

(12 points, suggested time 25 minutes)

- (a) Students conduct an experiment to determine the acceleration a of a cart. The cart is released from rest at the top of the ramp at time $t = 0$ and moves down the ramp. The x -axis is defined to be parallel to the ramp with its origin at the top, as shown in the figure. The students collect the data shown in the following table.

	Position x (m)	Time t (s)	
	0.06	0.39	
	0.14	0.59	
	0.24	0.77	
	0.37	0.96	
	0.55	1.20	

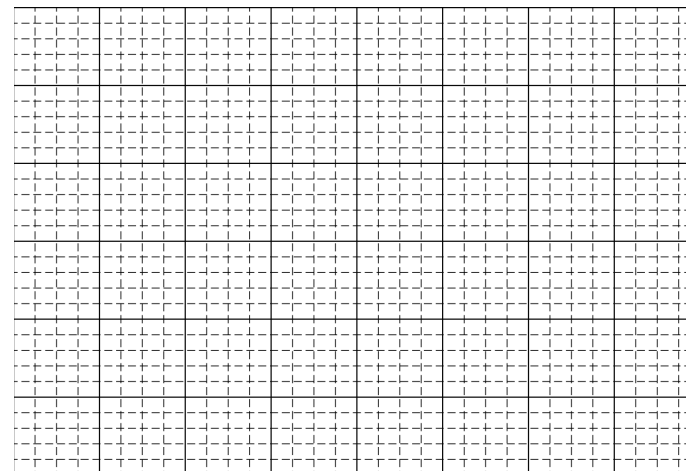
- i. Indicate which quantities could be graphed to yield a straight line whose slope could be used to determine the acceleration a of the cart. You may use the remaining columns in the table, as needed, to record any quantities (including units) that are not already in the table.

Vertical axis: _____ Horizontal axis: _____

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

- ii. On the following grid, plot the appropriate quantities to create a graph that can be used to determine the acceleration a of the cart as it rolls down the ramp. Clearly scale and label all axes (including units), as appropriate. Draw a straight line that best represents the data.



- iii. Using the line you drew in part (a)(ii), calculate an experimental value for the acceleration a of the cart as it rolls down the ramp.

- (b) The students are asked to determine an experimental value for the acceleration due to gravity g_{exp} using their data.

- i. What additional quantities do the students need to measure in order to calculate g_{exp} from a ?

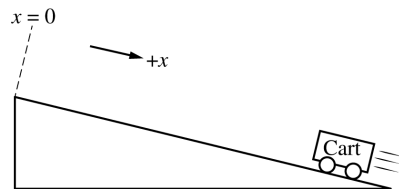
- ii. Write an expression for the value of g_{exp} in terms of a .

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(c) The students calculate the value of g_{exp} to be significantly lower than the accepted value of 9.8 m/s^2 .

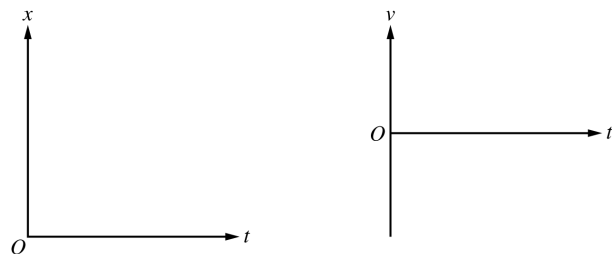
i. What is a physical reason, other than friction or air resistance, that could lead to a significant difference in the experimentally determined value of g_{exp} ?

ii. Briefly explain how the physical reason you identified in part (c)(i) would lead to the decrease in the experimentally determined value of g_{exp} .

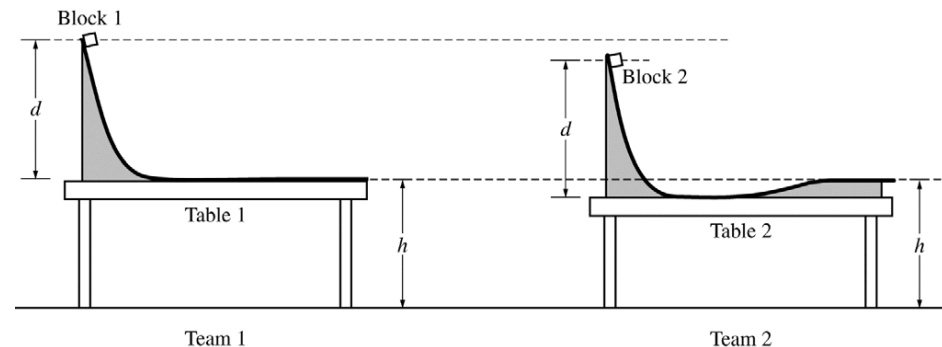


The students want to confirm that the acceleration is the same whether the cart rolls up or down the ramp. The students start the cart at the bottom and give the cart a quick push so that it rolls up the ramp and momentarily comes to rest. The x -axis is still defined to be parallel to the ramp with the origin at the top.

(d) On the following graphs, sketch the position x and velocity v as functions of time t that correspond to the scenario shown while the cart moves up the ramp.



