



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

CANDIDATE
NAME

CENTRE
NUMBER

--	--	--	--	--

CANDIDATE
NUMBER

--	--	--	--	--

* 7 5 9 6 9 2 1 9 6 4 *

Biology

0610/51

Paper 5 Practical Test

May/June 2013

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 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** 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	
3	
Total	

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



(c) You are going to investigate the effect of acid on albumen.

- Put 2 cm³ of albumen into each of **two** clean test-tubes.
- Label the test-tubes **1** and **2**.
- Carefully and slowly pour 2 cm³ of water, from the beaker labelled **water**, **down the inside** of test-tube **1**.
- Carefully and slowly pour 2 cm³ of acid, from the beaker labelled **acid**, **down the inside** of test-tube **2**.
- Gently move the test-tubes back and forwards. Do **not** shake the test-tubes up and down.
- Record the time.
- Observe the test-tubes after 5 minutes.

While you are waiting, continue with Questions 1(d) and (e).

Describe your observations **and** state your conclusion.

observation, test-tube **1**

observation, test-tube **2**

conclusion

[3]

(d) State why water was added to test-tube **1**.

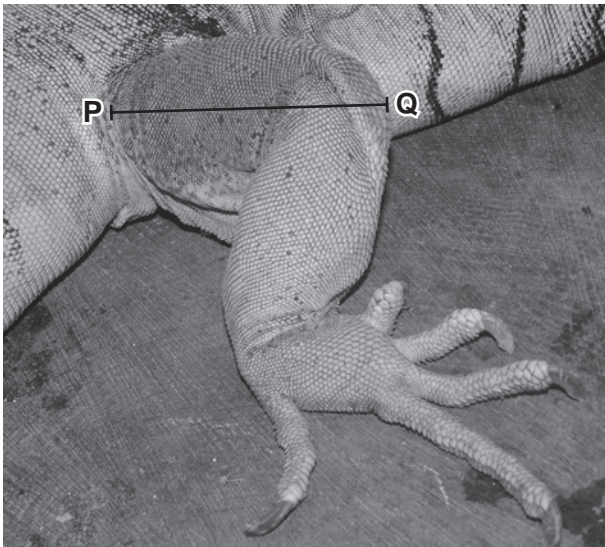
.....
.....
..... [1]

(e) Fat is present in the yolk.
A student carried out the emulsion test on a sample of yolk and it gave a positive result.
State what the student would observe.

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

[Total: 11]

2 Fig. 2.1 shows the back leg of two animals.
The animals belong to two different vertebrate groups.



animal A



animal B

Fig. 2.1

(a) (i) Describe **one similarity, visible** in Fig. 2.1, between the leg of animal **A** and the leg of animal **B**.

.....

 [1]

(ii) Complete Table 2.1 to state **two differences, visible** in Fig. 2.1 between the leg of animal **A** and the leg of animal **B**.

Table 2.1

feature	animal A	animal B

[3]

(b) Make a large, labelled drawing of the leg of animal **A**.

For
Examiner's
Use

[5]

(c) You are going to calculate the magnification of your drawing of the photograph of the leg of animal **A**.

Length of line **PQ** in Fig. 2.1 is 36 mm.

Draw line **PQ** on your drawing in the same position as in Fig. 2.1.

Length of line **PQ** in drawing mm

Calculate the magnification of your drawing.
Show your working.

magnification × [3]

(d) A population of animals was studied over nine years. The changes in the population of **males** are shown in Fig. 2.2

