



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE
NAME

CENTRE
NUMBER

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NUMBER

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BIOLOGY

0610/32

Paper 3 Theory (Core)

February/March 2017

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 an HB pencil for any diagrams or graphs.

Do not use staples, paper clips, 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.

The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **15** printed pages and **1** blank page.

1 The boxes on the left contain the names of glands which secrete enzymes.

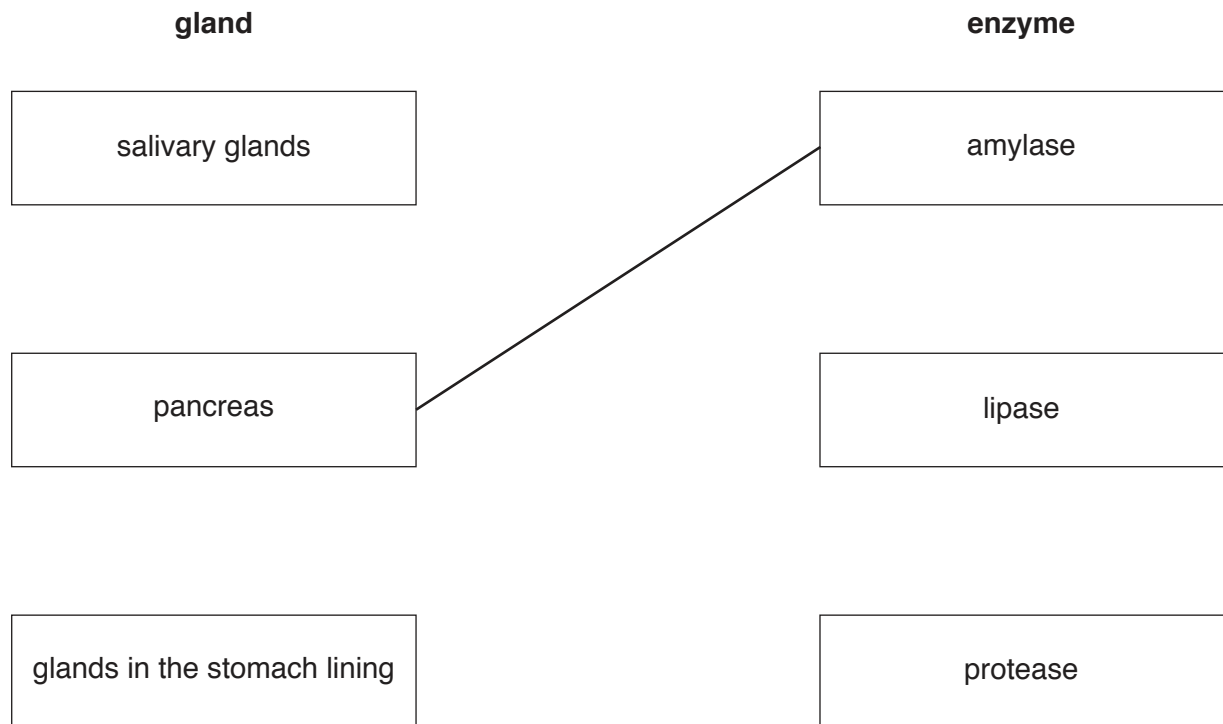
The boxes on the right contain the names of digestive enzymes.

Some glands produce more than one enzyme.

Draw lines to link each gland with the enzyme or enzymes it produces.

Draw **four** lines.

One has been drawn for you.



[4]

[Total: 4]

