M1. (a) (i) Z

1

(ii) X

1

(b) (i) moving randomly

1

(ii) stronger than

1

(c) (i) evaporation

1

(ii) any **one** from:

- becomes windy
- temperature increases
  accept (becomes) sunny"the sun" alone is insufficient
- less humid

1

[6]

M2. (a) (i) random distribution of circles in the box with at least 50 % of circles touching

1

random distribution of circles occupies more than 50 % of the space

judged by eye

1

(ii) (large) gaps between particles

accept particles do not touch

accept particles are spread out

1

(so) easy to push particles closer (together)

or

forces between particles are negligible / none

an answer in terms of number of particles is insufficient

1

(b) (i) (both are) random

accept a correct description of random eg unpredictable or move around freely or in all directions

they take up all the space is insufficient

they are spread out is insufficient

they move in straight lines is insufficient

1

(ii) (speed also) increases

1

[6]

M3.(a) Student A's measurements had a higher resolution

1

Student B was more likely to misread the temperature

1

(b) a random error

1

(c) 8.4 °C

1

(d) 740 (seconds)

allow answers in the range 730 – 780

1

(e) 0.40 × 199 000

1

79 600 (J)

1

*accept 79 600 (J) with no working shown for **2** marks*

(f) stearic acid has a higher temperature than the surroundings

accept stearic acid is hotter than the surroundings

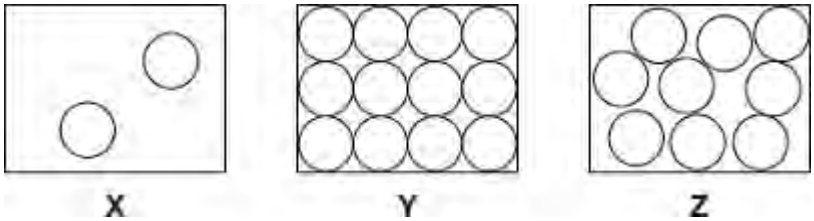
1

temperature will decrease until stearic acid is the same as the room temperature / surroundings

1

[9]

Q1.(a) The diagrams, **X**, **Y** and **Z**, show how the particles are arranged in the three states of matter.



(i) Which **one** of the diagrams, **X**, **Y** or **Z**, shows the arrangement of particles in a liquid?

Write the correct answer in the box. ☐

(1)

(ii) Which **one** of the diagrams, **X**, **Y** or **Z**, shows the arrangement of particles in a gas?

Write the correct answer in the box. ☐

(1)

(b) Draw a ring around the correct answer in each box to complete each sentence.

(i) In a gas, the particles are

vibrating in fixed positions.
moving randomly.
not moving.

(1)

(ii) In a solid, the forces between the particles are

stronger than
equal to
weaker than

the forces between the particles in a liquid.

(1)

(c) The picture shows a puddle of water in a road, after a rain shower.

(i) During the day, the puddle of water dries up and disappears. This happens because the water particles move from the puddle into the air.

What process causes water particles to move from the puddle into the air?

Draw a ring around the correct answer.

condensation **evaporation** **radiation**

(1)

(ii) Describe **one** change in the weather which would cause the puddle of water to dry up faster.

.....

.....

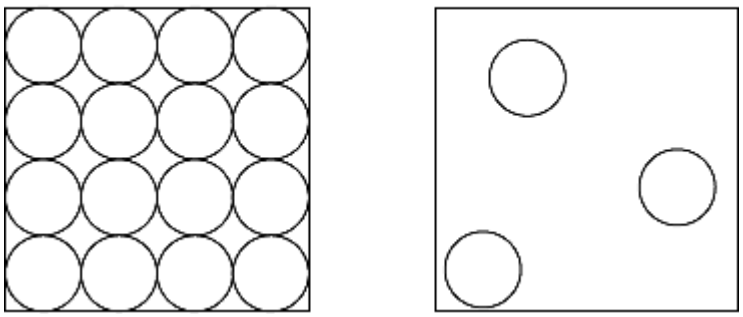
(1)

(Total 6 marks)

Q2. (a) The diagrams show the arrangement of the particles in a solid and in a gas.

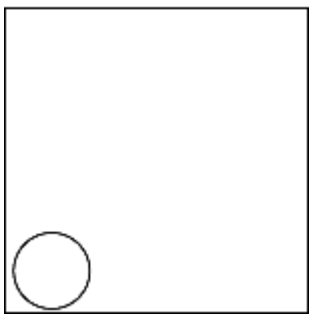
Each circle represents one particle.

Solid **Gas**



(i) Complete the diagram below to show the arrangement of the particles in a liquid.

Liquid



(2)

(ii) Explain, in terms of the particles, why gases are easy to compress.

.....

.....

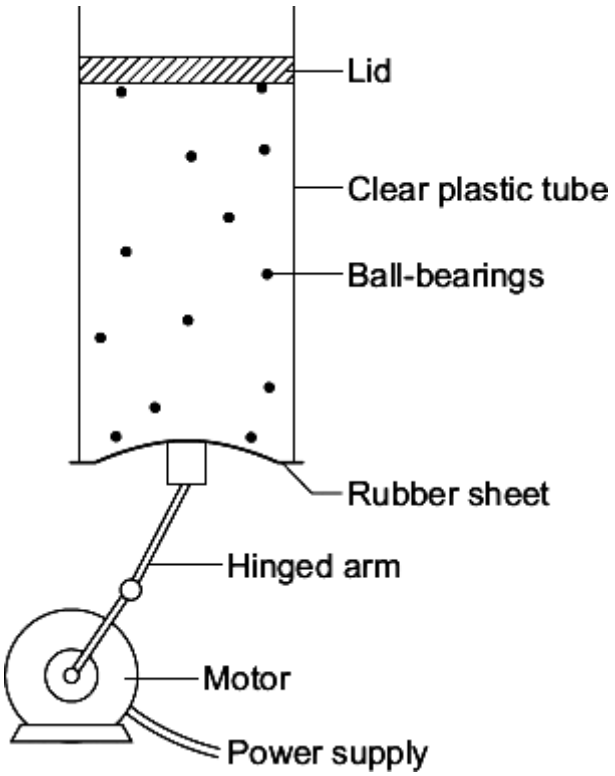
.....

.....

(2)

(b) The diagram below shows the model that a science teacher used to show her students that there is a link between the temperature of a gas and the speed of the gas particles.

The ball-bearings represent the gas particles. Switching the motor on makes the ball-bearings move around in all directions.



(i) How is the motion of the ball-bearings similar to the motion of the gas particles?

.....

.....

(1)

(ii) The faster the motor runs, the faster the ball-bearings move. Increasing the speed of the motor is like increasing the temperature of a gas.

Use the model to predict what happens to the speed of the gas particles when the temperature of a gas is increased.

.....

.....

(1)

(Total 6 marks)

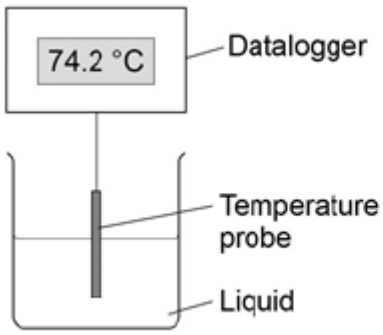
Q3. Two students investigated the change of state of stearic acid from liquid to solid.

They measured how the temperature of stearic acid changed over 5 minutes as it changed from liquid to solid.

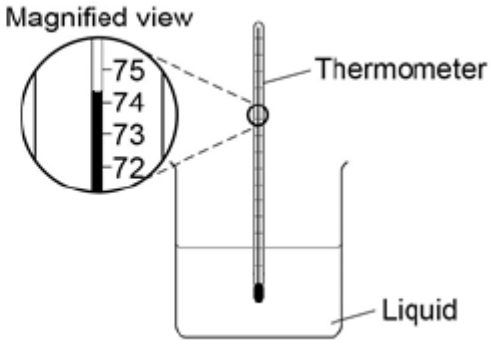
Figure 1 shows the different apparatus the two students used.

Figure 1

Student A's apparatus



Student B's apparatus



(a) Choose **two** advantages of using student **A**'s apparatus.

Tick **two** boxes.

Student **A**'s apparatus made sure the test was fair. ☐

Student **B**'s apparatus only measured categoric variables. ☐

Student **A**'s measurements had a higher resolution. ☐

Student **B** was more likely to misread the temperature. ☐

(2)

(b) Student **B** removed the thermometer from the liquid each time he took a temperature reading.

What type of error would this cause?

Tick **one** box.

A systematic error ☐

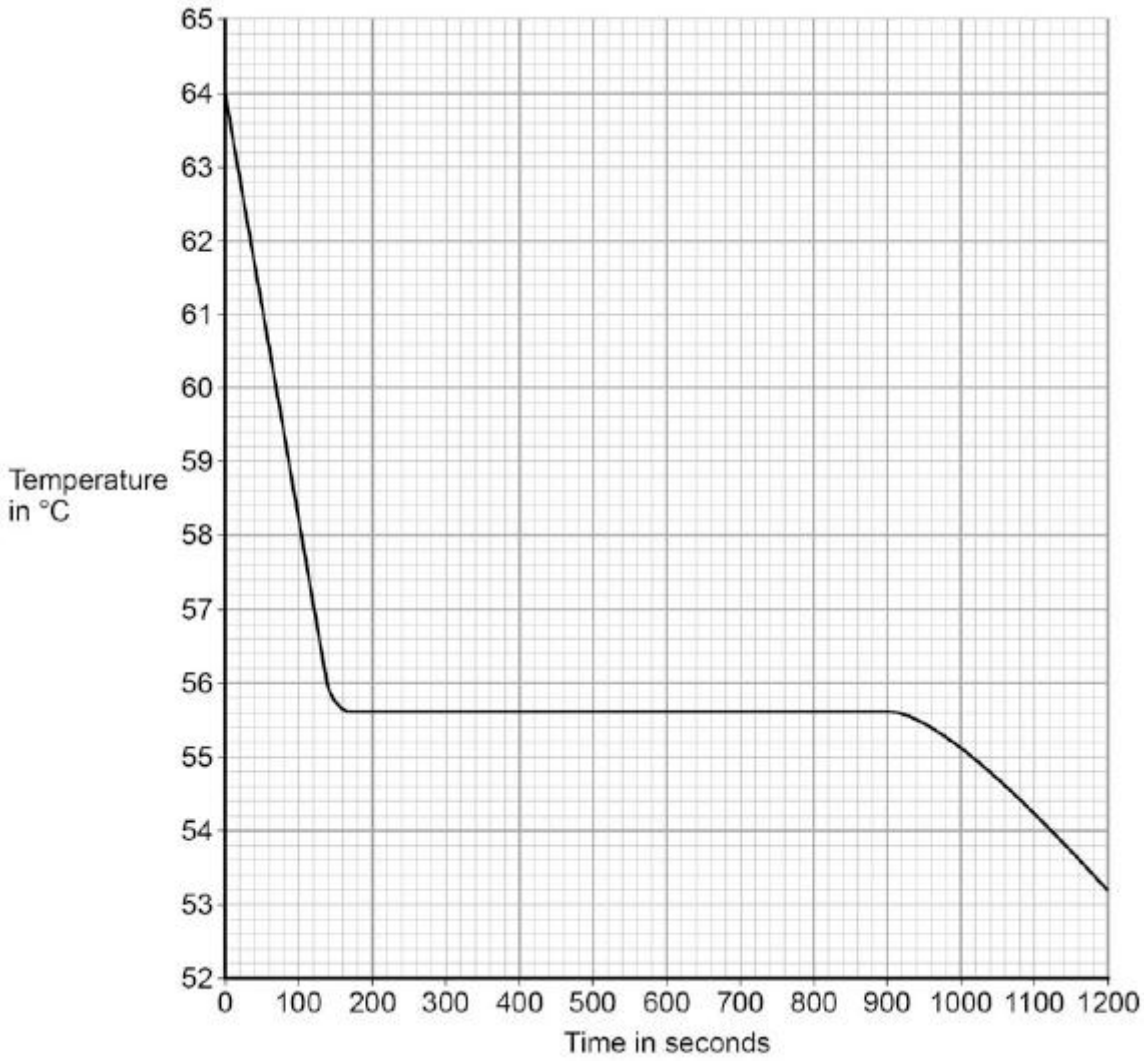
A random error ☐

A zero error ☐

(1)

(c) Student **A**'s results are shown in **Figure 2**.

Figure 2



What was the decrease in temperature between 0 and 160 seconds?

Tick **one** box.

8.2 °C ☐

8.4 °C ☐

53.2 °C ☐

55.6 °C ☐

(1)

(d) Use **Figure 2** to determine the time taken for the stearic acid to change from a liquid to a solid.

Time = ... seconds

(1)

(e) Calculate the energy transferred to the surroundings as 0.40 kg of stearic acid changed state from liquid to solid.

The specific latent heat of fusion of stearic acid is 199 000 J / kg.

Use the correct equation from the Physics Equations Sheet.

.....

.....

.....

Energy = ... J

(2)

(f) After 1200 seconds the temperature of the stearic acid continued to decrease.

Explain why.

.....

.....

.....

.....

(2)

(Total 9 marks)

M1. (a) range of speeds

1

moving in different directions

accept random motion

1

(b) internal energy

1

(c) density = mass / volume

1

(d) 0.00254 / 0.0141

1

0.18

1

*accept 0.18 with no working shown for the **2** calculation marks*

kg / m^3

1

[7]

M2. (a) **solid**

particles vibrate about fixed positions

1

closely packed

accept regular

1

gas

particles move randomly

accept particles move faster

accept freely for randomly

1

far apart

1

(b) amount of energy required to change the state of a substance from liquid to gas (vapour)

1

unit mass / 1 kg

dependent on first marking point

1

(c) 41000 **or** 4.1×10^4 (J)

accept

41400 or 4.14×10^4

correct substitution of

0.018 × 2.3 × 10^6 *gains **1** mark*

2

(d) **AB**

changing state from solid to liquid / melting

1

at steady temperature

*dependent on first **AB** mark*

1

BC

temperature of liquid rises

1

until it reaches boiling point

*dependent on first **BC** mark*

1

[12]

M3. (a) conduction

must be in correct order

1

convection

1

(b) (i) 70

accept ± half a square
(69.8 to 70.2)

1

(ii) 15

*accept 14.6 to 15.4 for **2** marks*
*allow for **1** mark 70 − 55*
ecf from (b)(i) ± half a square

2

(iii) C

1

biggest drop in temperature during a given time

accept it has the steepest gradient this is a dependent

1

(iv) starting at 70 °C and below graph for C
must be a curve up to at least 8 minutes

1

(v) because 20 °C is room temperature

accept same temperature as surroundings

1

(c) (i) 6720

*correct answer with or without working gains **3** marks*
*6 720 000 gains **2** marks*
*correct substitution of E = 0.2 × 4200 × 8 gains **2** marks*
*correct substitution of E = 200 × 4200 × 8 gains **1** mark*

3

(ii) the fastest particles have enough energy
accept molecules for particles

1

to escape from the surface of the water

1

therefore the mean energy of the remaining particles decreases
accept speed for energy

1

the lower the mean energy of particles the lower the temperature (of the water)
accept speed for energy

1

[16]

M4. (a) (black) is a good absorber of (infrared) radiation

1

(b) (i) amount of energy required to change (the state of a substance) from solid to liquid (with no change in temperature)

melt is insufficient

1

unit mass / 1kg

1

(ii) 5.1×10^6 (J)

accept 5×10^6

allow ***1*** *mark for correct substitution ie* $E = 15 \times 3.4 \times 10^5$

2

(c) (i) mass of *ice*

allow volume / weight / amount / quantity of ice

1

(ii) to distribute the salt throughout the ice

1

to keep all the ice at the same temperature

1

(iii) melting point decreases as the mass of salt is increased

allow concentration for mass

accept negative correlation

do ***not*** *accept inversely proportional*

1

(d) 60 000 (J)

accept 60 KJ
*allow **2** marks for correct substitution ie E = 500 × 2.0 × 60*
*allow **2** marks for an answer of 1000 **or** 60*
*allow **1** mark for correct substitution ie*
*E = 500 × 2.0 **or** 0.50 × 2.0 × 60*
*allow **1** mark for an answer of 1*

3

(e) Marks awarded for this answer will be determined by the Quality of Communication (QC) as well as the standard of the scientific response. Examiners should also apply a 'best-fit' approach to the marking.

0 marks
No relevant content

Level 1 (1–2 marks)
There is *an attempt at a description of some advantages or disadvantages.*

Level 2 (3–4 marks)
There is a basic description of *some advantages **and / or** disadvantages for some of the methods*

Level 3 (5–6 marks)
There is a clear description of the advantages and disadvantages of all the methods.

examples of the points made in the response
extra information

energy storage

advantages:

- no fuel costs
- no environmental effects

disadvantages:

- expensive to set up and maintain
- need to dig deep under road
- dependent on (summer) weather
- digging up earth and disrupting habitats

salt spreading

advantages:

- easily available
- cheap

disadvantages:

- can damage trees / plants / drinking water / cars
- needs to be cleaned away

undersoil heating

advantages:

- not dependent on weather
- can be switched on and off

disadvantages:

- costly
- bad for environment

6

[18]

M5. Marks awarded for this answer will be determined by the Quality of Written Communication (QWC) as well as the standard of the scientific response. Examiners should also apply a 'best-fit' approach to the marking.

0 marks
No relevant content.

Level 1 (1–2 marks)
Considers either solid or gas and describes at least one aspect of the particles.

or

Considers both solids and gases and describes an aspect of each.

Level 2 (3–4 marks)
Considers both solids and gases and describes aspects of the particles.

or

Considers one state and describes aspects of the particles and explains at least one of the properties.

or

Considers both states and describes an aspect of the particles for both and explains a property for solids or gases.

Level 3 (5–6 marks)
Considers both states of matter and describes the spacing and movement / forces between the particles. Explains a property of both solids and gases.

examples of the points made in the response

extra information

Solids

- (particles) close together
- (so) no room for particles to move closer (so hard to compress)
- vibrate about fixed point
- strong forces of attraction (at a distance)
- the forces become repulsive if the particles get closer
- particles strongly held together / not free to move around (shape is fixed)

any explanation of a property must match with the given aspect(s) of the particles.

Gases

- (particles) far apart
- space between particles (so easy to compress)
- move randomly
- negligible / no forces of attraction
- spread out in all directions (to fill the container)

[6]

M1. (a) range of speeds

1

moving in different directions

accept random motion

1

(b) internal energy

1

(c) density = mass / volume

1

(d) 0.00254 / 0.0141

1

0.18

1

*accept 0.18 with no working shown for the **2** calculation marks*

kg / m^3

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[7]

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dependent on first marking point

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41400 or 4.14×10^4

correct substitution of

0.018 × 2.3 × 10^6 *gains **1** mark*

2

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changing state from solid to liquid / melting

1

at steady temperature

*dependent on first **AB** mark*

1

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temperature of liquid rises

1

until it reaches boiling point

*dependent on first **BC** mark*

1

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2

(iii) C

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to escape from the surface of the water

1

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1

[16]

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1

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melt is insufficient

1

unit mass / 1kg

1

(ii) 5.1×10^6 (J)

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allow ***1*** *mark for correct substitution ie* $E = 15 \times 3.4 \times 10^5$

2

(c) (i) mass of *ice*

allow volume / weight / amount / quantity of ice

1

(ii) to distribute the salt throughout the ice

1

to keep all the ice at the same temperature

1

(iii) melting point decreases as the mass of salt is increased

allow concentration for mass

accept negative correlation

do ***not*** *accept inversely proportional*

1

(d) 60 000 (J)

accept 60 KJ
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*allow **2** marks for an answer of 1000 **or** 60*
*allow **1** mark for correct substitution ie*
*E = 500 × 2.0 **or** 0.50 × 2.0 × 60*
*allow **1** mark for an answer of 1*

3

(e) Marks awarded for this answer will be determined by the Quality of Communication (QC) as well as the standard of the scientific response. Examiners should also apply a 'best-fit' approach to the marking.

