

Sulfur dioxide and oxides of nitrogen

Coal and oil contain sulfur. When these fuels are burned, they release sulfur dioxide (SO_2) into the air (Figure 21.28). Although the tall chimneys of factories (Figure 21.25) send smoke and sulfur dioxide high into the air, the sulfur dioxide dissolves in rainwater and forms an acid. When this acid falls on buildings, it slowly dissolves the limestone and mortar. When it falls on plants, it reduces their growth and damages their leaves.

This form of pollution has been going on for many years and is getting worse. In North America, Scandinavia and Scotland, forests are being destroyed (Figure 21.27) and fish are dying in lakes, at least partly as a result of acid rain.

Oxides of nitrogen from power stations and vehicle exhausts also contribute to atmospheric pollution and acid rain. The nitrogen oxides dissolve in rain drops and form nitric acid.

Oxides of nitrogen also take part in reactions with other atmospheric pollutants and produce ozone. It may be the ozone and the nitrogen oxides that are largely responsible for the damage observed in forests.

One effect of acid rain is that it dissolves out the aluminium salts in the soil. These salts eventually reach toxic levels in streams and lakes.

There is still some argument about the source of the acid gases that produce acid rain. For example, a large proportion of the sulfur dioxide in the atmosphere comes from the natural activities of

certain marine algae. These microscopic 'plants' produce the gas dimethylsulfide which is oxidised to sulfur dioxide in the air.

Nevertheless, there is considerable circumstantial evidence that industrial activities in Britain, America and Central and Eastern Europe add large amounts of extra sulfur dioxide and nitrogen oxides to the atmosphere.

Control of air pollution

The Clean Air Acts of 1956 and 1968

These acts designated certain city areas as 'smokeless zones' in Britain. The use of coal for domestic heating was prohibited and factories were not allowed to emit black smoke. This was effective in abolishing dense fogs in cities but did not stop the discharge of sulfur dioxide and nitrogen oxides in the country as a whole.

Reduction of acid gases

The concern over the damaging effects of acid rain has led many countries to press for regulations to reduce emissions of sulfur dioxide and nitrogen oxides.

Reduction of sulfur dioxide can be achieved either by fitting desulfurisation plants to power stations or by changing the fuel or the way it is burnt. In 1986, Britain decided to fit desulfurisation plants to three of its major power stations, but also agreed to a United Nations protocol to reduce sulfur dioxide emissions to 50% of 1980 levels by the year 2000,

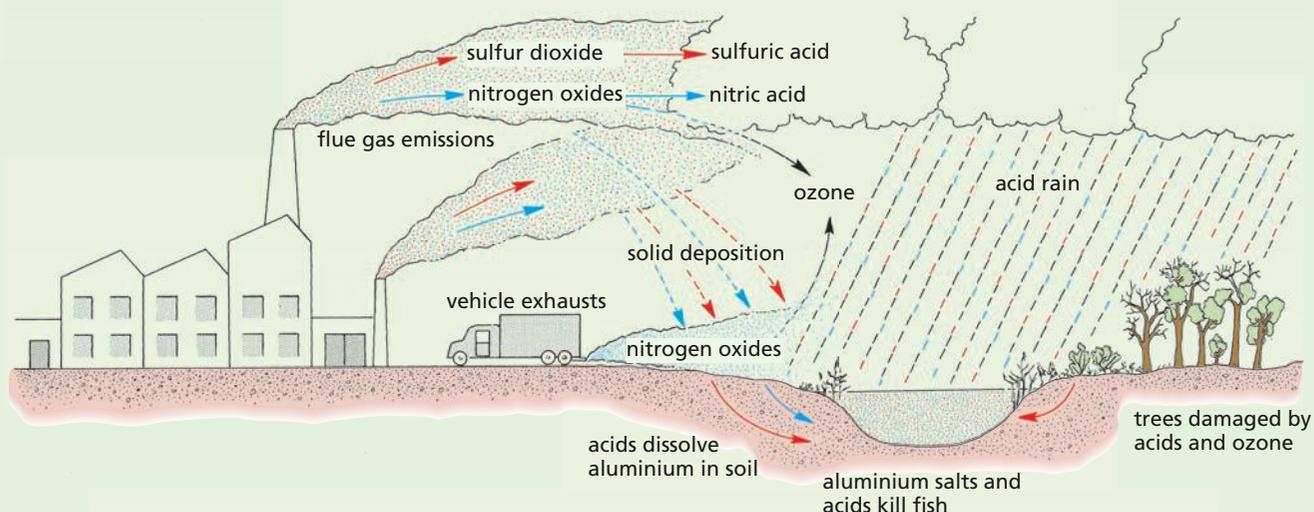


Figure 21.28 Acid rain in Britain. The pollution comes from British factories, power stations, homes and vehicles. Most emissions start as dry gases and are converted slowly to dilute sulfuric and nitric acids.

and to 20% by 2010. This was to be achieved largely by changing from coal-fired to gas-fired power stations.

Reduction of vehicle emissions

Oxides of nitrogen come, almost equally, from industry and from motor vehicles (Figure 21.28). Flue gases from industry can be treated to remove most of the nitrogen oxides. Vehicles can have **catalytic converters** fitted to their exhaust systems. These converters remove most of the nitrogen oxides, carbon monoxide and unburned hydrocarbons. They add £200–600 to the cost of a car and will work only if lead-free petrol is used, because lead blocks the action of the catalyst.

Another solution is to redesign car engines to burn petrol at lower temperatures (**'lean burn'** engines). These emit less nitrogen oxide but just as much carbon monoxide and hydrocarbons as normal engines.

In the long term, it may be possible to use fuels such as alcohol or hydrogen, which do not produce so many pollutants.

The European Union has set limits on exhaust emissions. From 1989, new cars over 2 litres had to have catalytic converters and from 1993 smaller cars had to fit them as well.

Regulations introduced in 1995 should cut emissions of particulates by 75% and nitrogen oxides by 50%. These reductions will have less effect if the volume of traffic continues to increase. Significant reduction of pollutants is more likely if the number of vehicles is stabilised and road freight is reduced.

Protecting the ozone layer

The appearance of 'ozone holes' in the Antarctic and Arctic, and the thinning of the ozone layer elsewhere, spurred countries to get together and agree to reduce the production and use of CFCs (chlorofluorocarbons) and other ozone-damaging chemicals.

1987 saw the first Montreal protocol, which set targets for the reduction and phasing out of these chemicals. In 1990, nearly 100 countries, including Britain, agreed to the next stage of the Montreal protocol, which committed them to reduce production of CFCs by 85% in 1994 and phase them out completely by 2000. Overall, the Montreal

protocol has proved to be very successful: by 2012, the world had phased-out 98% of the ozone-depleting substances such as CFCs. However, the chemicals that were used to replace CFCs (HCFCs) are not as harmless as they were first thought to be, as they contribute to global warming.

The 'greenhouse effect' and global warming

The Earth's surface receives and absorbs radiant heat from the Sun. It re-radiates some of this heat back into space. The Sun's radiation is mainly in the form of short-wavelength energy and penetrates our atmosphere easily. The energy radiated back from the Earth is in the form of long wavelengths (infrared or IR), much of which is absorbed by the atmosphere. The atmosphere acts like the glass in a greenhouse. It lets in light and heat from the Sun but reduces the amount of heat that escapes (Figure 21.29).

If it were not for this 'greenhouse effect' of the atmosphere, the Earth's surface would probably be at -18°C . The 'greenhouse effect', therefore, is entirely natural and desirable.

Not all the atmospheric gases are equally effective at absorbing IR radiation. Oxygen and nitrogen, for example, absorb little or none. The gases that absorb most IR radiation, in order of maximum absorption, are water vapour, carbon dioxide (CO_2), methane and atmospheric pollutants such as oxides of nitrogen and CFCs. Apart from water vapour, these gases are in very low concentrations in the atmosphere, but some of them are strong absorbers of IR radiation. It is assumed that if the concentration of any of these gases were to increase, the greenhouse effect would be enhanced and the Earth would get warmer.

In recent years, attention has focused principally on CO_2 . If you look back at the carbon cycle in Chapter 19, you will see that the natural processes of photosynthesis, respiration and decay would be expected to keep the CO_2 concentration at a steady level. However, since the Industrial Revolution, we have been burning 'fossil fuels' derived from coal and petroleum and releasing extra CO_2 into the atmosphere. As a result, the concentration of CO_2 has increased from 0.029 to 0.039% since 1860. It is likely to go on increasing as we burn more and more

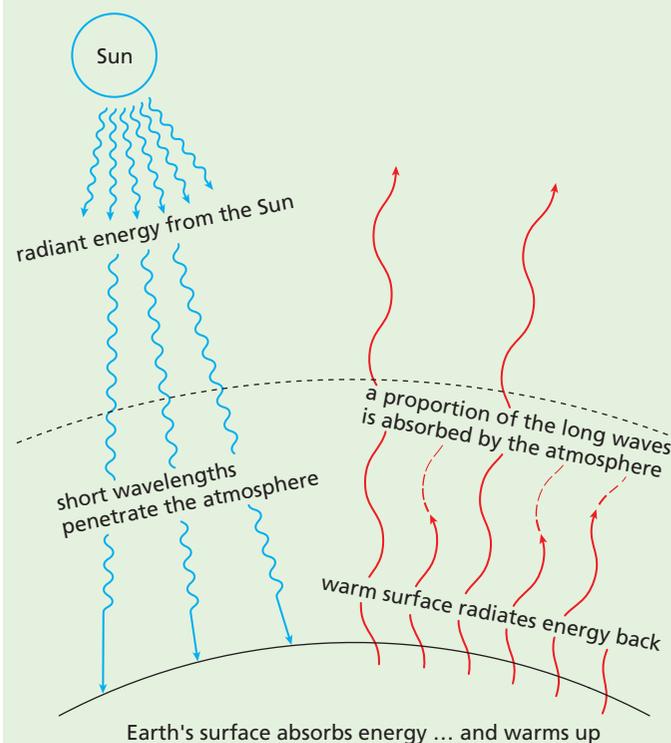


Figure 21.29 The 'greenhouse effect'

fossil fuel. According to NOAA data, CO₂ levels rose 2.67 parts per million in 2012, to 395 ppm. This was the second largest increase since 1959, when scientists first began measuring atmospheric CO₂ levels.

Although it is not possible to prove beyond all reasonable doubt that production of CO₂ and other 'greenhouse gases' is causing a rise in the Earth's temperature, i.e. global warming, the majority of scientists and climatologists agree that it is happening now and will get worse unless we take drastic action to reduce the output of these gases.

Predictions of the effects of global warming depend on computer models. But these depend on very complex and uncertain interactions of variables.

Changes in climate might increase cloud cover and this might reduce the heat reaching the Earth from the Sun. Oceanic plankton absorb a great deal of CO₂. Will the rate of absorption increase or will a warmer ocean absorb less of the gas? An increase in CO₂ should, theoretically, result in increased rates of photosynthesis, bringing the system back into balance.

None of these possibilities is known for certain. The worst scenario is that the climate and rainfall

distribution will change, and disrupt the present pattern of world agriculture; the oceans will expand and the polar icecaps will melt, causing a rise in sea level; extremes of weather may produce droughts and food shortages.

An average of temperature records from around the world suggests that, since 1880, there has been a rise of 0.7–0.9°C, most of it very recently (Figure 21.30), but this is too short a period from which to draw firm conclusions about long-term trends. If the warming trend continues, however, it could produce a rise in sea level of between 0.2 and 1.5 metres in the next 50–100 years.

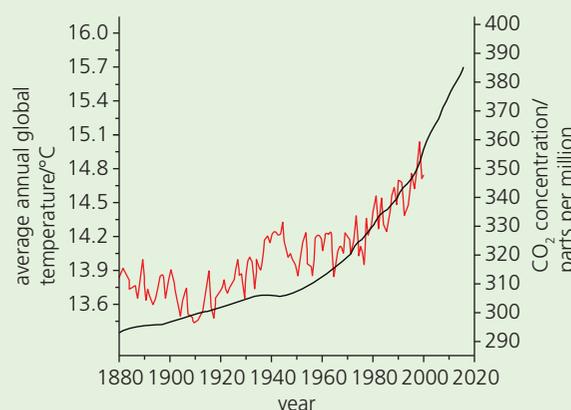


Figure 21.30 Annual average global temperatures and carbon dioxide levels since 1880

The first Kyoto Conference (Japan) in 1997 set targets for the industrialised countries to reduce CO₂ emissions by an average of 5.2% by 2010. Europe, as a whole, agreed to cuts of 8%, though this average allowed some countries to increase their emissions. The countries committed to the Kyoto convention, excluding the USA, eventually modified the targets, but agreed to make cuts of 4.2% on average for the period 2008–2012.

Britain planned to reduce emissions by 20% of 1990 levels by 2010 but really needed an overall cut of 60% to halt the progress of global warming. The big industrialised countries who contribute 80% of the greenhouse gases, particularly the USA, are opposed to measures that might interfere with their industries, claiming that global warming is not a proven fact.

The precautionary principle suggests that, even if global warming is not taking place, our supplies of fossil fuels will eventually run out and we need to develop alternative sources of energy now.

The generation of energy using fossil fuels is the biggest source of CO₂ released by humans into the atmosphere. The alternatives are nuclear power or methods such as wind farms and solar energy. The experiences of Chernobyl and Fukushima have made people around the world very wary of the nuclear option. Not all countries have climates and weather suited to alternative energy and their environmental impact (visual and sometimes through the noise they can create) creates opponents to these methods. The next section discusses this topic in more detail.

Pollution by contraceptive hormones

When women use the contraceptive pill, the hormones in it (oestrogen or progesterone – Chapter 16) are excreted in urine and become present in sewage. The process of sewage treatment

does not extract the hormones, so they end up in water systems such as rivers, lakes and the sea. Their presence in this water affects aquatic organisms as they enter food chains. For example, male frogs and fish can become ‘feminised’ (they can start producing eggs in their testes instead of sperm). This causes an imbalance between numbers of male and female animals (more females than males).

Drinking water, extracted from rivers where water from treated sewage has been recycled, can also contain the hormones. This has been shown to reduce the sperm count in men, causing a reduction in fertility.

It should be noted that the contraceptive pill is not the only source of female hormones in water systems: natural hormones are also present in urine from cattle, for example, and these can enter the water with run-off from farms.

● Conservation

Key definition

A **sustainable resource** is one that is produced as rapidly as it is removed from the environment so that it does not run out.

Non-renewable resources such as fossil fuels need to be conserved because the stocks of them on the planet are finite: coal, oil, natural gas and minerals (including metallic ores) cannot be replaced once their sources have been totally depleted. Estimates of how long these stocks will last are unreliable but in some cases, e.g. lead and tin, they are less than 100 years.

By the time that fossil fuels run out, we will have to have alternative sources of energy. Even the uranium used in nuclear reactors is a finite resource and will, one day, run out.

The alternative sources of energy available to us are hydroelectric, nuclear, wind and wave power, wood and other plant products. The first two are well established; the others are either in the experimental stages, making only a small contribution, or are more expensive (at present) than fossil fuels (Figure 21.31). Plant products are **renewable resources** and include alcohol distilled from fermented sugar (from sugar-cane), which can replace or supplement petrol (Figure 21.32), sunflower oil, which can replace diesel fuel, and wood from fast-growing trees. In

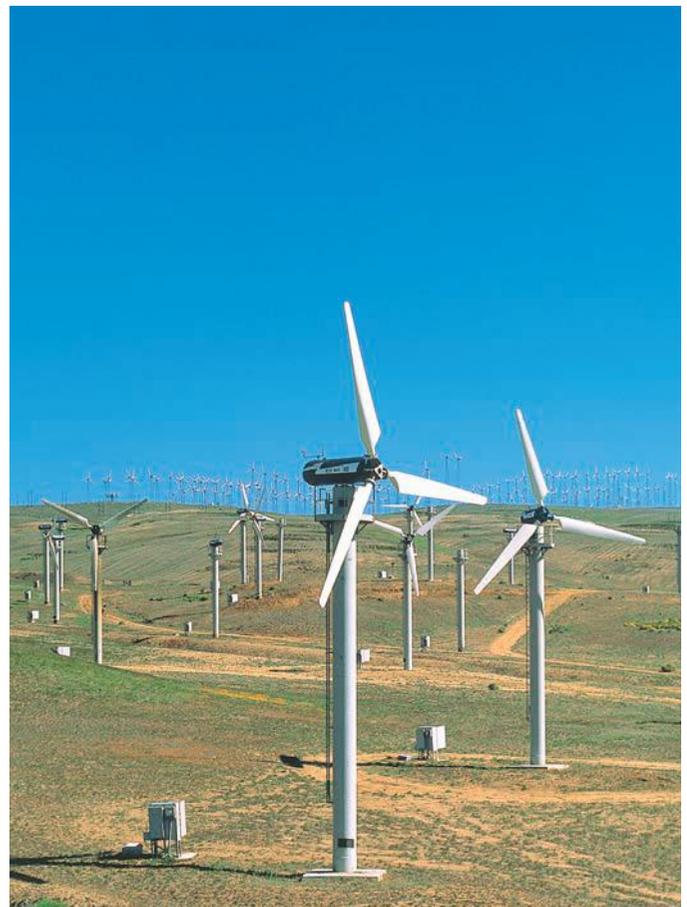


Figure 21.31 Wind generators in the USA. On otherwise unproductive land or offshore, these generators make an increasing contribution to the electricity supply.

addition, plant and animal waste material can be decomposed anaerobically in fermenters to produce **biogas**, which consists largely of methane.

Chemicals for industry or drugs, currently derived from petroleum, will have to be made from plant products.

In theory, fuels produced from plant sources should have a minimal effect on the carbon dioxide concentration in the atmosphere and, therefore, on global warming. The carbon dioxide released when they are burned derives from the carbon dioxide they absorbed during their photosynthesis. They are '**carbon neutral**'. However, the harvesting of the crop and the processes of extraction and distillation all produce carbon dioxide. The net effect on atmospheric carbon dioxide is questionable.

Also, the clearing of forests to make space for fuel crops removes a valuable carbon sink and the burning that accompanies it produces a great deal of carbon dioxide. In addition, the use of land for growing crops for **biofuels** reduces the land available for growing food and increases the price of food.

Currently, the benefit of deriving fuel from plant material is open to question.

When **non-renewable resources** run out they will have to be replaced by recycling or by using man-made materials derived from plant products. Already some bacteria have been genetically engineered to produce substances that can be converted to plastics.

Some resources, such as forests and fish stocks can be maintained with careful management. This may involve replanting land with new seedlings as mature trees are felled and controlling the activities of fishermen operating where fish stocks are being depleted.

Recycling

As minerals and other resources become scarcer, they also become more expensive. It then pays to use them more than once. The recycling of materials may also reduce the amount of energy used in manufacturing. In turn this helps to conserve fuels and reduce pollution.

For example, producing aluminium alloys from scrap uses only 5% of the energy that would be needed to make them from aluminium ores. In 2000, Europe recycled 64.3% of the aluminium in waste. Germany and Finland do really well, partly because they have a deposit scheme on cans: they recycle between 95 and 96% of their aluminium waste.

About 60% of the lead used in Britain is recycled. This seems quite good until you realise that it also means that 40% of this poisonous substance enters the environment.

Manufacturing glass bottles uses about three times more energy than if they were collected, sorted, cleaned and reused. Recycling the glass from bottles does not save energy but does reduce the demand for sand used in glass manufacture. In 2007, 57% of glass containers were recycled in Britain.

Polythene waste is now also recycled (Figure 21.33). The plastic is used to make items such as car seat covers, sports shoes, hi-fi headphones and even bridges (Figure 21.34).

Waste paper can be pulped and used again, mainly for making paper and cardboard. Newspapers are de-inked and used again for newsprint. One tonne of waste paper is equivalent to perhaps 17 trees. (Paper is made from wood-pulp.) So collecting waste paper may help to cut a country's import bill for timber and spare a few more hectares of natural habitat from the spread of commercial forestry.

Sewage treatment

Micro-organisms, mainly bacteria and protoctista, play an essential part in the treatment of sewage to make it harmless.

Sewage contains bacteria from the human intestine that can be harmful (Chapter 10). These bacteria must be destroyed in order to prevent the spread of intestinal diseases. Sewage also contains substances from household wastes (such as soap and detergent) and chemicals from factories. These too must be removed before the sewage effluent is released into the rivers. Rainwater from the streets is also combined with the sewage.



Figure 21.32 An alcohol-powered car in Brazil



Figure 21.33 Recycling polythene. Polythene waste is recycled for industrial use.

Inland towns have to make their sewage harmless in a sewage treatment plant before discharging the effluent into rivers. A sewage works removes solid and liquid waste from the sewage, so that the water leaving the works is safe to drink.

In a large town, the main method of sewage treatment is by the activated sludge process (Figures 21.35 and 21.36).

The activated sludge process

- 1 Screening.** The sewage entering the sewage works is first 'screened'. That is, it is made to flow through a metal grid, which removes the solids like rags, plastics, wood and so forth. The 'screenings' are raked off and disposed of – by incineration, for example.
- 2 Grit.** The sewage next flows slowly through long channels. As it flows, grit and sand in it settle down to the bottom and are removed from time to time. The grit is washed and used for landfill.
- 3 First settling tanks.** The liquid continues slowly through another series of tanks. Here about 40% of the organic matter settles out as crude sludge.



Figure 21.34 The world's longest bridge made from recycled plastic. It was constructed in Peeblesshire in Scotland.

The rest of the organic matter is in the form of tiny suspended particles, which pass, with the liquid, to the aeration tanks.

The semi-liquid sludge from the bottom of the tank is pumped to the sludge digestion plant.

- 4 Aeration tanks.** Oxygen is added to the sewage liquid, either by stirring it or by bubbling compressed air through it. Aerobic bacteria and protoctista grow and reproduce rapidly in these conditions.

These micro-organisms clump the organic particles together. Enzymes from the bacteria digest the solids to soluble products, which are absorbed by the bacteria and used for energy and growth.

Dissolved substances in the sewage are used in the same way. Different bacteria turn urea into ammonia, ammonia into nitrates and nitrates into nitrogen gas. The bacteria derive energy from these chemical changes. The protoctista (Figure 21.37) eat the bacteria.

In this way, the suspended solids and dissolved substances in sewage are converted to nitrogen, carbon dioxide (from respiration) and the cytoplasm of the bacteria and protoctista, leaving fairly pure water.

- 5 Second settling tanks.** The micro-organisms settle out, forming a fine sludge, which is returned to the aeration tanks to maintain the population of micro-organisms. This is the 'activated sludge' from which the process gets its name. The sewage

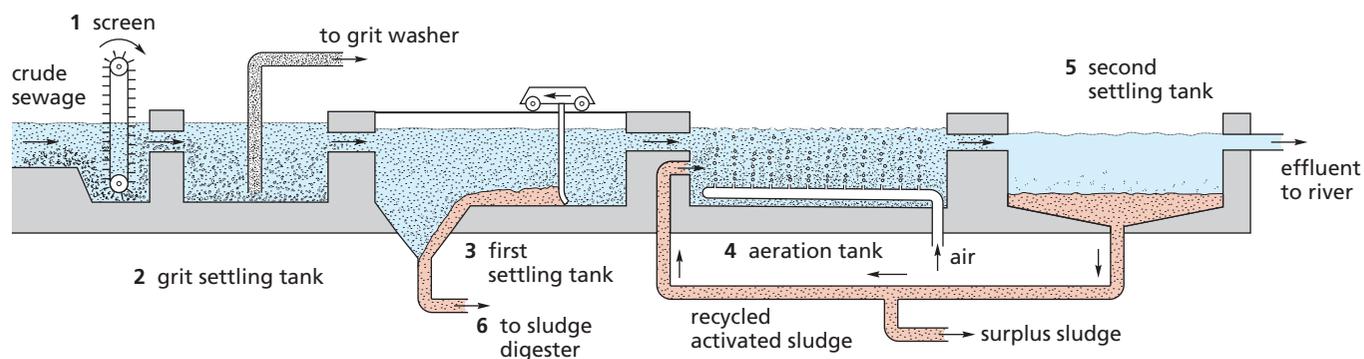


Figure 21.35 Sewage treatment – activated sludge process

stays in the aeration tanks for only 6–8 hours but the recycling of activated sludge allows the micro-organisms to act on it for 20–30 days.

- 6** When all the sludge has settled, the water is pure enough to discharge into a river and the sludge passes to a digester, which is used to produce methane (biogas).



Figure 21.36 Sewage treatment – activated sludge method. In the foreground are the rectangular aeration tanks.

Biogas production is not confined to sludge. Many organic wastes, e.g. those from sugar factories, can be fermented anaerobically to produce biogas. In developing countries, biogas generators use animal dung to produce methane for whole villages. On a small scale, biogas is a useful form of sustainable alternative energy.



Figure 21.37 Protocista in activated sludge ($\times 150$). These single-celled organisms ingest bacteria in the liquid sewage.

Endangering species and causing their extinction

Anything that reduces the population of a species endangers it (puts it at risk of extinction). Factors that endanger species include habitat destruction, the introduction of other species, hunting, international trade or pollution. Climate change can also put species at risk of extinction.

Species become extinct in the course of evolution. After all, the fossil remains of plants and animals represent organisms that became extinct hundreds of thousands of years ago. There have been periods of mass extinction, such as that which wiped out the dinosaurs during the Cretaceous era, 65 million years ago.

The ‘background’ extinction rate for, say, birds might be one species in 100–1000 years. Today, as a result of human activity, the rate of extinction has gone up by at least ten times and possibly as much as 1000 times. Some estimates suggest that the world is losing one species every day and within 20 years at least 25% of all forms of wildlife could become extinct. Reliable evidence for these figures is hard to obtain, however.

A classic example is the colonisation of the Pacific islands by the Polynesians. They hunted and ate the larger bird species, and introduced rats, which ate the eggs and young of ground-nesting species. Their goats and cattle destroyed plant species through grazing and trampling. Of about 1000 plant species, 85% has been lost since they were first discovered.

This may be an extreme example but the same sorts of changes are happening all over the world. For example, the World Wide Fund for Nature (WWF) estimated that only about 3200 tigers remained in the wild in 2011. This is less than 5% of their number in 1900 (Figure 21.38). They are hunted for their skins and their bones and some body parts are used in traditional Chinese medicines.



Figure 21.38 In 110 years the tiger population has fallen from 120 000 to 3200.

Some species of animal are not introduced deliberately into different ecosystems, but find their way in due to man’s activities and then upset food chains. One example happened in the Great Lakes in Canada and the USA. The lakes were artificially joined together with shipping canals to provide transport links, but sea

lampreys found their way into the lakes through the new waterways. The lampreys had no natural predators in the lakes and fed on trout by sticking to them with their circular mouths and boring into their flesh (Figure 21.39). The fisheries in the lakes harvested about 7 million kilograms of trout annually before the lampreys entered the water systems. Afterwards, the harvest dropped to about 136 000 kilograms, so the fisheries collapsed. The lampreys are now controlled to enable the trout population to recover.



Figure 21.39 Sea lamprey feeding on a trout

Climate change is also responsible for a reduction in the number of species. Some people argue that this is a natural, uncontrollable process, but the consensus by scientists is that processes like global warming are made worse by human activity.

Global warming is causing oceans to warm up. Even prolonged temperature increases of just one or two degrees can have a devastating effect. In 1994, coral colonies (see Figure 1.8) in the Indian Ocean were observed to expel food-producing algae they are closely associated with. As the coral rely on the algae, if they lose them they die. The coral reefs became bleached. When the area was surveyed again in 2005, four fish species appeared to be extinct and six other species had declined to the point of being endangered. Increases in CO_2 in the sea also affect coral reefs. The CO_2 dissolves in the water, making it more acidic. The acid dissolves the calcium carbonate deposited in the coral, making it collapse.

Species such as the Atlantic cod are becoming endangered and at possible risk of extinction, partly because of overfishing (see Chapter 19) but also because of climate change. Cod survive in cold water.

As seawater warms up, the cod migrate north. However, the populations of microscopic plankton that cod rely on further down the food chain are also sensitive to temperature change – cod may not have the food supplies they need to survive.