2 Fig. 2.1 shows a diagram of the heart.

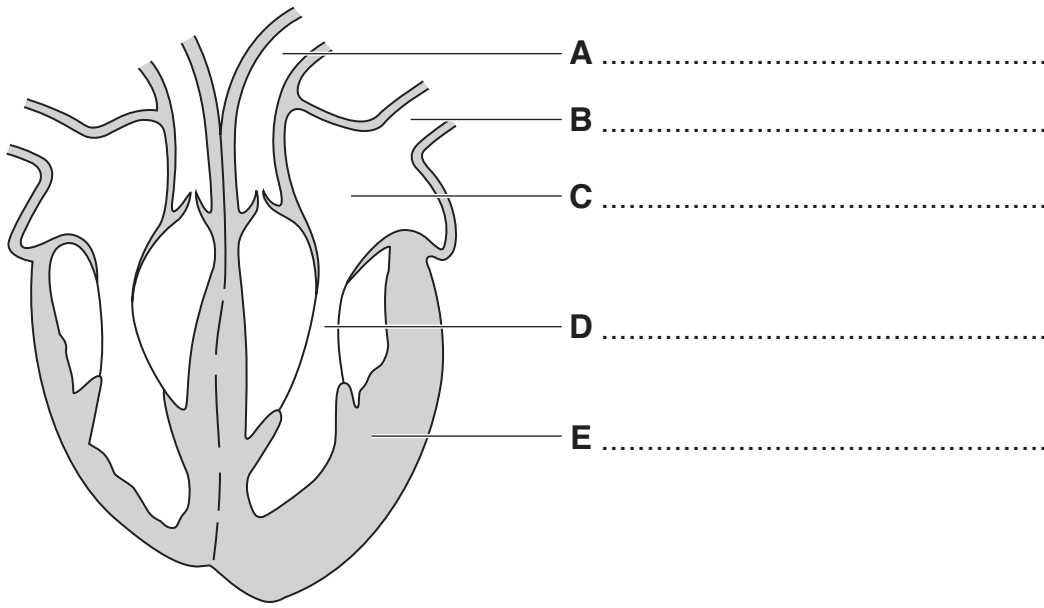


Fig. 2.1

(a) (i) Complete Fig. 2.1 by adding names to the label lines.

Choose names from this list:

- | | | | |
|----------------|--------|---------------|------------------|
| aorta | atrium | muscular wall | pulmonary artery |
| pulmonary vein | septum | vena cava | ventricle |

[5]

(ii) State the name of the heart chamber that pumps blood to the lungs.

.....[1]

(b) The volume of blood the heart pumps out per minute is called the cardiac output.

Fig. 2.2 shows how the cardiac output changes for students **F** and **G** as exercise increases.

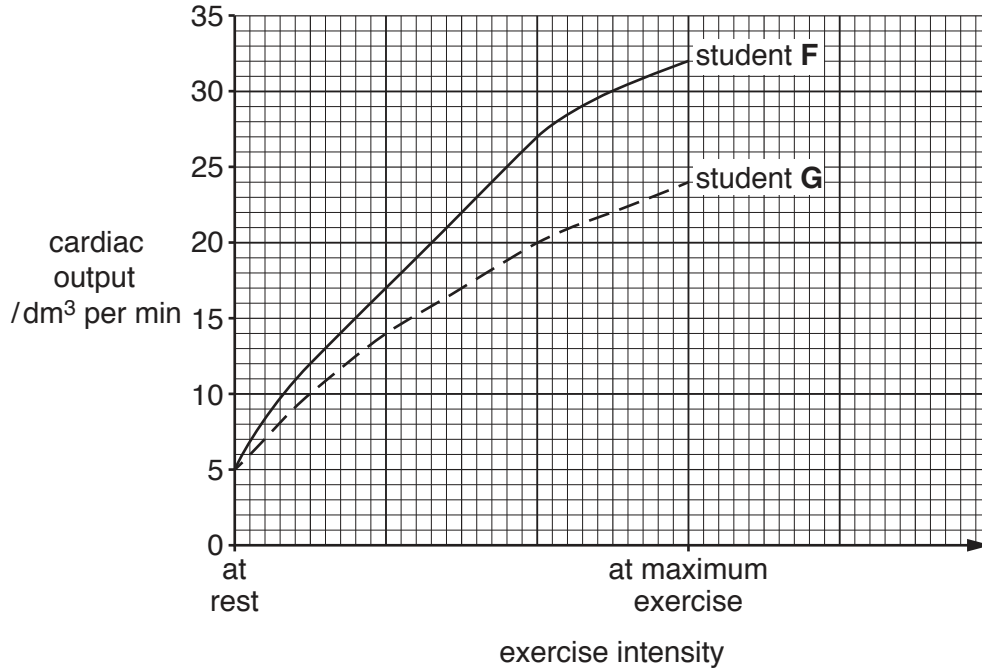


Fig. 2.2

(i) Use Fig. 2.2 to state the cardiac output for student **F** when resting and when doing maximum exercise.

when resting

when doing maximum exercise

[2]

(ii) Calculate the percentage increase in cardiac output of student **G** from rest to maximum exercise.