0 marks
No relevant content

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advantages:

- easily available
- cheap

disadvantages:

- can damage trees / plants / drinking water / cars
- needs to be cleaned away

undersoil heating

advantages:

- not dependent on weather
- can be switched on and off

disadvantages:

- costly
- bad for environment

6

[18]

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extra information

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Gases

- (particles) far apart
- space between particles (so easy to compress)
- move randomly
- negligible / no forces of attraction
- spread out in all directions (to fill the container)

[6]

M1. (a) solid

1

(b) decreased

correct order only

1

decreased

1

increased

1

(c) (i) A

reason only scores if A chosen

1

uses least / less energy (in 1 year)

a comparison is required

accept uses least power

accept uses least kWh

1

(ii) greater the volume the greater the energy it uses (in 1 year)

1

(iii) a very small number sampled

accept only tested 3

accept insufficient evidence / data

*allow not all fridges have the same efficiency **or** a correct description implying different efficiencies*

only tested each fridge once is insufficient

there are lots of different makes is insufficient

1

[8]

M2. (a) (i) random distribution of circles in the box with at least 50 % of circles touching

1

random distribution of circles occupies more than 50 % of the space

judged by eye

1

(ii) (large) gaps between particles

accept particles do not touch

accept particles are spread out

1

(so) easy to push particles closer (together)

or

forces between particles are negligible / none

an answer in terms of number of particles is insufficient

1

(b) (i) (both are) random

accept a correct description of random eg unpredictable or move around freely or in all directions

they take up all the space is insufficient

they are spread out is insufficient

they move in straight lines is insufficient

1

(ii) (speed also) increases

1

[6]

M3. (a) (i) 7pm

accept 19.00 / 1900

1

(ii) 8pm

accept 20.00 / 2000

1

temperature drops more slowly

accept heat for temperature accept line is less steep

1

(b) insulator

1

conduction *

1

convection *

* *answers can be either way around*

1

(c) (i) 4 (years)

1

(ii) it is the cheapest / cheaper / cheap

*do **not** accept answers in terms of heat rising or DIY*

1

has the shortest / shorter payback time

*do **not** accept short payback time*

1

[9]

M4. (a) the bigger the surface area, the faster the water cools down / temperature falls

answers must imply rate
accept heat for temperature provided rate is implied
*do **not** accept cools down more unless qualified*

1

(b) any **two** from:

the ears:

- have large surface / area
  not just has large ears
- radiate heat
  accept loses heat, but does not score
  if the reason given for heat loss is wrong
- keep blood cooler

2

(c) (i) radiation

1

(ii) conduction

1

[5]

M5. (a) to reflect (the infrared)

accept (shiny surfaces) are good reflectors
ignore reference to incorrect type of wave

1

(b) black

1

best absorber (of infrared)

answer should be comparativeblack absorbs (infrared) is insufficient
accept good absorber (of infrared)
ignore reference to emitter
ignore attracts heatignore reference to conduction

1

(c) to reduce energy loss

accept to stop energy loss
accept heat for energy
accept to stop / reduce convection

orso temperature of water increases faster

accept to heat water faster
accept cooks food faster

orreduces loss of water (by evaporation)

1

(d) 672 000

*allow **1** mark for correct substitution, ie 2 × 4200 × 80*
provided no subsequent step shown

2

[6]

M6.(a) (i) Z

1

(ii) X

1

(b) (i) moving randomly

1

(ii) stronger than

1

(c) (i) evaporation

1

(ii) any **one** from:

- becomes windy
- temperature increases
  accept (becomes) sunny"the sun" alone is insufficient
- less humid

1

[6]

M7. (a) (i) any **two** from:

- mass (of block)
  accept weight for mass
- starting temperature
- final / increase in temperature
  temperature is insufficient
- voltage / p.d.
  same power supply insufficient
- power (supplied to each block)
- type / thickness of insulation
  same insulation insufficient

2

(ii) one of variables is categoric
or
(type of) material is categoric
accept the data is categoric
accept a description of categoric
*do **not** accept temp rise is categoric*

1

(iii) concrete
reason only scores if concrete chosen

1

(heater on for) longest / longer time
a long time or quoting a time is insufficient
*do **not** accept it is the highest bar*

1

(iv) 4500 (J)
*allow **1** mark for correct substitution ie*
2 × 450 × 5 provided no subsequent step shown

2

(b) (i) point at 10 minutes identified

1

(ii) line through all points except anomalous

line must go from at least first to last point

1

(iii) 20 (°C)

if 20°C is given, award the mark.

If an answer other than 20°C is given, look at the graph. If the graph shows a correct extrapolation of the candidate's best-fit line and the intercept value has been correctly stated, allow 1 mark.

1

(iv) 2 (minutes)

1

[11]

M8.(a) (i) temperature (increase) and time switched on are directly proportional

accept the idea of equal increases in time giving equal increases in temperature

answers such as:

- *as time increases, temperature increases*
- *positive correlation*
- *linear relationship*
- *temperature and time are proportional*

*score **1** mark*

2

(ii) any **one** from:

"it" refers to the metal block

- energy transfer (from the block) to the surroundings

accept lost for transfer

accept air for surroundings

- (some) energy used to warm the heater / thermometer (itself)

accept takes time for heater to warm up

- (metal) block is not insulated

1

(iii) 15 000

*allow **1** mark for correct substitution, ie 50 × 300 provided no subsequent step shown*

2

(b) lead

reason only scores if lead is chosen

1

needs least energy to raise temperature by 1°C

accept needs less energy to heat it (by the same amount)
lowest specific heat capacity is insufficient

1

[7]

Q1. Energy can be transferred through some materials by convection.

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

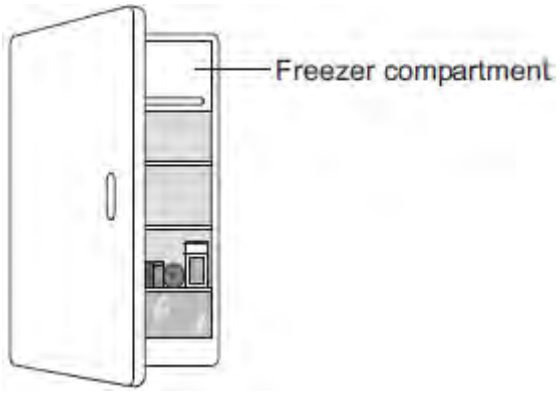
gas	liquid	solid

Energy **cannot** be transferred by convection through a ..... .

(1)

(b) The figure below shows a fridge with a freezer compartment.

The temperature of the air inside the freezer compartment is –5 °C.



Use the correct answer from the box to complete each sentence.

Each answer may be used once, more than once or not at all.

decreased	unchanged	increased

When the air near the freezer compartment is cooled, the energy of the air particles is ..... .

The spaces between the air particles are ..... .

The density of the air is ..... .

(3)

(c) The table below shows some information about three fridges, **A**, **B** and **C**.

The efficiency of each fridge is the same.

Fridge	Volume in litres	Energy used in one year in kWh
A	232	292
B	382	409
C	622	524

(i) Which fridge, **A**, **B** or **C**, would cost the least to use for 1 year?

Give **one** reason for your answer.

.....

.....

(2)

(ii) A householder looks at the data in the table above.

What should she conclude about the pattern linking the volume of the fridge and the energy it uses in one year?

.....

.....

(1)

(iii) The householder could not be certain that her conclusion is correct for all fridges.

Suggest **one** reason why not.

.....

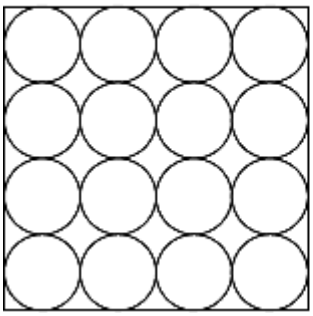
.....

(1)
(Total 8 marks)

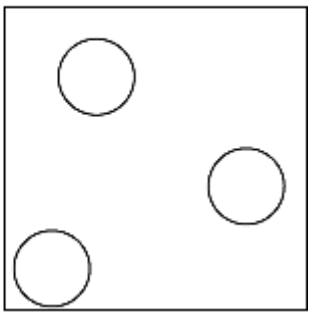
Q2. (a) The diagrams show the arrangement of the particles in a solid and in a gas.

Each circle represents one particle.

Solid

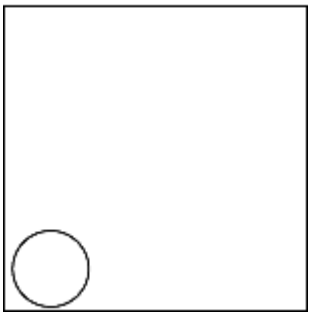


Gas



(i) Complete the diagram below to show the arrangement of the particles in a liquid.

Liquid



(2)

(ii) Explain, in terms of the particles, why gases are easy to compress.

.....

.....

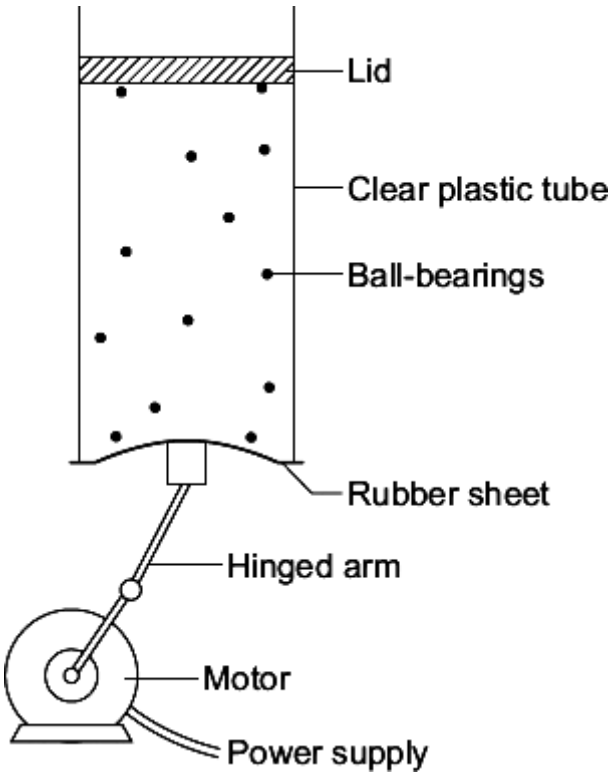
.....

.....

(2)

(b) The diagram below shows the model that a science teacher used to show her students that there is a link between the temperature of a gas and the speed of the gas particles.

The ball-bearings represent the gas particles. Switching the motor on makes the ball-bearings move around in all directions.



(i) How is the motion of the ball-bearings similar to the motion of the gas particles?

.....

.....

(1)

(ii) The faster the motor runs, the faster the ball-bearings move. Increasing the speed of the motor is like increasing the temperature of a gas.

Use the model to predict what happens to the speed of the gas particles when the temperature of a gas is increased.

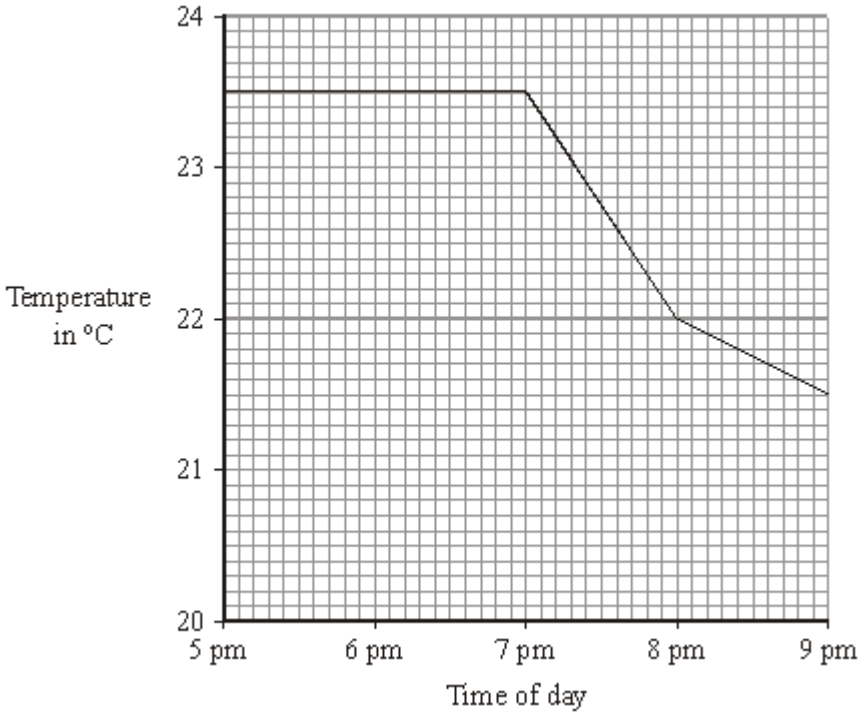
.....

.....

(1)

(Total 6 marks)

Q3. (a) The graph shows the temperature inside a flat between 5 pm and 9 pm. The central heating was on at 5 pm.



(i) What time did the central heating switch off?

.....

(1)

(ii) Closing the curtains reduces heat loss from the flat.

What time do you think the curtains were closed?

.....

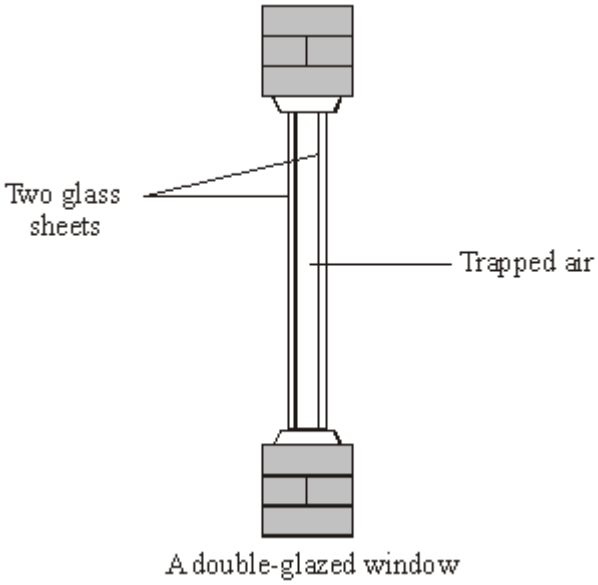
Give a reason for your answer.

.....

(2)

(b) Less heat is lost through double-glazed windows than through single-glazed

windows.



A double-glazed window

Complete the following sentences by choosing the correct words from the box. Each word may be used once or not at all.

conduction	conductor	convection	evaporation	insulator	radiation

Air is a good ..... . When trapped between two sheets of glass it reduces heat loss by ..... and .....

(3)

(c) The table gives information about three types of house insulation.

Type of insulation	Cost to install	Money save each year on heating bills	Payback time
Double glazing	£4000	£200	20 years
Loft insulation	£300	£100	3 years
Cavity wallinsulation	£600	£150	

(i) Use the information in the table to calculate the payback time for cavity wall insulation.

.....

(1)

(ii) Explain why people often install loft insulation before installing double glazing or cavity wall insulation.

.....

.....

.....

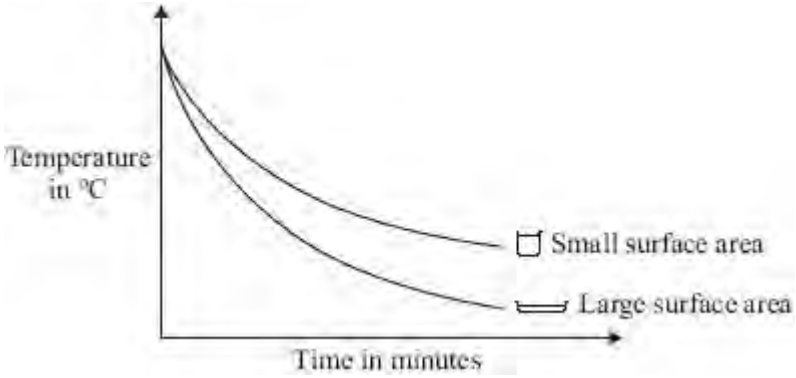
.....

(2)

(Total 9 marks)

Q4. (a) The graph compares how quickly hot water cooled down in two glass beakers with different surface areas.

The volume of water in each beaker was the same.



Describe how the surface area of the water affected how fast the water cooled down.

.....

.....

(1)

(b) Some foxes live in a hot desert environment.

This type of fox has very large ears.

Explain how the size of the fox's ears help it to keep cool in a hot desert.

.....

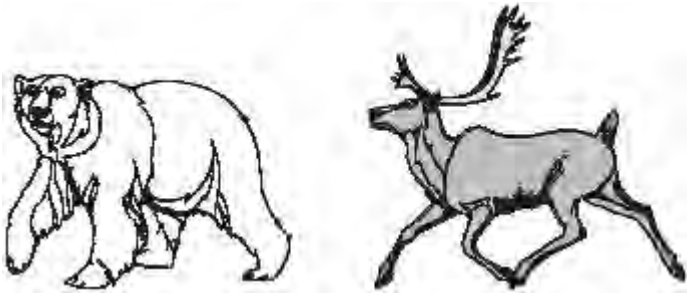
.....

.....

.....

(2)

(c) Polar bears and reindeer are adapted to live in cold environments.



Use the words in the box to complete the following sentences.

conduction	**convection**	**radiation**

(i) The white colour of a polar bear's fur helps to keep the polar bear warm by

reducing the heat lost by ..... .

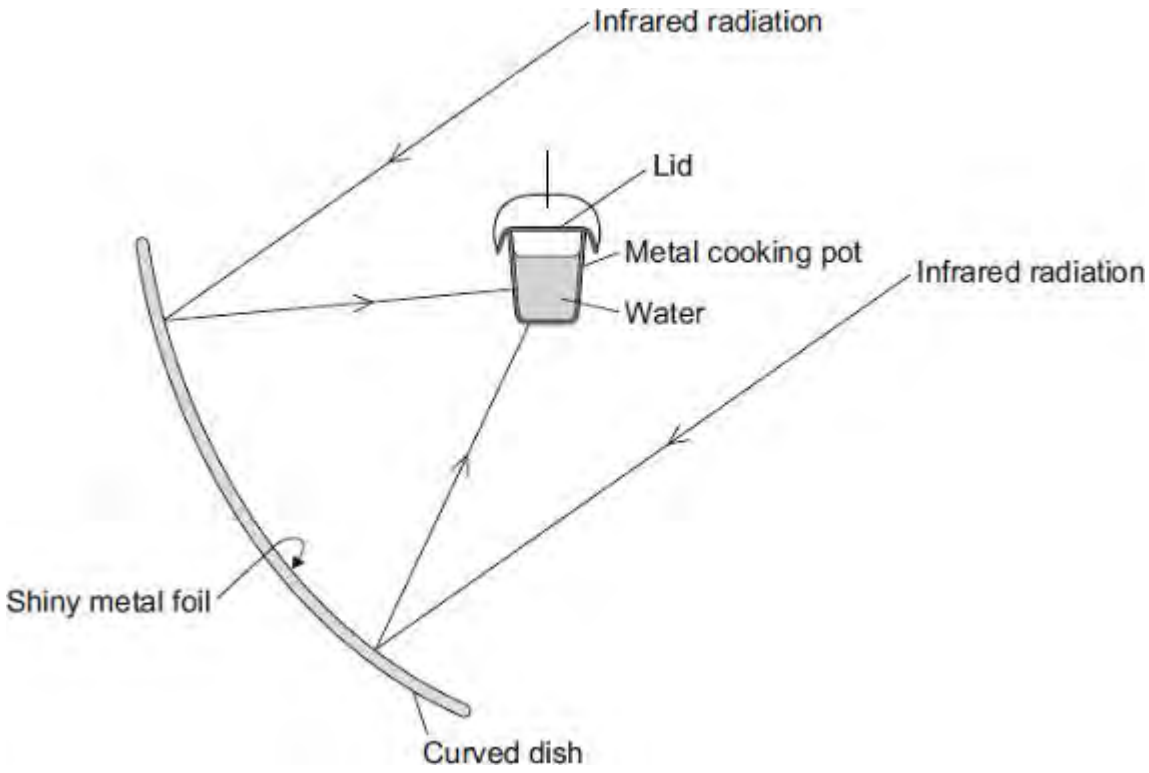
(1)

(ii) The hairs of a reindeer are hollow. The air trapped inside the hairs reduces the

heat lost by ..... .

(1)
(Total 5 marks)

Q5. The diagram shows the design of a solar cooker. The cooker heats water using infrared radiation from the Sun.



(a) Why is the inside of the large curved dish covered with shiny metal foil?

.....

.....

(1)

(b) Which would be the best colour to paint the outside of the metal cooking pot?

Draw a ring around the correct answer.

black **silver** **white**

Give a reason for your answer.

.....

.....

.....

(2)

(c) Why does the cooking pot have a lid?

.....

.....

(1)

(d) Calculate how much energy is needed to increase the temperature of 2 kg of water by 80 °C.

The specific heat capacity of water = 4200 J/kg °C.

.....

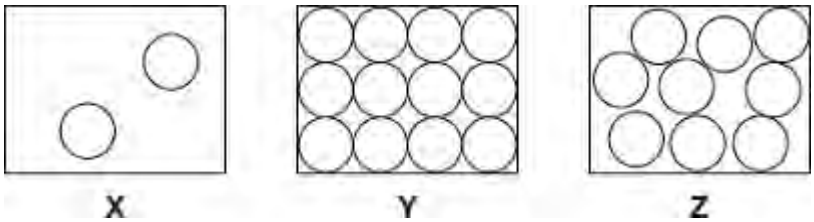
.....

.....

Energy = ... J

(2)
(Total 6 marks)

Q6.(a) The diagrams, **X**, **Y** and **Z**, show how the particles are arranged in the three states of matter.



(i) Which **one** of the diagrams, **X**, **Y** or **Z**, shows the arrangement of particles in a liquid?

Write the correct answer in the box. ☐

(1)

(ii) Which **one** of the diagrams, **X**, **Y** or **Z**, shows the arrangement of particles in a gas?

Write the correct answer in the box. ☐

(1)

(b) Draw a ring around the correct answer in each box to complete each sentence.

(i) In a gas, the particles are

vibrating in fixed positions.
moving randomly.
not moving.

(1)

(ii) In a solid, the forces between the particles are

stronger than
equal to
weaker than

the forces between

the particles in a liquid.

