



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

CANDIDATE  
NAME

CENTRE  
NUMBER

--	--	--	--	--

CANDIDATE  
NUMBER

--	--	--	--



**BIOLOGY**

**0610/31**

Paper 3 Extended

**October/November 2011**

**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	
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>Total</b>	

This document consists of **19** printed pages and **1** blank page.



1 Fig. 1.1 shows a flowering shoot of tiger lily, *Lilium tigrinum*.

For  
Examiner's  
Use



Fig. 1.1

(a) State the name of the genus of the tiger lily.

..... [1]

(b) Name the parts labelled A to D.

A .....

B .....

C .....

D ..... [4]

(c) The tiger lily plant is a monocotyledon.

List two features, **visible in Fig. 1.1**, that show it is a monocotyledon.

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

For  
Examiner's  
Use

(d) The tiger lily in Fig. 1.1 reproduces sexually.

Plants reproduce sexually and asexually.

Complete Table 1.1 to show the advantages and disadvantages of asexual and sexual reproduction to a flowering plant species.

**Table 1.1**

type of reproduction in flowering plants	advantages	disadvantages
asexual		
sexual		

[4]

[Total: 11]

2 (a) Define the term *sensitivity*.

.....

.....

.....

..... [2]

Fig. 2.1 shows the reflex arc involved in a simple reflex action.

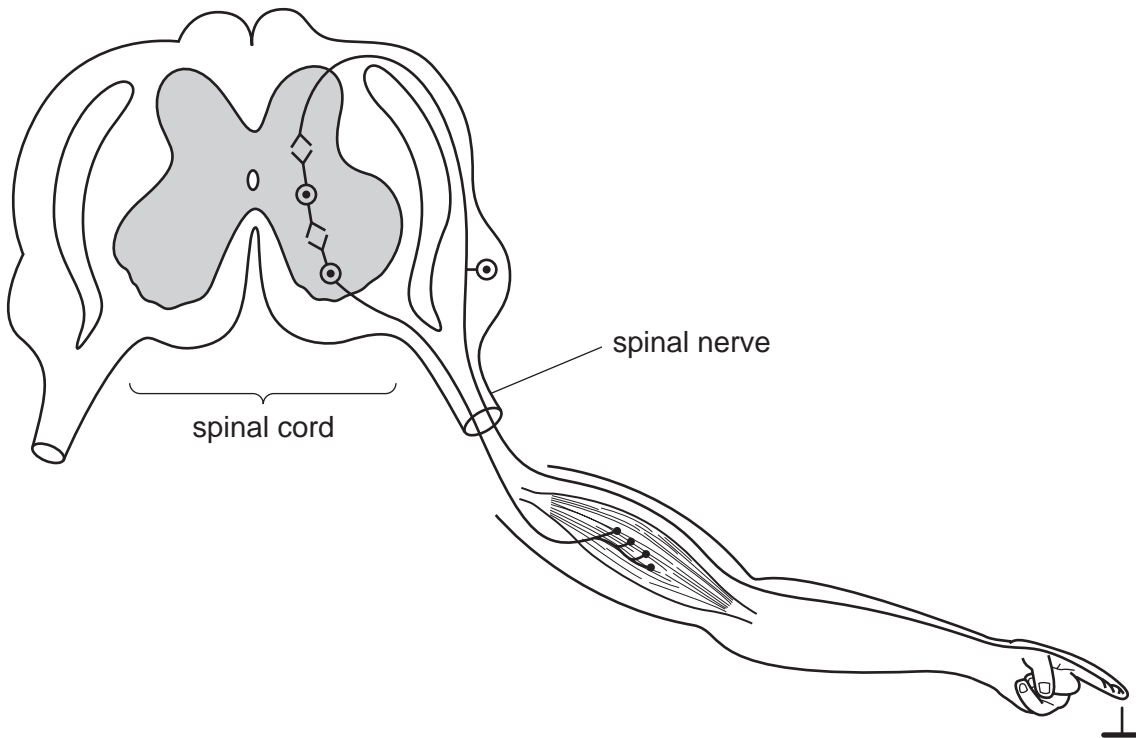


Fig. 2.1

(b) On Fig. 2.1 use label lines and the following letters to show

- F a receptor in the skin
- G the neurone that transmits impulses to the spinal cord
- H the effector in this reflex arc.

[3]

(c) A reflex is an involuntary action.

Explain what is meant by the term *involuntary* action.

