

Surname						Other Names					
Centre Number						Candidate Number					
Candidate Signature											

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General Certificate of Education  
 June 2003  
 Advanced Level Examination



**BIOLOGY (SPECIFICATION A)  
 Unit 8 (Written Synoptic)**

**BYA8/W**

Thursday 19 June 2003 Afternoon Session

**No additional materials are required.**  
 You may use a calculator.

Time allowed: 1 hour 45 minutes

**Instructions**

- Use blue or black ink or ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions in the spaces provided but note that **Question 3** offers a choice of essays.
- Do all rough work in this book. Cross through any work you do not want marked.

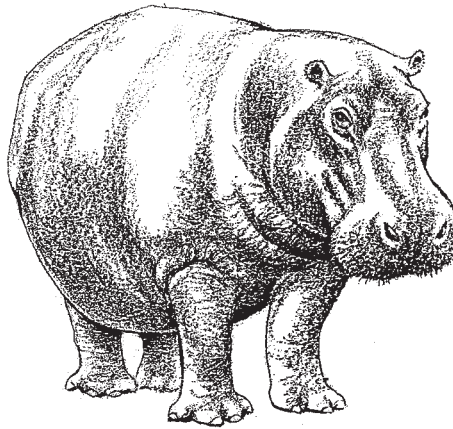
**Information**

- The maximum mark for this paper is 60.
- Mark allocations are shown in brackets.
- This unit assesses your understanding of the relationship between the different aspects of biology.
- You will be assessed on your ability to use an appropriate form and style of writing, to organise relevant information clearly and coherently, and to use specialist vocabulary, where appropriate.
- The degree of legibility of your handwriting and the level of accuracy of your spelling, punctuation and grammar will also be taken into account.

For Examiner's Use			
Number	Mark	Number	Mark
1			
2			
3			
Total (Column 1)		→	
Total (Column 2)		→	
TOTAL			
Examiner's Initials			

Answer **all** questions in the spaces provided.

- 1 The hippopotamus lives in tropical Africa. It is a large mammal, the mean body mass of an adult male being about 1500kg. Hippos spend much of the daytime partly submerged in lakes and rivers. At night they come out of the water and graze on plants. The drawing shows an adult hippo.



- (a) Explain why the core temperature of a hippo would probably rise if it stayed on land during the daytime.

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(3 marks)

- (b) During the daytime, the core temperature of a hippo is lower than the temperature of the unsubmerged skin on the back of the animal. Explain why.

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(2 marks)

- (c) Protein is essential for the growth of young hippos. Different proteins, however, have different nutritive values. One method of measuring protein quality is to calculate its biological value from the equation:

$$\text{Biological value} = \frac{\text{Amount of protein used in maintenance and growth}}{\text{Amount of protein digested and absorbed}}$$

In order to do this, the following quantities are measured:

- I** = nitrogen intake
- F** = nitrogen in faeces
- U** = nitrogen in urine

Use the letters **I**, **F** and/or **U** to show how each of the following is calculated:

- (i) the amount of protein digested and absorbed;

.....  
(1 mark)

- (ii) the amount of protein used in maintenance and growth.

.....  
(1 mark)

- (d) When food passes through the gut of a hippo, only a certain amount of the protein it contains is digested. The rest passes out of the body in the faeces. The digestibility coefficient is one way of measuring this.

$$\text{Digestibility coefficient} = \frac{\text{Nitrogen intake} - \text{Nitrogen in faeces}}{\text{Nitrogen intake}}$$

- (i) Explain why nitrogen intake is a useful measure of protein intake.

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(2 marks)

- (ii) Other than protein in the food which has not been digested, give **two** sources of protein in faeces.

1.....  
2.....  
(2 marks)

**QUESTION 1 CONTINUES ON THE NEXT PAGE**

**Turn over** ▶

- (iii) The structure of the gut of a hippo is very similar to that of a ruminant animal. Use your knowledge of plant cells to explain why the digestibility coefficient for protein in plant food is higher in the hippo than in a non-ruminant animal such as a human.

