INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink. HB pencil may be used for graphs and diagrams only.
- Answer all the questions.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write your answer to each question in the space provided. Additional paper may be used if necessary but you must clearly show your candidate number, centre number and question number(s).
- Do not write in the bar codes.

INFORMATION FOR CANDIDATES

- Your quality of written communication is assessed in questions marked with a pencil (£).
- The number of marks is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is 50.
- This document consists of 12 pages. Any blank pages are indicated.
Food scientists test drinks to ensure that they do not contain a banned food dye. They test five drinks, A, B, C, D and E, using paper chromatography.

(a) Which drink, A, B, C, D or E, may contain the banned food dye?

(b) Which drink, A, B, C, D or E, contains two food dyes not found in any of the other drinks?

(c) Which drink, A, B, C, D or E, contains a dye that is not soluble in the solvent?
The banned food dye is one of the substances listed below.

<table>
<thead>
<tr>
<th>name of dye</th>
<th>Rf</th>
</tr>
</thead>
<tbody>
<tr>
<td>brimicombe brown</td>
<td>0.7</td>
</tr>
<tr>
<td>flamingo pink</td>
<td>0.3</td>
</tr>
<tr>
<td>granite green</td>
<td>0.4</td>
</tr>
<tr>
<td>radish red</td>
<td>0.6</td>
</tr>
</tbody>
</table>

Identify the banned food dye by calculating its Rf value from the chromatogram.

Show your working.

name of banned food dye ................................................................................................... [2]

Describe how the food scientists carried out the paper chromatography test. Explain why the dyes are separated out.

The quality of written communication will be assessed in your answer.

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[Total: 11]
2 Mike is a talented athlete.
He trains at the local gym.

(a) Describe the jobs of two qualified practitioners working at the gym who make his training more effective.

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(b) Mike does a standard fitness test for athletes.

(i) For five minutes he steps up and down on a gym bench quickly.
He then measures his pulse rate three times at one minute intervals.
These are his results.

<table>
<thead>
<tr>
<th>Pulse Rate</th>
<th>Time After Finishing Test</th>
<th>Pulse Rate per Minute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pulse rate 1</td>
<td>1 minute after finishing test</td>
<td>85</td>
</tr>
<tr>
<td>Pulse rate 2</td>
<td>2 minutes after finishing test</td>
<td>73</td>
</tr>
<tr>
<td>Pulse rate 3</td>
<td>3 minutes after finishing test</td>
<td>71</td>
</tr>
</tbody>
</table>

Use this formula to show that Mike's fitness number is close to 66.

\[
\text{fitness number} = \frac{30000}{2 \times (\text{pulse rate 1} + \text{pulse rate 2} + \text{pulse rate 3})}
\]

Show your working.
(ii) Mike uses this table of fitness numbers to claim that his fitness is average.

<table>
<thead>
<tr>
<th>gender</th>
<th>excellent</th>
<th>above average</th>
<th>average</th>
<th>below average</th>
<th>poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>male</td>
<td>more than 90</td>
<td>90–80</td>
<td>79–65</td>
<td>64–55</td>
<td>less than 55</td>
</tr>
<tr>
<td>female</td>
<td>more than 86</td>
<td>86–76</td>
<td>75–61</td>
<td>60–51</td>
<td>less than 50</td>
</tr>
</tbody>
</table>

Is Mike justified in making this claim?

Explain your answer using information from this table.

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[Total: 6]
3 Janine has a healthy lifestyle. She has above average fitness.

(a) Draw straight lines to connect each term to its correct example.

<table>
<thead>
<tr>
<th>term</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>lifestyle</td>
<td>runs three miles twice a week</td>
</tr>
<tr>
<td>health</td>
<td>does not smoke and drinks in moderation</td>
</tr>
<tr>
<td>fitness</td>
<td>has had a cold that has lasted for the last three days</td>
</tr>
</tbody>
</table>

(b) Janine has her blood pressure taken by a nurse.

Explain how the nurse uses a sphygmomanometer to find the blood pressure.

What information might the blood pressure readings tell the nurse about Janine’s health?

_The quality of written communication will be assessed in your answer._

The quality of written communication will be assessed in your answer.

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[Total: 8]
Anita and Paul cannot have a baby by normal means. Anita is given IVF treatment.

(a) Look at the stages involved in IVF treatment. They are not in the correct order.

Write down the stages in the correct order. The first and last have been done for you.

A  eggs are collected  
B  eggs are implanted  
C  makes first visit to doctor for counselling  
D  baby is born  
E  eggs are fertilised in a glass dish  
F  has hormone treatment

(b) Complete the labels of Anita’s reproductive system.

(c) Draw a cross (✗) on the diagram to show where the fertilised egg will be implanted.
(d) During antenatal care the midwife finds that Anita has developed high blood pressure since her last visit.

(i) Suggest what might be wrong with Anita.

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(ii) Name another test that the midwife should do when she meets Anita. Explain what the midwife is testing for and why.

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[Total: 8]
This table is used to obtain an APGAR score for a baby.

<table>
<thead>
<tr>
<th>observation</th>
<th>scores 0</th>
<th>scores 1</th>
<th>scores 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td>blue or pale all over</td>
<td>pink body but pale or blue fingers</td>
<td>pink all over</td>
</tr>
<tr>
<td>Pulse</td>
<td>0</td>
<td>less than 100</td>
<td>100 or more</td>
</tr>
<tr>
<td>Grimace</td>
<td>no response to stimulation</td>
<td>feeble grimace or cry when stimulated</td>
<td>cry or pull away when stimulated</td>
</tr>
<tr>
<td>Activity</td>
<td>no bending of joints</td>
<td>some bending of joints</td>
<td>bending of joints that resists straightening</td>
</tr>
<tr>
<td>Respiration</td>
<td>no breathing</td>
<td>weak irregular breathing</td>
<td>strong deep regular breathing</td>
</tr>
</tbody>
</table>

Describe how this table should be used and explain what the APGAR score means.

*The quality of written communication will be assessed in your answer.*

[Total: 6]
6 Scene of crime officers cordon off a crime scene. They draw this scale diagram of the crime scene.

(a) Use the scale information in the diagram to calculate the area of the crime scene. Show your working.

area ................................ unit ............... [3]

(b) Suggest two reasons why the calculation may not be a true value for the area of the crime scene.

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[Total: 5]
An insect is found preserved in amber.

Scientists want to know how old the insect is.

(a) A pollen grain is found on the insect.

An electron microscope is used to get an image of the pollen grain.

Discuss the **focus**, **contrast**, and **magnification** of the image of the pollen grain.
(b) A scientist compares the image of the pollen grain against drawings of known samples.

<table>
<thead>
<tr>
<th>Image</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pine tree</td>
<td>extinct 90 million years ago</td>
</tr>
<tr>
<td>Fir tree</td>
<td>present day</td>
</tr>
<tr>
<td>Penny flower</td>
<td>extinct 10 thousand years ago</td>
</tr>
<tr>
<td>Conifer tree</td>
<td>extinct 195 million years ago</td>
</tr>
<tr>
<td>Lily</td>
<td>present day</td>
</tr>
</tbody>
</table>

(i) Suggest how old the insect is. Give a reason for your answer.

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(ii) Information about these images was recorded by drawing or photographing them.

Give another way in which information can be recorded.

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[Total: 6]

END OF QUESTION PAPER