



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE
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CO-ORDINATED SCIENCES

0654/52

Paper 5 Practical Test

October/November 2014

2 hours

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.

Notes for Use in Qualitative Analysis for this paper are printed on page 12.

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 **12** printed pages.

1 You are going to investigate the action of the enzyme amylase on starch.

- Label two test-tubes **A** and **B**.
- Measure 10 cm³ starch solution into each of tubes **A** and **B** and place them in a water-bath at 30 °C.
- Place tube **C**, which contains amylase solution, into the water-bath.
- Place tube **D**, which contains boiled amylase solution, into the water-bath.
- Start the stopclock.
- Wait five minutes. During this time, add two drops of iodine solution to each of **ten** wells in the spotting tile. Label five of the wells '**A**' and five of the wells '**B**' as shown in Fig. 1.1.

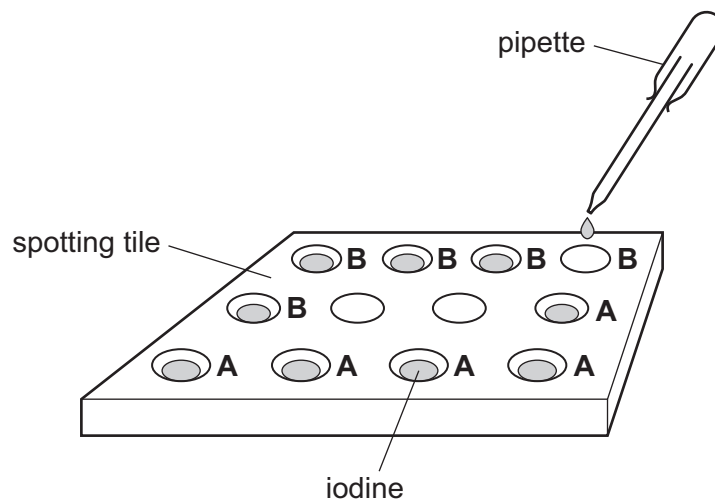


Fig. 1.1

- When at least five minutes have elapsed on your stopclock, stop and zero the stopclock.
 - Pour the contents of tube **C** into tube **A**.
 - Pour the contents of tube **D** into tube **B**.
 - Start the stopclock.
- (a) Immediately, using a clean dropping pipette, place two drops from tube **A** into one of the wells containing iodine solution labelled **A** in the spotting tile. Record in Table 1.1 the colour obtained.

Using a second clean dropping pipette, repeat with tube **B** into one of the wells containing iodine solution labelled **B** in the spotting tile. Record in Table 1.1 the colour obtained.

Repeat this procedure for tube **A** and tube **B** at one minute intervals for a further four minutes. Continue to keep the samples from tube **A** and tube **B** separate. [4]

Table 1.1

time / minutes	colour of solution from tube A when added to iodine solution	colour of solution from tube B when added to iodine solution
0		
1		
2		
3		
4		

(b) Explain why you left the tubes in the water-bath for five minutes at the start.

.....
 [1]

(c) By referring to the colours recorded in Table 1.1, state and explain what happens to the starch in tube **A** during the experiment and what can be concluded about the action of the amylase on the starch in tube **A** by the end of the experiment.

.....

 [3]

(d) (i) State what can be concluded about the presence of starch in tube **B** at the end of the experiment.

.....
 [1]

(ii) Explain your answer to (i).

.....

 [2]

(e) Suggest **one** source of error for this experiment.

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

(f) Suggest how you could change this method to investigate the effect of different temperatures on amylase activity.

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

Please turn over for Question 2.

2 You are provided with 1 g of each of three salts **P**, **Q** and **R**.

You are going to investigate the temperature changes when these salts are dissolved in water. You will also identify some of the ions in salts **P**, **Q** and **R**.

(a) (i) Measure 25 cm³ distilled water into a beaker. Use a thermometer to measure the initial temperature of the distilled water.

