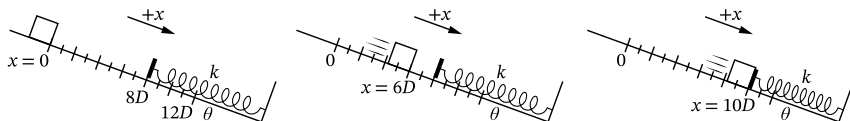


Question 2: Version J

2. A block of mass M is released from rest at position $x = 0$ near the top of a ramp. The ramp makes an angle of θ with the horizontal. The block slides down the ramp with negligible friction. At $x = 8D$ the block makes contact with an uncompressed spring with spring constant k . The spring is then compressed and the block momentarily comes to rest at $x = 12D$. Figure 1 shows the instants when the block is at $x = 0$, $x = 6D$, and $x = 10D$, respectively.



- A. Figure 4 shows an energy bar chart that represents the kinetic energy K of the block, the gravitational potential energy U_g of the block-spring-Earth system, and the spring potential energy U_s of the block-spring-Earth system at the instant that the block is at $x = 10D$. The gravitational potential energy U_g of the block-spring-Earth system is defined to be zero when the block momentarily comes to rest at $x = 12D$.

Draw shaded bars that represent K , U_g , and U_s to complete the energy bar charts in Figure 2 and Figure 3 for when the block is released from rest at $x = 0$ and for when the block is at $x = 6D$, respectively.

- Shaded bars should start at the dashed line that represents zero energy.
- Represent any energy that is equal to zero with a distinct line on the zero-energy line.
- The relative heights of each shaded bar should reflect the magnitude of the respective energy consistent with the scale used in Figure 4.

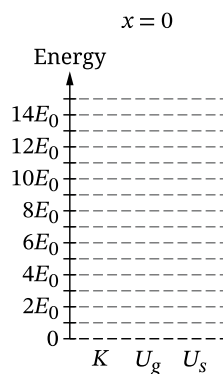


Figure 2

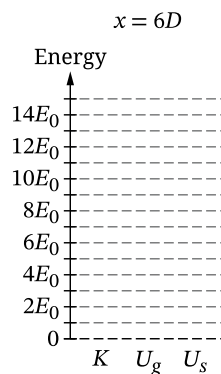


Figure 3

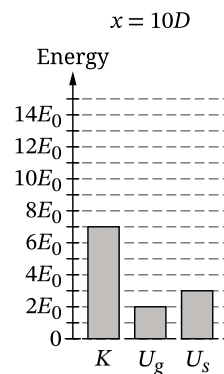


Figure 4

- B. Figure 5 shows the block at $x = 0$ when the block is released from rest and the block at $x = 12D$ when the block momentarily comes to rest against the compressed spring.

Figure 5



Starting with conservation of energy, **derive** an equation for the spring constant k . Express your answer in terms of M , θ , D , and physical constants, as appropriate. Begin your derivation by writing a fundamental physics principle or an equation from the reference information.

- C. Figure 6 shows a graph of the energy of the system as a function of the position of the block from $x = 8D$ to $x = 12D$. The spring potential energy U_s of the block-spring-Earth system is shown on the graph.

On the axes shown in Figure 6, do the following.

- Sketch and label** a line or curve that represents the total mechanical energy E for the block-spring-Earth system as a function of the position of the block from $x = 8D$ to $x = 12D$.
- Sketch and label** a line or curve that represents the gravitational potential energy U_g for the block-spring-Earth system as a function of the position of the block from $x = 8D$ to $x = 12D$.

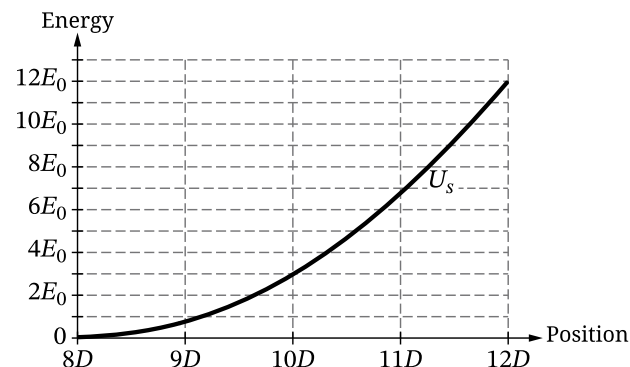


Figure 6

D. **Indicate** whether the speed v_{9D} of the block at $x = 9D$ is greater than, less than, or equal to the speed v_{8D} of the block at $x = 8D$.

