



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS International General Certificate of Secondary Education

| CANDIDATE NAME | | | | | | | | | | | | | | | |
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COMBINED SCIENCE

0653/32

Paper 3 (Extended)

May/June 2013

1 hour 15 minutes

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.

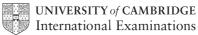
You may lose marks if you do not show your working or if you do not use appropriate units.

A copy of the Periodic Table is printed on page 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.

This document consists of 21 printed pages and 3 blank pages.



2 1 Most of the elements in the Periodic Table can be classified as either metals or non-metals. Fig. 1.1 shows the elements in Group 4 of the Periodic Table. carbon silicon germanium tin lead Fig. 1.1 (a) (i) Use the classification of metal or non-metal to describe how the Group 4 elements differ from both Group 1 (alkali metals) and Group 7 (halogens). (ii) Francium and astatine are rare elements which are placed respectively in Group 1 and Group 7 of the Periodic Table. Predict how the melting points of francium and astatine differ from the other elements in their respective groups. Explain your predictions briefly.

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(b) Fig. 1.2 shows apparatus used to carry out a redox reaction to extract lead from lead oxide, PbO.

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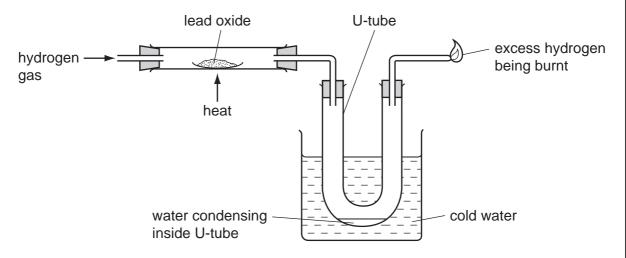
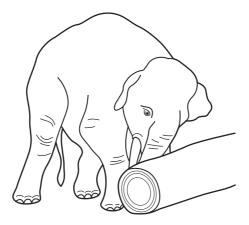


Fig. 1.2

| (1) | condensing inside the U-tube is water. |
|-------|---|
| | |
| | [2] |
| | |
| (ii) | Construct a balanced symbolic equation for the reaction between hydrogen and lead oxide. |
| | [2] |
| (iii) | Suggest why the method shown in Fig. 1.2 could ${f not}$ be used to extract calcium from calcium oxide. |
| | |
| | |
| | |
| | [2] |

2 (a) An elephant of mass 5000 kg exerts a constant force of 1400 N to push a tree trunk along at a steady speed of 1.5 m/s.

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| (i) | Calculate the work done by the elephant when the tree trunk moves 10 m. |
|-----|---|
| | State the formula that you use and show your working. |

formula

working

[2]

(ii) Calculate the kinetic energy of the elephant when it is moving at $1.5\,\text{m/s}$.

State the formula that you use and show your working.

formula

working

_____[2]

| (b) | The | e volume of the elephant is 5 m ³ . Its mass is 5000 kg. |
|-----|-------|---|
| | Cal | culate the density of the elephant. |
| | Sta | te the formula that you use and show your working. |
| | | formula |
| | | working |
| | | |
| | | |
| | | [2] |
| (c) | | elephant can communicate with other elephants using infrasound. This is a very low quency vibration which it is usually impossible for a human to hear. |
| | (i) | Suggest a possible frequency for this vibration and explain why you chose your answer. |
| | | frequency Hz |
| | | explanation |
| | | [2] |
| | (ii) | State the meaning of the term frequency. |
| | | |
| | | [1] |
| | (iii) | Other animals can communicate using ultrasound. |
| | | Suggest how ultrasound differs from infrasound. |
| | | |
| | | [1] |

3 A pea seed was planted in a pot. When the seed had grown into a young plant, the pot was placed on its side, in a room where light was coming from all sides.

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Fig. 3.1 shows the young pea plant three days after the pot had been placed on its side.

