Name

www.PapaCambridge.com UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS General Certificate of Education Advanced Level

9700/04 **BIOLOGY**

Paper 4 Structured Questions A2 Core

October/November 2006

1 hour 15 minutes

Candidates answer on the Question Paper. Additional Materials: Answer Paper.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces provided at the top of this page. Write in dark blue or black pen.

You may use a pencil for any diagrams, graphs or rough working.

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

Section A

Answer all questions.

Section B

Answer **one** question.

Circle the number of the Section B question you have answered in the grid below.

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 Exam	iner's Use
1	
2	
3	
4	
5	
Section A	
6 or 7	
Total	

Section A

Answer all questions.

1

	The state of
2	1.0
Section A	AG CAN
Answer all questions.	
Write your answers in the spaces provided.	MMM. PARACAN
Carbohydrates and lipids are important fuels in generating ATP in animal ce	
(a) Explain the relative energy values of carbohydrate and lipid as respirate	ory substrates.
	[3]
Aerobic respiration uses oxygen and produces carbon dioxide as a wanimal cell metabolism can be analysed using the respiratory quotie is the volume of the carbon dioxide produced divided by the volum consumed.	nt, RQ. The RQ
(b) State typical RQ values for carbohydrates and lipids.	
carbohydrate	
lipid	[2]
The Siberian hamster, a small rodent like a mouse, had its RQ meas air temperatures. Fig. 1.1 shows the results of this experiment.	sured at different



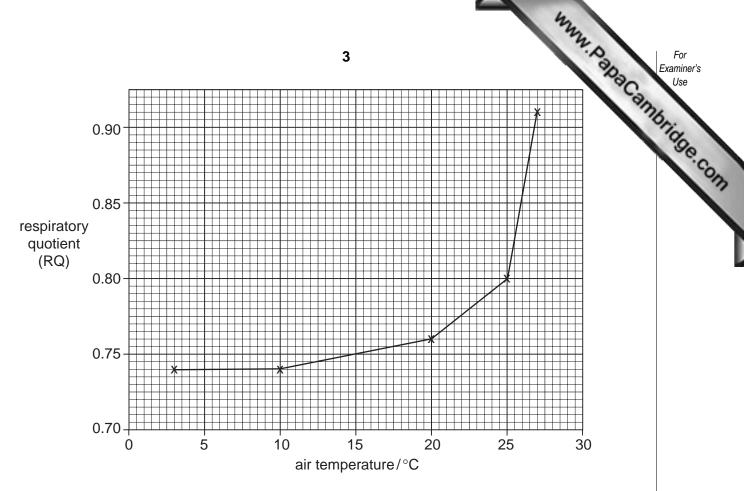


Fig. 1.1

(c)	Using the information in Fig. 1.1, describe and explain the relationship between and air temperature.	RQ
		[4]
(d)	State a circumstance under which the RQ value would rise to over 1.0.	
		[1]
	[Total:	10]

[6]

- www.PapaCambridge.com 2 The colour of the tips of the hair in Australian Shepherd dogs is controlled by a gene A locus. There are three alleles at this locus which are:
 - Black hair tips
 - $\mathbf{A}^{\mathbf{y}}$ Red hair tips
 - Αt Copper hair tips

A cross between two dogs with copper hair tips will always produce offspring with copper hair tips. A cross between two dogs with black hair tips may produce some offspring with red hair tips and some with copper hair tips.

(a)	Stat	e the ratio of offspring phenotypes from the following crosses:
	(i)	$A^sA^t \times A^yA^y$
		offspring phenotypes
		ratio
	(ii)	$A^sA^t \times A^tA^y$
		offspring phenotypes
		ratio
	(iii)	$A^yA^t \times A^yA^t$
		offspring phenotypes

ratio

(b) A dog breeder wishes to know whether a dog with red hair tips is either homo

[Total: 10]

www.PapaCambridge.com or heterozygous for this characteristic. (i) State the cross needed to determine the dog's genotype. (ii) Explain why the offspring of this cross will reveal the genotype of the dog.

3 In mammalian kidneys, the loop of Henle is closely associated with the production osmoregulation.

(a) Explain what is meant by osmoregulation.

Why.	
6	For Examiner's
nammalian kidneys, the loop of Henle is closely associated with the proc pregulation.	Cambridge C
Explain what is meant by osmoregulation.	Table Co.
	21

Fig. 3.1 shows the water potential of renal fluid as it passes through the loop of Henle.

