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CollegeBoard

AP®

Physics 2
Practice Exam and Notes

Effective Fall 2014

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About the College Board®

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information visit **www.collegeboard.org**.

AP Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Important Note

This Practice Exam is provided by the College Board for AP Exam preparation. Teachers are permitted to download the materials and make copies to use with their students in a classroom setting only. To maintain the security of this exam, teachers should collect all materials after their administration and keep them in a secure location.

Exams may **not** be posted on school or personal websites, nor electronically redistributed for any reason. Further distribution of these materials outside of the secure College Board site disadvantages teachers who rely on uncirculated questions for classroom testing. Any additional distribution is in violation of the College Board's copyright policies and may result in the termination of Practice Exam access for your school as well as the removal of access to other online services such as the AP Teacher Community and Online Score Reports.

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Introduction

Beginning in 2014-15, AP Physics 2: Algebra-Based will focus on the big ideas typically included in the second semester of an algebra-based, introductory college-level physics sequence.* The course covers electricity and magnetism, thermal physics, fluids, optics, and modern physics. The revised exam will include a reduced number of multiple-choice and free-response questions, and will include a new experimental-design question that demonstrates understanding of the science practices.

Part I of this publication is the AP Physics 2 Practice Exam. This will mirror the look and feel of an actual AP Exam, including instructions and sample questions. However, these exam items have never been administered in an operational exam, and, therefore, statistical analysis is **not** available. The purpose of this section is to provide educators with sample exam questions that accurately reflect the composition/design of the revised exam and to offer these questions in a way that gives teachers the opportunity to test their students in an exam situation that closely resembles the actual exam administration.

Part II is the Notes on the AP Physics 2 Practice Exam. This section offers detailed explanations of how each question in the practice exam links back to the AP Physics 1: Algebra-based and AP Physics 2: Algebra-based curriculum framework (Notes) in order to provide a clear link between curriculum and assessment. It also explains why the correct answer is the correct choice and why the other answers are incorrect (Rationales).

How AP Courses and Exams Are Developed

AP courses and exams are designed by committees of college faculty and AP teachers who ensure that each AP course and exam reflects and assesses college-level expectations. These committees define the scope and expectations of the course, articulating through a curriculum framework what students should know and be able to do upon completion of the AP course. Their work is informed by data collected from a range of colleges and universities to ensure that AP course work reflects current scholarship and advances in the discipline.

These same committees are also responsible for designing and approving exam specifications and exam questions that clearly connect to the curriculum framework. The AP Exam development process is a multi-year endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are high quality and fair and that the questions comprise an appropriate range of difficulty.

Throughout AP course and exam development, the College Board gathers feedback from secondary and post-secondary educators. This feedback is carefully considered to ensure that AP courses and exams provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement and college credit upon college entrance.

*The AP Program has replaced AP Physics B with two new courses: AP Physics 1 and AP Physics 2. Resources for AP Physics 1 will be available separately.

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Course Development

Each committee first articulates its discipline's high-level goals and then identifies the course's specific learning objectives. This approach is consistent with "backward design," the practice of developing curricula, instruction, and assessments with the end goal in mind. The learning objectives describe what students should know and be able to do, thereby providing clear instructional goals as well as targets of measurement for the exam.

Exam Development

Exam development begins with the committee making decisions about the overall nature of the exam. How long will it be? How many multiple-choice questions? How many free-response questions? How much time will be devoted to each section? How will the course content and skills be distributed across each section of the exam? Answers to these questions become part of the exam specifications.

With the exam specifications set, test developers design questions that conform to these specifications. The committee reviews every exam question for alignment with the curriculum framework, content accuracy, and a number of other criteria that ensure the integrity of the exam.

Exam questions are then piloted in AP classrooms to determine their statistical properties. Questions that have been approved by the committee and piloted successfully are included in an exam. When an exam is assembled, the committee conducts a final review of the exam to ensure overall conformity with the specifications.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions are scored by thousands of college faculty and expert AP teachers at the annual AP Reading. AP Exam Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member fills the role of Chief Reader, who, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is summed to give a composite AP score of 5, 4, 3, 2, or 1.

The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of the results of a specific AP Exam in a specific year and of the particular group of students who took that exam. Additionally, to ensure alignment with college-level standards, part of the score-setting process involves comparing the performance of AP students with the performance of students enrolled in comparable courses in colleges throughout the United States. In general, the AP composite score points are set so that the lowest raw score needed to earn an AP score of 5 is equivalent to the average score among college students earning grades of A in the college course. Similarly, AP Exam scores of 4 are equivalent to college grades of A–, B+, and B. AP Exam scores of 3 are equivalent to college grades of B–, C+, and C.

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Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and the exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. While colleges and universities are responsible for setting their own credit and placement policies, AP scores signify how qualified students are to receive college credit and placement:

AP Score	Qualification
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Additional Resources

Visit apcentral.collegeboard.org for more information about the AP Program.

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Practice Exam

Exam Content and Format

The AP Physics 2 Exam is approximately 3 hours in length. There are two sections:

- Section I is 90 minutes in length and consists of 50 multiple-choice questions accounting for 50 percent of the final score.
- Section II is 90 minutes in length and consists of 4 free-response questions accounting for 50 percent of the final score.

Administering the Practice Exam

This section contains instructions for administering the AP Physics 2 Practice Exam. You may wish to use these instructions to create an exam situation that resembles an actual administration. If so, read the indented, boldface directions to the students; all other instructions are for administering the exam and need not be read aloud. Before beginning testing, have all exam materials ready for distribution. These include test booklets, answer sheets, the AP Physics 2 Table of Information and Equations list, and calculators.

SECTION I: Multiple-Choice Questions

When you are ready to begin Section I, say:

> **Section I is the multiple-choice portion of the exam. Mark all of your responses on your answer sheet, one response per question. If you need to erase, do so carefully and completely. Your score on the multiple-choice section will be based solely on the number of questions answered correctly. You may use a scientific/graphing calculator and Physics 2 Table of Information and Equations list during this ENTIRE section. Are there any questions?**
>
> **You have 90 minutes for this section. Open your Section I booklet and begin.**

Note Start Time here_____. Note Stop Time here_____. Check that students are marking their answers in pencil on their answer sheets, and that they are not looking at their Section II booklets. After 90 minutes, say:

> **Stop working. I will now collect your Section I booklet.**

There is a 10-minute break between Sections I and II. When all Section I materials have been collected and accounted for and you are ready for the break, say:

> **Please listen carefully to these instructions before we take a 10-minute break. Leave your Section II packet on your desk during the break. Are there any questions?**

You may begin your break. Testing will resume at _____.

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SECTION II: Free-Response Questions

After the break, say:

> **You have 90 minutes to answer the questions in this section. You are responsible for pacing yourself, and may proceed freely from one question to the next. Write your answers in the space provided for each part of a question. If you need more paper during the exam, raise your hand. At the top of each extra piece of paper you use, be sure to write your name and the number and part of the question you are working on. You may use a scientific/graphing calculator and Physics 2 Table of Information and Equations list during this ENTIRE section. Are there any questions?**
>
> **You have 90 minutes for this section. Open your Section II booklet and begin.**

Note Start Time here_____. Note Stop Time here_____. Check that students are writing their answers in their exam booklets. After 80 minutes, say:

> **There are 10 minutes remaining.**

After 10 minutes, say:

> **Stop working and close your exam booklet. Put your exam booklet on your desk, face up. Remain in your seat, without talking, while the exam materials are collected.**

If any students used extra paper for the free-response section, have those students staple the extra sheet/s to the first page corresponding to that question in their exam booklets. Collect a Section II booklet from each student and check that each student wrote answers on the lined pages corresponding to each question.

Then say:

> **You are now dismissed.**

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Name:_____

AP® Physics 2
Student Answer Sheet
for Multiple-Choice Section

No.	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	

No.	Answer
31	
32	
33	
34	
35	
36	
37	
38	
39	
40	
41	
42	
43	
44	
45	

46		
47		
48		
49		
50		

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AP® Physics 2 Practice Exam

SECTION I: Multiple Choice

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Total Time
90 minutes
Number of Questions
50
Percent of Total Score
50%
Writing Instrument
Pencil required
Electronic Device
Calculator allowed

Instructions

Section I of this exam contains 50 multiple-choice questions. Pages containing equations and other information are also printed in this booklet. Calculators, rulers, and straightedges may be used in this section.

Indicate all of your answers to the multiple-choice questions on the answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work.

For questions 1 through 45, select the single best answer choice for each question. After you have decided which of the choices is best, fill in the appropriate letter in the corresponding space on the answer sheet.

For questions 46 through 50, select the two best answer choices for each question. After you have decided which two of the choices are best, enter both letters in the corresponding space on the answer sheet.

Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all of the multiple-choice questions.

Your total score on Section I is based only on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions.