Show your working.

.....%

[2]

(iii) Suggest **two** ways the activity of the heart changes to produce an increase in cardiac output.

1

.....

2

.....

[2]

(iv) During exercise, student **F** has a higher cardiac output than student **G**.

Suggest **one** reason for this difference.

.....

.....[1]

[Total: 13]

3 Fig. 3.1 shows a reflex arc.

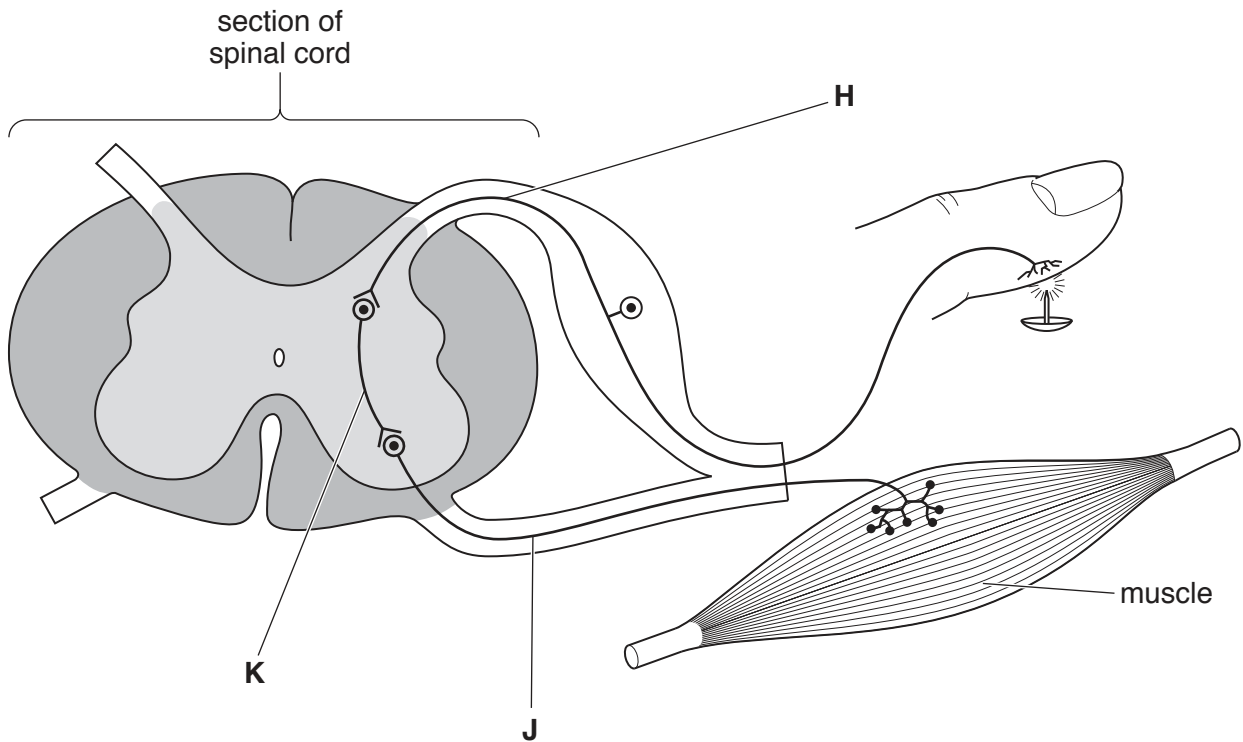


Fig. 3.1

(a) (i) Name the structures labelled H, J and K.

Choose your answers from the following words or phrases:

effector

motor neurone

receptor

relay neurone

sensory neurone

Write your answers in Table 3.1.

Table 3.1

letter	name
H	
J	
K	

[3]

(ii) On Fig. 3.1, draw a small circle around **one** synapse.

[1]

(iii) State **two** characteristics of a reflex action.

1

2

[2]

(b) Fig. 3.2 shows what happens when a person picks up a hot object.

