

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS
GCSE**

A182/02

**TWENTY FIRST CENTURY SCIENCE
PHYSICS A/ADDITIONAL SCIENCE A**

Modules P4 P5 P6 (Higher Tier)

FRIDAY 16 JUNE 2017:

Morning

DURATION: 1 hour

plus your additional time allowance

MODIFIED ENLARGED 24pt

Candidate forename		Candidate surname	
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Centre number						Candidate number				
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**Candidates answer on the Question Paper.
A calculator may be used for this paper.**

**OCR SUPPLIED MATERIALS:
A Loose Sheet for Question 7**

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. If additional space is required, you should use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.

INFORMATION FOR CANDIDATES

The quality of written communication is assessed in questions marked with a pencil ().

A list of useful relationships is printed on pages 4–6.

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.

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

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

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

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

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

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

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

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

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

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

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

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Answer ALL the questions

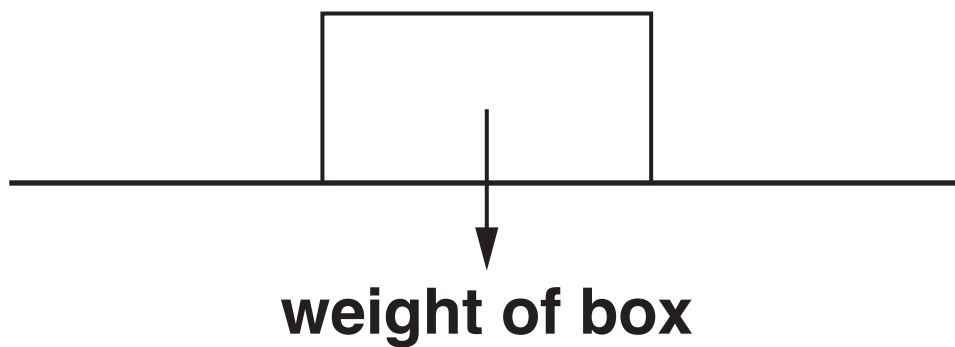
- 1 (a) The diagram shows a box moving across a horizontal floor after it has been given a push.**

The box is moving from LEFT TO RIGHT and is SLOWING DOWN.

The weight of the box is indicated on the diagram by an arrow representing its magnitude and direction.

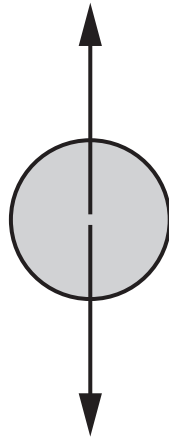
Complete the diagram below by drawing labelled arrows for the other forces acting on the box.

Show both the magnitude and direction for each force. No calculation is needed. [3]



- (b) This is the force diagram Chris draws for a ball falling vertically at constant speed.**

air resistance



weight

Chris says that the two forces are equal and opposite as they are an interaction pair and the resultant force on the ball is zero.

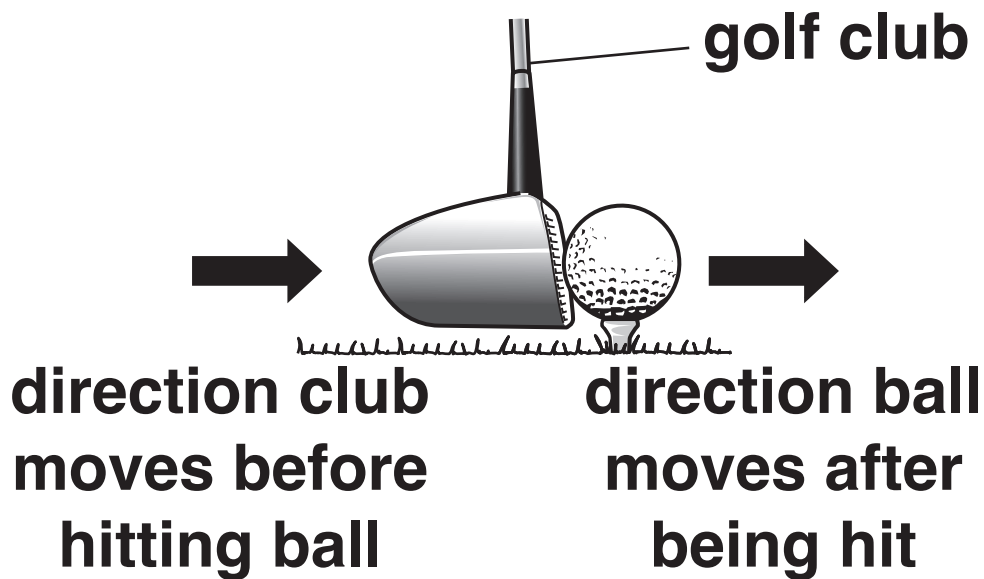
Comment on Chris's reasoning.

