



--

--	--	--	--	--

--	--	--	--

0610/52

May/June 2018

1 hour 15 minutes

Additional Materials: As listed in the Confidential Instructions.

READ THESE INSTRUCTIONS FIRST

DO **NOT** WRITE IN ANY BARCODES.

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.

For Examiner's Use	
1	
2	
Total	

This syllabus is approved 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.

- 1 You are going to investigate the rate of respiration in yeast at two different temperatures.

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)(ii).

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

- Step 1 Use a ruler and marker pen to mark the two large test-tubes at 1 cm intervals from the base of the large test-tube to the top of the large test-tube as shown in Fig. 1.1.

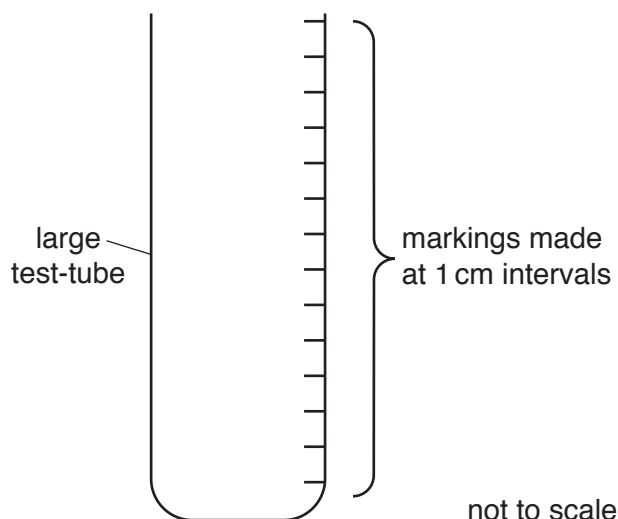


Fig. 1.1

- Step 2 Raise your hand when you are ready for the water-bath beaker, labelled **warm**, to be filled with warm water.
- Step 3 Measure the starting temperature of the water in the water-bath and record it in Table 1.1.

(a) (i)

Table 1.1

water-bath	starting temperature / °C	final temperature / °C
warm		
cool		

[1]

- Step 4 Completely fill one of the small test-tubes with yeast suspension.
- Step 5 Keep the small test-tube upright and carefully place the large test-tube over the top of the small test-tube. Push the small test-tube up to the top of the large test-tube as shown in Fig. 1.2A.
- Step 6 Quickly invert the test-tubes as shown in Fig. 1.2B. Place the test-tubes into the water-bath labelled **warm** as shown in Fig. 1.2C. It does not matter if a small amount of air remains at the top of the smaller test-tube when it is inverted.

