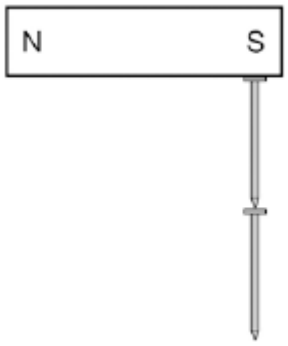
Q1.Figure 1 shows two iron nails hanging from a bar magnet.

The iron nails which were unmagnetised are now magnetised.

Figure 1



(a) Complete the sentence.

Use a word from the box.

forced	**induced**	**permanent**

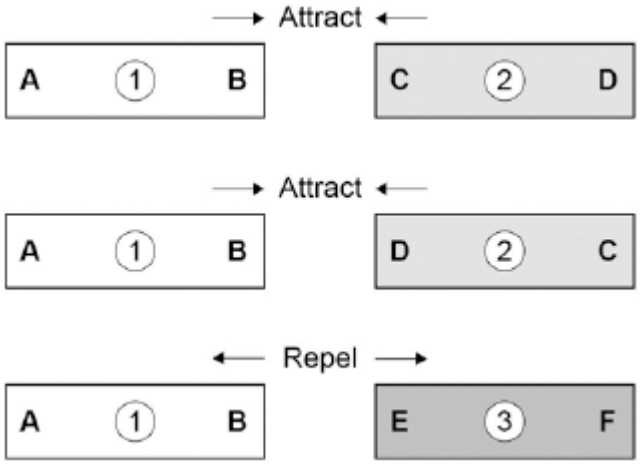
The iron nails have become ..... magnets.

(1)

(b) Each of the three metal bars in **Figure 2** is either a bar magnet or a piece of unmagnetised iron.

The forces that act between the bars when different ends are placed close together are shown by the arrows.

Figure 2



Which **one** of the metal bars is a piece of unmagnetised iron?

Tick **one** box.

Bar 1 ☐

Bar 2 ☐

Bar 3 ☐

Give the reason for your answer.

.....

.....

(2)

(c) A student investigated the strength of different fridge magnets by putting small sheets of paper between each magnet and the fridge door.

The student measured the maximum number of sheets of paper that each magnet was able to hold in place.

Why was it important that each small sheet of paper had the same thickness?

.....

.....

.....

(1)

(d) Before starting the investigation the student wrote the following hypothesis:

'The bigger the area of a fridge magnet the stronger the magnet will be.'

The student's results are given in the table below.

Fridge magnet	**Area of magnet in mm^2**	**Number of sheets of paper held**
A	40	20
B	110	16

C	250	6
D	340	8
E	1350	4

Give **one** reason why the results from the investigation **do not** support the student's hypothesis.

.....

.....

(1)
(Total 5 marks)

Q2.(a) **Diagram 1** shows a magnetic closure box when open and shut. It is a box that stays shut, when it is closed, due to the force between two small magnets.

These boxes are often used for jewellery.

Diagram 1

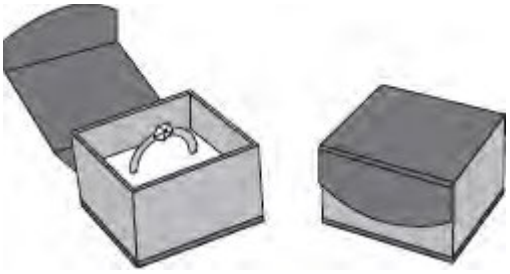
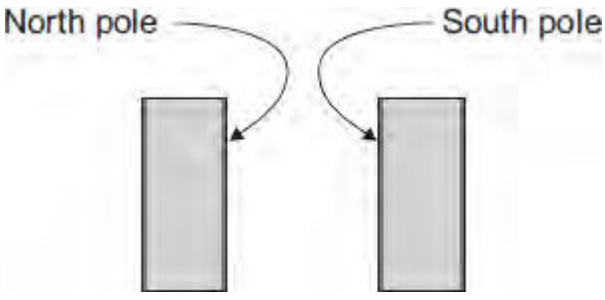


Diagram 2 shows the two magnets. The poles of the magnets are on the longer faces.

Diagram 2



(i) Draw, on **Diagram 2**, the magnetic field pattern between the two facing poles.

(2)

(ii) The magnets in the magnetic closure box must **not** have two North poles facing each other.

Explain why.

.....

.....

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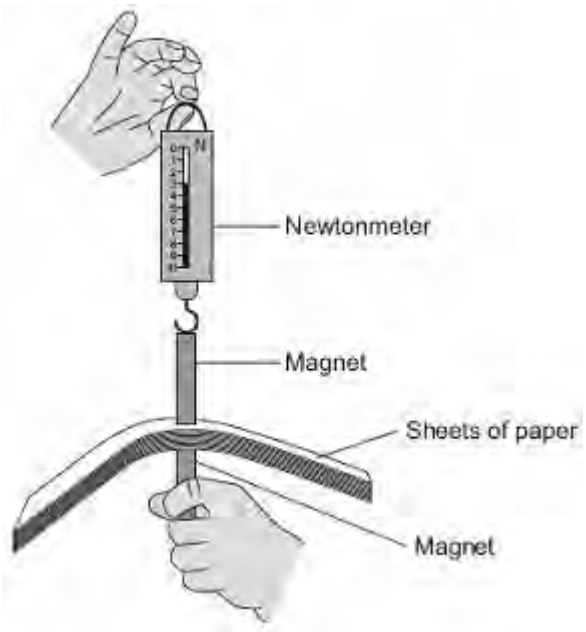
.....

