Comments:

1. Living organisms are made of cells.

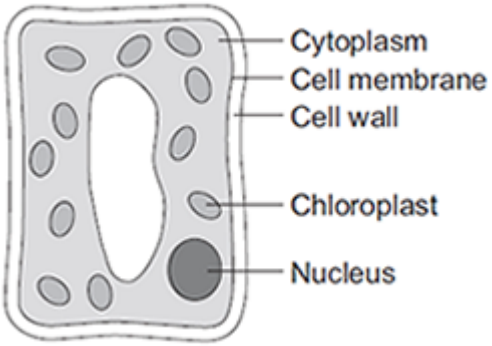
(a) Animal and plant cells have several parts. Each part has a different function.

Draw **one** line from each cell part to the correct function of that part.

Cell part	Function
Cell membrane	Where most energy is released in respiration
Mitochondria	Controls the movement of substances into and out of the cell
Nucleus	Controls the activities of the cell
	Where proteins are made

(3)

(b) The diagram below shows a cell from a plant leaf.



Which **two** parts in the diagram above are **not** found in an animal cell?

1. _____

2. _____

(2)

(Total 5 marks)

2. Cells, tissues and organs are adapted to take in different substances and get rid of different substances.

The table shows the concentration of four ions outside cells and inside cells.

Ion	**Concentration outside cells in mmol per dm^3**	**Concentration inside cells in mmol per dm^3**
Sodium	140	9
Potassium	7	138
Calcium	2	27
Chloride	118	3

(a) Use information from the table above to complete the following sentences.

Sodium ions will move into cells by the process

of _____ .

Potassium ions will move into cells by the process

of _____ .

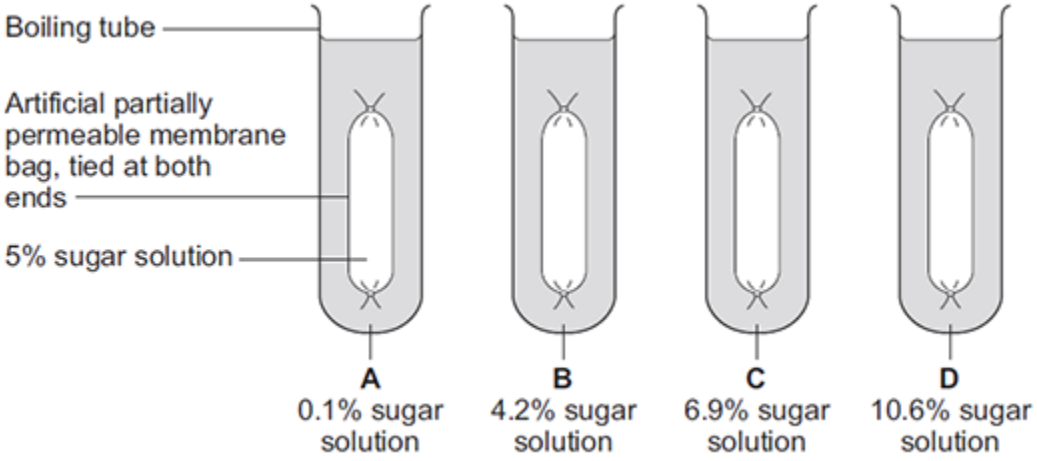
(2)

(b) Some students investigated the effect of the different concentrations of sugar in four drinks, **A**, **B**, **C** and **D**, on the movement of water across a partially permeable membrane.

The students:

- made four bags from artificial partially permeable membrane
- put equal volumes of 5% sugar solution in each bag
- weighed each bag containing the sugar solution
- placed one bag in each of the drinks, **A**, **B**, **C** and **D**
- after 20 minutes removed the bags containing the sugar solution and weighed them again.

The diagram below shows how they set up the investigation.



(i) The bag in drink **A** got heavier after 20 minutes.

Explain why.

_____

_____

_____

_____

(3)

(ii) In which drink, **A**, **B**, **C** or **D**, would you expect the bag to show the smallest change in mass?

Tick (✓) **one** box.

A ☐ **B** ☐ **C** ☐ **D** ☐

(1)

(iii) Explain why you think the bag you chose in part **(b)(ii)** would show the smallest change.

