

OXFORD CAMBRIDGE AND RSA EXAMINATIONS
GCSE
TWENTY FIRST CENTURY SCIENCE
A182/01
PHYSICS A
Modules P4 P5 P6
(Foundation Tier)

FRIDAY 25 JANUARY 2013: Afternoon
DURATION: 1 hour
plus your additional time allowance

MODIFIED ENLARGED 18pt

Candidate forename		Candidate surname	
-------------------------------	--	------------------------------	--

Centre number						Candidate number				
--------------------------	--	--	--	--	--	-----------------------------	--	--	--	--

Candidates answer on the Question Paper.
A calculator may be used for this paper.

OCR SUPPLIED MATERIALS:

Insert A: For question 4 (inserted)
Insert B: For question 5 (inserted)

OTHER MATERIALS REQUIRED:


Pencil
Ruler (cm/mm)

READ INSTRUCTIONS OVERLEAF

INSTRUCTIONS TO CANDIDATES

- **Write your name, centre number and candidate number in the boxes on the first page. Please write clearly and in capital letters.**
- **Use black ink. HB pencil may be used for graphs and diagrams only.**
- **Answer ALL the questions.**
- **Read each question carefully. Make sure you know what you have to do before starting your answer.**
- **Write your answer to each question in the space provided. Additional paper may be used if necessary but you must clearly show your candidate number, centre number and question number(s).**

INFORMATION FOR CANDIDATES

- **Your quality of written communication is assessed in questions marked with a pencil (.**
- **A list of useful relationships is printed on pages 4 and 5.**
- **The number of marks is given in brackets [] at the end of each question or part question.**
- **The total number of marks for this paper is 60.**

BLANK PAGE

TWENTY FIRST CENTURY SCIENCE EQUATIONS

USEFUL RELATIONSHIPS

The Earth in the Universe

$$\text{distance} = \text{wave speed} \times \text{time}$$

$$\text{wave speed} = \text{frequency} \times \text{wavelength}$$

Sustainable energy

$$\text{energy transferred} = \text{power} \times \text{time}$$

$$\text{power} = \text{voltage} \times \text{current}$$

$$\text{efficiency} = \frac{\text{energy usefully transferred}}{\text{total energy supplied}} \times 100\%$$

Explaining motion

$$\text{speed} = \frac{\text{distance travelled}}{\text{time taken}}$$

$$\text{acceleration} = \frac{\text{change in velocity}}{\text{time taken}}$$

$$\text{momentum} = \text{mass} \times \text{velocity}$$

$$\text{change of momentum} = \text{resultant force} \times \text{time for which it acts}$$

$$\text{work done by a force} = \text{force} \times \text{distance moved in the direction of the force}$$

$$\text{amount of energy transferred} = \text{work done}$$

$$\text{change in gravitational potential energy} = \text{weight} \times \text{vertical height difference}$$

$$\text{kinetic energy} = \frac{1}{2} \times \text{mass} \times [\text{velocity}]^2$$

Electric circuits

$$\text{power} = \text{voltage} \times \text{current}$$

$$\text{resistance} = \frac{\text{voltage}}{\text{current}}$$

$$\frac{\text{voltage across primary coil}}{\text{voltage across secondary coil}} = \frac{\text{number of turns in primary coil}}{\text{number of turns in secondary coil}}$$

