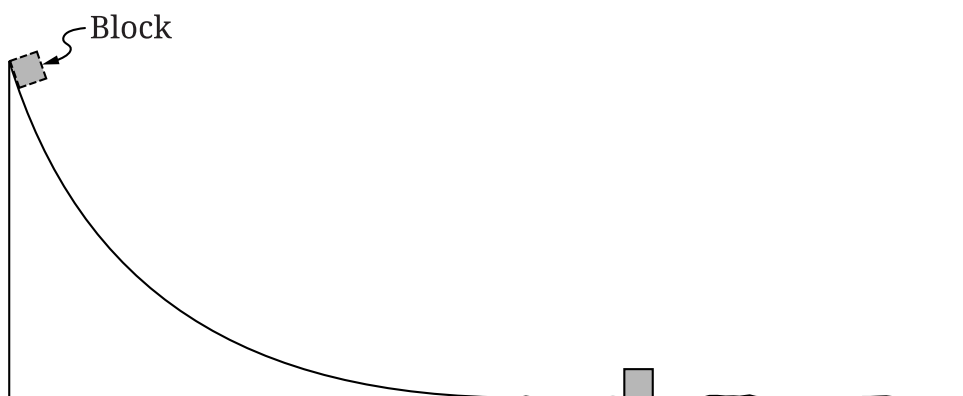


Question 3: Version J

The following information applies to parts A and B.

3. A group of students are investigating friction using the following procedure. The students release a block of unknown mass near the top of a curved ramp. The block slides down the ramp. The block then transitions to a horizontal surface, as shown in Figure 1. Frictional forces are negligible between the block and the curved ramp, but there is friction between the block and the horizontal surface.

Figure 1



The students are asked to perform an experiment in which a single quantity is varied in order to collect data that could be graphed to determine the value μ_k of the coefficient of kinetic friction between the block and the horizontal surface. The students have access to only a meterstick.

Part A

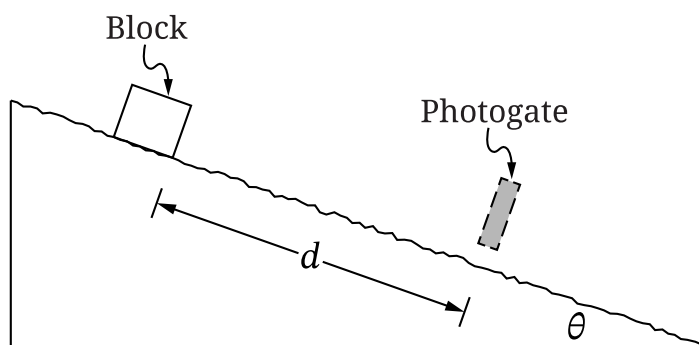
- i. **Indicate** quantities that could be measured by the students that would allow them to determine μ_k using a linear graph.
- ii. Briefly **describe** a method to reduce experimental uncertainty for the measured quantities.

Part B

- i. **Indicate** what quantities the students could graph on the horizontal and vertical axes to create a linear graph that can be used to determine μ_k . Clearly state which quantity will be graphed on each axis.
- ii. Briefly **describe** the relationship between μ_k and a feature of the graph from part B (i). Your answer may include an equation that relates μ_k and the chosen feature of the graph.

The following information applies to parts C and D.

In a different experiment, the students release a block from rest on a rough ramp. The block is released a distance d from a photogate. The ramp is inclined at an angle θ above the horizontal, as shown in Figure 2. The block slides down the ramp and passes through the photogate, which is positioned near the bottom of the ramp. The photogate determines the speed v of the block as it passes through the photogate. The unknown coefficient of kinetic friction between the block and the ramp is μ_k .

Figure 2

The experiment is repeated several times with different release distances d for the same block. Table 1 shows the measured values of d and v .

Table 1

d (m)	v (m/s)
0.20	0.29
0.30	0.38
0.40	0.41
0.50	0.49
0.60	0.52

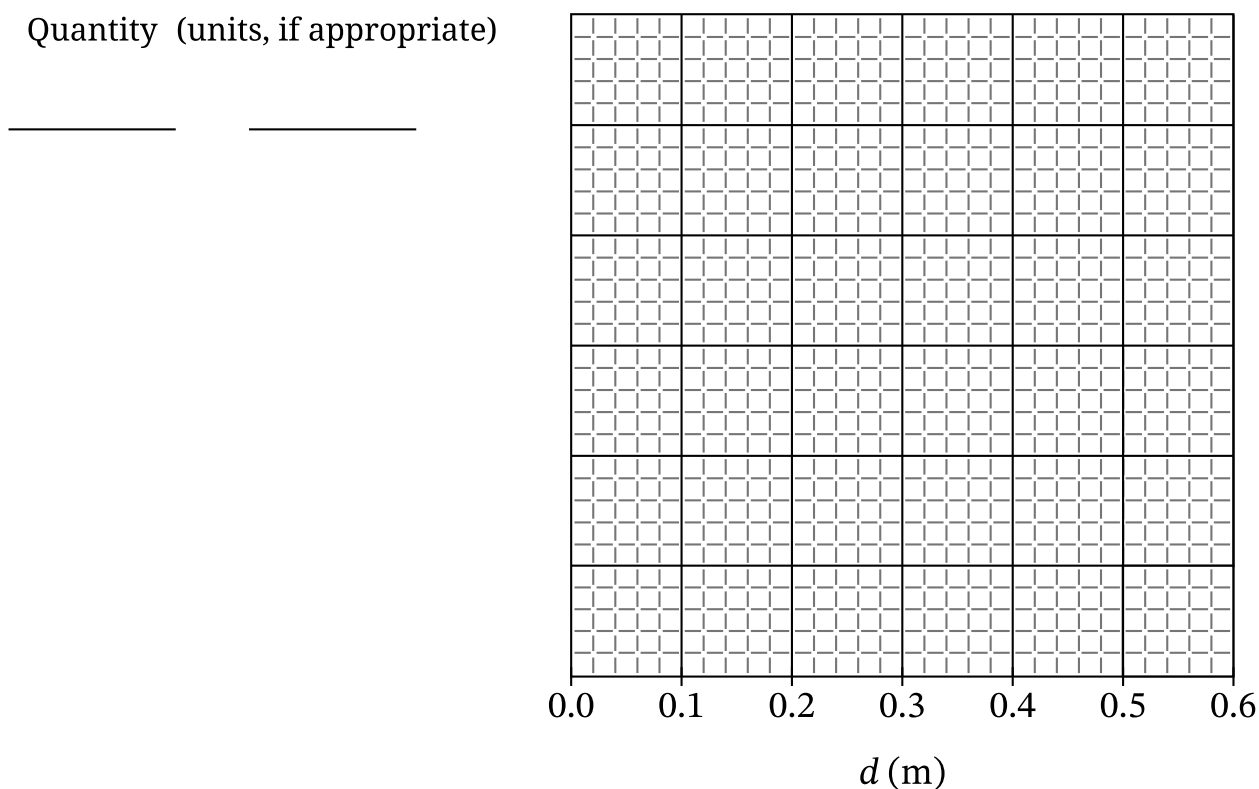
The students correctly determine that the relationship between d and v is given by