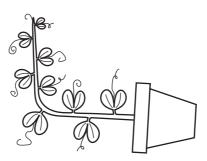


Fig. 3.1

| (a) | (i) | Name the response shown by the pea plant in Fig. 3.1. |
|-----|------|--|
| | | [1] |
| | (ii) | Suggest how this response will help the plant to reproduce sexually when it has grown to maturity. |
| | | |
| | | |
| | | [2] |

(b) On one of the days when the pot was placed on its side, a scientist measured

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- the increase in length of the upper surface and the lower surface of the stem of the pea plant,
- the concentration of auxin in the cells on the upper surface and lower surface of the stem of the pea plant.

His results are shown in Fig. 3.2.

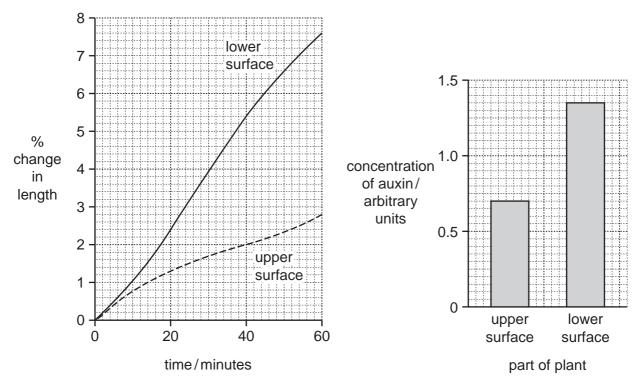


Fig. 3.2

| upwards. | J |
|----------|-------|
| | |
| | [3] |

Use the results in Fig. 3.2 to explain what has caused the stem of the pea plant to grow

4 Fig. 4.1 shows a microwave oven.

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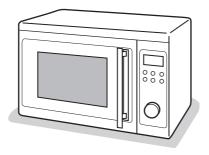


Fig. 4.1

(a) (i) Microwaves cook food by transferring energy to the food.

chemical

Choose words from the list to complete the sentences below. You may use each word once, more than once, or not at all.

conduction

| | potential | radiation | thermal | |
|---|--------------------|--------------------|----------------------------|-------------|
| | | | | |
| Microwave | es are absorbed by | the outer layers o | f food. | |
| The microwave energy is transferred to water and fat molecules in these layers, | | | | |
| increasing | the | | energy of the | ese layers. |
| | | energ | y is mostly transferred to | o the |
| centre of | solid food by | | · | [2 |

convection

(ii) State one use for microwaves other than cooking.

[1]

[2]

(b) The following label is found on a cooker that combines a microwave oven and a grill.

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| voltage | 220 V |
|----------------------|---------|
| microwave oven power | 0.60 kW |
| grill power | 1.20 kW |

Some meat is cooked using both the microwave oven and the grill. Both are switched on at full power for 30 minutes.

Calculate the total energy transferred by the cooker.

Show your working.

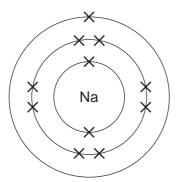
| [3] | |
|--|----|
| Electrical lighting is now being designed so that it is more efficient and can operate using less electrical energy. | c) |
| Explain why reducing the amount of energy used by electrical lighting could reduce the amount of carbon dioxide emitted into the atmosphere. | |
| | |
| | |
| [2] | |

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5 (a) When sodium is burned in air, a mixture of solid products, which contains the ionic compound sodium oxide, is produced.

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Fig. 5.1 shows diagrams of a sodium atom and an oxygen atom as they exist just before sodium oxide starts to form.



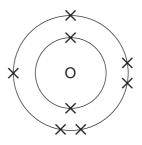


Fig. 5.1

Describe how sodium and oxygen atoms become bonded together. Your answer should explain why the formula of sodium oxide is Na_2O .

| | | |
|------|------|-----|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | [3] |

(b) Fig. 5.2 shows apparatus a student used to investigate the electrolysis of dilute sulfuric acid

For Examiner's Use

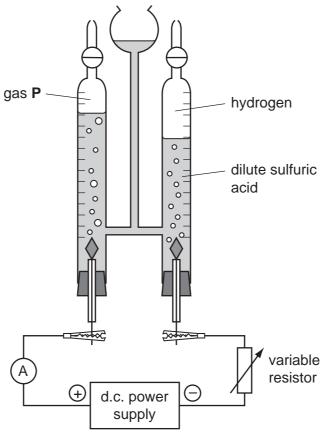


Fig. 5.2

The variable resistor was included in the electrolysis circuit so that the student could alter the current.