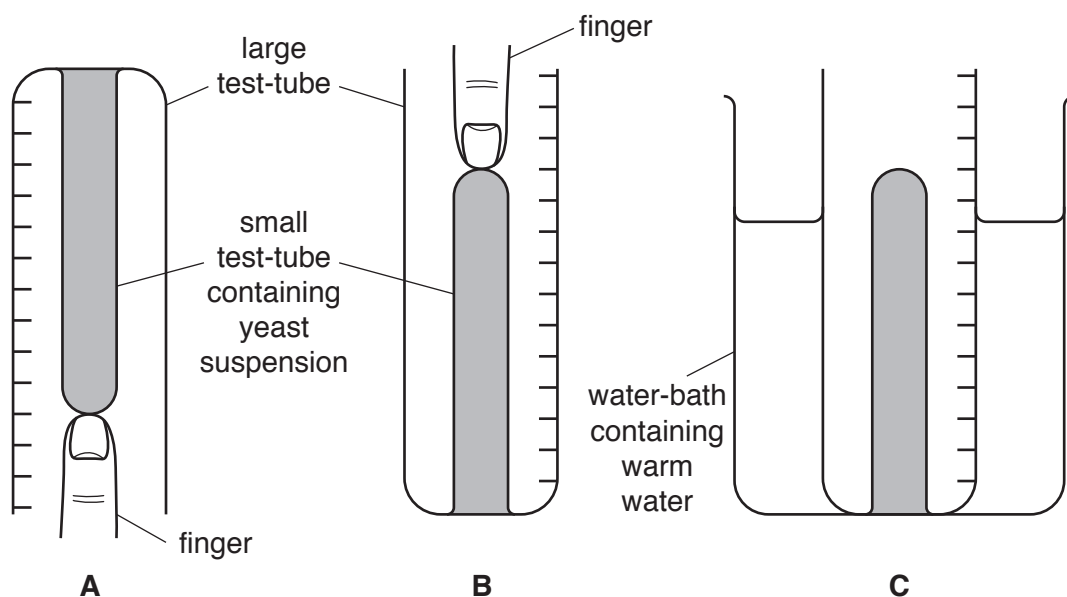


Fig. 1.2

- Step 7 Use the markings you have drawn on the large test-tube to measure the height of the yeast suspension in the large test-tube. Record this measurement in your table in **1(a)(ii)**.
- Step 8 Start the timer and measure the height of the yeast suspension in the large test-tube after one minute and record the result in your table.
- Step 9 Repeat the measurement every minute for a total of five minutes.
- Step 10 After five minutes record the final temperature of the water in the **warm** water-bath and record it in Table 1.1.
- Step 11 Repeat steps 3 to 10 using the remaining small and large test-tubes and the water-bath labelled **cool**.
- (ii) Prepare a table to record your results.

- (b) (i)** State a conclusion for your results.

.....

[1]

- (ii)** Explain why the temperature of the water-bath was not an accurate measurement of the temperature of the yeast suspension in the small test-tube.

.....

[1]

- (iii)** Identify the error present in step 7 of the method. Suggest how the method could be improved to reduce this error.

error

 improvement

[2]

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

independent variable

 dependent variable
[2]

- (c) A scientist investigated the effect of different concentrations of glucose on the rate of carbon dioxide production in yeast cells. They measured the volume of carbon dioxide produced by the yeast cells in five minutes.
- (i) The scientist decided to test their method before beginning the investigation. They performed three trials using one concentration of glucose.

The results are given in Table 1.2.

Table 1.2

trial	volume of carbon dioxide produced in 5 minutes /cm ³
1	13.6
2	14.3
3	12.9

Calculate the average volume of carbon dioxide produced in 5 minutes.

..... cm³

Calculate the average rate of carbon dioxide production per minute.

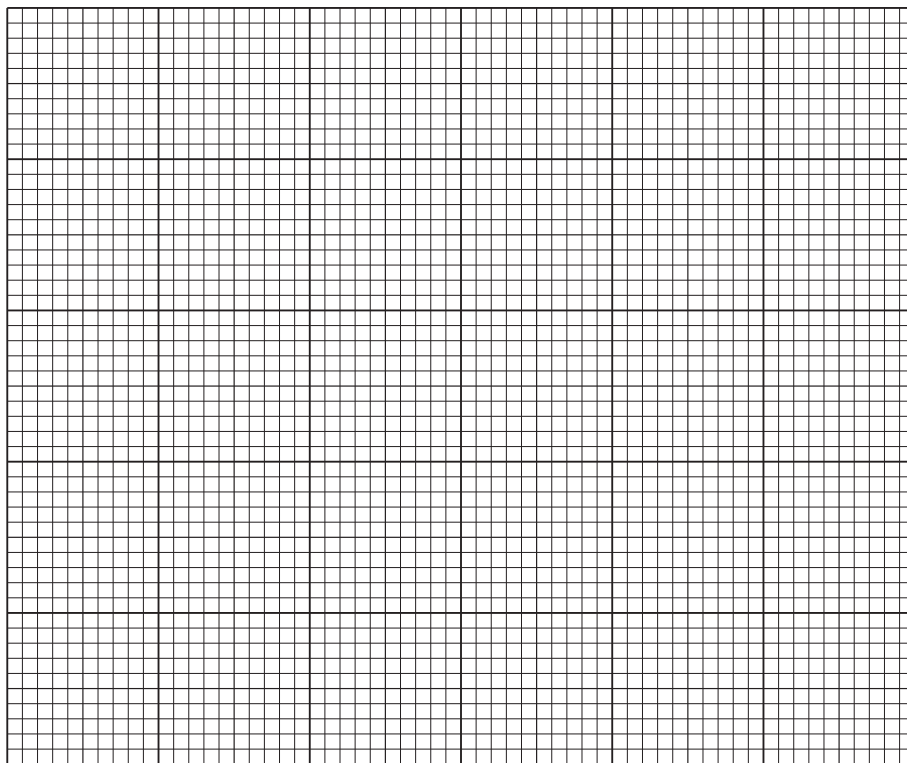
..... cm³ per minute
[2]

- (ii) The scientist performed the investigation. Their results are shown in Table 1.3.