[2]

[TOTAL: 5]

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- 2 Anika is playing golf. She swings her golf club so that it hits a stationary ball.**



The ball has velocity 40 m/s and kinetic energy 40 J after it has been hit.

(a) (i) Calculate the mass of the ball in grams.

Show your working.

mass = _____ g [2]

(ii) Give TWO reasons why the club has more kinetic energy before hitting the ball than the ball gains.

1 _____

2 _____

[2]

(b) (i) Calculate the momentum of the ball after it has been hit.

Give the answer and the unit.

Show your working.

momentum = _____ unit _____ [2]

(ii) The club hits the ball with a force of 4.0 kN.

How long is the club in contact with the ball?

Put a ring around the correct answer below. [1]

0.50 ms

0.50 s

2.0 s

500 s

- (iii) Explain how Anika can use a smaller force but still make the ball go at 40 m/s.**

[2]

[TOTAL: 9]

3 A car travels along a straight horizontal road.

The table shows how the displacement of the car varies for part of its journey.

Time (s)	Displacement (m)
0	0
10	200
20	400
30	600
40	800
50	975
60	1100
70	1175
80	1200

Describe and explain the motion of the car.

Use the data to support your answer.

You may draw a SKETCH graph with important points labelled clearly to help you answer the question. [6]



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

[TOTAL: 6]

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- 4 Callum is a car mechanic working on an electric car.**

The car's source of energy is a battery and he has been given the following information about the car:

Voltage of battery: 200 V

Maximum power of car's motor: 30 kW.

- (a) (i) Calculate the current through the motor when working at maximum power.**

Show your working.

current = _____ A [2]

(ii) Thin wires have more resistance than thick wires.

The wires connecting the battery to the motor are thick because the current from the battery is large.

Suggest what would happen to thin wires if they were used to connect the battery to the motor.

[1]

- (iii) The wire is made up of atoms which contain protons and electrons.**

There is a current in the wire.

Which of the following correctly describes what is moving and the direction in which it moves?

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

WHAT MOVES?

**WHICH WAY DO
THEY MOVE?**

**both electrons
and protons**

**in opposite
directions**

☐

only electrons

**towards the
negative terminal
of the battery**

☐

only electrons

**towards the
positive terminal
of the battery**

☐

only protons

**towards the
negative terminal
of the battery**

☐

only protons

**towards the
positive terminal
of the battery**

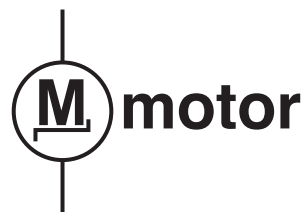
☐

[1]

(b) Callum checks the voltage and current from the battery.

He connects a voltmeter and ammeter to the motor circuit.

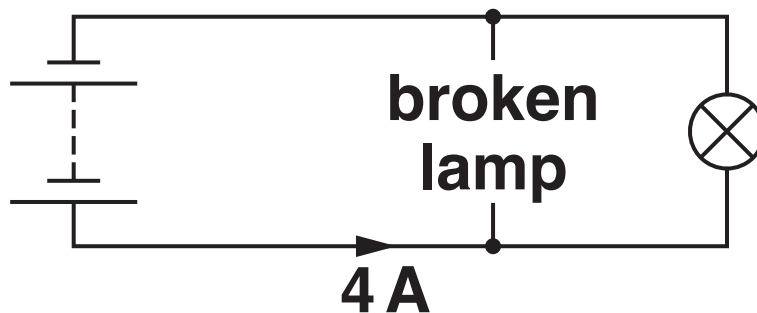
Complete the circuit diagram below he should use. [2]



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- (c) The car's headlights are connected in parallel.**

When one of the headlights is not working the current from the battery to the headlight circuit is 4 A.



Callum's friend, Noah, says that when the broken lamp is replaced the 4 A current will be shared between the two lamps, so each gets 2 A. The total current from the battery will still be 4 A. (You may assume that the lamps are alike.)

