Physics C 2023 Summer Assignment

Welcome to AP Physics C! Isaac Newton was one of the greatest scientific minds of all time, and when the mathematical tools at his disposal were inadequate for easily understanding the world around him, he pioneered a new form of math that we call Calculus (sorry Leibniz). Soon, you will use Calculus for its original purpose, to do Physics!

This fall, we will do everything that you did last year in Physics 1, but this time with Calculus. For this plan to go smoothly, it would be bad if you forgot all the physics that you covered last year, therefore you have this summer assignment to keep you practicing.

Attached to this cover sheet are the last 3 years of the AP Physics 1 exam, including the one you took! During the second half of the summer, please take the time to understand the problems on these exams. If you get stuck, the solutions are on the Collegeboard website, but I would strongly recommend you only as a last resort.

It is okay if you have done these problems before, you can do them again. I would recommend waiting until after July 15 so you can come to school fresh in your physics knowledge. I will collect this work and assign a grade based on completion and accuracy (you can check your answers at Collegeboard).

I look forward to starting our journey next year,

Dr. Hammond

2023

AP® Physics 1: Algebra-Based

Free-Response Questions

AP® PHYSICS 1 TABLE OF INFORMATION

CONSTANTS AND CONVERSION FACTORS			
Proton mass,	$m_p = 1.67 \times 10^{-27}$ kg	Electron charge magnitude,	$e = 1.60 \times 10^{-19}$ C
Neutron mass,	$m_n = 1.67 \times 10^{-27}$ kg	Coulomb's law constant,	$k = 1/4\pi\varepsilon_0 = 9.0 \times 10^9\ \text{N}\cdot\text{m}^2/\text{C}^2$
Electron mass,	$m_e = 9.11 \times 10^{-31}$ kg	Universal gravitational constant,	$G = 6.67 \times 10^{-11}\ \text{m}^3/\text{kg}\cdot\text{s}^2$
Speed of light,	$c = 3.00 \times 10^8$ m/s	Acceleration due to gravity at Earth's surface,	$g = 9.8\ \text{m/s}^2$

UNIT SYMBOLS								
	meter,	m	kelvin,	K	watt,	W	degree Celsius,	°C
	kilogram,	kg	hertz,	Hz	coulomb,	C		
	second,	s	newton,	N	volt,	V		
	ampere,	A	joule,	J	ohm,	Ω		

PREFIXES		
Factor	Prefix	Symbol
10^{12}	tera	T
10^{9}	giga	G
10^{6}	mega	M
10^{3}	kilo	k
10^{-2}	centi	c
10^{-3}	milli	m
10^{-6}	micro	μ
10^{-9}	nano	n
10^{-12}	pico	p

VALUES OF TRIGONOMETRIC FUNCTIONS FOR COMMON ANGLES

θ	0°	30°	37°	45°	53°	60°	90°
$\sin\theta$	0	$1/2$	$3/5$	$\sqrt{2}/2$	$4/5$	$\sqrt{3}/2$	1
$\cos\theta$	1	$\sqrt{3}/2$	$4/5$	$\sqrt{2}/2$	$3/5$	$1/2$	0
$\tan\theta$	0	$\sqrt{3}/3$	$3/4$	1	$4/3$	$\sqrt{3}$	∞

The following conventions are used in this exam.

I. The frame of reference of any problem is assumed to be inertial unless otherwise stated.
II. Assume air resistance is negligible unless otherwise stated.
III. In all situations, positive work is defined as work done on a system.
IV. The direction of current is conventional current: the direction in which positive charge would drift.
V. Assume all batteries and meters are ideal unless otherwise stated.

AP® PHYSICS 1 EQUATIONS

MECHANICS

$v_x = v_{x0} + a_x t$

$x = x_0 + v_{x0} t + \frac{1}{2} a_x t^2$

$v_x^2 = v_{x0}^2 + 2a_x (x - x_0)$

$\vec{a} = \frac{\sum \vec{F}}{m} = \frac{\vec{F}_{net}}{m}$

$|\vec{F}_f| \leq \mu |\vec{F}_n|$

$a_c = \frac{v^2}{r}$

$\vec{p} = m\vec{v}$

$\Delta \vec{p} = \vec{F} \Delta t$

$K = \frac{1}{2} m v^2$

$\Delta E = W = F_{\parallel} d = Fd \cos\theta$

$P = \frac{\Delta E}{\Delta t}$

$\theta = \theta_0 + \omega_0 t + \frac{1}{2} \alpha t^2$

$\omega = \omega_0 + \alpha t$

$x = A\cos(2\pi f t)$

$\vec{\alpha} = \frac{\sum \vec{\tau}}{I} = \frac{\vec{\tau}_{net}}{I}$

$\tau = r_{\perp} F = rF \sin\theta$

$L = I\omega$

$\Delta L = \tau \Delta t$

$K = \frac{1}{2} I \omega^2$

$|\vec{F}_s| = k|\vec{x}|$

$U_s = \frac{1}{2} k x^2$

$\rho = \frac{m}{V}$

a = acceleration
A = amplitude
d = distance
E = energy
f = frequency
F = force
I = rotational inertia
K = kinetic energy
k = spring constant
L = angular momentum
ℓ = length
m = mass
P = power
p = momentum
r = radius or separation
T = period
t = time
U = potential energy
V = volume
v = speed
W = work done on a system
x = position
y = height
α = angular acceleration
μ = coefficient of friction
θ = angle
ρ = density
τ = torque
ω = angular speed

$\Delta U_g = mg \Delta y$

$T = \frac{2\pi}{\omega} = \frac{1}{f}$

$T_s = 2\pi \sqrt{\frac{m}{k}}$

$T_p = 2\pi \sqrt{\frac{\ell}{g}}$

$|\vec{F}_g| = G \frac{m_1 m_2}{r^2}$

$\vec{g} = \frac{\vec{F}_g}{m}$

$U_G = -\frac{G m_1 m_2}{r}$

GEOMETRY AND TRIGONOMETRY

Rectangle
$A = bh$

Triangle
$A = \frac{1}{2} bh$

Circle
$A = \pi r^2$
$C = 2\pi r$

Rectangular solid
$V = \ell w h$

Cylinder
$V = \pi r^2 \ell$
$S = 2\pi r \ell + 2\pi r^2$

Sphere
$V = \frac{4}{3} \pi r^3$
$S = 4\pi r^2$

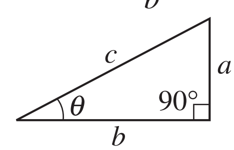
A = area
C = circumference
V = volume
S = surface area
b = base
h = height
ℓ = length
w = width
r = radius

Right triangle
$c^2 = a^2 + b^2$

$\sin\theta = \frac{a}{c}$

$\cos\theta = \frac{b}{c}$

$\tan\theta = \frac{a}{b}$



Begin your response to **QUESTION 1** on this page.

PHYSICS 1

SECTION II

Time—1 hour and 30 minutes

5 Questions

Directions: Questions 1, 4, and 5 are short free-response questions that require about 13 minutes each to answer and are worth 7 points each. Questions 2 and 3 are long free-response questions that require about 25 minutes each to answer and are worth 12 points each. Show your work for each part in the space provided after that part.

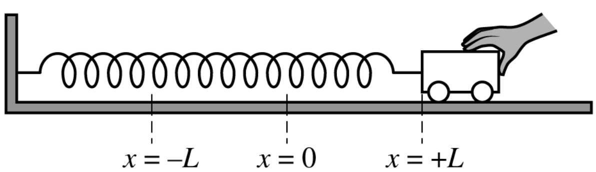


Figure 1

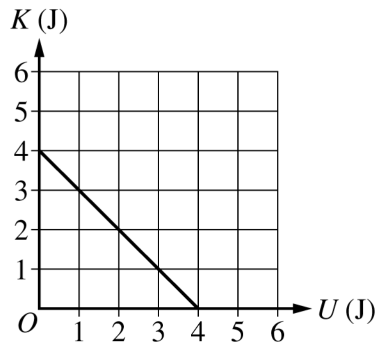


Figure 2

1. (7 points, suggested time 13 minutes)

A cart on a horizontal surface is attached to a spring. The other end of the spring is attached to a wall. The cart is initially held at rest, as shown in Figure 1. When the cart is released, the system consisting of the cart and spring oscillates between the positions $x = +L$ and $x = -L$. Figure 2 shows the kinetic energy of the cart-spring system as a function of the system's potential energy. Frictional forces are negligible.

(a) On the graph of kinetic energy K versus potential energy U shown in Figure 2, the values for the x-intercept and y-intercept are the same. Briefly explain why this is true, using physics principles.

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Continue your response to **QUESTION 1** on this page.

