EXAM PAPERS PRACTICE

Work Done And Energy Transfer

These practice questions can be used by students and teachers and is

Suitable for GCSE AQA Physics Topic Question 8463

Level: GSCE AQA 8463

Subject: Physics

Exam Board: GCSE AQA

Topic: Work Done And Energy Transfer

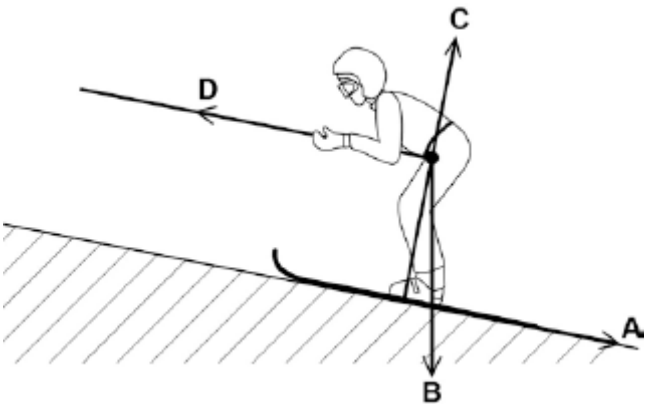
Q1.

Figure 1 shows a skier using a drag lift.

The drag lift pulls the skier from the bottom to the top of a ski slope.

The arrows, **A**, **B**, **C** and **D** represent the forces acting on the skier and her skis.

Figure 1



(a) Which arrow represents the force pulling the skier up the slope?

Tick **one** box.

A ☐

B ☐

C ☐

D ☐

(1)

(b) Which arrow represents the normal contact force?

Tick **one** box.

A ☐

B ☐

C ☐

D ☐

(1)

(c) The drag lift pulls the skier with a constant resultant force of 300N for a distance of 45 m.

Use the following equation to calculate the work done to pull the skier up the slope.

work done = force × distance

_____

_____

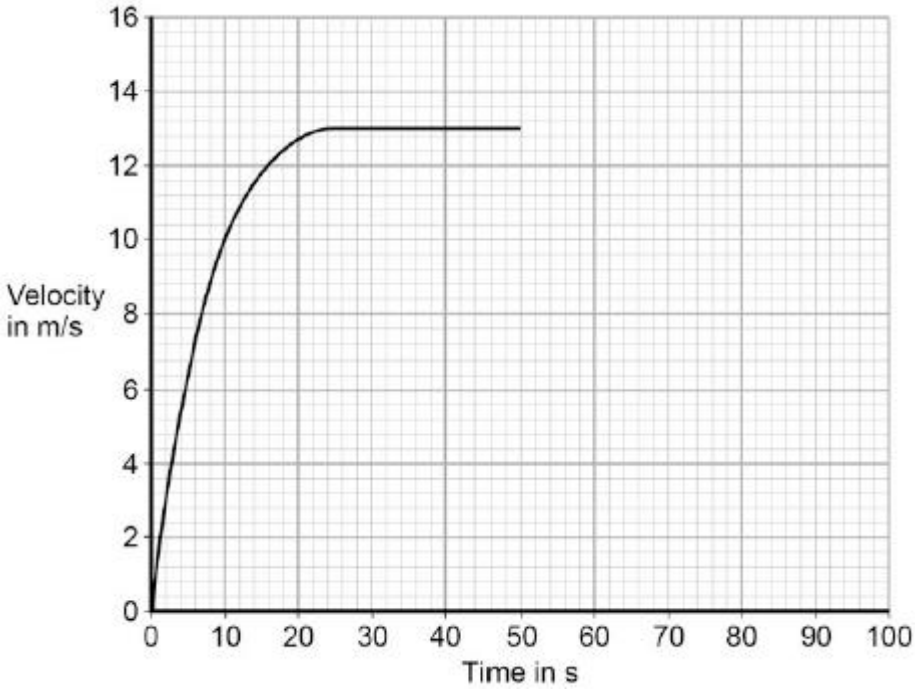
Work done = _____ J

(2)

(d) At the top of the slope the skier leaves the drag lift and skis back to the bottom of the slope.

Figure 2 shows how the velocity of the skier changes with time as the skier moves down the slope.

Figure 2



After 50 seconds the skier starts to slow down.

The skier decelerates at a constant rate coming to a stop in 15 seconds.

Draw a line on **Figure 2** to show the change in velocity of the skier as she slows down and comes to a stop.

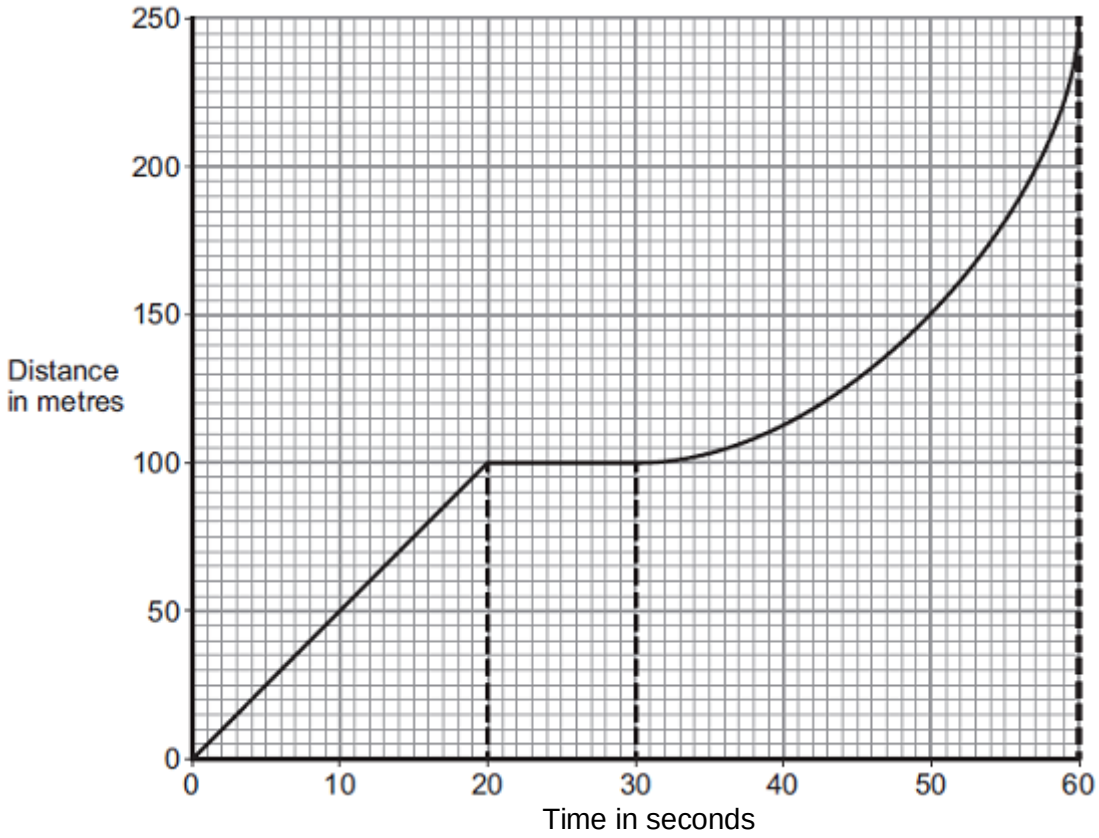
(2)

(Total 6 marks)

Q2.

A bus is taking some children to school.

(a) The bus has to stop a few times. The figure below shows the distance–time graph for part of the journey.



(i) How far has the bus travelled in the first 20 seconds?

Distance travelled = _____ m

(1)

(ii) Describe the motion of the bus between 20 seconds and 30 seconds.

_____

_____

(1)

(iii) Describe the motion of the bus between 30 seconds and 60 seconds.

Tick (✓) **one** box.

	Tick (✓)
Accelerating	
Reversing	
Travelling at constant speed	

(1)

(iv) What is the speed of the bus at 45 seconds?

Show clearly on the figure above how you obtained your answer.

_____

_____

_____

Speed = _____ m / s

(3)

(b) Later in the journey, the bus is moving and has 500 000 J of kinetic energy.

The brakes are applied and the bus stops.

(i) How much work is needed to stop the bus?

_____

Work = _____ J

(1)

(ii) The bus stopped in a distance of 25 m.

Calculate the force that was needed to stop the bus.

_____

_____

Force = _____ N

(2)

(iii) What happens to the kinetic energy of the bus as it is braking?

_____

_____

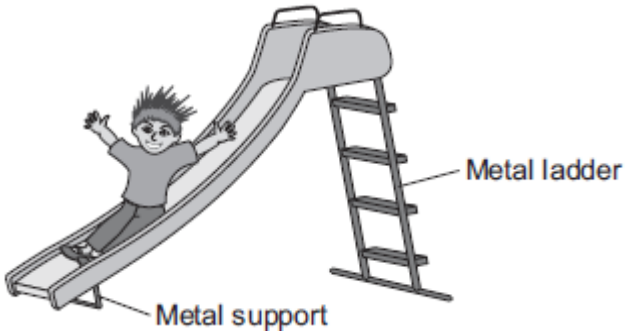
_____

_____

(2)
(Total 11 marks)

Q3.

The figure below shows a slide in a children's playground.



(a) A child of mass 18 kilograms goes down the slide.

The vertical distance from the top to the bottom of the slide is 2.5 metres.

Calculate the decrease in gravitational potential energy of the child sliding from the top to the bottom of the slide.

Gravitational field strength = 10 N / kg

_____

_____

_____

Decrease in gravitational potential energy = _____ J

(2)

(b) The slide is made of plastic.

(i) The child becomes electrically charged when he goes down the slide.

Explain why.

_____

_____

_____

_____

(2)

(ii) Going down the slide causes the child's hair to stand on end.

What conclusion about the electrical charge on the child's hair can be made from this observation?

_____

_____

Give a reason for your answer.

_____

_____

(2)

(iii) Why would the child **not** become electrically charged if the slide was made from metal?

_____

_____

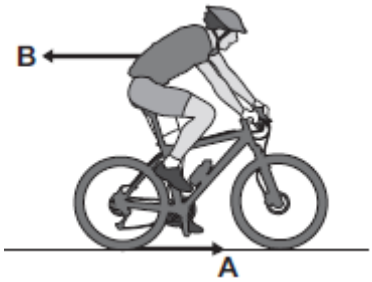
(1)

(Total 7 marks)

Q4.

(a) **Figure 1** shows the horizontal forces acting on a moving bicycle and cyclist.

Figure 1



(i) What causes force **A**?

Draw a ring around the correct answer.

friction **gravity** **weight**

(1)

(ii) What causes force **B**?

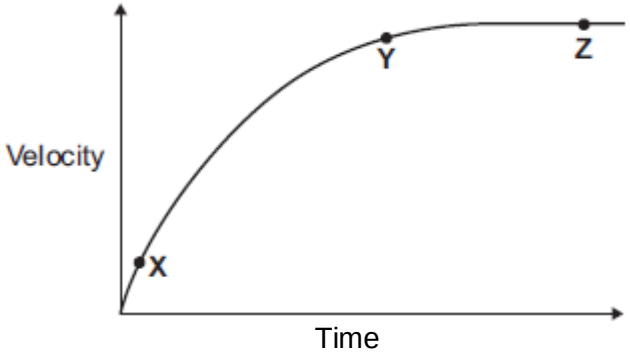
_____

(1)

(iii) **In this question you will be assessed on using good English, organising information clearly and using specialist terms where appropriate.**

Figure 2 shows how the velocity of the cyclist changes during the first part of a journey along a straight and level road. During this part of the journey the force applied by the cyclist to the bicycle pedals is constant.

Figure 2



Describe how **and** explain, in terms of the forces **A** and **B**, why the velocity of the cyclist changes:

- between the points **X** and **Y**
- and between the points **Y** and **Z**, marked on the graph in **Figure 2**.

Extra space

_____

_____

_____

_____

_____

_____

(6)

(b) (i) The cyclist used the brakes to slow down and stop the bicycle.

A constant braking force of 140 N stopped the bicycle in a distance of 24 m.

Calculate the work done by the braking force to stop the bicycle. Give the unit.

_____

_____

_____

Work done = _____

(3)

(ii) Complete the following sentences.

When the brakes are used, the bicycle slows down. The kinetic energy of the bicycle _____ .

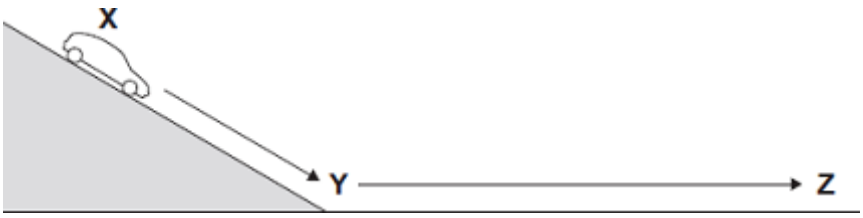
At the same time, the _____ of the brakes increases.

(2)

(Total 13 marks)

Q5.

(a) The diagram shows a car at position **X**.



