Gravity

Question Paper

Level	GCSE (9-1)
Subject	Combined Science: Trilogy - Physics
Exam Board	AQA
Topic	6.5 Forces
Sub-Topic	Gravity
Difficulty Level	Bronze Level
Booklet	Question Paper

Time Allowed: **60 minutes**

Score: **/60**

Percentage: **/100**

Grade Boundaries:

Q1. This question is about forces.

(a) Force is a vector quantity.

Which is a correct statement about a vector quantity?

Tick **one** box.

Has direction only	☐
Has direction and magnitude	☐
Has magnitude only	☐
Has neither magnitude nor direction	☐

(1)

(b) A newtonmeter measures the weight of an object.

Look at the figure below.

What is the weight of the object in the figure above?

Weight = ... N

(1)

(c) An object has a weight of 6.4 N.

Calculate the mass of the object.

Use the equation

mass = weight ÷ gravitational field strength (*g*)

gravitational field strength = 9.8 N / kg

.....

.....

Mass = ... kg

(1)

(d) The mass of a bag of sugar is 1 kg.

- On Earth the weight of this bag of sugar is 10 N.
- On Mars the weight of this bag of sugar is 4 N.

Suggest why the weight of the bag of sugar is different on Earth and on Mars.

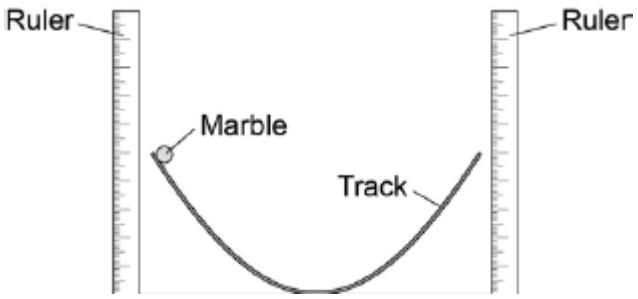
.....

.....

(1)
(Total 4 marks)

Q2.A student investigates rolling a marble down a track.

The figure below shows how he sets up the investigation.



The student lets go of the marble from different heights.

He records:

- the height from which he drops the marble (the drop height)
- the height the marble rolls up the other side (the roll height).

(a) What force causes the marble to fall down the track?

Tick **one** box.

Air resistance ☐

Friction ☐

Gravity ☐

Magnetism ☐

(1)

(b) What is one variable the student should control in the investigation?

Tick **one** box.

Length of ruler ☐

Length of track ☐

Mass of marble ☐

Roll height ☐

(1)

(c) The table below shows the student's results.

Drop height in cm	Roll height in cm			
	Test 1	Test 2	Test 3	Mean
20	15	14	14	14
40	29	33	32	
60	47	19	46	46
80	65	61	63	63

What is the **independent** variable in the investigation?

Tick **one** box.

Drop height ☐

Length of track ☐

Mass of marble ☐

Roll height ☐

(1)

(d) Calculate the mean roll height of the marble when it is dropped from 40 cm.

.....

Mean roll height = ... cm

(1)

(e) The student calculated the mean roll height for a drop height of 60 cm.

He did not include the result for Test 2 in his calculation.

Why did the student leave out the result for Test 2?

.....

.....

(1)

(f) Describe how the drop height of the marble affects the roll height.

.....

.....

(1)

(g) Why does the marble never roll up to the same height the student drops it from?

.....

.....

(1)

(Total 7 marks)

Q3. On 14 October 2012, a skydiver set a world record for the highest free fall from an aircraft.

After falling from the aircraft, he reached a maximum steady velocity of 373 m / s after 632 seconds.

(a) Draw a ring around the correct answer to complete the sentence.

This maximum steady velocity is called the

frictional
initial
terminal

velocity.

(1)

(b) The skydiver wore a chest pack containing monitoring and tracking equipment. The weight of the chest pack was 54 N.

The gravitational field strength is 10 N / kg.

Calculate the mass of the chest pack.

.....

.....

Mass of chest pack = ... kg

(2)

(c) During his fall, the skydiver's acceleration was not uniform.

Immediately after leaving the aircraft, the skydiver's acceleration was 10 m / s^2.