Radioactive materials

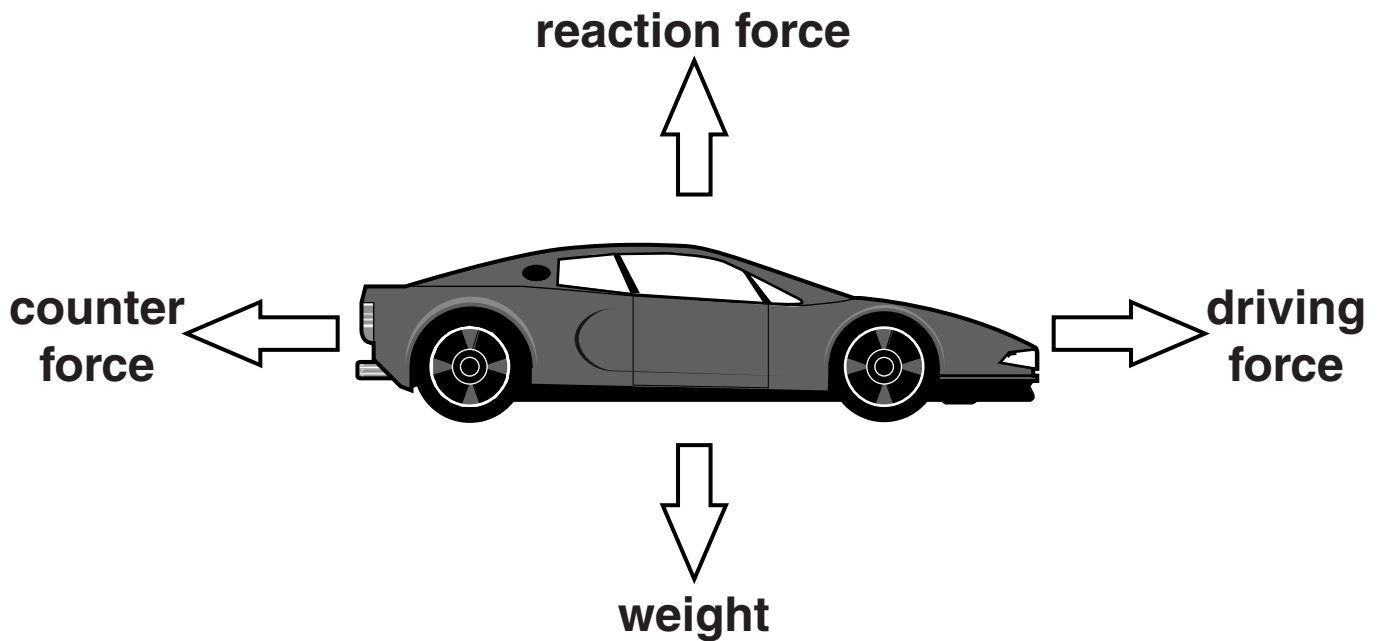
$$\text{energy} = \text{mass} \times [\text{speed of light in a vacuum}]^2$$

Answer ALL the questions.

- 1 Racing car teams track the progress of cars to analyse their performance.**

One team was testing how well a car accelerated at the start of a race.

(a) Some of the forces on the car are shown below.



- (i) Draw a line from each **FORCE** to the correct **DESCRIPTION** of the force.

FORCE	DESCRIPTION
counter force	push of the engine
driving force	force due to friction and air resistance
reaction force	pull of gravity on the car
weight	force from the ground on the car

[2]

- (ii) The team had force sensors on the car.

At one moment, the sensors measured the following forces:

counter force	driving force
11 500 N	18 000 N

Explain how this data shows that the car is speeding up.

[2]

(b) The car in part (a) accelerated from rest to 40 m/s in 4 seconds.

What was the average acceleration of the car?

Put a ring around the correct answer.

0.1 m/s²

10 m/s²

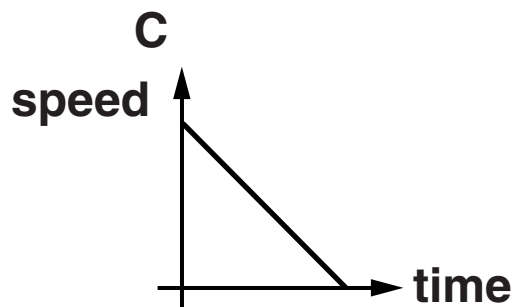
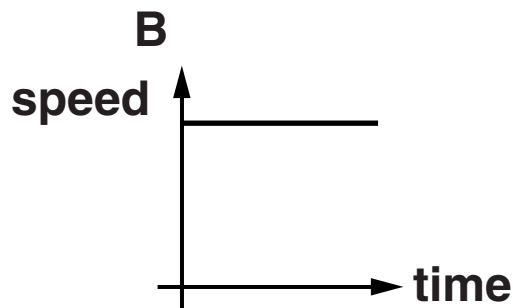
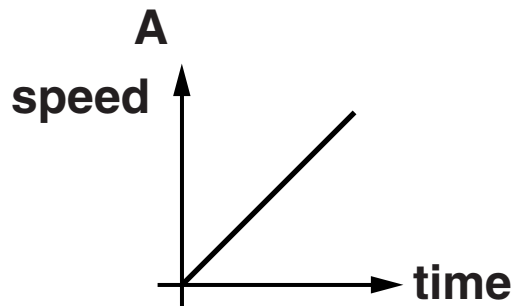
36 m/s²

44 m/s²

[1]

- (c) The team use their measurements to plot a speed-time graph for the car.

