

12 points

Question 3: Quantitative/Qualitative Translation

- (a)(i) For correctly determining the total resistance R_{total} of the circuit 1 point

Example Response

$$R_{\text{total}} = \frac{5R}{3}$$

For a multi-step derivation that includes correct substitutions of $\mathcal{E}$ and R_{total} into the equation that describes Ohm's law, consistent with the first point of part (a)(i) 1 point

Example Response

$$I_1 = \frac{3\mathcal{E}}{5R}$$

Example Solution

Determine the total resistance of the circuit.

The resistance of the right-most branch containing resistors connected in series:

$$R_s = \sum_i R_i$$

$$R_s = R + R$$

$$R_s = 2R$$

The resistance of parallel branches that contain resistors:

$$\frac{1}{R_p} = \sum_i \frac{1}{R_i}$$

$$\frac{1}{R_p} = \frac{1}{R} + \frac{1}{2R} = \frac{3}{2R}$$

$$R_p = \frac{2R}{3}$$

The total resistance of the circuit:

$$R_s = \sum_i R_i$$

$$R_{\text{total}} = R + \frac{2R}{3} = \frac{5R}{3}$$

The total current in the circuit:

$$I = \frac{\Delta V}{R} = \frac{3\mathcal{E}}{5R}$$

- (a)(ii) For applying a result of Kirchhoff's law and/or Ohm's law that relates the current in R_3 to one of the following: 1 point

- The current in or potential difference across R_1
- The current in or potential difference across R_2
- The potential difference across R_3

Example Responses

One-third of the total current in the circuit is in R_3 : $I_3 = \frac{I_1}{3}$

OR

$$I_1 = I_2 + I_3$$

OR

$$\Delta V_2 = \Delta V_3 + \Delta V_4$$

For a correct expression from a multi-step derivation that is consistent with the final expression in part (a)(i) 1 point

Example Response

$$I = \frac{\mathcal{E}}{5R}$$

Example Solutions

$$I_1 = I_2 + I_3$$

$$\Delta V_2 = \Delta V_3 + \Delta V_4$$

$$I_2 R_2 = I_3 (R_3 + R_4)$$

$$I_2 R = I_3 (2R)$$

$$I_2 = 2I_3$$

$$I_1 = 2I_3 + I_3$$

$$I_3 = \frac{I_1}{3}$$

$$I_3 = \frac{\left(\frac{3\mathcal{E}}{5R}\right)}{3}$$

$$I_3 = \frac{\mathcal{E}}{5R}$$

OR

One-third of the total current in the circuit is in R_3 . Therefore, $I_3 = \frac{\mathcal{E}}{5R}$.

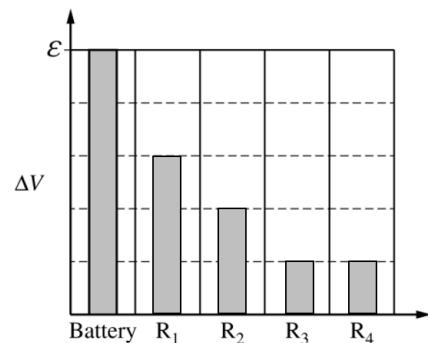
Total for part (a) 4 points

- (b) For drawing a bar that indicates that the potential difference across R_3 is nonzero and is equal to the potential difference across R_4 **1 point**

For drawing a bar that indicates that the potential difference across R_2 is nonzero and is equal to the sum of the potential differences across R_3 and R_4 **1 point**

For drawing all bars correctly **1 point**

Example Response



Total for part (b) 3 points

- (c) For indicating that the equation is correct or incorrect, consistent with the derivations in part (a) or the bar chart from part (b), with an attempt at a relevant justification **1 point**

For a justification that correctly relates P to at least **one** of the following: **1 point**

- The potential difference across the battery
- The current in the battery
- R_1 , R_2 , R_3 , and R_4

For a justification that relates the equation $P = \frac{3\epsilon^2}{5R}$ to at least **one** of the following: **1 point**

- The bar chart from the response in part (b)
- The derivations in the responses to parts (a)(i) and (a)(ii)

Scoring Note: The justification must be consistent with the derivations in part (a) or the bar chart from part (b).

Example Solution

The equation is correct. The equation for P , which is power, can be written as

$$P = \frac{(\Delta V)^2}{R}. \text{ According to the bar chart in part (b), the potential difference across the}$$

battery is ϵ . The total resistance of the circuit is $\frac{5R}{3}$, according to the derivation from

$$\text{part (a)(i). Therefore, } P = \frac{(\Delta V)^2}{R} = \frac{(\epsilon)^2}{\left(\frac{5R}{3}\right)} = \frac{3\epsilon^2}{5R}.$$

Total for part (c) 3 points

- (d) For selecting that $P_{\text{new}} < P_{\text{original}}$ with an attempt at a relevant justification **1 point**

For a correct justification that indicates at least **one** of the following: **1 point**

- The current in R_1 is less in the new circuit than in the original circuit
- The potential difference across R_1 is less in the new circuit than in the original circuit

Example Response

$P_{\text{new}} < P_{\text{original}}$. Since the emf of the battery is the same in the new circuit and the total resistance of the new circuit is greater, the current in R_1 is less in the new circuit.

Therefore, P_{new} is less than P_{original} .

Total for part (d) 2 points

Total for question 3 12 points

Question 2: Experimental Design

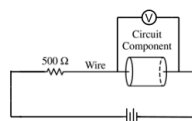
12 points

- (a)(i) For a diagram including a source of potential difference (e.g., battery, power supply) that is in a complete circuit that results in a current in the unknown circuit component 1 point

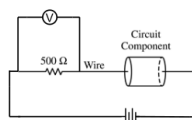
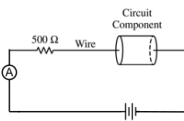
For a diagram including a measurement device that is appropriately connected in the circuit (e.g., voltmeter, ammeter) 1 point

Scoring Note: A lightbulb that is connected in series with the circuit component is an acceptable alternative for an ammeter.