The handbrake is released and the car rolls down the slope to **Y**.

The car continues to roll along a horizontal surface before stopping at **Z**.
The brakes have **not** been used during this time.

(i) What type of energy does the car have at **X**?

_____

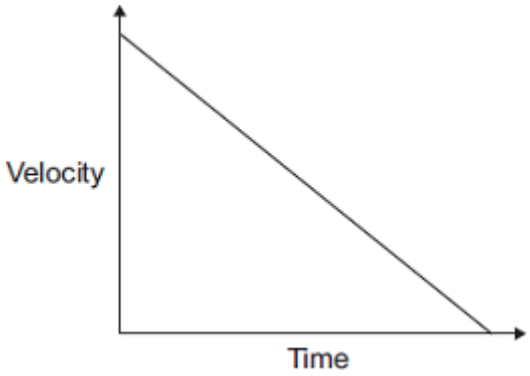
(1)

(ii) What type of energy does the car have at **Y**?

_____

(1)

(b) The graph shows how the velocity of the car changes with time between **Y** and **Z**.



(i) Which feature of the graph represents the negative acceleration between **Y** and **Z**?

_____

(1)

(ii) Which feature of the graph represents the distance travelled between **Y** and **Z**?

_____

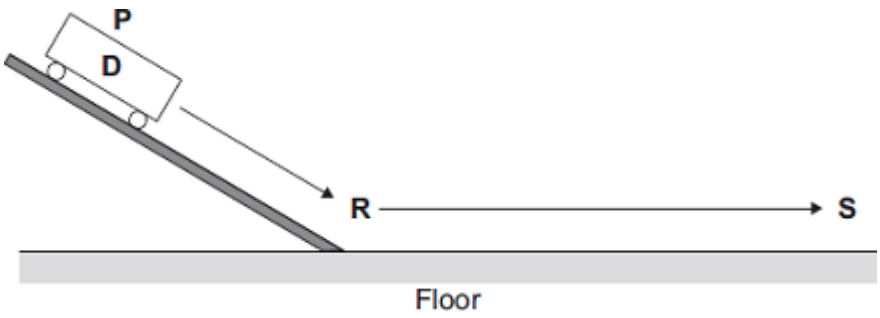
(1)

(iii) The car starts again at position **X** and rolls down the slope as before.
This time the brakes are applied lightly at **Y** until the car stops.

Draw on the graph another straight line to show the motion of the car between **Y** and **Z**.

(2)

(c) Three students carry out an investigation. The students put trolley **D** at position **P** on a slope. They release the trolley. The trolley rolls down the slope and along the floor as shown in the diagram.



The students measure the distance from **R** at the bottom of the slope to **S** where the trolley stops. They also measure the time taken for the trolley to travel the distance **RS**.
They repeat the investigation with another trolley, **E**.

Their results are shown in the table.

Trolley	Distance RS in centimetres	Time taken in seconds	Average velocity in centimetres per second
D	65	2.1	
E	80	2.6	

(i) Calculate the average velocity, in centimetres per second, between **R** and **S** for trolleys **D** and **E**. Write your answers in the table.

_____

_____

_____

(3)

(ii) Before the investigation, each student made a prediction.

- Student **1** predicted that the two trolleys would travel the same distance.
- Student **2** predicted that the average velocity of the two trolleys would be the same.
- Student **3** predicted that the negative acceleration of the two trolleys would be the same.

Is each prediction correct?

Justify your answers.

_____

_____

_____

_____

_____

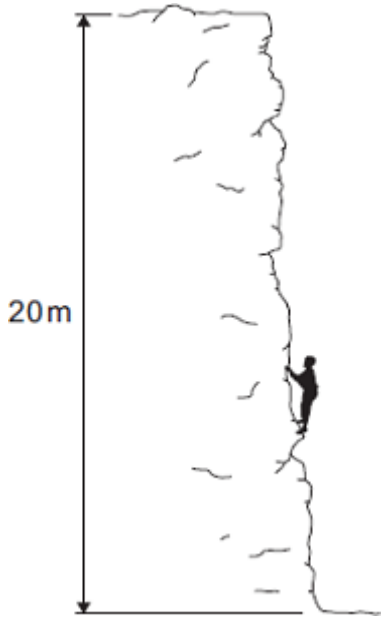
_____

(3)

(Total 12 marks)

Q6.

The diagram shows a climber part way up a cliff.



(a) Complete the sentence.

When the climber moves up the cliff, the climber

gains gravitational _____ energy.

(1)

(b) The climber weighs 660 N.

(i) Calculate the work the climber must do against gravity, to climb to the top of the cliff.

_____

_____

Work done = _____ J

(2)

(ii) It takes the climber 800 seconds to climb to the top of the cliff.
During this time the energy transferred to the climber equals the work done by

the climber.

Calculate the power of the climber during the climb.

_____

_____

Power = _____ W

(2)

(Total 5 marks)

Q7.

(a) The stopping distance of a vehicle is made up of two parts, the thinking distance and the braking distance.

(i) What is meant by *thinking distance*?

_____

_____

(1)

(ii) State **two** factors that affect thinking distance.

1. _____

_____

2. _____

_____

(2)

(b) A car is travelling at a speed of 20 m/s when the driver applies the brakes. The car decelerates at a constant rate and stops.

(i) The mass of the car and driver is 1600 kg.

Calculate the kinetic energy of the car and driver before the brakes are applied.

_____

_____

_____

Kinetic energy = _____ J

(2)

(ii) How much work is done by the braking force to stop the car and driver?

Work done = _____ J

(1)

(iii) The braking force used to stop the car and driver was 8000 N.

Calculate the braking distance of the car.

_____

_____

_____

_____

Braking distance = _____ m

(2)

(iv) The braking distance of a car depends on the speed of the car and the braking force applied.

State **one** other factor that affects braking distance.

_____

_____

(1)

(v) Applying the brakes of the car causes the temperature of the brakes to increase.

Explain why.

_____

_____

_____

_____

(2)

(c) Hybrid cars have an electric engine and a petrol engine. This type of car is often fitted with a regenerative braking system. A regenerative braking system not only slows a car down but at the same time causes a generator to charge the car's battery.

State and explain the benefit of a hybrid car being fitted with a regenerative braking system.

_____

_____

_____

_____

_____

_____

(3)

(Total 14 marks)

Q8.

A car has an oil leak. Every 5 seconds an oil drop falls from the bottom of the car onto the road.

(a) What force causes the oil drop to fall towards the road?

_____

(1)

(b) The diagram shows the spacing of the oil drops left on the road during part of a journey

Describe the motion of the car as it moves from **A** to **B**.

_____

Explain the reason for your answer.

_____

_____

_____

_____

(3)

(c) When the brakes are applied, a braking force slows down and stops the car.

(i) The size of the braking force affects the braking distance of the car.

State **one** other factor that affects the braking distance of the car.

_____

(1)

(ii) A braking force of 3 kN is used to slow down and stop the car in a distance of 25 m.

Calculate the work done by the brakes to stop the car and give the unit.

_____

_____

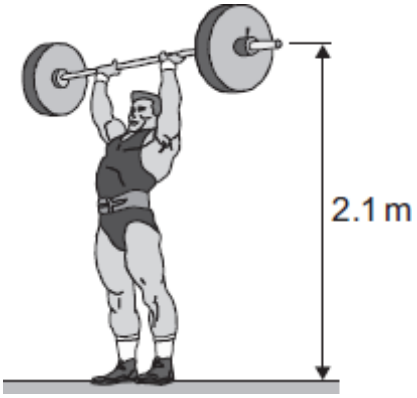
Work done = _____

(3)

(Total 8 marks)

Q9.

A powerlifter lifts a 180 kg bar from the floor to above his head.



(a) Use the equation in the box to calculate the weight of the bar.

weight = mass × gravitational field strength

gravitational field strength = 10 N/kg

Show clearly how you work out your answer.

_____

_____

Weight = _____ N

(2)

(b) The powerlifter uses a constant force to lift the bar a distance of 2.1 m.

Use the equation in the box to calculate the work done by the powerlifter.

work done = force applied × distance moved in direction of force

Show clearly how you work out your answer and give the unit.

Choose the unit from the list below.

joule **newton** **watt**

_____

_____

Work done = _____

(3)

(c) At the end of the lift, the powerlifter holds the bar stationary, above his head, for two seconds.

How much work does the powerlifter do on the bar during these two seconds?

Draw a ring around your answer.

0 **90** **360** **900**

Give a reason for your answer.

_____

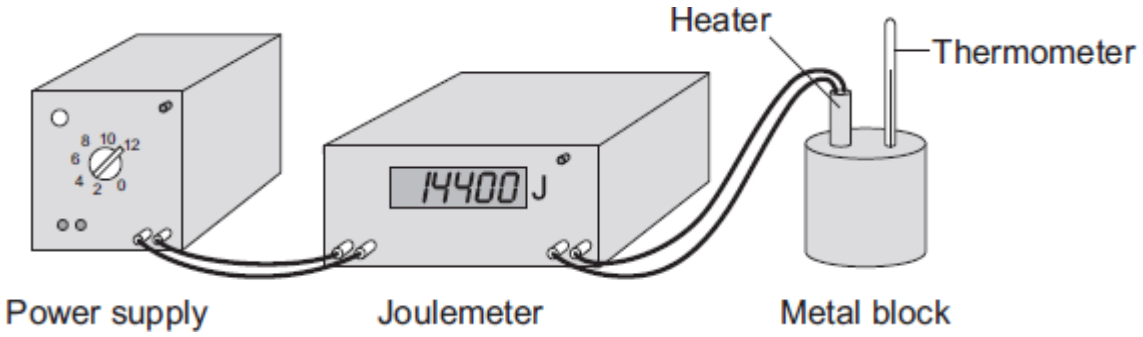
_____

(2)

(Total 7 marks)

Q10.

A student used an electric heater to heat a metal block. The student measured the energy input to the heater with a joulemeter.



Before starting the experiment, the student reset the joulemeter to zero. The student switched the power supply on for exactly 10 minutes. During this time, the reading on the joulemeter increased to 14 400.

(a) (i) Calculate the energy transferred each second from the power supply to the heater.

Show clearly how you work out your answer.

_____

_____

Energy transferred each second = _____ J/s

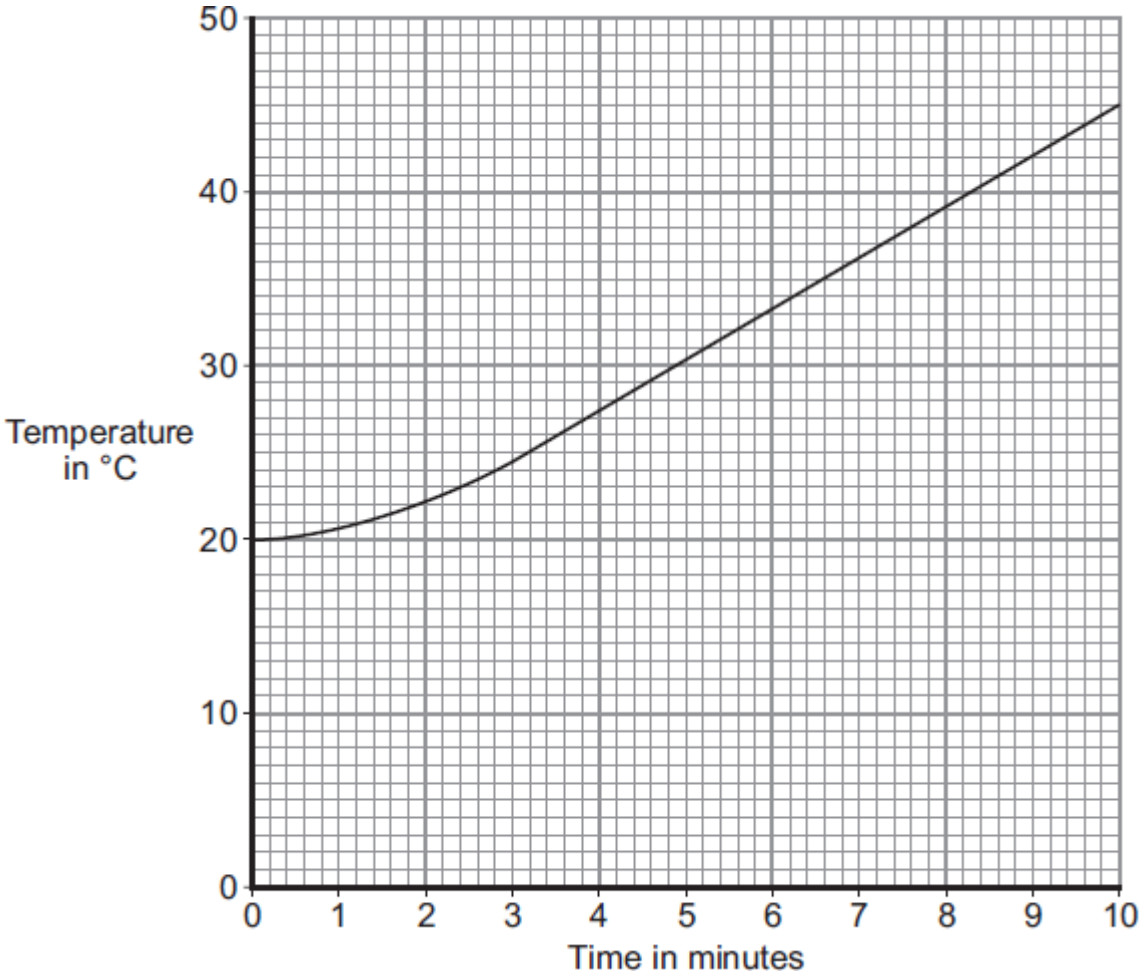
(2)

(ii) What is the power of the heater?

