GCSE ONLINE TUTORING

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OCR GCSE Physics B

Twenty First Century Science J259

CHAPTER P4

Explaining Motion

Foundation Tier

Systematic lesson notebook

Teaching and worked examples, lesson practice, a chapter assessment, complete indicative answers and a knowledge organiser.

Read the explanation, try the practice independently, then use the answers to improve your reasoning and calculations.

Name _____ Class _____

Revised edition 2.0 • 15 November 2026

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How to use this notebook

Follow the lesson sequence. Each assessed lesson includes an explanation, a worked example and practice. Keep your working and units visible. Check the numbered lesson answers after attempting the questions; equivalent correct scientific wording can receive credit.

Specification reference: Cambridge OCR J259, Version 5.0, July 2026. References identify the intended outcomes; this independent notebook does not replace the official specification.

Foundation and Higher

Foundation contains shared assessable outcomes. Higher-only lessons are identified as awareness pages, without marked Foundation practice. In mixed lessons the shared material remains assessed and the Higher-only boundary is stated explicitly.

Separate Physics content belongs to J259 at both tiers unless the specification explicitly marks an outcome as Higher-only.

Working and marking

Use the maximum mark shown for each question. The answer sections are indicative classroom guidance, not official OCR mark schemes. Credit valid alternatives and avoid awarding the same idea twice. This assessment is diagnostic; no GCSE grade boundary is implied.

Numerical tariffs, example data and model situations are classroom examples, not current prices or real safety estimates.

Lesson map

Lesson	Focus	References
1	Interaction forces and Newton's third law	P4.1.1-4
2	Weight, mass and gravitational field strength	P4.1.5-7
3	Average speed, typical speeds and unit conversion	P4.2.1-4
4	PAG3: investigating trolley speed	P4.2.3
5	Scalars and vectors: distance, displacement, speed and velocity	P4.2.5
6	Acceleration and PAG3 acceleration methods	P4.2.6
7	Constant-acceleration modelling: $v^2 - u^2 = 2as$	P4.2.7
8	Distance-time and speed/velocity-time graphs	P4.2.8-9
9	Free fall and air resistance	P4.2.11 (shared); P4.2.10 graph-area calculation is Higher-only
10	Free-body diagrams, resultants and equilibrium	P4.3.1-2

Use lesson numbers to locate the matching practice and answers. Pagination differs between editions because the assessed scope differs.

Lesson map continued

Lesson	Focus	References
11	Higher: vector addition, momentum and impulse	P4.3.3-5 • Awareness only
12	Newton's first law	P4.3.6 (shared); P4.3.7 circular motion is Higher-only
13	Separate Physics: moments, levers and gears	P4.3.8-10
14	Inertia, F = ma and linked force-motion equations	P4.3.11-13
15	Reaction time investigations	P4.3.14
16	Stopping distance, braking and large decelerations	P4.3.15-16
17	Separate Physics: stopping estimates and crash-force calculations	P4.3.17-18
18	Work done and mechanical energy transfer	P4.4.1-2
19	Kinetic energy, GPE and multi-stage mechanical calculations	P4.4.3-6
20	Energy-store changes and power	P4.4.7-9

Use lesson numbers to locate the matching practice and answers. Pagination differs between editions because the assessed scope differs.

Lesson 1 Interaction forces and Newton's third law

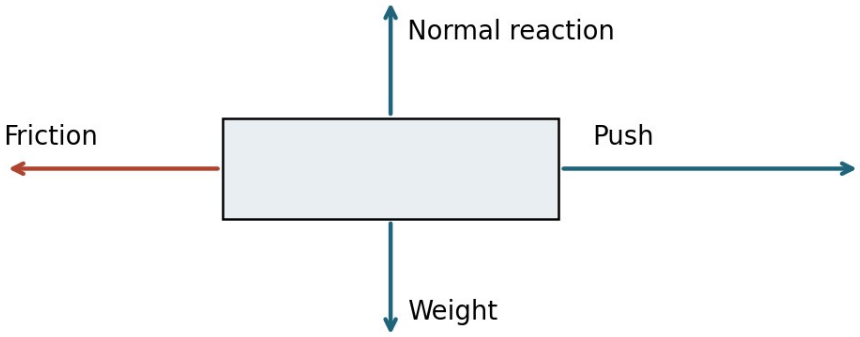
P4.1.1-4 | Foundation

identify force interactions, apply Newton's third law and represent forces as vectors.

Forces arise from interactions between two objects. Newton's third law pairs are the same type of force, equal in size and opposite in direction, but act on different objects.

Contact interactions include friction and normal contact force. Non-contact interactions include gravity, electrostatics and magnetism.

Force arrows are vectors: arrow direction shows force direction and arrow length can represent magnitude.



Worked example

An ice skater pushes a wall with 40 N. The wall simultaneously pushes the skater with 40 N in the opposite direction. These forces do not cancel on the skater: one acts on the wall and one acts on the skater.

Lesson 1 practice

Interaction forces and Newton's third law

Answer independently. Show a clear method, substitutions and units for calculations.

1. State Newton's third law. [2]

2. Identify the interaction pair when a book rests on a table. [3]

3. Explain why action-reaction forces do not cancel on one object. [3]

4. Name one contact and one non-contact interaction. [2]

5. Draw force arrows for a pushed box with friction. [3]

Practice total 13 marks

Self check Write one correction you made and why it matters.

Lesson 2 Weight, mass and gravitational field strength

P4.1.5-7 | Foundation

define and measure weight and calculate using W = mg.

Mass measures the amount of matter/inertia and is measured in kg. Weight is the gravitational force on an object and is measured in N.

Weight can be measured with a force/spring balance. Near Earth's surface g is about 9.8 N/kg, often estimated as 10 N/kg.

Use W = mg and keep mass in kilograms.

Worked example

A 2.0 kg object has weight 19.6 N where g = 9.8 N/kg. On a body with g = 1.6 N/kg its weight is 3.2 N, but its mass remains 2.0 kg.

Lesson 2 practice

Weight, mass and gravitational field strength

Answer independently. Show a clear method, substitutions and units for calculations.

