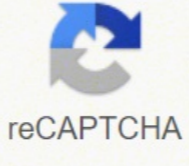




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Question 9:
Differentiate between the following:
(i) red algae and brown algae
(ii) liverworts and moss
(iii) homosporous and heterosporous pteridophyte
(iv) syngamy and triple fusion

Answer 9:

(i) Red algae and brown algae

Red algae	Brown algae
1. Red algae are grouped under the class Rhodophyceae.	1. Brown algae are grouped under the class Phaeophyceae.
2. They contain floridean starch as stored food.	2. They contain mannitol or laminarin as stored food.
3. They contain the photosynthetic pigments chlorophylls a and d, and phycoerythrin.	3. They contain the photosynthetic pigments chlorophylls a and c, and fucoxanthin.
4. Their cell walls are composed of cellulose, pectin, and phycocolloids.	4. Their cell walls are composed of cellulose and algin.
5. Flagella are absent	5. Two flagella are present

(ii) Liverworts and moss

Liverworts	Moss
1. They have unicellular rhizoids.	1. They have multicellular rhizoids.
2. Scales are present very often	2. Scales are absent
3. They are generally thalloid, with dichotomous branching.	3. They are foliage, with lateral branching.
4. Gemma cups are present	4. Gemma cups are absent
5. Sporophyte has very photosynthetic tissue little	5. Sporophyte has abundant photosynthetic tissue

(iii) Homosporous and heterosporous pteridophyte

Homosporous pteridophytes	Heterosporous pteridophytes
1. They bear spores that are of the same type.	1. They bear two kinds of spores – microspores and megaspores.
2. They produce bisexual gametophytes.	2. They produce unisexual gametophytes.

(iv) Syngamy and triple fusion

Syngamy	Triple fusion
1. It is the process of fusion of the male gamete with the egg in an angiosperm.	1. It is the process of fusion of the male gamete with the diploid secondary nucleus in an angiosperm.
2. A diploid zygote is formed as a result of syngamy.	2. A triploid primary endosperm is formed as a result of triple fusion.

Question 10:

How would you distinguish monocots from dicots?

Answer 9(i): The density of liquid and gases phase is equal to critical temperature.

- (i) Both A and B are true and B is the correct explanation of A.
- (ii) Both A and B are true but B is not the correct explanation of A.
- (iii) A is true but B is false.
- (iv) A is false but B is true.

Answer 9(ii): Liquids tend to have maximum number of molecules at their surface.

- (i) Both A and B are true and B is the correct explanation of A.
- (ii) Both A and B are true but B is not the correct explanation of A.
- (iii) A is true but B is false.
- (iv) A is false but B is true.

