



**Surname** \_\_\_\_\_

**Other Names** \_\_\_\_\_

**Centre Number** \_\_\_\_\_

**Candidate Number** \_\_\_\_\_

**Candidate Signature** \_\_\_\_\_

**I declare this is my own work.**

**GCSE  
COMBINED SCIENCE: SYNERGY**

**H**

**8465/4H**

**Higher Tier**

**Paper 4 Physical Sciences**

**Time allowed: 1 hour 45 minutes**

**At the top of the page, write your surname and other names, your centre number, your candidate number and add your signature.**

**[Turn over]**



J U N 2 2 8 4 6 5 4 H 0 1

**For this paper you must have:**

- a ruler
- a protractor
- a scientific calculator
- the periodic table (enclosed)
- the Physics Equations Sheet (enclosed).

## **INSTRUCTIONS**

- **Use black ink or black ball-point pen. Pencil should only be used for drawing.**
- **Answer ALL questions in the spaces provided. Do not write on blank pages.**
- **If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).**
- **Do all rough work in this book. Cross through any work you do not want to be marked.**
- **In all calculations, show clearly how you work out your answer.**



## **INFORMATION**

- **The maximum mark for this paper is 100.**
- **The marks for questions are shown in brackets.**
- **You are expected to use a calculator where appropriate.**
- **You are reminded of the need for good English and clear presentation in your answers.**

**DO NOT TURN OVER UNTIL TOLD  
TO DO SO**



0	1
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**The stopping distance of a vehicle depends on the thinking distance and the braking distance.**

0	1	.	1
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**What is meant by ‘braking distance’?**  
**[1 mark]**

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**The braking distance of a vehicle depends on the mass of the vehicle.**

0	1	.	2
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**Write down the equation which links gravitational field strength ( $g$ ), mass ( $m$ ) and weight ( $W$ ). [1 mark]**

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**[Turn over]**



0	1	.	3
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**Calculate the mass of a vehicle with a weight of 14 700 N.**

**gravitational field strength = 9.8 N/kg**  
**[3 marks]**

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**Mass = \_\_\_\_\_ kg**



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**[Turn over]**



**The thinking distance travelled by a vehicle depends on the reaction time of the driver.**

**Using a mobile phone increases a driver's reaction time.**

**A mobile phone can be used in these ways:**

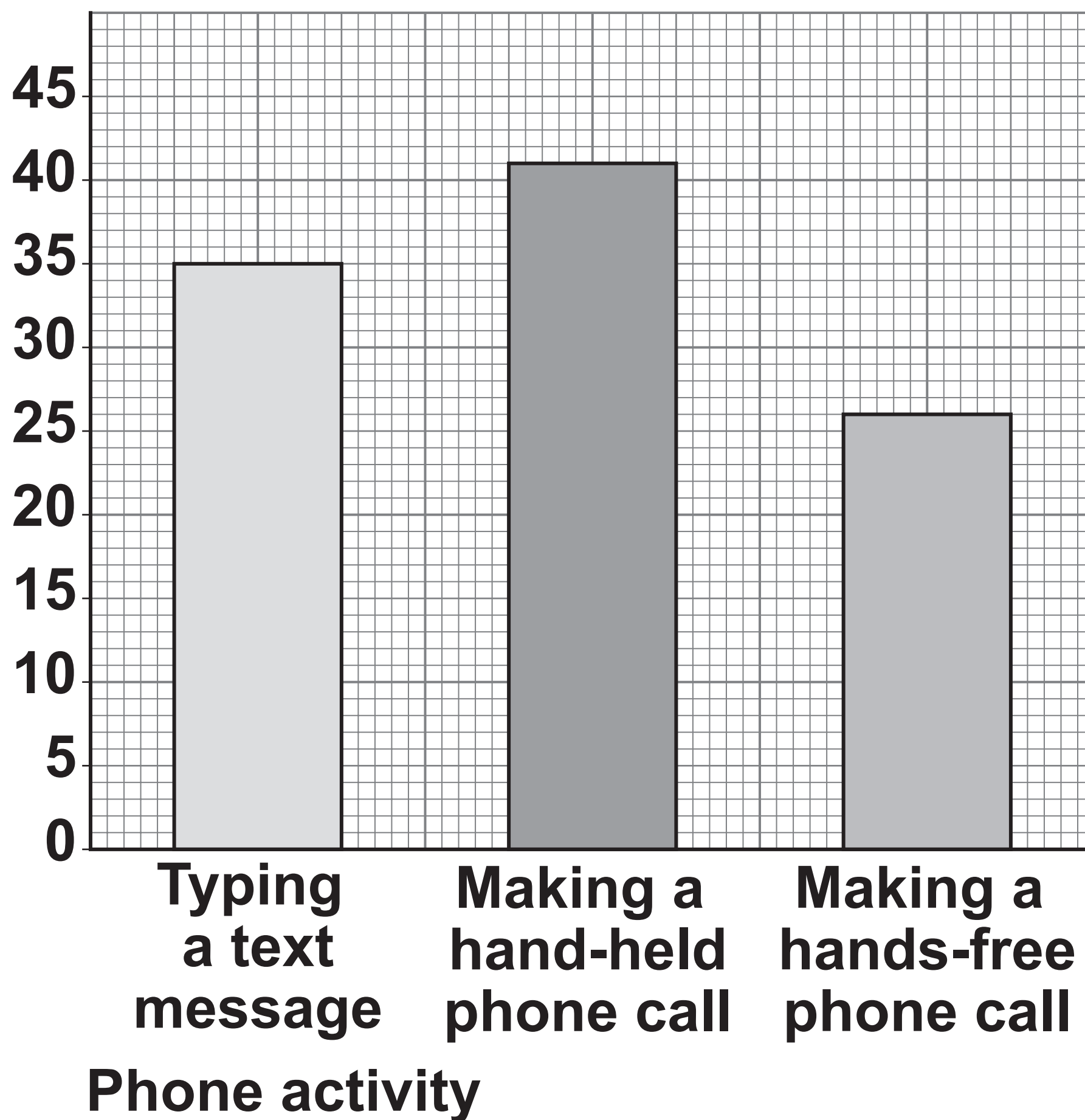
- **typing a text message**
- **making a phone call while holding the phone**
- **making a hands-free phone call using the car's audio system.**

**FIGURE 1, on the opposite page, shows how different activities using a mobile phone affect a driver's reaction time.**



**FIGURE 1**

**Percentage (%) increase in  
reaction time**



**[Turn over]**



0	1	.	4
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The reaction time of a typical driver is 0.50 s.

Calculate the reaction time of a typical driver typing a text message while driving. [3 marks]

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Reaction time = \_\_\_\_\_ s



**01 . 5**

**The legal alcohol limit is the maximum amount of alcohol a person can have in the bloodstream and still legally drive.**

**The reaction time of a typical driver at the legal alcohol limit is increased by 12%.**

**A student suggests that it should be illegal to use a mobile phone in any way while driving.**

**Explain how the information in FIGURE 1, on page 9, supports the student's suggestion. [4 marks]**

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**[Turn over]**





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**[Turn over]**



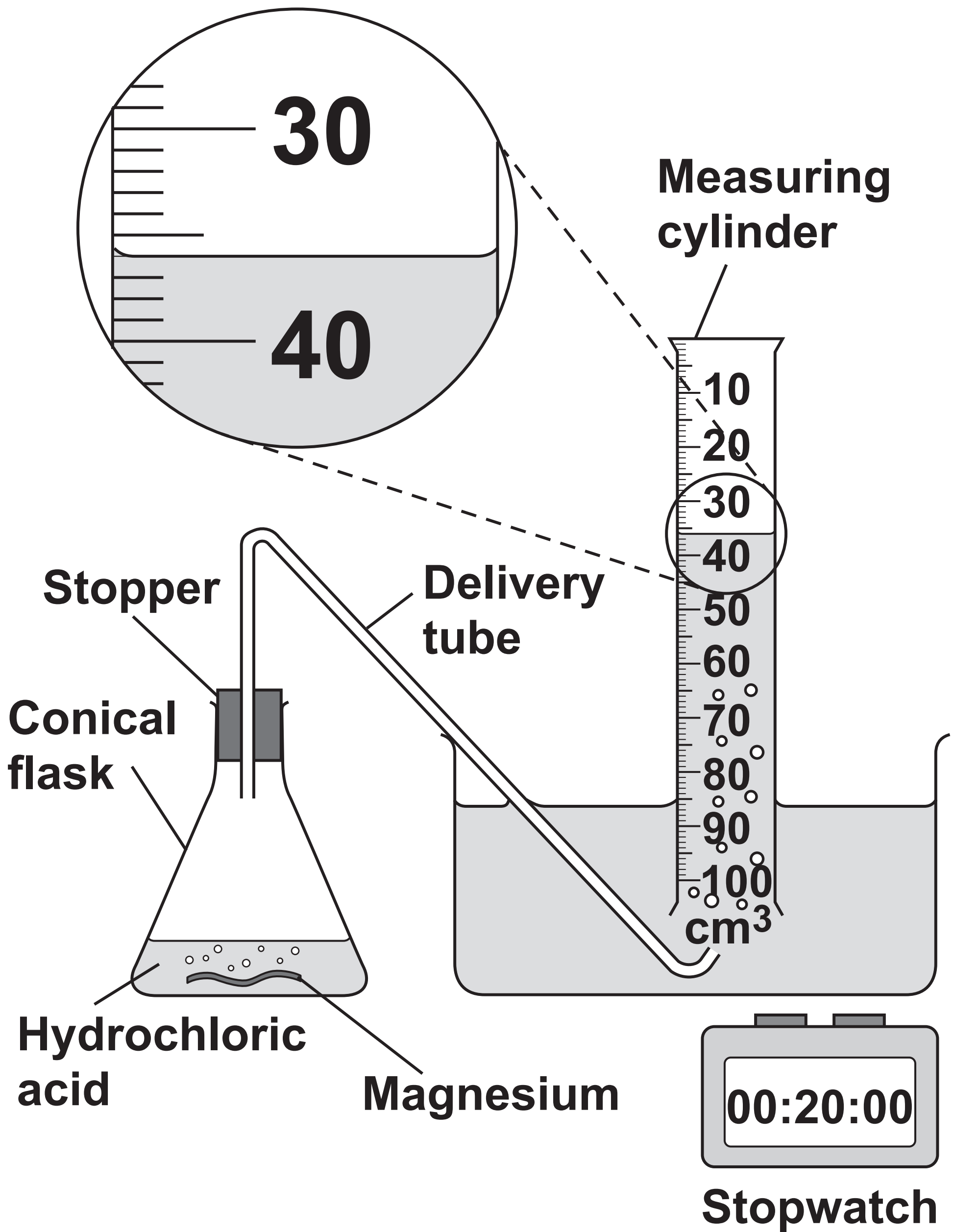
0	2
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**Magnesium reacts with hydrochloric acid.**