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AP® PHYSICS 2 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	1 electron volt, $1\text{ eV} = 1.60 \times 10^{-19}$ J
Electron mass, $m_e = 9.11 \times 10^{-31}$ kg	Speed of light, $c = 3.00 \times 10^{8}$ m/s
Avogadro's number, $N_0 = 6.02 \times 10^{23}$ mol^{-1}	Universal gravitational constant, $G = 6.67 \times 10^{-11}$ m^3/kg·s^2
Universal gas constant, $R = 8.31$ J/(mol·K)	Acceleration due to gravity at Earth's surface, $g = 9.8$ m/s^2
Boltzmann's constant, $k_B = 1.38 \times 10^{-23}$ J/K	
1 unified atomic mass unit,	$1\text{ u} = 1.66 \times 10^{-27}$ kg $= 931$ MeV/c^2
Planck's constant,	$h = 6.63 \times 10^{-34}$ J·s $= 4.14 \times 10^{-15}$ eV·s
	$hc = 1.99 \times 10^{-25}$ J·m $= 1.24 \times 10^{3}$ eV·nm
Vacuum permittivity,	$\varepsilon_0 = 8.85 \times 10^{-12}$ C^2/N·m^2
Coulomb's law constant,	$k = 1/4\pi\varepsilon_0 = 9.0 \times 10^{9}$ N·m^2/C^2
Vacuum permeability,	$\mu_0 = 4\pi \times 10^{-7}$ (T·m)/A
Magnetic constant,	$k' = \mu_0/4\pi = 1 \times 10^{-7}$ (T·m)/A
1 atmosphere pressure,	$1\text{ atm} = 1.0 \times 10^{5}$ N/m^2 $= 1.0 \times 10^{5}$ Pa

UNIT SYMBOLS								
	meter,	m	mole,	mol	watt,	W	farad,	F
	kilogram,	kg	hertz,	Hz	coulomb,	C	tesla,	T
	second,	s	newton,	N	volt,	V	degree Celsius,	°C
	ampere,	A	pascal,	Pa	ohm,	Ω	electron volt,	eV
	kelvin,	K	joule,	J	henry,	H		

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. In all situations, positive work is defined as work done on a system.
III. The direction of current is conventional current: the direction in which positive charge would drift.
IV. Assume all batteries and meters are ideal unless otherwise stated.
V. Assume edge effects for the electric field of a parallel plate capacitor unless otherwise stated.
VI. For any isolated electrically charged object, the electric potential is defined as zero at infinite distance from the charged object.

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AP® PHYSICS 2 EQUATIONS

MECHANICS

$v_x = v_{x0} + a_x t$

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

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

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

$\left|\vec{F}_f\right| \le \mu \left|\vec{F}_n\right|$

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

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

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

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

$\Delta E = W = F_{\|} d = F d \cos\theta$

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

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

$\omega = \omega_0 + \alpha t$

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

$x_{cm} = \frac{\sum m_i x_i}{\sum m_i}$

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

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

$L = I\omega$

$\Delta L = \tau \Delta t$

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

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

a = acceleration
d = distance
E = energy
F = force
f = frequency
h = height
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 = speed
W = work done on a system
x = position
α = angular acceleration
μ = coefficient of friction
θ = angle
τ = torque
ω = angular speed

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

$\Delta U_g = mg \Delta y$

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

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

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

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

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

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

ELECTRICITY AND MAGNETISM

$\left|\vec{F}_E\right| = \frac{1}{4\pi\varepsilon_0} \frac{|q_1 q_2|}{r^2}$

$\vec{E} = \frac{\vec{F}_E}{q}$

$\left|\vec{E}\right| = \frac{1}{4\pi\varepsilon_0} \frac{|q|}{r^2}$

$\Delta U_E = q \Delta V$

$V = \frac{1}{4\pi\varepsilon_0} \frac{q}{r}$

$\left|\vec{E}\right| = \left|\frac{\Delta V}{\Delta r}\right|$

$\Delta V = \frac{Q}{C}$

$C = \kappa \varepsilon_0 \frac{A}{d}$

$E = \frac{Q}{\varepsilon_0 A}$

$U_C = \frac{1}{2} Q \Delta V = \frac{1}{2} C (\Delta V)^2$

$I = \frac{\Delta Q}{\Delta t}$

$R = \frac{\rho \ell}{A}$

$P = I \Delta V$

$I = \frac{\Delta V}{R}$

$R_s = \sum_i R_i$

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

$C_p = \sum_i C_i$

$\frac{1}{C_s} = \sum_i \frac{1}{C_i}$

$B = \frac{\mu_0}{2\pi} \frac{I}{r}$

A = area
B = magnetic field
C = capacitance
d = distance
E = electric field
$\mathcal{E}$ = emf
F = force
I = current
ℓ = length
P = power
Q = charge
q = point charge
R = resistance
r = separation
t = time
U = potential (stored) energy
V = electric potential
v = speed
ρ = resistivity
θ = angle
Φ = flux

$\vec{F}_M = q\vec{v} \times \vec{B}$

$\left|\vec{F}_M\right| = |q\vec{v}| |\sin\theta| \left|\vec{B}\right|$

$\vec{F}_M = I\vec{\ell} \times \vec{B}$

$\left|\vec{F}_M\right| = \left|I\vec{\ell}\right| |\sin\theta| \left|\vec{B}\right|$

$\Phi_B = \vec{B} \bullet \vec{A}$

$\Phi_B = \left|\vec{B}\right| \cos\theta \left|\vec{A}\right|$

$\mathcal{E} = -\frac{\Delta \Phi_B}{\Delta t}$

$\mathcal{E} = B\ell v$

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AP® PHYSICS 2 EQUATIONS

FLUID MECHANICS AND THERMAL PHYSICS

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

$P = \frac{F}{A}$

$P = P_0 + \rho gh$

$F_b = \rho V g$

$A_1 v_1 = A_2 v_2$

$P_1 + \rho g y_1 + \frac{1}{2}\rho {v_1}^2 = P_2 + \rho g y_2 + \frac{1}{2}\rho {v_2}^2$

$\frac{Q}{\Delta t} = \frac{kA\,\Delta T}{L}$

$PV = nRT = Nk_BT$

$K = \frac{3}{2}k_BT$

$W = -P\Delta V$

$\Delta U = Q + W$

A = area
F = force
h = depth
k = thermal conductivity
K = kinetic energy
L = thickness
m = mass
n = number of moles
N = number of molecules
P = pressure
Q = energy transferred to a system by heating
T = temperature
t = time
U = internal energy
V = volume
v = speed
W = work done on a system
y = height
ρ = density

MODERN PHYSICS

$E = hf$

$K_{\max} = hf - \phi$

$\lambda = \frac{h}{p}$

$E = mc^2$

E = energy
f = frequency
K = kinetic energy
m = mass
p = momentum
λ = wavelength
ϕ = work function

WAVES AND OPTICS

$\lambda = \frac{v}{f}$

$n = \frac{c}{v}$

$n_1 \sin\theta_1 = n_2 \sin\theta_2$

$\frac{1}{s_i} + \frac{1}{s_o} = \frac{1}{f}$

$|M| = \left|\frac{h_i}{h_o}\right| = \left|\frac{s_i}{s_o}\right|$

$\Delta L = m\lambda$

$d\sin\theta = m\lambda$

d = separation
f = frequency or focal length
h = height
L = distance
M = magnification
m = an integer
n = index of refraction
s = distance
v = speed
λ = wavelength
θ = angle

GEOMETRY AND TRIGONOMETRY

Rectangle
$A = bh$

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

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

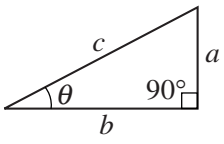
Rectangular solid
$V = \ell wh$

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
$c^2 = a^2 + b^2$
$\sin\theta = \frac{a}{c}$
$\cos\theta = \frac{b}{c}$
$\tan\theta = \frac{a}{b}$



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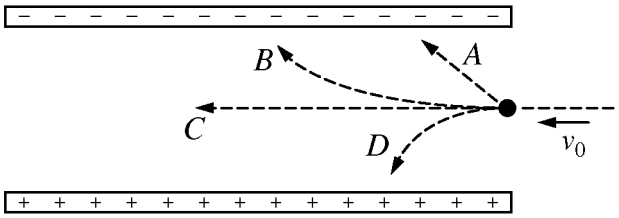
PHYSICS 2
Section I
50 Questions
Time—90 minutes

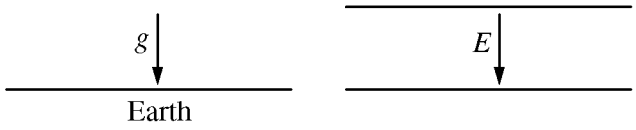
Note: To simplify calculations, you may use $g = 10\ \text{m/s}^2$ in all problems.

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case and then enter the appropriate letter in the corresponding space on the answer sheet.



1. A proton is traveling to the left when it enters the space between two oppositely charged parallel plates, as shown above. Which of the four labeled paths will the proton take?

   (A) *A*
   (B) *B*
   (C) *C*
   (D) *D*



2. The figures above represent two fields. The figure on the left represents the uniform gravitational field very near Earth's surface. The figure on the right represents the uniform electric field *E* near the center of the region between very large parallel plates. Which of the following describes the shape of the isolines of potential for the gravitational field and the electric field in these regions?

