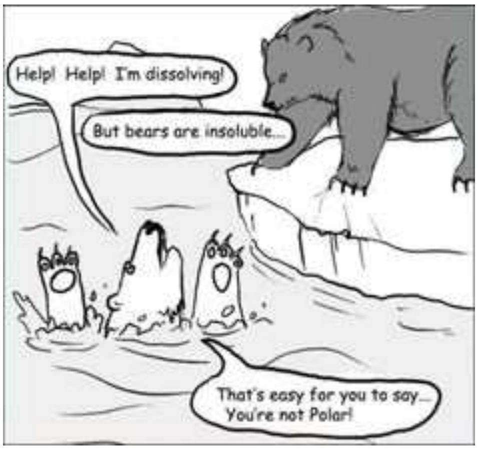
A Level Biology Transition Guide

You're studying A-level Biology

Welcome to A-level Biology. This pack contains a programme of activities and resources to prepare you to start an A-level in Biology in September. It is aimed to be used over the Summer Holidays to ensure you are ready to start your course in September.

The transition from GCSEs to A-levels is challenging, and we as teachers expect mature and organised students, but most of all we want you to be passionate about our subject.

Biology focuses on the study of living organisms. What is life? How do we protect it? How organisms survive at the molecular, cellular, and anatomical levels? What is the ecological interrelationship one organism has with another? What evolutionary patterns are associated with organisms? These questions are important to living creatures like ourselves and studying Biology is about understanding the answers.



At first, you may find the jump in demand from GCSE a little daunting, but if you follow the tips and advice in this guide, you'll soon adapt.

<u>The course</u>

The specification is a useful reference document for you. You can download a copy from the AQA website: [AQA | Science | AS and A-level | Biology]

The most relevant parts of the specification for students are the following:

Section 3: Subject content

Section 6: Maths requirements and examples

Section 7: Practical assessment

The assessment for the A-level consists of three exams, which you will take at the end of the two year course**:**

Paper 1	Paper 2	Paper 3
What's assessed • Any content from topics 1-4 including relevant practical skills	**What's assessed** • Any content from topics 5 – 8 including relevant practical skills	**What's assessed** • Any content from topics 1-8 including • relevant practical skills
How it's assessed • Written exam: 2 hours • 91 marks • 35% of the A-level	**How it's assessed** • Written exam: 2 hours • 91 marks • 35% of the A-level	**How it's assessed** • Written exam: 2 hours • 78 marks • 30% of the AS-level
Questions • 76 marks: a mixture of short and long answer questions • 15 marks: extended response questions	**Questions** • 76 marks: a mixture of short and long answer questions • 15 marks: extended response questions	**Questions** • 38 marks: structured questions, including practical techniques • 15 marks: critical analysis of given experimental data • 25 marks: one essay from a choice of two titles

Course information:

- We will be following the AQA A-level Biology syllabus
- You will complete a baseline test in September to check your understanding of topics
- You will sit two exams at the end of Year 12, which you will need to pass in order to progress to Year 13. These exams do NOT contribute to your final A-level qualification.
- You will sit three exams at the end of Year 13, each contributing ≈33% towards your A-level qualification

Biology lesson information and expectations:

- You will attend 5 x 60 minute lessons each week
- Lessons and assessments will consist of both practical skill and theory content
- You must complete at least 12 assessed practical investigations over the course of the A-level course
- Homework must be completed and handed in on time
- Tests will take place at the end of each topic and each unit

Independent study will by completed each week

Specification at a glance

Year 1:

- Biological molecules
- Cells
- Organisms exchange substances with their environment
- Genetic information, variation and relationships between organisms

Year 2:

- Energy transfers in and between organisms
- Organisms respond to changes in their internal and external environments
- Genetics, populations, evolution and ecosystems
- The control of gene expression

Compulsory Task for non-Triple Science Candidates

You need to purchase and complete the 'Head Start to AS Biology' book

- Publisher: Coordination Group Publications Ltd (CGP) (2nd Mar. 2015)
- ISBN: 9781782942795

Having only studied the content for 2 GCSEs there are already gaps compared to those who have 3 science GCSEs. Completing this book will help to fill those gaps.