Scientists developed a computer model to study the effect of climate change on fish stocks over the next 50 years. It predicted a large-scale redistribution of species and the extinction of some species, with the disruption of ecosystems and reduction in biodiversity.

Conservation of species

Species can be conserved by passing laws that make killing or collecting them an offence, by international agreements on global bans or trading restrictions, and by conserving habitats (Figure 21.40).

Habitats can be conserved in a number of ways:

- using laws to protect the habitat
- using wardens to protect the habitat
- reducing or controlling public access to the habitat
- controlling factors such as water drainage and grazing, that may otherwise help to destroy the habitat.

In Britain, it is an offence to capture or kill almost all species of wild birds or to take eggs from their nests; wild flowers in their natural habitats may not be uprooted; newts, otters and bats are just three of the protected species of mammal.

Many organisations monitor species numbers, so that conservation measures can be taken if they decline significantly.

CITES (Convention on International Trade in Endangered Species) gives protection to about 1500 animals and thousands of plants by persuading governments to restrict or ban trade in endangered species or their products, e.g. snake skins or rhino horns. In 2013, nearly 180 countries were party to the Convention.

The WWF operates on a global scale and is represented in 25 countries. The WWF raises money for conservation projects in all parts of the world, but with particular emphasis on endangered species and habitats.

The **IWC** (International Whaling Commission) was set up to try and avoid the extinction of whales as a result of uncontrolled whaling, and has 88 members.



Figure 21.40 Trying to stop the trade in endangered species. A customs official checks an illegal cargo impounded at a customs post.

The IWC allocates quotas of whales that the member countries may catch but, having no powers to enforce its decisions, cannot prevent countries from exceeding their quotas.

In 1982, the IWC declared a moratorium (i.e. a complete ban) on all whaling, which was reaffirmed in 2000 and is still in place in 2014, despite opposition from Japan and Norway. Japan continues to catch whales ‘for scientific purposes’.

Captive breeding and reintroductions

Provided a species has not become totally extinct, it may be possible to boost its numbers by **breeding in captivity** and releasing the animals back into the environment. In Britain, modest success has been achieved with otters (Figure 21.41). It is important (a) that the animals do not become dependent on humans for food and (b) that there are suitable habitats left for them to recolonise.

Sea eagles, red kites (Figure 21.42) and ospreys have been introduced from areas where they are plentiful to areas where they had died out.



Figure 21.41 The otter has been bred successfully in captivity and released.



Figure 21.42 Red kites from Spain and Sweden have been reintroduced to Britain.

Seed banks

These are a way of protecting plant species from extinction. They include seed from food crops and rare species. They act as gene banks (see the next section). The Millennium Seed Bank Partnership was set up by Kew Botanical Gardens in London. It is a global project involving 80 partner countries. The target of the partnership is to have in storage 25% of the world's plant species with bankable seeds by 2020. That involves about 75 000 plant species.

Conservation of habitats

If animals and plants are to be conserved it is vital that their habitats are conserved also.

Sustaining forest and fish stocks

There are three main ways of sustaining the numbers of key species. These are:

1 Education

Local communities need to be educated about the need for conservation. Once they understand its importance, the environment they live in is more likely to be cared for and the species in it protected.

In tree-felling operations in tropical rainforests, it has been found that the process of cutting down the trees actually damages twice as many next to

Habitats are many and varied: from vast areas of tropical forest to the village pond, and including such diverse habitats as wetlands, peat bogs, coral reefs, mangrove swamps, lakes and rivers, to list but a few.

International initiatives

In the last 30 years it has been recognised that conservation of major habitats needed international agreements on strategies. In 1992, the Convention on Biological Diversity was opened for signature at the 'Earth Summit' Conference in Rio, and 168 countries signed it. The Convention aims to preserve biological diversity ('biodiversity').

Biodiversity encompasses the whole range of species in the world. The Convention will try to share the costs and benefits between developed and developing countries, promote '**sustainable development**' and support local initiatives.

'Sustainable development' implies that industry and agriculture should use natural resources sparingly and avoid damaging natural habitats and the organisms in them.

Key definition

Sustainable development is development providing for the needs of an increasing human population without harming the environment.

The Earth Summit meeting addressed problems of population, global warming, pollution, etc. as well as biodiversity.

There are several voluntary organisations that work for worldwide conservation, e.g. WWF, Friends of the Earth and Greenpeace.

them and dragging the trees out of the forest also creates more damage. Education of the men carrying out the operations in alternative ways of tree felling, reduction of wastage and in the selection of species of trees to be felled makes the process more sustainable and helps to conserve rarer species.

In the **tomato fish project** in Germany (see later in this section), the Research Institute involved has an active education programme to inform the public about its work in sustainable development. It has even published a book for children (*Nina and the tomato fish*) to educate them about the topic.

2 Legal quotas

In Europe the Common Fisheries Policy is used to set quotas for fishing, to manage fish stocks and help protect species that were becoming endangered through overfishing (see Chapter 19). Quotas were set for each species of fish taken commercially and also for the size of fish. This was to allow fish to reach breeding age and maintain or increase their populations.

The Rainforest Alliance has introduced a scheme called *Smartlogging*. This is a certification service, which demonstrates that a logging company is working legally and is a sustainable way to protect the environment. The timber can be tracked from where it is felled to its final export destination and its use in timber products. The customer can then be reassured that the timber in the product is from a reputable source and has not been removed illegally.

In some areas of China where bamboo is growing, there are legal quotas to prevent too much felling. Some animals such as giant panda rely on the bamboo for their food.

In Britain it is illegal to cut down trees without permission. The Forestry Commission issues licenses for tree felling. Included in the license are conditions that the felled area must be replanted and the trees maintained for a minimum of ten years.

3 Restocking

Where populations of a fish species are in decline, their numbers may be conserved by a restocking programme. This involves breeding fish in captivity, then releasing them into the wild. However, the reasons for the decline in numbers need to be identified first. For example, if pollution was the cause of the decline, the restocked fish will die as well: the issue of pollution needs to be addressed first. Great care is needed in managing fish farms because they can produce pollution if the waste water from the farms, containing uneaten food and fish excreta, is discharged into the environment.

Organisations such as the Woodland Trust help to conserve areas of woodland and provide funding for restocking where species of trees are in decline. This is important as some animal species rely on certain trees for food and shelter. Large areas of land planted with single species (an example of a monoculture) create little biodiversity. In Britain, the Forestry

Commission has been steadily increasing the range of tree species it plants, growing them in mixed woodland, which provides habitats for a wider range of animals.

Sustainable development

This is a complex process, requiring the management of conflicting demands. As the world's population grows, so does the demand for the extraction of resources from the environment. However, this needs to be carried out in a controlled way to prevent environmental damage and strategies need to be put in place to ensure habitats and species diversity are not threatened.

Planning the removal of resources needs to be done at local, national and international levels. This is to make sure that everyone involved with the process is aware of the potential consequences of the process on the environment, and that appropriate strategies are put in place, and adhered to, to minimise any risk.

Tomato fish project

The ASTAF-PRO project – Aquaponic System for (nearly) Emission-Free Tomato and Fish Production – in Germany is run by the Leibniz Institute of Freshwater Ecology and Inland Fisheries. The scientists have developed a way of simultaneously producing fish and tomatoes in a closed greenhouse environment. Both organisms thrive at a temperature of 27°C. The system is almost emission-free (so atmospheric CO₂ levels are not affected), recycles all the water in the process and does not put any waste into the environment (Figure 21.43). All the energy needed to heat the greenhouses is generated by solar panels. These factors make it a sustainable and climate-friendly method of food production. The scientists recognised that fish and plants have very similar environmental needs for their growth. Nile Tilapia (*Oreochromis niloticus*) is chosen as the fish species, because they survive well in artificial conditions, growing and maturing quickly. Since they are omnivorous as adults, no fish meal diet is needed, and they can be fed with pellets of processed food extracted from plants. Water from the fish tanks is cleaned and the nutrients remaining in it are used as a fertiliser for tomato plants, grown in the same greenhouse (Figure 21.44).

The plants are grown on mineral wool, through which the nutrient-rich water flows. This avoids soil, which can contain pathogens. This method of growing plants, called **hydroponics**, also means that no peat is needed for soil. The removal of peat for use in horticulture is threatening heathland and the organisms living on it.

As the tomato plants transpire, the water vapour is condensed and recycled into the fish tanks. The tomatoes are harvested and sold under the name 'fish tomatoes'. The scientists call the project 'The Tomatofish'. The next goal is to implement the system into global food production systems.

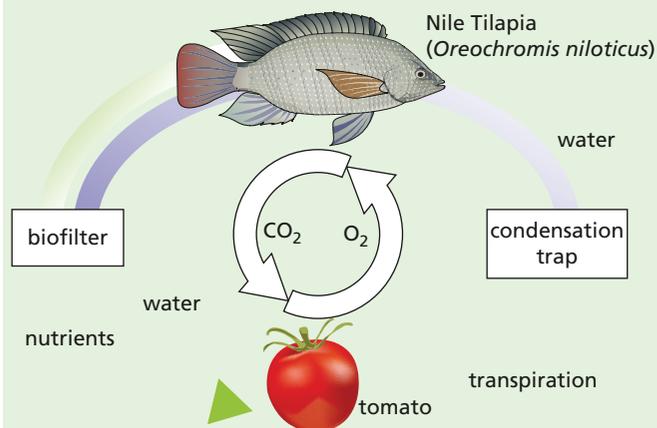


Figure 21.43 The tomato-fish project



Figure 21.44 Tomatoes and fish being grown in the same environment

Conservation programmes

If the population of a species drops, the range of variation within the species drops, making it less able to adapt to environmental change. The species could, therefore, be threatened with extinction. When animal populations fall, there is less chance of individuals finding each other to mate.

In 'Selection', Chapter 18, it was explained that crossing a wild grass with a strain of wheat produced an improved variety. This is only one example of many successful attempts to improve yield, drought resistance and disease resistance in food plants. Some 25 000 plant species are threatened with extinction at the moment. This could result in a devastating loss of hereditary material and a reduction of about 10% in the genes available for crop improvement. 'Gene banks' have been set up to preserve a wide range of plants, but these banks are vulnerable to accidents, disease and human error. The only secure way of preserving the full range of genes is to keep the plants growing in their natural environments.

Conservation programmes are set up for a number of reasons:

Reducing extinction

Conservation programmes strive to prevent extinction. Once a species becomes extinct its genes are lost forever, so we are also likely to deprive the world of genetic resources. Apart from the fact that we have no right to wipe out species forever, the chances are that we will deprive ourselves not only of the beauty and diversity of species but also of potential sources of valuable products such as drugs. Many of our present-day drugs are derived from plants (e.g. quinine and aspirin) and there may be many more sources as yet undiscovered.

Protecting vulnerable environments

Conservation programmes are often set up to protect threatened habitats so that rare species living there are not endangered. Some species of plant require very special conditions to grow successfully, for instance wet, acidic conditions associated with heathland (see Figure 21.46). Some animal species have very limited diets or other needs: the large heath butterfly only feeds on one type of plant called cottongrass. If that plant was allowed to become extinct, perhaps through drainage of the peat bog

land on which the cottongrass lives, the butterflies would die out as well.

There are a number of organisations involved with habitat conservation in Britain. English Nature, the Countryside Council for Wales and Scottish Natural Heritage were formed from the Nature Conservancy Council (NCC). They are regulatory bodies committed to establish, manage and maintain nature reserves, protect threatened habitats and conduct research into matters relevant to conservation.

The NCC established 195 nature reserves (Figure 21.45) but, in addition, had responsibility for notifying planning authorities of **Areas of Special Scientific Interest (ASSIs)**, also known as Sites of Special Scientific Interest (SSSIs). These are privately owned lands that include important habitats or rare species (Figure 21.46). English Nature and other conservation bodies establish management agreements with the owners so that the sites are not damaged by felling trees, ploughing land or draining fens (Figure 21.47).



Figure 21.45 An English Nature National Nature Reserve at Bridgewater Bay in Somerset. The mudflats and saltmarsh attract large numbers of wintering wildfowl.

There are now about 5000 ASSIs, and the Countryside and Rights of Way Act of 2000 has strengthened the rules governing the maintenance of ASSIs.

There are several other, non-governmental organisations that have set up reserves and which help to conserve wildlife and habitats. There are 47 Wildlife Trusts in the UK, managing thousands of sites. The Royal Society for the Protection of Birds (RSPB) has 200 sites, the Woodland Trust looks after over 1100 woods and there are about 160 other reserves managed by other organisations.



Figure 21.46 Area of Special Scientific Interest. This heathland in Surrey is protected by a management agreement with the landowner.



Figure 21.47 The Royal Society for the Protection of Birds (RSPB) maintains this wet grassland by Loch Leven, Scotland, for nesting redshanks, snipe, lapwings and ducks.

The National Parks Commission has set up 15 National Parks covering more than 9% of England and Wales, e.g. Dartmoor, Snowdonia and the Lake District. Although the land is privately owned, the Park Authorities are responsible for protecting the landscape and wildlife, and for planning public recreation such as walking, climbing or gliding.

The European Commission's **Habitats Directive** of 1994 requires member states to designate **Special Areas of Conservation (SACs)** to protect some of the most seriously threatened habitats and species throughout Europe. The UK has submitted a list of 340 sites, though many of these are already protected areas, such as ASSIs.

Desirable though ASSIs, National Parks and SACs are, they represent only relatively small, isolated areas of land. Birds can move freely from one area to

another, but plants and small animals are confined to an isolated habitat so are subject to risks that they cannot escape. If more farmland were managed in a way ‘friendly’ to wildlife, these risks could be reduced.

The Farming and Wildlife Advisory Group can advise farmers how to manage their land in ways that encourage wildlife. This includes, for example, leaving strips of uncultivated land around the margins of fields or planting new hedgerows. Even strips of wild grasses and flowers between fields significantly increase the population of beneficial insects.

Certain areas of farmland have been designated as Environmental Sensitive Areas (ESAs), and farmers are paid a subsidy for managing their land in ways that conserve the environment.

Maintaining ecosystem functions

There is a danger of destabilising food chains if a single species in that food chain is removed. For example, in lakes containing pike as the top predators, overfishing can result in smaller species of carnivorous fish, such as minnows, increasing in numbers. They eat zooplankton. If the minnows eat the majority of the zooplankton population, it leaves no herbivores to control algal growth, which can cause an algal bloom when there are sufficient nutrients to support this growth. To prevent such an event happening, the ecosystem needs to be maintained, by controlling the numbers of top predators removed, or by regular restocking.

Ecosystems can also become unbalanced if the nutrients they rely on are affected in some way. Guano is the accumulated droppings of seabirds and bats. It is extremely rich in nitrogen compounds and phosphates, so it makes a valuable fertiliser. In the early 1900s Peru and South Africa both developed guano industries based on sustained-yield production from marine birds. However, overfishing

around their coastlines reduced fish stocks, removing the food the seabirds relied on. As the seabird populations diminished, they deposited less guano and the guano industries failed.

The term ecosystem services can be defined as the benefits people obtain from ecosystems, whether they are natural or managed. Humans are affecting ecosystems on a large scale because of the growth in the population (Chapter 19) and changing patterns of consumption. Scientists estimate that around 40% of the Earth’s land surface area is taken over by some form of farmed land. Crops are grown for food (directly, or indirectly through their use in feeding animals), extraction of drugs (both legal and illegal) and the manufacture of fuel (see details about biofuels below). Crop growth has major impacts in ecosystems, causing the extinction of many species and reducing the gene pool.

In theory, biofuels produced from plant sources should have a minimal effect on the carbon dioxide concentration in the atmosphere and, therefore, on global warming. The carbon dioxide released when they are burned derives from the carbon dioxide they absorbed during their photosynthesis. They are ‘carbon neutral’. However, the harvesting of the crop and the processes of extraction and distillation all produce carbon dioxide. The net effect on atmospheric carbon dioxide is questionable. More details of biofuels are given in Chapter 20.

Also, the clearing of forests to make space for fuel crops removes a valuable carbon sink and the burning that accompanies it produces a great deal of carbon dioxide. In addition, the use of land for growing crops for biofuels reduces the land available for growing food and increases the price of food. Currently, the benefit of deriving fuel from plant material is open to question.

With all these demands on resources from ecosystems, it is a very complicated process to manage them effectively and this makes conservation programmes invaluable to protect species and their habitats.

Questions

Core

- The graph in Figure 21.8 shows the change in the numbers of mites and springtails in the soil after treating it with an insecticide. Mites eat springtails. Suggest an explanation for the changes in numbers over the 16-month period.
- What are the possible dangers of dumping and burying poisonous chemicals on the land?
- Before most water leaves the waterworks, it is exposed for some time to the poisonous gas, chlorine. What do you think is the point of this?
- If the concentration of mercury in Minamata Bay was very low, why did it cause such serious illness in humans?
- Explain why some renewable energy sources depend on photosynthesis.
- In what ways does the recycling of materials help to save energy and conserve the environment?
- Explain why some of the alternative and renewable energy sources are less likely to cause pollution than coal and oil.
- What kinds of human activity can lead to the extinction of a species?
- How do the roles of CITES and WWF differ? In what respects might their activities overlap?
- How might the loss of a species affect:
 - our health (indirectly)
 - the prospect of developing new varieties of crop plants resistant to drought?

- What part do micro-organisms (bacteria and protocista) play in sewage treatment?
- What do you understand by:
 - biodiversity
 - sustainable development?
- What is the difference between an ASSI and a nature reserve?

Extended

- What pressures lead to destruction of tropical forest?
 - Give three important reasons for trying to preserve tropical forests.
- In what ways might trees protect the soil on a hillside from being washed away by the rain?
- If a farmer ploughs a steeply sloping field, in what direction should the furrows run to help cut down soil erosion?
- What is the possible connection between:
 - cutting down trees on hillsides and flooding in the valleys, and
 - clear-felling (logging) in tropical forests and local climate change?
- To what extent do tall chimneys on factories reduce atmospheric pollution?
- What are thought to be the main causes of 'acid rain'?
- Why are carbon dioxide and methane called 'greenhouse gases'?

Checklist

Food supply

- Modern technology has resulted in increased food production.
 - Agricultural machinery can be used on larger areas of land to improve efficiency.
 - Chemical fertilisers improve yields.
 - Insecticides improve quality and yield.
 - Herbicides reduce competition with weeds.
 - Selective breeding improves production by crop plants and livestock.
 - Monocultures can have negative impacts on the environment.
 - Intensive farming has resulted in habitat deterioration and reduction of wildlife.
- Problems with world food supplies contribute to difficulties providing enough food for an increasing human global population.
 - Food production in developed countries has increased faster than the population growth.
 - Food production in developing countries has not kept pace with population growth.
 - Problems that contribute to famine include unequal distribution of food, drought, flooding and an increasing population.

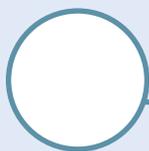
Habitat destruction

- There are a number of reasons for habitat destruction, including:
 - increased area needed for food-crop growth, livestock production and housing
 - the extraction of natural resources
 - marine pollution.
 - Through altering food webs and food chains, humans can negatively impact on habitats.
 - Deforestation is an example of habitat destruction: it can lead to extinction, soil erosion, flooding and carbon dioxide build-up in the atmosphere.
 - The conversion of tropical forest to agricultural land usually results in failure because forest soils are poor in nutrients.
- Deforestation has many undesirable effects on the environment.

Pollution

- We pollute our lakes, rivers and the sea with industrial waste, sewage, crude oil, rubbish, factory wastes and nuclear fall-out.
- Use of fertilisers can result in water pollution.
- Pesticides kill insects, weeds and fungi that could destroy our crops.
- Pesticides help to increase agricultural production but they kill other organisms as well as pests.

- A pesticide or pollutant that starts off at a low, safe level can become dangerously concentrated as it passes along a food chain.
 - Eutrophication of lakes and rivers results from the excessive growth of algae followed by an oxygen shortage when the algae die and decay.
 - We pollute the air with smoke, sulfur dioxide and nitrogen oxides from factories, and carbon monoxide and nitrogen oxides from motor vehicles.
 - The acid rain resulting from air pollution leads to poisoning of lakes and possibly destruction of trees.
 - The extra carbon dioxide from fossil fuels might lead to global warming.
 - The process of eutrophication of water involves:
 - increased availability of nitrate and other ions
 - increased growth of producers
 - increased decomposition after death of the producers
 - increased aerobic respiration by bacteria, resulting in a reduction in dissolved oxygen
 - the death of organisms requiring dissolved oxygen in water.
 - Non-biodegradable plastics can have detrimental effects on aquatic and terrestrial ecosystems.
 - Sulfur dioxide, produced by burning fossil fuels, causes acid rain. This kills plants, as well as animals in water systems.
 - Measures that might be taken to reduce sulfur dioxide pollution and reduce the impact of acid rain include a reduction in use of fossil fuels.
 - Methane and carbon dioxide are building up in the atmosphere, resulting in the enhanced greenhouse effect and climate change.
 - Female contraceptive hormones are entering water courses and can cause reduced sperm count in men and feminisation of aquatic organisms.
 - We need to conserve non-renewable resources such as fossil fuels.
 - When supplies of fossil fuels run out or become too expensive, we will need to develop alternative sources of energy.
 - Recycling metals, paper, glass and plastic helps to conserve these materials and save energy.
 - Some resources such as forests and fish stocks can be maintained.
 - Sewage can be treated to make the water that it contains safe to return to the environment or for human use.
 - Some organisms are becoming endangered or extinct due to factors such as climate change, habitat destruction, hunting, pollution and introduced species.
 - Endangered species can be conserved by strategies that include monitoring and protecting species and habitats, education, captive breeding programmes and seed banks.
 - Sustainable development is development providing for the needs of an increasing human population without harming the environment.
 - Forest and fish stocks can be sustained using strategies such as education and legal quotas.
 - Sustainable development requires the management of conflicting demands, as well as planning and co-operation at local, national and international levels.
 - Although extinction is a natural phenomenon, human activities are causing a great increase in the rates of extinction.
 - Conservation of species requires international agreements and regulations.
 - These regulations may prohibit killing or collecting species and prevent trade in them or their products.
 - Loss of a plant species deprives us of (a) a possible source of genes and (b) a possible source of chemicals for drugs.
 - Conserving a species by captive breeding is of little use unless its habitat is also conserved.
 - The Earth Summit Conference tried to achieve international agreement on measures to conserve wildlife and habitats, and reduce pollution.
 - National Parks, nature reserves, ASSIs and SACs all try to preserve habitats but they cover only a small proportion of the country and exist as isolated communities.
 - Incentives exist for farming in a way that is friendly to wildlife.
- ### Conservation
- A sustainable resource is one that can be removed from the environment without it running out.
 - Raw materials, such as metal ores, will one day run out.



Examination questions

Do not write on these pages. Where necessary copy drawings, tables or sentences.

Characteristics and classification of living organisms

1 Four of the classes of vertebrates and five possible descriptions of these classes are shown below. Draw a straight line to match each class of vertebrate to its description. [4]

class of vertebrate	description
bird	body with naked skin, two pairs of limbs
fish	body with hair, two pairs of limbs
mammal	body with feathers, one pair of wings
reptile	body with scales, with fins
	body with scaly skin, two pairs of limbs or no limbs

[Total: 4]

(Cambridge IGCSE Biology 0610 Paper 2 Q1 November 2006)

2 a Three characteristics of living organisms and four possible descriptions are shown below. Draw a straight line to match each characteristic to its description. [3]

characteristic	description
respiration	pumping air in and out of the lungs
nutrition	producing new individuals of the same species
reproduction	obtaining organic chemicals for the repair of tissues
	the release of energy from sugars

b State two other characteristics of living organisms. [2]

[Total: 5]

(Cambridge IGCSE Biology 0610 Paper 2 Q1 June 2006)

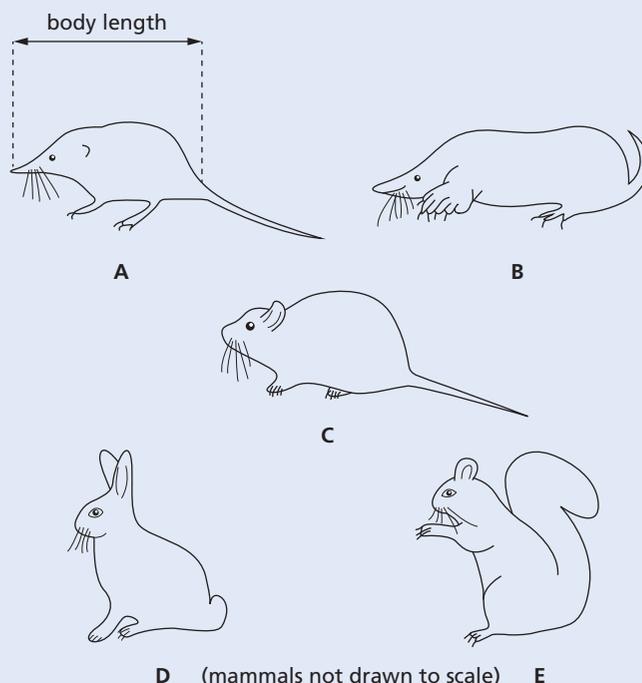
3 Vertebrate animals are grouped into a number of classes. Complete the sentences by naming each of the vertebrate classes that are described.

- a A vertebrate with scaly skin and no legs could be either a _____ or a _____. [2]
- b A vertebrate with lungs and hair is a _____ but if it has feathers instead of hair it is a _____. [2]

[Total: 4]

(Cambridge IGCSE Biology 0610 Paper 21 Q1 November 2012)

4 The diagram below shows five mammals.

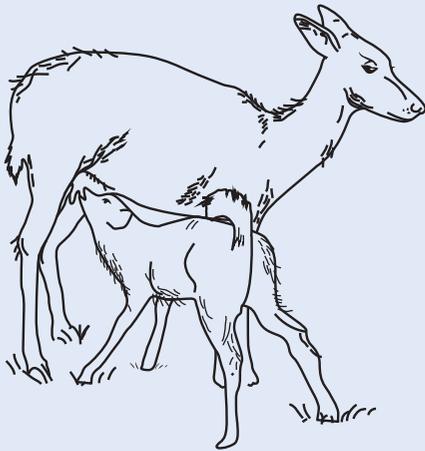


a Use the key to identify each of these mammals. Write the letter for each mammal in the table. [4]

- 1 { tail more than half that of body length go to 2
tail less than half that of body length go to 4
- 2 { ears at top of head, with thick tail *Sciurus carolinensis*
ears at side of head, with thin tail go to 3
- 3 { nose pointed, nose length longer than its depth *Sorex araneus*
nose blunt, nose length shorter than its depth *Clethrionomys glareolus*
- 4 { front legs as wide or wider than long *Talpa europaea*
front legs longer than wide *Oryctolagus cuniculus*

Name of animal	Letter
<i>Clethrionomys glareolus</i>	
<i>Oryctolagus cuniculus</i>	
<i>Sciurus carolinensis</i>	
<i>Sorex araneus</i>	
<i>Talpa europaea</i>	

b The diagram below shows a young deer feeding from its mother. [2]



State **two** features, visible in the diagram, that distinguish mammals from other vertebrates. [2]

[Total: 6]

(Cambridge IGCSE Biology 0610 Paper 3 Q1 November 2006)

5 The table below shows some of the external features of the five classes of vertebrates. Complete the table by placing a tick (✓) to indicate if each class has the feature. [5]

class of vertebrate	external ear flap	feathers or fur	scaly skin	two pairs of limbs
amphibians				
birds				
fish				
mammals				
reptiles				

[Total: 5]

(Cambridge IGCSE Biology 0610 Paper 21 Q2 June 2010)

6 Vertebrates can be classified by their external features. Complete the paragraph by using the name of a vertebrate class in each space.

Some vertebrates have scales all over their skin. If they also have nostrils that allow air into their lungs and two pairs of legs they are _____.