Do you agree with Noah?

Give reasons for your answer.

[2]

(d) Callum discusses with Noah the advantages and disadvantages of electric cars compared with diesel powered cars.

Callum says ‘Although electric cars cost more to buy they are cheaper to run than diesel cars.’

Noah says ‘Electric cars don’t go as far as diesel cars before they need to be recharged.’

**Suggest one other ADVANTAGE
and one other DISADVANTAGE of
electric cars compared with diesel
powered cars.**

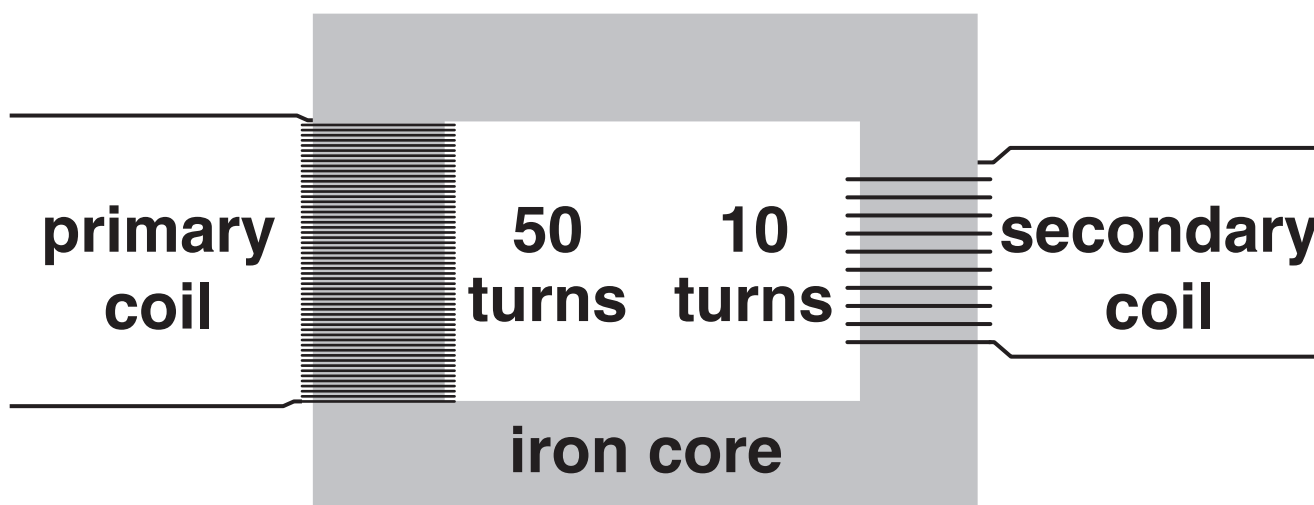
Advantage _____

Disadvantage _____

[2]

[TOTAL: 10]

5 A transformer is used to change the size of an alternating voltage.



- (a) A voltage is produced across the secondary coil when an alternating voltage is put across the primary.**

Describe the process by which this happens.

[3]

(b) The input to the transformer above is 20 V.

What is the output?

Put a ring around the correct answer below. [1]

0.4 V

2 V

4 V

100 V

1000 V

[TOTAL: 4]

6 Zac and Megan are doing an experiment with a thermistor.

They use a 12 V power supply and an ammeter and voltmeter connected to the thermistor.

They put the thermistor in a beaker of water and gently heat the water.

They record the voltmeter and ammeter readings as well as the temperature of the water.

Here are their results.

Temperature (°C)	10	20	30	40
Voltage (V)	12	12	12	12
Current (mA)	0.60	1.0	1.5	2.4

Zac says: “There is no correlation between TEMPERATURE and CURRENT.”

Megan says: “The RESISTANCE of the thermistor changes as it gets warmer.”

Comment on Zac and Megan's statements.

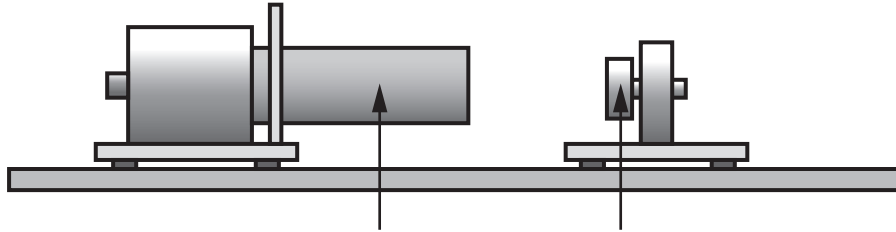
Use the data to justify your answer.