Which speed-time graph, A, B, or C, shows the car accelerating?



graph _____ [1]

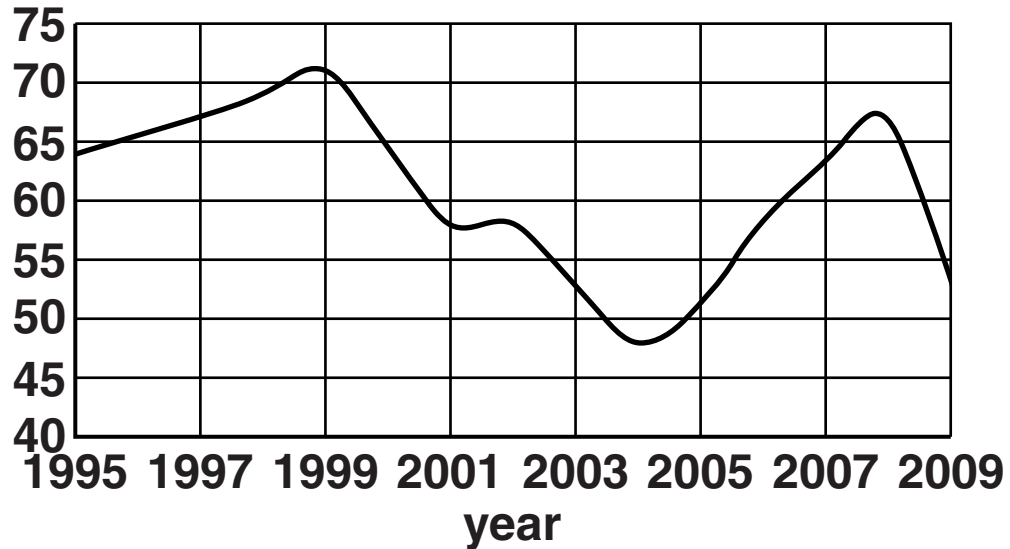
[TOTAL: 6]

- 2 Look at the two graphs showing motorcycle rider deaths and helmet use.

PERCENTAGE OF MOTORCYCLE RIDERS WHO WEAR HELMETS

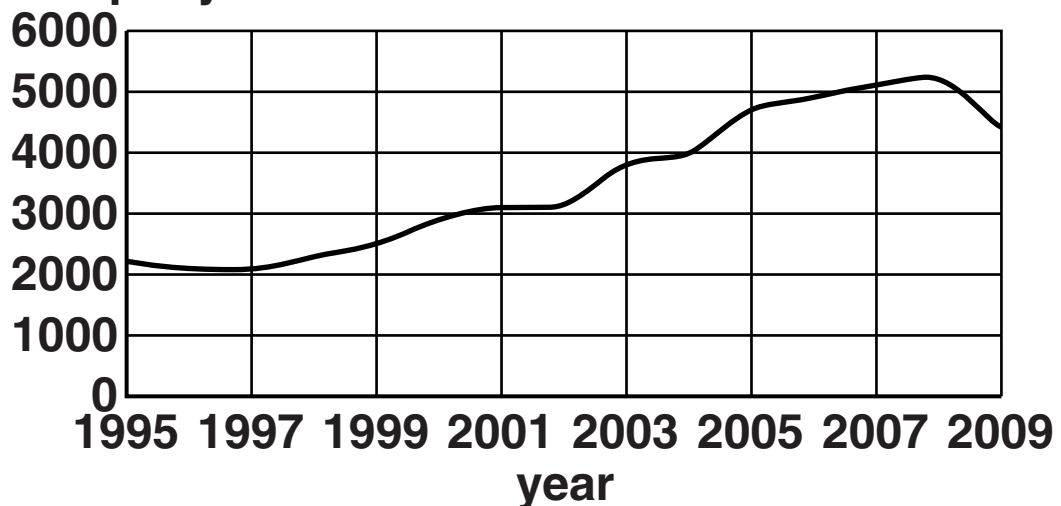
1995–2009

% who used helmets



MOTORCYCLE RIDER DEATHS PER YEAR

motorcycle rider
deaths per year



A politician looks at the graphs.