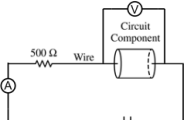
Example Responses



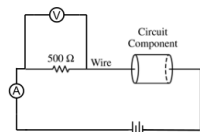
OR



OR



OR



- (a)(ii) For describing a procedure that includes a measurement of **one** of the following: 1 point

- The potential difference across the circuit component
- The current in the circuit
- The potential difference across the known resistor

For taking measurements at two different times after the circuit is closed or taking one measurement a long time after the circuit is closed, consistent with the procedure described 1 point

Example Responses

Measure the current in the ammeter immediately after the circuit is closed and a long time after the circuit is closed.

OR

Measure the potential difference across the circuit component immediately after the circuit is closed and a long time after the circuit is closed.

OR

Measure the potential difference across the circuit component a long time after the circuit is closed.

OR

Measure the potential difference across the $500\ \Omega$ resistor immediately after the circuit is closed and a long time after the circuit is closed.

- (a)(iii) For describing a correct result of the experiment that indicates the current in the circuit decreases to zero over time or that the charge of the plates of the capacitor increases over time 1 point

For describing a correct result of the experiment that indicates that the electric potential difference across the capacitor increases from zero over time 1 point

Example Response

Immediately after the circuit has been closed, a current should be measured. A long time after the circuit has been closed, a current of zero should be measured. This is because the initially uncharged capacitor becomes fully charged. This results in a potential difference across the capacitor that is equal to the potential difference across the battery a long time after the circuit has been closed. Therefore, according to Kirchhoff's loop rule, a potential difference will not be measured across any other circuit components.

Total for part (a) 6 points

- (b)(i) For an equation that correctly applies the loop rule 1 point

Example Response

$$0 = +\mathcal{E} - Ir - IR_{\text{var}}$$

- (b)(ii) For indicating appropriate quantities that, when graphed, result in a linear graph that allow students to determine $\text{emf } \mathcal{E}$ 1 point

Example Responses

- $\frac{1}{r + R_{\text{var}}}$ vs. I
- I vs. IR_{var}
- R_{var} vs. $\frac{1}{I}$

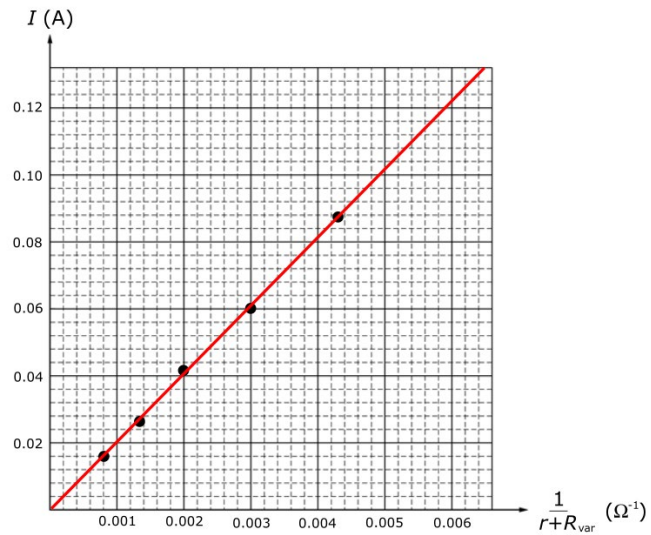
- (b)(iii) For including numerical values on both axes with a linear scale and labeling the axes with appropriate labels and units 1 point

For a graph in which data are plotted within at least half of the grid area 1 point

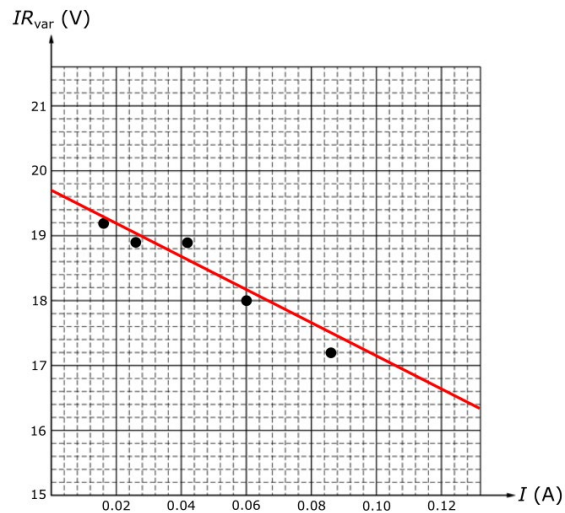
For drawing a best-fit line that approximates the trend of the data

1 point

Example Responses



OR

(b)(iv) For correctly using the graph to determine an experimental value for emf $\mathcal{E}$, including correct units, between 18.0 V and 22.0 V

1 point

Example Solutions

 I as a function of $\frac{1}{r + R_{\text{var}}}$

$$\mathcal{E} - Ir - IR_{\text{var}} = 0$$

$$\mathcal{E} - I(r + R_{\text{var}}) = 0$$

$$I(r + R_{\text{var}}) = \mathcal{E}$$

$$I = \mathcal{E} \left(\frac{1}{r + R_{\text{var}}} \right)$$

$$I = \mathcal{E} \left(\frac{1}{30 \Omega + R_{\text{var}}} \right)$$

$$\text{Slope} = \mathcal{E}$$

$$\frac{\Delta y}{\Delta x} = \mathcal{E}$$

$$\frac{(0.08 \text{ A} - 0.04 \text{ A})}{(0.004 \Omega^{-1} - 0.002 \Omega^{-1})} \approx \mathcal{E}$$

$$\mathcal{E} \approx 20 \text{ V}$$

OR

 IR_{var} as a function of I

$$\mathcal{E} - Ir - IR_{\text{var}} = 0$$

$$\mathcal{E} - Ir = IR_{\text{var}}$$

$$IR_{\text{var}} = -Ir + \mathcal{E}$$

$$y\text{-intercept} = \mathcal{E}$$

$$\mathcal{E} \approx 20 \text{ V}$$

Total for part (b) 6 points

Total for question 2 12 points

AP Physics 2: Algebra-Based Scoring Guidelines

2018 SCORING GUIDELINES

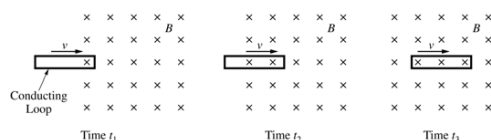
General Notes About 2018 AP Physics Scoring Guidelines