(1)

(c) The picture shows a puddle of water in a road, after a rain shower.

(i) During the day, the puddle of water dries up and disappears. This happens because the water particles move from the puddle into the air.

What process causes water particles to move from the puddle into the air?

Draw a ring around the correct answer.

condensation **evaporation** **radiation**

(1)

(ii) Describe **one** change in the weather which would cause the puddle of water to dry up faster.

.....

.....

(1)

(Total 6 marks)

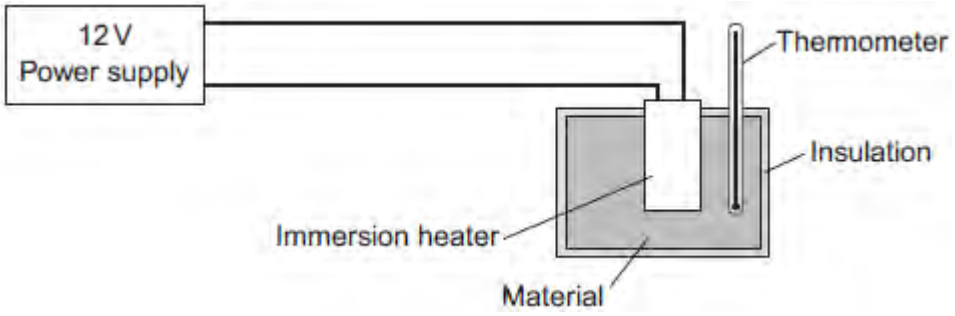
Q7. A student used the apparatus in **Figure 1** to compare the energy needed to heat blocks of different materials.

Each block had the same mass.

Each block had holes for the thermometer and the immersion heater.

Each block had a starting temperature of 20 °C.

Figure 1



The student measured the time taken to increase the temperature of each material by 5 °C.

(a) (i) State **two** variables the student controlled.

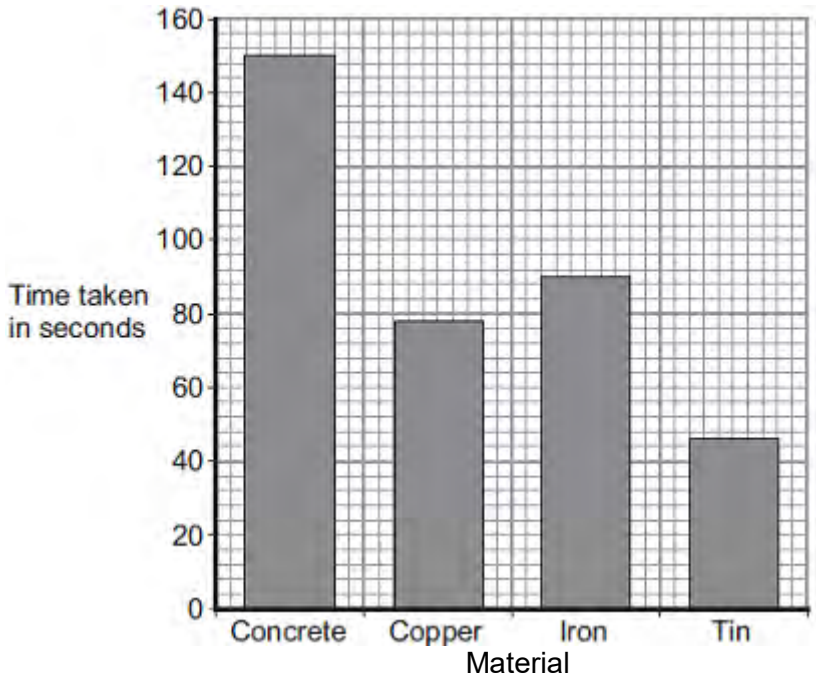
1 .....

2 .....

(2)

Figure 2 shows the student's results.

Figure 2



(ii) Why was a bar chart drawn rather than a line graph?

.....

.....

(1)

(iii) Which material was supplied with the most energy?

.....

Give the reason for your answer.

.....

.....

(2)

(iv) The iron block had a mass of 2 kg.

Calculate the energy transferred by the heater to increase the temperature of the iron block by 5 °C.

The specific heat capacity of iron is 450 J / kg °C.

.....

.....

.....

Energy transferred = ... J

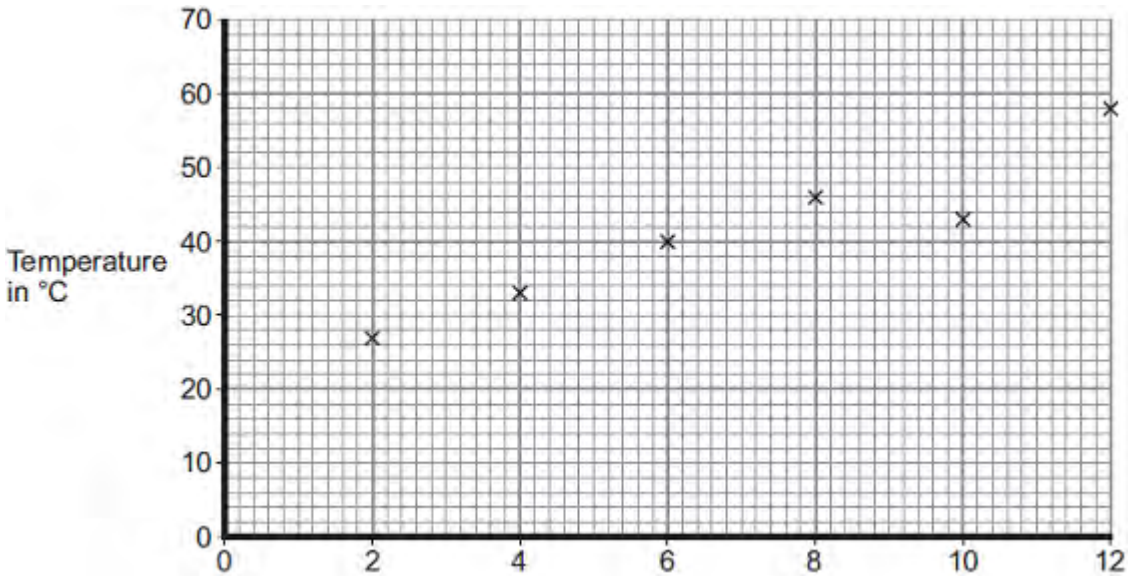
(2)

(b) The student used the same apparatus to heat a 1 kg block of aluminium.

He recorded the temperature of the block as it was heated from room temperature.

The results are shown in **Figure 3**.

Figure 3



(i) One of the student's results is anomalous.

Draw a ring around the anomalous result.

(1)

(ii) Draw the line of best fit for the points plotted in **Figure 3**.

(1)

(iii) What was the temperature of the room?

Temperature = ... °C

(1)

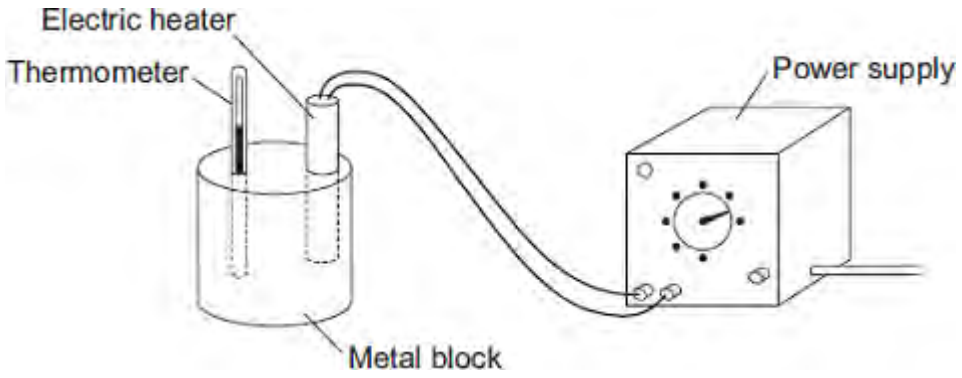
(iv) What was the interval of the time values used by the student?

Interval = ... minutes

(1)

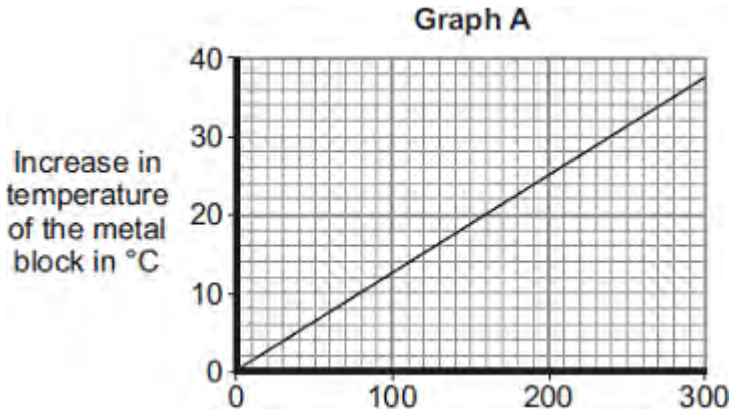
(Total 11 marks)

Q8.(a) A student used the apparatus drawn below to investigate the heating effect of an electric heater.



(i) Before starting the experiment, the student drew **Graph A**.

Graph A shows how the student expected the temperature of the metal block to change after the heater was switched on.



Describe the pattern shown in **Graph A**.

.....

.....

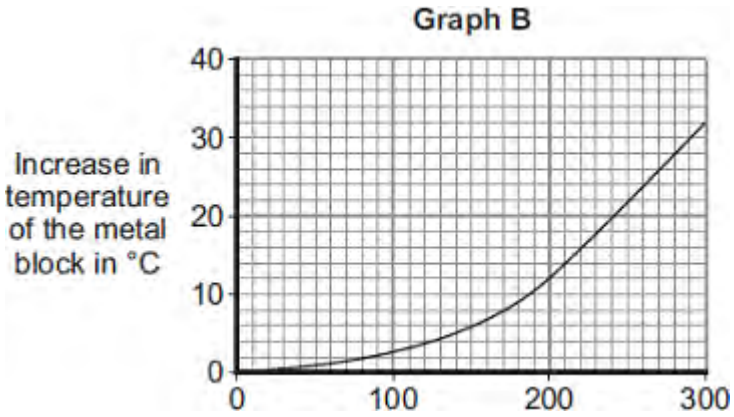
.....

.....

(2)

(ii) The student measured the room temperature. He then switched the heater on and measured the temperature of the metal block every 50 seconds.

The student calculated the increase in temperature of the metal block and plotted **Graph B**.



After 300 seconds, **Graph B** shows the increase in temperature of the metal block is lower than the increase in temperature expected from **Graph A**.

Suggest **one** reason why.

.....

.....

(1)

(iii) The power of the electric heater is 50 watts.

Calculate the energy transferred to the heater from the electricity supply in 300 seconds.

.....

.....

.....

Energy transferred = ... J

(2)

(b) The student uses the same heater to heat blocks of different metals. Each time the heater is switched on for 300 seconds.

Each block of metal has the same mass but a different specific heat capacity.

Metal	Specific heat capacity in J/kg°C
Aluminium	900
Iron	450

Lead	130

Which **one** of the metals will heat up the most?

Draw a ring around the correct answer.

aluminium **iron** **lead**

Give, in terms of the amount of energy needed to heat the metal blocks, a reason for your answer.

.....

.....

.....

.....

(2)
(Total 7 marks)

M1. (a) range of speeds

1

moving in different directions

accept random motion

1

(b) internal energy

1

(c) density = mass / volume

1

(d) 0.00254 / 0.0141

1

0.18

1

*accept 0.18 with no working shown for the **2** calculation marks*

kg / m^3

1

[7]

M2. (a) **B**

*no mark for **B** - marks are for the explanation*
*first two mark points can score even if **A** is chosen*

draught increases (the rate of) evaporation

accept more evaporation happens
accept draught removes (evaporated) particles faster
*do **not** accept answers in terms of particles gaining energy from the fan / draught*

1

evaporation has a cooling effect

accept (average) <u>kinetic</u> energy of (remaining) particles decreases

1

so temperature will fall faster / further

1

(b) larger surface area

1

increasing the (rate of) evaporation

accept more / faster evaporation
accept easier for particles to evaporate

or

for water to evaporate from

accept more particles can evaporate
accept water / particles which have evaporated are trapped (in the bag)
answers in terms of exposure to the Sun are insufficient

1

[5]

M3. (a) conduction

1

(b) (i) any **one** from:

- starting temperature (of cold water)
  temperature is insufficient
- pipe length
  accept size of pipe
- pipe diameter
- pipe (wall) thickness
- volume of cold water
  accept amount for volume
- temperature of hot water (in)
- time

1

(ii) copper

1

greatest temperature change
only scores if copper chosen
accept heat for temperature
accept heated water the fastest
accept it was hottest (after 10 minutes)
accept it is the best / a good conductor

1

(c) the pipe has a larger (surface) area
accept pipe is longer

1

(so) hot / dirty water (inside pipe) is in contact with cold / clean water (outside pipe) for longer

1

[6]

M4.(a) Marks awarded for this answer will be determined by the Quality of Written Communication (QWC) as well as the standard of the scientific response. Examiners should also refer to the information in the Marking guidance.

0 marks No relevant content.

Level 1(1-2 marks) There is a basic explanation of **one** feature**or**a simple statement relating reduction in energy transfer to **one** feature.

Level 2(3-4 marks) There is a clear explanation of **one** feature**or**a simple statement relating reduction in energy transfer to **two** features.

Level 3(5-6 marks) There is a detailed explanation of at least **two** features**or**a simple statement relating reduction in energy transfer to all **four** features.

Examples of the points made in response

extra information

accept throughout:
heat for energy
loss for transfer

plastic cap:

- plastic is a poor conductor
  accept insulator for poor conductor
- stops convection currents forming at the top of the flask so stopping energy transfer by convection
- molecules / particles evaporating from the (hot) liquid cannot move into the (surrounding) air so stops energy transfer by evaporation
- plastic cap reduces / stops energy transfer by conduction / convection / evaporation

glass container:

- glass is a poor conductor so reducing energy transfer by conduction
- glass reduces / stops energy transfer by conduction

vacuum:

- both conduction and convection require a medium / particles

- so stops energy transfer between the two walls by conduction and convection
- vacuum stops energy transfer by conduction / convection

silvered surfaces:

- *silvered surfaces reflect infrared radiation*
  accept heat for infrared
- *silvered surfaces are poor emitters of infrared radiation*
- *infrared radiation (partly) reflected back (towards hot liquid)*
- *silvered surfaces reduce / stop energy transfer by radiation*

6

(b) *(the ears have a) small <u>surface</u> <u>area</u>*
ears are small is insufficient

1

so reducing energy radiated / transferred (from the fox)
accept heat lost for energy radiated
*do **not** accept stops heat loss*

1

[8]

M5. *(a) any **two** from:*

- *water evaporates*
  accept steam / water vapour for water molecules
  accept water turns to steam
- *water molecules / particles go into the air*
- *mirror (surface) is cooler than (damp) air*
  accept the mirror / surface / glass is cold
- *water molecules / particles that hit the mirror lose energy*
  accept water molecules / particles that hit the mirror cool down
- *cooler air cannot hold as many water molecules / particles*

2

(causes) condensation (on the mirror)
accept steam changes back to water (on the mirror)

or*particles move closer together*

1

(b) mirror (surface) is warm
mirror is heated is insufficient

1

(rate of) condensation reduced
accept no condensation (happens)

1

[5]

M6. *(a) conduction*

must be in correct order

1

convection

1

(b) (i) 70

accept ± half a square
(69.8 to 70.2)

1

(ii) 15

*accept 14.6 to 15.4 for **2** marks*
*allow for **1** mark 70 − 55*
ecf from (b)(i) ± half a square

2

(iii) C

1

biggest drop in temperature during a given time
accept it has the steepest gradient this is a dependent

1

(iv) starting at 70 °C and below graph for C
must be a curve up to at least 8 minutes

1

(v) because 20 °C is room temperature
accept same temperature as surroundings

1

(c) (i) 6720

*correct answer with or without working gains **3** marks*
*6 720 000 gains **2** marks*
*correct substitution of E = 0.2 × 4200 × 8 gains **2** marks*
*correct substitution of E = 200 × 4200 × 8 gains **1** mark*

3

(ii) *the fastest particles have enough energy*
accept molecules for particles

1

to escape from the surface of the water

1

therefore the mean energy of the remaining particles decreases
accept speed for energy

1

the lower the mean energy of particles the lower the temperature (of the water)
accept speed for energy

1

[16]

M7. *Marks awarded for this answer will be determined by the Quality of Written Communication (QWC) as well as the standard of the scientific response. Examiners should also apply a 'best-fit' approach to the marking.*

0 marks
No relevant content.

Level 1 (1–2 marks)
Considers either solid or gas and describes at least one aspect of the particles.

or

Considers both solids and gases and describes an aspect of each.

Level 2 (3–4 marks)
Considers both solids and gases and describes aspects of the particles.

or

Considers one state and describes aspects of the particles and explains at least one of the properties.

or

Considers both states and describes an aspect of the particles for both and explains a property for solids or gases.

Level 3 (5–6 marks)
Considers both states of matter and describes the spacing and movement / forces between the particles. Explains a property of both solids and gases.

examples of the points made in the response
extra information

Solids

- *(particles) close together*
- *(so) no room for particles to move closer (so hard to compress)*
- *vibrate about fixed point*
- *strong forces of attraction (at a distance)*
- *the forces become repulsive if the particles get closer*
- *particles strongly held together / not free to move around (shape is fixed)*

any explanation of a property must match with the given aspect(s) of the particles.

Gases

- *(particles) far apart*
- *space between particles (so easy to compress)*
- *move randomly*
- *negligible / no forces of attraction*
- *spread out in all directions (to fill the container)*

[6]

M8. *(a) infrared / IR*

correct answer only

1

*(b) any **two** from:*

- *increase the power / watts*

  allow increase the temperature of the oven or make the oven hotter
- *decrease the speed*

  allow leave the biscuits in for longer
- *put biscuits through again*

  increase radiation is insufficient

  ignore changes to the design of the oven

2

(c) (inside) surface is a (good) reflector or poor absorber (of IR)

Ignore bounce for reflect

surface is a (good) reflector of light does not score

surface is a (good) reflector of light and infrared / heat does score

1

(and) <u>outside</u> surface is poor emitter (of IR)

1

(so) increases the energy reaching the biscuits

allow reduces energy loss or makes oven more efficient

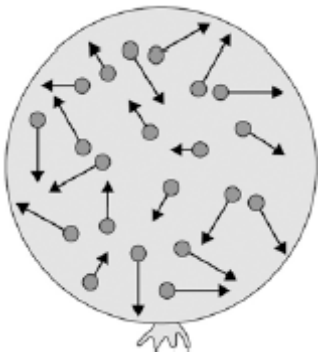
*do **not** accept no energy losses*

keeps oven hotter is insufficient

1

[6]

Q1. The figure below shows a balloon filled with helium gas.



(a) Describe the movement of the particles of helium gas inside the balloon.

.....

.....

.....

.....

(2)

(b) What name is given to the total kinetic energy and potential energy of all the particles of helium gas in the balloon?

Tick **one** box.

External energy ☐

Internal energy ☐

Movement energy ☐

(1)

(c) Write down the equation which links density, mass and volume.

.....

(1)

(d) The helium in the balloon has a mass of 0.00254 kg.

The balloon has a volume of 0.0141 m^3.

Calculate the density of helium. Choose the correct unit from the box.

m^3 / kg	**kg / m^3**	**kg m^3**

.....

.....

.....

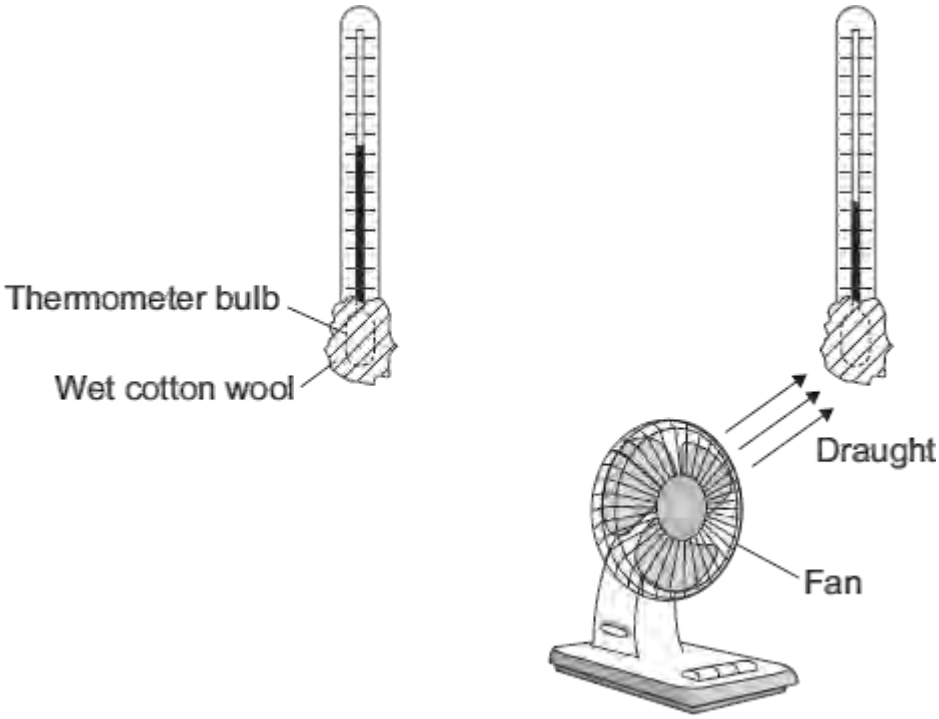
.....

