A

AQA

Surname _____

Forename(s) _____

Centre Number _____

Candidate Number _____

Candidate Signature _____

I declare this is my own work.

GCSE

PHYSICS

F

Foundation Tier Paper 1

8463/1F

Thursday 25 May 2023 Morning

Time allowed: 1 hour 45 minutes

At the top of the page, write your surname and forename(s), your centre number, your candidate number and add your signature.

[Turn over]

JUN238463 1F 01

MATERIALS

For this paper you must have:

- **a ruler**
- **a scientific calculator**
- **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.**
- **Do all rough work in this book. Cross through any work you do not want to be marked.**
- **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).**
- **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

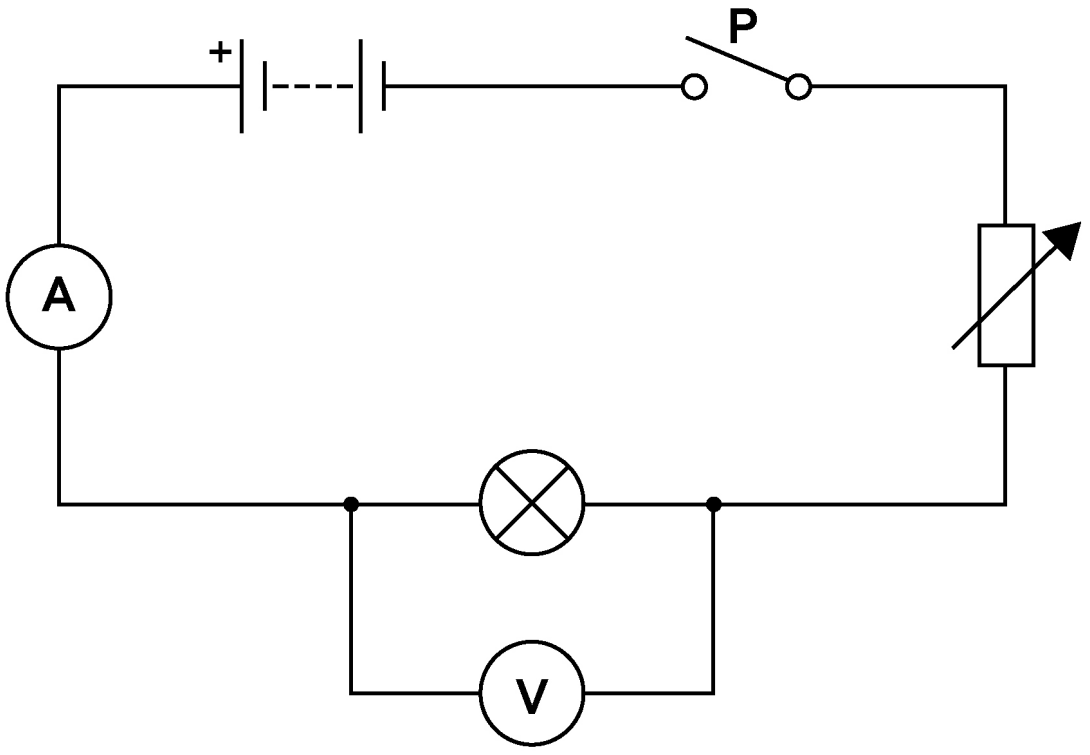
Answer ALL questions in the spaces provided.

0 1

A student investigated how the current in a filament lamp varies with the potential difference across the lamp.

FIGURE 1 shows the circuit used.

FIGURE 1



0 1 . 1

What is component P? [1 mark]

_____

_____

0 1 . 2

Complete the sentences.

Choose answers from the list. [2 marks]

- **charge**
- **current**
- **energy**
- **potential difference**
- **power**

The ammeter in the circuit measures

_____ .

The voltmeter in the circuit measures

_____ .

[Turn over]

0 1 . 3

How will INCREASING the resistance of the variable resistor in FIGURE 1 affect each of the following quantities? [3 marks]

Tick (✓) ONE box in EACH row.

QUANTITY	DECREASES	STAYS THE SAME	INCREASES
Current in the circuit			
Potential difference across the lamp			
Total resistance of the circuit			

0 1 . 4

A charge flow of 15 coulombs passed through the filament lamp in a time of 60 seconds.

Calculate the current in the lamp.

Use the equation:

$$\text{current} = \frac{\text{charge flow}}{\text{time}}$$

[2 marks]

Current = _____ A

[Turn over]

BLANK PAGE

0 1 . 5

When the current in the filament lamp is 0.12 A, the potential difference across the lamp is 6.0 V.

Calculate the resistance of the filament lamp.

Use the equation:

$$\text{resistance} = \frac{\text{potential difference}}{\text{current}}$$

[2 marks]

Resistance = _____ Ω

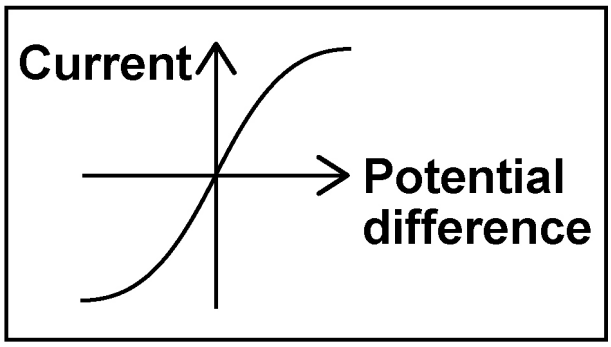
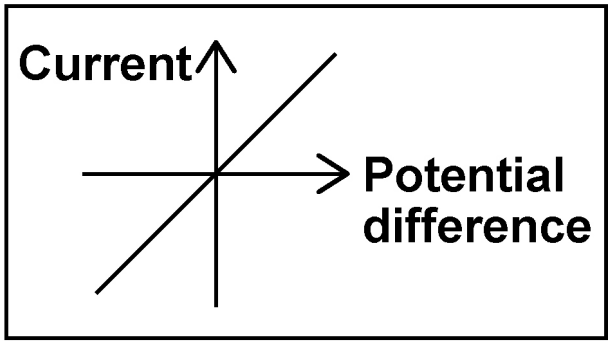
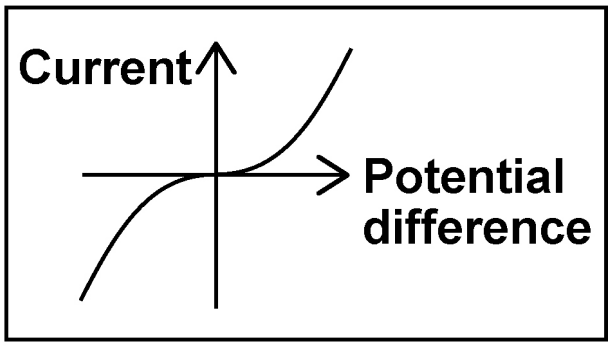
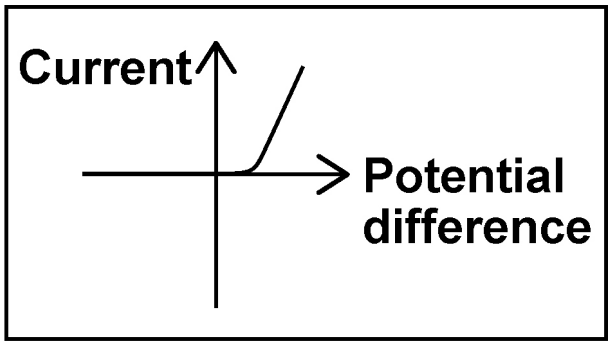
[Turn over]

0 1 . 6

The student repeated the investigation after replacing the lamp with a resistor at constant temperature and then a diode.

The student plotted a graph for each component.

On the opposite page, draw ONE line from each component to its graph. [2 marks]

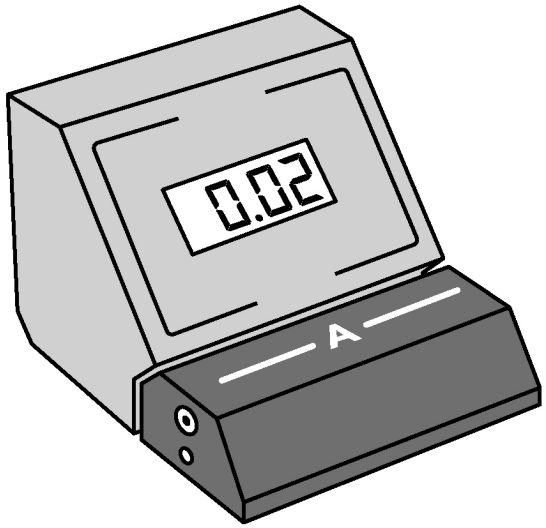
COMPONENT	GRAPH
Diode	
Filament lamp	
Resistor	 

0 1 . 7

FIGURE 2 shows an ammeter.