_____ $v_{9D} > v_{8D}$

_____ $v_{9D} < v_{8D}$

_____ $v_{9D} = v_{8D}$

Justify how your response is consistent with the energy lines or curves you drew in Figure 6 in part C.

Begin your response to **QUESTION 2** on this page.

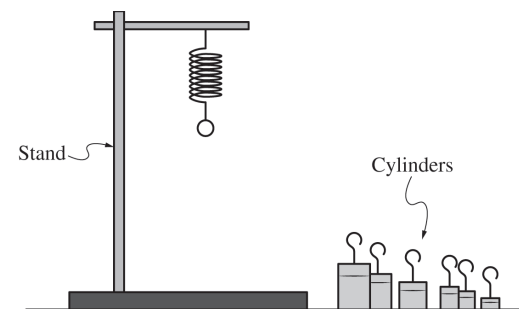


Figure 1

2. (12 points, suggested time 25 minutes)

A student hangs a spring of unknown spring constant k vertically by attaching one end to a stand, as shown in Figure 1. The other end of the spring has a small loop from which small cylinders can be hung. In addition to the spring, the student has access only to a variety of cylinders of unknown masses, a stopwatch, and a digital scale.

(a) Design an experimental procedure the student could use to determine the spring constant k of the spring.

In the following table, list the quantities that would be measured using only the provided equipment in your experiment. Define a symbol to represent each quantity.

In the space below the table, **describe** the overall procedure. Provide enough detail so that another student could replicate the experiment, including any steps necessary to reduce experimental uncertainty. As needed, use the symbols defined in the table. If needed, you may include a simple diagram of the setup with your procedure.

GO ON TO THE NEXT PAGE.

Continue your response to **QUESTION 2** on this page.

Quantity to Be Measured	Symbol for Quantity	Equipment for Measurement
		Stopwatch
		Digital scale
Procedure (and diagram, if needed)		

(b)

i. **Indicate** the quantities that could be plotted to produce a linear graph whose slope can be used to determine the spring constant k of the spring.

Vertical axis: _____ Horizontal axis: _____

ii. Briefly **describe** how the slope of the graph would be analyzed to determine the spring constant k of the spring.

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Continue your response to **QUESTION 2** on this page.

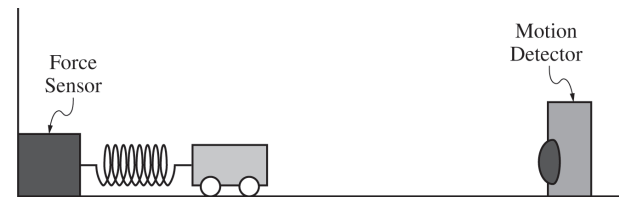
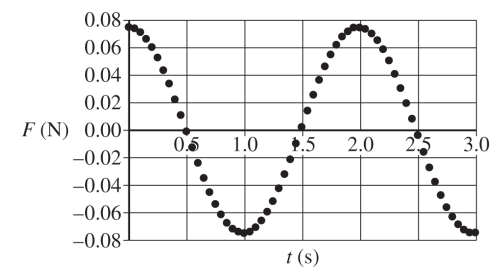
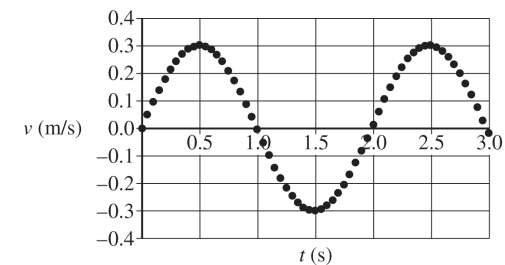


Figure 2

In a different experiment, the student attaches one end of a spring to a force sensor that is attached to a wall. The other end of the spring is attached to a cart with mass $m = 0.25$ kg. The student places a motion detector to the right of the cart, as shown in Figure 2, and pulls the cart to the right a small distance so that the spring is stretched. The student releases the cart from rest, and the cart-spring system oscillates.