Table 1.3

percentage concentration of glucose	average rate of carbon dioxide production / cm ³ per minute
0.5	1.3
1.0	2.6
1.5	3.8
2.0	4.3
2.5	4.4
3.0	4.4

Plot a graph on the grid, using the data in Table 1.3, to show the effect of glucose concentration on the rate of carbon dioxide production. Include a line of best fit.



[4]

- (iii) Describe the effect of glucose concentration on the rate of carbon dioxide production by respiring yeast cells shown in your graph.

.....

.....

.....

.....

.....[3]

- (iv) Estimate the concentration of glucose the scientist used to test their method. Use your answer for 1(c)(i) and your graph to find this value.

..... % [1]

- (d) (i) Describe how the student could show that the glucose used in the investigation is a simple (reducing) sugar.

.....

.....

.....

.....

.....[3]

- (ii) Identify one hazard when testing for simple (reducing) sugars.

Describe one precaution that could be taken to reduce the risk.

hazard

.....

precaution

.....

[2]

[Total: 26]

2 Fig. 2.1 shows *Asterionella*, which are microscopic algae that live in fresh water.

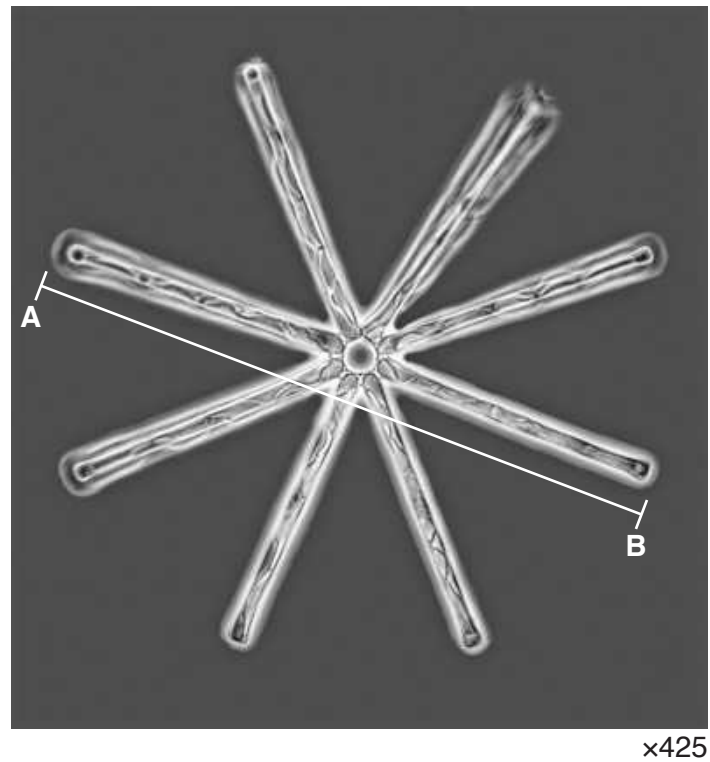


Fig. 2.1

(a) (i) Make a large outline drawing of the algae. Do not label your drawing.

- (ii) Measure the length of the line **AB** in Fig. 2.1. Include the unit.

length of **AB**

Use the formula to calculate the actual diameter of the algae shown in Fig. 2.1. Include the unit.

$$\text{magnification} = \frac{\text{length of line } \mathbf{AB}}{\text{actual diameter of algae}}$$

Show your working.

.....
[3]

colour of hydrogencarbonate indicator	concentration of carbon dioxide
purple	low
red	medium
yellow	high

- Describe how the student could carry out this experiment.

[6]

-[1]

[Total: 14]

BLANK PAGE

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 International Examinations Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cie.org.uk after the live examination series.

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.