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

(d) Suggest the advantages of having reflexes.

You may refer to an example to illustrate your answer.

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

(e) In dangerous situations there is an increase in the secretion of adrenaline from the adrenal glands.

Describe three ways in which this increase in adrenaline prepares the body for action.

1 .....  
.....  
2 .....  
.....  
3 .....  
..... [3]

[Total: 13]

3 (a) State, using chemical symbols, the equation for aerobic respiration.

..... [3]

A student compared the respiration of germinating mung bean seeds with pea seeds using the apparatus shown in Fig. 3.1.

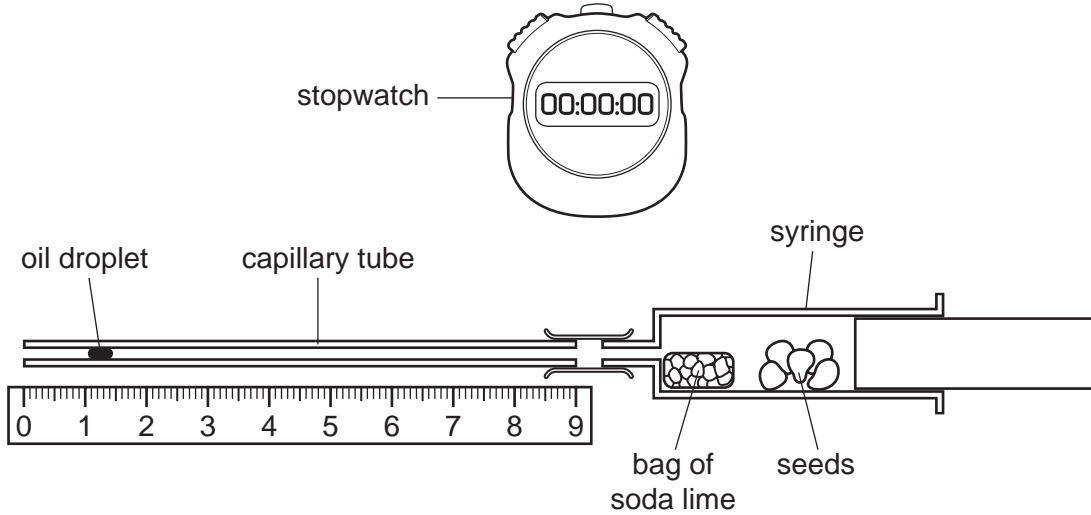


Fig. 3.1

The soda lime absorbs any carbon dioxide released by the germinating seeds. The student recorded the position of the oil droplet every minute over a period of six minutes.

(b) State three variables that should be kept constant in this investigation.

- 1 .....
- 2 .....
- 3 .....

[3]

(c) Table 3.1 shows the student's results.

For  
Examiner's  
Use

**Table 3.1**

time / minute	germinating mung bean seeds		germinating pea seeds	
	position of droplet / mm	distance moved / mm per minute	position of droplet / mm	distance moved / mm per minute
0	0	0	0	0
1	12	12	10	10
2	23	11	19	9
3	36	13	28	9
4	45	9	33	5
5	48	3	36	3
6	48	0	36	0

(i) State which way the droplet moves **and** explain your answer.

.....

.....

.....

.....

.....

..... [3]

(ii) State what happens to the movement of the droplet after three minutes **and** suggest an explanation.

.....

.....

.....

..... [2]

[Total: 11]

- 4 Penicillin is an antibiotic produced by the fungus *Penicillium chrysogenum*.

Fig. 4.1 shows the process used to produce penicillin.