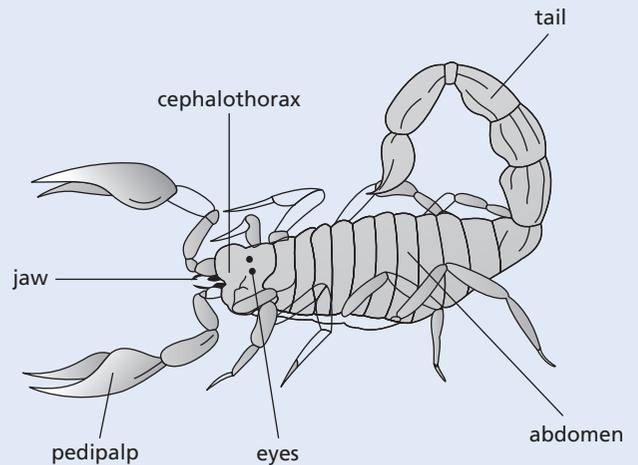
Some vertebrates have wings. If their body is also covered in feathers they are _____, but if their body has fur they are _____.
Vertebrates that do not have feathers, fur or scales on the outside of their body are _____. [4]

[Total: 4]

(Cambridge IGCSE Biology 0610 Paper 2 Q1 November 2009)

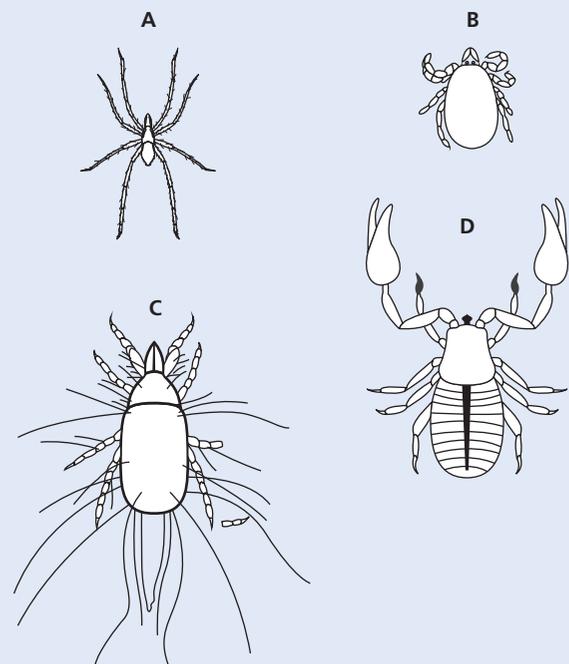
7 Arachnids, crustaceans, insects and myriapods are all classified as arthropods.

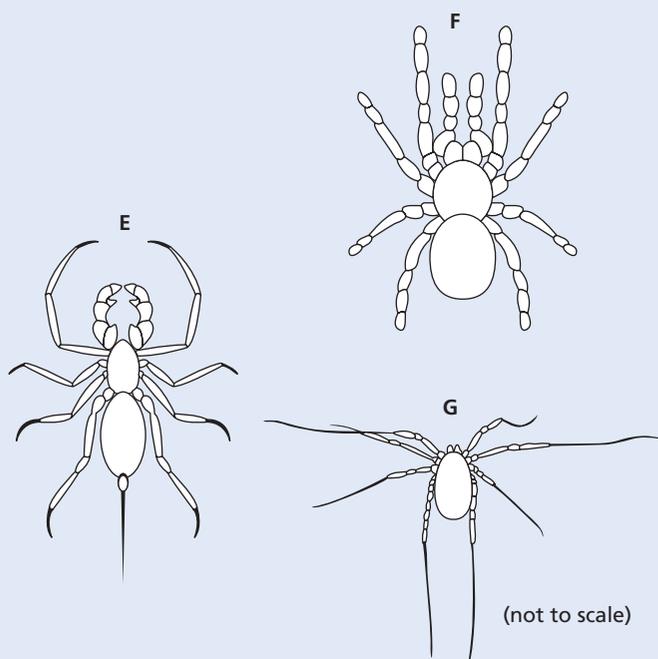
Scorpions, such as *Heterometrus swammerdami* shown in the diagram below, are arachnids.



a State **three** features, shown by *H. swammerdami* and **visible** in the diagram above that arachnids share with other arthropods. [3]

b The diagram below shows seven species of arachnid.





Use the key to identify each species. Write the letter of each species (A to G) in the correct box beside the key. One has been done for you. [4]

Key

1	a)	Abdomen with a tail	<i>Abaliella dicranotarsalis</i>	E
	b)	Abdomen without a tail	go to 2	
2	a)	Legs much longer than abdomen and cephalothorax	go to 3	
	b)	Legs not much longer than abdomen and cephalothorax	go to 4	
3	a)	Hairs on legs	<i>Tegenaria domestica</i>	
	b)	No hairs on legs	<i>Odielus spinosus</i>	
4	a)	Cephalothorax or abdomen segmented	<i>Chelifera tuberculatus</i>	
	b)	Cephalothorax or abdomen not segmented	go to 5	
5	a)	Abdomen and cephalothorax about the same size	<i>Poecilotheria regalis</i>	
	b)	Abdomen larger than cephalothorax	go to 6	
6	a)	Body covered in long hairs	<i>Tyroglyphus longior</i>	
	b)	Body not covered in hairs	<i>Ixodes hexagonus</i>	

[Total: 7]

(Cambridge IGCSE Biology 0610 Paper 31 Q1 November 2012)

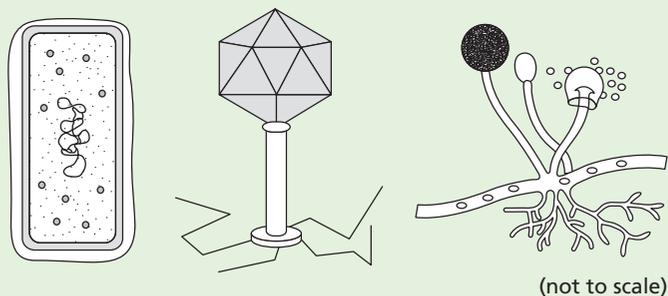
8 Non-living things, such as a car, often show characteristics similar to those of living organisms.

- a State which characteristic of a living organism matches each of the descriptions linked to a car.
- (i) burning fuel in the engine to release energy [1]
 - (ii) headlights that switch on automatically in the dark [1]
 - (iii) filling the car's tank with fuel [1]
 - (iv) release of waste gases [1]
- b Identify **one** characteristic of living things that is **not** carried out by a car. [1]

[Total: 5]

(Cambridge IGCSE Biology 0610 Paper 21 Q1 June 2012)

9 The diagram below shows a bacterium, a virus and a fungus.



- a Complete the table to compare the three organisms shown in the diagram above by using a tick (✓) to indicate if the organism shows the feature, or a cross (X) if it does not. The first row has been completed for you. [3]

feature	bacterium	virus	fungus
produces spores	X	X	✓
hyphae			
capsule			
nucleus			

- b Explain how the fungus shown in the diagram above is adapted to obtain its food. [3]
- c Explain how the fungus spreads to new sources of food. [2]

[Total: 8]

(Cambridge IGCSE Biology 0610 Paper 31 Q1 November 2009)

● Organisation and maintenance of the organism

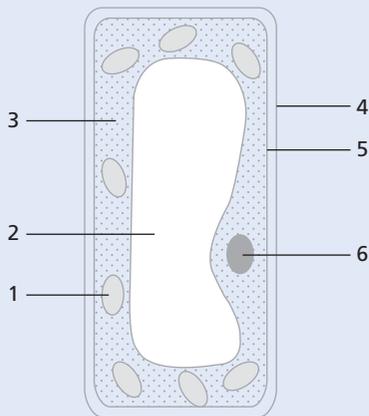
1 Five types of animal and plant cells and five possible functions of such cells are shown below. Draw one straight line from each type of cell to a function of that cell. [5]

type of cell	function of cell
red blood cell	absorption of mineral ions
root hair cell	transport of oxygen
white blood cell	movement of mucus
xylem	protection against pathogens
ciliated cell	structural support

[Total: 5]

(Cambridge IGCSE Biology 0610 Paper 2 Q5 June 2009)

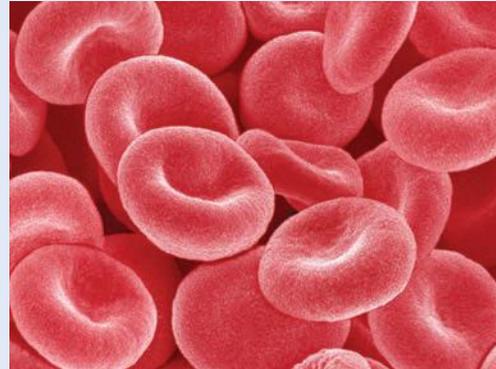
2 The diagram shows a cell from the palisade layer of a leaf.



a In the table below tick (✓) the numbers that label the **three** features of the palisade cell which are also found in animal cells. [3]

label number	present in both animal and plant cells
1	
2	
3	
4	
5	
6	

- b State and describe the function of **two** features of the palisade cell that are only found in plant cells. [4]
- c The photograph below shows some red blood cells, which are animal cells.

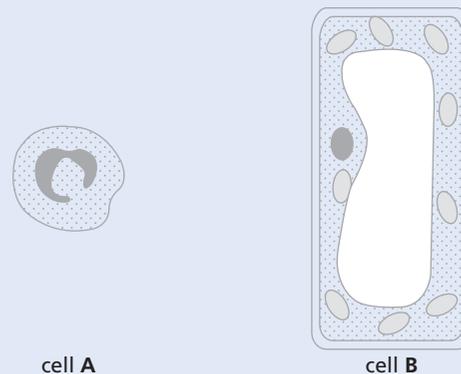


- (i) Which feature normally present in an animal cell is absent from a red blood cell? [1]
- (ii) State the function of a red blood cell **and** describe **one** way in which the red blood cell is adapted to carry out its function. [2]

[Total: 10]

(Cambridge IGCSE Biology 0610 Paper 21 Q8 November 2012)

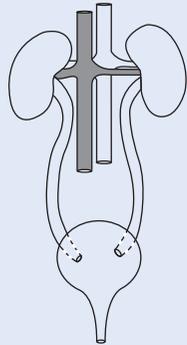
3 The diagram below shows two cells.



- a (i) State where, in a human, a cell of type **A** would normally be found. [1]
- (ii) State where, in a plant, a cell of type **B** would be found. [1]
- b Use only words from the list to complete the statements about cell **B**. [5]
- air cellulose chloroplasts membrane
mitochondria nucleus starch vacuole
wall cell sap

Cell **B** has a thick layer called the cell _____ . This is made of _____ . The cytoplasm of cell **B** contains many _____ that are used in the process of photosynthesis. The large permanent _____ is full of _____ and this helps to maintain the shape of the cell.

c The diagram below shows structures that produce urine and excrete it from the body of a mammal.

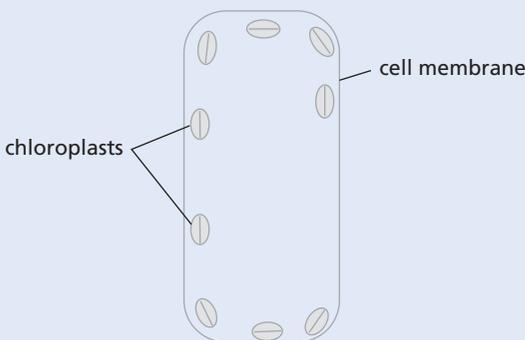


- (i) On the diagram, label and name **one** organ. [1]
- (ii) Use examples from the diagram to explain the difference between the terms *organ* and *organ system*. [3]

[Total: 11]

(Cambridge IGCSE Biology 0610 Paper 21 Q1 June 2010)

4 a The diagram shows a partly completed diagram of a palisade cell.



Complete the diagram to show the other major components of this cell.

Label all the components that you have added to the diagram. [4]

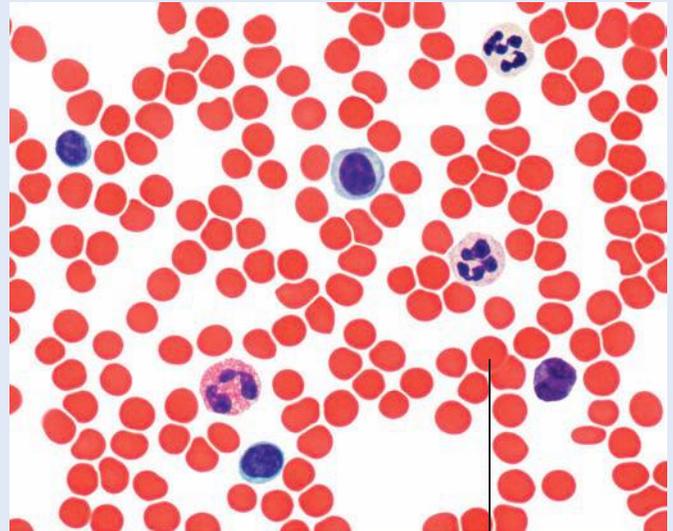
b State precisely where palisade cells are found in a plant. [2]

[Total: 6]

(Cambridge IGCSE Biology 0610 Paper 2 Q2 November 2009)

You may find it helpful to study Chapter 9 before attempting this question.

5 The photomicrograph below is of a human blood smear.



Magnification X800

A

- a (i) On the photomicrograph, draw label lines and name **three** different types of blood cell. [3]
- (ii) Name **two** parts of the blood that can pass through the capillary walls. [2]
- b (i) Measure the diameter of the blood cell labelled **A**. [1]
- (ii) The photomicrograph has been enlarged by $\times 800$, calculate the actual size of cell **A**. *Show your working.* [2]
- (iii) State the function of cell **A**. [1]

[Total: 9]

(Cambridge IGCSE Biology 0610 Paper 6 Q3 June 2009)

● Movement in and out of cells

1 Thin slices of dandelion stem were cut and placed into different salt solutions and left for 30 minutes.

Figure 1 shows how these slices were cut. Figure 2 shows the appearance of these pieces of dandelion stem after 30 minutes in the different salt solutions.

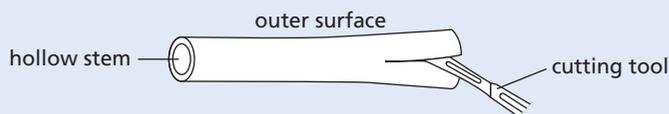


Figure 1

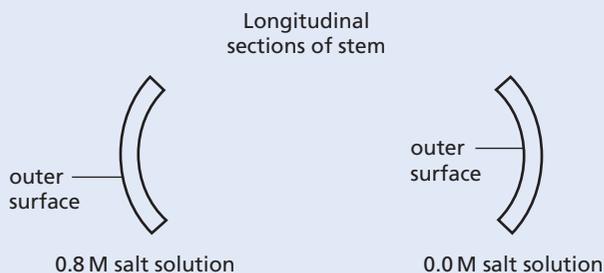


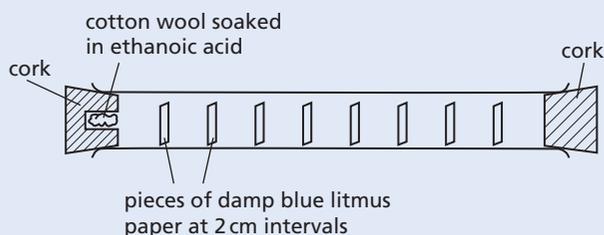
Figure 2

- a (i) Describe the appearance of the pieces of dandelion stem in Figure 2. [2]
- (ii) Explain what causes the two pieces of dandelion stem to change in the way you have described in a(i). [4]
- b Suggest how you could plan an investigation to find the concentration of salt solution which would produce no change from that shown in the original dandelion stem before being cut in Figure 1. [4]

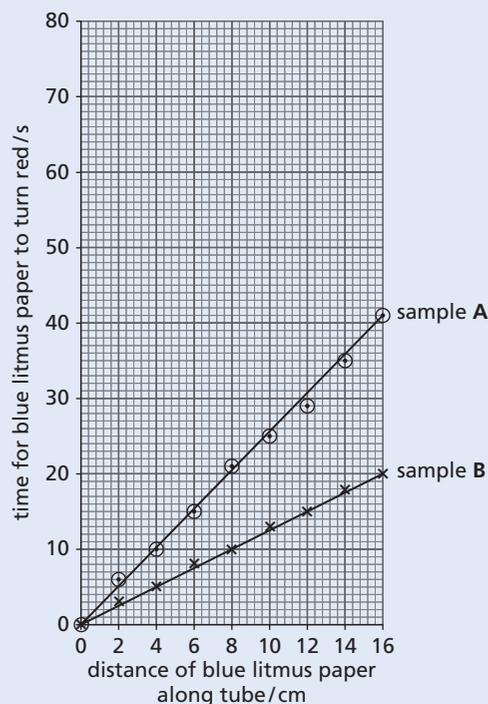
[Total: 10]

(Cambridge IGCSE Biology 0610 Paper 06 Q1 November 2009)

- 2 a Define *diffusion*. [2]
- b The diagram below shows an apparatus that was used to investigate the effect of concentration of a chemical on the rate of diffusion.



As ethanoic acid diffused along the tube, the pieces of blue litmus paper turned red. Two different samples of ethanoic acid, **A** and **B**, were used in this apparatus. The two samples had different concentrations. The results are shown in the graph.



The table shows the results for a third sample, **C**, of ethanoic acid.

distance of blue litmus paper along tube/cm	time for blue litmus paper to turn red/s
2	9
4	18
6	28
8	35
10	45
12	55
14	63
16	72

- (i) Complete the graph above by plotting the results shown in the table above. [3]
- (ii) State which sample of ethanoic acid, **A**, **B** or **C**, took the longest time to travel 8 cm along the tube. [1]
- (iii) State and explain which sample of ethanoic acid was the most concentrated. [2]
- c Substances can enter and leave cells by either diffusion or by osmosis. State **two** ways in which osmosis differs from diffusion. [2]

[Total: 10]

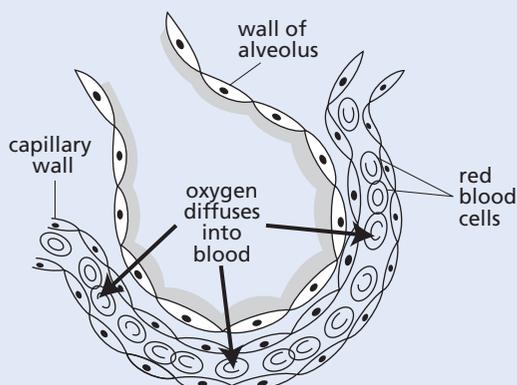
(Cambridge IGCSE Biology 0610 Paper 21 Q3 June 2012)

- 3 a (i) Define *osmosis*. [3]
 (ii) Osmosis is considered by many scientists to be a form of diffusion. Suggest **two** ways in which diffusion is different from osmosis. [2]
 b (i) Explain how root hair cells use osmosis to take up water. [2]
 (ii) The land on which a cereal crop is growing is flooded by sea water. Suggest the effect sea water could have on the cereal plants. [4]

[Total: 11]

(Cambridge IGCSE Biology 0610 Paper 2 Q9 November 2009)

- 4 The diagram shows an alveolus in which gaseous exchange takes place.



- a (i) Define the term *diffusion*. [2]
 (ii) State what causes oxygen to diffuse into the blood from the alveoli. [1]
 (iii) List **three** features of gaseous exchange surfaces in animals, such as humans. [3]
 b (i) At high altitudes there is less oxygen in the air than at sea level. Suggest how this might affect the uptake of oxygen in the alveoli. [2]
 (ii) In the past some athletes have cheated by injecting themselves with extra red blood cells before a major competition. Predict how this increase in red blood cells might affect their performance. [2]

[Total: 10]

(Cambridge IGCSE Biology 0610 Paper 21 Q9 November 2006)

● Biological molecules

- 1 The sweet potato, *Ipomoea batatas*, is a different species to the Irish potato, *Solanum tuberosum*.



sweet potato



Irish potato

- a (i) Describe **one** similarity, visible in the photo, between the two species of potato. [1]
 (ii) Complete the table to show two differences, visible in the photo, between the two species of potato. [2]

	sweet potato	Irish potato
difference 1		
difference 2		

- b Potato crops are grown for their carbohydrate content. Describe how you could safely test the two species of potato to compare their carbohydrate content.
test for starch
test for reducing sugar [8]

[Total: 11]

(Cambridge IGCSE Biology 0610 Paper 61 Q2 June 2010)

Enzymes

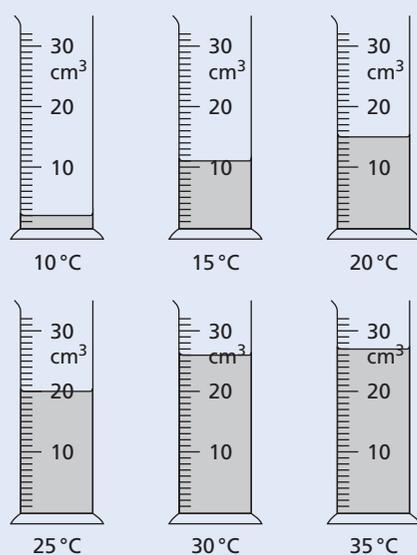
1 Enzymes are used commercially to extract fruit juices. The use of enzymes increases the volume of juice produced.

An investigation was carried out to determine the volume of apple juice produced at different temperatures.

Mixtures of apple pulp and enzyme were left for 15 minutes at different temperatures.

After 15 minutes, the mixtures were filtered and the juice collected.

The diagram shows the volume of juice collected from each mixture.



a (i) Record the volume of juice in each measuring cylinder in the table. [3]

temperature/°C	volume of juice collected/cm ³
10	
15	
20	
25	
30	
35	

(ii) Present the data in a suitable graphical form. [5]

(iii) Describe the results. [2]

b Describe an investigation to show the effect of pH on the activity of the enzyme that is used to extract apple juice. [6]

[Total: 16]

(Cambridge IGCSE Biology 0610 Paper 61 Q1 November 2010)

2 Catalase is an enzyme that breaks down hydrogen peroxide into water and oxygen.

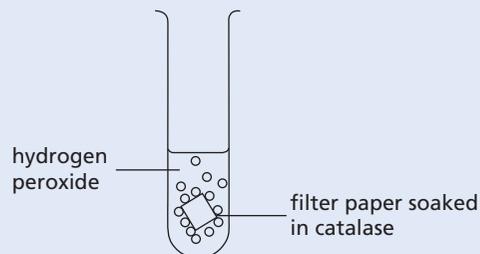


By using small pieces of filter paper soaked in a solution of catalase, it is possible to measure the enzyme activity.

The pieces are placed in a solution of diluted hydrogen peroxide in a test-tube.

The filter paper rises to the surface as oxygen bubbles are produced.

The time taken for these pieces of filter paper to rise to the surface indicates the activity of catalase.



An experiment was carried out to find the effect of pH on the activity of catalase.

Five test-tubes were set up as shown in the diagram, each with a different pH.

The same volume and concentration of hydrogen peroxide was used in each test-tube.

The table shows the results obtained for the experiment as described.

pH	time taken for filter paper to rise/s
3.0	62
4.0	54
5.0	35
6.0	25
7.0	20
8.0	50

a (i) Plot a line graph to show the time taken for the filter paper to rise against pH. [4]

(ii) Describe the relationship between pH and the time taken for the filter paper to rise. [2]

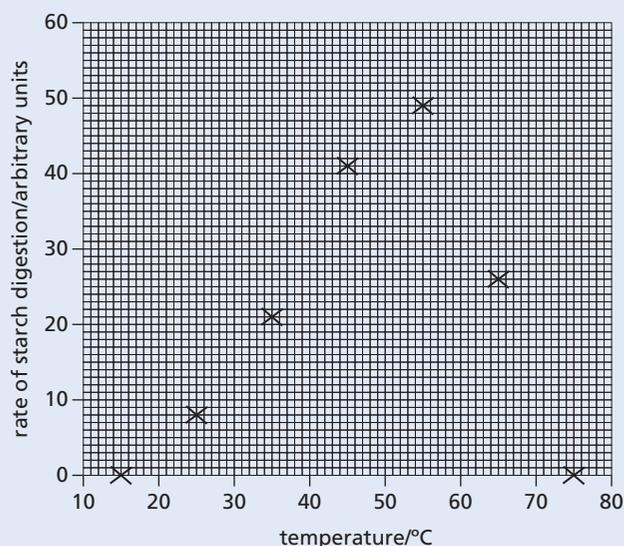
b Suggest **four** ways in which this experiment could be improved. [4]

c Suggest how this experiment could be changed to investigate the effect of temperature on the activity of catalase. [6]

[Total: 16]

(Cambridge IGCSE Biology 0610 Paper 06 Q3 November 2009)

- 3 a** All organisms depend on enzymes. Define the term *enzyme* and describe the function of enzymes in living organisms. [3]
- b** Samples of an amylase enzyme were incubated with starch at different temperatures. The rate of starch digestion in each sample was recorded and points plotted on the graph shown below.



- (i) Complete this line graph to show the effect of temperature on rate of digestion of starch by the amylase enzyme by adding the most appropriate line to the points. [1]
- (ii) Using your graph estimate the optimum temperature for this enzyme. [1]
- (iii) Suggest the rate of starch digestion at 37 °C. [1]
- (iv) Describe the effect of temperature on the rate of starch digestion. [2]
- (v) The enzymes originally incubated at 15 °C and 75 °C did not digest any starch. These samples were later incubated at the optimum temperature. Predict what results could be expected in each sample and suggest reasons for your predictions. [3]

[Total: 11]

(Cambridge IGCSE Biology 0610 Paper 21 Q8 June 2012)

4 Catalase is an enzyme found in plant and animal cells. It has the function of breaking down hydrogen peroxide, a toxic waste product of metabolic processes.

- a (i)** State the term used to describe the removal of waste products of metabolism. [1]
- (ii)** Define the term *enzyme*. [2]

An investigation was carried out to study the effect of pH on catalase, using pieces of potato as a source of the enzyme.

Oxygen is formed when catalase breaks down hydrogen peroxide, as shown in the equation.

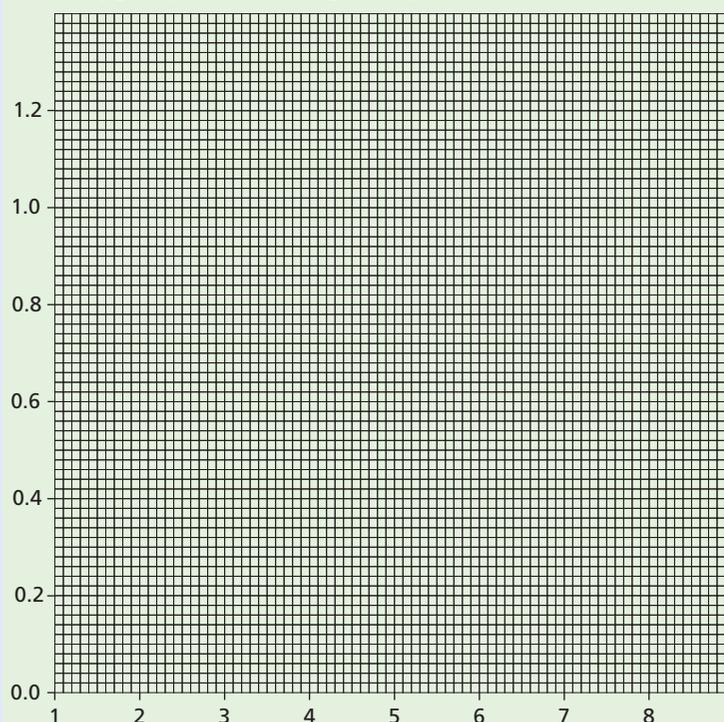


The rate of reaction can be found by measuring how long it takes for 10 cm³ oxygen to be collected.

