Cambridge IGCSE

Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

CANDIDATE NAME

CENTRE NUMBER

CANDIDATE NUMBER

8298870152

BIOLOGY **0610/53**

Paper 5 Practical Test **October/November 2019**

1 hour 15 minutes

Candidates answer on the Question Paper.

Additional Materials: As listed in the Confidential Instructions.

READ THESE INSTRUCTIONS FIRST

Write your centre number, candidate number and name on all the work you hand in.
Write in dark blue or black pen.
You may use an HB pencil for any diagrams or graphs.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

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

At the end of the examination, fasten all your work securely together.
The number of marks is given in brackets [ ] at the end of each question or part question.

For Examiner's Use	
1	
2	
Total	

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

This document consists of **10** printed pages and **2** blank pages.

© UCLES 2019

1 Photosynthesis occurs in chloroplasts. A chloroplast suspension can be made by extracting the chloroplasts from green leaves.

You are going to investigate the effect of light on photosynthesis in a chloroplast suspension.

The blue dye DCPIP can be used to investigate photosynthesis. During photosynthesis the dark blue colour of the DCPIP changes and eventually disappears so that it becomes colourless.

Read all the instructions but DO NOT CARRY THEM OUT until you have drawn a table for your results in the space provided in 1(a)(i).

You should wear the gloves and eye protection provided during the practical work in question 1.

Step 1 You are provided with eight green leaves. Tear the leaves into small pieces and place them into the mortar (bowl).

Step 2 Pour all of the ice-cold solution from the beaker labelled **isolation medium** into the mortar (bowl).

Step 3 Use the pestle (or spoon) to grind the leaves in the isolation medium for three minutes.

Step 4 Place three layers of muslin into the funnel. Put the funnel into the large test-tube labelled **C**.

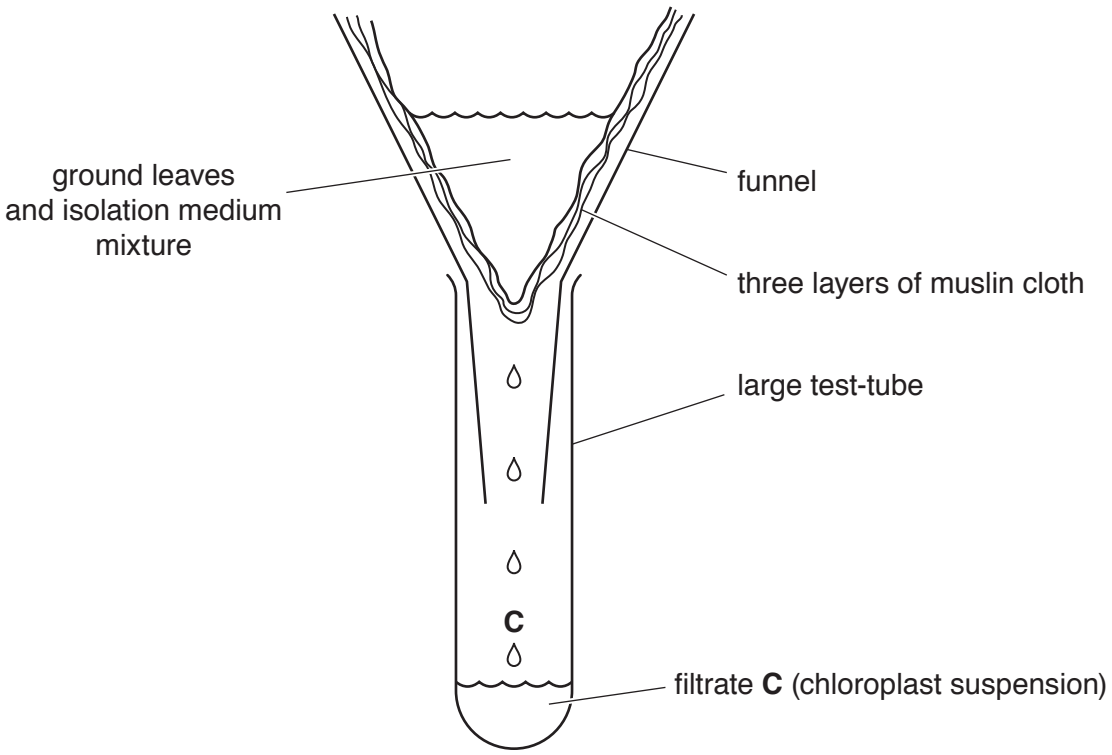


Fig. 1.1

Step 5 Carefully hold the edges of the muslin and pour the ground leaves and isolation medium mixture from the mortar (bowl) into the muslin-lined funnel. When most of the liquid has filtered into the large test-tube, as shown in Fig. 1.1, place the muslin and funnel in the **waste** container.

Step 6 Raise your hand when you are ready for ice-cold water to be added to the water-bath.