The ammeter is NOT connected to a circuit.

FIGURE 2



What type of error does the ammeter display? [1 mark]

Tick (✓) ONE box.

☐ **A positive error**

☐ **A random error**

☐ **A zero error**

13

0 2

Scientists developed different models of the atom as new discoveries were made.

0 2 . 1

Which particle in the atom was discovered first?
[1 mark]

Tick (✓) ONE box.

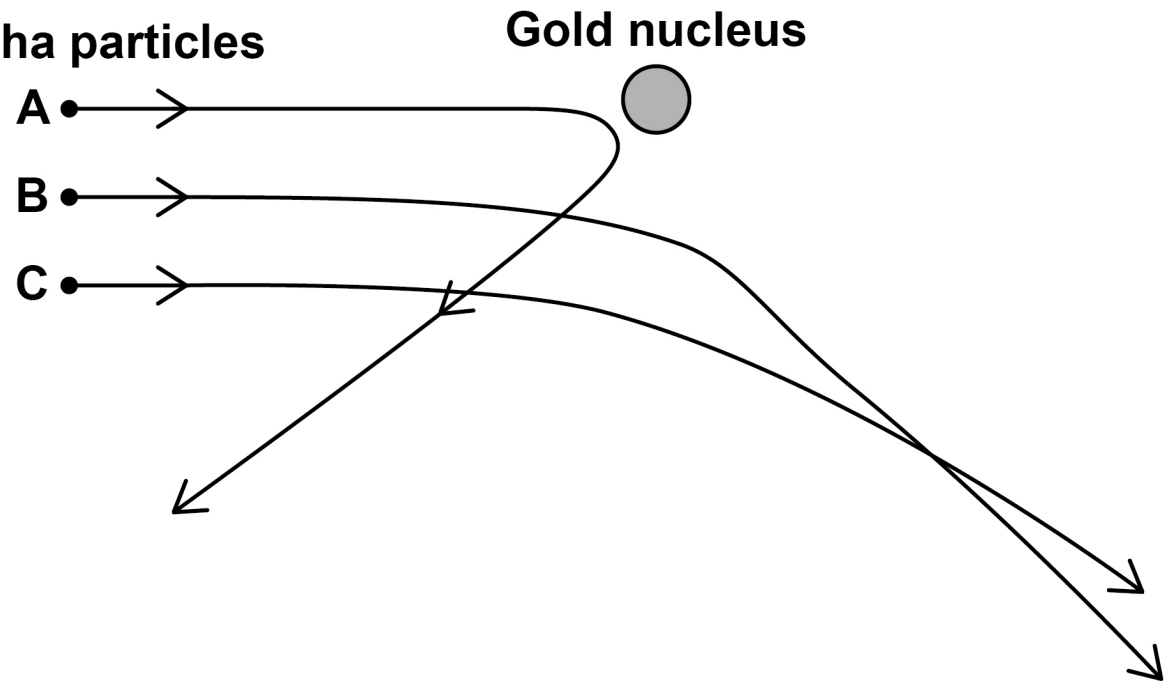
- ☐ **Electron**
- ☐ **Neutron**
- ☐ **Proton**

[Turn over]

In an experiment that led to the nuclear model of the atom, alpha particles were directed at a sheet of gold foil.

FIGURE 3 shows the path of three alpha particles passing close to a gold nucleus.

FIGURE 3



0 2 . 2

An alpha particle has a radius of 1.7 femtometres.

The radius of a gold nucleus is 4.2 times larger than the radius of an alpha particle.

Calculate the radius of a gold nucleus in femtometres.
[2 marks]

Radius of a gold nucleus =

femtometres

[Turn over]

0 2 . 3

Alpha particles are deflected by the gold nucleus.

What are the charges on an alpha particle and a gold nucleus? [1 mark]

Tick (✓) ONE box.

- ☐ **An alpha particle and a gold nucleus are both neutral.**
- ☐ **An alpha particle and a gold nucleus are both positively charged.**
- ☐ **An alpha particle is positively charged and a gold nucleus is neutral.**

0 2 . 4

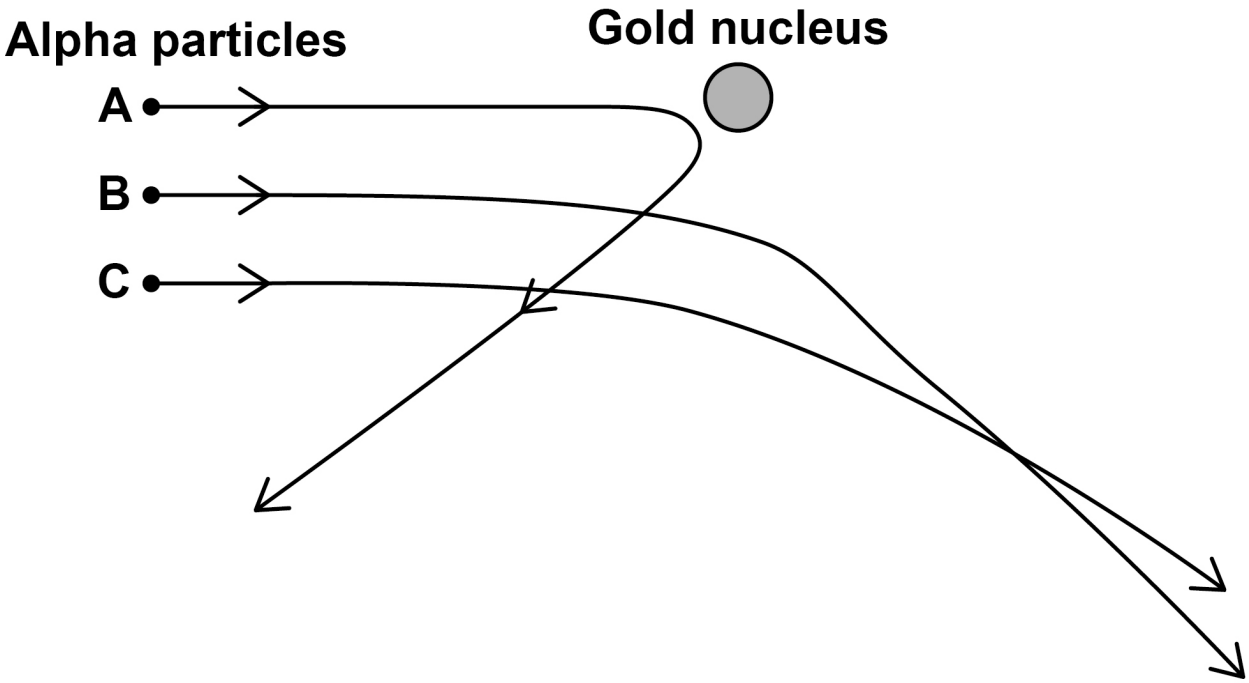
Which statement describes the force between the alpha particle and the gold nucleus? [1 mark]

Tick (✓) ONE box.

- ☐ **A contact force**
- ☐ **A force of attraction**
- ☐ **A force of repulsion**
- ☐ **There is no force**

[Turn over]

REPEAT OF FIGURE 3



0 2 . 5

Which alpha particle in FIGURE 3 experiences the largest force from the gold nucleus? [1 mark]

Tick (✓) ONE box.

☐ **A**

☐ **B**

☐ **C**

TABLE 1 lists different models of the atom in alphabetical order.

TABLE 1

MODEL
Bohr
Nuclear
Plum pudding
Tiny spheres that cannot be divided

0 2 . 6

Which model in TABLE 1 was developed first? [1 mark]

0 2 . 7

Which model in TABLE 1 was developed last? [1 mark]

0 3

Some isotopes emit nuclear radiation.

0 3 . 1

Carbon-12 and carbon-14 are both isotopes of carbon.

Complete the sentences.

Choose answers from the list. [2 marks]

- **alpha particles**
- **electrons**
- **neutrons**
- **protons**

The nucleus of a carbon-12 atom and the nucleus of a carbon-14 atom have the SAME number of

_____ .

The nucleus of a carbon-12 atom and the nucleus of a carbon-14 atom have a DIFFERENT number of

_____ .

0 3 . 2

Different radioactive isotopes have different half-lives.