The following graphs show the velocity v of the cart and the force F exerted on the cart by the spring as functions of time t .



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Continue your response to **QUESTION 2** on this page.

(c)

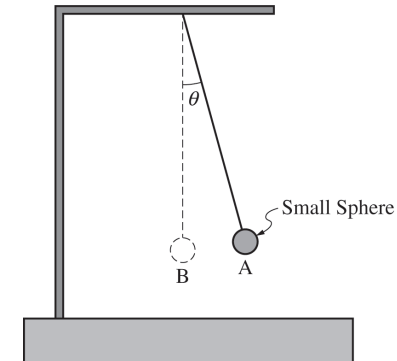
i. Using the data in the velocity-time graph, **calculate** the change in kinetic energy of the cart from $t = 0.5 \text{ s}$ to $t = 2.0 \text{ s}$. Show your steps and substitutions.

ii. Using the data in the force-time graph, **estimate** the change in momentum of the cart from $t = 0.5 \text{ s}$ to $t = 2.5 \text{ s}$. Briefly **explain** how you arrived at your estimation.

iii. Do the data from the velocity-time graph confirm your estimation from part (c)(ii) ? Briefly **explain**.

GO ON TO THE NEXT PAGE.

Begin your response to **QUESTION 4** on this page.



4. (7 points, suggested time 13 minutes)

A simple pendulum consists of a small sphere that hangs from a string with negligible mass. The top end of the string is fixed. The sphere is pulled to Point A so that the string makes a small angle θ with the vertical, as shown. The sphere is then released from rest and swings through its lowest point at Point B. The work done on the sphere by Earth between points A and B is W_E .

The pendulum is then taken to Planet X. The mass of Planet X is the same as the mass of Earth, but the radius of Planet X is greater than the radius of Earth. The sphere is again brought to Point A (displaced θ from the vertical), released from rest, and swings through its lowest point at Point B. The work done on the sphere by Planet X between points A and B is W_X .

(a) **Justify** why W_X is less than W_E .

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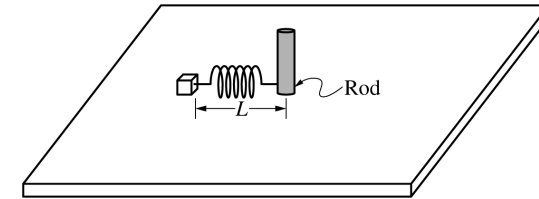
Continue your response to **QUESTION 4** on this page.

A new pendulum is made by hanging the same small sphere from a different string with negligible mass. The new string is slightly elastic, and the length of the string may increase or decrease depending on the tension applied to the string. On Earth, when the sphere is again displaced θ from the vertical and released from rest, the new pendulum oscillates with period T_E .

The new pendulum is then taken to a different planet, Planet Y. The radius of Planet Y is the same as the radius of Earth, but the mass of Planet Y is larger than the mass of Earth. On Planet Y, when the sphere is again displaced from the vertical and released from rest, the new pendulum oscillates with period T_Y .

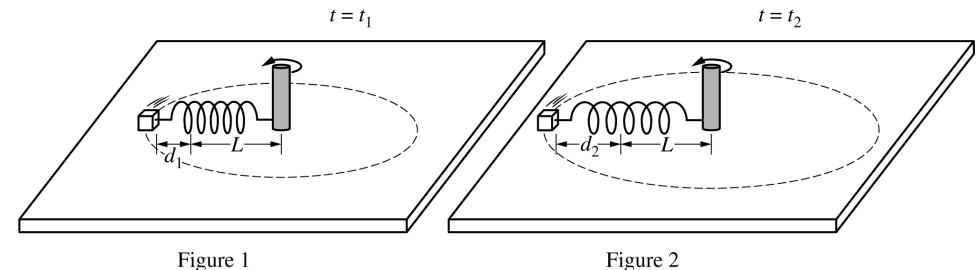
- (b) In a clear, coherent paragraph-length response that may also contain drawings, **explain** how T_Y could be larger than T_E but also could be smaller than T_E .

GO ON TO THE NEXT PAGE.



(12 points, suggested time 25 minutes)

A small block of mass m_0 is attached to the end of a spring of spring constant k_0 that is attached to a rod on a horizontal table. The rod is attached to a motor so that the rod can rotate at various speeds about its axis. When the rod is not rotating, the block is at rest and the spring is at its unstretched length L , as shown. All frictional forces are negligible.



