

	UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONAL International General Certificate of Secondary Education	MANAN - FILEMER BADE IS COM
CANDIDATE NAME		
CENTRE NUMBER	CANDIDATE	
CO-ORDINAT	ED SCIENCES	0654/22

Paper 2 (Core)

May/June 2010 2 hours

Candidates answer on the Question Paper.

No Additional Materials are required.

## **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 soft pencil for any diagrams, graphs, tables or rough working.

Do not use staples, paper clips, highlighters, glue or correction fluid.

DO NOT WRITE IN ANY BARCODES.

Answer all questions.

A copy of the Periodic Table is printed on page 24.

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.

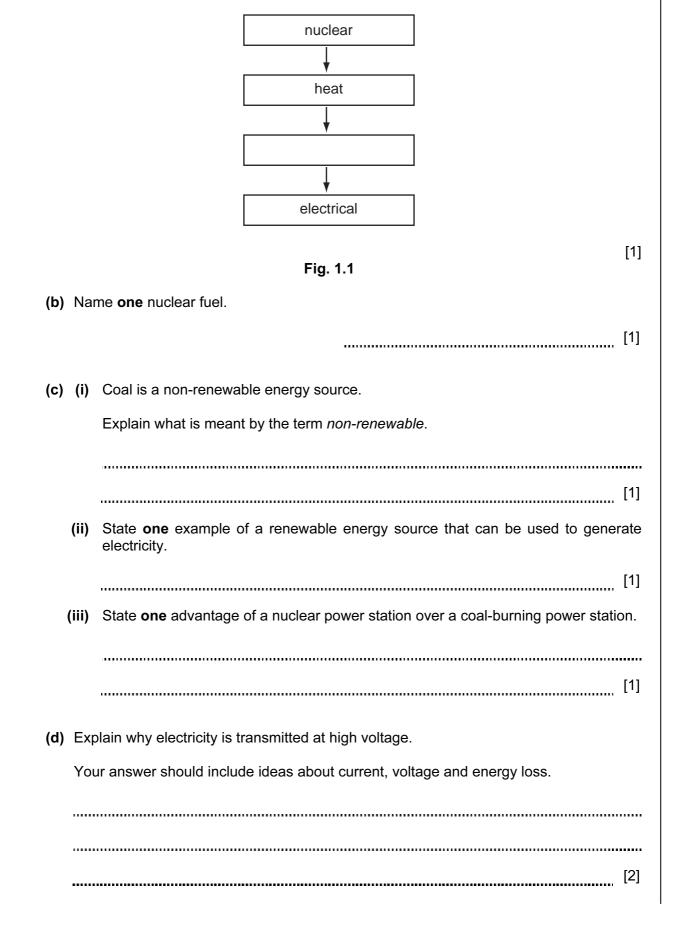
For Examiner's Use				
1				
2				
3				
4				
5				
6				
7				
8				
9				
Total				

This document consists of 23 printed pages and 1 blank page.



For (a) Complete the diagram in Fig. 1.1 to show the energy transfers in a power station 1 fuelled by a nuclear reactor. Use

Examiner's



(e)	One of the waste products formed in nuclear power stations is the isotope strontium-90.	For Examiner's Use
	Strontium-90, like other waste products from nuclear reactors, has been produced by nuclear fission.	
	(i) State what happens to the nuclei of atoms during nuclear fission.	
	[1]	
	(ii) Strontium-90 decays by beta particle emission. What is a beta particle?	
	[1]	

2 (a) In Fig. 2.1 the substances in the left hand column are all proteins found in the human body.

Draw lines to link each protein to its function.

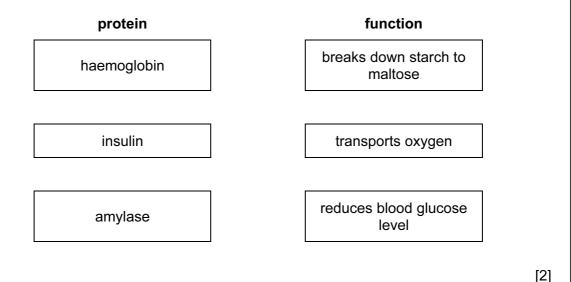


Fig. 2.1

(b) List the four elements found in all proteins.

[2]

(c) Two food samples were tested with iodine solution, Benedict's reagent and biuret reagent. The results are shown in Table 2.1.