What does 'half-life' mean? [1 mark]

Tick (✓) ONE box.

- ☐ **Half the time taken for all of the nuclei in a sample to decay.**
- ☐ **The time taken for half the nuclei in a sample to decay.**
- ☐ **The time taken for one nucleus to split in half.**

[Turn over]

0 3 . 3

TABLE 2 shows the half-life of some different isotopes of carbon.

TABLE 2

ISOTOPE	HALF-LIFE IN SECONDS
Carbon-15	2.45
Carbon-16	0.75
Carbon-17	0.19
Carbon-18	0.09

Which isotope is the least stable? [1 mark]

Tick (✓) ONE box.

- ☐ Carbon-15
- ☐ Carbon-16
- ☐ Carbon-17
- ☐ Carbon-18

0 3 . 4

Workers in nuclear power stations must be aware of nuclear irradiation and radioactive contamination.

Draw ONE line from each term to an example of the term. [2 marks]

TERM	EXAMPLE
	Exposure to a beam of gamma rays
Radioactive contamination	Exposure to ultraviolet radiation from the Sun
Nuclear irradiation	Accidental transfer of plutonium onto a human body
	Using a mobile phone

[Turn over]

0 3 . 5

Why are workers required to walk across a sticky floor before leaving the nuclear power station? [1 mark]

Tick (✓) ONE box.

- ☐ **To remove alpha particles from their shoes.**
- ☐ **To remove gamma radiation from their shoes.**
- ☐ **To remove radioactive dust from their shoes.**

0 3 . 6

The places where people work and live contribute to the nuclear radiation they are exposed to.

TABLE 3 shows the mean daily dose of radiation caused by two different jobs.

TABLE 3

JOB	MEAN DAILY DOSE IN mSv
Aeroplane pilot	0.072
Nuclear power station worker	0.00050

Calculate the number of days a nuclear power station worker must work before receiving the same dose that an aeroplane pilot receives in one day. [2 marks]

Number of days = _____

[Turn over]

0 3 . 7

The process of nuclear fission takes place in nuclear power stations.

The process of nuclear fusion takes place in the Sun.

Draw ONE line from each process to its fuel. [2 marks]

PROCESS	FUEL
	Hydrogen
Nuclear fission	Iron
Nuclear fusion	Lead
	Uranium

11

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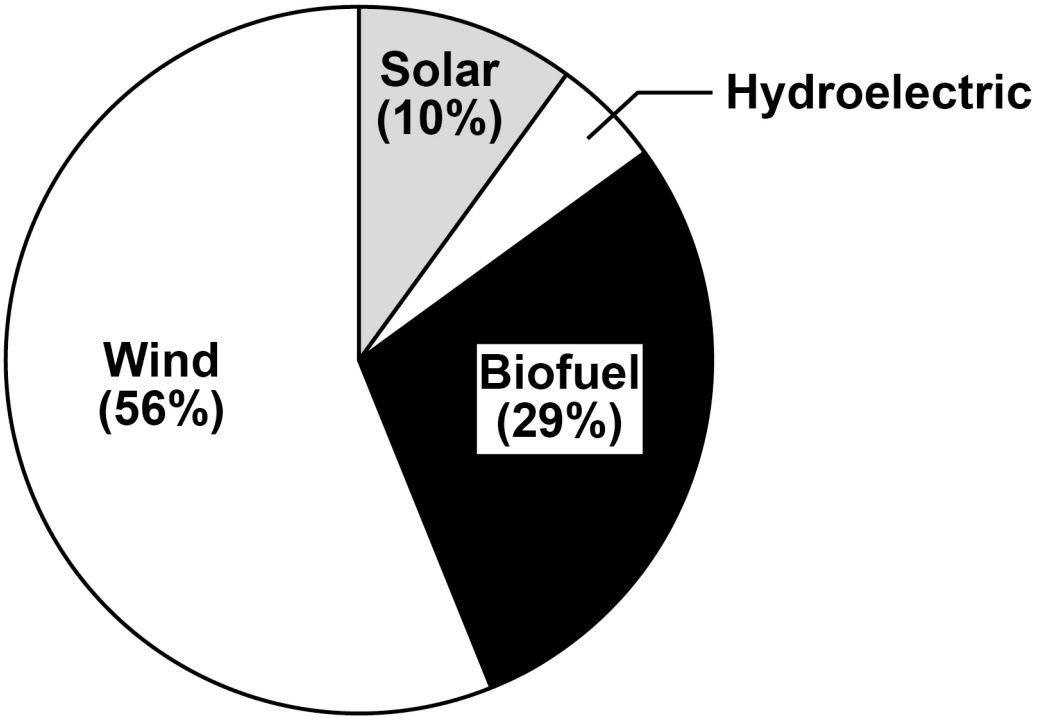
[Turn over]

0 4

The UK uses renewable energy resources to generate some of its electricity.

FIGURE 4 shows the proportion of electricity generated by different renewable energy resources in the UK in 2020.

FIGURE 4



0 4 . 1

Calculate the percentage of electricity generated using hydroelectric power. [2 marks]

Percentage = _____ %

[Turn over]

A remote village in the UK uses a hydroelectric generator to provide electricity.

0 4 . 2

The mass of water that passes through the hydroelectric generator each day is 2 500 000 kg.

The change in vertical height of the water is 15.0 m.

gravitational field strength = 9.8 N/kg

Calculate the decrease in gravitational potential energy of the water.

Use the equation:

gravitational potential energy =
mass × gravitational field strength × height

[2 marks]

Decrease in gravitational potential energy =

_____ **J**

[Turn over]

Use the Physics Equations Sheet to answer questions 04.3 and 04.4.

0 4 . 3

Write down the equation which links energy (*E*), power (*P*) and time (*t*). [1 mark]

0 4 . 4

The hydroelectric generator transfers electrical power of 3000 W to the village.

Calculate the energy transferred to the village in 60 minutes. [3 marks]

Energy transferred = _____ J

[Turn over]