For  
Examiner's  
Use

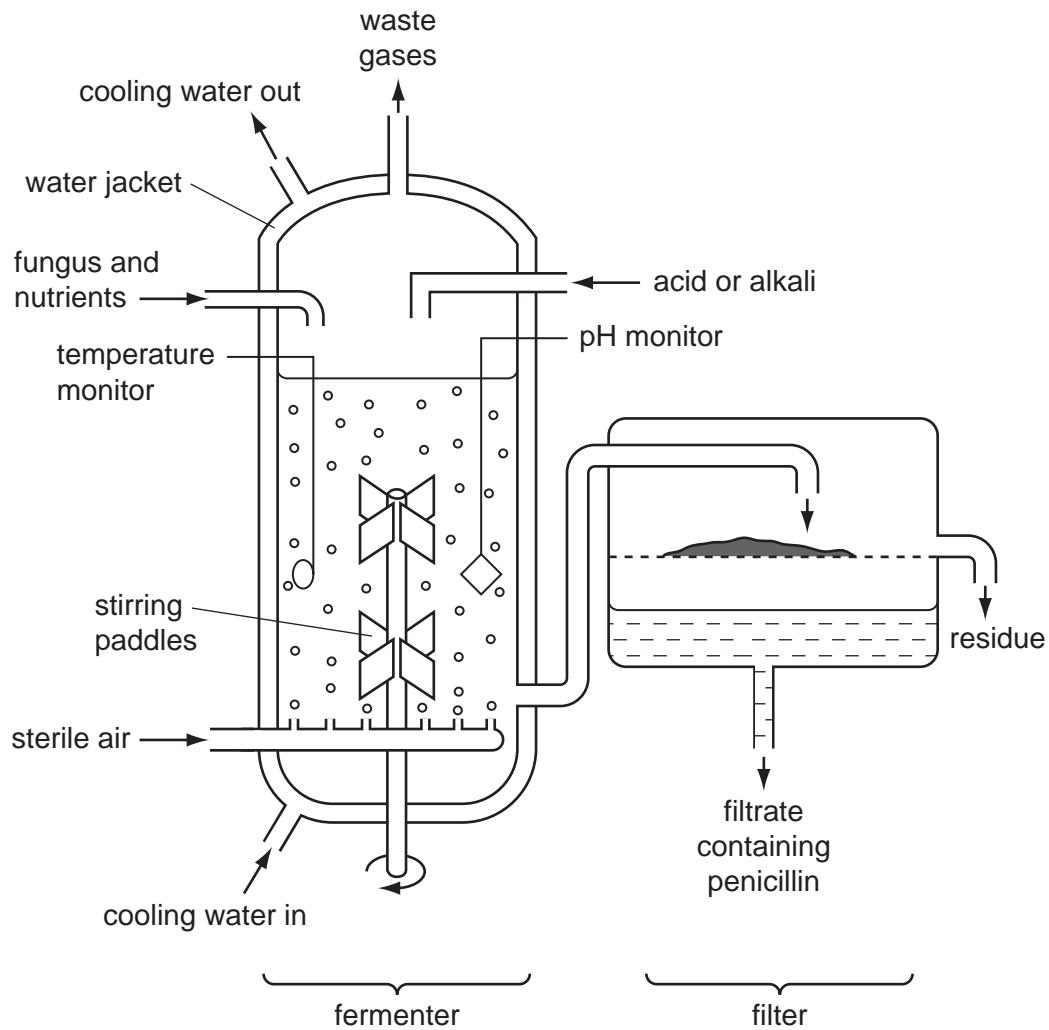


Fig. 4.1





Fig. 4.2 shows the mass of fungus and the yield of penicillin during the fermentation process.

