Speed

Question Paper 1

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

Time Allowed: **57 minutes**

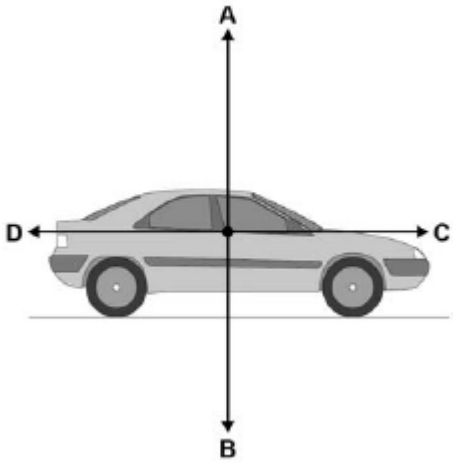
Score: **/56**

Percentage: **/100**

Grade Boundaries:

Q1.Figure 1 shows the forces acting on a car moving at a constant speed.

Figure 1



(a) Which force would have to increase to make the car accelerate?

Tick **one** box.

A ☐

B ☐

C ☐

D ☐

(1)

(b) The car travels a distance of 2040 metres in 2 minutes.

Use the following equation to calculate the mean speed of the car.

$$\text{mean speed} = \frac{\text{distance}}{\text{time}}$$

.....

.....

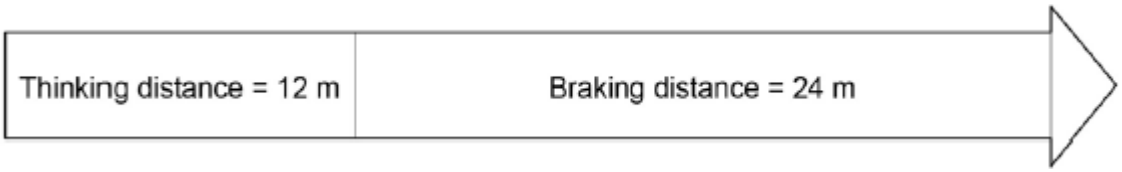
Mean speed = ... m / s

(2)

(c) The car makes an emergency stop.

Figure 2 shows the thinking distance and braking distance of the car.

Figure 2



What is the stopping distance?

.....

(1)

(d) The person driving the car is tired.

What effect will this have on the thinking distance and braking distance?

Tick **one** box for thinking distance.

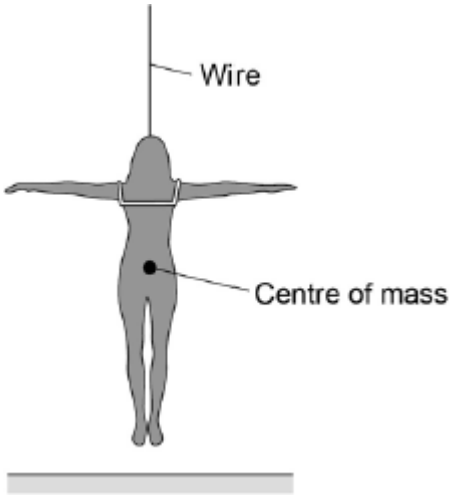
Tick **one** box for braking distance.

	decreases	increases	stays the same
thinking distance	☐	☐	☐
braking distance	☐	☐	☐

(2)
(Total 6 marks)

Q2. An actor is attached to a wire so that she can hang above the stage.

Look at the figure below.



(a) On The figure above draw two arrows to show the forces acting on the actor.

(2)

(b) Which **two** forces are acting on the actor?

Tick **two** boxes.

Air resistance force	☐
Electrostatic force	☐
Gravitational force	☐
Magnetic force	☐
Tension force	☐

(2)

(c) The actor hangs above the stage in a stationary position.

What is the resultant force on the actor?

Resultant force = ... N

(1)

(d) The actor has a mass of 70 kg.

Gravitational field strength = 9.8 N / kg

Use the following equation to calculate the weight of the actor.

Weight = mass × gravitational field strength

Give your answer to 2 significant figures.

.....

.....

.....

Weight of actor = ... N

(2)

(e) A motor pulls vertically upwards on the wire with a force of 720 N.

Calculate the resultant force on the actor.

.....

Resultant force = ... N

(1)

(f) Another actor has a mass of 65 kg.