$$v^2 = [2g(\sin \theta - \mu_k \cos \theta)]d,$$

where $\theta = 30^\circ$. The students want to determine μ_k . The students create a graph with d plotted on the horizontal axis.

Part C

- i. **Label** the vertical axis of Figure 3 with a measured or calculated quantity. Include units, as appropriate. The graphed quantities should yield a linear graph that can be used to determine μ_k .
- ii. On the grid provided in Figure 3, create a graph that can be used to determine μ_k .
- Clearly **label** the vertical axis with a numerical scale.
 - Plot** the corresponding data points on the grid.
 - Table 2 is provided in your booklet for scratch work and will not be scored.

Figure 3

- iii. **Draw** a best-fit line for the data plotted in part C (ii).

Part D

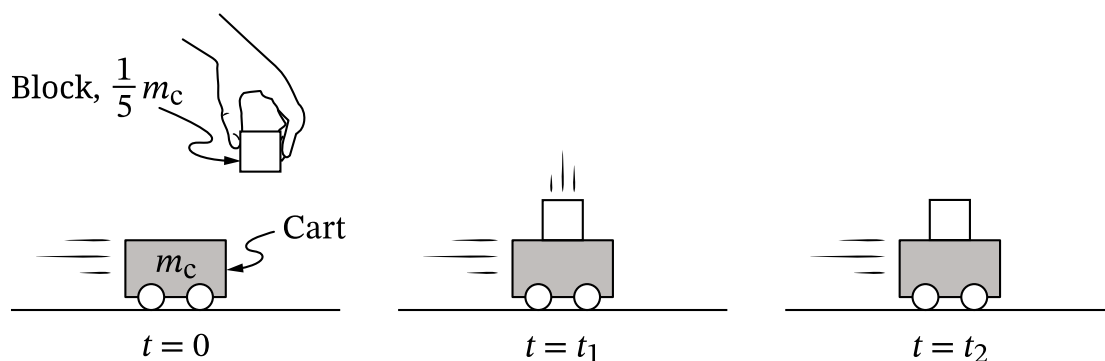
Using the best-fit line that you drew in part C (iii), **calculate** an experimental value for μ_k .

Question 1: Version J

1. A student has a cart of mass m_c and a block of mass $\frac{1}{5}m_c$, as shown in Figure 1.

- At time $t = 0$, the cart is moving to the right across a horizontal surface with constant speed v_c , and the student releases the block from rest.
- At $t = t_1$, the block collides with and sticks to the top of the cart. The block does not slide on the cart.
- At $t = t_2$, the block-cart system continues to move to the right with constant speed v_f .

Figure 1



A.

- i. On the axes shown in Figure 2, **sketch** a graph of the magnitude p_x of the x -component of the momentum of the block-cart system as a function of time t from $t = 0$ until $t > t_2$.

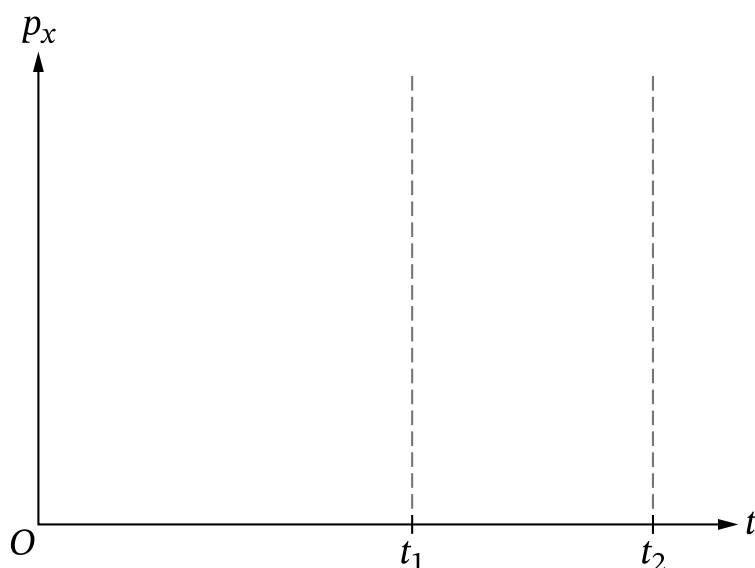


Figure 2

- ii. **Derive** an expression for the speed v_f of the block-cart system after time $t = t_2$ in terms of m_c , v_c , and physical constants, as appropriate. Begin your derivation by writing a fundamental physics principle or an equation from the reference information.
- iii. **Derive** an expression for the change in the kinetic energy ΔK in the block-cart system from $t = 0$ to $t = t_2$ in terms of m_c , v_c , and physical constants, as appropriate. Begin your derivation by writing a fundamental physics principle or an equation from the reference information.
- B.** Consider the case where a new block is dropped and collides with the top of the cart. The new block slides along the cart during the collision but does not slide off the cart. The time interval from when the new block collides with the cart and moves together with the cart is Δt . During Δt there is a frictional force between the new block and the cart.
- Indicate** whether the x -component of the momentum of the new block-cart system increases, decreases, or remains constant during Δt .

