



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

CANDIDATE
NAME

CENTRE
NUMBER

--	--	--	--	--

CANDIDATE
NUMBER

--	--	--	--

* 6 7 3 1 4 1 0 7 5 2 *

Biology

0610/53

Paper 5 Practical Test

May/June 2012

1 hour 15 minutes

Candidates answer on the Question Paper

Additional Materials: As listed in 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 a pencil for any diagrams or graphs.
- Do not use staples, paper clips, highlighters, glue or correction fluid.
- DO **NOT** WRITE IN ANY BARCODES.

Answer **all** the questions.

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.

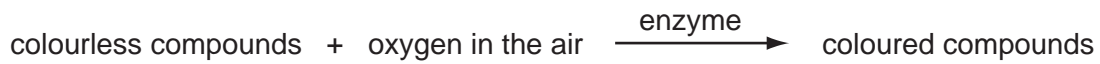
For Examiner's Use	
1	
2	
3	
Total	

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



1 Read through the whole question before starting work.

Apple tissue changes colour in the air. Apple cells are thought to contain an enzyme which is a catalyst for the reaction:



You are going to investigate this reaction.

(a) (i) Specimen **S1** is a piece of apple which has been left out in the air for an hour.

State the colour of the apple tissue in **S1**.

..... [1]

(ii) You are going to prepare a different piece of apple, **S2**.

- Remove the cling film from **S2**.
- Put **S2** flat on the tile as shown in Fig. 1.1.
- Use the plastic knife to cut a slice from **S2** removing the core, as shown in Fig. 1.1. The slice that you are going to use should look like Fig. 1.2.

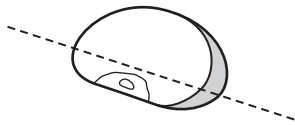


Fig. 1.1



Fig. 1.2

- Break this slice into two pieces as shown in Fig. 1.3.

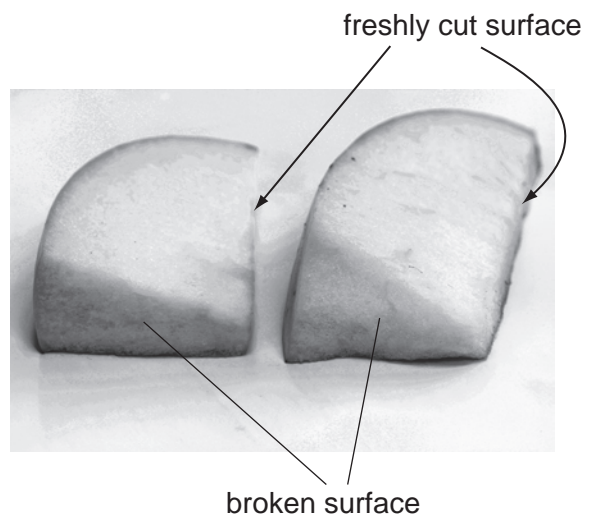


Fig. 1.3

- Use Fig. 1.3 to identify the freshly cut surface and the broken surface of each of your two pieces of apple from **S2**.
- Label the two dishes **1** and **2**.
- Put one piece of your apple into dish **1** and the other into dish **2**.
- Use the pipette to add a few drops of water to the cut surface and the broken surface of the apple in dish **1**. Put dish **1** to one side. Do not touch the apple.
- **S3** is a piece of citrus fruit. Squeeze a few drops of juice from **S3** over the cut surface **and** the broken surface of the piece of apple in dish **2**. Do not touch the apple.
- After five minutes, observe the pieces of apple. Record your observations in Table 1.1.
- Repeat your observations every five minutes for a total of 20 minutes.

Between your observations you should move on to **1(c)** and question **2**.

Table 1.1

time / minutes	dish 1, apple without juice		dish 2, apple with juice	
	broken surface	cut surface	broken surface	cut surface
5
10
15
20

[4]

(b) Describe any differences between the appearance of the **broken** surface in dish **1** and the **cut** surface in dish **1** after 20 minutes.

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

(c) You are going to test **S3** with litmus paper.

- Touch the surface of **S3** with the litmus paper.
- Describe and explain any change in the litmus paper.

change

explanation

..... [2]

(d) (i) Describe any differences between the appearance of the cut surface in dish **1** and the cut surface in dish **2** after 20 minutes.

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

(ii) The colour changes are thought to involve enzyme activity.

Explain if your observations in Table 1.1 and your description in (d)(i) support this statement.

.....
.....
.....
.....
.....
.....
..... [3]

(e) Cutting the apple with a knife damages cells, releasing the contents.

Suggest, from your observations in Table 1.1 and your description in (b), how breaking the apple may affect the cells.

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

(f) In another experiment, apple pieces were boiled in water for two minutes.

Explain why there was no colour change five minutes after they were taken out and left in the air.

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

[Total: 15]

For
Examiner's
Use

2 Fig. 2.1 shows an ant, *Iridomyrmex purpureus*, which is an insect.



Fig. 2.1

(a) Make a large labelled drawing of the **head** of the ant in Fig. 2.1.