For  
Examiner's  
Use

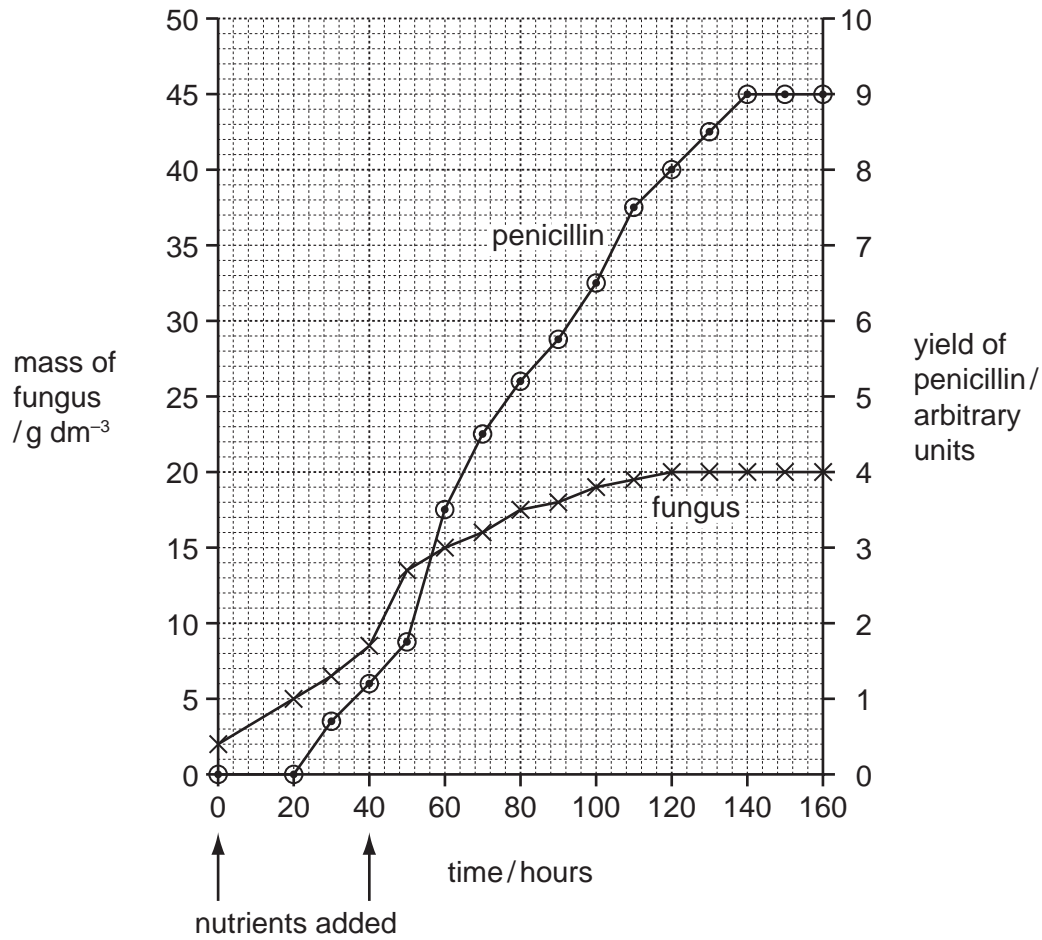


Fig. 4.2

(b) (i) State the time interval over which the fungus grew at the maximum rate.

..... [1]

(ii) As the fungus grows in the fermenter, the nuclei in the fungal hyphae divide.

State the type of nuclear division that occurs during the growth of the fungus in the fermenter.

..... [1]

(iii) Explain why the growth of the fungus slows down and stops.

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

(c) Penicillin is not needed for the growth of *P. chrysogenum*.

(i) State the evidence from Fig. 4.2 that shows that penicillin is not needed for this growth.

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

(ii) The people in charge of the penicillin production emptied the fermenter at 160 hours.

Use the information in Fig. 4.2 to suggest why they did **not** allow the fermentation to continue for longer.

..... [1]

(d) Downstream processing refers to all the processes that occur to the contents of the fermenter after it is emptied. This involves making penicillin into a form that can be used as a medicine.

Explain why downstream processing is necessary.

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

(e) Explain why antibiotics, such as penicillin, kill bacteria but not viruses.

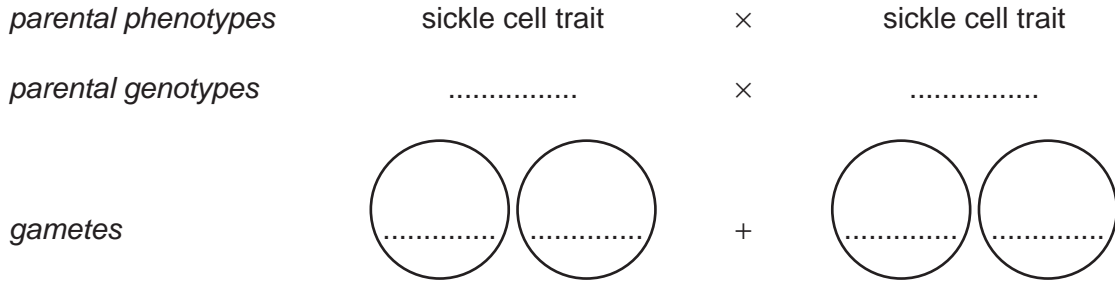
.....  
.....  
.....  
..... [2]

[Total: 19]



People who are heterozygous for the gene for haemoglobin produce both the normal and abnormal forms of haemoglobin. These people show no symptoms or have very mild symptoms known as sickle cell trait.

**(b) (i)** Complete the genetic diagram to show how a couple who are both heterozygous may have a child with sickle cell anaemia.



*offspring genotypes*      .....      .....      .....      .....

*offspring phenotypes* .....      .....      .....      .....

[3]

**(ii)** What is the chance of a child born to this couple having sickle cell anaemia?

..... [1]

In some parts of the world, up to 25% of the population have sickle cell trait.