_____

_____

_____

_____

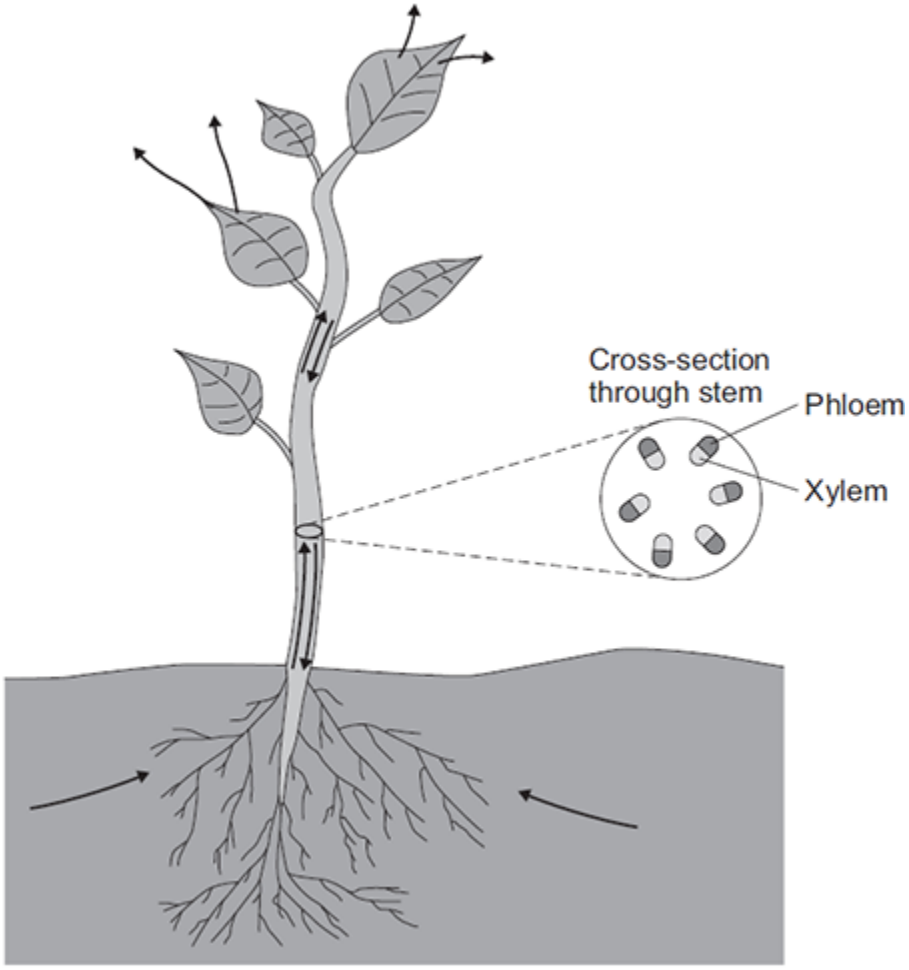
(2)

(Total 8 marks)

3. **In this question you will be assessed on using good English, organising information clearly and using specialist terms where appropriate.**

Plants transport many substances between their leaves and roots.

The diagram below shows the direction of movement of substances through a plant.



Describe how **ions**, **water** and **sugar** are obtained and transported through plants.

In your answer you should refer to materials moving upwards in a plant and to materials moving downwards in a plant.

(Total 6 marks)

4. (a) In humans there are two types of cell division: **mitosis** and **meiosis.**

The table below gives statements about cell division.

Tick (✓) **one** box in each row to show if the statement is true for mitosis only, for meiosis only, or for both mitosis **and** meiosis.

The first row has been done for you.

Statement	**Mitosis only**	**Meiosis only**	**Both mitosis and meiosis**
How cells are replaced	✓		
How gametes are made			
How a fertilised egg undergoes cell division			
How copies of the genetic information are made			
How genetically identical cells are produced			

(4)

(b) Stem cells can be taken from human embryos.

In therapeutic cloning, an embryo is produced that has the same genes as the patient.

(i) Name **one** source of human stem cells, other than human embryos.

_____

(1)

(ii) Stem cells from embryos can be transplanted into patients for medical treatment.

Give **one** advantage of using stem cells from embryos, compared with cells from the source you named in part (i).

_____

_____

(1)

(Total 6 marks)

5. Some infections are caused by bacteria.

(a) The genetic material is arranged differently in the cells of bacteria compared with animal and plant cells.

Describe **two** differences.

_____

_____

_____

_____

(2)

(b) Tuberculosis (TB) is an infection caused by bacteria.

The table below shows the number of cases of TB in different regions of southern England from 2000–2011.