_____ Increases

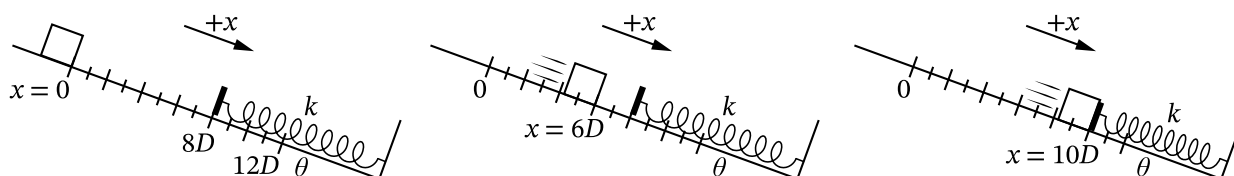
_____ Decreases

_____ Remains constant

Justify your response.

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.

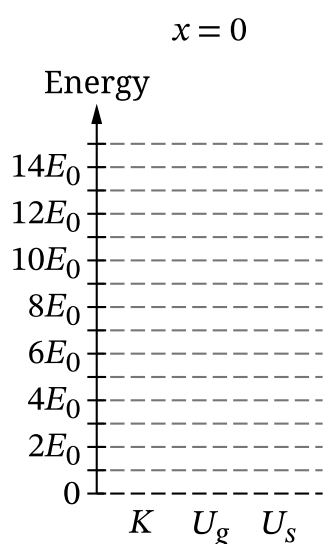


Figure 2

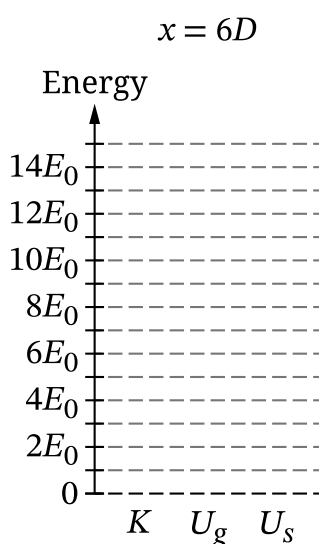


Figure 3

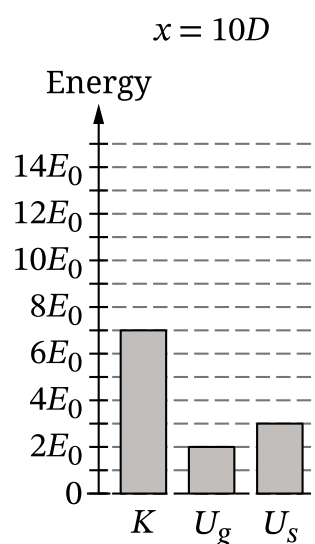


Figure 4

- 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.

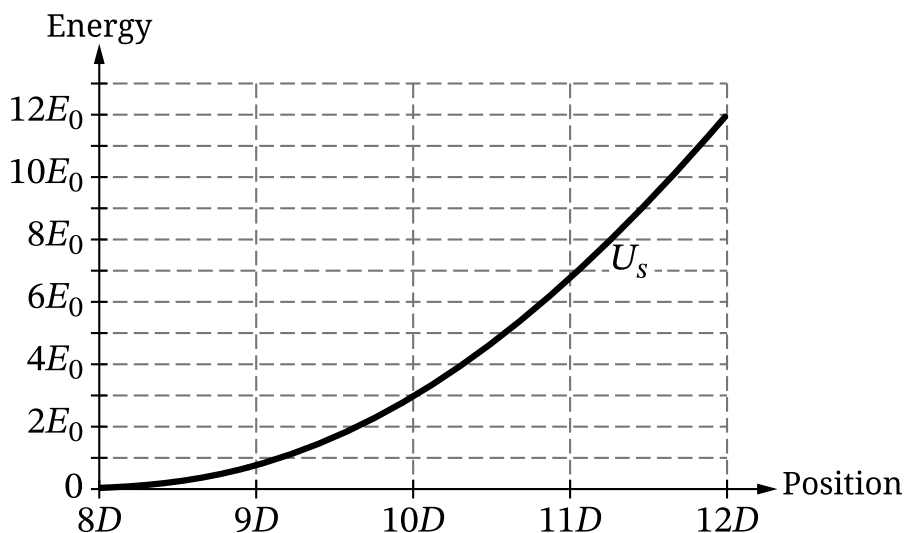
Figure 5

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 $x = 8D$.

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

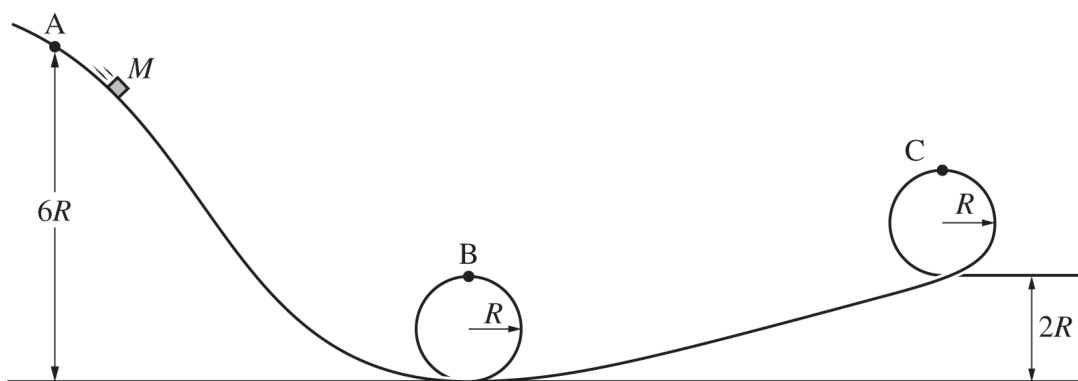
_____ $v_{9D} < v_{8D}$

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

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 1** on this 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)

A block of mass M is released from rest at Point A, a height $6R$ above the horizontal. After being released, the block slides down a track, as shown. When released from Point A, the block does not lose contact with the track at any point. Points B and C are located at the highest points of their respective circular loops, both of radius R . All frictional forces are negligible.

