

ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2016

 C	Centr	e Nu	mber
Can	didat	e Nu	mber

Physics

Assessment Unit AS 2

assessing

Module 2: Waves, Photons
and Medical Physics



AY121

[AY121]

TUESDAY 28 JUNE, MORNING

TIME

1 hour 30 minutes.

INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

Answer **all ten** questions.

You must answer the questions in the spaces provided.

Do not write outside the boxed area on each page or on blank pages.

Complete in blue or black ink only. Do not write with a gel pen.

INFORMATION FOR CANDIDATES

The total mark for this paper is 75.

Quality of written communication will be assessed in Question 2.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question.

Your attention is drawn to the Data and Formulae Sheet which is inside this question paper. You may use an electronic calculator.



- 1 Electromagnetic waves form a spectrum consisting of seven different frequency regions. A typical frequency for the region of lowest frequency is 10³ Hz and that for the highest frequency is 10²² Hz.
 - (a) Complete **Table 1.1** by naming these two regions and by stating a typical wavelength for each region.

Table 1.1

Typical frequency/Hz	Region	Typical wavelength/m
10 ³		
10 ²²		

[2]

ng Learning
Rowardin
Day Learning

E

)

G:

)

)

PD ig Learning

)

)

)

0

)

)

)

0

)

)

9

Rewarding 19 Learning

)

6

(b) Fig. 1.1 shows graphs of displacement against time for two waves P and Q. There is a **phase difference** between these two waves.

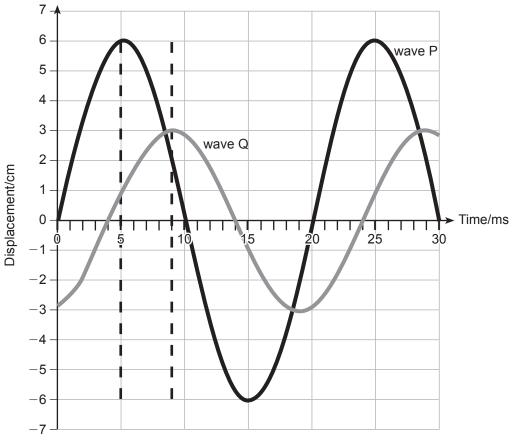


Fig. 1.1



3070			
9870			「urn over
		Phase difference = degrees	[3]
	(ii)	The dashed vertical lines on Fig. 1.1 indicate the time that a crest of exave occurs. Use this information to calculate the phase difference be waves P and Q.	each
	(i)	Explain what is meant by phase difference .	[1]

Rowarding L

Rewarding L

Rewarding L

Rowarding L.

Rewarding L

Rewarding L

Rewarding L

Rowarding L.

Rewarding L

Rowarding L



Where appropriate in this question you should answer in continuous prose. You will be assessed on the quality of your written communication.

- **2** (a) Describe an experiment to obtain the **refractive index** of a material. Include in your description:
 - a labelled diagram of the apparatus used
 - a description of the procedure
 - the measurements taken and how they are used to allow an *accurate* value of the refractive index to be calculated.

Diagram

[1]

ng Learning
Rewardin
Day
Learning

)

)

Rewardin

G:

)

G:

Rowardin
Rowardin
Rowardin

)

g Learning

Rowardin

yg Learning

Rewardin

ng Learning
Rewardin

)

g Learning

Rewardin

Rewardin

Rewardin Day 1g Learning

ag Learning

Rewardin

6



Procedure	
	[2
leasurements	[2
Quality of written communication	[2]

Rewarding L

Rewarding L

Rewarding L

Company of the state of the sta

Rewarding L

Rewarding L

Learning

Rowarding L

GE Rewarding L

Rowarding Loaming

Rowarding Loaming

Rowarding Loaming

Rowarding Loaming

Rowarding Loaming

Rowarding Loaming

A Learning

Rewarding L

Rowarding L

Rewarding L.