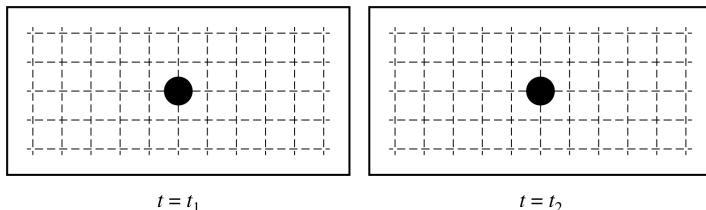
- (a) At time $t = t_1$, the rod is spinning such that the block moves in a circular path with a constant tangential speed v_1 and the spring is stretched a distance d_1 from the spring's unstretched length, as shown in Figure 1. At time $t = t_2$, the rod is spinning such that the block moves in a circular path with a constant tangential speed v_2 and the spring is stretched a distance d_2 from the spring's unstretched length, where $d_2 > d_1$, as shown in Figure 2.

GO ON TO THE NEXT PAGE.

Continue your response to **QUESTION 3** on this page.

- i. On the following dots, which represent the block at the locations shown in Figure 1 and Figure 2, draw the force that is exerted on the block by the spring at times $t = t_1$ and $t = t_2$. The spring force must be represented by a distinct arrow starting on, and pointing away from, the dot.

Note: Draw the relative lengths of the vectors to reflect the relative magnitudes of the forces exerted by the spring at both times.



- ii. Referencing d_1 and d_2 , describe your reasoning for drawing the arrows the length that you did in part (a)(i).

- iii. Is the tangential speed v_1 of the block at time $t = t_1$ greater than, less than, or equal to the tangential speed v_2 of the block at time $t = t_2$?

_____ $v_1 > v_2$ _____ $v_1 < v_2$ _____ $v_1 = v_2$

Justify your answer without using equations.

GO ON TO THE NEXT PAGE.

Continue your response to **QUESTION 3** on this page.

- (b) Consider a scenario where the block travels in a circular path where the spring is stretched a distance d from its unstretched length L .

- i. Determine an expression for the magnitude of the net force F_{net} exerted on the block. Express your answer in terms of m_0 , k_0 , L , d , and fundamental constants, as appropriate.

- ii. Derive an equation for the tangential speed v of the block. Express your answer in terms of m_0 , k_0 , L , d , and fundamental constants, as appropriate.

- (c) Does your equation for the tangential speed v of the block from part (b)(ii) agree with your reasoning from part (a) ?

_____ Yes _____ No

Explain your reasoning.

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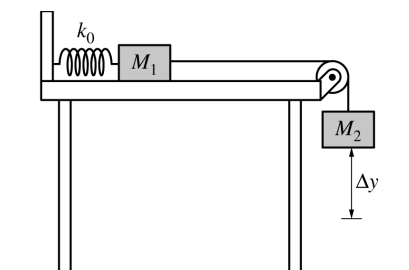
PHYSICS 1

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.



(7 points, suggested time 13 minutes)

Two blocks are connected by a string that passes over a pulley, as shown above. Block 1 is on a horizontal surface and is attached to a spring that is at its unstretched length. Frictional forces are negligible in the pulley's axle and between the block and the surface. Block 2 is released from rest and moves downward before momentarily coming to rest.

k_0 is the spring constant of the spring.

M_1 is the mass of block 1.

M_2 is the mass of block 2.

Δy is the distance block 2 moves before momentarily coming to rest.

GO ON TO THE NEXT PAGE.

Continue your response to QUESTION 1 on this page.

(a)

i. Block 2 starts from rest and speeds up, then it slows down and momentarily comes to rest at a position below its initial position. In terms of only the forces directly exerted on block 2, explain why block 2 initially speeds up and explain why it slows down to a momentary stop.

ii. Derive an expression for the distance Δy that block 2 travels before momentarily coming to rest. Express your answer in terms of k_0 , M_1 , M_2 , and physical constants, as appropriate.

(b) Indicate whether the total mechanical energy of the blocks-spring-Earth system changes as block 2 moves downward.

___ Changes ___ Does not change

Briefly explain your reasoning.