This actor is attached to the wire and the motor pulls her vertically upwards.

The resultant force on the actor is 25 N.

Write down the equation that links acceleration, mass and resultant force.

Equation .....

(1)

(g) Calculate the acceleration of the actor.

.....

.....

.....

Acceleration of actor = ... m / s^2

(3)

(Total 12 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 .....

.....

.....

.....

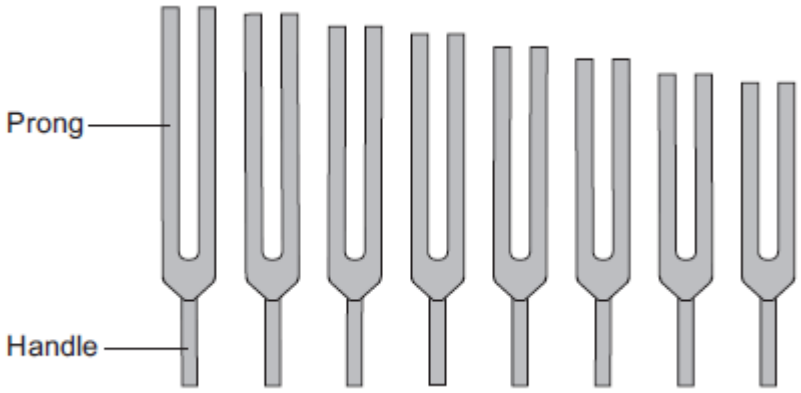
.....

.....

(3)
(Total 9 marks)

Q4.Figure 1 shows a set of tuning forks.

Figure 1



A tuning fork has a handle and two prongs. It is made from metal.

When the prongs are struck on a hard object, the tuning fork makes a sound wave with a single frequency. The frequency depends on the length of the prongs.

(a) Use the correct answer from the box to complete each sentence.

direction	loudness	pitch	speed

The frequency of a sound wave determines its ..... .

The amplitude of a sound wave determines its ..... .

(2)

(b) Each tuning fork has its frequency engraved on it. A student measured the length of the prongs for each tuning fork.

Some of her data is shown in the table.

Frequency in hertz	Length of prongs in cm
320	9.5
384	8.7
480	7.8
512	7.5

(i) Describe the pattern shown in the table.

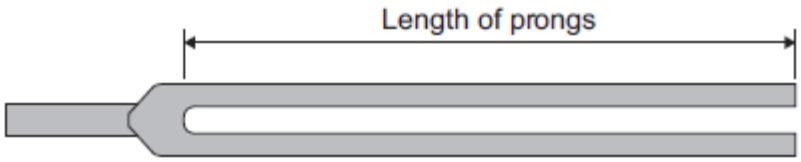
.....

.....

(1)

(ii) **Figure 2** shows a full-size drawing of a tuning fork.

Figure 2



Measure and record the length of the prongs.

Length of prongs = ... cm

(1)

Use the data in the table above to estimate the frequency of the tuning fork in **Figure 2**.

Explain your answer.

.....

.....

.....

.....

.....

Estimated frequency = ... Hz

(3)

(c) Ultrasound waves are used in hospitals.

(i) Use the correct answer from the box to complete the sentence.

electronic	**hydraulic**	**radioactive**

Ultrasound waves can be produced by ..... systems.

(1)

(ii) The frequency of an ultrasound wave used in a hospital is 2×10^6 Hz.

It is **not** possible to produce ultrasound waves of this frequency using a tuning fork.

Explain why.

.....

.....

