

Cambridge  
International  
AS & A Level

**Cambridge International Examinations**  
Cambridge International Advanced Subsidiary and Advanced Level

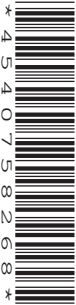
CANDIDATE  
NAME

CENTRE  
NUMBER

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**BIOLOGY**

**9700/21**

Paper 2 Structured Questions AS

**May/June 2015**

**1 hour 15 minutes**

Candidates answer on the Question Paper.

No Additional Materials are required.

**READ THESE INSTRUCTIONS FIRST**

Write your Centre number, candidate number and name in the spaces at the top of the page.

Write in dark blue or black pen.

You may use an HB pencil for any diagrams or graphs.

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

**DO NOT WRITE IN ANY BARCODES.**

Answer **all** questions.

Electronic calculators may be used.

You may lose marks if you do not show your working or if you do not use appropriate units.

At the end of the examination, fasten all your work securely together.

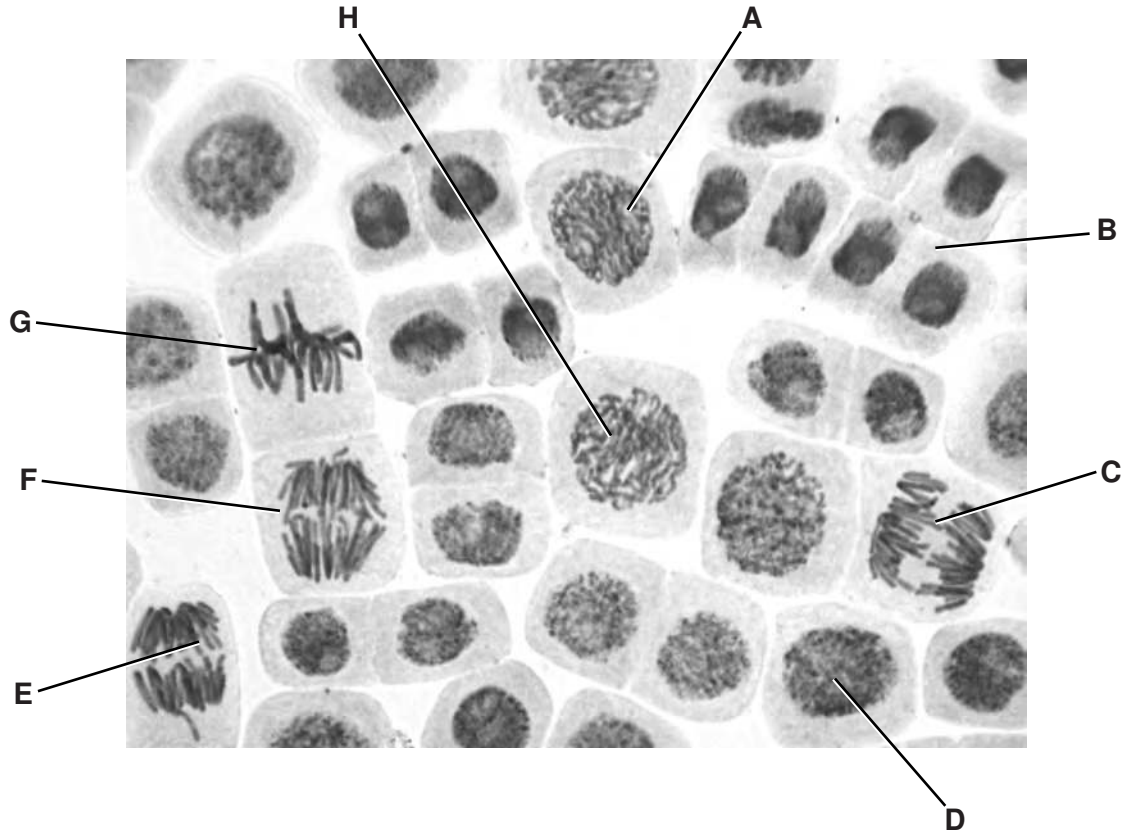
The number of marks is given in brackets [ ] at the end of each question or part question.

This document consists of **16** printed pages.

Answer **all** the questions.

