



--

--	--	--	--	--

--	--	--	--

0625/61

October/November 2013

1 hour

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

DO **NOT** WRITE IN ANY BARCODES.

You may lose marks if you do not show your working or if you do not use appropriate units.

The number of marks is given in brackets [] at the end of each question or part question.

This document consists of **16** printed pages.

- 1 The IGCSE class is carrying out a moments experiment by balancing a metre rule on a small pivot.

- (a) A student has a small pivot and a metre rule.

Explain briefly how the student finds the position of the centre of mass of the metre rule.

.....

 [1]

- (b) The student finds that the centre of mass is not in the middle of the rule but at the 50.2 cm mark.

Explain what the student could do to prevent this from affecting her results.

.....
 [1]

- (c) The student places the metre rule on a pivot so that it balances.

She places a load **P** on one side of the metre rule at a distance x from the pivot. She places another load **Q** on the metre rule and adjusts the position of the load **Q** so that the rule balances, as shown in Fig. 1.1.

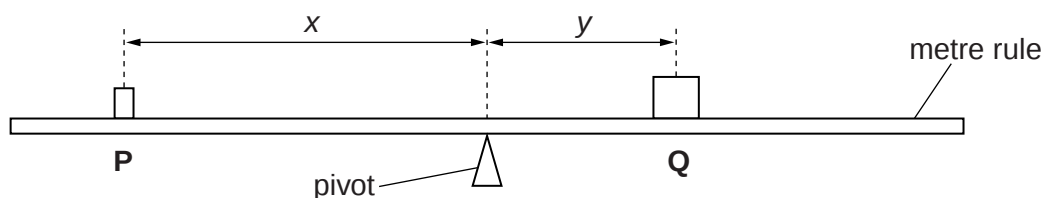


Fig. 1.1

The load **Q** is a distance y from the pivot.

The readings are shown in Table 1.1.

Table 1.1

weight of P / N	weight of Q / N	x /	y /
2.0	5.0	39.0	15.5

- (i) Complete the column headings in the table.

[1]

- (ii) Calculate the clockwise moment and the anticlockwise moment using the equation
moment of a force = force $\times$ perpendicular distance to the pivot.

For
Examiner's
Use

clockwise moment =

anticlockwise moment =

[1]

- (d) In practice, it is difficult to adjust the loads to make the rule balance exactly.

Explain briefly how you would reduce the uncertainty in the position of **Q** required for exact balance.

.....

..... [1]

[Total: 5]

- 2 An IGCSE student is investigating the cooling of a thermometer bulb.

The apparatus used is shown in Figs. 2.1, 2.2 and 2.3.

