

# CAIE Physics IGCSE

## Topic 1: Motion, Forces and Energy Summary Notes

*Definitions in **bold** are for extended students only*

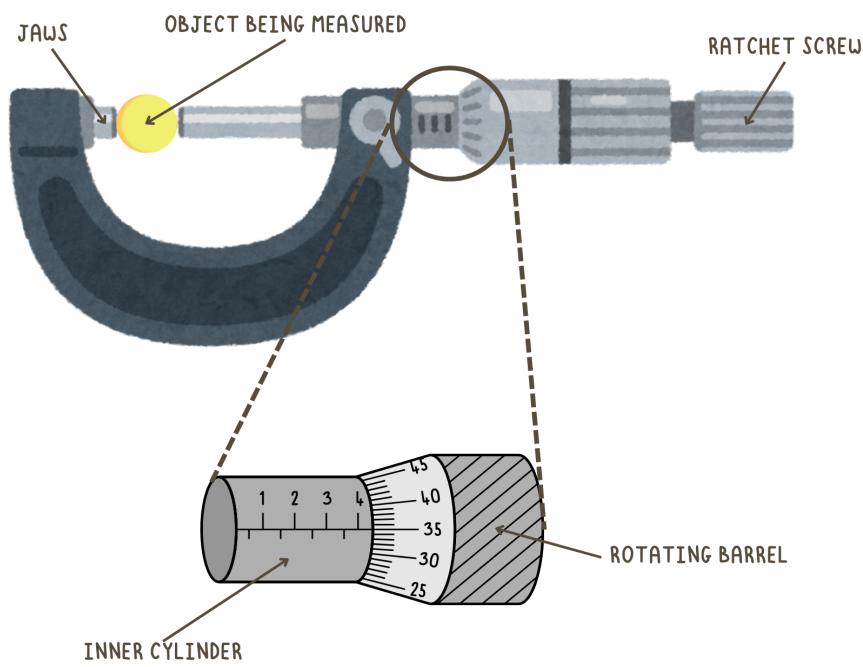
This work by [PMT Education](https://www.pmt.education) is licensed under [CC BY-NC-ND 4.0](https://creativecommons.org/licenses/by-nc-nd/4.0/)



## 1.1 Physical quantities and measurement techniques

Measurement techniques:

- A ruler (rule) is used to measure the length of an object between 1mm and 1m.
  - **A micrometer screw gauge is used to measure very small distances that a rule cannot measure.**



**As you turn the screw, the gauge's jaws move to fit around your object. Its size can be read on the inner cylinder (which gives its integer value in mm) and the rotating barrel (which gives its decimal value to 0.01mm).**

- A measuring cylinder is used to measure the volume of a liquid or an object that can sink. Placing the object into a measuring cylinder full of water causes the water level to rise. This rise is equal to the volume of the object.
  - For regular shaped solids, you can also find their volume by calculation.
- Clocks and timers (both analogue or digital) are used to measure time intervals.

To measure a short distance or time interval, an average value is calculated from multiple measurements. This reduces percentage uncertainty, which is higher for smaller measurements.

- This usually requires repeat measurements, but for the period of a pendulum, one measurement is taken for several oscillations and then a mean is calculated.



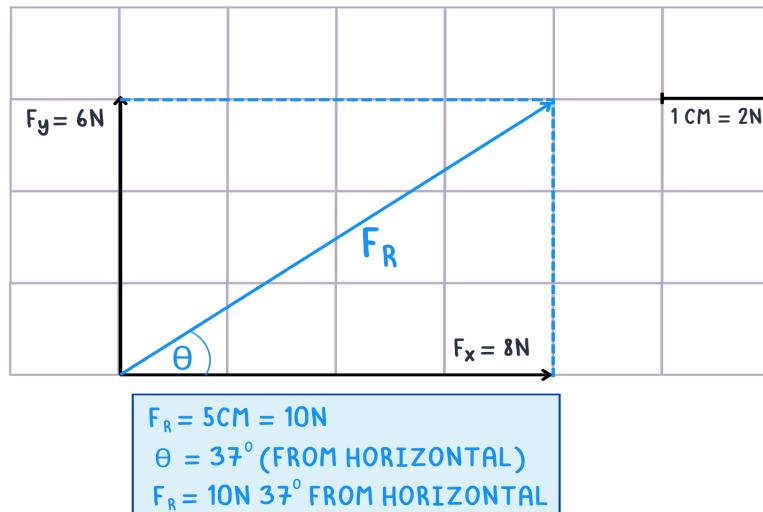
## Physical quantities:

- A **scalar** quantity has **magnitude** only.
- A **vector** quantity has **magnitude and direction**. They can be represented by **arrows**.

Scalar Examples	Vector Examples
Distance	Displacement
Speed	Velocity
Time	Acceleration
Mass	Momentum
Energy	Force
Temperature	Electrical/gravitational field strength

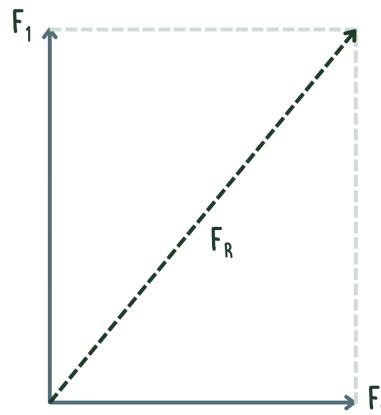
Vectors at right angles to one another can be combined into one **resultant vector**. This can be done for forces and velocities, either graphically or by calculation.

- Graphically, vectors are drawn to scale as arrows at right angles (length is their magnitude) so that a diagonal from their origin gives us the resultant.



- By calculation, the resultant's magnitude is found using Pythagoras' theorem ( $a^2 + b^2 = c^2$ ), and its direction is found using trigonometry.