Number of cases of TB per 100 000 people

Year	London	South East	South West
2000	37	5	3
2001	36	6	4
2002	42	6	6
2003	42	7	4
2004	42	7	5
2005	49	8	5
2006	44	8	3
2007	43	8	5
2008	44	8	5
2009	44	9	6
2010	42	9	5
2011	45	10	5

(i) How does the number of cases of TB for London compare with the rest of southern England?

_____

_____

_____

(1)

(ii) Describe the pattern in the data for cases of TB in the South East.

_____

_____

(1)

(iii) Describe the pattern in the data for cases of TB in the South West.

_____

_____

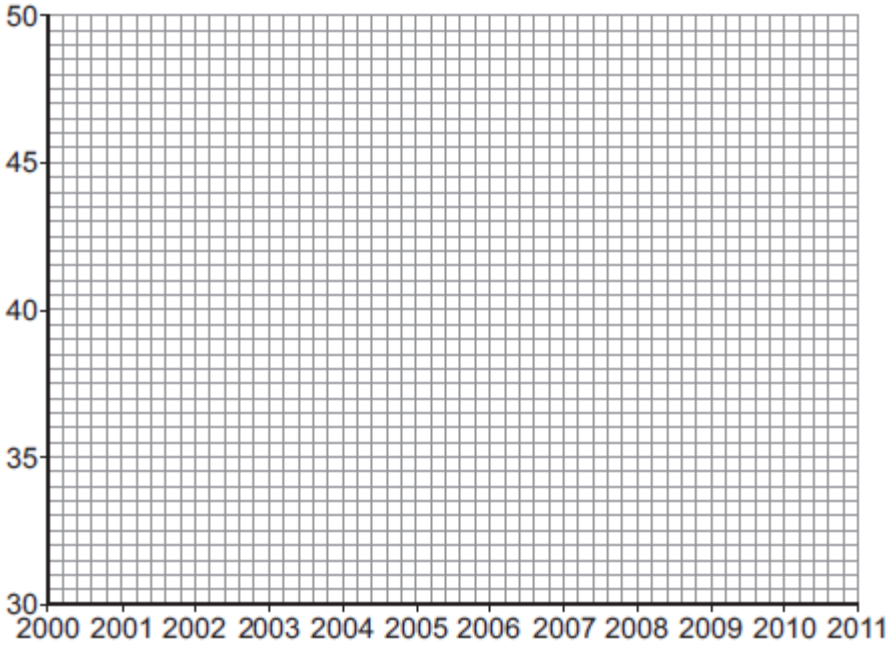
_____

_____

(2)

(c) (i) On the graph paper below:

- plot the number of cases of TB in **London**
- label both the axes on the graph
- draw a line of best fit.



(4)

(ii) Suggest why a student thought the value for 2005 in London was anomalous.

_____

_____

(1)

(d) People can be vaccinated against TB.

Suggest how a vaccination programme would reduce the number of people with TB.

Details of how a vaccine works are **not** required.

_____

_____

_____

_____

(2)

(Total 13 marks)

6. **In this question you will be assessed on using good English, organising information clearly and using specialist terms where appropriate.**

Diffusion is an important process in animals and plants.

The movement of many substances into and out of cells occurs by diffusion.

Describe why diffusion is important to animals and plants.

In your answer you should refer to:

- animals
- plants
- examples of the diffusion of named substances.

Extra space

(Total 6 marks)

7. Substances can move into cells and out of cells.

(a) Draw a ring around the correct answer to complete each sentence.

Water moves into cells and out of cells by

- active transport.
- osmosis.
- reabsorption.

The water moves through a

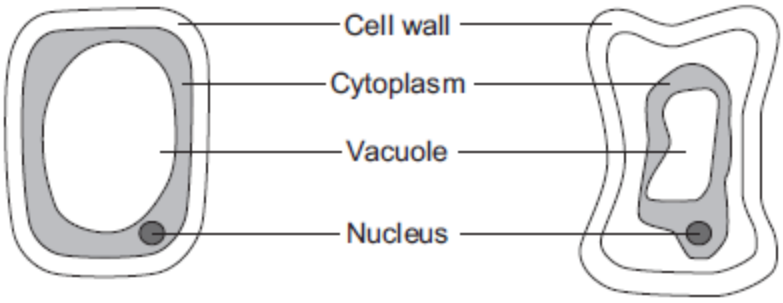
- freely permeable
- non-permeable
- partially permeable

membrane.

(2)

(b) Students put plant cells into two different strengths of sugar solutions, **A** and **B**.