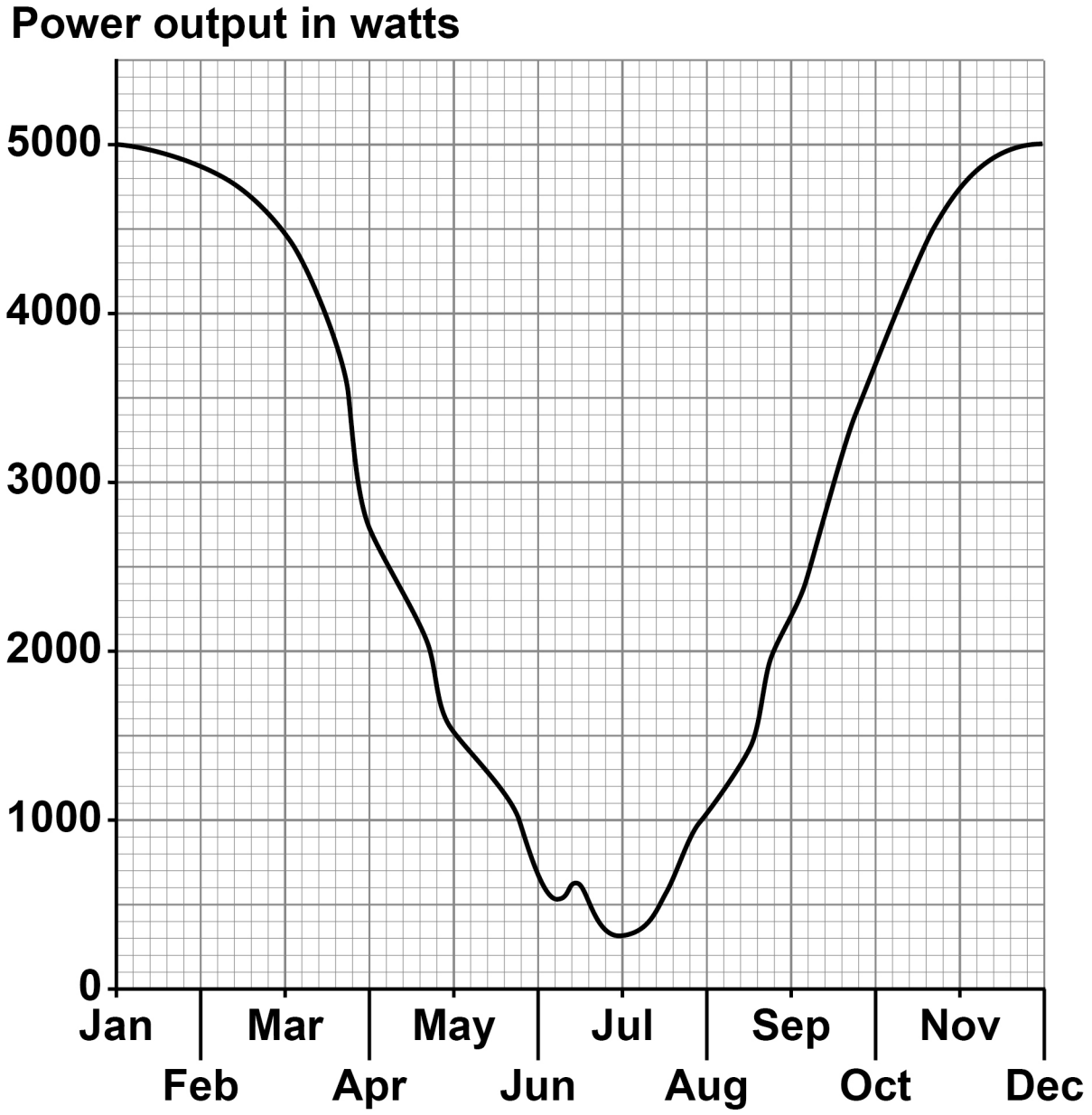
0 4 . 5

The hydroelectric generator is turned by falling river water.

FIGURE 5, on the opposite page, shows how the power output of the hydroelectric generator varied during one year.

Explain ONE reason why the power output varied.
[2 marks]

FIGURE 5



[Turn over]

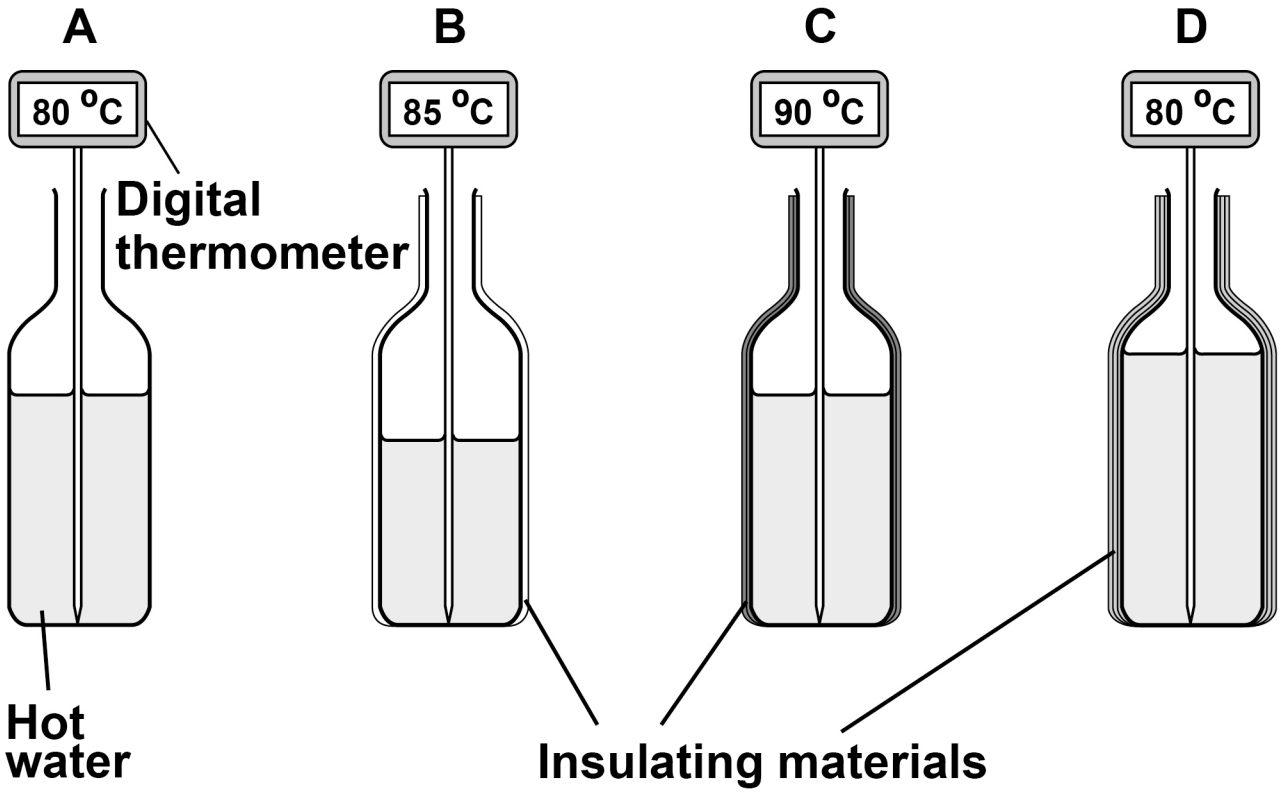
10

0 5

A student investigated how different insulating materials affect the energy transfer from bottles of very hot water.

FIGURE 6 shows some of the equipment used.

FIGURE 6



0 5 . 1

To prevent spillages the student used a funnel to pour very hot water into each bottle.

Why did the student use the funnel? [1 mark]

Tick (✓) ONE box.

- ☐ **Preventing spillages was a control variable.**
- ☐ **To make the investigation valid.**
- ☐ **Using the funnel was a safety precaution.**

[Turn over]

0 5 . 2

Why did the student NOT use insulation for bottle A? [1 mark]

Tick (✓) ONE box.

- ☐ **Bottle A was the control.**
- ☐ **Bottle A was the fair test.**
- ☐ **Bottle A was the independent variable.**

The student recorded how much the temperature of the water in each bottle changed in five minutes.

0 5 . 3

What equipment could the student use to measure time? [1 mark]

_____

_____

[Turn over]

0 5 . 4

TABLE 4 shows the results.

TABLE 4

BOTTLE	INSULATION	START TEMPERATURE IN °C	FINAL TEMPERATURE IN °C	TEMPERATURE CHANGE IN °C
A	None	80	60	20
B	1 layer of paper	85	70	15
C	2 layers of card	90	75	15
D	3 layers of bubble wrap	80	70	10

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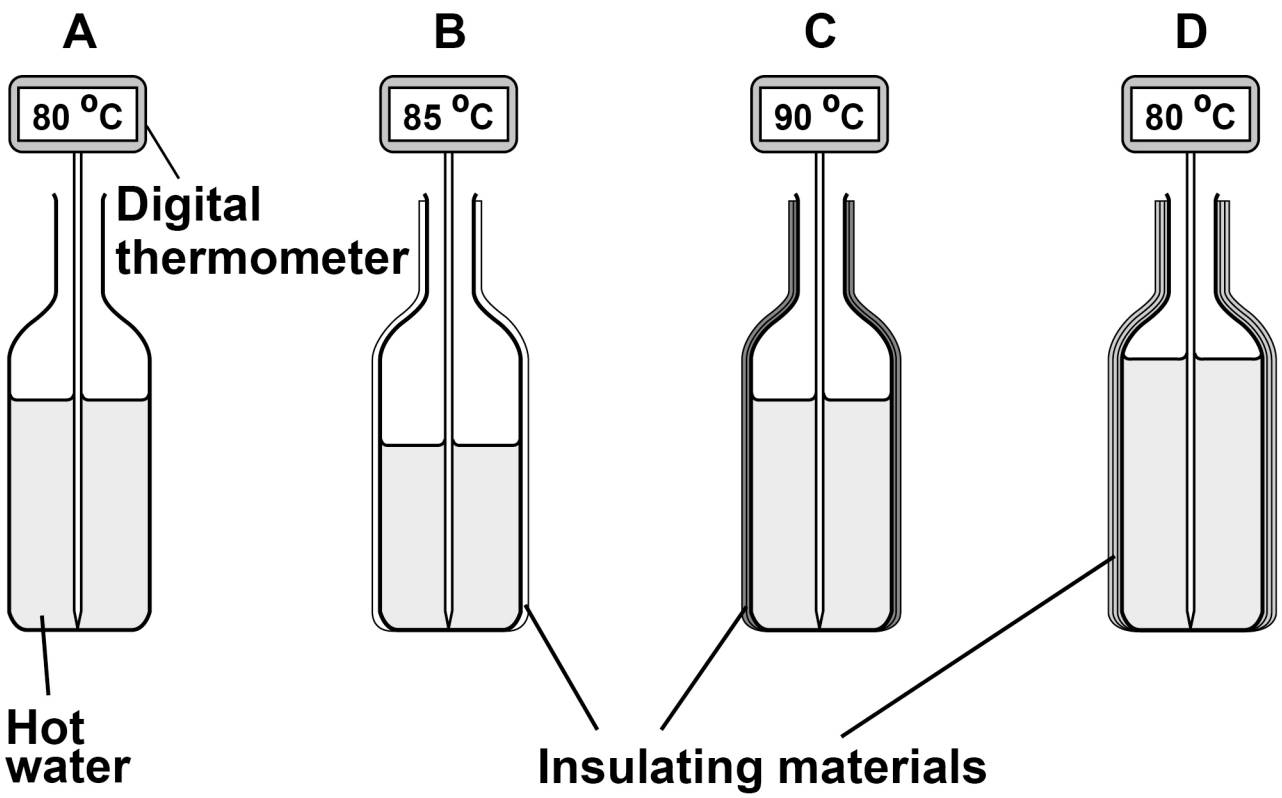
[Turn over]

FIGURE 6 is repeated below.

