

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS International General Certificate of Secondary Education

	CANDIDATE NAME		
	CENTRE NUMBER	CANDIDATE NUMBER	
*			
4 7	BIOLOGY		0610/33
و	Paper 3 Extende	ed	May/June 2013
∞			-
8			1 hour 15 minutes
2	Candidates ans	wer on the Question Paper.	
4		-	
∞	No Additional M	aterials are required.	
6			

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.

You may use a pencil for any diagrams or graphs.

Do not use staples, paper clips, highlighters, 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.

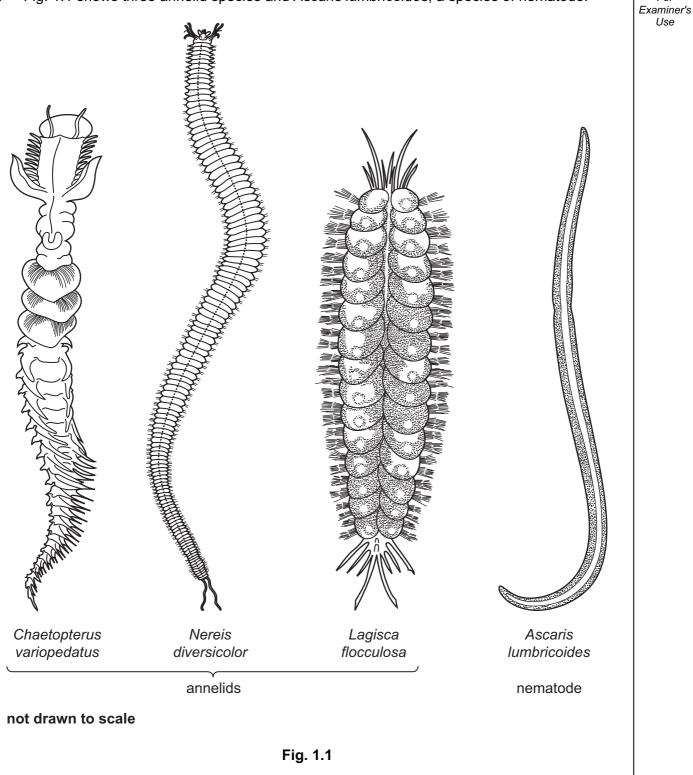
This document consists of 18 printed pages and 2 blank pages.



For



1 Fig. 1.1 shows three annelid species and *Ascaris lumbricoides*, a species of nematode.



(a) State three features shown by the three annelid species that are **not** shown by the nematode species.

1	
2	
3	 [3]

(b)	Ora	janisms are given two names, e.g. <i>Nereis diversicolor</i> .	1 5.
()	_	te what is meant by the first name.	For Examiner's Use
	Jia		
	•••••	[1]	
(c)	Ν. α	diversicolor is a filter feeder. It filters plankton from sea water.	
	Anr	nelids like <i>N. diversicolor</i> form an important part of the ecosystems of estuaries.	
	Fisł	n feed on annelids when the sea covers the mud in the estuary.	
	Wh	en the tide is out wading birds are the main predators of annelids.	
	Birc	ds of prey are the main predators of the wading birds.	
	(i)	Explain the term <i>ecosystem</i> .	
		[3]	
	(ii)	Use the space below to draw a food chain for the estuary ecosystem when the tide is out.	
		[2]	
	(iii)	Describe the advantages of drawing a food web rather than a food chain for an ecosystem.	
		[2]	

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(d) The palolo worm is a species of annelid that lives on coral reefs in the Pacific Ocean.

At certain times of the year, all the worms in an area leave their burrows to swim to the surface.

They all release their gametes into the water at the same time. This is known as mass spawning.

Suggest the advantages of having mass spawning occurring only at certain times of the year and not all year round.

[3]

(e) Meiosis is involved in producing gametes in palolo worms.

Describe how meiosis differs from mitosis **and** explain why meiosis is important for the production of gametes.