The diagram below shows what the cells looked like after 1 hour.



Cell in sugar solution **A** (after 1 hour)

Cell in sugar solution **B** (after 1 hour)

(i) Describe **two** ways in which the cell in sugar solution **B** is different from the cell in sugar solution **A**.

1. _____

_____

2. _____

_____

(2)

(ii) A student put red blood cells into water.

Suggest what would happen to the cells.

_____

_____

_____

(1)

(c) In the human body, glucose is absorbed into the blood from the small intestine.

The small intestine contains many villi.

Which **two** of the following help the absorption of glucose in the small intestine?

Tick (✓) **two** boxes.

Villi have a cell wall. ☐

Villi are covered in thick mucus. ☐

Villi give the small intestine a large surface area. ☐

Villi have many blood capillaries. ☐

(2)

(Total 7 marks)

8. Plant roots absorb water from the soil by osmosis.

(a) What is osmosis?

_____

_____

_____

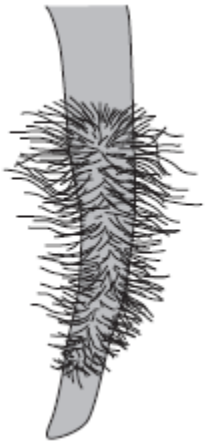
_____

_____

_____

(3)

(b) The image below shows part of a plant root.



The plant root is adapted for absorbing water from the soil.

Use information from the diagram to explain how this plant root is adapted for absorbing water.

_____

_____

_____

_____

_____

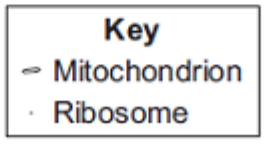
_____

(3)

(Total 6 marks)

9. Diagrams **A**, **B** and **C** show cells from different parts of the human body, all drawn to the same scale.

A **B** **C**



(a) Which cell, **A**, **B** or **C**, appears to be best adapted to increase diffusion into or out of the cell? ☐

Give **one** reason for your choice.

_____

_____

(1)

(b) (i) Cell **C** is found in the salivary glands.

Name the enzyme produced by the salivary glands.

_____

(1)

(ii) Use information from the diagram to explain how cell **C** is adapted for producing this enzyme.

_____

_____

_____

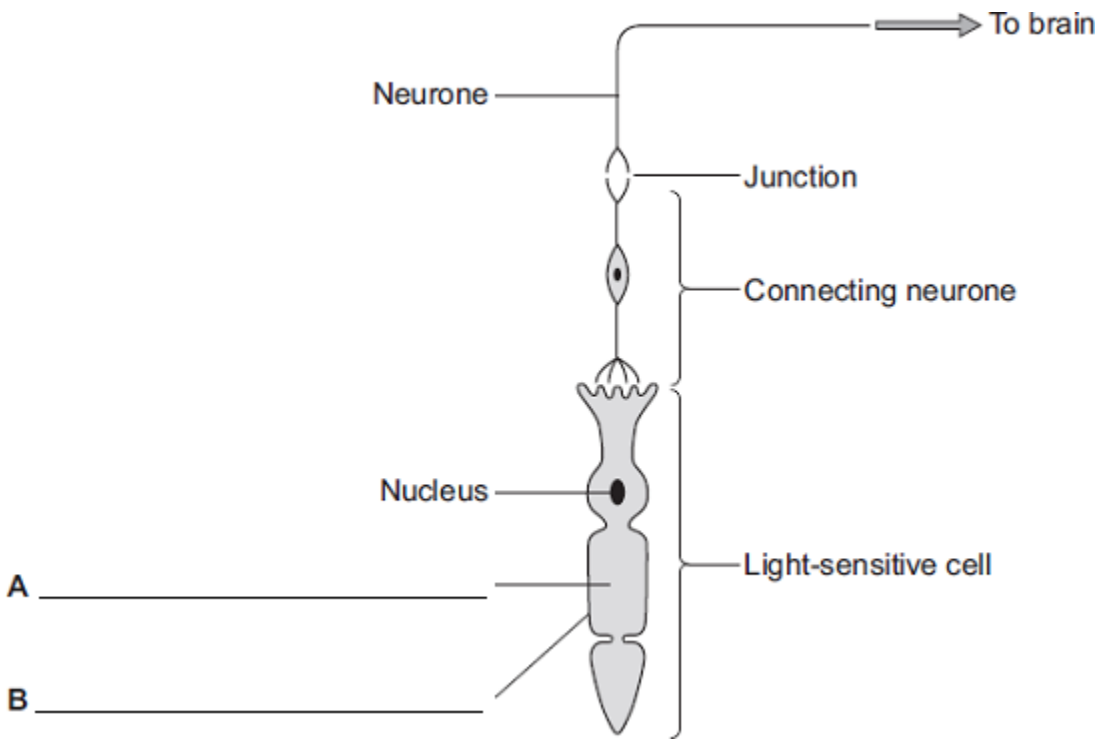
_____

(2)

(Total 4 marks)

10. **Diagram 1** shows cells from the light-sensitive layer in the eye.

