

Topic 7 Magnetism Extended Writing Questions

Name:

Class:

Date:

Time: **22 minutes**

Marks: **22 marks**

Comments:

Q1.Waves may be either longitudinal or transverse.

(a) Describe the difference between a longitudinal and a transverse wave.

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(2)

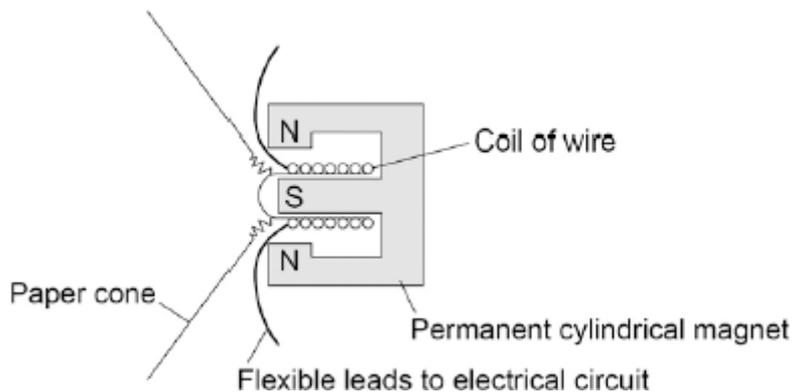
(b) Describe **one** piece of evidence that shows when a sound wave travels through the air it is the wave and not the air itself that travels.

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(1)

(c) The figure below shows the parts of a moving-coil loudspeaker.

A coil of wire is positioned in the gap between the north and south poles of the cylindrical magnet.



Explain how the loudspeaker converts current in an electrical circuit to a sound wave.

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(6)
(Total 9 marks)

Q2.(a) Electromagnets are often used at recycling centres to separate some types of metals from other materials.

Give **one** reason why an electromagnet would be used rather than a permanent magnet.

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(1)

(b) **In this question you will gain marks for using good English, organising information clearly and using scientific words correctly.**

Some students want to build an electromagnet.

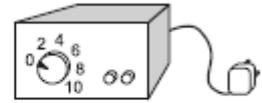
The students have the equipment shown below.



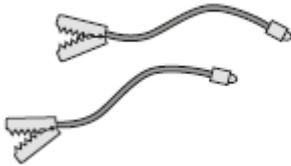
Insulated wire



Iron nail



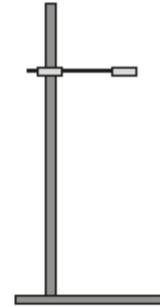
Power supply



Connecting leads



Steel paperclips



Wooden clamp and stand

Describe how the students could build an electromagnet. Include in your answer how the students should vary and test the strength of their electromagnet.

(6)
(Total 7 marks)

Q3. In this question you will be assessed on using good English, organising information clearly and using specialist terms where appropriate.

There are two types of traditional transformer; step-up and step-down.

Describe the similarities and differences between a step-up transformer and a step-down transformer.

You should include details of:

- construction, including materials used
- the effect the transformer has on the input potential difference (p.d.).

You should **not** draw a diagram.

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Extra space

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(Total 6 marks)

M1.(a) in a longitudinal wave the oscillations / vibrations are parallel to the direction of energy transfer.

accept wave travel for energy transfer throughout

1

in a transverse wave the oscillations / vibrations are perpendicular to the direction of energy transfer.

1

(b) accept any sensible suggestion eg a vibrating drum skin does not move the air away to create a vacuum (around the drum)

1

(c) **Level 3 (5–6 marks):**

A detailed explanation linking variations in current to the pressure variations of a sound wave, with a logical sequence.

Level 2 (3–4 marks):

A number of relevant points made, but not precisely. A link between the loudspeaker and a sound wave is made.

Level 1 (1–2 marks):

Some relevant points but fragmented with no logical structure.

0 marks:

No relevant content.

Indicative content

the current in the electrical circuit is varying

the current passes through the coil

the coil experiences a force (inwards or outwards)

reversing the current reverses the force

the size of the current affects the size of the force

the varying current causes the coil to vibrate

the (vibrating) coil causes the cone to vibrate

the vibrating cone causes the air molecules to move

the movement of the air molecules produces the pressure variations in the air

needed for
a sound wave

the air molecules bunch together forming compressions and spread apart forming rarefactions

6

[9]

M2.(a) an electromagnet can be switched off
accept a permanent magnet cannot be switched off

or
an electromagnet is stronger
accept control the strength

1

- (b) 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 apply a 'best-fit' approach to the marking.

Level 3 (5 – 6 marks):

there is a description of how the electromagnet is made
and
there is a description of how the strength of the electromagnet can be varied
and
there is a description of how the strength of the electromagnet can be tested

Level 2 (3 – 4 marks):

there is a description of how the electromagnet is made
and either
there is a description of how the strength of the electromagnet can be varied
or
there is a description of how the electromagnet can be tested

Level 1 (1 – 2 marks):

there is a basic description of how to make an electromagnet
or
there is a basic description of how the strength of the electromagnet can be varied
or
there is a basic description of how the electromagnet can be tested

Level 0 (0 marks):

No relevant / correct content

examples of the points made in the response

Details of how to make an electromagnet

- wrap the wire around the nail

- connect the wire to the power supply (with connecting leads and croc clips)
- switch on the power supply

accept a current should be sent along the wire

Details of how to vary the strength of the electromagnet

- change the number of turns (on the coil)
- change the current (through the coil)
- change the separation of the turns

allow change the potential difference (across the coil)

accept wrap the coil more tightly

Details of how to test the electromagnet

- suspend paperclips from the electromagnet
- the more paperclips suspended, the stronger the electromagnet is
- clamp the electromagnet at different distances from the paperclip(s)
- the further the distance from which paperclips can be attracted the stronger the electromagnet is
- test before and after making alterations to change the strength
- compare the results from before and after making alterations
- use de-magnetised paper clips

accept count the number of paperclips

*with different current **or** p.d. **or** no. of turns*

***or** core and see if the number changes/increases*

6

[7]

M3. 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 / correct content.

Level 1 (1–2 marks)

Either there is an attempt at a description of the construction of a transformer

or

a correct statement of the effect of one type of transformer on the input p.d.

Level 2 (3–4 marks)

There is a description of the construction of a transformer

and

a correct statement of the effect of one type of transformer on the input p.d.

Level 3 (5–6 marks)

There is a clear description of the construction of a transformer

and

there is a correct description of how transformers affect the input p.d.

details of construction:

extra information

a (laminated) core

core is made from a magnetic material / iron

2 coils

the coils are made from an electrical conductor / copper

the coils are covered in plastic / insulation

the coils are (usually) on opposite sides

step-up transformer has more turns on secondary coil than (its) primary (or vice versa)

step-down transformer has fewer turns on secondary coil than (its) primary (or vice versa)

effect on input p.d. :

step-up transformer, the output p.d. is greater (than the input p.d.)
accept voltage for p.d.

step-down transformer, the output p.d. is lower (than the input p.d.)

6

[6]