(i) Without any calculation, estimate his acceleration a few seconds after leaving the aircraft.

Explain your value of acceleration in terms of forces.

Estimate .....

Explanation .....

.....

.....

.....

.....

.....

(3)

(ii) Without any calculation, estimate his acceleration 632 seconds after leaving the aircraft.

Explain your value of acceleration in terms of forces.

Estimate .....

Explanation .....

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(3)
(Total 9 marks)

Q4.A student carries out an investigation using a metre rule as a pendulum.

(a) **Diagram 1** shows a metre rule.

Diagram 1

(i) Draw, on **Diagram 1**, an **X** to show the position of the centre of mass of the rule.

(1)

(ii) State what is meant by the 'centre of mass of an object'.

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(1)

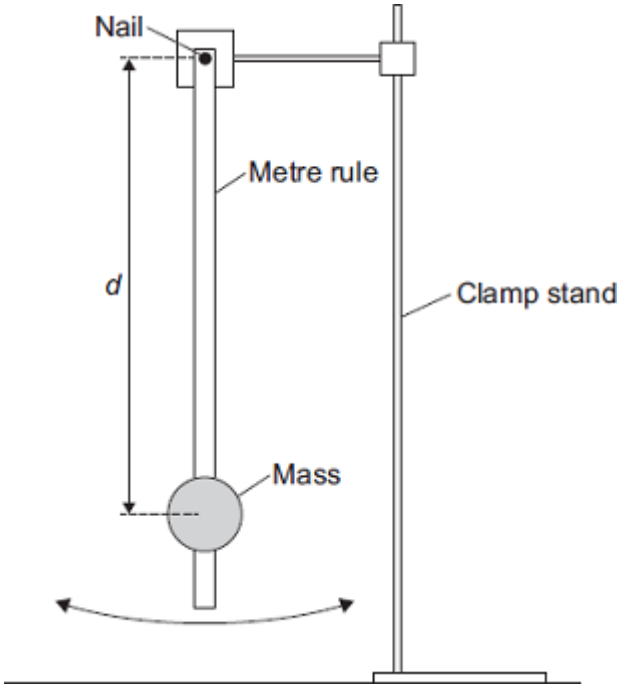
(b) The student taped a 100 g mass to a metre rule.

She set up the apparatus as shown in **Diagram 2**.

She suspended the metre rule from a nail through a hole close to one end, so she could use the metre rule as a pendulum.

The distance d is the distance between the nail and the 100 g mass.

Diagram 2



(i) Draw, on **Diagram 2**, a **Y** to show a possible position of the centre of mass of the pendulum.

(1)

(ii) The student carried out an investigation to find out how the time period of the pendulum varies with *d*.

Some of her results are shown in the table.

	Time for 10 swings in seconds				
***d* in cm**	**First test**	**Second test**	**Third test**	**Mean value**	**Mean time for 1 swing in seconds**
10.0	15.3	15.4	15.5	15.4	1.54
30.0	14.7	14.6	14.7	14.7	1.47
50.0	15.3	15.6	15.4	15.4	1.54
70.0	16.5	16.6	16.5		

Complete the table.

You may use the space below to show your working.

.....

.....

(3)

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

Describe how the student would carry out the investigation to get the results in the table in part (ii).

You should include:

- any other apparatus required
- how she should use the apparatus
- how she could make it a fair test
- a risk assessment
- how she could make her results as accurate as possible.

