



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education Ordinary Level

CANDIDATE
NAME

CENTRE
NUMBER

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HUMAN AND SOCIAL BIOLOGY

5096/22

Paper 2

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 on all the work you hand in.

Write in dark blue or black pen.

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

DO NOT WRITE IN ANY BARCODES.

Write your answers in the spaces provided on the question paper.

Section A

Answer **all** questions.

You are advised to spend no longer than 1 hour on Section A.

Section B

Answer **both** the questions.

Section C

Answer **either** question **10** or question **11**.

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 | |
|--------------------------------|----|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| Section A sub-total | |
| 8 | |
| 9 | |
| Section C | |
| 10 | 11 |
| Total | |

This document consists of **21** printed pages and **3** blank pages.



Section A

Answer **all** the questions.

Write your answers in the spaces provided.

- 1 Fig. 1.1 is a diagram of a kidney, seen in longitudinal section.

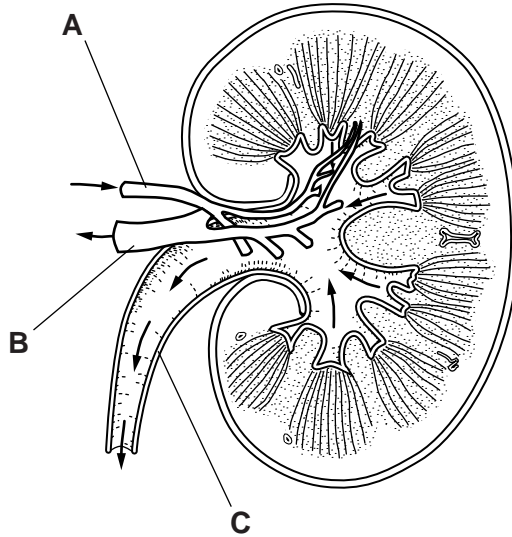


Fig. 1.1

- (a) Name the structures labelled **A**, **B** and **C**.

A

B

C

[3]

- (b) With reference to Fig. 1.1, explain what is meant by longitudinal section.

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

(c) Table 1.1 shows the concentrations of several substances in the blood and urine.

Table 1.1

| | concentration/g per 1000 cm ³ | |
|-----------------|--|----------|
| | blood | urine |
| plasma proteins | 80 | 0 |
| glucose | 0.8 to 1.1 | 0 |
| urea | 0.2 to 0.4 | 12 to 25 |
| sodium chloride | 6 | 9 to 36 |

(i) Explain why there are no plasma proteins in the urine.

.....
 [1]

(ii) Explain why there is no glucose in the urine.

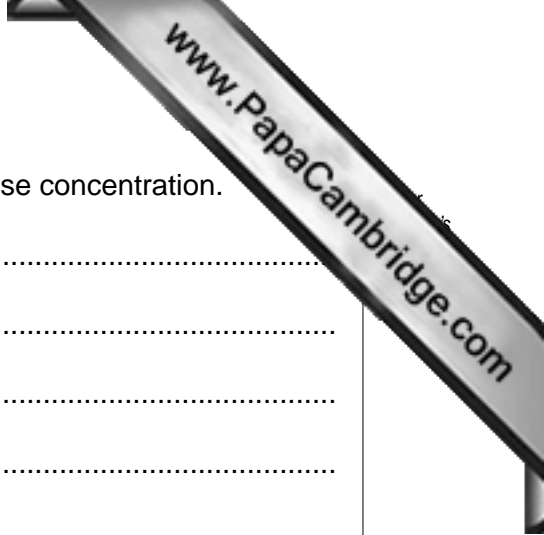
.....

 [2]

(iii) Explain why there is some variation in the concentration of sodium chloride in the urine, but not in the blood.

.....

 [3]



(iv) Explain why there is only a small variation in blood glucose concentration.

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

(v) Suggest a reason why the urea concentration in both blood and urine might rise.

