

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

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

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

**0610/62**

May/June 2014

1 hour

No Additional Materials are required.

## READ THESE INSTRUCTIONS FIRST

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

You may lose marks if you do not show your working or if you do not use appropriate units.

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

The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **12** printed pages.

- 1 A student investigated the effect of surface area on the rate of digestion of food by observing the colour change in agar jelly pieces placed in dilute sulfuric acid.

The student was provided with a Petri dish of agar jelly. The agar jelly contained Universal Indicator that changed colour according to the pH of its environment.

|         |        |           |
|---------|--------|-----------|
| RED pH1 | ORANGE | BLUE pH10 |
|---------|--------|-----------|

The student was also provided with a beaker of sulfuric acid.

When a small piece of agar jelly was put into the beaker of dilute sulfuric acid, it gradually changed colour.

- (a) Suggest what colour the agar jelly became after it changed colour in the dilute sulfuric acid.

It started orange and changed to ..... [1]

The student cut four identical blocks of agar jelly, each  $2\text{ cm} \times 1\text{ cm} \times 1\text{ cm}$ , as shown in Fig. 1.1.

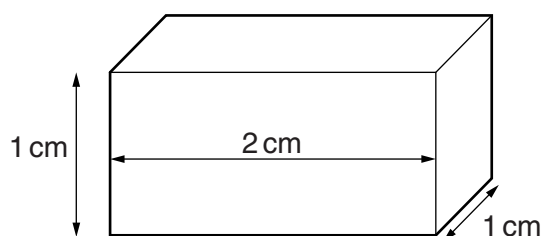


**Fig. 1.1**

The student labelled the agar blocks **A**, **B**, **C** and **D**.

The blocks of agar jelly were then cut up as shown in Fig 1.2.

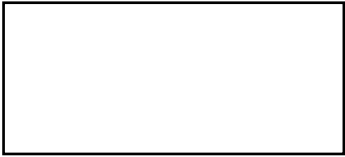
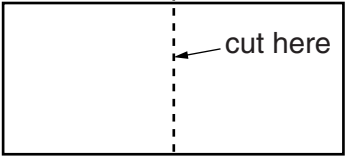
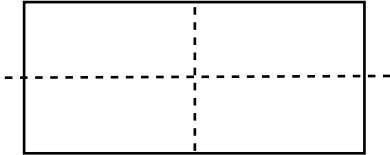
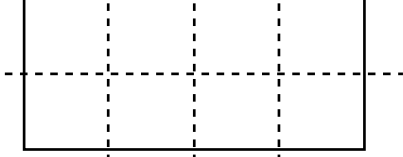
| block    | view of block from above showing cuts that were made                                | total number of pieces after cutting | total surface area of all pieces/cm <sup>2</sup> |
|----------|-------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------------------|
| <b>A</b> |    | 1                                    | .....                                            |
| <b>B</b> |    | 2                                    | 12                                               |
| <b>C</b> |    | 4                                    | 16                                               |
| <b>D</b> |  | 8                                    | 20                                               |

**Fig. 1.2**

The student calculated the total surface area of all the pieces cut from each block.

**(b) (i)** Calculate the surface area of block **A**.

Show your working.

surface area of block **A** .....cm<sup>2</sup> [2]

(ii) Calculate the volume of block **A**.

Show your working and include the units.

volume of block **A** ..... [2]

The student labelled four large test-tubes, **A**, **B**, **C** and **D**.

The student put all the agar pieces that had been cut from each agar block, **A**, **B**, **C** and **D**, into the large test-tube that was labelled with the same letter as the agar block.

This is shown in Fig. 1.3.

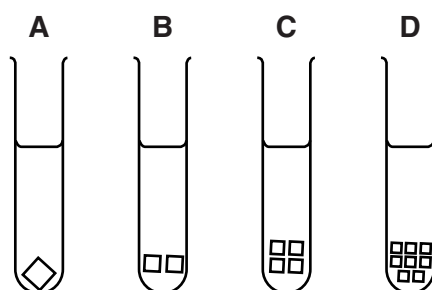


**Fig. 1.3**

The student poured sulfuric acid into each large test-tube and timed how long it took for all the pieces of agar jelly in each large test-tube to change colour.

The student wrote down their results.

Block **A** took 12 minutes to change.

Block **B** took 6 minutes 25 seconds.

Block **C** took 2 minutes 40 seconds.

Block **D** took 4 minutes 10 seconds.

- (c) (i) State **two** pieces of apparatus, not shown in Fig. 1.3, that the student needed to use for this investigation.

..... [1]

- (ii) Use the space below to draw a suitable results table for this investigation.