Table 2.1

	food sample A	food sample B
colour after iodine test	brown	blue-black
colour after Benedict's test	orange-red	orange-red
colour after biuret test	purple	blue

State which food or foods contained protein.

Explain your answer.

[2]

For

Examiner's

Use

 (d) When a person eats more protein than can be immediately used in the body, the excess protein is broken down to produce the waste product urea.
 For Examiner's Use

 Name the organ in which urea is produced.
 [1]

 (e) Suggest how a nitrogen atom in a molecule of nitrogen gas in the atmosphere could become part of a protein in a plant.
 [3]

For (a) Electrolysis is used in industry to convert the raw material, salt (sodium chloride), into 3 Examiner's three valuable products. Use Two of these products are chlorine and sodium hydroxide solution. A simplified diagram of the apparatus is shown in Fig. 3.1. С .....B (+)Ċ 0 C 0 graphite (carbon) electrodes permeable membrane Fig. 3.1 (i) The product which leaves the apparatus at point **C** is a colourless gas which burns with a squeaky pop. State the name or chemical formula of this gas. [1] ..... (ii) Suggest the names or formulae of the chemicals found at points A, B and D in Fig. 3.1. Write your answers on the diagram in Fig. 3.1. [2] (iii) State two properties of graphite (carbon) which make it a suitable material from which to make the electrodes. [2] ..... (iv) Describe a safe chemical test for chlorine. [2] 

(b) Sucralose is a compound which is used instead of sucrose (sugar) to sweeten food and drink. Table 3.1 contains information about sucrose and sucralose.

chemical formula

kilojoules in 1 gram

For Examiner's Use

	sucrose	$C_{12}H_{22}O_{11}$	17		
	sucralose	$C_{12}H_{19}O_8Cl_3$	0		
(i)	Explain which compound, sucrose or sucralose, is a carbohydrate.				
				[1]	
(ii)	State the total number of	atoms which are combine	d in one molecule of sucra	lose.	
				[1]	
(iii)	Sweeteners containing sucralose are more expensive than sucrose, but one gram tastes much sweeter than one gram of sucrose.				
	Suggest why people might prefer to use sweeteners containing sucralose rather than sucrose.				
				[2]	

## Table 3.1

0654/22/M/J/10

(c) A student tested a block to see if it conducted electricity.

Draw a simple circuit which the student could build for this purpose. Use the correct circuit symbols.

For Examiner's Use

[3]

For (a) Fig. 5.1 shows how light intensity affects the rate of photosynthesis of a plant. 5 Examiner's Use rate of photosynthesis light intensity Fig. 5.1 (i) Describe the relationship between light intensity and the rate of photosynthesis. ..... (ii) Explain why light is needed for photosynthesis. [2] (b) The diagrams in Fig. 5.2 show sections through two leaves on the same tree. The two diagrams are drawn to the same scale. leaf A leaf B cuticle Ρ palisade cell Q R Fig. 5.2 (i) Name the parts labelled P, Q and R on Fig. 5.2. Р Q \_\_\_\_\_ [3] R \_\_\_\_\_

© UCLES 2010

0654/22/M/J/10

10

For (ii) Leaf A was taken from a part of the tree that was always in the shade. Examiner's Leaf **B** was taken from a part of the tree that received plenty of sunlight. Use Both leaves are put into bright light. Using Fig. 5.2, suggest in which leaf photosynthesis will happen faster in these conditions. Explain your answer. leaf \_\_\_\_\_ explanation ......[1] (iii) Suggest why leaf **B** has a thicker cuticle than leaf **A**. ..... [2] (iv) Describe how carbon dioxide travels to a palisade cell in a leaf. [3] (c) The differences between leaf A and leaf B are an example of variation. State whether this variation is caused by genes, the environment, both genes and environment together. Explain your answer. cause of variation explanation ..... [2] 

**6** (a) Solutions of substances in water are acidic, neutral or alkaline.

Choose pH values from the list below to complete Table 6.1.

list of pH values

2 5 7 9 13

## Table 6.1

liquid	description	рН
sodium chloride solution	neutral	
lemonade (a fizzy drink)	weakly acidic	

- [2]
- (b) A student used the apparatus shown in Fig. 6.1 to investigate the reaction between dilute hydrochloric acid and magnesium.

