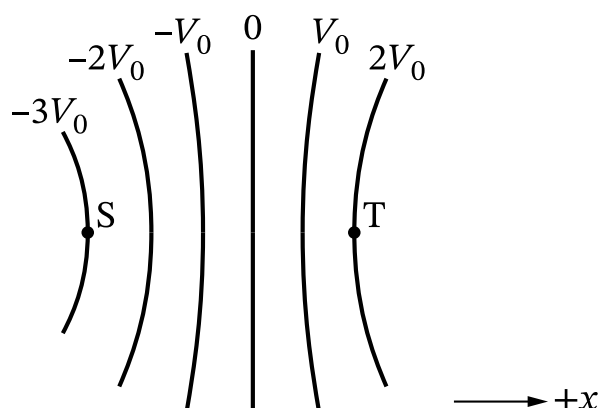


Question 4

4. Equipotential lines for a region with an electric field are shown.



A small sphere (not shown) with positive charge $+Q$ has initial speed v_S in the $+x$ -direction and kinetic energy K_S when the sphere is at Point S. The sphere moves to Point T. The force from the electric field is the only force that is exerted on the sphere as the sphere moves between Points S and T.

The sphere has final speed v_T and kinetic energy K_T when the sphere is at Point T.

Part A

Indicate whether v_T is greater than, less than, or equal to v_S . Include one of the following relationships in your response.

- $v_T > v_S$
- $v_T < v_S$
- $v_T = v_S$

Justify your answer. Your justification may include expressions/equations but must include conceptual reasoning beyond algebraic solutions.

Part B

Derive an expression for K_T in terms of V_0 , Q , K_S , and physical constants, as appropriate. Begin your derivation by writing a fundamental physics principle or an equation from the reference information.

Part C

A new, small sphere of the same mass as the original sphere but with negative charge $-Q$ has the same initial speed v_S as the original sphere in the $+x$ -direction when the sphere is at Point S. The force from the electric field is the only force that is exerted on the new sphere as the new sphere moves between Points S and T. The new sphere has kinetic energy K_{new} when the new sphere is at Point T.

Indicate whether K_{new} is greater than, less than, or equal to K_T . Include one of the following relationships in your response.

- $K_{\text{new}} > K_T$
- $K_{\text{new}} < K_T$
- $K_{\text{new}} = K_T$

Briefly **justify** your answer by referencing your derivation in part B.

STOP
END OF EXAM

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

4. (10 points, suggested time 20 minutes)

Two particles, 1 and 2, have different mass and charge as described by the following.

- Particle 1 has mass M and negative charge $-Q$.
- Particle 2 has mass $\frac{M}{2}$ and positive charge $+2Q$.

In separate trials, a device is used to accelerate each particle in the $-y$ -direction from rest through a potential difference of absolute value $|\Delta V|$. The polarity of the potential difference can be adjusted so that a particle with either positive charge or negative charge can be accelerated in the $-y$ -direction by the device. Gravitational effects are negligible.

After moving through the potential difference, particles 1 and 2 exit the device with kinetic energies K_1 and K_2 , respectively.

(a) **Calculate** the ratio $\frac{K_2}{K_1}$.

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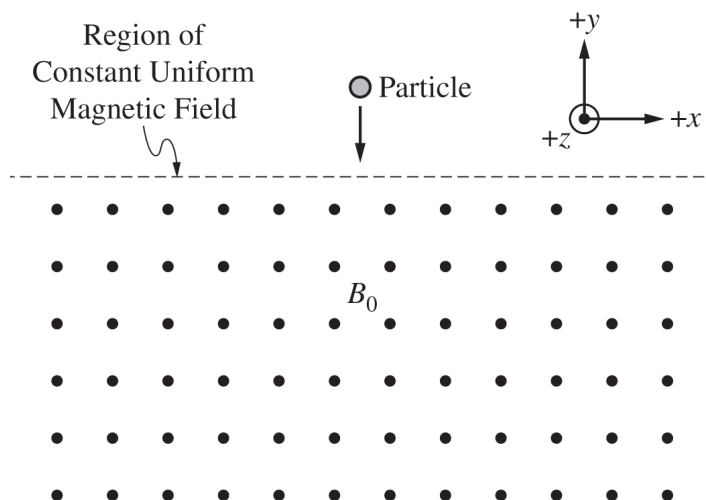
Continue your response to **QUESTION 4** on this page.