   (A) Isolines are straight, vertical lines for both the gravitational and electric fields.
   (B) Isolines are straight, horizontal lines for both the gravitational and electric fields.
   (C) Gravitational isolines are straight, while electric isolines are curved.
   (D) Gravitational isolines are curved, while electric isolines are straight.

GO ON TO THE NEXT PAGE.

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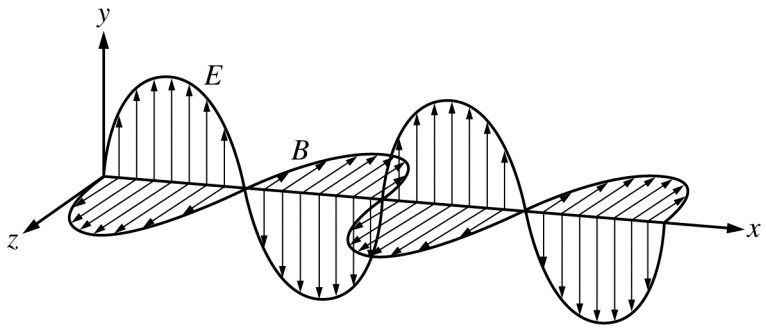

3. The figure above shows a model of an electromagnetic wave, where E is the electric field and B is the magnetic field. In what direction is the energy of the wave transmitted?

   (A) Along the x-axis only
   (B) Along the y-axis only
   (C) Along the z-axis only
   (D) In a direction that is at a nonzero angle to each of the axes

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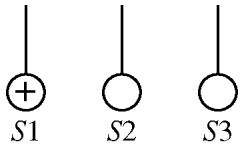


4. Three identical conducting spheres, *S*1, *S*2, and *S*3, are supported by insulating thread, as shown above. Initially, sphere *S*1 has a net positive charge and the other two spheres are uncharged. Spheres *S*1 and *S*2 are brought into contact and then separated. Next, spheres *S*2 and *S*3 are brought into contact and then separated. Which of the following shows the signs of the final net charges on the spheres?

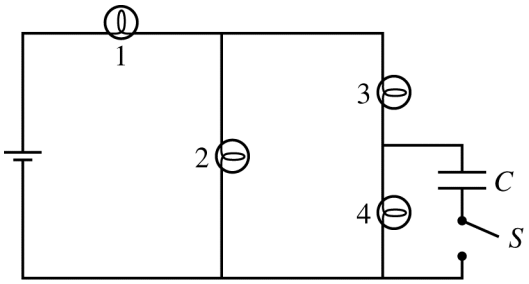
(A) ⊕ ⊕ ⊕

(B) ⊕ ○ ○

(C) ○ ○ ⊕

(D) ○ ⊕ ⊕

Questions 5-7 refer to the following material.



The circuit shown above contains four identical lightbulbs with constant resistance, a capacitor *C*, which is initially uncharged, and a switch *S*. The switch is initially open.

5. Which of the following correctly ranks the potential differences ΔV_1, ΔV_2, ΔV_3, and ΔV_4 across the bulbs while the switch is open?

(A) $\Delta V_1 = \Delta V_2 = \Delta V_3 = \Delta V_4$
(B) $\Delta V_1 > \Delta V_2 = \Delta V_3 = \Delta V_4$
(C) $\Delta V_1 > \Delta V_2 > \Delta V_3 = \Delta V_4$
(D) $\Delta V_1 > \Delta V_2 > \Delta V_3 > \Delta V_4$

6. Immediately after the switch is closed, the current in bulb 1 is I_a. What is the current in bulb 2 at that time?

(A) I_a
(B) $2I_a/3$
(C) $I_a/2$
(D) $I_a/3$

7. After the switch has been closed a long time, how does the brightness of bulb 4 compare with its brightness before the switch was closed?

(A) Bulb 4 is much dimmer and is only barely lit.
(B) Bulb 4 is slightly dimmer.
(C) Bulb 4 is the same brightness.
(D) Bulb 4 is slightly brighter.

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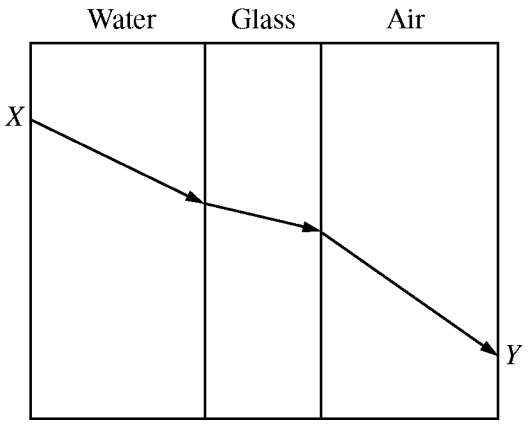
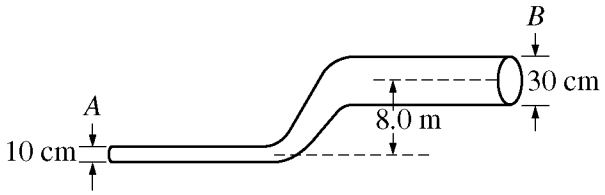


8. A light ray enters a layer of water at point *X*, passes through a layer of glass, and exits through a layer of air at point *Y*, as shown in the figure above. Where would the ray exit the layer of air if the glass was replaced with a material of higher index of refraction?

   (A) At a point above point *Y*
   (B) At a point below point *Y*
   (C) At point *Y*
   (D) The location cannot be determined without knowing how much higher the index of refraction of the new material is.

9. Which of the following indicates the object distance s_o for which a spherical concave mirror of focal length *f* produces an upright image?

   (A) $s_o < f$
   (B) $s_o = f$
   (C) $2f > s_o > f$
   (D) $s_o > 2f$



Note: Figure not drawn to scale.

10. Water is flowing with a speed of 9.0 m/s through a pipe of diameter 10 cm. The pipe widens to 30 cm as it goes up an 8.0 m step, as shown in the figure above. If the pressure at point *A* is 2.0×10^5 Pa, what is the pressure at point *B*? (The density of water is 1.0×10^3 kg/m^3.)

    (A) 1.2×10^5 Pa
    (B) 1.6×10^5 Pa
    (C) 2.4×10^5 Pa
    (D) 3.2×10^5 Pa

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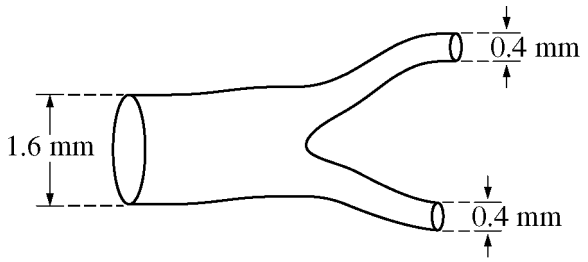

11. The figure above represents a portion of a blood vessel with circular cross sections. The segment on the left has diameter 1.6 mm , and each of the segments on the right has diameter 0.4 mm. Assume the blood can be treated as an ideal fluid. If blood enters the segment on the left with speed v, at what speed does the blood leave the segments on the right?

(A) $2v$
(B) $4v$
(C) $8v$
(D) $16v$

12. A slab of metal and a slab of wood are placed in a classroom and allowed to sit undisturbed for a long time. A student then places one hand on the metal and the other hand on the wood. Which of the following describes the student's perception of the temperatures of the slabs and their actual temperatures?

(A) The metal slab feels colder to the student because it is at a lower temperature.
(B) The metal slab feels colder to the student because it conducts thermal energy away from the student's hand faster, but the slabs have the same temperature.
(C) The metal slab feels warmer to the student because it conducts thermal energy to the student's hand faster, but the slabs have the same temperature.
(D) Both slabs feel the same to the student because they are at the same temperature.

13. When one end of a cold metal spoon is placed upright in a cup of hot cocoa, the other end eventually gets warmer. On the scale of the molecules of the spoon, which of the following is the primary explanation of this phenomenon?

(A) Higher-energy molecules will, on average, rise to the top.
(B) The hot molecules produce thermal radiation that is then absorbed by the colder molecules.
(C) Higher-energy molecules hit lower-energy molecules and, on average, tend to reduce the difference in temperature between the ends of the spoon.
(D) Thermal energy is a fluid that flows from high concentration (hot areas) to low concentration (cold areas).



14. An object with charge $+q$ passes to the right of one pole of a magnet and at a particular instant is moving with a velocity $\vec{v}$ toward the bottom of the page, as shown in the figure above. The force exerted on the object by the magnet at that instant is directed into the page. What is the direction of the force exerted on the magnet by the object?

(A) Out of the page
(B) Toward the right
(C) Toward the top of the page
(D) No direction; the force is zero.