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

(d) A person with kidney failure may be treated using a dialysis machine. This removes waste substances from the blood. Fig. 1.2 shows a dialysis machine in which there are many layers of dialysis membranes (like Visking tubing) separating blood from dialysis fluid. The dialysis fluid contains controlled amounts of several dissolved substances including glucose and it flows through the machine at a steady rate.

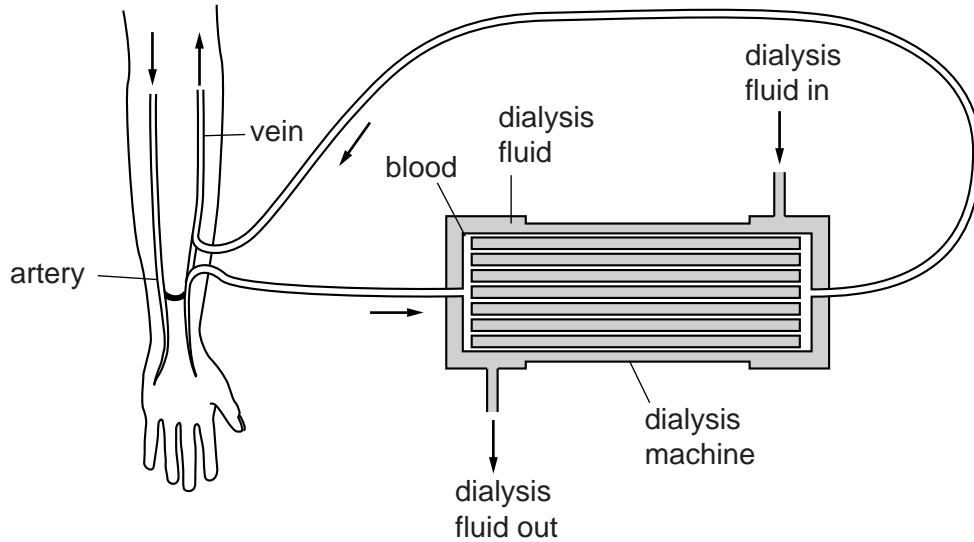


Fig. 1.2

(i) Explain how the dialysis membrane works.

.....

 [2]

(ii) Explain why glucose is included in the dialysis fluid.

.....

 [2]

(iii) Suggest a reason why it is important that the dialysis fluid keeps moving.

.....
 [1]

[Total: 20]