Rewarding L.

Rowarding L.

Rowarding L.

Rowarding L.

Rowarding L.

Rowarding L.



(b) Monochromatic light is incident on a 60° prism made of impure crown glass (refractive index = 1.73). The situation is shown in **Fig. 2.1**. Calculate the angle of incidence ϕ at face AB if total internal reflection is to **just** occur at face AC.

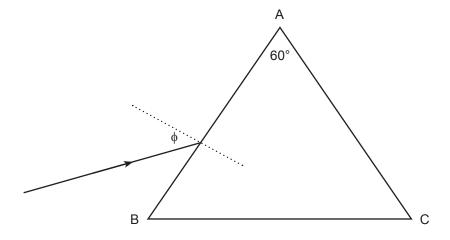


Fig. 2.1

[4]

ag Learning

G:

0

)

)

)

E

DED va Learning

)

E

)

G:

g Learning



3 An object **OA** is placed on the principal axis of a lens as shown in **Fig. 3.1**. This lens produces an **upright**, **diminished** image. The positions of the principal foci **F** and optical centre **C** of the lens have been marked.

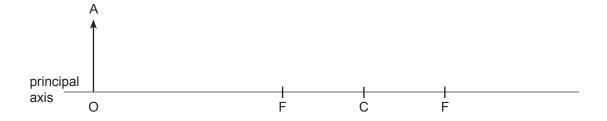


Fig. 3.1

- (a) Complete Fig. 3.1 by:
- drawing and labelling the type of lens used,
- drawing two rays from the top of the object to locate the image,
- labelling the image IB and indicating whether the image is real or virtual.

[Turn over

[4]



(b) A student carried out an experiment to determine the focal length of a **converging** lens.

She obtained a series of ${\bf u}$ and ${\bf v}$ values and recorded these in a table with headings as shown in **Table 3.1**.

Table 3.1

u/m	v/m

(i) Draw a **labelled** diagram of the equipment that the student used to obtain this set of results. Clearly identify the measurements **u** and **v** on your diagram.

Diagram

[3]

Rewardin

)



(ii) The student plots a graph of (u+v) against (uv) and obtains the graph shown in Fig. 3.2.

Explain how she would obtain the focal length of the lens from this graph. (Hint: 1/u + 1/v = 1/f)

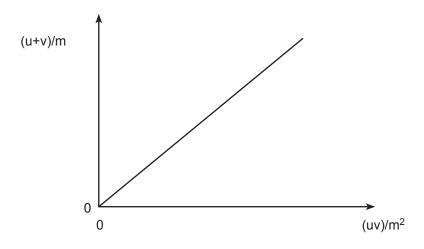


Fig. 3.2

				[2]

[Turn over



4 (a) State the principle of superposition.

[2]

(b) Fig. 4.1 shows the displacement of two waves, W₁ and W₂ which have different amplitudes and frequencies. Use the principle of superposition to draw the resultant of these two waves on Fig. 4.1.

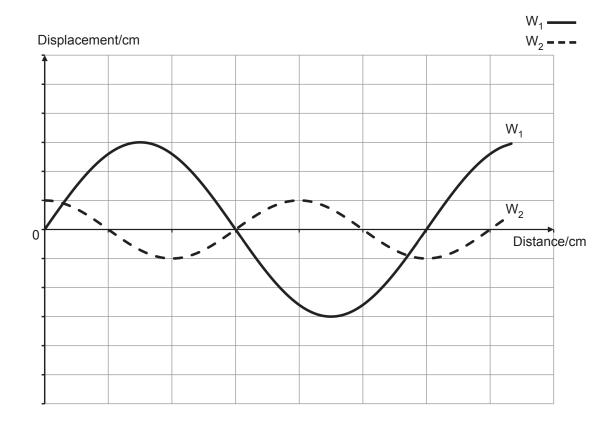


Fig. 4.1

[2]

ng Learning
Rowardin
Day Learning

E

20

G:

FE

G:

g Learning

)

Rewardin

E

ng Learning

E

FE

)

ng Learning
Rewardin

)

F

Rewarding

ag Learning

Rewardin

G:



(c) The following experiment, known as Melde's experiment, can be used to demonstrate standing waves on a string. The apparatus used is shown in Fig. 4.2.

