

OCR

Oxford Cambridge and RSA

F

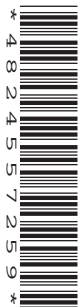
Wednesday 20 May 2015 – Afternoon

**GCSE TWENTY FIRST CENTURY SCIENCE
PHYSICS A/SCIENCE A****A181/01** Modules P1 P2 P3 (Foundation Tier)Candidates answer on the Question Paper.
A calculator may be used for this paper.**OCR supplied materials:**

None

Other materials required:

- Pencil
- Ruler (cm/mm)

Duration: 1 hour

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

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

INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink. HB pencil may be used for graphs and diagrams only.
- Answer **all** the questions.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write your answer to each question in the space provided. Additional paper may be used if necessary but you must clearly show your candidate number, centre number and question number(s).
- Do **not** write in the bar codes.

INFORMATION FOR CANDIDATES

- The quality of written communication is assessed in questions marked with a pencil (✎).
- A list of physics equations is printed on page **2**.
- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **60**.
- This document consists of **16** pages. Any blank pages are indicated.

TWENTY FIRST CENTURY SCIENCE DATA SHEET

Useful relationships

The Earth in the Universe

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

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

Sustainable energy

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

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

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

Explaining motion

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

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

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

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

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

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

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

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

Electric circuits

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

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

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

Radioactive materials

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

3

Answer **all** the questions.

- 1 Complete the sentences below.
Use the best words from the list.

carbon galaxy hydrogen planet star

The Milky Way is a

The Sun is a, one of billions that make up the Milky Way.

The Sun produces energy by the fusion of nuclei.

[3]

[Total: 3]

- 2 (a) Alfred Wegener was the first person to suggest that continents could move.
What reasons did he have for thinking this?

Put ticks (✓) in the **two** boxes next to Wegener's reasons.

Different continents look as though they fit together.

Erosion causes mountains to be worn down.

Similar fossils are found on different continents.

The Earth's crust is made of tectonic plates.

Volcanoes are found on different continents.

[2]

- (b) Other scientists did **not** agree with Alfred Wegener's idea of continental drift.
What reasons did they have for thinking Wegener's idea was wrong?

Put ticks (✓) in the **two** boxes next to the other scientists' reasons.

Wegener was a famous geologist.

The continents do not seem to move.

Different continents have exactly the same rocks.

There was not enough evidence for the new theory.

Satellite pictures show land bridges between continents.

[2]

[Total: 4]

4

3 Earthquakes close to the coast often produce dangerous water waves called tsunamis.

The table below gives typical data for a tsunami.

Depth of water (metres)	Speed (metres per second)	Wavelength (km)
7000	260	282
4000	200	213
200	45	48
10	10	11

(a) The Indian Ocean is 4000 m deep.

(i) How fast do tsunamis travel in the Indian Ocean?

speed = metres per second [1]

(ii) A tsunami took 30000 seconds to cross the Indian Ocean.
Calculate the distance travelled by the tsunami. Give your answer in kilometres.
Show your working.

distance = km [2]

(b) It has been suggested that the speed of a tsunami is directly proportional to the depth of the water.

Explain what **directly proportional** means and use the data in the table below to see if the suggestion is true.