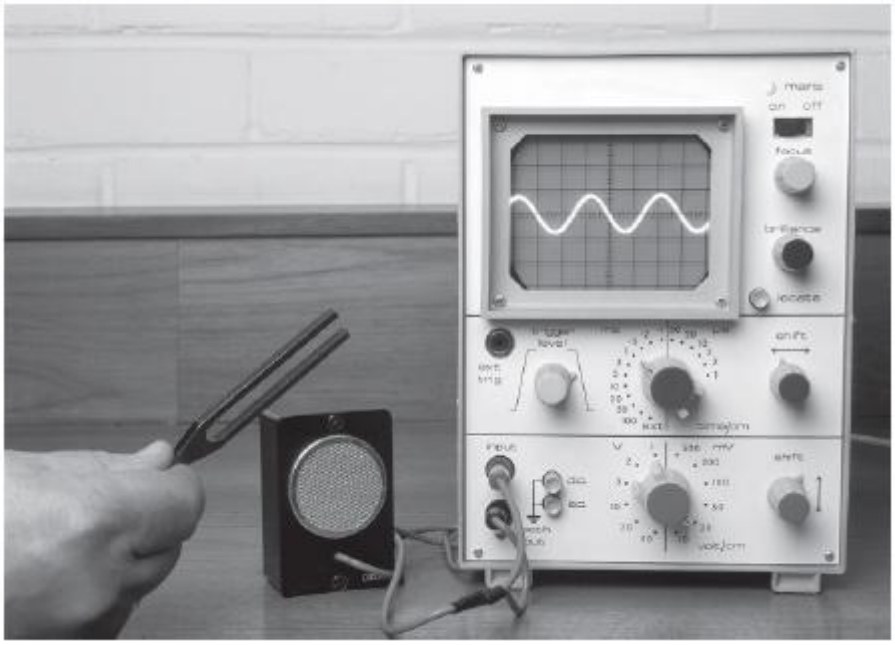
.....

.....

(2)

(d) **Figure 3** shows a tuning fork and a microphone. The microphone is connected to an oscilloscope.

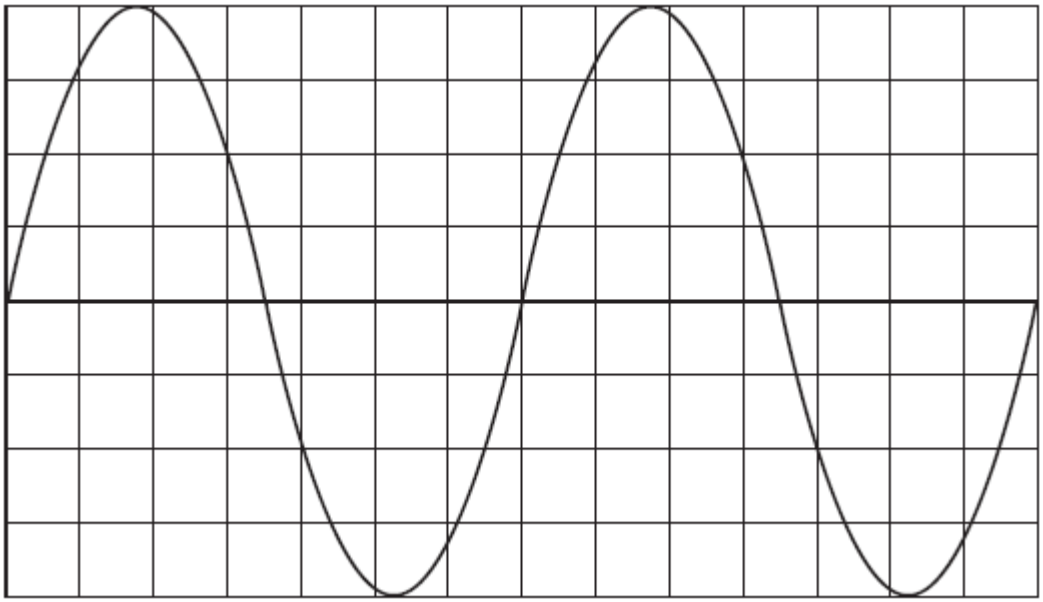
Figure 3



When the tuning fork is struck and then placed in front of the microphone, a trace appears on the oscilloscope screen.

Figure 4 shows part of the trace on the screen.

Figure 4



Each horizontal division in **Figure 4** represents a time of 0.0005 s.

What is the frequency of the tuning fork?

.....

.....

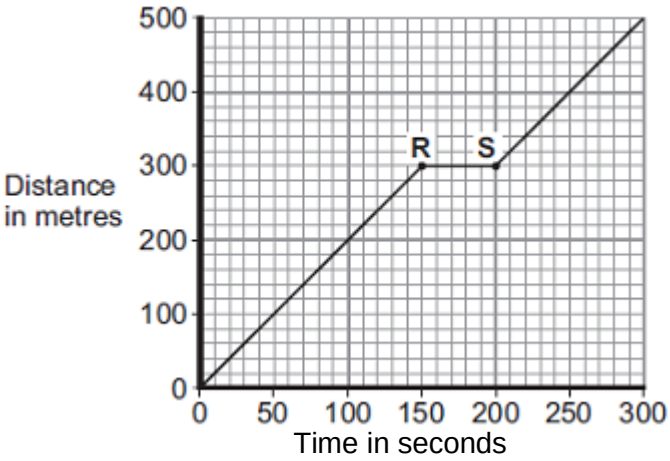
.....