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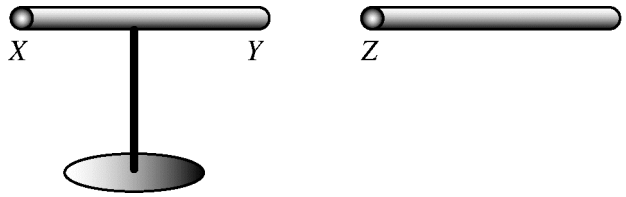
Wire	1	2	3	4	5
Current (A)	0.5	1.0	2.0	2.5	3.0

15. A student was given five wires of the same length and diameter. The student connected the wires to the same battery one by one and measured the current through each wire. The table above shows the data collected. Which of the following can be concluded from the data?

(A) The wires are ohmic.
(B) The wires are made of different materials.
(C) The resistance of the wires depends on their size and shape.
(D) The battery has internal resistance.



16. In the figure above, the initially uncharged insulating rod on the left is free to rotate on an insulating stand. End *X* is then rubbed with a piece of fur. End *Z* of a second insulating rod is also rubbed with fur and then brought near the first rod. As the second rod is moved around, it is found that end *Y* of the first rod is attracted to end *Z,* and end *X* is repelled. Which of the following correctly describes the signs of the charges on ends *X* and *Y*, if any?

	End *X*	End *Y*
(A)	Opposite *Z*'s charge	Same as *Z*'s charge
(B)	Opposite *Z*'s charge	No net charge
(C)	Same as *Z*'s charge	Opposite *Z*'s charge
(D)	Same as *Z*'s charge	No net charge

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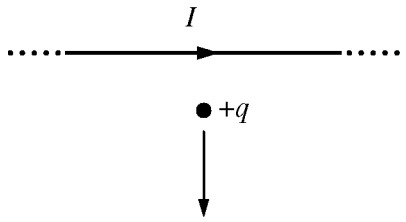
17. A student has a positively charged insulating rod and two initially uncharged conducting spheres, *A* and *B*, with insulated handles. Which of the following ordered sequences of actions could the student use to produce a net positive charge on sphere *A* ?

    (A) Bring the rod near the right side of *A*. Touch *B* to the left side of *A*. Remove *B* and then remove the rod.
    (B) Bring the rod near the right side of *A*. Touch *B* to the left side of *A*. Remove the rod and then remove *B*.
    (C) Bring the rod near the right side of *B*. Touch *A* to the left side of *B*. Remove *B* and then remove the rod.
    (D) Bring the rod near the right side of *B*. Touch *A* to the left side of *B*. Remove the rod and then remove *B*.



18. The figure above shows a long conducting wire that lies in the plane of the page and carries an electric current I toward the right. At the instant shown, a positive point charge $+q$ is in the plane of the page and moving toward the bottom of the page. What is the direction of the magnetic force on the point charge at that instant?

    (A) Into the page
    (B) Out of the page
    (C) Toward the right
    (D) Toward the left

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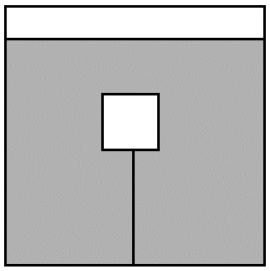
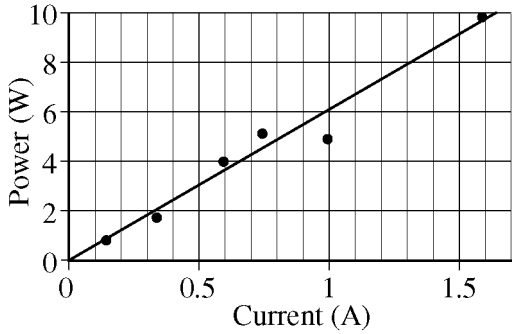
19. The figure above shows three point charges located on an x-axis. Which of the following ranks the magnitude of the net electric force, F, on each point charge due to the other charges?

(A) $F_A = F_C > F_B$
(B) $F_B > F_C = F_A$
(C) $F_A = F_B > F_C$
(D) $F_A > F_C > F_B$



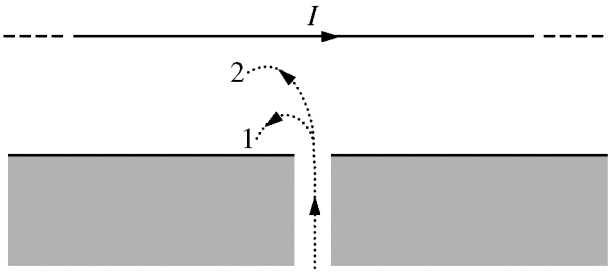
20. A block is submerged in a container of liquid and held under the surface of the liquid by a string connected to the bottom of the container, as shown in the figure above. The tension in the string is not zero. How does the buoyant force F_B exerted by the liquid on the block compare to the block's weight w ?

(A) $F_B < w$
(B) $F_B = w$
(C) $F_B > w$
(D) Either $F_B < w$ or $F_B > w$, depending on the density of the liquid.



21. A variable resistor is connected to a battery of unknown potential difference. The power dissipated by the resistor and the current through the resistor are measured. The figure above shows a graph of the data and a best-fit line for the data. The potential difference provided by the battery is most nearly

(A) 0.3 V
(B) 3.0 V
(C) 5.0 V
(D) 6.0 V



Note: Figure not drawn to scale.

22. A scientist is studying the radioactive decay of an element and wants to determine the sign of some of the particles emitted. The scientist lets a beam of the particles, all with the same speed, pass through an opening in a shield and enter the field created by a wire carrying a constant current. Paths 1 and 2 represent the observed paths of the particles. Based on the paths, which of the following could be the types of particles?

	Path 1 Particle	Path 2 Particle
(A)	Electron	Alpha
(B)	Alpha	Electron
(C)	Positron	Alpha
(D)	Alpha	Positron

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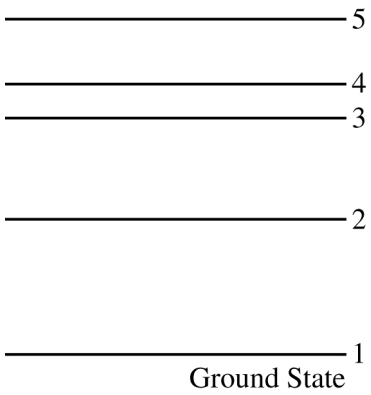
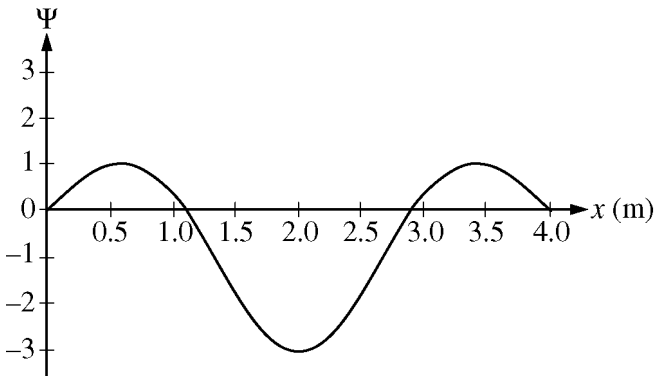


23. The energy states for an electron in a hypothetical atom are represented above. A cold sample of gas of such atoms is illuminated by a brief flash of light with a continuous spectrum. The atoms are then observed to emit light with discrete wavelengths. Which of the following transitions produces the longest wavelength light?

(A) 5 to 4
(B) 4 to 3
(C) 3 to 2
(D) 2 to 1

24. A nucleus of $^{238}_{92}\mathrm{U}$ undergoes a series of decays in which it emits eight $^{4}_{2}\mathrm{He}$ nuclei and some β^- particles to produce the nucleus $^{206}_{82}\mathrm{Pb}$. How many β^- particles are emitted in the process?

(A) 10
(B) 8
(C) 6
(D) 5



25. The graph above shows the wave function $\Psi(x)$ of a particle moving in the region $0 < x < 4$ m. At which of the following positions is the probability of finding the particle greatest?

(A) 0.7 m
(B) 2.0 m
(C) 2.5 m
(D) 4.0 m

$$\mathrm{n} + {}^{235}_{92}\mathrm{U} \rightarrow {}^{141}_{56}\mathrm{Ba} + {}^{92}_{36}\mathrm{Kr} + 3\mathrm{n}$$

26. Which of the following expressions, where m represents the mass of a particle, equals the energy released in the nuclear reaction represented above?

(A) $(m_{\mathrm{Ba}} + m_{\mathrm{Kr}} + m_{\mathrm{U}} - 3m_{\mathrm{n}})c^2$
(B) $(m_{\mathrm{Ba}} + m_{\mathrm{Kr}} - m_{\mathrm{U}} - 2m_{\mathrm{n}})c^2$
(C) $(m_{\mathrm{U}} - m_{\mathrm{Ba}} - m_{\mathrm{Kr}} - 3m_{\mathrm{n}})c^2$
(D) $(m_{\mathrm{U}} - m_{\mathrm{Ba}} - m_{\mathrm{Kr}} - 2m_{\mathrm{n}})c^2$

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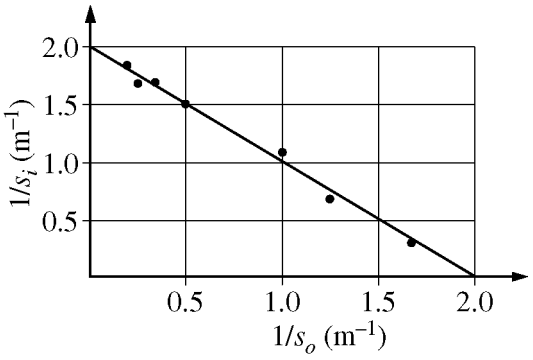
Questions 27-28 refer to the following material.