2 Fig. 2.1 shows three stages of birth.

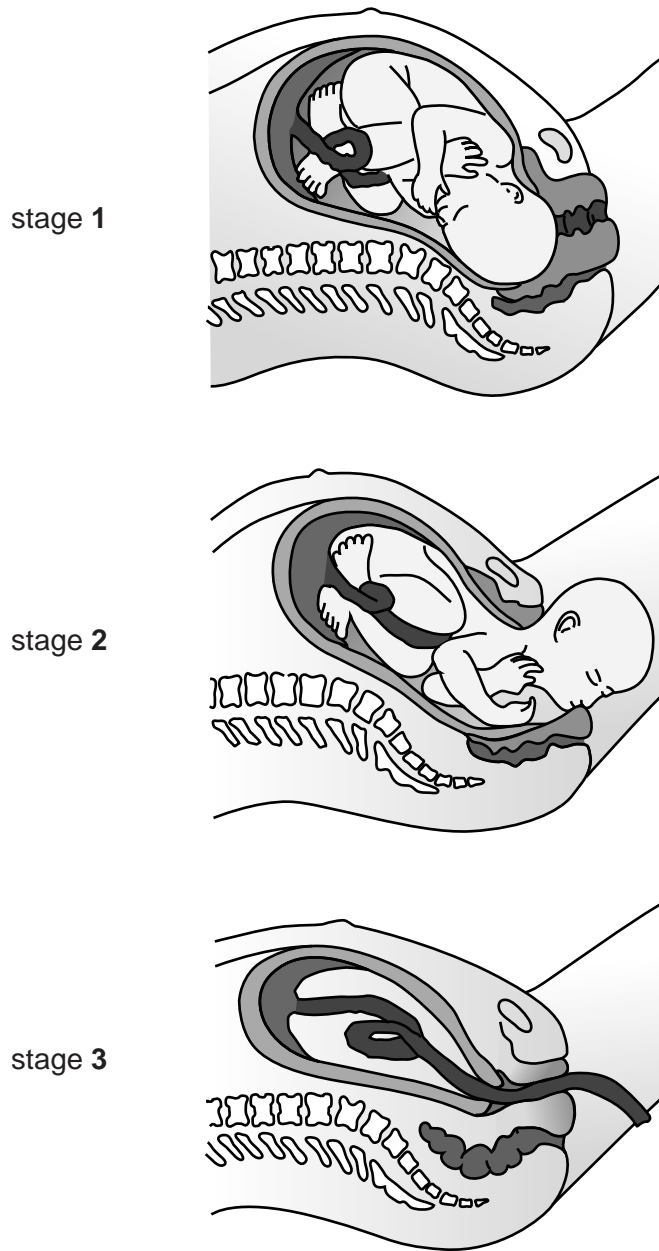


Fig. 2.1

(a) Suggest how the mother knows that birth is about to happen.

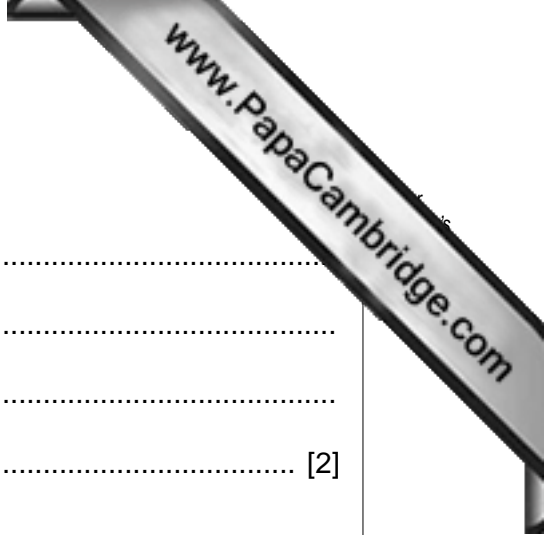
.....

.....

.....

.....

[2]



(b) State what happens during stage 2.

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

(c) State what happens in stage 3.

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

[Total: 5]

3 Fig. 3.1 represents the two types of nuclear division. Cells **D** and **E** are shown with chromosomes each.

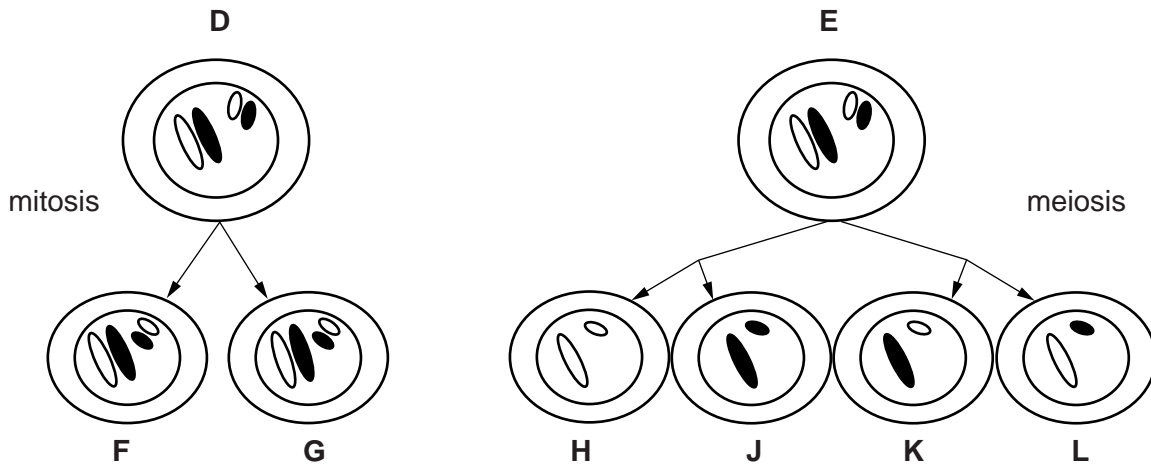


Fig. 3.1

(a) In Fig. 3.1 eight cells are identified by the letters **D** to **L**. Use the letters to complete Table 3.1 to show **three** cells which are **genetically identical** and **three** cells which are **genetically different**.

