



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

CANDIDATE
NAME

CENTRE
NUMBER

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BIOLOGY

0610/23

Paper 2 Core

May/June 2012

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 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.

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 | |
| 8 | |
| 9 | |
| Total | |

This document consists of **17** printed pages and **3** blank pages.



1 Fig. 1.1 shows five types of bird that are unable to fly.

For
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Use

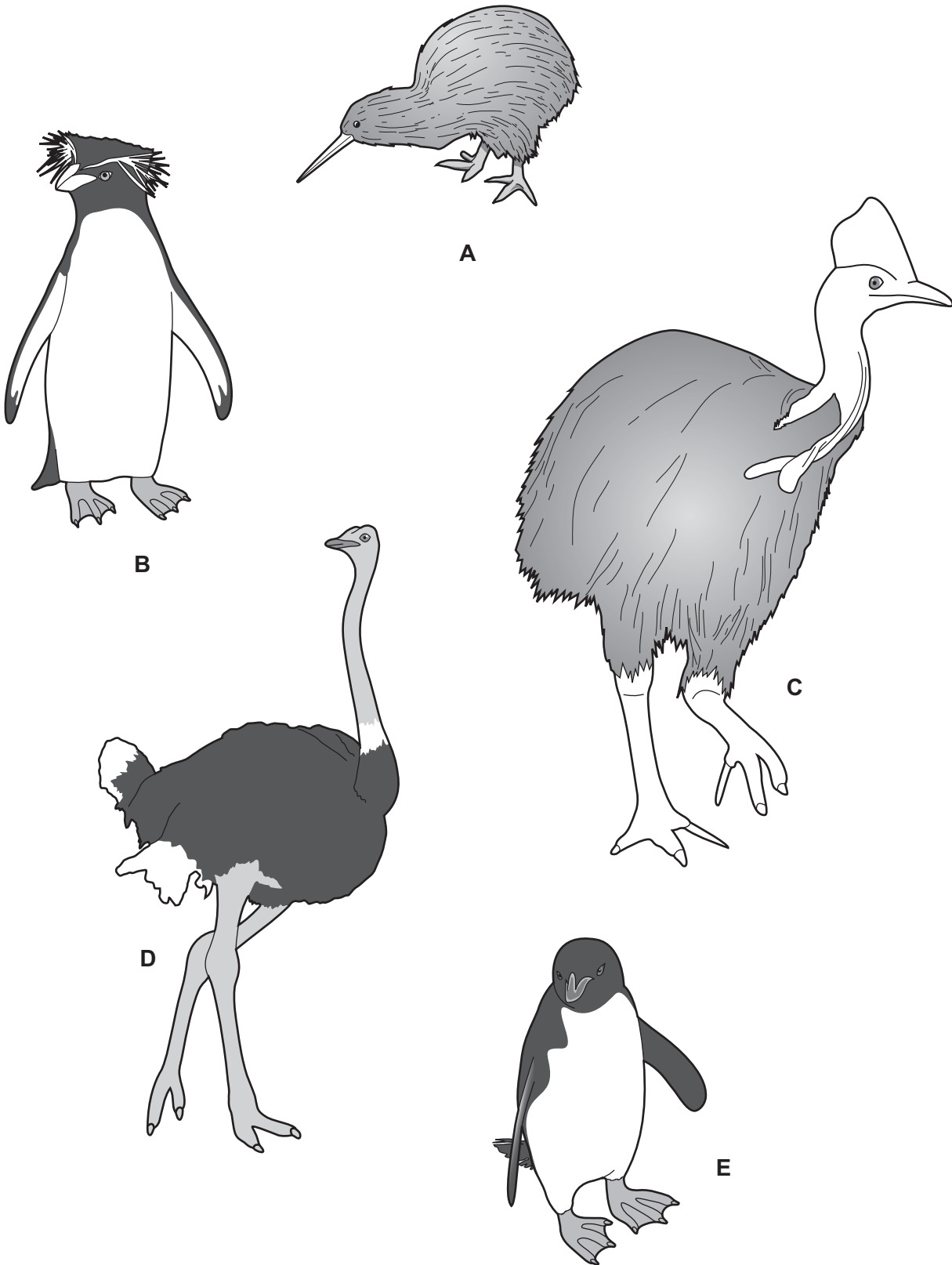


Fig 1.1

Use the key to identify each of the birds shown in Fig. 1.1.

