



--

--	--	--	--	--

--	--	--	--

0610/53

May/June 2010

1 hour 15 minutes

Candidates answer on the Question Paper.

Additional Materials: As listed in Confidential Instructions.

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 medium (HB) pencil for any diagrams or graphs.

Do not use staples, paper clips, highlighters, glue or correction fluid.

DO **NOT** WRITE IN ANY BARCODES.

Answer **both** 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	
Total	

This document consists of **10** printed pages and **2** blank pages.

- 1 A herbivore is an animal that gets its energy by eating plants.
A carnivore is an animal that gets its energy by eating other animals.

*For
Examiner's
Use*

Fig. 1.1 shows the skulls with teeth of a sheep and of a dog.

sheep



dog



Fig. 1.1

- (a) (i) Describe **one** similarity, related to nutrition, that you can observe between the teeth of the two skulls.

*For
Examiner's
Use*

.....

..... [1]

- (ii) Complete Table 1.1. to give two differences, related to nutrition, that you can observe between the teeth of the two skulls.

Table 1.1

	sheep	dog
difference 1		
difference 2		

[2]

- (b) (i) Using the mirror provided, view your teeth.

Complete the Table 1.2 to show which type of teeth you have present. Write a letter in each box to show the type of tooth, using the following letters to identify your teeth:

- C = canine
I = incisor
M = molar
P = premolar
X = no tooth present

Table 1.2

teeth of upper jaw

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

↑
middle of jaw
↓

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

teeth of lower jaw

[2]

- (ii) Describe two ways in which your teeth differ from the teeth of the dog shown in Fig. 1.1.

.....

.....

.....

.....

[2]

For
Examiner's
Use

Much of the food that we eat is cooked. This softens the materials.

You are provided with a sample of raw leaves, labelled **S1** and a sample of cooked leaves of the same species, labelled **S2**.

You are going to investigate the effect of cooking on the carbohydrate content of these leaves.

*For
Examiner's
Use*

- (c) (i) Describe how you would safely test **S1** and **S2** to compare their reducing sugar content.

.....

.....

.....

.....

.....

.....

..... [5]

- (ii) Describe how you would test **S1** and **S2** to compare their starch content.

.....

.....

..... [2]

- (iii) Carry out these tests on **S1** and **S2** and record your observations in Table 1.3.

Table 1.3

	S1	S1
reducing sugar		
starch		

[4]

- (iv) What do your results indicate about the effect of cooking on the carbohydrate content of these leaves?

.....

 [2]

- (v) Suggest an explanation for the results you obtained.

.....

 [1]

[Total: 21]

For
Examiner's
Use

- 2** You are provided with ten leaves attached to a branch, labelled **S3**.

The leaves vary in size as they are at different stages of development along the branch.

Lay the branch flat on the bench.

- (a) (i)** Describe the arrangement of the leaves on the branch.

.....

.....

..... [2]

- (ii)** Make a large, labelled drawing of the lower surface of the largest leaf while still attached to the branch.

[4]

*For
Examiner's
Use*

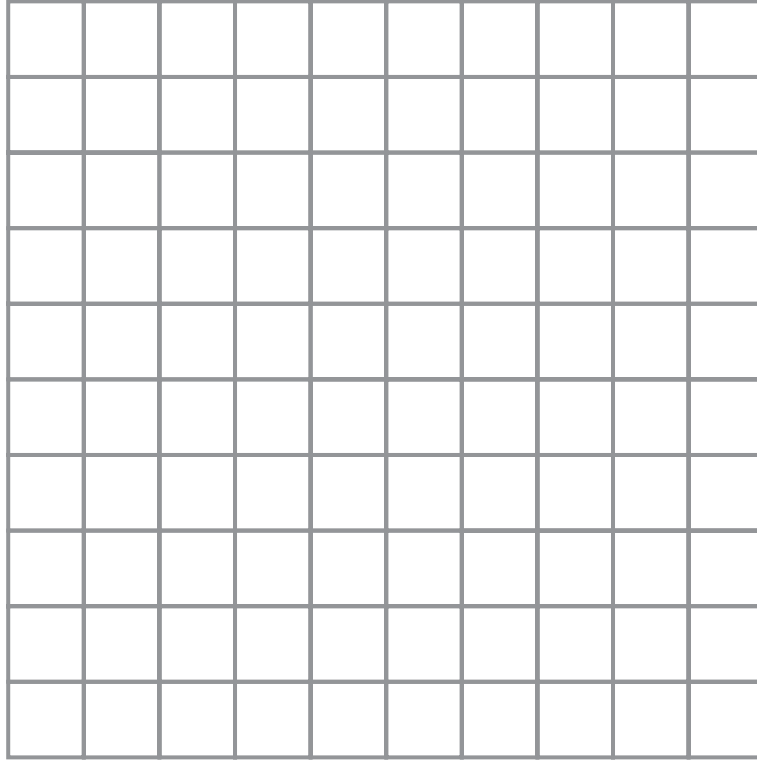
Question 2 continues on Page 9

(iii) Measure the size of the grid squares.