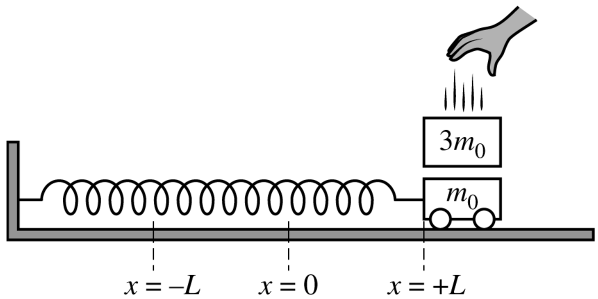

Figure 3

When the cart is at $+L$ and momentarily at rest, a block is dropped onto the cart, as shown in Figure 3. The block sticks to the cart, and the block-cart-spring system continues to oscillate between $-L$ and $+L$. The masses of the cart and the block are m_0 and $3m_0$, respectively.

(b) The frequency of oscillation before the block is dropped onto the cart is f_1. The frequency of oscillation after the block is dropped onto the cart is f_2. Calculate the numerical value of the ratio $\dfrac{f_2}{f_1}$.

GO ON TO THE NEXT PAGE.

Continue your response to **QUESTION 1** on this page.

(c) The dashed line in Figure 4 shows the kinetic energy K versus potential energy U of the block-cart-spring system after the block is dropped onto the cart. This graph is identical to the graph shown in Figure 2 for the cart-spring system before the block is dropped onto the cart.

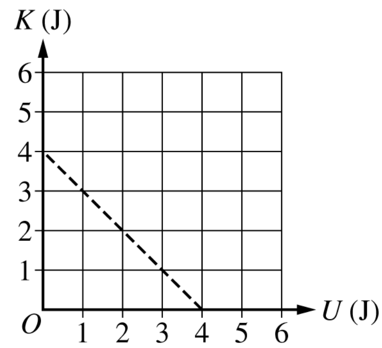

Figure 4

i. Briefly explain why the two graphs must be the same, using physics principles.

ii. After the block is dropped onto the cart, consider a system that consists only of the cart and the spring. On Figure 4, sketch a solid line that shows the kinetic energy of the system that consists of the cart and the spring but not the block after the block is dropped onto the cart.

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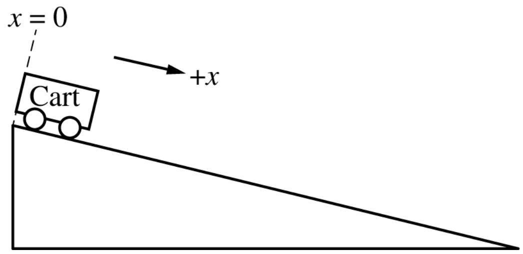
Begin your response to **QUESTION 2** on this page.



2. (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	

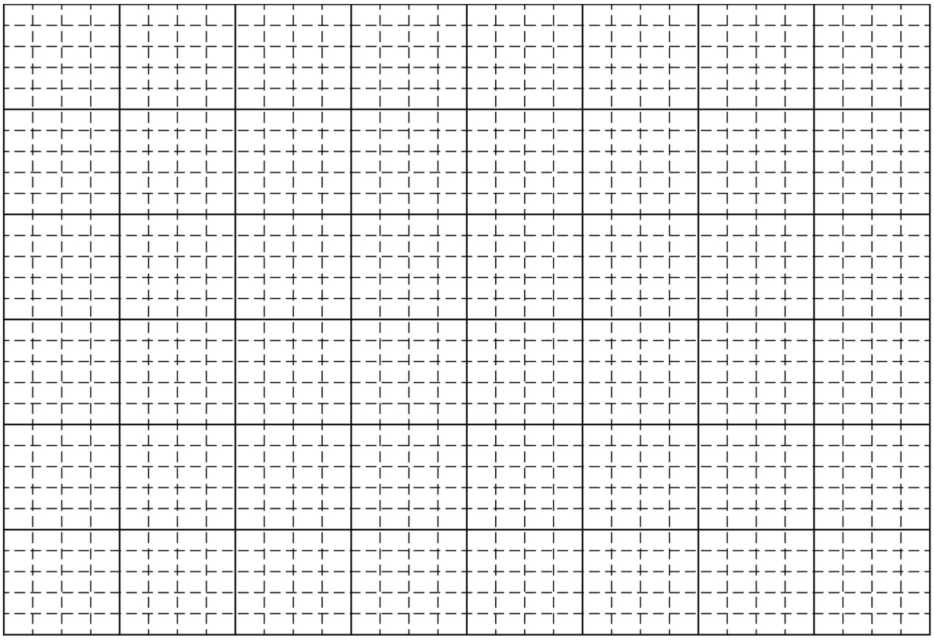
i. Indicate which quantities could be graphed to yield a straight line whose slope could be used to determine the acceleration a of the cart. You may use the remaining columns in the table, as needed, to record any quantities (including units) that are not already in the table.

Vertical axis: ________________ Horizontal axis: ________________

GO ON TO THE NEXT PAGE.

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.

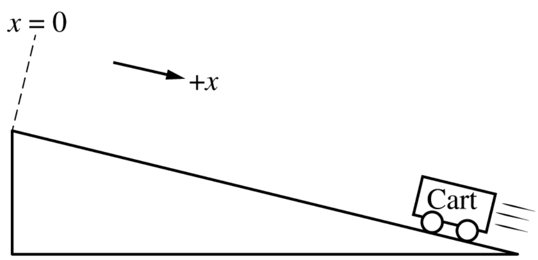
GO ON TO THE NEXT PAGE.

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

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

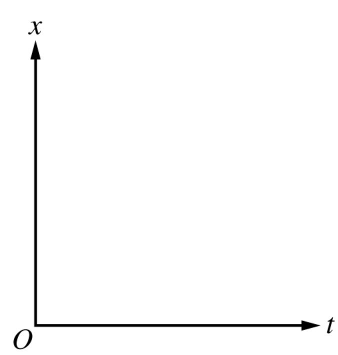
i. What is a physical reason, other than friction or air resistance, that could lead to a significant difference in the experimentally determined value of g_{exp} ?

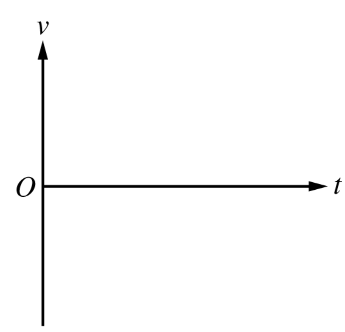
ii. Briefly explain how the physical reason you identified in part (c)(i) would lead to the decrease in the experimentally determined value of g_{exp} .



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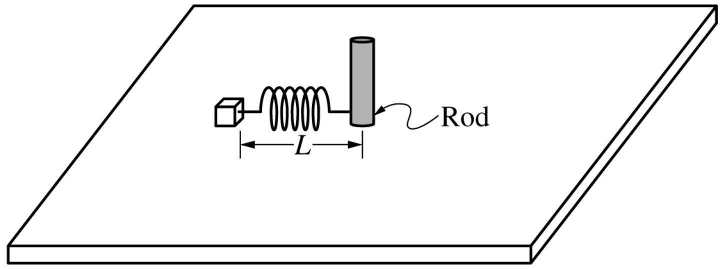
Begin your response to **QUESTION 3** on this page.



3. (12 points, suggested time 25 minutes)

A small block of mass m_0 is attached to the end of a spring of spring constant k_0 that is attached to a rod on a horizontal table. The rod is attached to a motor so that the rod can rotate at various speeds about its axis. When the rod is not rotating, the block is at rest and the spring is at its unstretched length L, as shown. All frictional forces are negligible.

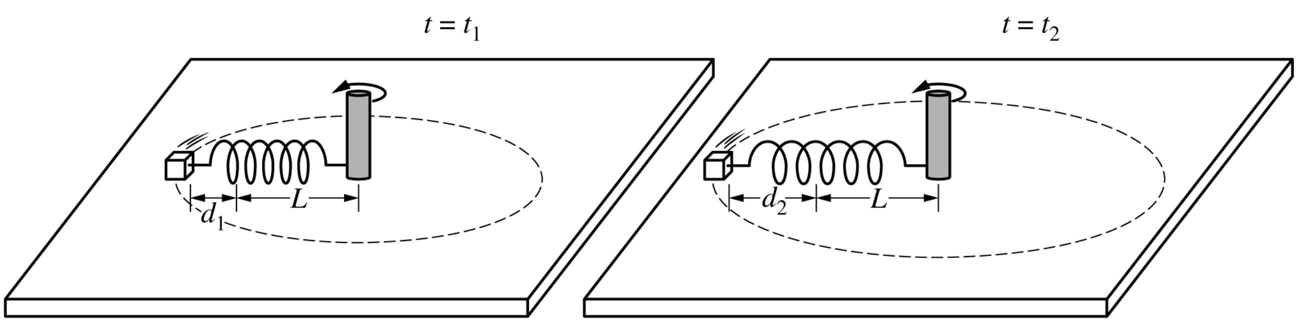


Figure 1

Figure 2

(a) At time $t = t_1$, the rod is spinning such that the block moves in a circular path with a constant tangential speed v_1 and the spring is stretched a distance d_1 from the spring's unstretched length, as shown in Figure 1. At time $t = t_2$, the rod is spinning such that the block moves in a circular path with a constant tangential speed v_2 and the spring is stretched a distance d_2 from the spring's unstretched length, where $d_2 > d_1$, as shown in Figure 2.