1. The solutions contain the most common method of solving the free-response questions and the allocation of points for this solution. Some also contain a common alternate solution. Other methods of solution also receive appropriate credit for correct work.
2. The requirements that have been established for the paragraph-length response in Physics 1 and Physics 2 can be found on AP Central at <https://secure-media.collegeboard.org/digitalServices/pdf/ap/paragraph-length-response.pdf>.
3. Generally, double penalty for errors is avoided. For example, if an incorrect answer to part (a) is correctly substituted into an otherwise correct solution to part (b), full credit will usually be awarded. One exception to this may be cases when the numerical answer to a later part should be easily recognized as wrong, e.g., a speed faster than the speed of light in vacuum.
4. Implicit statements of concepts normally receive credit. For example, if use of the equation expressing a particular concept is worth 1 point, and a student's solution embeds the application of that equation to the problem in other work, the point is still awarded. However, when students are asked to derive an expression, it is normally expected that they will begin by writing one or more fundamental equations, such as those given on the exam equation sheet. For a description of the use of such terms as "derive" and "calculate" on the exams, and what is expected for each, see "The Free-Response Sections — Student Presentation" in the *AP Physics*; *Physics C: Mechanics*, *Physics C: Electricity and Magnetism Course Description* or "Terms Defined" in the *AP Physics 1: Algebra-Based Course and Exam Description* and the *AP Physics 2: Algebra-Based Course and Exam Description*.
5. The scoring guidelines typically show numerical results using the value $g = 9.8 \text{ m/s}^2$, but the use of 10 m/s^2 is of course also acceptable. Solutions usually show numerical answers using both values when they are significantly different.
6. Strict rules regarding significant digits are usually not applied to numerical answers. However, in some cases answers containing too many digits may be penalized. In general, two to four significant digits are acceptable. Numerical answers that differ from the published answer due to differences in rounding throughout the question typically receive full credit. Exceptions to these guidelines usually occur when rounding makes a difference in obtaining a reasonable answer. For example, suppose a solution requires subtracting two numbers that should have five significant figures and that differ starting with the fourth digit (e.g., 20.295 and 20.278). Rounding to three digits will lose the accuracy required to determine the difference in the numbers, and some credit may be lost.

2018 SCORING GUIDELINES

Question 1

10 points total

Distribution
of points

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) LO 2.D.1.1, SP 2.2; LO 4.E.2.1, SP 6.4
5 points

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.

For indicating that the currents at t_1 and t_2 have equal nonzero magnitudes and are in the same direction	1 point
For indicating that there is no current at t_3	1 point
For correctly indicating that the currents depend on the change in flux through the loop or the forces on the charges moving in the field	1 point
For correctly identifying the direction of the current as counter-clockwise and either explaining that the direction of the current generates a magnetic field that opposes the change in flux <u>or</u> analyzing the force on the charge carriers in each segment of the loop	1 point
For an on-topic response that has sufficient paragraph structure, as described in the published requirements for the paragraph length response	1 point

- (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.



2018 SCORING GUIDELINES

Question 1 (continued)

Distribution
of points

- (b) (continued)

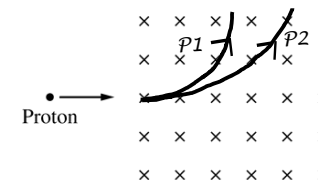
- i. LO 2.D.1.1, SP 2.2
1 point

Calculate the magnitude of the force on the proton as it enters the field.

For correct substitutions into a correct expression and correct units on the final answer	1 point
$F = qvB$	
$F = (1.6 \times 10^{-19} \text{ C})(3.0 \times 10^5 \text{ m/s})(0.03 \text{ T})$	
$F = 1.4 \times 10^{-15} \text{ N}$	

- ii. LO 2.D.1.1, SP 2.2; LO 3.B.1.4, SP 6.4; LO 3.C.3.1, SP 1.4
1 point

On the figure below, sketch a possible path of the proton as it travels through the magnetic field. Clearly label the path P1.



For drawing a curved arc through the field, curved upward where the proton enters	1 point
Anything greater than a semi-circle or a path that does not reach the edge of the field does <u>not</u> earn credit. Any path after exiting the field is ignored.	

- iii. LO 2.D.1.1, SP 2.2; LO 3.B.1.4, SP 6.4
1 point

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.

For drawing a path with a larger radius that is consistent with answer to (b)(ii)	1 point
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2018 SCORING GUIDELINES

Question 1 (continued)

Distribution
of points

(b) (continued)

- iv. LO 2.C.1.1, SP 6.4; LO 2.C.1.2, SP 2.2; LO 3.B.2.1, SP 1.4, 2.2
2 points

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).

