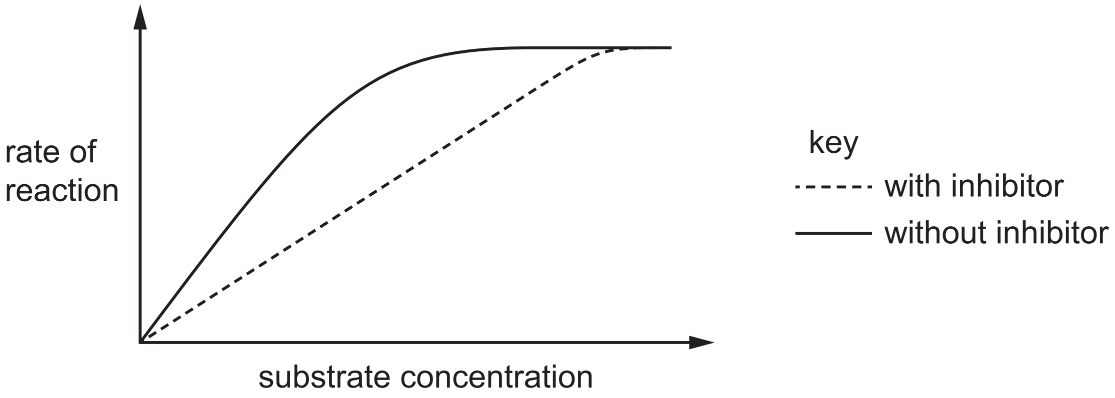
12 The graph shows the effect of substrate concentration on an enzyme-catalysed reaction with and without a competitive inhibitor.



What is the effect of the competitive inhibitor on V_{max} and K_m?

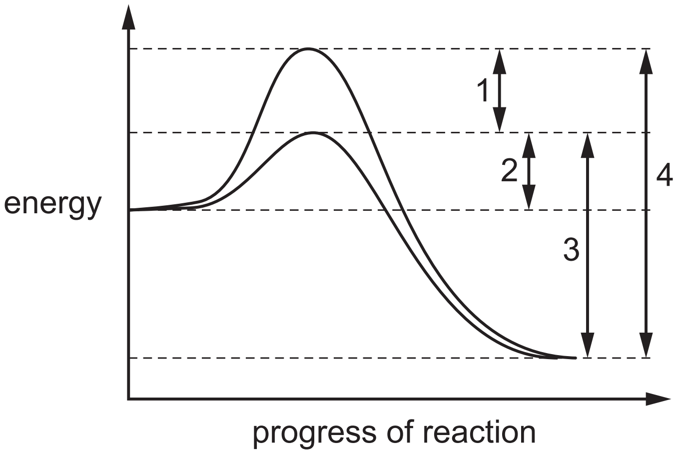
A V_{max} decreases and K_m decreases.

B V_{max} stays the same and K_m decreases.

C V_{max} stays the same and K_m increases.

D V_{max} decreases and K_m stays the same.

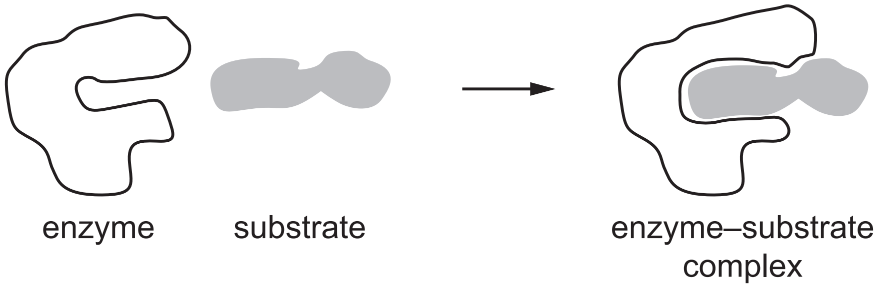
13 The graph shows energy changes in a chemical reaction.



What is the activation energy when an enzyme is added?

A 1 + 2 **B** 2 only **C** 3 – 2 **D** 4

14 The diagram shows an enzyme, its substrate and an enzyme–substrate complex.



Which statement explains how this substrate is able to enter the active site of this enzyme?

A Contact between the substrate and the enzyme causes a change in the enzyme shape.

B The shape of the active site and the shape of the substrate are complementary.

C The substrate within the active site forms hydrogen bonds with amino acids.

D When the enzyme–substrate complex forms, the tertiary structure of the enzyme changes.