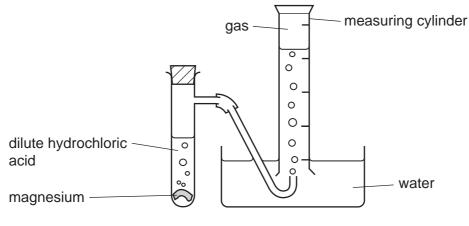


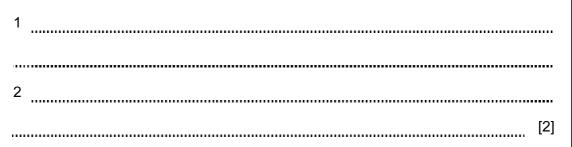
Fig. 6.1

(i) The student made several observations and measurements during her investigation.

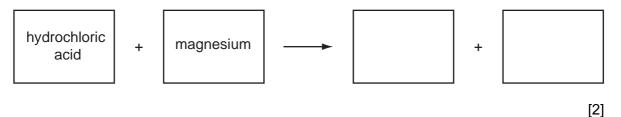
Suggest and explain an observation which would show that the reaction between magnesium and dilute hydrochloric acid is *exothermic*.

[2]

For Examiner's Use (ii) State two changes which the student could make to the reaction conditions so that Examiner's the gas collected more **slowly** in the measuring cylinder.



(iii) Complete the word equation for the reaction between dilute hydrochloric acid and magnesium.



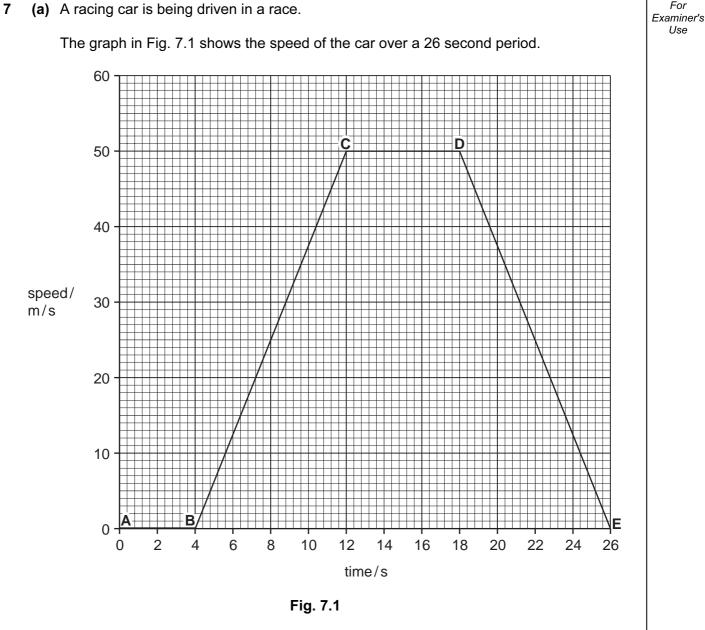
- (c) Magnesium, Mg, is a metallic element.
  - (i) Explain the meaning of both words in the term *metallic element*.

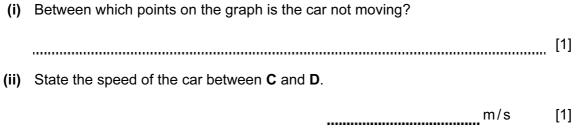
	metallic
	element
	[2]
(ii)	Name <b>one</b> other element which is in the same group of the Periodic Table as magnesium.
	[1]
(iii)	An atom of magnesium has a nucleon (mass) number of 26.
	Calculate the number of neutrons in this magnesium atom.
	Use the Periodic Table on page 24.
	Show your working.

[1] .....

For

Use





14

For

Use

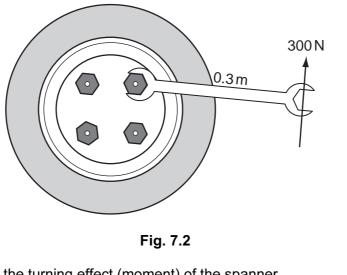
(iii)	The mass of the car and driver is 600 kg.					
	Calculate the momentum of the car between <b>C</b> and <b>D</b> .					
	State the formula that you use and show your working.					
	formula					
	working					
	kgm/s [2]					
(iv)	Calculate the acceleration of the car between <b>B</b> and <b>C</b> .					
	Show your working.					
	m/s <sup>2</sup> [2]					

For

Examiner's

Use

(b) A wheel on a car needs changing. Fig. 7.2 shows a spanner of length 0.3 m being used to turn a wheel nut.



(i) Calculate the turning effect (moment) of the spanner.