All of the questions should be fully answered with clear and structured workings on paper with content titles. *This is to be brought to your first Biology lesson.*

Transition from GCSE to A Level

Moving from GCSE Science to A Level can be a daunting leap. You'll be expected to remember a lot more facts, equations, and definitions, and you will need to learn new maths skills and develop confidence in applying what you already know to unfamiliar situations.

This worksheet aims to give you a head start by helping you:

- to pre-learn some useful knowledge from the first chapters of your A Level course
- understand and practice of some of the maths skills you'll need.

Retrieval questions

You need to be confident about the definitions of terms that describe measurements and results in A Level Biology.

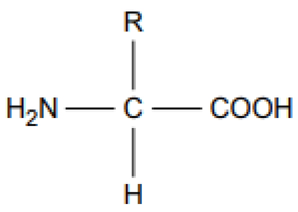
Learn the answers to the questions below then cover the answers column with a piece of paper and write as many answers as you can. Check and repeat.

Practical science key terms

When is a measurement valid?	when it measures what it is supposed to be measuring
When is a result accurate?	when it is close to the true value
What are precise results?	when repeat measurements are consistent/agree closely with each other
What is repeatability?	how precise repeated measurements are when they are taken by the *same* person, using the *same* equipment, under the *same* conditions
What is reproducibility?	how precise repeated measurements are when they are taken by *different* people, using *different* equipment
What is the uncertainty of a measurement?	the interval within which the true value is expected to lie
Define measurement error	the difference between a measured value and the true value
What type of error is caused by results varying around the true value in an unpredictable way?	random error
What is a systematic error?	a consistent difference between the measured values and true values
What does zero error mean?	a measuring instrument gives a false reading when the true value should be zero
Which variable is changed or selected by the investigator?	independent variable
What is a dependent variable?	a variable that is measured every time the independent variable is changed
Define a fair test	a test in which only the independent variable is allowed to affect the dependent variable
What are control variables?	variables that should be kept constant to avoid them affecting the dependent variable

Biological molecules

Learn the answers to the questions below then cover the answers column with a piece of paper and write as many answers as you can. Check and repeat.

What are monomers?	smaller units from which larger molecules are made
What are polymers?	molecules made from a large number of monomers joined together
What is a condensation reaction?	a reaction that joins two molecules together to form a chemical bond whilst eliminating of a molecule of water
What is a hydrolysis reaction?	a reaction that breaks a chemical bond between two molecules and involves the use of a water molecule
What is a monosaccharide?	monomers from which larger carbohydrates are made
How is a glycosidic bond formed?	a condensation reaction between two monosaccharides
Name the three main examples of polysaccharides.	glycogen, starch, cellulose
Describe Benedict's test for reducing sugars	gently heat a solution of a food sample with an equal volume of Benedict's solution for five minutes, the solution turns orange/brown if reducing sugar is present
Name the two main groups of lipids	phospholipids, triglycerides (fats and oils)
Give four roles of lipids	source of energy, waterproofing, insulation, protection
What is an ester bond?	a bond formed by a condensation reaction between glycerol and a fatty acid
Describe the emulsion test for lipids	mix the sample with ethanol in a clean test tube, shake the sample, add water, shake the sample again, a cloudy white colour indicates that lipid is present
What are the monomers that make up proteins?	amino acids
Draw the structure of an amino acid	
How is a peptide bond formed?	a condensation reaction between two amino acids
What is a polypeptide?	many amino acids joined together
Describe the biuret test for proteins	mix the sample with sodium hydroxide solution at room temperature, add very dilute copper(II) sulfate solution, mix gently, a purple colour indicates that peptide bonds are present
How does an enzyme affect a reaction?	it lowers the activation energy
Give five factors which can affect enzyme action.	temperature, pH, enzyme concentration, substrate concentration, inhibitor concentration
What is a competitive inhibitor?	a molecule with a similar shape to the substrate, allowing it to occupy the active site of the enzyme
What is a non-competitive inhibitor?	a molecule that changes the shape of the enzyme by binding somewhere other than the active site.

