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CO-ORDINATED SCIENCES

0654/41

Paper 4 Theory (Extended)

October/November 2023

2 hours

You must answer on the question paper.

No additional materials are needed.

INSTRUCTIONS

- Answer **all** questions.
- Use a black or dark blue pen. You may use an HB pencil for any diagrams or graphs.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen or correction fluid.
- Do **not** write on any bar codes.
- You may use a calculator.
- You should show all your working and use appropriate units.

INFORMATION

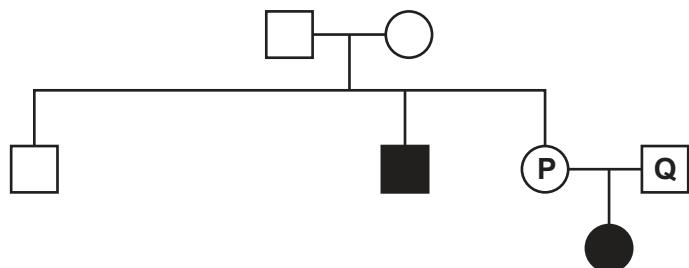
- The total mark for this paper is 120.
- The number of marks for each question or part question is shown in brackets [].
- The Periodic Table is printed in the question paper.

This document has **28** pages. Any blank pages are indicated.

1 (a) Fig. 1.1 is a pedigree diagram for the inheritance of a genetic condition called cystic fibrosis.

The allele for cystic fibrosis is recessive **a**.

The allele for no cystic fibrosis is dominant **A**.



key

	female with cystic fibrosis		male with cystic fibrosis
	female without cystic fibrosis		male without cystic fibrosis

Fig. 1.1

(i) Use Fig. 1.1 to state:

the number of people with the genotype **aa**

the number of people with the sex chromosomes **XY**

[2]

(ii) State the term that is used to describe the genotype **aa**.

..... [1]

(iii) The couple labelled **P** and **Q** in Fig. 1.1 decide to have another child.

Complete the genetic diagram in Fig. 1.2 to calculate the percentage likelihood of this child having cystic fibrosis.

		parent P gametes	
parent Q gametes			

percentage likelihood of child having cystic fibrosis.

Fig. 1.2

[3]

(b) Cystic fibrosis causes mucus produced by cells lining the airways to become very thick and sticky.

(i) State the name of the cells in the airways that produce mucus.

..... [1]

(ii) Explain why people with cystic fibrosis are more likely to have frequent lung infections.

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

(c) Lung cancer is another disease that affects the lungs.

State the major cause of lung cancer.

..... [1]

[Total: 10]

2 Crude oil contains hydrocarbon molecules.

(a) State what is meant by a hydrocarbon.

..... [1]

(b) Alkanes are hydrocarbon molecules.

(i) State the type of bond found in alkane molecules.

Tick (\checkmark) **one** box.

double covalent

intermolecular

ionic

single covalent

[1]

(ii) Alkanes are saturated hydrocarbons.

State which molecule is a saturated hydrocarbon.

Tick (\checkmark) **one** box.

C_2H_2

C_2H_4

C_3H_8

C_4H_8

[1]

(c) Larger alkanes are cracked to form smaller alkanes and another type of hydrocarbon molecule.

(i) State the name of this other type of hydrocarbon molecule.

..... [1]

(ii) State the conditions needed for cracking.

1

2

[2]

(iii) The equation shows the cracking of $C_{24}H_{50}$.

Balance the equation.



(d) Hydrocarbon molecules are used as fuels.

Burning fuels produce pollutants in the air. These pollutants cause problems.

Draw **one** line from each pollutant to the problem it causes.

pollutant	problem
carbon monoxide	acid rain
sulfur dioxide	particulates turn buildings black
	global warming

[2]

[Total: 10]

3 Nuclear power stations use nuclear fission to generate electricity.

The nuclear fission of uranium releases thermal energy.

