

## Q1. (2018)

a)

|      |                                  |  |   |                  |
|------|----------------------------------|--|---|------------------|
| 06.1 | thinking distance stays the same |  | 1 | AO1<br>6.5.4.3.3 |
|      | braking distance increases       |  | 1 |                  |

b)

|      |                                                                                   |                                                                                          |   |                  |
|------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---|------------------|
| 06.2 | reaction time is increased by using a mobile phone                                |                                                                                          | 1 | AO3<br>6.5.4.3.2 |
|      | hand-held mobile phones increase the thinking distance more than hands-free phone | allow thinking distance is increased by using a mobile phone                             | 1 |                  |
|      | by 4 m more than the hands-free phone                                             |                                                                                          | 1 |                  |
|      | so overall stopping distance increases                                            | allow 2 marks for a hand-held mobile phone doubles the increase of the thinking distance | 1 |                  |

## Q2. (2019)

|      |                                          |                                           |   |                  |   |
|------|------------------------------------------|-------------------------------------------|---|------------------|---|
| 02.6 | reduces the force exerted                | ignore impact                             | 1 | AO3<br>6.5.4.2.2 | E |
|      | the risk of injury to gymnast is reduced | allow so the gymnast does not get injured | 1 |                  |   |

## Q3. (2019)

a)

|      |                                                               |                                                                                                                                   |   |                  |   |
|------|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---|------------------|---|
| 04.1 | (thinking distance) will double                               |                                                                                                                                   | 1 | AO3<br>6.5.4.3.2 | E |
|      | any correct pair of points from graph eg (200,6) and (400,12) | allow graph shows direct proportionality (after 200 ms)<br><br>allow 1 mark for thinking distance increases with supporting data. | 1 |                  |   |

b)

|      |                                                    |  |   |                  |   |
|------|----------------------------------------------------|--|---|------------------|---|
| 04.2 | (most) people cannot react any quicker than 200 ms |  | 1 | AO1<br>6.5.4.3.2 | E |
|------|----------------------------------------------------|--|---|------------------|---|

## Q4. (2019)

a)

|      |                             |                                |   |                  |   |
|------|-----------------------------|--------------------------------|---|------------------|---|
| 04.4 | $(258+265+302+248+327) / 5$ | an answer of 280 gains 2 marks | 1 | AO2<br>6.5.4.3.2 | E |
|      | 280 (ms)                    |                                | 1 |                  |   |

b)

|      |         |                                                 |   |                  |   |
|------|---------|-------------------------------------------------|---|------------------|---|
| 04.5 | 8.4 (m) | allow 7.9 (m) to 8.9 (m)<br>allow ecf from 04.4 | 1 | AO2<br>6.5.4.3.2 | E |
|------|---------|-------------------------------------------------|---|------------------|---|

c)

|             |                                                                                                                                                                                                                                                                        |                                |   |                  |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|---|------------------|
| <b>04.6</b> | any <b>two</b> from:<br><ul style="list-style-type: none"> <li>• (material of) road surface</li> <li>• condition of the tyres</li> <li>• speed of the car</li> <li>• wet / icy road surface</li> <li>• gradient of road</li> <li>• mass / weight of the car</li> </ul> | Ignore any reference to brakes | 2 | AO1<br>6.5.4.3.3 |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|---|------------------|

## Q5. (2021)

|             |              |  |   |                  |
|-------------|--------------|--|---|------------------|
| <b>03.1</b> | taking drugs |  | 1 | AO1<br>6.5.4.3.2 |
|             | tiredness    |  | 1 |                  |

## Q6. (2021)

a)

|             |            |  |   |                  |
|-------------|------------|--|---|------------------|
| <b>03.2</b> | 24 (years) |  | 1 | AO3<br>6.5.4.3.2 |
|-------------|------------|--|---|------------------|

b)

|             |          |                                    |   |                  |
|-------------|----------|------------------------------------|---|------------------|
| <b>03.3</b> | 0.55 (s) | allow answer in range 0.54 to 0.56 | 1 | AO3<br>6.5.4.3.2 |
|-------------|----------|------------------------------------|---|------------------|

## Q7. (2021)

|             |                                                  |  |   |           |
|-------------|--------------------------------------------------|--|---|-----------|
| <b>03.5</b> | braking distance = $\frac{(12)^2}{(2 \times 3)}$ |  | 1 | AO1       |
|             | braking distance = 24                            |  | 1 | AO2       |
|             | unit = m                                         |  | 1 | AO2       |
|             |                                                  |  |   | 6.5.4.1.5 |

## Q8. (2021)

|             |                                                           |  |   |                  |
|-------------|-----------------------------------------------------------|--|---|------------------|
| <b>03.6</b> | so they know how far behind another car they should drive |  | 1 | AO3<br>6.5.4.3.3 |
|             | <b>or</b>                                                 |  |   |                  |
|             | so they can stop safely if the car in front stops         |  |   |                  |