The number of deaths dropped in 2009, and in that year fewer riders used helmets. We thought motorcycle helmets save lives, but this data proves they do not. I think that motorcycle helmets stop your head moving in a shorter time during a collision.

The politician has misunderstood the ideas of correlation and cause, and does not understand how motorcycle helmets work.

Explain why he is WRONG, using the data and your knowledge of physics.



The quality of written communication will be assessed in your answer.

[6]

[TOTAL: 6]

- 3 Hannah is doing an experiment with falling paper shapes.**



- (a) When Hannah lifts a paper circle, she does work on the paper.**
- (i) Calculate the work done on the paper when it is lifted up 2 m.**

The paper has a weight of 0.1 N.

work done = _____ J [1]

- (ii) After the circle of paper is lifted up, what type of energy has increased?

Put a **ring** around the correct answer.

electrical

gravitational potential

kinetic

nuclear

[1]

- (b) Hannah then drops the paper circle.

- (i) What forces act on the paper circle as it falls?

_____ [2]

- (ii) When Hannah first drops the paper circle, it speeds up.

Which type of energy increases?

Put a **ring** around the correct answer.

electrical

gravitational potential

kinetic

nuclear

[1]

(c) Hannah then squashes the paper circle into a ball.

She then repeats her experiment dropping the paper ball from the same height.

She finds that the paper ball now drops FASTER.

Explain why.

[3]

[TOTAL: 8]

BLANK PAGE

4 Luke sets up an experiment with a motor (Insert A).

When Luke turns on the circuit, the motor rotates.

He finds out how many times the motor rotates each second.

He measures the power supplied to the motor.

He then repeats the experiment with different values of power.

Here are his results.

Power (W)	4	6	8	10	12
Number of rotations per second	0.50	0.75	1.0	1.2	1.3

Luke says, “The power cannot be related to the number of rotations per second. There is no reason for a correlation”.

Is Luke correct? Explain your answer.



The quality of written communication will be assessed in your answer.

[6]

[TOTAL: 6]

5 Ali does an experiment using a coil of wire and a magnet.

He connects the coil of wire to a data logger.

He then drops the magnet through the coil.

Ali displays the data as a graph showing how the voltage across the coil changes with time (Insert B).

(a) (i) Complete the sentences about this experiment.

Put a ring around each correct answer.

induces
magnetises
resists

As the magnet drops into the coil, it a voltage across the coil.

goes into
comes out of
spins in

The voltage becomes negative when the magnet

the coil.

electromagnetic induction.
potential energy.
the motor effect.

This process is called

(ii) State TWO ways that Ali could increase the voltage across the ends of the coil of wire.

1 _____

2 _____

[2]

(b) The effect described in part (a) is used in power stations to produce electricity.

(i) What is the name of the device that uses this effect in a power station?

Put a ring around the correct answer.

generator

motor

pylon

[1]

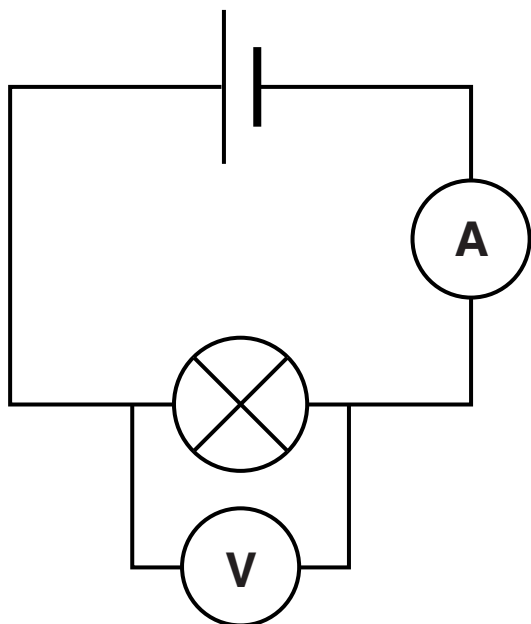
- (ii) Compare the electricity produced by a power station with the electricity produced in this experiment.