1. Define weight. [2]

2. Calculate weight of a 6.0 kg object using g=9.8 N/kg. [2]

3. Explain difference between mass and weight. [3]

4. How is weight measured? [1]

5. A 490 N person stands on Earth. Calculate mass using g=9.8. [3]

Practice total 11 marks

Self check Write one correction you made and why it matters.

Lesson 3 Average speed, typical speeds and unit conversion

P4.2.1-4 | Foundation

calculate average speed, recall typical speeds and convert between m/s and km/h.

Average speed = distance / time. It describes total distance over total time and does not necessarily equal the speed at every instant.

Typical speeds provide useful estimates: walking is a few m/s, cars are tens of m/s, sound in air is hundreds of m/s.

Convert m/s to km/h by multiplying by 3.6; convert km/h to m/s by dividing by 3.6.

Worked example

A cyclist travels 600 m in 40 s. Average speed = 600/40 = 15 m/s = 15 × 3.6 = 54 km/h. This does not establish the speed at every moment.

Lesson 3 practice

Average speed, typical speeds and unit conversion

Answer independently. Show a clear method, substitutions and units for calculations.

1. Calculate speed for 150 m in 20 s. [2]

2. Convert 72 km/h to m/s. [2]

3. Convert 12 m/s to km/h. [2]

4. Explain why average speed may differ from instantaneous speed. [2]

5. Give a reasonable estimate for walking speed. [1]

Practice total 9 marks

Self check Write one correction you made and why it matters.

Lesson 4 PAG3 investigating trolley speed

P4.2.3 | Foundation

describe suitable apparatus and techniques to measure the speed of a trolley down a ramp.

Measure a known distance and the time taken, or use light gates/data logging for more precise timing.

Repeat readings, control ramp angle and release position, and avoid giving the trolley an extra push.

A suitable practical conclusion is supported by calculated speeds and an evaluation of timing uncertainty.

Worked example

A 0.050 m card blocks a light gate for 0.020 s. Speed ≈ 0.050/0.020 = 2.5 m/s. This is an average over the short card passage and approximates the speed at the gate.

Lesson 4 practice

PAG3: investigating trolley speed

Answer independently. Show a clear method, substitutions and units for calculations.

1. Describe apparatus to measure trolley speed down a ramp. [4]

2. State two control variables. [2]

3. Why should the release method be consistent? [2]

4. Explain one advantage of light gates over a stopwatch. [2]

5. Suggest one repeat/mean strategy. [2]

Practice total 12 marks

Self check Write one correction you made and why it matters.

Lesson 5 Scalars and vectors distance, displacement, speed and velocity

P4.2.5 | Foundation

distinguish scalar quantities from vector quantities in motion.

Distance and speed are scalars: magnitude only. Displacement and velocity are vectors: magnitude and direction.

A runner can travel a non-zero distance but have zero displacement if they finish where they started.

Velocity changes if either speed or direction changes.

Worked example

A student walks 3 m east then 3 m west. Distance = 6 m, displacement = 0 m. Over 6 s, average speed = 1 m/s but average velocity = 0 m/s.

Lesson 5 practice

Scalars and vectors: distance, displacement, speed and velocity

Answer independently. Show a clear method, substitutions and units for calculations.

1. Classify distance, displacement, speed and velocity as scalar/vector. [4]

2. A runner completes one 400 m lap. State distance and displacement. [2]

3. Explain how velocity can change while speed is constant. [3]

4. Give one vector quantity with units. [1]

5. Explain why displacement needs direction. [2]

Practice total 12 marks

Self check Write one correction you made and why it matters.

Lesson 6 Acceleration and PAG3 acceleration methods

P4.2.6 | Foundation

calculate acceleration and describe how to investigate it.

Acceleration = change in speed / time. Positive acceleration usually means increasing speed in the chosen direction; negative acceleration indicates decreasing velocity in that convention.

Light gates can measure speeds at different points; acceleration can then be calculated from the speed change and time interval.

State units as m/s^2.

Worked example

A trolley increases speed from 1.0 to 2.5 m/s in 0.75 s along a straight track. $a = (2.5 - 1.0)/0.75 = 2.0\ m/s^2$. Define the positive direction along the track before using signs.

Lesson 6 practice

Acceleration and PAG3 acceleration methods

Answer independently. Show a clear method, substitutions and units for calculations.

1. Calculate acceleration from 4 to 16 m/s in 6 s. [2]

2. State the unit of acceleration. [1]

3. Describe a light-gate method for acceleration. [4]

4. A car slows from 20 to 5 m/s in 3 s. Calculate acceleration. [3]

5. Explain what negative acceleration means in a chosen direction. [2]

Practice total 12 marks

Self check Write one correction you made and why it matters.

Lesson 7 Constant-acceleration modelling $v^2 - u^2 = 2as$

P4.2.7 | Foundation

select and apply the constant-acceleration relationship.

Use $v^2 - u^2 = 2as$ when time is not given but initial speed, final speed, acceleration and distance are involved.

This equation assumes constant acceleration along a straight line.

Square speeds before subtracting and keep direction/sign conventions consistent.

Worked example

A trolley starts at 2.0 m/s and accelerates at 1.5 m/s² over 4.0 m. $v^2 = 2.0^2 + 2 \times 1.5 \times 4.0 = 16$, so $v = 4.0$ m/s. The positive root is appropriate for this stated continuing direction.

Lesson 7 practice

Constant-acceleration modelling: $v^2 - u^2 = 2as$

Answer independently. Show a clear method, substitutions and units for calculations.

1. A car starts at 5 m/s and accelerates at 2 m/s² over 24 m. Calculate final speed. [4]

2. State one condition for using $v^2-u^2=2as$. [1]

3. Rearrange the equation to make a the subject. [2]

4. Explain why speed values must be squared before subtraction. [2]

5. A ball slows from 10 to 4 m/s over 21 m. Calculate acceleration. [4]

Practice total 13 marks

Self check Write one correction you made and why it matters.