A group of students collected data using a lens. They varied the distance s_o of an object from the lens and measured the image distance s_i. The figure above is their graph of the inverse of the image distance as a function of the inverse of the object distance.

27. The focal length of the lens is approximately

(A) 0.5 m
(B) 1.0 m
(C) 2.0 m
(D) 4.0 m

28. What is the magnitude of the image's magnification when the object is placed 2 m from the lens?

(A) 1/3
(B) 1
(C) 3
(D) The magnification is undefined because the image is an infinite distance from the lens.

29. A partially evacuated vertical cylindrical container is covered by a circular lid that makes an airtight seal. The pressure in the room surrounding the container is $1.01 \times 10^5\ \text{N/m}^2$, and the pressure inside the container is $0.41 \times 10^5\ \text{N/m}^2$. The lid has radius 0.20 m and weight 200 N. The minimum upward applied force required to lift the lid is most nearly

(A) 7.5×10^3 N
(B) 7.7×10^3 N
(C) 1.3×10^4 N
(D) 1.8×10^4 N

30. A sealed container of air has been sitting on a table in a dark room for a very long time. The room is always kept at a constant temperature. Which of the following best describes what will happen to the speeds and the average kinetic energy of the molecules of the air in the container as the container continues to sit on the table?

(A) Each molecule will continue to move at constant speed, keeping the average kinetic energy of the molecules constant.
(B) Some molecules will speed up and others will slow down, keeping the average kinetic energy of the molecules constant.
(C) The molecules will gradually slow down, decreasing their average kinetic energy.
(D) The molecules will gradually speed up, increasing their average kinetic energy.

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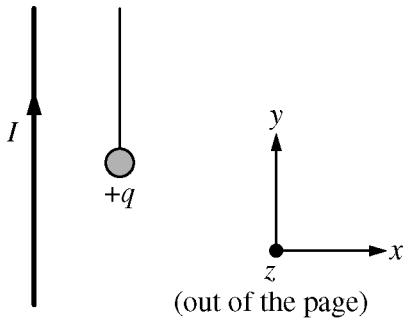

31. The figure above shows a long, straight wire that has a steady current I in the $+y$-direction. A small object with charge $+q$ hangs from a thread near the wire. A student wants to investigate the magnetic force on the object due to the current but is not able to observe or measure changes in the tension in the string. Of the following actions that the student can take, which will allow the student to observe a reaction of the object due to the magnetic force on it?

(A) Holding the object motionless
(B) Moving the object in a circle that is centered on the wire and in the x-z plane
(C) Moving the object in the $-x$-direction
(D) Moving the object in the $+y$-direction

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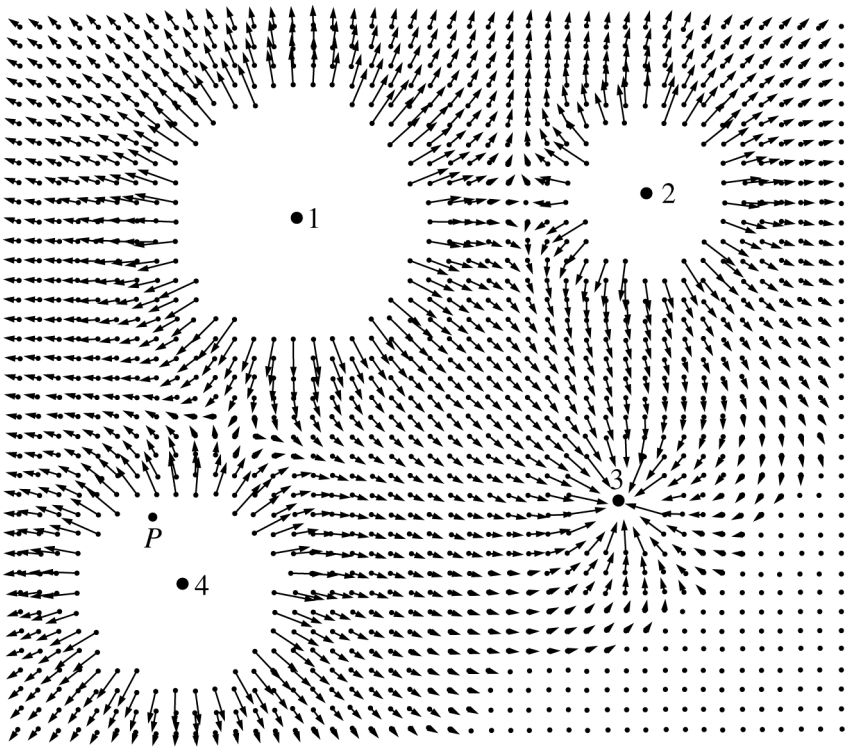
Questions 32-33 refer to the following material.

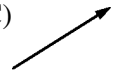


The figure above shows the electric field in a region surrounding four charged particles, labeled 1, 2, 3, and 4, that are held in place. (Vectors with very large magnitude are not shown.)

32. A small positive test charge is held at point *P*. Which of the following is closest to the direction of the force exerted on the test charge?

(A) 

(B) 

(C) 

(D) 

33. Which of the following indicates the particles with charges of the greatest and the least magnitude?

	Greatest	Least
(A)	4	2
(B)	3	1
(C)	2	4
(D)	1	3

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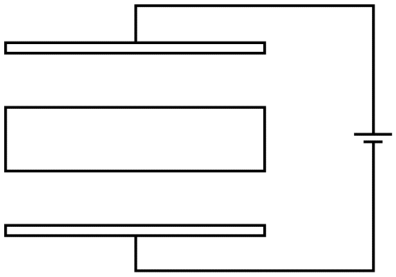
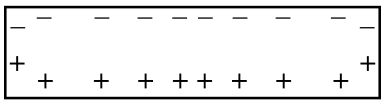
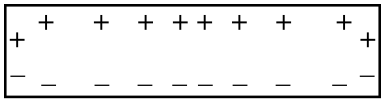


34. A parallel-plate capacitor is connected to a battery. A thick metal plate is located between the plates of the capacitor, as shown above. Which of the following best shows the distribution of charge on the thick plate?

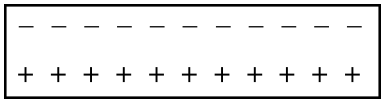
(A)



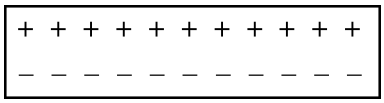
(B)

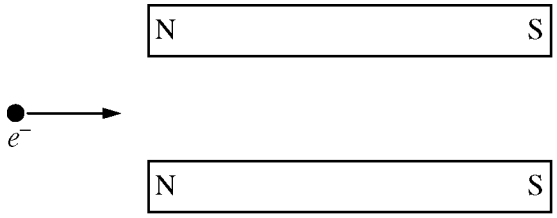


(C)



(D)





35. At the instant shown above, an electron is moving to the right along a straight line midway between two identical bar magnets. Which of the following describes the path of the electron as it continues to move?

(A) It remains on the straight line and passes completely between the magnets.
(B) It curves upward and strikes the top magnet.
(C) It curves downward and reverses direction before it enters the space between the magnets.
(D) It stops and reverses direction, then moves to the left along the same straight line.

36. Which of the following procedures can a student follow to give a metallic sphere a positive charge by induction?

(A) Touching the sphere with a positively charged rod
(B) Placing a negatively charged rod near the sphere
(C) Placing a positively charged rod near the sphere, grounding the sphere, and then removing the connection to ground
(D) Placing a negatively charged rod near the sphere, grounding the sphere, and then removing the connection to ground

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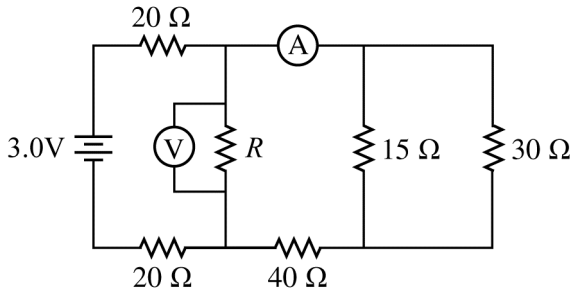
Questions 37-38 refer to the following material.



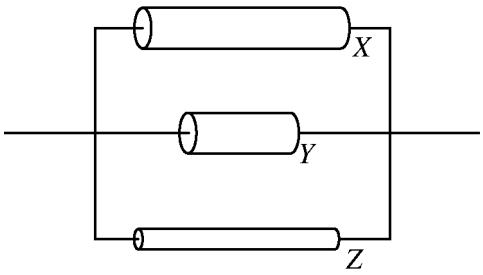
In the circuit shown above, the current through the ammeter is 20 mA and the voltmeter indicates 1.0 V.