Density = ... Unit .....

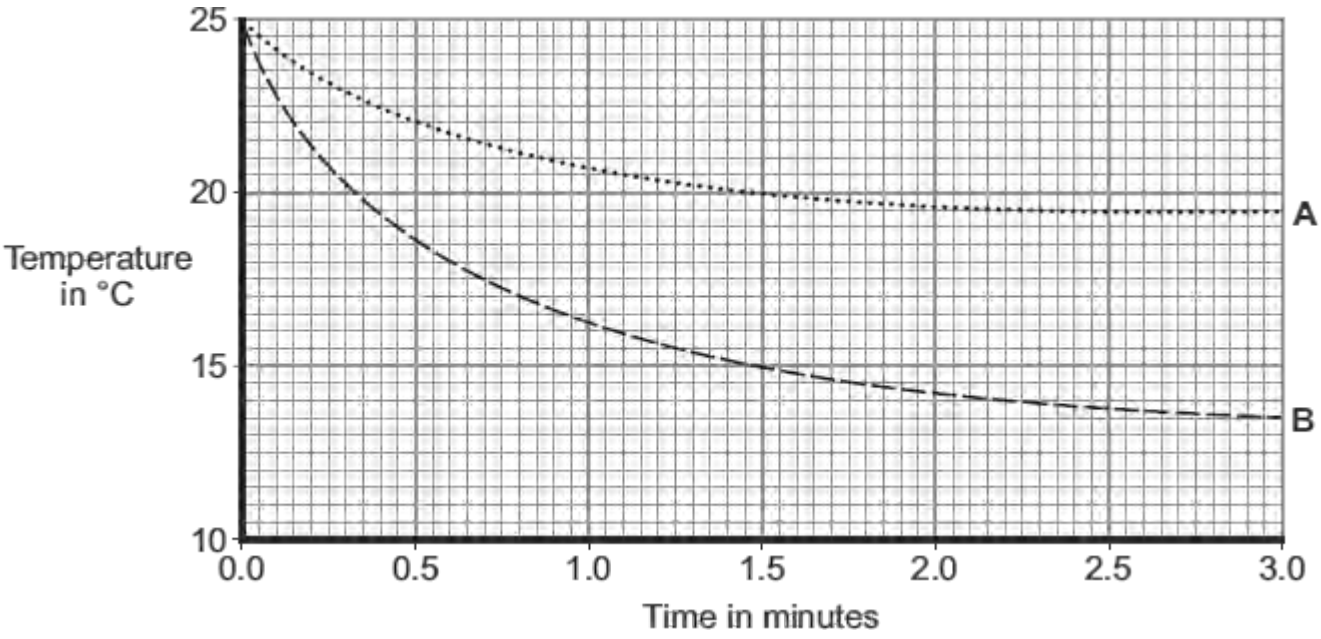
(3)

(Total 7 marks)

Q2. The diagram shows two thermometers. The bulb of each thermometer is covered with a piece of wet cotton wool. One of the thermometers is placed in the draught from a fan.



The graph shows how the temperature of each thermometer changes with time.



(a) Which of the graph lines, **A** or **B**, shows the temperature of the thermometer placed in the draught?

Write the correct answer in the box. ☐

Explain, in terms of evaporation, the reason for your answer.

.....

.....

.....

.....

.....

.....

(3)

(b) A wet towel spread out and hung outside on a day without wind dries faster than an identical wet towel left rolled up in a plastic bag.

Explain why.

.....

.....

.....

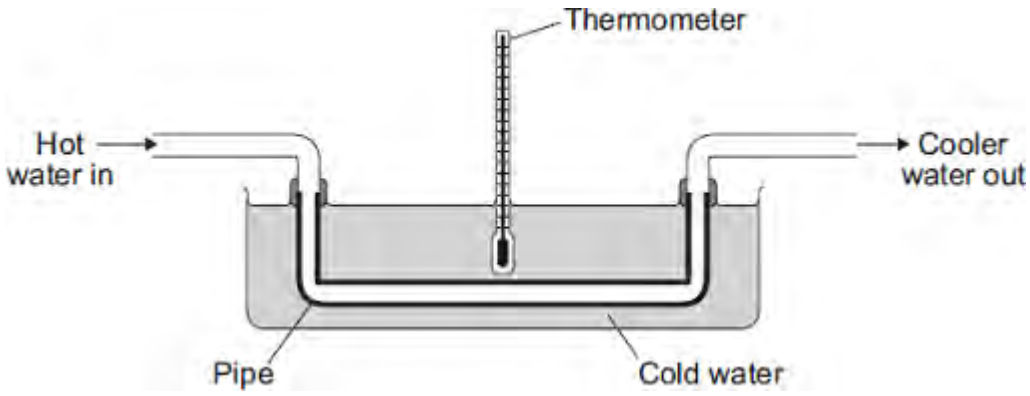
.....

(2)
(Total 5 marks)

Q3. Heat exchangers are devices used to transfer heat from one place to another.

The diagram shows a pipe being used as a simple heat exchanger by a student in an investigation.

Heat is transferred from the hot water inside the pipe to the cold water outside the pipe.



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

Heat is transferred from the hot water inside the pipe

to the cold water outside the pipe by

conduction.
convection.
radiation.

(1)

(b) The student wanted to find out if the efficiency of a heat exchanger depends on the material used to make the pipe. The student tested three different materials. For each material, the rate of flow of hot water through the pipe was kept the same.

The student's results are recorded in the table.

Material	Temperature of the cold water at the start in °C	Temperature of the cold water after 10 minutes in °C
Copper	20	36
Glass	20	23
Plastic	20	21

(i) The rate of flow of hot water through the pipe was one of the control variables in the investigation.

Give **one** other control variable in the investigation.

.....

(1)

(ii) Which **one** of the three materials made the best heat exchanger?

.....

Give a reason for your answer.

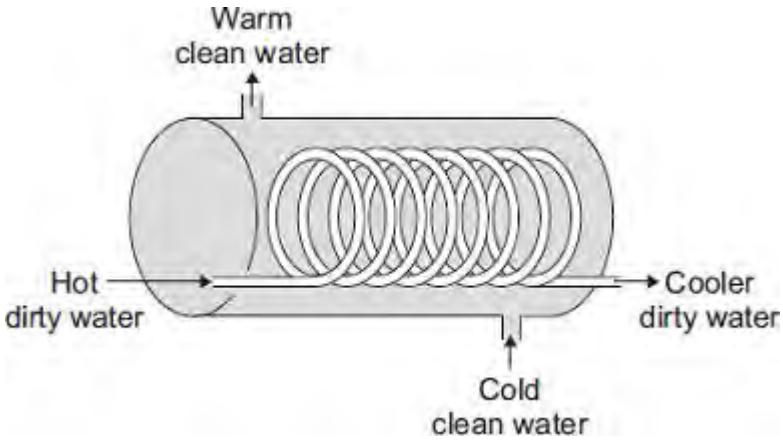
.....

.....

.....

(2)

(c) The student finds a picture of a heat exchanger used in an industrial laundry. The heat exchanger uses hot, dirty water to heat cold, clean water.



This heat exchanger transfers heat faster than the heat exchanger the student used in the investigation.

Explain why.

.....

.....

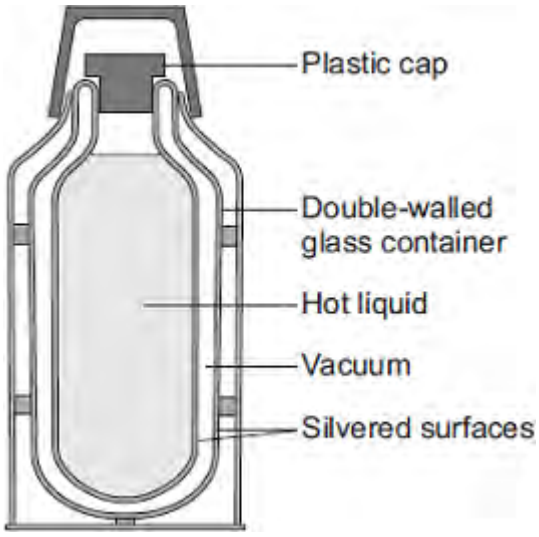
.....

.....

(2)
(Total 6 marks)

Q4.(a) *In this question you will be assessed on using good English, organising information clearly and using specialist terms where appropriate.*

The diagram shows the structure of a vacuum flask.



A vacuum flask is designed to reduce the rate of energy transfer by heating processes.

Describe how the design of a vacuum flask keeps the liquid inside hot.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(6)

(b) Arctic foxes live in a very cold environment.

© Purestock/Thinkstock

Arctic foxes have small ears.

How does the size of the ears help to keep the fox warm in a cold environment?

.....

.....

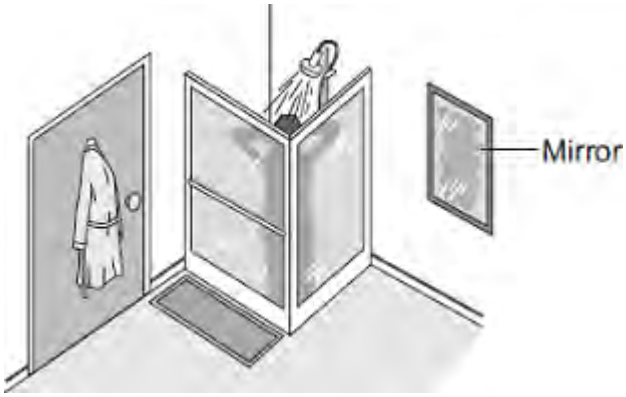
.....

.....

.....

(2)
(Total 8 marks)

Q5. The picture shows a person taking a hot shower.



(a) When a person uses the shower the mirror gets misty.

Why?

.....

.....

.....

.....

.....

.....

.....

.....

(3)

(b) The homeowner installs an electrically heated mirror into the shower room.

When a person has a shower, the heated mirror does **not** become misty but stays clear.

Why does the mirror stay clear?

.....

.....

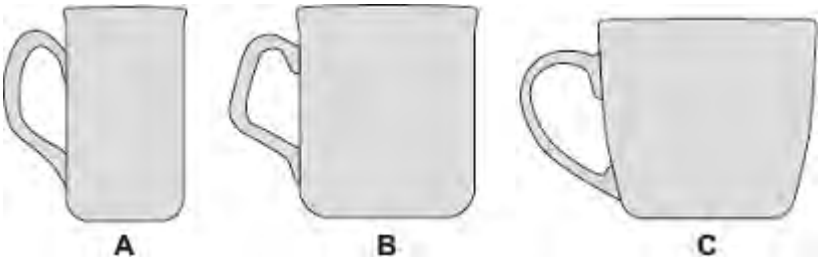
.....

.....

.....

(2)
(Total 5 marks)

Q6. The diagram shows three cups **A**, **B** and **C**.



Energy is transferred from hot water in the cups to the surroundings.

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

condensation	**conduction**	**convection**

Energy is transferred through the walls of the cup by ..... .

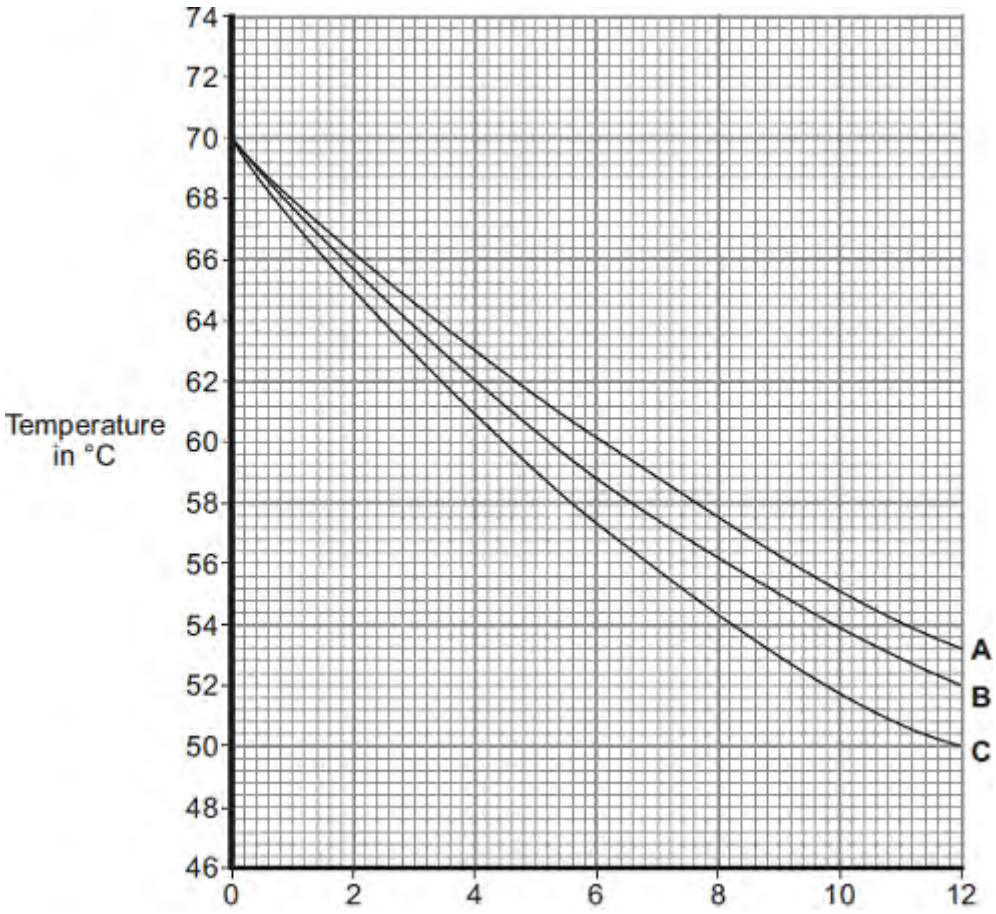
In the air around the cup, energy is transferred by ..... .

(2)

(b) Some students investigated how the rate of cooling of water in a cup depends on the surface area of the water in contact with the air.

They used cups **A**, **B** and **C**. They poured the same volume of hot water into each cup and recorded the temperature of the water at regular time intervals.

The results are shown on the graph.



Time in minutes

(i) What was the starting temperature of the water for each cup?

Starting temperature = ... °C

(1)

(ii) Calculate the temperature fall of the water in cup **B** in the first 9 minutes.

.....

Temperature fall = ... °C

(2)

(iii) Which cup, **A**, **B** or **C**, has the greatest rate of cooling? ☐

Using the graph, give a reason for your answer.

.....

.....

(2)

(iv) The investigation was repeated using the bowl shown in the diagram.

The same starting temperature and volume of water were used.

Draw on the graph in part **(b)** another line to show the expected result.

(1)

(v) After 4 hours, the temperature of the water in each of the cups and the bowl was 20°C.

Suggest why the temperature does **not** fall below 20°C.

.....

(1)

(c) (i) The mass of water in each cup is 200 g.

Calculate the energy, in joules, transferred from the water in a cup when the temperature of the water falls by 8°C.

Specific heat capacity of water = 4200 J / kg°C.

.....

.....

.....

Energy transferred = ... J

(3)

(ii) Explain, in terms of particles, how evaporation causes the cooling of water.

.....

.....

.....

.....

.....

.....

.....

.....

(4)

(Total 16 marks)

Q7.In this question you will be assessed on using good English, organising information clearly and using specialist terms where appropriate.

The information in the box is about the properties of solids and gases.

Solids: • have a fixed shape • are difficult to compress (to squash). Gases: • will spread and fill the entire container • are easy to compress (to squash).

Use your knowledge of kinetic theory to explain the information given in the box.

You should consider:
- the spacing between the particles
- the movement of individual particles
- the forces between the particles.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Extra space .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(Total 6 marks)

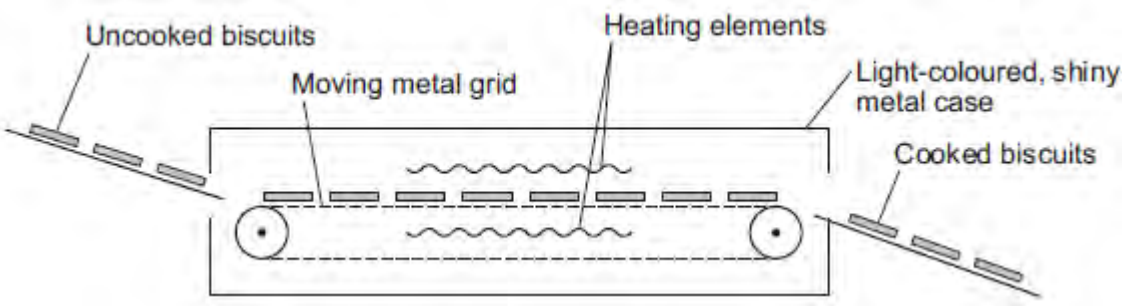
Q8.Figure 1 shows one way that biscuit manufacturers cook large quantities of biscuits.

The uncooked biscuits are placed on a moving metal grid.

The biscuits pass between two hot electrical heating elements inside an oven.

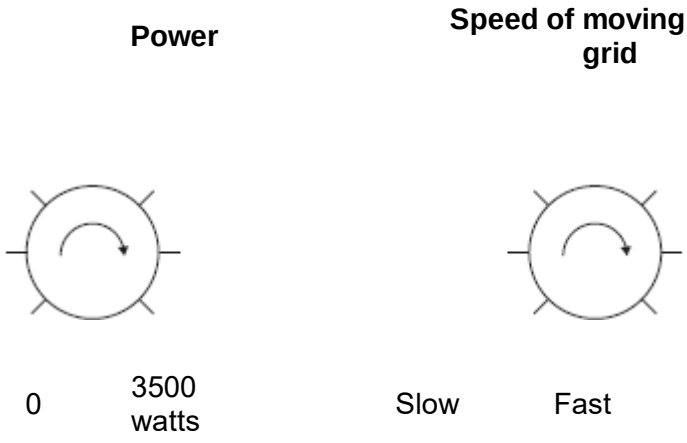
The biscuits turn brown as they cook.

Figure 1



The oven has two control knobs, as shown in **Figure 2**.

Figure 2



(a) Which type of electromagnetic radiation makes the biscuits turn brown?

.....

(1)

(b) Suggest **two** ways of cooking the biscuits in this oven, to make them turn browner.

1 .....

.....

2 .....

.....

(2)

(c) The inside and outside surfaces of the oven are light-coloured and shiny.

Explain why.

.....

.....

.....

.....

.....

.....

(3)

(Total 6 marks)

M1. (a) (i) walls

accept sides (of house)

1

(ii) fit double glazing

or

close / fit curtains / fit shutters

accept close windows

accept keep house at a lower temperature

accept fit (foam) draft excluders around the windows / in the jams

accept put plastic (film) across the windows

*do **not** accept fit thicker glass*

1

(b) (i) cavity (wall insulation)

accept the middle one

1

(ii) fit hot water jacket **and** draught-proofing

both required

1

(together) saves most money

only scores if first mark scores

accept saves more than fitting (energy efficient) light bulbs

accept saves £40

accept gives the shortest payback time

*an answer fit energy efficient light bulbs (on its own) gains **1** mark only*

1

[5]

M2. (a) (i) any **one** from:

water to the mug
water to the air
mug to the air
mug to the table

both *required*

direction of transfer must be correct

1

(ii) when <u>temperatures</u> are the same

accept a specific example eg when the <u>temperature</u> of the water and mug are the same

accept radiant heat transfer will never stop

1

(b) wood

1

(c) (i) conduction

accept convection if not given as 3rd answer

1

insulator

1

convection

1

(ii) any **one** from:

*do **not** accept any rebuilding of house*

double glazing

loft insulation

accept roof for loft

1

carpets

(cavity) wall insulation

*do **not** accept closing doors and windows*

draft excluders

foil behind radiators

accept blocking chimney

paint inside walls white

[7]

M3. (a) (i) (insulate it) with **fibre** glass **or** foam **or** felt **or** polystyrene beads **or** rockwool **or** (aluminium) foil

an example must be included

do not credit loft insulation

1

(ii) fill the cavity with fibre glass **or** foam **or** mineral wool **or** polystyrene **or** named liner inside wall **or** making walls thicker

an example must be included

do not credit cavity wall insulation

1

(iii) double glaze **or** draw the curtains **or** blinds **or** thicker glass **or** secondary glazing described

do not credit fit smaller windows

1

(iv) put in draught excluder (or described) **or** strip **or** description of filling gaps **or** seal gaps **or** double glazed doors **or** build porch **or** curtains inside door **or** mat under door

do not credit just carpet

accept buy new doors
accept premise that gap is between frame and wall as well as between frame and door

1

(b) windy **or** stormy **or** wet **or** snow **or** rain **or** sleet **or** hail **or** fog **or** mist

do not credit frosty

1

[5]

M4.(a) (i) any **two** from:

- mass (of block)
  accept weight for mass
- starting temperature
- final / increase in temperature
  temperature is insufficient
- voltage / p.d.
  same power supply insufficient
- power (supplied to each block)
- type / thickness of insulation
  same insulation insufficient

2

(ii) one of variables is categoric
or
(type of) material is categoric
accept the data is categoric
accept a description of categoric
*do **not** accept temp rise is categoric*

1

(iii) concrete
reason only scores if concrete chosen

1

(heater on for) longest / longer time
a long time or quoting a time is insufficient
*do **not** accept it is the highest bar*

1

(iv) 4500 (J)
*allow **1** mark for correct substitution ie*
2 × 450 × 5 provided no subsequent step shown

2

(b) (i) point at 10 minutes identified

1

(ii) line through all points except anomalous

line must go from at least first to last point

1

(iii) 20 (°C)

if 20°C is given, award the mark.