Figure 1

After exiting the device, the particles enter a large region of constant uniform magnetic field of magnitude B_0 that is directed in the $+z$ -direction (out of the page), as shown in Figure 1. Each particle is moving in the $-y$ -direction when entering the region, and each particle is moving in the $+y$ -direction when exiting the region.

(b)

i. **Determine** an expression for the speed of Particle 2 in the region. Express your answer in terms of M , K_2 , and physical constants, as appropriate.

ii. **Derive** an expression for the horizontal distance Δx between the locations where Particle 2 enters and leaves the region. Express your answer in terms of M , Q , K_2 , B_0 , and physical constants, as appropriate.

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

- (c) On the following diagram in Figure 2, **sketch** and clearly **label** the paths of both particles 1 and 2 in the region.

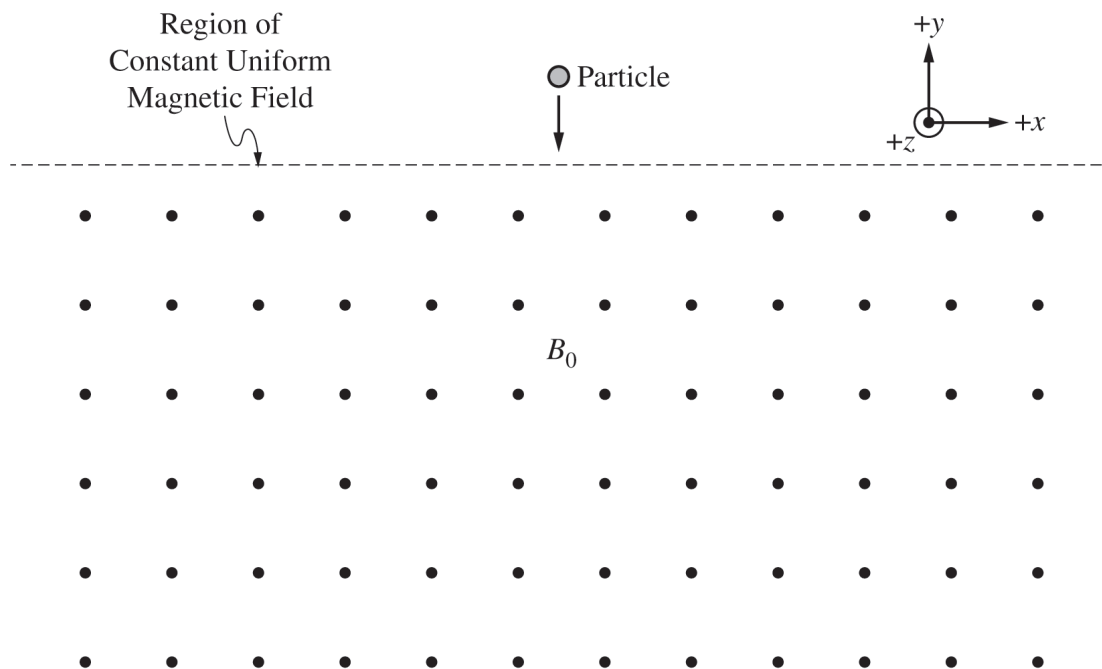


Figure 2

- (d) A uniform electric field is added to the region such that Particle 1 of negative charge $-Q$ travels with constant speed in a straight line through the region. **Determine** the direction of the electric field.

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STOP

END OF EXAM

(10 points, suggested time 20 minutes)

Particles A and B each have positive charge $+Q$ and are held fixed at two vertices of an equilateral triangle of side length d , as shown. Point P is located equidistant from each vertex of the triangle.

Students Y and Z discuss the electric field and the electric potential at Point P after a third charged particle is placed at the bottom-right vertex. The students make the following statements.

Student Y: “If a particle with positive charge $+2Q$ is placed at the bottom-right vertex, the magnitude of the electric field will be zero at Point P.”

Student Z: “To make the value of the electric potential zero at Point P, a particle with negative charge $-Q$ should be placed at the bottom-right vertex.”

- (a) In a coherent, paragraph-length response, evaluate the accuracy of each student’s statement. If any aspect of either student’s statement is inaccurate, explain how to correct the student’s statement. Support your evaluations using appropriate physics principles.