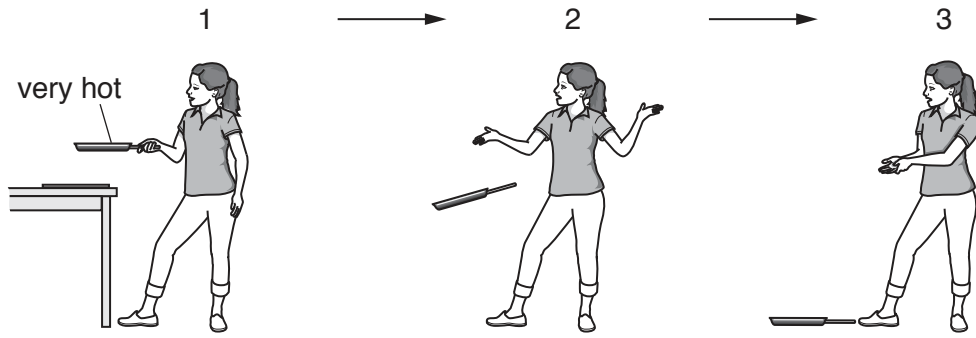


Fig. 3.2

(i) Use Fig. 3.2 to suggest why reflex actions are important.

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

(ii) State one other reflex action in the body.

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

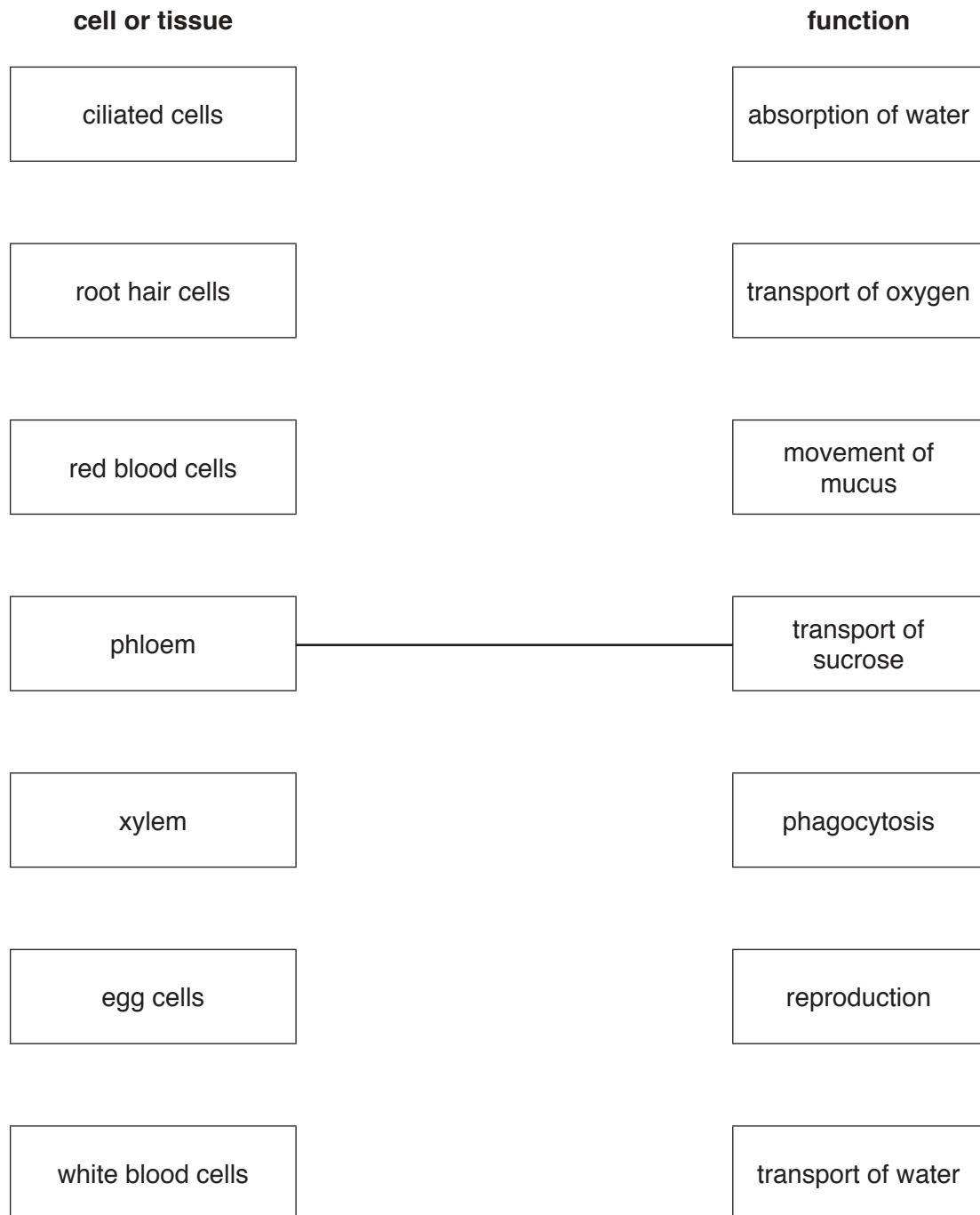
[Total: 9]

- 4 The boxes on the left contain the names of cells and tissues specialised for carrying out a particular function.