RESULTANT FORCE = EFFECT OF FORCE 1 + EFFECT OF FORCE 2

$$F_R = F_1 + F_2$$

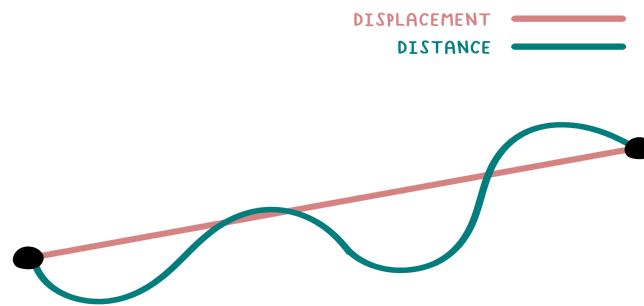
## 1.2 Motion

- Speed is defined as the **distance travelled per unit time**:

$$\text{speed} = \frac{\text{distance travelled}}{\text{time}} \quad \text{units} = \text{m/s}$$

- Velocity is the **speed in a given direction**:

$$\text{velocity} = \frac{\text{displacement}}{\text{time}} \quad v = \frac{s}{t} \quad \text{units} = \text{m/s}$$



- If speed is changing, an object is **accelerating or decelerating**.

- In this case, the object's speed is calculated as an average:

$$\text{average speed} = \frac{\text{total distance travelled}}{\text{total time}} \quad \text{units} = \text{m/s}$$

- Acceleration is the rate of change of velocity:**

$$\text{acceleration} = \frac{\text{change in velocity}}{\text{change in time}} \quad a = \frac{\Delta v}{\Delta t} \quad \text{units} = \text{m/s}^2$$

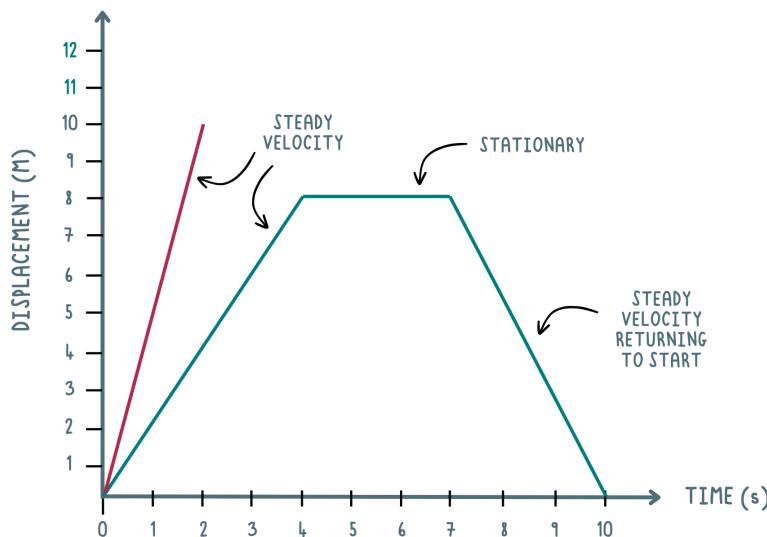
- Deceleration is a negative acceleration.:**

Before plugging any values into these speed, velocity, and **acceleration** equations, double-check all the units are equivalent to one another, and convert them if needed.

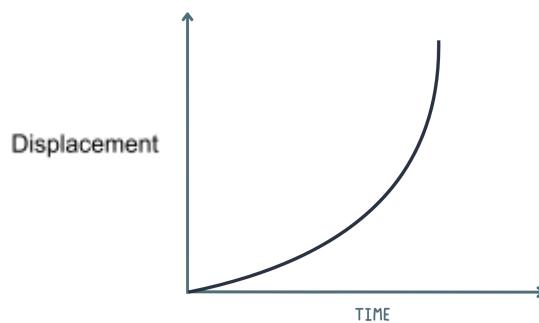
- Distance and displacement could be measured in mm, cm, m, or km.
- Time could be measured in ms, s, minutes, or hours.
- The answer is usually in metres and seconds.



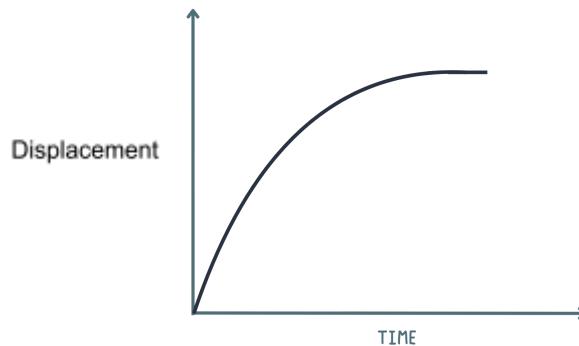
Interpreting a displacement-time graph:



- The **gradient** is the **velocity** (or the **speed** on a **distance time graph**).
  - The object is at **rest** when the gradient is **horizontal**.
  - The object is moving at a **constant speed/velocity** when the gradient is **straight**.
  - The object is **accelerating** when the line is **curved** and the gradient is **increasing**.



- The object is **decelerating** when the line is **curved** and gradient is **decreasing**.



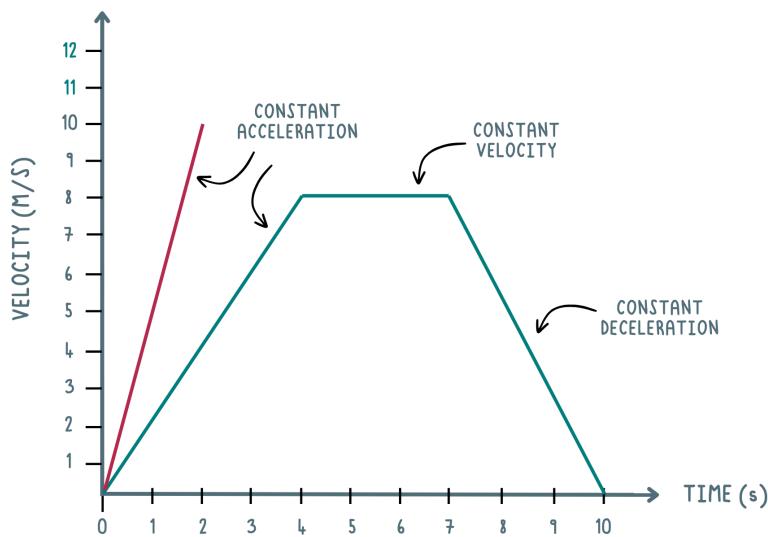
- A **negative gradient** shows the object is **returning** to the starting point.
- To calculate speed/ velocity:

$$\text{speed or velocity} = \text{gradient} = \frac{\text{change in } Y}{\text{change in } x}$$

(If calculated for a curved section, the answer is the average speed.)