37. What is the current through the 40 Ω resistor?

(A) 7.5 mA
(B) 10 mA
(C) 20 mA
(D) 40 mA

38. The resistance of resistor R is most nearly

(A) 50 Ω
(B) 33 Ω
(C) 20 Ω
(D) 14 Ω



39. The figure above represents a section of a circuit containing three resistors, X, Y, and Z, of different sizes but made of the same material. Which of the following correctly ranks the current in the resistors?

(A) $I_Z > I_X > I_Y$
(B) $I_Z = I_X > I_Y$
(C) $I_Y = I_X = I_Z$
(D) $I_Y > I_X > I_Z$

GO ON TO THE NEXT PAGE.

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40. Three identical, small cork spheres are released from rest in a uniform electric field directed downward toward the floor. Sphere X is uncharged, but spheres Y and Z are charged. Sphere Z remains suspended in the field. Spheres X and Y fall downward, but sphere X takes a longer time to reach the floor. What are the signs of the charges on spheres Y and Z?

	Sphere Y	Sphere Z
(A)	Negative	Negative
(B)	Negative	Positive
(C)	Positive	Positive
(D)	Positive	Negative

41. Two charged objects are held at a distance d apart. Their mutual gravitational force is equal to their mutual electrostatic force. Which of the following must be true of the charges and masses of the objects, if charge is expressed in C and mass is expressed in kg?

(A) The magnitude of the product of the charges must equal the magnitude of the product of the masses.
(B) The magnitude of the product of the charges must be much less than the magnitude of the product of the masses.
(C) The magnitude of the product of the charges must be much greater than the magnitude of the product of the masses.
(D) The charges must be equal and the masses must be equal.

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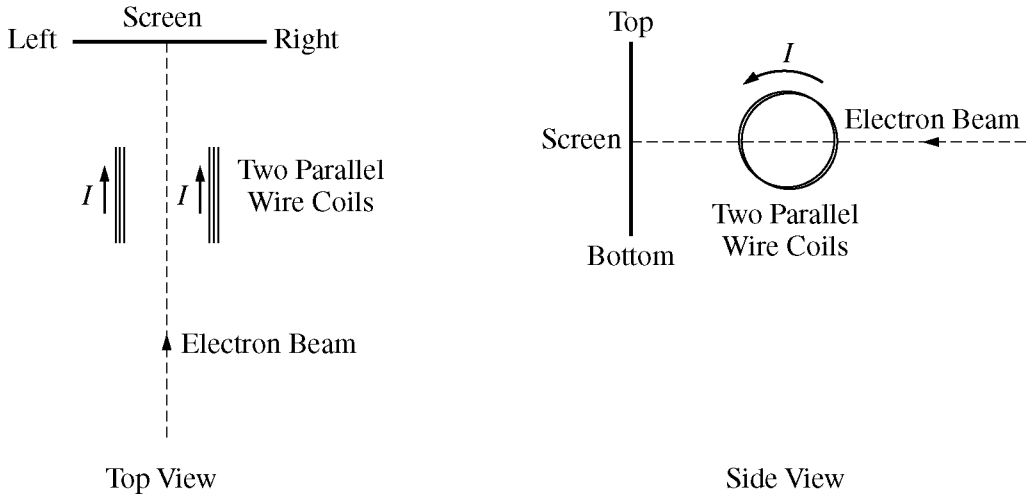

42. A beam of electrons travels between two parallel wire coils, as shown in the figures above. When the coils carry no current, the electron beam is undeflected and hits the center of the screen, as indicated by the dashed line. When a constant current I in the indicated direction is created in the coils, the electron beam is deflected toward which edge of the screen?

(A) The top
(B) The bottom
(C) The left
(D) None; it is not deflected.

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43. An absorption spectrum, observed for light traveling through interstellar gases, appears as a broad spectrum of light with isolated dark lines at frequencies characteristic of the molecules in the gases. Which of the following is primarily responsible for the location of the dark absorption lines in the spectrum?

(A) The characteristic velocities of the molecules in the gas
(B) The transition of electrons between discrete energy states within the gas molecules
(C) The percent of the gas molecules that were ionized by absorption of energy
(D) The fluctuations in density of molecules present in the interstellar gas cloud

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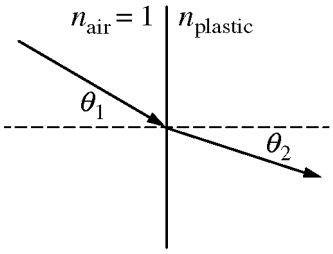
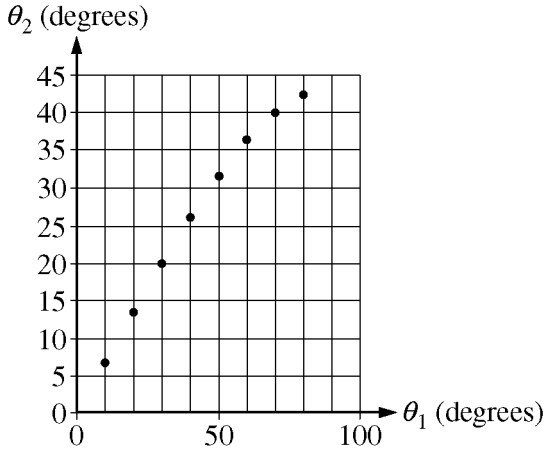
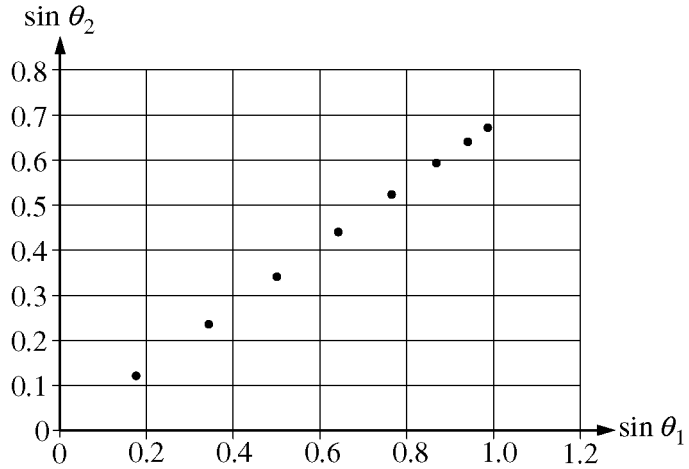


Figure 1

44. A student performs an experiment to determine the index of refraction of a plastic block. The student shines a laser beam from air ($n_{air} = 1$) into a piece of plastic ($n_{plastic}$) at an angle of incidence θ_1 and measures the angle of refraction θ_2, as shown in Figure 1 above. Measurements are taken as θ_1 is increased. From the data the student produces the two graphs shown below.



Graph 1



Graph 2

Which of the following is equal to the index of refraction of the plastic block?

(A) The slope of the best-fit line for graph 1
(B) The slope of the best-fit line for graph 2
(C) The inverse of the slope of the best-fit line for graph 1
(D) The inverse of the slope of the best-fit line for graph 2

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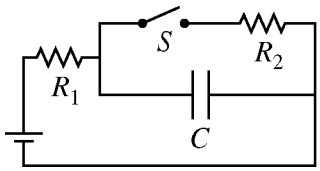

45. In the circuit represented above, two resistors (R_1 and R_2), a capacitor C, and an open switch S are connected to a battery. The circuit reaches equilibrium. The switch is then closed, and the circuit is allowed to come to a new equilibrium. Which of the following is a true statement about the energy stored in the capacitor after the switch is closed compared with the energy stored in the capacitor before the switch is closed?

(A) The energy is greater.
(B) The energy is less.
(C) The energy is the same.
(D) The energy cannot be determined without knowing the resistances of the resistors.

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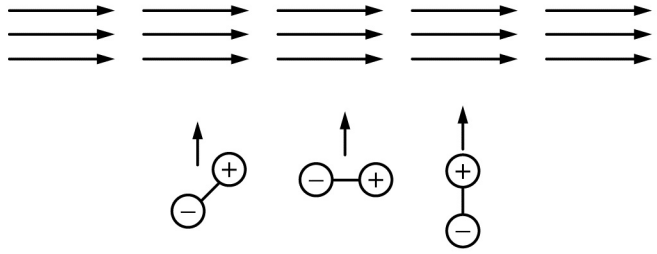
Directions: For each of the questions or incomplete statements below, two of the suggested answers will be correct. For each of these questions, you must select both correct choices to earn credit. No partial credit will be earned if only one correct choice is selected. Select the two that are best in each case and then enter both of the appropriate letters in the corresponding space on the answer sheet.



46. The figure above represents part of a student's experiment in which polar molecules are moving toward the top of the page at high speed. The molecules are modeled as atoms with a positive and a negative charge connected by a molecular bond. The molecules pass through a narrow region of uniform electric field directed to the right. Since the molecules have no net charge, the student expects that the field will have no effect on them and is puzzled to find that the molecules have a higher average energy when they emerge on the other side of the field. Which of the following could explain the student's observation? Select two answers.

