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0610/52

May/June 2010

1 hour 15 minutes

Additional Materials: As listed in Confidential Instructions.

READ THESE INSTRUCTIONS FIRST

DO **NOT** WRITE IN ANY BARCODES.

Answer **both** questions.

The number of marks is given in brackets [] at the end of each question or part question.

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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.

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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.

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.....

..... [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]

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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.

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- (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]

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- 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]

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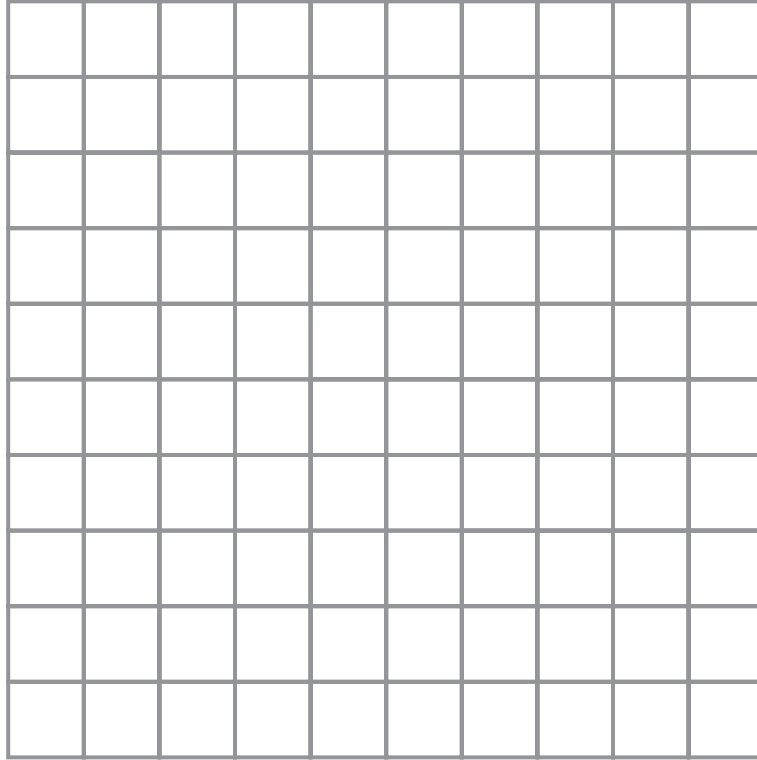
Question 2 continues on Page 9

(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

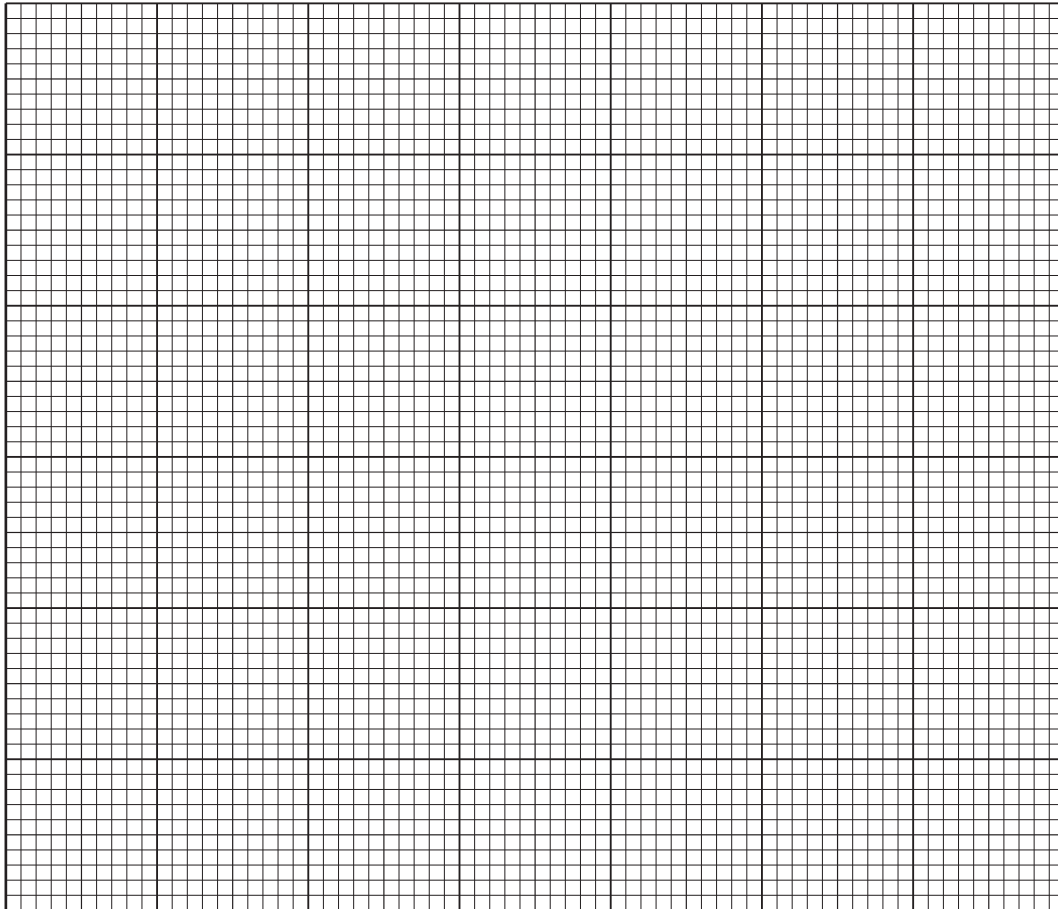
Leaf number from end of branch	Length of leaf blade / mm
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

[3]

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

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[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]

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