[5]

- (d) Describe **and** explain the results.

.....  
.....  
.....  
.....  
.....  
.....  
..... [4]

- (e) Explain why it was important for blocks **A**, **B**, **C** and **D** to have the same volume at the start, before they were cut into pieces.

.....  
 ..... [1]

- (f) Suggest **two** possible sources of errors in the investigation.

For each error, describe one way that you could improve the investigation.

error 1 .....  
 .....

improvement 1 .....  
 .....

error 2 .....  
 .....

improvement 2 .....  
 ..... [4]

- (g) The surface area of food particles affects the rate of their break down.

A student carried out an experiment to investigate the rate of the break down of fat.

Two test-tubes were set up as shown in Table 1.1.

Each test-tube contained the same volumes and concentrations of enzyme.

**Table 1.1**

| test-tube | contents of test-tube | time taken for break down of fat / min |
|-----------|-----------------------|----------------------------------------|
| <b>E</b>  | fat + enzyme + water  | 8                                      |
| <b>F</b>  | fat + enzyme + bile   | 3                                      |

- (i) Suggest a reason for the difference in results recorded in Table 1.1.

.....

.....

.....

..... [2]

- (ii) Another student carried out a similar experiment but also included a test-tube that contained fat and water only.

Suggest a reason for this additional test-tube.

.....

..... [1]

[Total: 23]