Write the name of each bird in the correct box in Table 1.1.

For
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Use

Key

| | name of bird |
|--|--|
| 1 (a) Bird with webbed feet (webs of skin between toes) (b) Bird without webbed feet (no webs of skin between toes) | go to 2 go to 3 |
| 2 (a) Bird with tufts of feathers near the eyes (b) Bird with no tufts of feathers near the eyes | <i>E. crestatus</i> <i>P. adeliae</i> |
| 3 (a) Bird with crest on head (b) Bird without crest on head | <i>C. casuarius</i> go to 4 |
| 4 (a) Bird with very long neck (b) Bird with short neck | <i>S. camelus</i> <i>A. australis</i> |

Table 1.1

| bird | name of bird |
|----------|--------------|
| A | |
| B | |
| C | |
| D | |
| E | |

[5]

[Total: 5]

2 (a) Fig. 2.1 shows a section through the heart.

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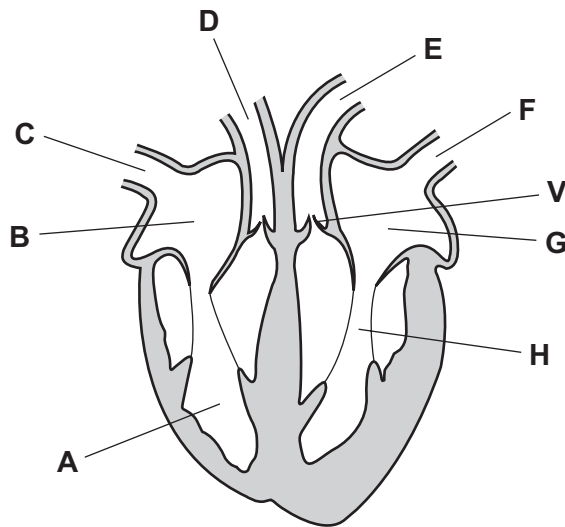


Fig. 2.1

(i) Table 2.1 lists functions of parts of the heart and associated blood vessels.

Complete the table by identifying which structure, **A** to **H**, carries out each of the following functions.

Table 2.1

| function | letter |
|--|--------|
| vessel returning blood from the body | |
| chamber which pumps blood to the body | |
| vessel which carries blood to the lungs | |
| vessel which carries blood at the highest pressure | |

[4]

(ii) Describe the function of structure **V**.

.....

.....

..... [2]

(b) A person's pulse rate rises as they run a race.

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(i) Explain why the pulse rate rises during the race.

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

(ii) Describe how you could measure the pulse rate of a person.

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

[Total: 11]

- 3 (a) Fig. 3.1 shows variegated (green and white) leaves on a destarched plant. Part of one of the leaves was covered.