The thermal energy produced is used to convert water into steam which drives the turbines that generate electricity.

(a) State **one** advantage of generating electricity from nuclear fission.

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

(b) Barium-141 ($^{141}_{56}\text{Ba}$) is produced by the nuclear fission of uranium.

Barium-141 decays by emitting a beta-particle.

(i) Use the correct nuclide notation to show the decay of barium-141.



[2]

(ii) A 160 g sample of barium-141 has a half-life of 18 minutes.

Calculate the time it will take for the mass of barium-141 in the sample to decrease to 10 g.

time = minutes [2]

(c) Fig. 3.1 shows a simple turbine, similar to those used in a nuclear power station.

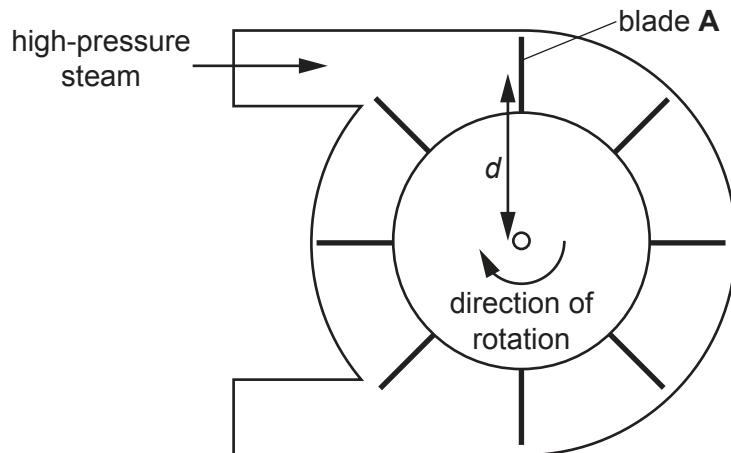


Fig. 3.1

(i) The high-pressure steam is at a pressure of $1.8 \times 10^7 \text{ Pa}$.

Blade A has a surface area of 0.12 m^2 .

Show that the force acting on blade A is $2.2 \times 10^6 \text{ N}$.

[1]

(ii) The moment of the force, from the high-pressure steam acting on blade A, is $1.35 \times 10^6 \text{ N m}$.

Calculate the distance d , from the centre of blade A to the pivot of the turbine.

$$\text{distance } d = \dots \text{ m} \quad [2]$$

(iii) When the turbine spins, blade A moves with a constant speed but a changing velocity.

Explain why the velocity of blade A changes.

.....
.....

[1]

[Total: 9]

4 (a) A student investigates the effect of different types of sugar on the anaerobic respiration in yeast.

She mixes yeast with five different types of sugar solutions of the same concentration and measures the volume of gas produced after 2 hours.

Table 4.1 shows the results.

Table 4.1

sugar	volume of gas produced in 2 hours/cm ³
A	9
B	16
C	82
D	3
E	65

(i) Identify the sugar in Table 4.1 that produces the largest volume of gas.

..... [1]

(ii) Calculate the rate of anaerobic respiration for sugar **A** in Table 4.1.

rate of anaerobic respiration for sugar **A** = cm³/min [2]

(iii) State the name of the gas produced in this investigation.

..... [1]

(iv) State **one** practical use for the anaerobic respiration of yeast.

..... [1]

(b) Describe **three** ways that aerobic respiration is different from anaerobic respiration in **humans**.

1

.....
2

.....
3

[3]

(c) Respiration is one of the characteristics of living organisms.

State **one other** characteristic.

..... [1]

[Total: 9]

5 (a) The pH of a solution describes how acidic or alkaline it is.

State which of these values shows the pH of a strong acid.

Tick (✓) **one** box.

14

7

5

1

[1]

(b) Complete the sentences about dilute hydrochloric acid and aqueous sodium hydroxide.