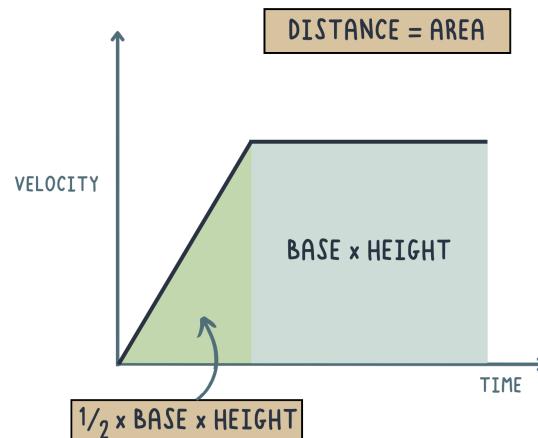
Interpreting a velocity-time graph:



- The **gradient** is **acceleration**.
  - The object is at **rest** when the **speed/ velocity** is zero.
  - The object is moving at a **constant speed** when the line is **horizontal**.
  - The object is **accelerating** when the line has a **positive gradient**.
  - The object is **decelerating** when the line has a **negative gradient**.
  - **The object is moving with constant acceleration when the line is straight.**
  - **The object is moving with changing acceleration when the line is curved.**
  - **To calculate the acceleration:**

$$\text{acceleration} = \text{gradient} = \frac{\text{change in } y}{\text{change in } x}$$

- The **area under the graph** gives the **distance travelled**.
  - To calculate the area under the graph, split it into rectangles and triangles:



The motion of objects falling:

- Objects in free fall, near the Earth's surface, all will fall with an approximately constant **acceleration of free fall** known as 'g'.  
 $g = \text{approximately } 9.8\text{m/s}^2$ .
- Objects free falling in a uniform gravitational field are in the absence of air/liquid resistance and all fall with this same constant acceleration ( $9.8\text{m/s}^2$ ).
- Objects falling in a uniform gravitational field in the presence of air/liquid resistance, fall with decreasing acceleration.
  - Initially, there is **no air resistance** and the only force at work is **weight**.  
**At this point, acceleration is  $9.8\text{m/s}^2$  (g).**
  - As it accelerates, **speed increases, which increases air resistance**.
  - This **decreases the resultant force (downwards), so acceleration decreases**.
  - Eventually, **weight and air resistance are equal and opposite, so there is no resultant force, no acceleration, and the terminal velocity is reached**.

INITIALLY ONLY WEIGHT



$$F_{\text{air}} = 350 \text{ N}$$

$$F_{\text{grav}} = 833 \text{ N}$$

AIR RESISTANCE INCREASING



$$F_{\text{air}} = 700 \text{ N}$$

$$F_{\text{grav}} = 833 \text{ N}$$

TERMINAL VELOCITY



$$F_{\text{air}} = 833 \text{ N}$$

$$F_{\text{grav}} = 833 \text{ N}$$



## 1.3 Mass and weight

- **Mass** measures how much **matter** is in an object (when the object is at rest relative to the observer). *units = kg*
- **Weight** is the **gravitational force** that acts on objects with mass. *units = Newtons (N)*
- **Gravitational field strength** (*g*) is the amount of **gravitational force (weight)** acting on an object, per unit of its **mass**.

$$\text{gravitational field strength} = \frac{\text{weight}}{\text{mass}} \quad g = \frac{W}{m} \quad \text{units} = \text{N/kg}$$

- Both gravitational field strength and acceleration of free fall are represented by 'g' because they are equivalents (9.8N/kg and 9.8m/s<sup>2</sup>, respectively, on Earth).
- **As shown in the equation, weight is the effect of the gravitational field on a mass. Therefore, as the value of 'g' differs from planet to planet, an object's weight differs from planet to planet too. An object's mass, however, remains the same.**

The weight and mass of two different objects can be compared using a balance. This is possible because 'g' is a constant on Earth.

## 1.4 Density

- **Density** is the **mass per unit volume** of an object:

$$\text{density} = \frac{\text{mass}}{\text{volume}} \quad \rho = \frac{m}{V} \quad \text{units} = \text{kg/m}^3$$

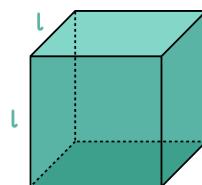
To find the density of a liquid:

- Calculate the mass - mass is equal to the difference in mass of a measuring cylinder when empty and after filling it with the liquid, measured using a balance.  
 $\text{liquid's mass} = \text{mass of cylinder full of water} - \text{mass of empty cylinder}$
- Measure the volume - volume is read from the cylinder.
- Calculate the density by plugging mass and volume into the density equation.

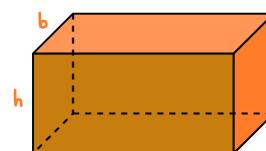
To find the density of a solid:

- Measure the mass - mass is measured using a balance.
- Calculate the volume:
  - Of regularly shaped solids - volume is found by measuring the solid's dimensions and using the appropriate equation for the object's shape:

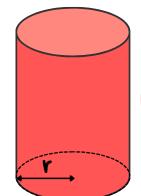




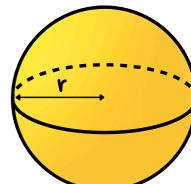
**CUBE**  
 $\text{Volume} = l \times l \times l$



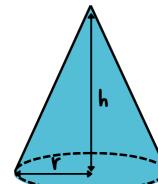
**CUBOID**  
 $\text{Volume} = l \times b \times h$



**CYLINDER**  
 $\text{Volume} = \pi \times r^2 \times h$



**SPHERE**  
 $\text{Volume} = \frac{4}{3} \times \pi \times r^3$



**CONE**  
 $\text{Volume} = \frac{1}{3} \times \pi \times r^2 \times h$

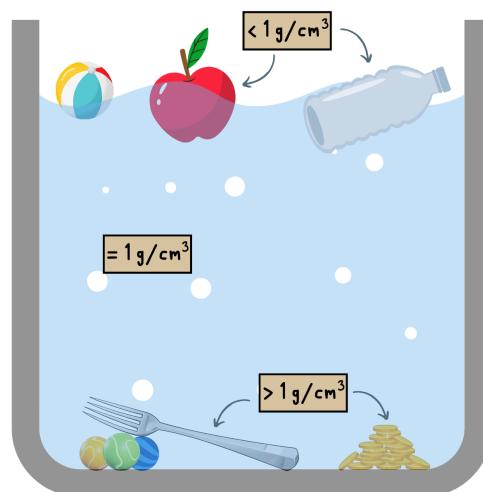
- Of irregularly shaped solids - volume is equal to the rise in water when the object is placed into a measuring cylinder full of water (volume by displacement)(see 1.1).