Cells

Using the Cornell notes system: http://coe.jmu.edu/learningtoolbox/cornellnotes.html make 1 page of notes.

The Cell - Available at: http://bigpictureeducation.com/cell
The cell is the building block of life. Each of us starts from a single cell, a zygote, and grows into a complex organism made of trillions of cells. In this issue, we explore what we know – and what we don't yet know – about the cells that are the basis of us all and how they reproduce, grow, move, communicate and die.

Maths skills

1.1 Units and prefixes

A key criterion for success in biological maths lies in the use of correct units and the management of numbers. The units scientists use are from the *Système Internationale* – the SI units. In biology, the most commonly used SI base units are metre (m), kilogram (kg), second (s), and mole (mol). Biologists also use SI derived units, such as square metre (m^2), cubic metre (m^3), degree Celsius (°C), and litre (l).

To accommodate the huge range of dimensions in our measurements they may be further modified using appropriate prefixes. For example, one thousandth of a second is a millisecond (ms). Some of these prefixes are illustrated in the table below.

Multiplication factor	Prefix	Symbol
10^9	giga	G
10^6	mega	M
10^3	kilo	k
10^{-2}	centi	c
10^{-3}	milli	m
10^{-6}	micro	µ
10^{-9}	nano	n

Practice questions

1 A burger contains 4 500 000 J of energy. Write this in:

a kilojoules **b** megajoules.

2 HIV is a virus with a diameter of between 9.0×10^{-8} m and 1.20×10^{-7} m.

Write this range in nanometres.

1.2 Powers and indices

Ten squared = 10 × 10 = 100 and can be written as 10^2. This is also called 'ten to the power of 2'.

Ten cubed is 'ten to the power of three' and can be written as $10^3 = 1000$.

The power is also called the index.

Fractions have negative indices:

one tenth = $10^{-1} = 1/10 = 0.1$

one hundredth = $10^{-2} = 1/100 = 0.01$

Any number to the power of 0 is equal to 1, for example, $29^0 = 1$.

If the index is 1, the value is unchanged, for example, $17^1 = 17$.

When multiplying powers of ten, you must *add* the indices.

So $100 \times 1000 = 100\,000$ is the same as $10^2 \times 10^3 = 10^{2+3} = 10^5$

When dividing powers of ten, you must *subtract* the indices.

So $100/1000 = 1/10 = 10^{-1}$ is the same as $10^2/10^3 = 10^{2-3} = 10^{-1}$

But you can only do this when the numbers with the indices are the same.

So $10^2 \times 2^3 = 100 \times 8 = 800$

And you can't do this when adding or subtracting.

$10^2 + 10^3 = 100 + 1000 = 1100$

$10^2 - 10^3 = 100 - 1000 = -900$

Remember: You can only add and subtract the indices when you are multiplying or dividing the numbers, not adding or subtracting them.

Practice questions

3 Calculate the following values. Give your answers using indices.

a $10^8 \times 10^3$ **b** $10^7 \times 10^2 \times 10^3$

c $10^3 + 10^3$ **d** $10^2 - 10^{-2}$

4 Calculate the following values. Give your answers with and without using indices.

a $10^5 \div 10^4$ **b** $10^3 \div 10^6$

c $10^2 \div 10^{-4}$ **d** $100^2 \div 10^2$

1.3 Converting units

When doing calculations, it is important to express your answer using sensible numbers. For example, an answer of 6230 μm would have been more meaningful expressed as 6.2 mm.

If you convert between units and round numbers properly, it allows quoted measurements to be understood within the scale of the observations.

To convert 488 889 m into km:

A kilo is 10^3 so you need to divide by this number, or move the decimal point three places to the left.

