Cambridge Assessment International Education

Cambridge IGCSE™

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

7234226105

PHYSICS **0625/52**

Paper 5 Practical Test **October/November 2020**

1 hour 15 minutes

You must answer on the question paper.

You will need: The materials and apparatus listed in the confidential instructions

INSTRUCTIONS

- Answer **all** questions.
- Use a black or dark blue pen. You may use an HB pencil for any diagrams or graphs.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen or correction fluid.
- Do **not** write on any bar codes.
- You may use a calculator.
- You should show all your working and use appropriate units.

INFORMATION

- The total mark for this paper is 40.
- The number of marks for each question or part question is shown in brackets [ ].

For Examiner's Use	
1	
2	
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Total	

This document has **12** pages. Blank pages are indicated.

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[Turn over

1 In this experiment, you will investigate the stretching of a spring.

Carry out the following instructions, referring to Fig. 1.1.

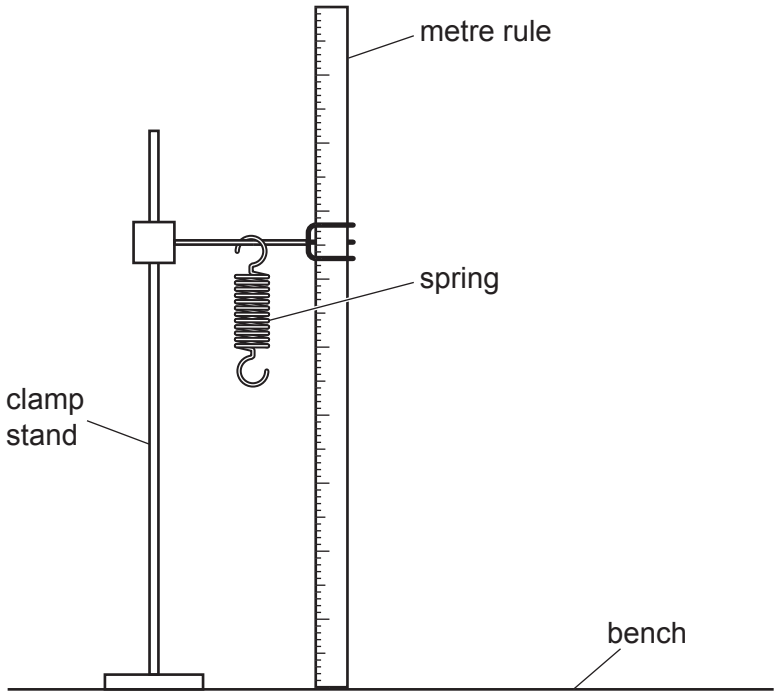


Fig. 1.1

(a) The metre rule is clamped in position near to the spring. Do **not** change the position of the metre rule.

(i) Use the set square provided to take readings from the metre rule to determine the unstretched length *L* of the coiled part of the spring. Record the value of *L*.

L = ... mm [1]

(ii) Draw a diagram to show clearly how you used the set square to obtain an accurate reading from the metre rule.

[1]

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(b) • Suspend a load P = 0.20 N on the spring. Record in Table 1.1 the new length l of the spring.

