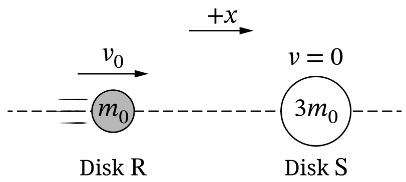
Question 2: Version J

2. Two small disks, R and S, are on a straight, horizontal track.

At time $t = 0$, Disk R of mass m_0 is located at position $x = 0$. Disk R is initially moving with speed v_0 in the $+x$-direction. Disk S of mass $3m_0$ is initially at rest, as shown in the top view in Figure 1. Frictional forces are negligible.

At $t = t_1$, the disks collide. Immediately after the collision, Disk R moves with speed $\frac{1}{2}v_0$ in the $-x$-direction.

Figure 1



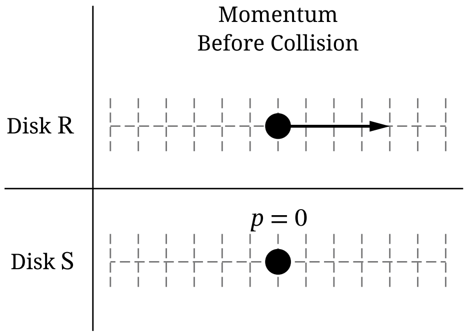
Top View

<u>Note</u>: Figure not drawn to scale.

Part A

The momentum-vector diagram in Figure 2 represents the momentums of Disk R and Disk S before the collision.

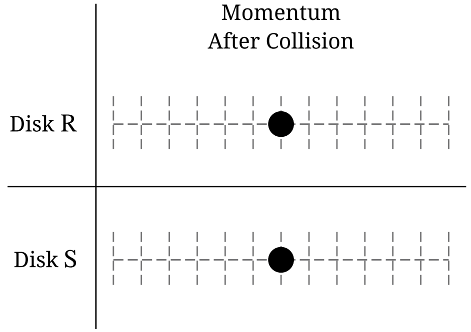
Figure 2



Draw arrows on Figure 3 to represent the momentum vectors of Disk R and Disk S after the collision.

- Each arrow must start on, and point away from, each dot.
- If the momentum of either disk is zero, write “ $p = 0$” next to the dot.
- Draw the length of each arrow to represent the magnitude of each momentum, consistent with the scale used in Figure 2.

Figure 3



Part B

Starting with conservation of linear momentum, **derive** an expression for the kinetic energy of Disk S immediately after the collision. Express your final answer in terms of m_0, v_0, and physical constants, as appropriate. Begin your derivation by writing the fundamental physics principle or an equation from the reference information.

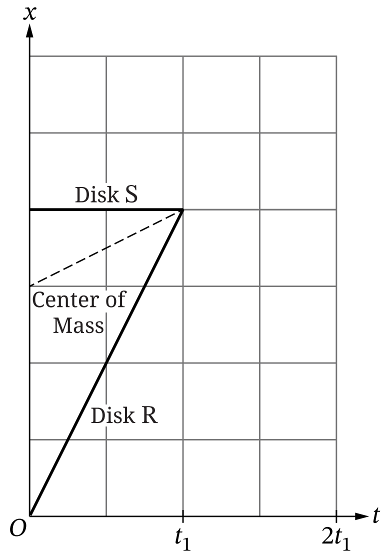
Part C

The graph shown in Figure 4 represents the positions x as functions of time t from $t = 0$ until $t = t_1$ for each of the following:

- Disk R
- Disk S
- The center of mass of the two-disk system

On the graph shown in Figure 4, **draw** three lines that represent the positions x of Disk R, Disk S, and the center of mass of the two-disk system as functions of t from $t = t_1$ to $t = 2t_1$. Distinctly **label** each line.

Figure 4



Part D

During the collision, the magnitudes of the changes in momentum of Disk R and Disk S are $|\Delta p_R|$ and $|\Delta p_S|$, respectively.

Indicate whether $|\Delta p_R|$ is greater than, less than, or equal to $|\Delta p_S|$ by writing one of the following.

- $|\Delta p_R| > |\Delta p_S|$
- $|\Delta p_R| < |\Delta p_S|$
- $|\Delta p_R| = |\Delta p_S|$

Briefly **justify** your response by referencing a fundamental physics principle.

Begin your response to **QUESTION 5** on this page.

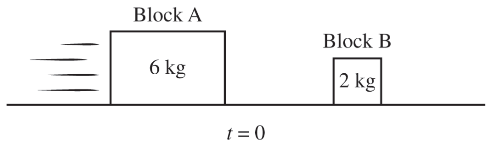


Figure 1

5. (7 points, suggested time 13 minutes)

At time $t = 0$, Block A slides along a horizontal surface toward Block B, which is initially at rest, as shown in Figure 1. The masses of blocks A and B are 6 kg and 2 kg, respectively. The blocks collide elastically at $t = 1.0$ s, and as a result, the magnitude of the change in kinetic energy of Block B is 9 J. All frictional forces are negligible.