Diagram 1



(a) On **Diagram 1**, add labels to name part **A** and part **B** of the light-sensitive cell.

(2)

(b) There is a junction between the connecting neurone and the neurone carrying the impulse to the brain.

(i) What name is given to the junction?

_____

(1)

(ii) In what form is information passed across the junction?

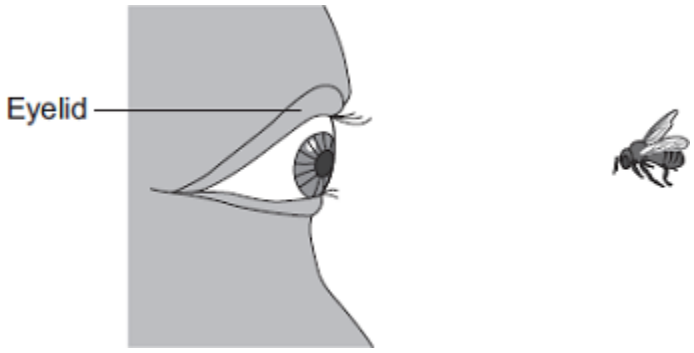
_____

_____

(1)

(c) **Diagram 2** shows a bee flying towards a man's eye.

Diagram 2



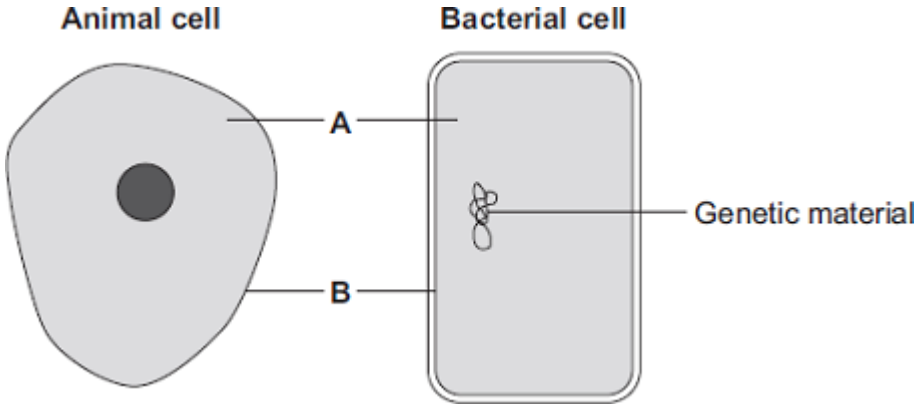
In the *blink reflex* , light from the bee reaches the light-sensitive cell in the eye. The muscles in the eyelid shut the man's eye before the bee hits the eye.

Describe the pathway taken by the nerve impulse in the *blink reflex*.

(4)

(Total 8 marks)

11. The diagrams show an animal cell and a bacterial cell.



(a) (i) Structures **A** and **B** are found in both the animal cell and the bacterial cell.

Use words from the box to name structures **A** and **B**.

cell membrane	**chloroplast**	**cytoplasm**	**vacuole**

A _____

B _____

(2)

(ii) Both cells contain genetic material.

Name the structure in the animal cell that contains genetic material.

_____

(1)

(b) **List A** gives three structures found in animal cells.

List B gives four functions of cell structures.

Draw **one** line from each structure in **List A** to its correct function in **List B**.