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

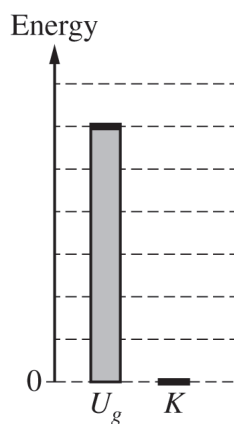


Diagram A

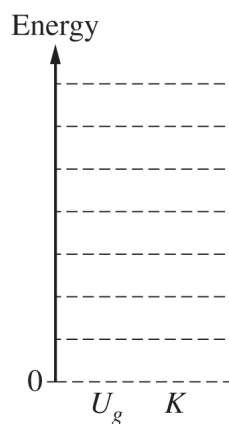


Diagram B

Diagram A shows an energy bar chart that represents the gravitational potential energy U_g of the block-Earth system and the kinetic energy K of the block at Point A, when the block is released from rest at height $6R$.

(a) **Draw** shaded regions in Diagram B that represent the gravitational potential energy U_g and kinetic energy K of the block-Earth system when the block is located at Point B, a height $2R$ above the horizontal.

- Shaded regions 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 height of each shaded region should reflect the magnitude of the respective energy consistent with the scale shown in Diagram A.

(b) Starting with conservation of energy, **derive** an expression for the speed of the block at Point B. Express your answer in terms of R and physical constants, as appropriate. Begin your derivation by writing a fundamental physics principle or an equation from the reference book.

GO ON TO THE NEXT PAGE.

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

(c)

i. On the following dot that represents the block, **draw** and **label** the forces (not components) that are exerted on the block at the instant the block slides through Point C. Each force must be represented by a distinct arrow starting on, and pointing away from, the dot.



ii. A student claims that $4R$ is the minimum height of Point A, such that the block can slide through Point C without losing contact with the track after the block is released from rest. Briefly **explain** why this claim is incorrect.

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.

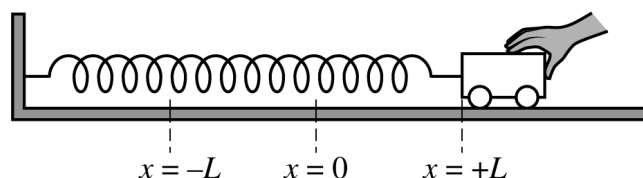


Figure 1

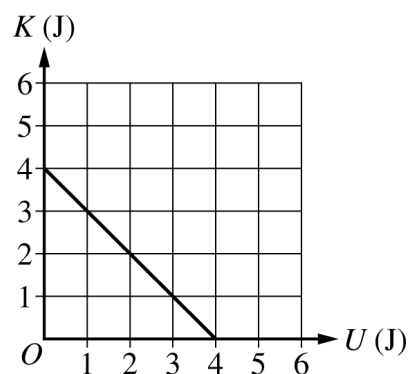


Figure 2

. (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.

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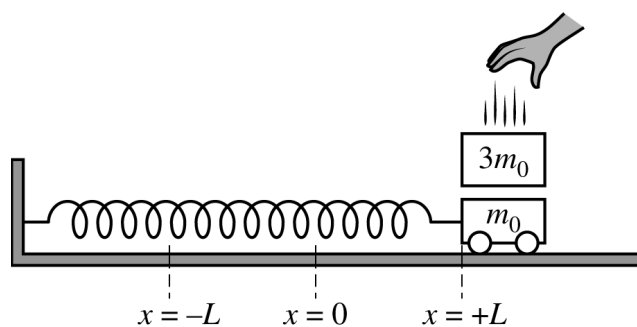
Continue your response to **QUESTION 1** on this page.

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 $\frac{f_2}{f_1}$.

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.

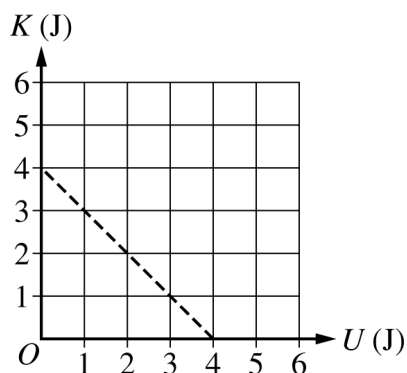


Figure 4

- 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.

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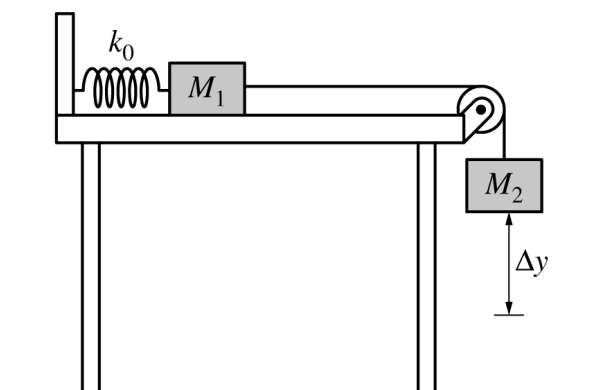
PHYSICS 1

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

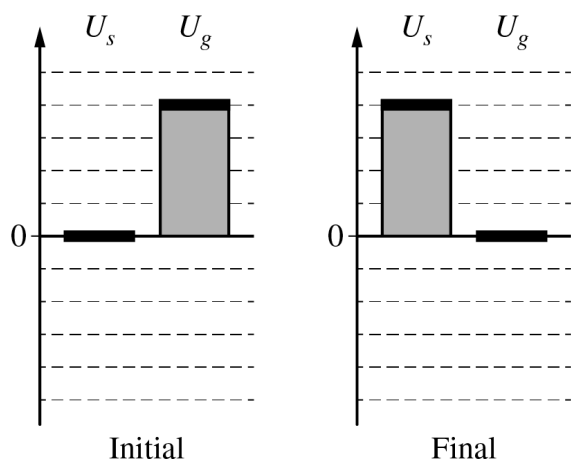
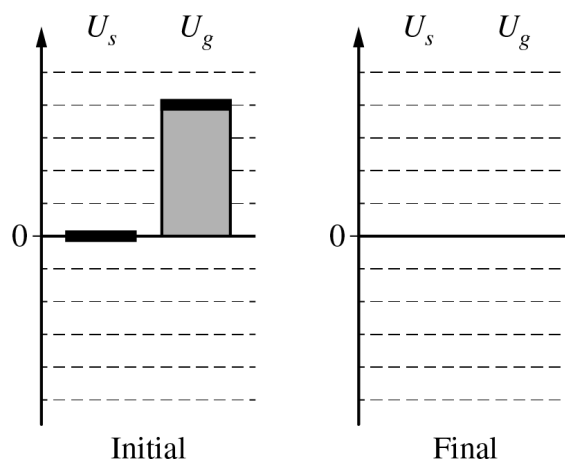