**A student investigated the effect of changing the hydrochloric acid concentration on the rate of this reaction.**

**FIGURE 2, on the opposite page, shows the apparatus.**

FIGURE 2



[Turn over]



**This is the method used.**

- 1. Add 50 cm<sup>3</sup> of hydrochloric acid to the conical flask.**
- 2. Add a 3 cm strip of magnesium to the hydrochloric acid in the conical flask.**
- 3. Fit the stopper and delivery tube to the top of the conical flask and start timing.**
- 4. Record the volume of hydrogen gas collected in the measuring cylinder every 20 seconds for a total of 100 seconds.**
- 5. Repeat steps 1 to 4 with a different concentration of hydrochloric acid.**

**0 2 . 1**

**What volume of hydrogen gas has been collected in the measuring cylinder in FIGURE 2, on page 15? [1 mark]**

**Volume = \_\_\_\_\_ cm<sup>3</sup>**





**0 2 . 2**

**The stopper and delivery tube were fitted to the conical flask in step 3.**

**Explain why the time taken to fit the stopper and delivery tube may cause an error in this investigation. [2 marks]**

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**[Turn over]**



0	2	.	3
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**Determine the time taken for the reaction to be complete.**

**Use FIGURE 3, on the opposite page.  
[1 mark]**

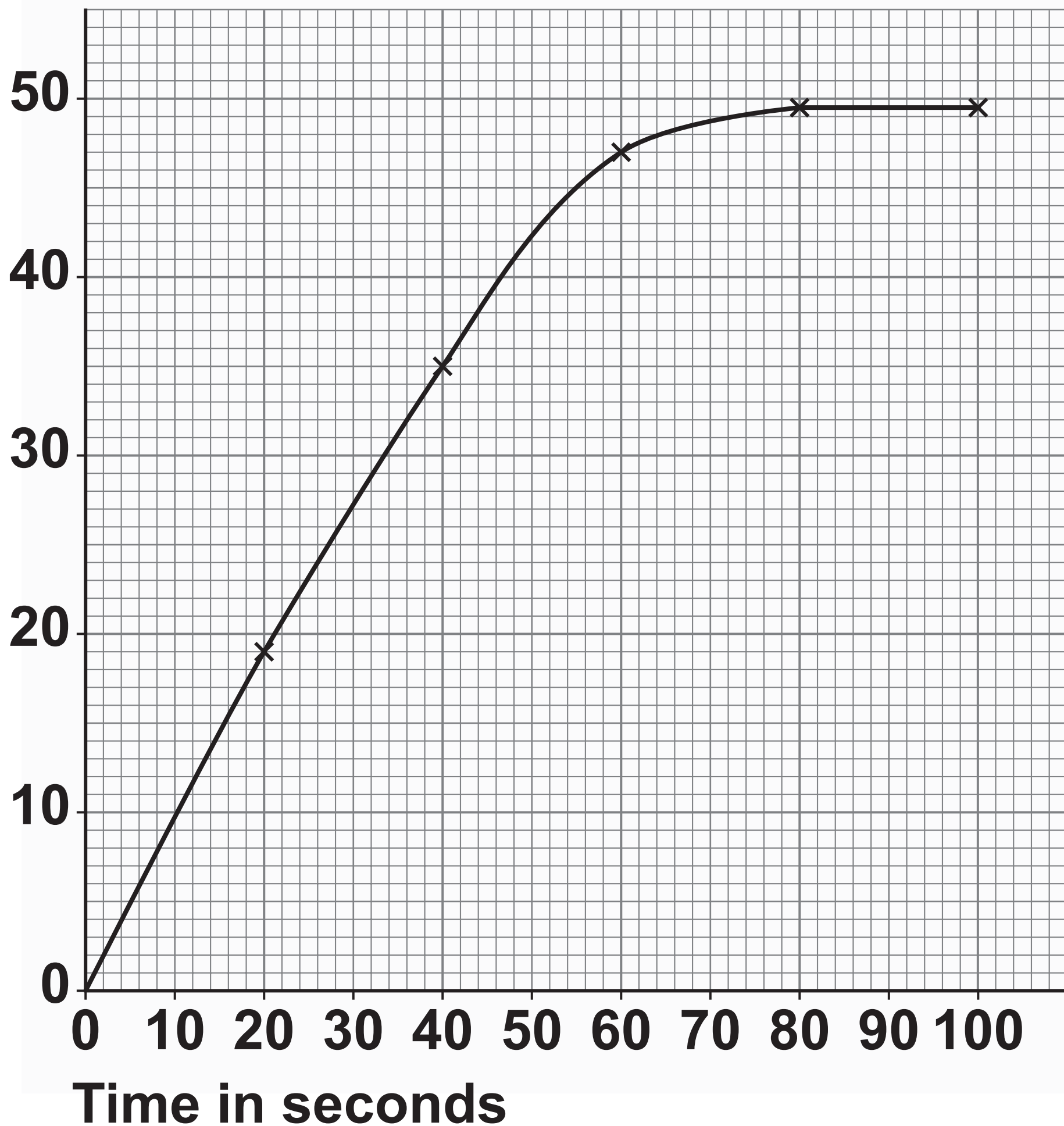
**Time taken = \_\_\_\_\_ s**



**FIGURE 3** shows the results for one concentration of hydrochloric acid.

### **FIGURE 3**

**Volume of hydrogen gas collected in cm<sup>3</sup>**



**[Turn over]**



**0 2 . 4**

**The student repeated the method using a higher concentration of hydrochloric acid.**

**How would the line of best fit for a higher concentration of hydrochloric acid compare with the line of best fit on FIGURE 3, on page 19? [1 mark]**

**Tick (✓) ONE box.**

☐

**Initially the line of best fit would have a lower gradient.**

☐

**Initially the line of best fit would have the same gradient.**

☐

**Initially the line of best fit would have a higher gradient.**



0	2	.	5
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**Describe the test for hydrogen gas.**

**Give the result of the test. [2 marks]**

**Test** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Result** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7

**[Turn over]**

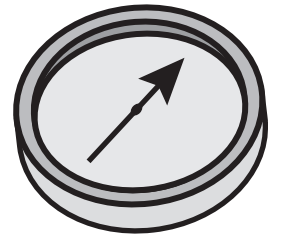
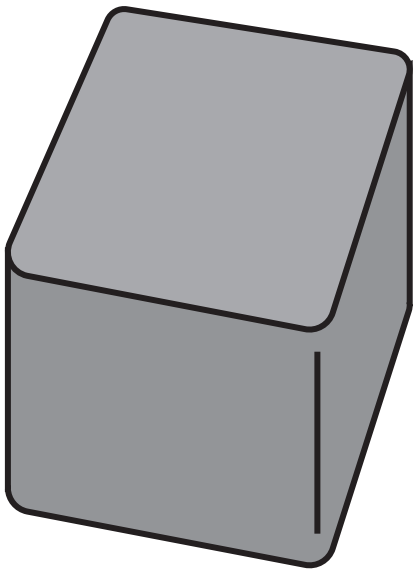


0	3
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**A student investigated magnetic fields.**

**FIGURE 4 shows a cube-shaped magnet and a magnetic compass.**

**FIGURE 4**



0	3	.	1
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**Describe how the student could identify the poles of the magnet using the magnetic compass. [2 marks]**

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**[Turn over]**

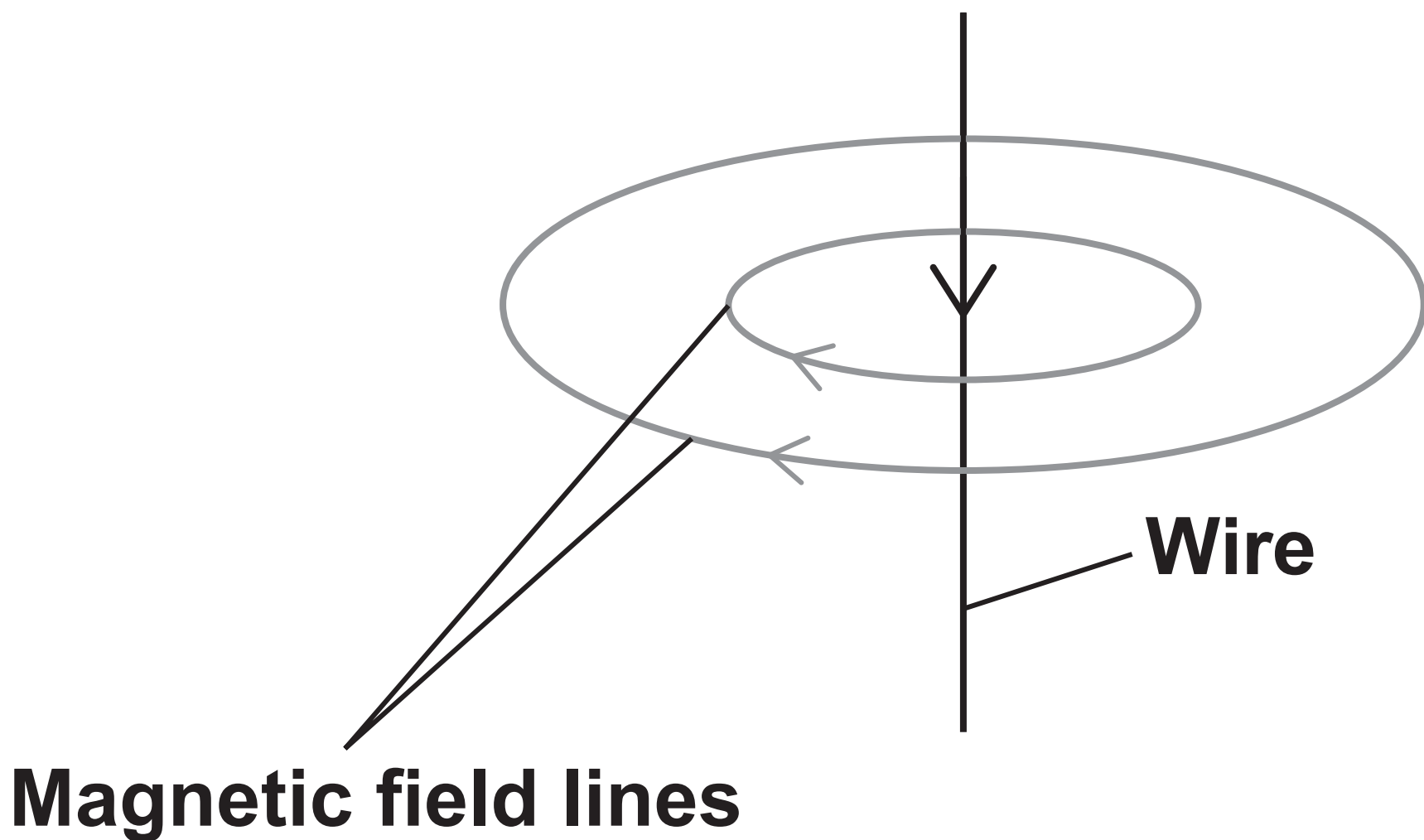


**FIGURE 5** shows a wire with a current in it.

The arrow shows the direction of the current in the wire.