(2)

(b) A student is investigating how the force of attraction between two bar magnets depends on their separation.

She uses the apparatus shown in **Diagram 3**.

Diagram 3



She uses the following procedure:

- ensures that the newtonmeter does not have a zero error
- holds one of the magnets
- puts sheets of paper on top of the magnet
- places the other magnet, with the newtonmeter magnetically attached, close to the first magnet
- pulls the magnets apart
- notes the reading on the newtonmeter as the magnets separate

- repeats with different numbers of sheets of paper between the magnets.

The results are shown in the table.

Number of sheets of paper between the magnets	10	20	30	40	50	60	70	80	120
Newtonmeter reading as the magnets separate	3.1	2.6	2.1	1.5	1.1	1.1	1.1	1.1	1.1

(i) Describe the pattern of her results.

.....

.....

.....

.....

(2)

(ii) No matter how many sheets of paper the student puts between the magnets, the force shown on the newtonmeter never reaches zero.

Why?

.....

.....

(1)

(iii) The student is unable to experiment with fewer than 10 sheets of paper without glueing the magnet to the newtonmeter.

Suggest why.

.....

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.....

.....

(2)

(iv) Suggest **three** improvements to the procedure that would allow the student to gain more accurate results.

.....

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.....

.....

(3)

(v) The thickness of one sheet of paper is 0.1 mm.

What is the separation of the magnets when the force required to separate them is 2.1 N?

.....

.....

.....

Separation of magnets = ... mm

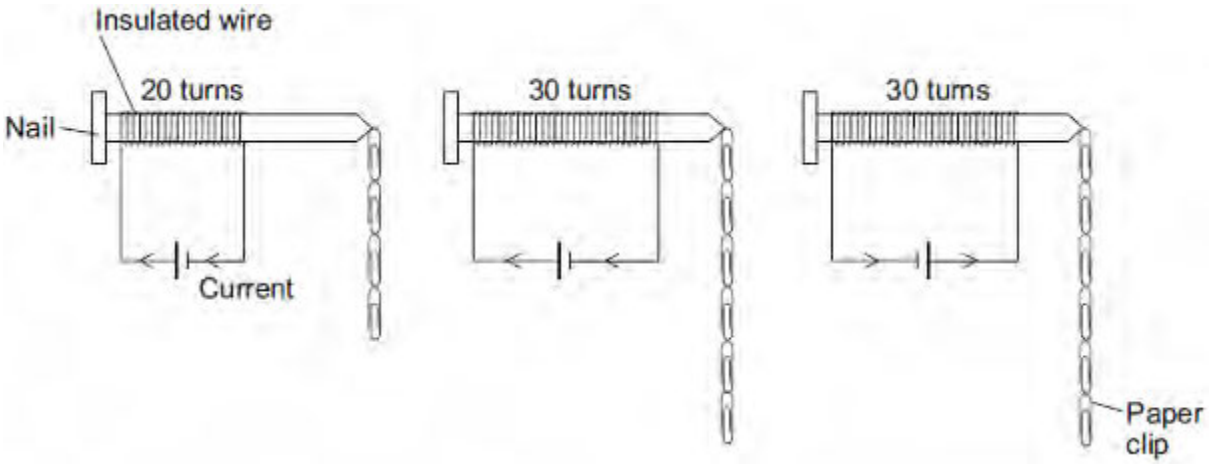
(3)
(Total 15 marks)

Q3.A student is investigating the strength of electromagnets.

Figure 1 shows three electromagnets.

The student hung a line of paper clips from each electromagnet.

Figure 1



Electromagnet **A** Electromagnet **B** Electromagnet **C**

No more paper clips can be hung from the bottom of each line of paper clips.

(a) (i) Complete the conclusion that the student should make from this investigation.

Increasing the number of turns of wire wrapped around the nail will .....

the strength of the electromagnet.

(1)

(ii) Which **two** pairs of electromagnets should be compared to make this conclusion?

Pair 1: Electromagnets ..... and .....

Pair 2: Electromagnets ..... and .....

(1)

(iii) Suggest **two** variables that the student should control in this investigation.

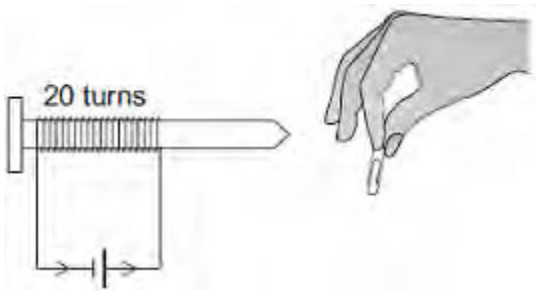
1 .....

2 .....

(2)

(b) The cell in electromagnet **A** is swapped around to make the current flow in the opposite direction. This is shown in **Figure 2**.

Figure 2



What is the maximum number of paper clips that can now be hung in a line from this electromagnet?

Draw a ring around the correct answer.

fewer than 4 **4** **more than 4**

Give **one** reason for your answer.

.....

.....

.....

(2)

(c) Electromagnet **A** is changed to have only 10 turns of wire wrapped around the nail.

Suggest the maximum number of paper clips that could be hung in a line from the end of this electromagnet.

Maximum number of paper clips = ...

(1)

(Total 7 marks)