For
Examiner's
Use

[4]

3 Fig. 3.1 is a photograph of the flower of *Hippeastrum aglaiae*.

For
Examiner's
Use

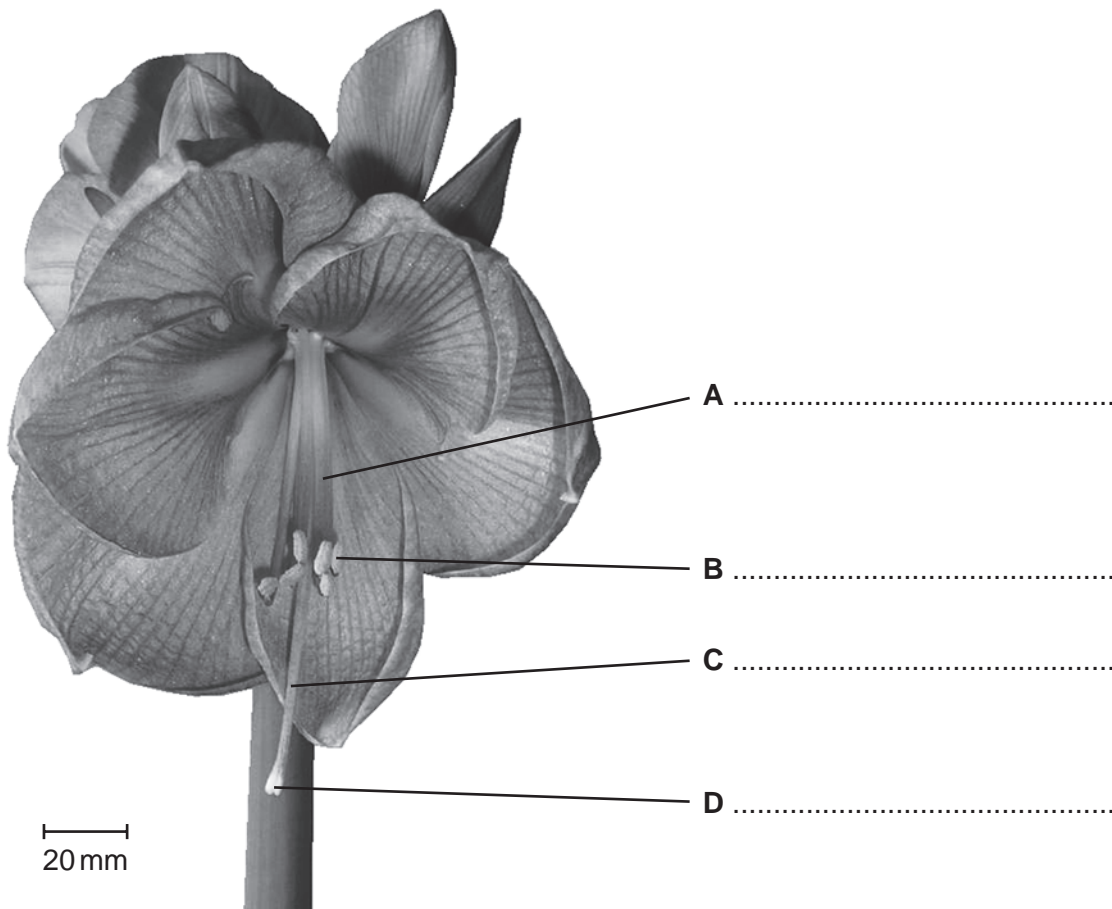


Fig. 3.1

(a) (i) On Fig. 3.1, name the parts of the flower labelled **A**, **B**, **C** and **D**.

Write your answers on the lines in Fig. 3.1.

[4]

Plant breeders use small paint brushes to pollinate flowers of *Amaryllis* artificially.

(ii) State the letter of the part from which the pollen is taken.

[1]

(iii) State the letter of the part on which the pollen is put.

[1]

Fig. 3.2 shows four pollen grains from an Amaryllis flower.

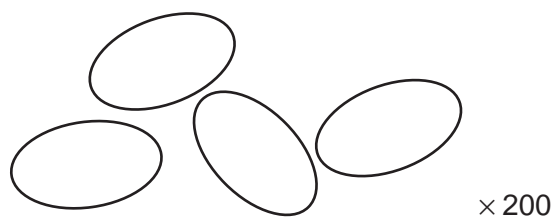


Fig. 3.2

(b) Measure the length of a pollen grain in mm.

Length of pollen grain mm

Calculate the actual length of the pollen grain that you measured in mm.

Show your working.

actual length of pollen grain mm [2]

[Total: 8]

*For
Examiner's
Use*

BLANK PAGE

Copyright Acknowledgements:

Question 2a Figure 2.1 Photograph © *Iridomyrex purpureus*; http://en.wikipedia.org/wiki/Meat_ant.
Question 2c Figure 2.3 Photograph © Banana and a plantain; <http://www.grabemsnacks.com/what-is-a-plantain.html>.
Question 3a Figure 3.1 Photograph Olive Ford © UCLES>

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.