



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

CANDIDATE
NAME

CENTRE
NUMBER

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CANDIDATE
NUMBER

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CO-ORDINATED SCIENCES

0654/33

Paper 3 (Extended)

May/June 2013

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 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.

A copy of the Periodic Table is printed on page 32.

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.

This document consists of **30** printed pages and **2** blank pages.



- 1 Fig. 1.1 shows an experimental car powered by solar panels.

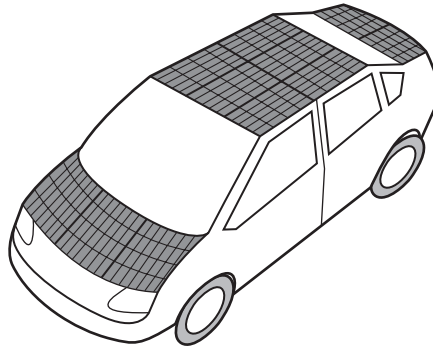


Fig. 1.1

- (a) The speed/time graph in Fig. 1.2 shows the motion of the car over a short time.

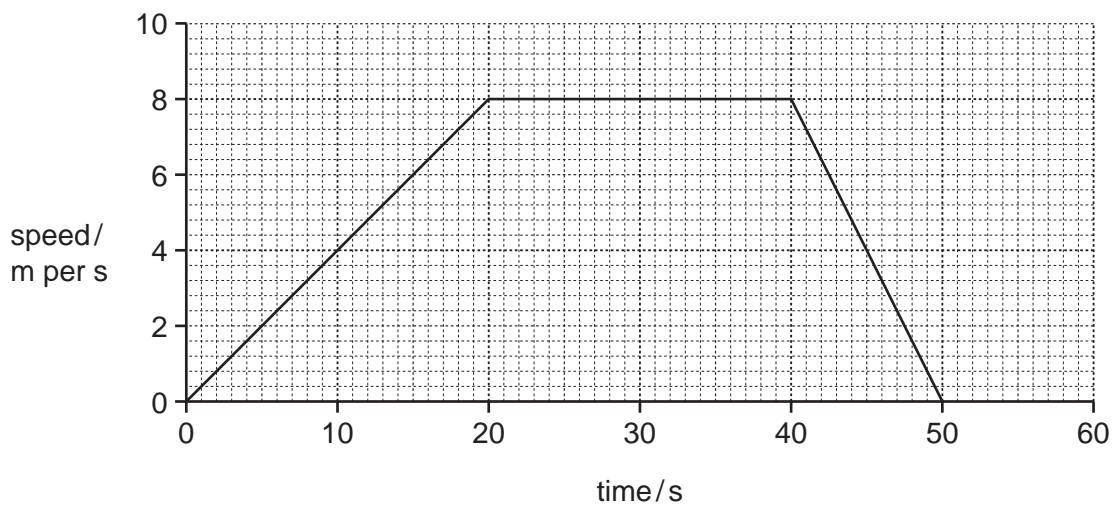


Fig. 1.2

- (i) On Fig. 1.2, label **A** at a point when the car was accelerating. [1]
- (ii) Calculate the total distance travelled by the car.

Show your working.

..... [2]

(b) The energy output from the solar panels was measured during one day. Fig. 1.3 is a graph of the results.

For
Examiner's
Use

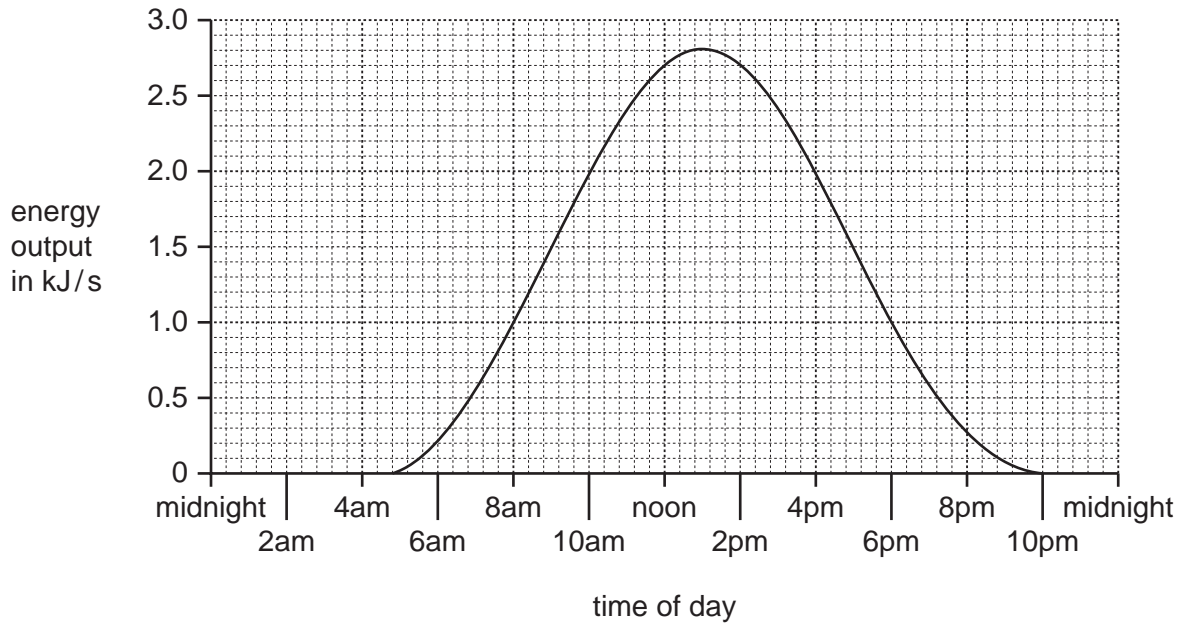


Fig. 1.3

(i) Explain why the energy output from the solar panels varies during the day.

.....
 [1]

(ii) The motor in the car needs 2000 J/s to move the car at 7 m/s.

Use Fig. 1.3 to calculate the number of hours in the day for which the solar cells generate sufficient electricity to run the car at this speed.

..... hours [1]

(iii) The solar cells are 20% efficient.

Calculate the solar energy input required to produce 2000 J/s.