Table 3.1

| | cells | | |
|-----------------------|-------|--|--|
| genetically identical | | | |
| genetically different | | | |

[2]

(b) Complete Table 3.2 to compare mitosis and meiosis in humans.

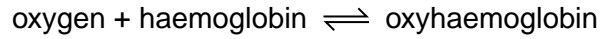
Table 3.2

| feature | mitosis | meiosis |
|---|---------|---------|
| location in the body | | |
| role in the body | | |
| number of chromosomes in daughter cells | | |

[6]

[Total: 8]

4 Haemoglobin in red blood cells normally transports oxygen. It combines reversibly with oxygen as shown below:



(a) Haemoglobin combines with oxygen in the blood vessels surrounding the alveoli in the lungs.

State where haemoglobin releases the oxygen.

..... [1]

Haemoglobin can also combine with carbon monoxide:



This reaction is **not** reversible.

The oxygen carrying capacity of the blood is the volume of oxygen that is carried by a known volume of blood.

(b) State why the oxygen carrying capacity of blood is reduced by exposure to carbon monoxide.

..... [1]

(c) State why a reduction in the oxygen carrying capacity of blood puts strain on the heart.

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

(d) Suggest a source of carbon monoxide that could affect the human body.

..... [1]

[Total: 5]

5 Fig. 5.1 represents blood vessels near the surface of the skin.

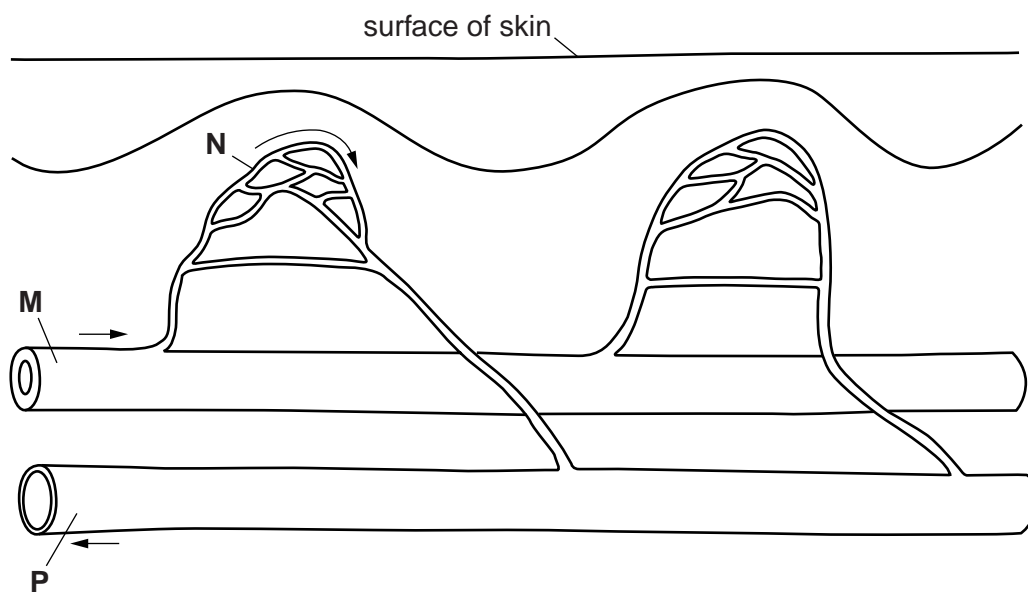


Fig. 5.1

(a) Name the types of blood vessel labelled **M**, **N** and **P** on Fig. 5.1.

M

N

P

[3]

(b) Describe what happens in these blood vessels when the body temperature rises.

