



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS International General Certificate of Secondary Education

CANDIDATE NAME		
CENTRE NUMBER	CANDIDATE NUMBER	

BIOLOGY

Paper 2 Core May/June 2013

1 hour 15 minutes

0610/22

Candidates answer on the Question Paper.

No Additional Materials are required.

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.



1 Scientists found four new animal species living in the sea.

Features of the animals are described in Table 1.1.

For Examiner's Use

Table 1.1

animal	description	group
Α	body covered by hard exoskeleton more than five pairs of jointed limbs	
В	soft segmented body no obvious limbs present	
С	body covered in small scales gill slits and gills present	
D	scaly body two pairs of legs	

Identify the group to which each animal belongs.

Write your answers in Table 1.1.

[4]

[Total: 4]

2	(a)	(i)	State three uses of water in the	he human b	oody.			For
			1					Examiner's Use
			2					
			3				[3]]
		(ii)	In the human body, the amo	ounts of diff	erent substance	es, such as wa	ıter, remain	
			Name the term used to denvironment.	describe th	ne maintenance	of a consta	ant internal	
							[1]	1
	(b)	Fig	. 2.1 shows the water gains and	d losses in	a human over 24	4 hours.		
			daily water gains		daily wate	er losses		
			drinks 1500 cm ³		exhaled air	400 cm ³		
			water in food 700 cm ³		faeces	100 cm ³		
			water formed		sweat	500 cm ³		
			within body 200 cm ³		urine	? cm ³		
			total 2400 cm ³		total	2400 cm ³		
				\triangle				
				Fig. 2.1				
		(i)	Fig. 2.1 shows that water is fo	ormed within	n the body.			
			Name a reaction in the body t	hat produce	es water.			
							[1]	1
		(ii)	Use Fig. 2.1 to calculate the over the 24 hours to keep the	volume of	water the perso	n must lose in		
			volume of water lost in urine				cm³ [1]	1

(c)	(i)	The kidney excretes excess water.	For
		State three other processes that occur in the kidney.	Examiner's Use
		1	
		2	
		3	
		[3]	
	(ii)	On a very hot day the volume of water lost as sweat may increase.	
		Suggest how increased sweating could affect the urine a person produces.	
		[2]	
		[Total: 11]	

Question 3 begins on page 6.

3

Cystic fibrosis is an inherited disorder. People with this disorder produce mucus that is very thick and sticky. This mucus can block many passages in the body including the bronchi and bronchioles. (a) Suggest why people with cystic fibrosis often have lung infections. **(b)** Cystic fibrosis is controlled by a recessive allele. What is meant by the term recessive allele? (c) Use F to represent the allele for normal mucus and f to represent the allele for very thick mucus, that causes cystic fibrosis. (i) State the genotypes of a person with cystic fibrosis. [1] (ii) Two parents with normal mucus have a child with cystic fibrosis. State the genotype of the parents.

For Examiner's Use

[1]

1	(iii)	These	narente	have	another	child
1	ш	mese	parents	nave	anomer	CHIII a.

Complete the genetic diagram to show the possibility that this child will also have cystic fibrosis.

parental phenotypes	normal mucus	×	normal mucus
parental genotypes		×	
gametes		+	
offspring genotypes			
offspring phenotypes			
possibility of a child having	cystic fibrosis		

[4]

[Total: 10]

Exp	Explain the meaning of each of the terms and give one example of each.						
(a)	non-renewable material	Examiner's Use					
	example [3]						
(b)	sewage						
	example [2]						
	[Total: 5]						

5 Fig. 5.1 shows a section through the human female reproductive system and other structures.

For Examiner's Use

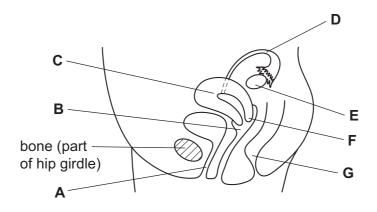


Fig. 5.1

In Table 5.1, write the letter from Fig. 5.1 which labels the structure that carries out each function.

One has been completed for you.