Diagram B: Nonnegligible Friction

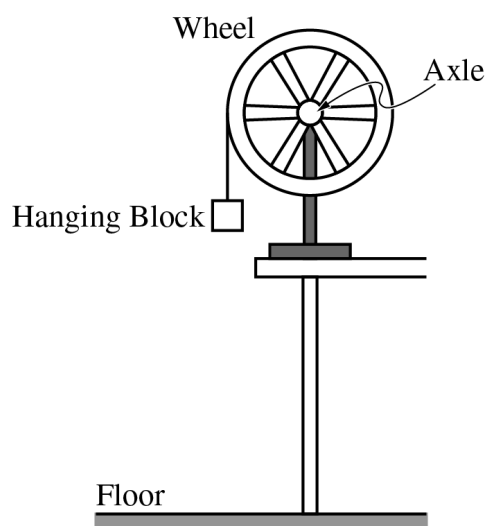


(c) Complete diagram B (at right above) for the scenario in which friction is nonnegligible. The energies for the initial state are already provided. Shade in the energies in the final state using the same scale as in diagram A.

- 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.

GO ON TO THE NEXT PAGE.

Begin your response to question 3 on this page.



. (12 points, suggested time 25 minutes)

A wheel is mounted on a horizontal axle. A light string is attached to the wheel's rim and wrapped around it several times, and a small block is attached to the free end of the string, as shown in the figure. When the block is released from rest and begins to fall, the wheel begins to rotate with negligible friction.

Two students are discussing how different forms of energy change as the block falls. One student says that the kinetic energy of the block increases as it falls. The second student says that this is because gravitational potential energy is converted to kinetic energy. The students decide to test whether the decrease in gravitational potential energy is equal to the increase in the block's kinetic energy from when the block starts moving to immediately before it reaches the floor.

GO ON TO THE NEXT PAGE.

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

- (a) Design an experimental procedure that the students could use to compare the increase in the block's translational kinetic energy with the decrease in the gravitational potential energy of the block-Earth system as the block falls.

In the table, list the quantities that would be measured in your experiment. Define a symbol to represent each quantity and 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.

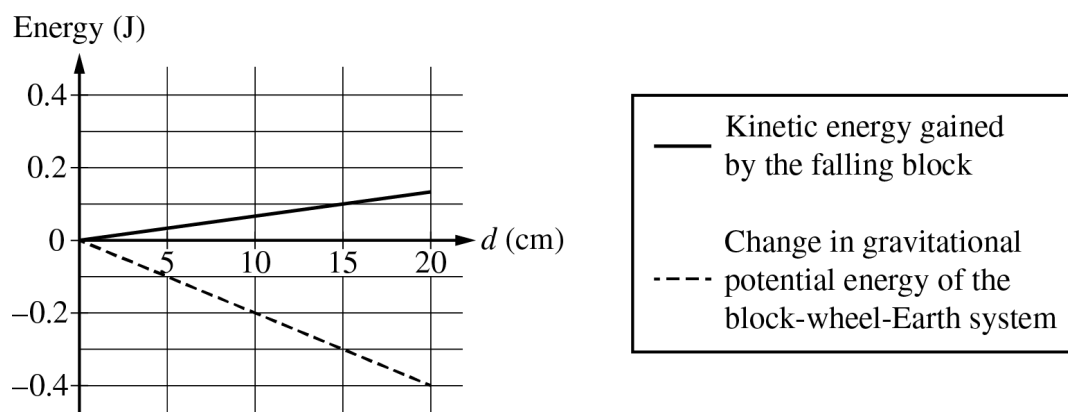
In the space to the right of the table, describe the overall procedure. Provide enough detail so that another student could replicate the experiment, including any steps necessary to reduce experimental uncertainty. As needed, use the symbols defined in the table.

If needed, you may include a simple diagram of the setup with your procedure.

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

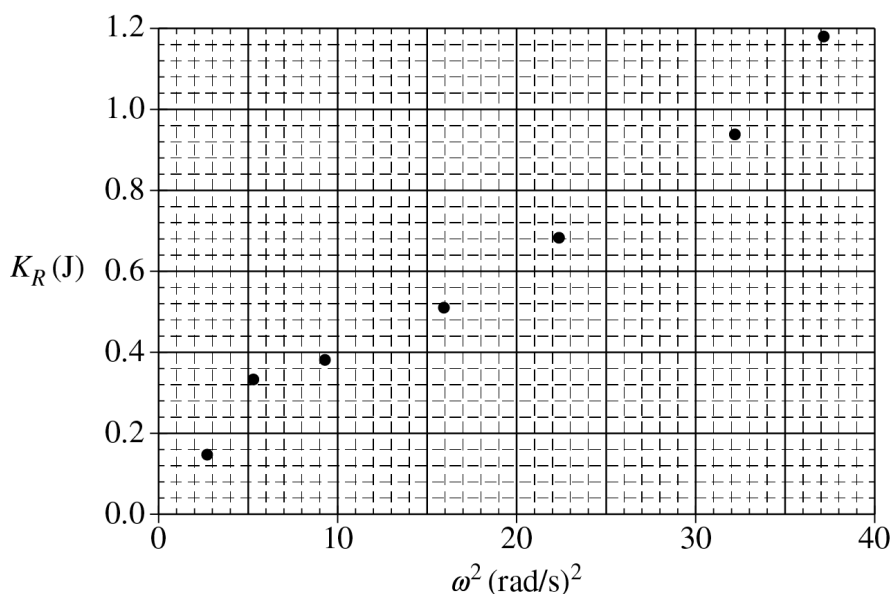
- (b) Explain how the students could determine the kinetic energy of the block immediately before it reaches the floor using the quantities you indicated in the table in part (a).