FIGURE 6



The student could NOT make a valid conclusion from the results about how different insulating materials affect the energy transfer.

Explain TWO ways that the student could improve the investigation to be able to make a valid conclusion.

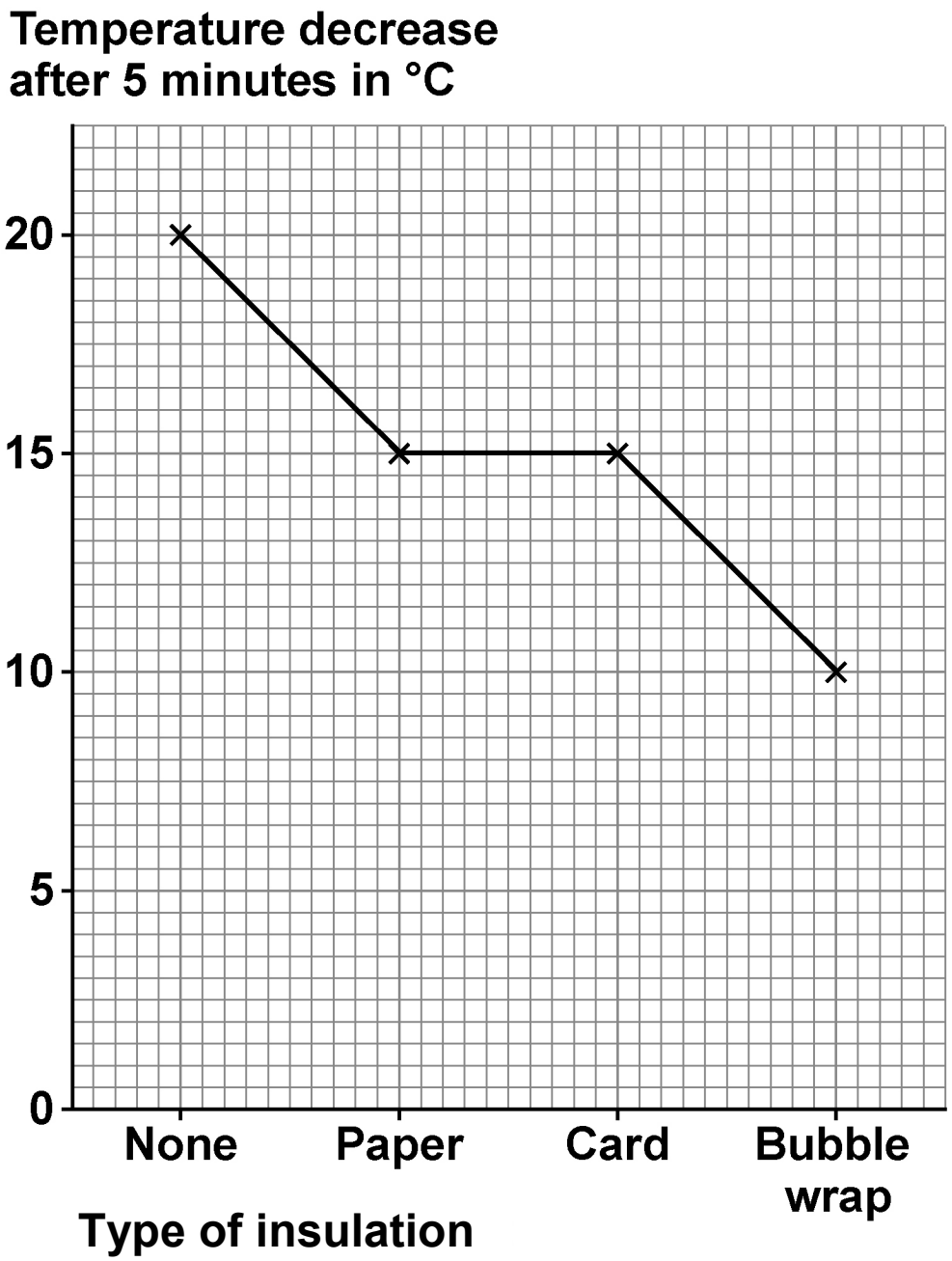
Use FIGURE 6 and TABLE 4, on page 40. [4 marks]

[Turn over]

0 5 . 5

FIGURE 7 shows the graph plotted by the student.

FIGURE 7



The student should NOT have plotted a line graph.

What type of graph should the student have plotted?

Give a reason for your answer. [2 marks]

Type of graph _____

_____

Reason _____

_____

_____

_____

[Turn over]

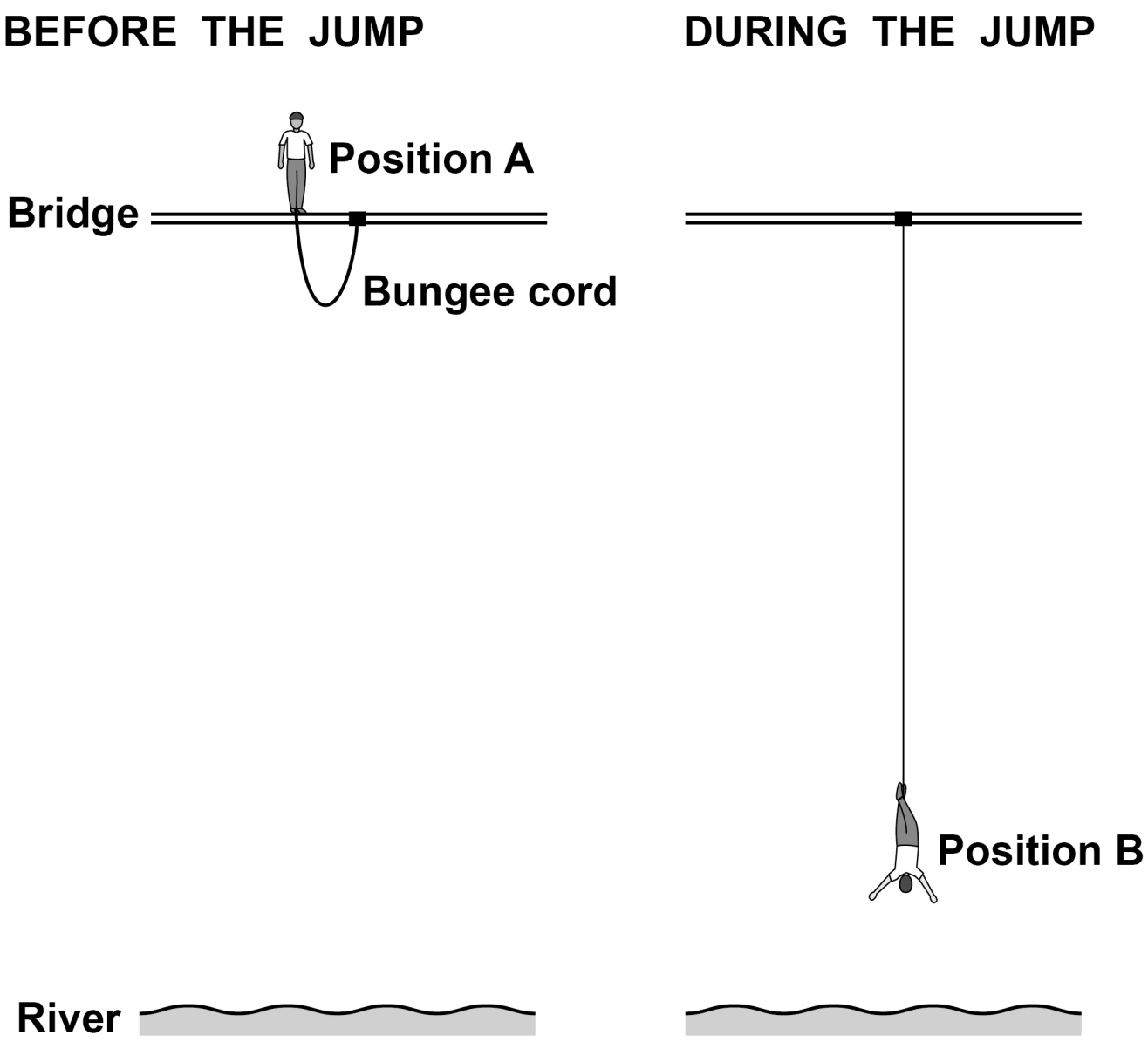
9

0 6

FIGURE 8 shows a student before and during a bungee jump.