Frequency = ... Hz

(3)
(Total 13 marks)

Q5.(a) **Figure 1** shows the distance–time graph for a person walking to a bus stop.

Figure 1



(i) Which **one** of the following statements describes the motion of the person between points **R** and **S** on the graph?

Tick (✓) **one** box.

Not moving ☐

Moving at constant speed ☐

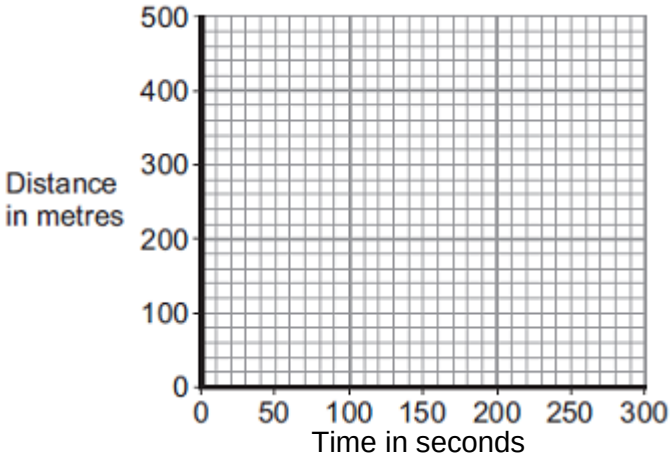
Moving with increasing speed ☐

(1)

(ii) Another person, walking at constant speed, travels the same distance to the bus stop in 200 seconds.

Complete **Figure 2** to show a distance–time graph for this person.

Figure 2



(1)

(b) A bus accelerates away from the bus stop at 2.5 m/s^2.

The total mass of the bus and passengers is 14 000 kg.

Calculate the resultant force needed to accelerate the bus and passengers.

.....

.....

.....

Resultant force = ... N

(2)
(Total 4 marks)

Q6. A high-speed train accelerates at a constant rate in a straight line.

The velocity of the train increases from 30 m/s to 42 m/s in 60 seconds.

(a) (i) Calculate the change in the velocity of the train.

.....

Change in velocity = ... m/s

(1)

(ii) Use the equation in the box to calculate the acceleration of the train.

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

Show clearly how you work out your answer and give the unit.
Choose the unit from the list below.

m/s **m/s²** **N/kg** **Nm**

.....

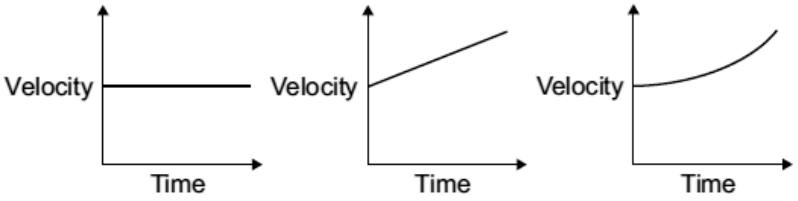
.....

Acceleration = ...

(2)

(b) Which **one** of the graphs, **A**, **B** or **C**, shows how the velocity of the train changes as it accelerates?

Write your answer, **A**, **B** or **C**, in the box.



A **B** **C**

Graph ☐

(1)
(Total 4 marks)

Q7. (a) The total stopping distance of a car has two parts. One part is the distance the car travels during the driver's reaction time. This distance is often called the 'thinking distance'.