    (A) Since some molecules enter the field aligned at an angle to the field—like the molecule on the left—the field exerts a torque on them, which causes them to rotate and gives them rotational kinetic energy.
    (B) Since the molecules are polar, they behave as if they have a net charge. The field exerts a net force on them that does work and gives them linear kinetic energy.
    (C) Since some molecules enter the field aligned parallel to its direction—like the molecule in the middle—the field exerts forces in opposite directions on the two atoms, which stretches the molecular bonds and gives the molecules internal energy.
    (D) Since some molecules enter the field aligned perpendicular to its direction—like the molecule on the right—the field exerts forces in opposite directions on the two atoms. The force on the positive charge is greater, so the net force does work and gives them linear kinetic energy.

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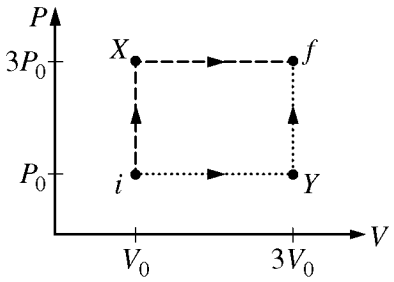
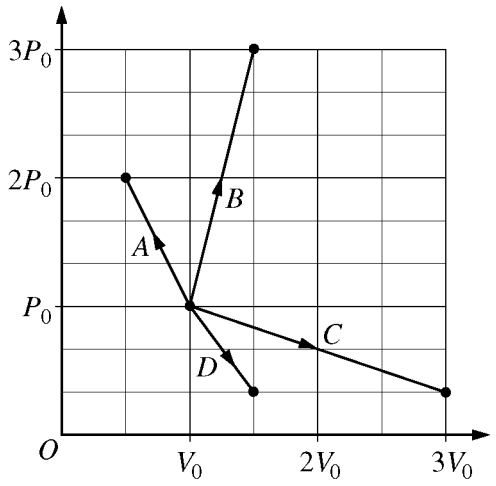


47. A sample of an ideal gas can be taken from state *i* to state *f* via two processes, as shown in the above graph of pressure *P* versus volume *V*. In one process the gas goes through state *X*, and in the other process the gas goes through state *Y*. Which of the following will be the same for both processes? Select two answers.

(A) The change in the internal energy of the gas
(B) The temperature of the gas at the end of the process
(C) The thermal energy transferred to the gas by heating
(D) The work done on the gas



48. Identical samples of gas initially have pressure P_0, volume V_0, and temperature T_0. In some experiments, students take samples through each of the processes shown in the graph above. The final temperature is equal to the initial temperature for which of the processes? Select two answers.

(A) *A*
(B) *B*
(C) *C*
(D) *D*

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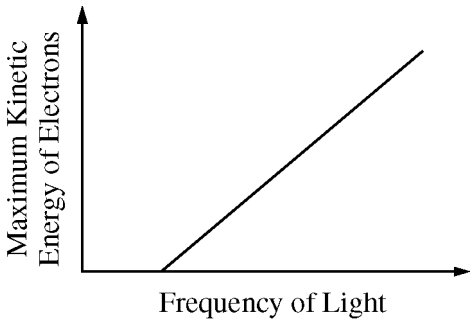
49. A beam of electrons is moving at a speed of 6×10^6 m/s. If the beam is incident on each of the following objects, for which of the objects will diffraction be observed? Select two answers.

(A) A human hair (diameter about 10^{-5} m)
(B) A metal crystal (interatomic spacing about 10^{-10} m)
(C) A nanometer-width slit (size about 10^{-9} m)
(D) A narrow paper strip (width about 10^{-3} m)



50. The graph above shows the maximum kinetic energy of electrons released in the photoelectric effect as a function of the frequency of the incident light. This graph is often used as evidence of the particle nature of light. The graph supports which of the following statements? Select two answers.

(A) The number of photoelectrons increases as the frequency increases.
(B) There is a threshold frequency below which no photoemission occurs.
(C) The energy of photoelectrons depends on the energy of the incoming light.
(D) The intensity of the incoming light determines whether photoemission occurs.

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S T O P

END OF SECTION I

**IF YOU FINISH BEFORE TIME IS CALLED,
YOU MAY CHECK YOUR WORK ON THIS SECTION.**

DO NOT GO ON TO SECTION II UNTIL YOU ARE TOLD TO DO SO.

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AP® Physics 2 Practice Exam

SECTION II: Free Response

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Total Time
90 minutes
Number of Questions
4
Percent of Total Score
50%
Writing Instrument
Either pencil or pen with black or dark blue ink
Electronic Device
Calculator allowed
Suggested Time
Approximately 25 minutes each for questions 2 and 3 and 20 minutes each for questions 1 and 4
Weight
Approximate weights:
Questions 2 and 3: 26% each
Questions 1 and 4: 23% each

IMPORTANT Identification Information

PLEASE PRINT WITH PEN:

1. First two letters of your last name ☐☐
   First letter of your first name ☐
2. Date of birth
   ☐☐ Month ☐☐ Day ☐☐☐☐ Year
3. Six-digit school code
   ☐☐☐☐☐☐
4. Unless I check the box below, I grant the College Board the unlimited right to use, reproduce, and publish my free-response materials, both written and oral, for educational research and instructional purposes. My name and the name of my school will not be used in any way in connection with my free-response materials. I understand that I am free to mark "No" with no effect on my score or its reporting.
   No, I do not grant the College Board these rights. ☐

Instructions

The questions for Section II are printed in this booklet. You may use any blank space in the booklet for scratch work, but you must write your answers in the spaces provided for each answer. A table of information and lists of equations that may be helpful are in the booklet. Calculators, rulers, and straightedges may be used in this section.

All final numerical answers should include appropriate units. Credit for your work depends on demonstrating that you know which physical principles would be appropriate to apply in a particular situation. Therefore, you should show your work for each part in the space provided after that part. If you need more space, be sure to clearly indicate where you continue your work. Credit will be awarded only for work that is clearly designated as the solution to a specific part of a question. Credit also depends on the quality of your solutions and explanations, so you should show your work.

Write clearly and legibly. Cross out any errors you make; erased or crossed-out work will not be scored. You may lose credit for incorrect work that is not crossed out.

Manage your time carefully. You may proceed freely from one question to the next. You may review your responses if you finish before the end of the exam is announced.

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AP® PHYSICS 2 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	1 electron volt,	1 eV $= 1.60 \times 10^{-19}$ J
Electron mass,	$m_e = 9.11 \times 10^{-31}$ kg	Speed of light,	$c = 3.00 \times 10^{8}$ m/s
Avogadro's number,	$N_0 = 6.02 \times 10^{23}$ mol^{-1}	Universal gravitational constant,	$G = 6.67 \times 10^{-11}$ m^3/kg·s^2
Universal gas constant,	$R = 8.31$ J/(mol·K)	Acceleration due to gravity at Earth's surface,	$g = 9.8$ m/s^2
Boltzmann's constant,	$k_B = 1.38 \times 10^{-23}$ J/K		

1 unified atomic mass unit,	1 u $= 1.66 \times 10^{-27}$ kg $= 931$ MeV/c^2
Planck's constant,	$h = 6.63 \times 10^{-34}$ J·s $= 4.14 \times 10^{-15}$ eV·s
	$hc = 1.99 \times 10^{-25}$ J·m $= 1.24 \times 10^{3}$ eV·nm
Vacuum permittivity,	$\varepsilon_0 = 8.85 \times 10^{-12}$ C^2/N·m^2
Coulomb's law constant,	$k = 1/4\pi\varepsilon_0 = 9.0 \times 10^{9}$ N·m^2/C^2
Vacuum permeability,	$\mu_0 = 4\pi \times 10^{-7}$ (T·m)/A
Magnetic constant,	$k' = \mu_0/4\pi = 1 \times 10^{-7}$ (T·m)/A
1 atmosphere pressure,	1 atm $= 1.0 \times 10^{5}$ N/m^2 $= 1.0 \times 10^{5}$ Pa

UNIT SYMBOLS								
	meter,	m	mole,	mol	watt,	W	farad,	F
	kilogram,	kg	hertz,	Hz	coulomb,	C	tesla,	T
	second,	s	newton,	N	volt,	V	degree Celsius,	°C
	ampere,	A	pascal,	Pa	ohm,	Ω	electron volt,	eV
	kelvin,	K	joule,	J	henry,	H		

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. In all situations, positive work is defined as work done on a system.
III. The direction of current is conventional current: the direction in which positive charge would drift.
IV. Assume all batteries and meters are ideal unless otherwise stated.
V. Assume edge effects for the electric field of a parallel plate capacitor unless otherwise stated.
VI. For any isolated electrically charged object, the electric potential is defined as zero at infinite distance from the charged object.