For
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Use

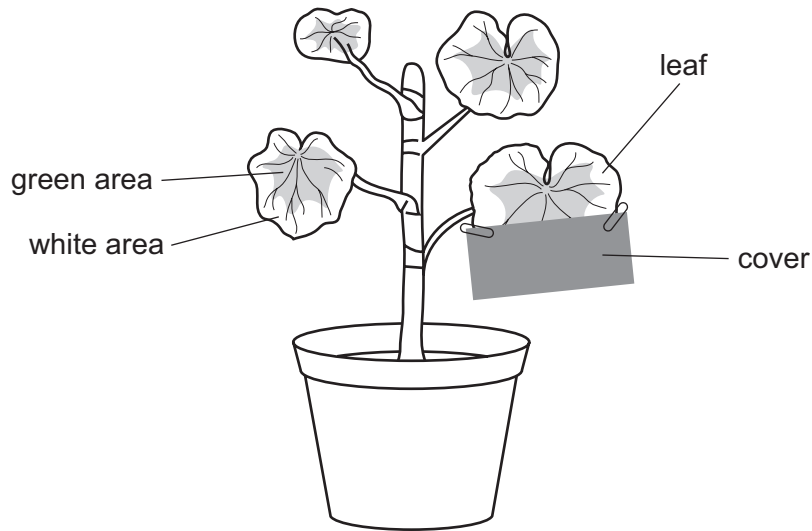


Fig. 3.1

- (i) The plant was left in bright light for 24 hours and then the cover was removed from the leaf. The leaf was tested for the presence of starch.

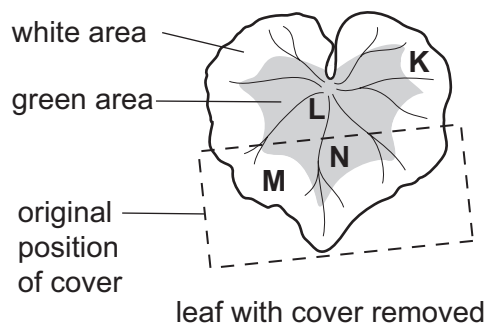


Fig. 3.2

Suggest which areas of the leaf, as shown in Fig. 3.2, would have contained starch after 24 hours.

Table 3.1

| area | contains starch |
|----------|-----------------|
| K | |
| L | |
| M | |
| N | |

key
✓ = starch present
x = starch absent

Record your suggestions in Table 3.1. [2]

(ii) Give reasons for your suggestions for areas **K** and **L**.

area **K**

.....

.....

area **L**

.....

..... [4]

(iii) Starch is formed from a simple carbohydrate.

Name the process, carried out by plants, that produces this simple carbohydrate.

..... [1]

(iv) State which gas is released from the leaf when this simple carbohydrate is being produced.

..... [1]

(b) Magnesium ions are needed to form the green pigment in the leaf.

(i) State where magnesium ions enter a plant.

.....

..... [1]

(ii) Suggest how magnesium ions enter a plant.

.....

.....

.....

..... [2]

[Total: 11]

4 Fig. 4.1 shows a section through the male reproductive system.

For
Examiner's
Use

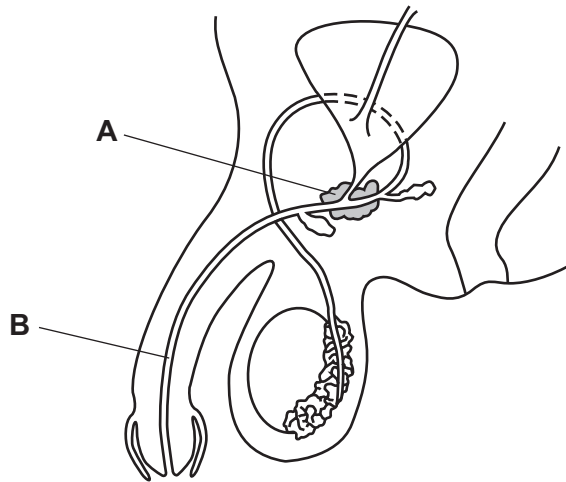


Fig. 4.1

(a) (i) Name the structures labelled **A** and **B**.

A

B [2]

(ii) On Fig 4.1 label with a line and the letter **T** where the hormone testosterone is produced.

Put the line and letter on Fig. 4.1 [1]

(iii) Name the stage in a male child's development when the secondary sexual characteristics appear.

..... [1]

(iv) Sometimes athletes attempt to cheat by taking performance enhancing drugs such as testosterone.

Suggest two ways in which taking testosterone may give them an unfair advantage in a competition.

1

.....

2

..... [2]

(b) If a man damages his hip he might require an X-ray.