Lesson 8 Distance-time and speed/velocity-time graphs

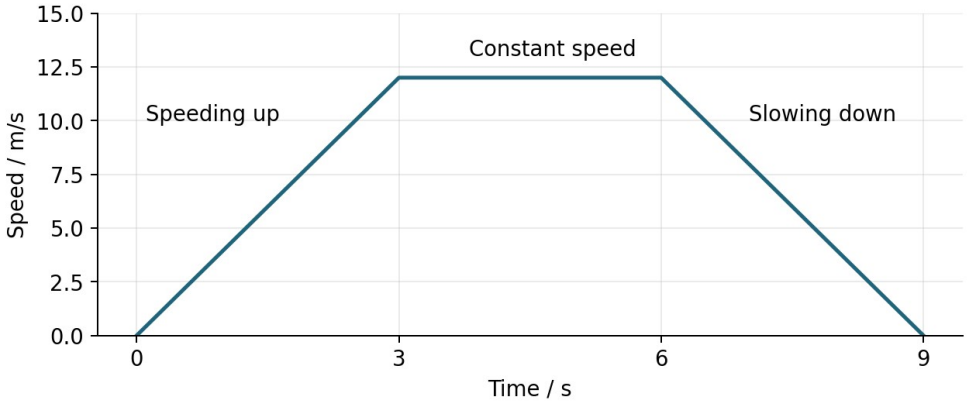
P4.2.8-9 | Foundation

draw and interpret motion graphs and use slope to determine speed or acceleration.

The slope of a distance-time graph gives speed. A steeper line means a greater speed; a horizontal line means stationary.

The slope of a velocity/speed-time graph gives acceleration. A horizontal line means constant speed.

OCR examiner feedback has noted that 'accelerating' is not enough when the graph shows constant acceleration: describe the slope precisely.



Worked example

Distance increases from 10 m to 34 m between 2 s and 8 s on a straight graph section. Gradient = (34 − 10)/(8 − 2) = 4.0 m/s. A horizontal distance-time section would indicate zero speed.

Lesson 8 practice

Distance-time and speed/velocity-time graphs

Answer independently. Show a clear method, substitutions and units for calculations.

1. What does slope of a distance-time graph represent? [1]

2. Describe a horizontal section on a distance-time graph. [1]

3. What does slope of a speed-time graph represent? [1]

4. Explain difference between 'accelerating' and 'constant acceleration' on a straight sloping speed-time graph. [2]

5. Sketch a speed-time graph for accelerate, constant speed, decelerate. [3]

Practice total 8 marks

Self check Write one correction you made and why it matters.

Lesson 9 Free fall and air resistance

P4.2.11 (shared); P4.2.10 graph-area calculation is Higher-only | Foundation

Describe free fall and the effect of increasing air resistance.

In free fall with air resistance neglected, the only force is weight and acceleration near Earth is approximately 9.8 m/s² downwards. Objects of different masses have the same gravitational acceleration in this model.

When air resistance is significant, drag rises as speed increases. The downward resultant force and acceleration decrease. At terminal speed, drag equals weight and velocity is constant.

Calculating displacement from the area under a velocity–time graph belongs to the Higher-only extension and is omitted from this Foundation practice.

Worked example

A ball is released from rest. With air resistance neglected, after 0.50 s $v = 9.8 \times 0.50 = 4.9$ m/s downwards. Its weight is still acting while it falls; free fall does not mean zero force.

Lesson 9 practice

Free fall and air resistance

Answer independently. Show a clear method, substitutions and units for calculations.

1. State approximate free-fall acceleration near Earth. [1]

2. A ball falls from rest for 2 s with air resistance neglected. Calculate its speed. [2]

3. Name the force acting on an object in ideal free fall. [1]

4. Explain how increasing air resistance changes the acceleration of a falling object. [3]

5. State the force balance at terminal speed. [2]

Practice total 9 marks

Self check Write one correction you made and why it matters.

Lesson 10 Free-body diagrams, resultants and equilibrium

P4.3.1-2 | Foundation

identify forces, draw free-body diagrams and explain balanced/resultant forces.

A free-body diagram shows the forces acting on one selected object, not forces that object exerts on other objects.

The resultant force is the vector sum of the forces. Balanced forces mean resultant force is zero.

Zero resultant force means no change in velocity: an object can be stationary or move at constant velocity.

Worked example

A car has 900 N forward driving force and 900 N total resistance. Resultant = 0 N, so it can continue at constant velocity. Removing the driving force would leave a backward resultant and change the velocity.

Lesson 10 practice

Free-body diagrams, resultants and equilibrium

Answer independently. Show a clear method, substitutions and units for calculations.

1. Draw forces on a stationary hanging mass. [2]

2. Explain what zero resultant force means for velocity. [2]

3. A 12 N push acts right and 5 N friction left. Find resultant. [1]

4. Explain why a moving object can have zero resultant force. [2]

5. State what a free-body diagram should include. [2]

Practice total 9 marks

Self check Write one correction you made and why it matters.

Lesson 11 Higher vector addition, momentum and impulse

P4.3.3-5 | Higher only awareness

Recognise the tier boundary and identify the shared ideas that prepare for it.

This lesson concerns Higher-only outcomes. It is not part of the assessed Foundation practice or end-of-chapter assessment in this notebook.

Before moving to Higher, make sure you can explain the shared ideas in the preceding lessons. The Higher edition develops this extension with teaching, worked examples and questions.

Foundation retrieval

Foundation retrieval task: choose a shared lesson earlier in this chapter, explain its key idea without notes, then check your explanation against the lesson answer section.

Lesson 12 Newton's first law

P4.3.6 (shared); P4.3.7 circular motion is Higher-only | Foundation

Apply zero resultant force to stationary and constant-velocity motion.

When resultant force is zero, velocity stays constant. An object may stay at rest or continue moving at the same speed in the same direction.

Balanced forces do not mean that no forces act. Draw all forces on the selected object and compare their magnitudes and directions.

The explanation of uniform circular motion is a Higher-only extension and is not included in the Foundation marked practice.

Worked example

A puck slides in a straight line on an ideal frictionless horizontal surface. Weight and normal reaction balance and there is no horizontal force, so it continues at constant velocity. A force is needed to change its velocity, not to maintain it.

Lesson 12 practice

Newton's first law

Answer independently. Show a clear method, substitutions and units for calculations.

1. State Newton's first law for zero resultant force. [2]

2. A car moves in a straight line with 600 N driving force and 600 N resistance. State the resultant and the effect on velocity. [2]

3. An object has zero resultant force. Does it accelerate? Explain. [2]

4. Explain why a moving puck on an ideal frictionless surface does not need a continuing horizontal push. [2]

5. A forward force exceeds resistance. State what happens to velocity along the forward direction. [2]

Practice total 10 marks

Self check Write one correction you made and why it matters.