For
Examiner's
Use

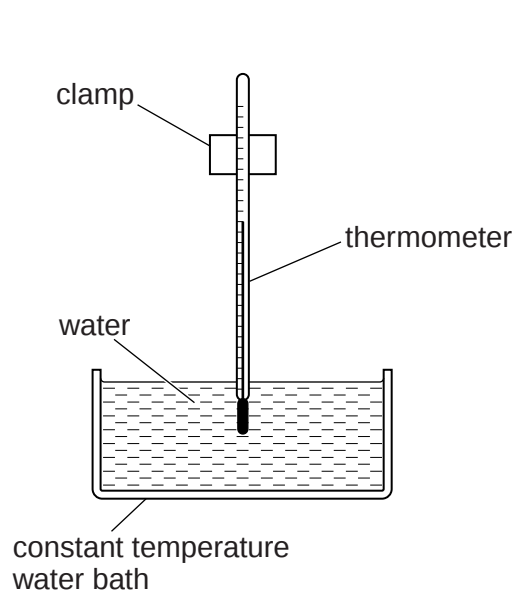


Fig. 2.1

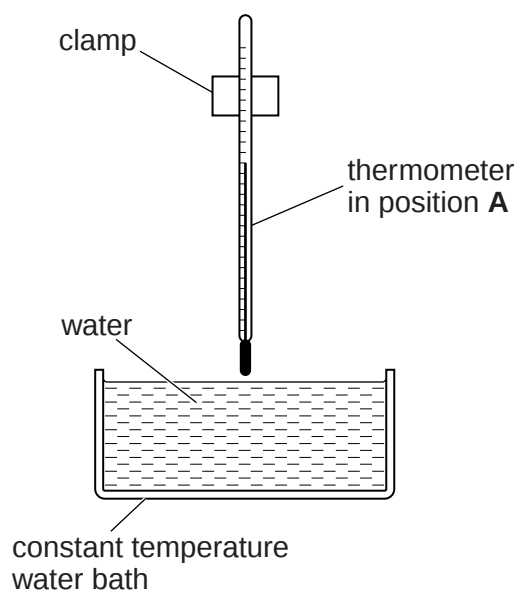


Fig. 2.2

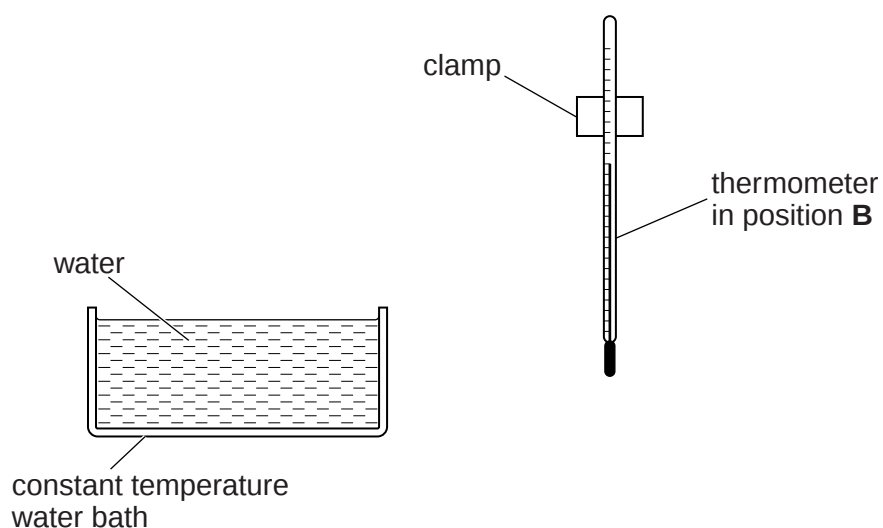


Fig. 2.3

- (a) The student places the thermometer in the water bath, as shown in Fig. 2.1.

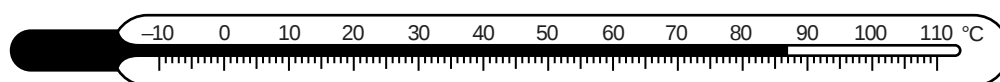


Fig. 2.4

Write down the temperature θ_H of the water bath, shown on the thermometer in Fig. 2.4.

$\theta_H = \dots\dots\dots$ [1]

- (b) The student moves the thermometer until the thermometer bulb is in position **A** above the surface of the water, as shown in Fig. 2.2. She starts a stopclock. She records the time and temperature readings every 30 s.

She replaces the thermometer in the water bath, still at temperature θ_H .

She then moves the thermometer to position **B**, as shown in Fig. 2.3. She records the time and temperature readings every 30 s.

All the readings are shown in Table 2.1.

Table 2.1

	position A	position B
$t/$	$\theta/$	$\theta/$
30	79	66
60	74	42
90	70	29
120	66	27
150	61	26
180	56	26

- (i) Complete the column headings in the table. [1]

- (ii) State in which position, **A** or **B**, the thermometer has the greater rate of cooling in the first 30 s.

position

- (iii) Explain briefly how you reached this conclusion.

.....

 [1]

- (iv) Calculate the temperature difference from 30 s to 180 s for each set of readings.

temperature difference for position **A** =

temperature difference for position **B** =

[1]

- (v) Estimate room temperature θ_R .

$\theta_R =$ [1]

- (c) Describe briefly a precaution you would take to make the temperature readings reliable.

.....
..... [1]

- (d) A scientist is using this experiment as part of research into convection currents above hot water.

Suggest two conditions that should be kept constant when this experiment is repeated.

1.
2. [2]

[Total: 8]

Question 3 begins on page 8.

- 3 The IGCSE class is investigating the power of lamps in a circuit.

Fig. 3.1 shows the circuit used.