_____

(1)

(b) The student measured the temperature of the metal block every minute. The data obtained by the student is displayed in the graph.



(i) What range of temperatures did the student measure?

From _____ °C to _____ °C

(1)

(ii) Before starting the experiment, the student had calculated that the temperature of the block would go up by 36 °C.

The student's data shows a smaller increase.

Which **one** of the following statements gives the most likely reason for this?

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

The student does not read the thermometer accurately. ☐

The block transfers energy to the surroundings. ☐

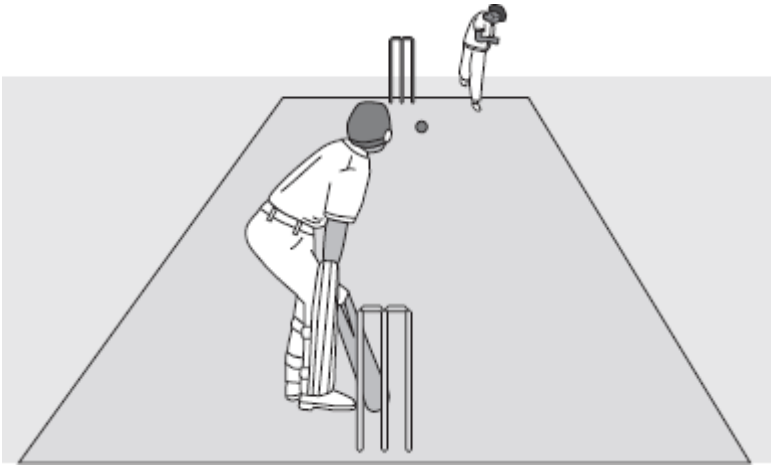
The power supply is not connected correctly to the joulemeter. ☐

(1)

(Total 5 marks)

Q11.

The picture shows players in a cricket match.



(a) A fast bowler bowls the ball at 35 m/s. The ball has a mass of 0.16 kg.

Use the equation in the box to calculate the kinetic energy of the cricket ball as it leaves the bowler's hand.

$$\text{kinetic energy} = \frac{1}{2} \times \text{mass} \times \text{speed}^2$$

Show clearly how you work out your answer.

_____

_____

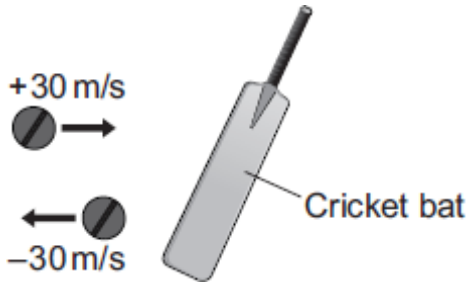
_____

Kinetic energy = _____ J

(2)

(b) When the ball reaches the batsman it is travelling at 30 m/s. The batsman strikes the

ball which moves off at 30 m/s in the opposite direction.



(i) Use the equation in the box to calculate the change in momentum of the ball.

momentum = mass × velocity

Show clearly how you work out your answer.

_____

_____

Change in momentum = _____ kg m/s

(2)

(ii) The ball is in contact with the bat for 0.001 s.

Use the equation in the box to calculate the force exerted by the bat on the ball.

$$\text{force} = \frac{\text{change in momentum}}{\text{time taken for change}}$$

Show clearly how you work out your answer.

_____

_____

Force = _____ N

(1)

(c) A fielder, as he catches a cricket ball, pulls his hands backwards.

Explain why this action reduces the force on his hands.

_____

_____

_____

_____

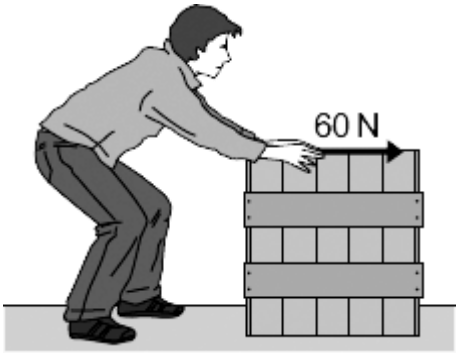
_____

(2)

(Total 7 marks)

Q12.

The diagram shows a worker using a constant force of 60 N to push a crate across the floor.



My Revision Notes AQA GCSE Physics for A* – C,
Steve Witney, © Philip Allan UK

(a) The crate moves at a constant speed in a straight line

(i) Draw an arrow on the diagram to show the direction of the friction force acting on the moving crate.

(1)

(ii) State the size of the friction force acting on the moving crate.

_____ N

Give the reason for your answer.

_____

_____

(2)

(b) Calculate the work done by the worker to push the crate 28 metres.

Show clearly how you work out your answer and give the unit.

Choose the unit from the list below.

joule **newton** **watt**

_____

_____

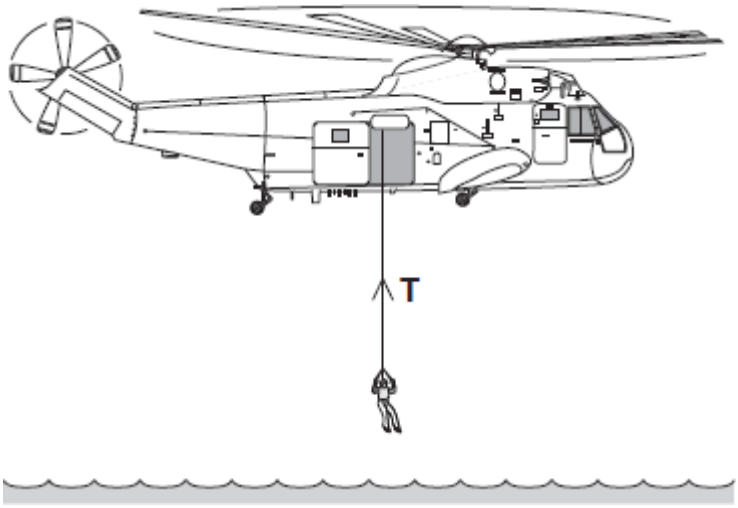
Work done = _____

(3)

(Total 6 marks)

Q13.

The diagram shows a helicopter being used to rescue a person from the sea.



(a) (i) The mass of the rescued person is 72 kg.

Use the equation in the box to calculate the weight of the rescued person.

weight = mass × gravitational field strength

gravitational field strength = 10 N/kg

Show clearly how you work out your answer.

_____

_____

Weight = _____ N

(2)

(ii) An electric motor is used to lift the person up to the helicopter.
The motor lifts the person at a constant speed.

State the size of the force, **T**, in the cable.

Force **T** = _____ N

(1)

(b) To lift the person up to the helicopter, the electric motor transformed 21 600 joules of energy usefully.

(i) Use a form of energy from the box to complete the following sentence.

gravitational potential	heat	sound

The electric motor transforms electrical energy to kinetic energy. The kinetic energy is then transformed into useful _____ energy.

(1)

(ii) It takes 50 seconds for the electric motor to lift the person up to the helicopter.

Use the equation in the box to calculate the power of the electric motor.

$$\text{power} = \frac{\text{energy transformed}}{\text{time}}$$

Show clearly how you work out your answer and give the unit.

Choose the unit from the list below.

coulomb (C) **hertz (Hz)** **watt (W)**

_____

_____

Power = _____

(3)

(Total 7 marks)

Q14.

The picture shows an electric bicycle. The bicycle is usually powered using a combination of the rider pedalling and an electric motor.

(a) A 36 volt battery powers the electric motor. The battery is made using individual 1.2 volt cells.

(i) Explain how a 36 volt battery can be produced using individual 1.2 volt cells.

To gain full marks, you must include a calculation in your answer.

_____

_____

_____

_____

(2)

(ii) The battery supplies a direct current (d.c.).

What is a *direct current (d.c.)*?

_____

_____

(1)

(iii) When fully charged, the battery can deliver a current of 5 A for 2 hours. The battery is then fully discharged.

Calculate the maximum charge that the battery stores.

Show clearly how you work out your answer and give the unit.

_____

_____

Charge stored = _____

(3)

(b) When powered only by the electric motor, the bicycle can carry a 90 kg rider at a maximum speed of 6 m/s. Under these conditions, the maximum distance that the bicycle can cover before the battery needs recharging is 32 km.

The bicycle has a mass of 30 kg.

(i) Calculate the maximum kinetic energy of the bicycle **and** rider when the rider is not pedalling.

Show clearly how you work out your answer.

_____

_____

Kinetic energy = _____ J

(2)

(ii) The bicycle can be fitted with panniers (bags) to carry a small amount of luggage.

What effect would fitting panniers and carrying luggage have on the distance the bicycle can cover before the battery needs recharging?

_____

Give a reason for your answer.

_____

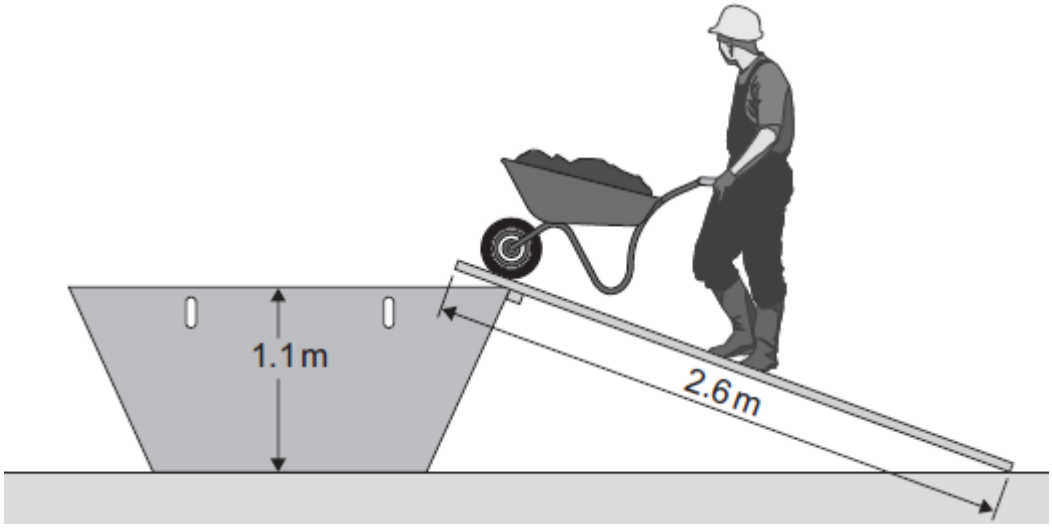
_____

(2)

(Total 10 marks)

Q15.

(a) The diagram shows a builder using a plank to help load rubble into a skip.



The builder uses a force of 220 N to push the wheelbarrow up the plank.

Use information from the diagram to calculate the work done to push the wheelbarrow up the plank to the skip.

Show clearly how you work out your answer.