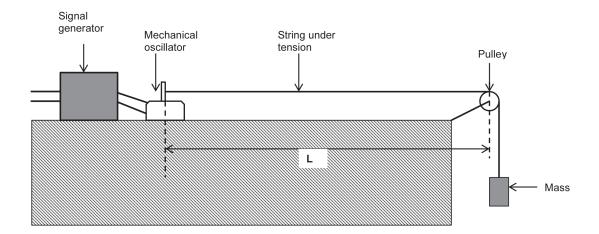


Fig. 4.2

A fixed mass is attached to a string. This mass keeps the string taut. A signal generator is connected to the mechanical oscillator which causes a progressive transverse wave to be sent along the string. This wave is reflected at the pulley end and a standing wave can be observed at certain frequencies.

(i) The frequency of the signal generator is slowly increased from zero. The fundamental mode of vibration is observed when the signal generator is set to $56\,\text{Hz}$. Calculate the length of the string **L** if the speed of the transverse wave in the string is $106.4\,\text{m s}^{-1}$.

Length L = _____ m

[Turn over

[2]



(ii) The frequency on the signal generator is increased until it reads 168 Hz and another standing wave is obtained. Determine the standing wave pattern obtained and sketch this on Fig. 4.3. The section of string between the mechanical oscillator (M) and the pulley (P) is shown in Fig. 4.3.



[2]

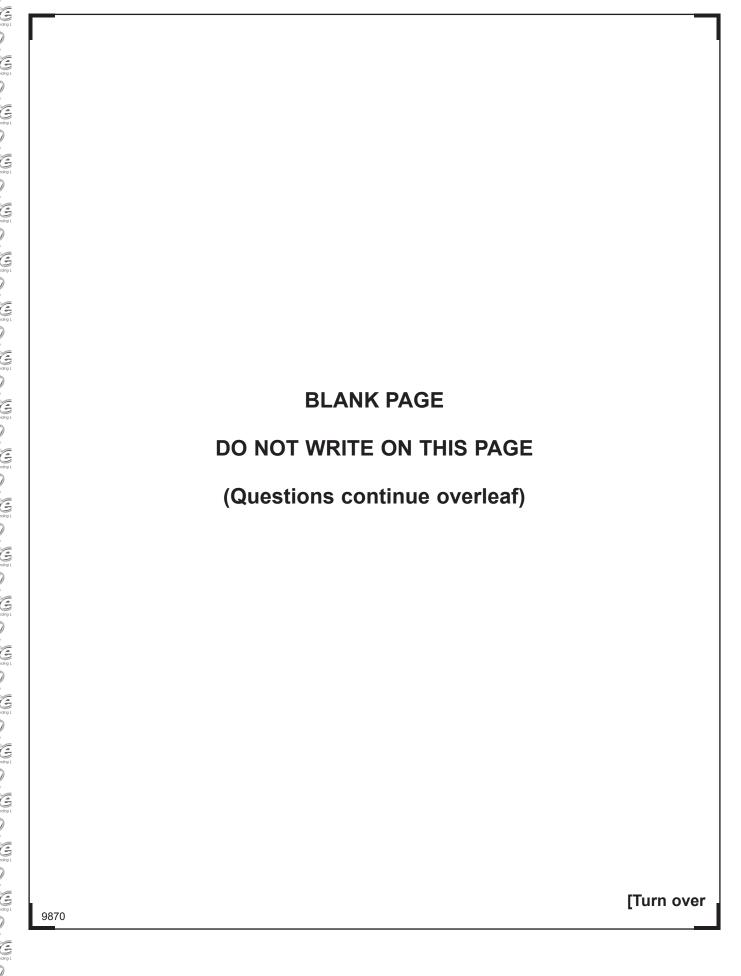
)

200 og Learning G.