- 1 A student investigated growth in the roots of broad bean, *Vicia faba*. The student cut sections of the root tip of this plant and viewed them with a light microscope.

Fig. 1.1 is a photomicrograph of one of the sections. The cell labelled **D** is in interphase.



**Fig. 1.1**

- (a) Complete the table below by:
- naming the stages of mitosis in the correct sequence following interphase
  - identifying **one** example from the cells labelled **A** to **H** that is in each stage of mitosis that you have named.

stage of mitosis	label from Fig. 1.1

[5]



(d) *V. faba* is a legume. Roots of legumes often have swellings at intervals known as nodules. Cells within the nodules contain nitrogen-fixing bacteria.

(i) Explain the role of nitrogen fixation in the nitrogen cycle.

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

(ii) Farmers in some parts of the world grow legume crops together with cereal crops in the same field. This is known as intercropping.

Explain how intercropping results in an increase in the yield of the cereals when the legumes die.

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

[Total: 14]

- 2 Pathogens enter the body in a variety of ways, including through the gas exchange system. The body has several defence mechanisms against the entry of pathogens and their spread throughout the body.

Fig. 2.1 is an electron micrograph of a cross section of the lining of a bronchiole.

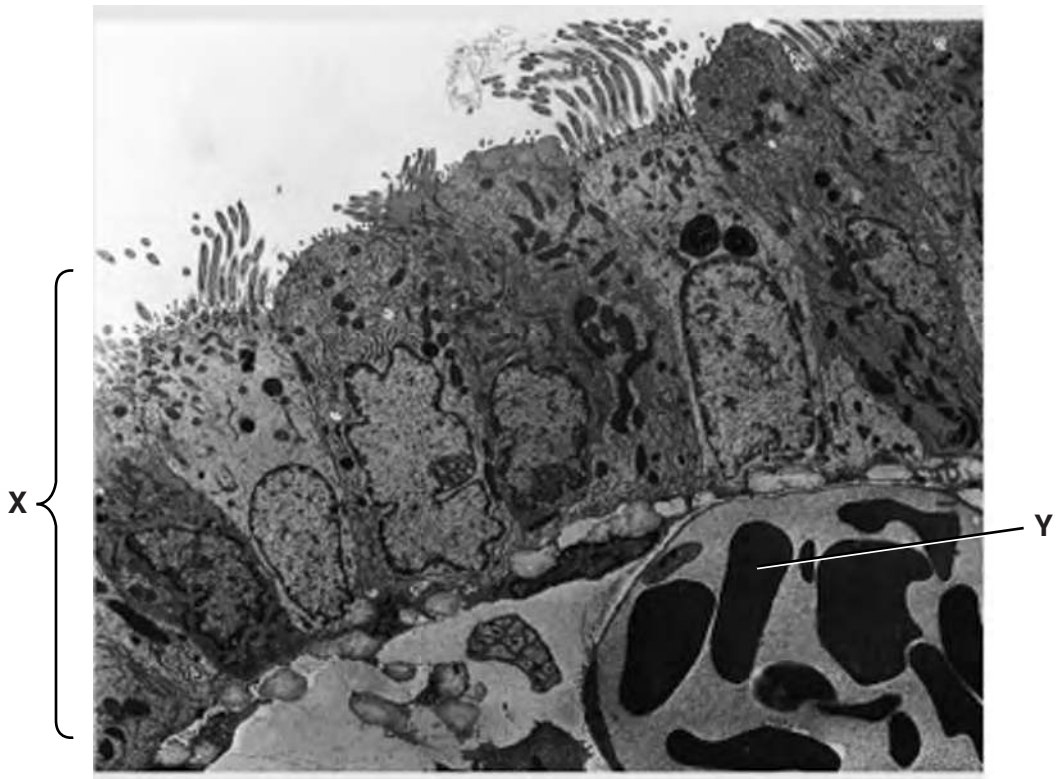


Fig. 2.1

- (a) (i) Name tissue **X** and cell **Y**.

**X** .....

**Y** .....[2]

- (ii) With reference to the structures visible in Fig. 2.1, state three ways in which the lining of the trachea, bronchus and bronchioles provides protection against the entry of bacterial pathogens.