For
Examiner's
Use

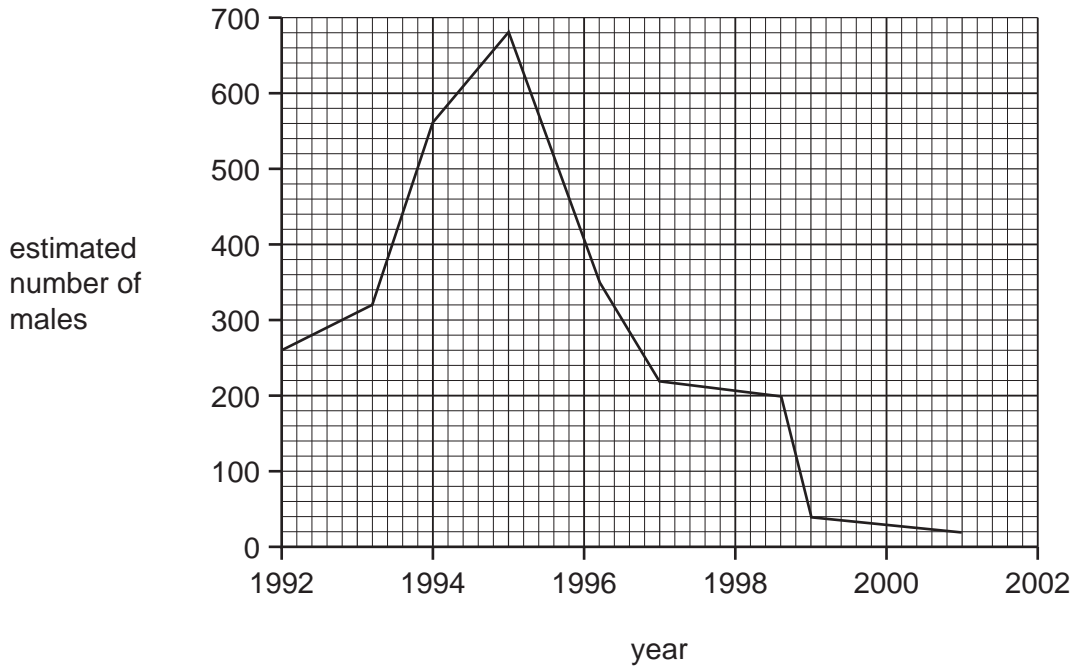


Fig. 2.2

(i) Use the graph to estimate the **total** population of males **and** females in 1992. Assume that the number of males and females is equal. Show your working.

total population of males and females [1]

(ii) Describe the changes in the population from 1992 to 2001.

.....

.....

.....

.....

.....

.....

.....

.....

..... [3]

[Total: 16]

- 3 (a) An investigation was carried out on the growth of onion seedlings. Onion seedlings were grown in a tray. One millimeter was removed from the tips of all of the onion seedlings on the left side of the dividing line, as shown in Fig. 3.1.

For
Examiner's
Use

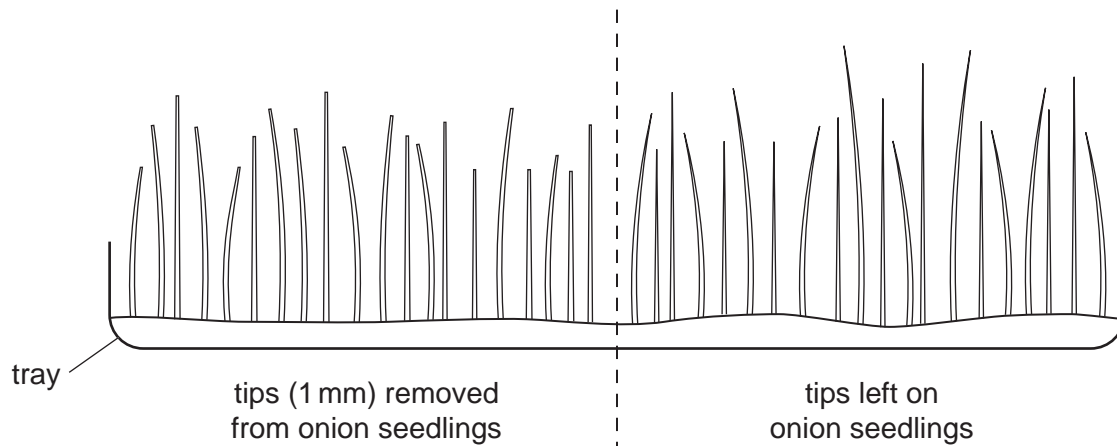


Fig. 3.1

Ten onion seedlings were cut at soil level from each side of the tray. The heights of these onion seedlings were measured and recorded. These are shown as the start heights in Table 3.1.

After three days, ten more onion seedlings were cut from each side, measured and recorded. The heights are shown in Table 3.1.

- (i) Suggest why the onion seedlings were cut and removed from the tray before they were measured.