There is a magnetic field around the wire.

**FIGURE 5**

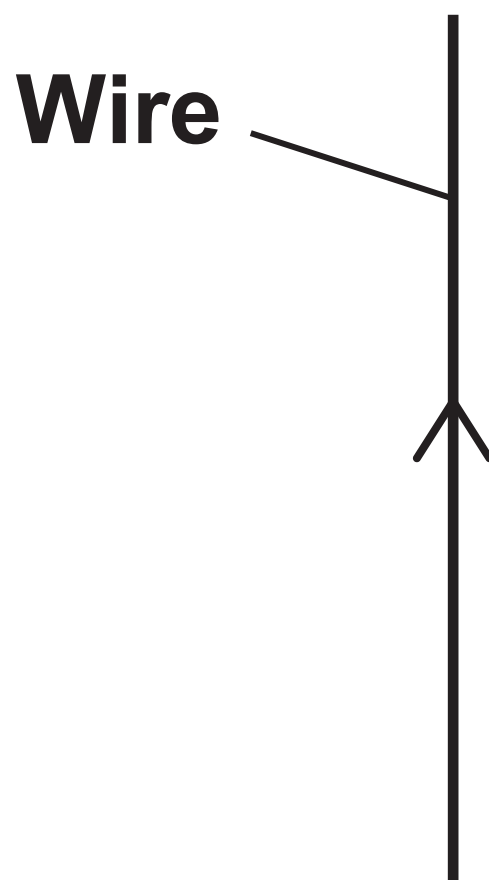




0	3	.	2
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**FIGURE 6** shows the wire when the current is in the opposite direction to **FIGURE 5**, on page 24.

**FIGURE 6**



**Complete FIGURE 6 to show the magnetic field around the wire. [1 mark]**

**[Turn over]**



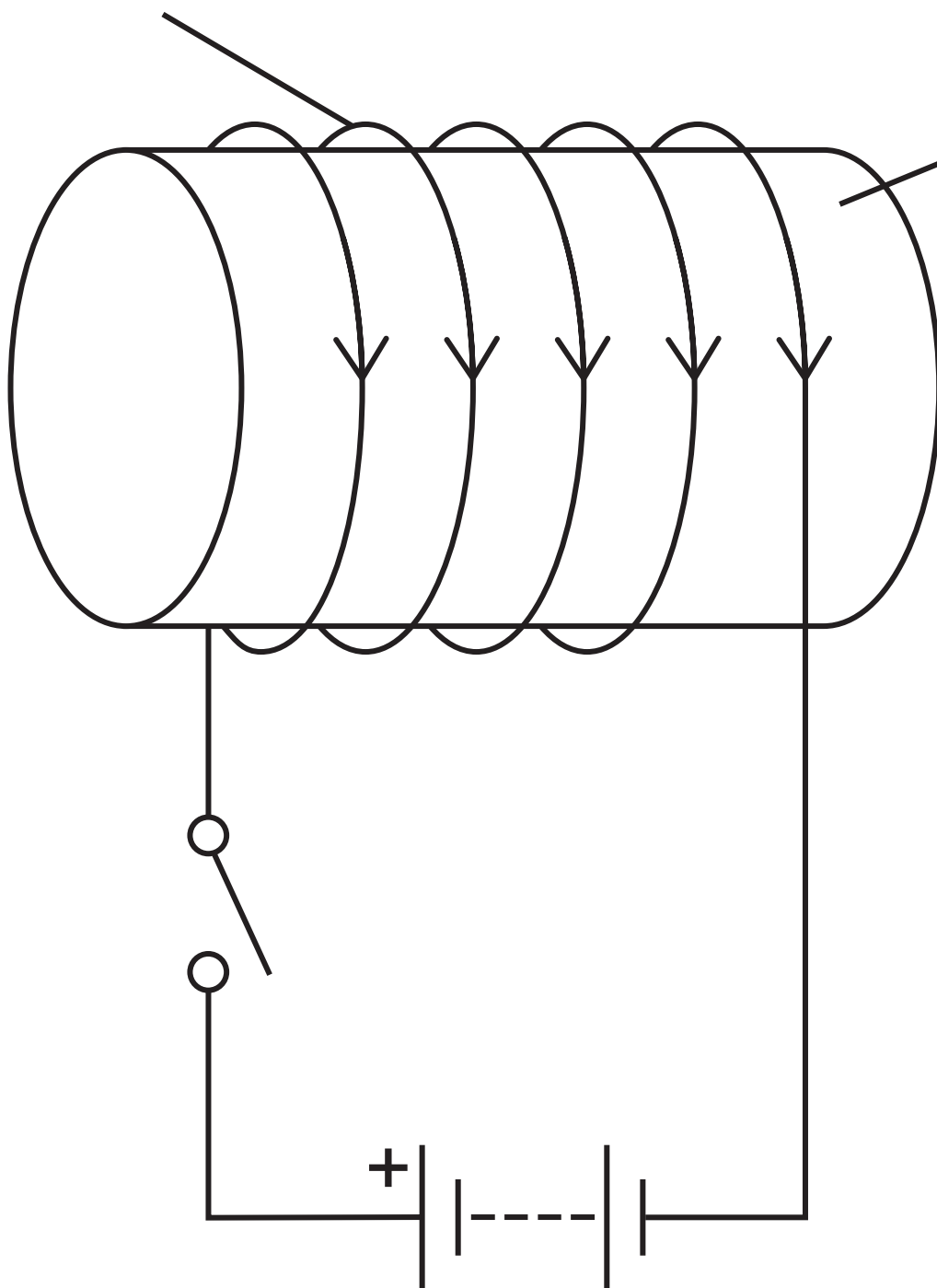
**03 . 3**

**FIGURE 7** shows an electromagnet made from a coil of wire wrapped around an iron core.

**FIGURE 7**

**Coil of wire**

**Iron core**



**When the switch is closed, there is a magnetic field around the electromagnet.**

**Label on FIGURE 7, on page 26:**

- **the north pole N**
- **the south pole S. [1 mark]**

**The student opened the switch and placed a paper clip near the electromagnet.**

**When the switch was closed, the paper clip accelerated towards the electromagnet.**

**[Turn over]**



0	3	.	4
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**Write down the equation which links acceleration ( $a$ ), mass ( $m$ ) and resultant force ( $F$ ). [1 mark]**

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0	3	.	5
---	---	---	---

The initial resultant force on the paper clip was  $4.8 \times 10^{-3}$  N.

Calculate the initial acceleration of the paper clip.

mass of paper clip =  $4.0 \times 10^{-4}$  kg  
[3 marks]

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Initial acceleration = \_\_\_\_\_ m/s<sup>2</sup>

[Turn over]



0	3	.	6
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**Explain why the acceleration of the paper clip changes as the paper clip moves towards the magnet. [2 marks]**

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10

0	4
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**This question is about life cycle assessments (LCAs).**

**Shopping bags can be made from paper or plastic.**

**TABLE 1, on page 32, gives some information from LCAs about the environmental impact of paper bags and plastic bags.**

**Each type of bag can carry the same volume of shopping.**



**TABLE 1**

	<b>Paper bag</b>	<b>Plastic bag</b>
<b>Raw material</b>	<b>wood</b>	<b>crude oil</b>
<b>Mass of 1 bag in grams</b>	<b>56</b>	<b>35</b>
<b>Water used to produce 1 bag in litres</b>	<b>0.14</b>	<b>0.04</b>
<b>Energy used to produce 1 bag in kJ</b>	<b>90</b>	<b>22</b>
<b>Mean number of times the bag is used</b>	<b>1</b>	<b>3</b>
<b>Biodegradable</b>	<b>Yes</b>	<b>No</b>
<b>Recyclable</b>	<b>Yes</b>	<b>Yes</b>





**Evaluate the use of paper compared with the use of plastic for shopping bags.**

**Use TABLE 1, on the opposite page, and your knowledge and understanding of LCAs. [6 marks]**

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**[Turn over]**



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6

[Turn over]