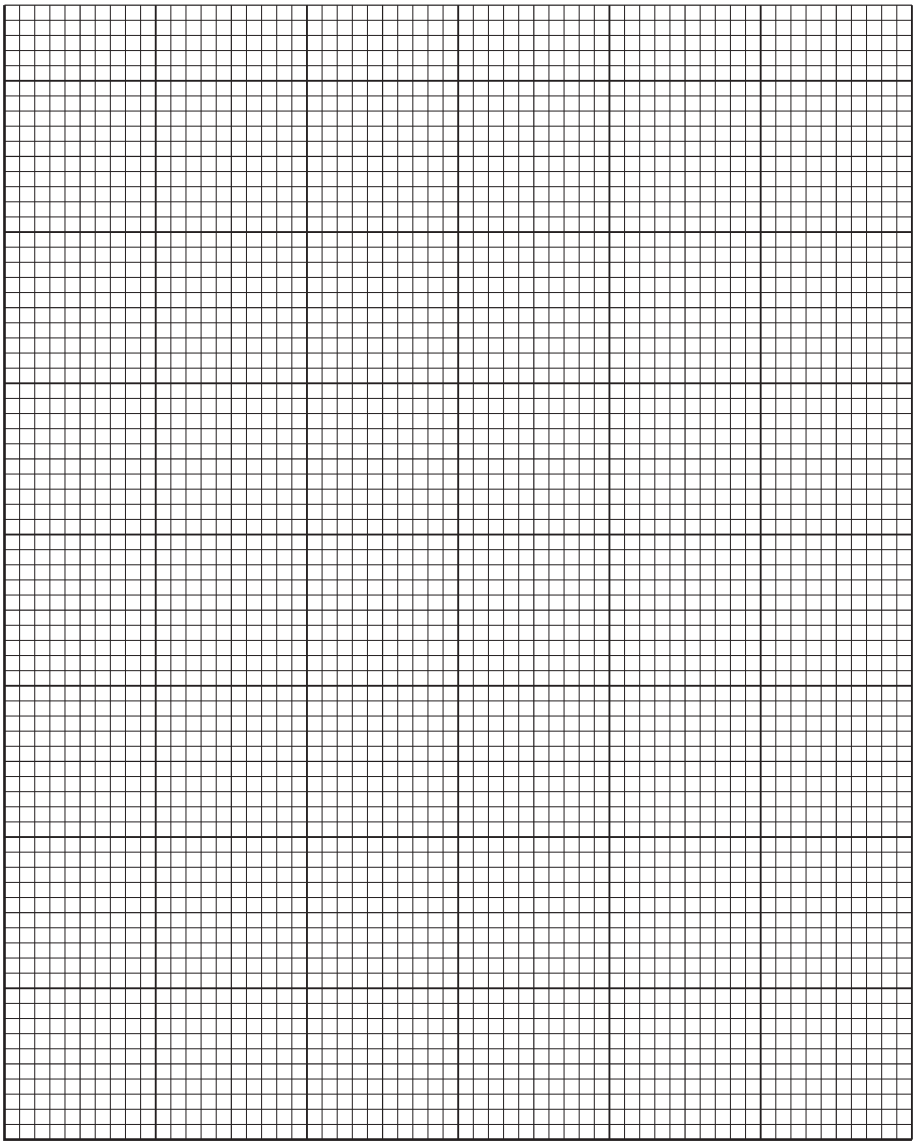
• Repeat the procedure using loads P = 0.40 N, 0.60 N, 0.80 N and 1.00 N.

Table 1.1

P / N	l / mm
0.20	
0.40	
0.60	
0.80	
1.00	

[2]

(c) Plot a graph of l / mm (y-axis) against P / N (x-axis). Start both axes at the origin (0,0).



[4]

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(d) The intercept on the *y*-axis of the graph is numerically equal to the length l_0 of the spring when $P = 0$. Determine the value of l_0. Show clearly on the graph how you obtained the necessary information.

l_0 = ... [2]

(e) Calculate $L - l_0$.

$L - l_0$ = ... [1]

[Total: 11]

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2 In this experiment, you will investigate the refraction of light in a transparent block.

Carry out the following instructions, using the separate ray-trace sheet provided. Refer to Fig. 2.1.