- b (i)** State the independent (input) variable in this investigation. [1]
- (ii)** Suggest two factors that would need to be kept constant in this investigation. [2]
- The table shows the results of the investigation, but it is incomplete.

pH	time to collect 10 cm ³ oxygen/min	rate of oxygen production/cm ³ min ⁻¹
4	20.0	0.50
5	12.5	0.80
6	10.0	1.00
7	13.6	0.74
8	17.4	

- c** Calculate the rate of oxygen production at pH 8. Show your working. [2]
- d** Complete the graph by plotting the rate of oxygen production against pH. [4]

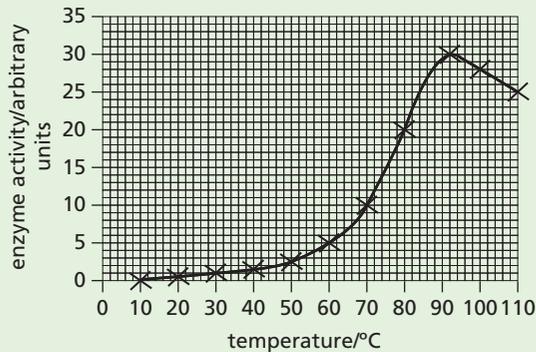


- e (i) Using data from the graph, describe the changes in the reaction rate between pH4 and pH8. [2]
 (ii) Explain the change in the reaction rate between pH6 and pH8. [3]

[Total: 17]

(Cambridge IGCSE Biology 0610 Paper 31 Q3 June 2008)

- 5 a The graph shows the activity of an enzyme produced by bacteria that live in very hot water.



Using the information in the graph, describe the effect of increasing temperature on the activity of the enzyme. [3]

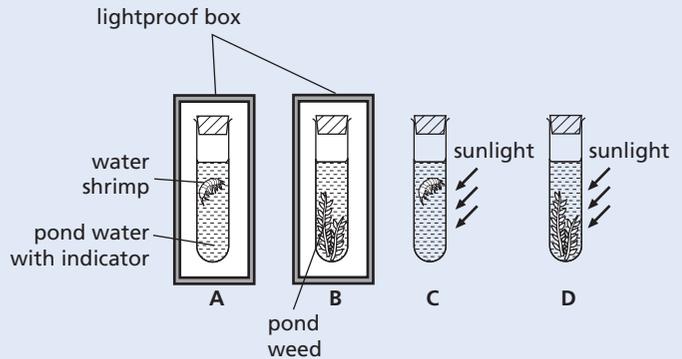
- Enzymes extracted from bacteria are used in biological washing powders.
 b Describe how bacteria are used to produce enzymes for biological washing powder. [4]
 c Food and blood stains on clothes may contain proteins and fats. Explain how enzymes in biological washing powders act to remove food and blood stains from clothes. [4]
 d When blood clots, an enzyme is activated to change a protein from one form into another. Describe the process of blood clotting. [3]

[Total: 14]

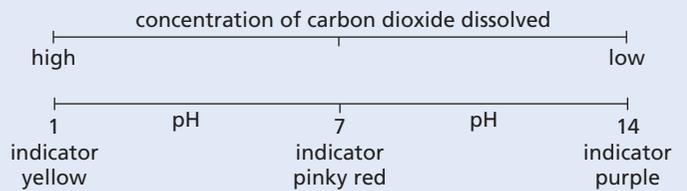
(Cambridge IGCSE Biology 0610 Paper 31 Q3 June 2009)

Plant nutrition

- 1 The diagram shows four test-tubes that were set up and left for 6 hours at a constant warm temperature.



Hydrogencarbonate indicator (bicarbonate indicator) changes colour depending on the pH of gases dissolved in it, as shown below.

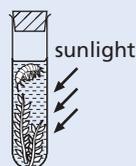


After 6 hours the colour of the indicator in all four tubes had changed.

- a (i) Complete the table to predict the colour of the indicator after 6 hours. [4]

tube	colour of indicator at start	colour of indicator after 6 hours
A	pinky red	
B	pinky red	
C	pinky red	
D	pinky red	

- (ii) Suggest the reason for the change in colour of the indicator in each of tubes A and D. [4]
 b The diagram shows a fifth tube, E, set up at the same time and in the same conditions as tubes C and D.



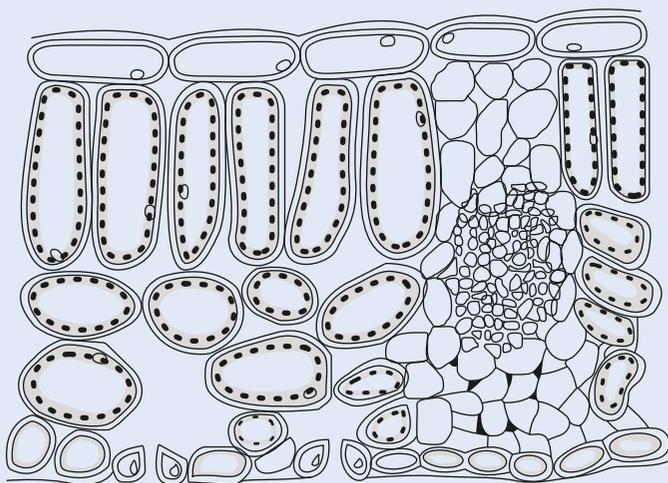
E

Suggest and explain the possible colour of the indicator in tube E after 6 hours. [3]

[Total: 11]

(Cambridge IGCSE Biology 0610 Paper 2 Q6 June 2009)

2 The diagram shows a section through a leaf.

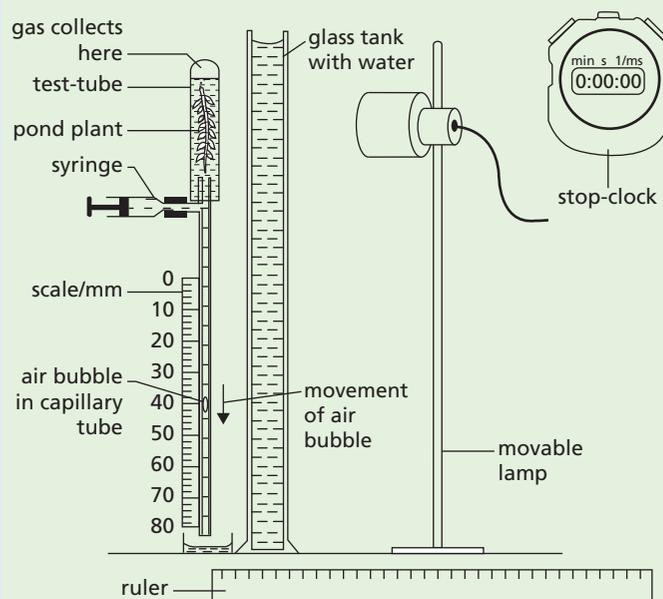


- a On the diagram, label a stoma, the cuticle and a vascular bundle. Use label lines and the words 'stoma', 'article' and 'vascular bundle' on the diagram. [3]
- b (i) The upper layers of a leaf are transparent. Suggest an advantage to a plant of this feature. [1]
- (ii) The cuticle is made of a waxy material. Suggest an advantage to a plant of this feature. [1]
- (iii) State **two** functions of vascular bundles in leaves. [2]
- c Most photosynthesis in plants happens in leaves.
- (i) Name the two raw materials needed for photosynthesis. [2]
- (ii) Photosynthesis produces glucose. Describe how plants make use of this glucose. [3]

[Total: 12]

(Cambridge IGCSE Biology 0610 Paper 21 Q4 November 2010)

3 A student set up the apparatus shown in the diagram to investigate the effect of light intensity on the rate of photosynthesis of a pond plant.

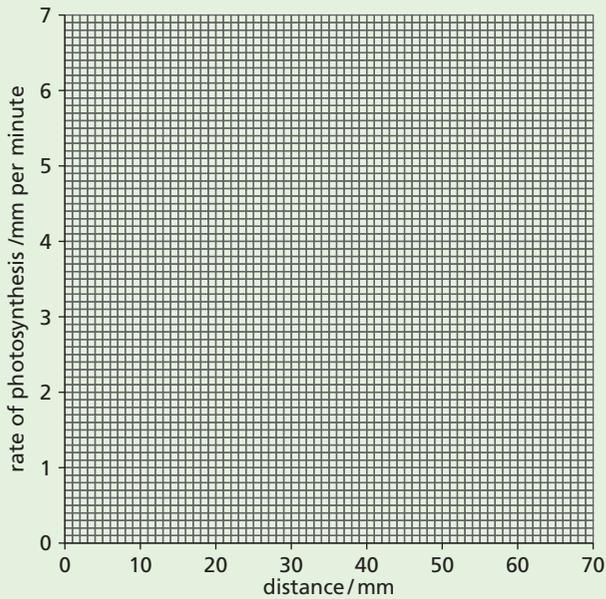


The student maintained the temperature at 20°C and measured the distance travelled by the air bubble in the capillary tube for a period of 5 minutes on three occasions for each light intensity.

The student's results are shown in the table.

distance of lamp from pond plant/mm	distance travelled by air bubble/mm	rate of photosynthesis/mm per minute
20	30	6.0
30	26	5.2
40	14	2.8
50	7	
60	3	0.6

- a (i) Explain why the student included the glass tank and the syringe in the apparatus. [2]
- (ii) Explain why the air bubble moves down the capillary tube. [3]
- b (i) Calculate the rate of photosynthesis when the lamp was 50 mm from the pond plant. [1]
- (ii) Plot the student's results from the table on the axes below. Draw an appropriate line on the graph to show the relationship between distance of the lamp from the pond plant and the rate of photosynthesis. [2]



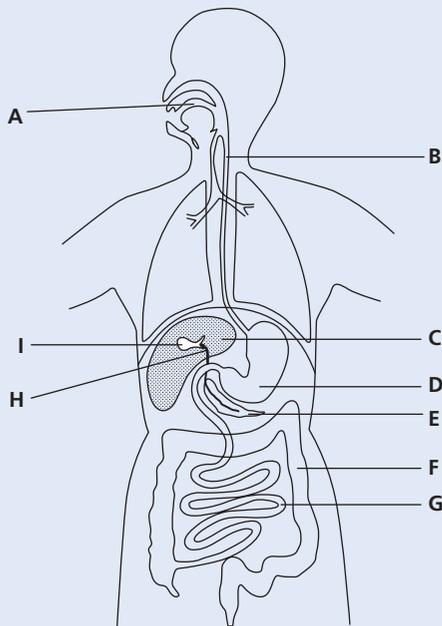
- c (i) Using the graph to help you, predict the results that the student would get if the lamp was positioned 15 mm and 70 mm from the pond plant. [2]
- (ii) Explain why the rate of photosynthesis **decreases** as the distance of the lamp from the pond plant **increases**. [3]

[Total: 13]

(Cambridge IGCSE Biology 0610 Paper 31 Q3 November 2009)

Human nutrition

1 The diagram shows the human digestive system and associated organs.



- a Use letters from the diagram to identify the structures described. Each letter may be used once, more than once, or not at all.
- (i) One structure where digestion of protein occurs.
 - (ii) One structure where bile is stored.
 - (iii) One structure where peristalsis happens.
 - (iv) One structure where starch digestion occurs.
 - (v) One structure where amino acids are absorbed into the blood. [5]
- b State **two** functions of each of the structures labelled C and E on the diagram.
- (i) structure C [2]
 - (ii) structure E [2]

[Total: 9]

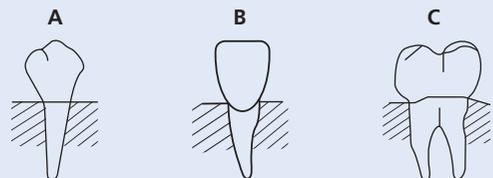
(Cambridge IGCSE Biology 0610 Paper 21 Q9 November 2011)

- 2 a (i) State what is meant by the term *balanced diet*. [3]
- (ii) Balanced diets should include fat, fibre, mineral salts and vitamins. Name **two** other types of nutrients that should be present in a balanced diet. [1]
- b Suggest and explain the effects on a person of a diet with:
- (i) too little fibre, [2]
 - (ii) too much animal fat. [2]
- c Calcium, a mineral salt, is needed in the diet. Explain the role of calcium in the body and the effect of calcium deficiency. [3]

[Total: 11]

(Cambridge IGCSE Biology 0610 Paper 21 Q2 June 2011)

3 The diagram shows three different types of teeth from a human.



- a (i) Name the types of teeth labelled A and B. [2]
- (ii) State where in the jaw tooth type C is found. [1]
- b Explain how regular brushing helps to prevent tooth decay. [3]
- c Explain the roles of chewing and of enzymes in the process of digestion. [4]

[Total: 10]

(Cambridge IGCSE Biology 0610 Paper 21 Q7 June 2010)

- 4 a Micronutrients are food materials that are only needed in very small quantities in the human diet. Draw one straight line from each micronutrient to its deficiency symptom. [4]

micronutrient	deficiency symptom
calcium	anaemia
vitamin C	rickets
vitamin D	scurvy
iron	

- b Explain how iron, in the diet of humans, is used in the body. [3]

[Total: 7]

(Cambridge IGCSE Biology 0610 Paper 2
Q3 November 2009)

- 5 a Enzyme activity is vital in human digestion. Complete the table by choosing appropriate words from the list. [6]

amino acids amylase cellulose
fatty acids hydrochloric acid lipase
protein starch water

substrate	enzyme	product
fat		glycerol +
	protease	
		maltose

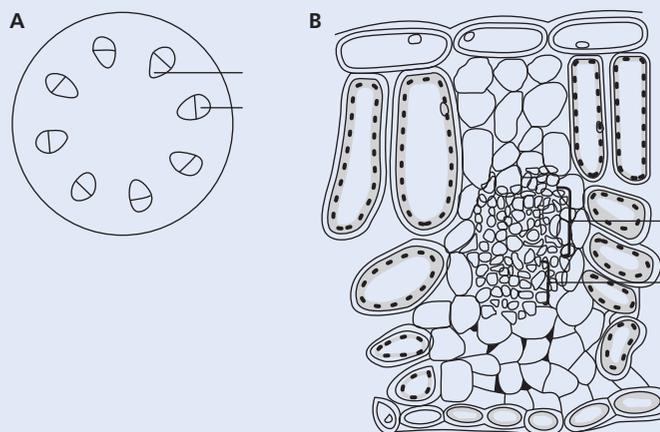
- b Maltose is changed into glucose.
- Which part of the blood carries glucose? [1]
 - Which process, happening in all living cells, needs a constant supply of glucose? [1]
 - Excess glucose is stored. Which carbohydrate is glucose changed into for storage? [1]
 - Which organ is the main store of this carbohydrate? [1]
 - Name a hormone that causes glucose to be released from storage. [1]

[Total: 11]

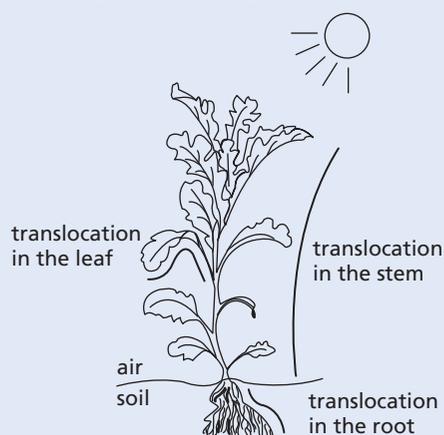
(Cambridge IGCSE Biology 0610 Paper 2
Q4 November 2009)

● Transport in plants

- 1 a Phloem and xylem are two types of tissue in plants. The diagram shows a section through a plant stem, **A**, and a plant leaf, **B**.



- Label the phloem (P) and the xylem (X) on both **A** and **B** on the diagram. Write the letters P and X on both **A** and **B**. [2]
 - Describe **two** functions of the xylem. [2]
- b Translocation takes place in the phloem tissue.
- State which materials are translocated in the phloem. [2]
 - The diagram shows a plant in the sunlight. The three lines are arrows, with no arrow heads, showing the translocation of materials within parts of the plant.



- Add arrow heads to **each** of the **three** lines to show the direction of translocation in the organs shown. [3]

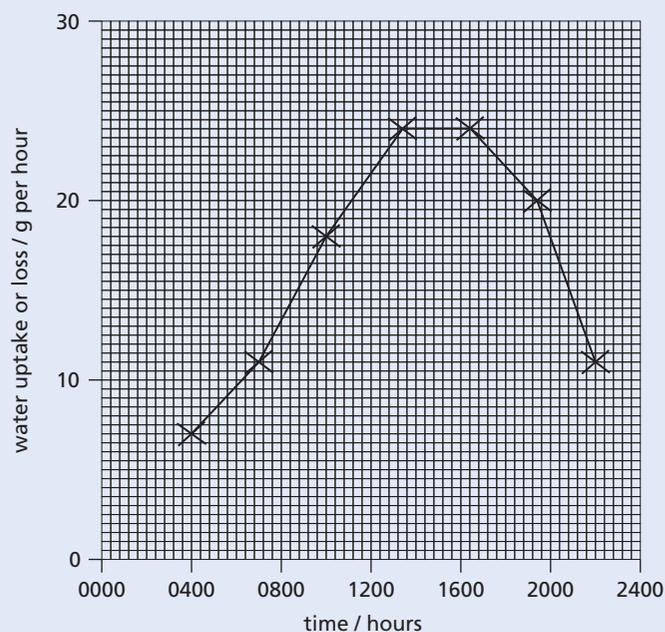
[Total: 9]

(Cambridge IGCSE Biology 0610 Paper 21 Q9 June 2012)

2 An investigation of the uptake and loss of water by a plant was carried out over 24 hours. The results are shown in the table.

time of day/hours	water uptake/g per hour	water loss/g per hour
0400	7	2
0700	11	8
1000	18	24
1300	24	30
1600	24	24
1900	20	13
2200	11	5

a (i) The data for water uptake have been plotted on the grid below. Plot the data for water loss on the same grid. Label both curves. [4]



(ii) State the **two** times at which the uptake and loss of water were the same. [1]

b Explain how a **decrease** in temperature and humidity would affect the water loss by this plant.

(i) Temperature [2]

(ii) Humidity [2]

[Total: 9]

(Cambridge IGCSE Biology 0610 Paper 21 Q6 November 2011)

3 a Explain what is meant by the term *transpiration*. [3]

b Describe the effect that **two** named environmental factors can have on the rate of transpiration. [4]

[Total: 7]

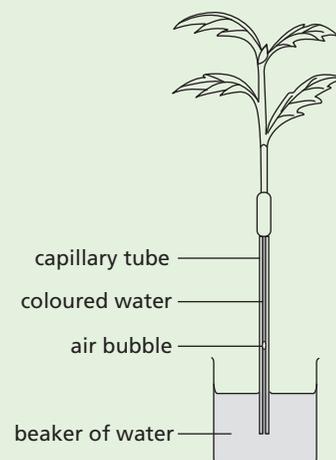
(Cambridge IGCSE Biology 0610 Paper 21 Q9 June 2011)

4 The photograph is of a root of radish covered in many root hairs.



a Using the term *water potential*, explain how water is absorbed into root hairs from the soil. [3]

A potometer is a piece of apparatus that is used to measure water uptake by plants. Most of the water taken up by plants replaces water lost in transpiration. A student used a potometer to investigate the effect of wind speed on the rate of water uptake by a leafy shoot. As the shoot absorbs water the air bubble moves upwards. The student's apparatus is shown in the diagram.



The student used a fan with five different settings and measured the wind speed. The results are shown in the table.

wind speed/ metres per second	distance travelled by the air bubble/mm	time/minutes	rate of water uptake/mm per minute
0	4	10	0.4
2	12	5	2.4
4	20	5	4.0
6	35	5	7.0
8	40	2	

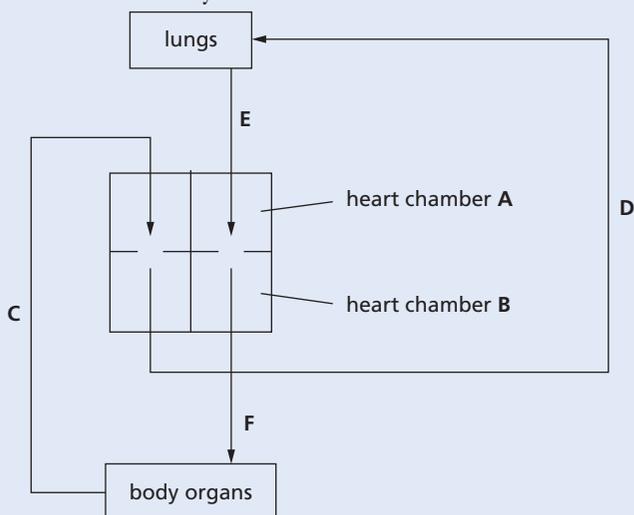
- b** Calculate the rate of water uptake at the highest wind speed and write your answer in the table. [1]
- c** Describe the effect of increasing wind speed on the rate of water uptake. You may use figures from the table to support your answer. [2]
- d** State **two** environmental factors, **other than wind speed**, that the student should keep constant during the investigation. [2]
- e** Some of the water absorbed by the plants is not lost in transpiration. State **two** other ways in which water is used. [2]
- f** Water moves through the xylem to the tops of very tall trees, such as the giant redwoods of North America. The movement of water in the xylem is caused by transpiration. Explain how transpiration is responsible for the movement of water in the xylem. [4]
- g** Plants that live in hot, dry environments show adaptations for survival. State three **structural** adaptations of these plants. [3]

[Total: 17]

(Cambridge IGCSE Biology 0610 Paper 31 Q4 June 2009)

● Transport in animals

- 1** The diagram shows the route taken by blood around the body.

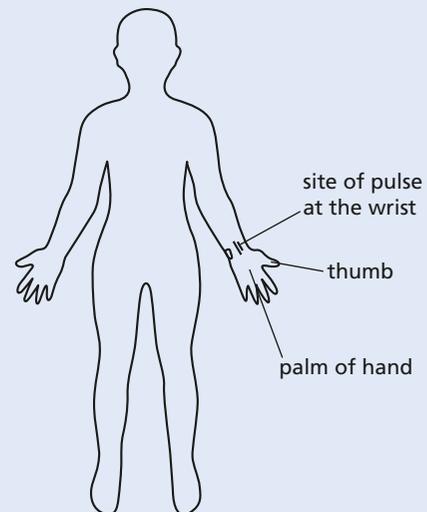


- a (i)** Name the heart chambers **A** and **B**. [2]
- (ii)** Use information shown in the diagram to identify the type of blood vessel **C** as either an artery or a vein. Give a reason for your choice. [2]
- b (i)** State and explain **two** differences between the contents of the blood flowing in vessels **C** and **E**. [2]
- (ii)** Suggest and explain which of the four blood vessels contains blood at the highest pressure. [2]

[Total: 8]

(Cambridge IGCSE Biology 0610 Paper 21 Q8 June 2010)

- 2** As the heart pumps blood around the human body, a pulse may be felt at certain sites, such as the one shown in the diagram.



- a (i)** Label on the diagram, one other site where a pulse may be felt. [1]
- (ii)** Suggest why it is possible to feel the pulse at these sites. [2]
- b** A student counted the number of pulses felt in 15 seconds at the site shown on their wrist. The student did this three times. The results are recorded in the table.

	pulses per 15 seconds	pulses per minute
1st count	18	
2nd count	19	
3rd count	17	
mean		

- (i)** Complete the right-hand column in the table to show the number of pulses per minute for each count and the mean pulses per minute. [2]

(ii) Explain why it is advisable to repeat readings at least three times. [1]

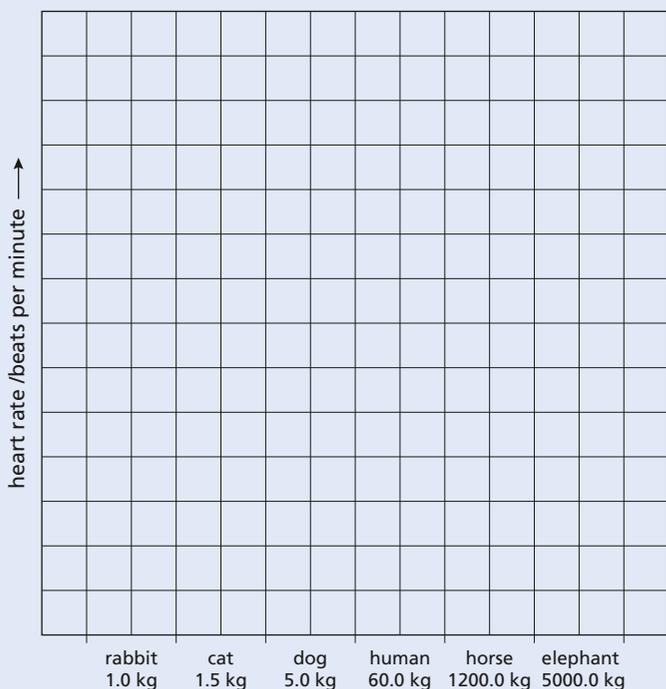
(iii) State **two** factors that may affect heart rate. For each factor explain its effect on heart rate. [4]

c Body mass and heart rates for a number of different mammals are shown in the table.

Mammal	body mass/kg	heart rate/beats per minute
rabbit	1.0	200
cat	1.5	150
dog	5.0	90
human	60.0	
horse	1200.0	44
elephant	5000.0	30

Copy the mean pulses per minute from the first table into the second table.

(i) Plot the data in a bar chart to show heart rate for all six mammals. [5]



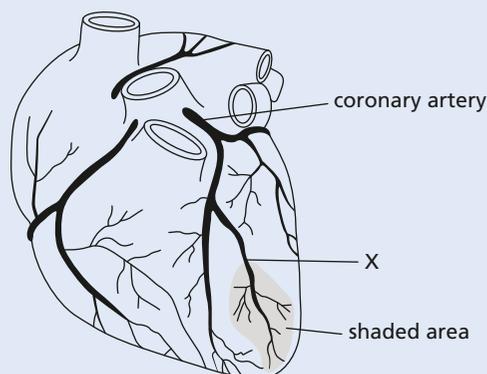
(ii) Describe the general trend shown by this data plotted on the bar chart. [1]

d An elephant can live for 70 years, a cat for 15 years and a rabbit for 9 years. Suggest how heart rate and body mass might affect life expectancy of mammals. [1]

[Total: 17]

(Cambridge IGCSE Biology 0610 Paper 61 Q2 June 2009)

3 The diagram shows an external view of the heart.



a A blood clot is stuck at X. Explain what will happen to the heart muscle cells in the shaded area. [3]

b List **three** actions people can take to reduce the risk of having a blood clot in the coronary arteries. [3]

[Total: 6]

(Cambridge IGCSE Biology 0610 Paper 21 Q3 November 2012)

4 a The human circulatory system contains valves.

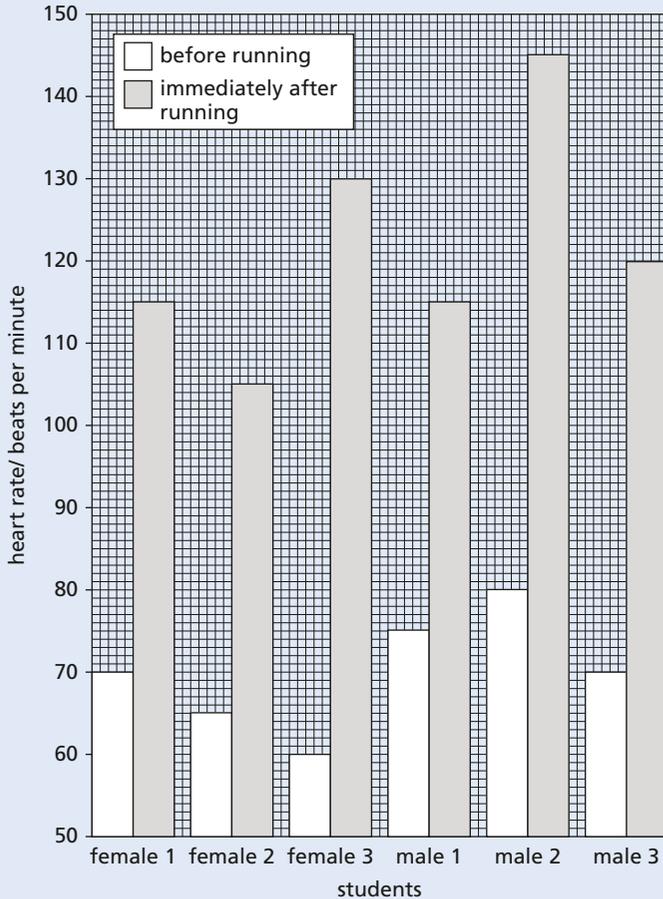
(i) State the function of these valves. [1]

(ii) Complete the table by placing a tick (✓) against **two** structures in the human circulatory system that have valves. [1]

structure in circulatory system	have valves
arteries	
capillaries	
heart	
veins	

b Describe how you would measure the heart rates of some students before they start running. [2]

c The bar chart (opposite) shows the results of an investigation of the heart rates of some students before and immediately after running. Each student ran the same distance.