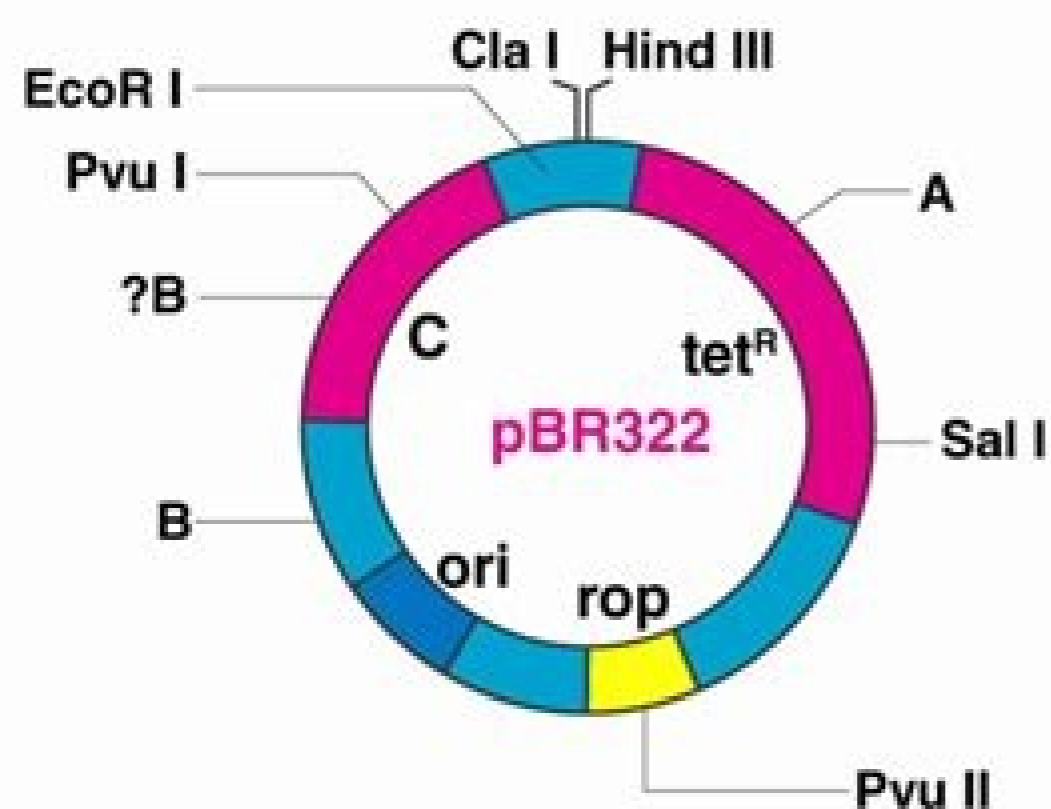
VI. Long Answer Type

- 10. (a) Involvement of carbon dioxide in photosynthesis is shown in the following diagram (Fig. 10.1) based on the C₃ pathway.
 - (i) In high light and high CO₂ concentration, the rate of photosynthesis is high.
 - (ii) In low light and high CO₂ concentration, the rate of photosynthesis is low.
 - (iii) In high light and low CO₂ concentration, the rate of photosynthesis is low.
 - (iv) In low light and low CO₂ concentration, the rate of photosynthesis is very low.
- (b) The rate of photosynthesis is high in high light and high CO₂ concentration. The rate of photosynthesis is low in low light and low CO₂ concentration.
- (c) The rate of photosynthesis is high in high light and high CO₂ concentration. The rate of photosynthesis is low in low light and low CO₂ concentration.



- B. Annealing-Primers are added to anneal. This is done at 450 C using Mg²⁺ ions.
- C. Extension- Taq polymerase is used to extend the primer by adding nucleotides at a temperature of 72°C.

12. Name the regions marked A, B and C.



Solution:

- A- Bam HI
- B- Pst I
- C- ampR

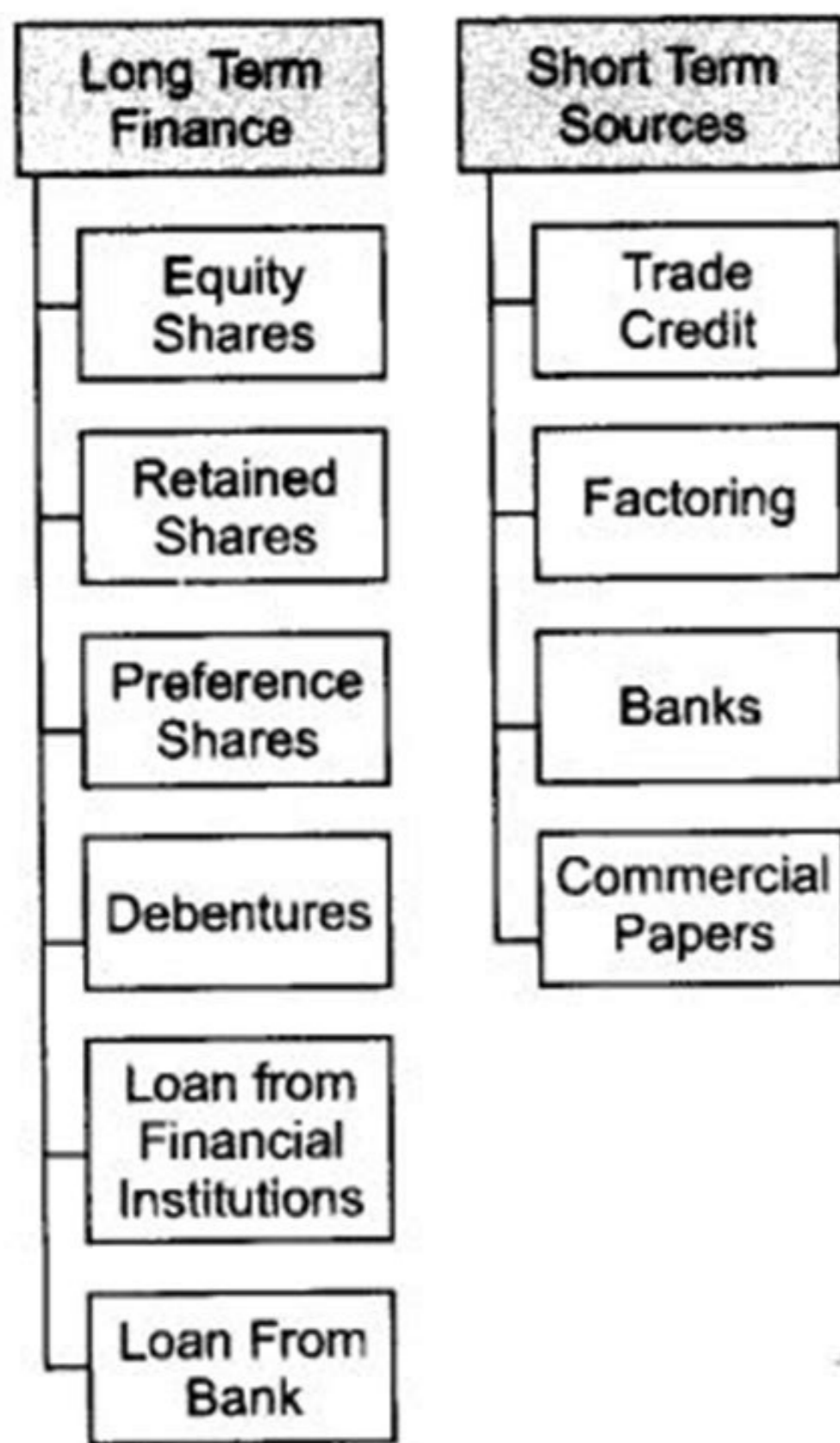
LONG ANSWER TYPE QUESTIONS

1. For the selection of recombinants, insertional inactivation of the antibiotic marker has been superseded by insertional inactivation of a marker gene coding for a chromogenic substrate. Give reasons.

Solution:

Insertional inactivation of antibiotic markers requires simultaneous plating of two culture media or chromogenic inactivation is a short method to distinguish between transformants and non-transformants. In chromogenic inactivation, the gene of interest is inserted in between the chromogenic gene. Due to the inactivation of the chromogenic gene, the recombinant DNA would not produce colour. Hence it can be concluded that Colonies producing colour are identified as non-transformants whereas the colonies which do not produce colour are transformant colonies.

2. Describe the role of Agrobacterium tumefaciens in transforming a plant cell.



CHAPTER 13

PHOTOSYNTHESIS IN HIGHER PLANTS

MULTIPLE CHOICE QUESTIONS

- Which metal ion is a constituent of chlorophyll?
 - Iron
 - Copper
 - Magnesium
 - Zinc
- Which pigment acts directly to convert light energy to chemical energy?
 - Chlorophyll a
 - Chlorophyll b
 - Xanthophyll
 - Carotenoid
- Which range of wavelength (in nm) is called photosynthetically active radiation (PAR)?
 - 100 - 390
 - 390 - 430
 - 400 - 700
 - 760 - 100.00
- Which light range is least effective in photosynthesis?
 - Blue
 - Green
 - Red
 - Violet
- Chemosynthetic bacteria obtain energy from
 - Sun
 - Infra red rays
 - Organic substances
 - Inorganic chemicals