For indicating a direction of the electric field that is consistent with the response to (b)(ii)		1 point
Given the correct response to (b)(ii) illustrated above, the electric field must be directed in the $-y$ direction (or toward the bottom of the page)		
For equating the electric and magnetic forces and substituting into the correct expression using values consistent with the response to (b)(i)		1 point
$qE = qvB$ (Implicitly equating the calculated magnetic force to the electric force is acceptable.)		
$E = vB$		
$E = (3.0 \times 10^5 \text{ m/s})(0.03 \text{ T})$		
$E = 9000 \text{ N/C}$		

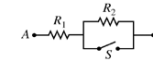
Learning Objectives (LO)

- LO 2.C.1.1:** The student is able to predict the direction and the magnitude of the force exerted on an object with an electric charge q placed in an electric field E using the mathematical model of the relation between an electric force and an electric field: $\vec{F} = q\vec{E}$; a vector relation. [See Science Practices 6.4, 7.2]
- LO 2.C.1.2:** The student is able to calculate any one of the variables — electric force, electric charge, and electric field — at a point given the values and sign or direction of the other two quantities. [See Science Practice 2.2]
- LO 2.D.1.1:** The student is able to apply mathematical routines to express the force exerted on a moving charged object by a magnetic field. [See Science Practice 2.2]
- LO 3.B.1.4:** The student is able to predict the motion of an object subject to forces exerted by several objects using an application of Newton's second law in a variety of physical situations. [See Science Practices 6.4, 7.2]
- LO 3.B.2.1:** The student is able to create and use free-body diagrams to analyze physical situations to solve problems with motion qualitatively and quantitatively. [See Science Practices 1.1, 1.4, 2.2]
- LO 3.C.3.1:** The student is able to use right-hand rules to analyze a situation involving a current-carrying conductor and a moving electrically charged object to determine the direction of the magnetic force exerted on the charged object due to the magnetic field created by the current-carrying conductor. [See Science Practice 1.4]
- LO 4.E.2.1:** The student is able to construct an explanation of the function of a simple electromagnetic device in which an induced emf is produced by a changing magnetic flux through an area defined by a current loop (i.e., a simple microphone or generator) or of the effect on behavior of a device in which an induced emf is produced by a constant magnetic field through a changing area. [See Science Practice 6.4]

2018 SCORING GUIDELINES

Question 2

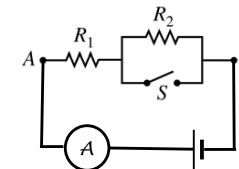
12 points total

Distribution
of points

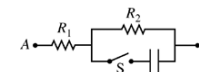
Students are given resistor 1 with resistance R_1 connected in series with the parallel combination of a switch S and resistor 2 with resistance R_2 , as shown above. The circuit elements cannot be disconnected from each other, and other circuit components can only be connected at points A and B. The students also are given an ammeter and one 9 V battery. The teacher instructs the students to take measurements that can be used to determine R_1 and R_2 .

- (a) LO 4.E.5.3, SP 2.2, 4.2, 5.1; LO 5.B.9.5, SP 6.4; LO 5.C.3.4, SP 6.4
4 points

Complete the diagram below to show how the ammeter and the battery should be connected to experimentally determine the resistance of each resistor. Describe the experiment by listing the measurements to be taken and explaining how the measurements would be used to calculate resistances R_1 and R_2 .



For a diagram with an ammeter and battery in series with the resistor combination		1 point
For indicating that the current should be measured with the switch closed and open		1 point
For correctly indicating that with the switch closed $R_1 = V/I_1$		1 point
For correctly indicating that with the switch open $R_2 = (V/I_2) - R_1$		1 point



A second group of students is given a combination of circuit elements that is similar to the previous one but has an initially uncharged capacitor in series with the open switch, as shown above. The combination is placed in a circuit with a power supply so that the potential difference between A and B is maintained at 9 V. The students close the switch and immediately begin to record the current through point B. The initial current is 0.9 A, and after a long time the current is 0.3 A.

2018 SCORING GUIDELINES

Question 2 (continued)

Distribution
of points

- (b)
- i. LO 4.E.5.2, SP 6.1, 6.4; LO 5.B.9.5, SP 6.4; LO 5.C.3.7, SP 1.4
3 points

Compare the currents through resistor 1, resistor 2, and the switch immediately after the switch is closed to the currents a long time after the switch is closed. Specifically state if any current is zero.

For indicating that the current through resistor 1 immediately after the switch is closed is greater than the current a long time after the switch is closed	1 point
For indicating that the current through resistor 2 is zero immediately after the switch is closed and nonzero a long time after the switch is closed	1 point
For indicating that the current through the switch is nonzero immediately after the switch is closed and zero a long time after the switch is closed	1 point

- ii. LO 4.E.5.1, SP 2.2, 6.4
2 points

Calculate the values of R_1 and R_2 .

For using the correct value of current and correctly calculating R_1	1 point
$9 \text{ V} = (0.9 \text{ A})R_1$	
$R_1 = 10 \Omega$	
For using the correct value of current and correctly calculating R_2 , consistent with the calculated value of R_1	1 point
$9 \text{ V} = (0.3 \text{ A})(R_1 + R_2) = (0.3 \text{ A})(10 \Omega + R_2)$	
$R_2 = 20 \Omega$	

- iii. LO 4.E.5.1, SP 2.2; LO 5.B.9.6, SP 2.2, LO 5.C.3.7, SP 1.4, 2.2
1 point

Determine the potential difference across the capacitor a long time after the switch is closed.

For correctly calculating the potential difference across the capacitor, including correct units, consistent with part (b)(ii)	1 point
$V_C = V_{\text{battery}} - V_{\text{resistor 1}} = 9 \text{ V} - (0.3 \text{ A})(10 \Omega)$	
$V_C = 6 \text{ V}$	

2018 SCORING GUIDELINES

Question 2 (continued)

Distribution
of points

A third group of students now uses the combination of circuit elements with the capacitor. They connect it to a 9 V battery that they treat as ideal but which is actually not ideal and has internal resistance.

