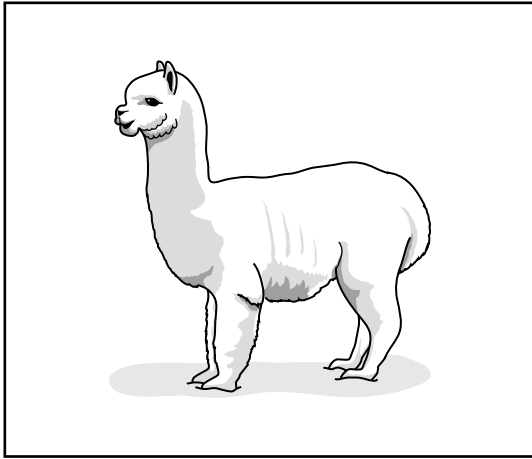
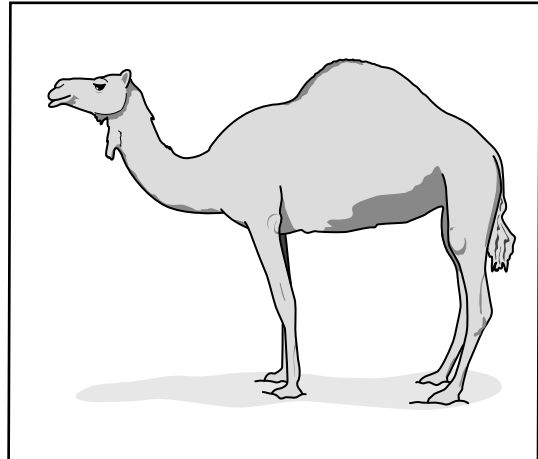


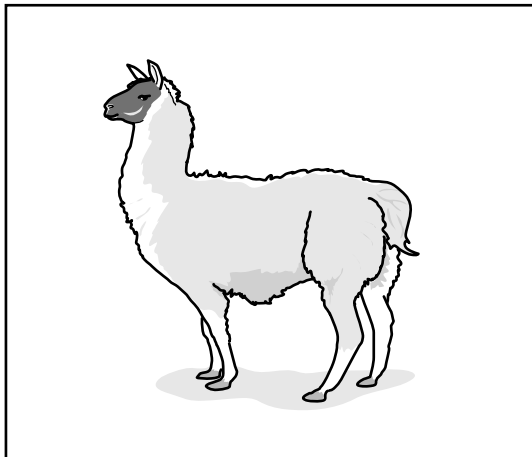
1 Fig. 1.1 shows five different mammals.



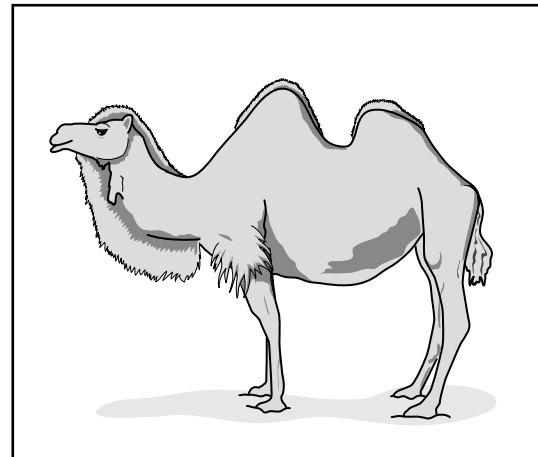
A



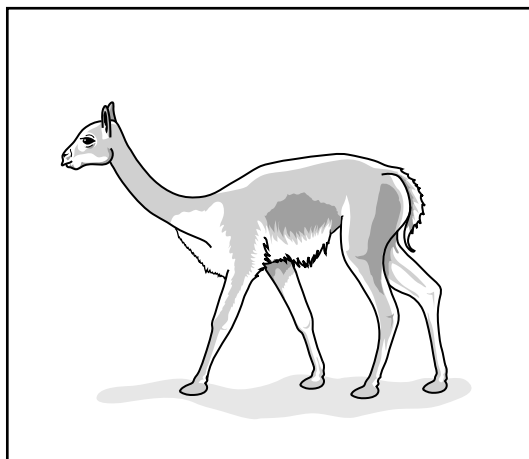
B



C



D



E

Fig. 1.1

Use the key to identify the mammals shown in Fig. 1.1.