*solid's volume = water's volume in cylinder with object – water's volume in cylinder without object*

- Calculate the density by plugging mass and volume into the equation.

An object will float if it is less dense than the liquid it is placed in and sink if it is more dense than the liquid it is placed in.

- Density of water is  $1\text{g/cm}^3$ ; objects with density **greater** than this **sink** in water - those with a density **less than  $1\text{g/cm}^3$** , **float**.



- The same is true for two liquids (if they do not mix): one liquid will float because it is less dense than the other liquid.**



## 1.5 Forces

### 1.5.1 Effects of forces

Forces can change the size and shape of an object:

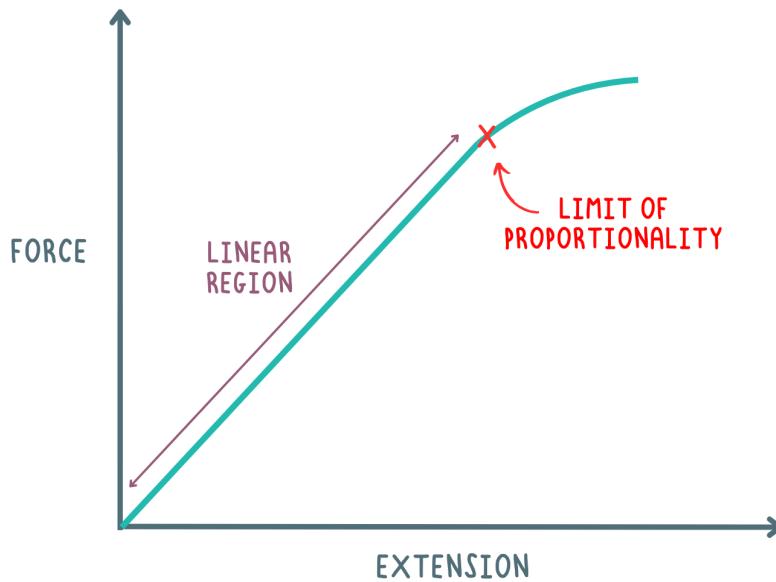
Elastic solids can be extended when force is applied and will return to their original shape and size when the force is removed.

- The **spring constant** is the **force required per unit of extension**:

$$\text{spring constant} = \frac{\text{force applied}}{\text{extension}} \quad k = \frac{F}{x} \quad \text{units} = \text{N/m} \quad (\text{Hooke's Law})$$

- The extension of an object can be investigated experimentally:

- The initial length of an object is measured with a ruler.
- Masses are attached to the object incrementally (adding force), and the object's length is measured and recorded after the addition of each.
- The extension is found by subtracting the initial length from the new length.
- The experiment is repeated 3 times and an average extension found for each mass.
- The force is weight, so can be found by multiplying mass by the gravitational field strength 9.8N/kg (see 1.3).
- Force and extension are plotted on a load-extension graph:



- Load-extension graphs for an **elastic** object should be **linear** and pass through the **origin**.
  - The **gradient of the linear section** is the **spring constant, k**.
  - The point where the graph stops being linear is the **limit of proportionality**.

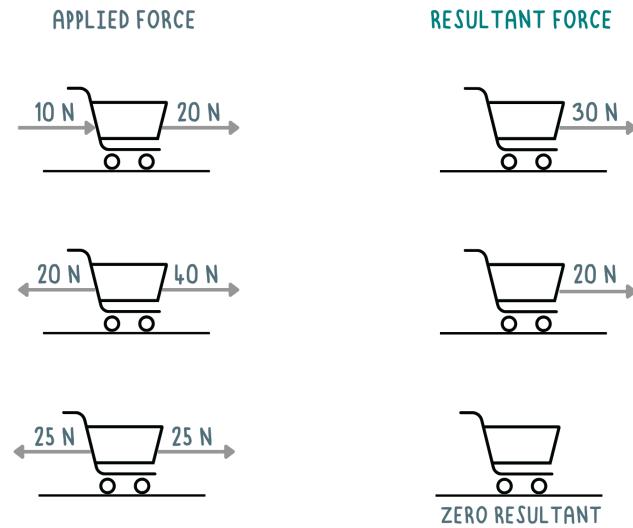
Beyond which,  $k = \frac{F}{x}$  is no longer true, and an object stretches irreversibly.



Forces can change the speed or direction of an object:

- A **resultant** force is a **single force** that describes the combined action of all forces acting on an object.
  - **The resultant of forces at right angles to one another can be found (see Topic 1.1).**
  - The resultant of forces acting along the same straight line can be found by:

*sum of all forces acting in one direction – sum of those acting in the opposite direction*



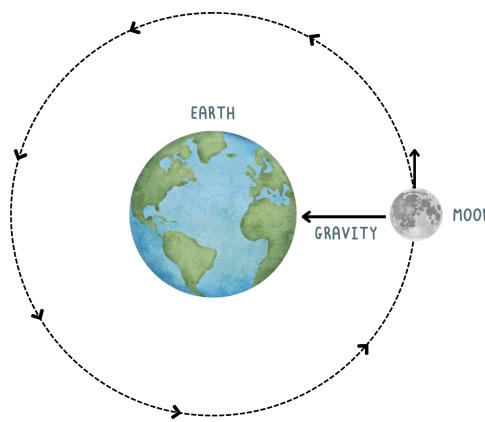
If forces balance one another out when combined, there is **no resultant force**.