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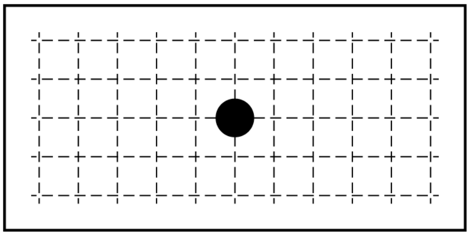
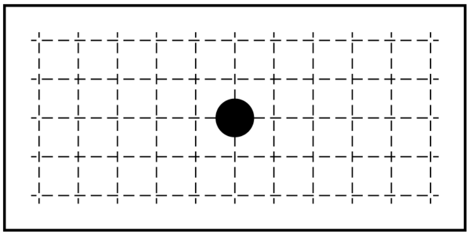
Continue your response to **QUESTION 3** on this page.

i. On the following dots, which represent the block at the locations shown in Figure 1 and Figure 2, draw the force that is exerted on the block by the spring at times $t = t_1$ and $t = t_2$. The spring force must be represented by a distinct arrow starting on, and pointing away from, the dot.
Note: Draw the relative lengths of the vectors to reflect the relative magnitudes of the forces exerted by the spring at both times.



$t = t_1$



$t = t_2$

ii. Referencing d_1 and d_2, describe your reasoning for drawing the arrows the length that you did in part (a)(i).

iii. Is the tangential speed v_1 of the block at time $t = t_1$ greater than, less than, or equal to the tangential speed v_2 of the block at time $t = t_2$?

_____ $v_1 > v_2$ _____ $v_1 < v_2$ _____ $v_1 = v_2$

Justify your answer without using equations.

GO ON TO THE NEXT PAGE.

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

(b) Consider a scenario where the block travels in a circular path where the spring is stretched a distance d from its unstretched length L.

i. Determine an expression for the magnitude of the net force F_{net} exerted on the block. Express your answer in terms of m_0, k_0, L, d, and fundamental constants, as appropriate.

ii. Derive an equation for the tangential speed v of the block. Express your answer in terms of m_0, k_0, L, d, and fundamental constants, as appropriate.

(c) Does your equation for the tangential speed v of the block from part (b)(ii) agree with your reasoning from part (a) ?

____ Yes ____ No

Explain your reasoning.

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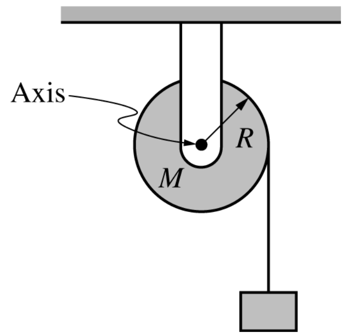
Begin your response to **QUESTION 4** on this page.



4. (7 points, suggested time 13 minutes)

A block of unknown mass is attached to a long, lightweight string that is wrapped several turns around a pulley mounted on a horizontal axis through its center, as shown. The pulley is a uniform solid disk of mass M and radius R. The rotational inertia of the pulley is described by the equation $I = \frac{1}{2}MR^2$. The pulley can rotate about its center with negligible friction. The string does not slip on the pulley as the block falls.

When the block is released from rest and as the block travels toward the ground, the magnitude of the tension exerted on the block by the string is F_T.

(a) Determine an expression for the magnitude of the angular acceleration α_D of the disk as the block travels downward. Express your answer in terms of M, R, F_T, and physical constants as appropriate.

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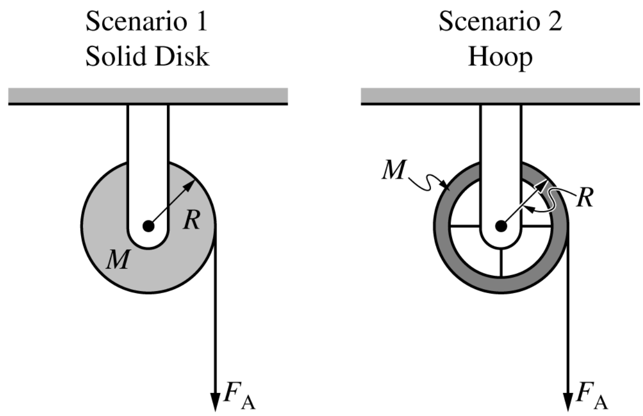
Continue your response to **QUESTION 4** on this page.



Scenarios 1 and 2 show two different pulleys. In Scenario 1, the pulley is the same solid disk referenced in part (a). In Scenario 2, the pulley is a hoop that has the same mass M and radius R as the disk. Each pulley has a lightweight string wrapped around it several turns and is mounted on a horizontal axle, as shown. Each pulley is free to rotate about its center with negligible friction.

In both scenarios, the pulleys begin at rest. Then both strings are pulled with the same constant force F_A for the same time interval Δt, causing the pulleys to rotate without the string slipping. After time interval Δt, the change in angular momentum of the disk is equal to the change in angular momentum of the hoop, but the change in rotational kinetic energy for the disk is greater than that of the hoop.

(b) Consider scenarios 1 and 2 at the end of time interval Δt. In a clear, coherent paragraph-length response that may also contain equations and drawings, explain why the change in angular momentum of both pulleys is the same but the change in rotational kinetic energy is greater for the disk.

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Begin your response to **QUESTION 5** on this page.

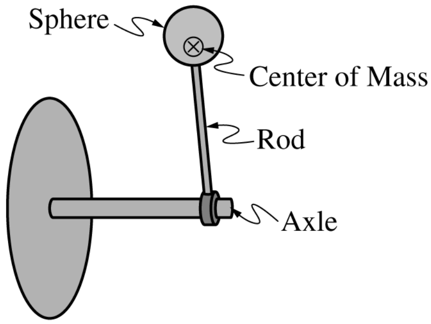

Figure 1

5. (7 points, suggested time 13 minutes)

A rod with a sphere attached to the end is connected to a horizontal mounted axle and carefully balanced so that it rests in a position vertically upward from the axle. The center of mass of the rod-sphere system is indicated with a ⊗, as shown in Figure 1. The sphere is lightly tapped, and the rod-sphere system rotates clockwise with negligible friction about the axle due to the gravitational force.

A student takes a video of the rod rotating from the vertically upward position to the vertically downward position. Figure 2 shows five frames (still shots) that the student selected from the video.
Note: these frames are not equally spaced apart in time.

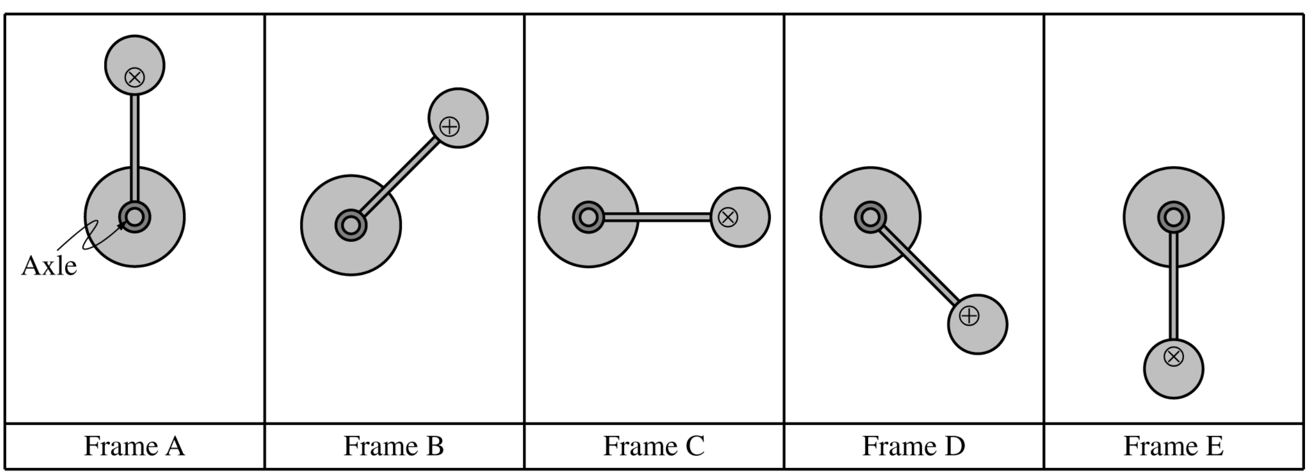

Figure 2

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Continue your response to **QUESTION 5** on this page.

(a) Use the frames of the video shown in Figure 2 to answer the following questions.

i. In which frame is the angular acceleration of the rod-sphere system the greatest? Justify your answer.

ii. In which frame is the rotational kinetic energy of the rod-sphere system the greatest? Briefly justify your answer.

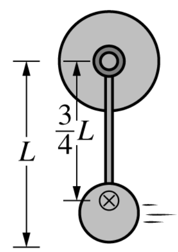


Figure 3

(b) The rod-sphere system has mass M and length L, and the center of mass is located a distance $\frac{3}{4}L$ from the axle, shown in Figure 3.

i. Derive an expression for the change in kinetic energy of the rod-sphere-Earth system from the moment shown in Frame A to the moment shown in Frame E. Express your answer in terms of M, L, and fundamental constants, as appropriate.

ii. Briefly explain why the rod and sphere gain kinetic energy, even if Earth is not included in the system.