Suggest why it is important to protect his testes from radiation, such as X-rays.

.....

.....

.....

.....

.....

.....

..... [3]

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[Total: 9]

- 5 Tropical rainforest is one of the habitats with the greatest number of species on the Earth but it is being rapidly destroyed.

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- (a) Table 5.1 shows data from six countries that have large areas of tropical rainforest.

Table 5.1

| country | area of rainforest in 1990 / thousand ha | area of rainforest in 2005 / thousand ha |
|-------------|---|---|
| Brazil | 520 027 | 477 695 |
| Ecuador | 13 817 | 10 853 |
| Indonesia | 116 567 | 88 497 |
| Madagascar | 13 692 | 12 855 |
| Philippines | 10 561 | 7 181 |
| Venezuela | 52 026 | 47 713 |

- (i) Which country had the largest area of tropical rainforest in 2005?

..... [1]

- (ii) Calculate the total area of rainforest lost in the Philippines between 1990 and 2005.

answer = thousand ha [1]

- (iii) In the space below calculate the percentage of tropical rainforest lost in the Philippines between 1990 and 2005. Show your working.

answer = % [2]

6 A person's blood glucose concentration should remain within narrow limits.

(a) (i) Name the process that keeps conditions inside the body within narrow limits.

..... [1]

(ii) Name the main process that uses glucose from the blood.

..... [1]

(b) The graph, Fig. 6.1, shows the blood glucose concentration of a boy over 14 hours.