Lesson 13 Separate Physics moments, levers and gears

P4.3.8-10 | Foundation

describe rotation, calculate moments and explain levers/gears.

A moment is the turning effect of a force about a pivot.

Moment = force x perpendicular distance from pivot to line of action of force.

Levers and gears transmit rotational effects and can change force, distance moved or direction of rotation.

Worked example

A 20 N force acts perpendicular to a spanner at 0.25 m from its pivot. Moment = 20 × 0.25 = 5.0 N m. At 0.50 m, the same force would give 10 N m.

Lesson 13 practice

Separate Physics: moments, levers and gears

Answer independently. Show a clear method, substitutions and units for calculations.

1. Define moment. [2]

2. Calculate moment of 30 N acting 0.40 m from pivot. [2]

3. Explain why perpendicular distance matters. [2]

4. Describe one use of a lever. [2]

5. Explain qualitatively how gears transmit turning effects. [3]

Practice total 11 marks

Self check Write one correction you made and why it matters.

Lesson 14 Inertia, F = ma and linked force-motion equations

P4.3.11-13 | Foundation

apply Newton's second law and connect force, mass, acceleration and (Higher) momentum.

Inertia is resistance to change in motion. OCR makes the formal definition of inertial mass as force/acceleration Higher-only.

For all tiers use F = ma: resultant force produces acceleration in its direction.

When combining equations, track units carefully and do not confuse force (N) with momentum (kg m/s).

Worked example

A resultant force of 18 N acts on a 6 kg object. $a = F/m = 18/6 = 3\ m/s^2$. If the same resultant acts on 12 kg, acceleration falls to 1.5 m/s^2.

Lesson 14 practice

Inertia, F = ma and linked force-motion equations

Answer independently. Show a clear method, substitutions and units for calculations.

1. Calculate force on 1200 kg car accelerating at 2.5 m/s². [2]

2. Calculate acceleration from 600 N on 200 kg. [2]

3. Explain how greater mass affects acceleration for same force. [2]

4. State the unit of force. [1]

5. If mass doubles while resultant force stays the same, what happens to acceleration? Explain. [2]

Practice total 9 marks

Self check Write one correction you made and why it matters.

Lesson 15 Reaction time investigations

P4.3.14 | Foundation

explain how reaction times can be measured and recall typical human response scales.

Reaction time can be measured with ruler-drop tests, electronic timers or computer tasks.

Repeat measurements and calculate a mean because reaction time varies naturally.

Control factors such as distraction, fatigue, caffeine and expectation if investigating their effects.

Worked example

A participant catches a falling ruler after 0.20 m. Under the free-fall model, $t = \sqrt{(2s/g)} = \sqrt{(0.40/9.8)} \approx 0.20$ s. Use consistent finger position and repeat; ruler distance is not itself a time.

Lesson 15 practice

Reaction time investigations

Answer independently. Show a clear method, substitutions and units for calculations.

1. Describe a ruler-drop reaction-time method. [4]

2. Why should trials be repeated? [2]

3. Give two factors that can affect reaction time. [2]

4. Explain how a teacher-approved reaction-time investigation comparing quiet and distracting conditions can be made fair. [3]

5. State a typical order of magnitude for human reaction time. [1]

Practice total 12 marks

Self check Write one correction you made and why it matters.

Lesson 16 Stopping distance, braking and large decelerations

P4.3.15-16 | Foundation

explain factors affecting stopping distance and dangers of large deceleration.

Stopping distance = thinking distance + braking distance.

Thinking distance increases with speed and longer reaction time. Braking distance increases with speed and can increase with poor tyres, brakes, road conditions or greater load.

Large decelerations can cause injury because large forces act on occupants. OCR makes estimating those forces in typical public-road situations Higher-only.

Worked example

At 20 m/s with reaction time 0.70 s, thinking distance = vt = 14 m. Doubling reaction time to 1.4 s increases it to 28 m even if braking performance is unchanged.

Lesson 16 practice

Stopping distance, braking and large decelerations

Answer independently. Show a clear method, substitutions and units for calculations.

1. Define stopping distance. [1]

2. State three factors increasing thinking distance. [3]

3. State three factors increasing braking distance. [3]

4. Explain why higher speed increases stopping risk. [3]

5. Explain why large deceleration can injure occupants. [2]

Practice total 12 marks

Self check Write one correction you made and why it matters.

Lesson 17 Separate Physics stopping estimates and crash-force calculations

P4.3.17-18 | Foundation

use suitable data to estimate stopping distances, accelerations and forces in road situations.

Separate Physics requires numerical estimates of stopping distance over typical speeds.

Use changes in speed and time to estimate acceleration/deceleration, then F = ma for resultant force.

State assumptions clearly: constant deceleration, estimated reaction time and representative vehicle mass.

Worked example

A car slows uniformly from 18 m/s to rest in 3.0 s. $a = (0 - 18)/3.0 = -6.0$ m/s². For mass 1000 kg, average resultant force is −6000 N, opposite the motion.

Lesson 17 practice

Separate Physics: stopping estimates and crash-force calculations

Answer independently. Show a clear method, substitutions and units for calculations.

1. A car slows from 20 m/s to rest in 4 s. Calculate acceleration. [2]

2. A 1200 kg car has acceleration -5 m/s². Calculate resultant force magnitude. [2]

3. A driver reaction time is 0.8 s at 25 m/s. Estimate thinking distance. [2]

4. Explain one assumption in a stopping-distance estimate. [2]

5. Explain how crumple zones reduce injury using time/force ideas. [3]

Practice total 11 marks

Self check Write one correction you made and why it matters.

Lesson 18 Work done and mechanical energy transfer

P4.4.1-2 | Foundation

describe energy transfers when forces move objects and calculate W = Fs.

When a force moves an object along its line of action, work is done and energy is transferred.

Work done = force x distance along the line of action. 1 N m = 1 J.

Lifting increases gravitational potential energy; accelerating increases kinetic energy; friction dissipates energy thermally.

Worked example

A force of 40 N moves a box 2.5 m along the force direction. W = Fs = 40 × 2.5 = 100 J. If the force is not parallel, using the whole force in this simple expression would overestimate the work.