[4] [Total: 18]

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2 Fanwort, *Cabomba caroliniana*, is an aquatic plant often used to provide oxygen in fish tanks.

Some students investigated the effect of temperature on the rate of photosynthesis of *C. caroliniana*. The apparatus that they used is shown in Fig. 2.1.

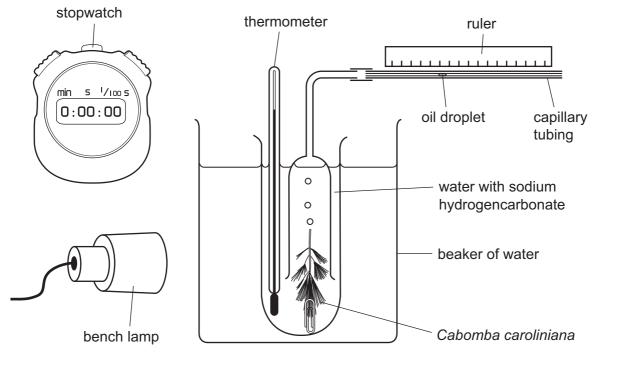
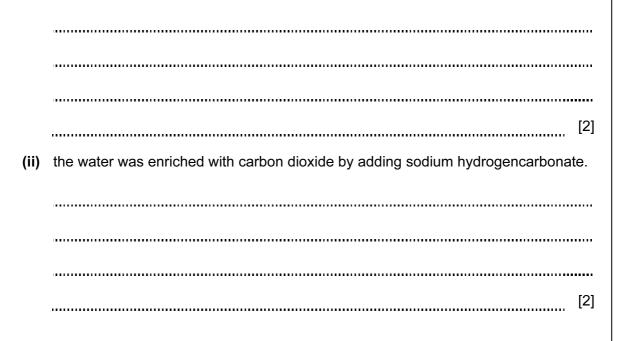


Fig. 2.1

- (a) Explain why:
 - (i) the lamp was kept at the same distance from the *C. caroliniana* throughout the investigation;



The students determined the rate of photosynthesis by measuring the movement of the oil droplet along the glass tubing.

Their results are shown in Table 2.1.

temperature / °C	distance f	ravelled by t minu		/ mm per
	1	2	3	mean
17	5	3	3	3.7
21	10	15	11	12.0
23	20	10	15	15.0
25	30	15	15	20.0
30	50	40	30	40.0
45	5	3	5	4.3
50	1	0	1	0.7

Table 2.1

(b) Describe the effect of temperature on the rate of photosynthesis of C. caroliniana.

[3]

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(c) Photosynthesis is a chemical process catalysed by enzymes.

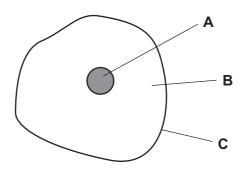
Explain how the results shown in Table 2.1 support the idea that enzymes are involved in photosynthesis.

(d) C. caroliniana originally grew only in Latin America.
This plant has escaped into the wild in Australia where its rapid growth has reduced the biodiversity of many streams and rivers.
Suggest why the growth of C. caroliniana in Australia is far greater than in Latin America.

[2] [Total: 13]

For Examiner's Use

3 Fig. 3.1 shows a diagram of a cell from the pancreas that secretes the hormone, insulin.





(a) State one function of each of the parts of the cell labelled A, B and C.