© UCLES 2019

Step 7 Wrap aluminium foil around one empty test-tube to exclude light. Leave the opening at the top of the test-tube uncovered. Do **not** wrap the second test-tube. Place both test-tubes into the test-tube rack.

Step 8 Use the plastic pipette to add 2 cm^3 of filtrate **C** to each of the empty test-tubes.

Step 9 Use a 5 cm^3 syringe to add 5 cm^3 of DCPIP solution to each of the two test-tubes. Place a stopper in both test-tubes. Stand both test-tubes in the water-bath and position the water-bath near a bright light source or lamp.

Step 10 Start the stop-clock and wait five minutes.

Step 11 After five minutes observe the colour in the uncovered test-tube and record it in your table in **1(a)(i)**.

Step 12 Remove the aluminium foil from the other test-tube. Immediately observe the colour of the liquid in the test-tube. Record this in your table in **1(a)(i)**.

(a) (i) Prepare a table to record your results.

[3]

(ii) Identify the variable that was changed (independent variable) and the variable that was measured (dependent variable) in this investigation.

independent variable .....

.....

dependent variable .....

.....

[2]

(iii) State **two** variables that have been kept constant in this investigation.

1 .....

.....

2 .....

.....

[2]

(iv) State a conclusion for these results.

.....

.....

..... [1]

(b) The investigation was not repeated.

(i) Suggest why it would be advisable to repeat the investigation.

.....

.....

..... [1]

(ii) Identify **two** other sources of error in this investigation.

error 1 .....

.....

error 2 .....

.....

[2]

(iii) Suggest an improvement for **one** of the errors you have identified in **1(b)(ii)**.

.....

.....

..... [1]

© UCLES 2019

(c) A student wanted to investigate the effect of temperature on the rate of photosynthesis in a chloroplast suspension.

Describe how the student could carry out this investigation using DCPIP.

.....

.....

.....

.....

.....

.....

.....

.....

.....

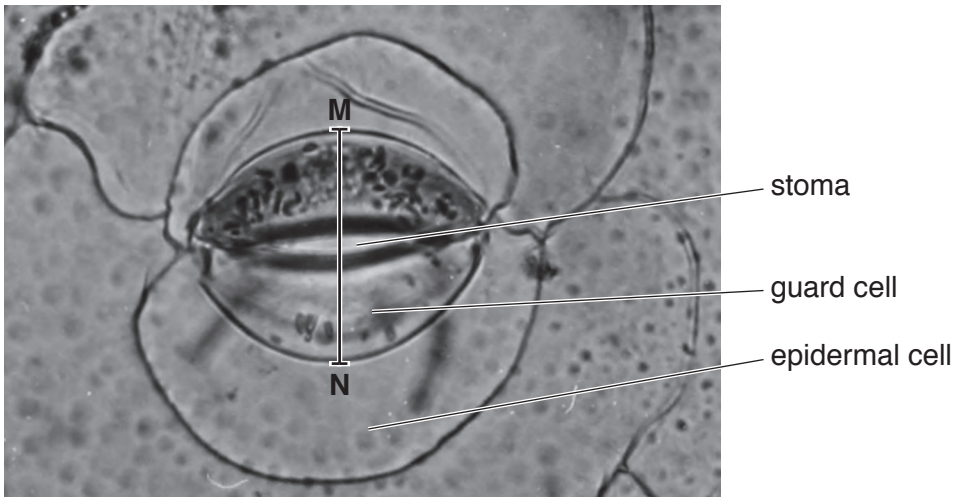
.....

.....

..... [6]

[Total: 18]

2 Fig. 2.1 is a photomicrograph of part of the lower epidermis of a leaf.



magnification ×400

Fig. 2.1

(a) (i) Make a large drawing of Fig. 2.1. Do not label your drawing.

[4]

© UCLES 2019

(ii) Measure the length of the line **MN** on Fig. 2.1.

length of line **MN** .....mm

Calculate the actual width of the guard cells and the stoma indicated by line **MN** in Fig. 2.1. Use the equation and information in Fig. 2.1.

$$\text{magnification} = \frac{\text{length of line MN on Fig. 2.1}}{\text{actual width of the guard cells and the stoma}}$$

Give your answer to two decimal places.

.....mm
[3]

(b) A student investigated the effect of sucrose concentration on stomatal opening.

Strips of epidermis from leaves were placed in different concentrations of sucrose solution for one hour.

The student measured the width of 10 stomatal openings from the epidermis in each sucrose solution.

The results are shown in Table 2.1.

Table 2.1

percentage concentration of sucrose	width of stomatal opening / μm										
	1	2	3	4	5	6	7	8	9	10	average
0	5	6	7	5	5	6	7	5	7	6	5.9
5	3	4	3	3	4	3	2	3	3	2	
20	1	2	1	2	1	1	5	1	2	1	1.7

(i) Circle **one** measurement in Table 2.1 that could be anomalous. [1]

(ii) Calculate the average width of stomatal opening in the 5% sucrose solution.