$488\,889 \div 10^3 = 488.889$ km

However, suppose you are converting from mm to km: you need to go from 10^3 to 10^{-3}, or move the decimal point six places to the left.

333 mm is 0.000 333 km

Alternatively, if you want to convert from 333 mm to nm, you would have to go from 10^{-9} to 10^{-3}, or move the decimal point six places to the right.

333 mm is 333 000 000 nm

Practice question

5 Calculate the following conversions:

a 0.004 m into mm **b** 130 000 ms into s

c 31.3 ml into μl **d** 104 ng into mg

6 Give the following values in a different unit so they make more sense to the reader.

Choose the final units yourself. (Hint: make the final number as close in magnitude to zero as you can. For example, you would convert 1000 m into 1 km.)

a 0.000 057 m **b** 8 600 000 µl **c** 68 000 ms **d** 0.009 cm

2.1 Decimal numbers

A decimal number has a decimal point. Each figure *before* the point is a whole number, and the figures *after* the point represent fractions.

The number of decimal places is the number of figures *after* the decimal point. For example, the number 47.38 has 2 decimal places, and 47.380 is the same number to 3 decimal places.

In science, you must write your answer to a sensible number of decimal places.

Practice questions

1 New antibiotics are being tested. A student calculates the area of clear zones in Petri dishes in which the antibiotics have been used. List these in order from smallest to largest.

0.0214 cm^2 0.03 cm^2 0.0218 cm^2 0.034 cm^2

2 A student measures the heights of a number of different plants. List these in order from smallest to largest.

22.003 cm 22.25 cm 12.901 cm 12.03 cm 22 cm

2.2 Standard form

Sometimes biologists need to work with numbers that are very small, such as dimensions of organelles, or very large, such as populations of bacteria. In such cases, the use of scientific notation or standard form is very useful, because it allows the numbers to be written easily.

Standard form is expressing numbers in powers of ten, for example, 1.5×10^7 microorganisms.

Look at this worked example. The number of cells in the human body is approximately 37 200 000 000 000. To write this in standard form, follow these steps:

Step 1: Write down the smallest number between 1 and 10 that can be derived from the number to be converted. In this case it would be 3.72

Step 2: Write the number of times the decimal place will have to shift to expand this to the original number as powers of ten. On paper this can be done by hopping the decimal over each number like this:

until the end of the number is reached.

In this example that requires 13 shifts, so the standard form should be written as 3.72×10^{13}.

For very small numbers the same rules apply, except that the decimal point has to hop backwards. For example, 0.000 000 45 would be written as 4.5×10^{-7}.

Practice questions

3 Change the following values to standard form.

a 3060 kJ **b** 140 000 kg **c** 0.000 18 m **d** 0.000 004 m

4 Give the following numbers in standard form.

a 100 **b** 10 000 **c** 0.01 **d** 21 000 000

5 Give the following as decimals.

a 10^{6} **b** 4.7×10^{9} **c** 1.2×10^{12} **d** 7.96×10^{-4}

2.3 Significant figures

When you use a calculator to work out a numerical answer, you know that this often results in a large number of decimal places and, in most cases, the final few digits are 'not significant'. It is important to record your data and your answers to calculations to a reasonable number of significant figures. Too many and your answer is claiming an accuracy that it does not have, too few and you are not showing the precision and care required in scientific analysis.

Numbers to 3 significant figures (3 s.f.):

7.88 25.4 741

Bigger and smaller numbers with 3 significant figures:

0.000 147 0.0147 0.245 39 400 96 200 000 (notice that the zeros before the figures and after the figures are *not* significant – they just show you how large the number is by the position of the decimal point).

Numbers to 3 significant figures where the zeros *are* significant:

207 4050 1.01 (any zeros between the other significant figures *are* significant).

Standard form numbers with 3 significant figures:

9.42×10^{-5} 1.56×10^{8}

If the value you wanted to write to 3.s.f. was 590, then to show the zero was significant you would have to write:

590 (to 3.s.f.) or 5.90×10^{2}

Remember: For calculations, use the same number of figures as the data in the question with the lowest number of significant figures. It is not possible for the answer to be more accurate than the data in the question.