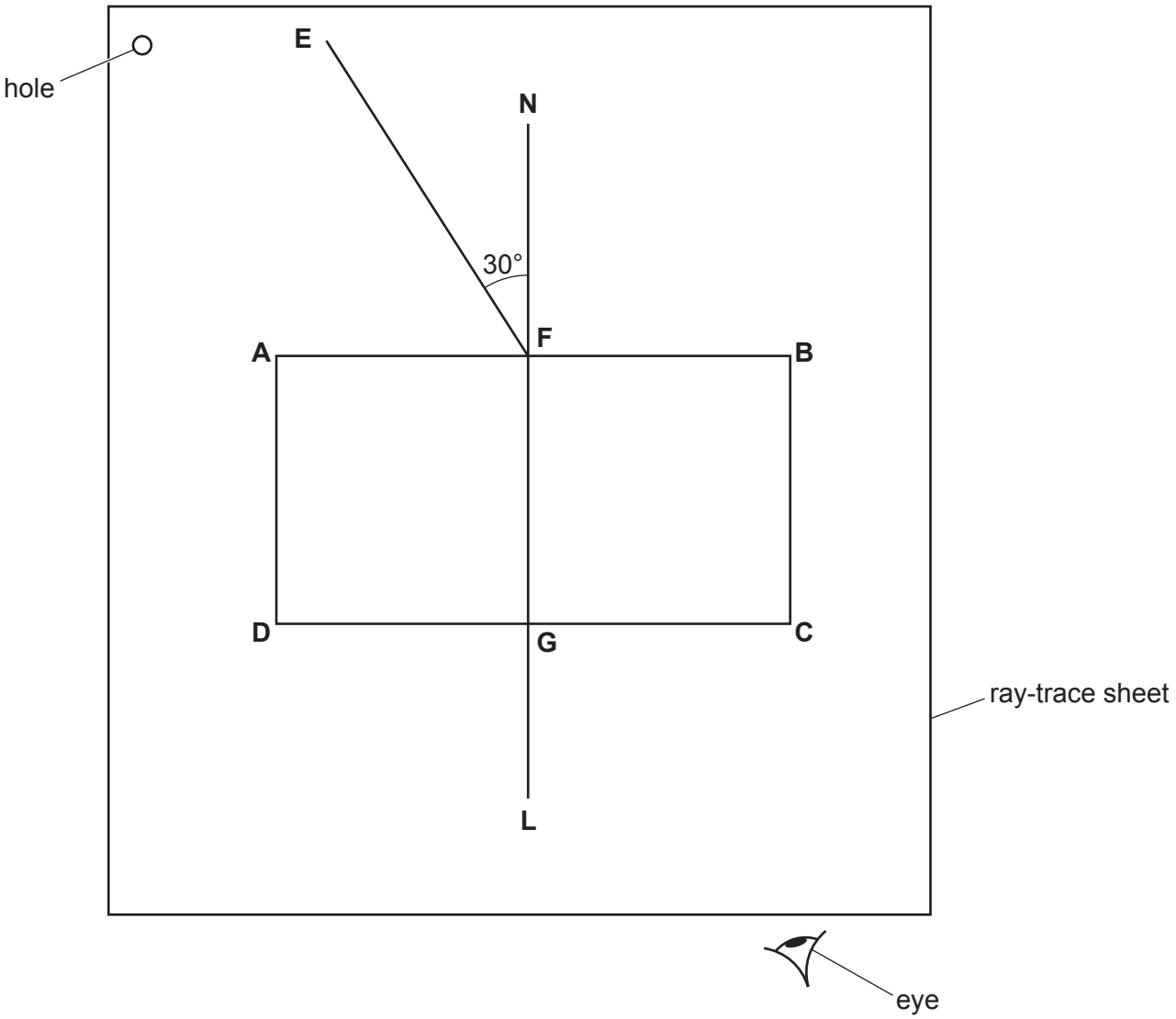


Fig. 2.1

(a)
- Place the transparent block, largest face down, on the ray-trace sheet supplied. The block should be approximately in the middle of the paper.
- Draw and label the outline of the block **ABCD**.
- Remove the block and draw the normal **NL** at the centre of side **AB**. Continue the normal so that it passes through side **CD** of the block.
- Label the point **F** where the normal **NL** crosses side **AB**.
- Label the point **G** where the normal **NL** crosses side **CD**.

[1]

(b) (i)

- Draw the line **EF** at an angle $i = 30°$ to the normal as shown in Fig. 2.1.
- Place the paper on the pin board.
- Place two pins P_1 and P_2 on line **EF** at a suitable distance apart for this experiment.
- Replace the block and look from the position of the eye shown in Fig. 2.1, to observe the images of P_1 and P_2 through side **CD** of the block. Adjust your line of sight until the images of P_1 and P_2 appear one behind the other.
- Place two pins P_3 and P_4 between your eye and the block so that P_3, P_4, and the images of P_1 and P_2 seen through the block, appear one behind the other.
- Label the positions of P_1, P_2, P_3 and P_4.
- Remove the block and the pins.
- Draw a line joining the positions of P_3 and P_4. Continue the line through the outline of the block until it extends to just outside the outline of the block. Label the end of the line **K**.
- Label the point **H** where the line meets side **CD**.
- Label the point **J** where the line meets the normal **NL**.
- Draw the line **FH**.

[2]

(ii) Measure and record the length *a* of the line **GH**.

a = ... [1]

(iii) Measure and record the length *b* of the line **FH**.

b = ... [1]

(c) Measure and record the acute angle θ between the line **NL** and the line **JK**. An acute angle is less than 90°.

θ = ... [2]

(d) State **one** precaution that you took in order to produce an accurate ray-trace.

.....