(iii) On your sketch, mark the positions of a node N and an antinode A.

[1]







A student positions a monochromatic light source \mathbf{X} in front of a single slit S_1 and a double slit S_2S_3 , as shown in **Fig. 5.1**, in order to produce **coherent** sources. An interference pattern of bright and dark fringes is observed on the screen.

)

)

)

)

)

)

[1]

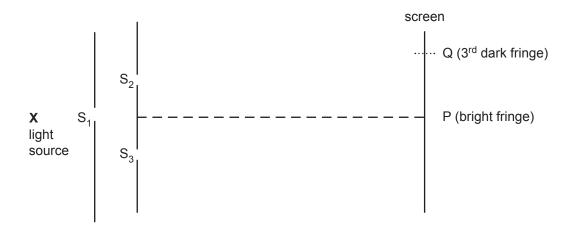


Fig. 5.1

(a) (ı)	What is meant by coherent sources?

(ii) State 2 additional conditions that must exist for an **observable** interference pattern.

1			
١.			

(b) (i) A dark fringe indicates that destructive interference has occurred. In terms of path difference state the condition that must be met for complete destructive interference.

		[1]



(ii)	The centre of a bright fringe is formed at position P, located along the centre
	line, midway between S_2 and S_3 as shown in Fig. 5.1 . The third dark fringe
	from P occurs at position Q, when the path difference between light coming
	from S_2 and S_3 is 1.38×10^{-6} m.

Calculate the wavelength of the light source.

Œ

Rowarding L

9870

Wavelength = _____ m

[Turn over

[3]

6 A music enthusiast attends a music concert but arrives too late to gain admission to the auditorium for the beginning of the concert. He is asked to wait in a room outside and is disappointed to find that he is seated to the left of an open doorway. He can hear the concert but can't see the orchestra playing on the stage. This is shown schematically in Fig. 6.1. Orchestra on stage Side room Open doorway Fig. 6.1 (a) Explain in terms of diffraction why he can still hear the music despite not being able to see the orchestra playing it. 9870

)

)

)

G:

)

)

ng Learning

Rewardin

)

0

)

)

)

)

Rewardin DD

Rewardin



(b) A signal generator is linked to both a speaker and a cathode ray oscilloscope. The sound emitted from the speaker has a frequency of 5 kHz and the trace on the cathode ray oscilloscope is shown in **Fig. 6.2**. The grid on the screen is divided into centimetres.

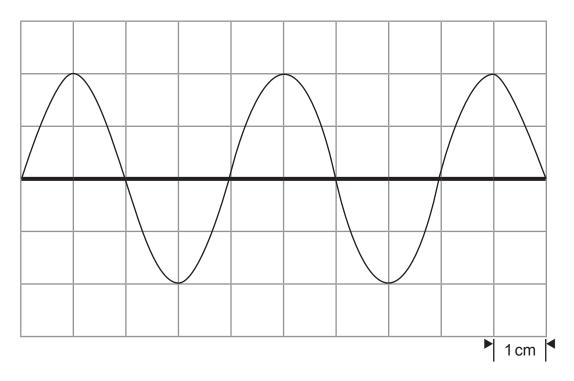


Fig. 6.2

Tick the correct box corresponding to the time base setting on the cathode ray oscilloscope.

Show your working clearly.