GO ON TO THE NEXT PAGE.

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

(c) The graph above represents both the change in the gravitational potential energy of the block-wheel-Earth system and the translational kinetic energy gained by the block as functions of the block's falling distance d . On the graph, draw a line or curve to represent the rotational kinetic energy of the wheel as a function of the block's falling distance d .

(d) The students also measure the angular velocity ω of the wheel as the block falls and determine the rotational kinetic energy K_R of the wheel. The students then make a graph of K_R as a function of ω^2 , as shown.



- On the above graph, draw a straight line that best represents the data.
- Using the line you drew for part (d)(i), calculate an experimental value for the rotational inertia of the wheel.

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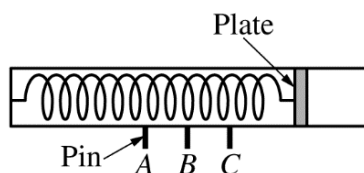


Figure 1. Uncompressed spring

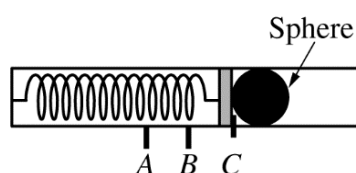


Figure 2. Compressed spring

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.

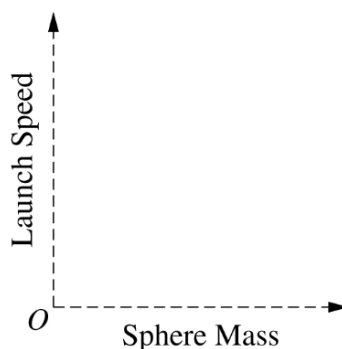
In the table below, list the quantities and associated symbols that would be measured in your experiment. Also list the equipment that would be used to measure each quantity. You do not need to fill in every row. If you need additional rows, you may add them to the space just below the table.

Quantity to be Measured	Symbol for Quantity	Equipment for Measurement

(b) Continued

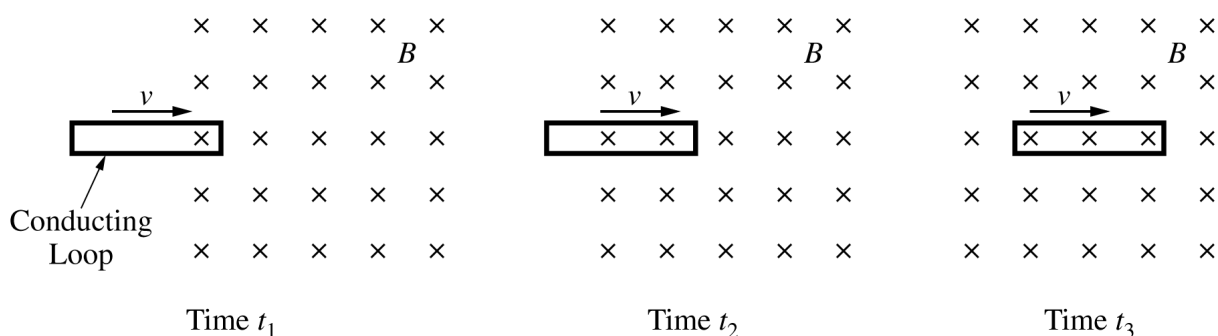
Describe the overall procedure to be used to test the hypothesis that the spring constant of the spring inside the launcher has the same value for different compression distances, referring to the table. Provide enough detail so that another student could replicate the experiment, including any steps 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.



PHYSICS 2**Section II****Time—1 hour and 30 minutes****4 Questions**

Directions: Questions 1 and 4 are short free-response questions that require about 20 minutes each to answer and are worth 10 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.

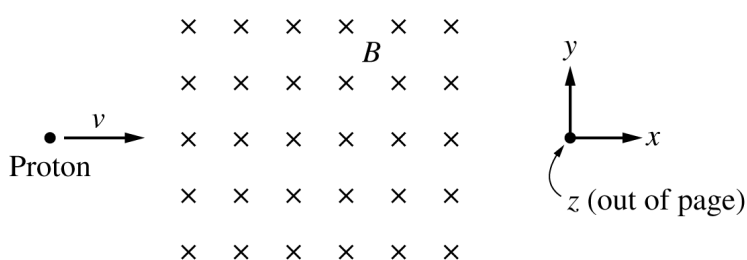


1. (10 points, suggested time 20 minutes)

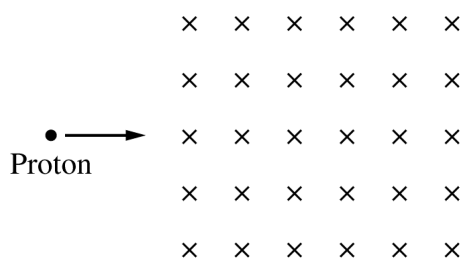
The figures above show a rectangular conducting loop at three instants in time. The loop moves at a constant speed v into and through a region of constant, uniform magnetic field B directed into the page. The magnetic field is zero outside the region.

- (a) In a coherent paragraph-length response, compare the magnitude and direction of the current at times t_1 , t_2 , and t_3 . Include an explanation of why there is or is not a current and the direction of the current if one is present. Use fundamental physics concepts and principles in your explanation.

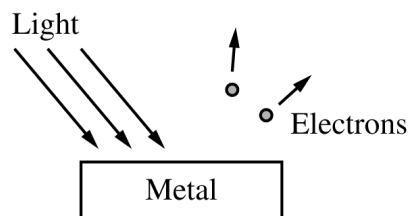
- (b) The loop is removed. A proton traveling to the right in the plane of the page, as shown below, then enters the region of magnetic field with a speed $v = 3.0 \times 10^5$ m/s. The magnitude of the field is 0.030 T. The effects of gravity are negligible.



- i. Calculate the magnitude of the force on the proton as it enters the field.
- ii. On the figure below, sketch a possible path of the proton as it travels through the magnetic field. Clearly label the path P1.