(a) **Determine** the speed of Block B immediately after the collision.

GO ON TO THE NEXT PAGE.

Continue your response to **QUESTION 5** on this page.

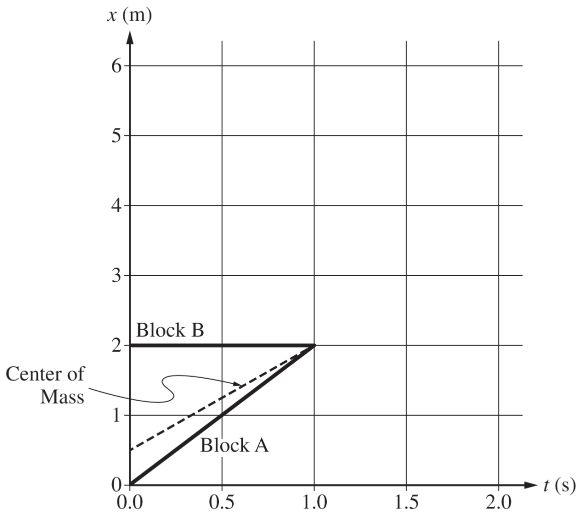


Figure 2

The graph shown in Figure 2 represents the positions x of Block A, Block B, and the center of mass of the two-block system as functions of t between $t = 0$ and $t = 1.0$ s.

(b) On the graph in Figure 2, **draw** and **label** three lines to represent the positions of Block A, Block B, and the center of mass of the two-block system as functions of t between $t = 1.0$ s and $t = 2.0$ s. Each line should be distinctly labeled.

(c) Consider if in the original scenario, instead of colliding elastically, the blocks collided and stuck together. **Describe** how the line drawn for the center of mass in part (b) would change, if at all. Briefly **justify** your response.

GO ON TO THE NEXT PAGE.

STOP

END OF EXAM

PHYSICS 1

SECTION II

Time—1 hour and 30 minutes

5 Questions

irections: Questions 1, 4, and 5 are short free-response questions that require about 13 minutes each to answer and re worth 7 points each. Questions 2 and 3 are long free-response questions that require about 25 minutes each to nswer and are worth 12 points each. Show your work for each part in the space provided after that part.

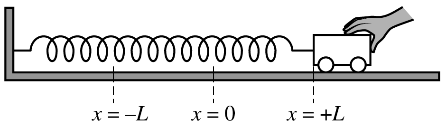


Figure 1

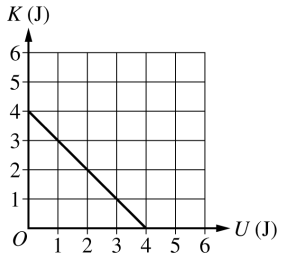


Figure 2

. (7 points, suggested time 13 minutes)

A cart on a horizontal surface is attached to a spring. The other end of the spring is attached to a wall. The cart is initially held at rest, as shown in Figure 1. When the cart is released, the system consisting of the cart and spring oscillates between the positions $x = +L$ and $x = -L$. Figure 2 shows the kinetic energy of the cart-spring system as a function of the system's potential energy. Frictional forces are negligible.

(a) On the graph of kinetic energy K versus potential energy U shown in Figure 2, the values for the x-intercept and y-intercept are the same. Briefly explain why this is true, using physics principles.

GO ON TO THE NEXT PAGE.

Continue your response to **QUESTION 1** on this page.

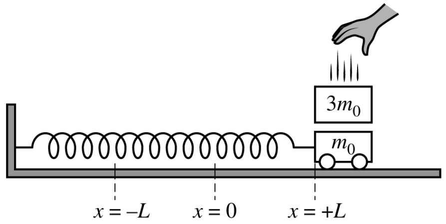


Figure 3

When the cart is at $+L$ and momentarily at rest, a block is dropped onto the cart, as shown in Figure 3. The block sticks to the cart, and the block-cart-spring system continues to oscillate between $-L$ and $+L$. The masses of the cart and the block are m_0 and $3m_0$, respectively.

(b) The frequency of oscillation before the block is dropped onto the cart is f_1. The frequency of oscillation after the block is dropped onto the cart is f_2. Calculate the numerical value of the ratio $\dfrac{f_2}{f_1}$.

GO ON TO THE NEXT PAGE.

Continue your response to **QUESTION 1** on this page.