State the formula that you use and show your working.

formula

working

..... [2]

(iv) The mass of the car is 750 kg.

Calculate the kinetic energy of the car when it is travelling at 7 m/s.

State the formula that you use and show your working.

formula

working

..... [2]

(c) Fig. 1.4 shows a small photovoltaic cell (solar cell) being investigated.

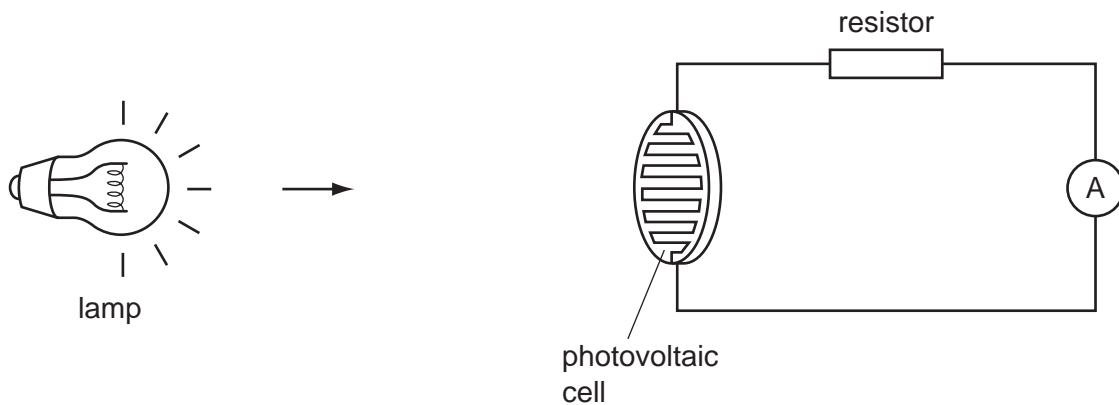


Fig. 1.4

(i) A voltmeter is added to the circuit to measure the voltage across the photovoltaic cell.

Using the correct symbol, draw the voltmeter in the correct position on Fig. 1.4. [1]

(ii) The voltmeter reading is 2.5V when the ammeter reading is 0.2A.

Calculate the power output of the photovoltaic cell.

State the formula that you use and show your working.

formula

working

..... [2]

- 2 Petroleum (crude oil) contains hydrocarbon molecules that have a very wide range of relative formula masses.

Gasoline obtained from petroleum is in great demand for car fuel. Petroleum as it exists in the Earth's crust does not contain enough gasoline to meet this demand.

The yield of gasoline from petroleum can be increased by the process of catalytic cracking.

Fig. 2.1 shows a simplified diagram of catalytic cracking.

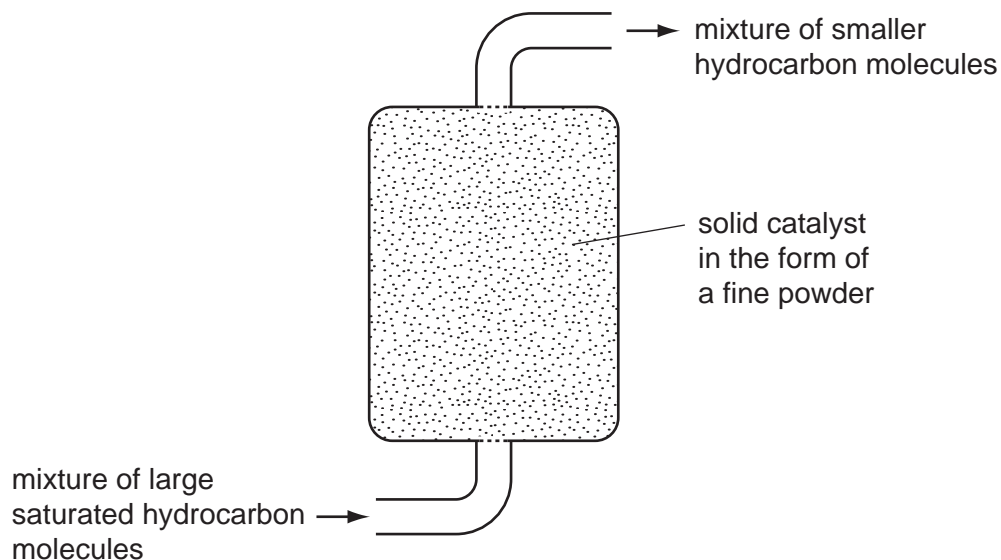


Fig. 2.1

- (a) Catalytic cracking produces a mixture of hydrocarbons that contains a higher proportion of gasoline.

Suggest the full name of a process that could be used to separate this gasoline from the other hydrocarbons in the mixture.

..... [1]

- (b) (i) Decane, $C_{10}H_{22}$, may be cracked in apparatus like that shown in Fig. 2.1.

A symbolic equation for the cracking of decane is



Deduce the formula of a molecule of compound X.

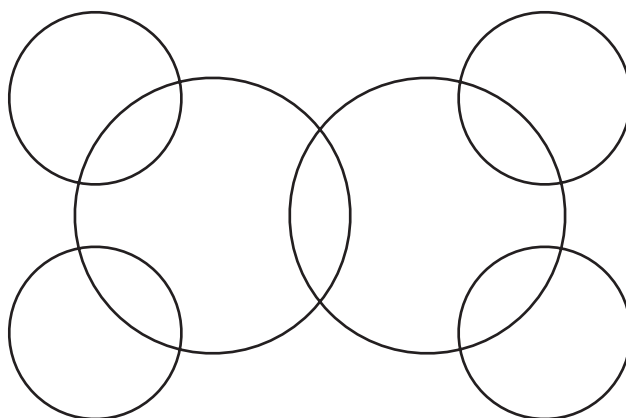
Explain your answer briefly.

formula of molecule X

explanation

..... [2]

- (ii) Complete a bonding diagram for ethene to show
- the chemical symbols of each atom,
 - how the bonding electrons are arranged in each atom.



[2]

- (c) In a combustion experiment, a chemist reacts ethene with excess oxygen.

The balanced symbolic equation for the combustion reaction is



The chemist finds that 480 cm³ of carbon dioxide, measured at room temperature, have been produced.