Lesson 18 practice

Work done and mechanical energy transfer

Answer independently. Show a clear method, substitutions and units for calculations.

1. Calculate work done by 50 N over 3 m. [2]

2. State relation between N m and J. [1]

3. Explain energy transfer when lifting a box. [3]

4. A friction force of 200 N acts over 5 m. Calculate energy dissipated. [2]

5. Explain when W=Fs applies. [2]

Practice total 10 marks

Self check Write one correction you made and why it matters.

Lesson 19 Kinetic energy, GPE and multi-stage mechanical calculations

P4.4.3-6 | Foundation

calculate KE, GPE and linked energy transfers.

Kinetic energy = 1/2 mv^2. Because speed is squared, doubling speed quadruples kinetic energy.

Gravitational potential energy = mgh.

Mechanical problems may combine work, KE and GPE. In idealised systems with negligible dissipation, energy transfers can be equated.

Worked example

A 2 kg ball is raised 3 m (g = 9.8 N/kg). $\Delta Ep = 2 \times 9.8 \times 3 = 58.8$ J. If it falls without losses, Ek gains 58.8 J; $\frac{1}{2} \times 2 \times v^2 = 58.8$ gives $v \approx 7.7$ m/s.

Lesson 19 practice

Kinetic energy, GPE and multi-stage mechanical calculations

Answer independently. Show a clear method, substitutions and units for calculations.

1. Calculate KE of 4 kg at 6 m/s. [3]

2. Calculate GPE gained by 3 kg lifted 5 m using g=9.8. [3]

3. Explain why doubling speed quadruples KE. [2]

4. An object loses 196 J GPE with no losses. State KE gain. [1]

5. A motor does 500 J work but KE rises 420 J. Explain difference. [2]

Practice total 11 marks

Self check Write one correction you made and why it matters.

Lesson 20 Energy-store changes and power

P4.4.7-9 | Foundation

describe complete energy-store changes and calculate power.

Common situations include projectiles, motion up slopes, impacts, acceleration by constant force and vehicles slowing down.

Power is the rate of energy transfer or work done: P = E/t.

A more powerful machine transfers the same energy in less time, or more energy in the same time.

Worked example

Two motors each lift a load by 2400 J of gravitational potential energy. Motor A takes 8 s, so useful power = 300 W. Motor B takes 12 s, so useful power = 200 W. Both do the same useful work but at different rates.

Lesson 20 practice

Energy-store changes and power

Answer independently. Show a clear method, substitutions and units for calculations.

1. Describe energy changes for a ball thrown upward. [3]

2. Describe energy changes when a car brakes. [3]

3. Calculate power for 600 J transferred in 20 s. [2]

4. A 1.2 kW motor transfers 7200 J. Calculate time. [3]

5. Explain what higher power means for the same energy transfer. [2]

Practice total 13 marks

Self check Write one correction you made and why it matters.

End of chapter assessment

Foundation | Total 54 marks across all assessment parts

Answer every question. Use additional paper for diagrams or longer explanations when needed.

1. Apply Newton's third law to a person standing on the floor. [3]

2. Calculate weight of a 72 kg person using g = 9.8 N/kg. [2]

3. Convert 90 km/h to m/s. [2]

4. Describe a PAG3 method to investigate trolley acceleration. [5]

5. A car accelerates from 4 to 16 m/s in 6 s. Calculate acceleration. [2]

End of chapter assessment continued

Foundation | Total 54 marks across all assessment parts

Answer every question. Use additional paper for diagrams or longer explanations when needed.

6. A vehicle accelerates from 5 m/s to 17 m/s over 44 m. Calculate acceleration using $v^2-u^2=2as$. [4]

7. Explain what slope means on distance-time and speed-time graphs. [4]

8. Draw a free-body diagram for a moving car with driving force and friction, then find resultant for 1500 N forward and 600 N backward. [4]

9. Apply Newton's first law to an object moving at constant velocity. [3]

10. Calculate moment of 45 N applied 0.35 m from a pivot. [2]

End of chapter assessment continued

Foundation | Total 54 marks across all assessment parts

Answer every question. Use additional paper for diagrams or longer explanations when needed.

11. Calculate acceleration of 1200 kg car under 3600 N resultant force. [2]

12. Describe a reaction-time investigation. [4]

13. Explain factors affecting stopping distance and why large deceleration is dangerous. [5]

14. Estimate thinking distance for 20 m/s and 0.75 s reaction time. [2]

15. Calculate work done by 500 N over 12 m. [2]

End of chapter assessment continued

Foundation | Total 54 marks across all assessment parts

Answer every question. Use additional paper for diagrams or longer explanations when needed.

16. Calculate KE of 1000 kg car at 20 m/s. [3]

17. Calculate GPE gained by 20 kg raised 8 m using g=9.8. [3]

18. A motor transfers 12 kJ in 15 s. Calculate power. [2]

Lesson practice answers

Indicative answers. Credit equivalent correct wording, up to the maximum in the question.

Lesson 1 Interaction forces and Newton's third law

1. When two objects interact, they exert equal-magnitude, opposite-direction forces on each other. The forces are of the same type and act on different objects. [maximum 2]

2. The table pushes upwards on the book; the book pushes downwards on the table. These equal, opposite contact forces act on different objects. The book's weight is not the partner of the table's upward contact force. [maximum 3]

3. Each force in the interaction pair acts on a different object. A resultant for one object adds only forces acting on that object; it does not add the force that object exerts on another. [maximum 3]

4. Contact: friction/contact push. Non-contact: gravity, magnetic or electrostatic interaction. [maximum 2]

5. On the box draw weight down and normal reaction up, a push in the chosen direction and friction opposite the motion. Label each arrow and show relative lengths if magnitudes are known. [maximum 3]

Lesson 2 Weight, mass and gravitational field strength

1. The gravitational force acting on an object; W = mg. [maximum 2]

2. W = mg = 6.0 × 9.8 = 58.8 N (about 59 N). [maximum 2]

3. Mass measures the amount of matter/inertia and is in kg. Weight is gravitational force in N. Mass is unchanged by location while weight changes with gravitational field strength. [maximum 3]

4. Using a calibrated force meter/newton meter. [maximum 1]

5. m = W/g = 490/9.8 = 50 kg. [maximum 3]

Lesson practice answers

Indicative answers. Credit equivalent correct wording, up to the maximum in the question.