Table 5.1 shows some of the measurements the student made in his investigation.

Table 5.1

| experiment number | current/A | time current was passed/seconds | volume of hydrogen collected/cm ³ |
|-------------------|-----------|---------------------------------|--|
| 1 | 0.48 | 400 | 24 |
| 2 | 0.24 | 400 | 12 |

(i) The student thought that gas ${\bf P}$ could be oxygen.

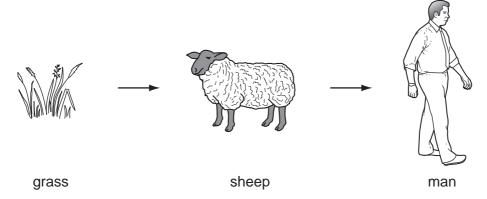
Describe the test that the student should use to find out whether or not gas ${\bf P}$ is oxygen.

.....

| (ii) | Calculate the rate at which hydrogen was produced in experiment 1. |
|-------|--|
| | Show your working and state the units. |
| | |
| | |
| | |
| | |
| | |
| | [2] |
| (iii) | All dilute solutions of acids contain hydrogen ions, H ⁺ . |
| | Describe, in terms of electrons, ions and atoms, what happens when hydrogen ions collide with the surface of the negative electrode. |
| | |
| | |
| | [2] |
| (iv) | Use your knowledge of electric current to suggest an explanation for the difference in the results for experiments 1 and 2 . |
| | |
| | |
| | |
| | [2] |

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Fig. 6.1 shows a food chain. The arrows show how energy flows from one organism to another, along the chain. 6



| | | Fig. 6.1 | |
|-----|-------|--|-----|
| (a) | The | grass is the producer in this food chain. | |
| | Exp | plain how plants produce a supply of chemical energy at the start of the food chain. | |
| | | | ••• |
| | | | |
| | | | |
| | | | |
| | | | |
| | | [4 | 4] |
| (b) | Ene | ergy is lost between the trophic levels in a food chain. | |
| | Des | scribe one way in which energy is lost from this food chain. | |
| | | | ••• |
| | | | ••• |
| | ••••• | [2 | 2] |
| (c) | (i) | The cells in the man's body use respiration to release useful energy from nutrient that he has absorbed. | ts |
| | | State the balanced equation for aerobic respiration. | |
| | | [/ | 2] |

| (11) | living in a hot climate. | on |
|------|--------------------------|------|
| | Explain why. | |
| | | •••• |
| | | |
| | | •••• |
| | | [2] |

| 7 | (a) | A circuit for a torch (flashlight) contains two cells, a lamp and a switch. | | | | | | | |
|---|---------------------------|--|-----|--|--|--|--|--|--|
| | | Using the correct symbols, draw a circuit diagram for the torch. | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
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| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | [2] | | | | | | |
| | (b) | Torches are usually powered by electrical cells. They can also be powered by energy from the Sun (solar energy). | gy | | | | | | |
| | | Solar energy is a renewable energy resource. | | | | | | | |
| | | Name one other renewable energy resource and one non-renewable energy resource | | | | | | | |
| | renewable energy resource | | | | | | | | |
| | | | [1] | | | | | | |
| | (c) | (i) A resistor of 1200Ω is connected in series with another resistor of 2400Ω . | | | | | | | |
| | | Calculate the combined resistance of these two resistors. | | | | | | | |
| | | State the formula that you use and show your working. | | | | | | | |
| | | formula | | | | | | | |
| | | working | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | [2] | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

| (ii) |) If the two resistors had been connected in parallel, which of the values below could be the combined resistance of the two resistors? | | | | | | | | | |
|------|---|-------|-------|-------|--------------|-----|--|--|--|--|
| | Explain your answer. | | | | | | | | | |
| | 800Ω | 1200Ω | 1600Ω | 2400Ω | 3600Ω | | | | | |
| | combined resistanceexplanation | | | | | | | | | |
| | • | | | | | [2] | | | | |

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8 (a) A student added a solution of the same dilute acid to each of the test-tubes P to T shown in Fig. 8.1.