A-Level Biology: **w25 12**

9 Enzyme P has been found in a tropical grass.

- The enzyme catalyses the hydrolysis of the fungal polysaccharide, chitin, into amino sugars.
- It also inhibits the activity of an enzyme in locust guts which catalyses the digestion of amylose.

Which row describes the actions of enzyme P?

	reaction catalysed	reaction inhibited
A	hydrolysis of glycosidic bonds	condensation of glycosidic bonds
B	hydrolysis of glycosidic bonds	hydrolysis of glycosidic bonds
C	hydrolysis of peptide bonds	condensation of glycosidic bonds
D	hydrolysis of peptide bonds	hydrolysis of glycosidic bonds

14 How is the Michaelis–Menten constant (K_m) used?

A to determine the number of collisions between the enzyme and substrate

B to compare the affinity of enzymes for their substrates

C to find the maximum velocity of an enzyme (V_{max})

D to find the optimum rate of reaction

3 **(a)** The lock-and-key hypothesis and the induced-fit hypothesis are used to describe the interaction of enzymes and their substrates.

Describe **one** similarity and **one** difference between the lock-and-key hypothesis and the induced-fit hypothesis.

similarity ....

....

....

difference ....

....

....

[2]

(b) Phosphorylase enzymes can catalyse the synthesis of starch **and** the breakdown of starch in some plant tissues. A reaction catalysed by starch phosphorylase is shown in Fig. 3.1.

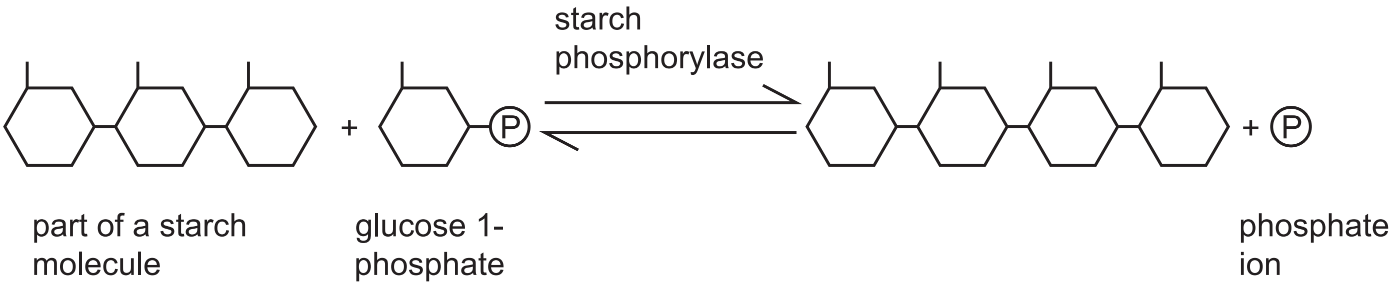


Fig. 3.1

A student carried out an experiment to study the synthesis of starch by phosphorylase found in potato tissue.

The student was provided with a solution, **E**, extracted from potato tissue. The extract was filtered to remove all the starch grains.

Extract **E** contained biological molecules from the potato tissue including phosphorylase but **no** starch.

(i) Iodine solution was used to confirm that starch was **not** present in extract **E**.

State the colour observed when iodine solution was added to a sample of extract **E**.

.... [1]

The student added a small drop of a dilute starch solution and a solution of glucose 1-phosphate to a test-tube containing extract **E**.

Samples of the reaction mixture in the test-tube were removed every minute and a drop of iodine solution was added to each.

The student used a colorimeter to measure the absorbance of the solution in each sample.

The results are shown in Fig. 3.2.