Table 5.1

function	letter
produces egg cells	E
where sperm are deposited during intercourse	
ring of muscle that relaxes to allow the baby to be born	
where implantation takes place	
where fertilisation takes place	

[4]

[Total: 4]

6 (a) (i) Fig. 6.1 shows the outline of the young stem of a eudicotyledonous (dicotyledonous) plant.

For Examiner's Use

[Total: 6]

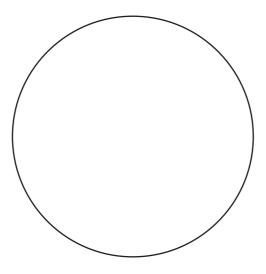


Fig. 6.1

		On Fig. 6.1, draw and label the position of the phloem and xylem in the stem.	[2]
	(ii)	Name a substance that is transported in the phloem.	
			[1]
(b)	Des	scribe the pathway taken by water from the soil to a leaf.	
			[3]
	•••••		اما

7 (a) (i) Fig. 7.1 shows a simple reflex arc.

For Examiner's Use

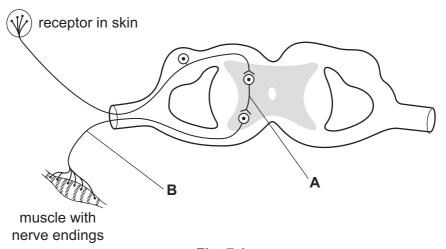


Fig. 7.1

Name the cells labelled **A** and **B** as shown on Fig. 7.1.

		A	
		В	[2]
	(ii)	State two features of a reflex action.	
		1	
		2	
			[2]
(b)	Sta	ite what is meant by an <i>effector</i> .	
			[1]

(c) Fig. 7.2 shows the muscles and bones around the elbow joint.



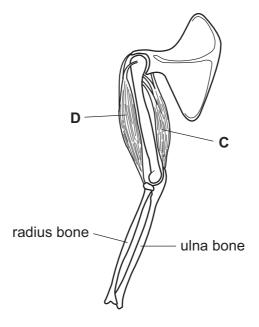


Fig. 7.2

(i)	Name the structures labelled C and D as shown on Fig. 7.2.	
	C	
	D	[2]
(ii)	A nerve impulse stimulates muscle D to contract.	
	Describe what will happen to the muscles and bones of the arm.	
		••••
		[2]

[Total: 9]

Question 8 begins on page 14.

- 8 The metabolism of an organism involves many processes that need energy.
 - (a) Complete the word equation for aerobic respiration.

[2]

(b) The rate of metabolism can be calculated and it is called the metabolic rate.

Fig. 8.1 shows changes in pulse rate as metabolic rate increases during exercise.

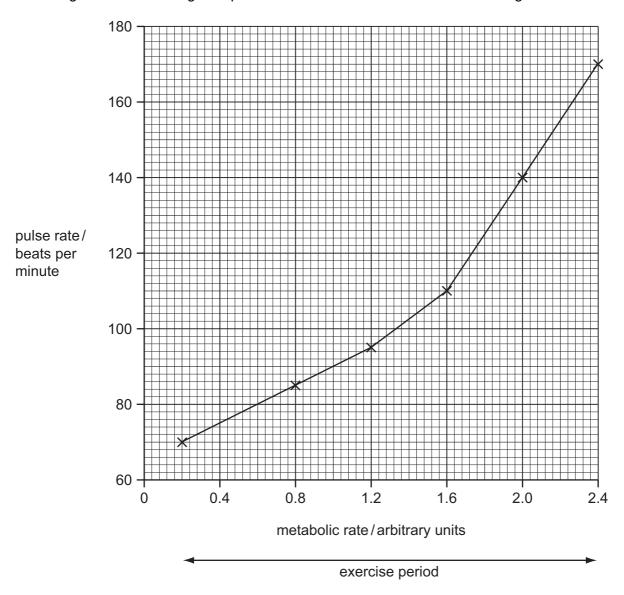


Fig. 8.1

Fig. 8.2 shows changes in the output of blood from the heart (stroke volume) as metabolic rate increases during exercise.