..... [1]

(e) A student suggests that *i* should be equal to θ within the limits of experimental accuracy. In this experiment, $i = 30°$. Suggest a range of values for θ that match this suggestion for your experiment.

range ..... [1]

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(f) A student plans to test the suggestion that, in this experiment, $i = \theta$ for all possible values of i.

Explain briefly how you would test the suggestion.

.....

.....

.....

..... [2]

Tie your ray-trace sheet into this Question Booklet between pages 6 and 7.

[Total: 11]

3 In this experiment, you will investigate the resistance of samples of resistance wire.

Carry out the following instructions, referring to Fig. 3.1.

The circuit shown in Fig. 3.1 has been provided for you.

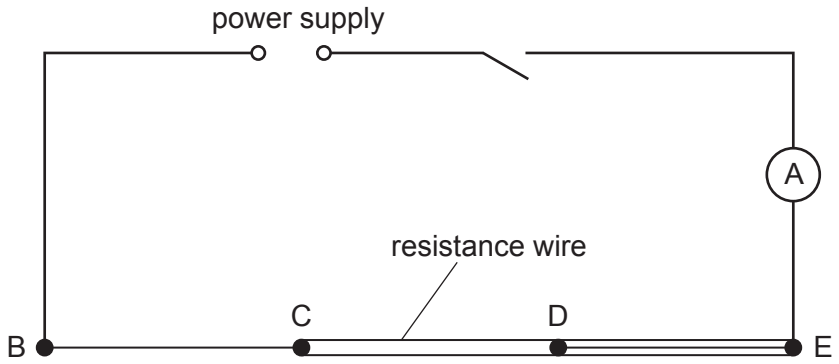


Fig. 3.1

Table 3.1 shows how the samples of wire are connected into the circuit.

Table 3.1

section	resistance wire
BC	one 30 cm piece
CD	two 30 cm pieces
DE	three 30 cm pieces

(a) (i) • Switch on.

• Measure the current I in the circuit.

I = ... [1]

(ii) Connect the voltmeter across section BC of the resistance wire.

Measure and record the potential difference (p.d.) V_1 across section BC. Switch off.

V_1 = ... [1]

Calculate the resistance R_1 of section BC using the equation $R_1 = \frac{V_1}{I}$.

Give your answer to a suitable number of significant figures for this experiment and include the unit.

R_1 = ... [1]

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(iii) Disconnect the voltmeter and its leads from section BC. Connect the voltmeter across section CD. Switch on.

Measure and record the potential difference (p.d.) V_2 across section CD. Switch off.

V_2 = ...

Calculate the resistance R_2 of section CD using the equation $R_2 = \frac{V_2}{I}$. Give your answer to a suitable number of significant figures for this experiment and include the unit.

R_2 = ... [1]

(iv) Disconnect the voltmeter and its leads from section CD. Connect the voltmeter across section DE. Switch on.

Measure and record the potential difference (p.d.) V_3 across section DE. Switch off.

V_3 = ...

Calculate the resistance R_3 of section DE using the equation $R_3 = \frac{V_3}{I}$. Give your answer to a suitable number of significant figures for this experiment and include the unit.

R_3 = ...
[3]

(b) (i) The sections BC, CD and DE are all the same length and made of the same metal.

Tick the box to show your conclusion from the results.

☐ The resistance of a section increases as the number of wires increases

☐ The resistance of a section decreases as the number of wires increases

☐ The resistance of a section is independent of the number of wires. [1]

(ii) Justify your conclusion in **(b)(i)** by reference to your results.

.....

..... [1]

(c) Explain how you would change this experiment to investigate the relationship between the length of a sample of wire and its resistance.

.....

.....

.....

..... [2]

[Total: 11]

4 A student investigates the length of time taken for ice cubes to melt when they are placed in water. She uses beakers of water at different temperatures to investigate how the initial temperature of the water affects the time taken for the ice cubes to melt.

Plan an experiment to investigate how the initial temperature of the water affects the time taken for the ice cubes to melt. You are **not** required to carry out this experiment.

The following apparatus is available:

thermometer
supply of ice cubes
250 cm^3 beakers
supply of cold water

In your plan, you should:

- write a list of additional apparatus to use
- explain how to carry out the investigation
- state the key variables to keep constant
- draw a table, or tables, with column headings, to show how to display the readings (you are **not** required to enter any readings in the table)
- explain how to use the readings to reach a conclusion.

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