1 .....

.....

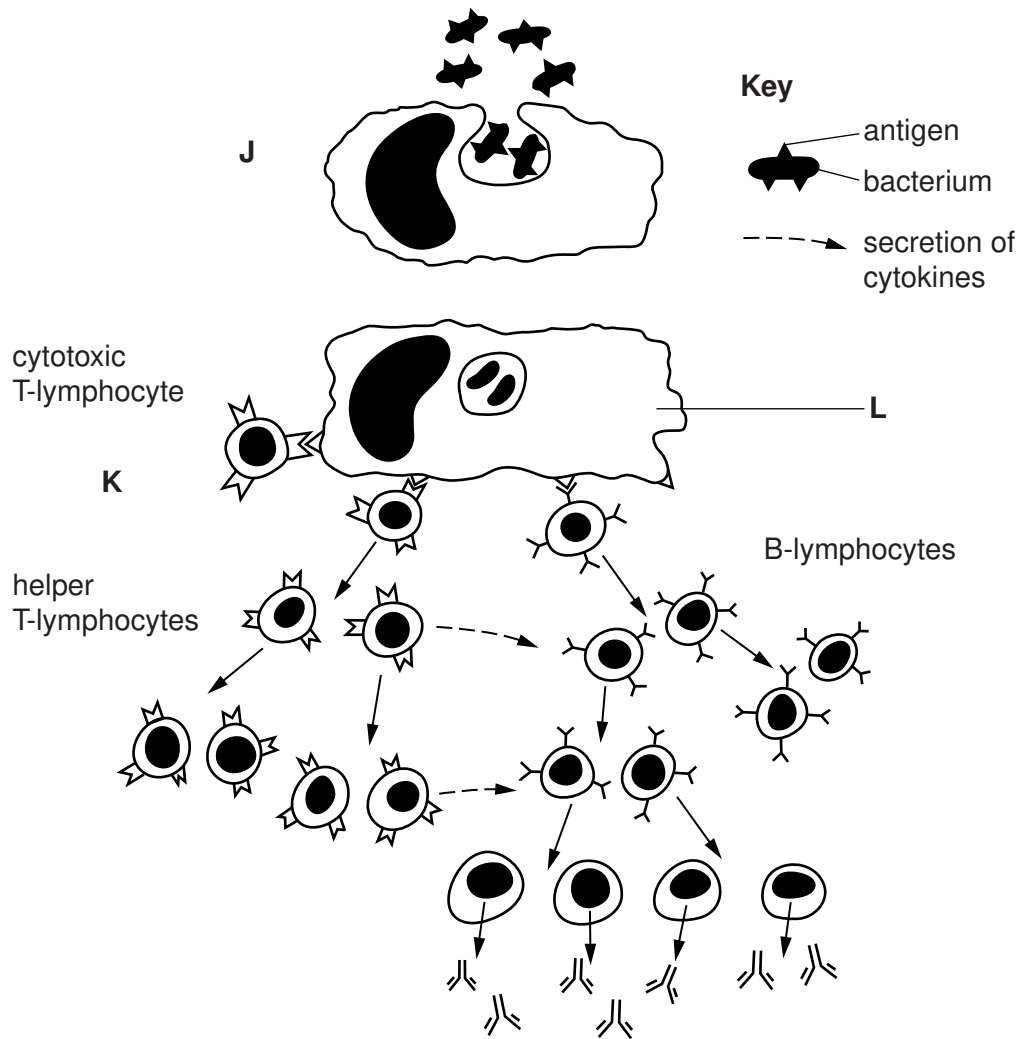
2 .....

.....

3 .....

.....[3]

Fig. 2.2 shows part of the immune response to the first infection by a bacterial pathogen that has entered the body through the lining of a bronchiole. **J** and **K** are stages in the immune response.



**Fig. 2.2**

**(b) (i)** State what is happening at stage **J**.

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

**(ii)** Explain the role of cell **L** at stage **K** in the immune response.

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



- 3 When a leaf is first formed it is described as a sink for carbohydrate. As the leaf continues to grow, it starts to photosynthesise and becomes a source of carbohydrates and other assimilates.