- iii. A second proton now enters the magnetic field at the same point and from the same direction but at a greater speed than the first proton. On the figure above, draw the path of the second proton as it travels through the field. Clearly label the path P2.
- iv. Next an electric field is applied in the same region as the magnetic field, such that there is no net force on the first proton as it enters the region. Calculate the magnitude and indicate the direction of the electric field relative to the coordinate system shown in part (b).

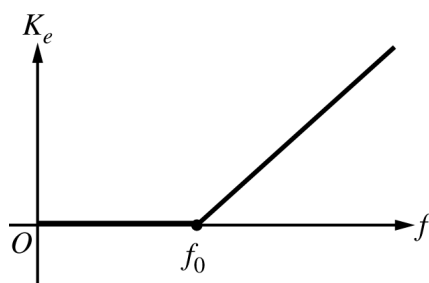


3. (12 points, suggested time 25 minutes)

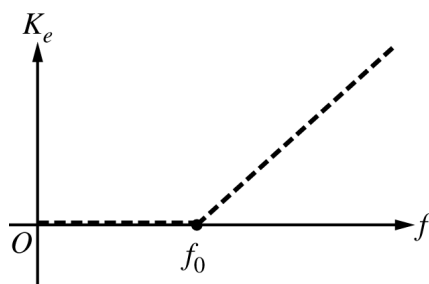
Monochromatic light of frequency f shines on a metal, as shown above. The frequency of the light is varied, and for some frequencies electrons are emitted from the metal. The maximum kinetic energy K_e of the emitted electrons is measured as a function of the frequency of the light.

(a)

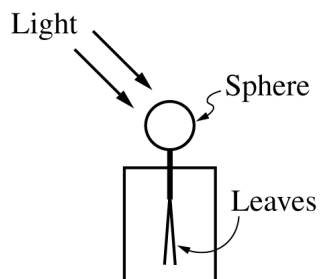
- i. Based on conservation of energy, the relationship between K_e and f is predicted to be $Af = B + K_e$ when $f > f_0$ and $K_e = 0$ when $f \leq f_0$, where A and B are positive constants. A graph of this relationship is shown below. Indicate which aspects of the graph correspond to A and B . Also, explain the physical meaning of A , B , and f_0 .



- ii. Explain the physical meaning of the horizontal section of the graph between the origin and f_0 .
- iii. A second metal with different properties than the first metal is now used. On the figure below, the dashed lines are the same lines shown in the previous graph. Sketch lines on the figure below that could represent the data for the second metal. Explain one difference between the two graphs.



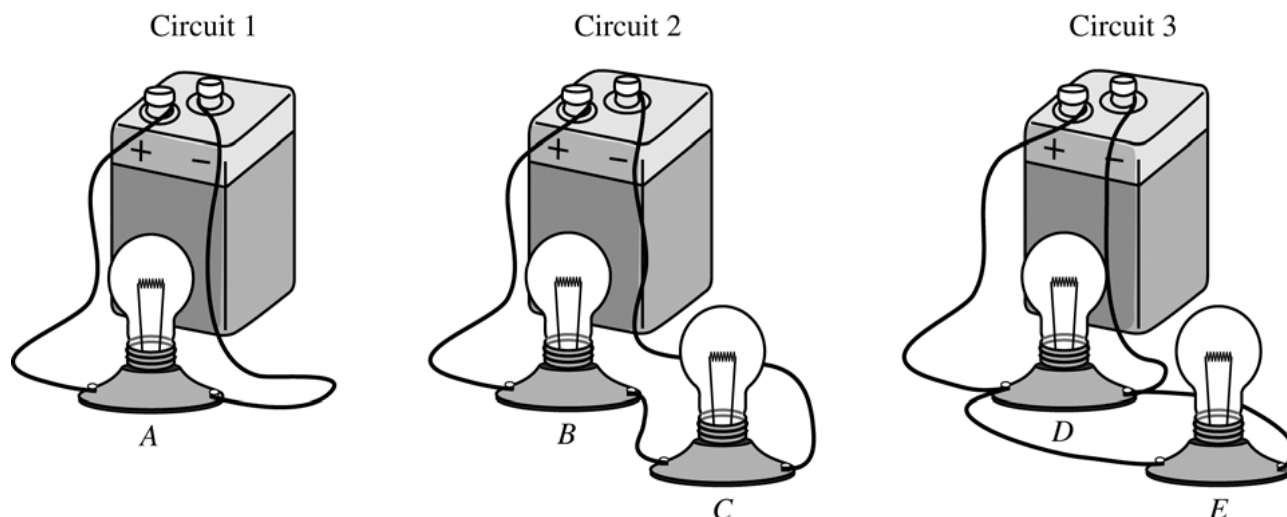
- (b) The figure below shows an electroscope. A sphere is connected by a vertical bar to the leaves, which are thin, light strips of material. The sphere, leaves, and bar are all made of metal. The electroscope initially has a negative charge, so the leaves are separated.



- i. Ultraviolet (UV) light shines on the sphere, causing the leaves of the electroscope to move closer together. Explain why this happens.
 - ii. Green light then shines on an identical negatively charged electroscope. No movement of the leaves is observed. Explain why the green light does not make the leaves move, while the UV light does.
- (c) The brightness of the green light is increased until the intensity (power per unit area) is the same as that of the UV light. What aspect of the green light changes when its brightness is increased? Would shining the brighter green light on the electroscope result in movement of the leaves? Explain why or why not.

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.



1. (7 points, suggested time 13 minutes)

In the three circuits shown above, the batteries are all identical, and the lightbulbs are all identical. In circuit 1 a single lightbulb is connected to the battery. In circuits 2 and 3, two lightbulbs are connected to the battery in different ways, as shown. The lightbulbs are labeled A–E.

- (a) Rank the magnitudes of the potential differences across lightbulbs A, B, C, D, and E from largest to smallest. If any lightbulbs have the same potential difference across them, state that explicitly.

Ranking:

Briefly explain how you determined your ranking.

- (b) The batteries all start with an identical amount of usable energy and are all connected to the lightbulbs in the circuits at the same time.