- (c) LO 5.B.9.7, SP 5.3
2 points

How does the third group's value of R_1 calculated from the data they collected compare to the second group's value? Explain your reasoning with reference to physics principles and/or mathematical models.

For correctly explaining that the third group's measured current is smaller	1 point
For correctly indicating that the third group's value of R_1 is higher than the second group's or the resistance they will determine is actually $R_1 + r$	1 point

Learning Objectives (LO)

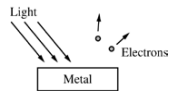
- LO 4.E.5.1:** The student is able to make and justify a quantitative prediction of the effect of a change in values or arrangements of one or two circuit elements on the currents and potential differences in a circuit containing a small number of sources of emf, resistors, capacitors, and switches in series and/or parallel. [See Science Practices 2.2, 6.4]
- LO 4.E.5.2:** The student is able to make and justify a qualitative prediction of the effect of a change in values or arrangements of one or two circuit elements on currents and potential differences in a circuit containing a small number of sources of emf, resistors, capacitors, and switches in series and/or parallel. [See Science Practices 6.1, 6.4]
- LO 4.E.5.3:** The student is able to plan data collection strategies and perform data analysis to examine the values of currents and potential differences in an electric circuit that is modified by changing or rearranging circuit elements, including sources of emf, resistors, and capacitors. [See Science Practices 2.2, 4.2, 5.1]
- LO 5.B.9.5:** The student is able to use conservation of energy principles (Kirchhoff's loop rule) to describe and make predictions regarding electrical potential difference, charge, and current in steady-state circuits composed of various combinations of resistors and capacitors. [See Science Practice 6.4]
- LO 5.B.9.6:** The student is able to mathematically express the changes in electric potential energy of a loop in a multiloop electrical circuit and justify this expression using the principle of the conservation of energy. [See Science Practices 2.1, 2.2]
- LO 5.B.9.7:** The student is able to refine and analyze a scientific question for an experiment using Kirchhoff's loop rule for circuits that includes determination of internal resistance of the battery and analysis of a non-ohmic resistor. [See Science Practices 4.1, 4.2, 5.1, 5.3]
- LO 5.C.3.4:** The student is able to predict or explain current values in series and parallel arrangements of resistors and other branching circuits using Kirchhoff's junction rule and relate the rule to the law of charge conservation. [See Science Practices 6.4, 7.2]
- LO 5.C.3.7:** The student is able to determine missing values, direction of electric current, charge of capacitors at steady state, and potential differences within a circuit with resistors and capacitors from values and directions of current in other branches of the circuit. [See Science Practice 1.4, 2.2]

2018 SCORING GUIDELINES

Question 3

Distribution
of points

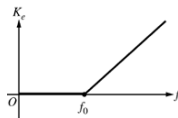
12 points total



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. LO 5.B.4.2, SP 1.4, 2.1, 2.2; LO 6.F.3.1, SP 6.4
3 points

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 .



For indicating that A represents the slope or the rate of change of K_e as a function of f and equals Planck's constant	1 point
For indicating that $-B$ is the intercept with the K_e axis and equals the minimum energy needed to release an electron from the metal (the work function)	1 point
For indicating that f_0 is the minimum frequency that will release an electron from the metal (the cutoff or threshold frequency)	1 point

- ii. LO 6.F.3.1, SP 6.4
1 point

Explain the physical meaning of the horizontal section of the graph between the origin and f_0 .

For indicating that the horizontal portion of the graph represents frequencies of light whose energy is insufficient to eject an electron	1 point
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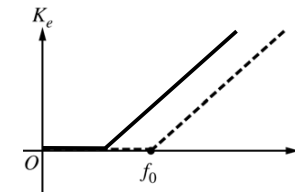
2018 SCORING GUIDELINES

Question 3 (continued)

Distribution
of points

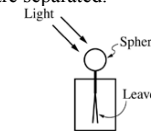
- (a) (continued)
- iii. LO 6.F.3.1, SP 6.4
3 points

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.



For drawing a line that is parallel to the given line	1 point
For drawing the horizontal intercept on either side of f_0 with the line ending at the horizontal axis (The horizontal segment does not have to be drawn.)	1 point
For indicating that the K_e or f intercept changes because the work function or the frequency at which electrons can be emitted is different	1 point

- (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. LO 1.B.1.2, SP 6.4, 7.2, LO 4.E.3.3, SP 6.4; LO 6.F.3.1, SP 6.4
2 points

Ultraviolet (UV) light shines on the sphere, causing the leaves of the electroscope to move closer together. Explain why this happens.

For indicating that the UV light causes electrons to be ejected from the electroscope	1 point
For indicating that the electroscope becomes less negatively charged, causing the leaves to move closer together	1 point

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Question 3 (continued)

Distribution
of points

(b) (continued)

- ii. LO 6.F.1.1, SP 6.4, 7.2, LO 6.F.3.1, SP 6.4
1 point

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.

For indicating that the green light frequency or energy per photon is too low to eject electrons	1 point
--	---------

(c) LO 6.F.3.1, SP 6.4
2 points

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.

For indicating that the increase in brightness causes an increase in the number of photons in the beam or increases the amplitude of the wave	1 point
For indicating that the leaves would not separate because the energy per photon or frequency of the light remains the same	1 point
The particle nature of light (photons) must be discussed to receive full credit.	