- Without a resultant force, an **object either remains at rest or continues in a straight line at a constant velocity.** (*Newton's First Law*)
- With a resultant force, an object's velocity will change (acceleration) either by changing speed or direction of motion.
- **The acceleration of an object is proportional to the resultant force acting on it and inversely proportional to the object's mass. Where force and acceleration act in the same direction:**

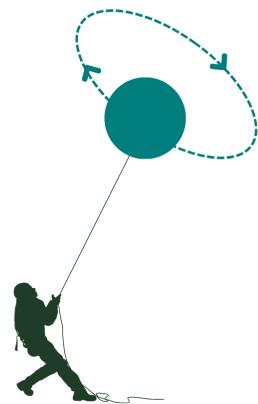
$$\text{force} = \text{mass} \times \text{acceleration} \quad F = ma \quad (\text{Newton's Second Law})$$



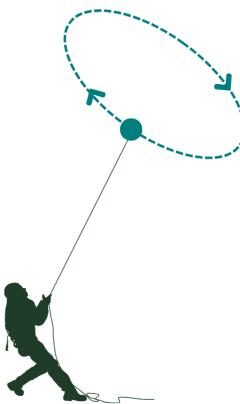
- To move in a circular motion, a resultant force is needed.
  - Objects moving in a **circle** are **always changing direction** (so **velocity is always changing**).
  - This requires a force to continually act perpendicular to the object's direction of motion (eg. the force of gravity on something orbiting Earth).



- If mass and radius are constant, when force increases, speed increases.
- If mass and speed are constant, when force increases, radius decreases.
- To keep speed and radius constant in the case that mass increases, an increased force is required.



Requires **MORE FORCE** to swing in a circle with the **SAME RADIUS**



Requires **LESS FORCE** to swing in a circle with the **SAME RADIUS**

### Friction:

- **Friction** (drag) is a force between two surfaces which can **impede motion** and result in **heating**.
  - It can act on an object moving through liquid or gas (e.g. air resistance).



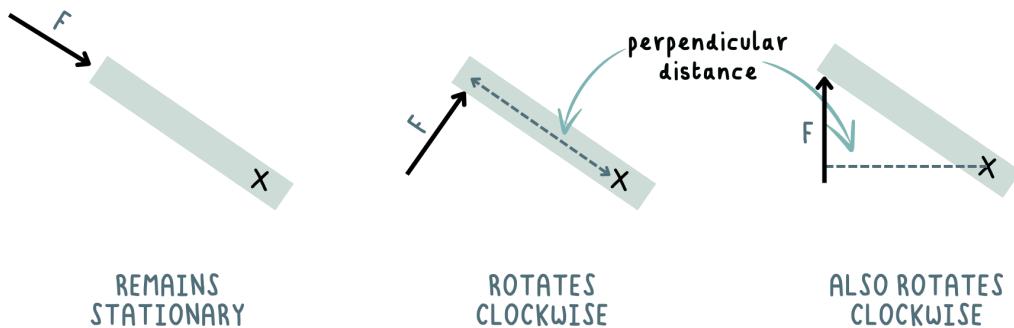
### 1.5.2 Turning effect of forces

- The **pivot point** is the point which the object can rotate about.

If a **force** is applied **in the same line** as the pivot the object will **not rotate**, and remains stationary.

If the **force** applied is **in a different line** to the pivot, it will **rotate** in the direction of the force.

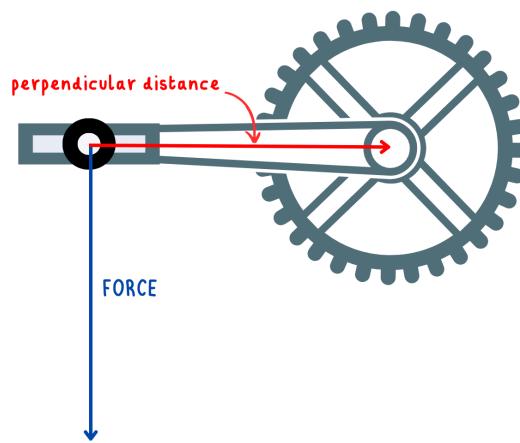
- If perpendicular to the object, perpendicular distance is the length of the object.
- If not perpendicular to the object, perpendicular distance to the pivot is found using trigonometry .



- The **moment** of a force is a measure of its **turning effect**:

$$\text{moment of a force} = \text{force} \times \text{perpendicular distance} \quad \text{moment} = Fd$$

Example: A bike pedal - when riding a bike, pressing your foot down on the pedal causes a moment about the pivot, turning the pedal arms.

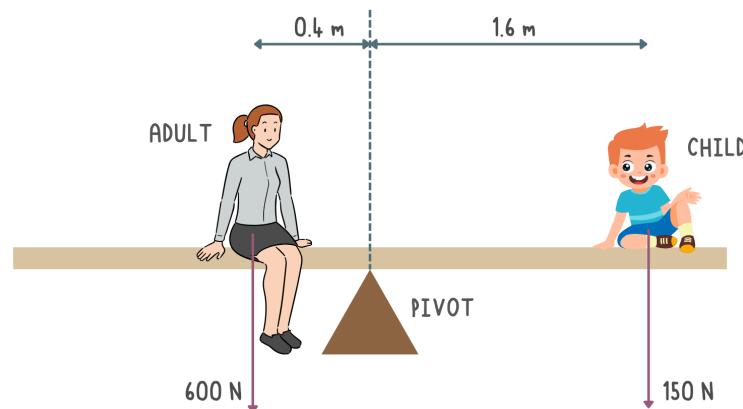


When there is force on either side of the pivot, the object will rotate about the pivot point in the direction of the force that creates a greater moment (either clockwise or anticlockwise).

- When the **clockwise moment equals the anticlockwise moment** there is **no resultant force**, **no resultant moment**, and the object is in **equilibrium (balanced)**.



Example: A see-saw - when sat on a see-saw, the weight of each person causes a moment. The person that creates a larger moment, is lowered to the floor. If both people create equal moments, the see-saw is balanced.



$$600 \text{ N} \times 0.4 \text{ m} = 150 \text{ N} \times 1.6 \text{ m}$$

Moment of adult = Moment of child

**When there is more than one force on either side of the pivot, the sum of the anticlockwise moments and the sum of all the clockwise moments are compared. Again, the object rotates in the direction of the forces creating a greater moment.**

An experiment can be performed to show that there is no resultant moment on an object in equilibrium:

- Pivot a uniform ruler at its centre
- Place different masses at different distances from the centre on either side until it balances
- Multiply the total mass on either side by 9.18N/kg (force of weight) to calculate anticlockwise and clockwise moments.
- The clockwise and anticlockwise moments will be equal.