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

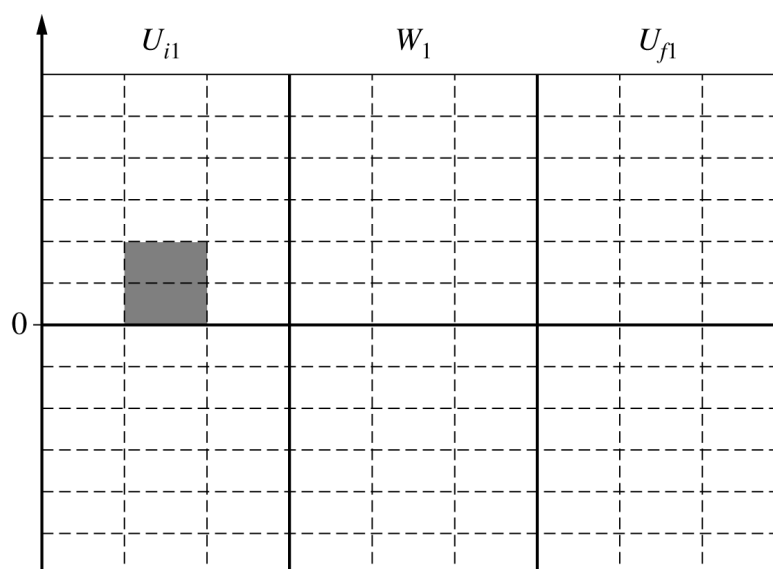
(b) Particles A and B are once again held in place at two vertices of the equilateral triangle. The students want to represent the electric potential energy of a system of particles when a third charged particle is brought from very far away to the bottom-right vertex. Scenarios 1 and 2 are considered.

i. In Scenario 1, a third particle with positive charge $+Q$ is moved from very far away to the bottom-right vertex and then held in place. A bar is shown on the following chart that represents the electric potential energy U_{i1} of the system consisting of all three particles when the third particle with positive charge is very far away from the other particles.

In the grid provided, complete the bar chart.

- Draw a bar to represent the work W_1 required to move the third particle with positive charge from very far away to the bottom-right vertex.
- Draw another bar to represent the electric potential energy U_{f1} of the system consisting of all three particles when the third particle with positive charge is held in place at the bottom-right vertex.

The height of each bar should be proportional to the energy represented. If the quantity is zero, write a “0” in that column.



Scenario 1

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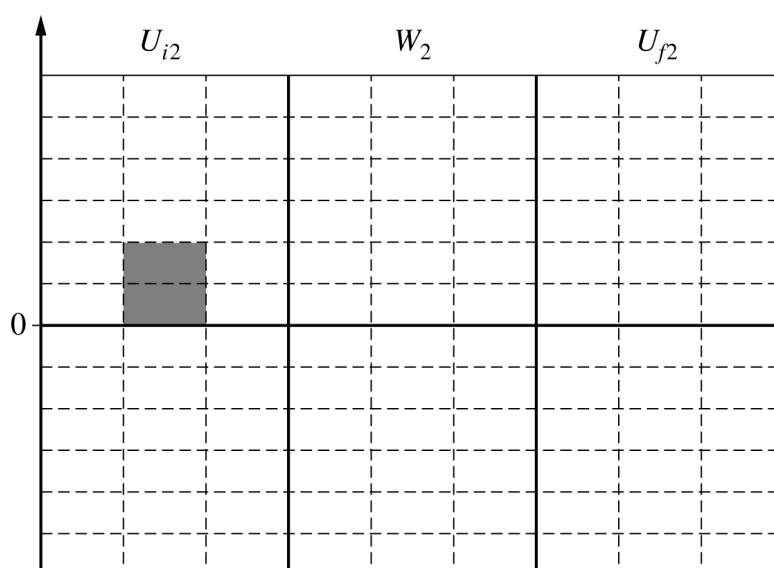
Continue your response to QUESTION 4 on this page.

ii. In Scenario 2, a particle with negative charge $-Q$ is moved from very far away to the bottom-right vertex and then held in place. A bar is shown on the following chart that represents the electric potential energy U_{i2} of the system consisting of all three particles when the particle with negative charge is very far away from the other particles.

In the grid provided, complete the bar chart.

- Draw a bar to represent the work W_2 required to move the particle with negative charge from very far away to the bottom-right vertex.
- Draw another bar to represent the electric potential energy U_{f2} of the system consisting of all three particles when the particle with negative charge is held in place at the bottom-right vertex.

The height of each bar should be proportional to the energy represented. If the quantity is zero, write a “0” in that column.