Practice question

6 Write the following numbers to **i** 2 s.f. and **ii** 3 s.f.

a 7644 g

b 27.54 m

c 4.3333 g

d 5.995×10^{2} cm^{3}

7 The average mass of oxygen produced by an oak tree is 11800 g per year.

Give this mass in standard form and quote your answer to 2 significant figures.

3 Working with formulae

It is often necessary to use a mathematical formula to calculate quantities. You may be tested on your ability to substitute numbers into formulae or to rearrange formulae to find specific values.

3.1 Substituting into formulae

Think about the data you are given in the question. Write down the equation and then think about how to get the data to substitute into the equation. Look at this worked example.

A cheek cell has a 0.06 mm diameter. Under a microscope it has a diameter 12 mm. What is the magnification?

$$\text{magnification} = \text{image size (mm)} \div \text{object size (mm)} \quad \text{or} \quad M = \frac{I}{O}$$

Substitute the values and calculate the answer:

$$M = 12\text{ mm}/0.06\text{ mm} = 12/0.06 = 200$$

Answer: magnification = ×200 (magnification has no units)

Sometimes an equation is more complicated and the steps need to be carried out in a certain order to succeed. A general principle applies here, usually known by the mnemonic BIDMAS. This stands for **B**rackets, **I**ndices (functions such as squaring or powers), **D**ivision, **M**ultiplication, **A**ddition, **S**ubtraction.

Practice questions

1 Calculate the magnification of a hair that has a width of 6.6 mm on a photograph. The hair is 165 µm wide.

2 Estimate the area of a leaf by treating it as a triangle with base 2 cm and height 9 cm.

3 Estimate the area of a cell by treating it as a circle with a diameter of 0.7 µm. Give your answer in μm^2.

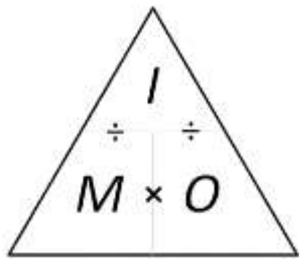
4 An *Amoeba* population starts with 24 cells. Calculate how many *Amoeba* cells would be present in the culture after 7 days if each cell divides once every 20 hours. Use the equation $N_t = N_0 \times 2^n$ where N_t = number after time t, N_0 = initial population, n = number of divisions in the given time t.

5 In a quadrat sample, an area was found to contain 96 aphids, 4 ladybirds, 22 grasshoppers, and 3 ground beetles. Calculate the diversity of the site using the equation $D = 1 - \Sigma\left(\frac{n}{N}\right)^2$ *where n* = number of each species, N = grand total of all species, and D = diversity.

Remember: In this equation there is a part that needs to be done several times then summed, shown by the symbol Σ.

3.2 Rearranging formulae

Sometimes you will need to rearrange an equation to calculate the answer to a question. For example, the relationship between magnification, image size, and actual size of specimens in micrographs usually uses the equation $M = \frac{I}{O}$, where M is magnification, I is size of the image, and O = actual size of the object.



You can use the algebra you have learnt in Maths to rearrange equations, or you can use a triangle like the one shown.

Cover the quantity you want to find. This leaves you with either a fraction or a multiplication: $M = I \div O$ $\quad O = I \div M$ $\quad I = M \times O$

Practice questions

6 A fat cell is 0.1 mm in diameter. Calculate the size of the diameter seen through a microscope with a magnification of ×50.

7 A Petri dish shows a circular colony of bacteria with a cross-sectional area of 5.3 cm^2. Calculate the radius of this area.

8 In a photograph, a red blood cell is 14.5 mm in diameter. The magnification stated on the image is ×2000. Calculate the real diameter of the red blood cell.

9 Rearrange the equation $34 = 2a/135 \times 100$ and find the value of *a.*

10 The cardiac output of a patient was found to be 2.5 $dm^3\ min^{-1}$ and their heart rate was 77 bpm. Calculate the stroke volume of the patient.