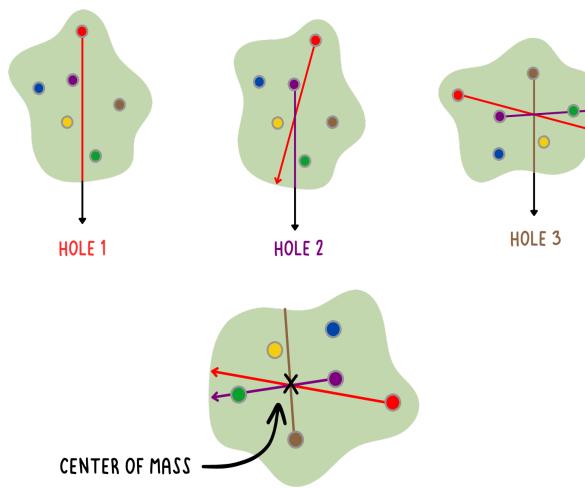


### 1.5.3 Centre of gravity

- The **centre of gravity** of a body is the **point** at which all of its **weight** can be considered to **act**.

To calculate the centre of gravity of an irregularly shaped plane lamina:

- Hang up the lamina and suspend a plumb line (thread) from the same place.
- Mark the position of the plumb line.
- Repeat with the lamina suspended from different places.
- Where these lines intersect is the centre of gravity.



The position of the centre of gravity affects the stability of simple objects:

- If the centre of mass is **below** the point of suspension of an object, it will be in **stable equilibrium** (e.g. a hanging plant pot).
- If the centre of mass is **above** the point of suspension of an object, it will be in **unstable equilibrium** (e.g. a pencil placed on its sharp end).
- If the line of action of the object's weight moves outside the base, there will be a **resultant moment** and it will **topple**.

So objects with a lower centre of gravity and a wider base are more stable.



## 1.6 Momentum

- **Momentum is the product of mass and velocity:**  

$$\text{momentum} = \text{mass} \times \text{velocity} \quad p = mv \quad \text{units} = \text{kg m/s}$$
- **Impulse is the product of force and time, equal to the change in momentum:**  

$$\text{impulse} = \text{force} \times \text{time for which force acts} = \Delta(mv) \quad \text{units} = \text{Ns}$$

In a collision, momentum is always conserved (**principle of the conservation of momentum**).

The **total momentum before** is **equal to the total momentum afterwards**.

- This can be used to solve problems in one dimension.

**Example:**

- A 10kg stationary gun is loaded with a 10g bullet. It is fired, with the bullet travelling at  $100\text{ms}^{-1}$ . What is the recoil speed of the gun?

$\text{total momentum before} = 0 \text{ kg m/s}$

$\text{total momentum before} = \text{total momentum afterwards}$

So change in momentum = 0 ( $\Delta(mv) = 0$ )

$$0 \text{ kg m/s} = 0.01\text{kg} \times 100\text{ms}^{-1} = 10v$$

$$v = -0.1\text{ms}^{-1}$$

The velocity is  $-0.1\text{ms}^{-1}$ , with the minus sign showing direction because it is a vector.

So the recoil speed is  $0.1\text{ms}^{-1}$  (the magnitude of the velocity vector only)

## 1.7 Energy, work and power

### 1.7.1 Energy

Energy is stored in different forms including **kinetic**, **gravitational potential**, **chemical**, **elastic (strain)**, **nuclear**, **electrostatic** and **internal (thermal)**.

You can calculate **kinetic** and **gravitational potential energy**:

$$\text{Kinetic energy} = \frac{1}{2} \times \text{mass} \times (\text{velocity})^2 \quad E_k = \frac{1}{2}mv^2$$

$$\text{Gravitational potential energy} = \text{mass} \times \text{gravitational field strength} \times \text{height} \quad E_p = mgh$$

units = J

Energy can be **transferred** between the different forms (stores) **during events and processes**.

Energy can be transferred in various ways including:

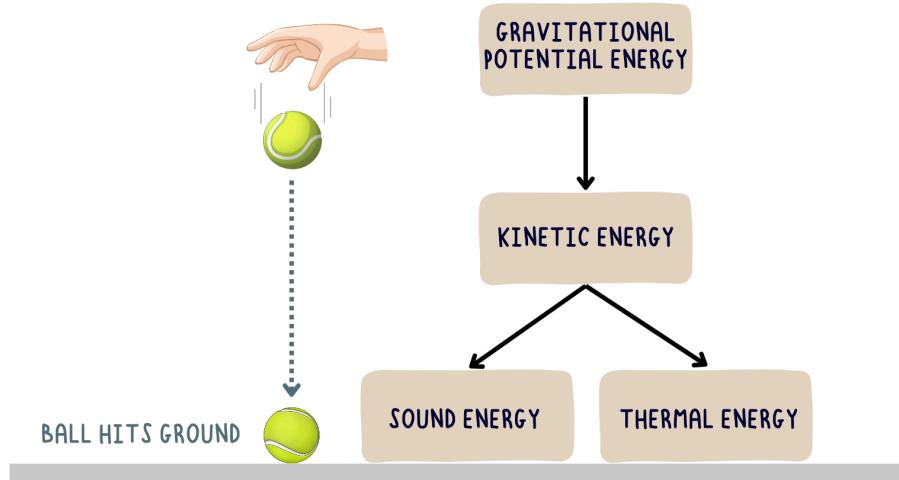
- **Forces** e.g. when gravity accelerates an object downwards and gives it kinetic energy.
- **Electrical currents** e.g. when a current passes through a lamp and it emits light and heat.
- **Heating** e.g. when a fire is used to heat up an object.
- **Waves (electromagnetic/ sound)** e.g. vibrations cause waves to travel through air as sound.

Energy is always conserved. The total energy before is equal to the total energy after.