Learning Objectives (LO)

- LO 1.B.1.2:** The student is able to make predictions, using the conservation of electric charge, about the sign and relative quantity of net charge of objects or systems after various charging processes, including conservation of charge in simple circuits. [See Science Practices 6.4, 7.2]
- LO 4.E.3.3:** The student is able to construct a representation of the distribution of fixed and mobile charge in insulators and conductors. [See Science Practices 1.1, 1.4, 6.4]
- LO 5.B.4.2:** The student is able to calculate changes in kinetic energy and potential energy of a system, using information from representations of that system. [See Science Practices 1.4, 2.1, 2.2]
- LO 6.F.1.1:** The student is able to make qualitative comparisons of the wavelengths of types of electromagnetic radiation. [See Science Practices 6.4, 7.2]
- LO 6.F.3.1:** The student is able to support the photon model of radiant energy with evidence provided by the photoelectric effect. [See Science Practice 6.4]

2018 SCORING GUIDELINES

Question 4

10 points total

Distribution
of points

A large boat like the one shown above has a mass M_b and can displace a maximum volume V_b . The boat is floating in a river with water of density ρ_{water} and is being loaded with steel beams each of density ρ_{steel} and volume V_{steel} . The boat owners want to be able to carry as many beams as possible.

- (a) LO 1.E.1.2, SP 6.4; LO 3.B.2.1, SP 1.1, 1.4, 2.2; LO 5.B.10.1, SP 2.2
4 points

Derive an expression for the maximum number N of steel beams that can be loaded on the boat without exceeding the maximum displaced volume, in terms of the given quantities and physical constants, as appropriate.

For equating the correct forces acting on the boat-steel system: gravity (weight) and the buoyant force	1 point
For correctly calculating the weight of the boat-steel system $W_{\text{system}} = (M_b + N\rho_{\text{steel}}V_{\text{steel}})g$, where N is the number of steel beams (must clearly use mass of boat)	1 point
For correctly calculating the buoyant force $F_b = \rho_{\text{water}}gV_b$	1 point
For algebraic manipulation of the equations to get an expression for the number of beams consistent with the equations for weight and buoyant force $(M_b + N\rho_{\text{steel}}V_{\text{steel}})g = \rho_{\text{water}}gV_b$ $N = (\rho_{\text{water}}V_b - M_b)/\rho_{\text{steel}}V_{\text{steel}}$	1 point

- (b) LO 6.C.1.1, SP 6.4, 7.2; LO 6.E.1.1, SP 6.4, 7.2; LO 6.E.3.3, SP 6.4, 7.2
4 points

The captain realizes that oil is leaking from the boat, creating a thin film of oil on the water surface. In one area of the oil film the surface looks mostly green. Explain in detail how constructive interference contributes to the green appearance. Assume the index of refraction of the oil is greater than the index of refraction of the water.

The constructive interference is between light reflected from the air-oil interface and light reflected from the oil-water interface.	
For indicating that the green appearance is the result of interference of light from two waves	1 point
For indicating that there is a phase shift due to one of the reflections	1 point
For indicating that the wavelength of the light is different in air and oil	1 point
For indicating that there is a path-length difference of the light reflected from the two surfaces	1 point

2018 SCORING GUIDELINES

Question 4 (continued)

Distribution
of points

- (c) LO 5.F.1.1, SP 2.2, 7.2
2 points

Later the boat is floating down the river with the water current, heading for a town. The river has a width of 60 m and a constant depth and flows at a speed of 5 km/hr. Partway to the town, the river narrows to a width of 30 m while its depth remains the same. Calculate the speed of the water in the narrow section.

For an attempting to apply the principle of continuity		1 point
$A_{\text{wide}}v_{\text{wide}} = A_{\text{narrow}}v_{\text{narrow}}$		
$(60 \text{ m})(\text{depth})(5 \text{ km/hr}) = (30 \text{ m})(\text{depth})(v_{\text{narrow}})$		
For correctly calculating the speed		1 point
$v_{\text{narrow}} = 10 \text{ km/hr}$		

Learning Objectives (LO)

- LO 1.E.1.2:** The student is able to select from experimental data the information necessary to determine the density of an object and/or compare densities of several objects. [See Science Practices 4.1, 6.4]
- LO 3.B.2.1:** The student is able to create and use free-body diagrams to analyze physical situations to solve problems with motion qualitatively and quantitatively. [See Science Practices 1.1, 1.4, 2.2]
- LO 5.B.10.1:** The student is able to use Bernoulli's equation to make calculations related to a moving fluid. [See Science Practice 2.2]
- LO 5.F.1.1:** The student is able to make calculations of quantities related to flow of a fluid, using mass conservation principles (the continuity equation). [See Science Practices 2.1, 2.2, 7.2]
- LO 6.C.1.1:** The student is able to make claims and predictions about the net disturbance that occurs when two waves overlap. Examples should include standing waves. [See Science Practices 6.4, 7.2]
- LO 6.E.1.1:** The student is able to make claims using connections across concepts about the behavior of light as the wave travels from one medium into another, as some is transmitted, some is reflected, and some is absorbed. [See Science Practices 6.4, 7.2]
- LO 6.E.3.3:** The student is able to make claims and predictions about path changes for light traveling across a boundary from one transparent material to another at non-normal angles resulting from changes in the speed of propagation. [See Science Practices 6.4, 7.2]

AP[®] Physics 2
2015 Scoring Guidelines

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2015 SCORING GUIDELINES

Question 1

10 points total

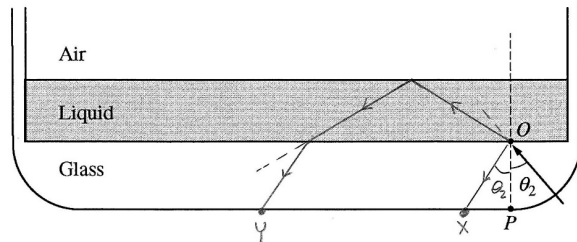
Distribution
of points

(a) 5 points

- For explaining that the light that results in spot X reflects at the glass-liquid interface 1 point
- For explaining that the light that results in spot Y is refracted both as it leaves the glass and reenters the glass (direction of refraction need not be correct) 1 point
- For explaining that the light that results in spot Y is reflected at the liquid-air interface 1 point
- For explaining that Y is farther from P than X in terms of the geometry of the path 1 point
- For explaining that at each interface the brightness is affected by reflection, and by transmission and/or refraction as appropriate 1 point
- Students may reference a diagram to support the reasoning, but it cannot supplant the written reasoning.