- (i) Calculate the number of moles of carbon dioxide that were produced. The volume of one mole of carbon dioxide at room temperature has a volume of 24 dm³.

Show your working.

..... [2]

(ii) Calculate the mass of ethene that the chemist used in his experiment.

Show your working.

*For
Examiner's
Use*

..... [3]

- 3 (a) Fig. 3.1 shows a food chain in a forest. The numbers show the energy in three trophic levels in an area of 1 m² of forest.

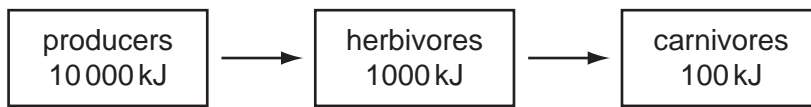


Fig. 3.1

(i) State the form in which energy is transferred from the producers to the herbivores.
..... [1]

(ii) Calculate the percentage of the energy in the producers that is transferred to the carnivores.
..... % [1]

(iii) Describe **two** ways in which energy is lost from the food chain.
1
2 [2]

(b) Explain how deforestation can contribute to global warming.
.....
.....
.....
.....
.....
..... [3]

- 4 A student added excess magnesium ribbon to dilute hydrochloric acid as shown in Fig. 4.1.

For
Examiner's
Use

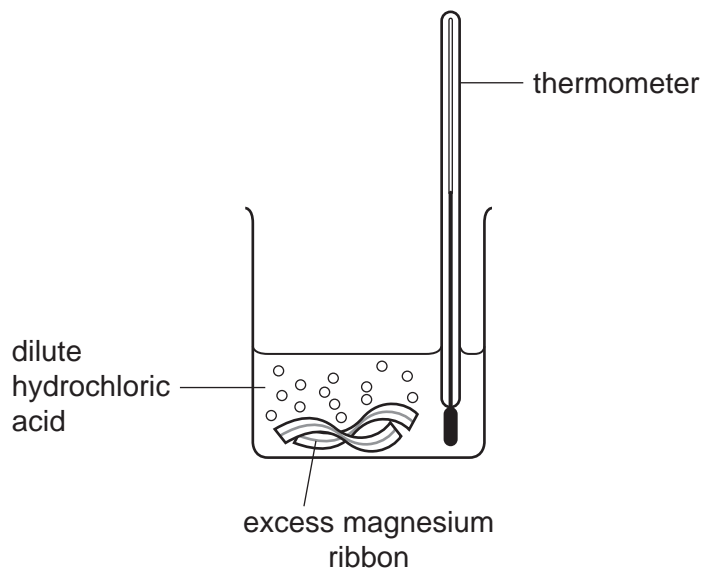


Fig. 4.1

The student observed that a gas was given off and that the temperature of the mixture increased.

- (a) (i) Write the balanced symbolic chemical equation for the reaction between magnesium and dilute hydrochloric acid.

..... [3]

- (ii) Explain why the increase in temperature of the mixture is evidence that a chemical change may have occurred.

.....

.....

..... [2]

(b) The student then set up the apparatus shown in Fig. 4.2.

She investigated the effect of changing temperature on the rate of reaction between magnesium ribbon and dilute hydrochloric acid.

For
Examiner's
Use

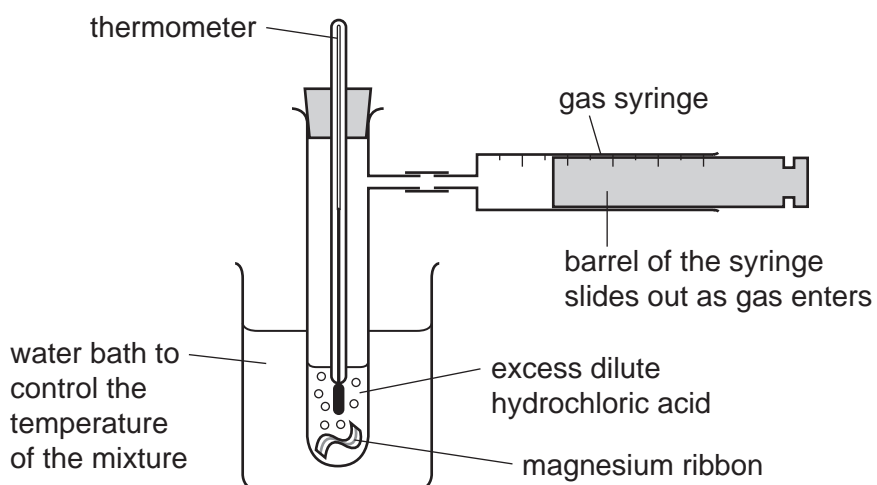


Fig. 4.2

In each experiment, the student timed how long it took for 25.0 cm^3 of gas to collect in the gas syringe.

Some of her measurements are shown in Table 4.1.

Table 4.1

temperature / °C	mass of magnesium / g	acid concentration / mol per dm^3	time to collect 25.0 cm^3 gas / s
10	0.5	1.0	83
22	0.5	1.0	38
32	0.5	1.0	19
40	0.5	1.0	10

(i) Calculate the average rate at which gas was produced at $40\text{ }^\circ\text{C}$.

Show your working.

..... cm^3/s [1]

(ii) State and explain, in terms of the motion of particles, the effect of changing temperature on rate of reaction.

*For
Examiner's
Use*

.....

.....

.....

.....

..... [3]

5 (a) Visible light and γ -(gamma) radiation are two regions of the electromagnetic spectrum.

(i) State the speed, in km/s, of all electromagnetic waves when travelling through a vacuum.

..... km/s [1]

(ii) Name a region of the electromagnetic spectrum that is used in remote control devices for televisions.

..... [1]

(iii) State **one** way in which the waves in different regions of the electromagnetic spectrum differ from each other.

..... [1]

(b) **Three** of the following statements are true. Tick the correct statements.

Both α -(alpha) radiation and β -(beta) radiation pass easily through the body.

α -radiation damages cells in a very localised area of the body.

Ionisation does not always kill cells – sometimes it causes them to mutate.

Cancer occurs when a large number of cells are killed.