In your answer you may refer to the blood vessels by the letters **M**, **N** and **P** as shown in Fig. 5.1.

.....

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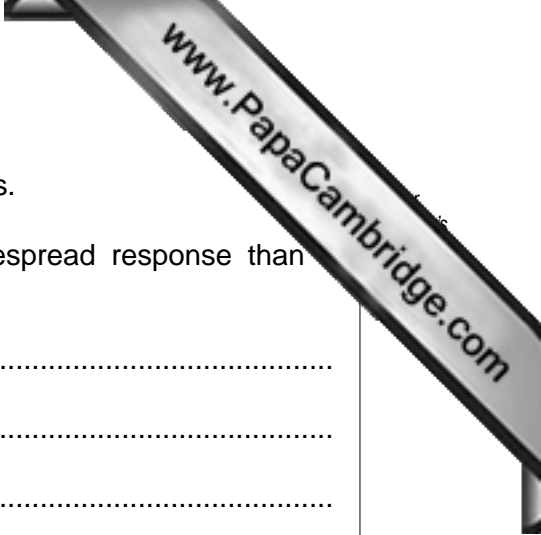
.....

.....

.....

[4]

[Total: 7]



6 The body uses two types of control system: hormonal and nervous.

(a) Explain why a hormonal control system has a more widespread response than nervous control system.

.....
.....
.....
.....
.....
.....
..... [4]

(b) Explain why a hormonal control system has a longer lasting response than a nervous control system.

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

[Total: 6]

7 A long-term investigation of the effects of various factors on health has been carried out by doctors.

The doctors were 35 years old at the beginning of the study. Some were cigarette smokers and some were non-smokers. The researchers recorded how old the doctors were when they died. The results of the study are shown in Fig. 7.1.