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**[Turn over]**

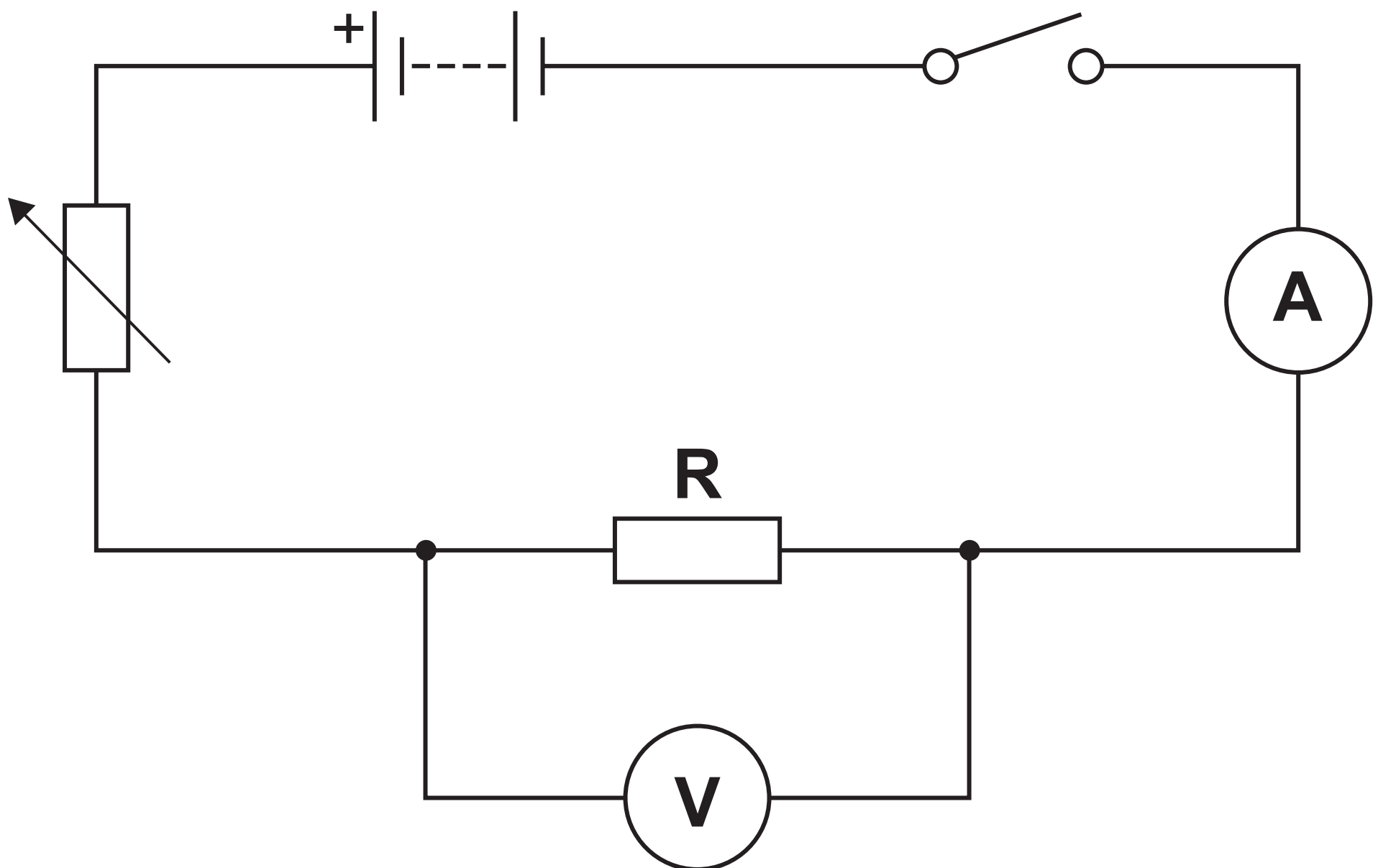


0	5
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A student carried out an investigation using an electrical circuit.

FIGURE 8 shows the circuit used.

FIGURE 8



0	5	.	1
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**The student increased the resistance of the variable resistor.**

**Describe what happened to the potential difference across resistor R and the current in resistor R. [2 marks]**

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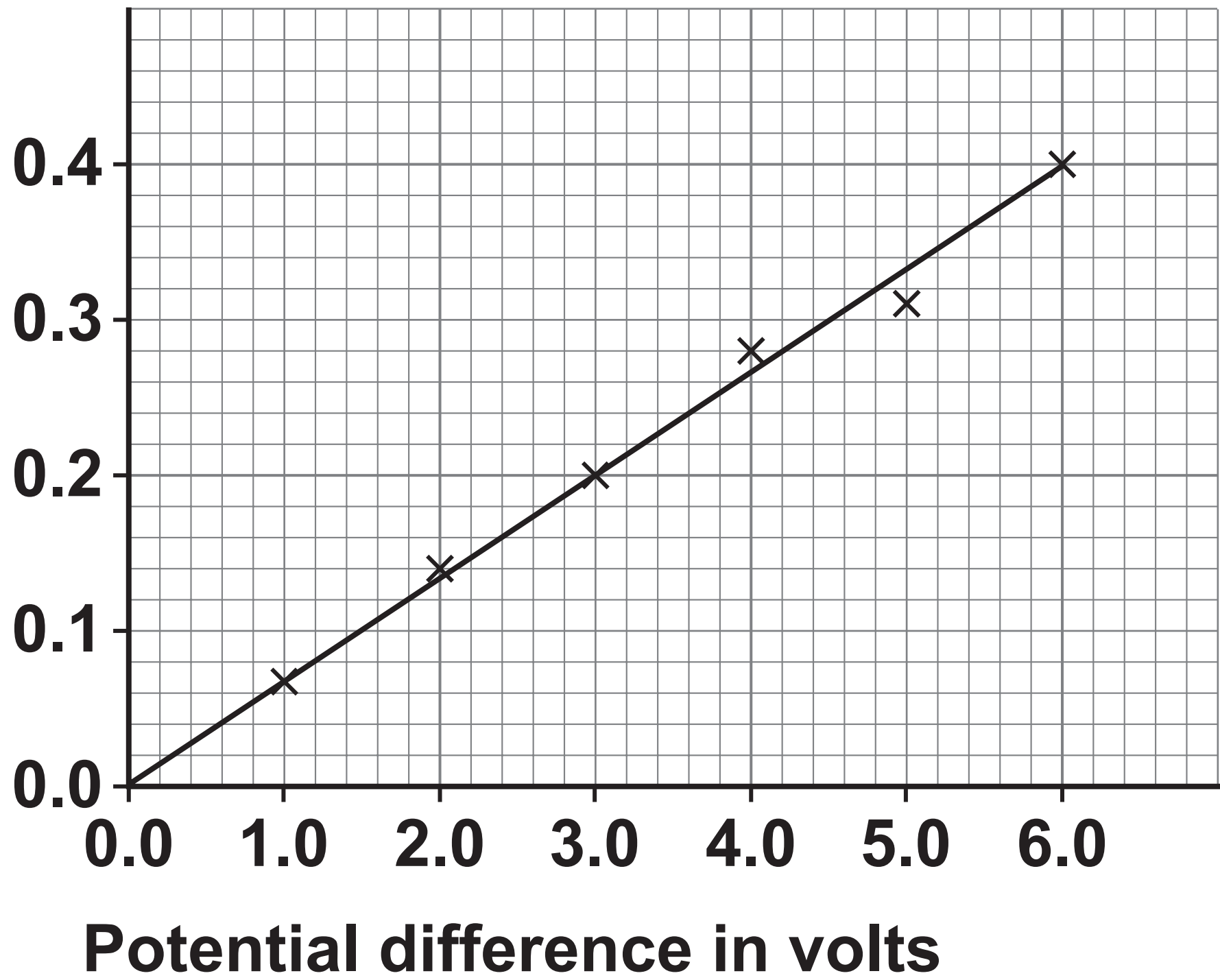
**[Turn over]**



**The student investigated how the current in resistor R varied with the potential difference across resistor R.**

**To keep the temperature of resistor R constant, the student opened the switch after taking each reading.**

**FIGURE 9, on the opposite page, shows the results.**

**FIGURE 9****Current in amps****[Turn over]**

0	5	.	2
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**Explain what happens to the resistance of resistor R as the potential difference across resistor R increases.**

**Use information from FIGURE 9, on page 39. [2 marks]**

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0	5	.	3
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After the reading was taken at 4.0 V, the student did NOT open the switch before taking the reading at 5.0 V.

Explain why the current was lower than expected when the 5.0 V reading was taken. [2 marks]

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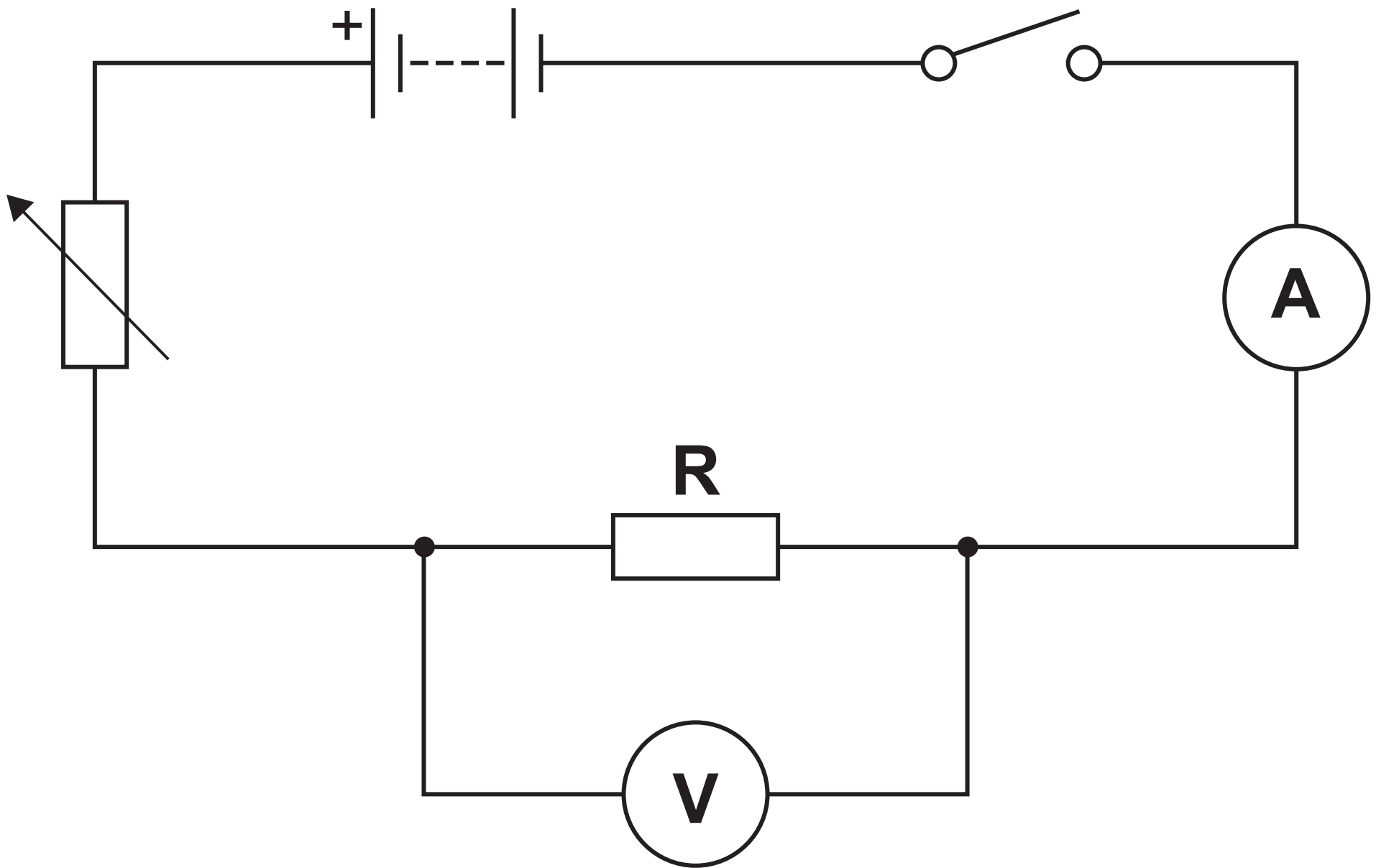
[Turn over]



0	5	.	4
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FIGURE 8 is repeated below.