The dose of radiation received depends on the length of exposure. [2]

(c) Fig. 5.1 shows how the activity of a radioactive isotope varies with time.

For
Examiner's
Use

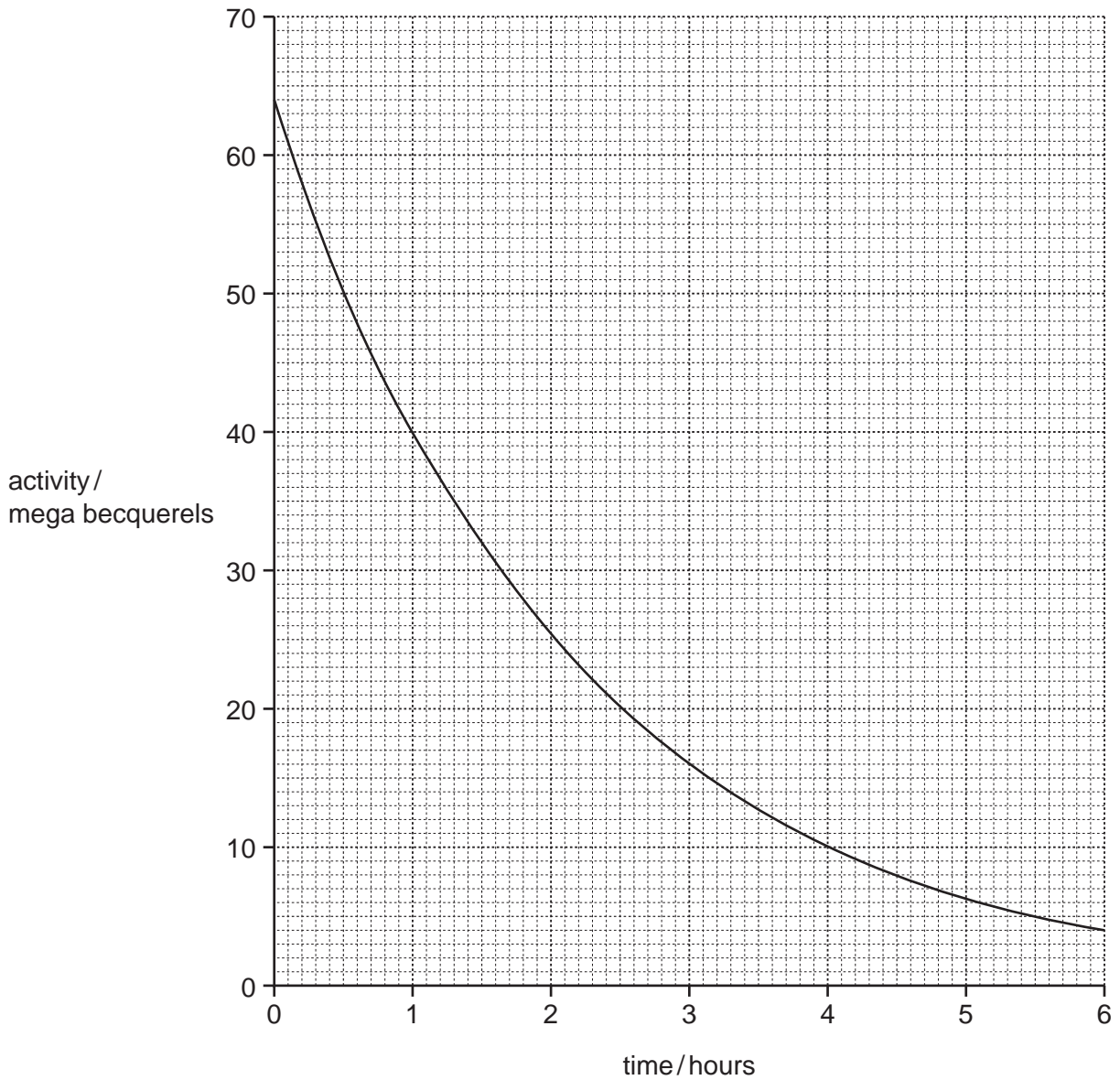


Fig. 5.1

Use Fig. 5.1 to estimate the half-life of this radioactive isotope. Give your answer in minutes.

Show your working.

..... minutes [2]

(d) Table 5.1 shows the half-life and type of radiation given out by four different radioactive isotopes.

For
Examiner's
Use

Table 5.1

radioactive isotope	half-life / days	radiation given out
bismuth-210	5.0	β
polonium-210	138.0	α and γ
radon-222	3.8	α
iodine-131	8.0	β and γ

(i) A sample of each isotope has the same count rate on day 1. Which sample will have the highest count rate on day 30?

Explain your answer.

isotope because
..... [1]

(ii) Which isotopes in Table 5.1 give out radiation which is the most ionising?

Explain your answer.

isotopes and
because
..... [1]

(e) A radioactive source has a half-life of 6 hours. For which of the following uses might this source be suitable?

Explain your answer.

- A** to monitor the thickness of paper as it is made in a factory.
- B** to inject into a person as a medical tracer.
- C** to make a smoke alarm work.

use(s)
explanation
.....
..... [3]

- 6 Fig. 6.1 shows a fetus and the placenta, through which it obtains oxygen and nutrients from the mother's blood.