Use the equation: cardiac output = stroke volume × heart rate.

11 In a food chain, efficiency = $\frac{\text{biomass transferred}}{\text{biomass taken in}} \times 100$

A farmer fed 25 kg of grain to his chicken. The chicken gained weight with an efficiency of 0.84. Calculate the weight gained by the chicken.

Answers given at end of document

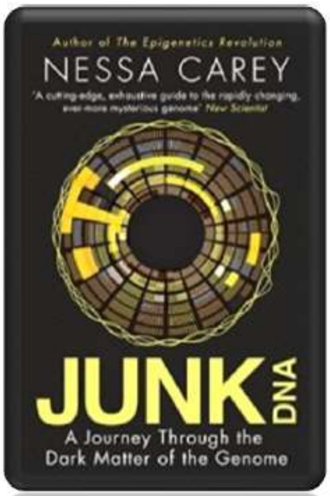
Making the Jump to AS / A level

Please complete the AQA specific transition document 'lesson activity: GCSE to A level progression' - which can be found on our HGSS website under transition documents and on the AQA website (see link below). Mark schemes are provided.

https://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402/teaching-resources

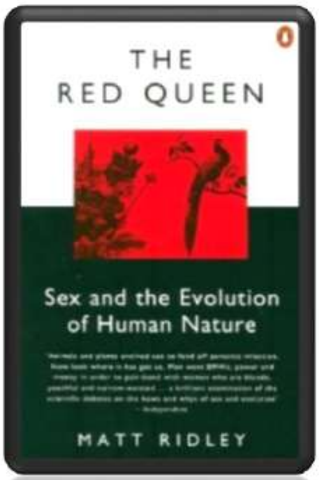
Book Recommendations

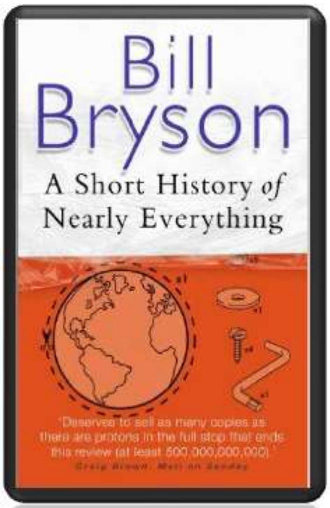
Kick back this summer with a good read. The books below are all popular science books and great for extending your understanding of Biology



Junk DNA
Our DNA is so much more complex than you probably realize, this book will really deepen your understanding of all the work you will do on Genetics. Available at amazon.co.uk

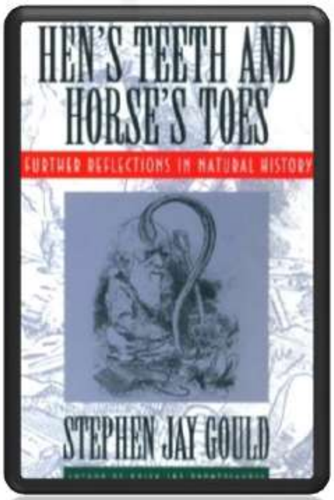
The Red Queen
Its all about sex. Or sexual selection at least. This book will really help your understanding of evolution and particularly the fascinating role of sex in evolution. Available at amazon.co.uk

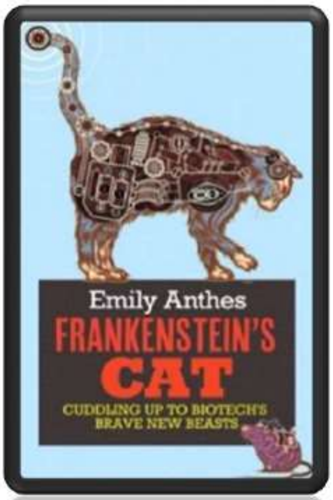




A Short History of Nearly Everything
A whistle-stop tour through many aspects of history from the Big Bang to now. This is a really accessible read that will re-familiarise you with common concepts and introduce you to some of the more colourful characters from the history of science! Available at amazon.co.uk