Lesson 3 Average speed, typical speeds and unit conversion

1. v = s/t = 150/20 = 7.5 m/s. [maximum 2]

2. 72/3.6 = 20 m/s. [maximum 2]

3. 12 × 3.6 = 43.2 km/h. [maximum 2]

4. Average speed is total distance divided by total time. Instantaneous speed describes one moment, so varying speed makes them differ. [maximum 2]

5. About 1.5 m/s; accept a reasonable walking estimate around 1–2 m/s. [maximum 1]

Lesson 4 PAG3 investigating trolley speed

1. Use a trolley on a stable ramp with a stop, a card of measured length and a light gate/data logger. Measure the time the card blocks the beam. Speed near the gate ≈ card length/blocking time; repeat from a marked release point. [maximum 4]

2. Any two suited to the investigation: trolley mass, release position, card length, gate position, ramp surface/slope when it is not varied. [maximum 2]

3. A push or different starting position changes the trolley's initial conditions and hence measured speed. A consistent release makes trials comparable. [maximum 2]

4. Automatic triggering reduces human reaction-time error and permits a short timed interval near the gate. [maximum 2]

5. Repeat each complete run at the same setting, investigate anomalies and calculate a mean of valid readings. Repeat for each changed setting. [maximum 2]

Lesson practice answers

Indicative answers. Credit equivalent correct wording, up to the maximum in the question.

Lesson 5 Scalars and vectors distance, displacement, speed and velocity

1. Distance and speed are scalars; displacement and velocity are vectors. [maximum 4]

2. Distance 400 m; displacement 0 m because the runner returns to the starting point. [maximum 2]

3. Velocity includes direction as well as speed. For example, moving at 2 m/s east and later at 2 m/s west gives equal speed but different velocity. [maximum 3]

4. Examples: force in N, velocity in m/s, displacement in m or acceleration in m/s². [maximum 1]

5. Displacement specifies the change from starting to finishing position, so both straight-line distance and direction are needed. [maximum 2]

Lesson 6 Acceleration and PAG3 acceleration methods

1. $a = (v - u)/t = (16 - 4)/6 = 2.0$ m/s². [maximum 2]

2. m/s². [maximum 1]

3. Measure speed at two light gates using a known card length and blocking times. Record the elapsed time between the centres of those measurements. Calculate $a = (v - u)/\Delta t$ and repeat consistent runs. [maximum 4]

4. $a = (5 - 20)/3 = -5.0$ m/s². [maximum 3]

5. Acceleration is in the direction chosen negative. It means slowing only when velocity is in the positive direction; a negative-moving object could instead be speeding up. [maximum 2]

Lesson practice answers

Indicative answers. Credit equivalent correct wording, up to the maximum in the question.

Lesson 7 Constant-acceleration modelling $v^2 - u^2 = 2as$

1. $v^2 = u^2 + 2as = 5^2 + 2 \times 2 \times 24 = 121$. $v = \sqrt{121} = 11$ m/s. Include rearrangement, substitution, square root and unit. [maximum 4]

2. Acceleration must be constant over the displacement. [maximum 1]

3. $a = (v^2 - u^2)/(2s)$. [maximum 2]

4. The relationship uses the difference of the squared speeds. $v^2 - u^2$ is generally not equal to $(v - u)^2$; squaring after subtraction would change the equation. [maximum 2]

5. $a = (4^2 - 10^2)/(2 \times 21) = -84/42 = -2.0$ m/s^2, taking the motion direction as positive. [maximum 4]

Lesson 8 Distance-time and speed/velocity-time graphs

1. Speed. [maximum 1]

2. The distance is unchanged, so the object is stationary. [maximum 1]

3. Rate of change of speed; for straight-line motion in a fixed direction this is acceleration. [maximum 1]

4. A non-zero slope shows speed changing. A straight sloping section has a constant slope, so the rate of change is constant, rather than merely non-zero. [maximum 2]

5. Draw labelled axes, time horizontally and speed vertically. Use an upward-sloping section, a horizontal section, then a downward-sloping section. Join them at matching speeds. [maximum 3]

Lesson practice answers

Indicative answers. Credit equivalent correct wording, up to the maximum in the question.

Lesson 9 Free fall and air resistance

1. Approximately 9.8 m/s² downwards near Earth, neglecting air resistance. [maximum 1]

2. $v = u + at = 0 + 9.8 \times 2 = 19.6$ m/s downwards. [maximum 2]

3. Weight, acting downwards. [maximum 1]

4. As falling speed rises, air resistance increases. Resultant downward force and downward acceleration decrease; at terminal speed drag balances weight and acceleration is zero. [maximum 3]

5. Air resistance equals weight, so resultant force and acceleration are zero. [maximum 2]

Lesson 10 Free-body diagrams, resultants and equilibrium

1. Draw weight downwards and tension upwards, equal in length for equilibrium. Both forces act on the hanging mass. [maximum 2]

2. Velocity is constant: the object is either stationary or moving with unchanged speed and direction. [maximum 2]

3. $12 - 5 = 7$ N to the right. [maximum 1]

4. Zero resultant means no acceleration, not necessarily no motion. The forces can balance while velocity remains non-zero and constant. [maximum 2]

5. Include all external forces acting on the chosen object only, labelled with directions. Use relative arrow sizes if magnitudes are known. [maximum 2]

Lesson practice answers

Indicative answers. Credit equivalent correct wording, up to the maximum in the question.

Lesson 12 Newton's first law

1. With zero resultant force an object stays at rest or continues at constant velocity. [maximum 2]

2. Resultant = 0 N; velocity remains constant. [maximum 2]

3. No; resultant force is zero, so acceleration is zero. [maximum 2]

4. No horizontal resultant is needed to maintain constant velocity. A resultant would be required to change it. [maximum 2]

5. There is a forward resultant force, so the object has forward acceleration and its forward velocity increases. [maximum 2]

Lesson 13 Separate Physics moments, levers and gears

1. The turning effect of a force about a pivot; moment = force × perpendicular distance from pivot to force's line of action. [maximum 2]

2. M = 30 × 0.40 = 12 N m. [maximum 2]

3. Only the perpendicular distance from pivot to line of action sets the lever arm. A force whose line passes through the pivot produces no moment about it. [maximum 2]

4. Example: a long spanner gives a larger perpendicular lever arm, so the same force produces a greater moment when loosening a nut. [maximum 2]

5. Interlocking teeth transmit a force from one gear to another, creating moments. Meshing gears turn oppositely; a larger driven gear gives greater output torque but lower turning speed in an ideal system. [maximum 3]

Lesson practice answers

Indicative answers. Credit equivalent correct wording, up to the maximum in the question.