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

- (ii) State why a sample of ten onion seedlings is better than a sample of three onion seedlings.

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

Table 3.1 shows the heights of the onion seedlings at the start and of those measured after three days.

For
Examiner's
Use

Table 3.1

height of seedling / mm				
tips removed		tips left on		
start	after three days	start	after three days	
84	70	70	63	
61	76	79	65	
54	63	57	83	
57	76	58	79	
56	80	53	83	
62	71	52	74	
68	73	61	76	
45	60	63	60	
64	76	51	85	
49	75	76	62	
total height / mm	600		620	
mean height / mm	60		62	

(iii) Complete Table 3.1 by calculating the total height **and** mean height of the onion seedlings after three days. [2]

(iv) Calculate the mean **increase** in height of the onion seedlings:

tips removed mm

tips left on mm

[1]

- (b) The experiment was repeated with another tray of onion seedlings. The same experiment was then performed on beetroot seedlings. The results are shown in Table 3.2.

For
Examiner's
Use

Table 3.2

mean increase in height / mm			
onion seedlings		beetroot seedlings	
tips removed	tips left on	tips removed	tips left on
10	9	1	7

- (i) Draw a bar chart on Fig. 3.2 to show the data in Table 3.2.

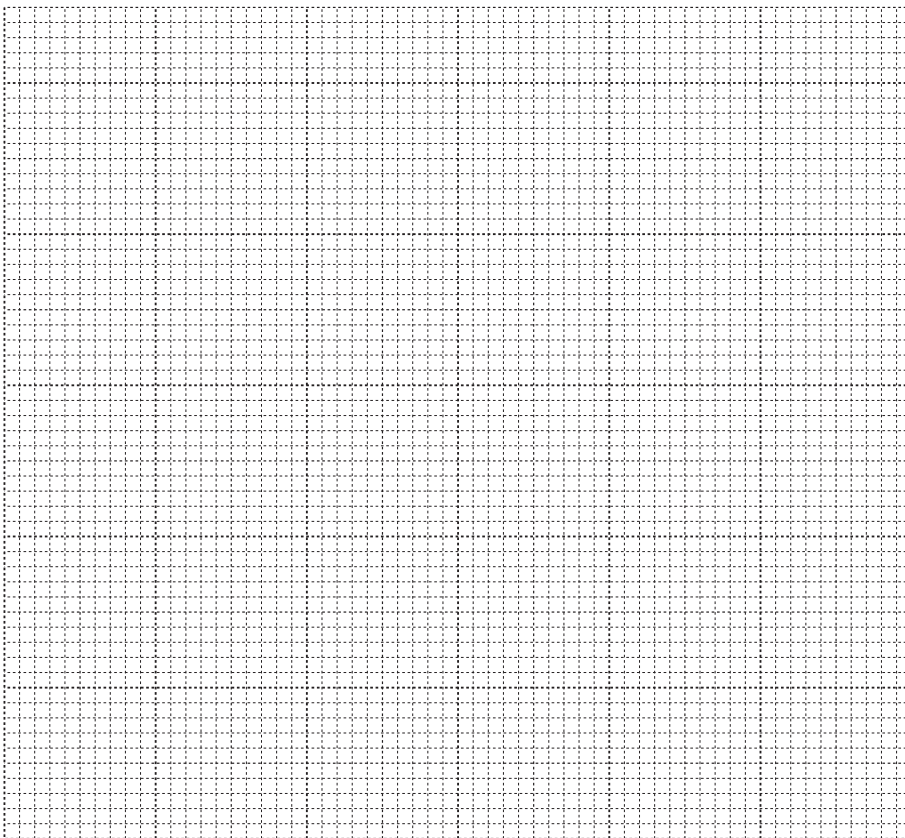


Fig. 3.2

[4]

(ii) Describe the effect of removing the tips on the growth of onion and beetroot seedlings.

onion

.....

beetroot

..... [2]

(iii) Suggest where growth takes place in the shoots of onion and beetroot seedlings.

onion

.....

beetroot

..... [2]

[Total: 13]

Copyright Acknowledgements:

Question 2 Figure 2.1 © Peter Skinner / Shepreth Wildlife Park

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.