## AQA

Please write clearly in block capitals.

Centre number |  |  |  |  |  |
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Candidate number


Surname
Forename(s)
Candidate signature $\qquad$

## A-level PHYSICS

## Paper 3

Section B Electronics
Thursday 29 June 2017
Morning
Time allowed: The total time for both sections of this paper is

## Materials

For this paper you must have:

- a pencil and a ruler
- a scientific calculator
- a Data and Formulae booklet.

2 hours. You are advised to spend approximately
50 minutes on this section.

## Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer all questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- Show all your working.


## Information

- The marks for questions are shown in brackets.

| For Examiner's Use |  |
| :---: | :---: |
| Question | Mark |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| TOTAL |  |

- The maximum mark for this paper is 35 .
- You are expected to use a scientific calculator where appropriate.
- A Data and Formulae Booklet is provided as a loose insert.

There are no questions printed on this page

DO NOT WRITE ON THIS PAGE ANSWER IN THE SPACES PROVIDED

## Section B

Answer all questions in this section.

| $\mathbf{0}$ | 1 | Figure 1 shows an operational amplifier used as an inverting amplifier. |
| :--- | :--- | :--- |

Figure 1


| $\mathbf{0}$ | $\mathbf{1}$ | $\mathbf{1}$ Label Figure $\mathbf{1}$ with an X to show the point which is a virtual earth. l . ${ }^{2}$. |
| :--- | :--- | :--- |


| $\mathbf{0}$ | $\mathbf{1}$ | $\mathbf{2}$ | Name the input pin shown by a (+) on the operational amplifier. |
| :--- | :--- | :--- | :--- |


| 0 | 1 | 3 | Derive the expression for the inverting amplifier gain $\frac{V_{\text {out }}}{V_{\text {in }}}=-\frac{R_{\mathrm{f}}}{R_{\text {in }}}, ~$ |
| :--- | :--- | :--- | :--- |


| 0 | 1 | 4 | Figure 2 shows the inverting amplifier modified to make a summing amplifier that |
| :--- | :--- | :--- | :--- | is to form part of a two-channel audio mixer.

Figure 2


Calculate the voltage gain produced by channel 1 .
voltage gain (channel 1$)=$ $\qquad$

| $\mathbf{0}$ | $\mathbf{1}$ | $\mathbf{5}$ The mixer is tested using the input signals to channels 1 and 2 with the amplitudes |
| :--- | :--- | :--- | shown in Figure 2.

Calculate the amplitude of the output voltage $V_{\text {out }}$ produced in the test.
$\qquad$ V

| $\mathbf{0}$ | $\mathbf{1}$. | 6 |
| :--- | :--- | :--- | two input resistors from fixed values to variable values.

[1 mark]
$\qquad$
$\qquad$

## Turn over for the next question

A die, where dots on the faces of a cube indicate the numbers 1 to 6 , is shown in Figure 3 and is used in many games.

## Figure 3



A student makes an electronic version of this by feeding pulses from a pulse generator into a 4-bit binary counter.

The circuit uses the first three outputs of the counter A (least significant bit), $B$ and $C$.

By feeding the outputs from the counter through logic gates, the seven LEDs shown in Figure 4 can be made to display the numbers 1 to 6 in sequence.

Figure 4


Figure 5 shows the sequence of numbers.
Figure 5


The black dots show which LEDs are lit for each of the numbers 1 to 6 .

The partially completed truth table in Table 1 shows which of the LEDs (L1 to L6) are ON (logic 1 ) and which are OFF (logic 0 ) during the counting sequence.

Table 1

| Number shown on die | Logic inputs |  |  | Logic outputs |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | C | B | A | L1 | L2 | L3 | L4 | L5 | L6 | L7 |
| 1 | 0 | 0 | 0 |  | 0 | 0 | 0 | 0 |  | 1 |
| 2 | 0 | 0 | 1 |  | 0 | 0 | 0 | 0 |  | 0 |
| 3 | 0 | 1 | 0 |  | 0 | 0 | 0 | 0 |  | 1 |
| 4 | 0 | 1 | 1 |  | 0 | 1 | 1 | 0 |  | 0 |
| 5 | 1 | 0 | 0 |  | 0 | 1 | 1 | 0 |  | 1 |
| 6 | 1 | 0 | 1 |  | 1 | 1 | 1 |  |  | 0 |
| $\begin{aligned} & \text { Reset } \\ & 6 \rightarrow 1 \end{aligned}$ |  |  |  |  |  |  |  |  |  |  |



| $\mathbf{0}$ | $\mathbf{2}$. | $\mathbf{2}$ Deduce the simplest Boolean expression that can be used to show how output L7 |
| :--- | :--- | :--- | can be controlled by the logic inputs.

