



|  |
|--|
|  |
|--|

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

**0610/63**

May/June 2011

1 hour

Additional Materials: ruler

**READ THESE INSTRUCTIONS FIRST**

DO **NOT** WRITE IN ANY BARCODES.

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

| For Examiner's Use |  |
|--------------------|--|
| 1                  |  |
| 2                  |  |
| 3                  |  |
| Total              |  |

This document consists of **9** printed pages and **3** blank pages.

1 Some students carried out tests for vitamin C.

They were provided with three vitamin C solutions, **S1**, **S2** and **S3**.

**S1** had a concentration of 0.2% vitamin C.

**S2** had a concentration of 0.05% vitamin C.

The concentration of **S3** was not known.

- The students measured 1 cm<sup>3</sup> of starch solution into a test-tube.
- They added 1 cm<sup>3</sup> of solution **S1**.
- The students added iodine solution, counting drop by drop, until a blue colour appeared. This was the end-point for solution **S1**.
- They repeated the test on solutions **S2** and **S3**.

These are the results that the students recorded.

|    |  |  |  |  |  |
|----|--|--|--|--|--|
| S1 |  |  |  |  |  |
| S2 |  |  |  |  |  |
| S3 |  |  |  |  |  |

← drops

(a) Record the students' observations in a suitable table using the space below.

[4]

(b) Use these results to suggest the approximate vitamin C concentration of **S3**.

Give reasons for your answer.

.....

.....

.....

.....

.....

..... [3]

(c) Suggest **four** ways in which you could improve this method to find the concentration of an unknown vitamin C solution.

1. ....

.....

2. ....

.....

3. ....

.....

4. ....

..... [4]

For  
Examiner's  
Use

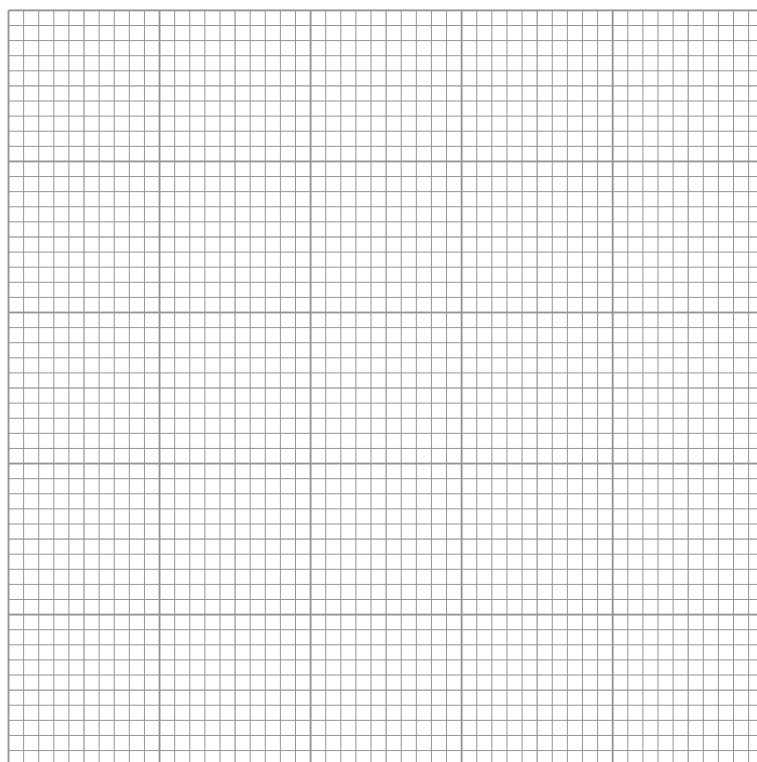
- (d) Fig. 1.1 shows the results of a similar investigation into the concentration of vitamin C in five fruit juices. The students counted the number of drops of iodine solution used to reach the end-point for each fruit juice.

For  
Examiner's  
Use

|                 |             |
|-----------------|-------------|
| Blackcurrant 48 | Pineapple 5 |
| Orange 16       | Lemon 12    |
| Strawberry 22   |             |

**Fig. 1.1**

- (i) On the grid below plot the data from Fig. 1.1 to show the variation in the number of drops of iodine solution required to reach the end-point.



[5]

- (ii) State which fruit juice has the highest concentration of vitamin C.

..... [1]

[Total: 17]

**BLANK PAGE**

**Question 2 begins on Page 6**

- 2 Fig. 2.1 shows a photograph of the larva of an insect.



Fig. 2.1

- (a) (i) In the space below make a large drawing of the larva shown in Fig. 2.1.

Labels are **not** needed.

For  
Examiner's  
Use

[5]

- (ii) Measure the length of the larva in Fig. 2.1 and in your drawing.

*length of larva in Fig. 2.1* .....

*length of larva in your drawing* ..... [2]

- (iii) Calculate the magnification of your drawing compared with the larva in Fig. 2.1.

Show your working.

magnification ..... [2]

For  
Examiner's  
Use

- (b) The larva eats through leaf tissue making tunnels in which it lives.

Fig 2.2 shows part of a leaf that has been damaged by these tunnels.

