Cambridge Assessment International Education

# Cambridge IGCSE™

CANDIDATE NAME

CENTRE NUMBER | | | | | |

CANDIDATE NUMBER | | | | |

*3020250210*

**BIOLOGY** **0610/62**

Paper 6 Alternative to Practical **October/November 2025**

**1 hour**

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 40.
- The number of marks for each question or part question is shown in brackets [ ].

This document has **16** pages. Any blank pages are indicated.

**1** A student investigated the rate of respiration in yeast using different concentrations of glucose.

They used a 5% glucose solution to make a 1% glucose solution and a 4% glucose solution.

The student used this method:

Step 1 Label two small test-tubes **1%** and **4%**.

Step 2 Use a syringe to put 1 $cm^3$ of 5% glucose solution into the small test-tube labelled **1%**.

Put 4 $cm^3$ of 5% glucose solution into the small test-tube labelled **4%**.

Step 3 Use a clean syringe to put 4 $cm^3$ of distilled water into the small test-tube labelled **1%**.

Put 1 $cm^3$ of distilled water into the small test-tube labelled **4%**.

Step 4 Pour yeast suspension into the small test-tube labelled **1%** until it is completely full.

Step 5 Keep the small test-tube upright and carefully place a large test-tube over the top of the small test-tube labelled **1%**. Push the small test-tube up to the top of the large test-tube, as shown in Fig. 1.1**A**. Quickly invert the test-tubes, as shown in Fig. 1.1**B**.

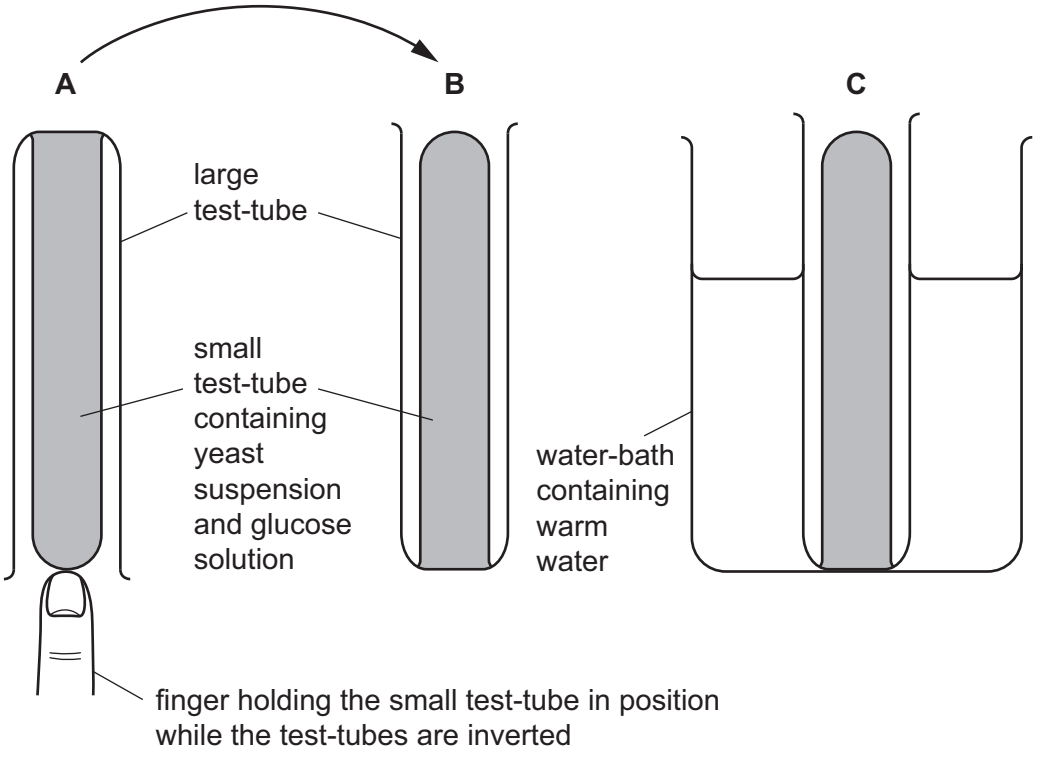


**Fig. 1.1**

Step 6 Put the large test-tube and the small test-tube labelled **1%** into a warm water-bath, as shown in Fig. 1.1**C**.

Step 7 Start the stop-clock and wait for five minutes.

Step 8 After five minutes, stop the stop-clock and use a ruler to measure the height of the yeast suspension in the **large** test-tube, as shown in Fig. 1.2.