The diagram is not to scale.

FIGURE 8



0 6 . 1

In position B, the student is moving towards the river and the bungee cord is stretching.

How do the energy stores in position B compare with the energy stores in position A? [3 marks]

Tick (✓) ONE box in EACH row.

ENERGY STORE	LESS THAN AT A	THE SAME AS AT A	MORE THAN AT A
The student's gravitational potential energy			
The student's kinetic energy			
The bungee cord's elastic potential energy			

[Turn over]

0 6 . 2

The bungee cord behaves like a spring with a spring constant of 78.4 N/m.

At one point in the bungee jump, the extension of the bungee cord is 25 m.

Calculate the elastic potential energy stored by the bungee cord.

Use the equation:

elastic potential energy =

0.5 × spring constant × extension^2

[2 marks]

Elastic potential energy = _____ J

BLANK PAGE

[Turn over]

TABLE 5 shows information about different bungee cords.

TABLE 5

Bungee cord	Spring constant in N/m	Maximum extension before snapping in metres
A	78.4	36
B	82.0	24
C	84.5	12

0 6 . 3

Bungee cord C will have a smaller extension than A or B for any bungee jumper.

Give the reason why. [1 mark]

0 6 . 4

Which bungee cord would be safest to use for a person with a large weight?

Give a reason for your answer. [2 marks]

Bungee cord _____

Reason _____

_____

_____

_____

[Turn over]

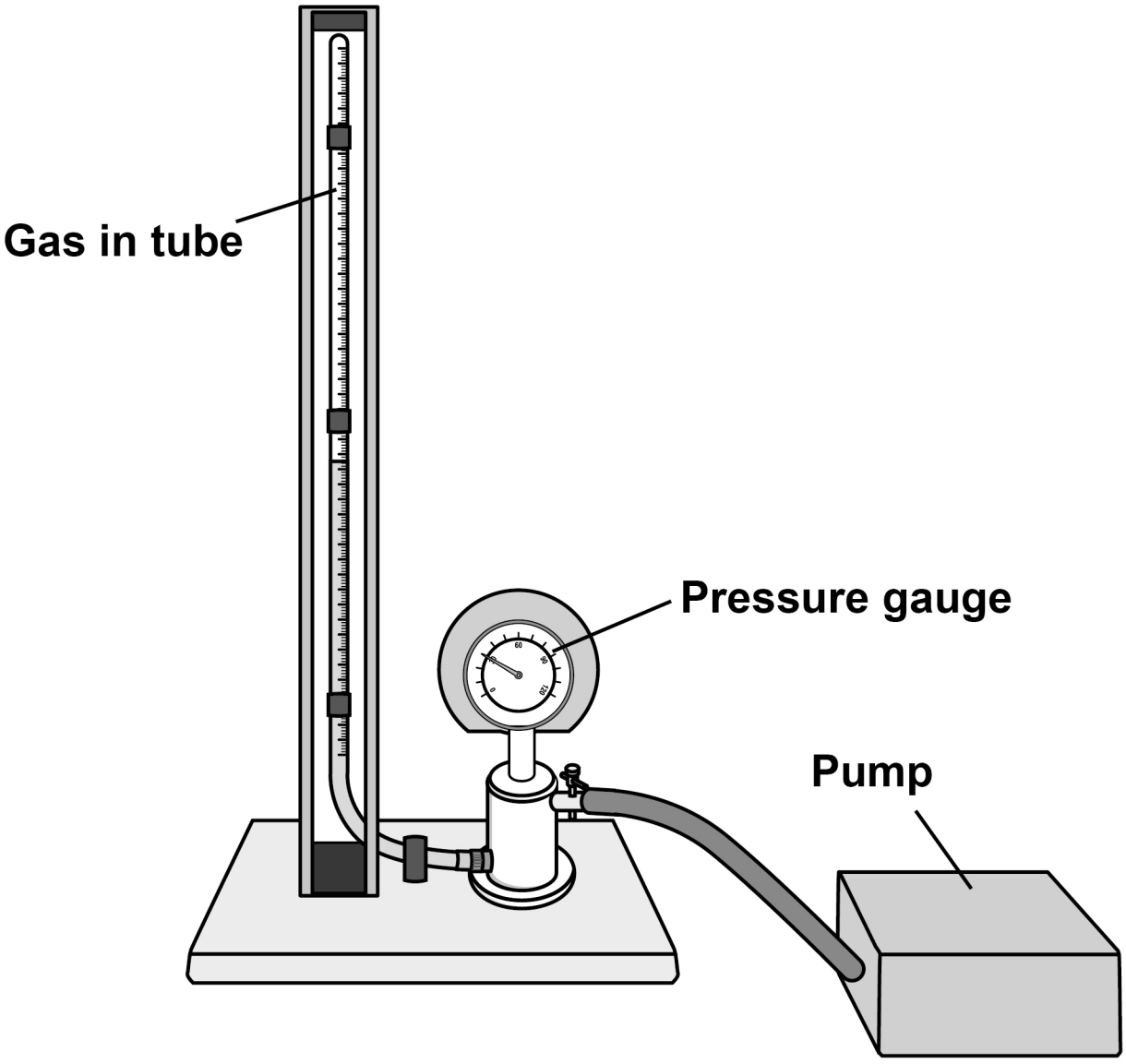
8

0 7

A teacher demonstrated the relationship between the pressure and the volume of a fixed mass of gas at a constant temperature.

FIGURE 9 shows the equipment used.

FIGURE 9



0 7 . 1

Complete the sentence.

Choose the answer from the list. [1 mark]

- **circular paths**
- **random directions**
- **the same direction**

Particles in a gas move in

_____ .

0 7 . 2

Complete the sentence.

Choose the answer from the list. [1 mark]

- **a constant speed**
- **a constant velocity**
- **a range of speeds**

Particles in a gas move with

_____ .

[Turn over]

0 7 . 3

TABLE 6 shows some of the results.