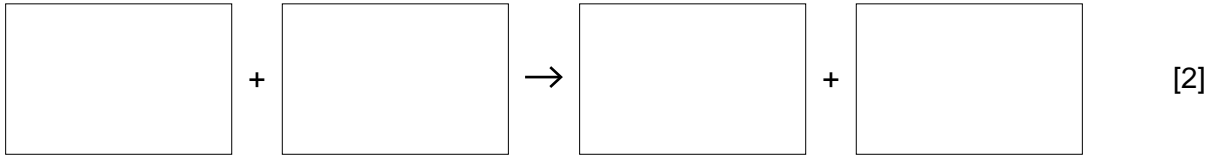
Write the letter of each species (**A** to **E**) in the correct box beside the key.

Key

		name of mammal	letter
1	(a) has a humped back	go to 2	
	(b) back is level with no hump	go to 3	
2	(a) has one hump on its back	<i>Camelus dromedarius</i>	
	(b) has two humps on its back	<i>Camelus ferus</i>	
3	(a) has black fur on its face	<i>Lama glama</i>	
	(b) fur on face is not black	go to 4	
4	(a) neck and legs long and thin	<i>Vicugna vicugna</i>	
	(b) neck and legs short and thick	<i>Vicugna pacos</i>	

[Total: 4]

2 (a) (i) State the word equation for aerobic respiration.



(ii) Organisms carry out aerobic respiration to release the energy they need to stay alive.

State **three** processes that humans carry out using this released energy.

- 1
- 2
- 3 [3]

(b) An investigation was carried out on two students.

Each student breathed out as much air as possible, as quickly as possible.

The volume of expired (exhaled) air and the time taken were measured.

Fig. 2.1 shows the results of the investigation.

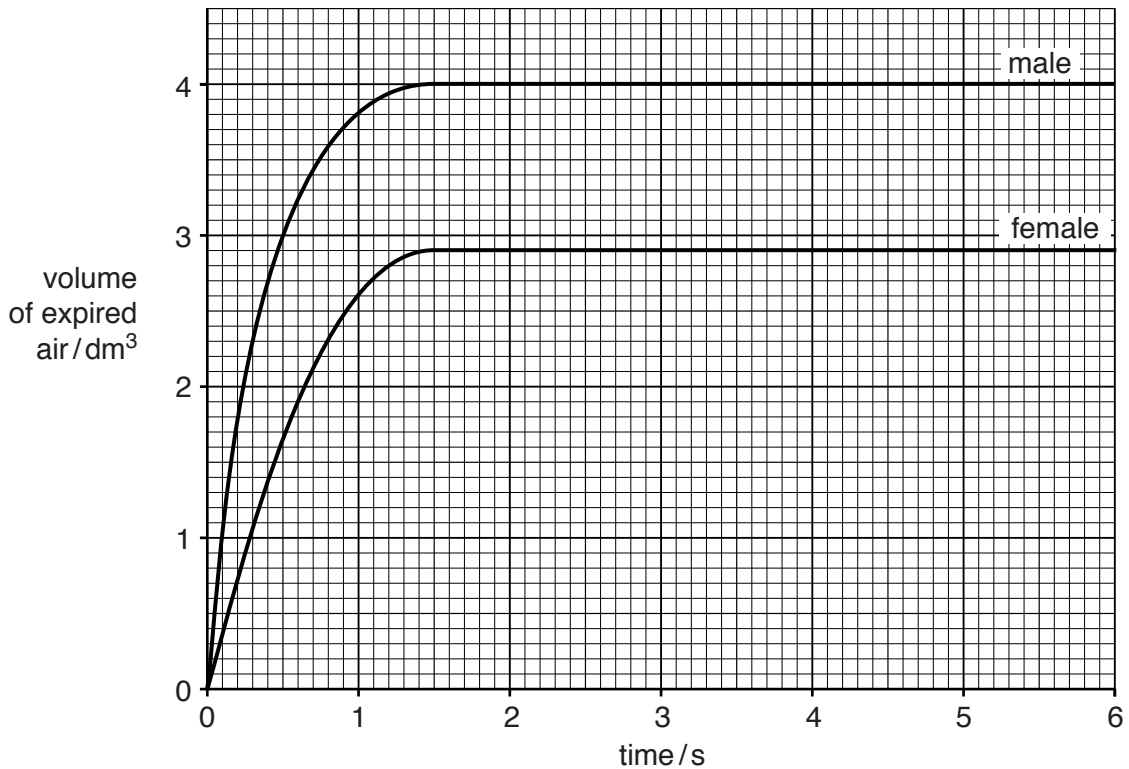


Fig. 2.1

- (i) State the volume of air expired by the female student **and** the amount of time she took to breathe out as much air as possible.

volume dm³

time taken s [2]

- (ii) State **one** difference and **one** similarity shown in Fig. 2.1 between the results for the male and female students.

difference

.....

similarity

.....[2]

- (iii) This investigation was also carried out on another male student who had smoked cigarettes each day for the last four years.