The boxes on the right contain descriptions of specialised functions.

Draw **one** straight line to link each specialised cell or tissue with its correct function.

An example has been done for you.



[5]

[Total: 5]

5 (a) Define the term *species*.

.....

.....

.....

..... [2]

(b) Table 5.1 shows the names of vertebrate groups and some of their characteristics.

Place a tick in the boxes to show if the characteristic is commonly present in that group.

The characteristics of the fish group have been done for you.

Table 5.1

characteristic	group of vertebrates				
	fish	amphibians	reptiles	birds	mammals
have feathers over most of the body					
have scales over most of the body	✓				
lay eggs	✓				
maintain a constant body temperature					
young are fed on milk					

[5]

[Total: 7]

6 (a) (i) State the word equation for photosynthesis.

.....[2]

(ii) A plant needs chlorophyll to photosynthesise.

Name the part of a plant cell that contains chlorophyll.

.....[1]

(iii) State **two** types of specialised cell that contain chlorophyll.

1

2

[1]

(b) In an investigation, some students placed a plant in bright light.

They measured the rate of photosynthesis at different temperatures.

The results are shown in Fig. 6.1.

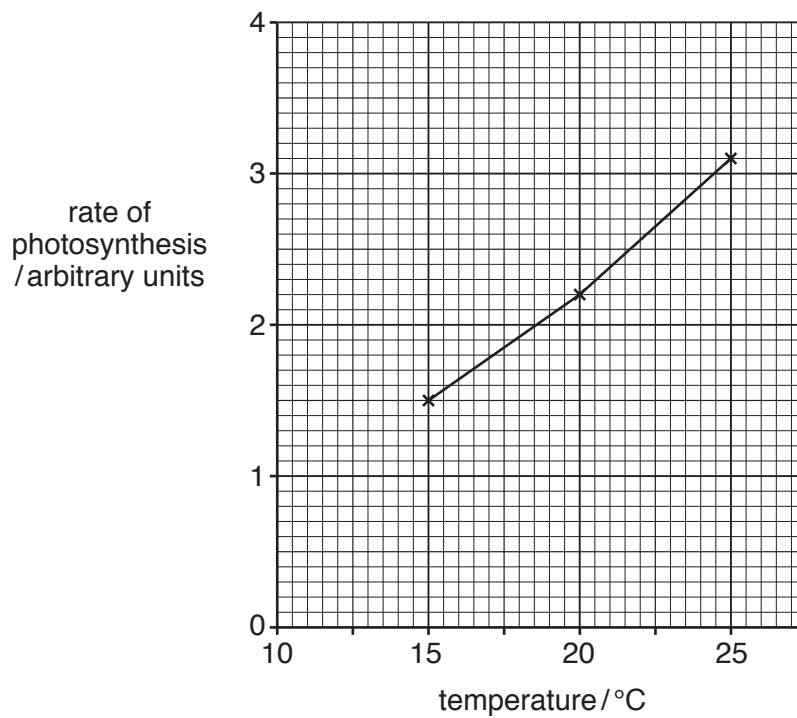


Fig. 6.1

(i) Describe the results shown in Fig. 6.1.

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

(ii) Suggest an explanation for these results.

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

(iii) Predict the effects on the rate of photosynthesis if the investigation is carried out at 60 °C.

Explain your reason.

prediction

reason

.....
.....

[2]

[Total: 10]

- 7 (a) Choose words or phrases from the list to complete the sentences about the **enhanced** greenhouse effect.

Each word or phrase may be used once, more than once or not at all.

- carbon dioxide
- carbon monoxide
- deforestation
- flooding
- egestion
- methane
- nitrogen
- photosynthesise
- respire
- water vapour

The enhanced greenhouse effect leads to climate change. One reason for this increased effect is that many trees are cut down. Cutting down large areas of trees is called

When trees are cut down they cannot and so the concentration of in the atmosphere increases.