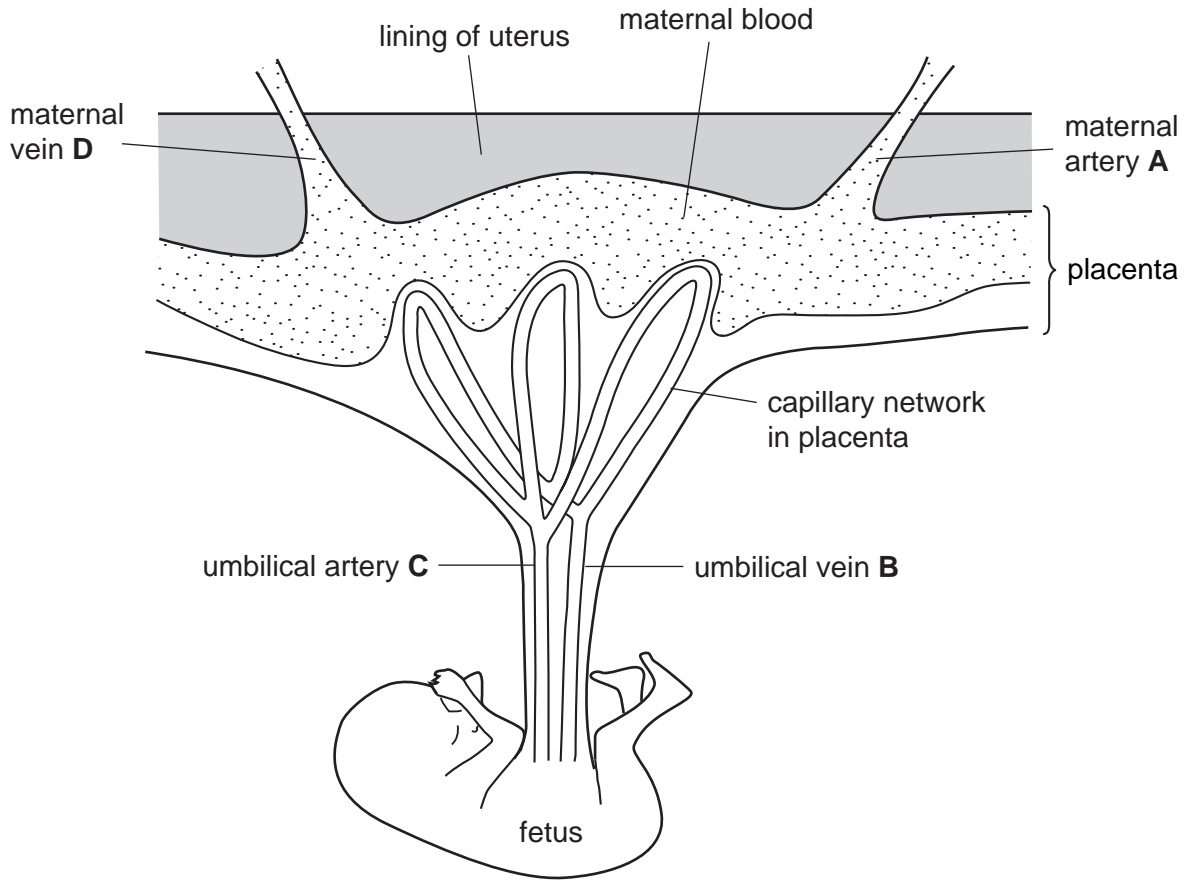


Fig. 6.1

- (a) Using your knowledge of arteries and veins, draw arrows on Fig. 6.1 to show the direction of blood flow in vessels **A**, **B**, **C** and **D**. [2]

- (b) Inside the placenta, the mother's blood is brought close to the fetus's blood. This allows substances to move between the mother and the fetus.

- (i) Name **one** substance that passes from the fetus's blood to the mother's blood.

..... [1]

- (ii) Name **two** useful substances, other than oxygen, that pass from the mother's blood to the fetus's blood.

1 2 [2]

(c) Oxygen passes from the mother's blood to the fetus's blood in the placenta.

(i) Describe how oxygen is carried in the mother's blood.

.....

 [2]

(ii) In an adult, oxygen enters the blood from the alveoli in the lungs.

Table 6.1 shows information about the gas exchange surface in the lungs and in the placenta. (1 μm = 0.001 mm)

Table 6.1

feature	lungs	placenta
distance across the surface / μm	0.5	3.5
total surface area / m^2	55	16
rate of blood flow / cm^3 per minute	5000	600 (mother's side) 300 (fetus's side)

Explain why more oxygen can be absorbed per minute across the lungs than across the placenta.

Use your knowledge of gas exchange surfaces, and the information in Table 6.1, in your answer.

.....

 [4]

For
Examiner's
Use

- 7 (a) Explain briefly why copper is sometimes found uncombined in the Earth's crust but metals like sodium and magnesium are never found uncombined.

.....

 [2]

- (b) Fig. 7.1 shows a simple diagram of the structure of bronze.

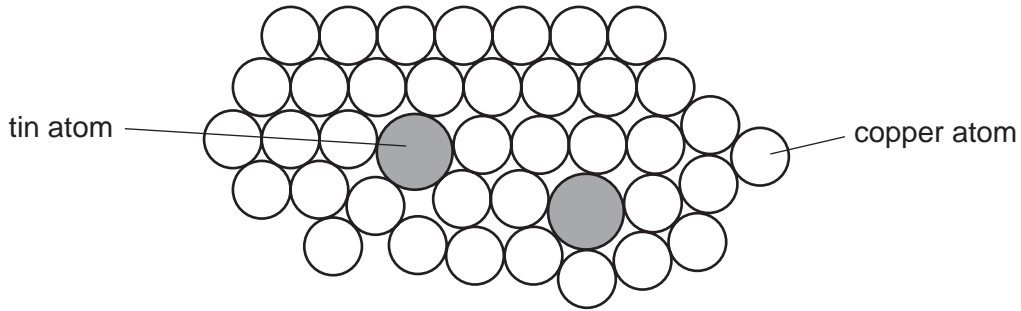


Fig. 7.1

- (i) State the general name of materials such as bronze.

..... [1]

- (ii) Predict and explain briefly whether bronze would be a harder or a softer material than copper.

prediction

.....

 [2]

- (iii) Suggest, with a reason, whether bronze should be described as a mixture or as a compound.

.....

 [1]

- (c) Fig. 7.2 shows two electrolysis processes (cells) connected in series with a d.c. electrical power supply.