Choose words from the list. Each word may be used once, more than once or not at all.

acceptor

catalyst

donor

an electron

a proton

Dilute hydrochloric acid is defined as an acid because it is

Aqueous sodium hydroxide is defined as a base because it is

[3]

(c) (i) Hydrochloric acid, HCl , reacts with copper carbonate, CuCO_3 .

Copper chloride, CuCl_2 , water and carbon dioxide are made.

Construct the balanced symbol equation for this reaction.

..... [2]

(ii) Describe the test for carbon dioxide and its positive result.

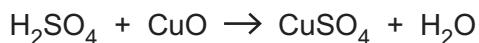
test

positive result

[2]

(d) 2.45 g of sulfuric acid reacts with 1.60 g of copper oxide.

Copper sulfate, CuSO_4 , is made.



Calculate the number of moles of sulfuric acid and the number of moles of copper oxide.

Use your answers to determine the **limiting reactant** in this reaction.

Show your working.

[A_r : H, 1; Cu, 64; O, 16; S, 32]

limiting reactant = [4]

[Total: 12]

6 Fig. 6.1 shows a bee collecting pollen from a flower.



Fig. 6.1

(a) The maximum speed of a bee is 5.8 m/s.

(i) Calculate the maximum distance a bee can travel in 60 seconds.

$$\text{maximum distance} = \dots \text{m} \quad [2]$$

(ii) The mass of the bee is 0.20 g.

Calculate the kinetic energy of the bee when it is moving at 5.8 m/s.

$$\text{kinetic energy} = \dots \text{J} \quad [3]$$

(b) The flower uses brightly coloured petals to attract the bee. The petals reflect ultraviolet light and visible light, both of which are part of the electromagnetic spectrum.

State **one** similarity and **one** difference between visible light and ultraviolet light.

similarity

.....

difference

.....

[2]

(c) The bee becomes positively charged as it flies through the air.

Suggest how this charge is produced.

.....

.....

.....

.....

[3]

(d) When suspended in water, the pollen from the flower can be used to study Brownian motion.

Describe how Brownian motion provides evidence for the kinetic molecular model of matter.

.....

.....

.....

.....

[3]

[Total: 13]

7 (a) A scientist measures the activity of the enzyme amylase at different temperatures.

Fig. 7.1 shows a graph of the results.

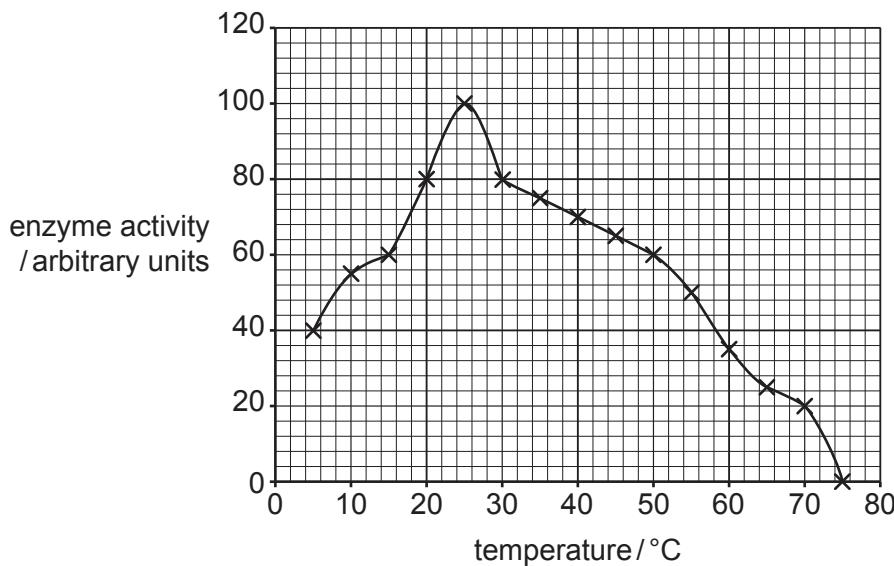


Fig. 7.1

Complete the sentences to describe and explain the results in Fig. 7.1.