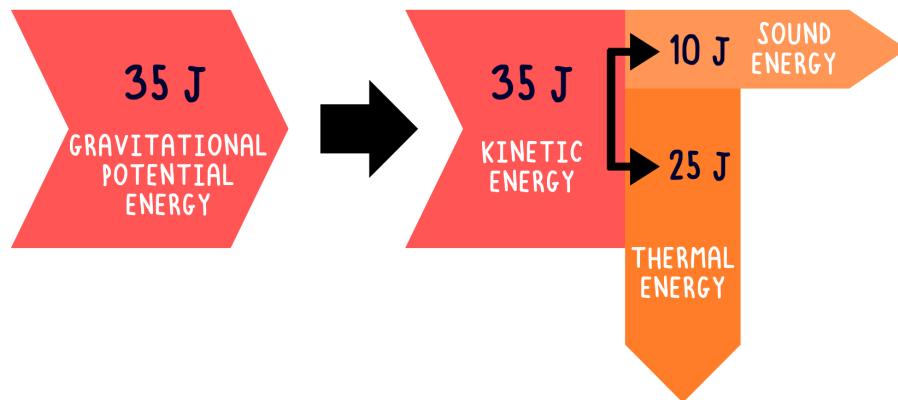
Example: When a ball is dropped, **gravitational potential energy** becomes **kinetic energy** as it accelerates downwards. Upon impact with the floor, this kinetic energy will become **thermal energy** and **sound energy**. The energy never ceases, it is transferred between forms.

Energy transfer can be shown using a flow diagram:



- The arrows show the direction of the energy transfer.
  - When there are multiple arrows originating from an energy store, it is being split to transfer into more than one energy type, totalling the original.

Energy transfer can also be shown using a Sankey diagram:



- The arrows show the direction of the energy transfer.
  - The end of the arrow pointing to the right is **useful energy output**.
  - The end that points down is **wasted energy**.
  - The arrow width shows the amount of energy going to each store.

The change in gravitational potential energy as you raise the ball can be calculated using:

*change in gravitational potential energy = mass x gravitational field strength x change in height*

$$\Delta E_p = mg\Delta h$$



## 1.7.2 Work

Work done is equal to the **energy transferred**.

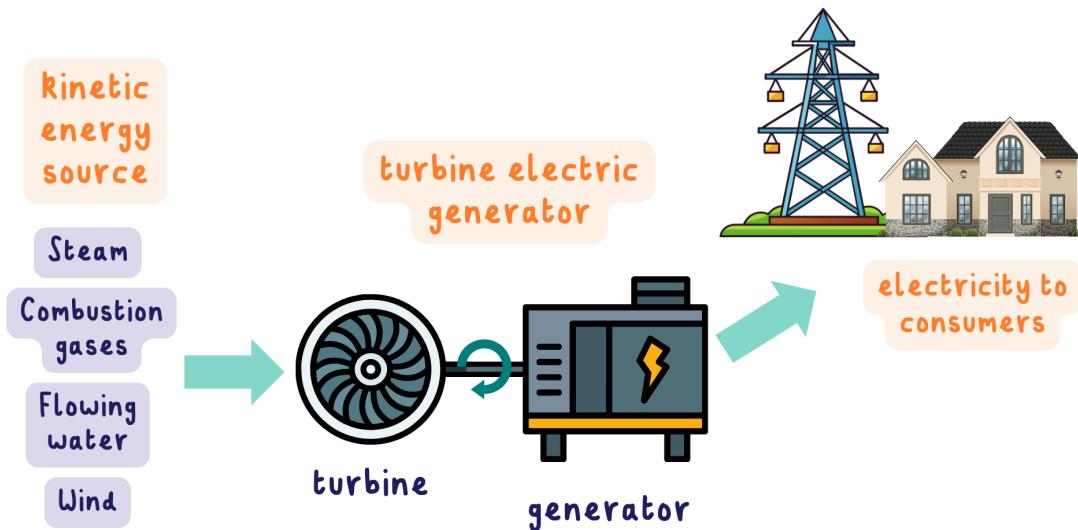
- **Mechanical work** is done when energy is transferred by a force, which moves something a distance.
- Electrical work is done when energy is transferred through electrical currents.

$$\text{work done} = \text{force} \times \text{distance} = \text{energy transferred} \quad W = Fd = \Delta E$$

## 1.7.3 Energy Resources

Energy can be used to generate electrical power:

- A turbine is turned using energy from an energy resource.
- The turbine turns coils, in a magnetic field, in a **generator**.
  - This generates **electrical power**.



The energy needed for this can be obtained from different resources. There are disadvantages and advantages of using each resource in terms of:

- **Renewability** - the ability to **replenish** energy as quickly as it is used.
- **Availability** - the ease of **accessing** the resource.
- **Reliability** - the ability to provide a **consistent supply** of energy.
- **Scale** - the **amount of energy** that can be produced using this resource.
- **Environmental impact** - the **effects** on the environment of obtaining and using the resource.



### Fossil fuels as an energy resource:

Fossil fuels are a source of **chemical energy**. They are formed from the decomposition and compression of organism remains over millions of years.

#### FOSSIL FUEL EXAMPLES



COAL



OIL



NATURAL GAS

Fossil fuels are burnt to generate electrical power:

- Their chemical energy is transferred to **heat energy**.
- The heat energy is used to **boil** water, creating **steam**.
- The steam turns the **turbine**.

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• <b>Reliable</b> (they can be burnt on demand when needed).</li> <li>• <b>Large-scale</b> energy production.</li> <li>• <b>Readily available</b> (although resources are depleting).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Non-renewable</b> (because they take millions of years to form).</li> <li>• Releases <b>greenhouse gases</b> that cause global warming.</li> </ul>

### Biofuels as an energy resource:

Biofuels are another source of **chemical energy**. They are produced from plants and animal waste.

Like fossil fuels, they are burnt to generate electrical power:

- Their chemical energy is transferred to **heat energy**.
- The heat energy is used to **boil** water, creating **steam**.
- The steam turns a **turbine**.