For
Examiner's
Use

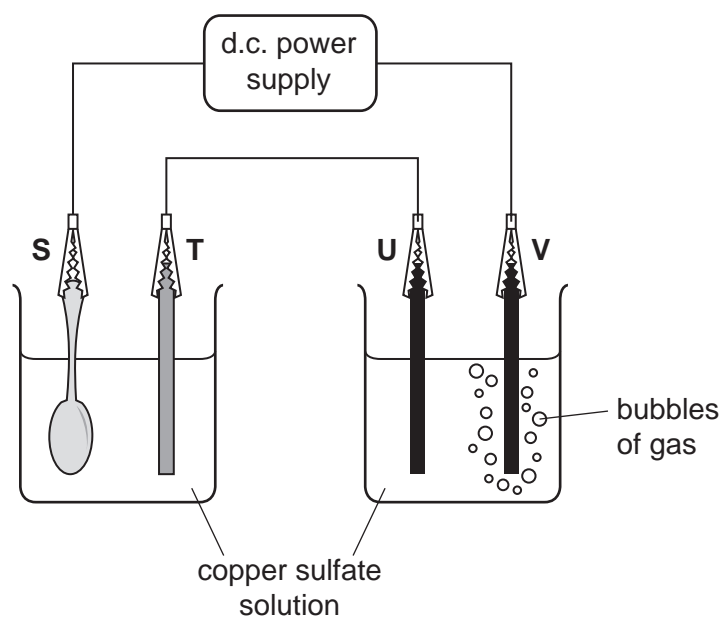


Fig. 7.2

Electrode **S** is a steel spoon which is being electroplated with a thin layer of metallic copper.

Electrodes **U** and **V** are made of carbon in the form of graphite.

The electrolyte in both processes is aqueous copper sulfate, which contains copper ions, Cu^{2+} and sulfate ions, SO_4^{2-} .

- (i) Describe and explain, in terms of ions, electrons and atoms, what happens to cause a layer of copper atoms to build up on the surface of electrode **S**.

.....

.....

.....

.....

.....

..... [4]

- (ii) Name a gas that is contained in the bubbles rising from the surface of electrode **V**.

..... [1]

- (iii) Electrode **T** is made of a piece of copper which shows no visible change during the time that electrode **S** is being electroplated.

A student knows, however, that electrode **T** slowly dissolves.

Suggest how the student could obtain experimental evidence that some of the copper in electrode **T** had dissolved.

.....

.....

..... [2]

*For
Examiner's
Use*

- 8 Fig. 8.1 shows a washing machine. When the door is closed and the machine is switched on, an electric motor rotates the drum and clothes.

For
Examiner's
Use

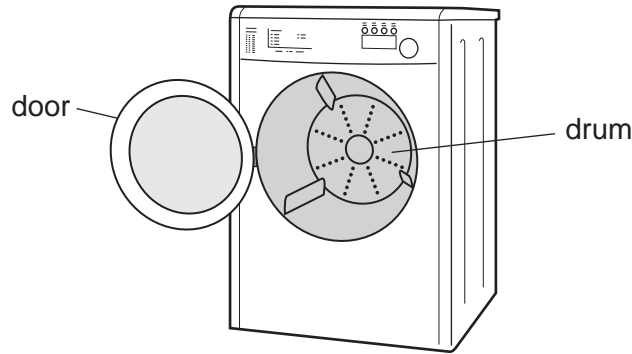


Fig. 8.1

- (a) The instruction booklet for the washing machine contains this information.

wash cycle	average power during wash cycle / kW	time taken to run cycle / minutes
fast	1.1	40
cool	1.2	90
hot	1.5	110

- (i) Use the information to calculate the energy transferred in joules to the washing machine during the **fast** wash cycle.

State the formula that you use and show your working.

formula

working

..... J [3]

(ii) Explain why reducing the amount of energy used by washing machines could reduce the amount of carbon dioxide emitted into the atmosphere.

For
Examiner's
Use

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

(b) (i) A current of 3 A passes through the heating element when the voltage across it is 220 V.

Calculate the resistance of the heating element.

State the formula that you use and show your working.

formula

working

..... [2]

(ii) The heating element uses this current for 12 minutes.

Calculate the electric charge which passes through the heating element in this time.

State the formula that you use and show your working.

formula

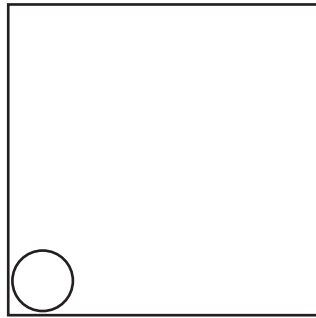
working

..... [2]

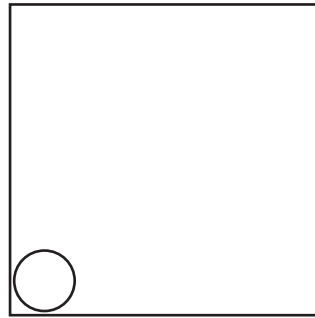
(c) Inside the washing machine, some of the water evaporates when the washing machine is being used.

(i) During evaporation, water changes state from liquid to gas.

Complete the diagrams to show the arrangement of particles in a liquid and in a gas.



liquid



gas

[3]

(ii) Explain, in terms of particles, the process of evaporation.

.....

.....

.....

..... [3]