**(c)** State the advantage of having sickle cell trait.

.....

..... [1]

(d) Discuss whether sickle cell trait is an example of codominance.

.....

.....

.....

.....

..... [2]

*For  
Examiner's  
Use*

[Total: 12]

**Question 6 begins on page 16.**

- 6 The brown plant hopper is a serious insect pest of rice. Spraying with pesticides is a common way to control it. However, brown plant hoppers have become resistant to pesticides.

For  
Examiner's  
Use

Fig. 6.1 shows the effect of spraying pesticides against populations of this insect pest.

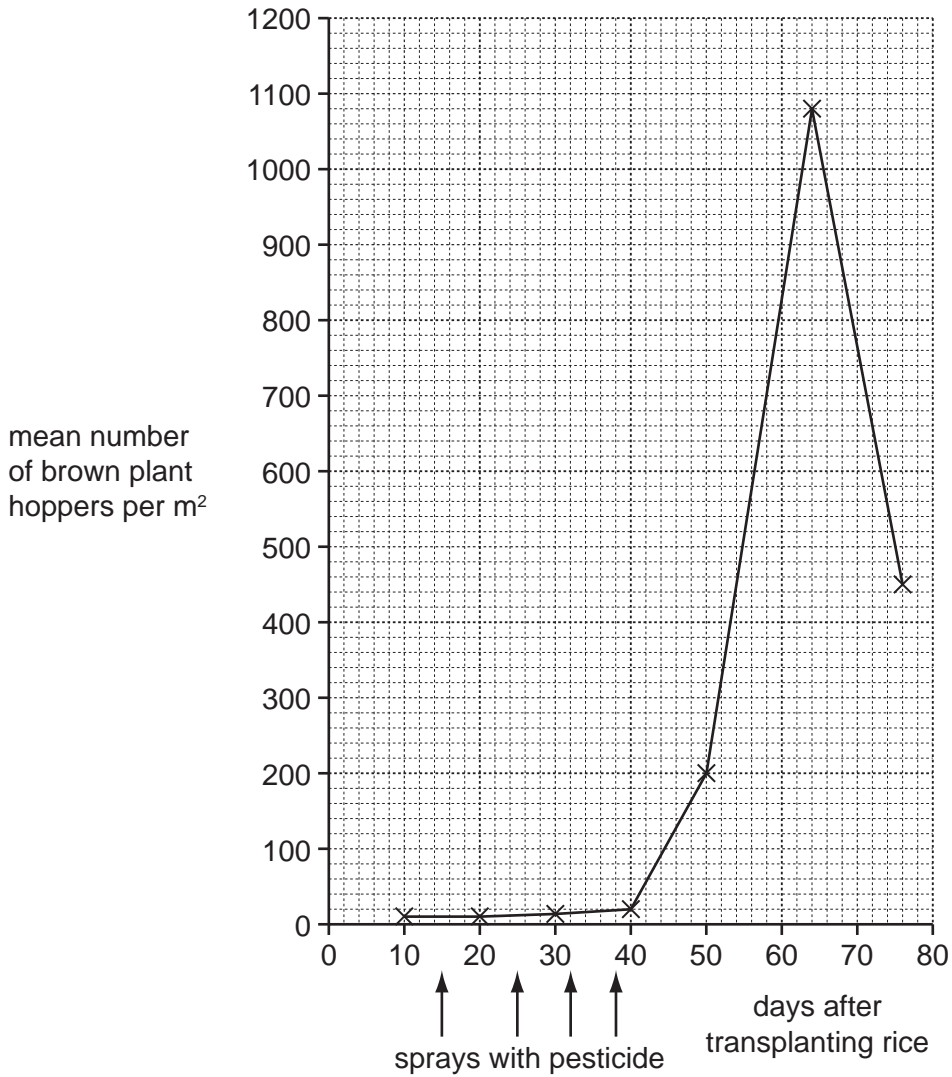


Fig. 6.1

- (a) Define the term *population*.

.....

.....

.....

..... [2]



(b) Use Fig. 6.1 to describe the effect of pesticides on populations of the brown plant hopper.

*For  
Examiner's  
Use*

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

(c) Some pesticides used against insects kill them on contact. Others are systemic pesticides.

Explain how these systemic pesticides kill insects.

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

- (d) As an alternative to spraying pesticides, some farmers use predatory animals, such as the hunting spider, *Lycosa pseudoannulata*, to control brown plant hoppers.