State the formula that you use and show your working.

formula

working

			Nm	[2]
	(ii)	Give <b>two</b> ways in which you can increase the spanner's turning effect		
		1		
		2		[2]
(c)	A ca	ar has been painted blue. Blue is a primary colour of light.		
	Nar	ne the <b>two</b> other primary colours of light.		
		and		[1]

**BLANK PAGE** 

17

Please turn over for Question 8.

8 Sprinters need fast reflexes to make a good start in a 100 m race. They respond to the sound of the starting gun by pushing off from their starting blocks as fast as they can.

For Examiner's Use

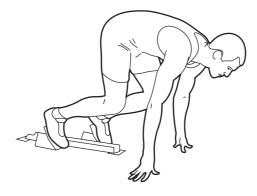


Fig. 8.1

(a) Choose the correct word from the list to identify the stimulus, receptor and effector in this response.

ear	eye	muscle	sprinter	sound	
stimulus					
receptor					
effector					[3]

(b) The time between the starting gun being fired and the runner pushing off from the starting blocks is known as the reaction time.

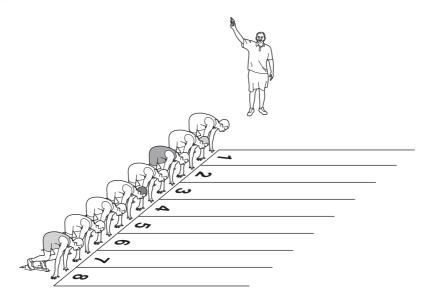


Fig. 8.2

The reaction time is made up of:

- the time taken for the sound from the starting gun to reach the runner's ear,
- plus the time taken for a nerve impulse to pass from the ear to the brain,
- plus the time taken for a nerve impulse to pass from the brain to the leg muscles.

(i) A runner in lane 1 is 2 m from the starting gun. Sound travels at 330 m/s.Calculate the time taken for the sound to reach the runner's ear.

Show your working.

\_\_\_\_\_s [2]

Table 8.1 shows the reaction times of the runners in lane 1 and lane 8 in the heats (qualifying races) for a 100 m race.

	reaction time/s							
	heat 1	heat 2	heat 3	heat 4	heat 5	heat 6	heat 7	heat 8
lane 1	0.133	0.146	0.170	0.160	0.186	0.176	0.149	0.147
lane 8	0.228	0.223	0.188	0.195	0.178	0.199	0.163	0.167

## Table 8.1

(ii) Draw a ring around the heat that shows anomalous results.

[1]

For

Examiner's Use

(iii) In which lane did the runners have the longer reaction times? Suggest a reason for this.

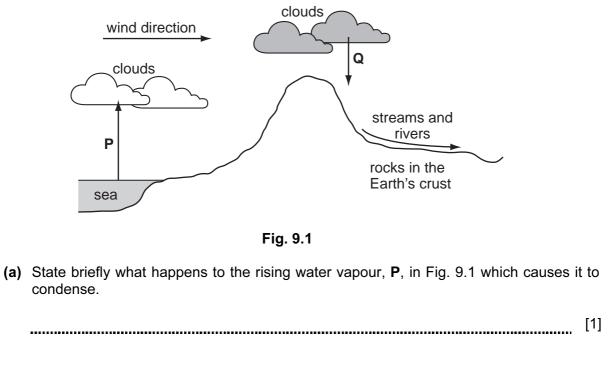
lane \_\_\_\_\_\_ reason \_\_\_\_\_\_[1]

(c)	<ul><li>During a sprint race, a runner's muscle cells use anaerobic respiration.</li><li>(i) Explain what is meant by <i>anaerobic respiration</i>.</li></ul>				
	(ii)	Name the waste substance that is made when anaerobic respiration takes place in human cells.			
		[1]			
	(iii)	Describe how the body gets rid of this waste substance after the race is over.			
		[2]			

9 Fig. 9.1 shows part of the water cycle.

**P** shows where liquid water is evaporating into water vapour which rises and then condenses back into drops of liquid water in clouds.

**Q** shows where rain is falling. The rainwater collects in streams and rivers which flow over rocks in the Earth's crust.





A student thinks that the oxygen in water should relight a glowing wooden splint.

Explain why a glowing wooden splint does **not** relight when placed into a test-tube full of water vapour.