GO ON TO THE NEXT PAGE.

STOP

END OF EXAM

Begin your response to **QUESTION 1** on this page.

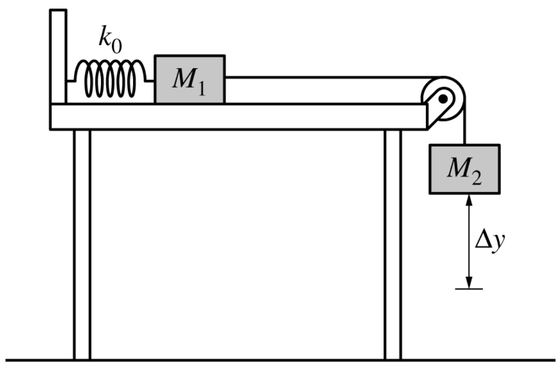
PHYSICS 1

SECTION II

Time—1 hour and 30 minutes

5 Questions

Directions: Questions 1, 4, and 5 are short free-response questions that require about 13 minutes each to answer and are worth 7 points each. Questions 2 and 3 are long free-response questions that require about 25 minutes each to answer and are worth 12 points each. Show your work for each part in the space provided after that part.



1. (7 points, suggested time 13 minutes)

Two blocks are connected by a string that passes over a pulley, as shown above. Block 1 is on a horizontal surface and is attached to a spring that is at its unstretched length. Frictional forces are negligible in the pulley's axle and between the block and the surface. Block 2 is released from rest and moves downward before momentarily coming to rest.

k_0 is the spring constant of the spring.
M_1 is the mass of block 1.
M_2 is the mass of block 2.
Δy is the distance block 2 moves before momentarily coming to rest.

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Continue your response to **QUESTION 1** on this page.

(a)

i. Block 2 starts from rest and speeds up, then it slows down and momentarily comes to rest at a position below its initial position. In terms of only the forces directly exerted on block 2, explain why block 2 initially speeds up and explain why it slows down to a momentary stop.

ii. Derive an expression for the distance Δy that block 2 travels before momentarily coming to rest. Express your answer in terms of k_0, M_1, M_2, and physical constants, as appropriate.

(b) Indicate whether the total mechanical energy of the blocks-spring-Earth system changes as block 2 moves downward.

___ Changes ___ Does not change

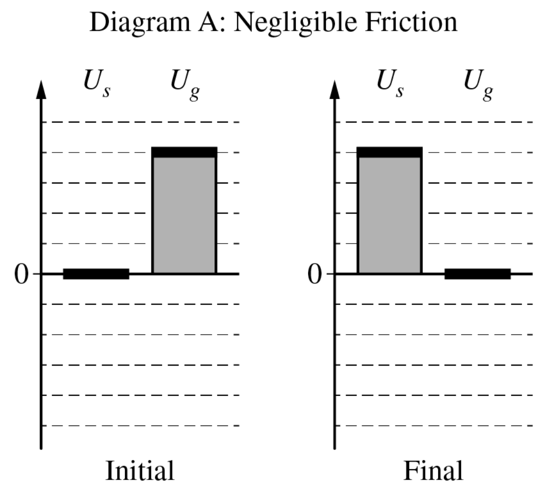
Briefly explain your reasoning.

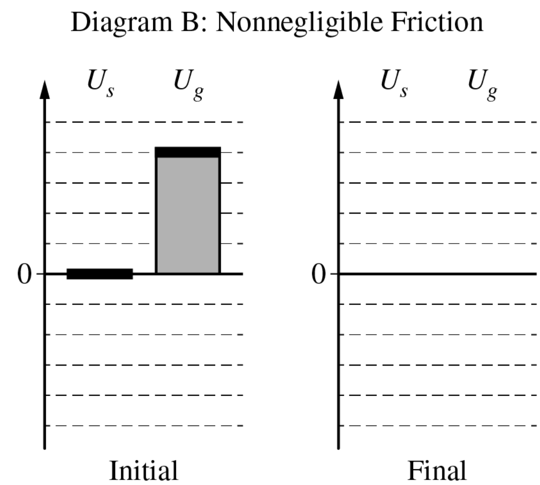
GO ON TO THE NEXT PAGE.

Continue your response to **QUESTION 1** on this page.

Consider the system that includes the spring, Earth, both blocks, and the string, but not the surface. Let the initial state be when the blocks are at rest just before they start moving, and let the final state be when the blocks first come momentarily to rest. Diagram A at left below is a bar chart that represents the energies in the scenario where there is negligible friction between block 1 and the surface.

The shaded-in bars in the energy bar charts represent the potential energy of the spring and the gravitational potential energy of the blocks-Earth system, U_s and U_g, respectively, in the initial and final states. Positive energy values are above the zero-point line ("0") and negative energy values are below the zero-point line.





(c) Complete diagram B (at right above) for the scenario in which friction is nonnegligible. The energies for the initial state are already provided. Shade in the energies in the final state using the same scale as in diagram A.

- Shaded regions should start at the solid line representing the zero-point line.
- Represent any energy that is equal to zero with a distinct line on the zero-point line.

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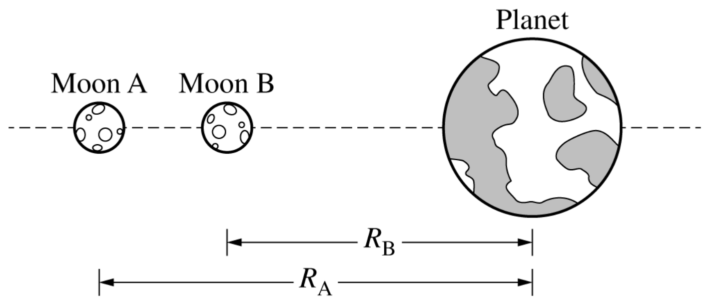
Begin your response to **QUESTION 2** on this page.

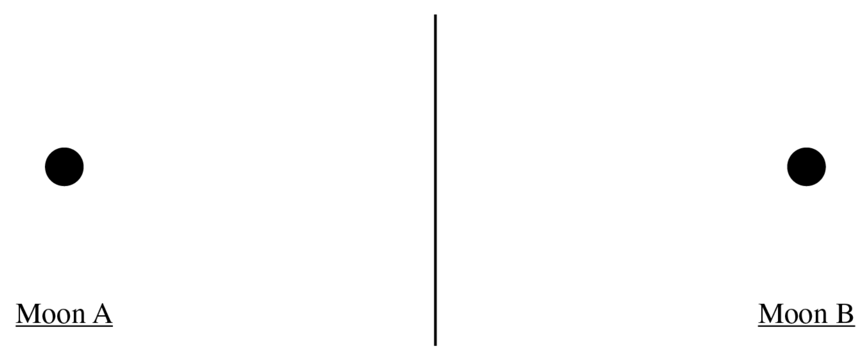


Note: Figure not drawn to scale.

2. (12 points, suggested time 25 minutes)

Two identical moons, Moon A and Moon B, orbit a planet. The mass m_0 of each moon is significant, but less than the mass m_p of the planet. At some point in their orbits, the planet and the two moons are aligned as shown in the figure.

(a) The following dots represent the two moons when they are at the locations shown in the previous figure. On each dot, draw and label the forces (not components) exerted on Moon A and on Moon B. Each force must be represented by a distinct arrow starting on, and pointing away from, the appropriate dot.



(b) Consider the net gravitational force exerted on each moon due to the planet and the other moon.

i. Justify why the magnitude of the net force exerted on Moon A could be larger than the magnitude of the net force exerted on Moon B.

GO ON TO THE NEXT PAGE.

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

ii. Justify why the magnitude of the net force exerted on Moon B could be larger than the magnitude of the net force exerted on Moon A.

(c) Derive expressions for both of the following quantities. Express your answers in terms of m_0, m_p, R_A, R_B, and physical constants, as appropriate.

- The net force F_A exerted on Moon A

- The net force F_B exerted on Moon B

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

(d)

i. Could the expressions in part (c) support your reasoning in part (b)(i) ?

___ Yes ___ No

Explain your reasoning.

ii. Could the expressions in part (c) support your reasoning in part (b)(ii) ?

___ Yes ___ No

Explain your reasoning.

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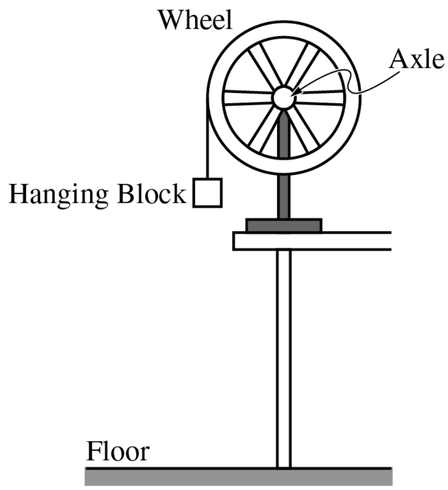

3. (12 points, suggested time 25 minutes)

A wheel is mounted on a horizontal axle. A light string is attached to the wheel's rim and wrapped around it several times, and a small block is attached to the free end of the string, as shown in the figure. When the block is released from rest and begins to fall, the wheel begins to rotate with negligible friction.