Amylase breaks down the substrate into smaller molecules of

.....
As temperature increases, the activity of amylase increases until it reaches its optimum temperature of °C.

As the temperature increases, the amylase particles gain energy.

This results in more frequent successful collisions between amylase and its substrate.

At temperatures above 75 °C, all of the amylase has become

This means the of amylase has changed shape and is no longer complementary to the substrate.

[6]

(b) State **two** parts of the alimentary canal which secrete amylase.

1

2

[2]

(c) Enzymes are proteins.

(i) List the chemical elements present in all proteins.

..... [2]

(ii) State the name of the chemical test for the presence of proteins.

..... [1]

[Total: 11]

8 Non-metallic elements exist as simple molecules with covalent bonds.

Non-metallic elements can also exist as giant covalent structures.

(a) Oxygen is a simple molecule with covalent bonds.

Table 8.1 gives some properties of four substances, **A**, **B**, **C** and **D**.

Table 8.1

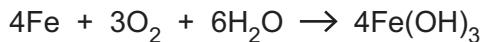
	melting point/°C	boiling point/°C	conducts electricity in liquid state?
A	1538	2862	yes
B	780	1420	yes
C	–91	98	no
D	–218	–183	no

State the most likely set of properties for oxygen.

Choose from **A**, **B**, **C** or **D**.

answer [1]

(b) (i) Iron reacts with oxygen to make hydrated iron oxide (rust).



224 g of oxygen reacts with iron to make 1 kg of rust.

Calculate the volume occupied by 224 g of oxygen gas.

The molar gas volume at room temperature and pressure is 24 dm³.

[A_r: O, 16]

volume of oxygen gas = dm³ [3]

(ii) Chromium is added to iron to form the alloy stainless steel.

Describe how the properties of iron are changed by adding chromium.

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

(c) Ammonia, NH_3 , is also a simple molecule with covalent bonds.

Complete the dot-and-cross diagram in Fig. 8.1 to show the covalent bonding in ammonia.

Only show the outer shell electrons.

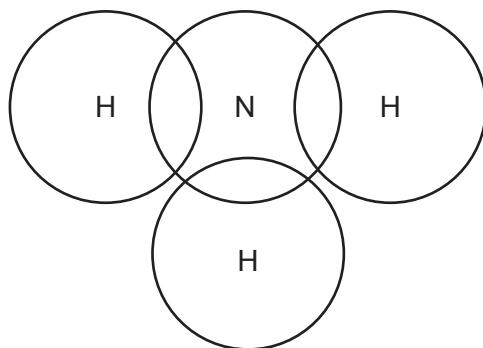


Fig. 8.1

[2]

(d) Graphite and diamond are giant covalent structures.

Fig. 8.2 shows the structures of graphite and diamond.

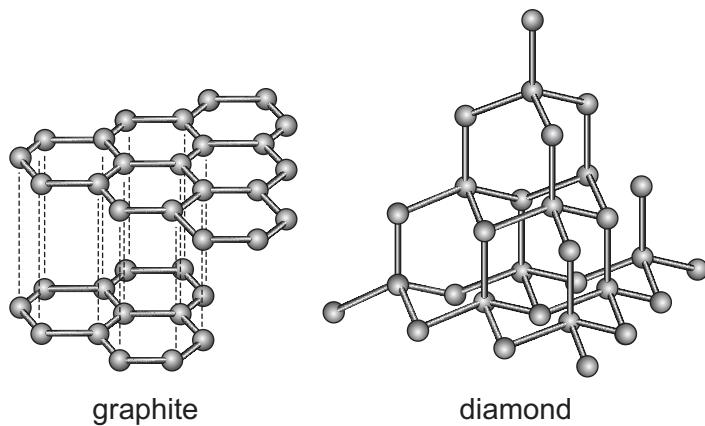


Fig. 8.2

Explain why graphite is used as an electrical conductor but diamond is **not**.