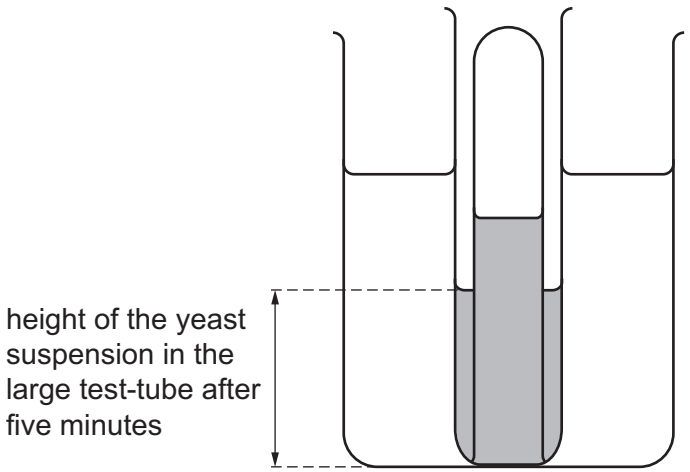


**Fig. 1.2**

Step 9 Remove the test-tubes from the warm water-bath and discard them.

Step 10 Pour yeast suspension into the small test-tube labelled **4%** until it is completely full.

Step 11 Repeat steps 5 to 8 with the small test-tube labelled **4%**.

**(a)** Fig. 1.3 is a diagram of the water-baths in steps 8 and 11.

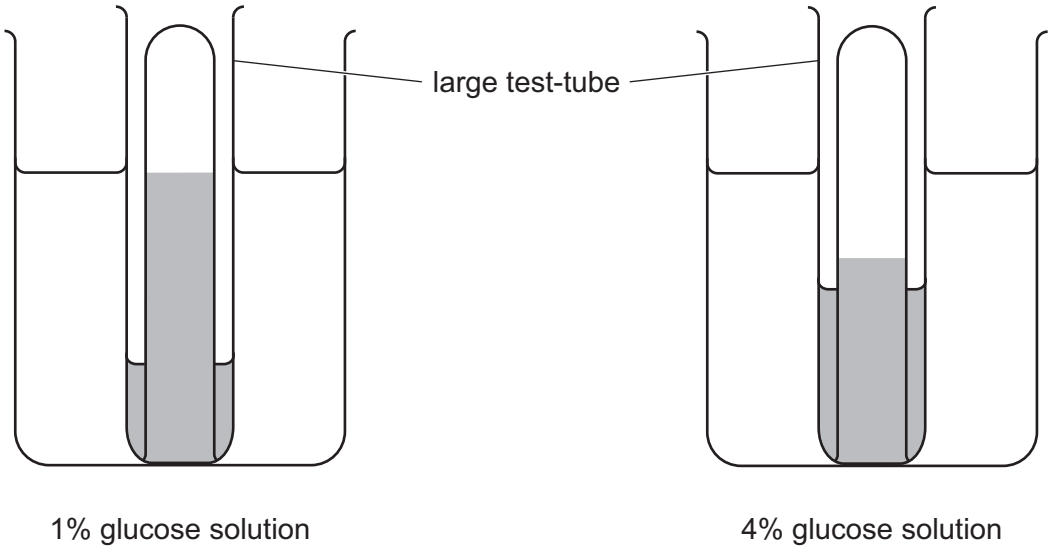


**Fig. 1.3**

**(i)** Measure the height of the yeast suspension in each of the **large** test-tubes shown in Fig. 1.3.

Prepare a table for the results and record your measurements from Fig. 1.3.

[4]

**(ii)** State a conclusion for the results of this investigation.

.....

.....

..... [1]

**(iii)** State the independent and dependent variables in this investigation.

independent variable .....

.....

dependent variable .....

..... [2]

**(iv)** Describe how the temperature of the water-bath could be maintained.

.....

.....

..... [1]

**(v)** Explain why a clean syringe was used in step 3.

.....

.....

..... [1]

**(b)** A student extended the investigation by using more concentrations of glucose solution.

Calculate the volumes of 5% glucose solution and distilled water that are needed to make 5 $cm^3$ of a 3% glucose solution.

volume of 5% glucose solution ..... $cm^3$

volume of distilled water ..... $cm^3$

[1]

**(c)** Sports drinks often contain glucose, which is a reducing sugar.

State how you could test a sample of a sports drink for reducing sugar.

.....

.....

.....

.....

..... [2]

**(d)** **(i)** The ethanol emulsion test can be used to show that a sample of food contains fat.

State the result of a positive test.

..... [1]

**(ii)** Suggest **one** safety precaution that should be followed when using ethanol.

.....

.....