FIGURE 8



The student had more resistors with the same resistance as resistor R.



**Describe a method to investigate how the number of resistors in parallel affects the total resistance of the resistors in parallel. [4 marks]**

[illegible]

**[Turn over]**



0	6
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**This question is about ammonia.**

**Nitrogen gas reacts with hydrogen gas to produce ammonia gas in a reversible reaction.**

**The equation for the reaction is:**



0	6	.	1
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**What is the effect of increasing the pressure on the equilibrium position in this reaction? [1 mark]**

**Tick (✓) ONE box.**

☐

**The equilibrium position shifts towards the side with the smaller number of molecules.**

☐

**The equilibrium position is unchanged.**

☐

**The equilibrium position shifts towards the side with the larger number of molecules.**

**[Turn over]**



**06 . 2**

**The reaction to produce ammonia gas is exothermic.**

**What is the effect of increasing the temperature on the relative amount of ammonia at equilibrium? [1 mark]**

**Tick (✓) ONE box.**

☐

**The relative amount of ammonia decreases.**

☐

**The relative amount of ammonia stays the same.**

☐

**The relative amount of ammonia increases.**



0	6	.	3
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**How must the apparatus for the reaction be designed so that dynamic equilibrium can be reached? [1 mark]**

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**[Turn over]**



0	6	.	4
---	---	---	---

**Explain what happens to the relative amounts of nitrogen, hydrogen and ammonia after dynamic equilibrium has been reached. [2 marks]**

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Ammonia reacts with hydrogen chloride to produce ammonium chloride ( $\text{NH}_4\text{Cl}$ ).

The equation for the reaction is:



6.8 g of ammonia reacts with excess hydrogen chloride.

0	6	.	5
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Explain why ammonia is described as the limiting reactant in this reaction.  
[2 marks]

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[Turn over]



06.6

Calculate the maximum mass of ammonium chloride that could be produced from 6.8 g of ammonia.

Relative atomic masses ( $A_r$ ):

N = 14      H = 1      Cl = 35.5 [4 marks]

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Maximum mass = \_\_\_\_\_ g

11

[Turn over]

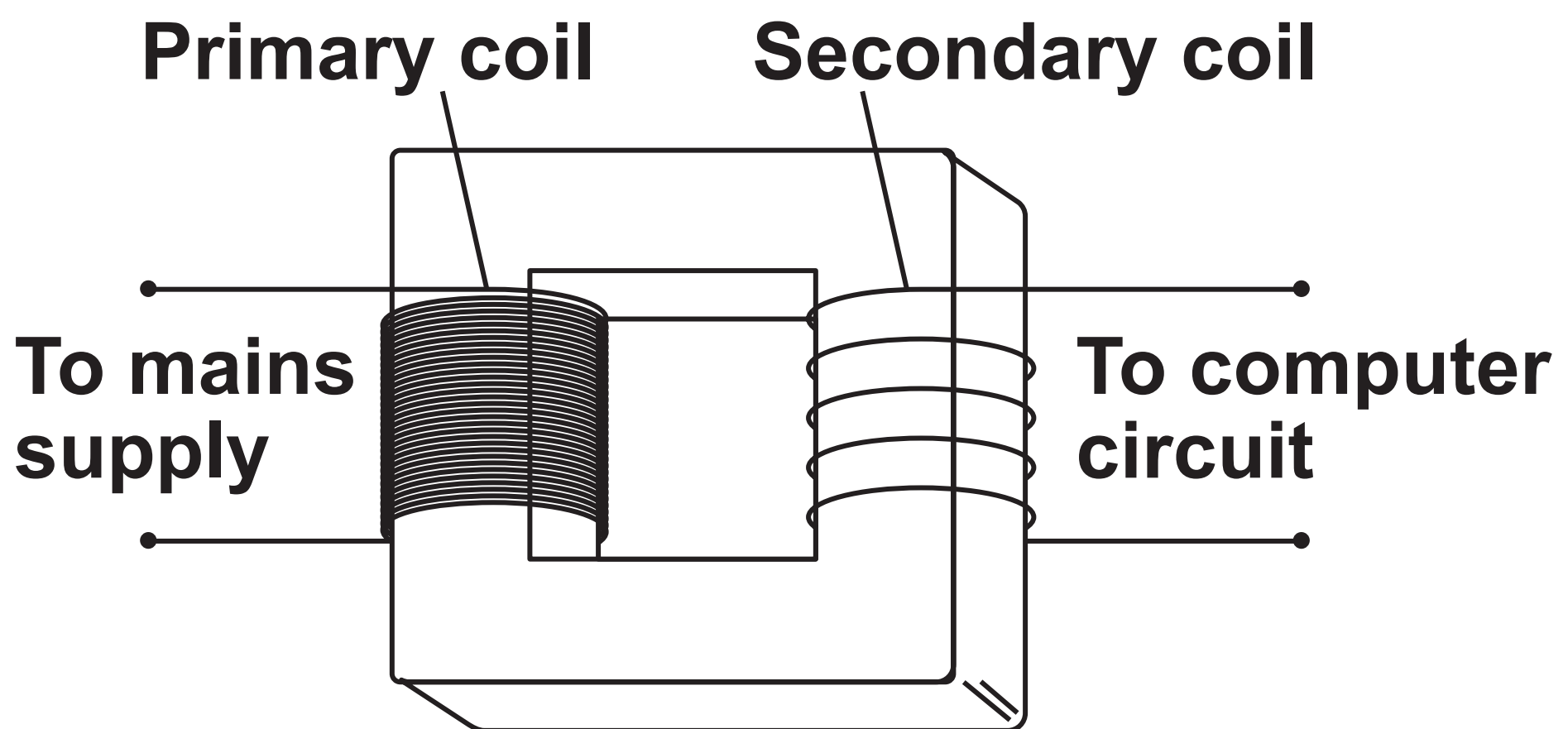


0	7
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**FIGURE 10** shows a step-down transformer that is part of a circuit inside a computer.

The transformer connects the mains supply to the computer circuit.

**FIGURE 10**



**07 . 1**

**The potential difference across the primary coil is 230 V.**

**The potential difference across the secondary coil is 48.0 V.**

**The current in the primary coil is 2.40 A.**

**Calculate the current in the secondary coil.**

**Use the Physics Equations sheet.  
[3 marks]**

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**[Turn over]**



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**Current in the secondary coil =**  

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**A**



0	7	.	2
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The current in the primary coil is 2.40 A.

Calculate the time taken for a charge of 288 C to flow past a point in the primary coil.

Give your answer in minutes. [3 marks]

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Time = \_\_\_\_\_ minutes

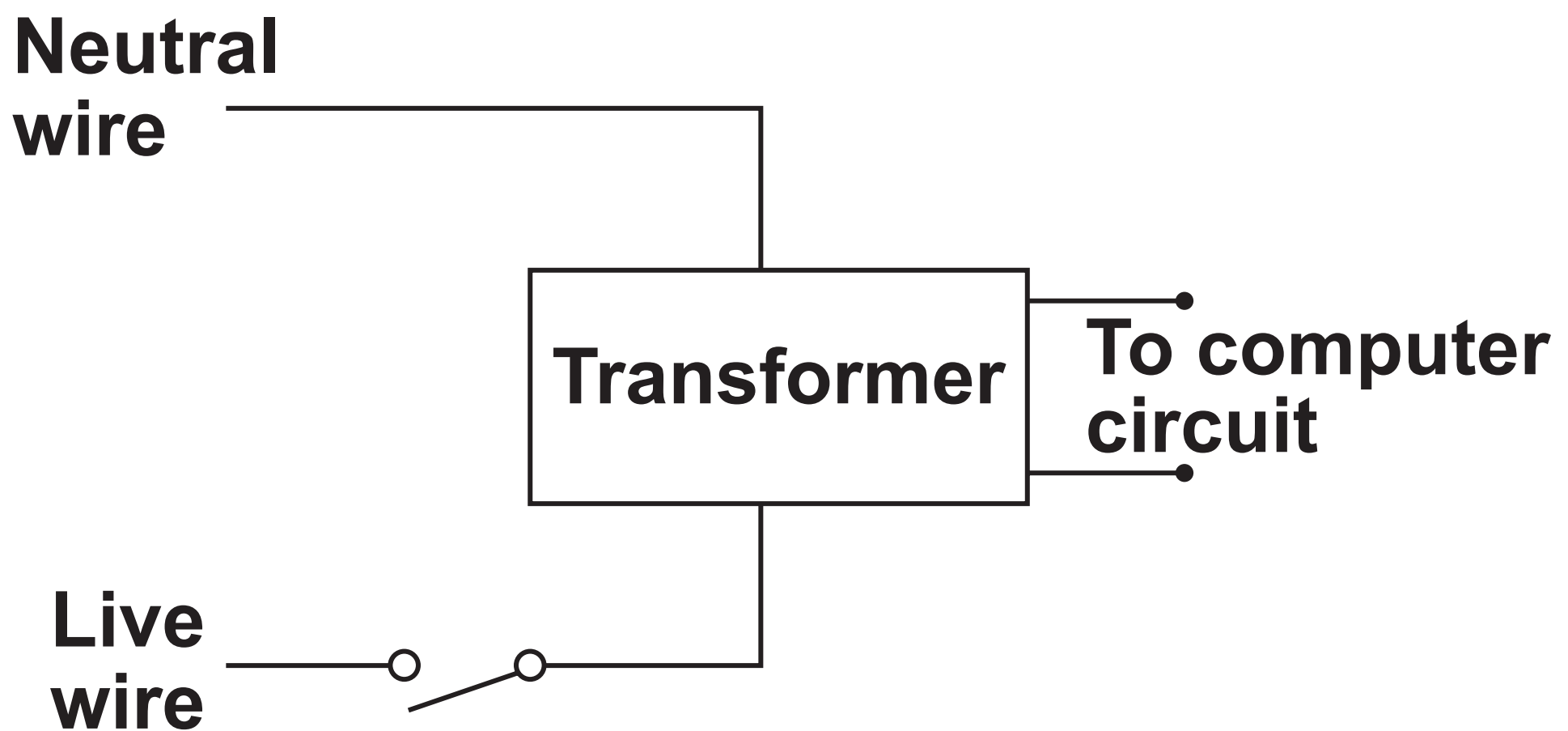
[Turn over]