GO ON TO THE NEXT PAGE.

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

Consider the system that includes the spring, Earth, both blocks, and the string, but not the surface. Let the initial state be when the blocks are at rest just before they start moving, and let the final state be when the blocks first come momentarily to rest. Diagram A at left below is a bar chart that represents the energies in the scenario where there is negligible friction between block 1 and the surface.

The shaded-in bars in the energy bar charts represent the potential energy of the spring and the gravitational potential energy of the blocks-Earth system, U_s and U_g , respectively, in the initial and final states. Positive energy values are above the zero-point line ("0") and negative energy values are below the zero-point line.

Diagram A: Negligible Friction

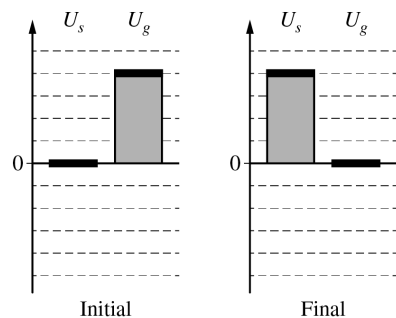
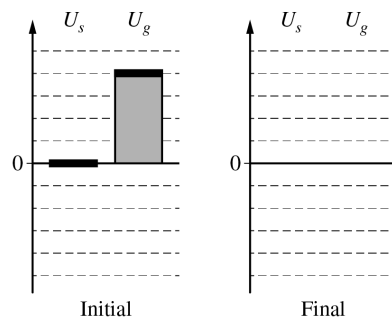


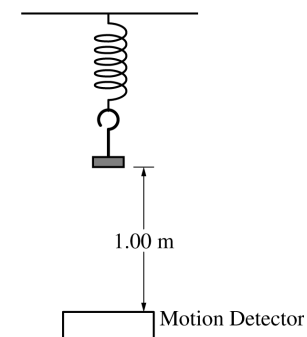
Diagram B: Nonnegligible Friction



(c) Complete diagram B (at right above) for the scenario in which friction is nonnegligible. The energies for the initial state are already provided. Shade in the energies in the final state using the same scale as in diagram A.

- Shaded regions should start at the solid line representing the zero-point line.
- Represent any energy that is equal to zero with a distinct line on the zero-point line.

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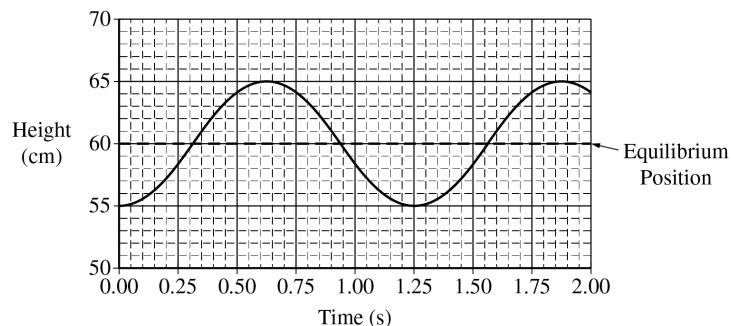


(7 points, suggested time 13 minutes)

A spring of unknown spring constant k_0 is attached to a ceiling. A lightweight hanger is attached to the lower end of the spring, and a motion detector is placed on the floor facing upward directly under the hanger, as shown in the figure above. The bottom of the hanger is 1.00 m above the motion detector.

A 0.50 kg object is placed on the hanger and allowed to come to rest at the equilibrium position. The spring is then stretched downward a distance d_0 from equilibrium and released at time $t = 0$. The motion detector records the height of the bottom of the hanger as a function of time. The output from the motion detector is shown in the graph on the following page.

GO ON TO THE NEXT PAGE.

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

(a) Using the information given and information taken from the graph, calculate the spring constant.

(b) At time 0.75 s, the object-spring-Earth system has a total kinetic energy K_0 and a total potential energy U_0 . At 1.13 s, the object-spring-Earth system again has a total kinetic energy K_0 and a total potential energy U_0 .

i. Explain how a feature of the graph indicates that the total kinetic energy of the system is the same at these two times.

ii. Briefly explain why the total potential energy of the system is the same at these two times.