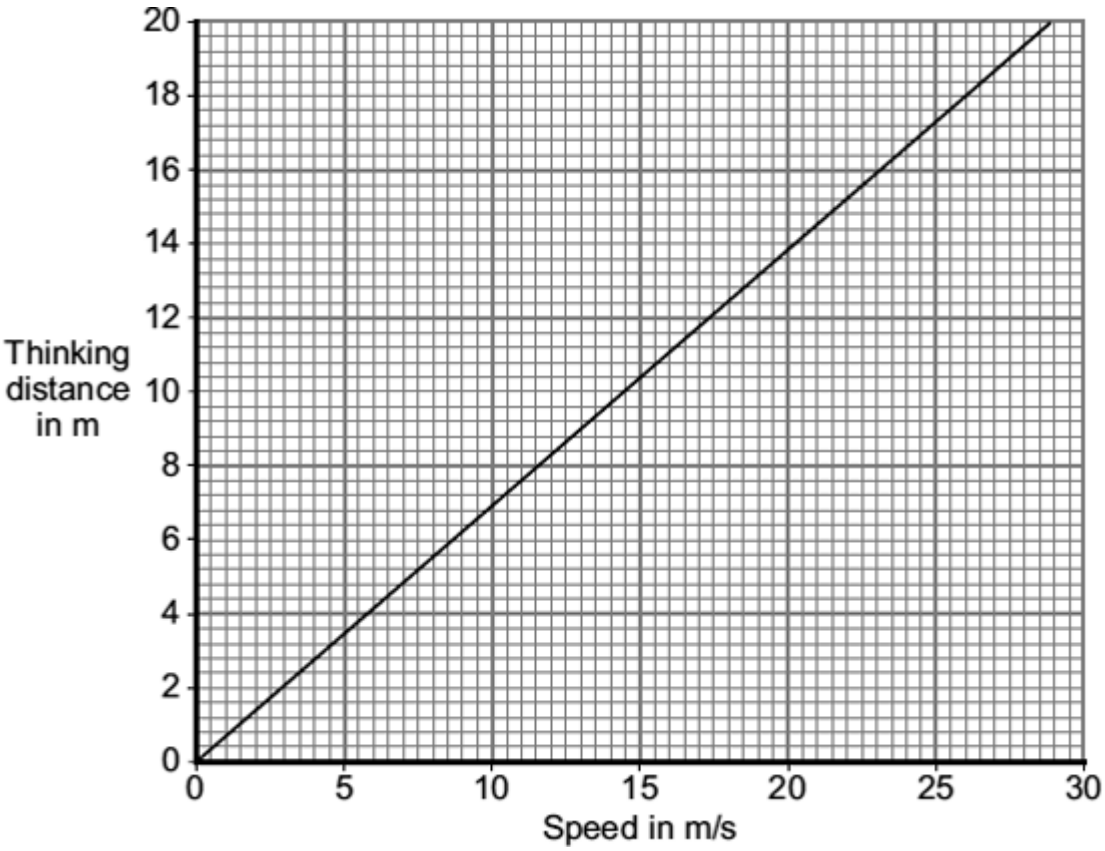
What distance is added to the 'thinking distance' to give the total stopping distance?

.....

.....

(1)

(b) The graph shows the relationship between the speed of a car and the thinking distance.



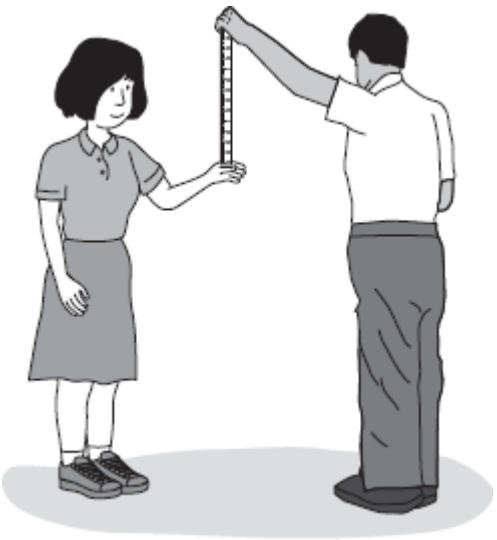
Describe the relationship between speed and thinking distance.

.....

.....

(2)

(c) The diagram shows two students investigating reaction time.



One student holds a 30 cm ruler, then lets go. As soon as the second student sees the ruler fall, she closes her hand, stopping the ruler. The further the ruler falls before being stopped, the slower her reaction time.

(i) One student always holds the ruler the same distance above the other student's hand.
In this experiment, what type of variable is this?

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

independent variable ☐

dependent variable ☐

control variable ☐

☐

☐

☐

(1)

(ii) Describe how this experiment could be used to find out whether listening to music affects reaction time.

.....

.....