Studying Geography as well?
Hen's teeth and horses toes
Stephen Jay Gould is a great Evolution writer and this book discusses lots of fascinating stories about Geology and evolution. Available at amazon.co.uk





An easy read..
Frankenstein's cat
Discover how glow in the dark fish are made and more great Biotechnology breakthroughs. Available at amazon.co.uk

Movie / Video Recommendations

Hopefully you'll get the opportunity to soak up some of the Sun's rays over the summer – synthesising some important Vitamin-D – but if you do get a few rainy days where you're stuck indoors here are some ideas for films to watch or clips to find online.

1. **Gorillas in the Mist (1988)**
2. **Inherit The Wind (1960)**
3. **Andromeda Strain (1971)**
4. **Gattica**
5. There are some great TV series and box sets available too, you might want to check out: Blue Planet, Planet Earth, The Ascent of Man, Catastrophe, Frozen Planet, Life Story, The Hunt and Monsoon.

Online Clips

If you have 30 minutes to spare, here are some great presentations (and free!) from world leading scientists and researchers on a variety of topics. They provide some interesting answers and ask some thought-provoking questions.

A New Superweapon in the Fight Against Cancer
http://www.ted.com/talks/paula_hammond_a_new_superweapon_in_the_fight_against_cancer?language=en

Cancer is a very clever, adaptable disease. To defeat it, says medical researcher and educator Paula Hammond, we need a new and powerful mode of attack.

Why Bees are Disappearing
http://www.ted.com/talks/marla_spivak_why_bees_are_disappearing?language=en

Honeybees have thrived for 50 million years, each colony 40 to 50,000 individuals coordinated in amazing harmony. So why, seven years ago, did colonies start dying en-masse?

Why Doctors Don't Know About the Drugs They Prescribe
http://www.ted.com/talks/ben_goldacre_what_doctors_don_t_know_about_the_drugs_they_prescribe?language=en

When a new drug gets tested, the results of the trials should be published for the rest of the medical world — except much of the time, negative or inconclusive findings go unreported, leaving doctors and researchers in the dark.

Growing New Organs
http://www.ted.com/talks/anthony_atala_growing_organs_engineering_tissue?language=en

Anthony Atalla's state-of-the-art lab grows human organs — from muscles to blood vessels to bladders, and more.

Websites

Probably the best website on Biology....
Learn Genetics from Utah University has so much that is pitched at an appropriate level for you and has lots of interactive resources to explore, everything from why some people can taste bitter berries to how we clone mice or make glow in the dark jelly fish.
http://learn.genetics.utah.edu/

In the summer you will most likely start to learn about Biodiversity and Evolution. Many Zoos have great websites, especially London Zoo. Read about some of the case studies on conservation, such as the Giant Pangolin, the only mammal with scales.
https://www.zsl.org/conservation

At GCSE you learnt how genetic diseases are inherited. In this virtual fly lab you get to breed fruit flies to investigate how different features are passed on.
http://sciencecourseware.org/vcise/drosophila/

You are not expected to watch / read all recommendations but if you could pick a selection that particularly appeals.

Please bring the completed background info sheet to your first lesson

Pupil Background Information

Name	
GCSE results	
Why you chose to study Biology at A-level?	
What are you most looking forward to about studying A-level Biology?	
What are you most apprehensive about studying A-level Biology?	
What areas of Biology interest you the most?	