Use information from the graph.

[2]

[TOTAL: 8]

6 Jason sets up the following circuit.



(a) He measures the current and voltage.

Draw a line from each QUANTITY to its correct DESCRIPTION.

QUANTITY

DESCRIPTION

current

the flow of charge in a circuit

the number of lamps in the circuit

voltage

the length of the wires in the circuit

the push of the battery on the charges in the circuit

[2]

(b) The voltage is 1.5V and the current is 0.5 A.

Jason then calculates the power and resistance of the lamp.

Draw a line from each QUANTITY to the correct CALCULATION for it.

QUANTITY	CALCULATION
	$1.5V \times 0.5A$
power (W)	$1.5V + 0.5A$
	$1.5V - 0.5A$
resistance (Ω)	$\frac{1.5V}{0.5A}$
	$\frac{0.5A}{1.5V}$

[2]

- (c) Jason doubles the length of the **CONNECTING** wires in his circuit, but keeps all other components the same.

He finds that the power of the lamp does not change.

Explain why.

[2]

[TOTAL: 6]

7 There are many arguments for and against nuclear power.

Some people are worried about the materials left over as waste from nuclear power stations.

(a) Three of the materials left over are caesium-134, technetium-99 and zirconium-93.

They have very different half-lives.

(i) What is half-life?

Place a tick (✓) in the box next to the correct answer.

The time taken for the radioactive material to completely change into another material.

☐

The time taken for a radioactive material to become safe.

☐

The time taken for half of the radioactive material to decay.

☐

[1]

(ii) Caesium-134 has a half-life of about 2 years.

Technetium-99 has a half-life of about 200 000 years.

Zirconium-93 has a half-life of about 1.5 million years.

Samples of each material start with the same activity.

Which material will take the LONGEST time for its activity to halve?

Which material will take the SHORTEST time for its activity to halve?

[2]

- (iii) Another material often left over from nuclear power stations is strontium-90.

The graph below shows how strontium-90 decays.

ACTIVITY OF STRONTIUM-90



How long does it take strontium-90 to decay to a quarter of its starting activity?

Use the graph.

answer _____ years [1]

- (b) (i) The left over material from nuclear power stations is categorised as high, intermediate or low level waste.

Draw a line to link each TYPE OF WASTE to its correct METHOD OF STORAGE.

TYPE OF WASTE	METHOD OF STORAGE
high level waste	stored in concrete
intermediate level waste	encased in glass and then stored under water until cool
low level waste	put in landfill sites

[2]

- (ii) Nuclear waste produces three types of ionising radiation.

One of the types of ionising radiation is gamma.

What are the names of the other types of ionising radiation?

_____ [1]

- (iii) Some nuclear waste emits all three types of radiation and is usually held in lead containers.**

John suggests that an aluminium container should be used to contain the waste, as it is lighter.

Explain why using the aluminium container would NOT be a good idea.

[2]

[TOTAL: 9]

8 Zoe is trying to decide what job she wants to do.

She likes the idea of working in the radiology department of a hospital, but is worried about the increased risk from the radiation.

She finds the chart opposite.

Zoe says she does not understand what the chart is showing.

Explain what the chart shows and how it can help her to compare the risks and benefits of working in a radiology department.