Fig. 3.1 shows the changes that occur to the structure of plasmodesmata in the leaf as it grows.

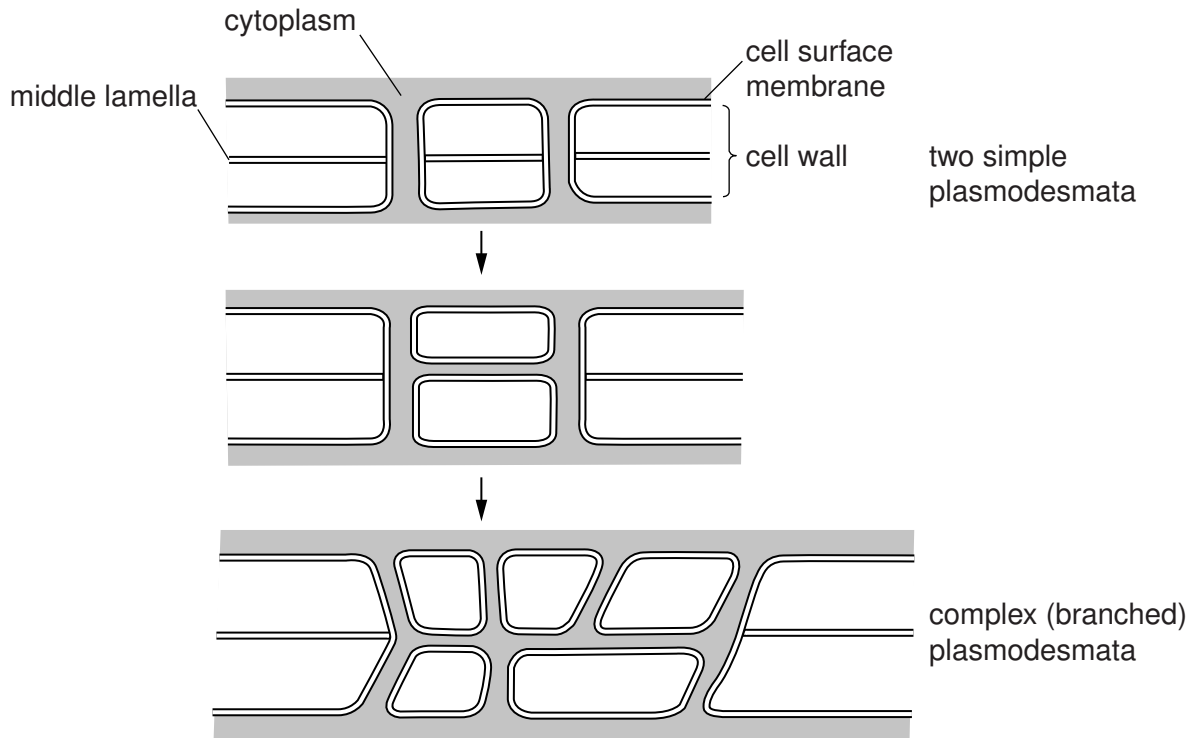


Fig. 3.1

- (a) Suggest the advantage of complex plasmodesmata between cells in leaves.

.....

.....

.....

.....

.....

.....[2]







- (b) Carbonic anhydrase is an enzyme that is found in blood, liver and kidneys. Fig. 4.2 shows a molecular model of this enzyme.