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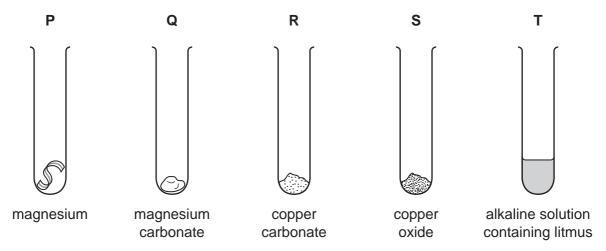


Fig. 8.1

Complete Table 8.1 by matching the test-tubes, **P**, **Q**, **R**, **S** and **T**, with the observations which are made when the dilute acid reacts with the contents.

Some of the observations apply to more than one of the test-tubes. You may use each letter once, more than once or not at all.

Table 8.1

| observations | test-tube(s) |
|--|--------------|
| The mixture turns red when excess acid has been added. | |
| A colourless gas is given off. | |
| A blue solution is formed. | |
| A colourless gas which pops when ignited is given off. | |

[4]

(b) The student used the apparatus shown in Fig. 8.2 to investigate neutralisation reactions involving two acids, **A** and **B**.

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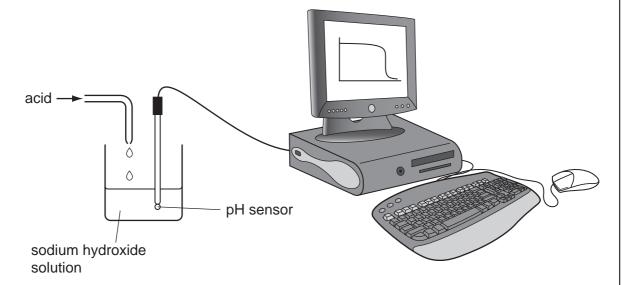


Fig. 8.2

In each experiment, 25.0 cm³ of the same solution of sodium hydroxide were placed into a beaker. The acid was added at a constant rate until it was in excess.

The measurements were displayed on the computer screen as a graph of pH of the reaction mixture against volume of acid that had been added.

The results for the two acids are shown in Fig. 8.3.

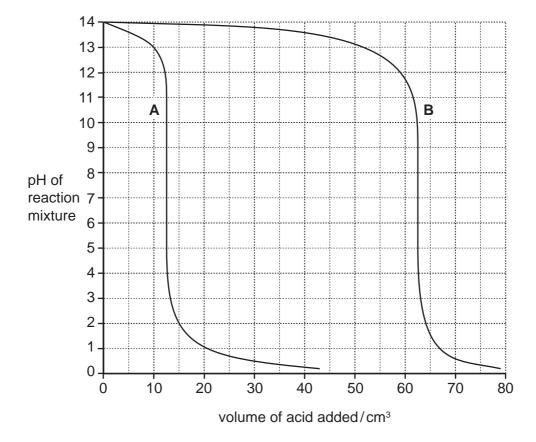
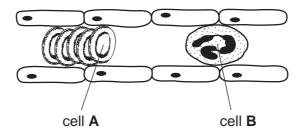


Fig. 8.3

| (i) | Describe how the pH of the mixture in the beaker changes as the volume of acid A increases. |
|-------|--|
| | |
| | |
| | [2] |
| (ii) | The student found that 12.5 cm³ of acid A and 62.5 cm³ of acid B were needed to neutralise the sodium hydroxide in the beaker. |
| | Explain how the student obtains these results from the graph shown in Fig. 8.3. |
| | |
| | [1] |
| (iii) | State and explain briefly which acid, A or B , was the more concentrated. |
| | acid |
| | explanation |
| | [1] |

Fig. 9.1 shows a section through a small blood vessel. 9



| | | Fig. 9.1 | |
|-----|------|--|-----|
| (a) | Cel | I A is a red blood cell. | |
| | (i) | Outline two ways in which this cell differs from a liver cell. | |
| | | 1 | |
| | | 2 | [2] |
| | (ii) | Describe the function of a red blood cell. | |
| | | | |
| | | | |
| | | | [2] |
| | | | |
| (b) | Des | scribe the function of cell B . | |
| | | | |
| | | | |
| | | | [2] |
| (c) | As | people get older, their risk of developing coronary heart disease increases. | |
| | (i) | Explain what is meant by coronary heart disease. | |
| | | | |
| | | | |
| | | | [2] |
| | (ii) | List two factors, other than getting older, that increase the risk of develop coronary heart disease. | ing |
| | | 1 2 | [2] |