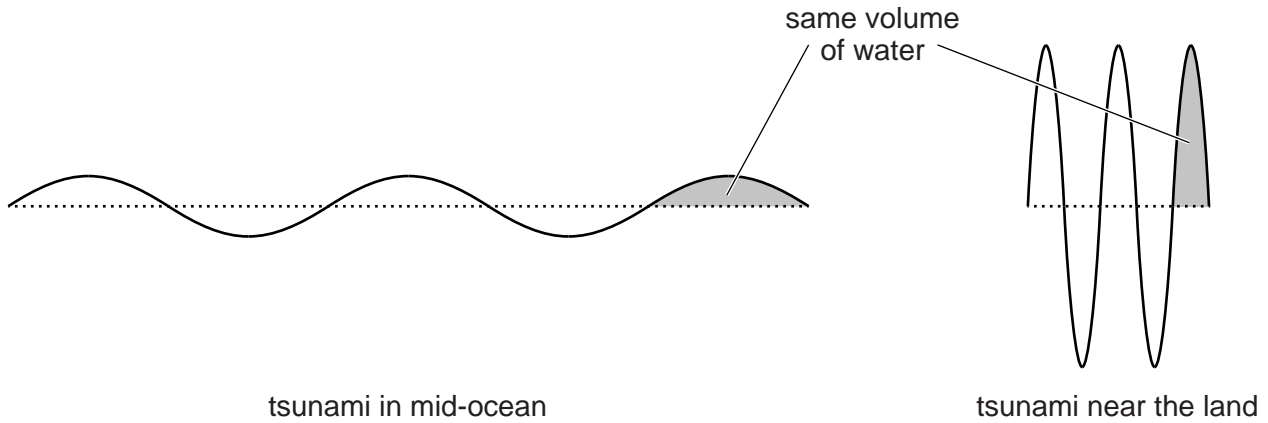
Speed (metres per second)	Depth of water (metres)
45	200
10	10

.....

 [2]

5

(c) The diagram below shows the tsunami waves in mid-ocean and near the land. The volume of water in each 'peak' of the wave stays the same.



Explain why a tsunami may not be noticed by a ship in mid-ocean but can cause terrible damage when it strikes the land.

.....

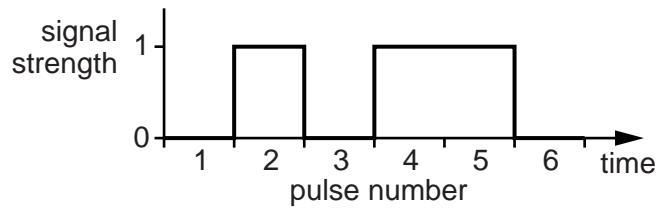
.....

.....

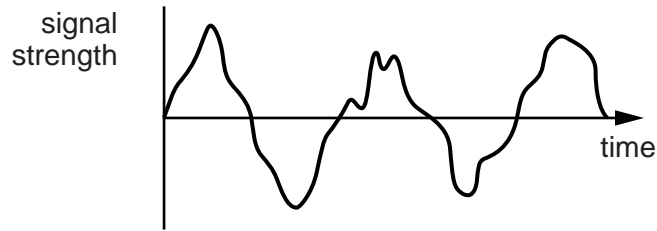
..... [2]

[Total: 7]

5 The diagrams below show a digital signal and an analogue signal.



digital signal



analogue signal

(a) Use information from the diagrams to describe the differences between a digital signal and an analogue signal.

.....

.....

..... [2]

(b) Complete the table below to show the coding for the digital signal. The first pulse has been done for you.

pulse number	1	2	3	4	5	6
signal strength	0					

[2]

(c) Digital signals are now used far more often than analogue signals.

Write down **two** advantages of using digital signals.

1

.....