	Α
	В
	C [3]
(b)	Glucose in the blood is absorbed by liver cells and muscle cells. These cells convert glucose to glycogen for storage.
	Explain why glucose needs to be converted to glycogen for storage rather than remaining dissolved in the blood.
	[2]

(c)) Other cells in the pancreas secrete the hormone glucagon.					
	Glucagon stimulates liver cells, but has no effect on muscle cells.					
	(i)	State the effect that glucagon has on liver cells.				
		[1]				
	(ii)	State how hormones, such as glucagon and insulin, travel around the body.				
		[1]				
(d)		rmone Growth Promotants (HGPs) are hormones. HGPs are used to improve the duction of food from animals.				
		ny of these HGPs are hormones that are secreted naturally by the gonads (ovaries d testes).				
	Na	me two hormones that are secreted by the gonads.				
	1					
	2	[2]				
(e)		e hormones are given to cattle by placing implants behind the ears. These release hormones slowly during the animal's life time.				
	The	e advantages of using HGPs in meat production are:				
	• • •	more meat is produced per animal; a 15 to 30 % increase in growth rate; a 5 to 15 % improvement in conversion of feed into meat; a decrease in greenhouse emissions from cattle.				
	Suggest:					
	(i)	the advantages of an increase in the conversion of feed into meat for the farmer;				
		[2]				

	(ii) how the use of HGPs leads to a decrease in greenhouse emissions from cattle.	For Examiner's Use
	-	
		2]
(f)	HGPs are used in animal production systems in North America and Australia.	
	The European Union (EU) has banned the use of HGPs and the import of meat from countries where the hormones are used.	n
	Suggest reasons for the ban on the use of HGPs in the EU.	
		"
	[2]
	[Total: 1	5]

10

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4 Blood is distributed through the body of a mammal in blood vessels. The blood supply to muscles changes considerably at the start and at the end of exercise.

Fig. 4.1 shows a cross section of a blood vessel as seen with an electron microscope.

cell X liquid Y Ζ Fig. 4.1 (a) Name: (i) cell X; [1] (ii) liquid Y; [1] (iii) the type of blood vessel shown in Fig. 4.1. [1] (b) State three substances that move across the wall of the blood vessel at Z. 1 2 3 [3]

(c) Table 4.1 shows the distribution of blood to different organs at rest and during exercise.

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regione of the head .	blood flov	v / cm ³ per minute	percentage
regions of the body	at rest	during strenuous exercise	change / %
heart muscle	250	750	200
kidneys	1 200	600	-50
skeletal muscles	1 000	12 500	
skin	400	1 900	375
liver and alimentary canal	1 400	600	-57
brain	750	750	0
others	600	400	-33
total	5 600	17 500	213

Table 4.1

(i) Calculate the percentage change in the blood supply to the skeletal muscles.

Show your working.

Write your answer in Table 4.1.

[1]

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- (ii) Explain why it is necessary for the blood supply to muscles to increase during exercise. [5] (iii) The volume of blood to different organs varies as shown in Table 4.1. During exercise, blood flow to the skin increases and to the kidneys decreases. Describe the changes that occur in blood vessels to cause blood flow to increase and to decrease. increase blood flow decrease blood flow [4]
 - [Total: 16]

13

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5	Mai	mmals and flowering plants both have internal fertilisation and internal development.
	(a)	Describe what happens after pollination that results in fertilisation in flowering plants.
		[3]
		[9]
	(b)	Fig. 5.1 shows a fetus developing inside the uterus.
		amniotic sac cervix

Fig. 5.1

Describe how the structures named in Fig. 5.1 provide the following needs of the fetus.
protection
constant temperature
nutrients
excretion of metabolic waste
[8]
[Total: 11]

15

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- 6 Many biologists study populations of organisms in their natural habitats.

Question 6 continues on page 18.

(b) A 10-year study was carried out to investigate the relationship between voles and owls. Voles are small mouse-like mammals and owls are carnivorous birds.

The results are shown in Fig. 6.1 and Fig. 6.2.

time/years

Fig. 6.2

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(i)	Suggest three reasons for the decrease in the population of voles between years 5 and 6.
	1
	2
	3
	[3]
(ii)	State the evidence from Fig. 6.1 and Fig. 6.2 that supports the idea that voles form a large part of the food eaten by owls.
	[2]

[Total: 7]

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Copyright Acknowledgements:

Figure 1.1

Figure 4.1

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© A J Grove, G E Newell; Animal Biology; University Tutorial Press; 1961.
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