9 Fig. 9.1 shows a pitcher plant, which grows in Malaysia and Indonesia.

For
Examiner's
Use

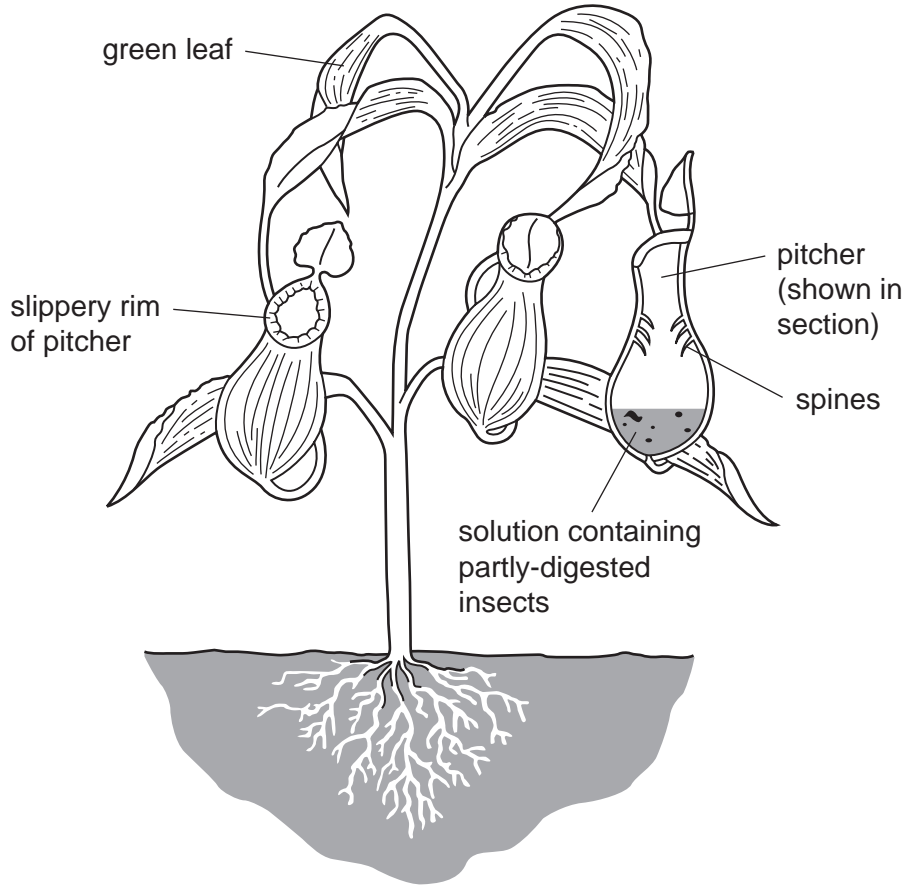


Fig. 9.1

(a) The leaves of pitcher plants carry out photosynthesis, using carbon dioxide and water to make carbohydrates. They obtain carbon dioxide and water in the same way as other plants.

(i) Describe how the leaves obtain carbon dioxide.

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

(ii) Describe how the leaves obtain water.

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

(b) Pitcher plants grow where the concentration of nitrate ions in the soil is very low. Most plants need nitrate ions to make amino acids and proteins.

Pitcher plants use a different way of obtaining amino acids. They trap insects in their pitchers, and produce a solution that digests the proteins in the insects' bodies.

(i) Define the term *digestion*.

.....

 [2]

(ii) Suggest what is present in the solution that the pitcher plant produces inside its pitchers, to enable digestion to take place.

.....

 [2]

(c) A scientist investigated why insects visit the pitchers.

She took several identical Petri dishes.

- She placed a piece of the rim of a pitcher, or a small amount of solution from inside the pitcher or water, on one side of the dish.
- She put a small amount of water on the other side, as shown in Fig. 9.2.
- She then placed either an ant or a fruit fly in the centre of the dish. She recorded which side of the dish the insect moved to.

She repeated this 19 more times with each type of insect, using a different insect each time.

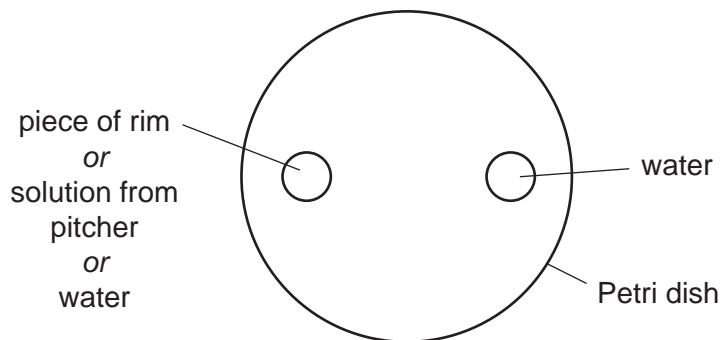


Fig. 9.2

Table 9.1 shows her results.

For
Examiner's
Use

Table 9.1

substance on left side of dish	substance on right side of dish	insects	number of insects that moved to each side	
			left	right
piece of rim	water	ants	16	4
		fruit flies	14	6
solution from pitcher	water	ants	4	16
		fruit flies	8	12
water	water	ants	10	10
		fruit flies	9	11

(i) Suggest why the scientist placed water on both sides of some dishes.

.....
 [1]

(ii) Use information in Table 9.1 to describe how the responses of the insects to a stimulus help them to avoid being caught in the pitchers.

.....

 [1]

(iii) Pitcher plants have several features that help them to catch insects in their pitchers.

Use information in Fig. 9.1 and Table 9.1 to explain how they do this.

.....

 [3]

10 (a) When wood is burnt, a solid material known as wood ash remains.

For
Examiner's
Use

Wood ash contains calcium carbonate and potassium compounds which can be used to improve the quality of soil.

(i) Explain briefly how calcium carbonate and potassium compounds could improve the quality of soil.

calcium carbonate

.....

.....

.....

potassium compounds

.....

.....

..... [3]

(ii) The chemical formula of potassium carbonate is K_2CO_3 .
Potassium is in Group 1 of the Periodic Table.

Predict and explain the formula and charge of the carbonate ion.

Show your working.

..... [2]

- (b) Soil quality is also improved by the addition of nitrogen compounds such as ammonium nitrate. Nitrogen compounds are made industrially using ammonia, NH_3 , which is produced from nitrogen and hydrogen in the Haber process.

For
Examiner's
Use

Fig. 10.1 shows a simplified flow diagram of part of the Haber process.

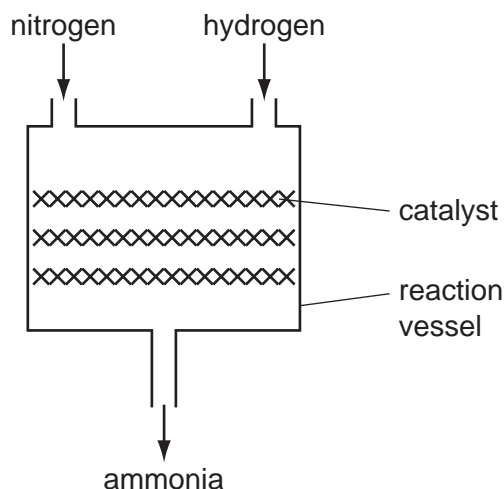


Fig. 10.1

- (i) Name the main substance in the catalyst shown in Fig. 10.1.