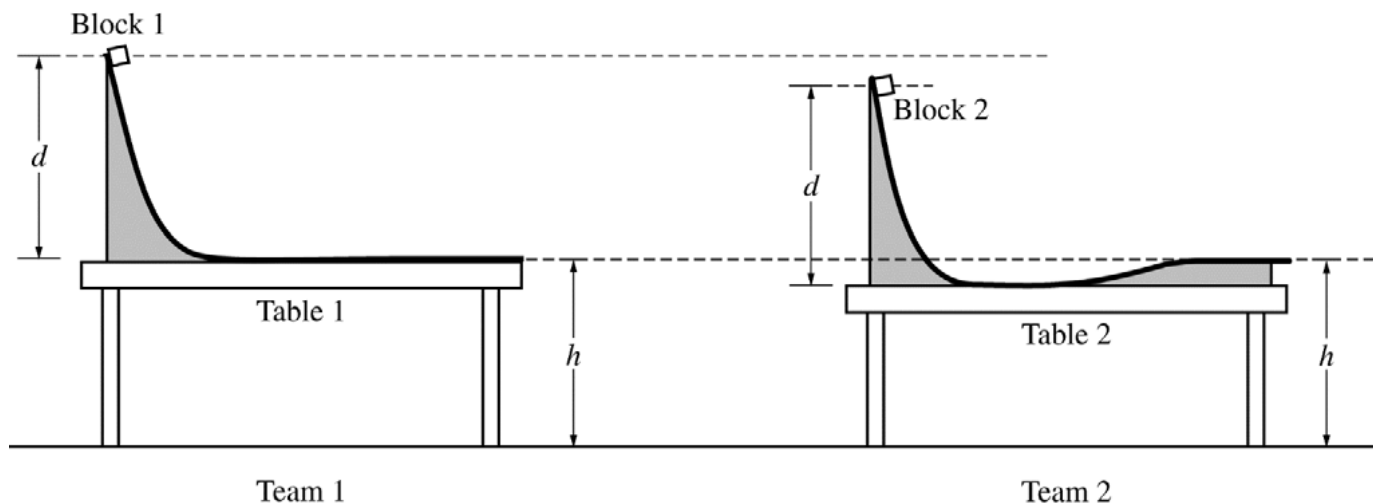
In which circuit will the battery run out of usable energy first?

___ Circuit 1 ___ Circuit 2 ___ Circuit 3

In which circuit will the battery run out of usable energy last?

___ Circuit 1 ___ Circuit 2 ___ Circuit 3

In a clear, coherent paragraph-length response that may also contain equations and drawings, explain your reasoning.



4. (7 points, suggested time 13 minutes)

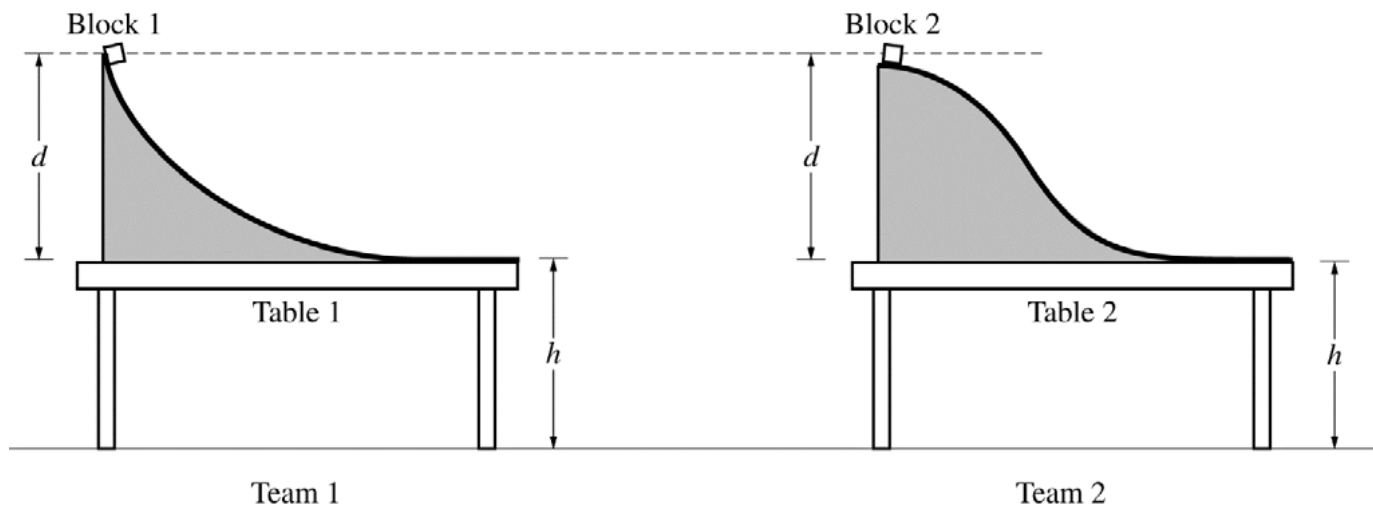
A physics class is asked to design a low-friction slide that will launch a block horizontally from the top of a lab table. Teams 1 and 2 assemble the slides shown above and use identical blocks 1 and 2, respectively. Both slides start at the same height d above the tabletop. However, team 2's table is lower than team 1's table. To compensate for the lower table, team 2 constructs the right end of the slide to rise above the tabletop so that the block leaves the slide horizontally at the same height h above the floor as does team 1's block (see figure above).

- (a) Both blocks are released from rest at the top of their respective slides. Do block 1 and block 2 land the same distance from their respective tables?

____ Yes ____ No

Justify your answer.

In another experiment, teams 1 and 2 use tables and low-friction slides with the same height. However, the two slides have different shapes, as shown below.



(b) Both blocks are released from rest at the top of their respective slides at the same time.

i. Which block, if either, lands farther from its respective table?

___ Block 1 ___ Block 2 ___ The two blocks land the same distance from their respective tables.

Briefly explain your reasoning without manipulating equations.

ii. Which block, if either, hits the floor first?

___ Block 1 ___ Block 2 ___ The two blocks hit the floor at the same time.

Briefly explain your reasoning without manipulating equations.