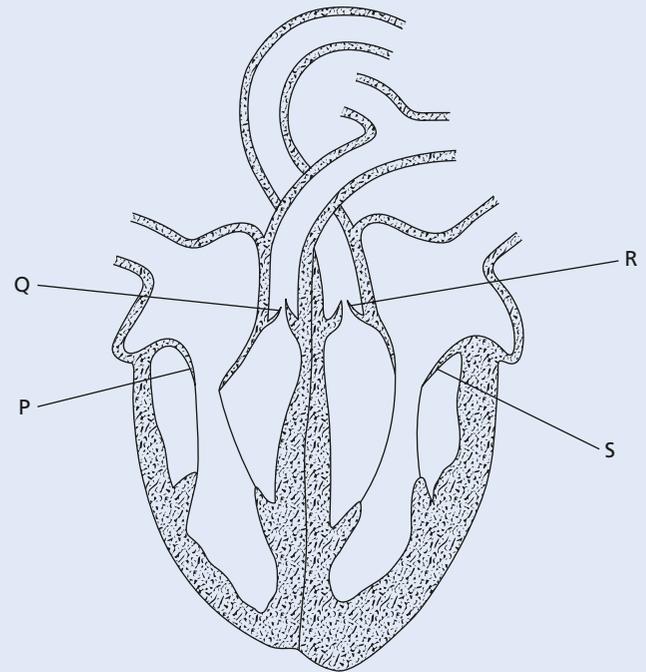


- (i) State which student has the lowest heart rate immediately after running. [1]
- (ii) State which student has the largest change in heart rate from before to immediately after running. [1]
- (iii) Describe any trends that you can see in the results. [2]
- d Explain why heart rate changes when you run. [4]

[Total: 12]

(Cambridge IGCSE Biology 0610 Paper 21 Q2 November 2011)

5 The diagram shows a section through the heart.



- a (i) Name the **two** blood vessels, shown on the diagram, that carry oxygenated blood. [1]
- (ii) State the letter that identifies the tricuspid valve. [1]
- (iii) State the letter that identifies a semilunar valve. [1]
- b Describe how the heart forces blood into the aorta. [3]
- c (i) Name the blood vessel that delivers blood to the muscles of the walls of the atria and ventricles. [1]
- (ii) Name the **two** blood vessels that deliver blood to the liver. [2]

[Total: 9]

(Cambridge IGCSE Biology 0610 Paper 21 Q8 June 2011)

● Diseases and immunity

- 1 a Many communities treat their sewage and release non-polluting water into a local river. What is meant by the term *sewage*? [2]
- b Sometimes the sewage treatment works cannot deal with all of the sewage and untreated material is released into the river. Suggest the likely effects of releasing untreated sewage into a river. [4]

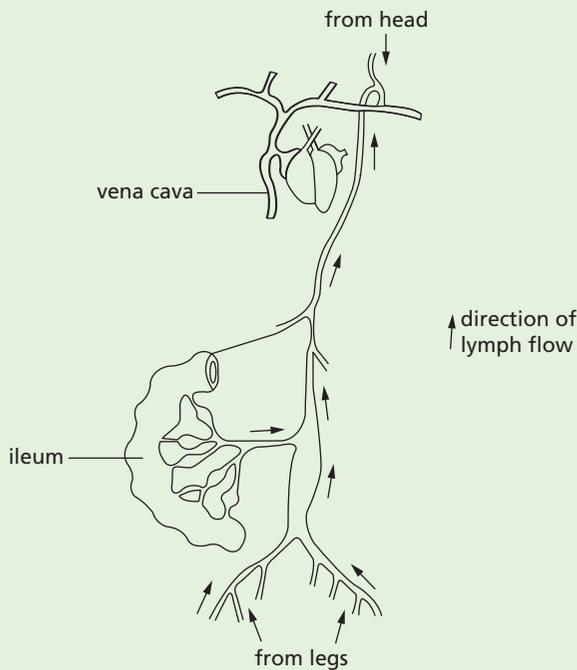
[Total: 6]

(Cambridge IGCSE Biology 0610 Paper 2 Q2 November 2006)

2 The lymphatic system consists of:

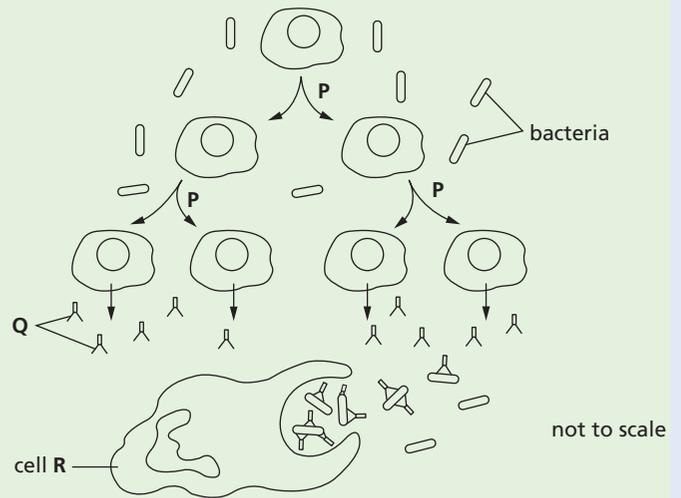
- thin-walled lymph vessels that drain tissue fluid from many organs of the body
- lymph nodes that contain the cells of the immune system.

The fluid in the lymph vessels is moved in a way similar to the movement of blood in veins. The diagram shows part of the lymphatic system.



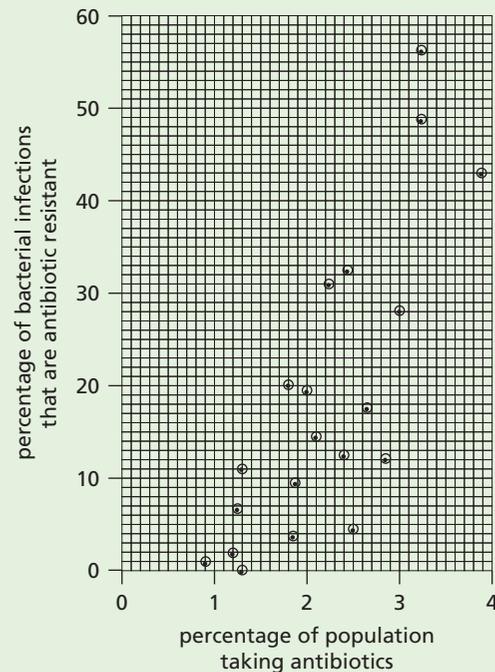
- a Suggest how lymph is moved in the lymph vessels. [2]
- b After a meal rich in fatty foods, the lymph leaving the ileum is full of fat droplets. Explain why there are fat droplets in the lymph leaving the ileum. [2]

Lymph flows through lymph nodes. The diagram (above right) shows the action of white blood cells in a lymph node when bacteria are present.



- c (i) Name the type of nuclear division shown at P in the diagram. [1]
- (ii) Name the molecules labelled Q in the diagram. [1]
- (iii) Describe how bacteria are destroyed by cell R. [3]

Antibiotics are used to treat bacterial infections. An investigation was carried out into the effect of prescribing antibiotics on antibiotic resistance in 20 countries. The graph shows the results of this investigation. Each point represents the result for a country.



- d Describe the results shown in the graph. Credit will be given for using figures from the graph to support your answer. [3]

e Many different antibiotics are used. Suggest why some antibiotics are used less frequently than others. [3]

[Total: 15]

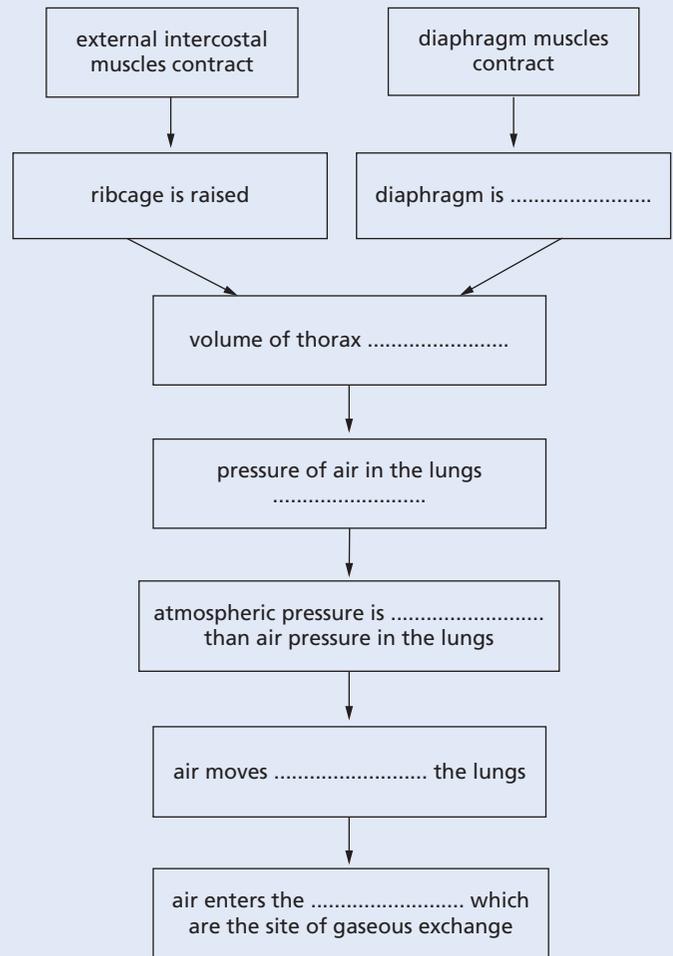
(Cambridge IGCSE Biology 0610 Paper 31 Q4 November 2010)

3 a Describe the function of the immune system, including antibody production and phagocytosis. [9]

b Outline the problems of organ transplantation and how they can be overcome. [6]

[Total: 15]

(Cambridge IGCSE Biology 0610 Paper 3 Q6 November 2003)



a Complete the flow chart by writing appropriate words in the spaces provided. [6]

b The photograph shows part of the epithelium that lines the trachea.



Explain how the cells labelled A and B in the photograph protect the gas exchange system. [4]

[Total: 10]

(Cambridge IGCSE Biology 0610 Paper 31 Q3 November 2012)

● Gas exchange in humans

1 Gaseous exchange takes place while air flows in and out of the lungs.

a State **three** ways in which inspired air is different from expired air. [3]

b List **three** features of gaseous exchange surfaces that help to make them more efficient. [3]

[Total: 6]

(Cambridge IGCSE Biology 0610 Paper 21 Q8 November 2009)

2 The ribcage and diaphragm are involved in the breathing mechanism to ventilate the lungs. The flow chart shows the changes that take place when breathing in.

3 a Define the term *aerobic respiration*. [2]

During exercise the movement of the ribcage enables air to enter the lungs.

- b Describe how the ribcage is moved during inspiration (breathing in) and explain how this causes air to enter the lungs. [4]
- c Explain how the ribcage returns to its resting position during expiration (breathing out). [2]

Some students carried out an investigation on a 16-year old athlete. The table shows the results of their investigation on the athlete's breathing at rest and immediately after 20 minutes of running.

Ventilation rate is the volume of air taken into the lungs per minute.

	at rest	immediately after 20 minutes of running
rate of breathing/breaths per minute	12	20
average volume of air taken in with each breath/dm ³	0.5	3.5
ventilation rate/dm ³ per minute	6.0	

- d (i) Calculate the ventilation rate of the athlete immediately after 20 minutes of running. [1]
- (ii) Explain why the athlete has a high ventilation rate **after the exercise has finished**. [5]

[Total: 14]

(Cambridge IGCSE Biology 0610 Paper 31 Q3 November 2010)

● Respiration

- 1 a (i) State the word equation for aerobic respiration. [2]
- (ii) Complete the table to show three differences between aerobic respiration and anaerobic respiration in humans. [3]

	aerobic respiration in humans	anaerobic respiration in humans
1		
2		
3		

b Yeast is used in making some types of bread and in brewing.

- (i) Explain the role of yeast in bread-making. [3]

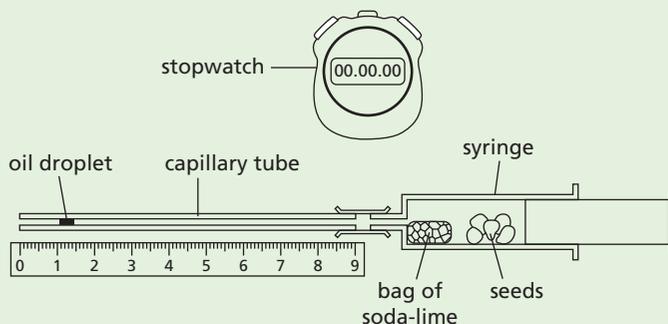
- (ii) Explain the role of yeast in brewing. [2]

[Total: 10]

(Cambridge IGCSE Biology 0610 Paper 21 Q5 November 2010)

2 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 the diagram.



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 6 minutes.

- b State **three** variables that should be kept constant in this investigation. [3]
- c The table shows the student's results.

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 3 minutes **and** suggest an explanation. [2]

[Total: 11]

(Cambridge IGCSE Biology 0610 Paper 31 Q3 November 2011)

● Excretion in humans

- 1 a The kidney is an excretory organ.
Name **two** other excretory organs in humans and in each case state a substance that the organ excretes. [4]
- b The table shows the amounts of some substances in the blood in the renal artery and in the renal vein of a healthy person.

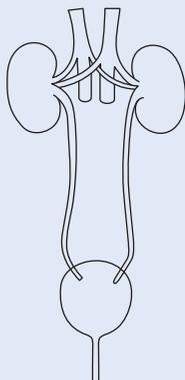
substance	amount in blood in renal artery (arbitrary units)	amount in blood in renal vein (arbitrary units)
oxygen	100.0	35.0
glucose	10.0	9.7
sodium salts	32.0	29.0
urea	3.0	0.5
water	180.0	178.0

Suggest what happens in the kidney to bring about the differences in the composition of the blood shown in the table. [4]

[Total: 8]

(Cambridge IGCSE Biology 0610 Paper 21 Q9 November 2010)

- 2 a Why do most waste products of metabolism have to be removed from the body? [1]
- b The diagram shows the human excretory system.



Name the parts that fit each of the following descriptions.

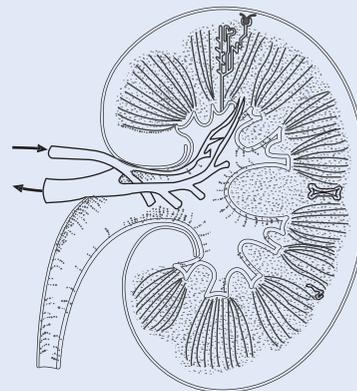
- (i) The tube that carries urine from the kidneys. [1]
- (ii) The organ that stores urine. [1]
- (iii) The blood vessel that carries blood away from the kidneys. [1]
- c Outline how the kidneys remove only waste materials from the blood. [3]
- d Excess amino acids cannot be stored in the body and have to be broken down.

- (i) Where are excess amino acids broken down? [1]
- (ii) Which waste chemical is formed from the breakdown of excess amino acids? [1]

[Total: 9]

(Cambridge IGCSE Biology 0610 Paper 2 Q2 June 2009)

- 3 a Define the term *excretion*. [3]
- b The figure below shows a section through a kidney.



- (i) Using label lines and the letters given, label the following on a copy of the figure:
F where filtration occurs
R the renal artery
U where urine passes to the bladder [3]
- (ii) Describe the process of filtration in the kidney. [3]
- (iii) Name the processes resulting in the reabsorption of
1 glucose
2 water. [3]

[Total: 12]

(Cambridge IGCSE Biology 0610 Paper 3 Q3 November 2007)

● Co-ordination and response

- 1 a Define the term *homeostasis*. [2]
- b It has been suggested by some scientists that the iris reflex is an example of homeostasis. Describe this reflex and explain why it might be considered to be a homeostatic mechanism. [3]

[Total: 5]

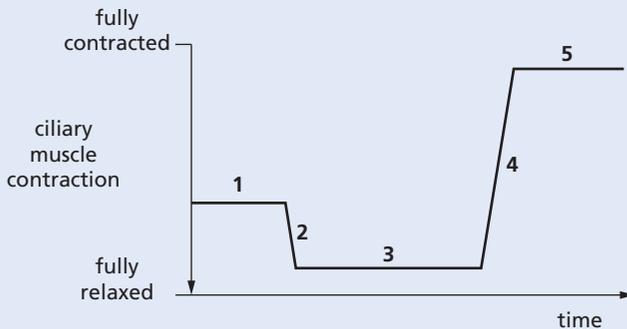
(Cambridge IGCSE Biology 0610 Paper 21 Q10 June 2008)

2 a Complete the following paragraph using appropriate words.
Sense organs are composed of groups of _____ cells that respond to specific _____. The sense organs that respond to chemicals are the _____ and the _____.

[4]

b The eye is a sense organ that focuses light rays by changing the shapes of its lens. It does this by contracting its ciliary muscles.
(i) What links the ciliary muscles to the lens? [1]
(ii) Describe the change in shape of the lens when a person looks from a near object to a distant object. [1]

c The graph shows changes in the contraction of the ciliary muscles as a person watches a humming bird move from flower to flower while feeding on nectar.



In which period of time, 1, 2, 3, 4 or 5, was the bird

- (i) feeding from a flower very near to the person [1]
- (ii) flying away from the person [1]
- (iii) flying towards the person. [1]

[Total: 9]

(Cambridge IGCSE Biology 0610 Paper 21 Q7 June 2009)

3 a Name **two** sense organs and an environmental stimulus that each detects. [2]

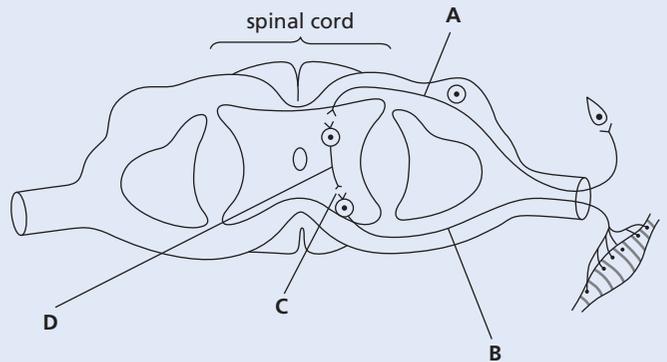
- b (i) Tropisms occur in plants. State the meaning of the term *tropism*. [2]
- (ii) Complete the table about tropisms in plants. [4]

stimulus	name of tropism	effect on plant shoot
gravity		
light		

[Total: 8]

(Cambridge IGCSE Biology 0610 Paper 21 Q9 June 2010)

4 a The diagram shows the structures involved in a reflex arc.



- (i) On the diagram label structures **A**, **B**, **C** and **D**. [4]
- (ii) Name the two types of tissue in the body that can act as effectors. [2]
- b (i) Describe the characteristics of a reflex action resulting from the activity of structures **A**, **B**, **C** and **D**. [2]
- (ii) State **one** example of a reflex action. [1]

[Total: 9]

(Cambridge IGCSE Biology 0610 Paper 21 Q4 June 2011)

5 a Plants, like animals, respond to stimuli. Tropisms are an example of a plant response.

- (i) Define the term *geotropism*. [2]
- (ii) Suggest the advantages of geotropic responses for a seed germinating in the soil. [3]

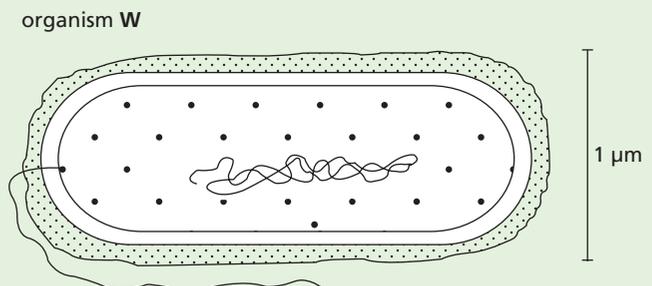
b State three external conditions necessary for the germination of a seed in the soil. [3]

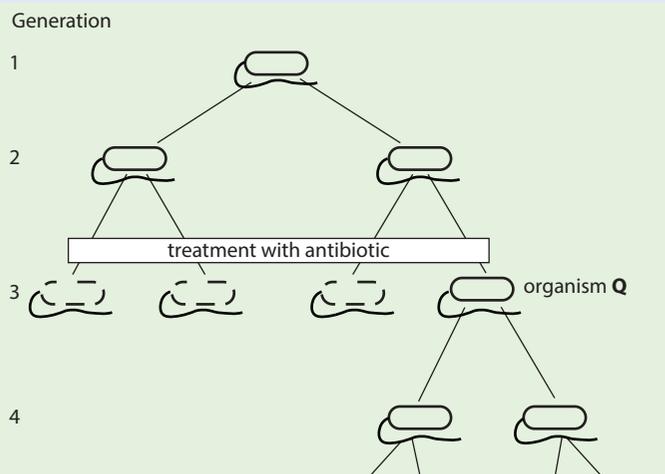
[Total: 8]

(Cambridge IGCSE Biology 0610 Paper 21 Q3 November 2011)

● Drugs

1 The first diagram shows an organism **W** and the second diagram shows how the reproduction of this organism is affected by an antibiotic.



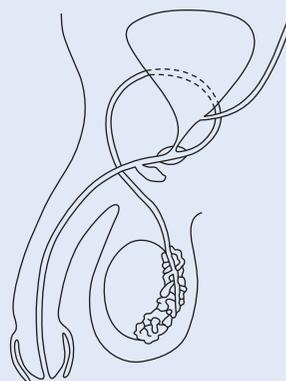


- a (i) What type of organism is **W** most likely to be? [1]
 (ii) State **three** reasons for your answer. [3]
 b Name the type of reproduction shown by organism **W**. [1]
- Q** is the only organism surviving the antibiotic treatment.
- c Suggest an explanation for the survival of **Q** and its offspring. [2]
 d Explain why patients who are treated with antibiotics are always advised to take a complete course of treatment, rather than stop the treatment as soon as they feel better. [3]

[Total: 10]

(Cambridge IGCSE Biology 0610 Paper 3 Q9 June 1998)

2 The diagram shows the male reproductive system.

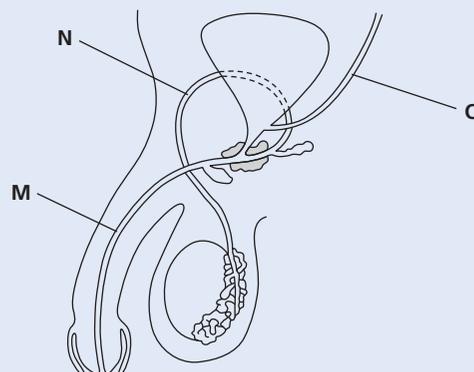


- a Using a label line and the letters given, label the diagram.
 (i) **G** where gametes are formed [1]
 (ii) **S** the sperm duct [1]
 (iii) **T** where testosterone is formed [1]
 (iv) **U** the urethra [1]
- b Describe **two** secondary characteristics regulated by testosterone. [2]
- c Choose words from the list to complete each of the spaces in the paragraph. Each word may be used once only and some words may not be used at all.
 four diploid double half
 haploid meiosis mitosis two
 Gametes are formed by the division of a nucleus, a process called _____. This process produces a total of _____ cells from the original cell. Each of these cells has a nucleus described as being _____ and each nucleus contains _____ the number of chromosomes present in the original nucleus. [4]

[Total: 10]

(Cambridge IGCSE Biology 0610 Paper 21 Q8 June 2009)

3 The diagram shows a section through parts of the male reproductive and urinary systems.



● Reproduction

1 Choose words from the list to complete each of the spaces in the paragraph. Each word may be used once only and some words are not used at all.

bright dry dull heavy large
 light sepals small stamens
 sticky style

Flowers of plants that rely on the wind to bring about pollination tend to have _____ petals that have a _____ colour. Their pollen is normally _____ and _____. In these flowers, the _____ and the _____ both tend to be long. [6]

[Total: 6]

(Cambridge IGCSE Biology 0610 Paper 21 Q2 June 2008)

- a (i) Name the tubes labelled **M**, **N** and **O**. [3]
 (ii) Explain the roles of the testes, the prostate gland and the scrotum. [4]
- b Humans use a variety of methods of birth control.
 (i) On the diagram, put an **X** where a vasectomy could be carried out. [1]
 (ii) Explain **one** method of birth control, used by males, that can also protect against infection by a sexually transmitted disease. [2]
 (iii) Name **one** sexually transmitted disease. [1]

[Total: 11]

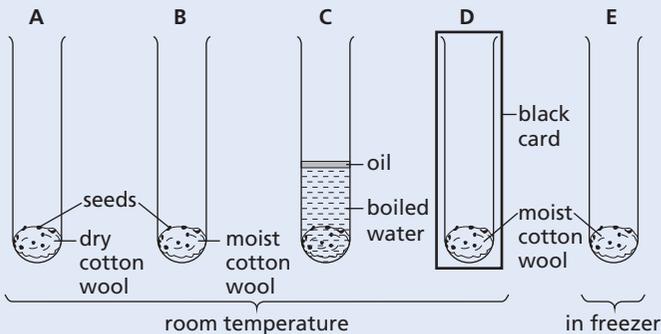
(Cambridge IGCSE Biology 0610 Paper 21 Q3 June 2011)

- 4 Reproduction in humans is an example of sexual reproduction. Outline what occurs during:
 a sexual intercourse [2]
 b fertilisation [3]
 c implantation. [2]

[Total: 7]

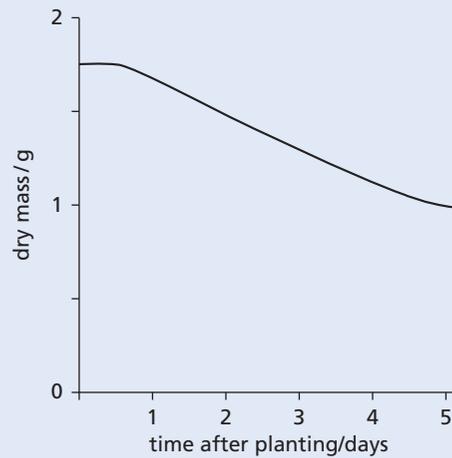
(Cambridge IGCSE Biology 0610 Paper 21 Q8 Nov 2011)

- 5 The diagram shows an experiment to investigate the conditions needed for germination. Tubes A, B, C and D are at room temperature and tube E is in a freezer.



- a State **three** of the environmental conditions this experiment is investigating. [3]
 b Predict in which **two** tubes the seeds will germinate. [2]
 c Nuclear and cell division happen during germination.
 (i) Name the type of nuclear division that takes place during the growth of a seedling. [1]
 (ii) State how the number of chromosomes in each of the new cells compares with the number of chromosomes in the original cells. [1]

- d The graph shows the changes in the dry mass of a broad bean seed in the first 5 days after planting.