(c) The dashed line in Figure 4 shows the kinetic energy K versus potential energy U of the block-cart-spring system after the block is dropped onto the cart. This graph is identical to the graph shown in Figure 2 for the cart-spring system before the block is dropped onto the cart.

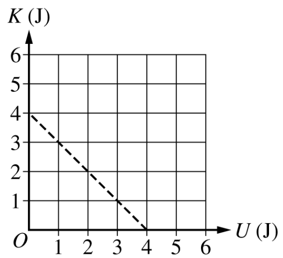


Figure 4

i. Briefly explain why the two graphs must be the same, using physics principles.

ii. After the block is dropped onto the cart, consider a system that consists only of the cart and the spring. On Figure 4, sketch a solid line that shows the kinetic energy of the system that consists of the cart and the spring but not the block after the block is dropped onto the cart.

GO ON TO THE NEXT PAGE.

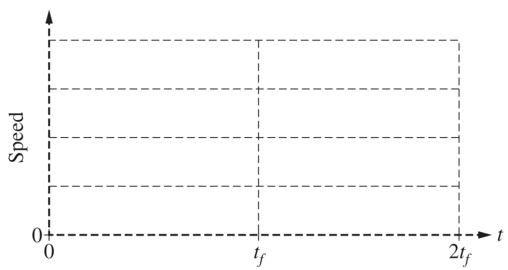
3. (12 points, suggested time 25 minutes)

(a) A student of mass M_S, standing on a smooth surface, uses a stick to push a disk of mass M_D. The student exerts a constant horizontal force of magnitude F_H over the time interval from time $t = 0$ to $t = t_f$ while pushing the disk. Assume there is negligible friction between the disk and the surface.

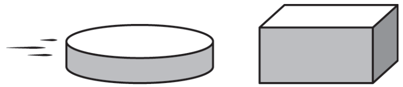
i. Assuming the disk begins at rest, determine an expression for the final speed v_D of the disk relative to the surface. Express your answer in terms of F_H, t_f, M_S, M_D, and physical constants, as appropriate.

ii. Assume there is negligible friction between the student's shoes and the surface. After time t_f, the student slides with speed v_S. Derive an equation for the ratio v_D / v_S. Express your answer in terms of M_S, M_D, and physical constants, as appropriate.

(b) Assume that the student's mass is greater than that of the disk ($M_S > M_D$). On the grid below, sketch graphs of the speeds of both the student and the disk as functions of time t between $t = 0$ and $t = 2t_f$. Assume that neither the disk nor the student collides with anything after $t = t_f$. On the vertical axis, label v_D and v_S. Label the graphs "S" and "D" for the student and the disk, respectively.



GO ON TO THE NEXT PAGE.



(c) The disk is now moving at a constant speed v_1 on the surface toward a block of mass M_B, which is at rest on the surface, as shown above. The disk and block collide head-on and stick together, and the center of mass of the disk-block system moves with speed v_{cm}.

i. Suppose the mass of the disk is much greater than the mass of the block. Estimate the velocity of the center of mass of the disk-block system. Explain how you arrived at your prediction without deriving it mathematically.

ii. Suppose the mass of the disk is much less than the mass of the block. Estimate the velocity of the center of mass of the disk-block system. Explain how you arrived at your prediction without deriving it mathematically.

iii. Now suppose that neither object's mass is much greater than the other but that they are not necessarily equal. Derive an equation for v_{cm}. Express your answer in terms of v_1, M_D, M_B, and physical constants, as appropriate.

iv. Consider the scenario from part (c)(i), where the mass of the disk was much greater than the mass of the block. Does your equation for v_{cm} from part (c)(iii) agree with your reasoning from part (c)(i) ?

____ Yes ____ No

Explain your reasoning by addressing why, according to your equation, v_{cm} becomes (or approaches) a certain value when M_D is much greater than M_B.

GO ON TO THE NEXT PAGE.