Record this value as the initial temperature for salt **P**, to the nearest 0.5°C, in the appropriate space in Table 2.1. [1]

(ii) Add the sample of salt **P** to the distilled water in the beaker and stir well. Observe the highest temperature if the temperature rises or the lowest temperature if the temperature falls.

Record this temperature, to the nearest 0.5°C, in the appropriate space in Table 2.1. Transfer the resulting solution of **P** to a labelled test-tube for use in (c)(i). [1]

(iii) Wash out the beaker thoroughly.

Repeat (a)(i) and (a)(ii) using salt **Q** instead of salt **P**. Transfer the resulting solution of **Q** to a labelled test-tube for use in (c)(ii). [1]

(iv) Wash out the beaker thoroughly.

Repeat (a)(i) and (a)(ii) using salt **R** instead of salt **P**. Transfer the resulting solution of **R** to a labelled test-tube for use in (c)(iii). [1]

Table 2.1

	salt P	salt Q	salt R
initial temperature / °C			
final temperature / °C			
change in temperature / °C			

(b) (i) Using the initial and final temperatures in Table 2.1, calculate any temperature change for each of salts **P**, **Q** and **R** dissolving in water.

Record any changes in Table 2.1. Place a plus (+) sign in front of a temperature rise and a minus (-) sign in front of a temperature fall. [2]

(ii) Name the type of heat energy change you observed when salt **P** dissolved in water.

..... [1]

- (c) (i) Pour about 5 cm^3 of the solution of salt **P** into a clean test-tube. Add dilute sodium hydroxide until there is no further change.

Record your observations below and identify the cation in salt **P**.

observations

.....

identity of the cation in **P** [2]

- (ii) Pour about 4 cm^3 of the solution of salt **Q** into a clean test-tube. Add an equal volume of dilute sodium hydroxide. Gently warm the test-tube and hold a piece of damp red litmus above the mouth of the test-tube.

Record your observations below.

Identify any gas produced and the cation in salt **Q**.

observations

.....

name of gas

identity of the cation in **Q** [3]

- (iii) Divide the test-tube of the solution of salt **R** into two test-tubes. To one portion add aqueous barium chloride and to the other add aqueous silver nitrate.

Construct a suitable table with headings in the space below and record your observations and conclusions for salt **R** in the table.

[3]

- 3 You are going to measure the extension of a spring when different masses m are added to it, and plot a graph. You will then use the spring to measure the density of a stone.

A spring has been set up in a clamp for you, as shown in Fig. 3.1.

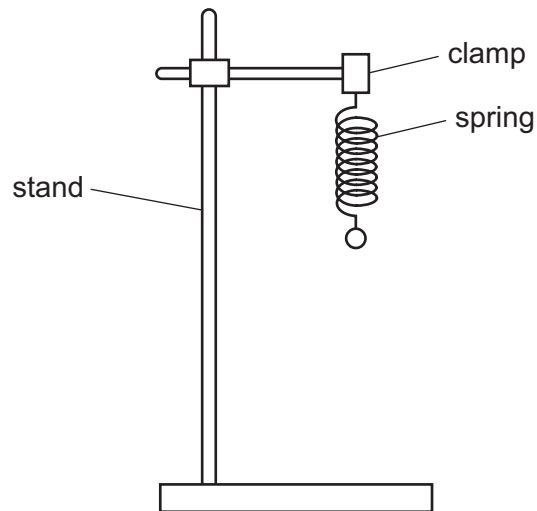


Fig 3.1

- (a) (i) Measure and record the length l_0 of the unstretched spring to the nearest millimetre.

$$l_0 = \dots\dots\dots \text{ mm} \quad [1]$$

- (ii) Draw an arrow **on Fig. 3.1** to show the length l_0 you measured. [1]

- (iii) Hang a mass m of 100g on the spring. Measure the new length l of the spring to the nearest millimetre.