07.3

**FIGURE 11** shows the mains electricity circuit for the transformer.

**FIGURE 11**



**An electrician replaced a faulty switch connecting the transformer to the mains supply.**

**The circuit was disconnected from the mains supply to prevent the electrician from receiving an electric shock.**





**Explain why the electrician could have received a shock if the circuit was connected. [3 marks]**

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**[Turn over]**



07 . 4

TABLE 2 shows information about the effects of different electrical supplies on the human body.

TABLE 2

Effect on the human body	Minimum current needed to cause the effect in milliamps		
	50 Hz ac supply	10 000 Hz ac supply	dc supply
Mild pain	8	46	52
Moderate pain	14	63	64
Severe pain	19	79	75

ac is alternating current.

dc is direct current.

**The mains electricity supply in the UK is ac with a frequency of 50 Hz.**

**Describe why it would be better if the UK mains supply was NOT 50 Hz ac.  
[3 marks]**

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**[Turn over]**



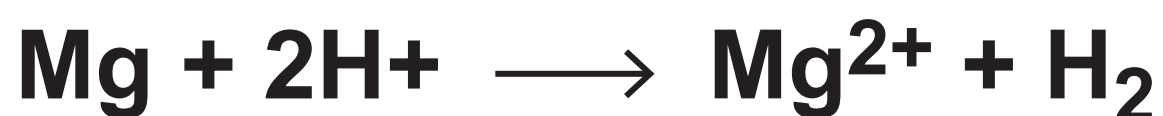
0	8
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**This question is about acids and alkalis.**

0	8	.	1
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**Magnesium reacts with acids to produce a salt and hydrogen.**

**The ionic equation for the reaction is:**



**In a redox reaction, both oxidation AND reduction occur.**

**Explain why this reaction is described as a redox reaction. [2 marks]**

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08 . 2

**What happens to the pH of an acid when the hydrogen ion concentration decreases by a factor of ten? [1 mark]**

**Tick (✓) ONE box.**

☐

**The pH decreases by 1.**

☐

**The pH decreases by 10.**

☐

**The pH increases by 1.**

☐

**The pH increases by 10.**

**[Turn over]**



0	8	.	3
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**Write the ionic equation that represents the neutralisation reaction between an acid and an alkali in aqueous solution.**

**You should include state symbols.  
[2 marks]**

\_\_\_\_\_ + \_\_\_\_\_  $\longrightarrow$  \_\_\_\_\_

**A teacher demonstrates the reaction of potassium with water.**



0	8	.	4
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**Give TWO observations seen when potassium reacts with water. [2 marks]**

**1**

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**2**

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**[Turn over]**



0	8	.	5
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**Potassium reacts with water to form a solution with a pH of 13.**

**Explain why the solution has a pH of 13.**

**You should refer to ions in your answer.  
[3 marks]**

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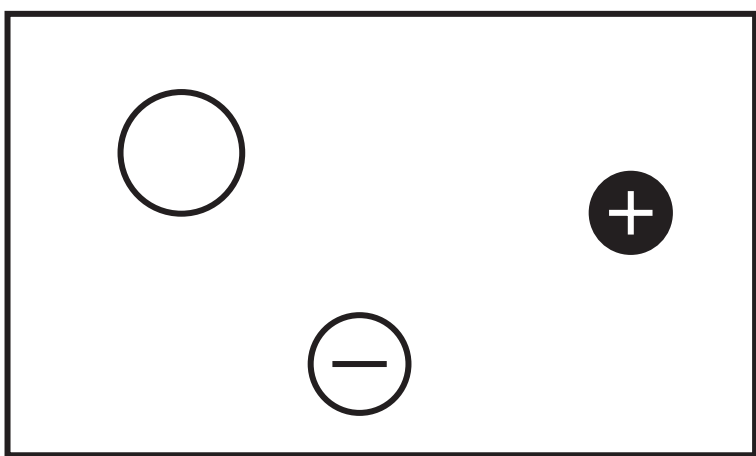


**FIGURE 12** shows four models representing the same volume of:

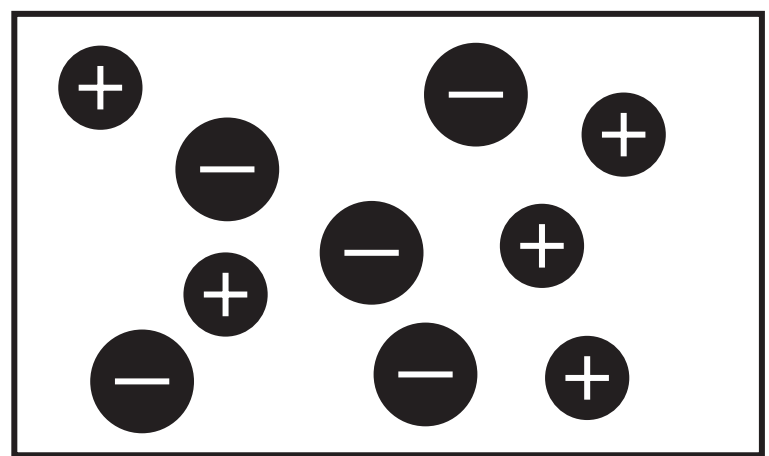
- a strong acid at two different concentrations
- a weak acid at two different concentrations.

**FIGURE 12**

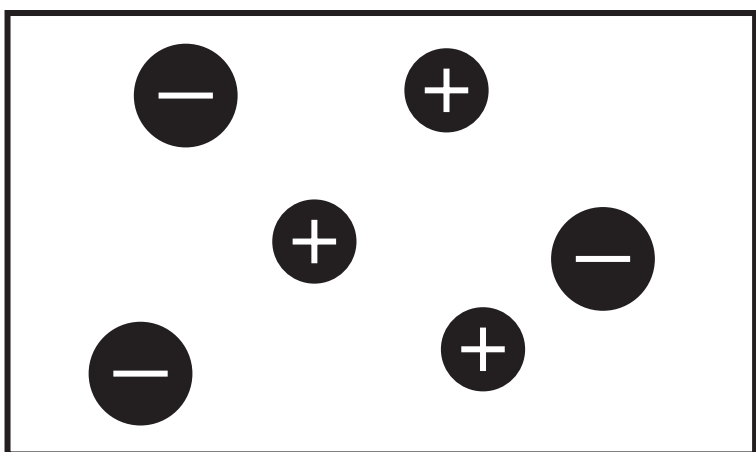
**W**



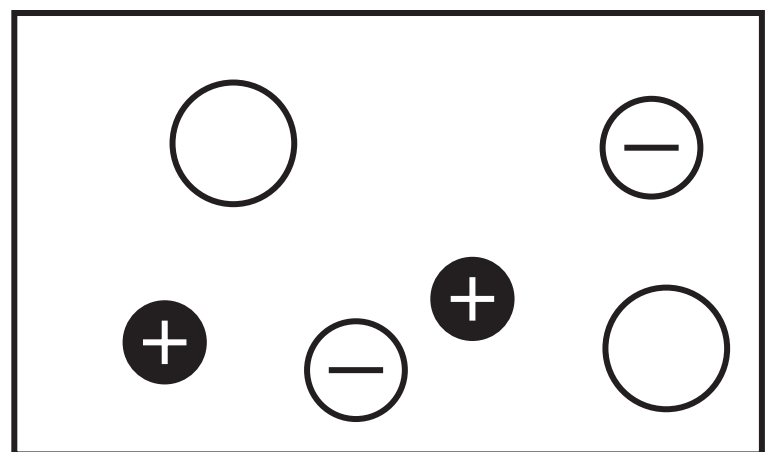
**X**



**Y**



**Z**



**0 8 . 6**

**Which model represents the weak acid with the higher concentration? [3 marks]**

**Tick (✓) ONE box.**

☐

**W**

☐

**X**

☐

**Y**

☐

**Z**

**[Turn over]**



Justify your answer.