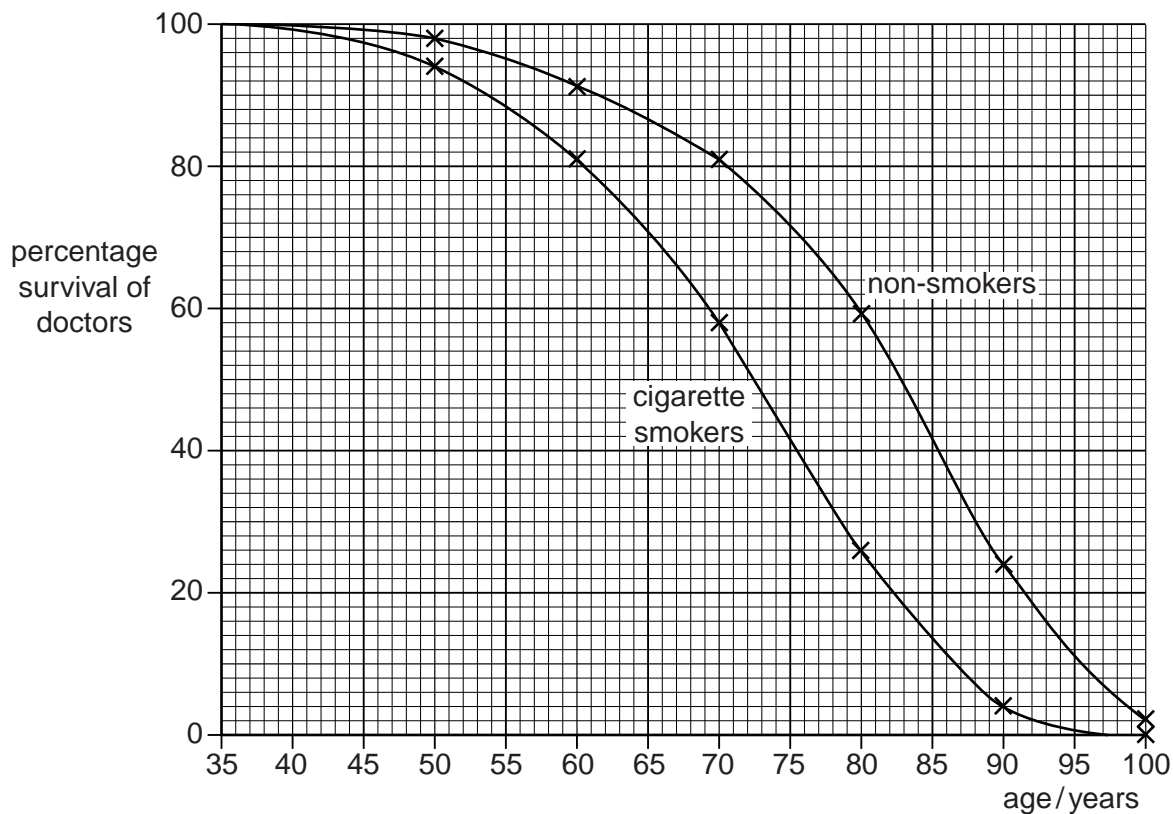


Fig. 7.1

(a) Suggest **one** reason why doctors were such a suitable group for this study.

.....
 [1]

(b) (i) From the graph, state the difference in the percentage of doctors alive in the two groups at age 70.

..... [1]

(ii) Explain the conclusions that can be made from the results of this study.

.....

 [2]

Section B

Answer **both** questions in this section.

Write your answers in the spaces provided.

8 Fig. 8.1 is a diagram of the thorax.

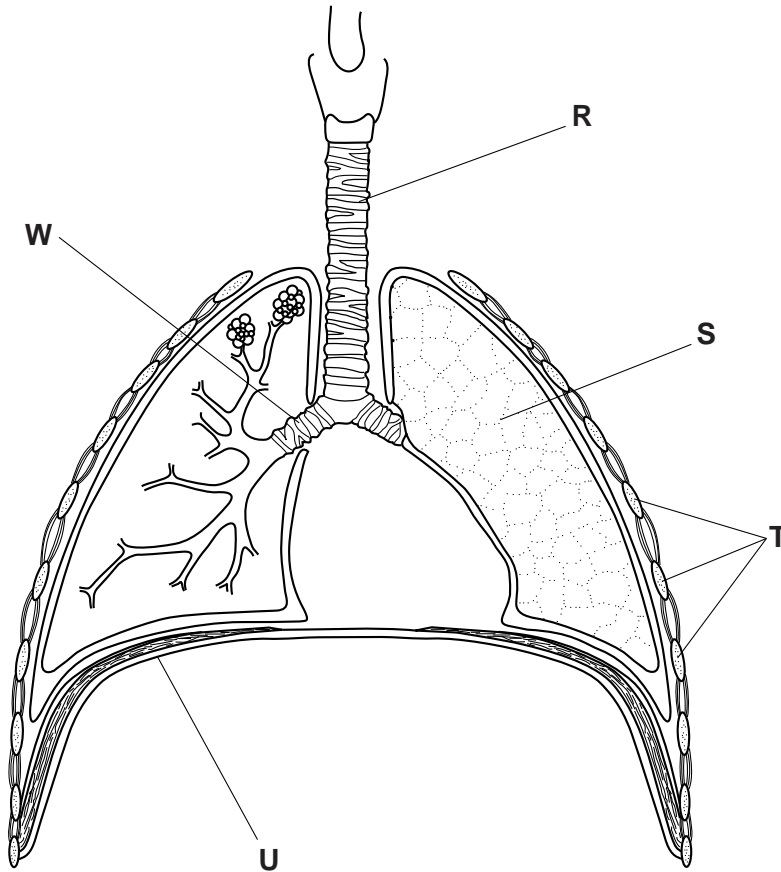
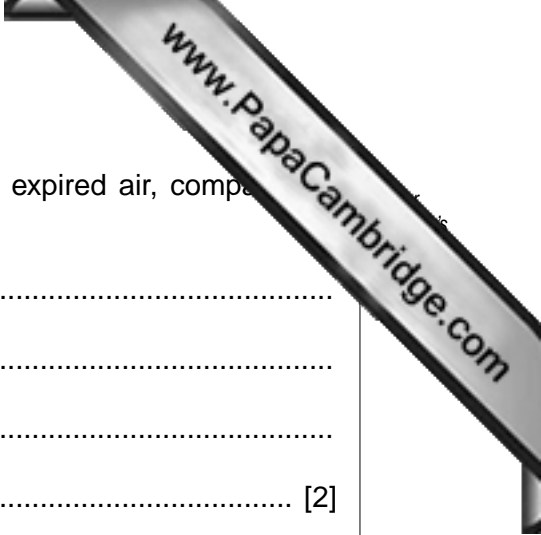