Lesson 14 Inertia, F = ma and linked force-motion equations

1. F = ma = 1200 × 2.5 = 3000 N. [maximum 2]

2. a = F/m = 600/200 = 3.0 m/s². [maximum 2]

3. a = F/m: greater mass gives smaller acceleration for the same resultant force. [maximum 2]

4. The newton, N. [maximum 1]

5. a = F/m. Doubling mass at fixed force halves acceleration. [maximum 2]

Lesson 15 Reaction time investigations

1. Hold a ruler vertically with zero level with the participant's open finger/thumb reference point. Release without warning and without pushing. Catch it, record the fall distance, and use a suitable calibrated reaction-time scale/table (or t = √(2s/g)). Repeat consistent trials. [maximum 4]

2. Reaction times vary randomly between trials. Repeats show the variation and allow a more representative mean. [maximum 2]

3. Any two: tiredness, distraction, alcohol/drugs, alertness or practice. [maximum 2]

4. Use the same participant or comparable groups, consistent release/measurement method, and matched quiet/distraction conditions. Repeat trials, vary order to reduce practice effects and obtain consent. [maximum 3]

5. Of order tenths of a second, for example about 0.2 s. [maximum 1]

Lesson practice answers

Indicative answers. Credit equivalent correct wording, up to the maximum in the question.

Lesson 16 Stopping distance, braking and large decelerations

1. Thinking distance + braking distance. [maximum 1]

2. Higher speed, longer reaction time from tiredness, and distraction (also accept alcohol/drugs). Each must be linked to longer travel before braking. [maximum 3]

3. Higher speed, reduced tyre/road grip such as wet or icy surfaces, and worn tyres/brakes. Any three appropriate factors. [maximum 3]

4. The vehicle travels farther during reaction time. It also has greater kinetic energy to dissipate during braking. The resulting longer stopping distance increases collision risk. [maximum 3]

5. A large deceleration means a large resultant force on occupants (F = ma). Forces can damage tissue or cause collision with the vehicle interior. [maximum 2]

Lesson 17 Separate Physics stopping estimates and crash-force calculations

1. $a = (0 - 20)/4 = -5.0\ m/s^2$. [maximum 2]

2. $|F| = m|a| = 1200 \times 5 = 6000\ N$. [maximum 2]

3. Distance = speed × reaction time = 25 × 0.8 = 20 m. [maximum 2]

4. Example: constant speed during thinking, constant braking force/deceleration, level road or fixed grip. Real changes in this assumption change the predicted distance. [maximum 2]

5. Crumple zones deform over a longer stopping distance and time. For the same change in speed, longer time reduces deceleration. F = ma therefore gives a smaller average force on the occupants (with restraints in use). [maximum 3]

Lesson practice answers

Indicative answers. Credit equivalent correct wording, up to the maximum in the question.

Lesson 18 Work done and mechanical energy transfer

1. $W = Fs = 50 \times 3 = 150$ J. [maximum 2]

2. 1 N m of work = 1 J. A moment is conventionally reported in N m rather than called joules. [maximum 1]

3. An upward force acts through an upward displacement. Mechanical work increases the gravitational potential energy of the box–Earth system; some energy may also be dissipated. [maximum 3]

4. $E = Fs = 200 \times 5 = 1000$ J. [maximum 2]

5. This form applies when a constant force acts along the displacement (or F is the constant component in that direction). [maximum 2]

Lesson 19 Kinetic energy, GPE and multi-stage mechanical calculations

1. $Ek = \frac{1}{2}mv^2 = 0.5 \times 4 \times 6^2 = 72$ J. [maximum 3]

2. $\Delta Ep = mg\Delta h = 3 \times 9.8 \times 5 = 147$ J. [maximum 3]

3. Ek is proportional to v^2 at constant mass. Replacing v with 2v multiplies the result by $2^2 = 4$. [maximum 2]

4. 196 J. [maximum 1]

5. 500 − 420 = 80 J goes to other stores, for example internal energy through friction/heating, rather than increasing kinetic energy. [maximum 2]

Lesson practice answers

Indicative answers. Credit equivalent correct wording, up to the maximum in the question.

Lesson 20 Energy-store changes and power

1. As the ball rises, kinetic energy decreases and gravitational potential energy increases. Air resistance also increases internal energy of ball/air. At the top the vertical velocity is zero, but gravity still acts. [maximum 3]

2. Kinetic energy decreases. Braking/friction increases internal energy of brakes, tyres, road and surroundings; energy is conserved overall. [maximum 3]

3. P = E/t = 600/20 = 30 W. [maximum 2]

4. 1.2 kW = 1200 W. t = E/P = 7200/1200 = 6.0 s. [maximum 3]

5. The same energy is transferred in less time, because P = E/t. [maximum 2]

Assessment answers

Indicative marking guidance. Award distinct valid points and correct method, up to the stated maximum.

1. The person pushes down on the floor (1); the floor pushes up on the person with equal magnitude (1). These opposite contact forces act on different objects (1). The person's weight is a separate gravitational force. [maximum 3]

2. $W = mg = 72 \times 9.8 = 705.6$ N (about 706 N). [maximum 2]

3. 90/3.6 = 25 m/s. [maximum 2]

4. Use a trolley/card and two light gates on a stable ramp (1); measure card length and each beam-blocking time to obtain two speeds (1); measure elapsed time between centres of those speed measurements (1); $a = (v - u)/\Delta t$ (1); repeat from the same release point without pushing and maintain controls (1). [maximum 5]

5. $a = (16 - 4)/6 = 2.0$ m/s². [maximum 2]

6. $a = (v^2 - u^2)/(2s) = (17^2 - 5^2)/(2 \times 44) = 264/88 = 3.0$ m/s². Credit rearrangement, squared values, substitution and result. [maximum 4]

7. Distance-time gradient is change in distance/time, hence speed (2). A speed-time gradient is change in speed/time, hence acceleration for straight-line motion in a fixed direction (2). [maximum 4]

Assessment answers continued

Indicative marking guidance. Award distinct valid points and correct method, up to the stated maximum.