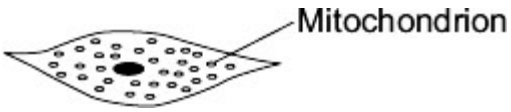
List A – Structure	**List B – Function**
	Controls what substances enter the cell
Cell membrane	
	Photosynthesis
Mitochondrion	
	Protein synthesis
Ribosome	
	Respiration

(3)

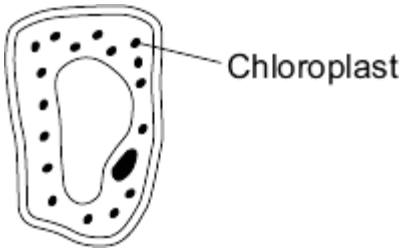
(Total 6 marks)

12. The diagrams show four cells, **A**, **B**, **C** and **D**.

A

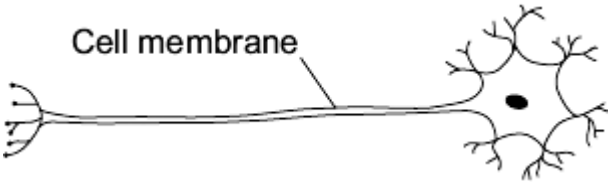


B



C

D



Use letters **A**, **B**, **C** or **D** to answer these questions.

(a) Which cell can photosynthesise? ☐

(1)

(b) Which cell is adapted for receiving and sending information? ☐

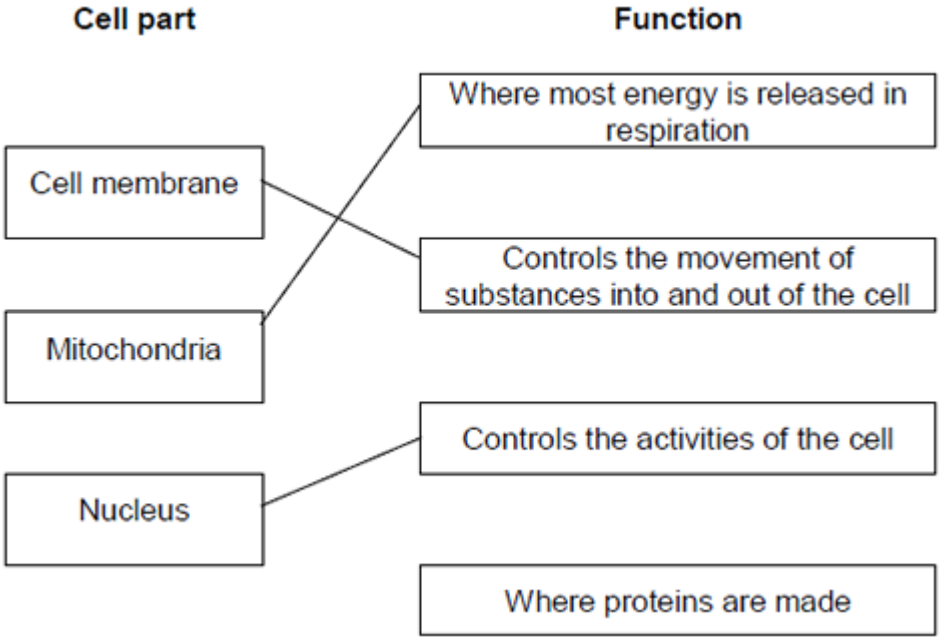
(1)

(c) Which cell is adapted to respire quickly? ☐

(1)

(Total 3 marks)

1. (a)



extra lines cancel

3

(b) Cell wall

in either order

1

Chloroplast

allow (permanent) vacuole

1

[5]

2. (a) <u>diffusion</u>

1

<u>active transport</u>

1

this order only

(b) (i) concentration (of sugar) in the bag was higher (than in the drink)

allow concentration (of sugar) in the drink was lower (than in the bag)

or

higher concentration of <u>water</u> outside the bag **or** in the drink / boiling tube

*allow higher <u>water</u> potential outside the bag **or** lower <u>water</u> potential inside the bag*

1

(so) <u>water</u> moved in (to the tubing)

*allow <u>water</u> moves down **its** concentration gradient*

*do **not** allow sugar moving*

1

by osmosis

allow diffusion (of water)

*do **not** allow sugar moving by osmosis **or** water moving by active transport*

1

(ii) **B**

1

(iii) close(st) to the concentration in the bag **or** to 5%

*allow small(est) diffusion gradient **or** close(st) to an equilibrium*

1

(so rate of) diffusion / osmosis is slow

allow (so) less water moves in (to the bag)

ignore ref. to sugar

1

[8]

3. Marks awarded for this answer will be determined by the Quality of Written Communication (QWC) as well as the standard of the scientific response.