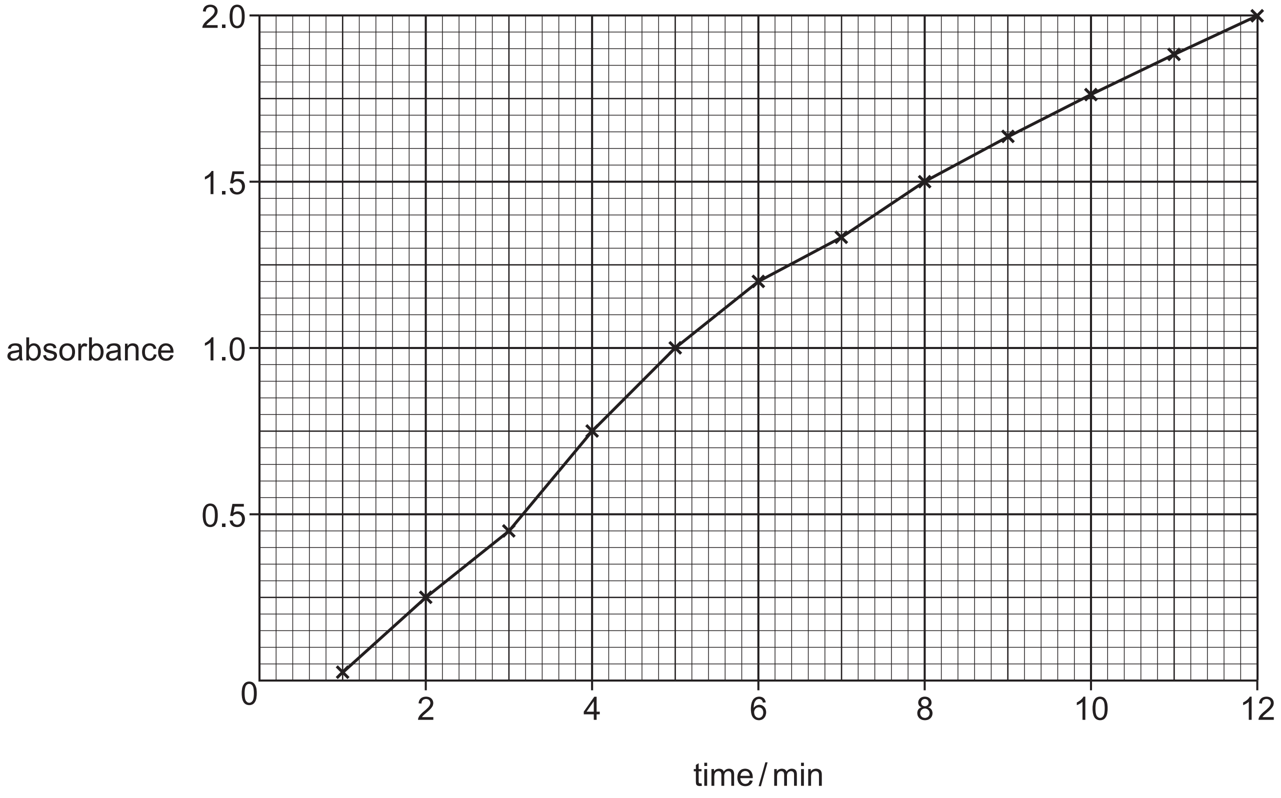


Fig. 3.2

(ii) Explain the results shown in Fig. 3.2.

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....

.... [3]

(iii) After 12 minutes, the student added a solution containing phosphate ions to the reaction mixture. The student continued taking samples every minute, adding iodine solution to each sample.

The absorbance of the solution in each of these samples was measured. The results showed that the absorbance decreased over time.

Suggest why the absorbance decreased.

....

....

.... [1]

(c) Muscle cells contain glycogen phosphorylase.

Fig. 3.3 shows the effect of caffeine on the activity of glycogen phosphorylase at different concentrations of substrate.