[2]

For

Examiner's Use (c) The rocks in the Earth's crust undergo weathering and erosion which are important processes in the formation of clay.
 (i) State what must be done to objects made of clay to change them into rigid ceramic objects such as dinner plates.
 [1]
 (ii) Carbon is a non-metallic element.
 Explain why rainwater which contains dissolved carbon dioxide causes chemical weathering of limestone rocks.

For

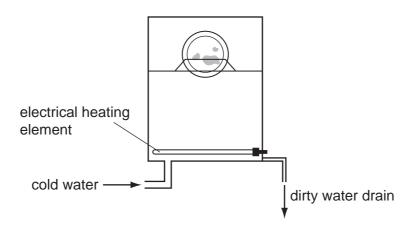
Examiner's

Use

For

Examiner's Use

(d) Fig. 9.2 shows a simplified diagram of a machine used to wash dishes.





In this machine the water, which is to be used to clean the dishes is first heated to a high temperature and then a detergent is added.

(i) Describe **one** disadvantage of using hard water rather than soft water in this machine.

(ii) Name a metallic element whose compounds cause hardness in water.
 [1]
 (iii) Explain briefly the advantage of adding a detergent to the water in the machine.
 [1]

Group	0	Helium 4	20 Neon 10	40 Ar Argon	84	Krypton 36	131 Xe	Xenon 54	Radon 86		175 Lu Lutetium 71	Lr Lawrencium 103
	١١٨		9 Fluorine	35.5 <b>C1</b> 17 Chlorine	8 <b>6</b>	Bromine 35	127 I	lodine 53	At Astatine 85		173 <b>Yb</b> <sup>Ytterbium</sup> 70	
	N		16 Oxygen 8	32 <b>S</b> ultur 16		Selenium 34	128 <b>Te</b>	Tellurium 52	Polonium 84		169 Thulium 69	Mendelevium 101
	>	-	14 Nitrogen 7	31 Phosphorus 15	75	AS Arsenic 33	122 <b>Sb</b>	Antimony 51	209 <b>Bi</b> smuth 83		167 <b>Er</b> Erbium 68	Fermium Fermium
	2		12 Carbon 6	28 Si Silicon		Gemanium 32	119 Sn	50 Tin	207 <b>Pb</b> Lead 82		165 <b>HO</b> Holmium 67	
	≡		5 Boron	27 Al Aluminium 13	70	Galium 31	115 In	Indium 49	204 <b>T 1</b> Thallium 81		162 Dy Dysprosium 66	Californium Californium
						Zinc 30	112 Cd	Cadmium 48	201 Hg Mercury 80		159 <b>Tb</b> <sup>Terbium</sup> 65	BK Berkelium
					64	Copper 29	108 <b>Ag</b>	Silver 47	197 <b>Au</b> Gold 79		157 <b>Gd</b> Gadolinium 64	Currium Currium
					59	Nickel 28	106 Pd	Palladium 46	195 <b>Pt</b> Platinum 78		152 Eu <sup>Europium</sup> 63	Americium
			_		28	Cobalt 27	103 <b>Rh</b>	Rhodium 45	192 <b>Ir</b> 1ridium	,	150 <b>Sm</b> Samarium 62	Plutonium
		Hydrogen			56 1	26 Iron	101 <b>Ru</b>	Ruthenium 44	190 <b>OS</b> Osmium 76		Promethium 61	Neptunium
					55	Mn Manganese 25	с Н	Technetium 43	186 <b>Re</b> Rhenium 75		144 Neodymium 60	<sup>238</sup> Uranium
					52	Chromium 24	96 M	Molybdenum 42	184 <b>V</b> Tungsten 74		141 <b>Pr</b> Praseodymium 59	Protactinium
					51	Vanadium 23	<sup>63</sup>	Niobium 41	181 <b>Ta</b> Tantalum 73		140 Cerium 58	232 Thorium
					48	Titanium 22	91 Zr	Zirconium 40	178 Hafnium 72		1	nass number
					45	Scandium 21	® >	Yttrium 39	139 La Lanthanum 57 *	227 Actinium 89	l series eries	a = relative atomic mass X = atomic symbol b = proton (atomic) number
	=		9 Beryllium 4	24 Magnesium 12	<sup>4</sup> 0	Calcium 20	» م	Strontium 38	137 <b>Ba</b> Barium 56	226 Radium 88	*58-71 Lanthanoid series 190-103 Actinoid series	ت × <sup>a</sup>
	<u> </u>			1	1	Potassium 19		Rubidium 37	133 CS Caesium	<b>Fr</b> Francium	10	م

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.