For
Examiner's
Use

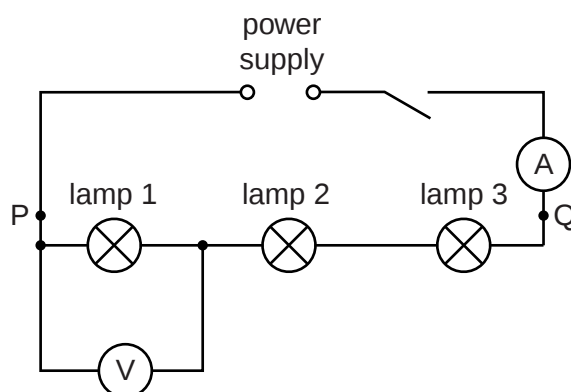


Fig. 3.1

- (a) A student measures the potential difference V_1 across lamp 1 and the current I in the circuit. The meters are shown in Fig. 3.2.

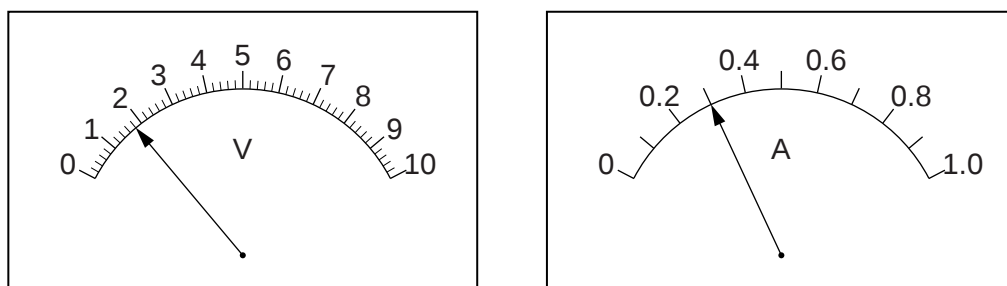


Fig. 3.2

- (i) Write down the readings shown on the meters in Fig. 3.2.

$V_1 =$

$I =$

- (ii) Calculate the power P_1 of lamp 1 using the equation $P_1 = IV_1$.

$P_1 =$

- (iii) The student reconnects the voltmeter to measure the potential difference V_2 across lamp 2 and then V_3 across lamp 3.

Write down the readings shown on the meters in Figs. 3.3 and 3.4.

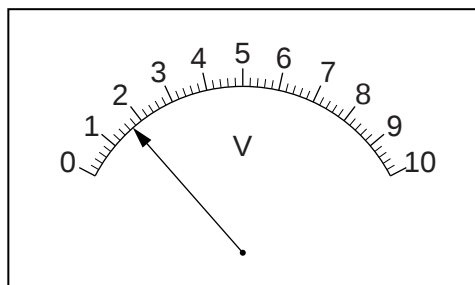


Fig. 3.3

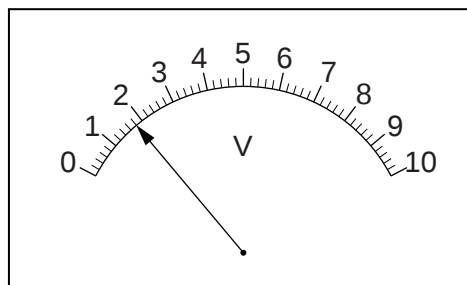


Fig. 3.4

$V_2 =$

$V_3 =$

- (iv) Calculate the power for each lamp using the equation $P = IV$.

$P_2 =$

$P_3 =$ [3]

- (v) Calculate the total power P_T for the three lamps using the equation $P_T = P_1 + P_2 + P_3$.

$P_T =$ [1]

- (b) The student connects the voltmeter across the three lamps and records the potential difference. He calculates the power P .

$P =$ 1.61 W

Another student suggests that P_T should be equal to P .

State whether the results support this suggestion and justify your answer by reference to the results.

statement

justification

..... [2]

(c) (i) Draw a circuit diagram, similar to that in Fig. 3.1, to show:

- a variable resistor in series with the power supply,
- three lamps in parallel with each other between **P** and **Q**,
- a voltmeter connected to measure the potential difference across the lamps.

Use standard symbols.

[2]

(ii) State the purpose of the variable resistor in this circuit.

.....

..... [1]

[Total: 9]

Question 4 begins on page 12.

- 4 The IGCSE class is determining the focal length of a converging lens.

Fig. 4.1 shows the apparatus used to produce an image on the screen.