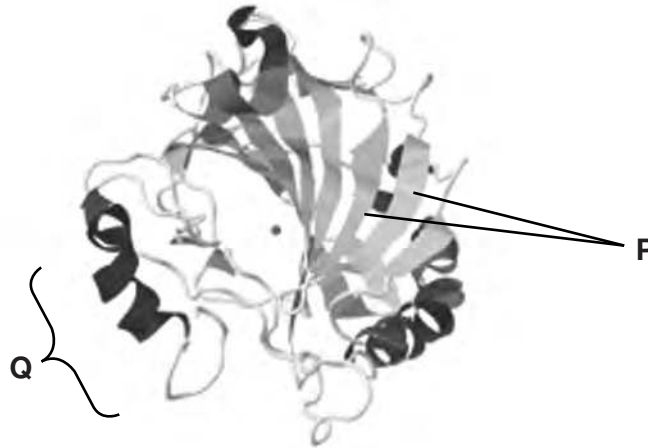


Fig. 4.2

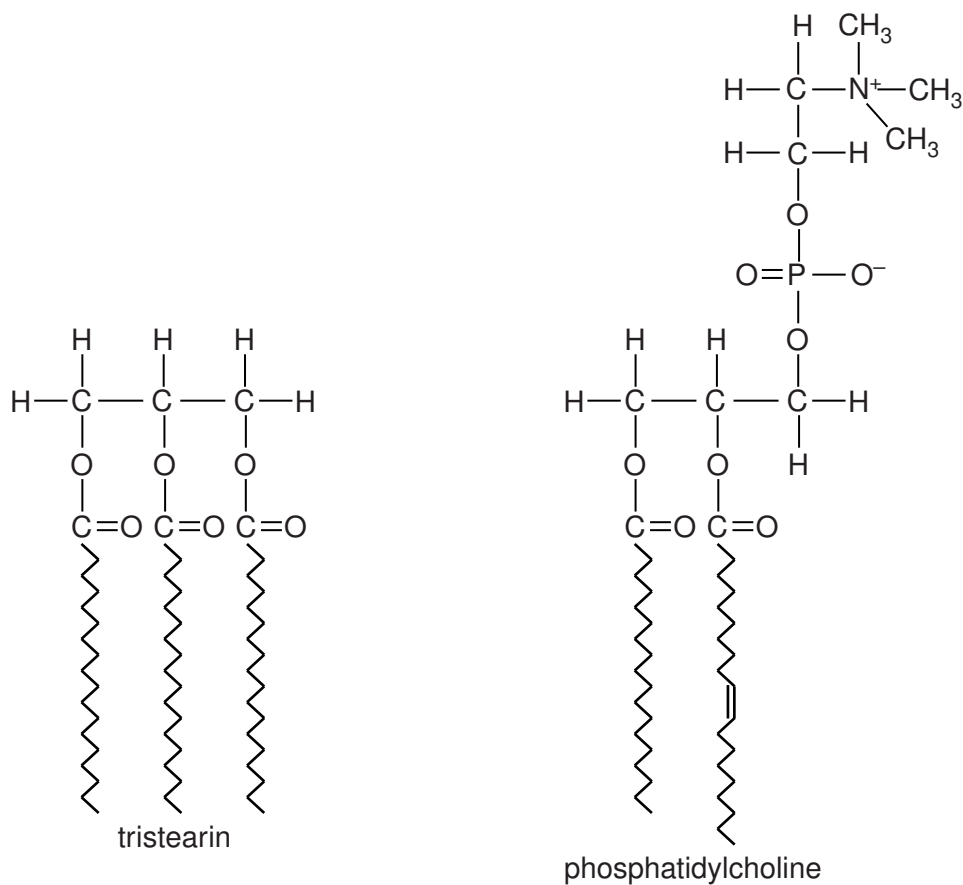
- (i) With reference to Fig. 4.2 and the parts labelled **P** and **Q**, explain the term *secondary structure*.

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

- (ii) Describe the role of carbonic anhydrase in the blood.

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

- 5 Fig. 5.1 shows a diagram of the molecular structures of tristearin (a triglyceride) and phosphatidylcholine (a phospholipid).



**Fig. 5.1**

- (a) Table 5.1 shows a structural difference between the two molecules shown in Fig. 5.1.

Complete Table 5.1 with two further structural differences **other than** in numbers of different types of atoms.

**Table 5.1**

structural feature	tristearin	phosphatidylcholine
length of fatty acid chains	all the same length	different lengths

[2]



(c) Water has many significant roles to play in cells and living organisms.

Complete Table 5.2 below by stating the property of water that allows each of the following to take place.

**Table 5.2**

role of water	property of water
solvent for glucose and ions	
movement in xylem	
helps to decrease body temperature in mammals	

[3]

[Total: 9]

- 6 Red blood cells are formed from cells called reticulocytes. Stem cells in the bone marrow produce reticulocytes which differentiate into red blood cells. During differentiation haemoglobin is produced.