If an answer other than 20°C is given, look at the graph. If the graph shows a correct extrapolation of the candidate's best-fit line and the intercept value has been correctly stated, allow 1 mark.

1

(iv) 2 (minutes)

1

[11]

M5. (a) (i) 7pm

accept 19.00 / 1900

1

(ii) 8pm

accept 20.00 / 2000

1

temperature drops more slowly

accept heat for temperature accept line is less steep

1

(b) insulator

1

conduction *

1

convection *

* *answers can be either way around*

1

(c) (i) 4 (years)

1

(ii) it is the cheapest / cheaper / cheap

*do **not** accept answers in terms of heat rising or DIY*

1

has the shortest / shorter payback time

*do **not** accept short payback time*

1

[9]

M6. (a) (i) 2(.0)

accept 2000 W or 2000 watt(s)
accept answer given in table
*do **not** accept 2000*

1

(ii) 4.5

*allow **1** mark for correct substitution*
ie 1.5 × 3
*allow **1** mark for the answers 1.5 or 6(.0)*

2

(iii) 54**or**
their (a)(ii) × 12 correctly calculated

*allow **1** mark for correct substitution*
*ie 4.5 × 12**or***
their (a)(ii) × 12
*allow **1** mark if correct answer is given in pounds eg £54*

2

(b) (i) 6 pm

1

temperature starts to rise faster

only scores if 6 pm given

orgraph (line) is steeper / steepest

it refers to graph gradient or temperature
accept answers in terms of relative temperature rise
eg 5 to 6 pm 2 °C rise, 6 to 7 pm 6 °C rise
accept temperature rises sharply / rapidly / quickly
*do **not** accept temperature starts to rise*

1

(ii) middle box ticked

1

[8]

M7.*(a) (i) temperature (increase) and time switched on are directly proportional*

accept the idea of equal increases in time giving equal increases in temperature

answers such as:

- *as time increases, temperature increases*
- *positive correlation*
- *linear relationship*
- *temperature and time are proportional*

*score **1** mark*

2

*(ii) any **one** from:*

"it" refers to the metal block

- *energy transfer (from the block) to the surroundings*

accept lost for transfer

accept air for surroundings

- *(some) energy used to warm the heater / thermometer (itself)*

accept takes time for heater to warm up

- *(metal) block is not insulated*

1

(iii) 15 000

*allow **1** mark for correct substitution, ie 50 × 300 provided no subsequent step shown*

2

(b) lead

reason only scores if lead is chosen

1

needs least energy to raise temperature by 1°C

accept needs less energy to heat it (by the same amount)
lowest specific heat capacity is insufficient

1

[7]

M8.*(a) to reflect (the infrared)*

accept (shiny surfaces) are good reflectors
ignore reference to incorrect type of wave

1

(b) black

1

best absorber (of infrared)

answer should be comparativeblack absorbs (infrared) is insufficient
accept good absorber (of infrared)
ignore reference to emitter
ignore attracts heatignore reference to conduction

1

(c) to reduce energy loss

accept to stop energy loss
accept heat for energy
accept to stop / reduce convection

or*so temperature of water increases faster*

accept to heat water faster
accept cooks food faster

or*reduces loss of water (by evaporation)*

1

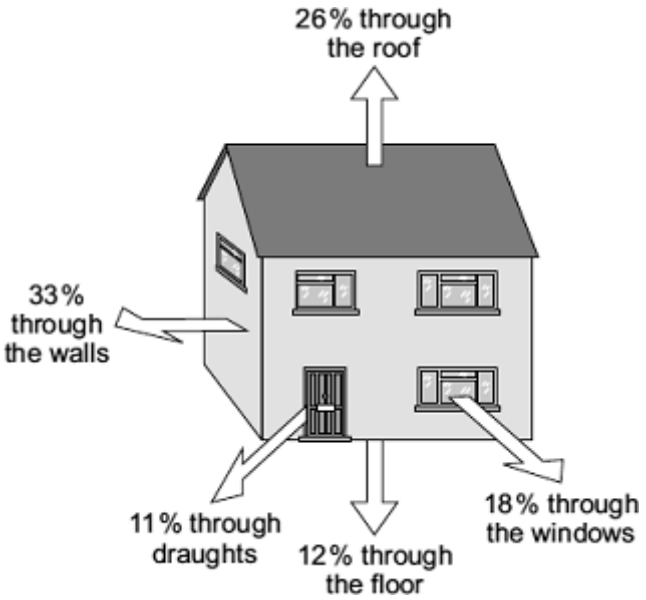
(d) 672 000

*allow **1** mark for correct substitution, ie 2 × 4200 × 80 provided no subsequent step shown*

2

[6]

Q1. The diagram shows where heat is lost from a house that is **not** insulated.



(a) (i) Through which part of the house is most heat lost?

.....

(1)

(ii) How can the heat loss through the windows be reduced?

.....

.....

(1)

(b) A homeowner wants to reduce her energy bills and make her home more energy efficient. The table shows five ways this could be done. The table also shows how much money each way would save the homeowner each year.

	Cost	**Money saved each year**
Installing loft insulation	£175	£60
Fitting draught-proofing	£45	£20
Installing cavity wall insulation	£300	£80
Adding a hot water tank jacket	£15	£20

Using energy efficient light bulbs	£60	£30

(i) Which **one** of the five ways of reducing energy bills would reduce the yearly energy bill the most?

.....

(1)

(ii) This year the homeowner has only got £60 to spend to improve the energy efficiency of her home.

Use the information in the table to explain what the homeowner should spend this money on.

.....

.....

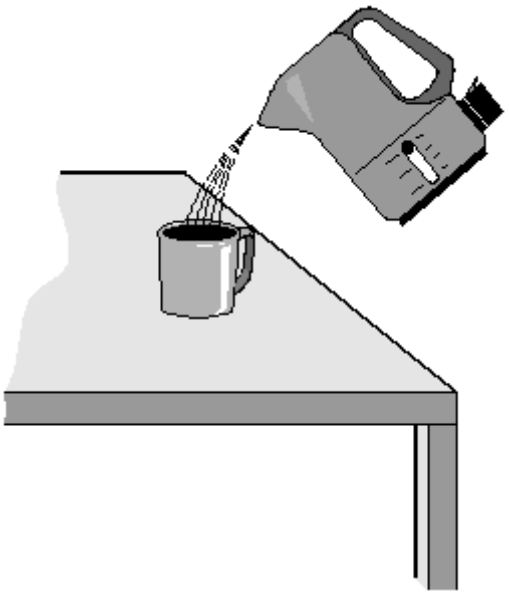
.....

.....

(2)

(Total 5 marks)

Q2. (a) The diagram shows hot water being poured into a mug.



(i) Complete the sentence by choosing the correct words from the box. Each word may be used once or not at all.

air	mug	table	water

Heat energy is being transferred from the ..... to the ..... .

(1)

(ii) When will this transfer of heat energy stop?

.....

.....

(1)

(b) In the box are the names of four types of fuel used to heat homes.

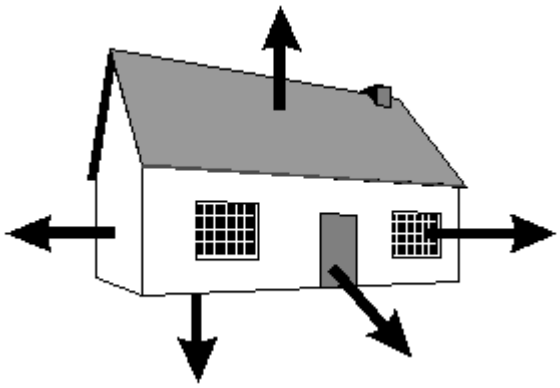
coal	gas	oil	wood

Which **one** of these types of fuel is renewable?

.....

(1)

(c) The diagram shows where heat energy is lost from a house.



(i) Complete the sentences by choosing the correct words from the box. Each word may be used once or not at all.

conduction	conductor	convection	electric	evaporation	insulator

The amount of heat energy lost through the windows by

..... can be reduced by using thick

curtains. The curtains trap a layer of air and air is a good

..... . The curtains will also stop

..... currents pulling cold air

into the room through small gaps in the window.

(3)

(ii) Write down **one** other way of reducing heat loss from a house.

.....

.....

(1)
(Total 7 marks)

Q3. People do a number of things to reduce the energy loss from their homes.

(a) Describe **one** thing they may do to cut down the energy loss through:

(i) the roof;

.....

(1)

(ii) the outside walls;

.....

(1)

(iii) the glass in the windows;

.....

(1)

(iv) gaps around the front and back doors.

.....

(1)

(b) A house is more difficult to keep warm in cold weather. What other type of weather makes it difficult to keep a house warm?

.....

(1)

(Total 5 marks)

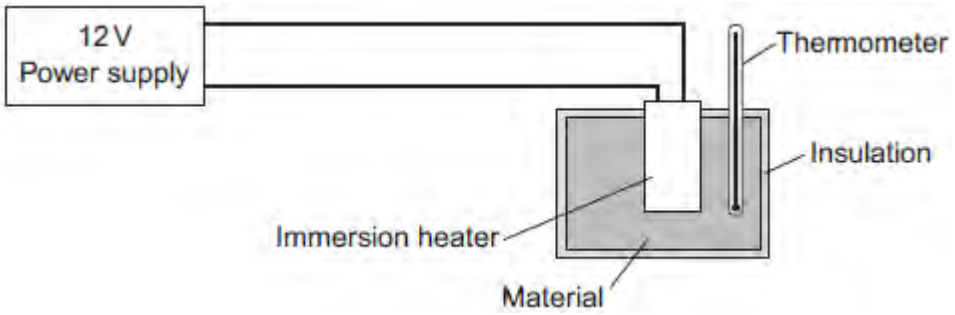
Q4. A student used the apparatus in **Figure 1** to compare the energy needed to heat blocks of different materials.

Each block had the same mass.

Each block had holes for the thermometer and the immersion heater.

Each block had a starting temperature of 20 °C.

Figure 1



The student measured the time taken to increase the temperature of each material by 5 °C.

(a) (i) State **two** variables the student controlled.

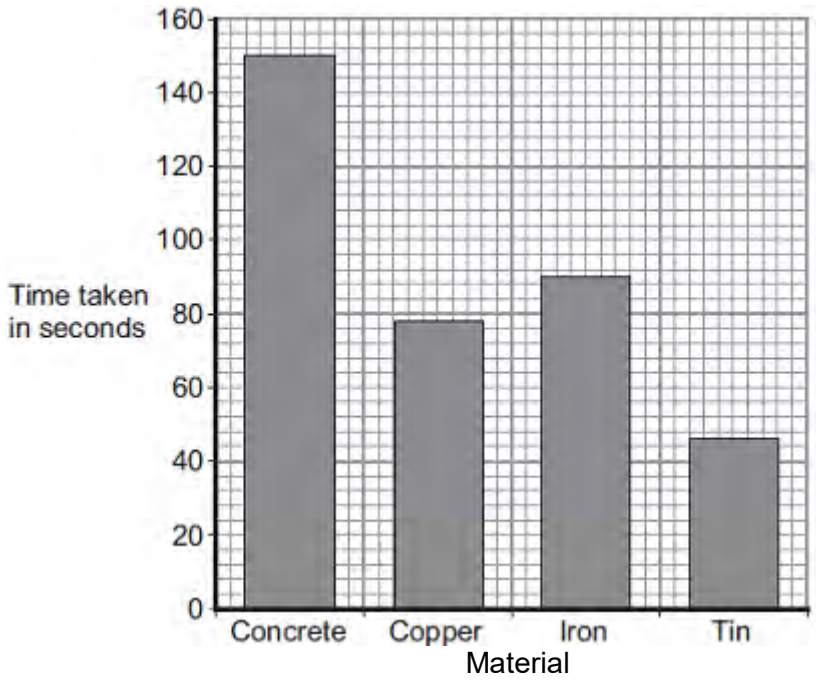
1 .....

2 .....

(2)

Figure 2 shows the student's results.

Figure 2



(ii) Why was a bar chart drawn rather than a line graph?

.....

.....

(1)

(iii) Which material was supplied with the most energy?

.....

Give the reason for your answer.

.....

.....

(2)

(iv) The iron block had a mass of 2 kg.

Calculate the energy transferred by the heater to increase the temperature of the iron block by 5 °C.

The specific heat capacity of iron is 450 J / kg °C.

.....

.....

.....

Energy transferred = ... J

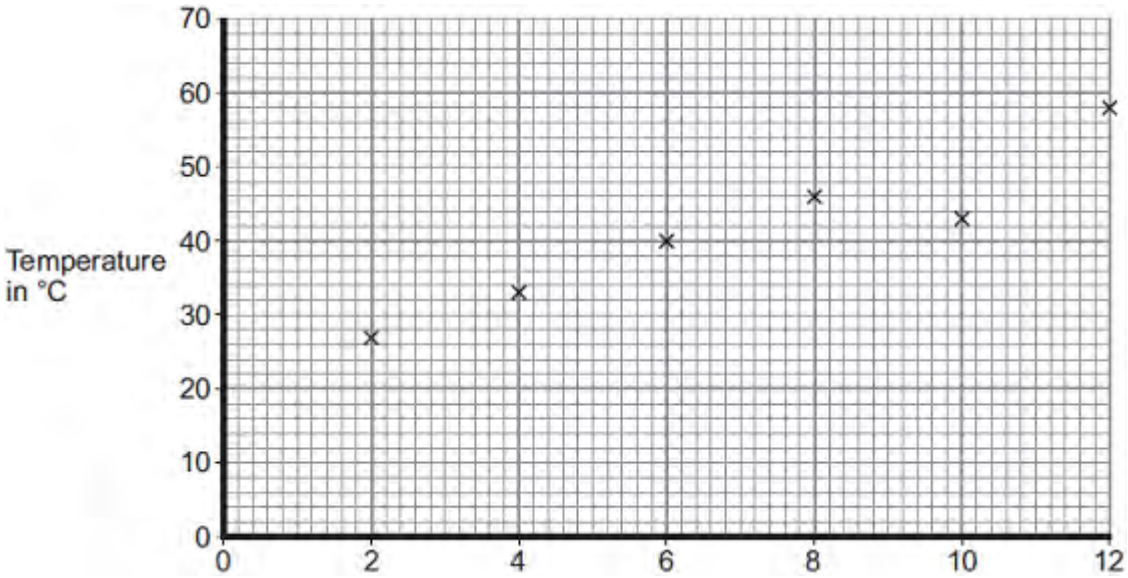
(2)

(b) The student used the same apparatus to heat a 1 kg block of aluminium.

He recorded the temperature of the block as it was heated from room temperature.

The results are shown in **Figure 3**.

Figure 3



(i) One of the student's results is anomalous.

Draw a ring around the anomalous result.

(1)

(ii) Draw the line of best fit for the points plotted in **Figure 3**.

(1)

(iii) What was the temperature of the room?

Temperature = ... °C

(1)

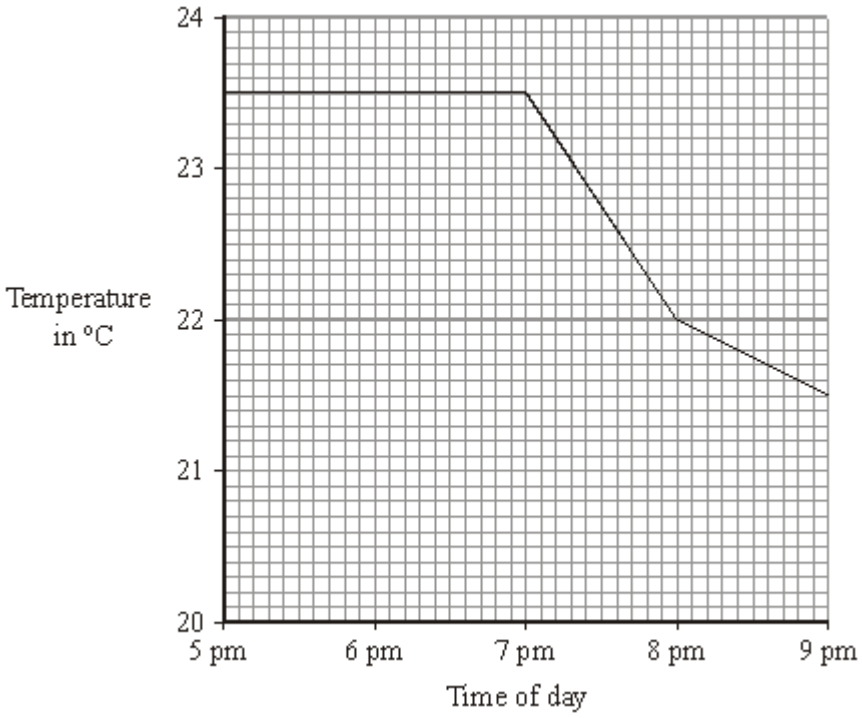
(iv) What was the interval of the time values used by the student?

Interval = ... minutes

(1)

(Total 11 marks)

Q5. (a) The graph shows the temperature inside a flat between 5 pm and 9 pm. The central heating was on at 5 pm.



(i) What time did the central heating switch off?

.....

(1)

(ii) Closing the curtains reduces heat loss from the flat.

What time do you think the curtains were closed?

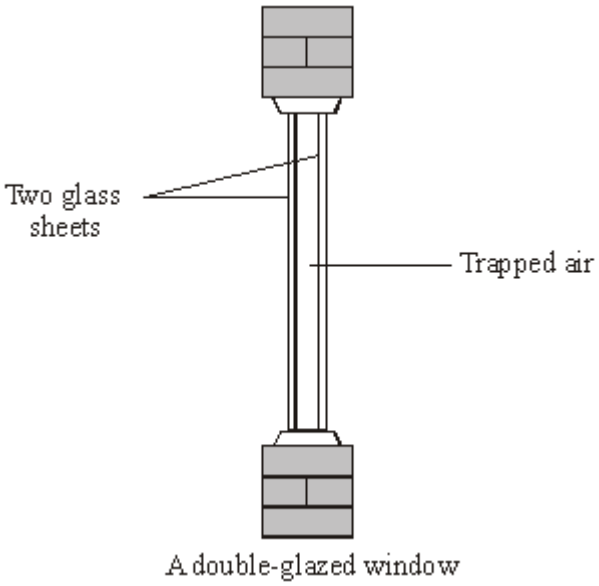
.....

Give a reason for your answer.

.....

(2)

(b) Less heat is lost through double-glazed windows than through single-glazed windows.



A double-glazed window

Complete the following sentences by choosing the correct words from the box. Each word may be used once or not at all.

conduction	conductor	convection	evaporation	insulator	radiation

Air is a good ..... . When trapped between two sheets of glass it reduces heat loss by ..... and .....

(3)

(c) The table gives information about three types of house insulation.

Type of insulation	Cost to install	Money save each year on heating bills	Payback time
Double glazing	£4000	£200	20 years
Loft insulation	£300	£100	3 years
Cavity wallinsulation	£600	£150	

(i) Use the information in the table to calculate the payback time for cavity wall insulation.

.....

(1)

(ii) Explain why people often install loft insulation before installing double glazing or cavity wall insulation.

.....

.....

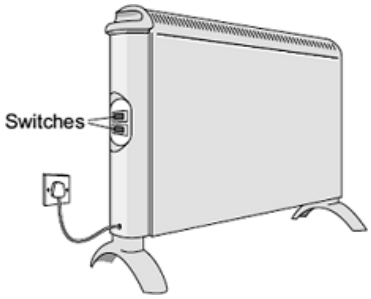
.....

.....

(2)

(Total 9 marks)

Q6. (a) The diagram shows two switches on a room heater. The heater has three power settings. The power produced by two of the settings is given in the table.



Setting	Power in kW
Low	0.5
Medium	1.5
High	

(i) When both switches are on, the heater works at the high power setting.

What is the power of the heater when it is switched to the **high** power setting?

.....

Power = ... kW

(1)

(ii) The heater is used on the **medium** power setting. It is switched on for three hours.

Use the equation in the box to work out the energy transferred from the mains to the heater in three hours.

energy transferred (kilowatt-hour, kWh)	=	power (kilowatt, kW)	×	time (hour, h)

Show clearly how you work out your answer.

.....

.....