TABLE 6

Pressure in kPa	Volume in cm^3
300	10
200	15
150	20
120	25
100	30

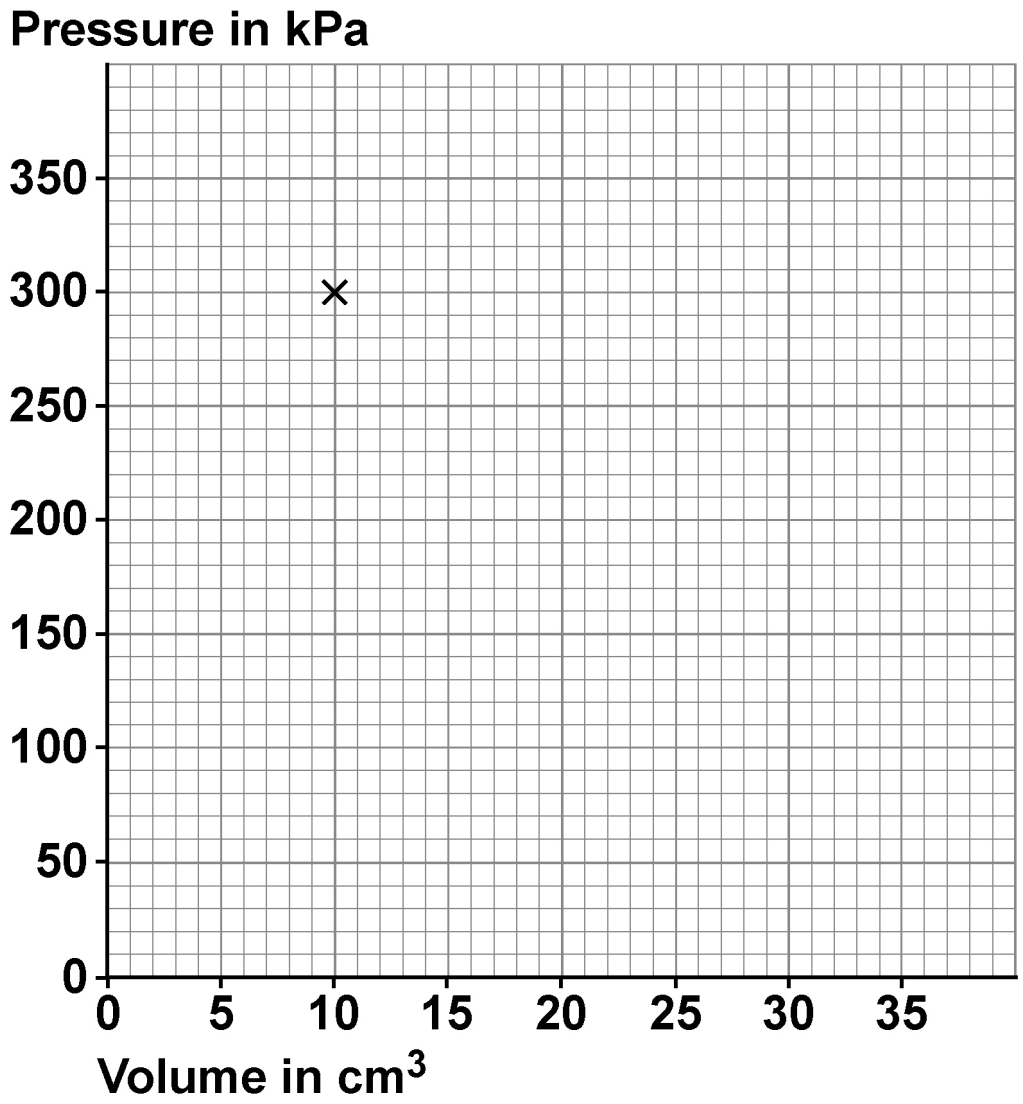
On the opposite page, complete FIGURE 10. The first point has been plotted for you.

You should:

- **plot the points from TABLE 6**
- **draw the line of best fit.**

[3 marks]

FIGURE 10



[Turn over]

REPEAT OF TABLE 6

Pressure in kPa	Volume in cm^3
300	10
200	15
150	20
120	25
100	30

0 7 . 4

The relationship between the pressure and the volume of a gas is given by the equation:

pressure × volume = constant

Calculate the constant when the pressure of the gas was 300 kPa.

Use TABLE 6. [2 marks]

Constant = _____ kPa cm^3

[Turn over]

0 7 . 5

When the volume of the gas increases, the pressure in the gas decreases.

The temperature of the gas stays the same.

How does increasing the volume affect each of the following quantities? [3 marks]

Tick (✓) ONE box in EACH row.

QUANTITY	DECREASES	STAYS THE SAME	INCREASES
Mean time between collisions of the particles with the tube			
Mean distance between the particles			
Mean speed of the particles			

10

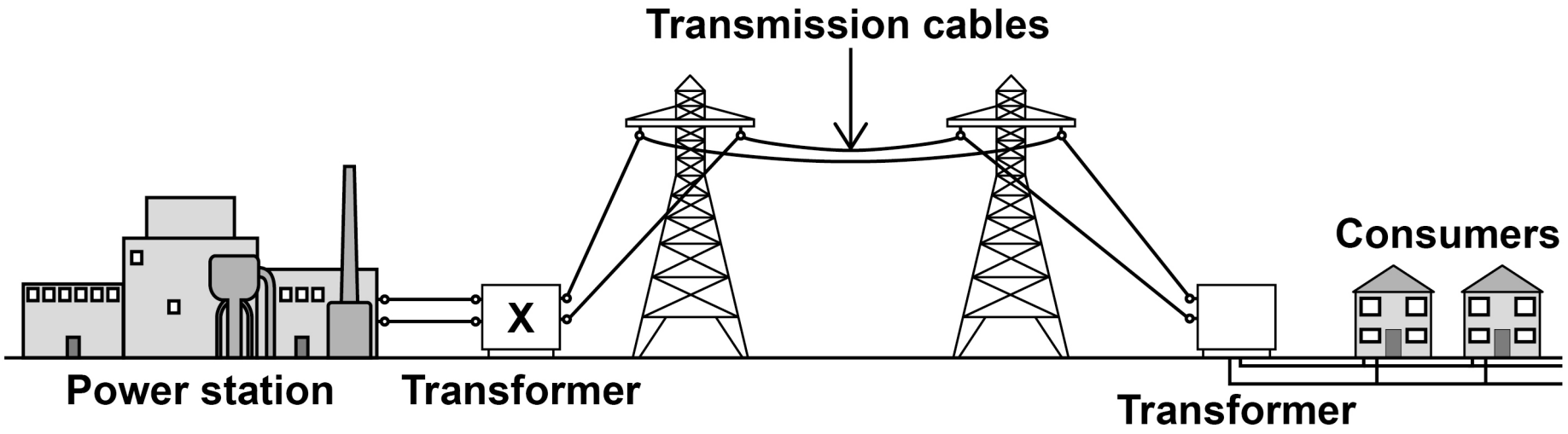
BLANK PAGE

[Turn over]

0 8

FIGURE 11 shows how the National Grid connects a power station to consumers.

FIGURE 11



0 9

0 8 . 1

Complete the sentences. [2 marks]

Transformer X causes the potential difference to _____ .

Transformer X causes the current to _____ .

[Turn over]

Use the Physics Equations Sheet to answer questions 08.2 and 08.3.

0 8 . 2

Which equation links current (*I*), power (*P*) and resistance (*R*)? [1 mark]

Tick (✓) ONE box.

☐ $P = \frac{I}{R}$

☐ $P = \frac{I}{R^2}$

☐ $P = I^2 R$

☐ $P = IR$

0 8 . 3

A transmission cable has a power loss of 1.60×10^9 W.

The current in the cable is 2000 A.

Calculate the resistance of the cable. [3 marks]

Resistance = _____ Ω

[Turn over]

Use the Physics Equations Sheet to answer questions 08.4 and 08.5.

0 8 . 4

Write down the equation which links efficiency, total energy input and useful energy output. [1 mark]

0 8 . 5

The total energy input to the National Grid from one power station is 34.2 GJ.

The National Grid has an efficiency of 0.992

Calculate the useful energy output from this power station to consumers in GJ. [3 marks]

Useful energy output = _____ GJ

[Turn over]

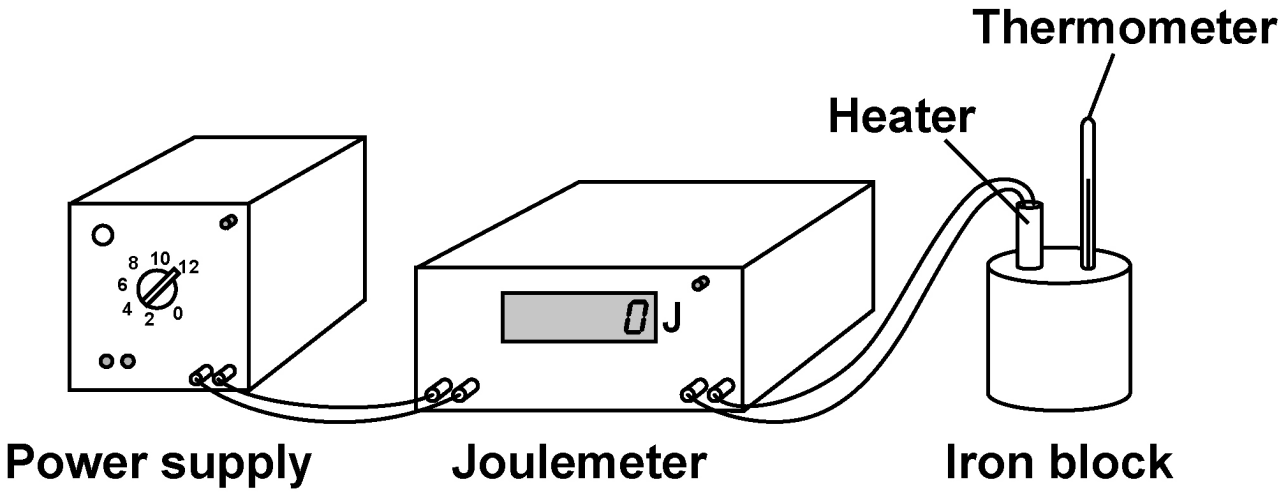
10

0 9

FIGURE 12 shows the equipment a student used to determine the specific heat capacity of iron.