8. Draw driving force forward and resistance backward on the car (1), weight down and normal up (1); resultant horizontal force = 1500 − 600 (1) = 900 N forward (1). [maximum 4]

9. Constant velocity means zero acceleration (1) and therefore zero resultant force (1). Forces may be present but must balance; motion does not require an unbalanced driving force (1). [maximum 3]

10. $M = Fd = 45 \times 0.35 = 15.75$ N m. [maximum 2]

11. $a = F/m = 3600/1200 = 3.0$ m/s². [maximum 2]

12. Hold a ruler vertically with zero level with the participant's open finger/thumb reference point. Release without warning and without pushing. Catch it, record the fall distance, and use a suitable calibrated reaction-time scale/table (or $t = \sqrt{(2s/g)}$). Repeat consistent trials. [maximum 4]

13. Thinking distance increases with reaction time and speed (1); tiredness/distraction can lengthen reaction time (1). Braking distance increases with speed (1) and poor grip/worn brakes (1). Large deceleration means large forces on occupants and risk of injury (1). [maximum 5]

14. $d = vt = 20 \times 0.75 = 15$ m. [maximum 2]

Assessment answers continued

Indicative marking guidance. Award distinct valid points and correct method, up to the stated maximum.

15. $W = Fs = 500 \times 12 = 6000$ J. [maximum 2]

16. $Ek = \frac{1}{2}mv^2 = 0.5 \times 1000 \times 20^2 = 200{,}000$ J. [maximum 3]

17. $\Delta Ep = mg\Delta h = 20 \times 9.8 \times 8 = 1568$ J. [maximum 3]

18. 12 kJ = 12,000 J; $P = E/t = 12{,}000/15 = 800$ W. [maximum 2]

Knowledge organiser

Lesson 1 Interaction forces and Newton's third law

Forces arise from interactions between two objects. Newton's third law pairs are the same type of force, equal in size and opposite in direction, but act on different objects.

Lesson 2 Weight, mass and gravitational field strength

Mass measures the amount of matter/inertia and is measured in kg. Weight is the gravitational force on an object and is measured in N.

Lesson 3 Average speed, typical speeds and unit conversion

Average speed = distance / time. It describes total distance over total time and does not necessarily equal the speed at every instant.

Lesson 4 PAG3 investigating trolley speed

Measure a known distance and the time taken, or use light gates/data logging for more precise timing.

Lesson 5 Scalars and vectors distance, displacement, speed and velocity

Distance and speed are scalars: magnitude only. Displacement and velocity are vectors: magnitude and direction.

Lesson 6 Acceleration and PAG3 acceleration methods

Acceleration = change in speed / time. Positive acceleration usually means increasing speed in the chosen direction; negative acceleration indicates decreasing velocity in that convention.

Lesson 7 Constant-acceleration modelling $v^2 - u^2 = 2as$

Use $v^2 - u^2 = 2as$ when time is not given but initial speed, final speed, acceleration and distance are involved.

Lesson 8 Distance-time and speed/velocity-time graphs

The slope of a distance-time graph gives speed. A steeper line means a greater speed; a horizontal line means stationary.

Retrieval task Explain each idea without notes, then check it. For calculations, state the equation and SI units.

Knowledge organiser continued

Lesson 9 Free fall and air resistance

In free fall with air resistance neglected, the only force is weight and acceleration near Earth is approximately 9.8 m/s² downwards. Objects of different masses have the same gravitational acceleration in this model.

Lesson 10 Free-body diagrams, resultants and equilibrium

A free-body diagram shows the forces acting on one selected object, not forces that object exerts on other objects.

Lesson 12 Newton's first law

When resultant force is zero, velocity stays constant. An object may stay at rest or continue moving at the same speed in the same direction.

Lesson 13 Separate Physics moments, levers and gears

A moment is the turning effect of a force about a pivot.

Lesson 14 Inertia, F = ma and linked force-motion equations

Inertia is resistance to change in motion. OCR makes the formal definition of inertial mass as force/acceleration Higher-only.

Lesson 15 Reaction time investigations

Reaction time can be measured with ruler-drop tests, electronic timers or computer tasks.

Lesson 16 Stopping distance, braking and large decelerations

Stopping distance = thinking distance + braking distance.

Lesson 17 Separate Physics stopping estimates and crash-force calculations

Separate Physics requires numerical estimates of stopping distance over typical speeds.

Retrieval task Explain each idea without notes, then check it. For calculations, state the equation and SI units.

Knowledge organiser continued

Lesson 18 Work done and mechanical energy transfer

When a force moves an object along its line of action, work is done and energy is transferred.

Lesson 19 Kinetic energy, GPE and multi-stage mechanical calculations

Kinetic energy = 1/2 mv^2. Because speed is squared, doubling speed quadruples kinetic energy.

Lesson 20 Energy-store changes and power

Common situations include projectiles, motion up slopes, impacts, acceleration by constant force and vehicles slowing down.

Retrieval task Explain each idea without notes, then check it. For calculations, state the equation and SI units.

Publication notes and references

Independent resource

This notebook supports OCR GCSE Physics B J259. It is not an official OCR publication or mark scheme and is not endorsed by OCR. The qualification name identifies the course. No OCR logo or official examination paper is included in this revised edition.

Specification

Cambridge OCR. GCSE Physics B J259 specification. Version 5.0, July 2026. Chapter P4. Version and relevant tier boundaries checked on 15 November 2026.

https://www.ocr.org.uk/Images/234601-specification-accredited-gcse-twenty-first-century-science-suite-physics-b-j259.pdf

Edition and sources

Revised edition 2.0, 15 November 2026. Reconstructed from the supplied notebook with corrected questions, newly prepared indicative answers and worked examples, and newly drawn teaching diagrams. Diagrams are schematic and are not to scale unless numerical axes are supplied.

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