Use ideas about structure and bonding.

.....

.....

.....

.....

[3]

[Total: 10]

9 A student is investigating electromagnetic induction by dropping a magnet through a coil of wire.

The coil of wire is connected to a device which measures the electromotive force (e.m.f.) induced in the coil.

Fig. 9.1 shows the equipment used by the student.

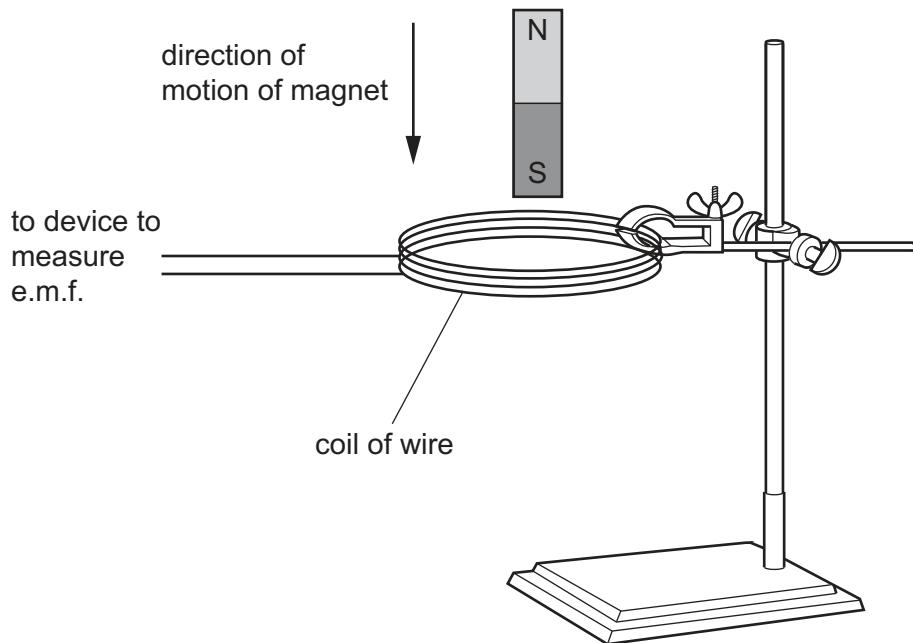


Fig. 9.1

(a) Fig. 9.2 shows the induced electromotive force (e.m.f.) measured as the magnet falls through the coil of wire.

Fig. 9.2 shows two peaks, **X** and **Y**.

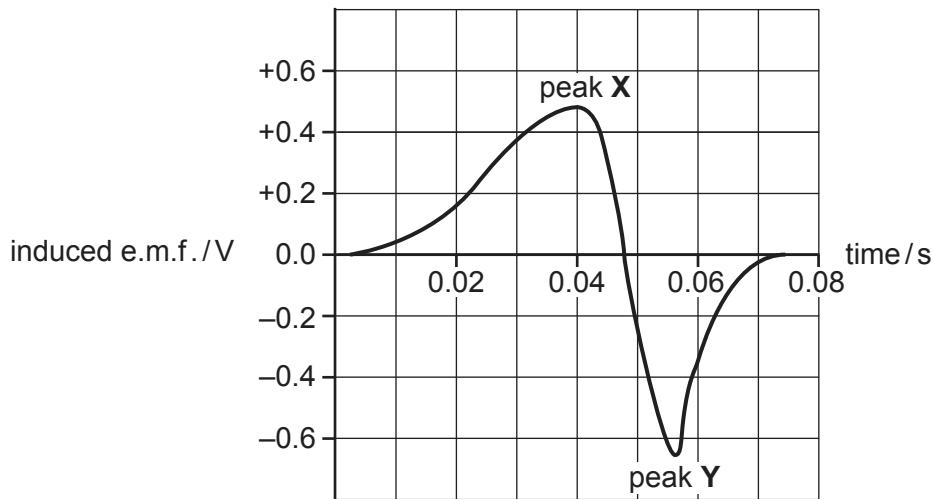


Fig. 9.2

(i) Explain why:

peak **X** is positive and peak **Y** is negative

.....
.....

peak **Y** has a larger magnitude than peak **X**.