The iron block the student used has two holes, one for the heater and one for the thermometer.

FIGURE 12



Stopclock

0 9 . 1

Before the power supply was switched on, the thermometer was used to measure the temperature of the iron block.

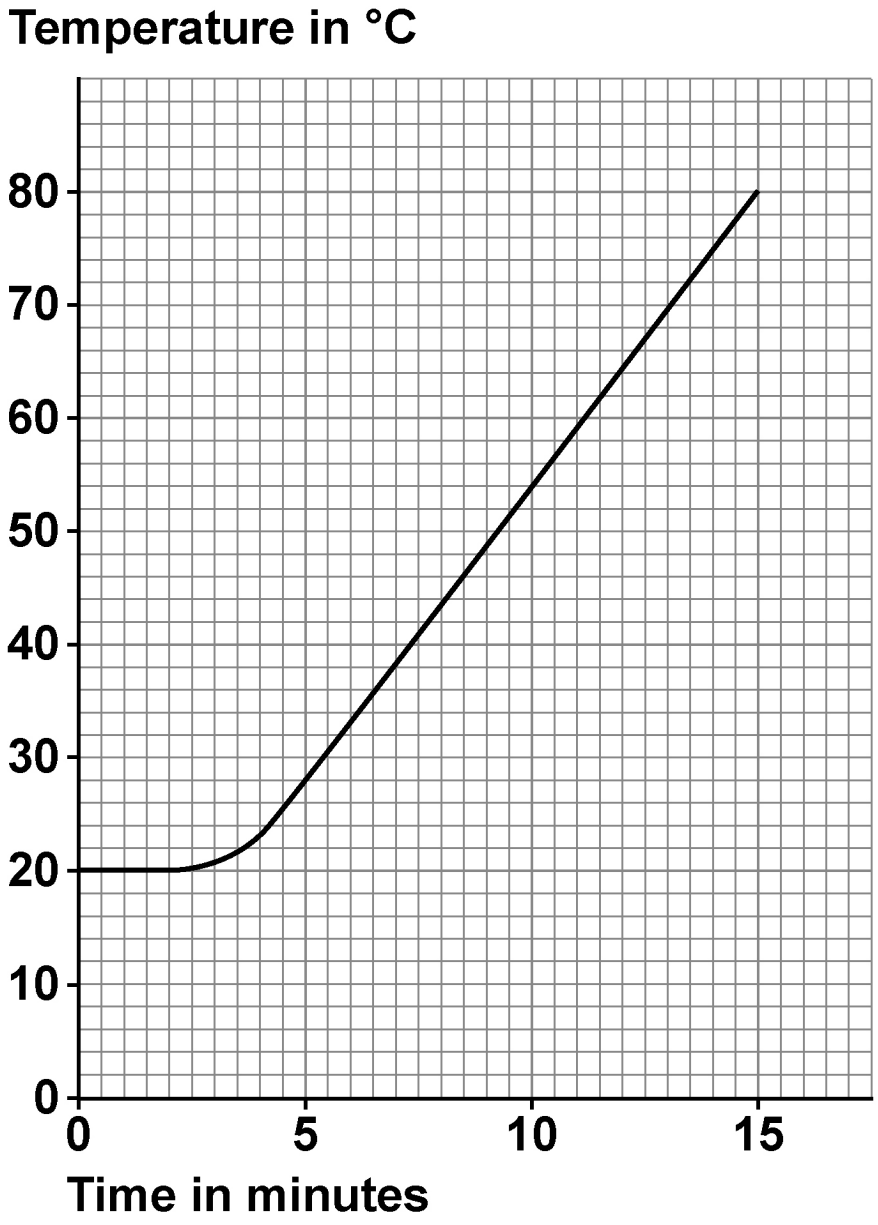
The student left the thermometer in the iron block for a few minutes before recording the initial temperature.

Suggest why. [1 mark]

0 9 . 2

FIGURE 13 shows how the temperature changed after the power supply was switched on.

FIGURE 13



The energy transferred to the iron block between 5 and 10 minutes was 26 000 J.

The mass of the iron block was 2.0 kg.

Calculate the specific heat capacity of iron.

Use information from FIGURE 13 and the Physics Equations Sheet. [4 marks]

Specific heat capacity = _____ J/kg °C

[Turn over]

0 9 . 3

The student repeated the investigation but wrapped insulation around the iron block.

What effect will adding insulation have had on the investigation? [2 marks]

Tick (✓) TWO boxes.

- ☐ **The calculated specific heat capacity will be more accurate.**
- ☐ **The iron block will transfer thermal energy to the surroundings at a lower rate.**
- ☐ **The power output of the heater will be lower than expected.**
- ☐ **The temperature of the iron block will increase more slowly than expected.**
- ☐ **The uncertainty in the temperature measurement will be greater.**

7

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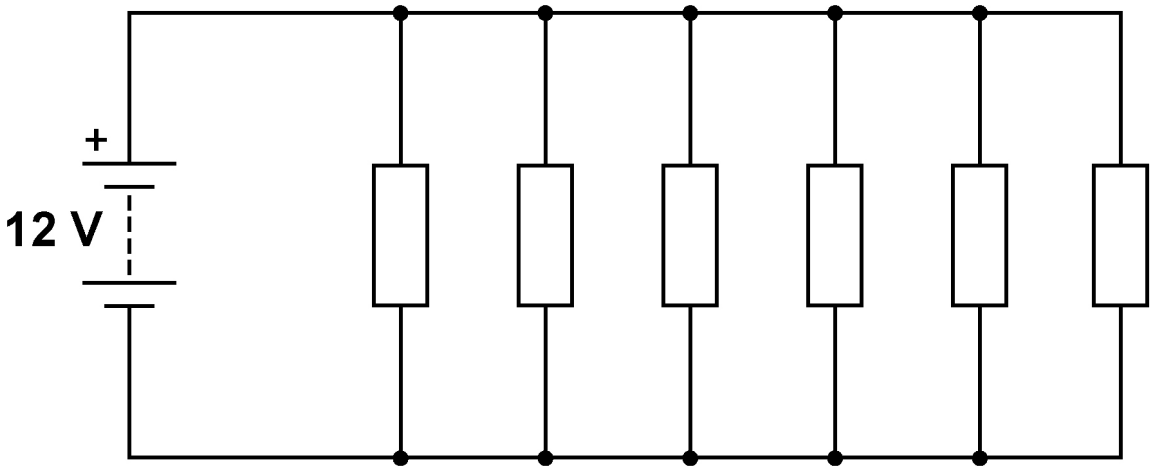
[Turn over]

1 0

FIGURE 14 shows an electrical circuit used to heat the windscreen of a car.

Each resistor in the circuit represents a heating element.

FIGURE 14



1 0 . 1

The 12 V battery supplies direct potential difference.

What is meant by ‘direct potential difference’? [1 mark]

Use the Physics Equations Sheet to answer questions 10.2 and 10.3.

1 0 . 2

Which equation links charge flow (*Q*), energy (*E*) and potential difference (*V*)? [1 mark]

Tick (✓) ONE box.

☐ $E = \frac{V}{Q}$

☐ $E = QV$

☐ $E = \frac{Q}{V}$

☐ $E = \frac{V^2}{Q}$

1 0 . 3

Calculate the charge flow through the 12 V battery when the battery transfers 5010 J of energy. [3 marks]

Charge flow = _____ C

[Turn over]

1 0 . 4

Ice forms on the windscreen at a temperature of 0 °C.

The electrical circuit transfers 5010 J of energy to the ice.

A mass of 0.015 kg of ice melts.

Calculate the specific latent heat of fusion of water.

Use the Physics Equations Sheet. [3 marks]

Specific latent heat of fusion of water =

_____ J/kg

1 0 . 5

The electrical circuit was left switched on while the ice changed from a solid to a liquid and increased in temperature to 5 °C.

Explain the changes in the arrangement AND movement of the particles as the ice melted and the temperature increased to 5 °C. [6 marks]

[Turn over]

END OF QUESTIONS

14

Additional page, if required.

Write the question numbers in the left-hand margin.

Additional page, if required.

Write the question numbers in the left-hand margin.

Additional page, if required.

Write the question numbers in the left-hand margin.

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For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
TOTAL	