Answers to maths skills practice questions

1 Numbers and units

1 **a** 1 kJ = 1000 J, so 4 500 000 J = 4 500 000/1000 kJ = 4500 kJ **b** 1 MJ = 1000 kJ, so 4500 kJ = 4.5 MJ

2 1 m = 10^9 nm (there are a billion nanometre in a metre)

9.0×10^{-8} m = $9.0 \times 10^{-8} \times 10^9$ nm = $9.0 \times 10^{-8+9}$ nm = 9.0×10 nm = 90 nm

1.20×10^{-7} m = $1.20 \times 10^{-7} \times 10^9$ nm = $1.20 \times 10^{-7+9}$ nm = 1.20×100 nm = 120 nm

Range = 90 nm to 120 nm

3 **a** 10^{11} **b** 10^{12}

c 1000 + 1000 = 2000 **d** 100 − 0.01 = 99.99

4 **a** 10^1 or 10 **b** 10^{-3} or 0.001

c 10^6 or 1 000 00 **d** $100^2 \div 100 = 100$ or 10^2

5 **a** 4 mm **b** 130 s

c 31 300 µl **d** 0.000 104 mg

6 **a** 57 µm **b** 8.6 L or 8.6 dm^3

c 68 s **d** 0.09 mm

2 Decimals, standard form, and significant figures

3 0.0214 cm^2 0.0218 cm^2 0.03 cm^2 0.034 cm^2

4 12.03 cm 12.901 cm 22 cm 22.003 cm 22.25 cm

5 **a** 3.06×10^3 kJ **b** 1.4×10^5 kg

c 1.8×10^{-4} m **d** 4×10^{-6} m

4 **a** 1×10^2 **b** 1×10^4

c 1×10^{-2} **d** 2.1×10^7

5 Give the following as decimals.

a 1 000 000 **b** 4 700 000 000

c 1 200 000 000 000 **d** 0.000 796

6 **a** 7600 g / 7640 g **b** 28 m / 27.5 m

c 4.3 g / 4.33 g **d** 6.0×10^2 m / 5.00×10^2 m

7 1.2×10^4 g

3 Working with formulae

1 *M*? *I* = 6.6 mm *O* = 165 µm

Change to same units: either both mm or both µm or both m: 165 µm = 0.165 mm

$M = I/O = 6.6/0.165 = \times 40$

2 Area = 0.5 × 2 cm × 9 cm = 9 cm^2

3 Area = $\pi r^2 = \pi \times (0.7\ \mu m)^2 = \pi \times (0.7 \times 10^{-6}\ m) \times (0.7 \times 10^{-6}\ m) = 1.5\ \mu m^2$

4 $N_0 = 24$

7 days = 7 × 24 hours = 168 hours

so n = 168 ÷ 20 = 8.4

Nt = 24 x 28.4 = 8107 cells

5 N = 96 + 4 + 22 + 3 = 125 animals found

so $D = 1 - \sum \left(\frac{n}{N}\right)^2$

inner brackets: $D = 1 - \left(\left(\frac{96}{125}\right)^2 + \left(\frac{4}{125}\right)^2 + \left(\frac{22}{125}\right)^2 + \left(\frac{3}{125}\right)^2\right)$

indices: $D = 1 - \left(0.768^2 + 0.032^2 + 0.176^2 + 0.024^2\right)$

addition: D = 1 – 0.6224 = 0.3776 = 0.38 (2.d.p)

6 O = 0.1 mm I = ? M = 50 $I = M \times O$ = 50 × 0.1 mm = 5 mm

7 Area = 5.3 cm^2 radius? $A = \pi r^2$

$5.3 = \pi r^2$ $r^2 = \frac{5.3}{\pi} = 1.687$ $r = \sqrt{1.687}$ = 1.3 cm

Or $A = \pi r^2$ $r^2 = \frac{A}{\pi}$ $r = \sqrt{\frac{A}{\pi}}$ $r = \sqrt{\frac{5.3}{\pi}}$ = 1.3 cm

8 7.25×10^{-6} m (7.25 μm)

9 $a = \frac{\left(\frac{34}{100}\right) \times 135}{2} = 22.95$

10 cardiac output = stroke volume x heart rate

stroke volume = $\frac{2.7}{77}$ = 0.035 dm^3

11 Substitute in the known values: $0.84 = \frac{\text{biomass transfer}}{25} \times 100$

Rearrange the equation to give: $\text{biomass transfer} = \frac{0.84}{100} \times 25$ = 0.21 kg