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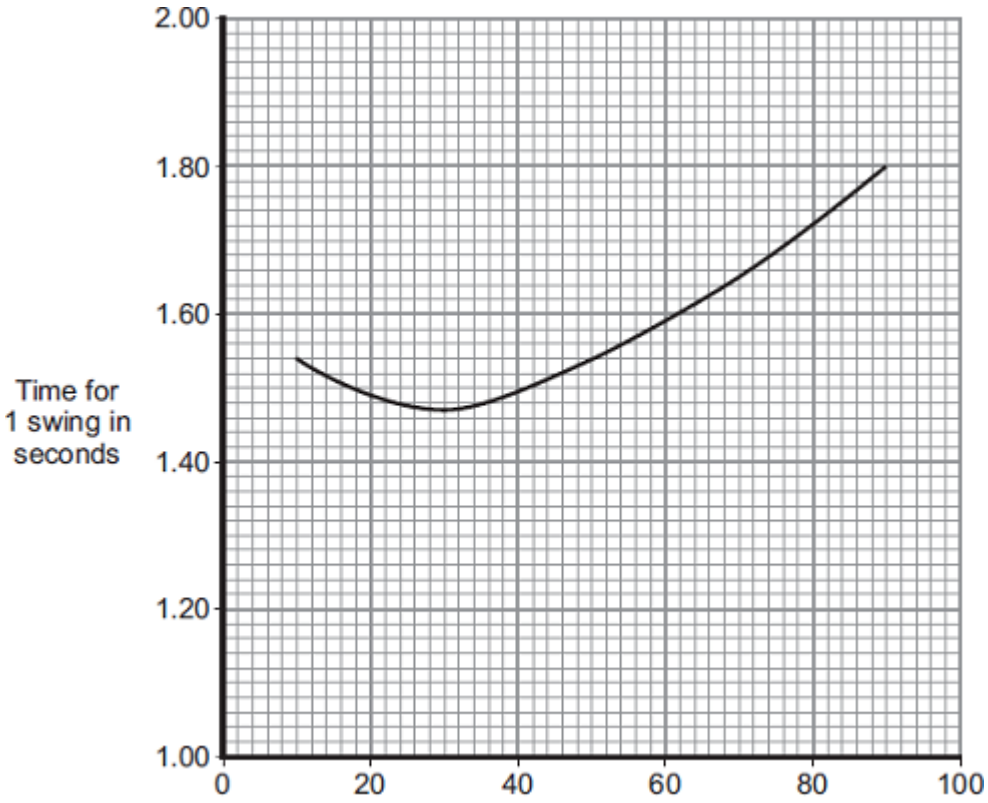
(6)

(c) A graph of the student's results is shown below.



(i) Describe the pattern shown by the graph.

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(2)

(ii) The student thinks that the measurements of time for d = 10 cm might be anomalous, so she takes a fourth measurement.

Her four measurements are shown below.

15.3 s **15.4 s** **15.5 s** **15.3 s**

State whether you consider any of these measurements to be anomalous.

Justify your answer.

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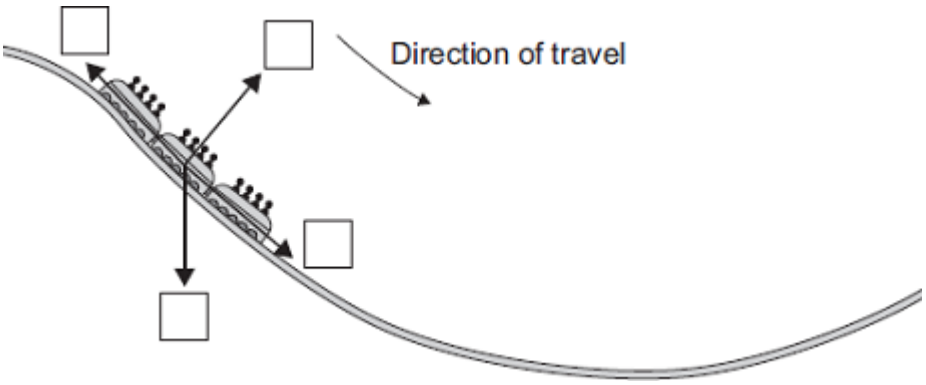
.....

.....

(2)
(Total 16 marks)

Q5. The diagram shows the passenger train on part of a rollercoaster ride.

(a) Which arrow shows the direction of the resultant force acting on the passenger train?
Put a tick (✓) in the box next to your choice.



(1)

(b) For part of the ride, the maximum gravitational field strength acting on the passengers seems 3 times bigger than normal.

Normal gravitational field strength = 10 N/kg

(i) Calculate the maximum gravitational field strength that seems to act on the passengers during the ride.

.....

.....

Maximum gravitational field strength = ... N/kg

(1)

(ii) One of the passengers has a mass of 75 kg.