(b)

i) 2 points



- For drawing a reasonably accurate path for the rays that form spot X 1 point
- For drawing a reasonably accurate path for the rays that form spot Y , including correct directions of refraction, with no rays in the air 1 point

ii) 1 point

- For indicating that Y becomes brighter in terms of the distribution of energy with and without total internal reflection 1 point

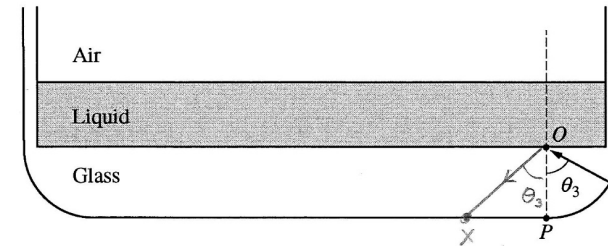
2015 SCORING GUIDELINES

Question 1 (continued)

Distribution
of points

(c)

i) 1 point



- For drawing rays to show reflection at the glass-liquid interface 1 point
- One point will be deducted for drawing any rays above the glass-liquid interface.

ii) 1 point

- For indicating that Y disappears and indicating that total internal reflection takes place at the glass-liquid interface 1 point

2015 SCORING GUIDELINES

Question 2

12 points total

Distribution
of points

- (a)
- i) 3 points
- For indicating that R_{eq} of the entire circuit or the combination of bulbs 2 and 3 decreases 1 point
- For indicating a change in I_{tot} or the potential difference across bulb 1 consistent with Ohm's law and the change in R_{eq} stated in the response 1 point
- For indicating a change in brightness consistent with the current or potential difference change stated in the response 1 point
- ii) 3 points
- For indicating that $P_1 = \frac{1}{4}(\mathcal{E}^2/R)$ 1 point
- For indicating that the new equivalent resistance of the circuit is $R_{\text{eq,new}} = (3/2)R$ 1 point
- Note: Credit is earned if calculation is done in part (i) and used here.
- For manipulating equations to show that the power expended by bulb 1 is $P_{\text{new}} = \frac{16}{9}P_1$ 1 point
- iii) 1 point
- For using or referring to the expression from part (a)(ii) to support the claim made in (a)(i) regarding the brightness of bulb 1: e.g., $16/9 > 1$, and indicating an understanding that brightness is related to power consumption 1 point
- (b)
- i) 1 point
- For explaining that the brightness of bulb 2 decreases after the switch is closed because it expends less power (or the current through bulb 2 decreases, or the potential difference across bulb 2 decreases) 1 point
- ii) 1 point
- For a calculation that supports the reasoning in part i 1 point

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Question 2 (continued)

Distribution
of points

- (c) 3 points
- For indicating in either part (c)i or part (c)ii that brightness is dependent on potential difference across the bulb OR on current through the bulb 1 point
- i)
- For a reasonable explanation for why bulb 1 is brighter than bulb 2 1 point
- Example: Immediately after the switch is closed, the potential difference across the capacitor will be zero (like a short in the circuit), so the current through bulb 2 would be zero, which is less than the current through bulb 1.
- Note: No points will be awarded for indicating that bulb 1 is brighter than bulb 2 with no justification.
- ii)
- For a reasonable explanation for why bulb 1 is the same brightness as bulb 2 1 point
- Example: The current through bulb 2 increases as the potential difference across the capacitor increases (becomes like an open circuit), so a long time after the switch is closed, the current through bulb 2 will be equal to the full current through bulb 1.
- Note: No points will be awarded for indicating that bulb 1 is the same brightness as bulb 2 without a justification.

2015 SCORING GUIDELINES

Question 3

12 points total

Distribution
of points

(a) 2 points

For indicating that the ideal gas law ($PV = nRT$ or $PV = NkT$) gives the relevant relationship between pressure and temperature of a gas and attempting to use it to support some reasoning 1 point

For indicating that the volume and number of moles (or particles) of gas are held constant 1 point

Note: The student will not be penalized for not specifying that pressure and temperature are only directly proportional when the temperature is measured in Kelvin.

Alternate Solution

Alternate Points

For indicating that the density of a sample of gas increases as its temperature decreases (if the pressure and number of moles or molecules of gas are held constant), and a sample of denser gas will sink below samples of gas that are less dense 1 point

For indicating that the gas near the North Pole is not a closed system and its pressure will increase as additional sinking gas molecules are added to it 1 point

(b) 4 points

For selecting one of the cylinders and indicating or implying that volume is held constant 1 point

For selecting all the equipment described in the procedure and no extraneous equipment 1 point

For describing a method of measuring the temperature of the enclosed gas 1 point

For describing a method for measuring the pressure at more than just two temperatures 1 point

Example: Insert the thermometer and pressure sensor in the gasket to measure the gas temperature and pressure. Place the cylinder in the bath with hot (cold) water. Take measurements periodically as the bath water cools (heats) over time.