Another gas that increases the greenhouse effect is

[4]

- (b) Describe **two** reasons why humans cut down trees.

1

.....

.....

.....

2

.....

.....

.....

[4]

- (c) An increase in some greenhouse gases is one undesirable effect of cutting down trees.

State **two** other examples of these undesirable effects.

1

.....

2

.....

[2]

[Total: 10]
[Turn over

8 Fig. 8.1 shows part of a food web.

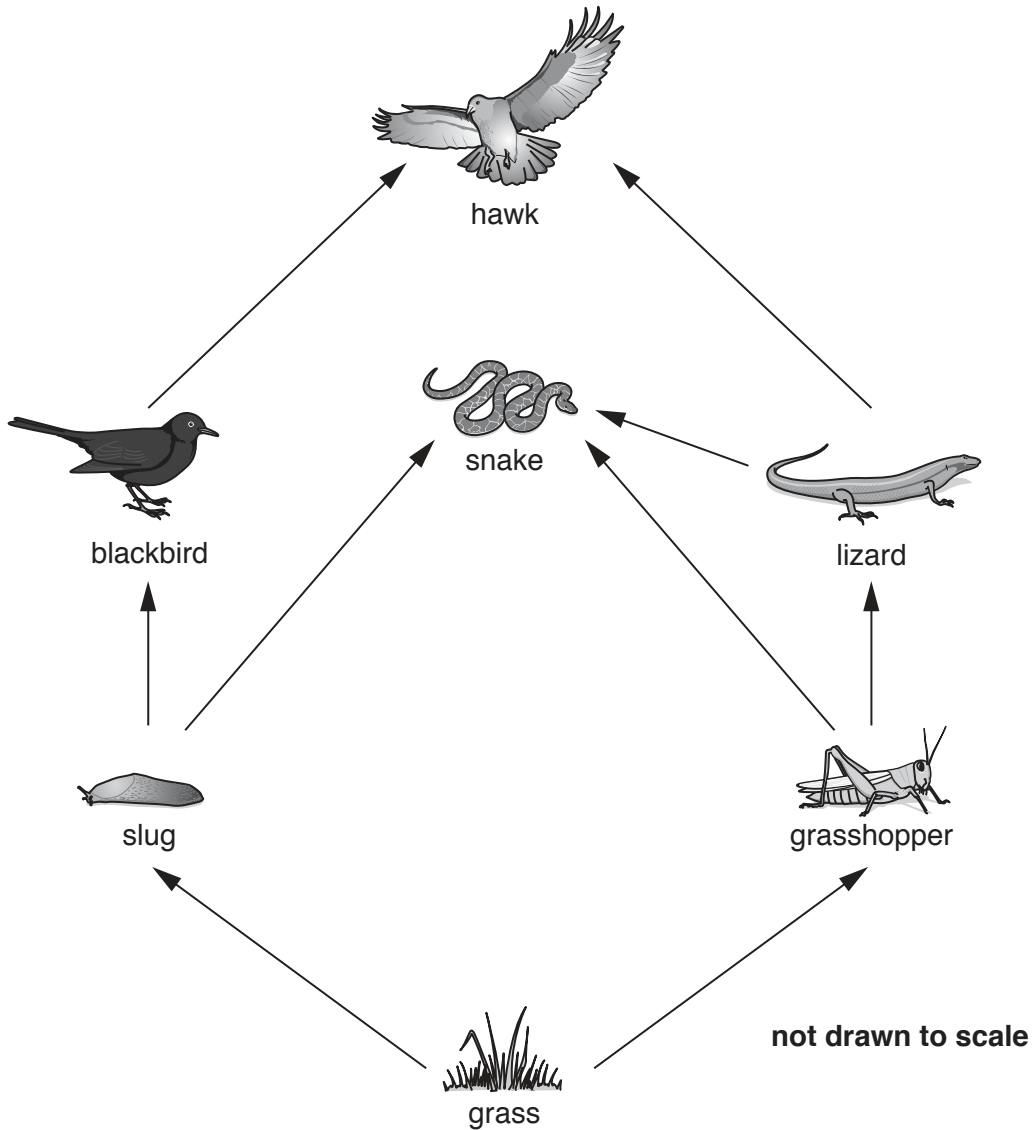


Fig. 8.1

- (a) (i) State the principle source of energy for this food web.
[1]
- (ii) Explain what the arrows on Fig. 8.1 represent.