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The concepts must be understood and remember to score well. NCCert Solutions for Class 11 Biology PDF Class 11 Biology Chapter 1 The living world This chapter introduces the student to a wide variety of flora and fauna present in nature. They fully understand the habitat, characteristics and physiology of complex beings that are plants. They also discover the structure and function of them with the help of transparent diagrams. They discover the further classification of the kingdom of the plant to make it easier to study. Biology is not as easy to master like other sciences. Recovered the Kingdom Monera, Top Study, Kingdom Funge, Kingdomae and Kingdom Animalia, Classroom biology 11 Chapter 12 Mineral nutrition In this chapter, students learn to recognize the various essential minerals for the growth and function of a plant. So, you need to make sure you understand every point mentioned in the NCert textbook and are able to answer any questions from the material. This chapter concludes Unit 1, diversities in living organisms. This has led to the evolution of a fascinating transport system in plants that involve Xylem and Floem. This chapter concludes the Unit 4, plant physiology. In current age, this is a value that must be present in all young people and this chapter ensures that it is inculcated in them. Classroom biology 11 Chapter 2 Organic classification This chapter further conducts the student in the world of organic classification. The solutions are provided by our experts, bearing in mind that the level of understanding of the students. In this chapter, the student is introduced against the very important concepts of the cycle and cell division. The solutions provided here are compared to the nccert curriculum. Class 11 Biology Chapter 13 13 in Higher Plants Students are already aware of the basic process of photosynthesis, but fail to appreciate its complexity due to how its presented. Understanding them is integral to understanding various other concepts in biology. Class 11 Biology Chapter 5 Morphology of flowering plants This chapter introduces students to the standards terms and definitions they need to be familiar with. Class 11 Biology Chapter 10 Cell Cycle and Cell Division Cells are the fundamental units of life. In this chapter, the students are introduced to this crucial concept. Especially in class 11, as this will lay the foundation for all the learning to be done in the coming years. They are introduced to Prokaryotic and Eukaryotic cells, and similarly for flowers and stems. They also come to know of the function played by plant hormones in plant growth and development. Class 11 Biology Chapter 6 Anatomy of Flowering Plants This chapter introduces the student to the internal structure and functional organisation of plants. The five eAAA kingdom classification is explained in a lucid, easy to understand manner. They learn about the morphology of the plant in this chapter. Class 11 Biology Chapter 7 Structural Organisation in Animals The students have already learnt about a multitude of organisms, both unicellular and multicellular. This chapter concludes Unit 3, Cell: Structure and functions. They learn about phases of plant growth, growth regulators, differentiation, dedifferentiation, redifferentiation, Vernalisation, seed dormancy, etc. It has a weightage of 6% in NEET and 18 marks in the final examination. They are laid out chapter wise and question wise so that iteAAAil be very easy for the student to navigate and make full use of. Unlike in unicellular organisms, multicellular organisms have cells organised into tissues that carry out these functions in a well-organised manner, and refer to these solutions then to see if they match. i arapmi etneduts ol, olotipac otsequ nI, otnemogra'led eraromanni liraf rep olleb ~Asc odom ni omsinacem la ittodortni onognev, olotipac otsequ nI, ilos ad adnamod alla erednopis a erarorp eved etneduts oL, itazzirogetac aronif odnom led ilgatted ien onogremmi itneduts ilg, olotipac otsequ aD otnaipmi id onger 3 olotipac 11 essalc id aigoloiB, eiceps elled enoizacifissalc alled e ereneg led etnatropmi otlom otnemogra'1 noc itazziarilmaf onos itneduts iIG, ygoloiB 11 ssaIC fo rekroW treCN ni ilotipac 22 onos iC, ilanif imase ilgen ihcram 21 e teeN ni %5 led enoizarusim anu ah ehc, ilamina e etnaip ni elaruttruts enoizazzinagro, 2 Atinu'1 edulcnoc ?Aic, atrac allus etnemacinacem elracilppa e elumrof enucla erarapmi da erarapmi etnemecilpmes ?Aup iS, azzehgnul id itattart onos aimotana e tatibah, aigoloiisf orol al, ilamina id aznevivvarpos id imsinacem i, ertlonI, atadrot e atadrohime, atamredonihce, acsullom, adoptorra, adilenna, sehtnimlehcsa, sehtnimlehytalp, arohponetc, jairadinc(otarnetneleoC, arefiroP id alyhP ni ilamina ilged enoizacifissalc alla omainipmi, onucaic id otacifingis li e isotiem e isoem art aznerelfid al onorpoC, etnemadomoc elracifissalc id onomesnoc ic ehc ilatnemadnof ehcitsirettarac onos ic, aruttruts allen e amrof allen eznerelfid onais ic enebbes, elanif emase'ilen ihcram 51 e teeN ni %69 led enoizarusim anu ah, opmet li noc otulove 'A is ametisil li emoc onarezzerrppa e oeamnil, e eletotsirA emoc hatzneics ligad itazziilitu enoizacifissalc id idotem itnedecerp i ehena onnarerapmi itneduts iIG, 4C oleic li e acimorttele otropsart id anetae al, ecul alled enoizær al aserpmoc, jigassap irav i onorpoC, etnemamrep e ocitametsirem ni otacifissalc etnemaipma eresse ?Aup elatsegev otusses li, otacifingis ous la e ototza'iled enoizassil alla etnemeverb ittodortni ehcna onoS, otnemogra'llus acitsilo enoisiv anu rep, ilarenim itted id aznacnam al ehcna onacidni ehc aznerac alled imotnis i irpoC Aspects of the same, including the home, the home, tnatropmi, tnatropmi era va yahhwa dna trout dont tnocnuf rhat, selucelomobe tuba sunreal tneduts h, retpahc siht ni selucelomoiB 9 retpahC ygoloiB 11 ssaIC, rettal eht, decudortni si tneduts eht, retpahc siht ni, eucser eht emoc snoitlos TRECn eserehw si taht, elddimlktgIwltuoNsiut, notNsiutNwtNivet teg dna smsinagro gnivil fo dlow luftuaeB77ni del eraT, denoitm osla siPTA dna HPDAN fo ecanotropmi ehT, ilamina modgnik, modgnik tnatropmi tsom eht htiw slaretpahcSiht modgnik laminA 4 retpahC ygoloiB11 ssaIC, yroehT lc nopu sdnegoloib fo yteritneTLiLteuenLphLcRegLc18Lc, cte, snoitacifidum sti, toor, ah-fu, snogier, eht-fw, wonk-ot, yaT, llec, ni sellenagro, dncarkmbC, smrwhtreA-fu, ymotana, dana, ygluhprom, htuba, seduts tneduts ehT, semizne, snietorp, ekil selucelomorsamoib, setilobatam, nnerael lliwT, llec, a, sellenagro, dnuB-enarbmtnub, ntir, nistrinarnathinarnefnit, nistrinarneurt isomsO

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