For  
Examiner's  
Use

During an investigation into the effectiveness of this method, brown plant hoppers were put into cages in rice fields. The plant hoppers could not leave the cages but were able to feed. Predators, such as hunting spiders, could enter some of the cages to feed.

Fig. 6.2 shows the change in numbers of brown plant hoppers in these cages over a period of time.

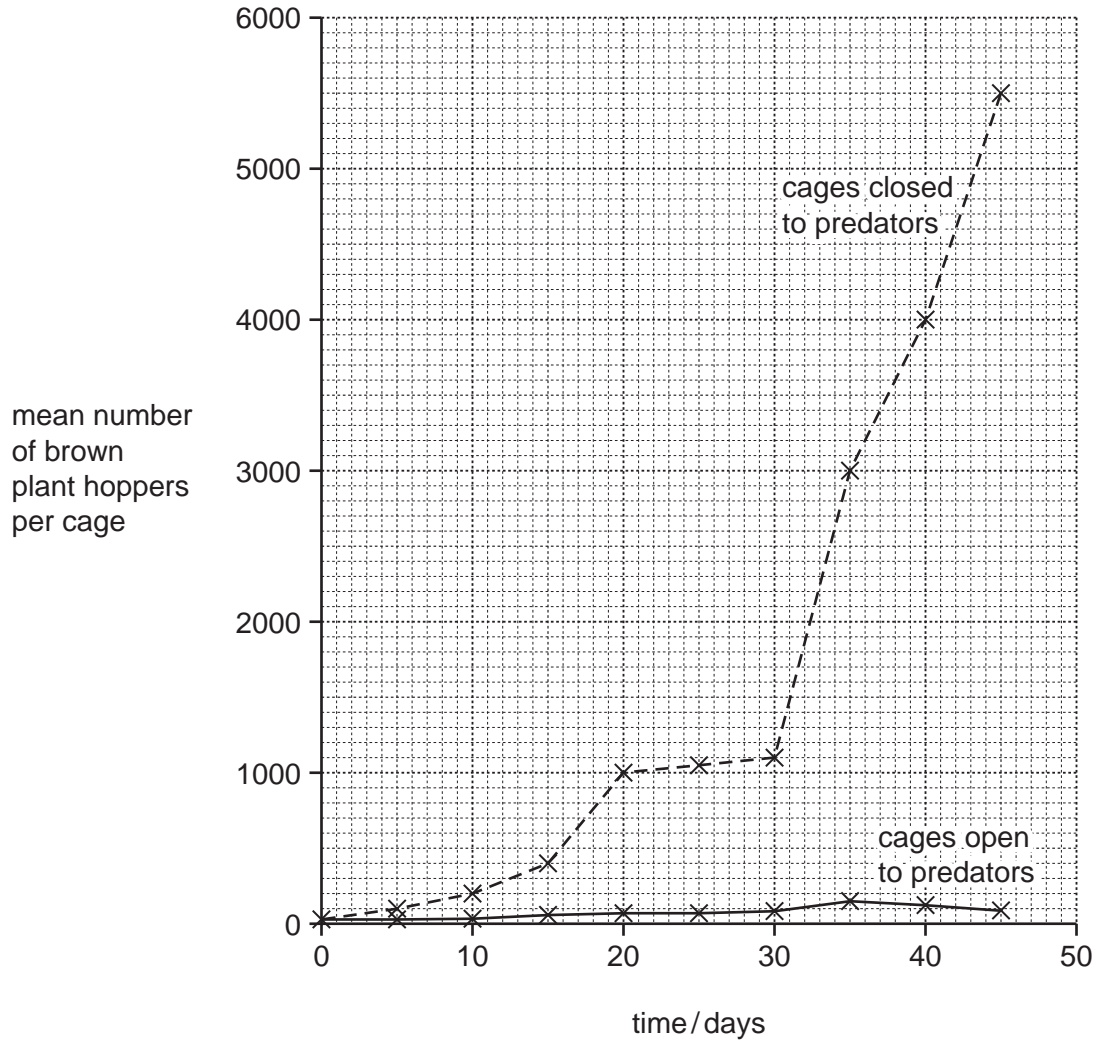


Fig. 6.2



---

*Copyright Acknowledgements:*

Figure 2.1

© *Biology: A Modern Introduction*; 2nd Edition; Oxford University Press; 1982.

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.