- Describe and suggest an explanation for the changes that happen to the dry mass of the seed in the first 5 days after planting. [3]

[Total: 10]

(Cambridge IGCSE Biology 0610 Paper 21 Q5 June 2010)

- 6 a Using straight lines, match the names of flower parts with their functions. One has been completed for you. [4]

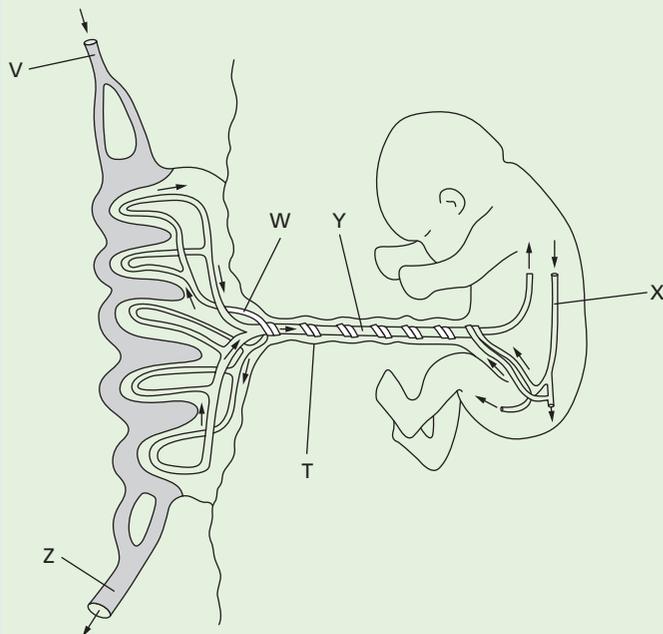
anther	allows the passage of the pollen tube to the ovary
petal	attracts insects for pollination
sepal	produces pollen grains
style	protects the flower when in bud
stigma	the surface on which the pollen lands during pollination

- b Describe how the stigmas of wind-pollinated flowers differ from the stigmas of insect-pollinated flowers. Relate these differences to the use of wind as the pollinating agent. [3]
 c Discuss the implication to a species of self-pollination. [3]

[Total: 10]

(Cambridge IGCSE Biology 0610 Paper 31 Q1 June 2008)

7 The diagram shows the structure of the placenta and parts of the fetal and maternal circulatory systems.



a (i) Complete the table by listing the blood vessels that carry oxygenated blood. Use the letters in the diagram to identify the blood vessels. [2]

circulatory system	blood vessels that carry oxygenated blood
maternal	
fetal	

(ii) Name structure T and describe what happens to it after birth. [2]

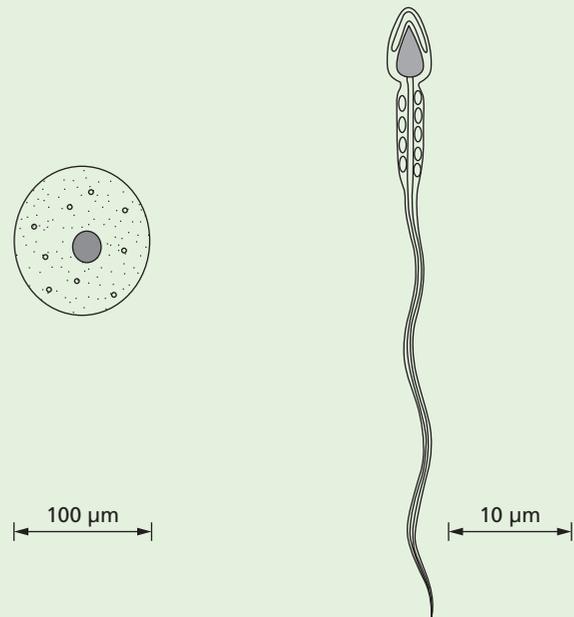
(iii) The placenta is adapted for the exchange of substances between the maternal blood and the fetal blood. Describe the exchanges that occur across the placenta to keep the fetus alive and well. [4]

b The placenta secretes the hormones oestrogen and progesterone. Describe the roles of these hormones during pregnancy. [3]

[Total: 11]

(Cambridge IGCSE Biology 0610 Paper 31 Q5 June 2012)

8 The diagram shows a human egg cell and a human sperm cell.



human egg cell

human sperm cell

a (i) What is the name given to the release of eggs from the ovary? [1]

(ii) Sperm cells and egg cells are haploid. State the meaning of the term *haploid*. [1]

b Complete the table to compare egg cells with sperm cells. [4]

feature	egg cells	sperm cells
site of production		
relative size		
numbers produced		
mobility		

c Three hormones that control the menstrual cycle are:

- follicle stimulating hormone (FSH)
- luteinising hormone (LH)
- oestrogen.

(i) Name the site of production and release of oestrogen. [1]

(ii) Describe the role of oestrogen in controlling the menstrual cycle. [2]

d Artificial insemination is sometimes used as a treatment for female infertility. Outline how artificial insemination is carried out in humans. [2]

[Total: 11]

(Cambridge IGCSE Biology 0610 Paper 31 Q3 June 2010)

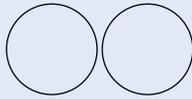
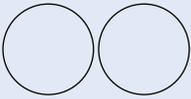
Inheritance

1 Flowers from three red-flowered plants, **A**, **B** and **C**, of the same species were self-pollinated.

- Explain what is meant by the term *pollination*. [2]
- Seeds were collected from plants **A**, **B** and **C**. The seeds were germinated separately and were allowed to grow and produce flowers. The colour of these flowers is shown in the table.

seeds from plant	colour of flowers grown from the seeds
A	all red
B	some red and some white
C	some red and some white

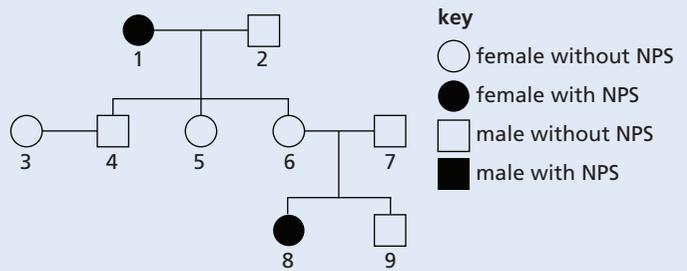
- State the recessive allele for flower colour. [1]
 - State which plant, **A**, **B**, or **C**, produced seeds that were homozygous for flower colour. [1]
 - Suggest how you could make certain that self-pollination took place in the flowers of plants **A**, **B** and **C**. [2]
- c Complete the genetic diagram to explain how two red-flowered plants identical to plant **B** could produce both red-flowered and white-flowered plants. Use the symbols **R** to represent the dominant allele and **r** to represent the recessive allele. [4]

	parent 1	×	parent 2	
parental phenotypes	red-flowered		red-flowered	
parental genotypes		×		
gametes		+		
offspring genotypes				
offspring phenotypes				

[Total: 10]

(Cambridge IGCSE Biology 0610 Paper 21 Q10 November 2011)

2 The diagram shows a family tree for a condition known as nail-patella syndrome (NPS).

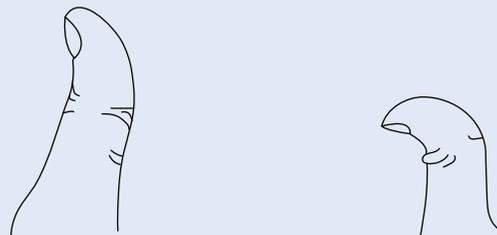


- (i) State whether NPS is controlled by a dominant or a recessive allele.
(ii) Explain which evidence from the family tree confirms your answer to (i). [3]
- Explain what the chances are for a third child of parents 6 and 7 having NPS. You may use a genetic diagram to help your explanation. [3]

[Total: 6]

(Cambridge IGCSE Biology 0610 Paper 21 Q7 June 2008)

3 There is a variation in the shape of human thumbs. The diagram shows the two forms referred to as 'straight' and 'hitch hikers'.



straight

hitch hikers

A survey of thumb shapes was carried out on 197 students. The results are shown in the table.

age/years	number of students with 'straight' thumbs		number of students with 'hitch hiker' thumbs	
	male	female	male	female
12	21	24	4	2
13	18	28	3	5
14	19	15	2	3
15	26	20	3	4
total	84	87	12	14

- Describe the results shown in the table. [3]
- Scientists think that thumb shape is controlled by a single gene. What evidence is there from the table to support this idea? [3]

[Total: 6]

(Cambridge IGCSE Biology 0610 Paper 61 Q3 November 2010)

4 Complete the sentences by writing the most appropriate word in each space. Use only words from the list below.

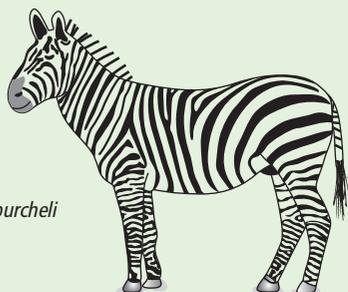
allele diploid dominant gene genotype
haploid heterozygous homozygous meiosis
mitosis phenotype recessive

Wing length in the fruit fly, *Drosophila*, is controlled by a single _____ that has two forms, one for long and one for short wings. The sperm and ova of fruit flies are produced by the process of _____. When fertilisation occurs the gametes fuse to form a _____ zygote. When two long-winged fruit flies were crossed with each other some of the offspring were short-winged. The _____ of the rest of the offspring was long-winged. The short-winged form is _____ to the long-winged form and each of the parents must have been _____. [6]

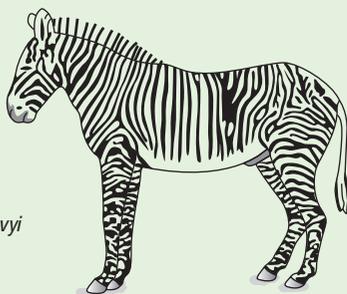
[Total: 6]

(Cambridge IGCSE Biology 0610 Paper 21 Q6 November 2010)

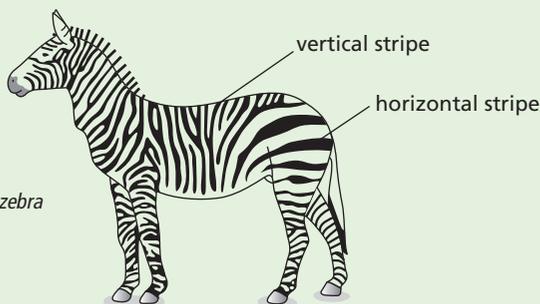
5 The diagram shows three species of zebra.



Equus burcheli

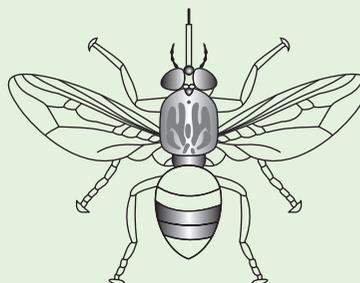


Equus grevyi



Equus zebra

- a Describe one method a scientist could use to show that zebras shown in the diagram are different species. [1]
- b Studies have shown that the hotter the environment, the more stripes zebras have.
 - (i) State the type of variation which would result in different numbers of stripes. [1]
 - (ii) Study the diagram. Suggest which species of zebra lives in the hottest environment. [1]
- c Occasionally, zebras are born that are almost completely black. The change in appearance is the result of mutation.
 - (i) State the term that is used to describe the appearance of an organism. [1]
 - (ii) Define the term *mutation*. [2]
- d Tsetse flies attack animals with short fur, sucking their blood and spreading diseases. The diagram shows a tsetse fly. This fly is an insect, belonging to the arthropod group.



- (i) State **one** feature, visible in the diagram, which is common to all arthropods. [1]
- (ii) State **two** features, visible in the diagram, which distinguish insects from other arthropod groups. [2]
- e Scientists have discovered that zebras with more horizontal stripes attract fewer tsetse flies.
 - (i) Suggest why the stripes on the head and neck of the zebra would be an advantage when it feeds on the grass on the ground. [2]
 - (ii) Describe how a species of zebra could gradually develop more horizontal stripes. [3]

[Total: 14]

(Cambridge IGCSE Biology 0610 Paper 31 Q4 June 2008)

6 The flowers of pea plants, *Pisum sativum*, are produced for sexual reproduction. The flowers are naturally self-pollinating, but they can be cross-pollinated by insects.

- a Explain the difference between self-pollination and cross-pollination. [2]
- b Explain the disadvantages for plants, such as *P. sativum*, of reproducing sexually. [4]

Pea seeds develop inside pea pods after fertilisation. They contain starch. A gene controls the production of an enzyme involved in the synthesis of starch grains. The allele, R, codes for an enzyme that produces normal starch grains. This results in seeds that are round. The allele, r, does not code for the enzyme. The starch grains are not formed normally. This results in seeds that are wrinkled. The diagram shows round and wrinkled pea seeds.



round pea seed



wrinkled pea seed

Pure bred plants are homozygous for the gene concerned. A plant breeder had some pure bred pea plants that had grown from round seeds and some pure bred plants that had grown from wrinkled seeds.

- c State the genotypes of the pure bred plants that had grown from round and from wrinkled seeds. [1]
These pure bred plants were cross-pollinated (cross 1) and the seeds collected. All the seeds were round. These round seeds were germinated, grown into adult plants (offspring 1) and self-pollinated (cross 2). The pods on the offspring 1 plants contained both round and wrinkled seeds. Further crosses (3 and 4) were carried out as shown in the table.

cross		phenotype of seeds in the seed pods		ratio of round to wrinkled seeds
		round seeds	wrinkled seeds	
1	pure bred for round seeds x pure bred for wrinkled seeds	✓	✗	1 : 0
2	offspring 1 self-pollinated	✓	✓	
3	offspring 1 x pure bred for round seeds			
4	offspring 1 x pure bred for wrinkled seeds			

- d Complete the table by indicating
 - the type of seeds present in the pods with a tick [✓] or a cross [✗]
 - the ratio of round to wrinkled seeds. [3]
- e Seed shape in peas is an example of discontinuous variation. Suggest **one** reason why seed shape is an example of discontinuous variation. [1]

Plants have methods to disperse their seeds over a wide area.

- f Explain the **advantages** of having seeds that are dispersed over a wide area. [3]

[Total: 14]
(Cambridge IGCSE Biology 0610 Paper 31
Q6 November 2012)

Variation and selection

- 1 One variety of the moth, *Biston betularia*, has pale, speckled wings. A second variety of the same species has black wings. There are no intermediate forms. Equal numbers of both varieties were released into a wood made up of trees with pale bark. Examples of these are shown in the diagram.



After 2 weeks as many of the moths were caught as possible. The results are shown in the table.

wing colour of moth	number released	number caught
pale, speckled	100	82
black	100	36

- a (i) Suggest and explain **one** reason, related to the colour of the bark, for the difference in numbers of the varieties of moth caught. [1]
- (ii) Suggest and explain how the results may have been different if the moths had been released in a wood where the trees were blackened with carbon dust from air pollution. [2]

The table below shows the appearance and genetic make-up of the different varieties of this species.

wing colour	genetic make-up
pale, speckled	GG; Gg
black	gg

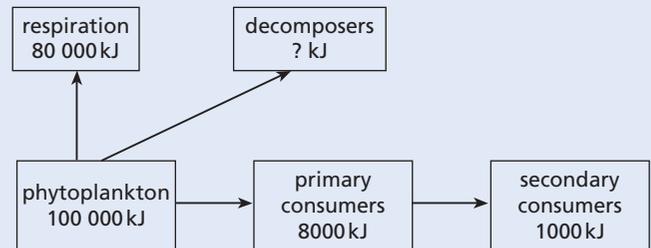
- b (i) State the appropriate terms for the table headings. [2]
- (ii) State and explain which wing colour is dominant. [2]
- c State the type of genetic variation shown by these moths. Explain how this variation is inherited. [3]
- d Heterozygous moths were interbred. Use a genetic diagram to predict the proportion of black-winged moths present in the next generation. [5]
- e (i) Name the process that can give rise to different alleles for wing colour in a population of moths. [1]
- (ii) Suggest **one** factor which might increase the rate of this process. [1]

[Total: 17]

(Cambridge IGCSE Biology 0610 Paper 31 Q5 June 2007)

Organisms and their environment

- I a The chart shows the flow of some of the energy through a food chain in an ocean.



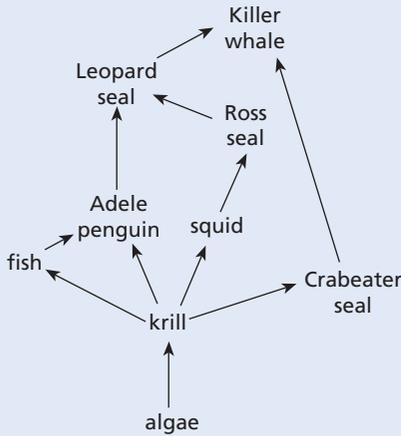
About 1% of the light energy reaching the ocean is converted to chemical energy by the phytoplankton. The phytoplankton produce sugars, fats and proteins.

- (i) Name the process that changes light energy to chemical energy. [1]
- (ii) Name the chemical in the phytoplankton that absorbs light energy. [1]
- (iii) Calculate, using information from the flow chart, how much energy passes from the phytoplankton to the decomposers. [1]
- (iv) Name **two** groups of decomposers. [2]
- (v) Calculate, using information from the flow chart, the percentage of energy passed from the phytoplankton to the primary consumers. [2]
- (vi) About 88% of the energy in the primary consumers does not become part of the secondary consumers. Explain how this energy is lost from the food chain. [3]
- b The organisms in this food chain form a community in the ocean. This community is formed of many populations. Explain what is meant by the term *population*. [2]

[Total: 12]

(Cambridge IGCSE Biology 0610 Paper 21 Q6 June 2011)

2 The diagram shows part of a food web for the South Atlantic Ocean.

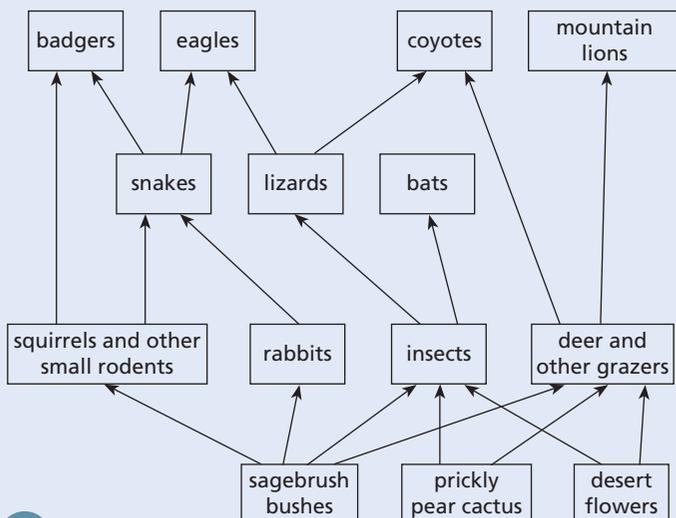


- a (i) Name the top carnivore in this food web. [1]
 (ii) Name a member of this food web that is both a secondary and a tertiary consumer. [1]
- b Use the information from the food web to complete the food chain of five organisms.
 algae → _____ → _____ → _____ → _____ [2]
- c In the future the extraction of mineral resources in the Antarctic might occur on a large scale. This could destroy the breeding grounds of the Ross seal.
 (i) State and explain what effects this might have on the population of Leopard seal. [2]
 (ii) State and explain what effects this might have on the population of fish. [4]

[Total: 10]

(Cambridge IGCSE Biology 0610 Paper 21 Q9 June 2008)

3 The diagram shows a food web.

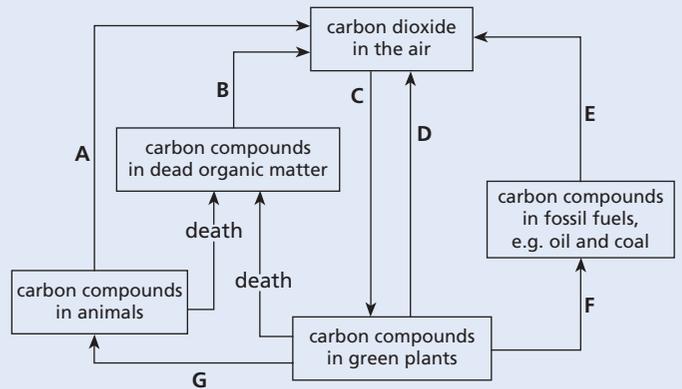


- a Explain the difference between a food web and a food chain. [2]
- b From the food web name:
 (i) a carnivore
 (ii) a producer
 (iii) a consumer from the 2nd trophic level. [3]
- c In some regions, mountain lions have been hunted and face extinction. Suggest how the coyotes might be affected if the mountain lion became extinct. [3]

[Total: 8]

(Cambridge IGCSE Biology 0610 Paper 21 Q9 November 2012)

4 The diagram shows a carbon cycle.

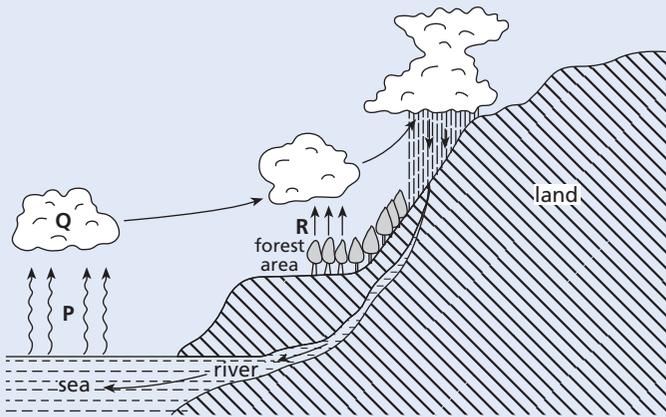


- a (i) Name the process represented by arrow A. [1]
 (ii) Name the process represented by arrow E. [1]
- b (i) Name **one** group of organisms responsible for process B. [1]
 (ii) List **two** environmental conditions needed for process B to occur. [2]
- c (i) Which arrow represents photosynthesis? [1]
 (ii) Complete the word equation for photosynthesis.
 _____ + _____ → oxygen + _____ [2]
 (iii) This process needs a supply of energy. Name the form of energy needed. [1]
- d In an ecosystem the flow of carbon can be drawn as a cycle but the flow of energy cannot be drawn as a cycle. Explain this difference. [3]

[Total: 12]

(Cambridge IGCSE Biology 0610 Paper 21 Q5 November 2012)

5 The diagram shows the water cycle.

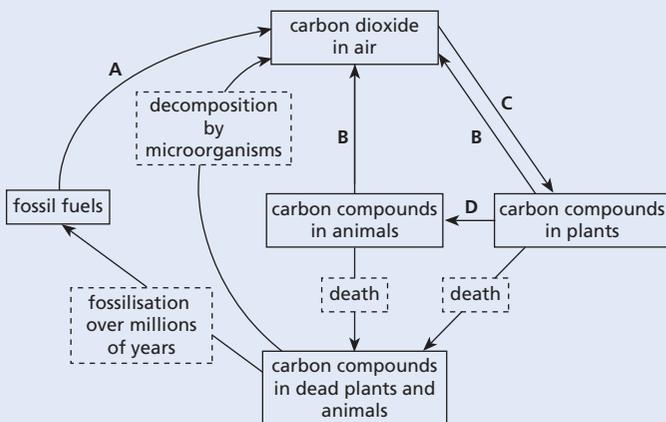


- a (i) The arrows labelled **P** represent evaporation. Which type of energy is needed for this process? [1]
 (ii) State what causes the formation of clouds at **Q**. [1]
 b (i) What process is represented by the arrows labelled **R**? [1]
 (ii) Name **three** factors that could alter the rate at which process **R** happens. [3]
 c A logging company wants to cut down the forest area.
 (i) Suggest what effects this deforestation might have on the climate further inland. Explain your answer. [2]
 (ii) State **two** other effects deforestation could have on the environment. [2]

[Total: 10]

(Cambridge IGCSE Biology 0610 Paper 2 Q4 June 2009)

6 a The diagram shows the carbon cycle.



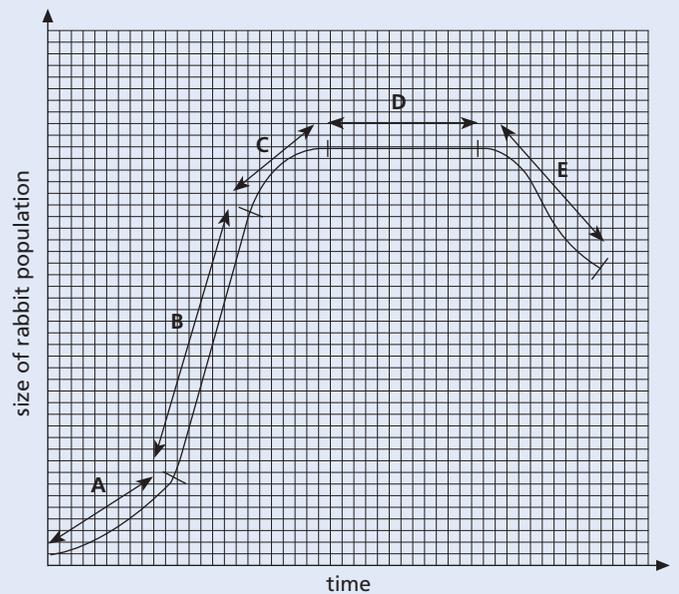
- (i) Name the processes that cause the changes shown by the arrows. [4]

- (ii) Name **one** type of organism that brings about decomposition. [1]
 b Over the last few decades, the carbon dioxide concentration in the atmosphere has been rising. Suggest how this has happened. [3]

[Total: 8]

(Cambridge IGCSE Biology 0610 Paper 21 Q7 November 2008)

7 Rabbits are primary consumers. The graph shows changes in the population of rabbits after a small number were released on an island where none had previously lived.

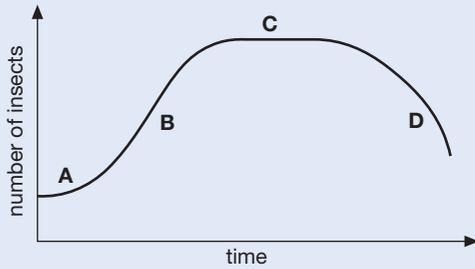


- a Which stage, **A**, **B**, **C**, **D** or **E**, shows when the birth rate was
 (i) equal to the death rate [1]
 (ii) slightly greater than the death rate? [1]
 b (i) Suggest **two** factors that allowed the change in the rabbit population during stage **B**. [2]
 (ii) Suggest **two** reasons for the change in the rabbit population during stage **E**. [2]

[Total: 6]

(Cambridge IGCSE Biology 0610 Paper 2 Q5 November 2009)

8 The graph shows a population growth graph for a herbivorous insect that has just entered a new habitat.



- a (i) Which of the four phases, labelled **A**, **B**, **C** and **D**, represents the stationary phase and which the lag phase? [2]
 (ii) During which phases will some of this insect population die? [2]
 b (i) State **two** factors that could affect the rate of population growth during phase **C**. [2]
 (ii) Suggest how these two factors might change. Explain how each change would affect the rate of population growth. [4]

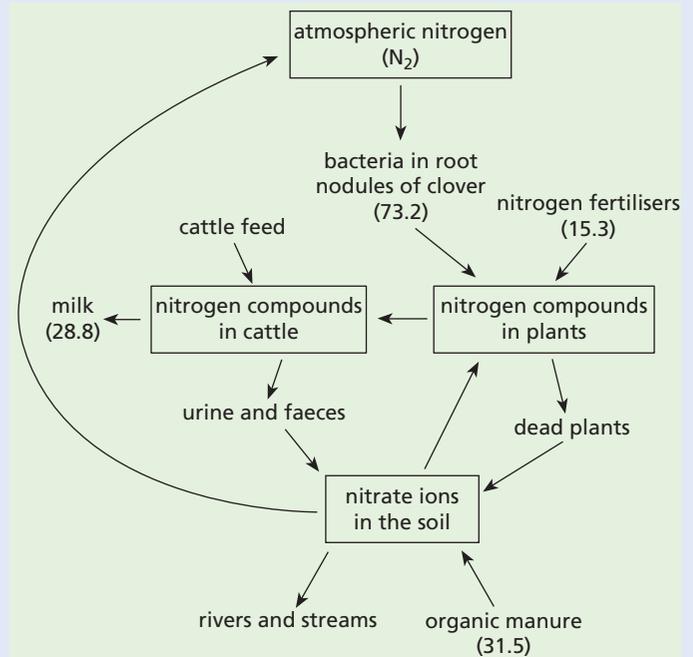
[Total: 10]

(Cambridge IGCSE Biology 0610 Paper 21 Q2 November 2010)

9 An agricultural student investigated nutrient cycles on a farm where cattle are kept for milk. The farmer grows grass and clover as food for the cattle. Clover is a plant that has bacteria in nodules in its roots.

The diagram shows the flow of nitrogen on the farm as discovered by the student. The figures represent the flow of nitrogen in kg per hectare per year.