2 The outline of a leaf has been drawn on the grid in Fig. 2.1.

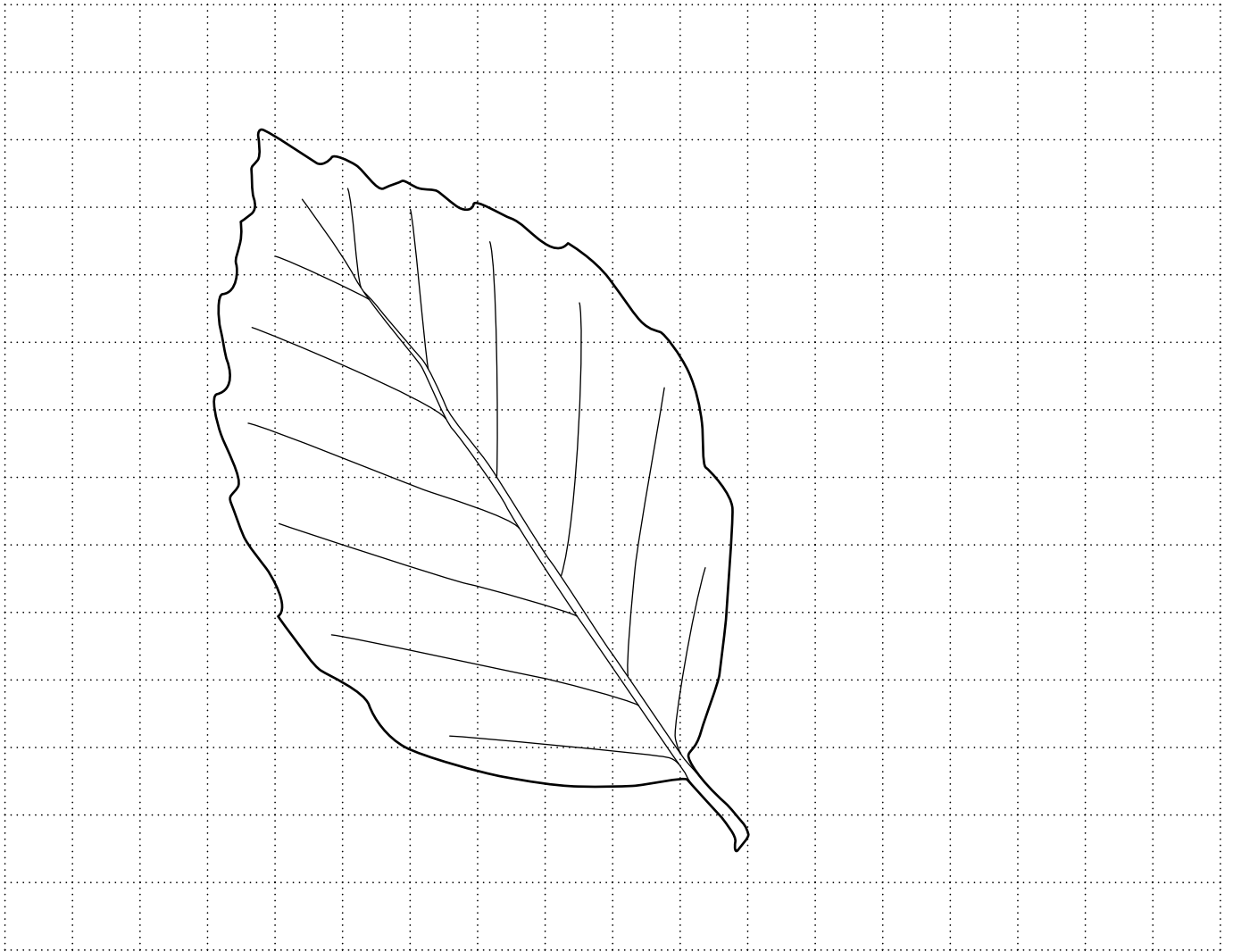


**Fig 2.1**

**(a)** Label **two** features of the leaf shown in Fig. 2.1.

[2]

- (b) (i) Use the grid to estimate the area of the surface of the leaf shown in Fig. 2.1.

Each square of the grid has an area of  $1 \text{ cm}^2$ .

.....  $\text{cm}^2$  [1]

- (ii) Suggest **one** way to improve the accuracy of this method of calculating the surface area of a leaf.

.....

..... [1]

- (c) The two leaves, **G** and **H**, shown in Fig. 2.2 are from the same plant.

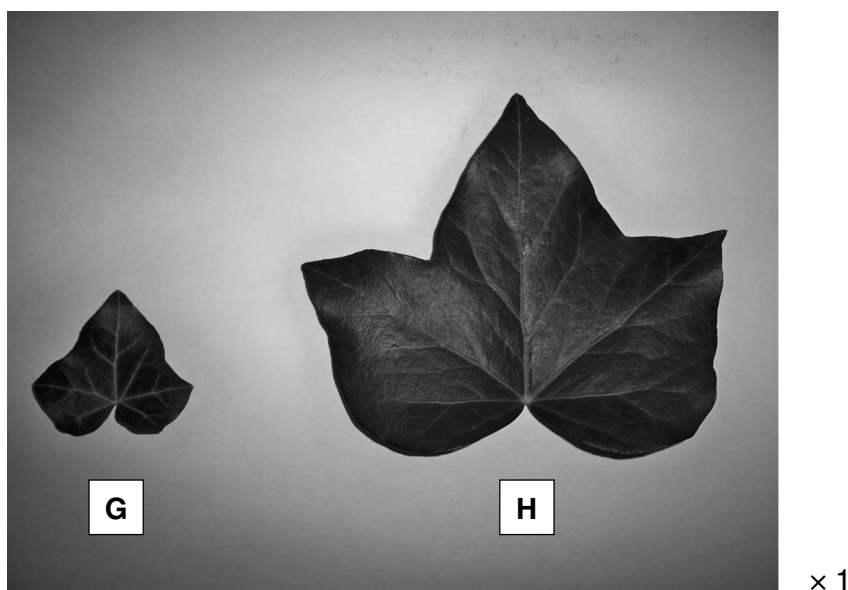


**Fig. 2.2**

One of the leaves was from higher up the plant, in full sunlight.

The other leaf was from lower down the plant, in the shade.

Suggest **and** explain which leaf is from lower down the plant, in the shade.

.....

.....

.....