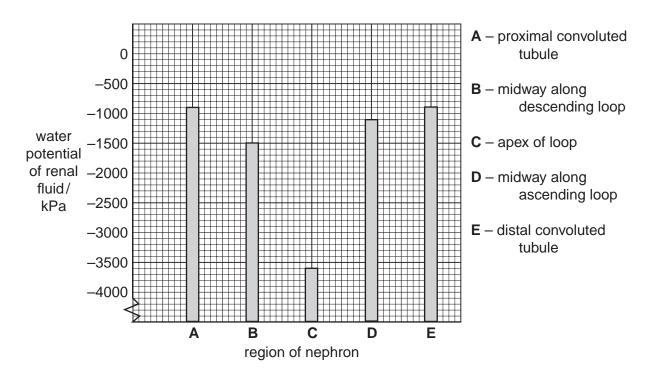


Fig. 3.1

	4	
	Using the information given in Fig. 3.1, describe and explain what happens to the fluid as it passes through the loop of Henle.	
	7	For Examiner's
(b)	Using the information given in Fig. 3.1, describe and explain what happens to the	Use
(2)	fluid as it passes through the loop of Henle.	34
		Ta
		26.C
		OW
		`
	[5]	
	•	
(c)	Control systems often work by using negative feedback. These systems require a receptor and an effector. In the process of osmoregulation name the receptor and	
	effector involved.	
	December	
	Receptor	
	Effector[2]	
	[Total: 9]	

www.papaCambridge.com In Central America the Isthmus of Panama closed about 3 million years ago creating 4 bridge between North and South America. Snapping shrimps on the Caribbean side of isthmus appear almost identical to those on the Pacific side, having once been members the same population. When males and females from different sides of the isthmus were put together they snapped aggressively instead of courting. They had become separate species.

An outline of the region is shown in Fig. 4.1.

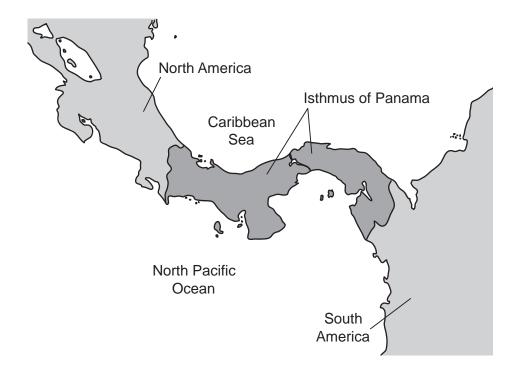


Fig. 4.1

(a) The term species is often used in the context of evolution of new species. Explain the

` ,	meaning of the term species .	
(b)	State the likely isolating mechanism and type of speciation taking place.	
	Isolating mechanism	
	Type of speciation	[2]

	my	
	9	For Examiner's
(c)	Explain how the process of speciation occurred in the snapping shrimp population	Use &
		Tage Co.
		177
]
	[4]	
	[Total: 8]	

www.PapaCambridge.com 5 The lower epidermis of a dicotyledonous leaf is perforated with stomata. Each st bounded by two guard cells which control the size of the pore.

Fig. 5.1 shows a scanning electron microscope photograph of an open and a closed stoma.

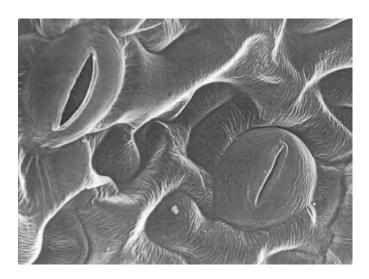


Fig. 5.1 X4000

(a) Calculate the length of the pore of the open stoma in Fig. 5.1. Show your working.

Answer

[2]

	the state of the s	
	Explain the importance of abscisic acid, ABA, in causing stomatal closure.	For Examiner's
(b)	Explain the importance of abscisic acid, ABA, in causing stomatal closure.	Use
		Bridge
		Se.CO
		13
		`
	[4]	
(c)	Under conditions of low wind speed, the rate of transpiration decreases, even though the stomata of the leaves are open.	
	Explain why this is so.	
	[2]	
	[Total: 8]	

Section B

6

Section B Answer one question. (a) Describe how the structure of neurones speeds up the transmission of action
(a) Describe now the structure of neurones speeds up the transmission of action
(a) Describe now the structure of neurones speeds up the transmission of action
(a) Describe now the structure of neurones speeds up the transmission of action
(a) Describe now the structure of neurones speeds up the transmission of action
potentials.
(b) Explain, using a named example, how sensory receptors in mammals convert energy into action potentials.
[Total: 18
(a) Describe the transfer of light energy to chemical energy in ATP during photosynthesis
(b) Describe the process of oxidative phosphorylation.
[Total: 1

	(b)	Explain, using a named example, how sensory receptors in mammals convert energy into action potentials. [9]
		[Total: 15]
7	(a)	Describe the transfer of light energy to chemical energy in ATP during photosynthesis. [6]
	(b)	Describe the process of oxidative phosphorylation. [9]
		[Total: 15]
	•••••	

I	For
	Examiner's
į	1100

 Use
Ta Cannonia de la compania del compania del compania de la compania del compania del compania de la compania del compania
ale

	For
Į	Examiner's
ı	1100

The state of the s	14 Many Palls	For Examiner's
	CRAMA	ridge
		·col

I	For
	Examiner's
į	1100

1 8C	Use
	8
	Ose Oridge Com
	13
	1

16 MANN, DOLLAR COMP.	For
and	Examiner's Use
A PA	5.
	age
	COM
	`

Copyright Acknowledgements:

Question 5 Fig. 5.1. © Biophoto Associates

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 University of Cambridge Local Examinations Syndicate (UCLES), which is itself a