Two students are discussing how different forms of energy change as the block falls. One student says that the kinetic energy of the block increases as it falls. The second student says that this is because gravitational potential energy is converted to kinetic energy. The students decide to test whether the decrease in gravitational potential energy is equal to the increase in the block's kinetic energy from when the block starts moving to immediately before it reaches the floor.

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

(a) Design an experimental procedure that the students could use to compare the increase in the block's translational kinetic energy with the decrease in the gravitational potential energy of the block-Earth system as the block falls.

In the table, list the quantities that would be measured in your experiment. Define a symbol to represent each quantity and list the equipment that would be used to measure each quantity. You do not need to fill in every row. If you need additional rows, you may add them to the space just below the table.

In the space to the right of the table, describe the overall procedure. Provide enough detail so that another student could replicate the experiment, including any steps necessary to reduce experimental uncertainty. As needed, use the symbols defined in the table.

If needed, you may include a simple diagram of the setup with your procedure.

Quantity to Be Measured	Symbol for Quantity	Equipment for Measurement	Procedure (and diagram, if needed)

(b) Explain how the students could determine the kinetic energy of the block immediately before it reaches the floor using the quantities you indicated in the table in part (a).

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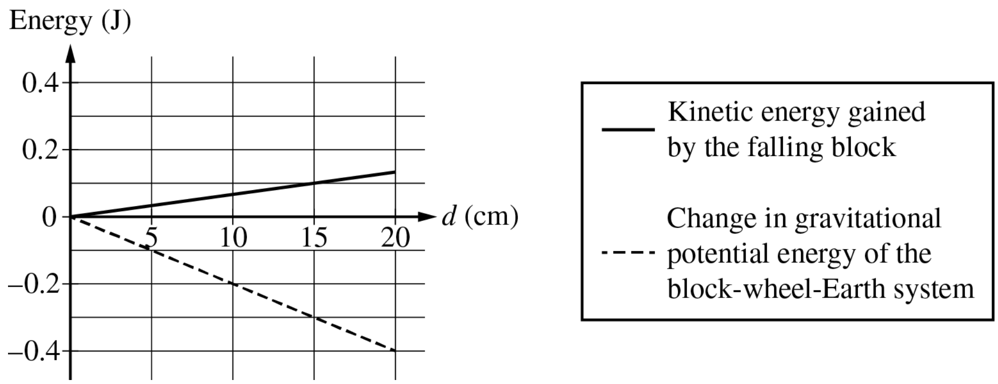
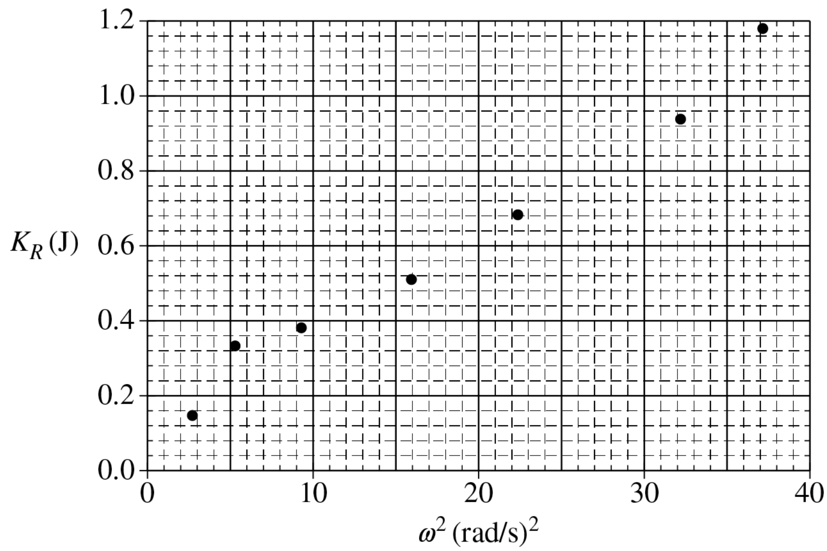
Continue your response to **QUESTION 3** on this page.



(c) The graph above represents both the change in the gravitational potential energy of the block-wheel-Earth system and the translational kinetic energy gained by the block as functions of the block's falling distance d. On the graph, draw a line or curve to represent the rotational kinetic energy of the wheel as a function of the block's falling distance d.

(d) The students also measure the angular velocity ω of the wheel as the block falls and determine the rotational kinetic energy K_R of the wheel. The students then make a graph of K_R as a function of ω^2, as shown.



i. On the above graph, draw a straight line that best represents the data.

ii. Using the line you drew for part (d)(i), calculate an experimental value for the rotational inertia of the wheel.

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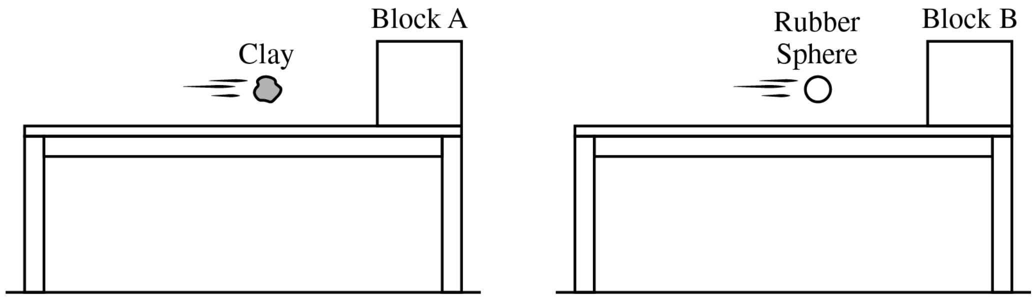
Begin your response to **QUESTION 4** on this page.

4. (7 points, suggested time 13 minutes)

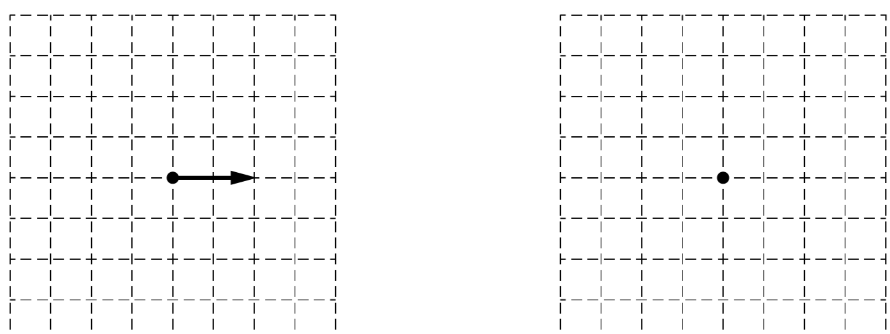
A student has a piece of clay and a rubber sphere, both of the same mass. Both objects are thrown horizontally at the same speed at identical blocks that are at rest at the edge of identical tables, as shown, where friction between the blocks and the table is negligible. After the collisions, both blocks fall to the floor.

In Case A, the clay sticks to Block A after the collision. In Case B, the rubber sphere bounces off of Block B after the collision.



Case A: Clay and Block A Before Collision

Case B: Rubber Sphere and Block B Before Collision



Case A: Momentum of Clay-Block System Immediately After Collision

Case B: Momentum of Sphere-Block System Immediately After Collision

(a) In the figure at left above, the arrow represents the momentum immediately after the collision for the clay-block system in Case A. In the figure at right above, draw an arrow starting on the dot to represent the momentum of the sphere-block system immediately after the collision in Case B. If the momentum is zero, write "zero" next to the dot. The momentum, if it is not zero, must be represented by an arrow starting on, and pointing away from, the dot. The length of the vector, if not zero, should reflect the magnitude of the momentum relative to Case A.

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

(b) After the clay and Block A collide, Block A lands a horizontal distance d_A from the edge of the table. Does Block B land on the floor at a horizontal distance from the edge of the table that is greater than, less than, or equal to d_A ? In a clear, coherent, paragraph-length response that may also contain equations and/or drawings, explain your reasoning. Neglect any frictional effects due to the table or air resistance.

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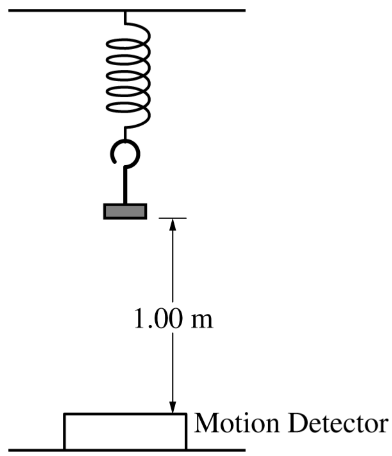

5. (7 points, suggested time 13 minutes)

A spring of unknown spring constant k_0 is attached to a ceiling. A lightweight hanger is attached to the lower end of the spring, and a motion detector is placed on the floor facing upward directly under the hanger, as shown in the figure above. The bottom of the hanger is 1.00 m above the motion detector.