..... [1]

- (ii) Explain briefly why a catalyst is required in the reaction vessel.

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

- (iii) Name the substance that neutralises ammonia to produce ammonium nitrate.

..... [1]

11 (a) Complete the graph in Fig. 11.1 to show how enzyme activity is affected by temperature. You should include a scale on the 'temperature' axis.

For
Examiner's
Use

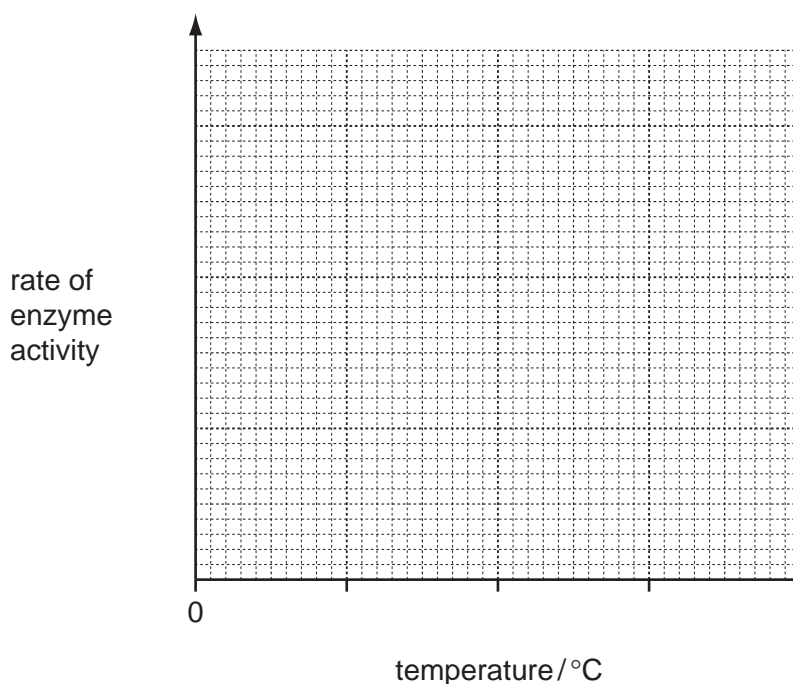


Fig. 11.1

[3]

(b) The internal body temperature of a human is kept constant, allowing enzymes to work efficiently. Fig. 11.2 outlines how receptors and effectors are involved in this process.

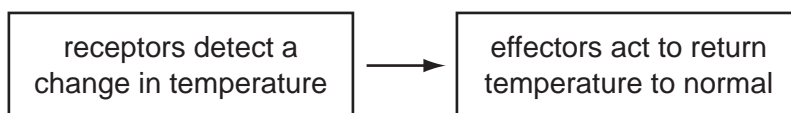


Fig. 11.2

(i) State **one** place in the body where receptors detect a change in body temperature.

..... [1]

(ii) Explain how the muscles can help to return a low body temperature to normal.

.....

 [2]

(iii) This control mechanism involves negative feedback.

Explain what is meant by the term *negative feedback*.

.....

.....

..... [2]

For
Examiner's
Use

DATA SHEET
The Periodic Table of the Elements

		Group																										
		I	II	III	IV	V	VI	VII	VIII	IX	X																	
		1 H Hydrogen 1																										
7	9	Li Lithium 3	Be Beryllium 4																									
23	24	Na Sodium 11	Mg Magnesium 12																									
39	40	K Potassium 19	Ca Calcium 20	45 Sc Scandium 21	48 Ti Titanium 22	51 V Vanadium 23	52 Cr Chromium 24	55 Mn Manganese 25	56 Fe Iron 26	59 Co Cobalt 27	59 Ni Nickel 28	64 Cu Copper 29	65 Zn Zinc 30	70 Ga Gallium 31	73 Ge Germanium 32	75 As Arsenic 33	79 Se Selenium 34	80 Br Bromine 35	84 Kr Krypton 36									
85	88	Rb Rubidium 37	Sr Strontium 38	89 Y Yttrium 39	91 Zr Zirconium 40	93 Nb Niobium 41	96 Mo Molybdenum 42	101 Ru Ruthenium 44	101 Rh Rhodium 45	106 Pd Palladium 46	108 Ag Silver 47	112 Cd Cadmium 48	115 In Indium 49	119 Sn Tin 50	122 Sb Antimony 51	127 I Iodine 53	128 Te Tellurium 52	131 Xe Xenon 54										
133	137	Cs Caesium 55	Ba Barium 56	139 La Lanthanum 57	178 Hf Hafnium 72	181 Ta Tantalum 73	184 W Tungsten 74	190 Os Osmium 76	192 Ir Iridium 77	195 Pt Platinum 78	197 Au Gold 79	201 Hg Mercury 80	204 Tl Thallium 81	207 Pb Lead 82	209 Bi Bismuth 83	210 Po Polonium 84	210 At Astatine 85	210 Rn Radon 86										
87	88	Fr Francium 87	Ra Radium 88	226 Ac Actinium 89									†															
												*58-71 Lanthanoid series		†90-103 Actinoid series														
		a		b		X		a = relative atomic mass		X = atomic symbol		b = proton (atomic) number																
		Key		X		a		b		X		a = relative atomic mass		X = atomic symbol		b = proton (atomic) number												
		140 Ce Cerium 58	141 Pr Praseodymium 59	144 Nd Neodymium 60	146 Pm Promethium 61	150 Sm Samarium 62	152 Eu Europium 63	157 Gd Gadolinium 64	162 Dy Dysprosium 66	165 Ho Holmium 67	167 Er Erbium 68	169 Tm Thulium 69	173 Yb Ytterbium 70	175 Lu Lutetium 71	232 Th Thorium 90	238 Pa Protactinium 91	238 U Uranium 92	238 Np Neptunium 93	238 Pu Plutonium 94	238 Am Americium 95	238 Cm Curium 96	238 Bk Berkelium 97	238 Cf Californium 98	238 Es Einsteinium 99	238 Fm Fermium 100	238 Md Mendelevium 101	238 No Nobelium 102	238 Lr Lawrencium 103

The volume of one mole of any gas is 24 dm³ at room temperature and pressure (r.t.p.).

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