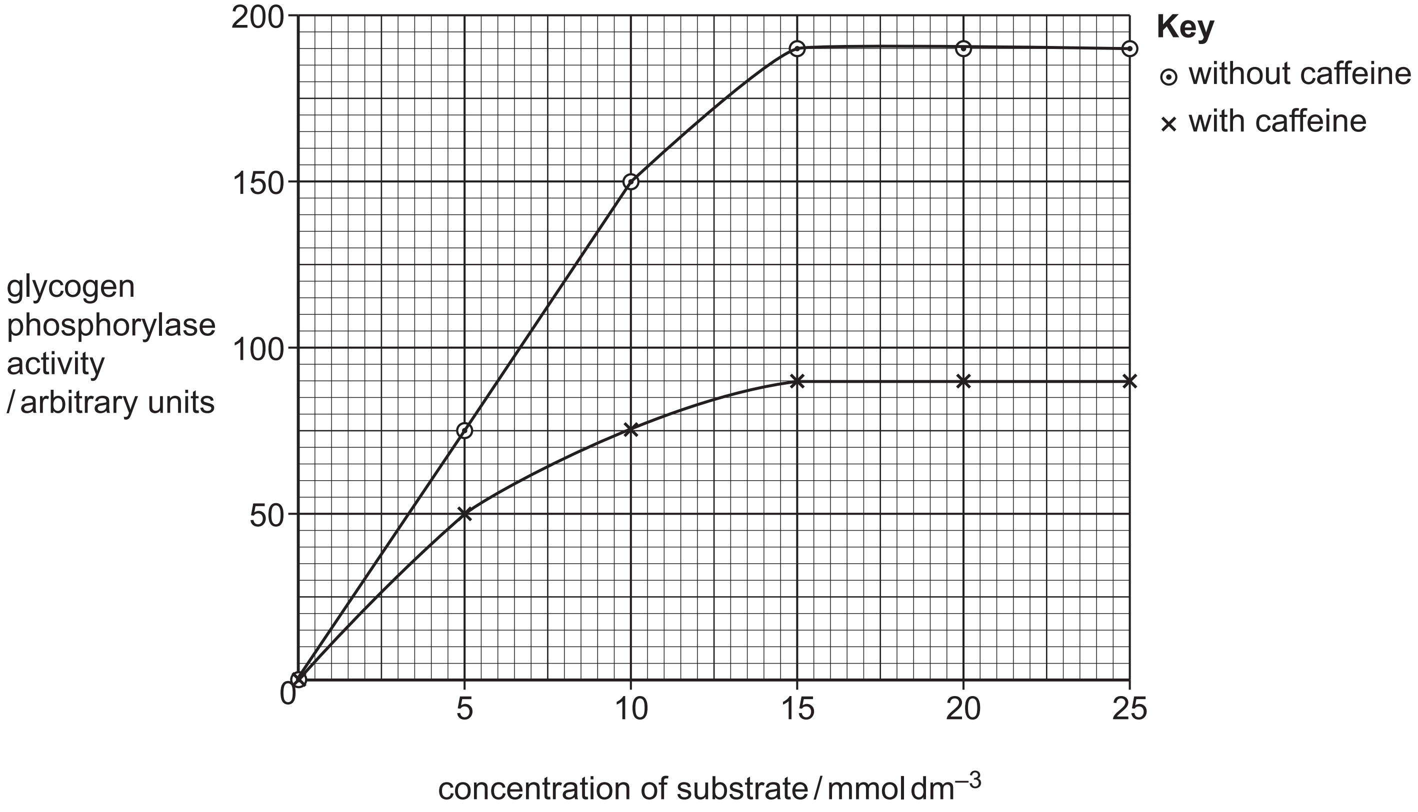

Fig. 3.3

A student concluded that caffeine acts as a non-competitive inhibitor of glycogen phosphorylase.

Explain how the results in Fig. 3.3 support this conclusion.

....

....

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.... [3]

[Total: 10]

1 The bacterium *Streptococcus pneumoniae* is commonly found in the throat. *S. pneumoniae* produces hydrogen peroxide as it grows. A sample can be taken from a patient's throat and tested to measure the concentration of hydrogen peroxide. This can be used as a measure of the growth of the bacteria.

You will determine the growth of bacteria by measuring the concentration of hydrogen peroxide in a solution that represents a sample taken from a patient. You will do this by measuring how long it takes for a sample of hydrogen peroxide to cause a colour change in a reaction mixture. The faster the mixture changes to a blue-black colour, the higher the concentration of hydrogen peroxide, and the greater the growth of bacteria.

You will use a range of known concentrations of hydrogen peroxide to estimate the concentration of hydrogen peroxide in a sample.

You are provided with the materials shown in Table 1.1.

Table 1.1

labelled	contents	hazard	volume / cm^3
R1	dilute sulfuric acid	irritant	100
R2	starch solution	low	10
R3	potassium iodide solution	low	10
R4	sodium thiosulfate solution	low	10
H	2.0% hydrogen peroxide solution	irritant	25
U	solution representing patient sample	irritant	10
W	distilled water	low	100

If any solution comes into contact with your skin, wash off immediately with cold water.

It is recommended that you wear suitable eye protection.

You will need to carry out a **serial** dilution of the 2.0% hydrogen peroxide solution, **H**, to reduce the concentration by **half** between each successive dilution.

You will need to prepare **four** concentrations of hydrogen peroxide solution in addition to the 2.0% hydrogen peroxide solution, **H**.

After the serial dilution is completed, you will need to have 10 cm^3 of each concentration available to use.

(a) **(i)** Complete Fig. 1.1 to show how you will prepare your serial dilution.

Each beaker should have:

- a labelled arrow to show the volume of hydrogen peroxide solution transferred
- a labelled arrow to show the volume of distilled water, **W**, added
- a label under the beaker to show the concentration of the hydrogen peroxide solution.

0 cm^3 of **W**