Level 3 (5–6 marks):
Processes used for obtaining specified materials are given.
and
correctly linked to the vessels that the materials are transported in
or
correctly linked to a description of the direction of movement of the materials.
For full credit, in addition to the above descriptors at least **one** of the processes must be linked to the vessel that the material is transported in **and** the direction of the movement of the material.

Level 2 (3–4 marks):
At least **one** process for obtaining a specified material is given
and
is correctly linked to the vessel that the material is transported in
or
correctly linked to a description of the direction of movement of the material

Level 1 (1–2 marks):
At least **one** process (P) for obtaining a material is given
or
at least **one** vessel (V) and the material it carries is given
or
there is a description of the direction of movement (M) for at least **one** material

0 marks:
No relevant points are made

examples of points made in the response Ions:
(P) taken up by diffusion or active transport
- from an area of high to low concentration (diffusion) **or** an area of low to high concentration (active transport)
  (V) travels in the xylem
  (M) to the leaves **or** from the roots / soil

Water:
(P) taken up by osmosis
- from an area of low to high concentration

  allow high concentration of water to low concentration of water

  allow from high water potential to low water potential

  ignore along a concentration gradient

  (V) travels in the xylem
  (M) to the leaves **or** from the roots / soil
  (P) transpiration stream
- movement replaces water as it evaporates from leaves
  (V) in the xylem

Sugar:
(P) made during photosynthesis
(V) travels in the phloem
(M) to other parts of the plant **or** to storage organs **or** travels up and down

[6]

4. (a)

	Mitosis only	Meiosis only	Both mitosis and meiosis
How cells are replaced	✓		
How gametes are made		✓	
How a fertilised egg undergoes cell division	✓		
How copies of the genetic information are made			✓
How genetically identical cells are produced	✓		

if more than one tick per row then no mark

ignore first row

1
1
1
1

(b) (i) (adult) bone marrow

accept (umbilical) cord blood, skin, amniotic fluid / membrane

1

(ii) cells will not be rejected by the patient's body (if they have been produced by therapeutic cloning)

allow easier to obtain linked to embryo stem cells

or

(embryo stem cells) can develop into many different types of cells

allow doesn't need an operation linked to bone marrow

or

(embryo stem cells) not yet differentiated / specialised or undifferentiated

accept embryo cells are pluripotent

1

[6]

5. (a) any **two** from:

- only one 'chromosome'
  allow one strand of DNA
- circular
  allow loop
- may have plasmids
- not in a nucleus / no nucleus

2

(b) (i) any **one** from:

- London is much higher
  or converse
- more variable / wider range
  allow 'on average it is 5 / 6 times greater'

1

(ii) increases
Included figures must be correct

1

(iii) overall slight increase
accept 'doesn't change much'

1

variable / goes up and down

1

(c) (i) both axes correctly labelled

x = Year

y = Number of cases

1

correct points
*all correct = **2** marks*
*1-2 errors = **1** mark*
*> 2 errors = **0** marks*

2

suitable line of best fit
accept straight line or smooth curve

1

(ii) doesn't fit the pattern / line of best fit

1

(d) provides immunity / protection (to TB)
ignore 'stops people catching it'
ignore 'resistance'

1

prevents TB <u>spreading</u>

accept ref to herd immunity

1

[13]

6. Marks awarded for this answer will be determined by the Quality of Written Communication (QWC) as well as the standard of the scientific response. Examiners should also apply a 'best-fit' approach to the marking.

0 marks
No relevant content.

Level 1 (1 – 2 marks)
An example is given of a named substance
or
a process
or
there is an idea of why diffusion is important eg definition.

Level 2 (3 – 4 marks)
At least one example of a substance is given
and
correctly linked to a process in either animals or plants.

Level 3 (5 – 6 marks)
There is a description of a process occurring in either animals or plants that is correctly linked to a substance
and
a process occurring in the other type of organism that is correctly linked to a substance.

examples of points made in the response

Importance of diffusion:

- to take in substances for use in cell processes
- products from cell processes removed

Examples of processes and substances:

- for gas exchange / respiration: O_2 in / CO_2 out
- for gas exchange / photosynthesis: CO_2 in / O_2 out
- food molecules absorbed: glucose, amino acids, etc
- water absorption in the large intestine
- water lost from leaves / transpiration
- water absorption by roots
- mineral ions absorbed by roots

extra information

Description of processes might include:

- *movement of particles / molecules / ions*
- *through a partially permeable membrane*
- *(movement of substance) down a concentration gradient*
- *osmosis: turgor / support / stomatal movements*

[6]