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DATA SHEET
The Periodic Table of the Elements

| | 0 | Heim Heim | 20 Neon | 40 Ar Ar Argon | 84 Kr Krypton 36 | 131 Xe Xe xenon 54 | Rn Radon 86 | | 175 Lu Lutetium 71 | Lr Lawrencium 103 |
|-------|---|------------|-------------------------------|-----------------------------------|----------------------------------|-------------------------------------|------------------------------------|-----------------------------|---|--|
| | | | 19 T Fluorine | 35.5 C1 Chlorine | 80 Br Bromine 35 | 127 | At Astatine 85 | | 173 Yb Ytterbium 70 | No Nobelium |
| | 5 | | 16 Oxygen | 32 S Sulfur 16 | Se Selenium 34 | Tellurium 52 | Po Polonium 84 | | 169 Tm Thulium 69 | Md Mendelevium 101 |
| | > | | 14 N itrogen 7 | 31 Phosphorus | 75 AS Arsenic 33 | Sb Antimony 51 | 209 Bi Bismuth 83 | | 167 Er Erbium 68 | Fm Fermium 100 |
| | ≥ | | 12 C Carbon 6 | 28 Si Silicon | 73 Ge Germanium 32 | 2 S Tin 50 | 207 Pb Lead 82 | | 165 Ho Holmium 67 | Einsteinium 99 |
| | ≡ | | 11 Boron 5 | 27 A1 Auminium 13 | 70 Ga Gallium 31 | 115 n Indium 49 | 204 T 1 Thallium | | 162 Dy Dysprosium 66 | Californium |
| | | | | | 65 Zn Zinc 30 | 112 Cd Cadmium 48 | 201 Hg Mercury 80 | | 159 Tb Terbium 65 | BK Berkelium 97 |
| | | | | | 64 Cu Copper | 108 Ag Silver 47 | 197 Au Gold 79 | | 157 Gd Gadolinium 64 | Curium 96 |
| Group | | | | | 59 Nickel | 106 Pd Palladium 46 | 195 Pt Platinum 78 | | 152 Eu Europium 63 | Am Americium 95 |
| Gr | | | 1 | | 59 Co Cobalt 27 | Rhodium 45 | 192 F Iridium 77 | | Sm Samarium 62 | Pu Plutonium |
| | | T Hydrogen | | | 56 Fe Iron | Ruthenium 44 | 190 Os Osmium 76 | | Pm Promettium 61 | Neptunium |
| | | | | | Manganese 25 | Tc Technetium | 186 Re Rhenium 75 | | 144 Nd Neodymium 60 | 238 U Uranium 92 |
| | | | | | Cr Chromium 24 | 96 Mo Molybdenum 42 | 184 W Tungsten 74 | | 141 Pr Praseodymium 59 | Pa Protactinium 91 |
| | | | | | 51 Vanadium 23 | Nobium Niobium | 181 Ta Tantalum 73 | | 140 Cer ium 58 | 232 Th Thorium |
| | | | | | 48 T | 2r Zirconium 40 | 178 Hf Hafnium * 72 | | | mic mass abol mic) number |
| | | | | I | Scandium 21 | 89 Y Yttrium | 139 La Lanthanum 57 * | Actinium † | d series series | a = relative atomic mass X = atomic symbol b = proton (atomic) number |
| | = | | Beryllium | 24 Mg Magnesium | 40 Ca Calcium | Strontium | 137 Ba Barium 56 | 226 Ra Radium 88 | *58-71 Lanthanoid series 190-103 Actinoid series | ∞ × v |
| | _ | | 7 Lithium 3 | 23 Na Sodium | 39 Potassium | Rb Rubidium 37 | 133 Cs Caesium 55 | Fr Francium 87 | *58-71 L 190-103 | Key |

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