[1]
- (iii) State the number of different secondary consumers in this food web.
 secondary consumers [1]

(iv) Name the organism that is **both** a secondary and a tertiary consumer.
.....[1]

(v) State what would happen to the number of hawks if the snakes in this food web all died.
Explain your answer.
number of hawks
explanation
.....
.....[3]

(b) (i) The food web shown in Fig. 8.1 changed when eagles moved into the area.
Eagles eat snakes and lizards.
Add this information to Fig. 8.1. You do **not** need to draw an eagle. [1]

(ii) State **one** factor that will increase the eagle population and **one** factor that will decrease the eagle population.
increase
decrease [2]

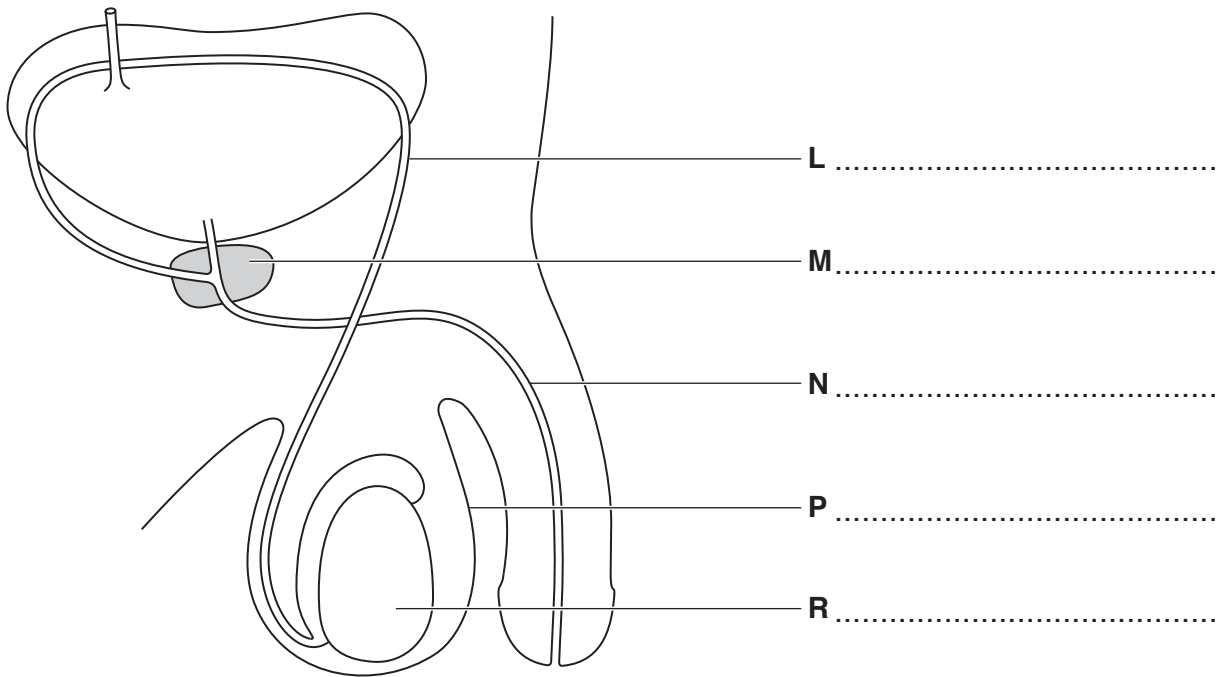
(iii) Define the term *population*.
.....
.....
.....[2]

[Total: 12]

9 Fig. 9.1 shows the male reproductive system as seen from the side.

(a) State the name of each labelled structure in Fig. 9.1.

Write your answers in the spaces provided.



[5]

Fig. 9.1

(b) (i) Draw an X on Fig. 9.1 to show where sperm cells are made. [1]

(ii) Draw a small circle on Fig. 9.1 to show where sperm cells leave the body. [1]

(c) State the function of the prostate gland and the scrotum.

prostate gland

.....

scrotum

.....

[2]

(d) State **one** barrier method of birth control.

.....[1]

[Total: 10]

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