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Mary Jones, Diane Fellowes-Freeman
and David Sang

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WORKBOOK 3

1 Photosynthesis

1. Which is more...
a. Chloroplasts
b. Mitochondria
c. Both
d. Neither
2. Constructing the equation for photosynthesis
a. $6CO_2 + 6H_2O \rightarrow C_6H_{12}O_6 + 6O_2$
b. $6CO_2 + 12H_2O \rightarrow C_6H_{12}O_6 + 6O_2 + 6H_2O$
c. $6CO_2 + 6H_2O \rightarrow C_6H_{12}O_6 + 6O_2 + 6H_2O$
d. $6CO_2 + 6H_2O \rightarrow C_6H_{12}O_6 + 6O_2$



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CONTENTS Introduction Biology: 1. Plants 2. Living things in their environment 3. Variation and inheritance Chemistry: 4. Material properties 5. Energy changes 6. Reactivity 7. Salts 8. Rates of reactions Physics: 9. Forces in action 10. Electricity 11. Energy. Copyright © 2018 FDOCUMENTS Mary Jones, Diane Fellowes-Freemanand David SangWorkbookCambridge CheckpointScience9cambr idge un iver s i t y pre s sCambridge, New York, Melbourne, Madrid, Cape Town, Singapore, So Paulo, Delhi, Mexico CityCambridge University PressThe Edinburgh Building, Cambridge CB2 8RU. UKwww.cambridge.orgInformation on this title: www.cambridge.org/9781107695740 Cambridge University Press 2013This publication is in copyright. Subject to statutory exceptionand to the provisions of relevant collective licensing agreements,no reproduction of any part may take place without the written permission of Cambridge University Press.First published 2013Printed and bound in the United Kingdom by MPG Books GroupA catalogue record for this publication is available from the British LibraryISBN 978-1-107-69574-0 PaperbackCambridge University Press has no responsibility for the persistence oraccuracy of URLs for external or third-party internet websites referred to inthis publication, and does not guarantee that any content on such websites is,or will remain, accurate or appropriate. Information regarding prices, traveltimetables and other factual information given in this work is correct atthe time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter. IntroductionIntroductionWhat is this workbook 2.5 segnahe ygrenE 5 tinU54 elbaT cidioirP eht ni spury ni sdnerT 4.444 mota eht fo eructurts eht tuoba erom 2.434 mota eht fo eructurts eht 1.4 seitreporp lairetaM 4 tinUyrsimehc14 shtommam yilooW 6.393 rewo lf fo yteirav wen a guideerB 5.373 peehs onireM 3.353 htgnel regn if ni noitairaV 2.333 seveal gnyiftnedi rof yek A 1.3 ecnatirehni dna noitairaV 3 tinU13 noitnevnoC rasnaM eht 9.292 seiceps deregnadE 8.272 dnalsi na no noitalupop drazil 6.252 tar daed a fo noitsopmoed 5.242 bev doof a gnitcurtsnoC 4.222 dnalaeZ weN ni noitagitsevni ygolooe na 3.202 snoitpada ruasonD 2.2 tneemorivne rieht ni sgniht gniwL 2 tinU81 drowsorC 7.161 noitcudorper dna srewolF 6.141 srewo lf owt gnirapmoC 4.101 ssoI retaw stce la erutarepmet woH 3.18 sresillireF 2.16 seveal detageiraV 1.1 stnaIP 1 tinUygoloiB3 noitcudortnIstnetnoC 5 dstnetnoC 3noitcudortnI.meht od nac uoy llew woh gnisset naht rehtar ,sgniht ralucitrap gniod ta retteh teg of uoy pleh ot of era seskicexe eht esuaceb siht .nolmimaxe tniopkcehc ruoy ro stset noissyserp eht teem snoitseuq eht in the emas eht eht era erescrexe eht.ecneicS of llew od deen tics .7.1 DNA 6.1 ,4.1 ,1 ,2 ,1 scipot eht sa redro emas eht ni degnarra era sesicrexe koobkrow eht?desinagro koobkrow eht si woH.snoisulcnoC gnikam dna shparg gniward ,stluser gnidrocer ,stnemirepxe gnimalp tsrewsna eht gnirebmemer tsuj naht rehtar ,snoitseuq ot srewsna eht tuo krow ot egdelwonk ruoy gnisu t:sa hcus sgniht gniod because retteh dna retteh yllaudary uoy taht dn dluohs ,the hguorht ylluferac krow .ECNEICS ni sllik dna egdelwonk ruow tulkkrow tiwkrow ,tsriF 3.tcerroc eb of ylekl si noitciderp smahtyaH yhw nialpxE 2 ?put the leaf in boiling water, and leave it there for 5 minutes. Explain why you did. Unit 1 Plants6 71 Plants6 74 Later, it took the leaf out of the water and put it in a little warm alcohol. Explain why he did this.5 Finally, Haytham immersed the leaf in the water and spread it on a white tile. The leaf looked white. He added iodine solution to the leaf. Some parts of the leaf went orange-brown, and some went blue-black. On the diagram below, it shadows in the parts of the leaf that would go blue-black, if Haythams prediction was correct. 