.....
.....

[2]

(ii) The data in Fig. 9.2 was obtained using a coil made of 800 turns of wire.

On Fig. 9.2, sketch the data which would be obtained if a coil containing 400 turns was used with the same magnet. [2]

(b) When writing up the results, the student is not sure whether to write about the induced potential difference or the induced electromotive force (e.m.f.).

Place ticks in Table 9.1 against each statement that is correct for potential difference and for electromotive force (e.m.f.).

You may place **one** or **two** ticks in each row. The first row has been done for you.

Table 9.1

	electromotive force (e.m.f.)	potential difference
is measured in volts	✓	✓
is equal to work done per unit charge		
relates to the energy supplied by the source		
relates to the energy transferred by a circuit component		

[2]

(c) The coil of wire used in the investigation is made of copper. Copper is a solid.

Complete the sentences to describe the arrangement of atoms in a solid and the properties of a solid.

In a solid, the arrangement of atoms is

The forces between atoms are which allows the atoms to

but keeps them in a position.

[2]

(d) Copper is a good thermal conductor.

Describe how thermal energy is transferred in copper.

.....
.....
.....
.....

[3]

[Total: 11]

10 Fig. 10.1 shows aerial photographs of the same area taken at different times.

Photograph **A** was taken in 1985.

Photograph **B** was taken in 2000.

Areas of forest are darker in the photograph and areas that have been cleared of trees are lighter.