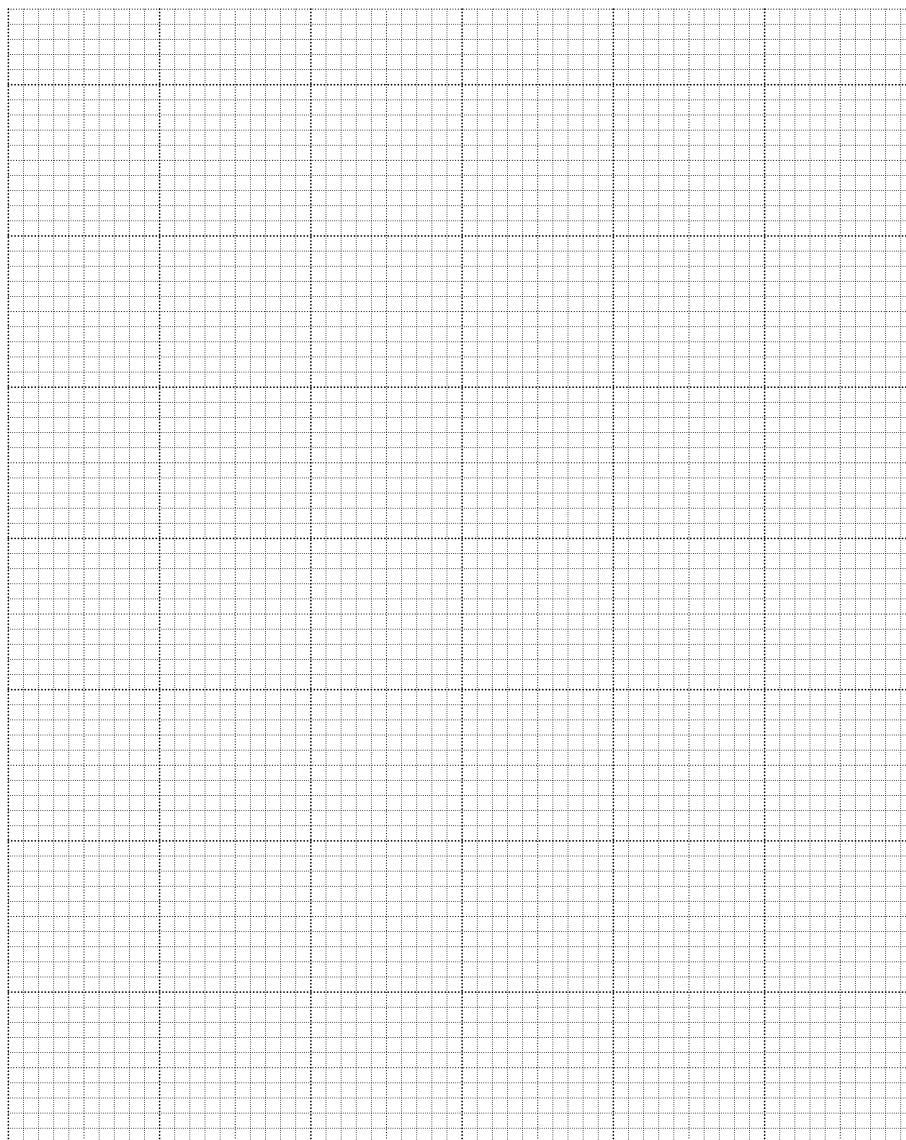
..... [2]

- (d) Table 2.1 shows the results of an investigation into the relationship between the total surface area of the leaves on a plant and the volume of water lost from the plant.

**Table 2.1**

| total surface area of leaves / m <sup>2</sup> | volume of water lost from plant per day / dm <sup>3</sup> |
|-----------------------------------------------|-----------------------------------------------------------|
| 0.05                                          | 4.5                                                       |
| 0.10                                          | 6.5                                                       |
| 0.15                                          | 8.0                                                       |
| 0.20                                          | 10.0                                                      |
| 0.25                                          | 12.5                                                      |

- (i) Plot a graph of the data in Table 2.1 on the grid below. Draw a straight line of best-fit.



[4]

(ii) Describe the trend shown by the results.

.....

.....

.....

..... [2]

(e) Fig. 2.3 shows the lower surface of a leaf as seen under a microscope.

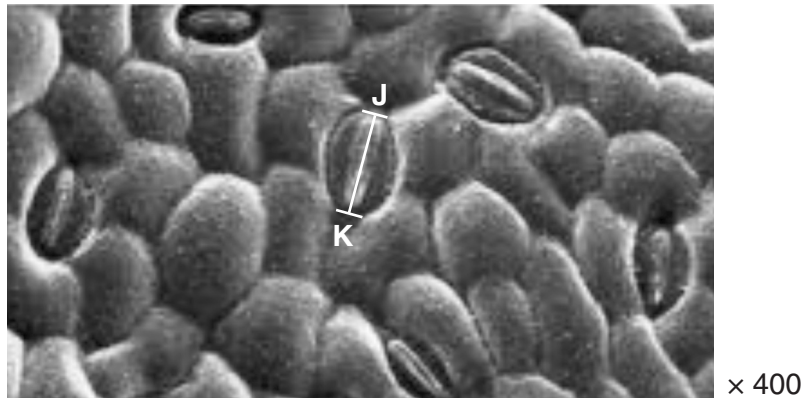


**Fig. 2.3**

**JK** shows the length of a stoma in Fig. 2.3.

Measure the length of **JK**.

length of **JK** ..... mm

Calculate the actual length of the stoma.

Show your working.

actual length of stoma ..... mm

[3]

- (f) A student investigated how light intensity affected the rate of water loss from a leaf.

Suggest **two** variables that the student would control in their investigation.

- 1 .....
- .....
- 2 .....
- ..... [2]

[Total: 17]

---

*Copyright Acknowledgements:*

Question 2c E.S.Masters © UCLES

Question 2e © <http://biology-aasharifah.blogspot.co.uk/2012/06/question-and-answer-about-stomata.html>.

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.

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.