Calculate the maximum weight this passenger seems to have during the ride.

Show clearly how you work out your answer.

.....

.....

Maximum weight = ... N

(2)
(Total 4 marks)

Q6. The drawing shows a plastic toy which can stand on its feet.

(a) (i) Draw an **X** on the diagram so that the centre of the **X** marks the likely position of the centre of mass of the toy.

Photograph supplied by Hemera/Thinkstock

(1)

(ii) Explain the reason for your choice in part (a)(i).

.....

.....

(1)

(b) Suggest **two** ways in which the design of the toy could be altered to make the toy more stable.

1 .....

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2 .....

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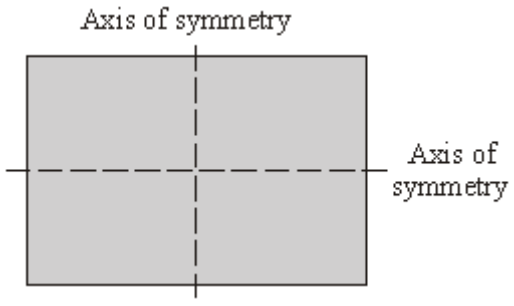
(2)
(Total 4 marks)

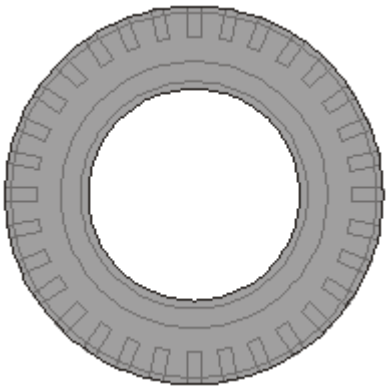
Q7. (a) The diagram shows a rectangle made out of a sheet of cardboard.



Draw an **X** on the diagram so that the centre of the **X** is at the centre of mass of the rectangle.

(1)

(b) The drawing shows a car tyre.



(i) Where is the centre of mass of the tyre?

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(1)

(ii) Explain your answer to (b)(i).

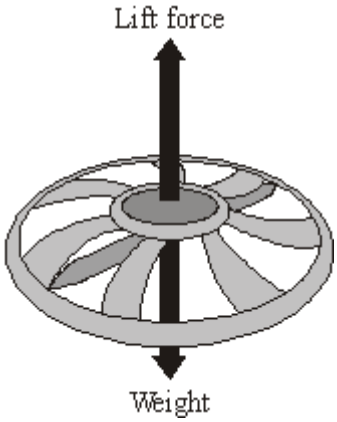
.....

.....

(1)

(Total 3 marks)

Q8. The diagram shows the forces on a small, radio-controlled, flying toy.



(a) (i) The mass of the toy is 0.06 kg.
Gravitational field strength = 10 N/kg

Calculate the weight of the toy.

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

.....

.....

Weight = ...

(3)

(ii) Complete the following sentence by drawing a ring around the correct line in the box.

When the toy is hovering stationary in mid-air, the lift force is

bigger than the same as smaller than	the weight of the toy.

(1)

(b) When the motor inside the toy is switched off, the toy starts to *accelerate* downwards.

(i) What does the word *accelerate* mean?

.....

(1)

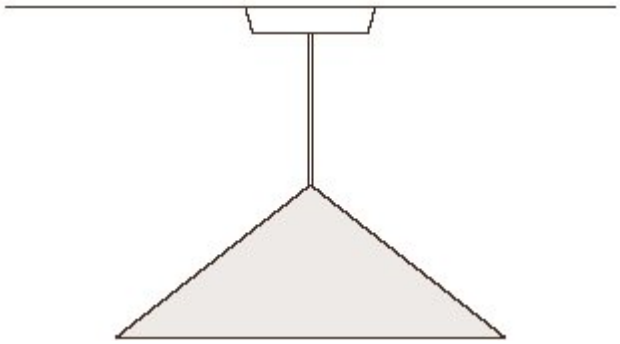
(ii) What is the direction of the resultant force on the falling toy?

.....