[1 mark]

Question 2 continues on the next page

Figure 6


The data sheet for the counter indicates that the counter resets when the reset pin $\mathbf{R}$ is taken from logic 0 to logic 1.

Draw on Figure 6 the logic gate needed and the connections required from the outputs to the reset pin $\mathbf{R}$ on the counter so that the counter cycles as required.
[2 marks]

| $\mathbf{0}$ | $\mathbf{2}$ | $\mathbf{4}$ The output of both L3 and L4 can be written as $(\mathbf{A} \cdot \mathbf{B} \cdot \overline{\mathbf{C}})+(\overline{\mathbf{B}} . \mathbf{C}), ~$ |
| :--- | :--- | :--- |

Figure 7 shows part of a logic circuit needed to represent this Boolean expression.

Complete the logic circuit in Figure 7 by adding AND, OR and NOT gates.

Figure 7


| 0 | 3 |
| :--- | :--- |

Figure 8 shows the first-stage filter circuit for a simple AM receiver. The circuit can be adjusted to resonate at 910 kHz so that it can receive a particular radio station.

Figure 8


| $\mathbf{0}$ | $\mathbf{3}$. | $\mathbf{1}$ Calculate the value of the capacitance when the circuit resonates at a frequency |
| :--- | :--- | :--- | of 910 kHz .


| 0 | 3 | 2 | Draw on Figure 9 an ideal response curve for the resonant circuit, labelling all |
| :--- | :--- | :--- | :--- | relevant frequency values based upon a 10 kHz bandwidth.

Figure 9


| $\mathbf{0}$ | $\mathbf{3}$ | $\mathbf{3}$ The $Q$-factor for the practical tuning circuit has a smaller value than the ideal one |
| :--- | :--- | :--- | assumed in question 03.2.

Discuss the changes the listener might notice when tuning to this station due to the practical $Q$-factor being smaller.
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

| 0 | 4 |
| :--- | :--- | A photodiode forms part of a light meter used for checking light levels in an office.

Figure 10 shows the circuit diagram for the light meter.
Figure 10


| $\mathbf{0}$ | $\mathbf{4}$ | $\mathbf{1}$ State the mode in which the photodiode is being used in Figure 10. |
| :--- | :--- | :--- | :--- |

$\qquad$

| $\mathbf{0}$ | $\mathbf{4}$ | $\mathbf{2}$ In which mode is the operational amplifier being used in Figure 10? |
| :--- | :--- | :--- | :--- |

Tick $(\checkmark)$ the correct box.

Non-inverting amplifier


Comparator

Summing amplifier


Difference amplifier


| 0 | 4 | $\mathbf{3}$ Figure 11 shows an extract from a data sheet of the characteristics for a |
| :--- | :--- | :--- | photodiode under different light levels measured in lux.

Figure 11


For a particular lighting condition, the current through the photodiode in Figure 10 was 0.10 mA .

Estimate, using the information in Figure 11, the light level needed to cause this reverse current through the photodiode.

| 0 | 4 | 4 | Calculate the voltage at point $\mathbf{X}$ in the circuit shown in Figure $\mathbf{1 0}$ for the light level |
| :--- | :--- | :--- | :--- | in question 04.3.


| $\mathbf{0}$ | $\mathbf{4}$ | $\mathbf{5}$ The $10 \mathrm{k} \Omega$ linear potential divider shown in Figure $\mathbf{1 0}$ is set to give 1.75 V at |
| :--- | :--- | :--- | :--- | point $\mathbf{Y}$.

Assume that the operational amplifier has ideal characteristics.
Deduce whether the output LED would be switched ON or OFF when the current through the photodiode is 0.10 mA .
$\qquad$
$\qquad$
$\qquad$

Discuss how longwave (LW), shortwave (SW) and microwave links can be used to communicate beyond the visible horizon.

For each link, you should give:

- a typical carrier frequency that is used
- an explanation of how the signals travel from the transmitter to the receiver
- a typical use.

You may use a diagram to help make clear aspects of your answer.
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Extra space is available on the next page if needed


## END OF QUESTIONS

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