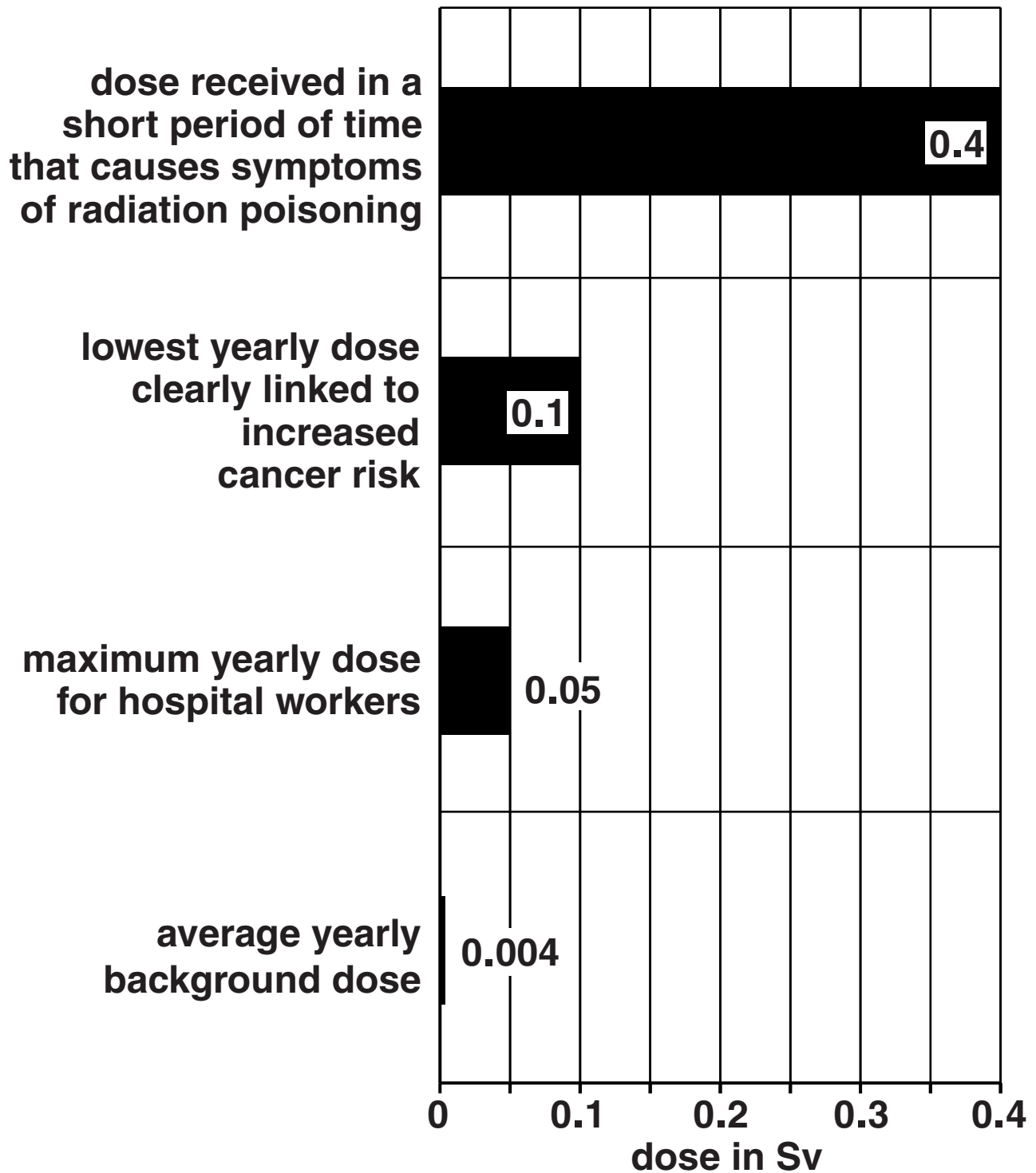


The quality of written communication will be assessed in your answer.

[6]

[TOTAL: 6]

RADIATION DOSE



- 9 Radon gas comes from the ground and emits alpha radiation.**

The government has regulations about how buildings must be built.

Some of these regulations are about including protection against radon gas when a house is built.

- (a) Why would radon gas in houses be dangerous to humans?**

[2]

- (b) The following chart shows the risk of cancer from exposure to different levels of radon gas.**

Indoor radon level	Lifetime risk of cancer
low	less than 1 in 200
medium	1 in 190
high	1 in 100

The building regulations insist that houses in high level radon areas have radon protection measures installed.

A politician proposes that people in areas with medium levels of indoor radon should also install the protection measures and that the government should pay for the change.

How would different groups of people be affected by this change?

[3]

[TOTAL: 5]

END OF QUESTION PAPER

BLANK PAGE

BLANK PAGE

Copyright Information

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