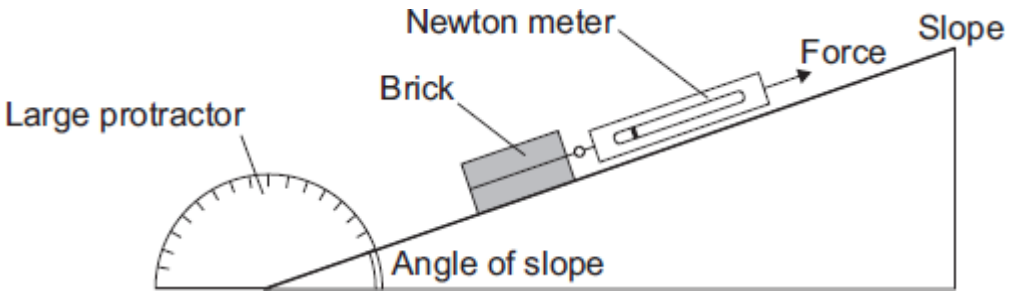
_____

_____

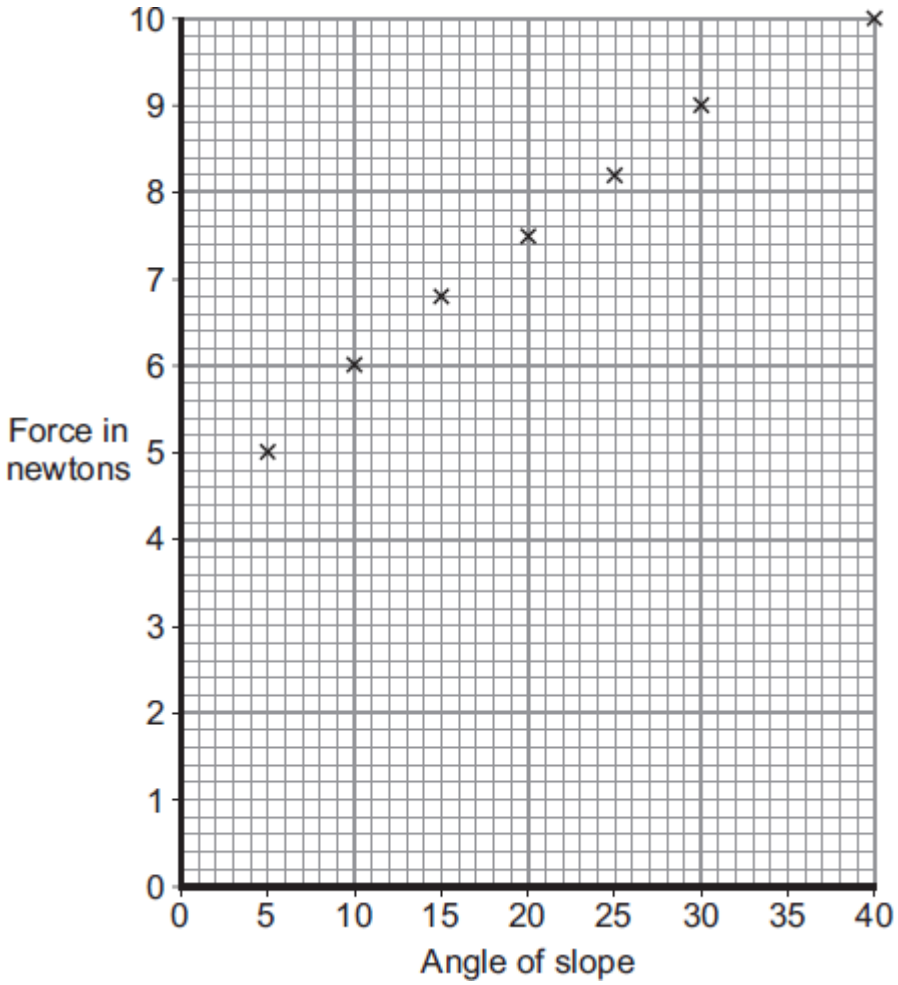
Work done = _____ J

(2)

(b) A student investigated how the force needed to pull a brick up a slope, at a steady speed, depends on the angle of the slope.
The apparatus used by the student is shown in the diagram.



The student used the results from the investigation to plot the points for a graph of force used against the angle of the slope.



(i) Draw a line of best fit for these points.

(1)

(ii) How does the force used to pull the brick up the slope change as the angle of the slope increases?

_____

_____

(1)

(iii) Consider the results from this experiment.

Should the student recommend that the builder use a long plank or a short plank to help load the skip?

Draw a ring around your answer.

long plank **short plank**

Explain the reason for your answer.

_____

_____

_____

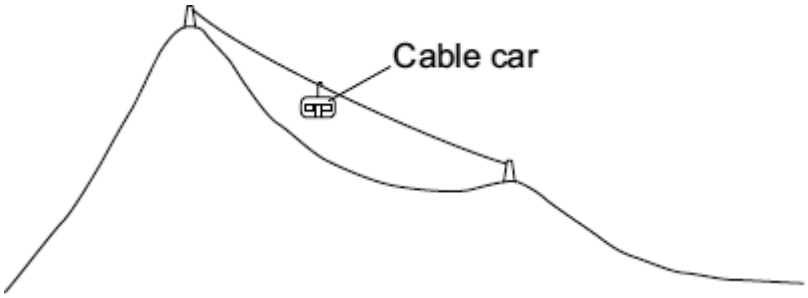
_____

(2)

(Total 6 marks)

Q16.

(a) The diagram shows a cable car used to take skiers to the top of a mountain.



(i) The total mass of the cable car and skiers is 7500 kg.

Calculate the weight of the cable car and skiers.

gravitational field strength = 10 N/kg

Show clearly how you work out your answer and give the unit.

_____

_____

Weight = _____

(3)

(ii) The cable car moves at a constant speed. It lifts skiers through a vertical height of 800 metres in 7 minutes.

Calculate the work done to lift the cable car and skiers.

Show clearly how you work out your answer.

_____

_____

Work done = _____ J

(2)

(b) The diagram shows a skier who is accelerating down a steep ski slope.

(i) Draw an arrow on the diagram to show the direction of the resultant force acting on the skier.

(1)

(ii) How and why does the kinetic energy of the skier change?

_____

_____

_____

_____

(2)

(c) Last year, 18 000 skiers suffered a head injury. It is thought that nearly 8000 of these injuries could have been avoided if the skier had been wearing a helmet.
However, at present, there are no laws to make skiers wear helmets.

Suggest why skiers should be made aware of the benefits of wearing a helmet.

_____

_____

(1)

(Total 9 marks)

Q17.

The diagram shows an adult and a child pushing a loaded shopping trolley.

(a) (i) What is the *total force* on the trolley due to the adult and child?

_____

(1)

(ii) Which **one** of the terms in the box means the same as *total force*?

Draw a ring around your answer.

answer force	**mean force**	**resultant force**

(1)

(iii) The trolley is pushed at a constant speed for 80 metres.

Calculate the work done to push the trolley 80 metres.

Show clearly how you work out your answer.

_____

_____

Work done = _____

(2)

(b) Complete the following sentences by drawing a ring around the correct word in each of the boxes.

(i) The unit of work done is the

joule
newton
watt

.

(1)

(ii) Most of the work done to push the trolley is transformed into

heat
light

.

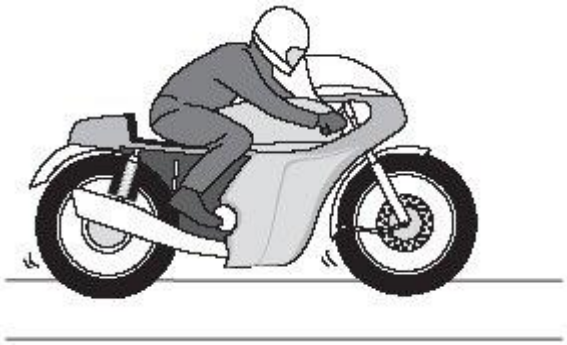
sound

(1)

(Total 6 marks)

Q18.

The diagram shows a motorbike of mass 300 kg being ridden along a straight road.



The rider sees a traffic queue ahead. He applies the brakes and reduces the speed of the motorbike from 18 m/s to 3 m/s.

(a) Calculate the kinetic energy lost by the motorbike.

Show clearly how you work out your answer.

_____

_____

_____

_____

Kinetic energy lost = _____ J

(2)

(b) (i) How much work is done on the motorbike by the braking force?

_____

(1)

(ii) What happens to the kinetic energy lost by the motorbike?

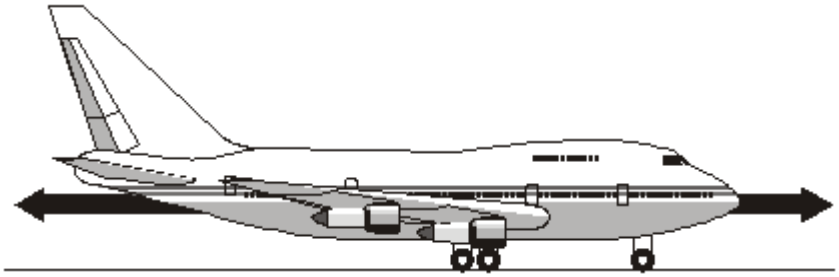
_____

(1)

(Total 4 marks)

Q19.

(a) The diagram shows an aircraft and the horizontal forces acting on it as it moves along a runway. The *resultant force* on the aircraft is zero.



(i) What is meant by the term *resultant force*?

_____

_____

(1)

(ii) Describe the movement of the aircraft when the resultant force is zero.

_____

_____

(1)

(b) The aircraft has a take-off mass of 320 000 kg. Each of the 4 engines can produce a maximum force of 240 kN.

Calculate the maximum acceleration of the aircraft.

Show clearly how you work out your answer and give the unit.

_____

_____

_____

Acceleration = _____

(3)

(c) As the aircraft moves along the runway to take off, its acceleration decreases even though the force from the engines is constant.

Explain why.

_____

_____

_____

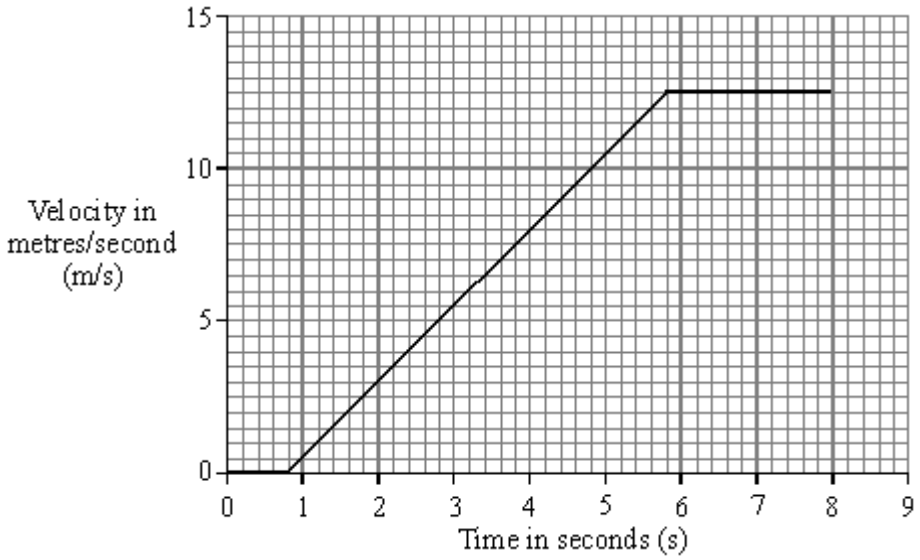
_____

(2)

(Total 7 marks)

Q20.

A car travelling along a straight road has to stop and wait at red traffic lights. The graph shows how the velocity of the car changes after the traffic lights turn green.



(a) Between the traffic lights changing to green and the car starting to move there is a time delay. This is called the reaction time. Write down **one** factor that could affect the driver's reaction time.

_____

(1)

(b) Calculate the distance the car travels while accelerating. Show clearly how you work out your answer.

_____

_____

Distance = _____metres

(3)

(c) Calculate the acceleration of the car. Show clearly how you work out your final answer and give the units.

_____

_____

_____

Acceleration = _____

(4)

(d) The mass of the car is 900 kg.

(i) Write down the equation that links acceleration, force and mass.

_____

(1)

(ii) Calculate the force used to accelerate the car. Show clearly how you work out your final answer.

_____

_____

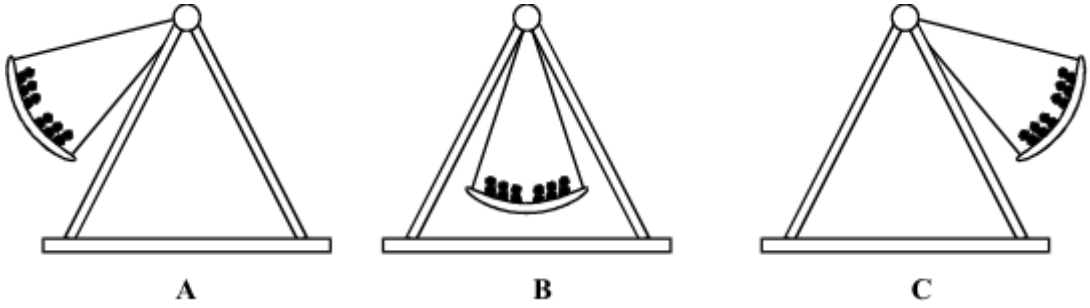
Force = _____ newtons

(2)

(Total 11 marks)

Q21.

The Boat is a theme park ride. The Boat swings backwards and forwards. The diagrams show the Boat at the top and bottom of its swing.



(a) As the Boat swings from its position in **A** to its position in **B**, a child on the ride gains 5070 joules of kinetic energy. The child has a mass of 60 kg and is sitting at the centre.

(i) Write down the equation which links kinetic energy, mass and speed.

_____

_____

(1)

(ii) Calculate the speed of the child as the Boat passes through **B**. Show clearly how you work out your final answer.