Include the unit.

.....
[2]

(c) Pineapple plants are adapted to grow in hot dry conditions.

Scientists investigated the number of stomata open, in pineapple plants, at different times of day.

The data is shown in Table 2.2 (00:00 is midnight).

Table 2.2

time of day	average number of stomata open per mm^2
00:00	77
04:00	61
08:00	22
12:00	4
16:00	10
20:00	51

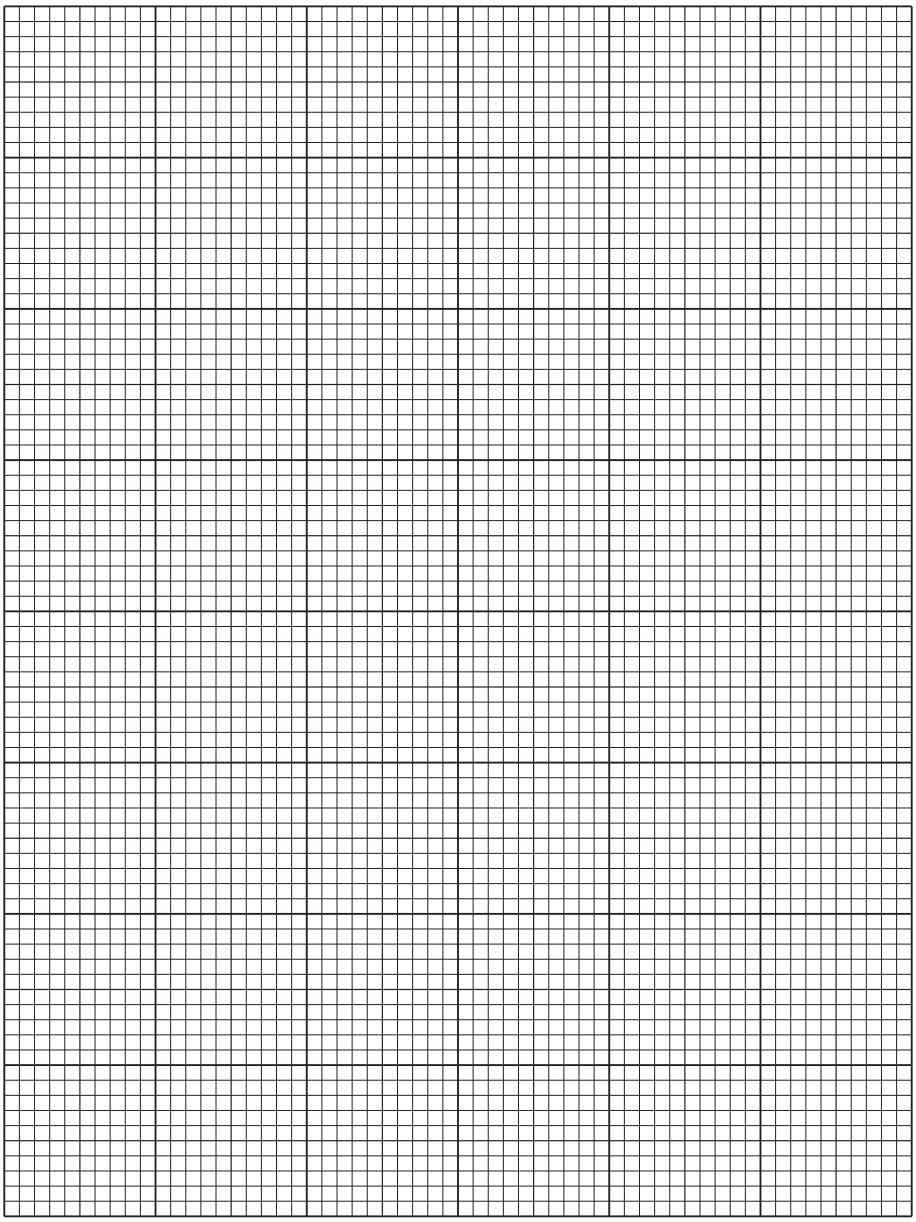
(i) Calculate the percentage change in the average number of open stomata per mm^2 between 16:00 hours and 20:00 hours.

Space for working.

.....%
[2]

© UCLES 2019

(ii) Plot a bar chart on the grid to show the data in Table 2.2.



[3]

(iii) Describe, using your graph, how the average number of open stomata per mm^2 changes throughout the day.

.....

.....

.....

.....

..... [2]

(d) When fruit ripens the starch contained within it is converted into reducing sugars.

(i) State the name of the substance that is used to test for the presence of starch.

..... [1]

(ii) Describe how you could safely show a reducing sugar was present in a sample of pineapple fruit juice.

procedure .....

.....

.....

.....

.....

safety .....

..... [4]

[Total: 22]

BLANK PAGE

© UCLES 2019

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.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

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

© UCLES 2019