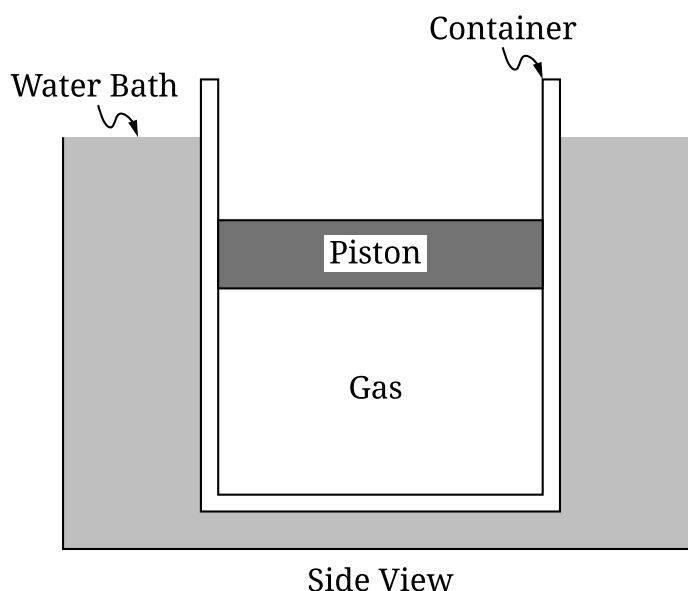


Question 2: Version J

2. A sample of a monatomic ideal gas is sealed in a thermally conducting container by a movable piston of mass M and area A . The container is in a large water bath that is held at a constant temperature T_0 . The piston is free to move with negligible friction. At the instant shown, the gas is in thermal equilibrium with the water bath, the piston is at rest, and the gas occupies volume V_0 . The pressure of the air above the piston is P_{atm} .



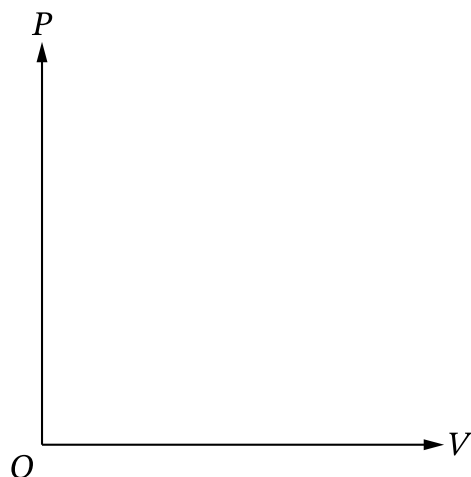
Note: Figure not drawn to scale.

- A. On the dot shown, representing the piston, **draw** and **label** the forces that are exerted on the piston. Each force must be represented by a distinct arrow starting on, and pointing away from, the dot.



- B. Derive** an expression for the internal energy of the gas in terms of M , A , V_0 , P_{atm} , and physical constants, as appropriate. Begin your derivation by writing a fundamental physics principle or an equation from the reference information.
- C.** A block, also of mass M , is placed on the piston at time $t = t_0$ and is slowly lowered. The piston comes to rest at $t = t_f$ when the block is completely released.

On the axes provided, **sketch** the expected relationship between the pressure P and volume V of the gas for the thermodynamic process that the gas undergoes during time interval $t_0 \leq t \leq t_f$. **Draw** an arrow on your sketch to represent the direction of the thermodynamic process.



- D.** With the block still on the piston, the temperature of the water bath is changed to a new constant temperature T_{new} . The gas occupies the original volume V_0 when the sample of gas and the water bath come to thermal equilibrium.

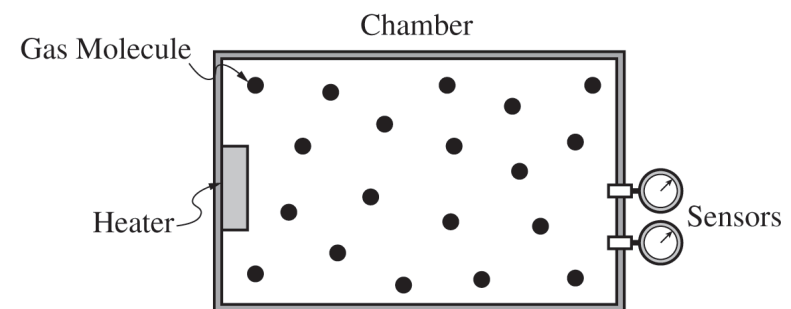
Indicate whether T_{new} is greater than, less than, or equal to T_0 .