(A hectare is 10 000 m².)



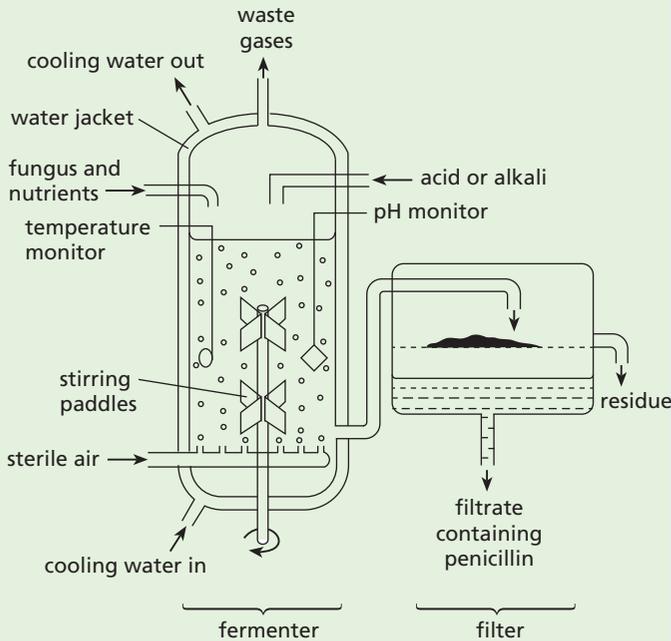
- a (i) Name the process in which bacteria convert atmospheric nitrogen into a form that is available to clover plants. [1]
 (ii) Name **two** processes that convert nitrogen compounds in dead plants into nitrate ions that can be absorbed by grass. [2]
 b The total quantity of nitrogen added to the farmer's fields is 120 kg per hectare per year. Calculate the percentage of this nitrogen that is present in the milk. Show your working. [2]
 c State **two** ways in which the nitrogen compounds in the cattle's diet are used by the animals **other than to produce milk**. [2]
 d The student found that a large quantity of the nitrogen compounds made available to the farmer's fields was not present in the milk or in the cattle. Use the information in the diagram to suggest what is likely to happen to the nitrogen compounds that are eaten by the cattle, but are not present in compounds in the milk or in their bodies. [5]
 e The carbon dioxide concentration in the atmosphere has increased significantly over the past 150 years. Explain why this has happened. [2]

[Total: 14]

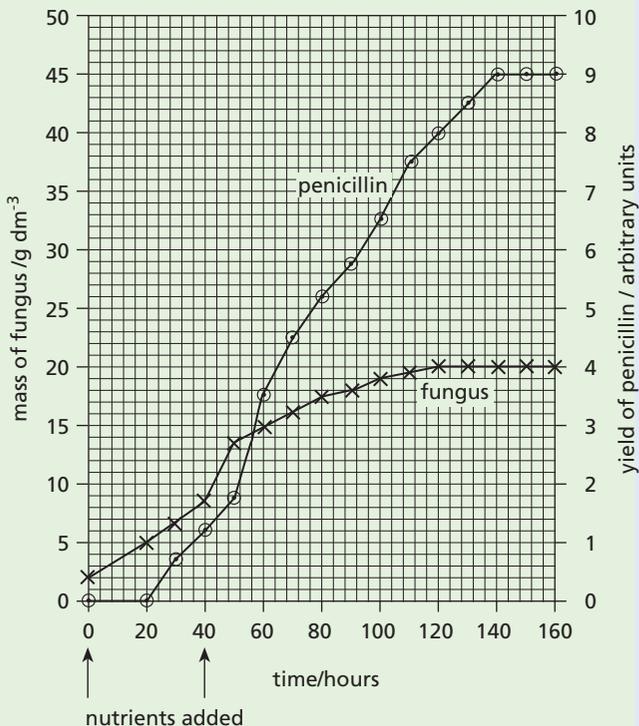
(Cambridge IGCSE Biology 0610 Paper 31 Q6 June 2009)

● Biotechnology and genetic engineering

1 Penicillin is an antibiotic produced by the fungus *Penicillium chrysogenum*. The diagram shows the process used to produce penicillin.



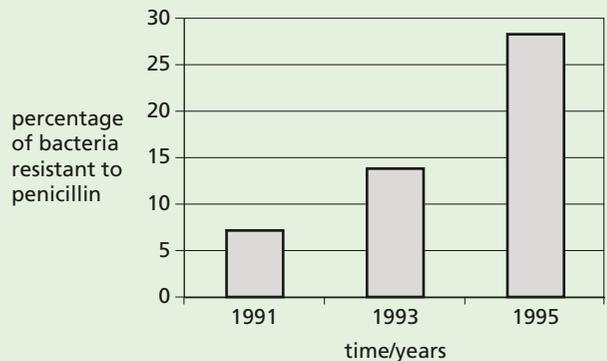
a Enzymes in the fungus are used to make penicillin. Explain why there is a water jacket around the fermenter and why acids and alkalis are added to the fermenter. [6]
The graph shows the mass of fungus and the yield of penicillin during the fermentation process.



- 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 the graph that shows that penicillin is not needed for this growth. [2]
 - (ii) The people in charge of penicillin production emptied the fermenter at 160 hours. Use the information in the graph 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 medicine. Explain why downstream processing is necessary. [3]
- e Explain why antibiotics, such as penicillin, kill bacteria but not viruses. [2]

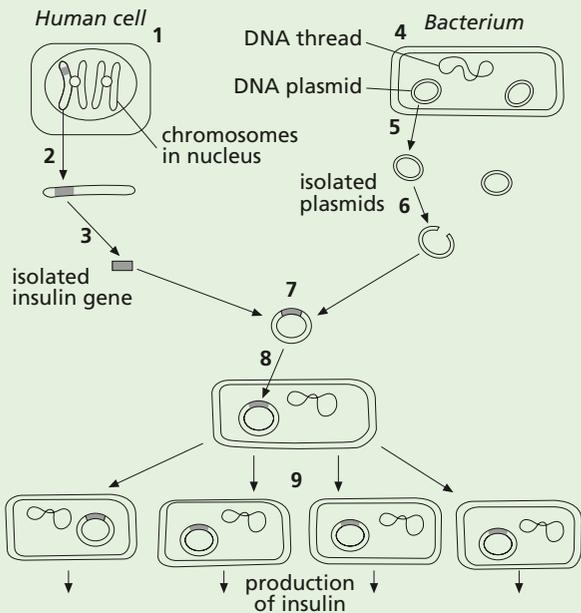
[Total: 19]
(Cambridge IGCSE Biology 0610 Paper 31
Q4 November 2011)

2 The chart shows the change in percentage of disease-causing bacteria that were resistant to the antibiotic penicillin from 1991 to 1995.



a (i) Describe the change in percentage of bacteria resistant to penicillin between 1991 and 1995. [2]

- (ii) Explain how a population of antibiotic-resistant bacteria can develop. [4]
- b Although bacteria can cause disease, many species are useful in processes such as food production and maintaining soil fertility.
- (i) Name **one** type of food produced using bacteria. [1]
- (ii) Outline the role of bacteria in maintaining soil fertility. [3]
- c Bacteria are also used in genetic engineering. The diagram outlines the process of inserting human insulin genes into bacteria using genetic engineering.



Complete the table below by identifying **one** of the stages shown in the diagram that matches **each** description. [5]

description of stage	number of the stage
the plasmids are removed from the bacterial cell	
a chromosome is removed from a healthy human cell	
plasmids are returned to the bacterial cell	
restriction endonuclease enzyme is used	
bacterial cells are allowed to reproduce in a fermenter	

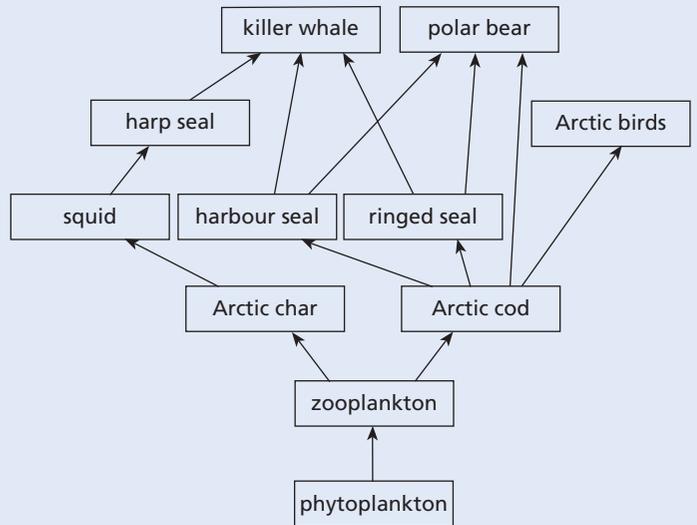
[Total: 15]
 (Cambridge IGCSE Biology 0610 Paper 31
 Q4 November 2006)

Human influences on ecosystems

- 1 Deforestation occurs in many parts of the world.
- a State **two** reasons why deforestation is carried out. [2]
- b (i) Explain the effects deforestation can have on the **carbon cycle**. [4]
- (ii) Describe **two** effects deforestation can have on the soil. [2]
- (iii) Forests are important and complex ecosystems. State **two** likely effects of deforestation on the forest ecosystem. [2]

[Total: 10]
 (Cambridge IGCSE Biology 0610 Paper 2 Q2 June 2006)

2 The diagram shows an Arctic food web.



- a (i) The phytoplankton are the producers in this food web. Name the process by which phytoplankton build up stores of chemical energy. [1]
- (ii) Name a secondary consumer in the food web above. [1]
- (iii) Complete the food chain using organisms shown in the food web.
 phytoplankton → _____ → _____ → killer whale [1]
- b The polar bear has been listed as an endangered species. Explain what the term *endangered species* means. [2]

- c Suggest how the loss of the polar bear from the Arctic ecosystem could affect the population of killer whales. [3]

[Total: 8]

(Cambridge IGCSE Biology 0610 Paper 21
Q5 November 2011)

- 3 Modern technology can be used to increase the yield of crops.
- a The use of chemicals, such as fertilisers, herbicides and pesticides, is one of the developments used.
- (i) Name **two** mineral ions commonly included in fertilisers. [1]
- (ii) Explain the dangers to the local environment of the overuse of fertilisers on farmland. [4]
- (iii) Suggest how the use of herbicides can be of benefit to crop plants. [3]
- (iv) Suggest **two** dangers of using pesticides on farmland. [2]
- b Artificial selection and genetic engineering can also be used to increase crop yields. Explain the difference between these two techniques. [2]

[Total: 12]

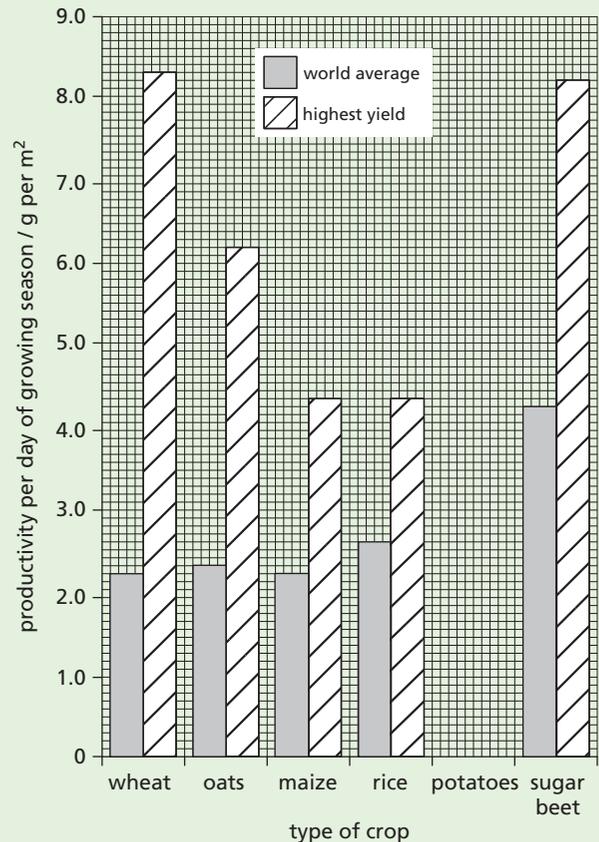
(Cambridge IGCSE Biology 0610 Paper 21 Q9 June 2009)

- 4 After an accident at a nuclear power plant in 1986, particles containing radioactive strontium were carried like dust in the atmosphere. These landed on grassland in many European countries. When sheep fed on the grass they absorbed the strontium and used it in a similar way to calcium.
- a Explain where in the sheep you might expect the radioactive strontium to become concentrated. [2]
- b Suggest the possible effects of the radiation, given off by strontium, on cells in the body of the sheep. [3]

[Total: 5]

(Cambridge IGCSE Biology 0610 Paper 21
Q3 November 2008)

- 5 The bar graph shows crop productivity for a range of plants but it is incomplete.

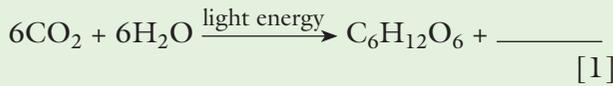


- a Complete the graph using the following data. [2]

crop	productivity per day of growing season/g per m ²	
	world average	highest yield
potatoes	2.6	5.6

- b State which crop has
- (i) the highest average productivity
- (ii) the greatest difference between the average yield and the highest yield. [2]
- c Outline how modern technology could be used to increase the productivity of a crop from the average yield to a high yield. [3]
- d When the yield is measured, dry mass is always used rather than fresh mass. Suggest why dry mass is a more reliable measurement than fresh mass. [1]
- e Maize is often used to feed cows, which are grown to provide meat for humans. Explain why it is more efficient for humans to eat maize rather than meat from cows that have been fed on maize. [3]

f (i) Complete the equation for photosynthesis.

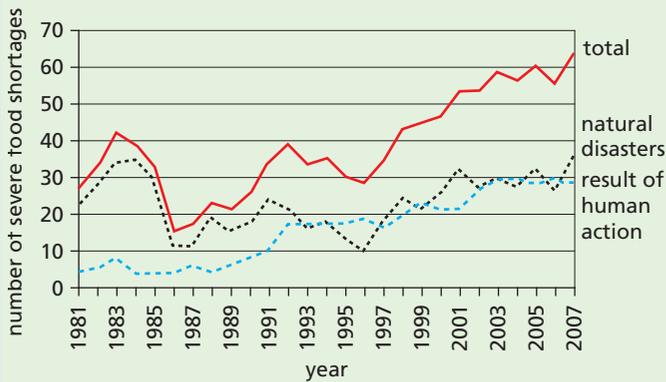


- (ii) Describe how leaves are adapted to trap light. [2]
- (iii) With reference to water potential, explain how water is absorbed by roots. [3]
- (iv) Explain how photosynthesising cells obtain carbon dioxide. [2]

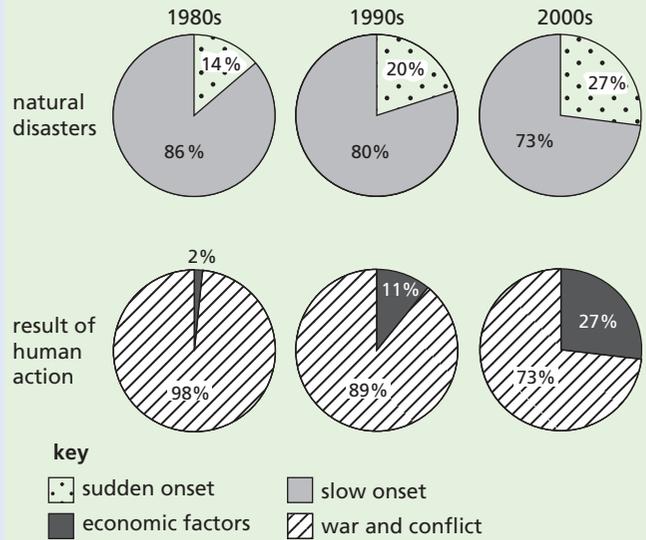
[Total: 19]

(Cambridge IGCSE Biology 0610 Paper 31 Q2 November 2008)

6 The Food and Agriculture Organisation (FAO) collects data on food supplies worldwide. The FAO classifies the causes of severe food shortages as either by natural disasters or as the result of human action. Natural disasters are divided into those that occur suddenly and those that take a long time to develop. Human actions are divided into those that are caused by economic factors and those that are caused by wars and other conflicts. The graph shows the changes in the number of severe food shortages between 1981 and 2007.



The pie charts show the causes of severe food shortages in the 1980s, 1990s and 2000s.



- a (i) State **two** types of natural disaster that occur suddenly and may lead to severe food shortages. [2]
- (ii) State **one** type of natural disaster that may take several years to develop. [1]
- b Use the information in the graph and pie charts to describe the changes in food shortages between 1981 and 2007. [5]
- c Explain how the increase in the human population may contribute to severe food shortages. [3]

The quality and quantity of food available worldwide has been improved by artificial selection (selective breeding) and genetic engineering.

- d Use a **named** example to outline how artificial selection is used to improve the quantity or quality of the food. [4]
- e Define the term *genetic engineering*. [1]

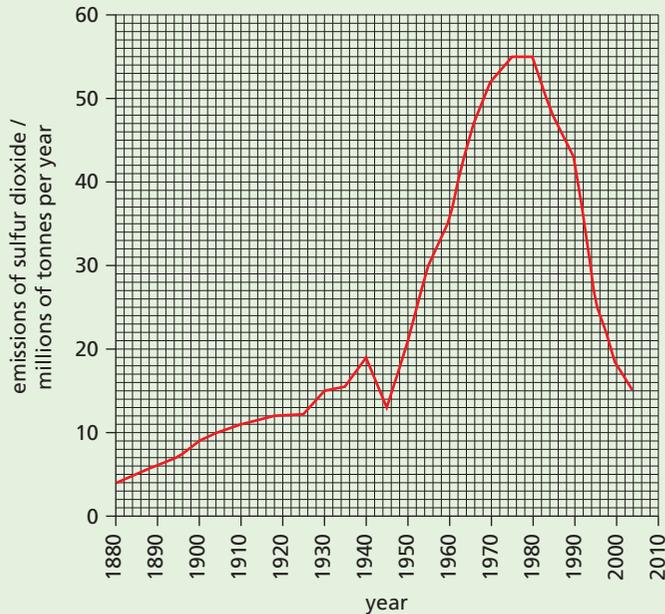
[Total: 16]

(Cambridge IGCSE Biology 0610 Paper 31 Q6 June 2010)

7 The table shows some information about air pollution.

pollutant	source of air pollutant	effect of pollutant on the environment
	combustion of fossil fuels	increased greenhouse effect and global warming
methane		increased greenhouse effect and global warming
sulfur dioxide	combustion of high sulfur fuels	acid rain
nitrogen oxides	fertilisers	acid rain

- a Complete the table by writing answers in the spaces. [2]
- b Explain how the increased greenhouse effect is thought to lead to global warming. [3]
- c The graph shows changes in the emissions of sulfur dioxide in Europe between 1880 and 2004.

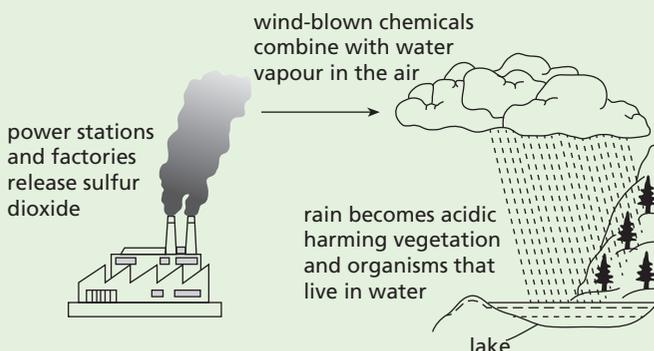


- (i) Use the information in the graph to describe the changes in the emissions of sulfur dioxide in Europe between 1880 and 2004. [4]
- (ii) Describe the effects of acid rain on the environment. [3]
- (iii) Outline the methods that have been used to reduce the emissions of sulfur dioxide. [3]

[Total: 15]

(Cambridge IGCSE Biology 0610 Paper 31 Q5 November 2012)

8 Acid rain is a serious environmental problem in some areas of the world. Lakes in Canada, Norway and Scotland are highly acidic as a result of acid rain. The diagram shows a cause of acid rain.



- a (i) State **one** cause of acid rain other than that shown in the diagram. [1]
- (ii) Describe **two** effects of acid rain on forest ecosystems. [2]
- b Describe **two** different ways to reduce pollution so that there is less acid rain. [2]

The chart shows the pH ranges that some animals that live in lakes can tolerate.

animals		pH							
group	examples	7.0	6.5	6.0	5.5	5.0	4.5	4.0	3.5
fish	trout								
	bass								
	perch								
amphibians	frogs								
	salamanders								
molluscs	clams								
	snails								
crustacean	crayfish								
insects	mayfly larvae								
	blackfly larvae								

- c State **one** feature of molluscs that is not a feature of crustaceans. [1]
- d Using the information in the chart
 - (i) name an animal that could be found in a lake with a pH of 4.0 [1]
 - (ii) name the animals that are most sensitive to a decrease in pH [1]
 - (iii) suggest why some animals cannot tolerate living in water of pH as low as 4.0. [2]

[Total: 10]

(Cambridge IGCSE Biology 0610 Paper 31 Q4 June 2010)

Answers to numerical questions

2 Organisation and maintenance of the organism

- 5 b (i) $5 \pm 0.5\text{mm}$
(ii) $5/800 = 0.00625$ or 6.25×10^{-3}

5 Enzymes

- 1 a (i)

temperature/°C	volume of juice collected/cm ³
10	2
15	11
20	15
25	20
30	26
35	27

- 3 b (ii) 55 (°C) if point to point curve (\pm half square)
(iii) 24 or 25 (\pm half square)
4 c 0.57

6 Plant nutrition

- 3 b (i) 1.4
c (i) 6.0–7.0
0–0.6
19 a 1 tonne of wheat per hectare extra
b 1.8 tonnes of wheat per hectare extra

8 Transport in plants

- 4 b 20.0

9 Transport in animals

- 2 b (i) calculation $\times 4$ for rate per minute (72, 76, 68)
mean calculated: 72

11 Gas exchange in humans

- 3 d (i) 70

12 Respiration

- 14 a (i) 8616.2 kJ
(ii) 49.248 kJ

19 Organisms and their environment

- 1 a (iii) 12 000 kJ
(v) $8000/100\,000 \times 100 = 8\%$
9 b $28.8/120 \times 100 = 24\%$

Index

A

abiotic factors 301–2
absorption 95, 97, 103–5
accommodation of the eye 188, 189
acid rain 330, 331
acquired characteristics 270
activated sludge process 336–7
active immunity 149
active sites 43, 61
active transport 48–9, 116
adaptation 274–8, 281
 flowering plants 225–6
 leaves 80–1
adaptive features 274, 277
adenine 54, 56, 252
adipose tissue 91
adolescence 241
adrenal glands 191
adrenaline 130, 174, 180, 191–2
adrenal medulla 191
adrin 318
adventitious roots 16, 114
aerobic respiration 156, 165–9
agricultural machinery 316
agriculture
 energy transfer in 290–1
 intensification of 316–18
 reproduction in 217, 219, 220
 world issues 88–9, 293, 299, 300
AIDS (acquired immune deficiency syndrome) 245–6, 297, 298
air
 breathing and 158, 159, 163
 pollution 330–4
alcohol 208–9, 237–8, 240
alimentary canal 96–8
alleles 259, 260–5, 272–3
alveoli 157
amino acids 53, 73, 81, 92, 105, 175
ammonium nitrate 82
amnion 237
amniotic fluid 237
amoebic dysentery 148
amphibia 8, 13–14, 15
amylase 61, 307
anabolic steroids 211–12
anabolism/anabolic reactions 60, 61, 171
anaemia 93, 94
anaerobic respiration 169–71
anatomy 3–4
angina 88, 128
angioplasty 131
animal cells
 cell division 254
 osmosis in 40–1, 44–5
 structure 24–5, 27, 29
animals
 asexual reproduction 218

 classification 6, 7–8, 11–15
 transport in 124–39
antenatal care 237
anthers 222, 224, 225, 258, 259
antibiotics 205–7
 bacterial resistance to 205–6, 281, 314
 production 305, 309–10
antibodies 53, 149, 151
antigens 53, 149
anus 97
aorta 126, 133, 134
aqueous humour 186, 187
arachnids 7, 12
archaea 6
Areas of Special Scientific Interest (ASSIs) 343
arteries 124, 132, 134
arterioles 124, 132, 134–5
arthropods 7, 11–12
artificial insemination (AI) 244
artificial propagation 217–18
artificial selection 280–2
asexual reproduction 19, 213–19, 254, 258
assimilation 95, 97, 105, 175
atheroma 127, 128
ATP 168
atria 125, 129
atrioventricular valves 129
autoimmune diseases 152
auxin 199–201

B

back-crosses 264
bacteria
 antibiotic resistance 205–6, 281, 314
 biotechnology and 305, 313–14
 in decomposition 291–2, 293, 294
 mutations in 205–6, 273, 281
 in nitrogen cycle 294, 295
 pathogenic 142
 reproduction 19, 213
 structure 18
bacteriocidal antibiotics 309
bacteriostatic antibiotics 309
balanced diets 86, 87, 91
basal layer 192
basal metabolism 87, 171
‘the bends’ 37
bicuspid valves 129
bile 102
bilirubin 136, 174
binomial system of naming 2–3
biochemical oxygen demand (BOD) 329
biodiversity 287, 324
biofuels 305–6, 335
biogas 335, 337

biological washing powders 307, 308
biomass 290, 291
biosphere 298
biotechnology 305
biotic factors 301–2
birds 8, 14–15
birth 238–9
birth control 243–4
bisexuality 221
bladder 177
blind spot 186, 187, 189–90
blood 124, 136–7
 circulatory system 31, 32, 125–35, 138–9
 clotting 137–8
 concentration of 41, 175
 gaseous exchange and 156, 157
 in placenta 240
 red blood cells 29, 31, 93, 94, 136
 white blood cells 53, 136, 137, 149
blood groups 264, 272
blood pressure 128, 130, 133–4
blood sugar 194, 196
blood vessels 124, 132–5
blubber 289
B lymphocytes 150
body temperature 13
 control of 45, 135, 193–4, 195, 196–7
botulism 146
brain 182, 194, 195
bread 306
breastfeeding 88, 151, 240–1
breathing 156, 158, 161–3
 exercise and 158, 160–1
breeding in captivity 339
‘breeding true’ 261
bronchi 157
bronchioles 157
bronchitis 209
buccal cavity 101
bulbs 216
by-pass surgery 131

C

cacti 277
calcium 93
calculus 100
callus 218
camels 274–5
cancer 209, 211, 272–3
capillaries 124, 132–3, 134
capsids 19
capsomeres 19
carbohydrates 51–2, 55
 in diet 91, 92
 in photosynthesis 66
carbon cycle 292–3