2

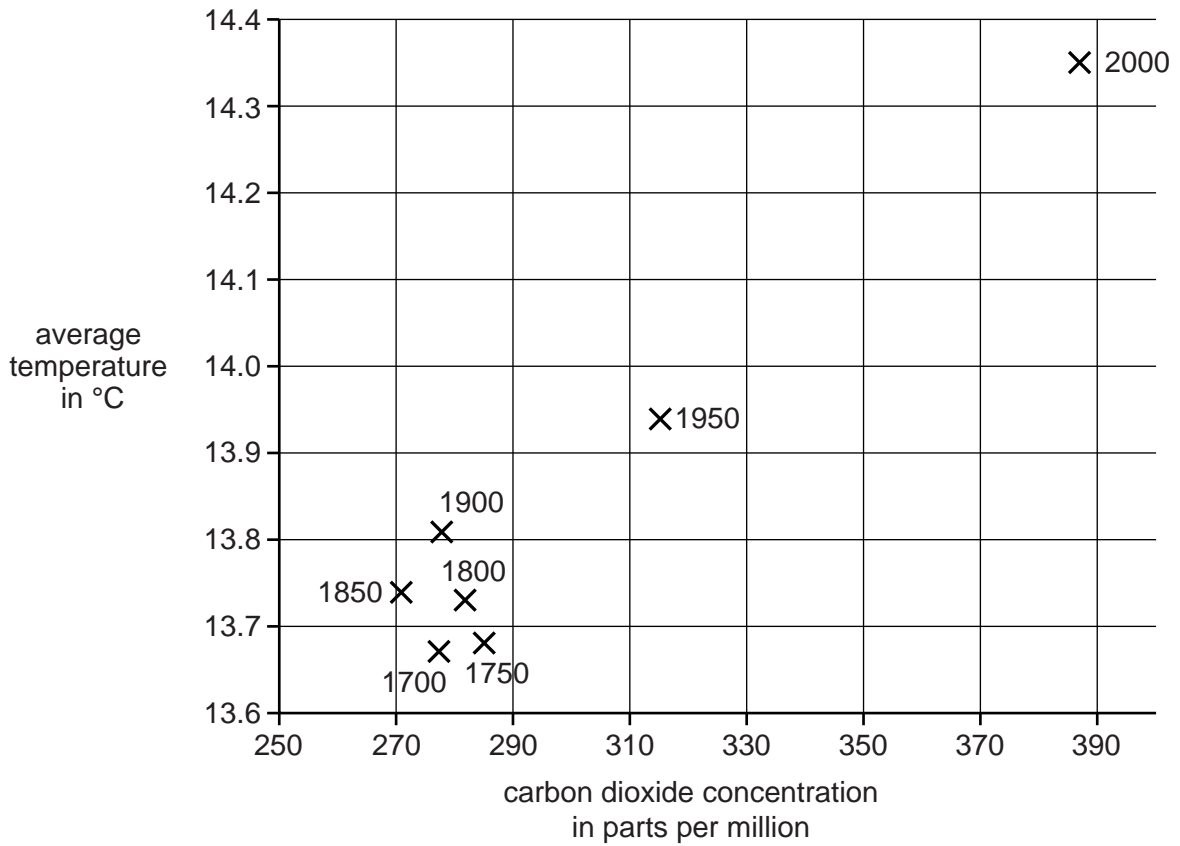
..... [2]

[Total: 6]

8

6 The graph below shows how the average temperature of the Earth and the concentration of carbon dioxide in the atmosphere have changed over the last 300 years.

Each point is marked with the year the readings were taken.



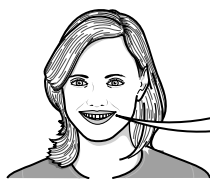
(a) (i) In which **two** years was the carbon dioxide concentration greater than 300 parts per million?

..... and [2]

(ii) In which years was the average temperature less than 13.8°C?

..... [2]

(b) Five friends have been looking at the graph on the opposite page.



Alice

There is a positive correlation between temperature and carbon dioxide concentration.

Ben

Burning fossil fuels increases the carbon dioxide concentration.



Chandra

Carbon dioxide concentration didn't change much until after 1900.

Debra

I'm worried about the effects of global warming on the environment.



Eddie

Carbon dioxide is a greenhouse gas. It makes the Earth absorb more of the Sun's radiation.



(i) Which two friends are **describing** the data shown in the graph?

Put ticks (✓) in the boxes next to the **two** correct names.

Alice

Ben

Chandra

Debra

Eddie

[2]

(ii) Which two friends are **explaining** the data shown in the graph?

Put ticks (✓) in the boxes next to the **two** correct names.