..... [1]

[Total: 14]

**2** Plan an investigation to determine the effect of exercise intensity on heart rate in humans.

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..... [6]

**3** **(a)** Fig. 3.1 is a photograph of a necklace starfish, *Fromia monilis*.

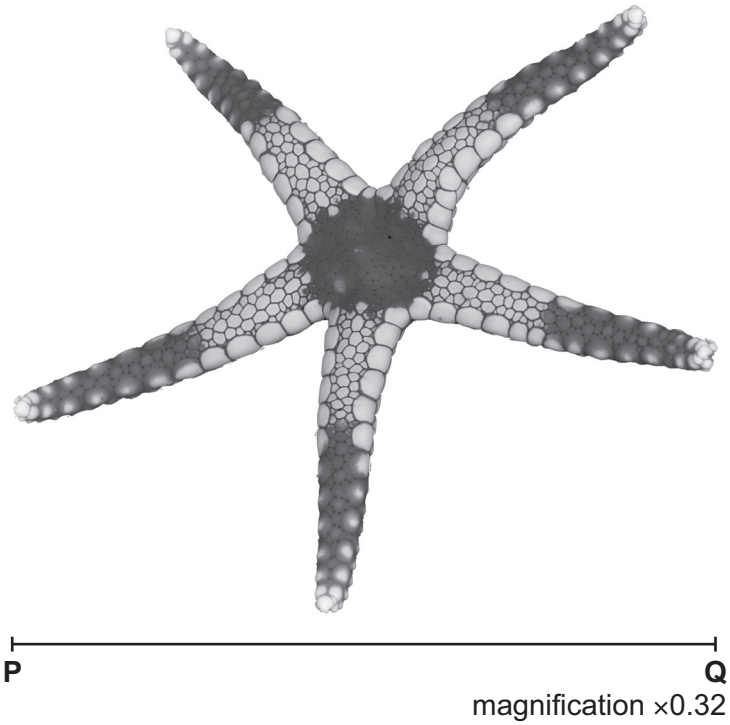



**Fig. 3.1**

**(i)** Draw a large diagram of the necklace starfish shown in Fig. 3.1.

[4]

**(ii)** Line **PQ** in Fig. 3.1 represents the diameter of the necklace starfish.

Measure the length of line **PQ** in Fig. 3.1.

length of line **PQ** ..... mm

Calculate the actual diameter of the necklace starfish using the formula and your measurement.

$$\text{magnification} = \frac{\text{length of line } \mathbf{PQ} \text{ in Fig. 3.1}}{\text{actual diameter of the necklace starfish}}$$

Give your answer to **two** significant figures.

Space for working.

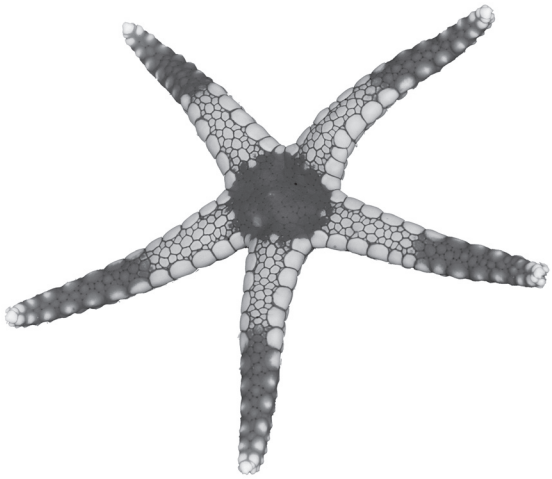
..... mm
[3]

**(iii)** Fig. 3.2 is a photograph of a spiny starfish, *Marthasterias glacialis*. Fig. 3.3 is a photograph of a necklace starfish.

The magnifications of the photographs are **not** the same.

spiny starfish

**Fig. 3.2**



necklace starfish

**Fig. 3.3**

State **two** ways the spiny starfish in Fig. 3.2 differs from the necklace starfish in Fig. 3.3, and **one** way it is similar.

Do **not** include references to size in your answer.

difference 1 .....

.....

difference 2 .....

.....

similarity 1 .....

.....

[3]

**(b)** Seven-armed starfish live in the sea.

Scientists investigated the distribution of seven-armed starfish, *Luidia ciliaris*, in one region.

- Photographs of 20 $m^2$ areas of seabed were taken at different depths.
- The depth of the water in each area was measured when the water was at its highest level (high tide).
- The numbers of seven-armed starfish in each photograph were counted.
- All photographs were taken on the same day in July.

**(i)** State **two** ways that the method used by the scientists ensured that the numbers of seven-armed starfish counted at different depths could be compared.

1 .....