_____ $T_{\text{new}} > T_0$

_____ $T_{\text{new}} < T_0$

_____ $T_{\text{new}} = T_0$

Briefly **justify** your answer by referencing at least one feature of your answers to parts A, B, or C.

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

Note: Figure not drawn to scale.

Figure 1

2. (12 points, suggested time 25 minutes)

In Experiment 1, shown in Figure 1, a sample of an ideal gas is contained in an insulated, sealed chamber with thin, rigid walls. The chamber contains a heater and sensors that measure the temperature and pressure of the gas. A student is asked to design an experiment to determine the number N of molecules of the gas contained in the chamber.

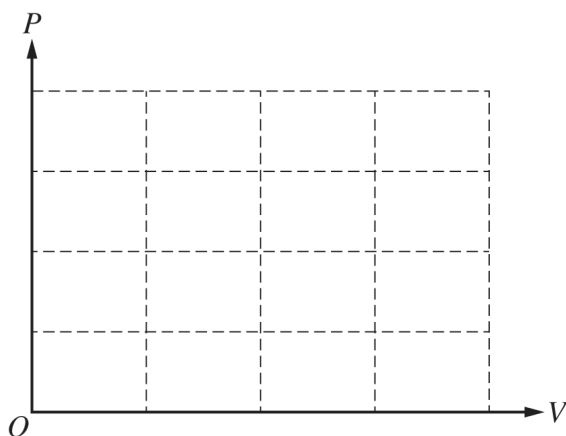
- (a) **Describe** a procedure for collecting data that would allow the student to determine an experimental value for N . Provide enough detail so that a student could replicate the experiment, including any steps necessary to reduce experimental uncertainty.

GO ON TO THE NEXT PAGE.

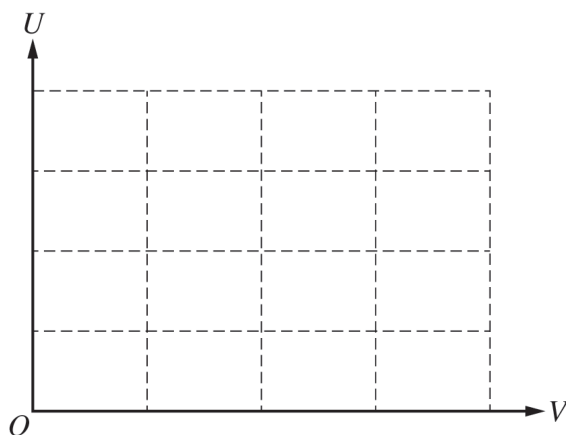
Continue your response to **QUESTION 2** on this page.

(b)

- i. On the following axes, **sketch** a curve or line to represent the expected relationship between the pressure P and the volume V of the gas while the heater is on. **Draw** an arrow on the curve or line to represent the direction of the resulting thermal process.

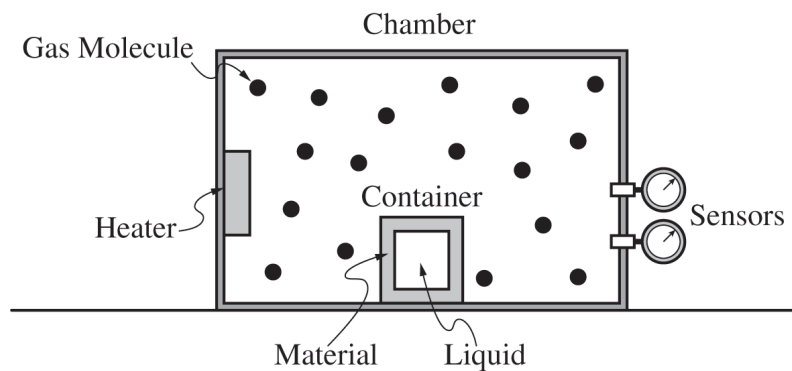


- ii. On the following axes, **sketch** a curve or line to represent the expected relationship between the internal energy U and the volume V of the gas while the heater is on. **Draw** an arrow on the curve or line to represent the direction of the resulting thermal process.



- iii. Briefly **justify** why the curve or line drawn in part (b)(ii) has the shape that you sketched.