A 0.50 kg object is placed on the hanger and allowed to come to rest at the equilibrium position. The spring is then stretched downward a distance d_0 from equilibrium and released at time $t = 0$. The motion detector records the height of the bottom of the hanger as a function of time. The output from the motion detector is shown in the graph on the following page.

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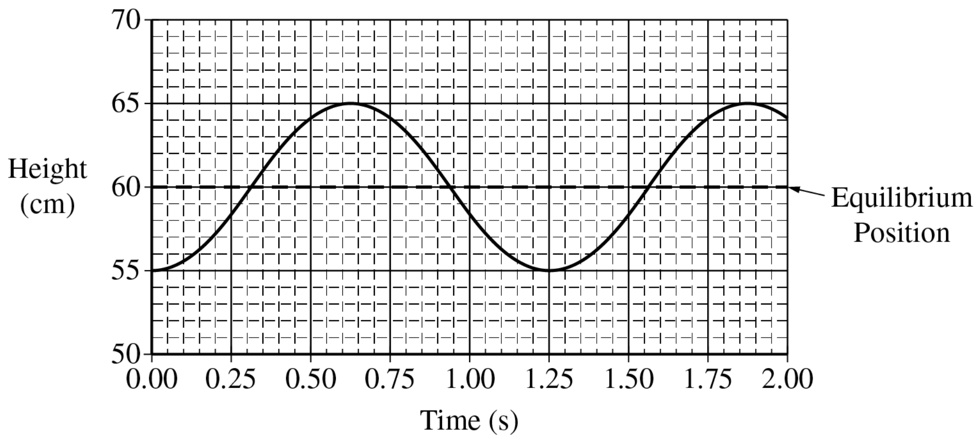
Continue your response to **QUESTION 5** on this page.



(a) Using the information given and information taken from the graph, calculate the spring constant.

(b) At time 0.75 s, the object-spring-Earth system has a total kinetic energy K_0 and a total potential energy U_0. At 1.13 s, the object-spring-Earth system again has a total kinetic energy K_0 and a total potential energy U_0.

i. Explain how a feature of the graph indicates that the total kinetic energy of the system is the same at these two times.

ii. Briefly explain why the total potential energy of the system is the same at these two times.

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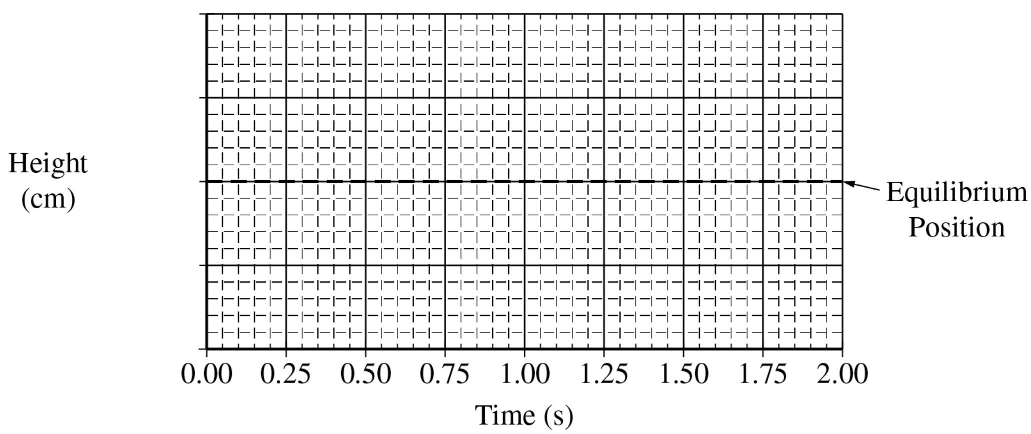
Continue your response to **QUESTION 5** on this page.

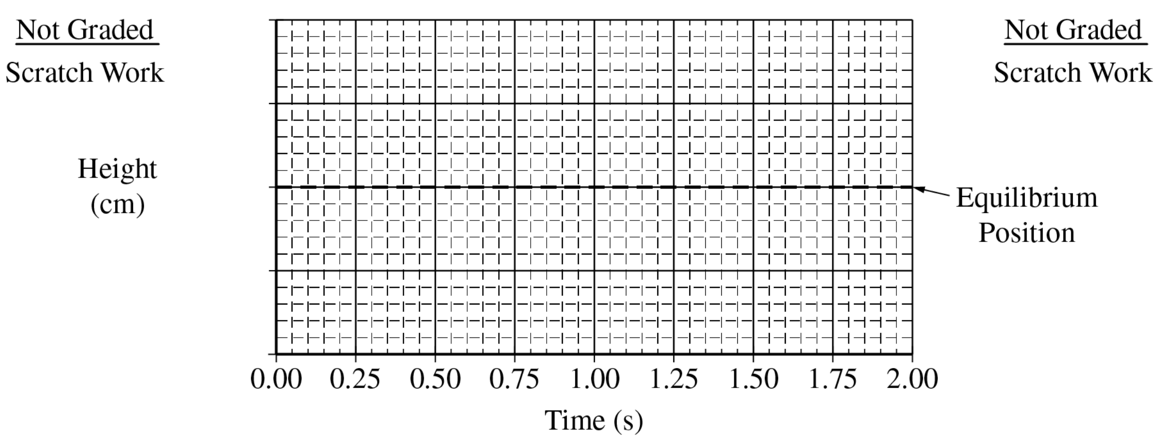
(c) The experiment is repeated with a spring of spring constant $4k_0$ and that has the same length as the original spring. The 0.50 kg object is hung from the new spring and allowed to come to rest at a new equilibrium position.

i. Determine the new equilibrium position above the motion detector.

ii. The object is again pulled down the same distance d_0 from the equilibrium position and released. On the following graph, draw a curve representing the motion of the object after it is released. Label the vertical axis with an appropriate numerical scale. A grid for scratch (practice) work is also provided.



The following graph is provided for scratch work only and will not be graded.



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Begin your response to **QUESTION 1** on this page.

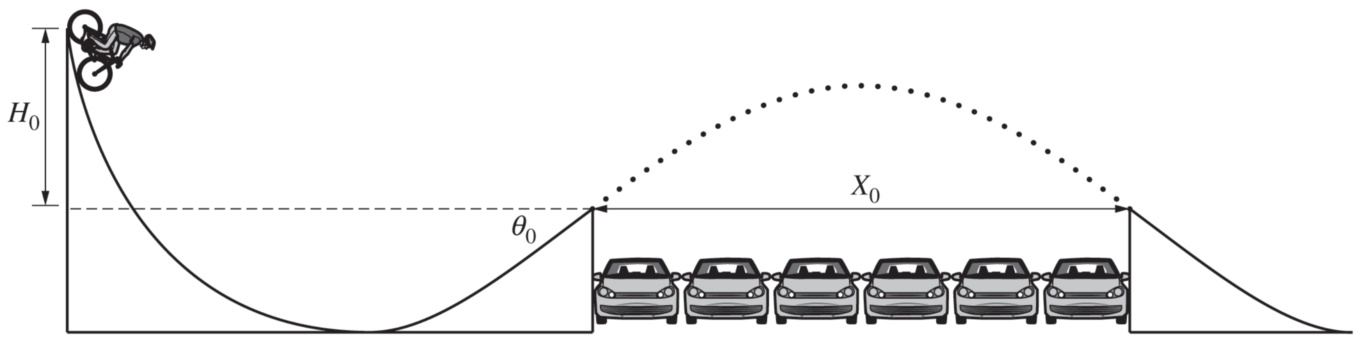
PHYSICS 1

SECTION II

Time—1 hour and 30 minutes

5 Questions

Directions: Questions 1, 4, and 5 are short free-response questions that require about 13 minutes each to answer and are worth 7 points each. Questions 2 and 3 are long free-response questions that require about 25 minutes each to answer and are worth 12 points each. Show your work for each part in the space provided after that part.



Note: Figure not drawn to scale.

1. (7 points, suggested time 13 minutes)

A stunt cyclist builds a ramp that will allow the cyclist to coast down the ramp and jump over several parked cars, as shown above. To test the ramp, the cyclist starts from rest at the top of the ramp, then leaves the ramp, jumps over six cars, and lands on a second ramp.

H_0 is the vertical distance between the top of the first ramp and the launch point.
θ_0 is the angle of the ramp at the launch point from the horizontal.
X_0 is the horizontal distance traveled while the cyclist and bicycle are in the air.
m_0 is the combined mass of the stunt cyclist and bicycle.

(a) Derive an expression for the distance X_0 in terms of H_0, θ_0, m_0, and physical constants, as appropriate.