## Q9. (2022)

|             |                         |  |   |                  |
|-------------|-------------------------|--|---|------------------|
| <b>05.1</b> | tiredness of the driver |  | 1 | AO1<br>6.5.4.3.2 |
|             | using a mobile phone    |  | 1 |                  |

## Q10. (2022)

|      |                                    |                                                                    |   |                  |
|------|------------------------------------|--------------------------------------------------------------------|---|------------------|
| 05.2 | increases reaction time            |                                                                    | 1 | AO1              |
|      | so increases the thinking distance |                                                                    | 1 | AO1              |
|      | so more likely to have a collision | allow travels a greater distance before stopping (in an emergency) | 1 | AO3<br>6.5.4.3.2 |

## Q11. (2022)

a)

|      |        |  |   |                  |
|------|--------|--|---|------------------|
| 05.3 | 23 m/s |  | 1 | AO2<br>6.5.4.3.2 |
|------|--------|--|---|------------------|

b)

|      |                       |                                                                 |   |                  |
|------|-----------------------|-----------------------------------------------------------------|---|------------------|
| 05.4 | directly proportional | allow 1 mark for as speed increases thinking distance increases | 2 | AO3<br>6.5.4.3.2 |
|------|-----------------------|-----------------------------------------------------------------|---|------------------|

c)

|      |                                                       |                                                                                        |   |                  |
|------|-------------------------------------------------------|----------------------------------------------------------------------------------------|---|------------------|
| 05.5 | straight line from the origin with a greater gradient |                                                                                        | 1 | AO2<br>6.5.4.3.2 |
|      | through (15,21)                                       | allow a line that passes within half a small square of (15,21)<br><br>dependent on MP1 | 1 |                  |

## Q12. (2023)

a)

|      |                                        |  |   |                  |
|------|----------------------------------------|--|---|------------------|
| 02.4 | the brakes on the car can overheat     |  | 1 | AO1<br>6.5.4.3.4 |
|      | the driver may lose control of the car |  | 1 |                  |

b)

|      |                                                        |  |   |                  |
|------|--------------------------------------------------------|--|---|------------------|
| 02.5 | the greater the speed the greater the braking distance |  | 1 | AO1<br>6.5.4.3.1 |
|------|--------------------------------------------------------|--|---|------------------|

## Q13. (2024)

|      |                             |  |   |                  |
|------|-----------------------------|--|---|------------------|
| 05.1 | reaction time of the driver |  | 1 | AO1<br>6.5.4.3.1 |
|------|-----------------------------|--|---|------------------|

## Q14. (2024)

a)

|      |                 |                                                                                          |   |                  |
|------|-----------------|------------------------------------------------------------------------------------------|---|------------------|
| 05.2 | (initial) speed | allow section of road used<br><br>ignore condition of road without further qualification | 1 | AO3<br>6.5.4.3.3 |
|------|-----------------|------------------------------------------------------------------------------------------|---|------------------|

b)

|      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |     |           |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------|
| 05.3 | <b>Level 3:</b> A judgement, strongly linked and logically supported by a sufficient range of correct reasons, is given.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 5–6 | AO3       |
|      | <b>Level 2:</b> Some logically linked reasons are given. There may also be a simple judgement.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 3–4 | AO3       |
|      | <b>Level 1:</b> Relevant points are made. They are not logically linked.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1–2 | AO2       |
|      | <b>No relevant content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 0   |           |
|      | <b>Indicative content</b> <ul style="list-style-type: none"> <li>tyre A braking distance is 30 m on dry road and 31 m on wet road</li> <li>tyre A has the shortest braking distance on wet road</li> <li>tyre B braking distance is 42 m on dry road and 43 m on wet road</li> <li>tyre B has the longest braking distance on both wet and dry road</li> <li>tyre C braking distance is 29 m on dry road and 40 m on wet road</li> <li>tyre C has the shortest braking distance on dry road</li> <li>the difference between braking distance on wet and dry roads for tyre A and tyre B is 1m</li> <li>the difference between braking distance on wet and dry roads for tyre C is 11m</li> </ul> <b>Judgements</b> <ul style="list-style-type: none"> <li>the shorter the braking distance the safer the tyre</li> <li>tyre A is 1 m longer on dry road, but is 9 m shorter on wet road than tyre C</li> <li>tyre A has the shortest combined / average braking distance</li> <li>overall tyre A is the safest</li> <li>tyre C is safest on a dry road</li> <li>tyre B is the least safe tyre</li> <li>the manufacturer should not choose tyre B</li> </ul> allow use of stopping distance for braking distance throughout |     | 6.5.4.3.3 |

c)

|      |                                                                                                                 |   |                               |
|------|-----------------------------------------------------------------------------------------------------------------|---|-------------------------------|
| 05.6 | the greater the force the shorter the braking distance                                                          | 1 | AO2<br>6.5.4.3.4<br>6.5.4.2.2 |
|      | (because) deceleration will be greater<br><b>or</b><br>(because) the work done to stop the car will be the same | 1 |                               |