For
Examiner's
Use

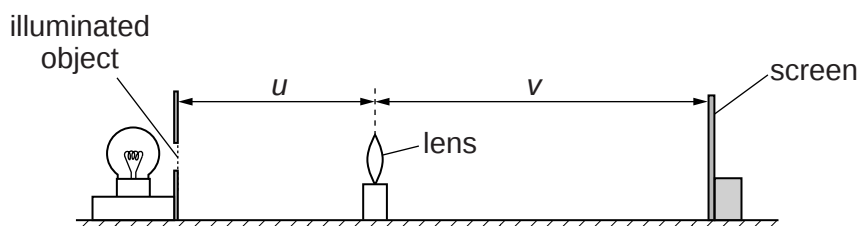


Fig. 4.1

- (a) (i) On Fig. 4.1, measure the distance u between the illuminated object and the centre of the lens.

$u =$

- (ii) On Fig. 4.1, measure the distance v between the centre of the lens and the screen.

$v =$ [2]

- (b) (i) Calculate uv .

$uv =$

- (ii) Calculate $u + v$.

$u + v =$ [1]

- (iii) Calculate x using the equation $x = \frac{uv}{(u + v)}$.

$x =$ [1]

- (c) Fig. 4.1 is drawn $1/10^{\text{th}}$ of actual size. The focal length f of the lens is given by the equation $f = 10x$.

Calculate a value for the focal length f of the lens, giving your answer to a suitable number of significant figures for this experiment.

$f =$ [2]

- (d) A student carrying out this experiment changes the position of the lens and then moves the screen to produce a well-focused image.

She records the distance v between the centre of the lens and the screen as $v = 18.2$ cm. She finds it difficult to decide the exact point at which the image is sharpest.

Suggest a range of v values for which the image may appear well-focused.

range of v values = to [1]

- (e) State two precautions that you could take in this experiment to obtain reliable results.

1.

.....

2.

.....

[2]

[Total: 9]

- 5 The IGCSE class is investigating the stretching of a spring.

Fig. 5.1 shows the apparatus.

For
Examiner's
Use

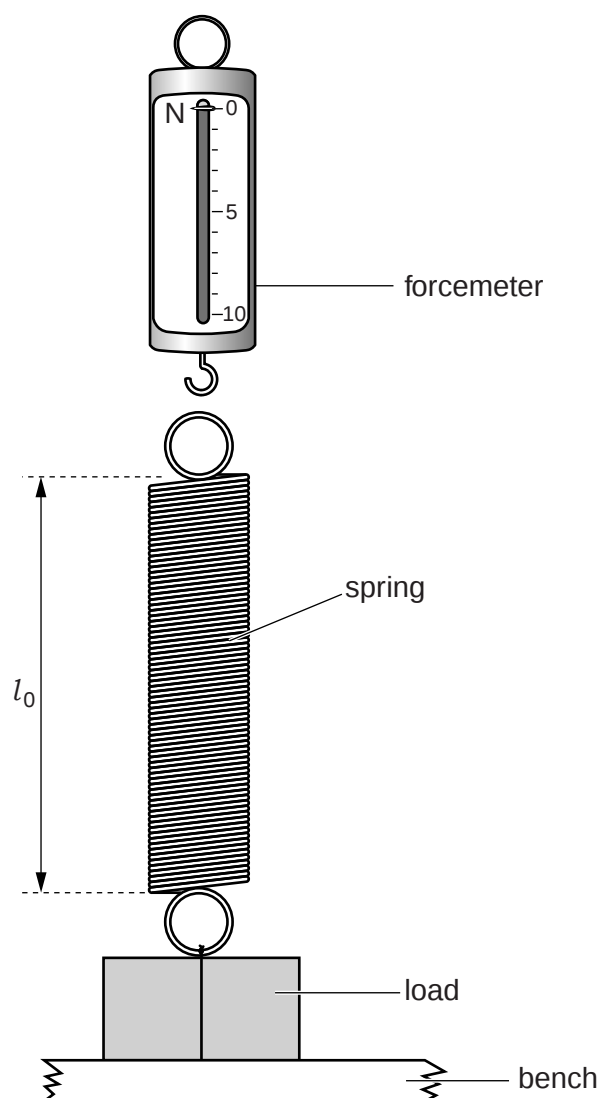


Fig. 5.1

- (a) On Fig. 5.1, measure the unstretched length l_0 of the spring, in mm.