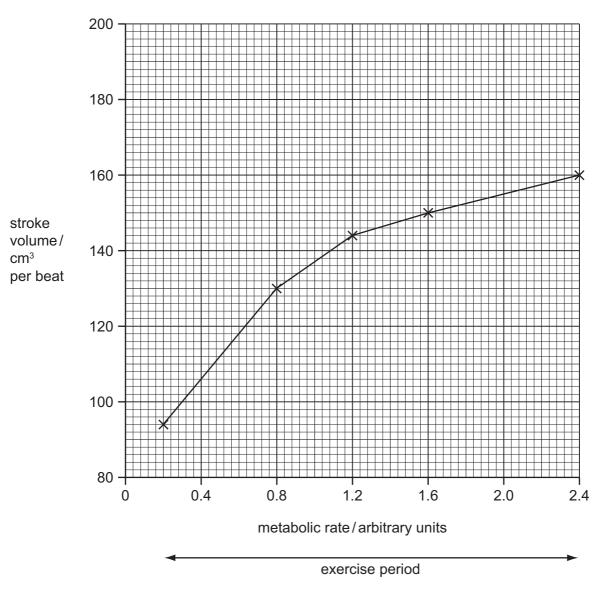


Fig. 8.2

(i) Use Fig. 8.1 to state the metabolic rate before exercise started.

arbitrary units [1]

(ii) Use Fig. 8.1 and Fig. 8.2 to state what the stroke volume was when the pulse rate had increased to 110 beats per minute.

.....cm³ per beat [1]

(c)	(i)	Explain why pulse rate increased during exercise.
		[3]
	(ii)	Suggest what happens to the pulse rate when exercise is finished.
		[2]
(d)	Suç	ggest one way in which the output of the heart (stroke volume) can be increased.
		[1]
		[Total: 10]

9 Fig. 9.1 shows a potato plant.

For Examiner's Use

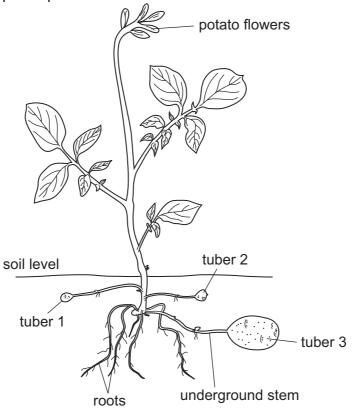


Fig. 9.1

As the plant grows, buds on the underground stem grow into side shoots. The ends of these shoots swell to form tubers.

The tubers can grow into new plants.

(a)	(i)	Which type of nuclear division will occur at the end of a shoot as a tuber develop	os?
			[1]
	(ii)	The three tubers, shown in Fig. 9.1, are each grown to form separate plants. They all show the same characteristics as the parent plant.	
		Explain why this happens.	
			[1]

	(iii)	After two months the three new plants were different sizes.
		Suggest two reasons why the plants were different.
		1
		2
		[2]
(b)		potato plant has purple flowers that are usually insect-pollinated. After pollination seeds formed can grow into new plants.
	(i)	Explain why these plants may show features different from the parent plants.
		[3]
	(ii)	A scientist has two varieties of potato.
		One variety has disease resistance and the other variety grows well in dry soil.
		Suggest how the scientist could produce a new variety with both of these characteristics.
		[3]
		[Total: 10]

© UCLES 2013 0610/22/M/J/13

For Examiner's Use Question 10 begins on page 20.

10	(a)	Define the term ecosystem.	
			••••
			[2]
	(b)	Fig. 10.1 shows the food web of a heather moor ecosystem in Scotland.	
		adders stoats golden eagles shrews hares rabbits grouse other insects beetles bee	
		heather plants	
		Fig. 10.1	
		(i) State the source of energy for all the organisms in this food web.	
		(ii) Name the producer in this food web.	[1]
			[1]
	(c)	Use the boxes to form a food chain with four organisms shown in Fig. 10.1. Use arrows to show the flow of energy through the food chain.	
			[3]

(d)	In one year, a large number of young grouse died before they matured.				
	Sug	Suggest how this would affect the numbers of hares and shrews in this food web.			
	(i)	hares			
		[2]			
	(ii)	shrews			
		[2]			

[Total: 11]

BLANK PAGE

BLANK PAGE

BLANK PAGE

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.

University of 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.