Alice

Ben

Chandra

Debra

Eddie

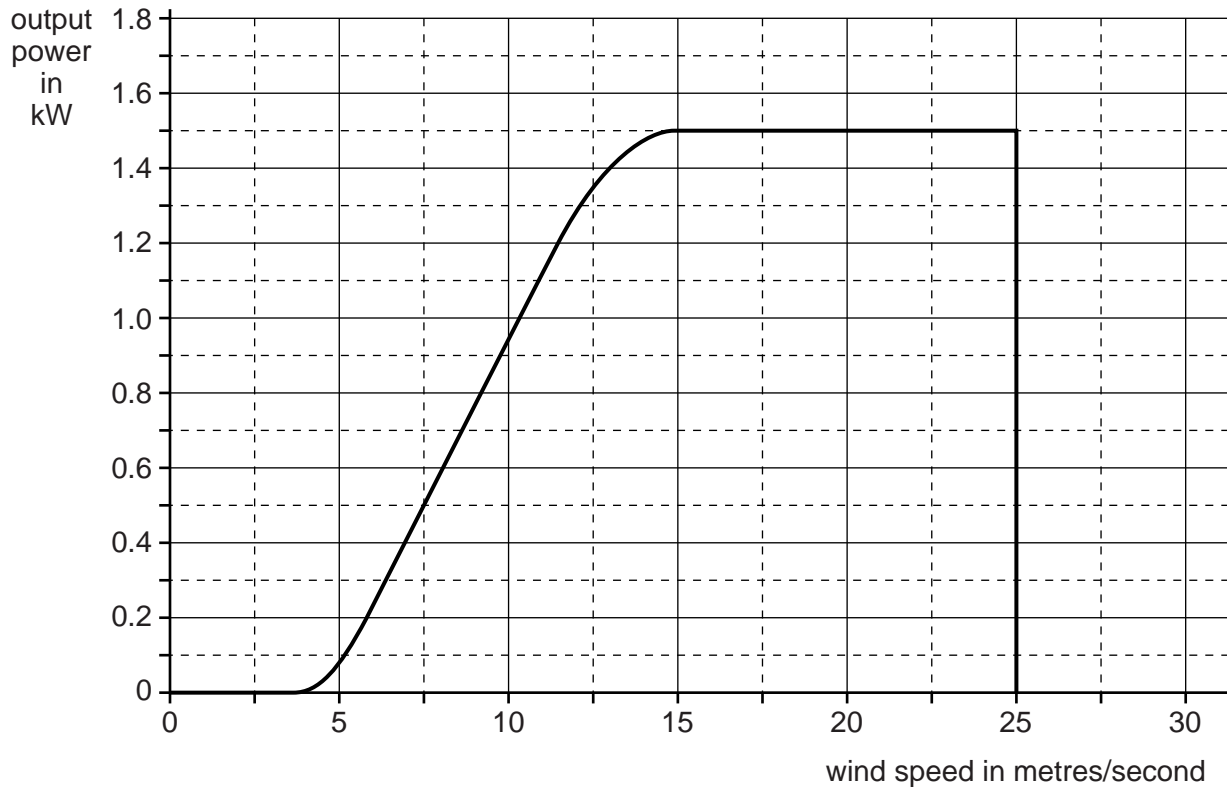
[2]

[Total: 8]

Turn over

- 8 Wind turbines are used in wind farms in the UK to generate electricity.

The graph shows that a wind turbine does not give its maximum power all the time.



- (a) (i) What is the **maximum** power output from the wind turbine, measured in kW?

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

1.5

1.8

25

30

[1]

- (ii) Use information from the graph to find the total electrical energy generated over a day (24h) when the wind speed was constant at 7.5 m/s. Show your working, and give your answer in kWh.

electrical energy = kWh [2]

(b) In the UK, the weather is usually windier in the winter than in the summer. Explain why this is an advantage for a wind farm in the UK.

.....