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• <b>Renewable</b> (new plants can be grown and animals will always produce waste).</li> <li>• <b>Reliable</b></li> <li>• <b>Carbon neutral</b> because carbon dioxide is released when biofuels are burnt, but used by the plants for photosynthesis.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Availability</b> is limited by the time, land and resources needed to grow plants.</li> </ul>

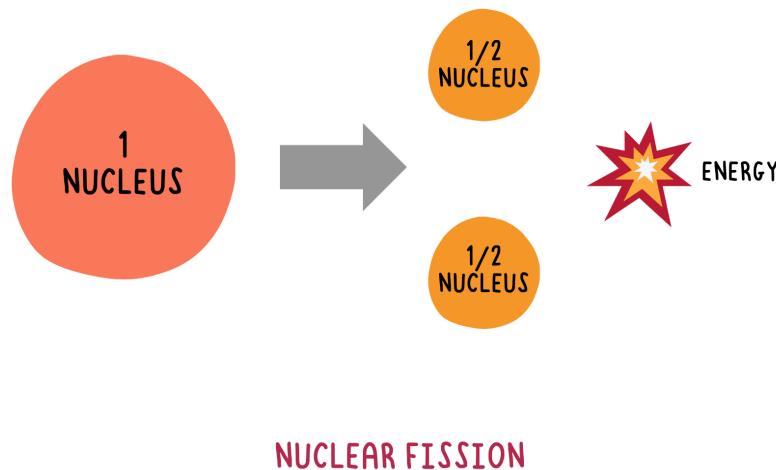


### Nuclear fuels as an energy resource:

**Nuclear fuels** are the nuclei of radioactive isotopes which release energy when split in two (**nuclear fission**). They are another **non-renewable** resource, so share many advantages and disadvantages with fossil fuels.

Nuclear fuels undergo nuclear fission to generate electrical power:

- **Heat energy** is released by nuclear fission.
- The heat energy is used to **boil** water, creating **steam**.
- The steam turns a **turbine**.



Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• <b>Reliable</b> (they can be used on demand when needed).</li> <li>• <b>Large-scale</b> energy production.</li> <li>• No pollution is released (unless radioactive waste isn't effectively stored).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Non-renewable</b> (the atoms used are in finite supply).</li> <li>• <b>Availability</b> is limited.</li> </ul>

### Water as an energy resource:

Water's waves and tides can generate electrical power:

- The **kinetic energy** as waves and tides move is used to turn underwater **turbines**.

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• <b>Renewable</b> (water is not used up in the process).</li> <li>• No pollution is produced.</li> <li>• <b>Reliable</b> and <b>available</b> (there are always waves and tides).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Destroys habitats.</b></li> <li>• <b>Small-scale.</b></li> </ul>



Water can also be released from behind hydroelectric dams to generate electrical power:

- The water behind the dam is above ground level, so has **gravitational potential energy**.
- This energy is transferred to **kinetic energy** when water is released down a slope.
- The flowing water turns the **turbine**.

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• <b>Reliable</b> (water can be released on demand when needed).</li> <li>• <b>Available</b> (water is usually easy to access).</li> <li>• <b>Large scale</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Dam creation <b>destroys habitats</b> and <b>greenhouse gases</b> are produced to pump the water.</li> </ul>

#### Radioactive elements as an energy resource:

Radioactive elements are a source of **geothermal energy**. They are found deep in the earth.

Decaying radioactive elements can be used to generate electricity:

- As radioactive elements decay, their **geothermal energy** heats the surrounding rock.
- Water is poured into shafts in the hot rock.
- The **heat energy** boils the water, creating **steam**, which is returned via another shaft.
- Steam turns a **turbine**.

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• <b>Renewable</b></li> <li>• <b>Reliable</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Small-scale</b> (as there are few suitable locations with radioactive elements).</li> <li>• Can release of <b>greenhouse gases</b> from underground.</li> </ul>

#### The Sun as an energy resource:

The Sun's light (electromagnetic waves) can be used to generate electricity:

- **Solar energy** from sunlight is turned into an **electrical current** by **solar cells**.

The Sun's light can also be used to heat water:

- **Infrared waves** of the Sun's light **heat water**, contained within **solar panels**.
- The water goes to a tank and is stored for later use.
- A **boiler** may be needed to heat the water further.

The Sun heats the atmosphere, creating wind which can also generate electricity:

- As the **wind** blows, it transfers **kinetic energy** to the blades of **wind turbines**.



Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Renewable</li> <li>• No greenhouse gases or pollution produced.</li> </ul>	<ul style="list-style-type: none"> <li>• Small-scale</li> <li>• Not reliable (relies on specific weather conditions of sun or wind).</li> </ul>

The original source of energy for most energy resources is the sun, (apart from for geothermal, nuclear and tidal).

- The sun's energy is released by **nuclear fusion**.
- Research is being done to investigate how nuclear fusion could be used to produce electrical energy on a large scale.

Efficiency of an energy transfer:

As energy is transferred in an event or process, it **spreads out** between objects and surroundings.

The **efficiency** of an energy transfer measures how much of the **total energy supplied** is applied to useful work done.

- **Efficiency can be expressed as a percentage:**

$$\text{percentage efficiency} = \frac{\text{useful energy output}}{\text{total energy input}} \times 100 = \frac{\text{useful power output}}{\text{total power input}} \times 100$$

- It can never exceed 100%, due to the conservation of energy.

#### 1.7.4 Power

Power is the **rate at which energy is transferred** or the **rate at which work is done**.

$$\text{power} = \frac{\text{energy transferred}}{\text{time}} \quad P = \frac{\Delta E}{t} \quad \text{power} = \frac{\text{work done}}{\text{time}} \quad P = \frac{W}{t}$$

Example: a lamp with greater power will be brighter because it transfers more energy from electrical energy to light and heat energy in a given time.



## 1.8 Pressure

Pressure is the **force** per **unit area**.

$$\text{pressure} = \frac{\text{force}}{\text{area}} \quad p = \frac{F}{A} \quad \text{units} = \text{pascals}$$

Example: lying down on a bed of nails compared to a single nail.

- The **force** applied is the weight of your body.
- The total **area** is either a single pinpoint or many points spread out over a larger area
  - So on a bed of nails, the pressure is lower as the area is greater.

An object in a fluid experiences pressure at right angles to all its surfaces.

- The pressure beneath a liquid's surface increases with **depth** and **density** because it is caused by the gravitational force of the fluid above that point.

**The change in pressure beneath the surface of a liquid can be calculated:**

$$\text{change in pressure} = \text{density} \times \text{gravitational field strength} \times \text{height} \quad \Delta p = \rho g \Delta h$$