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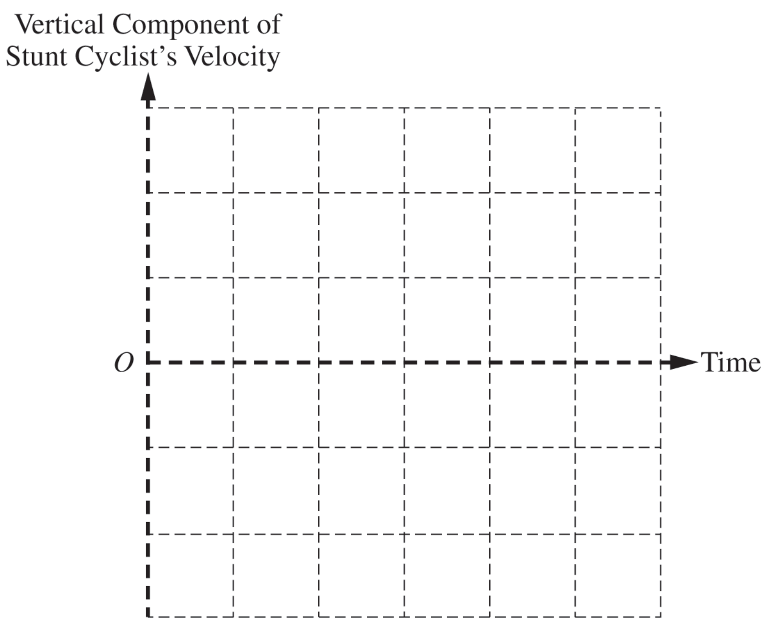
Use a pencil or pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

Continue your response to **QUESTION 1** on this page.

(b) If the vertical distance between the top of the first ramp and the launch point were $2H_0$ instead of H_0, with no other changes to the first ramp, what is the maximum number of cars that the stunt cyclist could jump over? Justify your answer, using the expression you derived in part (a).

(c) On the axes below, sketch a graph of the vertical component of the stunt cyclist's velocity as a function of time from immediately after the cyclist leaves the ramp to immediately before the cyclist lands on the second ramp. On the vertical axis, clearly indicate the initial and final vertical velocity components in terms of H_0, θ_0, m_0, and physical constants, as appropriate. Take the positive direction to be upward.



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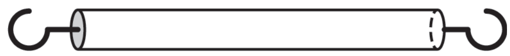

2. (12 points, suggested time 25 minutes)

A group of students is investigating how the thickness of a plastic rod affects the maximum force F_{max} with which the rod can be pulled without breaking. Two students are discussing models to represent how F_{max} depends on rod thickness.

Student A claims that F_{max} is directly proportional to the radius of the rod.

Student B claims that F_{max} is directly proportional to the cross-sectional area of the rod—the area of the base of the cylinder, shaded gray in the figure above.

(a) The students have a collection of many rods of the same material. The rods are all the same length but come in a range of six different thicknesses. Design an experimental procedure to determine which student's model, if either, correctly represents how F_{max} depends on rod thickness.

In the table below, list the quantities that would be measured in your experiment. Define a symbol to represent each quantity, and also list the equipment that would be used to measure each quantity. You do not need to fill in every row. If you need additional rows, you may add them to the space just below the table.

Quantity to be Measured	Symbol for Quantity	Equipment for Measurement

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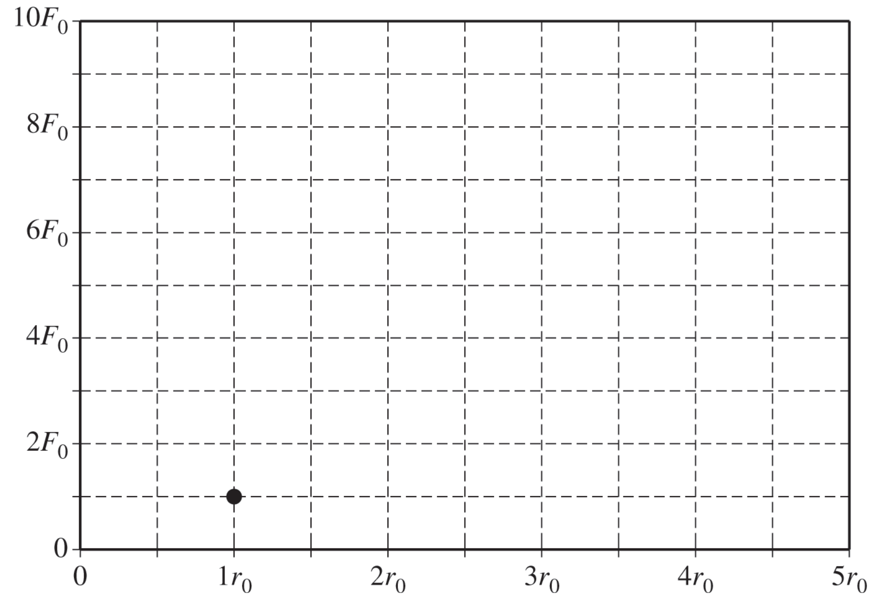
Continue your response to **QUESTION 2** on this page.

Describe the overall procedure to be used, referring to the table. Provide enough detail so that another student could replicate the experiment, including any steps necessary to reduce experimental uncertainty. As needed, use the symbols defined in the table and/or include a simple diagram of the setup.

(b) For a rod of radius r_0, it is determined that F_{max} is F_0, as indicated by the dot on the grid below. On the grid, draw and label graphs corresponding to the two students' models of the dependence of F_{max} on rod radius. Clearly label each graph "A" or "B," corresponding to the appropriate model.



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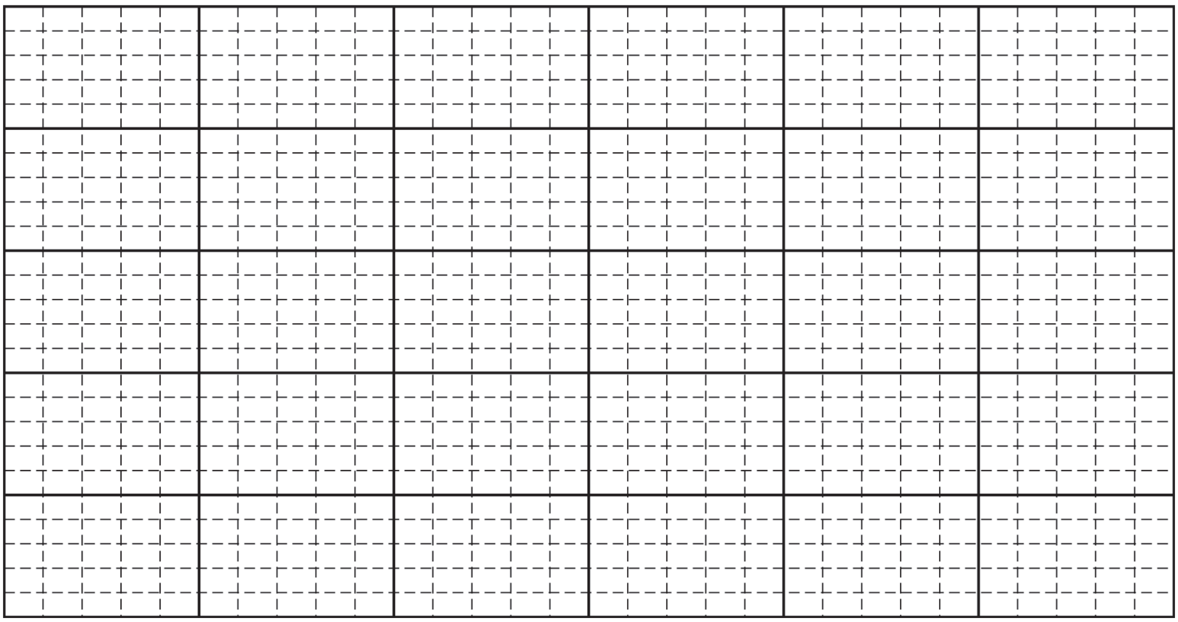
Continue your response to **QUESTION 2** on this page.

The table below shows results of measurements taken by another group of students for rods of different thicknesses.

Rod radius (mm)	0.5	1.0	1.5	2.0	2.5
F_{max} (N)	40	120	320	520	900

(c) On the grid below, plot the data points from the table. Clearly scale and label all axes, including units. Draw either a straight line or a curve that best represents the data.



(d) Which student's model is more closely represented by the evidence shown in the graph you drew in part (c) ?

____ Student A's model: F_{max} is directly proportional to the radius of the rod.

____ Student B's model: F_{max} is directly proportional to the cross-sectional area of the rod.

Explain your reasoning.