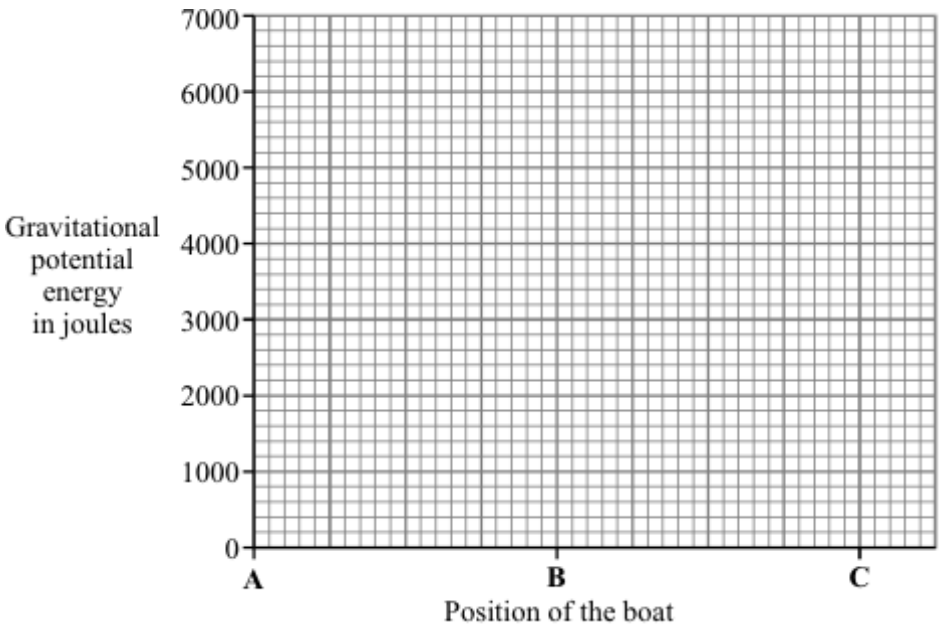
_____

_____

Speed = _____ m/s

(2)

(b) Sketch a graph to show how the gravitational potential energy of the child changes as the Boat swings from **A** to **B** to **C**. The axes have been drawn for you.

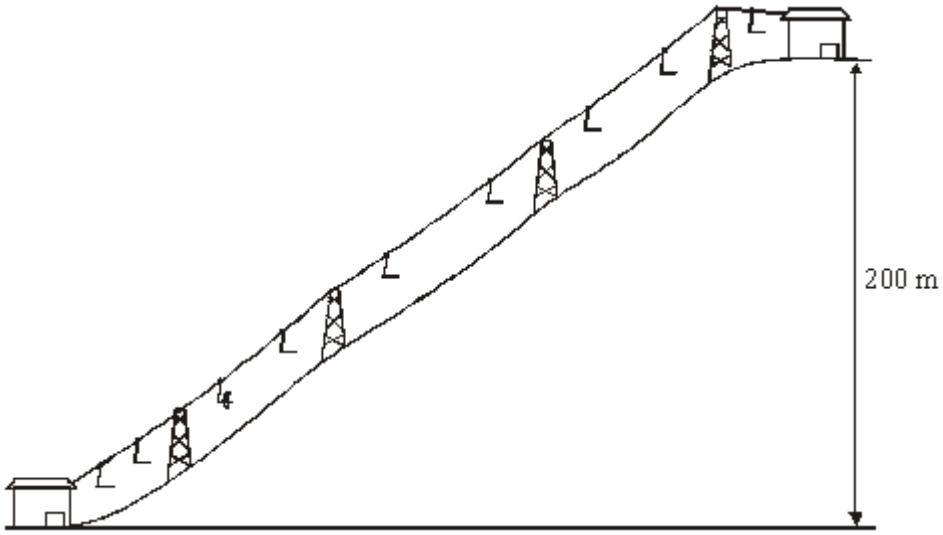


(2)

(Total 5 marks)

Q22.

(a) A chair lift carries two skiers, Greg and Jill, to the top of a ski slope. Greg weighs 700 N and Jill weighs 500 N.



(i) Write down the equation that links distance moved, force applied and work done.

_____

(1)

(ii) Calculate the work done to lift Greg and Jill through a vertical height of 200 m. Show clearly how you work out your answer and give the unit.

_____

_____

_____

work done = _____

(3)

(b) The chair takes 5 minutes to move from the bottom to the top of the ski slope.

Calculate the power required to lift Greg and Jill to the top of the ski slope. Show clearly how you work out your answer.

_____

_____

power = _____ watts

(2)

(c) The chair lift is driven by an electric motor.

(i) Why would the power output of the electric motor need to be larger than your answer to part (b)?

_____

_____

(1)

(ii) Complete the following sentence.

When the ski lift is working _____ energy supplied to the motor

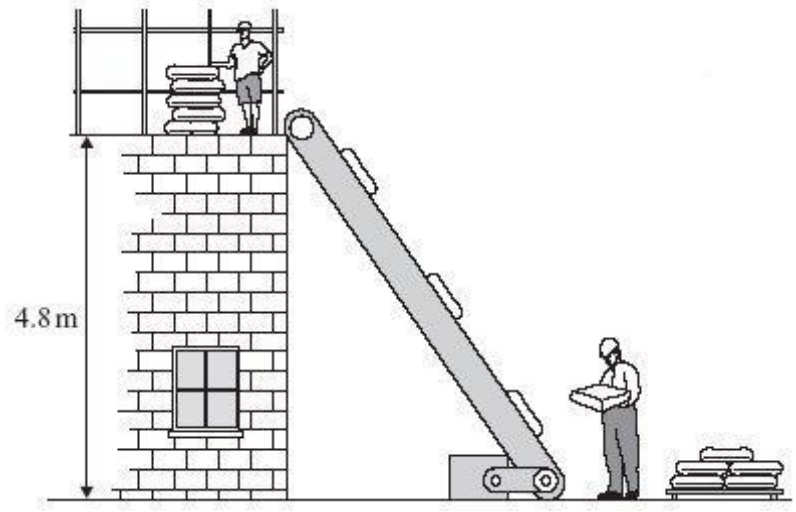
is usefully transferred as gravitational _____ energy.

(1)

(Total 8 marks)

Q23.

A machine is used to lift materials on a building site.



(a) (i) Write down the equation that links change in gravitational potential energy, change in vertical height and weight.

_____

(1)

(ii) A 25 kg bag of cement is lifted from the ground to the top of the building. Calculate the gain in the gravitational potential energy of the bag of cement.

(On Earth a 1 kg mass has a weight of 10 N.)

_____

_____

Change in gravitational potential energy = _____ joules

(2)

(b) The conveyor belt delivers six bags of cement each minute to the top of the building.

(i) Calculate the useful energy transferred by the machine each second.

_____

_____

_____

Useful energy transfer each second = _____ J

(1)

(ii) The machine is 40% efficient.
Use the following equation to calculate the total energy supplied to the machine each second. Show how you work out your answer.

$$\text{Efficiency} = \frac{\text{useful energy transferred by device}}{\text{total energy supplied to device}}$$

_____

_____

Total energy supplied each second = _____ J

(2)

(Total 6 marks)

Q24.

The molten rock flowing from an erupting volcano can reach a speed of 8 m/s.

(i) Write down the equation that links kinetic energy, mass and speed.

_____

(1)

(ii) Calculate the kinetic energy of 1 tonne of molten rock flowing at 8 m/s.
(1 tonne = 1000 kg)

_____

_____

Kinetic energy = _____ joules

(1)

(Total 2 marks)

Q25.

(a) The weightlifter in the picture has lifted a weight of 2250 newtons above his head. The weight is held still.

(i) In the box are the names of three forms of energy.

gravitational potential	kinetic	sound

Which **one** of these forms of energy does the weight have?

_____

(1)

(ii) What force is used by the weightlifter to hold the weight still?

Size of force = _____ N

Give a reason for your answer _____

_____

_____

(2)

(b) To lift the weight, the weightlifter does 4500 joules of work in 3.0 seconds.

Calculate the power developed by the weightlifter. Show clearly how you work out your answer.

_____

_____

Power = _____ watts

(2)

(Total 5 marks)

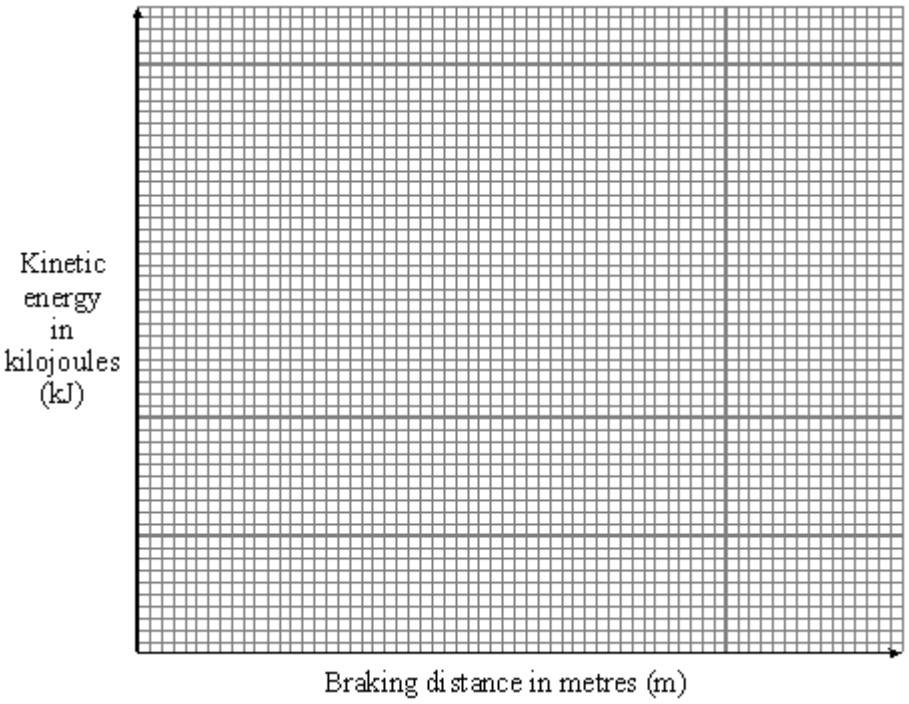
Q26.

The table shows the braking distances for a car at different speeds and kinetic energy. The braking distance is how far the car travels once the brakes have been applied.

Braking distance in m	Speed of car in m/s	Kinetic energy of car in kJ
5	10	40
12	15	90
20	20	160
33	25	250
45	30	360

(a) A student suggests, "*the braking distance is directly proportional to the kinetic energy*."

(i) Draw a line graph to test this suggestion.



(3)

(ii) Does the graph show that the student's suggestion was correct or incorrect? Give a reason for your answer.

_____

_____

(1)

(iii) Use your graph and the equation for kinetic energy to predict a braking distance for a speed of 35 metres per second (m/s). The mass of the car is 800 kilograms (kg). Show clearly how you obtain your answer.

_____

_____

Braking distance = _____ m

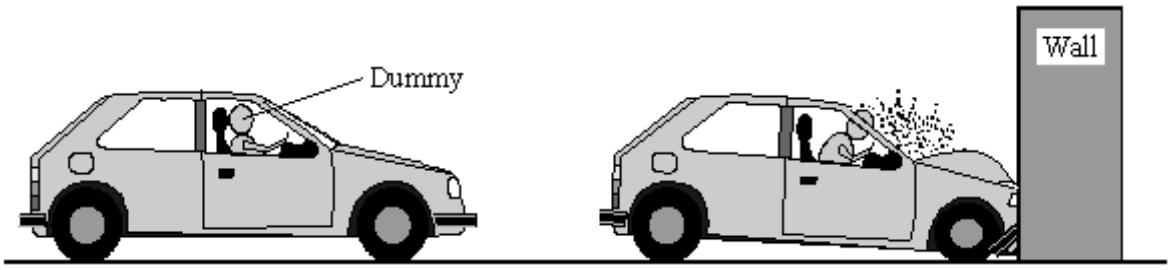
(2)

(iv) State **one** factor, apart from speed, which would increase the car's braking distance.

_____

(1)

(b) The diagram shows a car before and during a crash test. The car hits the wall at 14 metres per second (m/s) and takes 0.25 seconds (s) to stop.



(i) Write down the equation which links acceleration, change in velocity and time taken.

_____

(1)

(ii) Calculate the deceleration of the car.

_____

Deceleration = _____ m/s^2

(1)

(iii) In an accident the crumple zone at the front of a car collapses progressively. This increases the time it takes the car to stop. In a front end collision the injury to the car passengers should be reduced. Explain why. The answer has been started for you.

By increasing the time it takes for the car to stop, the _____

_____

_____

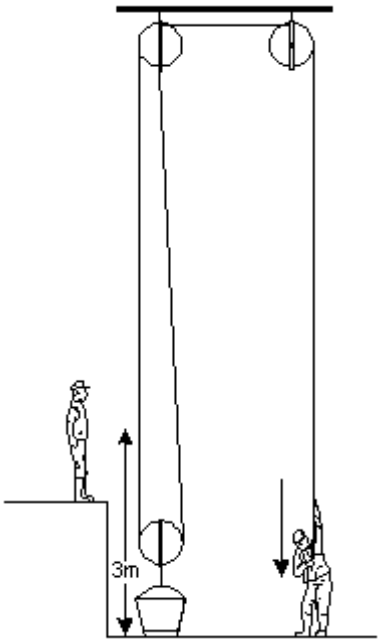
_____

(2)

(Total 11 marks)

Q27.

The diagram below shows one way of lifting a bucket of bricks.



(a) When the free end of the rope is pulled down, the load is lifted.

Complete the following sentence.

The work done in pulling the rope down is used to increase the _____

energy of the _____ and bricks.