(1)

(Total 6 marks)

Q9. (a) The diagram shows a lampshade hanging from the ceiling. Draw an **X** on the diagram so that the centre of the **X** marks the centre of the mass of the lampshade.



(1)

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(a) Complete the sentence using the correct word or phrase from the box.

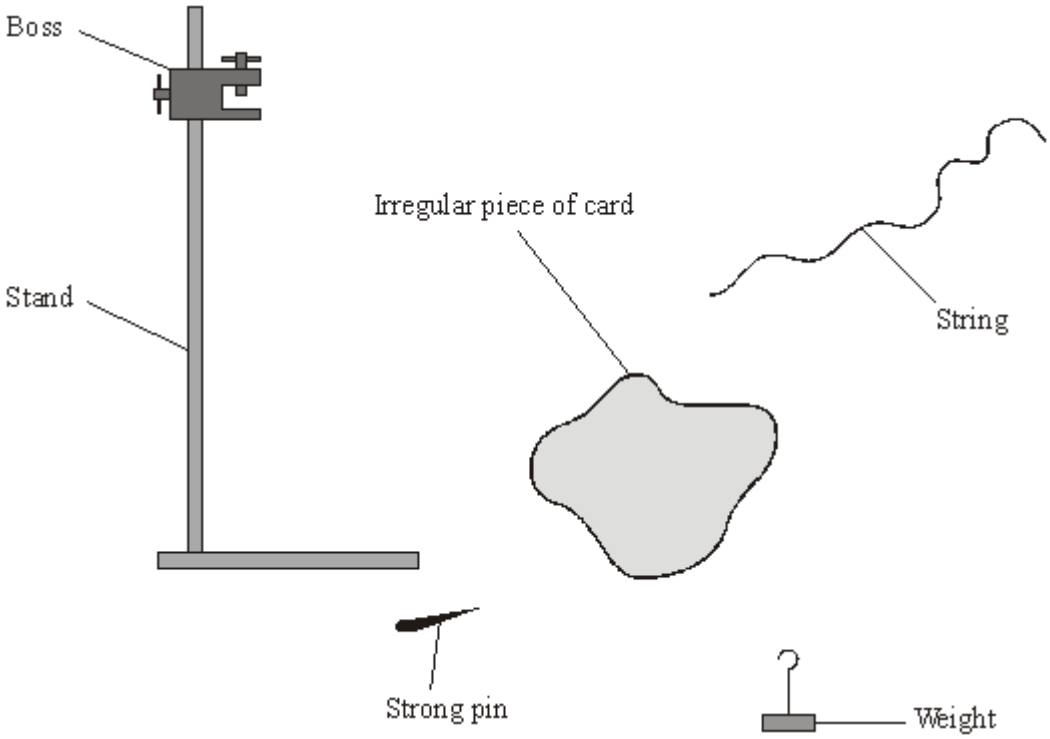
above	**below**	**to the left of**	**to the right of**

A suspended object will come to rest with its centre of mass directly

..... the point of suspension.

(1)

(c) The diagrams show equipment that a student uses to find the centre of mass of a thin sheet of card.



Arrange these sentences in the correct order to describe how the student can find the centre of mass of the card.

The sequence starts with sentence **D** and finishes with sentence **E**.

A A line is drawn on the card marking the position of the string.

B The pin is put through one of the holes in the card and held in the boss.

C This is repeated using the other hole.

D Two holes are made in the card with each hole near to the edge of the card.

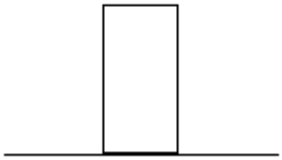
E The centre of mass is where the lines cross on the card.

F The weight is tied to the string and then the string is hung from the pin.

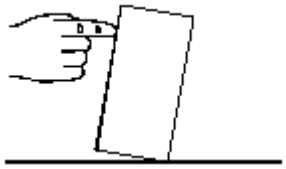
D					**E**

(3)
(Total 5 marks)

Q10. A child stands a wooden brick on its end as shown in the diagram.



The child then pushes the brick to make it tilt.



How far must the brick be tilted to make it fall over?

Explain your answer.

(You may draw a labelled diagram if you wish.)

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(Total 2 marks)