Energy transferred = ... kWh

(2)

(iii) Electricity costs 12 pence per kilowatt-hour.

Use the equation in the box to calculate how much the heater costs to use on **medium** power for three hours.

total cost = number of kilowatt-hours × cost per kilowatt-hour

Show clearly how you work out your answer.

.....

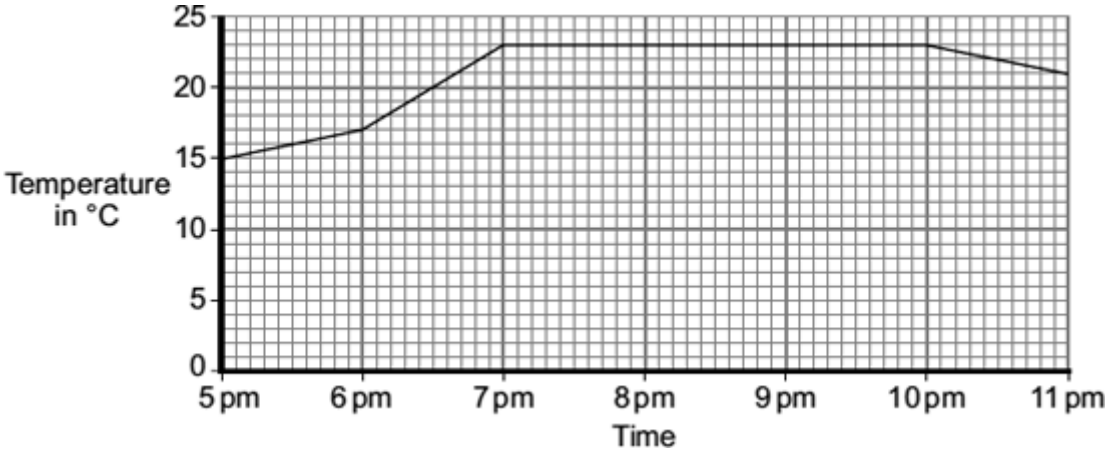
.....

Total cost = ... pence

(2)

(b) The heater is used to warm a room.

The graph shows how the temperature of the room changes from the moment the heater is switched on.



The heater was first used on the medium setting.

(i) At what time was the heater setting changed to the **high** setting?

.....

Give a reason for your answer.

.....

.....

.....

(2)

(ii) From 7 pm until 10 pm, the temperature of the room is **not** changing.

Which **one** of the following statements gives the reason why the temperature of the room is **not** changing?

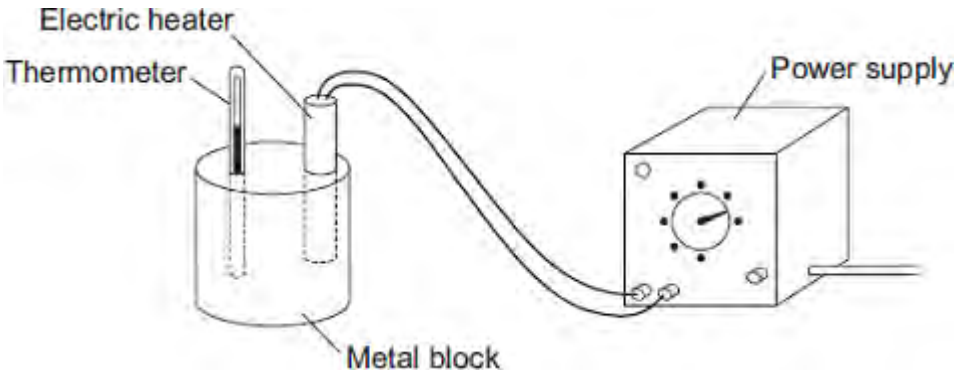
Put a tick (✓) in the box next to your answer.

The room is losing energy as fast as the heater supplies energy. 

The room is losing energy faster than the heater supplies energy. 

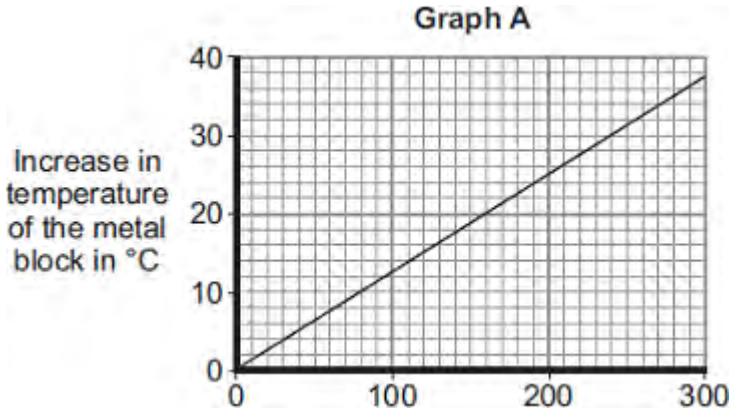
(1)
(Total 8 marks)

Q7.(a) A student used the apparatus drawn below to investigate the heating effect of an electric heater.



(i) Before starting the experiment, the student drew **Graph A**.

Graph A shows how the student expected the temperature of the metal block to change after the heater was switched on.



Describe the pattern shown in **Graph A**.

.....

.....

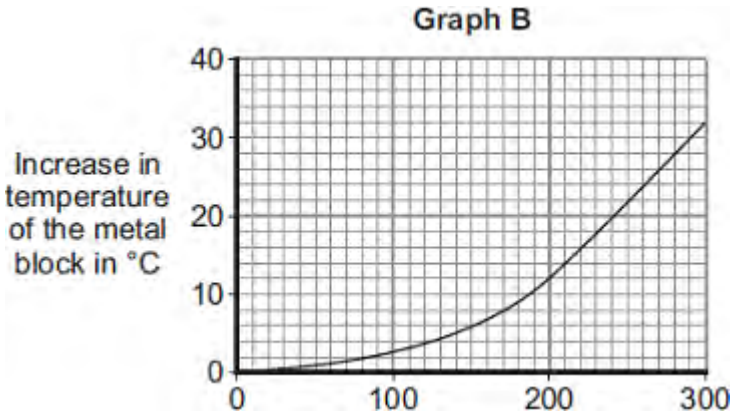
.....

.....

(2)

(ii) The student measured the room temperature. He then switched the heater on and measured the temperature of the metal block every 50 seconds.

The student calculated the increase in temperature of the metal block and plotted **Graph B**.



After 300 seconds, **Graph B** shows the increase in temperature of the metal block is lower than the increase in temperature expected from **Graph A**.

Suggest **one** reason why.

.....

.....

(1)

(iii) The power of the electric heater is 50 watts.

Calculate the energy transferred to the heater from the electricity supply in 300 seconds.

.....

.....

.....

Energy transferred = ... J

(2)

(b) The student uses the same heater to heat blocks of different metals. Each time the heater is switched on for 300 seconds.

Each block of metal has the same mass but a different specific heat capacity.

Metal	Specific heat capacity in J/kg°C
Aluminium	900
Iron	450

Lead	130

Which **one** of the metals will heat up the most?

Draw a ring around the correct answer.

aluminium **iron** **lead**

Give, in terms of the amount of energy needed to heat the metal blocks, a reason for your answer.

.....

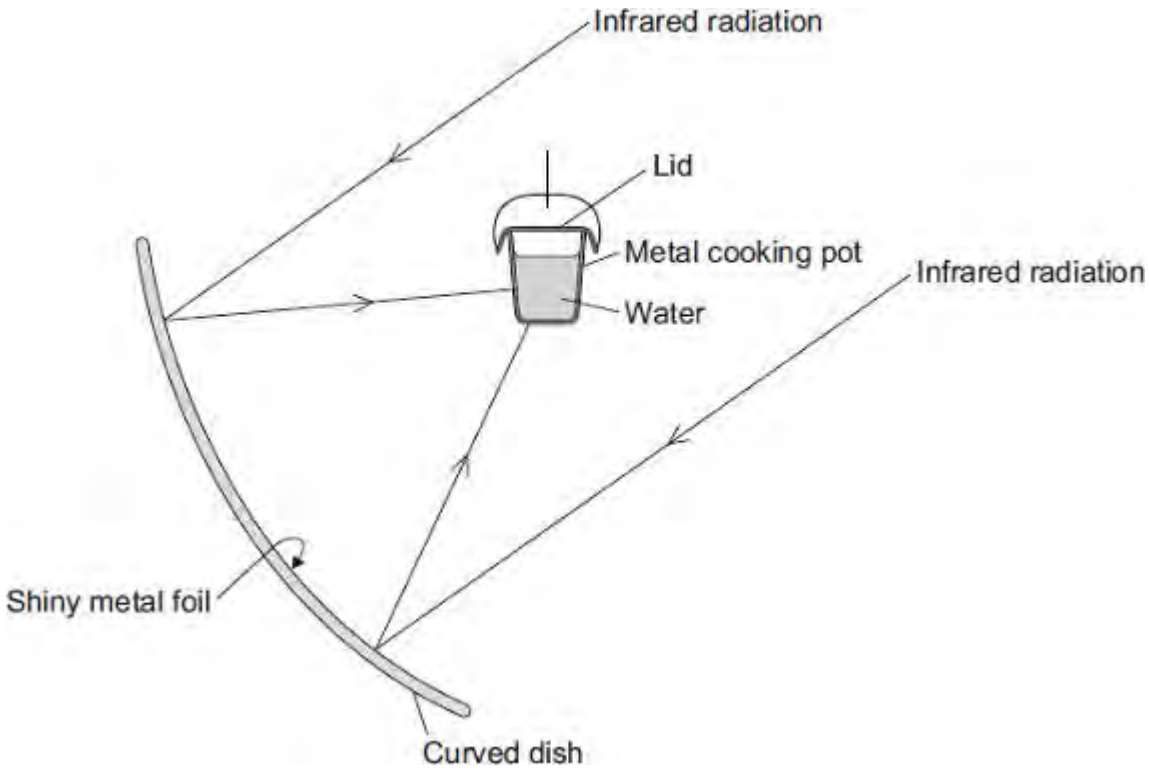
.....

.....

.....

(2)
(Total 7 marks)

Q8. The diagram shows the design of a solar cooker. The cooker heats water using infrared radiation from the Sun.



(a) Why is the inside of the large curved dish covered with shiny metal foil?

.....

.....

(1)

(b) Which would be the best colour to paint the outside of the metal cooking pot?

Draw a ring around the correct answer.

black **silver** **white**

Give a reason for your answer.

.....

.....

.....

(2)

(c) Why does the cooking pot have a lid?

.....

.....

(1)

(d) Calculate how much energy is needed to increase the temperature of 2 kg of water by 80 °C.

The specific heat capacity of water = 4200 J/kg °C.

.....

.....

.....

Energy = ... J

(2)
(Total 6 marks)

M1. (a) (i) conduction

1

convection

1

correct order only

(ii) to keep the ceramic bricks hot for a longer time

1

(b) (i) $E = P \times t$

18.2

*allow **1** mark for correct substitution ie 2.6 × 7 provided that no subsequent step is shown*

2

(ii) 91 (p)
or their (b)(i) × 5 correctly calculated

accept £0.91

*do **not** accept 0.91 without £ sign*

1

(c) $E = m \times c \times \theta$

2 250 000

*allow **1** mark for correct substitution ie 120 × 750 × 25 provided that no subsequent step is shown*

answers 2250 kJ or 2.25 MJ gain both marks

2

[8]

M2. (a) (i) conduction

1

(ii) atoms gain (kinetic) energy

accept particles / molecules for atoms

*do **not** accept electrons for atoms*

or atoms vibrate with a bigger amplitude

accept vibrate faster / more

*do **not** accept start to vibrate*

or

atoms collide with neighbouring atoms

1

transferring energy to (neighbouring / other) atoms

*do **not** accept heat for energy*

or

making these other atoms vibrate with a bigger amplitude

accept faster / more for bigger amplitude

mention of (free) electrons moving and passing on energy negates this mark

1

(b) (i) 5 (°C) to 25 (°C)

either order

1

(ii) a correct example of doubling temperature difference doubling heat transfer

eg going from 5 to 10 (°C) difference doubles heat transfer from 30 to 60 (J/s)

accept for heat transfer number of joules / it

*allow **1** mark for correctly reading 1 set of data eg at 5 °C the heat transfer is 30*

or

for every 5°C increase in temperature difference heat transfer increases by 30 (J/s)

no credit for stating they are directly proportional

2

(iii) 1800

*allow **1** mark for obtaining heat transfer value = 120*

2

(c) payback time calculated as 33 years

calculations must be correct to score the first mark point
explanations must relate to it not being cost effective

1

this is greater than lifetime of windows**or**total savings (over 30 years) = £4800 (1)

this is less than cost of windows (1)**or**

$\frac{5280}{30}$ = 176 (1)

this is more than the yearly savings (1)

1

[10]

M3. (a) (i) 20

1

(ii) convection

1

(iii) fit draughtproof strips

1

accept lay carpet
accept fit curtains
accept close doors / windows / curtains
accept any reasonable suggestion for reducing a draught
'double glazing' alone is insufficient

(b) air is (a good) insulator

1

or air is a poor conductor

accept air cavity / 'it' for air

reducing heat transfer by conduction

accept stops for reduces
ignore convection
*do **not** accept radiation*
*do **not** accept answers in terms of heat being trapped*

1

(c) (i) most cost effective

accept it is cheaper or lowest cost
accept shortest payback time
accept in terms of reducing heat loss by the largest amount
*do **not** accept it is easier*
ignore most heat is lost through the roof

1

(ii) 4

1

[7]

M4. (a) conduction

must be in correct order

1

convection

1

(b) (i) 70

accept ± half a square
(69.8 to 70.2)

1

(ii) 15

*accept 14.6 to 15.4 for **2** marks*
*allow for **1** mark 70 − 55*
ecf from (b)(i) ± half a square

2

(iii) C

1

biggest drop in temperature during a given time

accept it has the steepest gradient this is a dependent

1

(iv) starting at 70 °C and below graph for C
must be a curve up to at least 8 minutes

1

(v) because 20 °C is room temperature

accept same temperature as surroundings

1

(c) (i) 6720

*correct answer with or without working gains **3** marks*
*6 720 000 gains **2** marks*
*correct substitution of E = 0.2 × 4200 × 8 gains **2** marks*
*correct substitution of E = 200 × 4200 × 8 gains **1** mark*

3

(ii) the fastest particles have enough energy
accept molecules for particles

1

to escape from the surface of the water

1

therefore the mean energy of the remaining particles decreases
accept speed for energy

1

the lower the mean energy of particles the lower the temperature (of the water)
accept speed for energy

1

[16]

M5. (a) (matt) black is a good emitter of infrared / radiation

accept heat for infrared / radiationignore reference to good absorberattracts heat negates this marking point

1

to give maximum (rate of) energy transfer (to surroundings)

accept temperature (of coolant) falls fast(er)

*accept black emits more radiation for **1** mark*

*black emits most radiation / black is the best emitter of radiation for **2** marks*

1

(b) the fins increase the surface area

accept heat for energy

1

so increasing the (rate of) energy transfer**or**so more fins greater (rate of) energy transfer

1

(c) 114 000

*allow **1** mark for correct temperature change, ie 15 (°C)*

or

*allow **2** marks for correct substitution, ie 2 × 3 800 × 15*

*answers of 851 200 **or** 737 200 gain **2** marks*

or

*substitution 2 × 3800 × 112 **or** 2 × 3800 × 97 gains **1** mark*

*an answer of 114 kJ gains **3** marks*

3

(d) increases the efficiency

1

less (input) energy is wasted

accept some of the energy that would have been wasted is (usefully) used

or

more (input) energy is usefully used

accept heat for energy

1

[9]

M6. (a) (i) 5(.0)

1

(ii) 35 **or** their (a)(i) × 7 correctly calculated

*allow **1** mark for correct substitution, ie 5 **or** their (a)(i) × 7 provided no subsequent step shown*

2

(iii) 525(p)**or**(£) 5.25**or**their (a)(ii) × 15 correctly calculated

if unit p or £ given they must be consistent with the numerical answer

1

(iv) decreases

1

temperature difference (between inside and outside) decreases

accept gradient (of line) decreases

*do **not** accept temperature (inside) decreases*

*do **not** accept graph goes down*

1

(b) air (bubbles are) trapped (in the foam)

*do **not** accept air traps heat*
foam has air pockets is insufficient

1

(and so the) air cannot circulate / move / form convection current

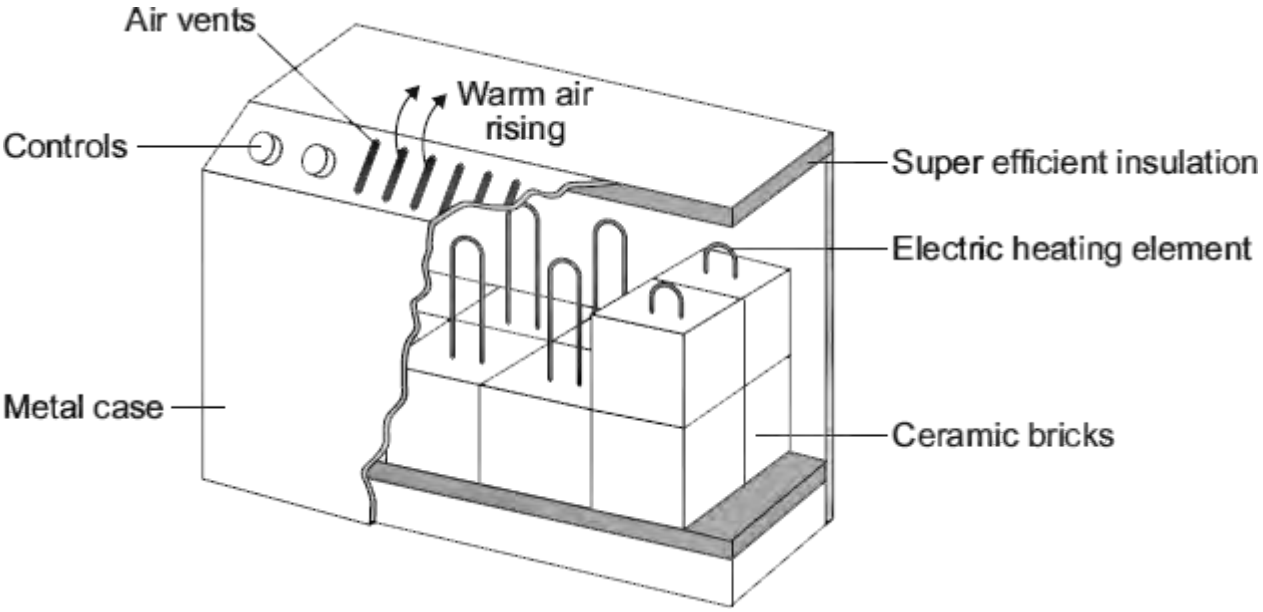
air is a good insulator is insufficient
no convection current is insufficient

answers in terms of warm air from the room being trapped are incorrect and score no marks

1

[8]

Q1. The diagram shows how one type of electric storage heater is constructed. The heater has ceramic bricks inside. The electric elements heat the ceramic bricks during the night. Later, during the daytime, the ceramic bricks transfer the stored energy to the room.



(a) (i) Complete the following sentences using words from the box.

conduction	**convection**	**evaporation**

Energy is transferred through the metal casing by .....

The warm air rising from the heater transfers energy to the room by .....

(2)

(ii) The inside of the metal case is insulated.

Which **one** of the following gives the reason why?

Tick (✓) **one** box.

To transfer energy from the ceramic bricks to the room faster ☐

To stop energy from the room transferring into the heater ☐

To keep the ceramic bricks hot for a longer time ☐

(1)

(b) In winter, the electricity supply to a 2.6 kW storage heater is switched on for seven hours each day.

(i) Calculate the energy transferred, in kilowatt-hours, from the electricity supply to the heater in seven hours.

Show clearly how you work out your answer.

.....

.....

Energy transferred = ... kWh

(2)

(ii) The electricity supply to the heater is always switched on between midnight and 7 am. Between these hours, electricity costs 5 p per kilowatt-hour.

Calculate how much it costs to have the heater switched on between midnight and 7 am.

.....

.....

Cost = ... p

(1)

(c) Between 7 am and 8 am, after the electricity supply is switched off, the temperature of the ceramic bricks falls by 25 °C.

Calculate the energy transferred from the ceramic bricks between 7 am and 8 am.

Total mass of ceramic bricks = 120 kg.
Specific heat capacity of the ceramic bricks = 750 J/kg °C.

Show clearly how you work out your answer.

.....

.....

.....

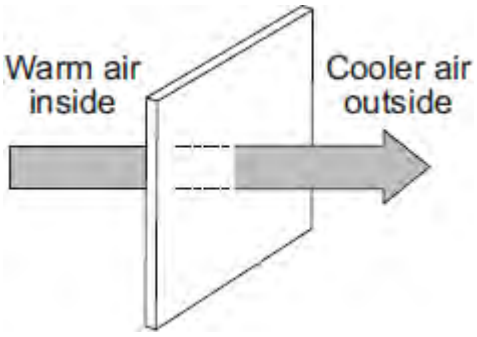
.....

Energy transferred = ... J

(2)

(Total 8 marks)

Q2. The diagram shows the direction of heat transfer through a single-glazed window.