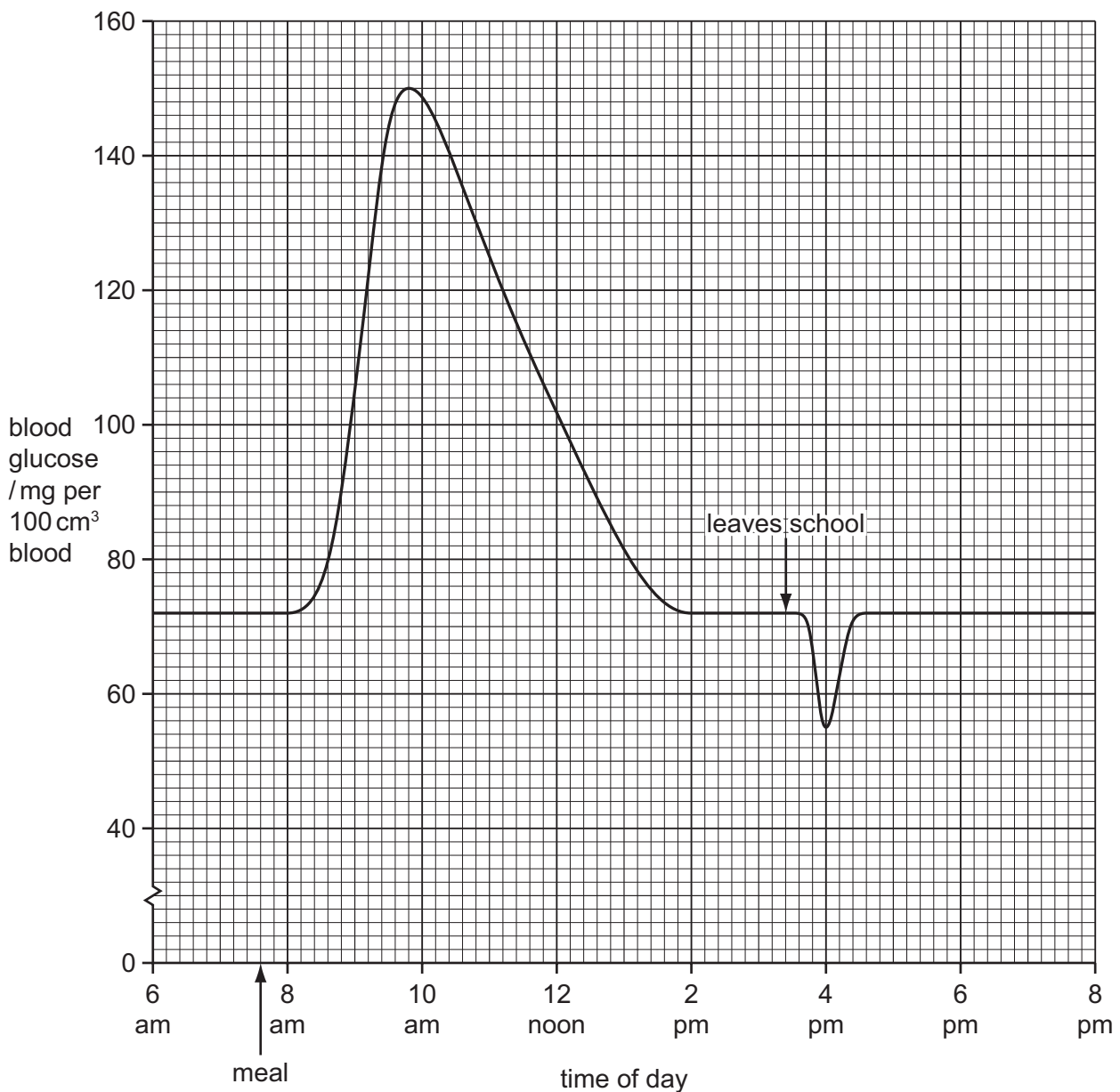


Fig. 6.1

For
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The boy had a meal at about 7.45 am.

For
Examiner's
Use

(i) What was the boy's blood glucose concentration before this meal?

..... mg per 100 cm³ blood [1]

(ii) What was the boy's maximum blood glucose concentration after this meal?

..... mg per 100 cm³ blood [1]

(c) After the meal the boy's pancreas secreted a hormone that helped to remove excess glucose from the blood and store it.

(i) On Fig. 6.1 mark with a letter **G** when the pancreas started to secrete this hormone. [1]

(ii) State the form in which glucose is stored in the body.

..... [1]

(iii) State **one** organ in the body where this storage occurs.

..... [1]

(d) On the way home from school, the boy was involved in a fight.

(i) State what happened to the boy's blood glucose concentration at the start of the fight.

..... [1]

(ii) During the fight the boy's body produced another hormone. Name this hormone.

..... [1]

(iii) Describe three effects this hormone had on the boy's body.

1

.....

2

.....

3

..... [3]

[Total: 12]

7 Fig. 7.1 shows a bee visiting a flower.

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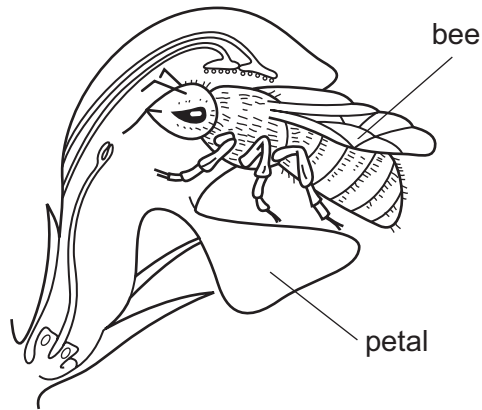


Fig. 7.1

(a) (i) State **one** advantage **to the bee** of its visit to this flower.