Record the mass m and the length l in Table 3.1. [1]

- (iv) Calculate the extension e of the spring, using the equation

$$e = l - l_0$$

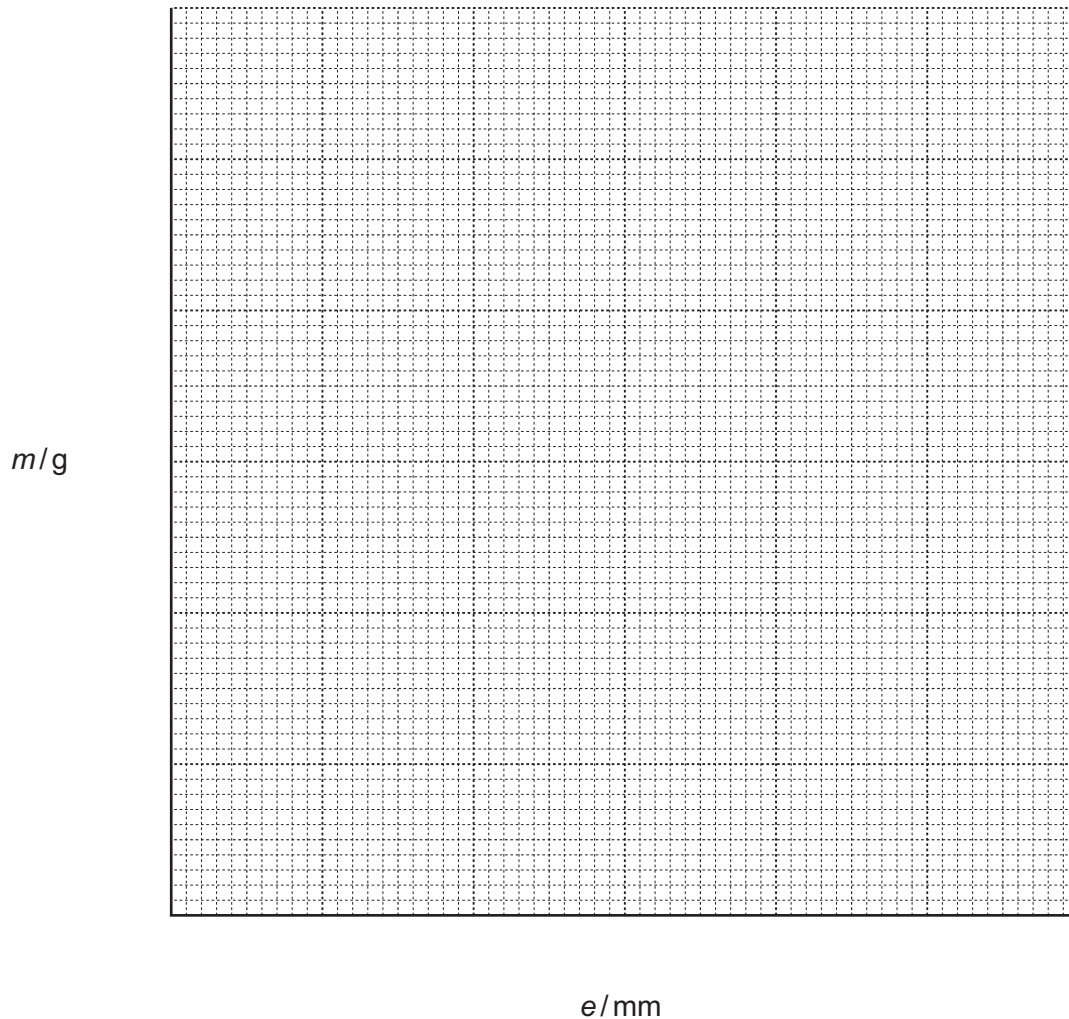
Record the value of e in Table 3.1. [1]

- (v) Repeat steps (iii) and (iv) using masses of 200 g, 300 g, 400 g and 500 g and complete Table 3.1. [3]

Table 3.1

mass m/g	spring length l/mm	extension e/mm

- (b) On the grid provided, plot a graph of m against e . Start both axes from the origin (0,0). Draw the best fit straight line. [3]



- (c) (i) Remove the masses from the spring. Attach the stone provided to the spring. Measure the length l_A of the spring and calculate the extension e_A of the spring caused by the stone.