Time Base Setting	
5.0 µs cm ⁻¹	
8.0 ms cm ⁻¹	
0.20 µs cm ⁻¹	
50 μs cm ⁻¹	
20 ms cm ⁻¹	

[3]

[Turn over

9870

A carring
A carr



(a)	Describe the two methods of X-ray production.
(a)	Describe the two methods of X-ray production.
	[3]

Signaming

Rewarding

Signaming

Rewardin

Remarding
Sp Learning

Rewardin

Rewardin

Page 1 Learning

Page 2 Learning

Page 2 Learning

Page 3 Learning

Page 3 Learning

Page 3 Learning

Page 4 Learning

Page 5 Learning

Rewarding
Rewarding
Rewarding

newarding ng Learning Rewarding

Rewardin 200 201 Learning



			_
(b)	СТ	scanning is a powerful diagnostic tool that uses X-rays.	
	(i)	What does CT stand for?	
			[1]
	(ii)	Both the CT scanner and the conventional X-ray machine require the use an X-ray beam and a detector. Outline the difference in the procedure employed with the beam and detector when each technique is used.	of
			[2]
	(iii)	State one disadvantage of using a CT scanner instead of a conventional X-ray machine when used for producing images of patients.	
			[1]

[Turn over



GE Rewarder

Rewarding L

Rowarding L

A Learning

Rewarding L.

Rowarding L

Rewarding L

Rowarding L

Rowarding L

Rowarding L

Rowarding L

Rowarding L

Rowarding L



(a)	State the conditions under which photoelectric emission occurs.	
(b)	The minimum frequency of radiation for which photoelectric emission occurs when a platinum surface is illuminated is $2.5\times10^{15}\text{Hz}$. Calculate the work function of the platinum surface in eV.	.
	Work function = eV	I

Sy Learning
Rewarding
Sy Learning

Rewardin

Rewardin DED og Learning Rewardin DED og Learning Rewardin ng Learning Rewardin ng Learnina Rewardin ng Learning G G DED ng Learning Rewardin newarding ag Learnino Rewardin DED ng Lesmina Rewardin DED ng Learning Rewardin ng Learning Rewardin DED og Learning Rewardin Ng Learning Rewardin

Rewarding

ig Learning

Rewardin

newarding

In the second of th

ng Learning
Rewarding

G.



` '		frequency of the illuminating radiation is kept constant at $2.5 \times 10^{15}\text{Hz}$ but intensity of the radiation is increased.
((i)	Explain the effect this would have on the kinetic energy of the emitted photoelectrons.
((ii)	Explain the effect this would have on the number of photoelectrons emitted in 1 second.

[Turn over

9870

Œ

Rewarding L

Laarning

Rewarding L

Rowarding Loaming

Rowarding Loaming

Rowarding Loaming

Rowarding Loaming

Rowarding Loaming

Rowarding Loaming

A Learning

GE Rewarding L

Rowarding L

Rewarding L

Rowarding L

Rowarding L

Rowarding L

Rowarding L

Rowarding L

Rowarding L





Spanning
Spa

Rowardin
Page Learning

ng Learning
Rewardin

PD Rewardin ag Learning 0 DED og Learning Rewardin Rewardin G. DED na Learning G:) og Learning Rewardin DED Na Learning Bewardin DED ng Learning Rewardin) Seaming

ng Learning
Rewardin

Learning G



(a)		nt amplification will only occur for a particular electron arrangement of the ms within the laser.
	(i)	Name and describe this arrangement of electrons.
		[2
	(ii)	An electron may fall between two energy levels due to either spontaneous or stimulated emission. What causes stimulated emission to occur?

[Turn over

9870

Rewording L

Delicarring

Learning



(h)	Helium neon lasers were initially developed at Bell telephone laboratories in
(~)	· · · · · · · · · · · · · · · · · · ·
	1962. They operate at wavelengths of 632.8 nm in the red part of the visible
	spectrum and are widely used to read the optical disc in Compact Disc, DVD
	and Blu-ray Disc devices. Fig. 9.1 shows a simplified diagram of some of the
	electron energy levels for helium and neon atoms within the laser.