6 What substance causes iodine to turn blue-black? Unit 1 Plants8 91 PlantsExercise 1.2 FertilisersResult from experiments can be used to help people make decisions. In this exercise, you will use the data in a chart to understand how and why a farmer should use nitrate-containing fertilizers. Wheat is an important cereal harvest in many parts of the world. An experiment was conducted on a farm to find out how the addition of quantity of 1erent fertilizer containing nitrate has affected the amount of grain that the farmer obtained from its crop. The chart shows the results. fertiliser used / kg per hectare yield / tons per hectare0 40 12020 60 100 140 16024681 What yield of wheat obtained the farmer if did not add any fertilizer to the field?2 How much fertilizer should the farmer add to the field to obtain a 50% increase in yield? Show how the answer is resolved. Unit 1 Plant 8 91 Plants3 The farmer decided not to add more than about 60 kg of fertilizer per hectare. Explain how the results of the experiment support his decision. (Remember that fertilizer is expensive.)4 Explain why grain yield increases when adding fertilizer containing ni ni actarp al. Ad it oizicrese otseuQ augca id atidrep stce la arutarepmet emoc 3.1 oizicresEitnaipml 111 01etnaiP 1 ÀtinU .there lid otsoy nu ni otutepir otats "À es there lid eresse orebbertop onemirepxe otseuq id italusir i ©Àhcrep icisregguS 5.itartin results tables, drawing line graphs and dealing with anomalous results. Youll also do some calculations, and use your knowledge to try to explain patterns in results.Fernanda set up an experiment to investigate how temperature affects the rate of water loss from plants. The diagrams show what she did.863 g 893 g 842 gPlant A kept at 4 C Plant B kept at 20 C Plant C kept at 30 CFernanda read the mass, in grammes, of each plant and pot each day for 8 days. These are the results that she wrote down: Plant A: 863, 854, 845, 837, 829, 822, 814, 807 Plant B: 893, 873, 856, 837, 861, 792, 779, 761 Plant C: 842, 810, 780, 748, 714, 682, 650, 6181 Explain why Fernanda covered the pot and soil of each plant with a plastic bag.Plant A kept at 4 C Plant A kept at 20 C Plant A kept at 30 CUnit 1 Plants10 111 Plants2 Draw a results table, and fill in Fernandas results. 3 Fernanda decided that one of her results was anomalous. Draw a circle around the anomalous result in your results table.4 Draw line graphs to display Fernandas results on the grid on the next page. Put time on the x-axis, and mass of plant and pot on the y-axis. You do not need to start at 0 on the y-axis. Draw a separate line for each plant. What should you do about the anomalous result?Unit 1 Plants12 131 PlantsUnit 1 Plants12 131 Plants5 Fernanda calculated the mean loss of mass per day for plant A like this: mass on day 1 = 863 g mass on day 8 = 807 g therefore loss of mass over 7 days was 863 807 = 56 g therefore the mean loss of mass per day was 56 7 = 8 g per day. In the space below, calculate the mean loss of mass per day for plant B and plant C.6 Use your knowledge of plants and water to suggest an explanation for Fernandas results.Unit 1 Plants14 151 PlantsExercise 1.4 Comparing two flowersIn this exercise, you will need to look very carefully at two flowers. Once you

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