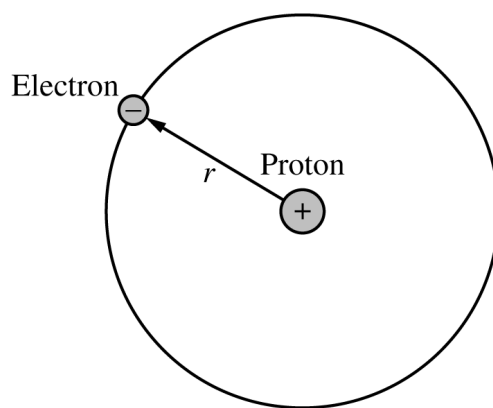


Scenario 2

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STOP

END OF EXAM



Note: Figure not drawn to scale.

. (12 points, suggested time 25 minutes)

A hydrogen atom can be modeled as an electron in a circular orbit of radius r about a stationary proton, as shown above. The gravitational force between the proton and electron is negligible compared to the electrostatic force between them.

(a) Derive an equation for the speed v of the electron in terms of r and physical constants, as appropriate.

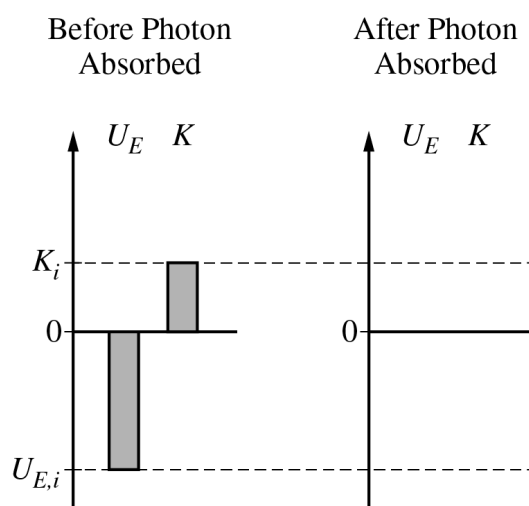
(b) Derive an equation for the total energy of the atom in terms of r and physical constants, as appropriate.

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

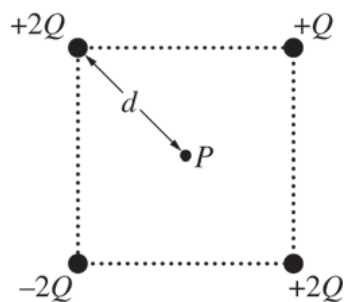
- (c) When the hydrogen atom absorbs a photon, the electron moves to an orbit with a larger radius and the total energy of the atom increases. Is your equation for the energy derived in part (b) consistent with this description of the model of a hydrogen atom absorbing a photon? Explain why the equation is or is not consistent.
- (d) Experiments show that a hydrogen atom can absorb a photon of frequency 3.2×10^{15} Hz.
- Calculate the energy of a photon with this frequency.
 - A student claims that when a hydrogen atom absorbs a photon at this frequency, the energy could be converted into mass, adding an electron to the atom. Calculate the amount of energy needed to create a particle with the mass of an electron and determine whether or not there is sufficient energy gained by the atom to add another electron.

GO ON TO THE NEXT PAGE.

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

iii. The left bar chart in the figure above is complete and represents the initial electric potential energy $U_{E,i}$ of the atom and the initial kinetic energy K_i of the electron before the photon is absorbed. In the space provided on the right, draw a bar chart to represent a possible final electric potential energy of the atom and final kinetic energy of the electron.

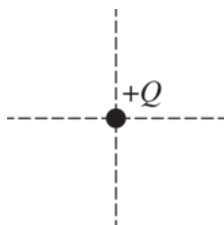
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4. (10 points, suggested time 20 minutes)

The figure above represents four objects, with charges as shown, that are held in place at the corners of a square. Point P is at the center of the square, a distance d from each of the objects. Express all algebraic answers to the following in terms of Q , d , and physical constants.

- (a) On the dot below, draw an arrow that represents the direction of the net electric force exerted on the object with charge $+Q$ by the other three objects.

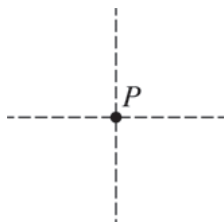


(b)

- i. Calculate the magnitude of the electric field at point P due to all four objects. On the dot below, draw an arrow to indicate the direction of the net field at point P .