GO ON TO THE NEXT PAGE.

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

Note: Figure not drawn to scale.

Figure 2

In Experiment 2, shown in Figure 2, a liquid-filled container that is completely wrapped with a material of uniform thickness 0.01 m is inside the sealed chamber that is filled with an ideal gas. The material has a total area of 0.06 m^2 in contact with the gas. The heater is turned on. As the temperature T_G of the gas increases, the following data for the temperature T_L of the liquid and the rate $\frac{Q}{\Delta t}$ of energy transfer are collected.

	T_G (K)	T_L (K)	$\frac{Q}{\Delta t} \left(\frac{\text{J}}{\text{s}} \right)$	
	295	295	0.0	
	371	303	26.3	
	425	308	43.1	
	475	313	60.0	
	528	323	75.0	

- (c) The student is asked to determine an experimental value of the thermal conductivity k of the material used to wrap the container inside the sealed chamber.

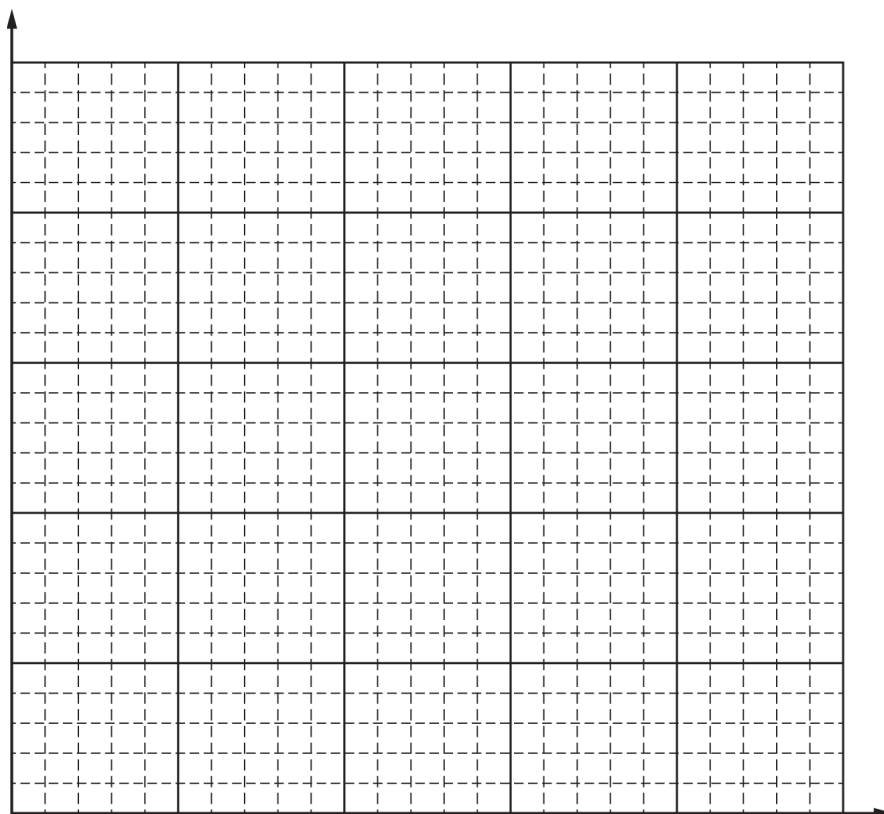
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Continue your response to **QUESTION 2** on this page.

i. **Indicate** what measured and/or calculated quantities could be graphed to yield a straight line that could be used to calculate an experimental value for the thermal conductivity k of the material. Use the blank columns in the table to list any calculated quantities you graph in addition to the data provided.

Vertical Axis: _____ Horizontal Axis: _____

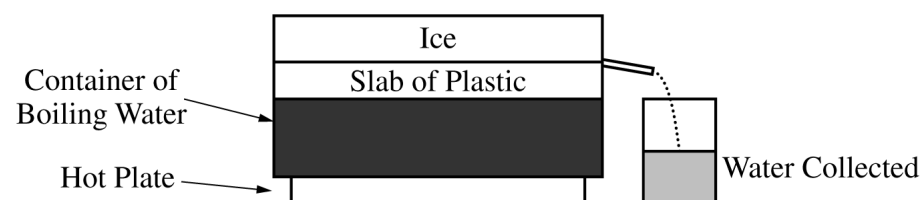
ii. **Plot** the data points for the quantities indicated in part (c)(i) on the graph provided. Clearly scale and **label** all axes, including units, as appropriate.



iii. **Draw** the best-fit line for the data graphed in part (c)(ii).