0	8	.	7
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**Give TWO limitations of using the models in FIGURE 12, on page 66, to represent acids. [2 marks]**

**1** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

15

**[Turn over]**



0	9
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**A student investigated how the acceleration of a glider varied with the mass of the glider.**

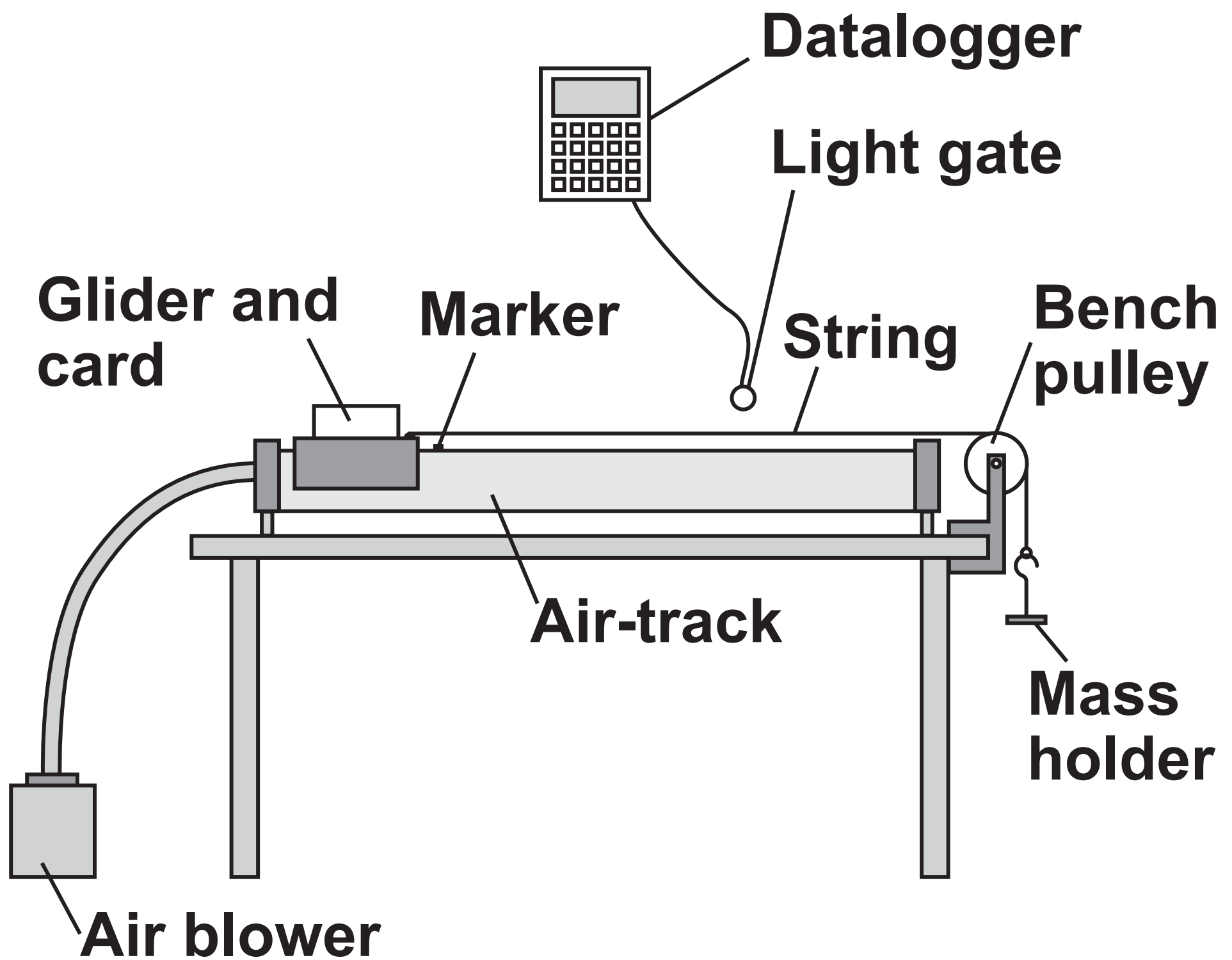
**The force causing the acceleration was constant.**

**FIGURE 13, on the opposite page, shows the equipment used.**

**The air blower allows the glider to move along the air-track with very little friction.**



FIGURE 13



[Turn over]

**This is the method used.**

- 1. Line up the front of the glider with the marker.**
- 2. Release the glider.**
- 3. Record the velocity as the glider passes through the light gate.**
- 4. Calculate the acceleration of the glider.**
- 5. Repeat steps 1 to 4 using gliders of different mass.**





09 . 1

The mass on the mass holder was 25 g.

The change in gravitational potential energy of the mass was 0.147 J.

gravitational field strength = 9.8 N/kg

Calculate the change in height of the mass. [4 marks]

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[Turn over]



74

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Change in height = \_\_\_\_\_ m



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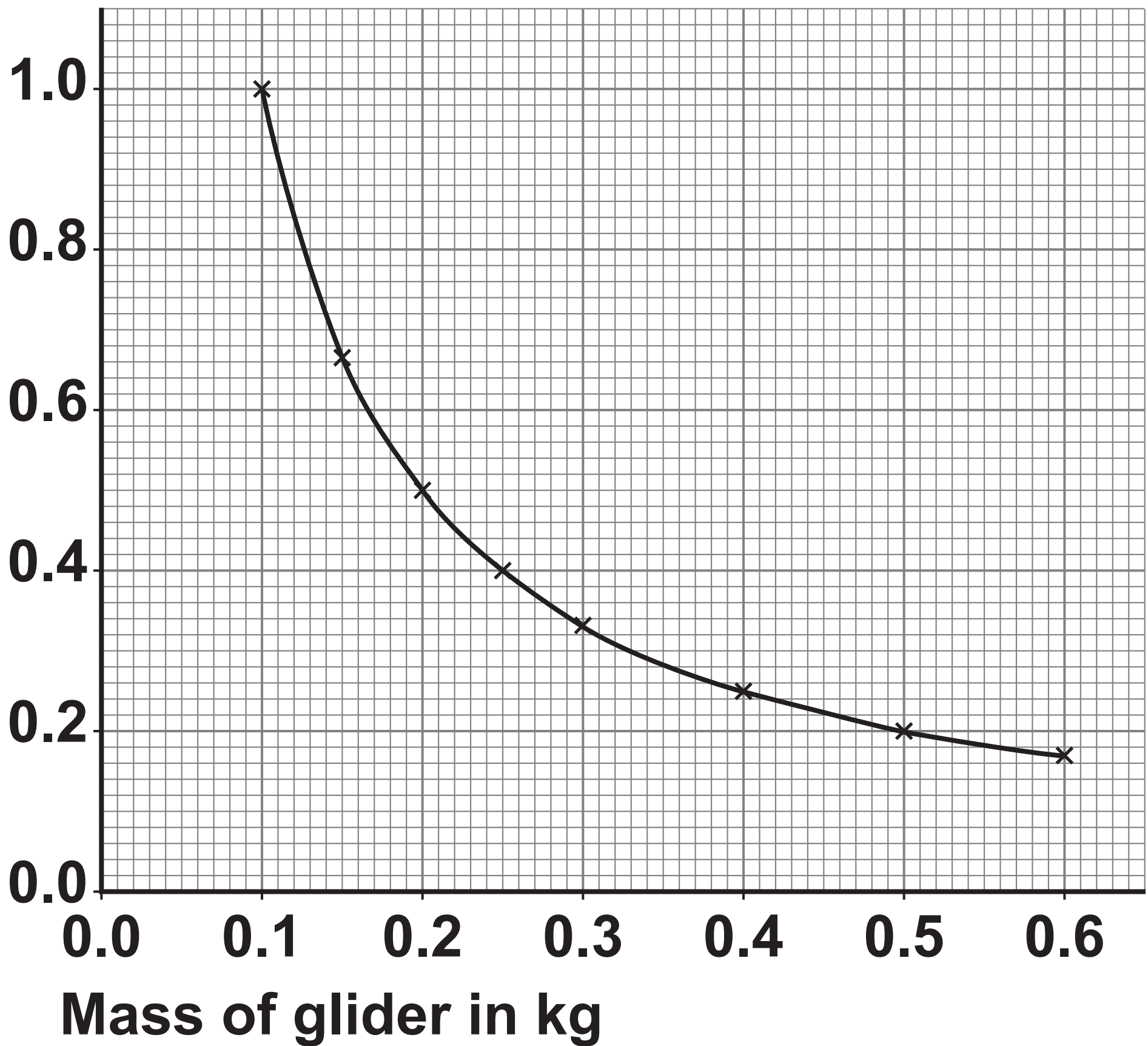


0	9	.	2
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FIGURE 14 shows the results.

FIGURE 14

Acceleration  
in  $\text{m/s}^2$



**The student concluded:**

**‘The acceleration of the glider is inversely proportional to the mass of the glider.’**

**Explain why the student was correct.**

**Use data from FIGURE 14, on the opposite page, in your answer. [3 marks]**

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**[Turn over]**

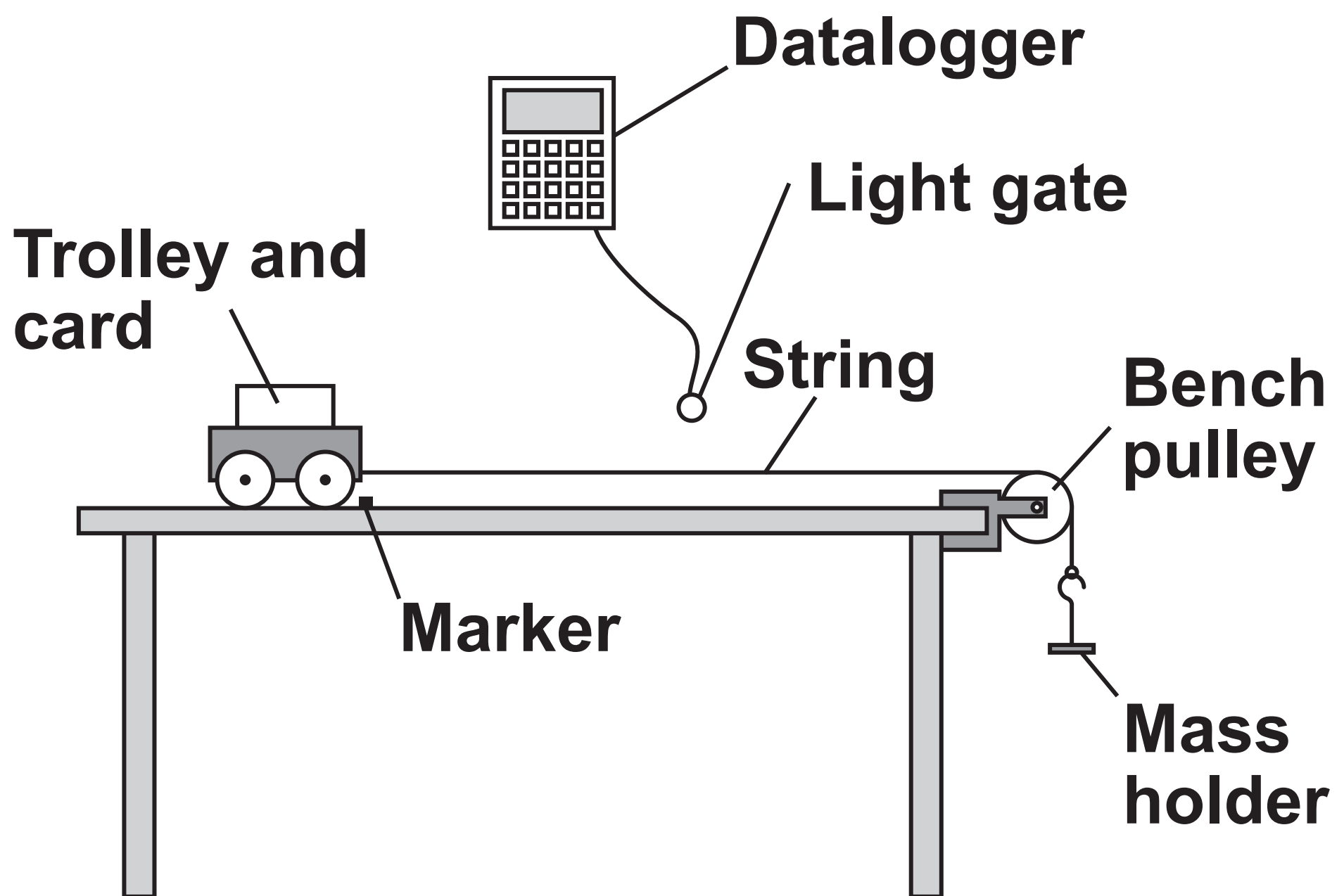


**09 . 3**

A different student did the investigation using a trolley instead of an air blower and glider.