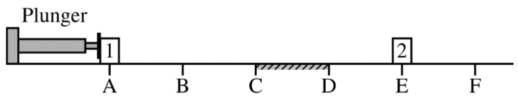
PHYSICS 1

Section II

Time—1 hour and 30 minutes

5 Questions

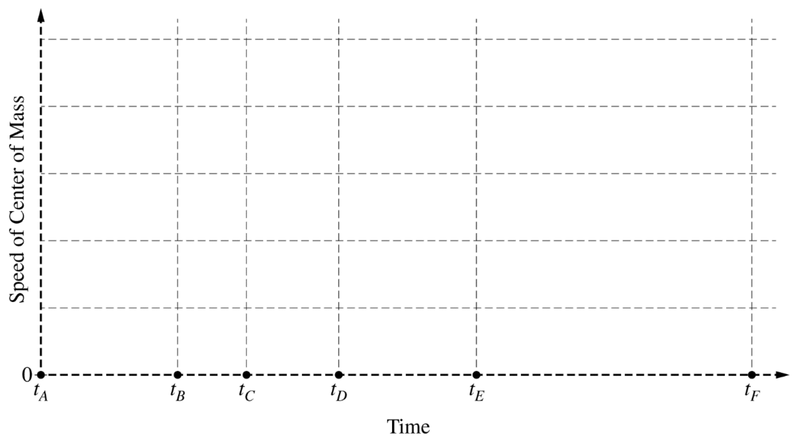
Directions: Questions 1, 4, and 5 are short free-response questions that require about 13 minutes each to answer and are worth 7 points each. Questions 2 and 3 are long free-response questions that require about 25 minutes each to answer and are worth 12 points each. Show your work for each part in the space provided after that part.

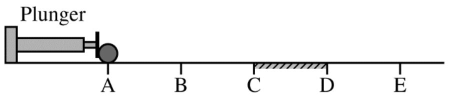


1. (7 points, suggested time 13 minutes)

Identical blocks 1 and 2 are placed on a horizontal surface at points A and E, respectively, as shown. The surface is frictionless except for the region between points C and D, where the surface is rough. Beginning at time t_A, block 1 is pushed with a constant horizontal force from point A to point B by a mechanical plunger. Upon reaching point B, block 1 loses contact with the plunger and continues moving to the right along the horizontal surface toward block 2. Block 1 collides with and sticks to block 2 at point E, after which the two-block system continues moving across the surface, eventually passing point F.

(a) On the axes below, sketch the speed of the center of mass of the two-block system as a function of time, from time t_A until the blocks pass point F at time t_F. The times at which block 1 reaches points A through F are indicated on the time axis.





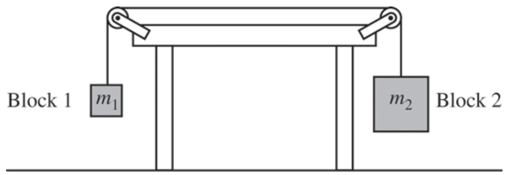
(b) The plunger is returned to its original position, and both blocks are removed. A uniform solid sphere is placed at point A, as shown. The sphere is pushed by the plunger from point A to point B with a constant horizontal force that is directed toward the sphere's center of mass. The sphere loses contact with the plunger at point B and continues moving across the horizontal surface toward point E. In which interval(s), if any, does the sphere's angular momentum about its center of mass change? Check all that apply.

____ A to B   ____ B to C   ____ C to D   ____ D to E   _____ None

Briefly explain your reasoning.

PHYSICS 1
Section II
5 Questions
Time—90 minutes

Directions: Questions 1, 4 and 5 are short free-response questions that require about 13 minutes each to answer and are worth 7 points each. Questions 2 and 3 are long free-response questions that require about 25 minutes each to answer and are worth 12 points each. Show your work for each part in the space provided after that part.

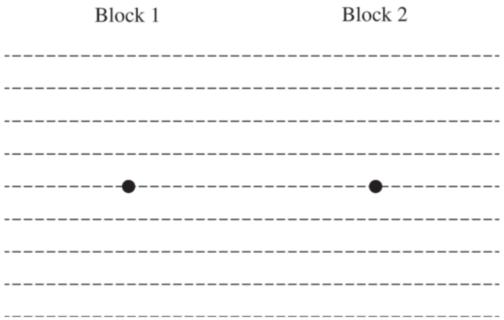


Note: Figure not drawn to scale.

1. (7 points, suggested time 13 minutes)

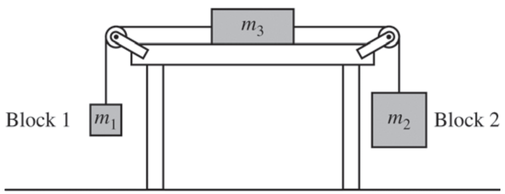
Two blocks are connected by a string of negligible mass that passes over massless pulleys that turn with negligible friction, as shown in the figure above. The mass m_2 of block 2 is greater than the mass m_1 of block 1. The blocks are released from rest.

(a) The dots below represent the two blocks. Draw free-body diagrams showing and labeling the forces (not components) exerted on each block. Draw the relative lengths of all vectors to reflect the relative magnitudes of all the forces.



(b) Derive the magnitude of the acceleration of block 2. Express your answer in terms of m_1, m_2, and g.

Block 3 of mass m_3 is added to the system, as shown below. There is no friction between block 3 and the table.



Note: Figure not drawn to scale.

(c) Indicate whether the magnitude of the acceleration of block 2 is now larger, smaller, or the same as in the original two-block system. Explain how you arrived at your answer.