Fig. 8.1

(a) Name the structures labelled **R** to **W**.

- R
- S
- T
- U
- W

[5]



(i) State what you can conclude about the composition of expired air, compared to inspired air.

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

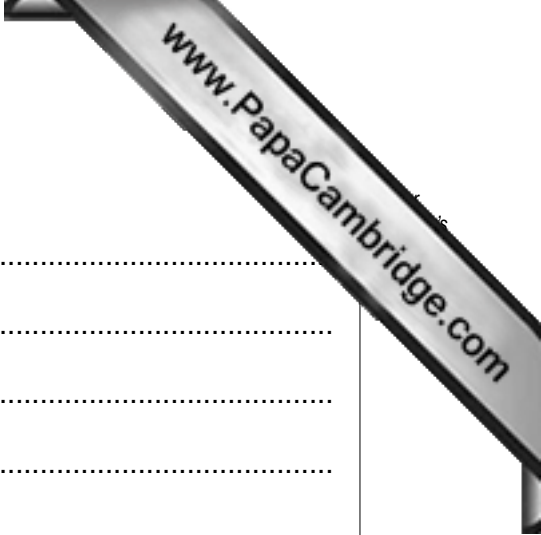
(ii) Explain why it was important that the student did not remove the mouthpiece while breathing in and out of the apparatus.

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

(iii) After several more breaths, the limewater in test-tube 1 started to go slightly cloudy. Explain why this is so.

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

[Total: 15]



(ii) leaves

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.....
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.....
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..... [5]

(b) Cereal plants, such as wheat, rice and maize, produce grain that does not contain as much protein as the seeds of soybean, but contain large quantities of carbohydrates.

These cereals are staple foods in the human diet as they provide carbohydrates.

Describe the roles of carbohydrates in human nutrition.

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.....
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..... [5]

[Total: 15]



(b) Discuss the possible problems, including social consequences, caused by the non-medical use of heroin.

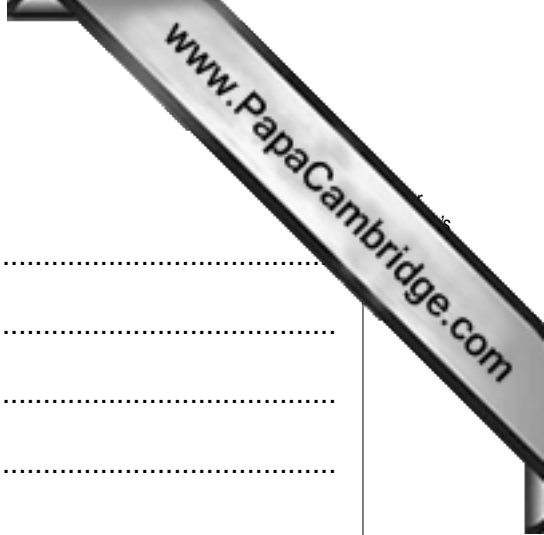
..... [6]

(c) Morphine and codeine are similar substances to heroin and have similar effects. They may be used as legal drugs.

Suggest how the problems associated with heroin are minimised when the legal forms of these drugs are used under medical supervision.

..... [3]

[Total: 15]



- from day 40 onwards

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[12]

(b) At day 60, the person is exposed to a different infectious organism to which they have **not** been previously exposed. Draw a line on Fig. 11.1 to show what would happen to the number of antibodies in the blood after exposure to this different infectious organism.

[3]

[Total: 15]