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Question 3 (continued)

Distribution
of points

(c) 2 points

For selecting a set of trials in which volume is held constant and explaining that the volume must be held constant to test the relationship between pressure and temperature 1 point

For selecting trials in which volume is 5.0 cm^3 , and explaining that there are the most trials for this volume, and the most trials will result in the most reliable test 1 point

Alternate Solution

Alternate points

For selecting the full set of trials and explaining that the effect of changing volume on the relationship between pressure and temperature can be taken into account by multiplying pressure by volume (or plotting P/T as a function of $1/V$, etc.) 1 point

For explaining that selecting the most trials will result in the most reliable test OR that selecting the widest range of pressure values will result in the most precise determination of the proportionality constant relating pressure and temperature 1 point

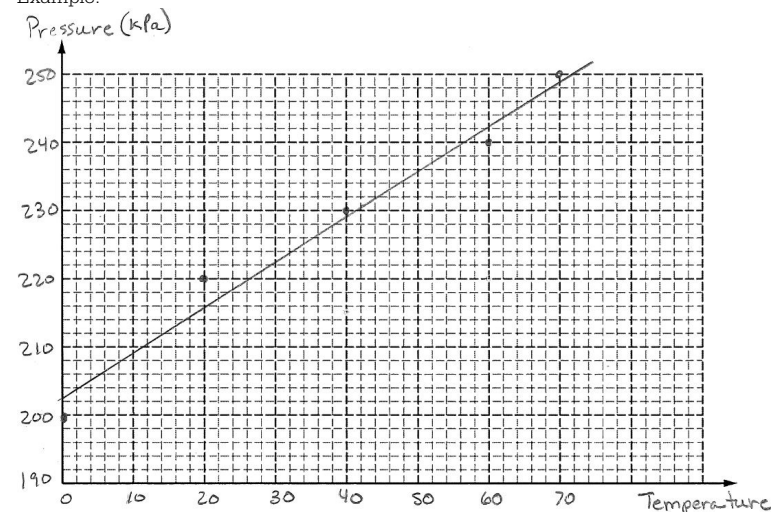
(d) 3 points

For plotting P as a function of T (or T as a function of $1/P$, etc.) OR plotting PV as a function of T (or P as a function of V/T , etc.) for each trial selected in part (c) 1 point

For appropriate axis labels with units and appropriate scales 1 point

For drawing an appropriate best-fit line or curve 1 point

Example:



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Question 3 (continued)

Distribution
of points

(e) 1 point

For correctly describing the relationship depicted in part (d)

1 point

Examples:

The relationship between P and T is linear.The relationship between P and V/T is hyperbolic.

2015 SCORING GUIDELINES

Question 4

10 points total

Distribution
of points

(a) 2 points

The top plate is negative.

For relating the direction of force or acceleration to the direction of the field

1 point

For relating the direction of the electric field to the sign of the charge on the top plate

1 point

No points are awarded for identifying that the top plate is negative with no attempt to explain why.

(b) 4 points

For using an appropriate kinematic relation to determine the acceleration of the electron while it is between the plates

1 point

$$a = (v_f - v_i)/t$$

For using Newton's second law to determine an expression for the magnitude of the force needed to give the electron the calculated acceleration

1 point

$$F = ma = m(v_f - v_i)/t$$

For setting eE equal to the force calculated from Newton's second law

1 point

For correctly manipulating equations to solve for the magnitude of the electric field and arriving at a correct numerical answer with units

1 point

$$E = m(v_f - v_i)/et$$

$$E = \frac{(9.11 \times 10^{-31} \text{ kg})(8.02 \times 10^6 \text{ m/s} - 5.40 \times 10^6 \text{ m/s})}{(1.6 \times 10^{-19} \text{ C})(1.49 \times 10^{-9} \text{ s})} = 10,000 \text{ N/C}$$

Alternate Solution

Alternate Points

For applying conservation of energy for the time the electron is between the plates

1 point

$$\Delta K = \Delta U$$

For using the correct relationship between potential energy and potential difference

1 point

$$\Delta U = e \Delta V$$

$$\frac{1}{2} m_e (v_f^2 - v_i^2) = e \Delta V$$

For using the relation between potential difference, electric field, and plate separation

1 point

$$\Delta V = Ed$$

$$\frac{1}{2} m_e (v_f^2 - v_i^2) = e Ed$$

For correctly manipulating equations to solve for the magnitude of the electric field and arriving at a correct numerical answer with units

1 point

$$E = m_e (v_f^2 - v_i^2) / 2ed$$

$$E = \frac{(9.11 \times 10^{-31} \text{ kg}) \left((8.02 \times 10^6 \text{ m/s})^2 - (5.40 \times 10^6 \text{ m/s})^2 \right)}{2(1.6 \times 10^{-19} \text{ C})(0.010 \text{ m})} = 10,000 \text{ N/C}$$

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Question 4 (continued)

Distribution
of points

(c) 1 point

$$E = Q/\epsilon_0 A$$

$$Q = \epsilon_0 A E$$

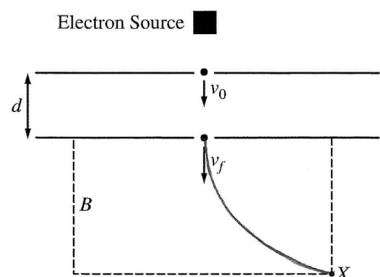
For correct substitution of values into the equation to calculate the magnitude of charge on each parallel plate 1 point

$$Q = (8.85 \times 10^{-12} \text{ C}^2/\text{N}\cdot\text{m}^2)(0.25 \text{ m}^2)(10,000 \text{ N/C})$$

$$Q = 2.2 \times 10^{-8} \text{ C}$$

(d)

i. 2 points



Note: Figure not drawn to scale.

For drawing a reasonably circular path from the point where the electrons leave the bottom plate to point X 1 point

Note: There is no penalty for starting the path at the tip of the arrow.

For explaining that the field is always perpendicular to the velocity, so the force is also always perpendicular to the velocity which creates a curved (circular) path 1 point

ii. 1 point

In order for the electron to reach point X, the magnetic field must exert a centripetal force on the electron toward the top right corner of the dashed box. For using the right hand rule and reasoning that the force on a negatively charged object is in the opposite direction from the force exerted on a positively charged object (or using the "left hand rule") to conclude that the direction of the magnetic field is directed out of the page 1 point

Notes:

No points are awarded for identifying that the direction of the magnetic field is out of the page without explaining why.

Credit can be earned for a correct analysis at any individual point on the path.