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

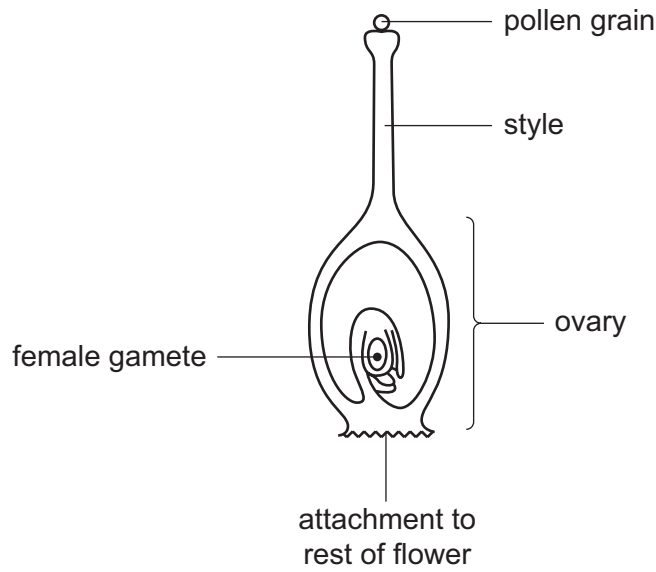
(ii) State **one** advantage **to the flower** of the visit by this bee.

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

(iii) Suggest two features of the flower that might have attracted the bee to the flower .

1
.....
2
..... [2]

(b) Fig. 7.2 shows the female part of a flower before fertilisation.



For
Examiner's
Use

Fig. 7.2

Describe the events that must take place before a seed can develop.

.....

.....

.....

.....

.....

.....

..... [3]

(c) Explain why the seed that develops is likely to grow into a plant that is similar, but not identical, to its parent plants.

.....

.....

.....

.....

.....

.....

..... [3]

[Total: 10]

8 Small insect-eating birds are feeding on the caterpillars that are eating the leaves of a tree. A pair of sparrow hawks is hunting for small birds to feed their young.

For
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Use

(a) Fig. 8.1 shows a pyramid of numbers for this food chain.

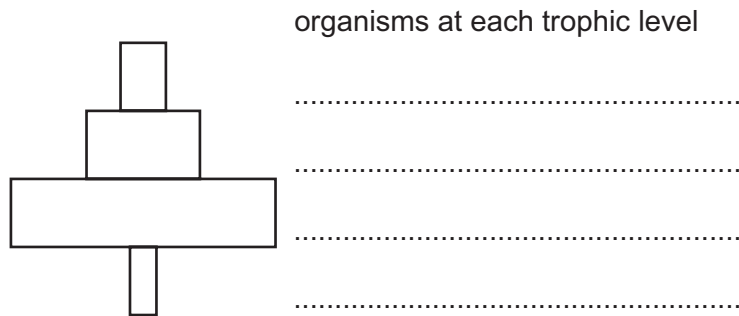


Fig. 8.1

(i) On Fig. 8.1, write the names of the organisms present at each trophic level. [1]

(ii) In the space below draw a pyramid of biomass for this food chain.

[2]

(iii) State a reason for the different shapes of the two pyramids.

.....

..... [1]

(b) (i) Name an organism in this food chain that is a herbivore.

..... [1]

(ii) Name an organism that is a carnivore.

..... [1]

(iii) Name a group of organisms that would be part of this food chain but which are not included in either pyramid.

..... [1]

[Total: 7]

9 Fig. 9.1 shows two front views, **S** and **T**, of a human eye in two different light intensities.

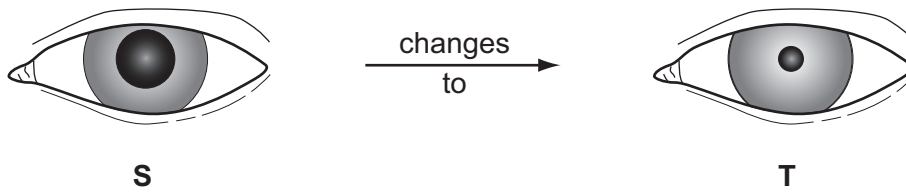


Fig. 9.1

For
Examiner's
Use

(a) (i) Suggest how the light intensity changes from **S** to **T**.

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

(ii) Explain how the changes in the eye, shown in Fig. 9.1, were brought about.

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

(b) The changes in the appearance of the pupil are known as the “pupil reflex”.

(i) Describe the characteristics of a reflex action.

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

(ii) Suggest how the pupil reflex protects the eye.

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

[Total: 7]

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