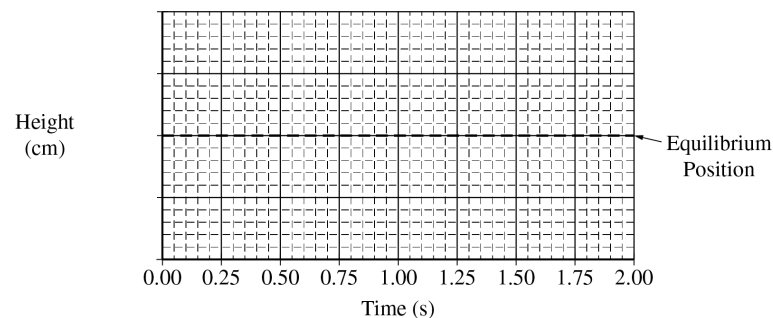
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Continue your response to **QUESTION 5** on this page.

(c) The experiment is repeated with a spring of spring constant $4k_0$ and that has the same length as the original spring. The 0.50 kg object is hung from the new spring and allowed to come to rest at a new equilibrium position.

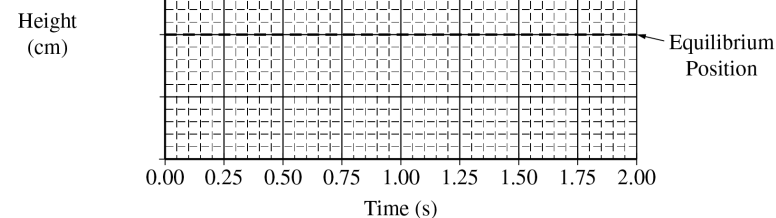
i. Determine the new equilibrium position above the motion detector.

ii. The object is again pulled down the same distance d_0 from the equilibrium position and released. On the following graph, draw a curve representing the motion of the object after it is released. Label the vertical axis with an appropriate numerical scale. A grid for scratch (practice) work is also provided.



The following graph is provided for scratch work only and will not be graded.

Not Graded
Scratch Work



Not Graded
Scratch Work

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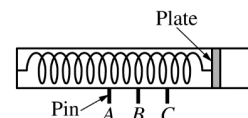
STOP**END OF EXAM**

Figure 1. Uncompressed spring

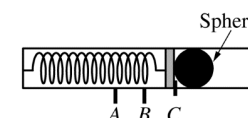


Figure 2. Compressed spring

3. (12 points, suggested time 25 minutes)

A projectile launcher consists of a spring with an attached plate, as shown in Figure 1. When the spring is compressed, the plate can be held in place by a pin at any of three positions A, B, or C. For example, Figure 2 shows a steel sphere placed against the plate, which is held in place by a pin at position C. The sphere is launched upon release of the pin.

A student hypothesizes that the spring constant of the spring inside the launcher has the same value for different compression distances.

- (a) The student plans to test the hypothesis by launching the sphere using the launcher.
- State a basic physics principle or law the student could use in designing an experiment to test the hypothesis.
 - Using the principle or law stated in part (a)(i), determine an expression for the spring constant in terms of quantities that can be obtained from measurements made with equipment usually found in a school physics laboratory.
- (b) Design an experimental procedure to test the hypothesis in which the student uses the launcher to launch the sphere. Assume equipment usually found in a school physics laboratory is available.

In the table below, list the quantities and associated symbols that would be measured in your experiment. Also list the equipment that would be used to measure each quantity. You do not need to fill in every row. If you need additional rows, you may add them to the space just below the table.

Quantity to be Measured	Symbol for Quantity	Equipment for Measurement

(b) Continued

Describe the overall procedure to be used to test the hypothesis that the spring constant of the spring inside the launcher has the same value for different compression distances, referring to the table. Provide enough detail so that another student could replicate the experiment, including any steps necessary to reduce experimental uncertainty. As needed, use the symbols defined in the table and/or include a simple diagram of the setup.

(c) Describe how the experimental data could be analyzed to confirm or disconfirm the hypothesis that the spring constant of the spring inside the launcher has the same value for different compression distances.

(d) Another student uses the launcher to consecutively launch several spheres that have the same diameter but different masses, one after another. Each sphere is launched from position A. Consider each sphere's launch speed, which is the speed of the sphere at the instant it loses contact with the plate. On the axes below, sketch a graph of launch speed as a function of sphere mass.