Suggest **one** way in which the results for this student would be different to those of the male student who did not smoke.

.....

.....[1]

- (c) State **two** components of tobacco smoke that can damage the body.

1

2[2]

- (d) (i) Complete Table 2.1 by stating **three** ways in which anaerobic respiration is different to aerobic respiration in animal cells.

Table 2.1

	way in which anaerobic respiration is different to aerobic respiration in animal cells
1	
2	
3	

[3]

(ii) Yeasts carry out anaerobic respiration.

State **two** ways in which humans make use of this process.

1

2[2]

[Total: 17]

- 5 Fig. 5.1 shows a photograph of some red blood cells, taken through a microscope.

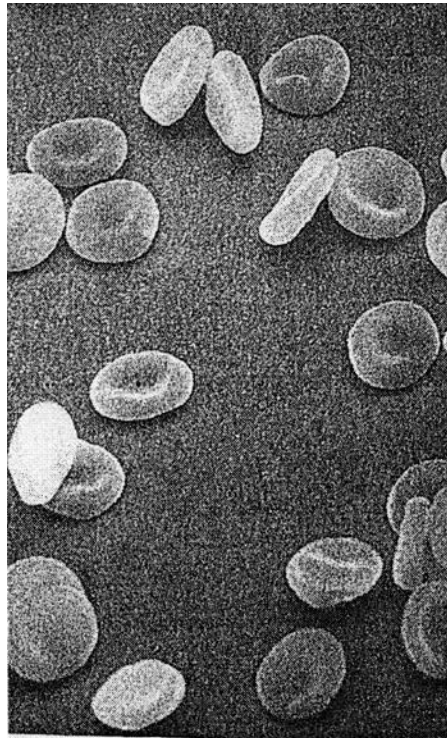


Fig. 5.1

- (a) Explain how the features of a red blood cell given in Table 5.1 are important to its function.

Write your answers in Table 5.1.

Table 5.1

feature of red blood cell	explanation of importance
contains haemoglobin	
no nucleus present	
very tiny cell	

[3]

(b) Blood is made up of four major components. Two of these components are plasma and red blood cells.

Name the **two** other major components of blood and state their function.

name

function

.....

name

function

.....[4]

[Total: 7]

6 Plants carry out translocation and transpiration to move substances.

Complete Table 6.1 to give a comparison between translocation and transpiration.

Table 6.1

point of comparison	translocation	transpiration
example of substance moved		
direction of movement of substance	from to	from to
tissue where process takes place		

[Total: 6]

7 The boxes on the left contain biological terms.

The boxes on the right contain definitions of these biological terms.

Draw **one** straight line to link each term with its correct definition.

One has been done for you.

term	definition
trophic level	unit containing all of the organisms and their environment, interacting together in a given area
ecosystem	diagram showing the flow of energy from one organism to another
food chain	position of an organism in, for example, a pyramid of numbers
herbivore	organism that gets its energy from eating plants
carnivore	organism that gets its energy from dead or waste organic matter
decomposer	organism that gets its energy from eating other animals

[4]

[Total: 4]

Question 8 begins on page 12.

8 (a) Fig. 8.1 shows part of the carbon cycle.