(d) Using the best-fit line, **calculate** an experimental value for k .

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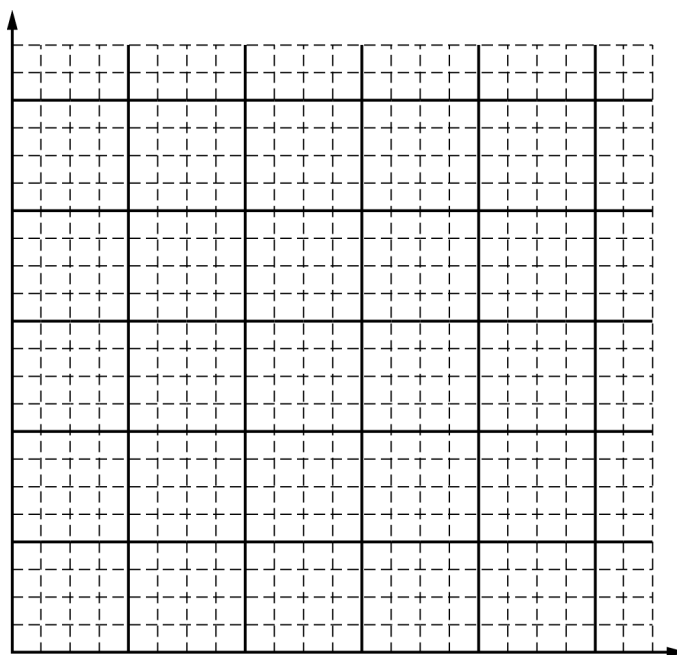
3. (12 points, suggested time 25 minutes)

A group of students use the apparatus shown above to determine the thermal conductivity of a certain type of plastic. A hot plate is used to keep water in a container boiling at a temperature of 100°C . They place a slab of the plastic with area 0.025 m^2 and thickness 0.010 m above the container so that the bottom surface of the slab is at a temperature of 100°C . They put a large block of ice with temperature 0°C on top of the plastic slab. Some of the ice melts, and the students measure the amount of water collected during a time Δt . The students correctly calculate the amount of energy Q delivered to the ice and thus determine $Q/\Delta t$. They repeat this experiment several times, each time adding an identical slab to increase the total thickness L of plastic. Their results are shown in the table below.

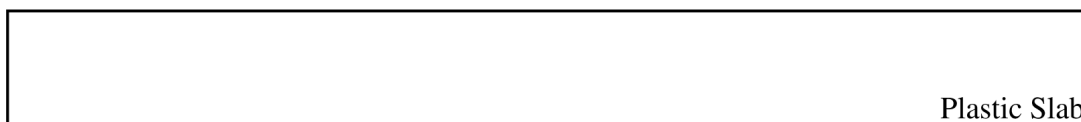
Energy flow rate $Q/\Delta t$ (J/s)	97	53	31	27	18
Total thickness of plastic L (m)	0.010	0.020	0.030	0.040	0.050

- (a) The students want to create a graph to yield a straight line whose slope could be used to calculate the thermal conductivity of the plastic.

- i. Label the axes below to indicate a pair of quantities that could be graphed to yield a straight line. Include units for the quantities.



- ii. On the grid on the previous page, create a linear graph using the values for the quantities indicated in part (a)(i). Be sure to do the following.
- Add to the data table the values of any quantities to be plotted that are not already given.
 - Scale the axes.
 - Plot the data from the table.
 - Draw a line that best represents the data.
- iii. Use the graph to calculate the thermal conductivity of the plastic.
- (b) Indicate one potential problem with the setup that could lead to an experimental value for the thermal conductivity that is different from the actual value. Use physics principles to explain the effect this problem could have on the experimental value.
- (c) The rectangle below represents a side view of the plastic slab. Draw a single arrow on the diagram representing the direction of the net flow of energy through the plastic.



- (d) Describe what occurs in the plastic at the microscopic level that explains the energy flow you indicated in part (c).
- (e) An extra plastic slab sits on a wood surface, with both the plastic slab and the wood surface at room temperature. A student touches each and finds that the plastic slab feels cooler than the wood surface. Explain what causes this observation.