ng Learning
Rewardin

Powerflor

Signature

Rewardin

Rewarding
Spanning
Rewarding
Spanning
Rewarding
Rewarding
Spanning
Spanning

ag Learning
Rowarding
Rowarding
Rowarding
Rowarding

Rewardin

Rewardin

Rewardin

Rewardin

Rewardin

Powerful Rewarding Powerful Rewa

Rowarding

DE Learning

Rewarding

newardin

Rewardin

Rewardin 200 201 Learning

Energy	
−3.900 eV −4.026 eV	
-4.030 eV	
–5.995 eV	-
-12.190 eV	
–21.568 eV	

Fig. 9.1

(i)	Explain why the energy levels have negative values.				
	[2]				



(ii)	Identify the energy levels bet in the emission of red light wi photon energy of 1.965 eV as	ith a wavelength of 632	2.8 nm and assoc	
	Transition between	eV and	eV	[1]
(iii)	Draw an arrow between thes	e levels on Fig. 9.1 to	represent this tra	ansition. [1]
9870				Turn over

Rowarding L

Rowarding L

Rowarding L

Rowarding L

Rowarding L

Rowarding L

Rewarding L

Rewarding L

Rowarding L.

Rowarding I.

Rowarding L

Rewarding L

Rewarding L

Rowarding L

Rowarding L.

Rewarding L

Rowarding L



10 Electron diffraction shows that particles can behave as waves. This can be demonstrated experimentally using the equipment shown in Fig. 10.1. The electrons are accelerated from rest in a vacuum by a high voltage supply and passed through a graphite crystal. A diffraction pattern consisting of a central bright spot surrounded by dark and bright concentric rings is observed on a fluorescent screen as shown in Fig. 10.2.

DE y Learning

)

PD

0

)

)

yg Learning

Rewardin

)

G:

20

G:

)

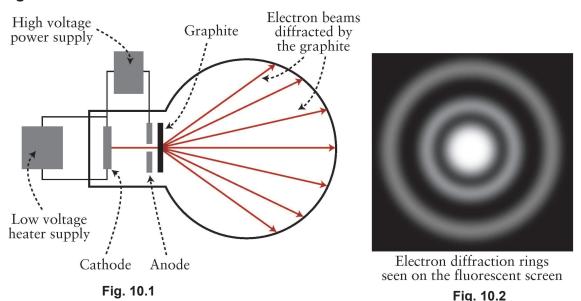
Rewardin

)

)

20

Pa ng Learning



© Physics for CCEA AS Level by Pat Carson and Roy White. Published by Colourpoint Educational, 2005. (ISBN: 9781904242437)

(a) The accelerating potential is 425 V. Calculate the de Broglie wavelength of the electrons when they reach their final speed of $1.22 \times 10^7 \, \text{m s}^{-1}$.

Wavelength =	nm	[3]



(b) D	escribe and explain the effect on the diffraction pattern if the accelerating otential is increased to 495 V.	
_		
_		
_		[3]
_		[o]
	THIS IS THE END OF THE QUESTION PAPER	

Rewarding L

Learning

Rowarding L

GE Rewarding L

Rowarding Loaming

Rowarding Loaming

Rowarding Loaming

Rowarding Loaming

Rowarding Loaming

Rowarding Loaming

A Learning

Rewarding L

Rowarding L.



DO NOT WRITE ON THIS PAGE

For Examiner's use only				
Question Number	Marks	Remark		
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

yg Learning
Rewardin
20
19 Learning

ng Learning

E

)

ag Learning

Rewardin

E

ng Learning
Rewarding
ng Learning

Page Spanning

Remarks,

Spanning

Remarks,

Spanning

Remarks,

Spanning

)

ng Learning
Rewarding
ng Learning

Bowardio

ag Learning

Rewarding ag Learning

ng Learning
Rewarding

G:

Total Marks

Examiner Number

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright holders may have been unsuccessful and CCEA will be happy to rectify any omissions of acknowledgement in future if notified.