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

[6]

- 7 Dan and Lucy watch a demonstration experiment about a radioactive material.**



Geiger tube connected to a counter radioactive material

The teacher measures the background count rate before and after the experiment.

- (a) Why is the background count rate measured before and after the experiment?**

[1]

The mean value for the background count rate is 20 counts per minute.

The radioactive material is placed in front of the Geiger tube and a reading of the counter taken every 5 minutes.

The graph that Dan and Lucy draw from the results is on the Loose Sheet.

(b) Dan and Lucy use the graph to find a value of the half-life of the radioactive material.

Dan says that it is 2.3 minutes, but Lucy thinks it is 2.0 minutes because of the background count.

Whom do you agree with?

Give reasons for your choice and use data from the graph to justify your answer.

[3]

(c) Use the graph to find how many half-lives the material has gone through by the time the counter reading has dropped to 50 counts/minute.

number of half-lives _____ [1]

(d) If the teacher had put the radioactive material closer to the Geiger tube, how would it have affected the initial reading on the counter and the half-life?

Put a tick (✓) in the box next to the correct effects on both initial reading and half-life. [1]

Initial reading	Half-life	
no change	changes	
no change	no change	
changes	changes	
changes	no change	

[TOTAL: 6]

8 Background radiation is slightly higher in areas of the UK where there is granite rock.

Granite is radioactive, emitting gamma rays and radon gas.

Some of the decay products of radon are also radioactive, emitting alpha particles.

These decay products can stick to atmospheric dust. We breathe in this dust and it gets lodged in our lungs.

(a) What is meant by background radiation?

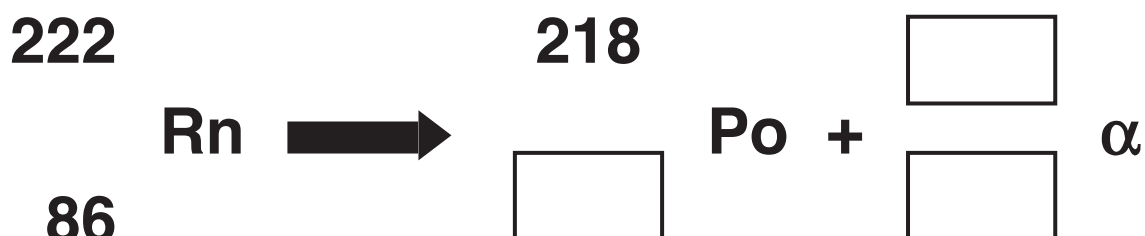
[1]

(b) Use the information above about granite and radon decay products to explain the difference between CONTAMINATION and IRRADIATION.

[3]

- (c) Radon-222 decays to polonium (Po) by emitting an alpha particle (α).

Complete the nuclear decay equation below. [2]



- (d) Radon-210 is another isotope of radon.

How does radon-210 compare with radon-222?

Give one similarity and one difference.

Similarity _____

Difference _____

_____ [2]

[TOTAL: 8]

9 Sam has been advised by the hospital to have radiotherapy to treat a cancerous tumour.

The hospital proposes to use a 'gamma knife'. The 'gamma knife' technique is non-invasive and involves directing many beams of gamma rays from 200 different directions so they meet at the tumour.

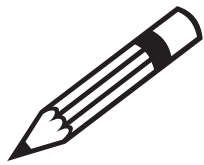
Sam has read about the risks of radiation and has found this information about radiation doses.

	Dose (millisievert)
Average background dose per year	2.7
Lowest dose per year definitely linked to an increase in cancer later in life	100
Fatal dose	5000
Recommended highest dose per year	50
Chest X-ray	0.10
Dental X-ray	0.01
Eating one banana or 100g of Brazil nuts	0.01

The hospital has told Sam that the ‘gamma knife’ delivers a total dose of 2000 millisievert to the tumour.

Explain the risks of this treatment and how the hospital can minimise these.

Use the data to support your answer. [6]



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

[TOTAL: 6]

END OF QUESTION PAPER

ADDITIONAL ANSWER SPACE

If additional space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margin(s).

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