

Exercise walk-through

3.2.1

Food tests and membrane practicals

Pearson Edexcel · International A-Level · Biology

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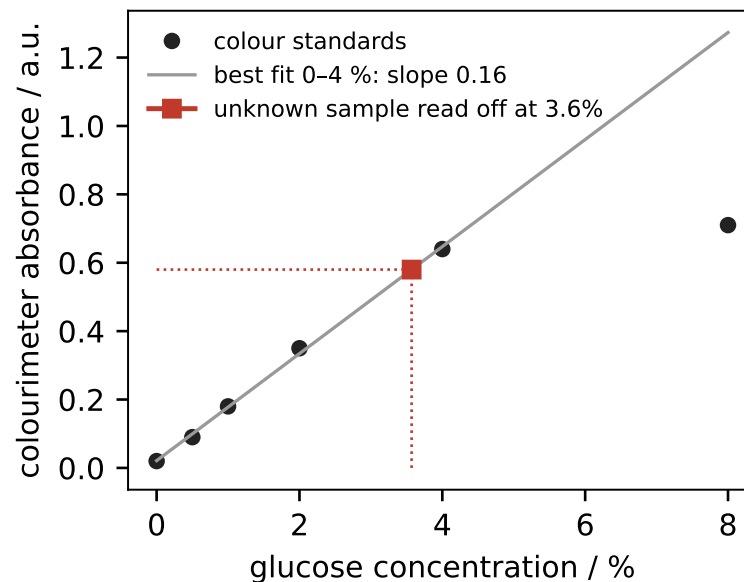
The method

Method — Semi-quantitative means judged against standards

Make a **series of known concentrations** by serial dilution (1 %, 2 %, 3 %, 4 % glucose), heat each with equal volumes of Benedict's for the same time, and compare the unknown's colour against the row of **colour standards**. The estimate is **semi-quantitative** : a range judged by eye, not an exact value. A **calibration curve** with a colorimeter turns the same idea quantitative: absorbance against concentration, unknown read inside the calibrated range.

Method — Semi-quantitative means judged against standards

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Exercises 2.1·2.2

2.1 Describe how to prepare colour standards for estimating starch concentration with iodine, and how the standards are used with a sample. [3]

2.2 Explain the difference between a quantitative and a semi-quantitative result, giving one example of each from these practicals. [2]

Exercises 2.1·2.2

2.1 Describe how to prepare colour standards for estimating starch concentration with iodine, and how the standards are used with a sample. [3]

2.1 Prepare starch solutions of known concentration, e.g. by serial dilution of a stock; add equal volumes of iodine to each, producing a colour row from pale yellow-brown to blue-black; add iodine to the sample in the same way and match its colour against the standards to estimate concentration as a range.

2.2 Explain the difference between a quantitative and a semi-quantitative result, giving one example of each from these practicals. [2]

2.2 Quantitative gives an objective measured value with an instrument, e.g. colorimeter absorbance or DCPIP titre volume; semi-quantitative gives an estimate by judgement against standards, e.g. colour-matching Benedict's or iodine standards.

Exercises 2.3·2.4

2.3 Two fruit juices need the same volume to decolourise equal volumes of DCPIP, but juice A was diluted 1-in-5 before testing. Which juice has more vitamin C? Justify your answer with a calculation-style reason. [3]

2.4 Give three justifications a mark scheme expects in a written beetroot method, one for the pieces, one for the rinsing, and one for the measuring instrument. [3]

Exercises 2.3-2.4

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2.3 Juice A: the diluted juice needed the same volume as undiluted B, so A's concentration before dilution was $5 \times$ B's: equal ascorbic-acid amount in $1/5$ of the volume means $5 \times$ the concentration. Juice A has more vitamin C.

2.4 Give three justifications a mark scheme expects in a written beetroot method, one for the pieces, one for the rinsing, and one for the measuring instrument. [3]

2.4 Equal-sized pieces so surface area does not change the quantity of pigment leaking; rinsed to remove pigment freed by cutting damage so absorbance reflects membrane permeability only; a colorimeter because it is a quantitative, objective method, zeroed on plain solvent to remove a systematic offset.

Exercises 3.1·3.2

3.1 Beetroot pieces of identical size are rinsed, then immersed in methanol, methanol with cholesterol at two concentrations, and water. Pigment loss is estimated every five hours for 20 hours. Justify five steps of this method. [5]

3.2 A student claims a colour-match against standards “measures the sugar concentration exactly, because the match is perfect”. Correct the claim and describe the change that would make the measurement quantitative, including one step that removes systematic error. [4]

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3.1 Beetroot pieces of identical size are rinsed, then immersed in methanol, methanol with cholesterol at two concentrations, and water. Pigment loss is estimated every five hours for 20 hours. Justify five steps of this method. [5]

3.1 Any five with reasons: equal-sized pieces – same surface area for pigment loss; rinsed – removes cut-damage pigment; same volume of each liquid – dilution would differ; same temperature – affects membrane fluidity; shaken before sampling – disperses pigment evenly; colorimeter with plain-solvent zero – quantitative, removes offset; water treatment – control for methanol's effect; repeats – mean and reliability.

3.2 A student claims a colour-match against standards “measures the sugar concentration exactly, because the match is perfect”. Correct the claim and describe the change that would make the measurement quantitative, including one step that removes systematic error. [4]

3.2 A colour match is judged by eye against a limited set of standards, so it gives a range or estimate, not an exact value – it is semi-quantitative. To make it quantitative: measure absorbance with a colorimeter for each standard and the sample, zeroing the instrument on a blank (plain reagent or solvent) so the offset is removed before readings.

Exercise 3.3

3.3 Membranes around beetroot cells are drawn soon after immersion in methanol with and without cholesterol. Explain how you would complete a diagram key for the membrane molecules, label the inside and outside of the cell, and show the net movement of the pigment betalain during the experiment. [4]

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3.3 Key names the drawn shapes: phospholipid molecules (heads and two tails) and cholesterol between them. Inside/outside labelled using the betalain molecules as the guide – pigment starts inside the cell. An arrow crossing the membrane from inside to outside on the methanol-only diagram shows net movement down the concentration gradient as the membrane's permeability rises.