(2)

(b) The weight of the bricks is 100 N and they are lifted 3 m.

Calculate the work done on the bricks.

_____

_____

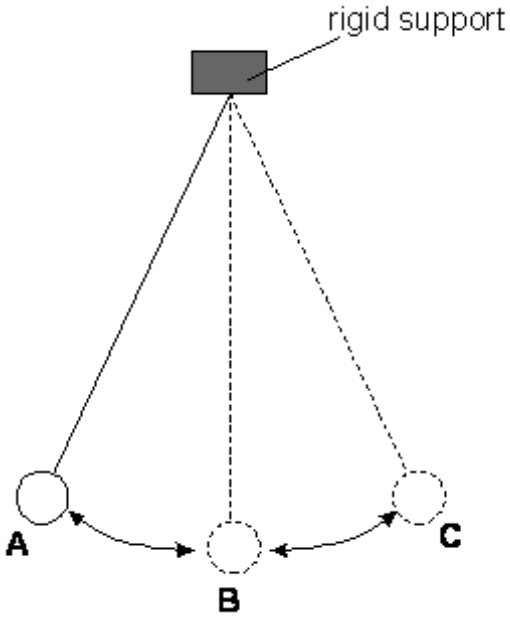
Answer _____ J

(2)

(Total 4 marks)

Q28.

The diagram below shows an experiment where a pendulum swings backwards and forwards.
A pendulum is a small heavy weight suspended by a light string.



(a) (i) In which position, A, B or C, does the pendulum have least potential energy?
Explain your answer.

_____

(1)

(ii) In which position, A, B or C, does the pendulum have greatest kinetic energy?

Explain your answer.

_____

(1)

(iii) After a few minutes the size of the swings becomes smaller.
Explain why this happens.

_____

_____

(1)

(b) If the experiment were repeated on the Moon the pendulum would swing more slowly.
Suggest a reason for this.

_____

_____

(2)

(Total 5 marks)

Q29.

The manufacturer of a family car gave the following information.

Mass of car 950 kg

The car will accelerate from 0 to 33 m/s in 11 seconds.

(a) Calculate the acceleration of the car during the 11 seconds.

_____

_____

_____

(2)

(b) Calculate the force needed to produce this acceleration.

_____

_____

_____

(2)

(c) The manufacturer of the car claims a top speed of 110 miles per hour. Explain why there must be a top speed for any car.

_____

_____

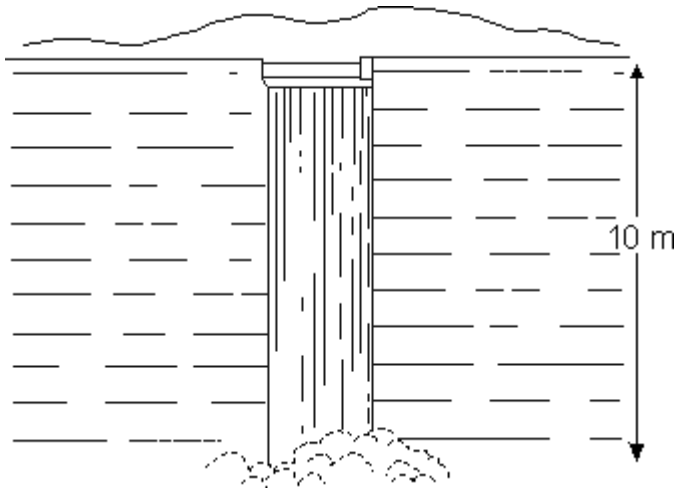
_____

(3)

(Total 7 marks)

Q30.

The diagram below shows water falling over a dam at the end of a reservoir. The water falls a vertical distance of 10 m.



(a) Calculate the potential energy of 1 kg of water at the top of the waterfall.

_____

_____

Answer _____ J

(2)

(b) What will be the kinetic energy of 1 kg of the water just before it lands in the pool?

_____

Answer _____ J

(1)

(c) Use your answer to (b) to calculate the speed of the water as it lands at the bottom of the waterfall.

_____

_____

_____

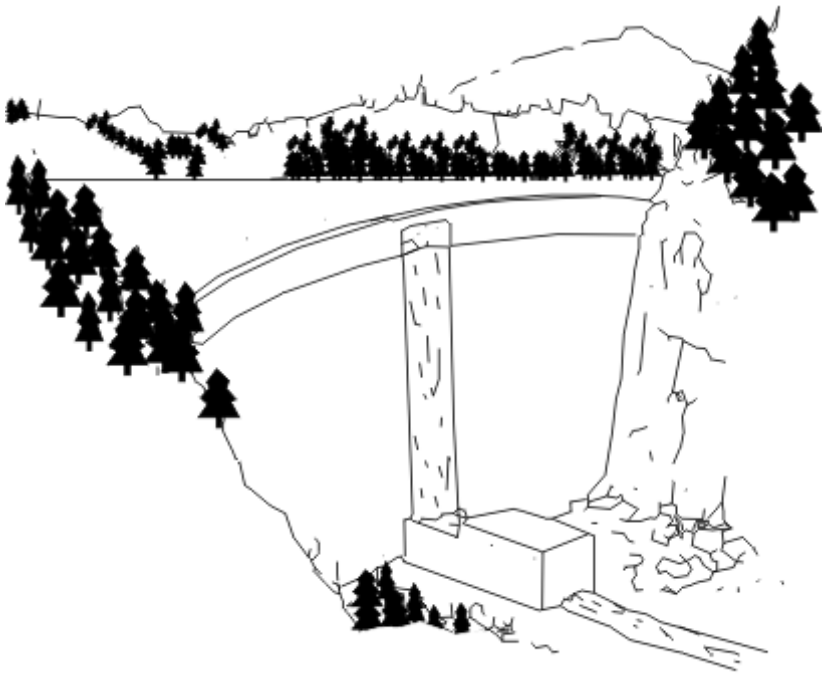
Answer _____ m/s

(3)

(Total 6 marks)

Q31.

The diagram below shows water falling from a dam. Each minute 12 000 kg of water falls vertically into the pool at the bottom.



The time taken for the water to fall is 2 s and the acceleration of the water is 10 m/s^2.

(a) Assume the speed of the water at the bottom of the dam is zero. Calculate the speed of the water just before it hits the pool at the bottom.

(2)

(b) Use your answer to part (a) to calculate the average speed of the falling water.

(1)

(c) Calculate the height that the water falls.

(2)

(d) What weight of water falls into the pool each minute?

(2)

(e) How much work is done by gravity each minute as the water falls?

(2)

(f) A small electrical generator has been built at the foot of the waterfall. It uses the falling water to produce electrical power.

(i) How much energy is available from the falling water each minute?

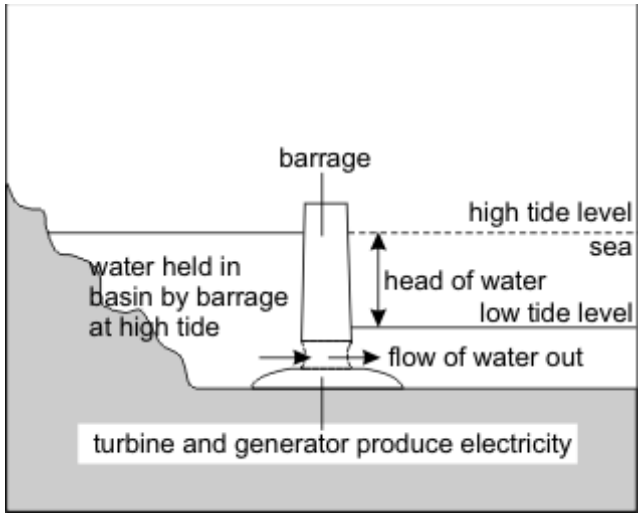
(ii) How much power is available from the falling water?

(iii) If the generator is 20% efficient, calculate the electrical power output of the generator.

(4)
(Total 13 marks)

Q32.

The outline diagram below shows a tidal power generating system.



Gates in the barrage are open when the tide is coming in and the basin is filling to the high tide level. The gates are then closed as the tide begins to fall.

Once the tide outside the barrage has dropped the water can flow through large turbines in the barrage which drive generators to produce electrical energy.

In one second 1.2×10^9 kg of water flows through the turbines at a speed of 20 m/s.

(a) Calculate the total kinetic energy of the water which passes through the turbines each second.

_____

_____

_____

(3)

(b) As the height of water in the basin falls, the water speed through the turbines halves.

(i) What mass of water will now pass through the turbines each second?

_____

(ii) By how much will the power available to the generators decrease?

_____

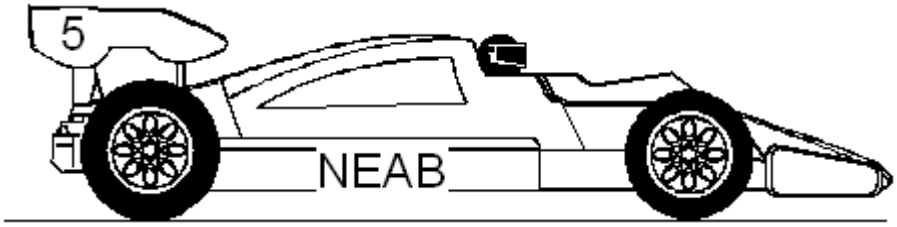
_____

_____

(5)
(Total 8 marks)

Q33.

A racing driver is driving his car along a **straight** and **level** road as shown in the diagram below.



(a) The driver pushes the accelerator pedal as far down as possible. The car does not accelerate above a certain maximum speed. Explain the reasons for this in terms of the forces acting on the car.

(4)

(b) The racing car has a mass of 1250 kg. When the brake pedal is pushed down a constant braking force of 10 000 N is exerted on the car.

(i) Calculate the acceleration of the car.

(ii) Calculate the kinetic energy of the car when it is travelling at a speed of 48 m/s.

(iii) When the brakes are applied with a constant force of 10 000 N the car travels a distance of 144 m before it stops. Calculate the work done in stopping the car.

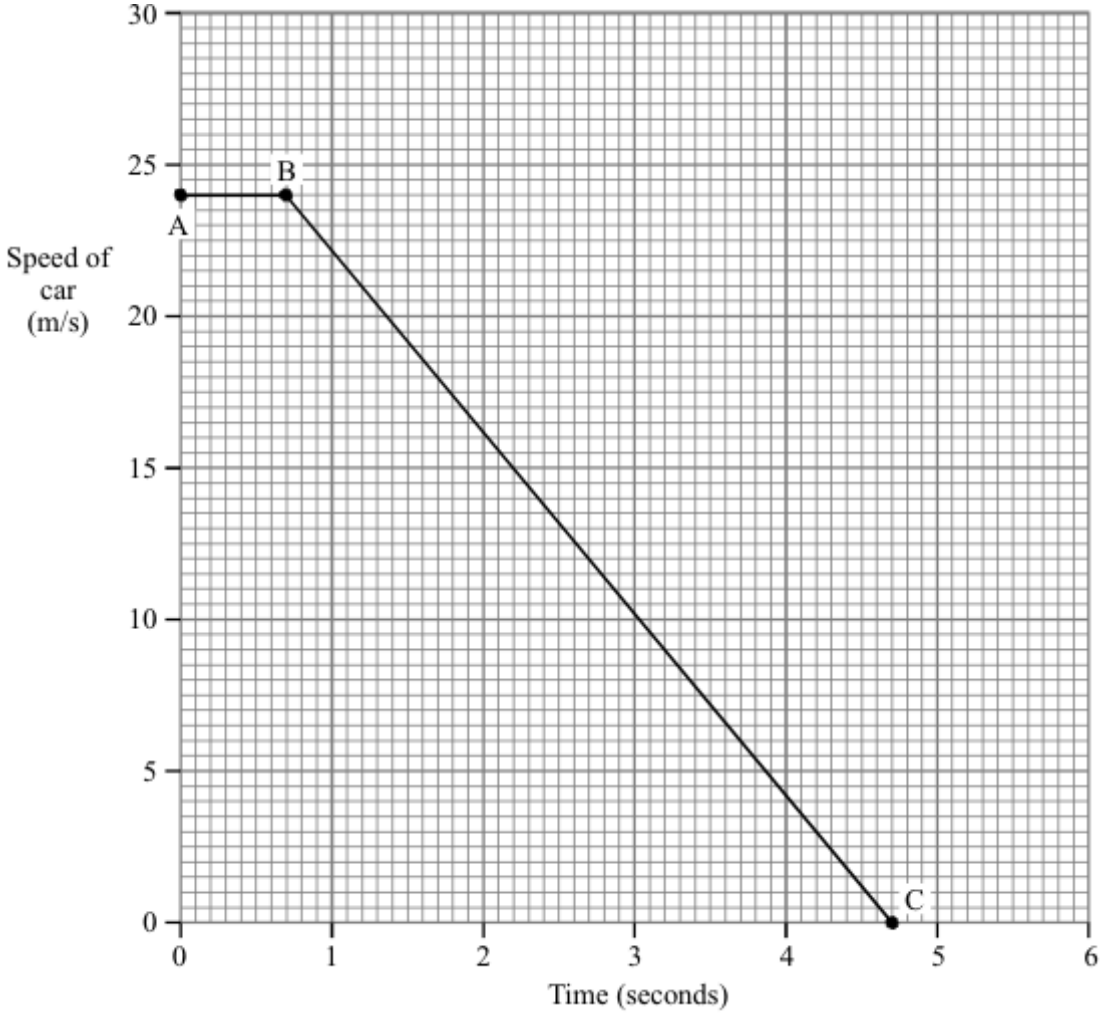
(12)

(Total 16 marks)

Q34.