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Use a pencil or pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

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

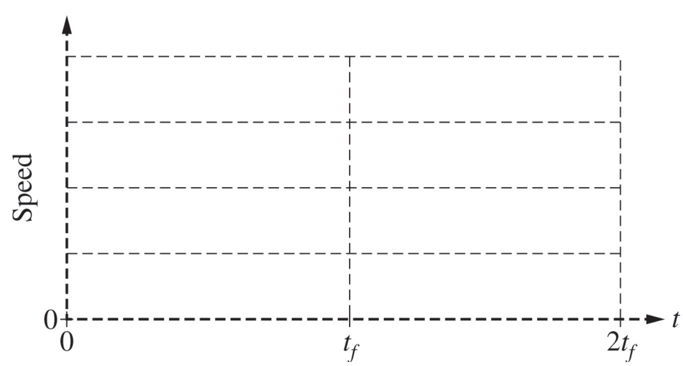
3. (12 points, suggested time 25 minutes)

(a) A student of mass M_S, standing on a smooth surface, uses a stick to push a disk of mass M_D. The student exerts a constant horizontal force of magnitude F_H over the time interval from time $t = 0$ to $t = t_f$ while pushing the disk. Assume there is negligible friction between the disk and the surface.

i. Assuming the disk begins at rest, determine an expression for the final speed v_D of the disk relative to the surface. Express your answer in terms of F_H, t_f, M_S, M_D, and physical constants, as appropriate.

ii. Assume there is negligible friction between the student's shoes and the surface. After time t_f, the student slides with speed v_S. Derive an equation for the ratio v_D / v_S. Express your answer in terms of M_S, M_D, and physical constants, as appropriate.

(b) Assume that the student's mass is greater than that of the disk $(M_S > M_D)$. On the grid below, sketch graphs of the speeds of both the student and the disk as functions of time t between $t = 0$ and $t = 2t_f$. Assume that neither the disk nor the student collides with anything after $t = t_f$. On the vertical axis, label v_D and v_S. Label the graphs "S" and "D" for the student and the disk, respectively.



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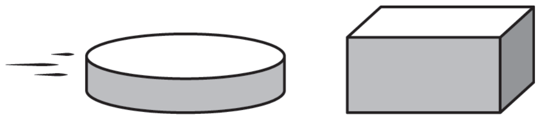

(c) The disk is now moving at a constant speed v_1 on the surface toward a block of mass M_B, which is at rest on the surface, as shown above. The disk and block collide head-on and stick together, and the center of mass of the disk-block system moves with speed v_{cm}.

i. Suppose the mass of the disk is much greater than the mass of the block. Estimate the velocity of the center of mass of the disk-block system. Explain how you arrived at your prediction without deriving it mathematically.

ii. Suppose the mass of the disk is much less than the mass of the block. Estimate the velocity of the center of mass of the disk-block system. Explain how you arrived at your prediction without deriving it mathematically.

iii. Now suppose that neither object's mass is much greater than the other but that they are not necessarily equal. Derive an equation for v_{cm}. Express your answer in terms of v_1, M_D, M_B, and physical constants, as appropriate.

iv. Consider the scenario from part (c)(i), where the mass of the disk was much greater than the mass of the block. Does your equation for v_{cm} from part (c)(iii) agree with your reasoning from part (c)(i) ?

____ Yes ____ No

Explain your reasoning by addressing why, according to your equation, v_{cm} becomes (or approaches) a certain value when M_D is much greater than M_B.

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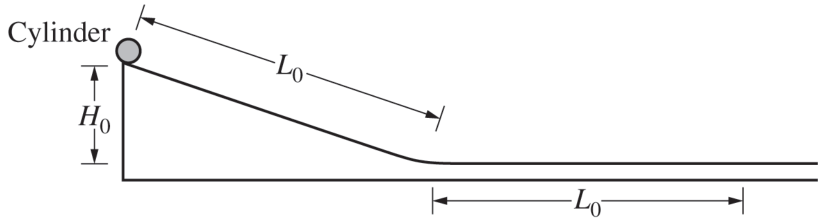
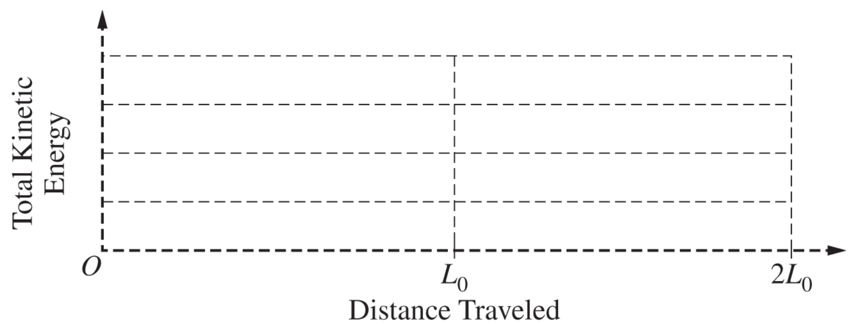


4. (7 points, suggested time 13 minutes)

A cylinder of mass m_0 is placed at the top of an incline of length L_0 and height H_0, as shown above, and released from rest. The cylinder rolls without slipping down the incline and then continues rolling along a horizontal surface.

(a) On the grid below, sketch a graph that represents the total kinetic energy of the cylinder as a function of the distance traveled by the cylinder as it rolls down the incline and continues to roll across the horizontal surface.



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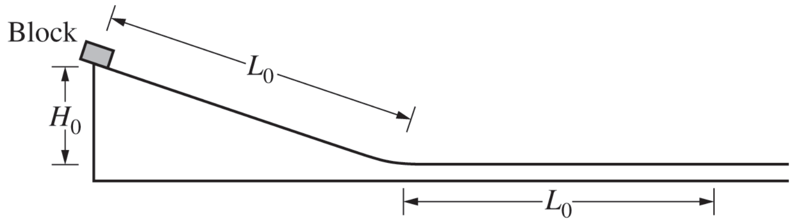

The cylinder is again placed at the top of the incline. A block, also of mass m_0, is placed at the top of a separate rough incline of length L_0 and height H_0, as shown above. When the cylinder and block are released at the same instant, the cylinder begins to roll without slipping while the block begins to accelerate uniformly. The cylinder and the block reach the bottoms of their respective inclines with the same translational speed.

(b) In terms of energy, explain why the two objects reach the bottom of their respective inclines with the same translational speed. Provide your answer in a clear, coherent paragraph-length response that may also contain figures and/or equations.

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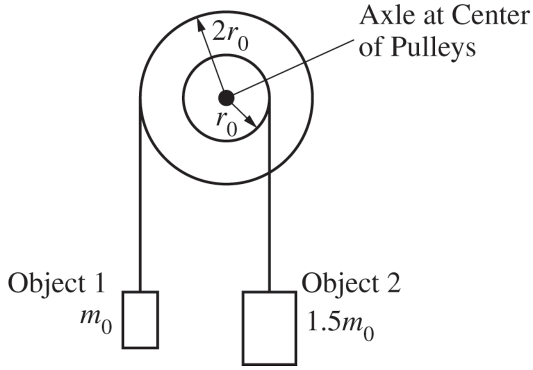

5. (7 points, suggested time 13 minutes)

Two pulleys with different radii are attached to each other so that they rotate together about a horizontal axle through their common center. There is negligible friction in the axle. Object 1 hangs from a light string wrapped around the larger pulley, while object 2 hangs from another light string wrapped around the smaller pulley, as shown in the figure above.

m_0 is the mass of object 1.
$1.5m_0$ is the mass of object 2.
r_0 is the radius of the smaller pulley.
$2r_0$ is the radius of the larger pulley.

(a) At time $t = 0$, the pulleys are released from rest and the objects begin to accelerate.

i. Derive an expression for the magnitude of the net torque exerted on the objects-pulleys system about the axle after the pulleys are released. Express your answer in terms of m_0, r_0, and physical constants, as appropriate.

ii. Object 1 accelerates downward after the pulleys are released. Briefly explain why.

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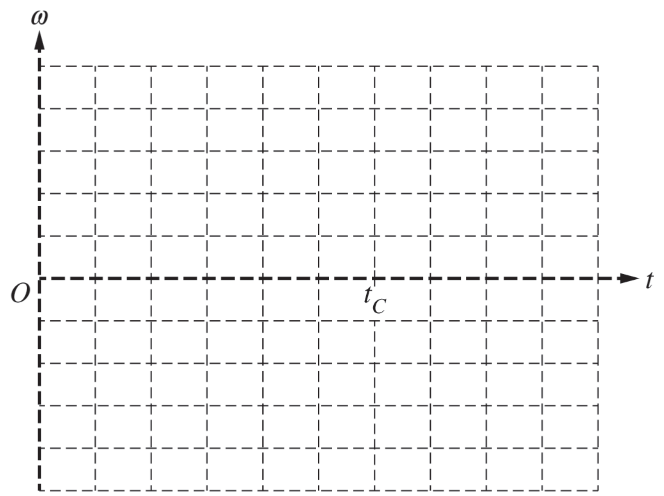
Continue your response to **QUESTION 5** on this page.

(b) At a later time $t = t_C$, the string of object 1 is cut while the objects are still moving and the pulley is still rotating. Immediately after the string is cut, how do the directions of the angular velocity and angular acceleration of the pulley compare to each other?

___ Same direction ___ Opposite directions

Briefly explain your reasoning.

(c) On the axes below, sketch a graph of the angular velocity ω of the system consisting of the two pulleys as a function of time t. Include the entire time interval shown. The pulleys are released at $t = 0$, and the string is cut at $t = t_C$.



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