Fig. 6.1 shows the structure of small sections of DNA and messenger RNA (mRNA) in the nucleus of a reticulocyte during transcription.

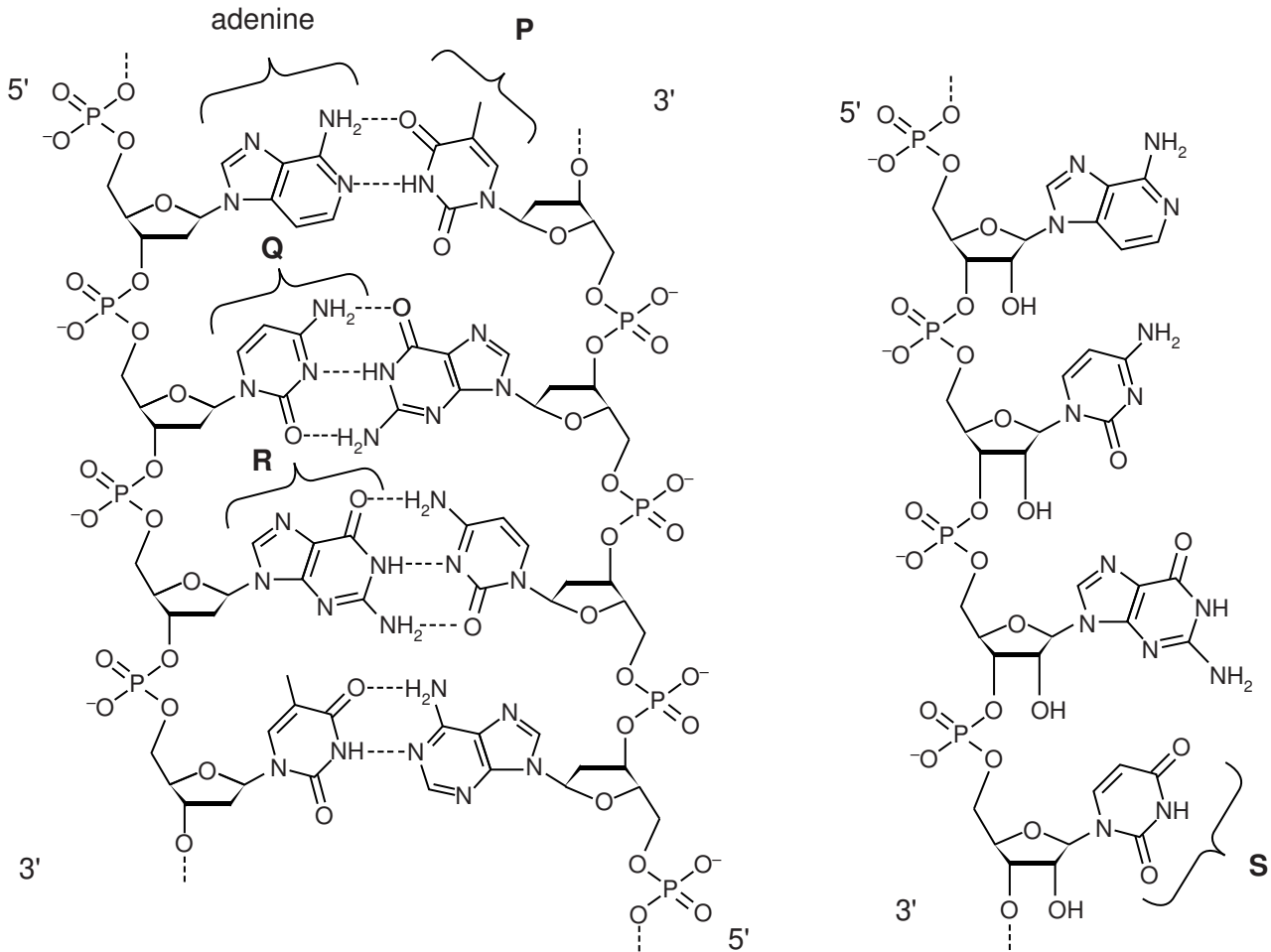


Fig. 6.1

(a) Name the bases P to S.

- P .....
- Q .....
- R .....
- S .....[4]