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4. (7 points, suggested time 13 minutes)

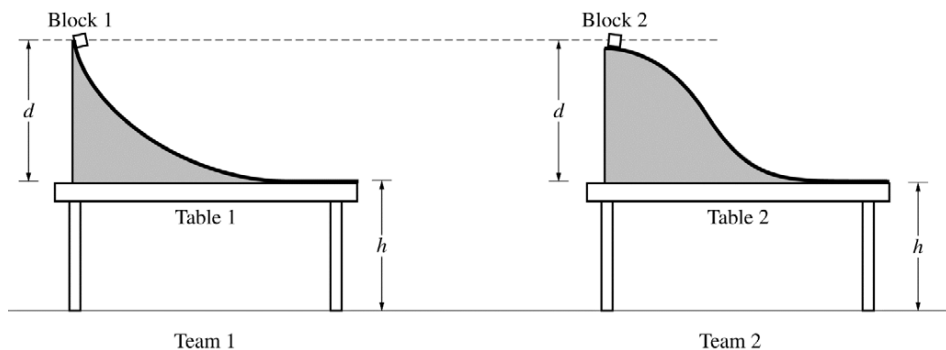
A physics class is asked to design a low-friction slide that will launch a block horizontally from the top of a lab table. Teams 1 and 2 assemble the slides shown above and use identical blocks 1 and 2, respectively. Both slides start at the same height d above the tabletop. However, team 2's table is 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?

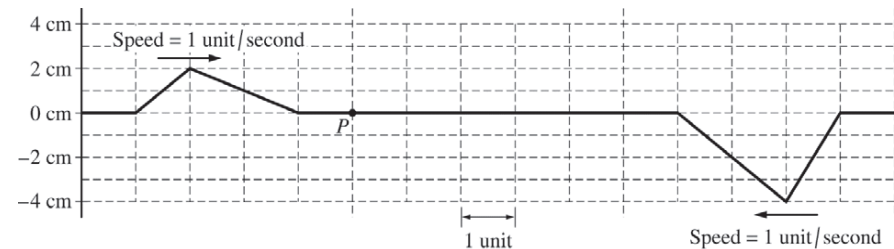
____ Block 1 ____ Block 2 ____ The two blocks land the same distance from their respective tables.

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.

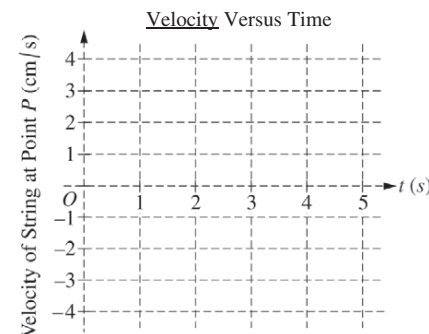
Briefly explain your reasoning without manipulating equations.



5. (7 points, suggested time 13 minutes)

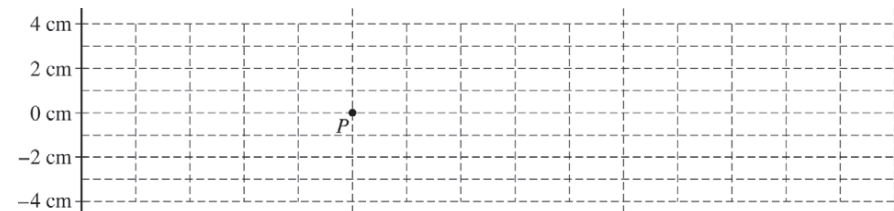
Two wave pulses are traveling in opposite directions on a string. The shape of the string at $t = 0$ is shown above. Each pulse is moving with a speed of one unit per second in the direction indicated.

(a) Between time $t = 0$ and $t = 5$ seconds, the entire left-hand pulse approaches and moves beyond point P on the string. On the coordinate axes below, plot the velocity of the piece of string located at point P as a function of time between $t = 0$ and $t = 5$ seconds.



(b) At $t = 5$ s, the pulses completely overlap. On the grid provided below, sketch the shape of the entire string at $t = 5$ s.

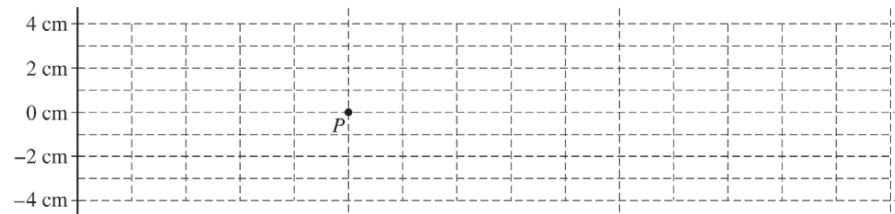
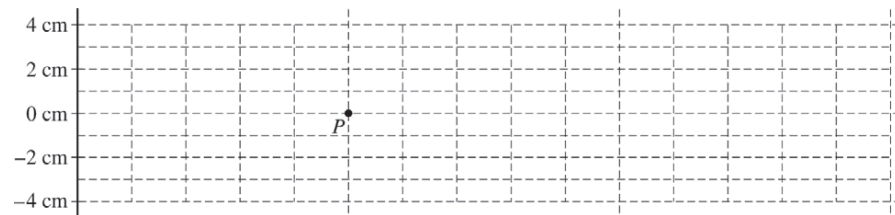
Note: Do any scratch (practice) work on the grids on the following page. You will only be graded for the sketch made on the grid on this page.



Name:

AP Physics 1: 2017

The grids below are provided for scratch work only. Sketches made below will NOT be graded.



STOP

END OF EXAM