(a) (i) Name the process by which heat is transferred **through** the glass.

.....

(1)

(ii) Explain how heat is transferred **through** the glass.

.....

.....

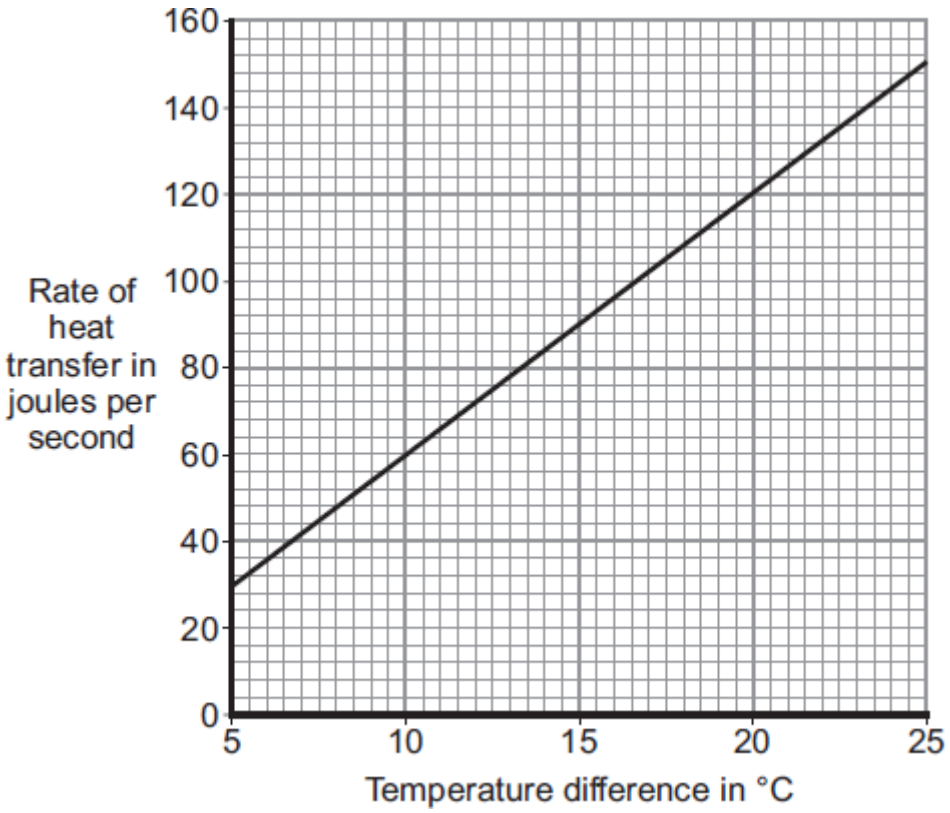
.....

.....

(2)

(b) The rate of heat transfer through a window depends on the difference between the inside and outside temperatures.

The graph shows the rate of heat transfer through a 1 m^2 single-glazed window for a range of temperature differences.



(i) What is the range of temperature differences shown in the graph?

From ..... to .....

(1)

(ii) A student looks at the graph and concludes:

'Doubling the temperature difference doubles the rate of heat transfer.'

Use data from the graph to justify the student's conclusion.

.....

.....

.....

.....

(2)

(iii) A house has single-glazed windows. The total area of the windows in the house is 15 m^2.

On one particular day, the difference between the inside and outside temperatures is 20 °C.

Use the graph to calculate the total rate of heat transfer through all of the windows on this particular day.

Show clearly how you work out your answer.

.....

.....

.....

.....

Rate of heat transfer = ... J/s

(2)

(c) A homeowner plans to replace the single-glazed windows in his home with double-glazed windows. He knows that double-glazed windows will reduce his annual energy bills.

The table gives information about the double glazing to be installed by the homeowner.

Cost to buy and install	Estimated yearly savings on energy bills	Estimated lifetime of the double-glazed windows
£5280	£160	30 years

Explain, in terms of energy savings, why replacing the single-glazed windows with these double-glazed windows is not cost effective.

To gain full marks you must complete a calculation.

.....

.....

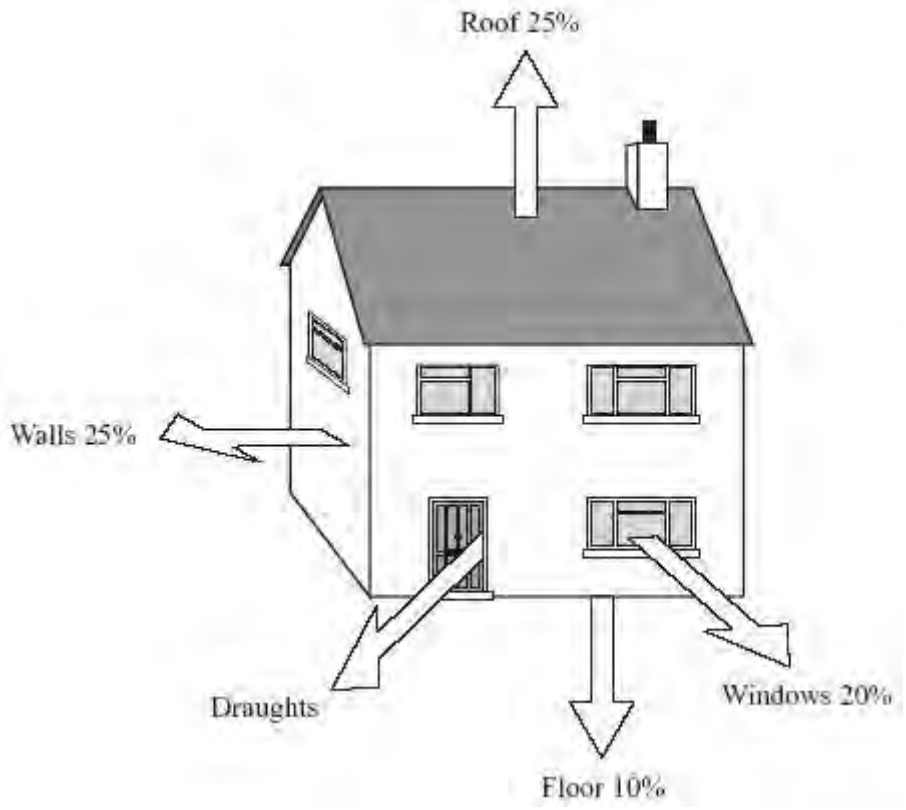
.....

.....

(2)

(Total 10 marks)

Q3. (a) The diagram shows the ways in which heat energy can be transferred from an old house.



(i) Calculate the percentage of energy transferred by draughts.

% energy transferred by draughts = ...

(1)

(ii) Complete the following sentence using **one** of the words from the box.

conduction	**convection**	**radiation**

Draughts transfer heat energy by .....

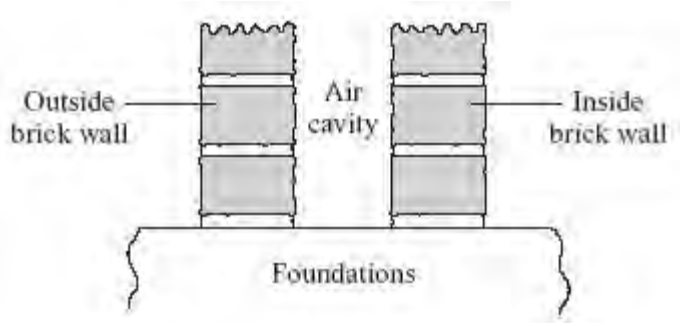
(1)

(iii) State **one** way of reducing the heat transfer by draughts.

.....

(1)

(b) The diagram shows a section through the walls of a house built in 1930.



Explain how the air cavity between the two walls reduces the heat transfer from the house.

.....

.....

.....

.....

(2)

(c) The table shows the installation costs and yearly savings on energy bills for different methods of insulating a house.

Method of insulation	**Installation costin £**	**Yearly saving on energy bills in £**
Double glazing	4000	65
Loft insulation	240	60
Cavity wall insulation	600	80

(i) Give **one** reason why loft insulation is often fitted to an old house before double glazing or cavity wall insulation.

.....

.....

(1)

(ii) The time it takes for the saving on energy bills to equal the cost of installing the insulation is called the pay-back time.

Calculate the pay-back time for loft insulation.

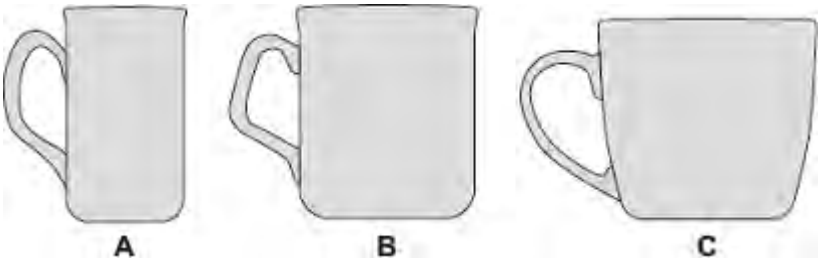
.....

Pay-back time = ... years

(1)

(Total 7 marks)

Q4. The diagram shows three cups **A**, **B** and **C**.



Energy is transferred from hot water in the cups to the surroundings.

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

condensation	**conduction**	**convection**

Energy is transferred through the walls of the cup by ..... .

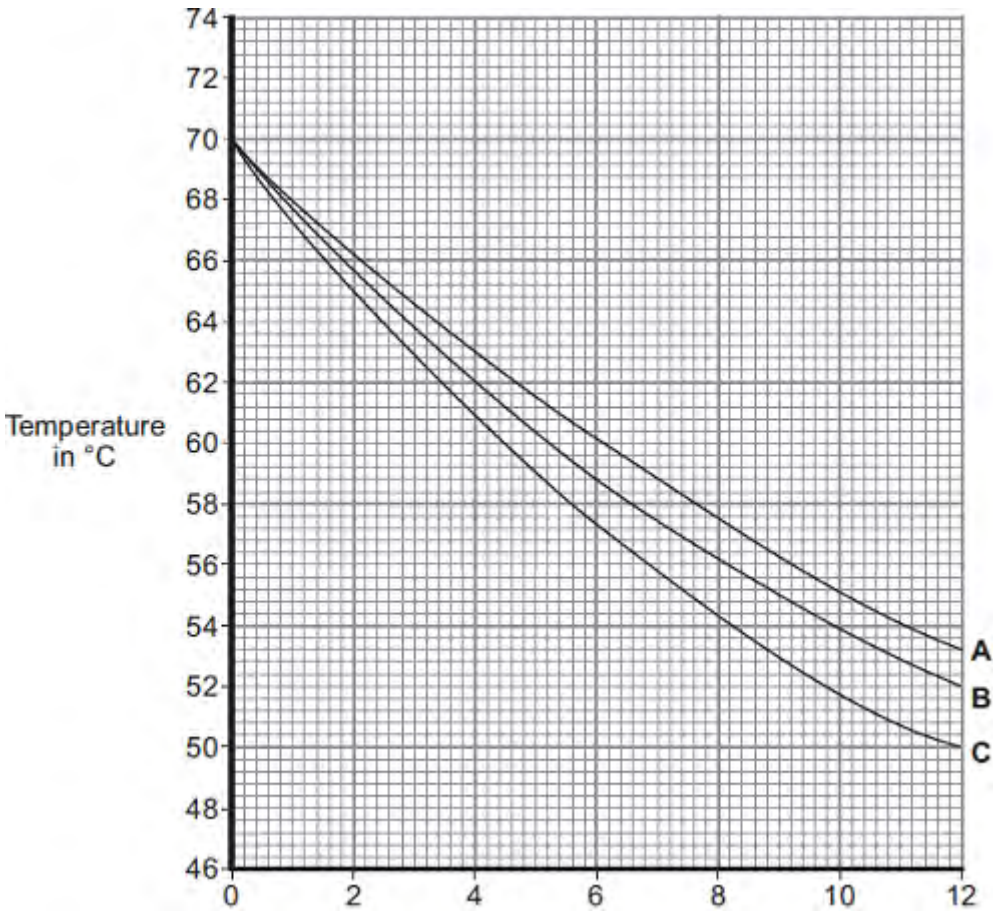
In the air around the cup, energy is transferred by ..... .

(2)

(b) Some students investigated how the rate of cooling of water in a cup depends on the surface area of the water in contact with the air.

They used cups **A**, **B** and **C**. They poured the same volume of hot water into each cup and recorded the temperature of the water at regular time intervals.

The results are shown on the graph.



Time in minutes

(i) What was the starting temperature of the water for each cup?

Starting temperature = ... °C

(1)

(ii) Calculate the temperature fall of the water in cup **B** in the first 9 minutes.

.....

Temperature fall = ... °C

(2)

(iii) Which cup, **A**, **B** or **C**, has the greatest rate of cooling? ☐

Using the graph, give a reason for your answer.

.....

.....

(2)

(iv) The investigation was repeated using the bowl shown in the diagram.

The same starting temperature and volume of water were used.

Draw on the graph in part **(b)** another line to show the expected result.

(1)

(v) After 4 hours, the temperature of the water in each of the cups and the bowl was 20°C.

Suggest why the temperature does **not** fall below 20°C.

.....

(1)

(c) (i) The mass of water in each cup is 200 g.

Calculate the energy, in joules, transferred from the water in a cup when the temperature of the water falls by 8°C.

Specific heat capacity of water = 4200 J / kg°C.

.....

.....

.....

Energy transferred = ... J

(3)

(ii) Explain, in terms of particles, how evaporation causes the cooling of water.

.....

.....

.....

.....

.....

.....

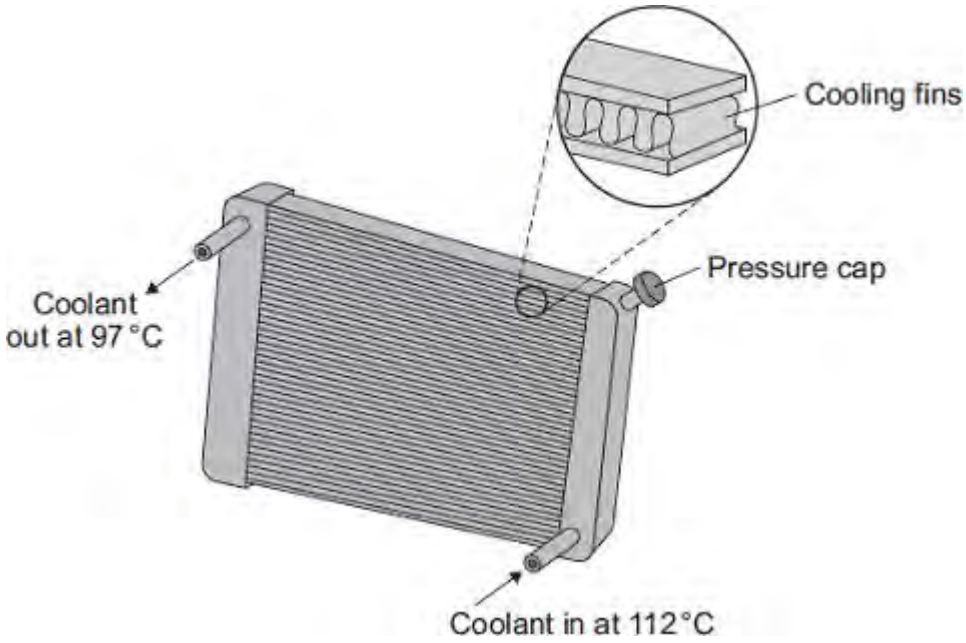
.....

.....

(4)

(Total 16 marks)

Q5. The diagram shows a car radiator. The radiator is part of the engine cooling system.



Liquid coolant, heated by the car engine, enters the radiator. As the coolant passes through the radiator, the radiator transfers energy to the surroundings and the temperature of the coolant falls.

(a) Why is the radiator painted black?

.....

.....

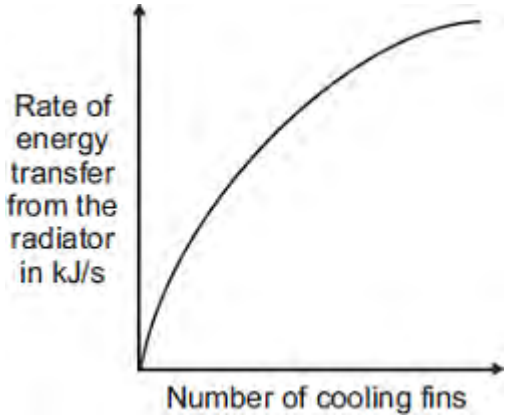
.....

.....

(2)

(b) Different radiators have different numbers of cooling fins along the length of the radiator.

The sketch graph shows how the number of cooling fins affects the rate of energy transfer from the radiator.



The number of cooling fins affects the rate of energy transfer from the radiator.

Explain how.

.....

.....

.....

.....

(2)

(c) When the car engine is working normally, 2 kg of coolant passes through the radiator each second. The temperature of the coolant falls from 112 °C to 97 °C.

Calculate the energy transferred each second from the coolant.

Specific heat capacity of the coolant = 3800 J/kg °C.

.....

.....

.....

.....

Energy transferred each second = ... J

(3)

(d) On cold days, some of the energy transferred from a hot car engine is used to warm the air inside the car. This is a useful energy transfer.

What effect, if any, does this energy transfer have on the overall efficiency of the car engine?

Draw a ring around the correct answer.

decreases the efficiency	**does not change the efficiency**	**increases the efficiency**

Give a reason for your answer.

.....

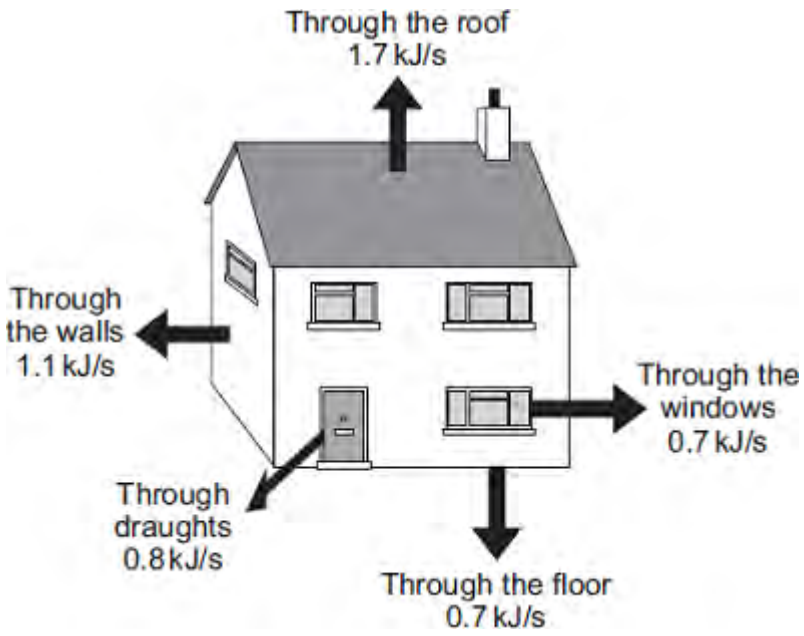
.....

.....

(2)
(Total 9 marks)

Q6.Diagram 1 shows the energy transferred per second from a badly insulated house on a cold day in winter.

Diagram 1



(a) (i) When the inside of the house is at a constant temperature, the energy transferred from the heating system to the inside of the house equals the energy transferred from the house to the outside.

Calculate, in kilowatts, the power of the heating system used to keep the inside of the house in **Diagram 1** at a constant temperature.

1 kilowatt (kW) = 1 kilojoule per second (kJ/s)

.....

Power of the heating system = ... kW

(1)

(ii) In the winter, the heating system is switched on for a total of 7 hours each day.

Calculate, in kilowatt-hours, the energy transferred each day from the heating system to the inside of the house.

.....

.....

Energy transferred each day = ... kWh

(2)

(iii) Energy costs 15 p per kilowatt-hour.

Calculate the cost of heating the house for one day.

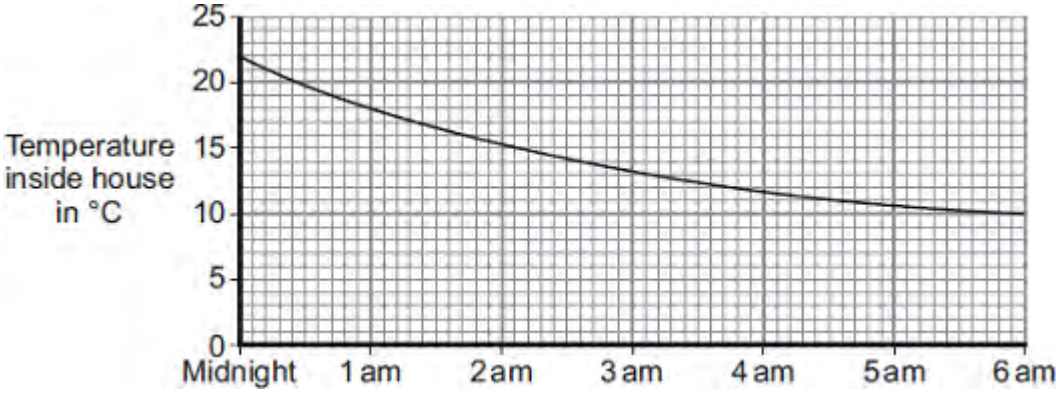
.....

