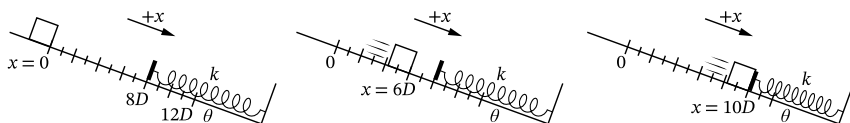


Question 2: Version J

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.

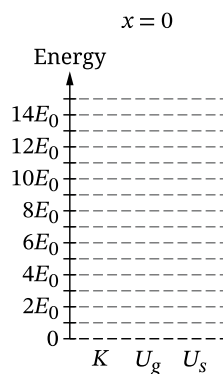


Figure 2

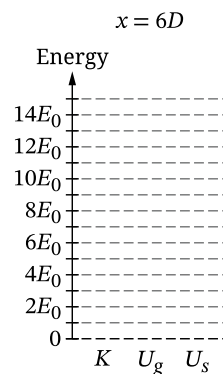


Figure 3

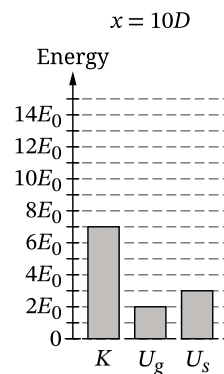


Figure 4

- 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 $x = 12D$.

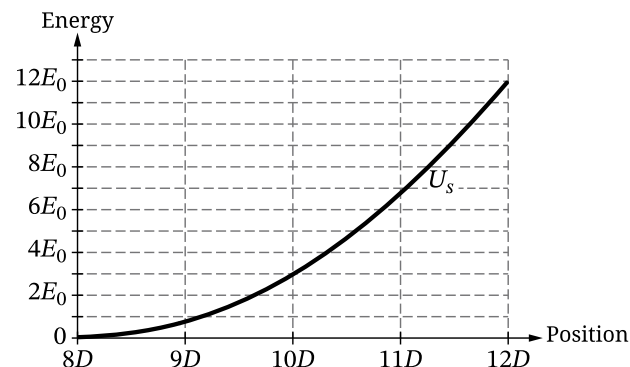


Figure 6

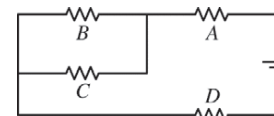
D. **Indicate** whether the speed v_{9D} of the block at $x = 9D$ is greater than, less than, or equal to the speed v_{8D} of the block at $x = 8D$.

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

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

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

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



4. (7 points, suggested time 13 minutes)

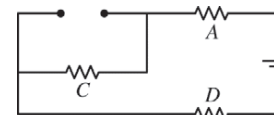
A circuit contains a battery and four identical resistors arranged as shown in the diagram above.

- (a) Rank the magnitude of the potential difference across each resistor from greatest to least. If any resistors have potential differences with the same magnitude, state that explicitly. Briefly explain your reasoning.

Ranking:

Brief explanation:

Resistor B is now removed from the circuit, and there is no connection between the wires that were attached to it. The new circuit diagram is shown below.



- (b) When resistor B is removed, does the current through resistor A increase, decrease, or remain the same?

_____ Increase _____ Decrease _____ Remain the same

Briefly explain your reasoning.

- (c) When resistor B is removed, does the current through resistor C increase, decrease, or remain the same?

_____ Increase _____ Decrease _____ Remain the same

Briefly explain your reasoning.

2. (12 points, suggested time 25 minutes)

Some students want to know what gets used up in an incandescent lightbulb when it is in series with a resistor: current, energy, or both. They come up with the following two questions.

- (1) In one second, do fewer electrons leave the bulb than enter the bulb?
- (2) Does the electric potential energy of electrons change while inside the bulb?

The students have an adjustable power source, insulated wire, lightbulbs, resistors, switches, voltmeters, ammeters, and other standard lab equipment. Assume that the power supply and voltmeters are marked in 0.1 V increments and the ammeters are marked in 0.01 A increments.

- (a) Describe an experimental procedure that could be used to answer questions (1) and (2) above. In your description, state the measurements you would make and how you would use the equipment to make them. Include a neat, labeled diagram of your setup.
- (b)
 - i. Explain how data from the experiment you described can be used to answer question (1) above.
 - ii. Explain how data from the experiment you described can be used to answer question (2) above.

A lightbulb is nonohmic if its resistance changes as a function of current. Your setup from part (a) is to be used or modified to determine whether the lightbulb is nonohmic.

- (c)
 - i. How, if at all, does the setup need to be modified?
 - ii. What additional data, if any, would need to be collected?
- (d) How would you analyze the data to determine whether the bulb is nonohmic? Include a discussion of how the uncertainties in the voltmeters and ammeters would affect your argument for concluding whether the resistor is nonohmic.