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(3 marks)

- (e) A study of disease in wild hippos was carried out in Uganda. Samples of blood were taken from animals of different ages and tested for rinderpest antibodies. Rinderpest is a serious viral disease which affects many species of herbivorous mammal. Some results of the study are shown in the table.

Estimated age of hippo / years	Number of animals tested	Number of animals positive for rinderpest antibodies
0-15	131	2
18	13	1
20	9	0
22	18	2
25	19	0
28	50	13
31	52	16
33	16	8

- (i) Explain how infection with the rinderpest virus results in the formation of rinderpest antibodies in the blood.

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(2 marks)

(ii) Give **two** hypotheses which could explain the proportions of hippos of different ages that tested positive for rinderpest antibodies.

1 .....

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2 .....

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(2 marks)

(iii) Before this study was carried out, there was no evidence that hippos could get rinderpest as no hippos suffering from the disease had been found. Explain the importance of this study to African cattle farmers living in areas near to rivers and lakes.

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(2 marks)

20

**TURN OVER FOR THE NEXT QUESTION**

Turn over 

2 Read the following passage.

The name “antibiotic” was originally used to describe one of the many different substances produced by microorganisms, which kill other microorganisms or stop them from multiplying. These properties make antibiotics very useful in medicine. All antibiotics function by interfering with specific cell components or by disrupting cell metabolism. Not surprisingly, 5 microbial inhibition is brought about by a variety of routes.

The most widely used antibiotics are the penicillins. These substances are chemically similar to each other in that they are all based on a ring-shaped nucleus to which various side-chains are attached. Penicillins inhibit the last stage in the synthesis of peptidoglycan which is the main component of bacterial cell walls. As a result, water enters the bacterial cell and causes 10 it to burst.

Another, rather more diverse, group of antibiotics affects nucleic acids. None of the antibiotics which bind to DNA is useful in controlling disease caused by bacteria because they are incapable of distinguishing between the DNA found in different types of cell. Any selectivity that does exist usually results from other factors such as the permeability of cells to drug 15 molecules. Some of these antibiotics interfere with DNA synthesis by binding specifically to enzymes involved in the polymerisation process.

A third group interferes specifically with ribosome function. The mechanism of protein synthesis is essentially the same in all cells but there is a difference in the type of ribosome that a cell contains. Chloramphenicol and tetracycline are two antibiotics which affect ribosomes. 20 They function in different ways. Chloramphenicol is a broad-spectrum antibiotic which inhibits the formation of peptide bonds. Tetracycline appears to prevent the binding of the tRNA-amino acid complex to the acceptor site of the ribosome. It may be more effective against bacterial cells than against mammalian cells because bacterial cells concentrate tetracycline. This results in a high concentration of tetracycline inside the cell, as much as 25 thirty times that of the concentration outside.

Use information from the passage and your own knowledge to answer the following questions.

- (a) Explain why it is not surprising that microbial inhibition is brought about by a variety of routes (lines 4-5).

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 .....  
 (1 mark)

- (b) Explain the meaning of the term *nucleus* as used in the passage (line 7).

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 (1 mark)

(c) (i) Explain why bacterial cells burst when they are treated with penicillin (lines 9-10).

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(3 marks)

(ii) Plant cells are similar to bacterial cells in that they are also surrounded by cell walls. Explain why plant cells would not burst if they were treated with penicillin.

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(1 mark)

(d) (i) Explain why none of the antibiotics which bind to DNA is useful in controlling disease caused by bacteria (lines 11-12).

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(2 marks)

(ii) Explain how antibiotics which bind specifically to enzymes involved in the polymerisation process interfere with DNA synthesis (lines 15-16).

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(2 marks)

**QUESTION 2 CONTINUES ON THE NEXT PAGE**

**Turn over** 

(e) Broad-spectrum antibiotics (line 20) are effective against many different microorganisms. Suggest why chloramphenicol

(i) is effective against many different microorganisms;

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(2 marks)

(ii) does not prevent protein synthesis in mammalian cells.

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(1 mark)

(f) (i) By what mechanism would you expect tetracycline to enter cells? Give a reason for your answer.

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(1 mark)

(ii) In terms of the structure of a plasma membrane, suggest why tetracycline does not reach high concentrations in mammalian cells.

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(1 mark)

15