.....

2 .....

.....

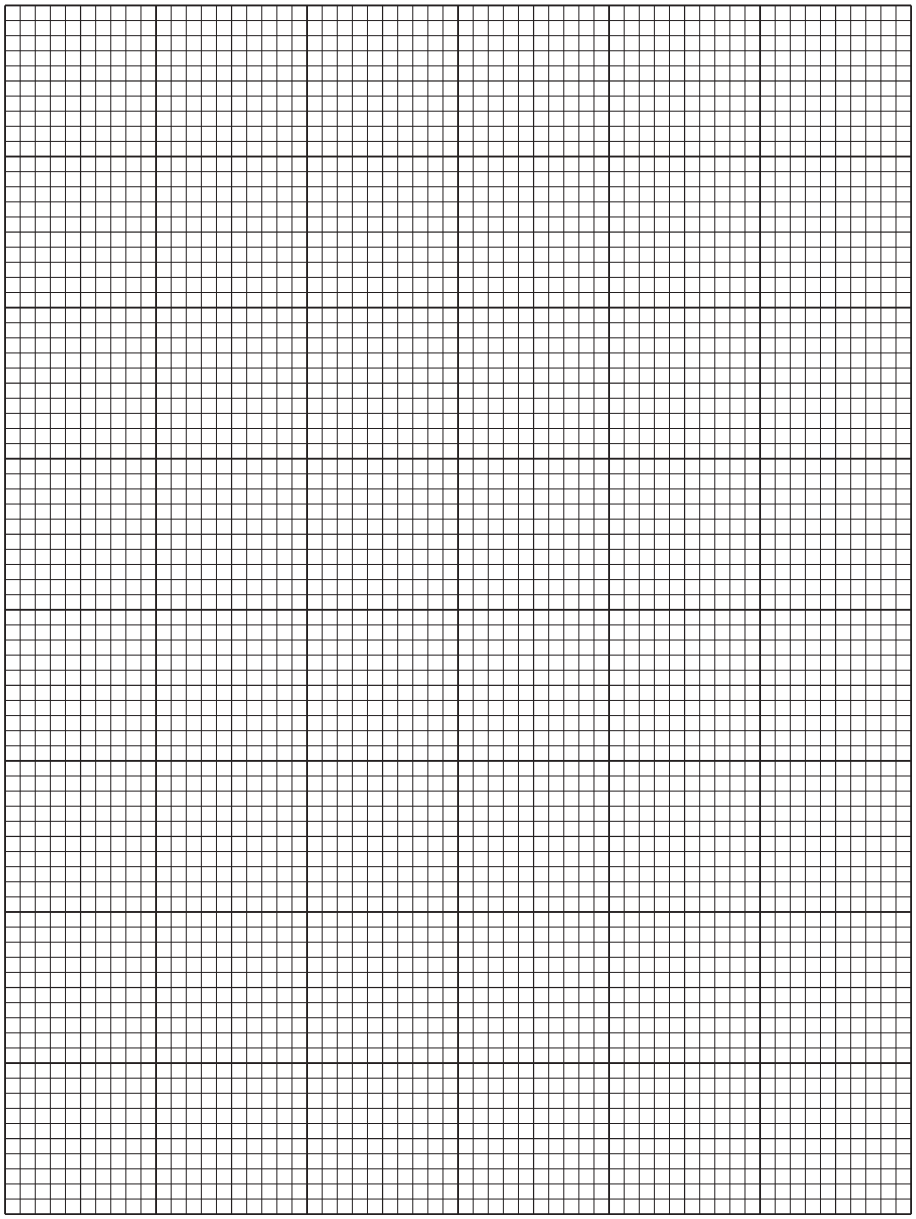
[2]

The results of the investigation are shown in Table 3.1.

**Table 3.1**

| depth / m | number of seven-armed starfish counted |
|---|---|
| 0.0–9.9 | 337 |
| 10.0–19.9 | 1486 |
| 20.0–29.9 | 1243 |
| 30.0–39.9 | 241 |
| 40.0–49.9 | 121 |

**(ii)** Plot a histogram on the grid of the data in Table 3.1.



[4]

**(iii)** State the depth range in Table 3.1 at which most seven-armed starfish were found.

..... m [1]

**(iv)** Using the information in Table 3.1, calculate the total number of seven-armed starfish that were photographed at all depths, and use this value to calculate the percentage of starfish that were photographed in the 0.0–9.9 m range.

Express the percentage as a whole number.

Space for working.

total number of seven-armed starfish photographed .....

percentage of seven-armed starfish photographed at 0.0–9.9 m .....%
[3]

[Total: 20]



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