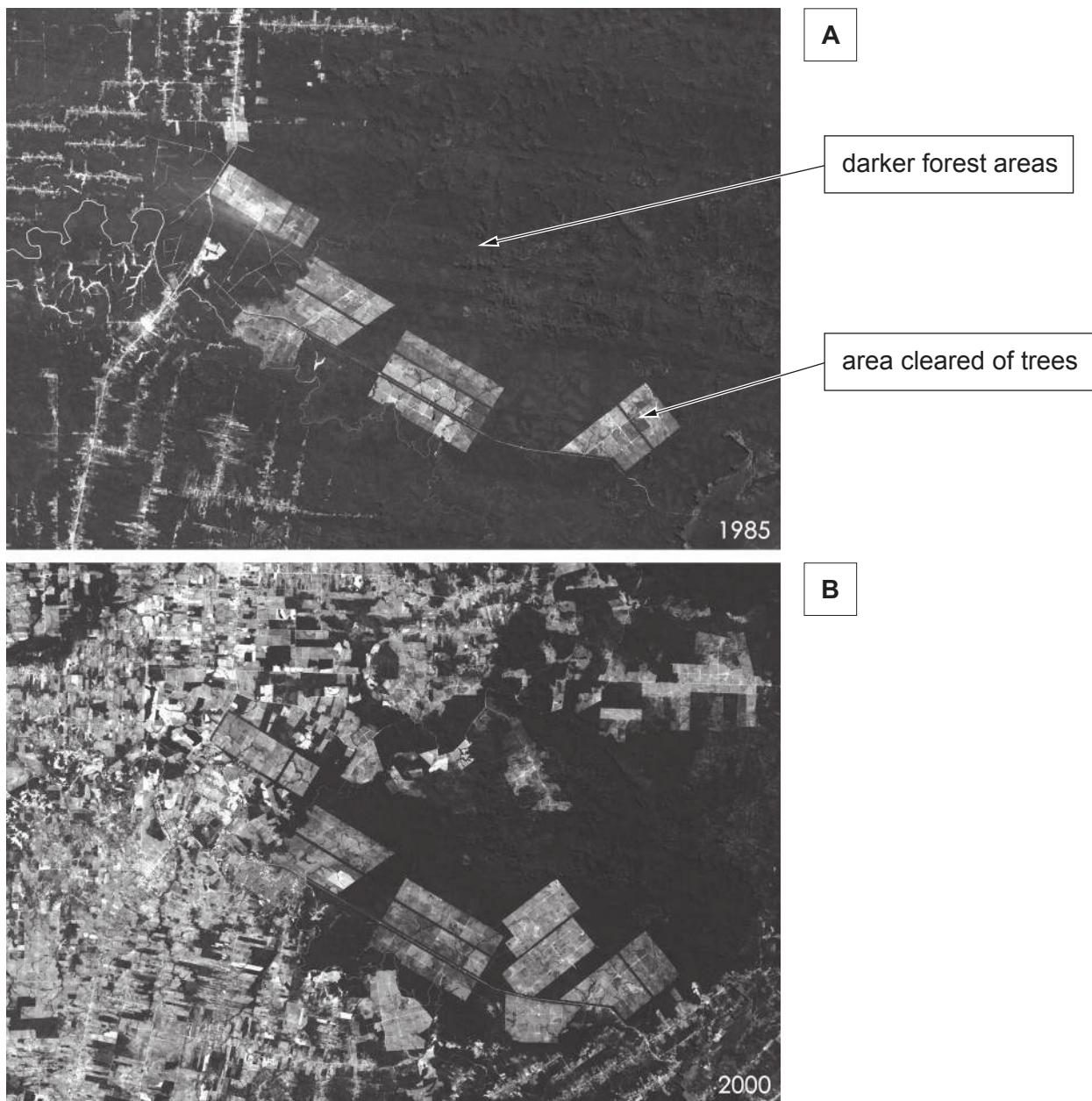


Fig. 10.1

(a) The change shown in Fig. 10.1, between 1985 and 2000, affected the environment.

(i) Explain why this change affected the concentration of carbon dioxide in the atmosphere.

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

(ii) Describe the effects of this change on animal species in the area.

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

(b) The area in Fig. 10.1 can be described as an ecosystem.

Define the term ecosystem.

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

(c) State the principal source of energy input into the ecosystem.

..... [1]

(d) Asexual reproduction can be useful to plants in the wild.

State **two** advantages of asexual reproduction.

1
.....
.....
2
..... [2]

[Total: 10]

11 (a) Molten lead(II) bromide conducts electricity.

(i) When molten lead(II) bromide is electrolysed, lead is made at the cathode.

State the product at the anode.

..... [1]

(ii) Explain why molten lead(II) bromide conducts electricity.

..... [2]

(b) Aqueous copper(II) sulfate can be electrolysed using **carbon** electrodes.

Copper is formed at the cathode.

Construct the ionic half-equation for the formation of copper.

..... [2]

(c) A student electrolyses aqueous copper(II) sulfate using **copper** electrodes.

The student weighs the electrodes before the experiment to find their mass.

After the electrolysis, the student washes and dries the electrodes and then weighs the electrodes again to find their mass.

Table 11.1 shows the results.

Table 11.1

	mass of electrode before electrolysis/g	mass of electrode after electrolysis/g	change in mass of electrode/g
anode	2.63	2.01	-0.62
cathode	2.46		

(i) The student forgot to record the mass of the cathode after the electrolysis.

Suggest the change in mass of the cathode in grams.

Write your answer in Table 11.1.

[1]

(ii) The anode loses mass.

Explain why the anode loses mass.