.....

.....

(2)

(d) The following information is written on the label of some cough medicine.

WARNING: Causes drowsiness.
Do not drive or operate machinery.

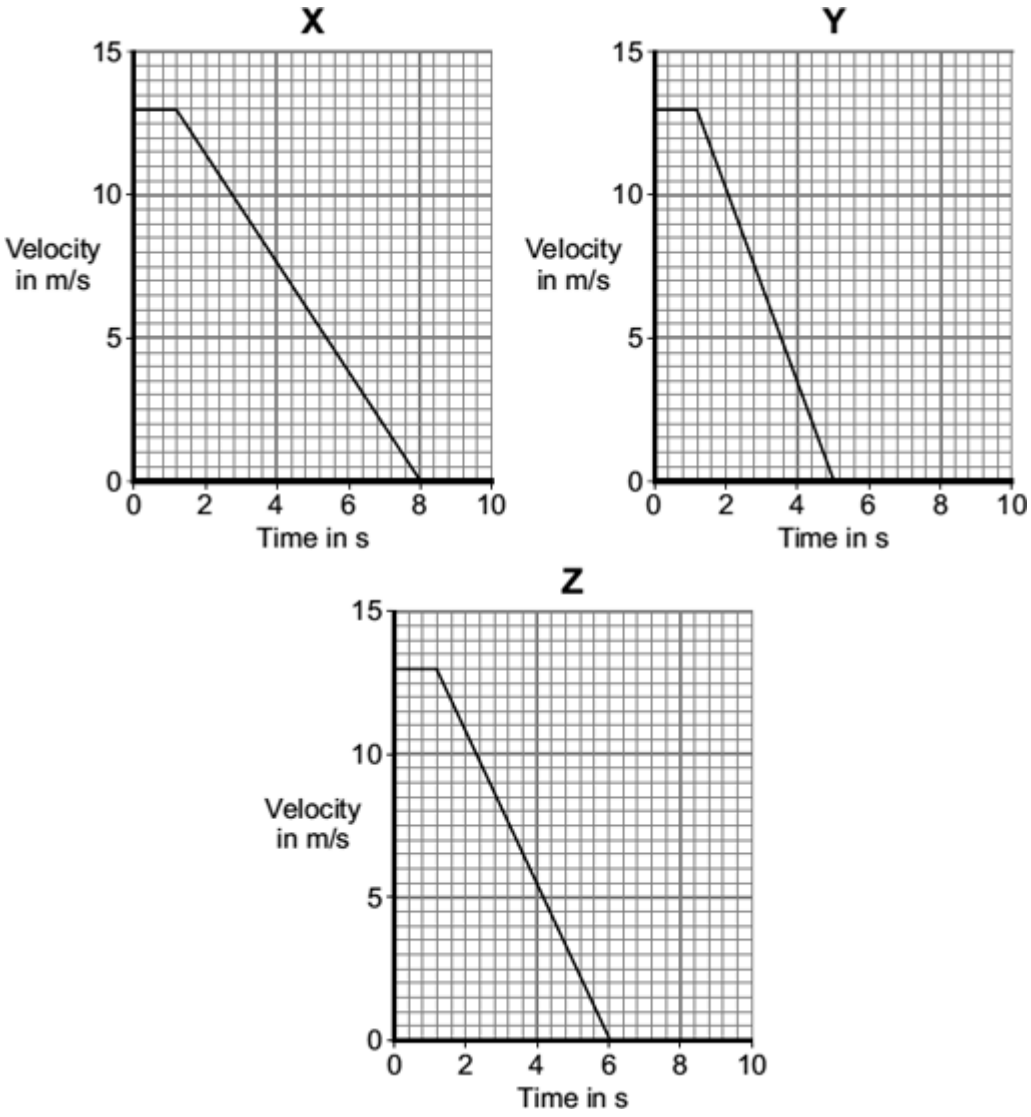
How is feeling drowsy (sleepy) likely affect a driver's reaction time?

.....

.....

(1)

(e) Three cars, **X**, **Y** and **Z** , are being driven along a straight road towards a set of traffic lights.
The graphs show how the velocity of each car changes once the driver sees that the traffic light has turned to red.



Which one of the cars, **X**, **Y** or **Z** , stops in the shortest distance?

.....

(1)
(Total 8 marks)