- carbon dioxide
 in the atmosphere 322, 328, 332–4
 in the carbon cycle 292–3
 in exhaled air 159, 160, 163
 from respiration 36–7, 293
 in photosynthesis 37, 68–9, 71, 72, 74, 75, 292
- carbon monoxide 209, 210, 330
- 'carbon neutral' 335
- carcinogens 209
- carnivores 285
- carpels 221, 222
- catabolism/catabolic reactions 60, 61, 171
- catalase 62
- catalysts 59
- catalytic converters 332
- cell bodies 181
- cell division 25–6, 213, 254–5
 see also meiosis; mitosis
- cell membrane 25, 27, 40, 43, 48
- cells
 movement into/out of 36–49
 specialisation 29–31, 254
 structure 24–9
 synthesis/conversion in 53, 66, 72–4
- cell sap 26
- cellular respiration 165
- cellulose 51, 52, 59, 91
- cell wall 26, 27, 41, 51, 52, 254
- cement 99
- central nervous system 31, 32, 180, 181–5, 190, 210
- centromere 250
- cervix 233
- Chain, Ernst 207
- chemical digestion 95, 97, 100–3
- chemical fertilisers 44, 82, 317
- chemical waste 326
- children, dietary requirements 88
- chlorophyll 26, 67, 68, 72
- chloroplasts 26, 27, 29, 72, 78, 80, 254
- cholera 98
- cholesterol 90, 128
- choroid 186, 187
- chromatids 250, 256
- chromosomes 25, 250–1, 256
 function of 257
 number of 220, 253
- chronic obstructive pulmonary disorder (COPD) 209
- chyme 100
- ciliary body 186, 187, 188
- ciliary muscle 187, 188
- ciliated cells 30, 148, 163
- circular muscle 188
- circulatory system 31, 32, 125–35, 138–9
- cirrhosis 208
- CITES 339
- cladistics 5
- classification systems 2–5, 20
- climate
 change 328, 332–4, 338
 deforestation and 323
- clinostats 197–8
- clones 218
- clotting of blood 137–8
- co-dominance 264
- 'cold-blooded' 13, 166, 195
- coleoptile 201
- collecting ducts 176
- colon 97, 103
- colostrum 241
- colour blindness 265
- combustion 293
- communities 297, 298
- compensation point 74
- competition 279, 298, 301
- compound eyes 11
- concentration
 of the blood 41, 175
 diffusion and 36
 osmosis and 47–8
- concentration gradient 37, 38, 39, 48–9
- condensation 294
- cones 188
- conjunctiva 186, 187
- conservation 334–44
- constipation 90
- consumers 285
- continuous variation 271, 272
- contraception 243–4, 245, 334
- contraceptive pills 243–4, 334
- contractile vacuoles 44
- controlled diffusion 38, 48
- controls 60, 67, 69, 168–9
- co-ordination 180, 190
- copulation 233, 234, 235–6
- corns 216
- cornea 186, 187
- coronary arteries 126
- coronary heart disease 88, 127–9, 130–1, 209–10
- coronary thrombosis 128
- corpus luteum 242
- cortex (kidneys) 175
- cortex (plants) 113
- cotyledons 227, 228, 231
- crenated cells 45
- Crick, Francis 56, 57
- critical pH 99
- cross-breeding 220–1
- cross-pollination 230–1, 264
- crown 99
- crustacea 7, 11, 12
- cuticle (arthropods) 11
- cuticle (leaves) 77, 78, 79
- cuttings 217
- cytoplasm 25, 27, 41
- cytosine 54, 56, 252
- D**
- DDT 324–5
- deamination 97, 175, 294
- death rate 298–9
- decomposers 285, 291–2, 293
- decomposition 293, 294
- decompression sickness 37
- defecation see egestion
- deforestation 89, 293, 306, 316, 322–4
- dehydration 148
- dehydrogenase 61
- denaturation 54, 62
- dendrites 181
- denitrifying bacteria 295
- dental decay (caries) 99–100
- dentine 99
- dermis 192
- diabetes 151–2, 196
- dialysis 37, 43, 177–8, 179
- diaphragm 157, 161
- diarrhoea 45, 97–8
- dichotomous keys 21–2
- dicotyledons 10, 17
- dieldrin 318
- diet 86–95, 128
 balanced 86, 87, 91
- diffusion 36–40, 116
- diffusion gradient see concentration gradient
- digestion 93, 95, 97, 98–103
- digestive enzymes 96
- digestive system 33, 96–8, 100–5
- diploid nucleus 253
- diploid number 220, 258
- direct evidence 172
- disaccharides 51
- discontinuous variation 270–1, 272
- disease 142, 296
 coronary heart disease 88, 127–9, 130–1, 209–10
 defences against 148–51, 163
 sexually transmitted infections 143, 245–6
 transmission 143–8
- 'division of labour' 29–30
- DNA
 in classification 4–5
 genetic engineering and 313–14
 structure 54–5, 56–7, 252
 see also chromosomes; genes
- dominant alleles 259, 260–1, 272
- dopamine 210
- dormancy 228
- dorsal root 184
- double circulation 125
- Down's syndrome 272, 273

- droplet infection 148
 drugs 205
 medicinal 205–7
 misused 44–5, 207–12, 238
 dry weight 84
 ducts 96
 duodenum 97, 101, 103
- E**
 ecosystems 297–8, 344
 effectors 181
 egestion 95, 97, 103
 egg cells
 animal/human 31, 220, 232–3,
 234–5, 236, 239
 plant 220
 ejaculation 234, 236
 electrocardiogram (ECG) 127
 embryonic stem cells 257–8
 embryos
 human 233, 236–7
 plant 231–2
 emphysema 209
 emulsification of fats 102
 enamel 99
 endangered species 337–9
 endemic diseases 151
 endocrine glands 174, 180, 190
 endocrine system 180, 190
 energy
 alternative sources 334
 from food 87, 95, 165
 from sunlight 284–5, 289–90
 kinetic 37
 pyramids of 291
 in respiration 165, 166–7, 168, 169
 transfers of 289–91
 enterokinase 103
 enzymes 25, 53, 59–60
 in digestion 100–1, 103
 pH and 60–1, 62, 63–4, 103
 production 306–7
 rate of reactions 60–4, 194
 in respiration 165–6, 168,
 169, 170
 temperature and 60, 62, 63
 epidermis (plants) 38, 78, 79, 111
 epidermis (skin) 192
 epididymis 234
 epiglottis 101, 157
 epithelial cells 49, 102
 epithelium
 digestive system 96, 104, 105
 respiratory system 156, 157
 erectile tissue 234
 eubacteria 6
 eukarya 6
 eutrophication 319, 327–9
 evaporation 294
 evolution 279, 281
- excretion 1, 55, 174–9
 exercise
 effect on breathing 158, 160–1
 effect on heart/pulse rate 127, 130,
 131–2
 heart disease and 129, 130
 respiration and 169, 170
 extinction 337–8, 342
 extracellular enzymes 61, 306
 eyes 186–90
- F**
 F-1 generation 220–1, 261–2, 266
 ‘factory farming’ 319, 329
 faeces 103
 Fallopian tubes 233
 family planning 243–4, 299
 Farming and Wildlife Advisory Group
 (FWAG) 320, 344
 fats 52–3, 55
 in diet 90, 91, 92, 105
 emulsification 102
 test for 57, 58
 fatty acids 52, 90, 100, 104
 female reproductive system
 233, 234
 fermentation 169, 305–6
 fermenters 313
 ferns 9, 16–17
 fertilisation 219, 226, 258
 flowering plants 226, 231
 human reproduction 232–3,
 236, 260
 fertilisers 44, 76, 82, 317, 327
 fertility drugs 244
 fertility rate 299
 fetus 236
 fibre 90, 91, 93
 fibrous root systems 114
 filaments 222
 fish 8, 13, 15, 124
 fish stocks 340–2
 fission 213
 fitness 277, 279
 flaccid 44, 119
 flagella 18
 Fleming, Sir Alexander 206–7, 309
 Florey, Howard 207
 flowering plants 10, 17
 adaptations 225–6
 reproduction 17, 215–18, 220
 structure 110, 221–4
 follicles 235
 follicle-stimulating hormone
 (FSH) 191, 242
 food
 classes 90–3
 energy from 87, 95, 165
 genetically modified 89, 310–11,
 312, 314
 need for 66, 86
 sources and sinks 112, 121, 122
 supply of 296, 300, 316–20
 world issues 88–9, 319–20
 food chains 285, 290, 298
 food pyramids 285–6
 food tests 57–8
 food webs 285, 286–7
 foramen ovale 129–30
 foreign species 289, 319
 forests 89, 293, 306, 316, 322–4,
 340–1
 fossil fuels 292, 293, 320, 334
 fossils 292, 337
 fovea 187, 188, 189
 Franklin, Rosalind 56, 57
 fraternal twins 238
 fruits 223, 231–2
 fungi 6, 17–18
 asexual reproduction 213–14
 decomposition and 293, 297
 pathogenic 142, 147
- G**
 Galen 138–9
 gall bladder 97
 gametes 219, 226, 255, 258
 see also egg cells; sperm
 ganglion 184
 gaseous exchange
 in humans 156–63
 in plants 74–5
 gastric juice 101, 103
 gene mutation 272–3, 281
 genera 2
 genes 250, 252, 257, 272
 expression of 253, 257
 gene-splicing 313
 genetic code 252
 genetic engineering 282, 305, 310–14
 genetics 250, 254
 genetic variations 270, 272
 genotypes 259, 261–3
 geotropism see gravitropism
 germination 168, 227–30
 gestation period 238
 gingivitis 100
 glands 96
 global warming 328, 332–4, 338
 glomeruli 176
 glucagon 196
 glucose 51, 91, 100, 105
 in the blood 194, 196
 in plants 72
 test for 57, 58
 gluten 306
 glycerol 52, 100, 104
 glycogen 51, 52, 180, 196
 GM crops/food 89, 310–11, 312, 314
 goblet cells 163

- gonads 255
 gravitropism 197–201
 greenhouse effect 328, 332–4
 grey matter 183
 growth 1, 254
 in plants 199–201
 growth substances 199–201
 guanine 54, 56, 252
 guard cells 77, 78, 79–80
 gullet 97, 101
 gum disease 100
 gums 99
- H**
- habitats 298
 conservation of 340, 342–4
 destruction of 320–4
 Habitats Directive 343
 haemoglobin 31, 93, 94, 136, 252
 haemolysis 44
 half-life 325
 hand lens 33
 haploid nucleus 253
 haploid number 220, 255, 258
 Harvey, William 139
 heart 125–7, 129–30, 131
 heart attacks 88, 130
 hepatitis B vaccine 312
 herbicides 311, 318, 325
 herbivores 285
 heredity 250, 265–7
 see also inheritance
 hermaphrodites 221
 heroin 185, 207, 210, 240
 heterozygosity 259, 261
 HIV (human immunodeficiency virus) 143, 240, 245–6
 homeostasis 192–7
 homiothermy 13, 165, 195
 homologous chromosomes 253, 258
 homozygosity 259, 261
 hormones 180, 190
 growth and 199
 in humans 190–2, 241–2, 244, 245
 performance-enhancing 211–12
 pollution by 334
 sex hormones 191, 241–2, 244, 245
 horticulture, propagation in 217, 219
 houseflies 147
 human population 296–7, 298–300
 human reproductive system 233–4
 hydrochloric acid 101, 103
 hydrophytes 278
 hydroponics 82, 342
 hypocotyl 227, 228
 hypothalamus 194, 195
 hypotheses 66, 171–2
- I**
- identical twins 238
 ileum 97, 103, 104–5
 images 187, 188, 189
 immunity 149, 151
 implantation 236
 impulses 181–2, 185
 incomplete dominance 265
 indirect evidence 172
 infant mortality 297
 inflorescences 223–4
 ingestion 95, 97, 101
 inheritance 250, 259–65, 270
 of sex 250–1
 inherited characteristics 270
 innate immunity 149
 inoculation see vaccination
 insecticides 310, 318, 324–5
 insect-pollinated flowers 222, 223, 224, 225–6
 insects 7, 11–12
 insulin 190, 191, 196, 252, 310, 313, 314
 intercostal muscles 157, 161
 internal respiration 158, 165
 internodes 110
 intestines 49
 intoxication 208
 intracellular enzymes 61, 306
 invertebrates 7
in vitro fertilisation 244–5
 involuntary actions 185
 iris 186, 187, 188
 iron 93, 94, 136
 isotonic drinks 45
 IWC (International Whaling Committee) 339
- J**
- Jenner, Edward 152
 ‘junk DNA’ 272
- K**
- karyotypes 250, 251
 kidneys 37, 49, 174, 175–7, 194
 kidney transplants 178–9
 kinetic energy 37
 ‘knee-jerk’ reflex 182–3
 kwashiorkor 94
- L**
- lactase 308–9
 lactation see breastfeeding
 lacteals 103, 104
 lactic acid 170
 lactose intolerance 308
 lamina 77
 large intestine 103
 lateral buds 110
 leaching 295
 ‘lean burn’ engines 332
 leaves
 adaptation 80–1
 photosynthesis in 73, 80–1
 structure 73, 77–81, 110
 water loss from 118–19
 see also plants
 leguminous plants 294, 295
 lens 186, 187
 life expectancy 297, 298
 light
 effect on eyes 187–8
 germination 228
 photosynthesis and 68, 69–71, 73–4, 75
 plant growth and 200–1
 transpiration and 120–1
 light microscope 33–4
 lightning 295
 lignin 78, 111
 limiting factors 75–6
 population growth and 301–2
 Linnaeus, Carl 20
 lipase 102, 107, 307
 lipids 52–3, 91
 liver 97, 102, 174, 175, 193, 208
 longitudinal sections 24, 26, 111, 112
 low density lipoproteins (LDLs) 90
 lung cancer 209, 211
 lungs 156–8, 159–60, 161–3, 174, 195
 lupin flowers 223–4
 luteinising hormone (LH) 191, 242
 lymph 133, 135
 lymphatic system 103, 135
 lymph nodes 135
 lymphocytes 53, 135, 136, 137, 149, 150, 246
 lysozyme 149, 186
- M**
- magnesium 81
 magnification 33–4
 malaria 143–4, 151, 273, 297
 male reproductive system 233–4
 malnutrition 88
 maltase 103
 maltose 100, 103
 mammals 8, 15
 manometers 166
 marasmus 94
 marine pollution 321–2
 marram grass 278
 mastication 98
 mating 235–6
 mechanical digestion 95, 97, 98–100
 medulla 175
 meiosis 219, 251, 255, 258–9
 melanin 192
 memory cells 150
 Mendel, Gregor 265–7
 menopause 242
 menstrual cycle 241–2
 menstrual period 242

- mesophyll 77, 78, 80
metabolism 170–1
micro-organisms 293
 see also bacteria; fungi
micropyle 231, 232
microvilli 38, 104
midrib 77, 78
minerals
 in diet 92–3
 in plants 37, 73, 81–4, 115–16, 295
mining 320–1
mitochondria 27, 49, 168, 254
mitosis 19, 254–5, 256–7, 258–9
MMR vaccine 150
monocotyledons 10, 17, 231–2
monoculture 317–18
monohybrid inheritance 259–65
monosaccharides 51
morphology 3–4
motor impulses 181
motor neurones 181, 182
mouth 97, 101, 103
movement 1
mRNA 252–3
MRS GREN mnemonic 1
mucus 96, 148, 163
mutagens 271
mutation 205–6, 271, 272–3, 281
myriapods 7, 12
- N**
narcotics 207–8
natural selection 279–80, 282
negative feedback 134, 195
nephrons 176
nerve cells see neurones
nerve fibres 181
nerves 181, 182
nervous system see central nervous system
neurones 30, 181, 182
nicotine 209–10, 240
nitrates 73, 81, 116, 294, 295
nitrification 294
nitrifying bacteria 294
nitrogen 37, 73
nitrogen cycle 294–5
nitrogen fixation 294
nitrogenous waste products 174
nitrogen oxides 331, 332
nodes 110
non-disjunction 273
non-renewable resources 335
NPK fertilisers 82
nuclear fall-out 325–6
nuclei 25–6, 27
nucleotides 54, 252
nutrition 1
 human 86–95
 plant 66–84
- O**
obesity 90
oesophagus 97, 101
oestrogen 191, 240, 241, 245
oil pollution 320, 321, 322, 326, 327
optic nerve 186
optimum pH 60
oral rehydration therapy 148
organelles 25
organisms 1, 6, 33
organs 31
organ systems 31, 32
osmoregulation 175
osmosis 40–8, 115, 119
osteo-malacia 93, 94
ovaries
 flowering plants 222–3
 human 191, 233, 235, 258
overfishing 288–9
over-harvesting 287–8
oviducts 233, 234
ovulation 234–5
ovules 220, 222, 258
oxidation 165
oxygen
 in breathing 159, 163
 from photosynthesis 37, 69, 74
 in germination 228, 229
 in respiration 36, 166–7
oxygen debt 170
oxyhaemoglobin 136, 158
oxytocin 239
ozone layer 332
- P**
‘pacemaker’ 130
palisade mesophyll cells 26, 30, 77, 78, 79, 80
pancreas 96, 97, 102, 191
pancreatic amylase 102, 103
pancreatic juice 102
pandemics 296
partially permeable membranes 40, 43, 48
passive immunity 151
Pasteur, Louis 152–3
pathogens 53, 142
 see also disease
pectinase 307–8
pelvis 175
penicillin 205, 207, 309–10
penis 234, 235
peppered moths 280
pepsin 102, 107
pepsinogen 103
peptidase 103
peptides 100
performance-enhancing
 hormones 211–12
peridontitis 100
- peripheral nervous system 181
peristalsis 96–7, 101
pesticides 310, 318–19, 324
petals 221–2
pH
 critical 99
 enzymes and 60–1, 62, 63–4, 103
phagocytes 53, 135, 136, 137
phagocytosis 137, 149
pharynx 101
phenotypes 259, 261–3
phenotypic variations 270
phloem 78, 111, 113, 121–2
phosphorus 73
photomicrographs 24
photorespiration 75
photosynthesis 66–7, 292
 chemical equation 67, 71
 limiting factors 75–6
 process 71–2
 rate of 69–71, 75–6
phototropism 197–201
physical digestion 97, 100
pine trees 277
pith 113
pituitary gland 191, 242
placenta 237, 239, 240
plant cells
 active transport 48–9, 116
 cell division 254–5
 osmosis 41, 43–4
 structure 24–9
plants
 asexual reproduction 215–18
 classification 4, 6, 9–10, 16–18
 gaseous exchange in 74–5
 growth 199–201
 minerals in 37, 73, 81–4, 115–16, 295
 photosynthesis see photosynthesis
 propagation 215–18
 respiration 72, 74–5
 sexual reproduction 221–31
 structure 110–14
 translocation 121–2
 transpiration 116–21, 294
 tropic responses 197–201
 water in 43–4, 55, 114–15, 116–19
plaque 100
plasma 55, 137, 150, 177
plasmids 305, 313
plasmolysis 45, 46–7
plastics 330
plastids 26, 51
platelets 136, 137
pleural fluid 162
pleural membrane 162
plumule 227, 228
poikilothermy 13, 166, 195
polar bears 275
pollen 222, 223

- pollen sacs 222
 pollen tubes 226, 231
 pollination 220, 221, 222, 223, 224–6, 231
 pollution 321–2, 324–34
 polymers 51
 polysaccharides 51
 populations 296, 298–9
 population growth 296–7, 299–302
 potassium nitrate 82
 potometers 116–18
 precipitation 294
 predators/predation 285, 296, 302
 pregnancy 88, 208, 236–8
 primary consumers 285, 290
 producers 285
 products 61
 progesterone 240, 242, 245
 prokaryotes 6, 18–19, 27
 propagation 215–18
 prophylactics 144, 151
 prostate gland 234
 protease 61, 101, 102, 307
 proteins 53–4, 55, 175
 in diet 87–8, 91–2
 digestion of 102–3
 manufacture 252–3
 test for 57, 58
 protocista 6, 19
 protophyta 19
 protozoa 19
 ptyalin see salivary amylase
 puberty 241
 pulmonary artery 126, 133, 134
 pulmonary circulation 125
 pulmonary vein 125, 133, 134
 pulp cavity 99
 pulse/pulse rate 126, 127, 131–2
 Punnett square 262, 263
 pupil 186, 187, 188
 pyloric sphincter 101
 pyramids of biomass 290, 291
 pyramids of energy 291
 pyramids of numbers 286, 287
- R**
 radial muscle 188
 radicle 197–8, 227
 Ray, John 20
 receptacles 223
 receptors 186
 recessive alleles 259, 260–1, 272, 273
 recombinant DNA 313
 rectum 97, 103
 recycling
 in ecosystems 291–2
 waste materials 335, 336
 red blood cells 29, 31, 93, 94, 136
 reflex actions 182, 184
 reflex arcs 182–3, 184
 relay neurones 181
 renal artery 133, 134, 175, 176
 renal capsules 176
 renal tubules 175, 176
 renal vein 133, 134, 175, 176
 renewable resources 335
 repair 254
 replacement 254
 replication 256
 reproduction
 asexual 19, 213–19, 254, 258
 in humans 232–41
 sexual 219–41, 254
 reptiles 8, 14, 15
 respiration 1, 165
 aerobic 156, 165–9
 anaerobic 169–71
 effect of temperature 168, 171
 energy and 165, 166–7, 168, 169
 in plants 72, 74–5
 respiratory surfaces 156
 respirometers 166, 167
 restriction enzymes 313
 retina 186, 187, 188
 rhizomes 16, 215–16, 217
 ribosomes 6, 27, 252
 rickets 93, 94–5
 rods 188
 root cap 113
 root hair cells 29, 30, 44
 root hairs 113–14, 115
 root nodules 294, 295
 roots (plant) 16, 110, 113–14
 tropic responses 197–8, 199
 roots (teeth) 99
 rootstocks 215, 216
 rough endoplasmic reticulum (ER) 6, 27
 rubella 238, 240
- S**
 saliva 101
 salivary amylase 101, 103, 105–6
 salivary glands 96, 97, 181
Salmonella food poisoning 144–6
 salts see minerals
 saturated fatty acids 90
 scavengers 285, 293
 sclera 186, 187
 scrotum 233, 234
 scurvy 88
 secondary consumers 285, 290, 298
 secondary sexual characteristics 241
 seed banks 340
 seeds 223, 231–2
 selection 279–80
 selection pressures 280
 selective breeding 280–2, 319
 selective reabsorption 177
 self-pollination 230, 264
 semen 234
 semi-lunar valves 129
 seminal vesicle 234
 sense organs 186–90
 sensitivity 1
 sensory impulses 181
 sensory neurones 181, 182
 sepals 222
 septum 125, 129
 sewage disposal 305, 327, 329, 335–7
 sex cells see gametes
 sex chromosomes 250–1, 265
 sex-linked characteristics 265
 sexually transmitted infections 143, 245–6
 sexual reproduction 219–41, 254
 in humans 232–41
 in plants 221–31
 shivering 194
 shoots 24, 31, 110
 growth 200–1
 tropic responses 198–9
 shunt vessels 135
 sickle-cell anaemia 265, 273
 sieve tubes/plates 77, 78, 111, 113
 sigmoid population growth curves 301
 single circulation 124
 sink, food 112, 121, 122
 size of specimens 33–4
 skin 174, 192–3, 195, 196–7
 slime capsules 18
 small intestine 102, 103
 smallpox 151, 152, 299
 smoking 128, 209–10, 211, 237–8
 soil erosion 322, 323
 somatic cells 250, 256
 source, of food 112, 121, 122
 Special Areas of Conservation (SACs) 343
 species 2
 sperm cells 31, 220, 232–3, 234, 235, 236, 239
 sperm duct 234
 sphincter 177
 spinal cord 183–4
 spinal reflexes 184
 spongy mesophyll 78, 79, 80
 sporangia 16–17
 stains 24
 stamens 221, 222
 starch 51
 in diet 91
 enzymes and 100–1, 103, 105–7
 in plants 67–8, 72
 test for 57, 58
 starvation 88
 stem cells 254, 257–8
 stems 110–11, 112
 stem tubers 216–17
 stents 131

- stethoscopes 126
 stigma 222
 stimulus 182, 186
 stolons 215, 216
 stomach 97, 101–2, 103
 stomata 76, 77, 78, 79–80, 120
 streptomycin 205, 309
 structural proteins 53
 style 222
 substrates 61
 sucrose 90, 91
 sugar 90, 91, 103
 see also glucose
 sulfanilamides 206
 sulfates 73
 sulfur 73
 sulfur dioxide 330, 331
 sunlight 284–5, 289–90
 superphosphates 82
 surface area
 diffusion and 37–8, 38–9
 gaseous exchange and 156
 survival value 280
 suspensory ligaments 186, 187
 sustainable development 340, 341–2
 sustainable resources 334
 swallowing 101
 sweating 45, 174, 194
 sympathetic nervous system 192
 synapses 184, 185, 210
 synthesis 53, 66, 72–4
 systemic circulation 125
- T**
 tap roots 114
 target organs 190, 192
 tear glands 186, 187
 teeth 98–100
 temperature
 body 13, 45, 135, 193–4, 195, 196–7
 diffusion and 38, 39
 enzymes and 60, 62, 63
 germination 228, 229–30
 photosynthesis and 71, 75, 76
 respiration and 168, 171
 transpiration and 121
 terminal buds 110
 tertiary consumers 285
 testa 227, 232
 test-crosses 264
 testes 191, 233–4, 258
 testosterone 191, 211, 241
 three-domain scheme 6
 thrombus 127–8
 thymine 54, 56, 252
 thyroid gland 190–1
 thyroxine 190–1
- tinea ('ringworm') 142, 147
 tissue culture 217–18
 tissue fluid 41, 133, 138, 193, 195
 tissue respiration 158, 165
 tissues 31, 32
 T lymphocytes 150
 tomato fish project 340, 341–2
 toxins 142, 149, 150
 toxoids 150
 trace elements 73
 trachea 157
 translocation 121–2
 transmissible diseases 142
 transpiration 116–21, 294
 transverse sections 24, 26, 112
 tricuspid valves 129
 trophic levels 290
 tropisms 197–201
 trypsin 102
 trypsinogen 103
 turgid 43
 turgor pressure 43–4, 45–6, 115, 119
 twins 238
 Type 1 diabetes 151–2, 196
- U**
 ultrafiltration 177
 umbilical cord 237, 239, 240
 unsaturated fatty acids 90
 uracil 252
 urbanisation 320
 urea 174, 294
 ureter 175
 urethra 177
 uric acid 174
 urine 174, 177
 uterus 233, 236–7
- V**
 vaccination 149, 150
 vacuole 26, 27, 41, 254
 vagina 233, 235–6
 valves
 in the heart 124, 126, 127, 129
 in veins 124, 133
 variables 169, 230
 variation 2, 220, 270–1, 272
 vascular bundles 78, 79, 80, 111, 112, 115
 vasoconstriction 135, 196–7
 vasodilation 196–7, 208
 vectors (disease) 143
 vegetarian/vegan diets 87–8
 vegetative propagation 215–18
 vehicle emissions 330, 331, 332
 veins
 human 124, 132, 133, 134
 in plants see vascular bundles
- vena cava 125, 133, 134
 ventilation 156, 158, 161–3
 ventral root 184
 ventricles 125, 129
 venules 124, 132
 Venus flytraps 275–6
 vertebrates 3–4, 8, 13–15
 vessels 111, 113
 villi 49, 102, 104, 105
 viruses 6, 19, 142, 206
 vitamins 53, 92
 vitamin A 88, 89, 311, 314
 vitamin C 53, 57, 88, 93
 vitamin D 93, 94, 104
 vitreous humour 186, 187
 voluntary actions 185
 vulva 233
- W**
 'warm-blooded' 13, 165, 195
 waste disposal 147, 326–7
 water 53, 55
 contamination 146
 germination and 228, 229
 in human bodies 93, 175
 osmosis 40–8
 plant adaptations to 278
 in plants 43–4, 55, 114–15,
 116–19
 treatment 146–7
 water cultures 82
 water cycle 294
 water potential 43–5, 47
 Watson, James 56, 57
 weaning 241
 weedkillers 201
 whaling 288–9, 339
 white blood cells 53, 136, 137, 149
 white matter 183
 Whittaker five-kingdom scheme 6
 Wilkins, Maurice 56, 57
 wilting 41, 44, 119, 120
 wind-pollinated flowers 222, 223,
 224–6
 World Charter for Nature 321
 The World Ethic of Sustainability 321
- X**
 xerophytes 277
 xylem vessels 30, 77, 78, 111, 113, 114,
 115, 121
- Y**
 yeast 170, 171, 306
- Z**
 zona pellucida 235
 zygotes 220, 226, 232–3, 236, 254

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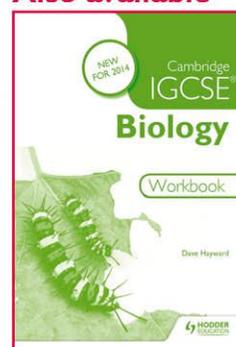
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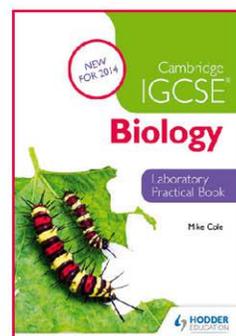
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