Cost = ...

(1)

(iv) The heating system is switched off at midnight.

The graph shows how the temperature inside the house changes after the heating system has been switched off.



Draw a ring around the correct answer in the box to complete the sentence.

Between midnight and 6 am the rate of energy transfer from

the house

decreases.
decreases then stays constant.
increases.

Give the reason for your answer.

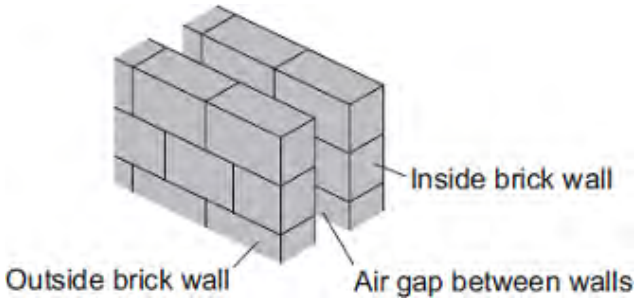
.....

.....

(2)

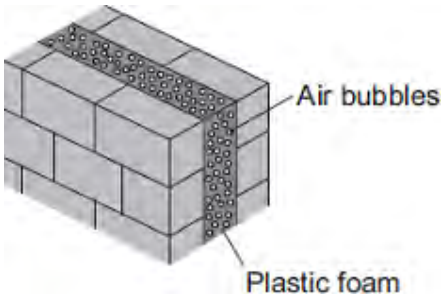
(b) **Diagram 2** shows how the walls of the house are constructed.
Diagram 3 shows how the insulation of the house could be improved by filling the air gap between the two brick walls with plastic foam.

Diagram 2



U-value of the wall = 0.7

Diagram 3



U-value of the wall = 0.3

The plastic foam reduces energy transfer by convection.

Explain why.

.....

.....

.....

.....

(2)
(Total 8 marks)

M1. (a) conduction

1

(b) 35 000

1

(c) 500

*their (b) = 2 x c x 35 correctly calculated scores **2** marks*

*allow **1** mark for correct substitution,*

ie 35000 = 2 x c x 35

or

their (b) = 2 x c x 35

2

J / kg°C

1

(d) energy lost to surroundings

or

energy needed to warm heater

accept there is no insulation (on the copper block)

*do **not** accept answers in terms of human error or poor results or defective equipment*

1

[6]

M2. (a) (i) £150

gets 2

Else 1000 – (250 + 350 + 100 + 150) or 1000 – 850

gets 1

2

(ii) (Named) floor covering
OR Insulation under floor

for 1 mark

1

(b) (i) Draught proof doors or fibre glass in loft or in cavity
For draught proofing

gains 1 mark

Very low cost/easy to install
Repays for itself quickly/cost recuperated quickly
Reasonable energy saving

any 2 for 1 mark each

For loft insulation

Second lowest installation cost/easy to install
Reasonable large energy savings for this cost
Reasonable payback time

gains 1 mark

For foam filled cavity
Biggest energy/cash saving
Cost effective

any 2 for 1 mark each

3

(ii) **Double glazing**

gains 1 mark

Costs most

Saves least energy
Least cost effective

any 2 for 1 mark each

3

[9]

M3. (a) loft insulation

1

energy saved in 10 years £600

1

net saving (600 – 110) £490

1

OR

hot water jacket

1

energy saved in 10 years £140

1

This is the highest percentage saving on cost

1

(b) transferred to environment / surroundings

1

as heat / thermal energy

1

[5]

M4. (a) four calculations correctly shown

200 × 10 – 1800 = £200
100 × 10 – 2400 = –£1400
50 × 10 – 600 = –£100
20 × 10 – 75 = 125

*accept four final answers only **or** obvious rejection of solar water heater and underfloor heating, with other two calculations completed any 1 complete calculation correctly shown **or** showing each saving × 10 of all four calculations = 1 mark answers in terms of savings as a percentage of installation cost **may** score savings mark only*

2

hot water boiler

correct answers only

1

(b) less electricity / energy to be generated / needed from power stations

accept less demand

1

reduction in (fossil) fuels being burnt

accept correctly named fuel

accept answer in terms of:
fewer light bulbs required because they last longer (1 mark)
less energy used / fuels burnt in production / transport etc. (1 mark)

ignore reference to CO_2 or global warming

ignore reference to conservation of energy

1

[5]

M5. (a) conduction

1

(b) (i) there is a bigger temperature difference between the water and the surrounding air

accept the water is hottest / hotter

1

so the transfer of energy (from hot water) is faster

accept heat for energy

ignore temperature falls the fastest

1

(ii) 120

*allow **1** mark for converting kJ to J correctly, ie 4 032 000*

or

correctly calculating temperature fall as 8°C

or

allow **2** marks for correct substitution, ie 4 032 000 = m × 4200 × 8

answers of 0.12, 19.2 **or** 16.6 gain **2** marks

answers of 0.019 **or** 0.017 gain **1** mark

3

(iii) water stays hot for longer

1

so heater is on for less time

accept so less energy needed to heat water

1

so cost of the jacket is soon recovered from) lower energy costs / bills

accept short payback time

1

[9]

M6. (a) (i) £190

nb mention idea of cost per J in £ will come to an approx figure full credit given

*allow **1** mark for showing that the energy loss through the roof is ¼ of the total energy loss ie 150 / 600*

2

(ii) £142.50

allow ecf 50 % of their (a)(i) × 1.5 ie their (a)(i) × 0.75

1

(b) transferred to surroundings / atmosphere

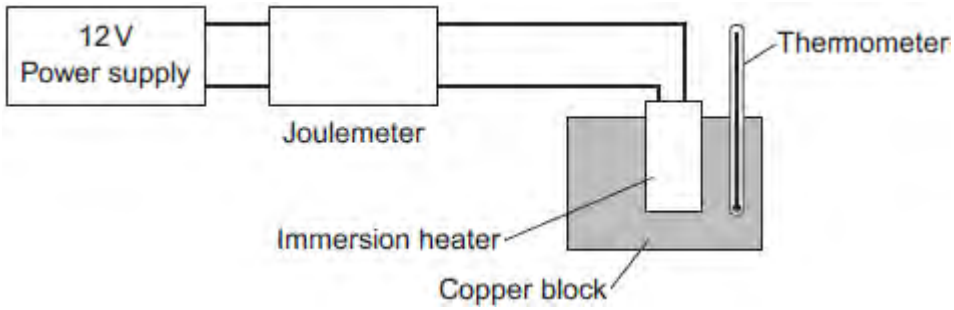
or becomes spread out

1

[4]

Q1. A student used the apparatus in **Figure 1** to obtain the data needed to calculate the specific heat capacity of copper.

Figure 1



The initial temperature of the copper block was measured.

The power supply was switched on.

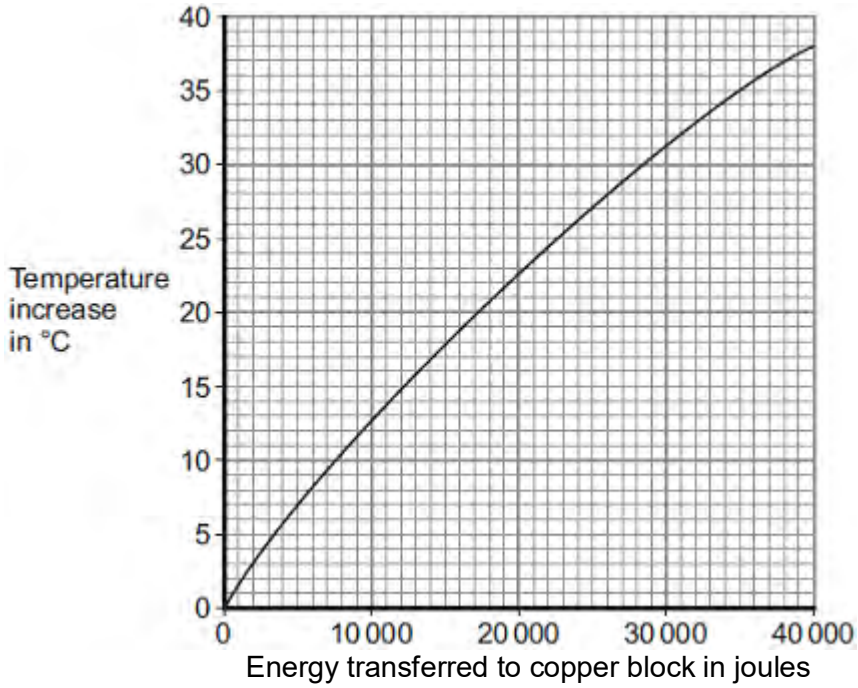
The energy transferred by the heater to the block was measured using the joulemeter.

The temperature of the block was recorded every minute.

The temperature increase was calculated.

Figure 2 shows the student's results.

Figure 2



(a) Energy is transferred through the copper block.

What is the name of the process by which the energy is transferred?

Tick (✓) **one** box.

Conduction ☐

Convection ☐

Radiation ☐

(1)

(b) Use **Figure 2** to determine how much energy was needed to increase the temperature of the copper block by 35 °C.

..... joules

(1)

(c) The copper block has a mass of 2 kg.

Use your answer to part (b) to calculate the value given by this experiment for the specific heat capacity of copper. Give the unit.

.....

.....

.....

.....

Specific heat capacity = ...

(3)

(d) This experiment does **not** give the correct value for the specific heat of copper.

Suggest **one** reason why.

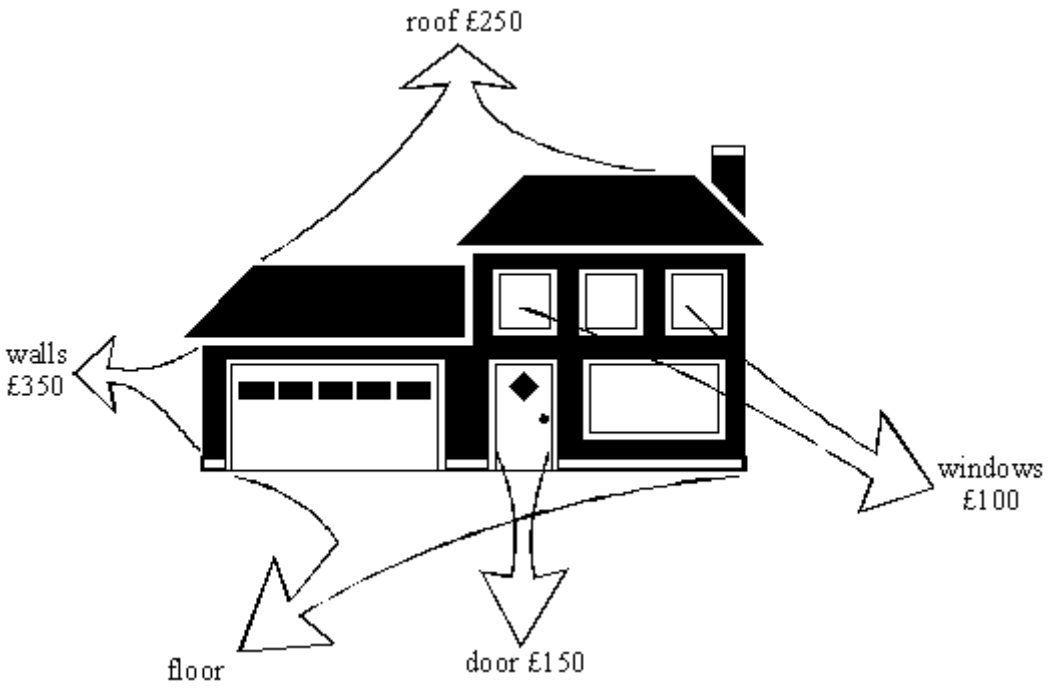
.....

.....

(1)

(Total 6 marks)

Q2. The diagram below shows a house which has **not** been insulated. The cost of the energy lost from different parts of the house during one year is shown on the diagram.



(a) The total cost of the energy lost during one year is £1000.

(i) What is the cost of the energy lost through the floor?

.....

(2)

(ii) Suggest one way of reducing this loss.

.....

(1)

(b) The table below shows how some parts of the house may be insulated to reduce energy losses. The cost of each method of insulation is also given.

WHERE LOST	COST OF ENERGY LOST PER YEAR (£)	METOD OF INSULATION	COST OF INSULATION (£)

roof	250	fibre-glass in loft	300
walls	350	foam filled cavity	800
windows	100	double glazing	4500
doors	150	draught proofing	5

(i) Which method of insulation would you install first? Explain why.

.....

.....

.....

.....

(3)

(ii) Which method of insulation would you install last? Explain why.

.....

.....

.....

.....

(3)

(Total 9 marks)

Q3. The table gives information about some methods of conserving energy in a house.

Conservation method	Installation cost in £	Annual saving on energy bills in £
Cavity wall insulation	500	60
Hot water tank jacket	10	15
Loft insulation	110	60
Thermostatic radiator valves	75	20

(a) Explain which of the methods in the table is the most cost effective way of saving energy over a 10 year period. To obtain full marks you must support your answer with calculations.

.....

.....

.....

.....

(3)

(b) Describe what happens to the energy which is 'wasted' in a house.

.....

.....

.....

.....

(2)

(Total 5 marks)

Q4. (a) The table gives information about some ways of reducing the energy consumption in a house.

Method ofreducing energy consumption	**Installation cost in £**	**Annual saving on energy bills in £**
Fit a newhot water boiler	1800	200
Fit a solarwater heater	2400	100
Fitunderfloor heating	600	50
Fitthermostatic radiator valves	75	20

Which way of reducing energy consumption is most cost effective over a 10-year period?

To obtain full marks you must support your answer with calculations.

.....

.....

.....

.....

.....

.....

(3)

(b) Explain why using an energy-efficient light bulb instead of an ordinary light bulb reduces the amount of carbon dioxide emitted into the atmosphere.

.....

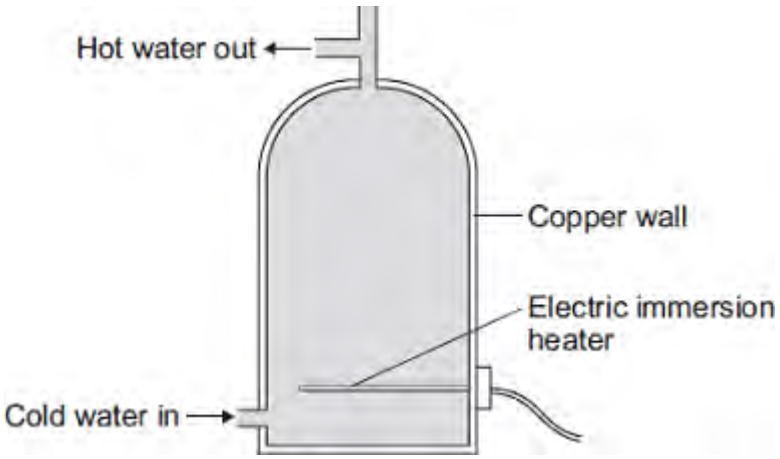
.....

.....

.....

(2)
(Total 5 marks)

Q5. An electric immersion heater is used to heat the water in a domestic hot water tank.
When the immersion heater is switched on the water at the bottom of the tank gets hot.



(a) Complete the following sentence.

The main way the energy is transferred through the copper wall of the water tank is by

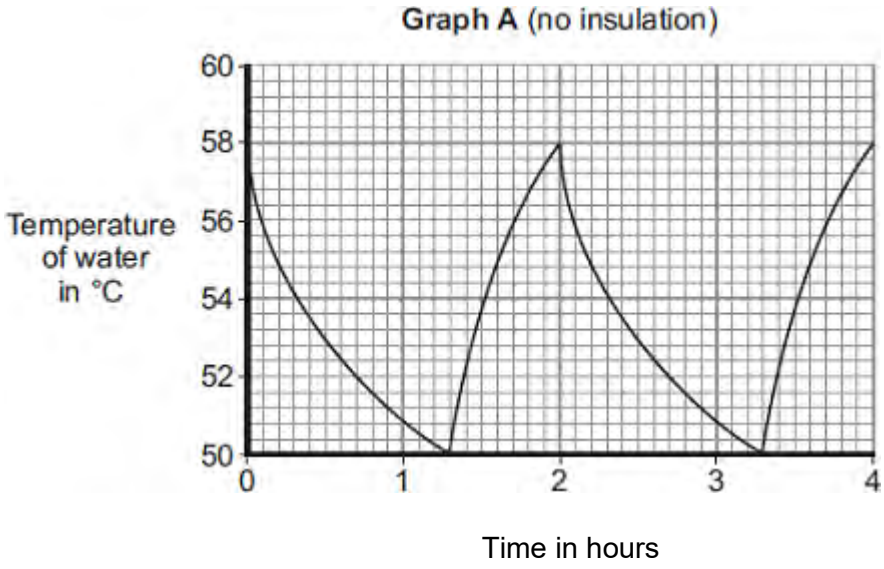
the process of ..... .

(1)

(b) The immersion heater has a thermostat to control the water temperature.

When the temperature of the water inside the tank reaches 58°C the thermostat switches the heater off. The thermostat switches the heater back on when the temperature of the water falls to 50°C.

Graph A shows how the temperature of the water inside a hot water tank changes with time. The tank is **not** insulated.



(i) The temperature of the water falls at the fastest rate just after the heater switches off.

Explain why.

.....

.....

.....

.....

(2)

(ii) To heat the water in the tank from 50°C to 58°C the immersion heater transfers 4032 kJ of energy to the water.

Calculate the mass of water in the tank.

Specific heat capacity of water = 4200 J/kg°C

.....

.....

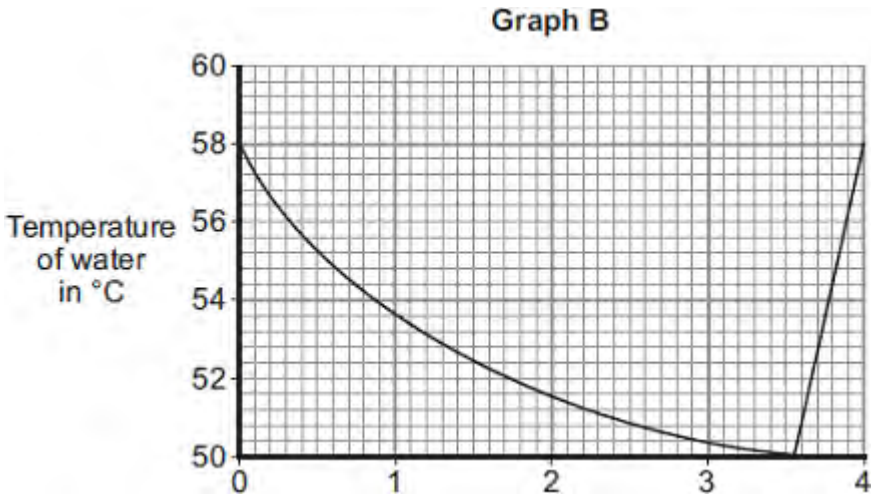
.....

Mass = ... kg

(3)

(iii) An insulating jacket is fitted to the hot water tank.

Graph B shows how the temperature of the water inside the insulated hot water tank changes with time.



An insulating jacket only costs £12.

By comparing **Graph A** with **Graph B**, explain why fitting an insulating jacket to a hot water tank saves money.

.....

.....

.....

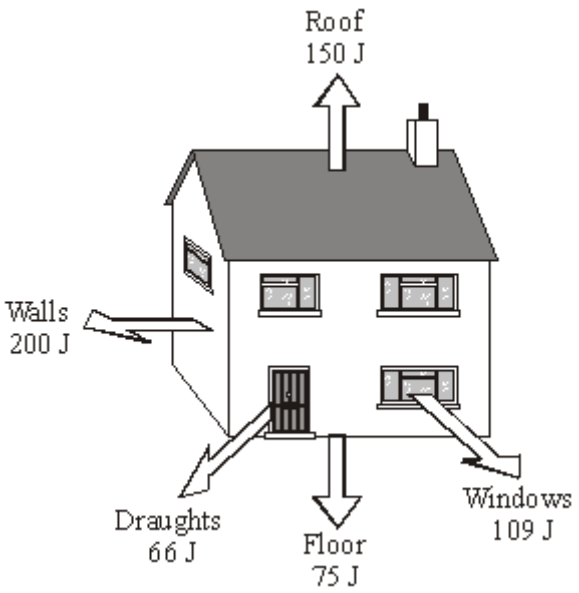
.....

.....

.....

(3)
(Total 9 marks)

Q6. (a) The diagram shows how much heat is lost each second from different parts of an uninsulated house.



(i) Each year, the house costs £760 to heat.

How much money is being wasted because of heat lost through the roof?

Show clearly how you work out your answer.

.....

.....

(2)

(ii) Insulating the loft would cut the heat lost through the roof by 50 %.

The loft insulation has a payback time of $1\frac{1}{2}$ years.

How much did the loft insulation cost to buy?

.....

Cost of loft insulation = £ .....

(1)

(b) What happens to the wasted energy?

.....

.....

(1)
(Total 4 marks)