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

[Total: 8]

12 Fig. 12.1 shows a ray of light refracted as it enters a glass block.

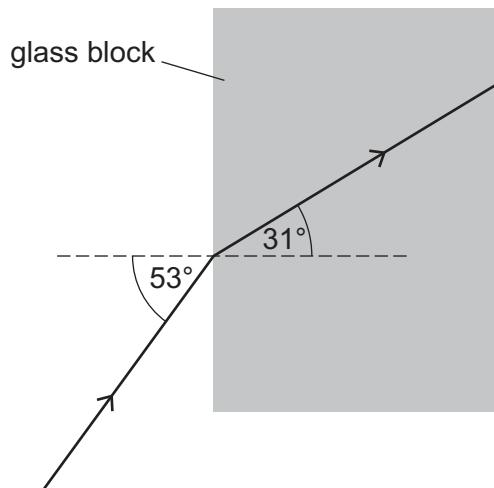


Fig. 12.1

(a) Use Fig. 12.1 to calculate the refractive index of the glass block.

Give your answer to 3 significant figures.

$$\text{refractive index} = \dots \quad [2]$$

(b) Fig. 12.2 shows how the refractive index of glass varies with the wavelength of light used.

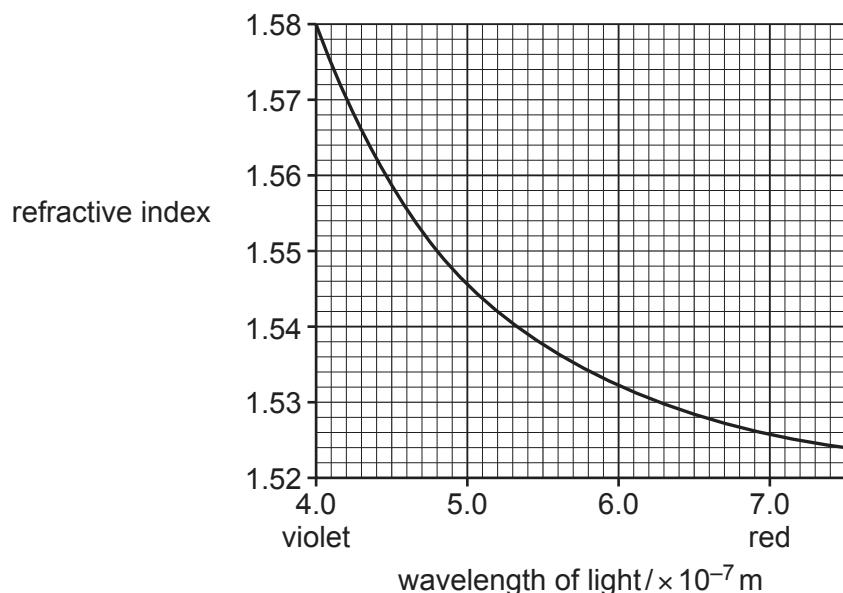


Fig. 12.2

(i) Use Fig. 12.2 to determine the wavelength of light used in Fig. 12.1.

wavelength = m [1]

(ii) Violet light has a wavelength of 4.0×10^{-7} m.

Red light has a wavelength of 7.0×10^{-7} m.

Describe how Fig. 12.2 shows that red light travels faster through glass than violet light.

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

(c) Fig. 12.3 shows the dimensions of the glass block.

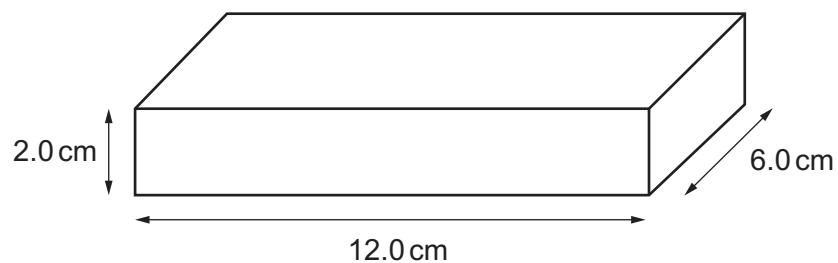


Fig. 12.3

The density of glass is 2.80 g/cm^3 .

Use Fig. 12.3 to calculate the mass of the glass block.

mass = g [3]

[Total: 7]

The Periodic Table of Elements

The volume of one mole of any gas is 24 dm^3 at room temperature and pressure (r.t.p.).

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