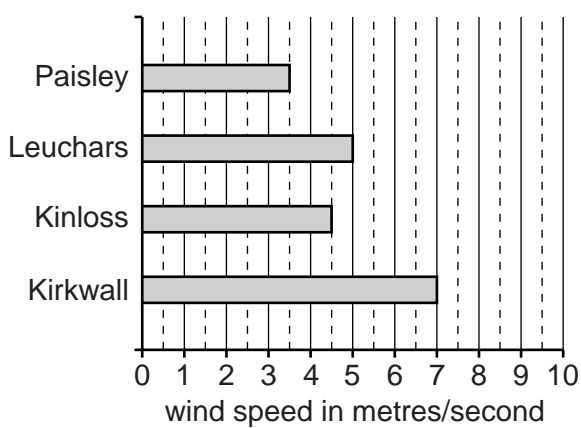
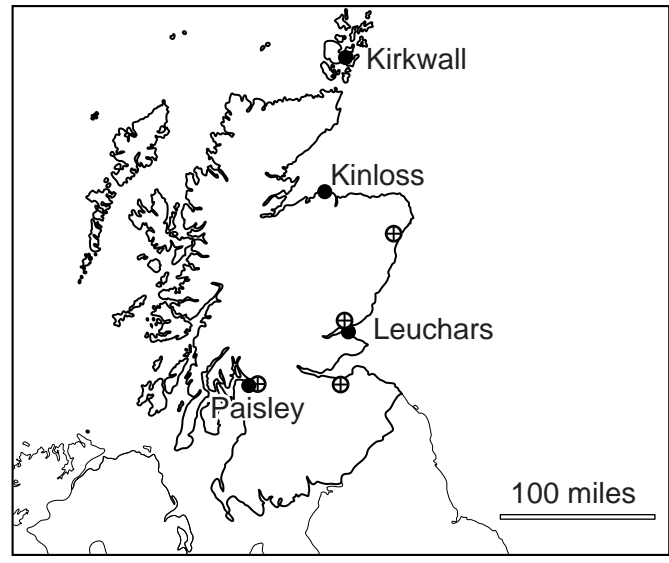
.....

..... [2]

(c) In Scotland, part of the UK, some places have stronger winds than others. Four places, Paisley, Leuchars, Kinloss and Kirkwall, have stronger winds. These have been marked (●) on the map of Scotland.

The wind speed for these four places is shown in the bar chart.

Half of all people in Scotland live in the four largest Scottish cities (marked ⊕).



13

There is a plan to build wind farms to supply electricity for Scotland's major cities.

An ideal location would be one where:

- the wind speed is at least 5 metres/second
- the electricity does not have to be distributed for more than a 100 miles.

Using the information in the bar chart and the map, write 'Yes' or 'No' in each box in the table below.

Place	Suitable for wind speed?	Suitable for distribution?
Paisley		
Leuchars		
Kinloss		
Kirkwall		

[4]

[Total: 9]

14

- 9 Joe has been checking how much his electrical appliances are costing him to use.

He has kept a record of the power of each one and the time it is on for one day.

- (a) Finish Joe's table by calculating the energy for each appliance and then find the total amount of energy he used in a day. Joe has already completed the first row.

Appliance	Power (kW)	Time (hours)	Energy (kWh)
all the lighting	0.6	5	3
oven	2.2	2	
kettle	2.0	0.5	
TV	0.1	10	
		total	

[3]

- (b) On another day, all of Joe's electrical appliances transferred a total of 6 kWh.

How much is the total cost if each unit (kWh) costs 15p?

Put a (ring) around the correct value.

6p **15p** **21p** **90p**

[1]

- (c) The power ratings of Joe's oven and kettle are much higher than power ratings for his lighting and TV.

What is the reason for this?

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

The oven and kettle are connected to a higher voltage.

The currents through the oven and kettle are greater.

The oven and kettle are connected to the mains supply.

The oven and kettle are more efficient.

[1]

[Total: 5]

PLEASE DO NOT WRITE ON THIS PAGE



Copyright Information

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

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

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

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