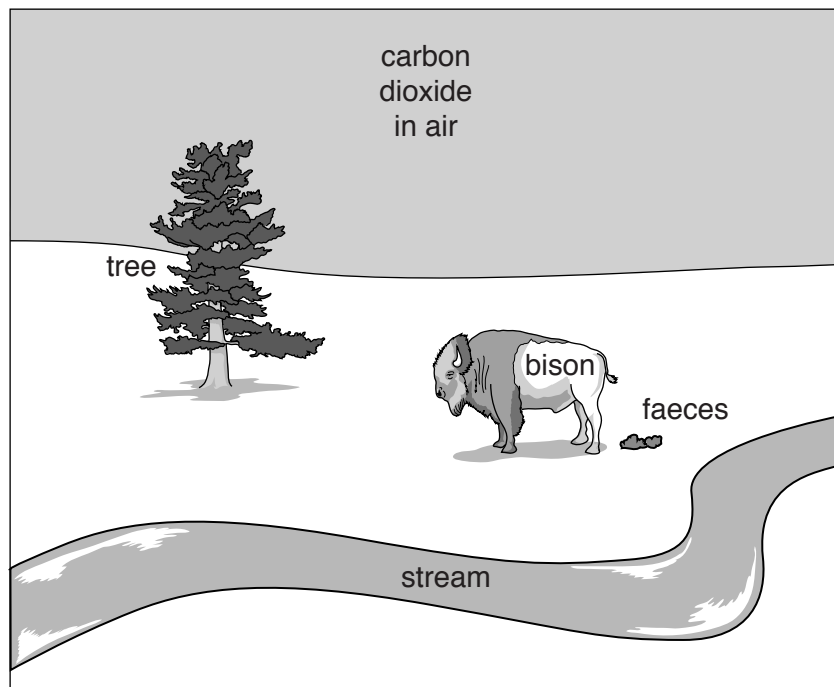


Fig. 8.1

On Fig. 8.1 draw **four** labelled arrows to represent the following processes:

- **one** arrow to represent photosynthesis, labelled **P**
- **one** arrow to represent decay, labelled **D**
- **two** arrows to represent respiration, each labelled **R**.

[4]

(b) Fig. 8.2 shows part of the water cycle.

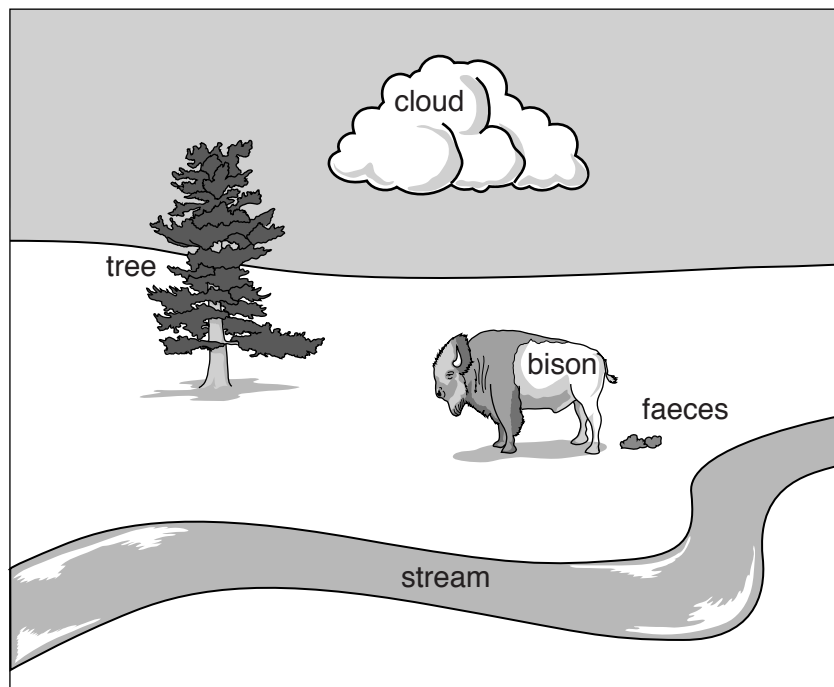


Fig. 8.2

On Fig. 8.2 draw **two** labelled arrows to represent the following processes:

- **one** arrow to represent precipitation, labelled **K**
- **one** arrow to represent evaporation, labelled **E**.

[2]

[Total: 6]

9 (a) Humans need fibre (roughage) and mineral ions as part of a balanced diet.

Name **four** other food groups that form part of a balanced diet.

- 1
- 2
- 3
- 4 [4]

(b) Explain the importance of including fibre in the diet.

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

(c) Greater food production has helped the human population of the world to increase.

Explain **two** different ways in which modern technology has resulted in greater food production.

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

[Total: 11]

Question 10 begins on page 16.

10 Fig. 10.1 shows a diagram of the reproductive organs of a wind-pollinated flower.

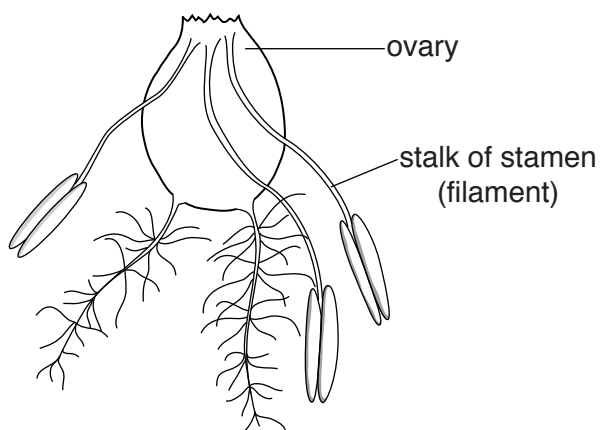


Fig. 10.1

(a) State **three** ways in which the reproductive structures of this flower are different to those of an insect-pollinated flower.