A car driver sees a dog on the road ahead and has to make an emergency stop.

The graph shows how the speed of the car changes with time after the driver first sees the dog.



(a) Which part of the graph represents the "reaction time" or "thinking time" of the driver?

_____

(1)

(b) (i) What is the thinking time of the driver?

Time _____ seconds

(1)

(ii) Calculate the distance travelled by the car in this thinking time.

_____

_____

_____

Distance _____ m

(3)

(c) Calculate the acceleration of the car after the brakes are applied.

Acceleration _____

(4)

(d) Calculate the distance travelled by the car during braking.

Distance _____ m

(3)

(e) The mass of the car is 800 kg. Calculate the braking force.

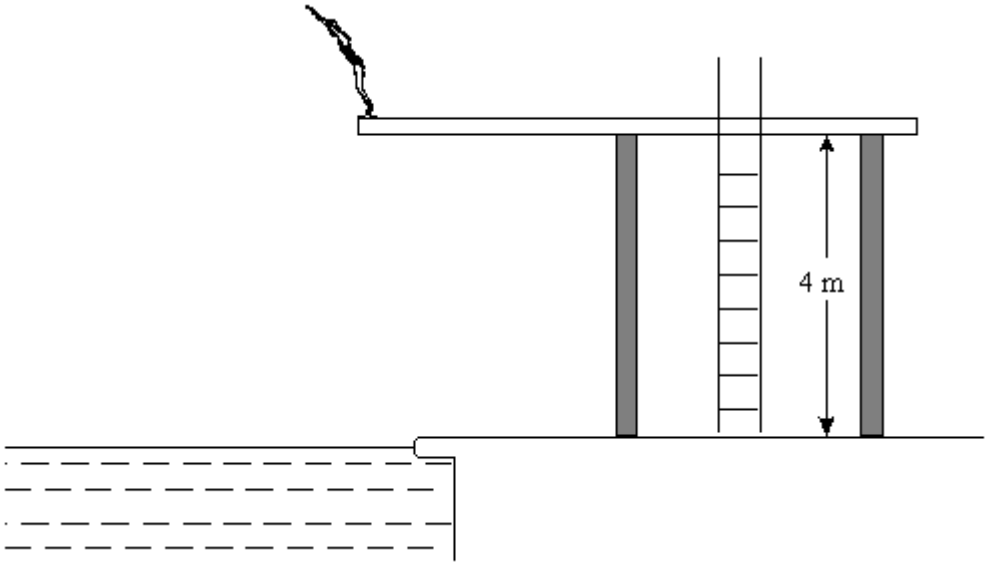
Braking force _____ N

(3)

(Total 15 marks)

Q35.

The diagram shows a diver diving from the end of a diving board.



The height of the diving board above the poolside is 4 m. The mass of the diver is 50 kg. Gravitational field strength is 10 N/kg.

(a) Calculate the gain of gravitational potential energy as the diver climbs from the poolside to the diving board.

(4)

(b) The diver enters the water at a speed of 8 m/s.

Calculate the kinetic energy of the diver as she hits the water.

(4)

(c) As she hits the water her kinetic energy is different from the potential energy she gained as she climbed to the diving board. Explain why.

(2)

(Total 10 marks)

Mark schemes

Q1.

(a) D

1

(b) C

1

(c) W = 300 × 45

1

W = 13 500

1

*allow 13 500 with no working shown for **2** marks*

(d) straight line drawn from 13 m / s to 0 m / s

1

finishing on x-axis at 65 s

1

[6]

Q2.

(a) (i) 100 (m)

1

(ii) stationary

1

(iii) accelerating

1

(iv) tangent drawn at *t* = 45 s

1

attempt to determine slope

1

speed in the range 3.2 – 4.2 (m / s)

dependent on 1st marking point

1

(b) (i) 500 000 (J)

ignore negative sign

1

(ii) 20 000 (N)

ignore negative sign

*allow **1** mark for correct substitution, ie*

500 000 = F × 25

***or** their part (b)(i) = F × 25*

provided no subsequent step

2

(iii) *(kinetic) energy* transferred by heating

1

to the brakes

ignore references to sound energy

*if no other marks scored allow k.e. decreases for **1** mark*

1

[11]

Q3.

(a) 450

*allow **1** mark for correct substitution,*

ie 18 × 10 × 2.5 provided no subsequent step shown

2

(b) (i) friction between child ('s clothing) and slide

accept friction between two insulators

accept child rubs against the slide

accept when two insulators rub (together)

1

causes electron / charge transfer (between child and slide)

accept specific reference, eg electrons move onto / off the child / slide

reference to positive electrons / protons / positive charge / atoms transfer negates this mark

answers in terms of the slide being initially charged score zero

1

(ii) all the charges (on the hair) are the same (polarity)

accept (all) the charge/hair is negative / positive

accept it is positive/negative

1

charges / hairs are repelling

both parts should be marked together

1

(iii) charge would pass through the metal (to earth)

accept metal is a conductor

accept metal is not an insulator

accept there is no charge / electron transfer

accept the slide is earthed

accept metals contain free electrons

1

[7]

Q4.

(a) (i) friction

1

(ii) air resistance

accept drag

friction is insufficient

1

(iii) Marks awarded for this answer will be determined by the Quality of Written Communication (QWC) as well as the standard of the scientific response. Examiners should also refer to the information on page 5, and apply a 'best-fit' approach to the marking.

0 marks
No relevant content.

Level 1 (1–2 marks)
There is an attempt to explain in terms of forces A and B why the velocity of the cyclist changes between any two points
or
a description of how the velocity changes between any two points.

Level 2 (3–4 marks)
There is an explanation in terms of forces A and B of how the velocity changes between X and Y and between Y and Z
or
a complete description of how the velocity changes from X to Z.
or
an explanation and description of velocity change for either X to Y or Y to Z

Level 3 (5–6 marks)
There is a clear explanation in terms of forces A and B of how the velocity changes between X and Z
and
a description of the change in velocity between X and Z.

examples of the points made in the response

extra information

X to Y

- at X force A is greater than force B
- cyclist accelerates
- and velocity increases
- as cyclist moves toward Y, force B (air resistance) increases (with increasing velocity)
- resultant force decreases
- cyclist continues to accelerate but at a smaller value
- so velocity continues to increase but at a lower rate

Y to Z

- from Y to Z force B (air resistance) increases
- acceleration decreases
- force B becomes equal to force A
- resultant force is now zero

- acceleration becomes zero
- velocity increases until…
- cyclist travels at constant / terminal velocity

accept speed for velocity throughout

6

(b) (i) 3360

*allow **1** mark for correct substitution,*
ie 140 × 24 provided no subsequent step
*accept 3400 for **2** marks if correct substitution is shown*

2

joule / J

*do **not** accept j*
*do **not** accept Nm*

1

(ii) decreases

accept an alternative word / description for decrease
do not accept slows down

1

temperature

accept thermal energy
accept heat

1

[13]

Q5.

(a) (i) gravitational potential (energy)

1

(ii) kinetic (energy)

1

(b) (i) slope or gradient

1

(ii) area (under graph)

*do **not** accept region*

1

(iii) starts at same y−intercept

1

steeper slope than original and cuts time axis before original

the entire line must be below the given line
allow curve

1

(c) (i) 31

and

31

*correct answers to 2 significant figures gains **3** marks even if no working shown*

*both values to more than 2 significant figures gains **2** marks:*
30.952…...
30.769….

65 / 2.1 and / or
*80 / 2.6 gains **1** mark*

*if incorrect answers given but if both are to 2 significant figures allow **1** mark*

3

(ii) student 1 incorrect because 80 ≠ 65

1

student 2 correct because average velocities similar

*ecf from **(c)(i)***

1

student 3 incorrect because times are different

1

[12]

Q6.

(a) potential

1

(b) (i) 13 200

*allow **1** mark for correct substitution, ie 660 × 20 provided no subsequent step shown*

2

(ii) 16.5

allow 1 mark for correct

or

$\frac{\text{their (b)(i)}}{800}$ correctly calculated

substitution, ie $\frac{13\,200}{800}$ ***or*** $\frac{\text{their (b)(i)}}{800}$

provided no subsequent step shown

2

[5]

Q7.

(a) (i) distance vehicle travels during driver's reaction time

accept distance vehicle travels while driver reacts

1

(ii) any **two** from:

- tiredness
- (drinking) alcohol
- (taking) drugs
- speed
- age

accept as an alternative factor distractions, eg using a mobile phone

2

(b) (i) 320 000

*allow **1** mark for correct substitution, ie* $\frac{1}{2} \times 1600 \times 20^2$ *provided no subsequent step shown*

2

(ii) 320000 **or** their (b)(i)

1

(iii) 40

or

$\frac{\text{their (b)(ii)}}{8000}$ correctly calculated

*allow **1** mark for statement work done = KE lost*

or

*allow **1** mark for correct substitution, ie*
*8000 × distance = 320 000 **or** their (b)(ii)*

2

(iv) any **one** from:

- icy / wet roads

accept weather conditions

- (worn) tyres
- road surface
- mass (of car and passengers)

accept number of passengers

- (efficiency / condition of the) brakes

1

(v) (work done by) friction
(between brakes and wheel)

*do **not** accept friction between road and tyres / wheels*

1

(causes) decrease in KE and increase in thermal energy

accept heat for thermal energy accept

KE transferred to thermal energy

1

(c) the battery needs recharging less often

accept car for battery

1

or

increases the range of the car

*accept less demand for other fuels **or** lower emissions **or** lower fuel costs*

environmentally friendly is insufficient

as the efficiency of the car is increased

accept it is energy efficient

1

the decrease in (kinetic) energy / work done charges the battery (up)

accept because not all work done / (kinetic) energy is wasted

1

[14]

Q8.

(a) gravitational / gravity / weight

*do **not** accept gravitational potential*

1

(b) accelerating

accept speed / velocity increases

1

the distance between the drops increases

1

but the time between the drops is the same

accept the time between drops is (always) 5 seconds

accept the drops fall at the same rate

1

(c) (i) any **one** from:

- speed / velocity
- (condition of) brakes / road surface / tyres
- weather (conditions)

accept specific examples, eg wet / icy roads

accept mass / weight of car friction is insufficient

reference to any factor affecting thinking distance negates this answer

1

(ii) 75 000

*allow **1** mark for correct substitution, ie 3000 × 25 provided no subsequent step shown*

***or** allow **1** mark for an answer 75*
***or** allow **2** marks for*
75 k(+ incorrect unit), eg 75 kN

2

joules / J

*do **not** accept j*

*an answer 75 kJ gains **3** marks*

for full marks the unit and numerical answer must be consistent

1

[8]

Q9.

(a) 1800 (N)

*allow **1** mark for correct substitution ie 180 × 10 provided no further steps shown*

2

(b) 3780
or
their (a) × 2.1 correctly calculated

*allow **1** mark for correct substitution*

*ie 1800 **or** their (a) × 2.1 provided no further steps shown*

2

joule

accept J

accept any clear indication of correct answer

1

(c) 0

reason does not score if 0 not chosen

1

work is only done when a force makes an object move

accept distance moved is zero

accept no energy transfer (to the bar)

accept the bar is not moving/is stationary

'it' refers to the bar/weights

1

[7]

Q10.

(a) (i) 24

*allow **1** mark for converting time to 600 seconds*
***or** showing method ie 14400/10*
or $\frac{14400}{10 \times 60}$
provided no further steps shown

2

(ii) 24

ignore any unit
or
their (a)(i)

1

(b) (i) 20 45

***both** required – either order*

1

(ii) the block transfers energy to the surroundings

1

[5]

Q11.

(a) 98

*allow **1** mark for correct substitution*
ie ½ × 0.16 × 35 × 35 provided no subsequent step shown
an answer of 98 000 scores 0

2

(b) (i) 9.6

*allow **1** mark for (change in velocity =) 60*
ignore negative sign

2

(ii) 9600

ignore negative sign
or
their (b)(i) ÷ 0.001 correctly calculated, unless (b) (i) equals 0

1

(c) increases the time

1

to reduce/change <u>momentum</u> (to zero)

only scores if 1st mark scored
decreases rate of change of momentum scores both marks provided there are no contradictions
accept decreased acceleration/deceleration
equations on their own are insufficient

1

[7]

Q12.

(a) (i) horizontal arrow pointing to the left

judge by eye

drawn anywhere on the diagram

1

(ii) 60 (N)

1

(at steady speed) resultant force must be zero

accept forces must balance/are equal

accept no acceleration

*do **not** accept constant speed*

1

(b) 1680

*allow **1** mark for correct substitution, ie 60 x 28 provided no subsequent step shown*

2

joule

accept J
do not accept j

1

[6]

Q13.

