

2.2 Current, resistance and potential difference

Name: _____ Class: _____ Date: _____ **Total: 23 marks**

KEY WORDS resistance

Objective

Use $V = IR$ in every direction, read resistance from a graph, and describe or evaluate the RP3 resistance-of-a-wire investigation with its controls and errors. Original questions for spec statement 4.2.1.3 and required practical 3.

1 Key knowledge and worked examples

$$V = IR$$

Quantity	Symbol	Unit
potential difference	V	volts, V
current	I	amperes, A
resistance	R	ohms, Ω

The **greater the resistance**, the **smaller the current** for a given potential difference. Choose the rearrangement before substituting:

Wanted	Rearranged form
V	$V = IR$
I	$I = V/R$
R	$R = V/I$

Worked example. A vending machine measures a coin’s resistance by passing 0.0075 A at 0.45 V. Find R .

$$R = \frac{V}{I} = \frac{0.45 \text{ V}}{0.0075 \text{ A}} = 60 \, \Omega$$

Worked example (graph read). A graph of V against I for a wire is a straight line through the origin. At $I = 0.40 \text{ A}$ the line shows $V = 1.8 \text{ V}$.

$$R = \frac{V}{I} = \frac{1.8 \text{ V}}{0.40 \text{ A}} = 4.5 \, \Omega$$

- A straight line through the origin means resistance is **constant**: the wire obeys Ohm’s law at constant temperature.

RP3: how the resistance of a wire depends on its length.

Method: tape resistance wire (nichrome or constantan) along a metre rule; fix one crocodile clip; place the second clip at a chosen length; measure length between the actual contact points and record it, ammeter reading and voltmeter reading; calculate $R = V/I$; repeat for a range of lengths; plot R against length.

Method and analysis points:

- Graph:** for the same material, cross-sectional area and temperature, a straight line through the origin supports resistance being **directly proportional to length**.
- Zero error:** check the measured length between the actual contact points. A non-zero intercept can also involve contact or lead resistance; investigate its cause before applying any correction, rather than automatically subtracting it.
- Keep the wire cool:** use a low potential difference and switch off between readings; the wire’s temperature must stay constant because heating changes the resistance (the current makes it climb).
- Repeats:** take repeats at each length and use means to reduce random error.
- Variables: independent = length; dependent = resistance (from V and I); controls = material, thickness (cross-sectional area), temperature.

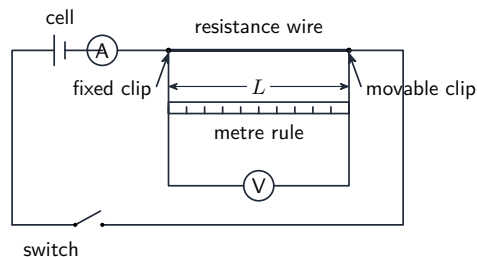
2 Practice

2.1 A 6.0 V battery drives a current of 0.50 A through a resistor. Calculate the resistance. [2]

2.2 A 48 Ω heating element runs from a 230 V supply. Calculate the current. [2]

2.3 In RP3 a student halves the length of the same uniform wire, keeping its temperature and the potential difference across the selected length constant. State and explain what happens to (a) the resistance and (b) the current. [3]

Move the clip to change the length; keep the current small.



3 Exam-style questions

3.1 A student investigates how the resistance of a wire depends on its length at constant temperature.

(a) Describe a method the student could use to collect the data needed to plot a graph of resistance against length. [6]

(b) The graph is a straight line through the origin. State the relationship it shows. [1]

(c) Give one reason why the student should use a low potential difference. [1]

3.2 A cell of potential difference 1.50 V is used in the wire investigation. A student says “the 1.50 V cell is not an electrical hazard in this investigation”.

Explain why the student is correct. [2]

3.3 A thermistor in a thermostat circuit has the resistance–temperature graph shown.

At 20 °C the graph shows 200 Ω . The thermistor is connected in series with a 12 V supply and a fixed resistor.

(a) The circuit is designed so the thermistor has 7.0 V across it at 20 °C. Show that the fixed resistor is about 140 Ω . [3]

(b) The room warms to 30 °C and the thermistor’s resistance falls to 140 Ω . Calculate the new potential difference across the fixed resistor. [3]