$l_0 = \dots\dots\dots$ mm [1]

- (b) A student hangs the spring on the forcemeter with the load attached to the bottom of the spring, as shown in Fig. 5.1. The load remains on the bench.

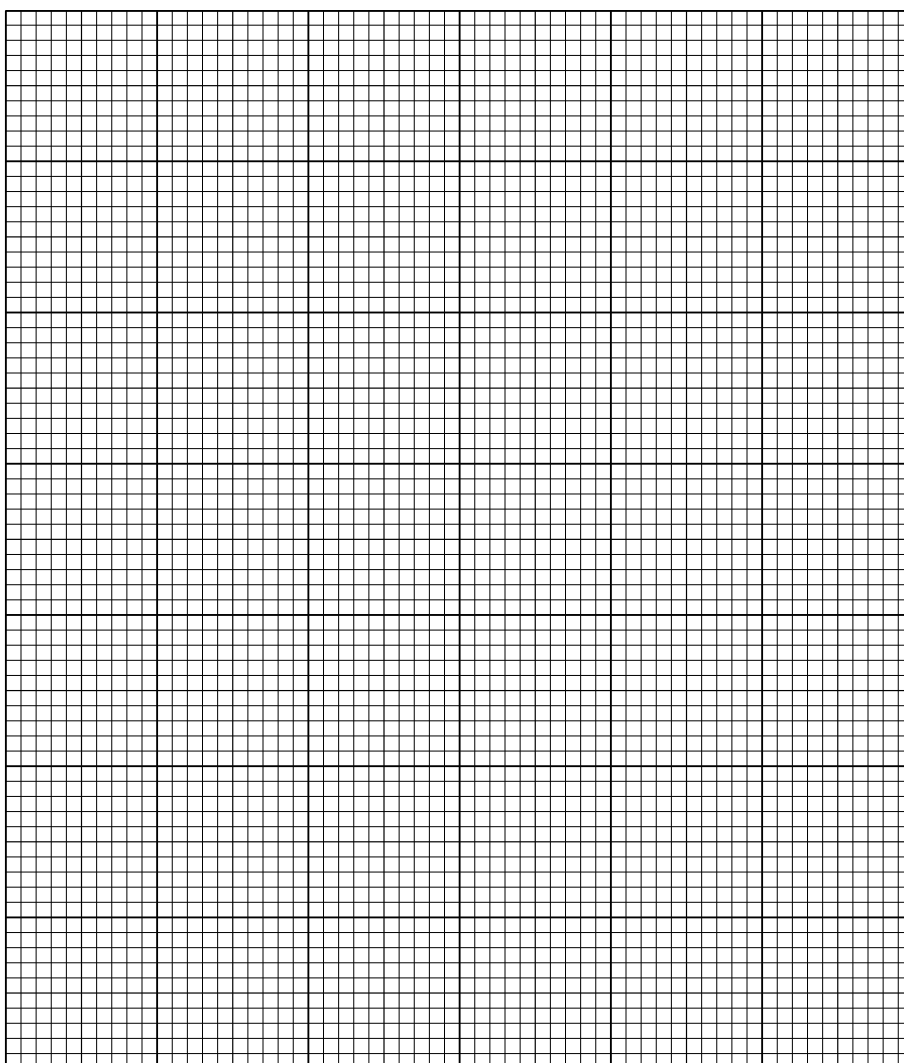
He gently raises the forcemeter until it reads 1.0 N. He measures the new length l of the spring. He repeats the procedure using a range of forcemeter readings. The readings are recorded in Table 5.1.

Table 5.1

F/N	l/mm	e/mm
1.0	67	
2.0	77	
3.0	91	
4.0	105	
5.0	115	

For
Examiner's
Use

- (i) Calculate the extension e of the spring, for each set of readings, using the equation $e = (l - l_0)$. Record the values of e in Table 5.1. [1]
- (ii) Plot a graph of e/mm (y-axis) against F/N (x-axis).



[5]

- (iii) Determine the gradient G of the graph. Show clearly on the graph how you obtained the necessary information.

For
Examiner's
Use

$G = \dots\dots\dots$ [2]

[Total: 9]

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

University of Cambridge International Examinations 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.