Remove the leaf you have drawn and lay it flat on the printed grid below.

Draw the outline of the leaf and calculate the leaf area of this leaf.

Show your working.



Space for working

leaf area [2]

(b) Detach the leaf at one end of the branch.

- (i)** Measure the length of the blade of this leaf in mm and record it in Table 2.1. If the leaf has a leaf stalk, do **not** include this in the measurement.

Repeat for all the remaining leaves on the branch, in order, including the leaf you measured in **(a)(iii)**.

Table 2.1

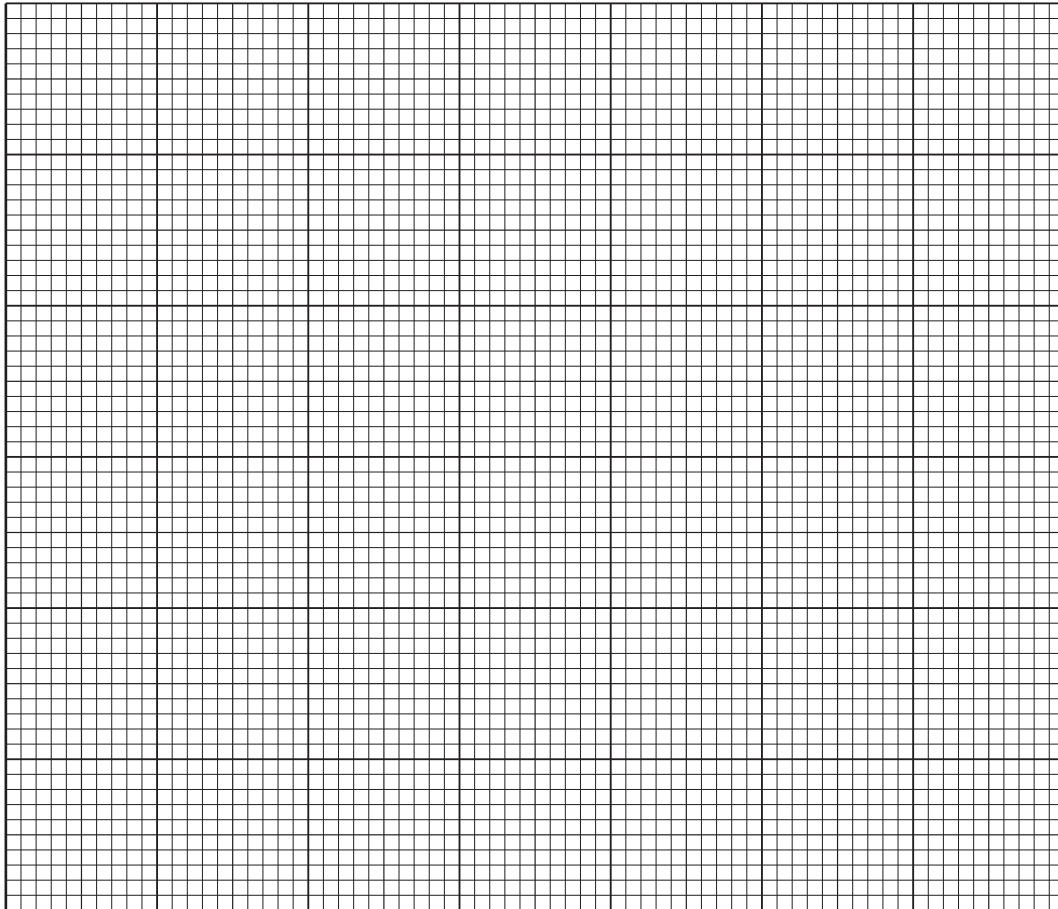
Leaf number from end of branch	Length of leaf blade/mm
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

[3]

For
Examiner's
Use

- (ii) Plot the data to show the relationship between the position of the leaf on the branch and the length of leaf blade.

For
Examiner's
Use



[5]

- (iii) Using your graph, describe the relationship between the position of the leaf on the branch and the length of leaf blade.

.....

.....

.....

..... [3]

[Total: 19]

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.