7. (a) osmosis

1

partially permeable

1

(b) (i) any **two** from:

allow correct answers in terms of A

- vacuole is small(er)
- cytoplasm has shrunk

allow cytoplasm is smaller

- gap between cytoplasm and cell wall
- cell wall curves inwards

allow cell B is flaccid or cell A is turgid

- the (cell) membrane has moved away from the wall

2

(ii) any **one** from:

- water will move / diffuse in
- (cells) will swell
- (cells) will burst

ignore turgid

1

(c) villi give the small intestines a large surface area

1

villi have many blood capillaries

1

[7]

8. (a) any **three** from:

- (water through a) partially permeable

accept 'semi permeable' / selectively permeable

- membrane
- from dilute to (more) concentrated solution

allow 'from a high concentration of water to a lower concentration (of water)'
allow 'from high water potential to low water potential'
allow 'down a concentration gradient of water'

*do **not** accept 'along a concentration gradient of water'*

- (it's a) passive (process)

allow requires no energy

3

(b) (there are) many hairs **or** thin hairs **or** hairs are one cell thick

1

(which gives) large / increased surface area **or** short diffusion pathway

1

(so there is) more diffusion / osmosis (of water into the root)

ignore absorption

1

[6]

9. (a) **B**

*no mark for "B" alone, the mark is for B **and** the explanation.*

large(r) surface / area **or** large(r) membrane

accept reference to microvilli

ignore villi / hairs / cilia

accept reasonable descriptions of the surface eg folded membrane / surface

*do **not** accept wall / cell wall*

1

(b) (i) any **one** from:

- (salivary) amylase
- carbohydrase

1

(ii) many ribosomes

*do **not** mix routes. If both routes given award marks for the greater.*

1

ribosomes produce protein

accept amylase / enzyme / carbohydrase is made of protein

or

(allow)

many mitochondria (1)

mitochondria provide energy to build / make protein (1)

accept ATP instead of energy

1

[4]

10. (a) **A** cytoplasm

in this order only

1

B (cell) membrane

*do **not** accept (cell) wall*

1

(b) (i) synapse

1

(ii) (as) chemical

accept neurotransmitter or named

ignore references to how the chemical is passed

*do **not** accept electrical*

1

(c) (from light-sensitive cell to connecting neurone) to sensory neurone

ignore references to synapses accept 'nerve cell' for neuron(e) throughout penalise 'nerve' for neurone once only

1

(sensory neurone) to brain / CNS

allow (sensory neurone) to relay neurone / spinal cord

1

(brain / CNS) to motor neurone

allow (relay neurone / spinal cord) to motor neurone

1

(motor neurone) to (eyelid) muscle

ignore effector

1

[8]

11. (a) (i) A = cytoplasm

1

B = (cell) membrane

1

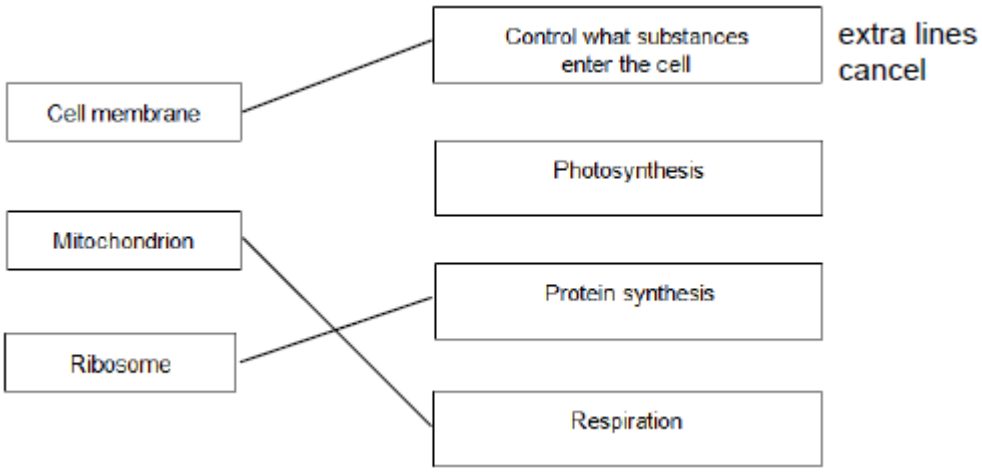
(ii) nucleus

accept chromosome / DNA / genes

accept phonetic

1

(b)



3

[6]

12. (a) B

1

(b) D

1

(c) A

1

[3]