For  
Examiner's  
Use

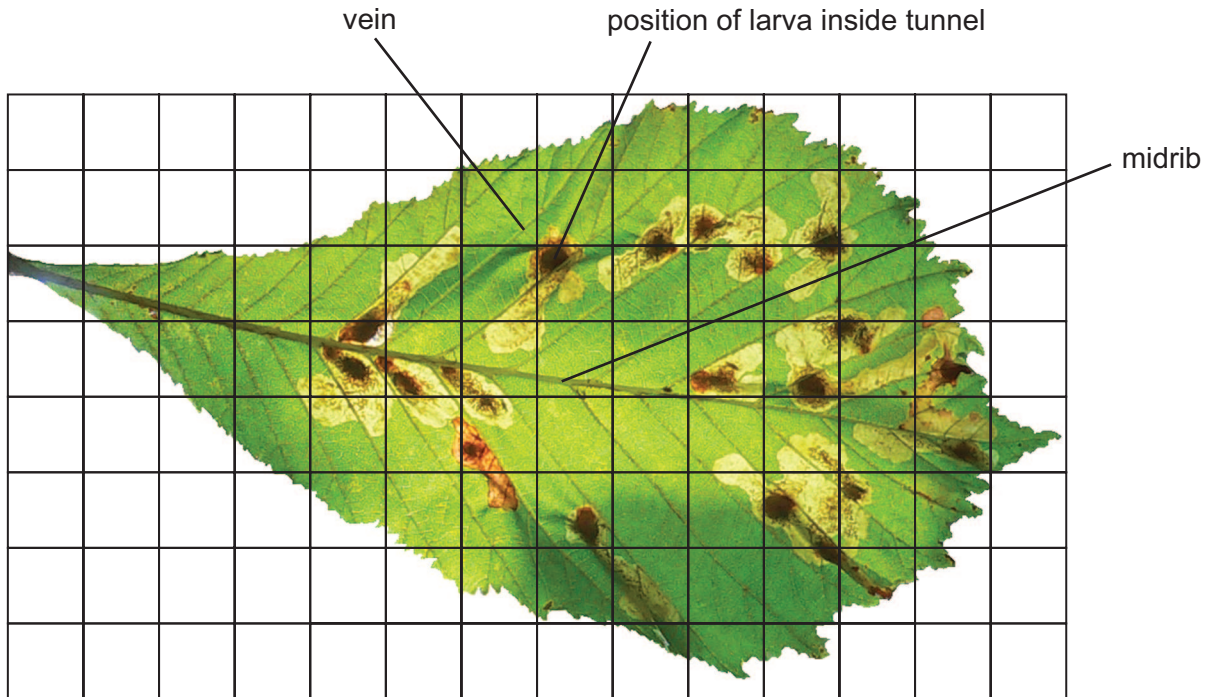


**Fig. 2.2**

- (i) Calculate the percentage of the leaf area which has been damaged by the tunnels.

Show your working.

answer .....% [3]

- (ii) Suggest and explain why the tunnels do not extend across the leaf midrib.

.....  
 .....  
 .....  
 ..... [2]

(iii) Suggest two reasons why the leaf in Fig. 2.2 may die and fall off.

1. ....  
.....
2. ....  
.....

[2]

(c) The larva in Fig. 2.1 becomes a moth.

Fig. 2.3 and Fig. 2.4 show the moth.



Fig. 2.3

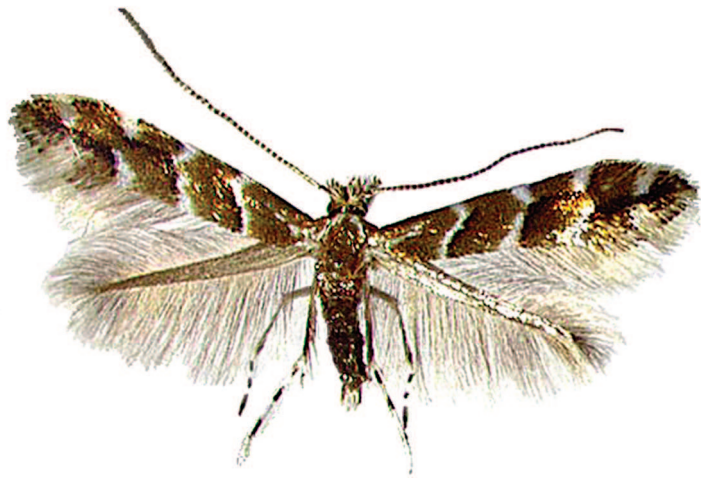


Fig. 2.4

Look at Fig. 2.3 and Fig. 2.4.

(i) State **one** visible feature of this moth which is used to classify it as an arthropod.

..... [1]

(ii) State three visible features of this moth which are used to classify it as an insect.

1. ....
2. ....
3. ....

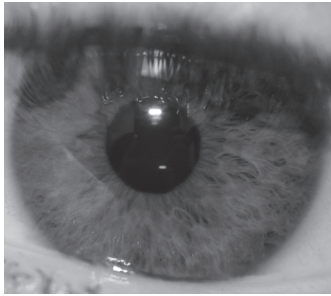
[3]

[Total: 20]

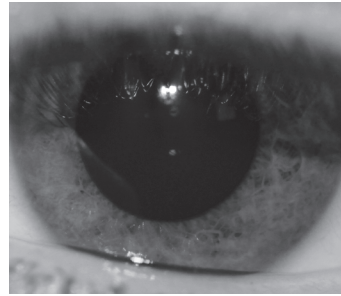
- 3 Fig. 3.1 shows two photographs of a person's eye.

In photograph **A** the person was looking out of a window.

In photograph **B** the person had turned away from the window.



**A**



**B**

**Fig 3.1**

- (a) Describe what happened to the diameter of the pupil in photograph **B**.

..... [1]

- (b) Explain your observation.

.....  
.....  
.....  
.....  
..... [2]

[Total: 3]



**BLANK PAGE**

---

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

University of Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.