Record your answers in the spaces below.

length l_A of spring = mm

extension e_A of spring = mm [1]

- (ii) Use your answer to (c)(i) and the graph in (b) to determine the mass of the stone. Show on the graph how you obtained your answer.

mass of stone = g [1]

- (d) Place the beaker of water under the stone. Slowly lower the clamp until the stone is completely immersed in the water, as shown in Fig. 3.2.

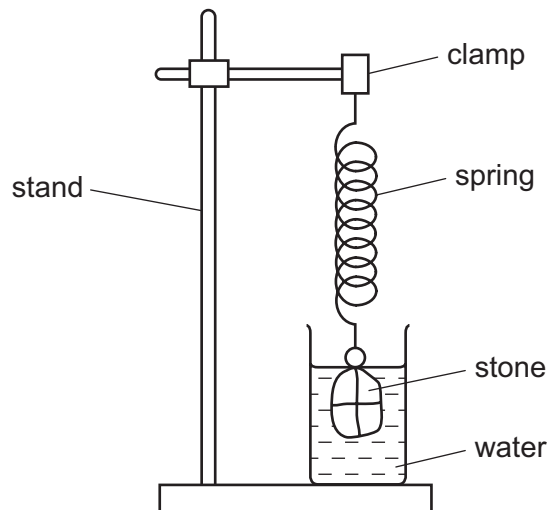


Fig 3.2

- (i) Measure the length l_W of the spring and calculate the extension e_W of the spring.

Record your answers in the spaces below.

length l_W of spring = mm

extension e_W of spring = mm [1]

- (ii) Use your answers to (c)(i) and (d)(i) to calculate the density, d of the stone, using the equation

$$d = \frac{e_A}{(e_A - e_W)}$$

density of stone d = g/cm³ [1]

(e) Suggest **one** possible improvement to the experiment to obtain a more accurate result.

improvement

..... [1]

NOTES FOR USE IN QUALITATIVE ANALYSIS

Test for anions

<i>anion</i>	<i>test</i>	<i>test result</i>
carbonate (CO_3^{2-})	add dilute acid	effervescence, carbon dioxide produced
chloride (Cl^-) [in solution]	acidify with dilute nitric acid, then add aqueous silver nitrate	white ppt.
nitrate (NO_3^-) [in solution]	add aqueous sodium hydroxide then aluminium foil; warm carefully	ammonia produced
sulfate (SO_4^{2-}) [in solution]	acidify then add aqueous barium chloride <i>or</i> aqueous barium nitrate	white ppt.

Test for aqueous cations

<i>cation</i>	<i>effect of aqueous sodium hydroxide</i>	<i>effect of aqueous ammonia</i>
ammonium (NH_4^+)	ammonia produced on warming	-
copper(II) (Cu^{2+})	light blue ppt., insoluble in excess	light blue ppt., soluble in excess giving a dark blue solution
iron(II) (Fe^{2+})	green ppt., insoluble in excess	green ppt., insoluble in excess
iron(III) (Fe^{3+})	red-brown ppt., insoluble in excess	red-brown ppt., insoluble in excess
zinc (Zn^{2+})	white ppt., soluble in excess giving a colourless solution	white ppt., soluble in excess giving a colourless solution

Test for gases

<i>gas</i>	<i>test and test results</i>
ammonia (NH_3)	turns damp red litmus paper blue
carbon dioxide (CO_2)	turns limewater milky
chlorine (Cl_2)	bleaches damp litmus paper
hydrogen (H_2)	"pops" with a lighted splint
oxygen (O_2)	relights a glowing splint

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