FIGURE 15 shows the equipment.

**FIGURE 15**



**Give ONE way that the student could make the trolley roll more easily along the bench. [1 mark]**

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8
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**[Turn over]**

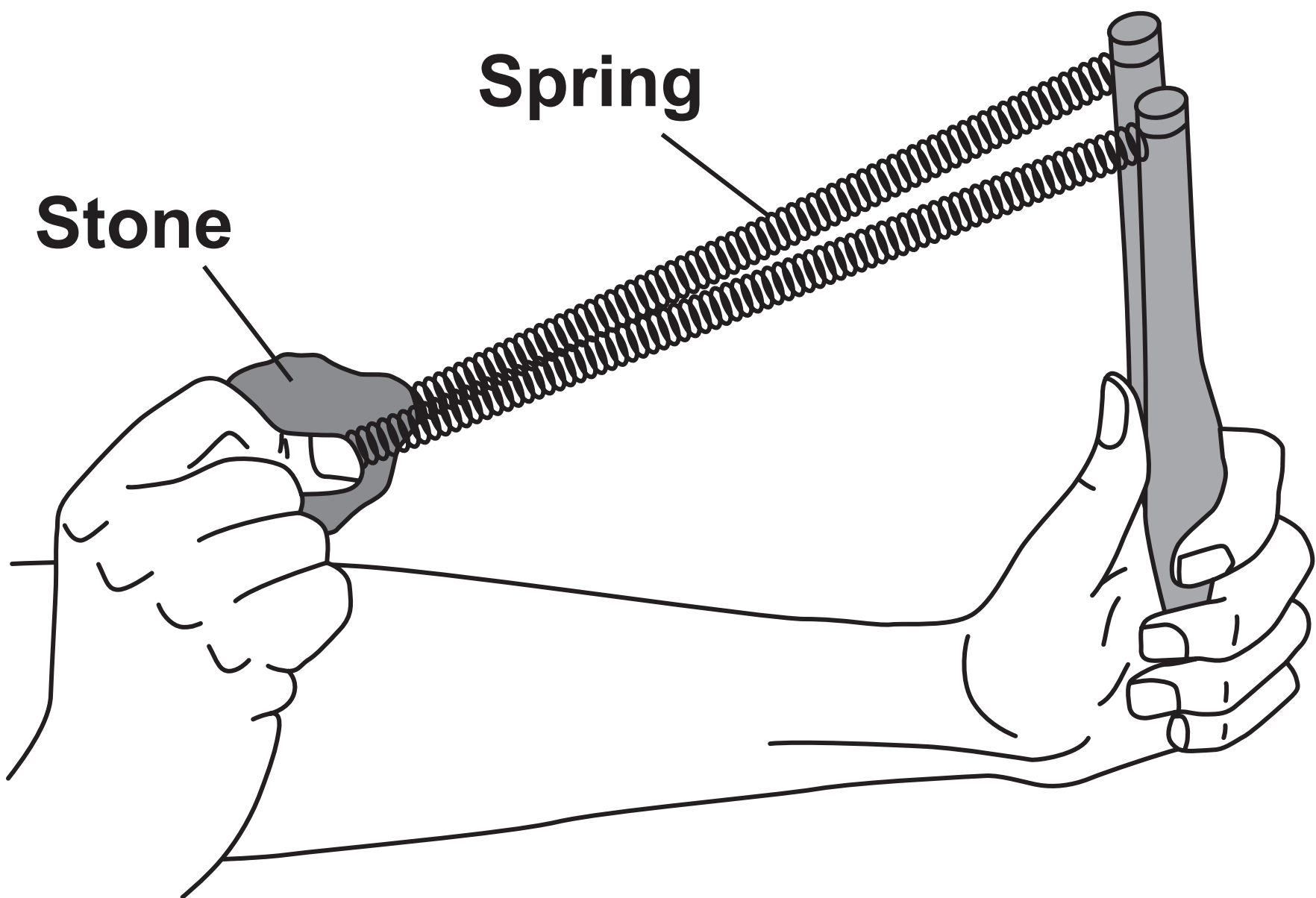


1	0
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**FIGURE 16** shows a student using a catapult to launch a small stone.

The catapult contains a spring.

**FIGURE 16**





1	0	.	1
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**What is the relationship between the extension of a spring and the force applied to the spring? [1 mark]**

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**[Turn over]**



**10 . 2**

**The extension of the spring is 20 cm.**

**The elastic potential energy stored by the spring is 1.16 J.**

**Calculate the spring constant of the spring. [3 marks]**

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**Spring constant = \_\_\_\_\_ N/m**



**10 . 3**

**The student used the catapult to launch stone A and then stone B.**

**The spring had the same extension for each stone.**

**Stone B has a mass 4 times greater than stone A.**

**Explain the difference in the speed of stone A and the speed of stone B as they are launched from the catapult.**

**Your answer should include a calculation.  
[3 marks]**

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**[Turn over]**



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**[Turn over]**



**10 . 4**

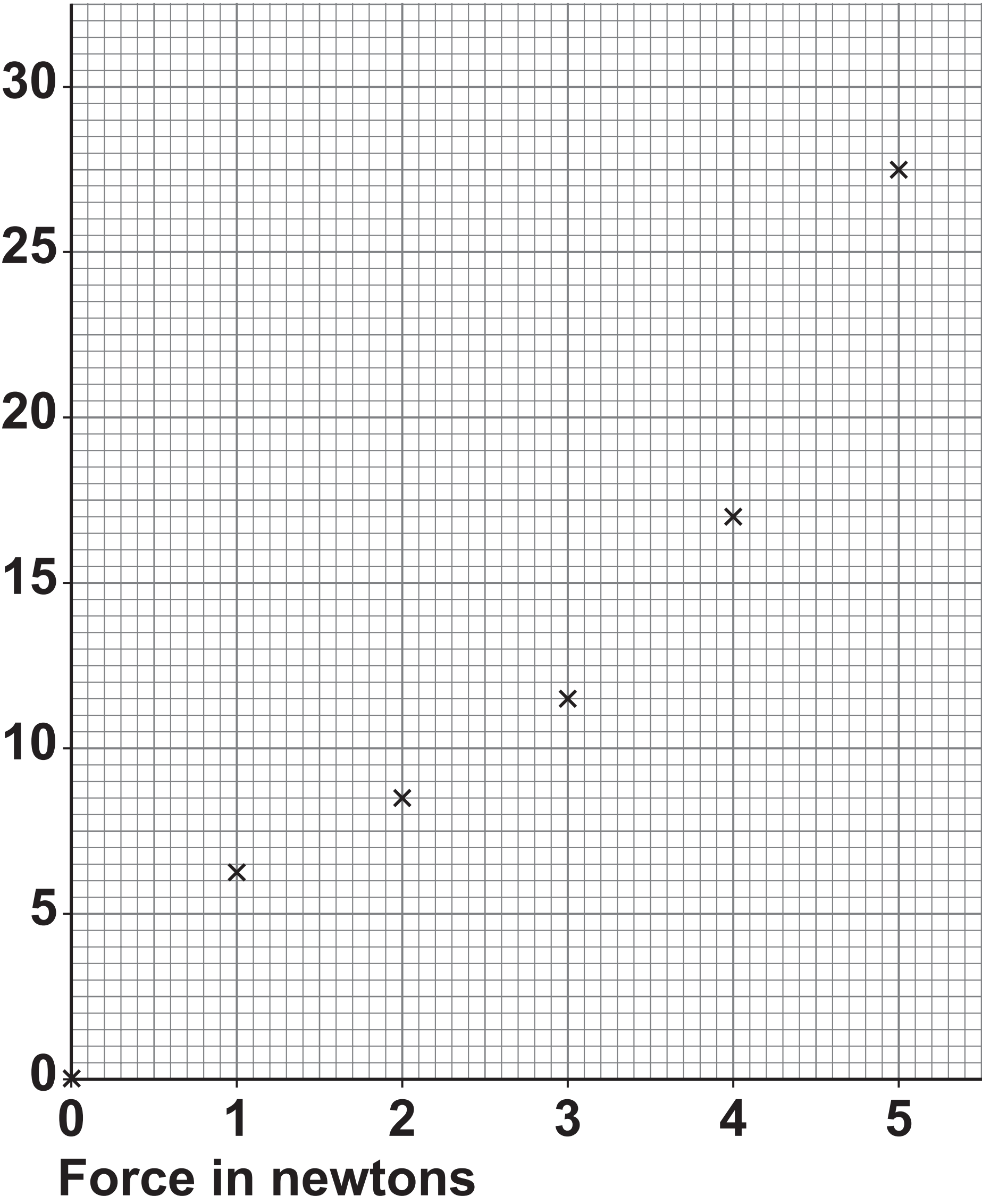
**Some catapults use a rubber band instead of a spring.**

**A student investigated how the extension of a rubber band varied with the force on the rubber band.**

**FIGURE 17, on the opposite page, shows the results.**



**FIGURE 17**  
**Extension in cm**



**[Turn over]**



**Explain why additional readings would allow the student to make a conclusion more easily.**

**Do NOT refer to repeat readings or calculating a mean. [2 marks]**

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**END OF QUESTIONS**





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