(a) (i) 720

*allow **1** mark for correct substitution,*
ie 72 × 10 provided no subsequent step shown

2

(ii) 720
or
their (a)(i)

1

(b) (i) gravitational potential

allow gravitational

allow potential

1

(ii) 432

*allow **1** mark for correct substitution, ie* $\frac{21600}{50}$ *provided no subsequent step shown*

2

watt / W

1

[7]

Q14.

(a) (i) (connect) 30 (cells)

1

in series

1

(ii) current always flows in the same direction
or
current only flows one way

1

(iii) 36 000

*allow **1** mark for correctly converting 2 hours to 7200 seconds*
*answers 10 or 600 score **1** mark*

2

coulombs / C

*do **not** accept c*

1

(b) (i) 2160

*allow **1** mark for correct substitution, ie ½ × 120 × 6^2*
*answers of 1620 or 540 score **1** mark*

2

(ii) reduce it

1

any **one** from:

- draws a larger current (from battery)
- motor draws greater power (from battery)
  accept energy per second for power
  accept more energy needed to move the bicycle
- greater resistance force (to motion) / air resistance / drag / friction
  accept less streamlined
  more mass to carry is insufficient

1

[10]

Q15.

(a) 572

*allow **1** mark for correct substitution,*
ie 220 × 2.6
*allow **1** mark for*
220 × 260 = 57 200
or
220 × 2600 = 572 000

but to score this mark the entire calculation must be shown

2

(b) (i) smooth curve drawn

accept a line that is extrapolated back to 0 degrees, but not through the origin

accept a straight line of best fit (point at 40 degrees can be treated as anomalous and line may stop at 30 degrees)

*do **not** accept straight lines drawn 'dot to dot' or directly from first to last point or a line going through the origin*

1

(ii) increases

accept a positive correlation

*do **not** accept proportional*

1

(iii) long plank

no mark for this, the marks are for the explanation

makes the angle small(er) (than a short plank)

accept increases the distance

accept small(er) slope

1

a small(er) force is needed
or
short plank

no mark for this, the marks are for the explanation

a large(r) force is used over a short(er) distance (1)

less work done (1)

accept less energy transfer

1

[6]

Q16.

(a) (i) 75 000

*accept correct substitution for **1** mark*

ie 7500 × 10

2

newtons / N

*do **not** accept n*

*full credit for using g = 9.8 **or** 9.81*

1

(ii) 60 000 000

accept for both marks

their (a)(i) × 800 correctly calculated

*accept correct substitution for **1** mark*
ie their (a)(i) × 800

2

(b) (i) arrow drawn parallel (to) **and** down (the) slope
accept arrow drawn anywhere on the diagram

1

(ii) increases

1

GPE transformed to KE
or
speed increasing
accept is accelerating
however 'speed increasing' only scores if correctly linked to increasing kinetic energy

1

(c) so more likely to wear one
or
they know wearing a helmet is likely to / will reduce (risk) head injury
or
so can make an (informed) choice (about wearing one)

1

[9]

Q17.

(a) (i) 50 (N)
ignore any units

1

(ii) resultant force

1

(iii) 4000
*accept their (a)(i) × 80 correctly calculated for **2** marks*
*allow **1** mark for correct substitution i.e. 50 × 80 or their (a)(i) × 80*
ignore any units

2

(b) (i) joule

1

(ii) heat

1

[6]

Q18.

(a) 47250
*answers of 1350/ 33750/ 48600 gain **1** mark*
*allow **1** mark for correct substitution using both 18 and 3*

2

(b) (i) 47250 or their (a)

accept statement 'same as the KE (lost)'

ignore any units

1

(ii) transformed into heat/ thermal energy

sound on its own is insufficient
accept transferred/ lost/ for transformed
*do **not** accept any other form of energy included as a list*

1

[4]

Q19.

(a) (i) a single force that has the same effect as all the forces combined

accept all the forces added / the sum of the forces / overall force

1

(ii) constant speed (in a straight line)

*do **not** accept stationary*

or constant velocity

1

(b) 3

*allow **1** mark for correct substitution into transformed equation*
*accept answer 0.003 gains **1** mark*
*answer = 0.75 gains **1** mark*

2

m/s^2

1

(c) as speed increases air resistance increases

accept drag / friction for air resistance

1

reducing the resultant force

1

[7]

Q20.

(a) concentration / tiredness / drugs / alcohol

accept any reasonable factor that could affect a driver's reactions

*do **not** accept speed or any physical condition unrelated to the driver*

1

(b) 31.25

*credit for **1** mark correct attempt to calculate the area under the slope **or** for using the equation*
distance = <u>average</u> velocity (speed) × time
*credit for **1** mark use of correct velocity change (12.5) <u>and</u> correct time (5) **or** answer of 62.5*

3

(c) 2.5

*credit for **1** mark triangle drawn on slope **or** correct equation **or** two correct pairs of coordinates*
credit for 1 mark use of correct velocity change (12.5) and correct time (5)
accept time = between 4.8 and 5.2 if used in (b)
do not accept an attempt using one pair of coordinates taken from the slope

3

metres / second / second **or** metres / second / squared **or** m/s^2 **or** ms^{-2}

1

(d) (i) force = mass × acceleration

accept correct transformation
accept F = m × a

accept 

provided subsequent use of Δ is correct

*do **not** accept an equation in units*

1

(ii) 2250

credit their (c) × 900 for 2 marks
*credit **1** mark for correct substitution*

2

[11]

Q21.

(a) (i) kinetic energy = $\frac{1}{2}$ × mass × speed^2

accept ke = $\frac{1}{2}$ *mv^2*

*do **not** accept KE =* $\frac{1}{2}$ *ms^2*

1

(ii) 13

allow 1 mark for correct substitution or transformation

2

(b)

*if B is at the top of the curve - **no** marks*

PE at A maximum
PE at B minimum
PE at C just less than **or** = to A

*do **not** accept wavy lines **or** very non-symmetrical*
accept straight lines or curves

1

difference between A and B is 5000 to 5200

1

[5]

Q22.

(a) (i) work (done) = force (applied) × distance (moved)

accept W = F × s or W = F × d

accept 

provided subsequent method is correct

1

(ii) 240 000

*allow **1** mark for correct substitution **or** correct use of 1200 (N)*

2

joules

accept J
*do **not** accept j / Nm*

1

(b) 800 (watts)

accept 0.8 kW
*accept their (a)(ii) ÷ 300 correctly evaluated for **2** marks*
*allow **1** mark for correct substitution*
*(a)(ii) ÷ 5 correctly evaluated for **1** mark*

2

(c) (i) any **one** from:

- needs to raise the chair / lift
- lifting more than one chair

allow lifting more than 2 people
implication of a heavier weight

- energy transfer to the surroundings
correctly qualified

accept loss for transfer
*do **not** accept motor inefficient*
*do **not** accept motor gets hot*

*do **not** accept friction unless the location is specified as external to the motor*

1

(ii) electrical

accept electric

potential

***both** answers required for the mark*

1

[8]

Q23.

(a) (i) gpe = weight × height

accept Ep = mgh
accept pe= mgh

1

(ii) 1200

accept values using 9.8 (1)
*allow **1** mark for correct substitution*

2

(b) (i) 120

accept $\frac{\text{their (a)(ii)} \times 6}{60}$

1

(ii) 300

allow b(i) ÷ 0.4 for both marks
*allow **1** mark for correct transformation*

2

[6]

Q24.

(i) kinetic energy = $\frac{1}{2} \times \text{mass} \times \text{speed}^2$

accept velocity for speed

accept KE = $\frac{1}{2}mv^2$

1

(ii) 32 000

accept 32 kJ

1

[2]

Q25.

(a) (i) gravitational potential

accept gravitational

accept potential

1

(ii) 2250 (N)

1

forces must be balanced

or

forces are equal and opposite

*do **not** accept because it is not moving*
*do **not** accept 'equilibrium' by itself*
*do **not** accept 'it is not balanced'*
*do **not** accept 'forces are equal'*
*do **not** accept 'forces are the same'*

1

(b) 1500

***1** mark for correct substitution*

2

[5]

Q26.

(a) (i) linear scales used

do not credit if less than half paper used

1

points plotted correctly

all of paper used

1

(straight) line of best fit drawn

allow a tolerance of ± half square

1

(ii) correct **and** straight line through origin

***all** needed*
e.c.f. if their (a)(i) is straight but not through the origin - incorrect because line does not go through origin

credit a calculation that shows proportionality

1

(iii) 62 ± 0.5 (m)

*credit **1** mark for KE = 490000 **or** 490kJ*

*credit **1** mark for correct use of graph clearly shown*

2

(iv) any **one** from: wet **or** icy **or** worn **or** smooth road

accept slippery slope

brakes worn

accept faulty brakes

car heavily loaded
worn tyres
downhill slope

do not accept anything to do with thinking distance e.g. driver tired or drunk

1

(b) (i) acceleration = $\frac{\text{change in velocity}}{\text{time taken}}$

accept correct transformation

accept $\frac{v-u}{t}=a$

accept m/s² = $\frac{m/s}{s}$

*do **not** accept acceleration* = $\frac{velocity}{time}$

1

(ii) 56

accept –56

1

(iii) deceleration is reduced

accept deceleration is slower

accept acceleration

1

force on car and or passengers is reduced

accept an answer in terms of change in momentum for full credit

1

[11]

Q27.

(a) potential; bucket/pulley

for 1 mark each

2

(b) 300

gains 2 marks

else working

gains 1 mark

2

[4]

Q28.

(a) (i) B unless unqualified

for 1 mark

1

(ii) B unless unqualified

for 1 mark

1

(iii) energy lost, doing work against air resistance/friction

for 1 mark

1

(b) intensity of gravity less (not zero)

for 1 mark

energies/restoring forces less

for 1 mark

2

[5]

Q29.

(a) 3

gains 1 mark

m/s^2

gains 1 mark

else working *gains 1 mark*

2

(b) 2850 ecf

gains 1 mark

N

gains 1 mark

else working

gains 1 mark

2

(c) friction/air resistance increases with speed;
till frictional = max forward force;
then force/acceleration is zero

for 1 mark each

alternative limitation for safety

gains 1 mark only

3

[7]

Q30.

(a) 100

gains 2 marks

else working

gains 1 mark

2

(b) 100 ecf

for 1 mark

1

(c) rounds to 14 (accept 14.142 or 14.14) ecf

gains 3 marks

else working to $v^2 = 200$

gains 2 marks

else initial working v = 200

gains 1 mark

3

[6]

Q31.

(a) 20 m/s

gets 2 marks

Else working

gets 1 mark

2

(b) 10 m/s

1

(c) 20 m

gets 2 marks

Else working

gets 1 mark

2

(d) 12 000 N

gets 2 marks

Else working

gets 1 mark

2

(e) 2 400 000 J

gets 2 marks

Else working

gets 1 mark

2

(f) (i) Ans to (e)

1

(ii) Ans to (e)/60
Else working

2

(iii) Ans to (ii)/5

1

[13]

Q32.

(a) $k = 1/2mv^2$
$k = 1/2.1.2.109.202$
$k = 2.4.1011$

for one mark each

3

(b) (i) 0.6.109

(ii) mass halved
speed halved
(speed)2 quartered
ke and/or power cut to one eight

for 1 mark each

5

[8]

Q33.

(a) there is a (maximum) forward force
drag/friction/resistance (**opposes** motion) (**not** pressure)
increases with speed
till forward and backward forces equal
so no net force/acceleration

any 4 for 1 mark each

4

(b) (i) $F = ma$
$10\,000 = 1250a$
$a = 8$
m/s^2

for 1 mark each

4

(ii) ke = 1/2 mv^2
ke = 1/2 1250.48^2
ke = 1 440 000
J

for 1 mark each

4

(iii) W = Fd
W = 10 000.144
W = 1 440 000
J

for 1 mark each

4

[16]

Q34.

(a) AB

for 1 mark

1

(b) (i) 0.7

for 1 mark each

1

(ii) 16.8

gains 2 marks

2

but correct working
(d = v.t, d = 24 × 0.7, or in terms of area under graph)

gains 1 mark

1

(c) a = (v-u)/t
= 24/4
= 6
m/s^2

(see marking of calculations)

(can work in terms of graph gradient)

4

(d) d = v.t
= 24/2 × 4
= 48

(see marking of calculations)

(can work in terms of area under graph)

3

(e) F = ma
= 800 × 6
= 4800

(see marking of calculations)

3

[15]

Q35.

(a) p = mgh
= 50 × 10 × 4 = 2000
J/Nm
(see marking of calculations)

4

(b) k = ½ mv^2
= ½ × 50 × 8^2
= 1600
J/Nm
(see marking of calculations)

4

(c) work is done against air resistance
fall of her C of G differs from rise in climbing stairs
part of gained pe used to rotate body
diver gains PE on take-off

any 2 for 1 mark each

2

[10]