Write your answers in Table 10.1.

Table 10.1

structure	wind-pollinated flower	insect-pollinated flower
anther		
stalk of stamen (filament)		
stigma		

[3]

(b) State **three** ways in which an insect-pollinated flower attracts insects.

1

2

3 [3]

(c) The pollen grains of wind-pollinated flowers and insect-pollinated flowers are different.

Suggest **one** feature that would help pollen grains be dispersed by wind.

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

[Total: 7]

11 (a) Define these genetic terms:

(i) *meiosis*

 [2]

(ii) *chromosome*.

 [2]

(b) The petal colour in a species of plant can be blue or white.

The allele for blue petals is dominant to the allele for white petals.

The allele for blue petals is represented by **B** and the allele for white petals is represented by **b**.

Two **heterozygous** blue plants were crossed.

Complete Fig. 11.1 to show the results of this cross.

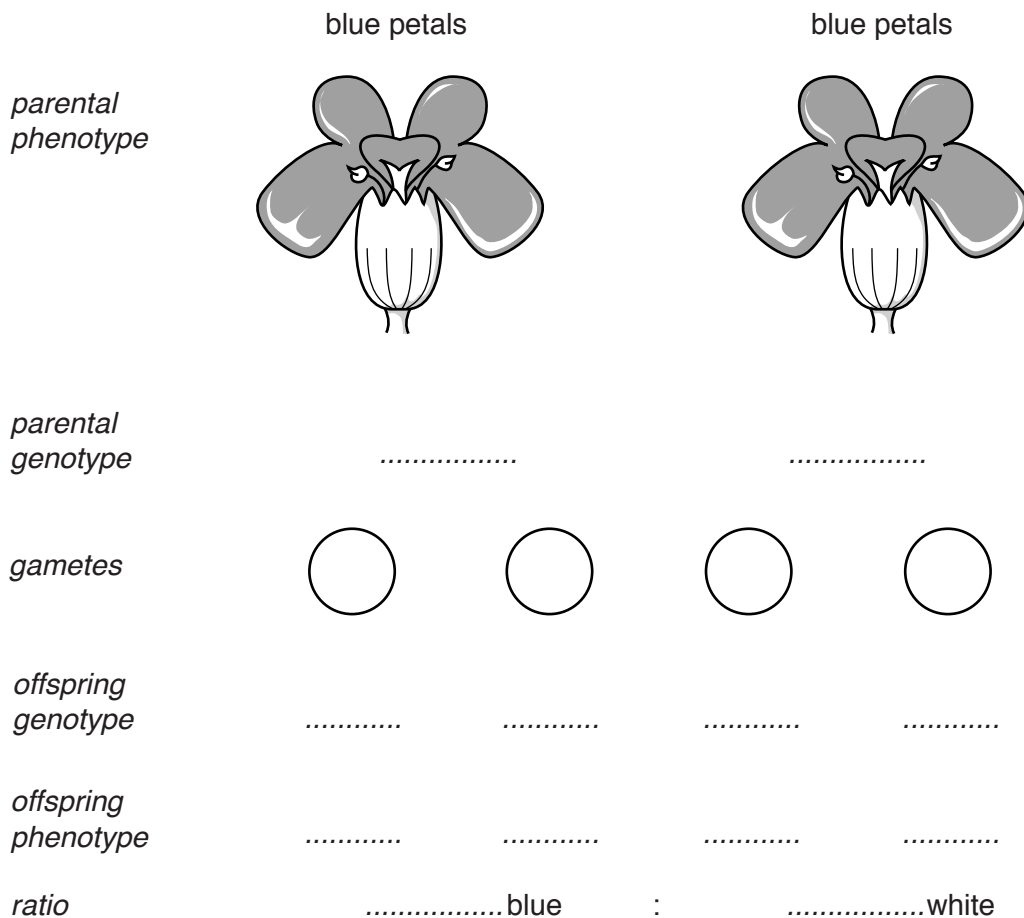


Fig. 11.1

[5]

[Total: 9]

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.