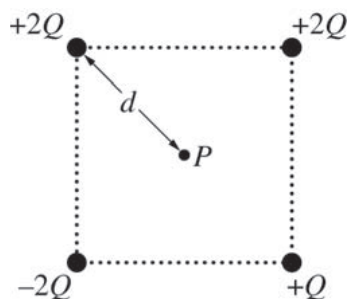
Draw Arrow

Calculate Electric Field



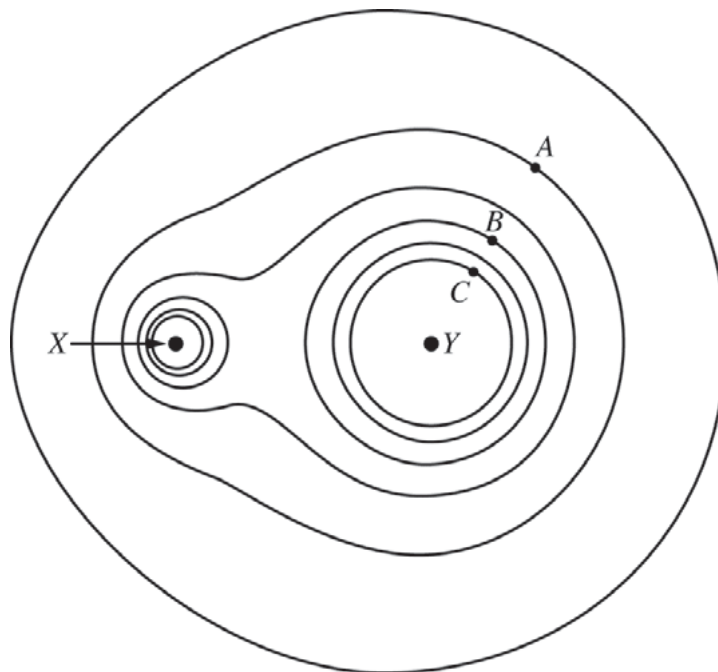
- ii. Calculate the electric potential at point P due to all four objects.

- (c) In a coherent, paragraph-length response, briefly describe the meaning of electric potential energy and explain qualitatively how electric potential energy can be related to work. Also explain qualitatively how the electric potential energy of the four-object system would change if the $+Q$ and $+2Q$ objects on the right side of the square now switch positions as shown in the figure below. Support your explanation using appropriate physics principles.



STOP

END OF EXAM



3. (12 points, suggested time 25 minutes)

The dots in the figure above represent two identical spheres, X and Y , that are fixed in place with their centers in the plane of the page. Both spheres are charged, and the charge on sphere Y is positive. The lines are isolines of electric potential, also in the plane of the page, with a potential difference of 10 V between each set of adjacent lines. The absolute value of the electric potential of the outermost line is 50 V.

(a) Indicate the values of the potentials, including the signs, at the labeled points A and B .

Potential at point A _____ Potential at point B _____

(b)

- i. How do the magnitudes and the signs of the charges of the spheres compare? Explain your answer in terms of the isolines of electric potential shown.
- ii. The spheres at points X and Y have masses in the same ratio as the magnitudes of their charges. The isolines of gravitational potential for the spheres have shapes similar to those of the isolines shown. Explain why the two sets of isolines have similar shapes.

Let the potentials at the three labeled points be V_A , V_B , and V_C . A proton with charge $+q$ and mass m is released from rest at point B .

(c) Based on your answer to part (b)(ii), briefly describe one similarity and one difference between the electric and gravitational forces exerted on the proton by the system of the two spheres. The similarity and difference you describe must not be ones that generally apply to all forces.

- (d) At some time after being released from rest at point B , the proton has moved through a potential difference of magnitude 20 V.
- i. Determine the change in electric potential energy of the proton-spheres system when the proton has moved through the 20 V potential difference. Express your answer symbolically in terms of q , V_A , V_B , V_C , and physical constants, as appropriate.
 - ii. As it moved through the 20 V potential difference, the proton was displaced a distance d by the electric force. Determine a symbolic expression for the total work done on the proton by the electric field in terms of the average magnitude E_{avg} of the electric field over that distance.
 - iii. Two students are discussing how and why the kinetic energy of the proton would change after it is released.
 - Student 1 says that if the system is defined as the proton and the spheres, the increase in the proton's kinetic energy is due to a change in the system's potential energy as the proton moves through the 20 V potential difference.
 - Student 2 says that if the system is defined as only the proton, the kinetic energy of the proton increases because positive work is done on the proton by the electric field as the proton moves through the 20 V potential difference.Discuss each student's claims, explaining why each is correct or incorrect.