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AP® PHYSICS 2 EQUATIONS

MECHANICS

$v_x = v_{x0} + a_x t$

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

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

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

$\left|\vec{F}_f\right| \le \mu\left|\vec{F}_n\right|$

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

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

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

$K = \frac{1}{2}mv^2$

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

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

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

$\omega = \omega_0 + \alpha t$

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

$x_{cm} = \frac{\sum m_i x_i}{\sum m_i}$

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

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

$L = I\omega$

$\Delta L = \tau\,\Delta t$

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

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

a = acceleration
d = distance
E = energy
F = force
f = frequency
h = height
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 = speed
W = work done on a system
x = position
α = angular acceleration
μ = coefficient of friction
θ = angle
τ = torque
ω = angular speed

$U_s = \frac{1}{2}kx^2$

$\Delta U_g = mg\,\Delta y$

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

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

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

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

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

$U_G = -\frac{Gm_1 m_2}{r}$

ELECTRICITY AND MAGNETISM

$\left|\vec{F}_E\right| = \frac{1}{4\pi\varepsilon_0}\frac{|q_1 q_2|}{r^2}$

$\vec{E} = \frac{\vec{F}_E}{q}$

$\left|\vec{E}\right| = \frac{1}{4\pi\varepsilon_0}\frac{|q|}{r^2}$

$\Delta U_E = q\Delta V$

$V = \frac{1}{4\pi\varepsilon_0}\frac{q}{r}$

$\left|\vec{E}\right| = \left|\frac{\Delta V}{\Delta r}\right|$

$\Delta V = \frac{Q}{C}$

$C = \kappa\varepsilon_0\frac{A}{d}$

$E = \frac{Q}{\varepsilon_0 A}$

$U_C = \frac{1}{2}Q\Delta V = \frac{1}{2}C(\Delta V)^2$

$I = \frac{\Delta Q}{\Delta t}$

$R = \frac{\rho\ell}{A}$

$P = I\,\Delta V$

$I = \frac{\Delta V}{R}$

$R_s = \sum_i R_i$

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

$C_p = \sum_i C_i$

$\frac{1}{C_s} = \sum_i \frac{1}{C_i}$

$B = \frac{\mu_0}{2\pi}\frac{I}{r}$

A = area
B = magnetic field
C = capacitance
d = distance
E = electric field
$\mathcal{E}$ = emf
F = force
I = current
ℓ = length
P = power
Q = charge
q = point charge
R = resistance
r = separation
t = time
U = potential (stored) energy
V = electric potential
v = speed
ρ = resistivity
θ = angle
Φ = flux

$\vec{F}_M = q\vec{v} \times \vec{B}$

$\left|\vec{F}_M\right| = |q\vec{v}||\sin\theta|\left|\vec{B}\right|$

$\vec{F}_M = I\vec{\ell} \times \vec{B}$

$\left|\vec{F}_M\right| = \left|I\vec{\ell}\right||\sin\theta|\left|\vec{B}\right|$

$\Phi_B = \vec{B} \bullet \vec{A}$

$\Phi_B = \left|\vec{B}\right|\cos\theta\left|\vec{A}\right|$

$\mathcal{E} = -\frac{\Delta\Phi_B}{\Delta t}$

$\mathcal{E} = B\ell v$

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AP® PHYSICS 2 EQUATIONS

FLUID MECHANICS AND THERMAL PHYSICS

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

$P = \frac{F}{A}$

$P = P_0 + \rho g h$

$F_b = \rho V g$

$A_1 v_1 = A_2 v_2$

$P_1 + \rho g y_1 + \frac{1}{2}\rho {v_1}^2 = P_2 + \rho g y_2 + \frac{1}{2}\rho {v_2}^2$

$\frac{Q}{\Delta t} = \frac{kA\,\Delta T}{L}$

$PV = nRT = Nk_BT$

$K = \frac{3}{2}k_BT$

$W = -P\Delta V$

$\Delta U = Q + W$

A = area
F = force
h = depth
k = thermal conductivity
K = kinetic energy
L = thickness
m = mass
n = number of moles
N = number of molecules
P = pressure
Q = energy transferred to a system by heating
T = temperature
t = time
U = internal energy
V = volume
v = speed
W = work done on a system
y = height
ρ = density

MODERN PHYSICS

$E = hf$

$K_{\max} = hf - \phi$

$\lambda = \frac{h}{p}$

$E = mc^2$

E = energy
f = frequency
K = kinetic energy
m = mass
p = momentum
λ = wavelength
ϕ = work function

WAVES AND OPTICS

$\lambda = \frac{v}{f}$

$n = \frac{c}{v}$

$n_1 \sin\theta_1 = n_2 \sin\theta_2$

$\frac{1}{s_i} + \frac{1}{s_o} = \frac{1}{f}$

$|M| = \left|\frac{h_i}{h_o}\right| = \left|\frac{s_i}{s_o}\right|$

$\Delta L = m\lambda$

$d\sin\theta = m\lambda$

d = separation
f = frequency or focal length
h = height
L = distance
M = magnification
m = an integer
n = index of refraction
s = distance
v = speed
λ = wavelength
θ = angle

GEOMETRY AND TRIGONOMETRY

Rectangle
$A = bh$

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

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

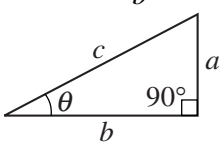
Rectangular solid
$V = \ell w h$

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
$c^2 = a^2 + b^2$
$\sin\theta = \frac{a}{c}$
$\cos\theta = \frac{b}{c}$
$\tan\theta = \frac{a}{b}$



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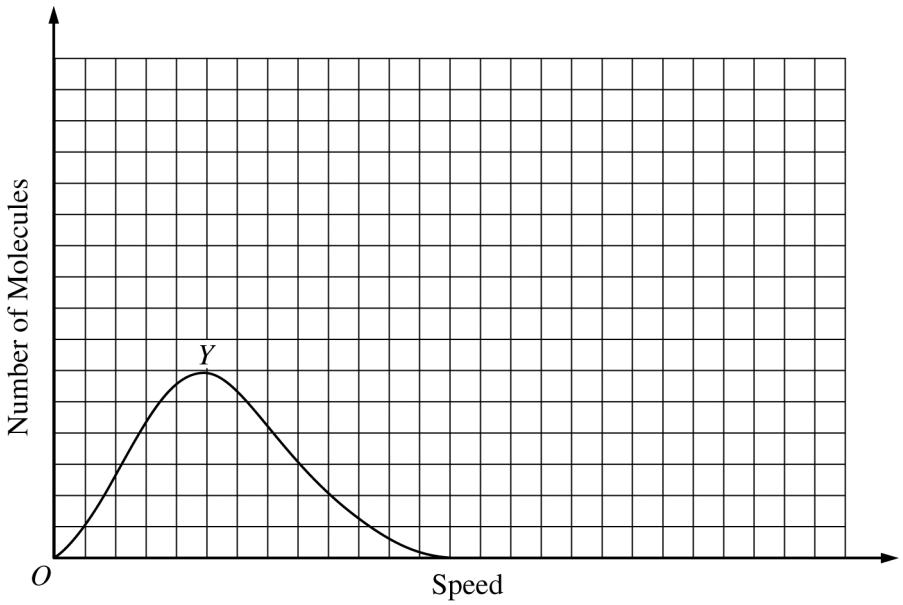
PHYSICS 2
Section II
4 Questions
Time—90 minutes

Directions: Questions 2 and 3 are long free-response questions that require about 25 minutes each to answer and are worth 12 points each. Questions 1 and 4 are short free-response questions that require about 20 minutes each to answer and are worth 10 points each. Show your work for each part in the space provided after that part.

1. (10 points, suggested time 20 minutes)
Three samples of a gas, *X*, *Y*, and *Z*, are prepared. Each sample contains the same number of molecules, but the samples are at different temperatures. The temperature of sample *X* is T_X, the temperature of sample *Y* is lower than that of sample *X*, and the temperature of sample *Z* is lower than that of sample *Y* $(T_X > T_Y > T_Z)$.

   (a) The graph below shows the distribution of the speeds of the molecules in sample *Y*. On the graph, sketch and label possible distributions for sample *X* and sample *Z*.



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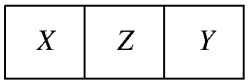
The three samples with initial temperatures $T_X > T_Y > T_Z$ are placed in thermal contact, with sample Z in the middle, as shown below, and the samples are insulated from their surroundings. The samples can exchange thermal energy but not gas molecules. The samples eventually reach equilibrium, with a final temperature greater than T_Y.



(b) In a few sentences, describe the change over time in the average kinetic energy of the molecules of each sample, from initial contact until they reach equilibrium. Explain how these changes relate to the energy flow between the pairs of samples that are in contact.

Sample X

Sample Y

Sample Z

(c) Indicate whether the net entropy of sample X increases, decreases, or remains the same as a result of the process of reaching equilibrium.

____ Increases ____ Decreases ____ Remains the same

Justify your answer at the microscopic level.

(d) For the three-sample system, indicate whether the entropy of the system increases, decreases, or remains the same.

____ Increases ____ Decreases ____ Remains the same

Justify your answer.

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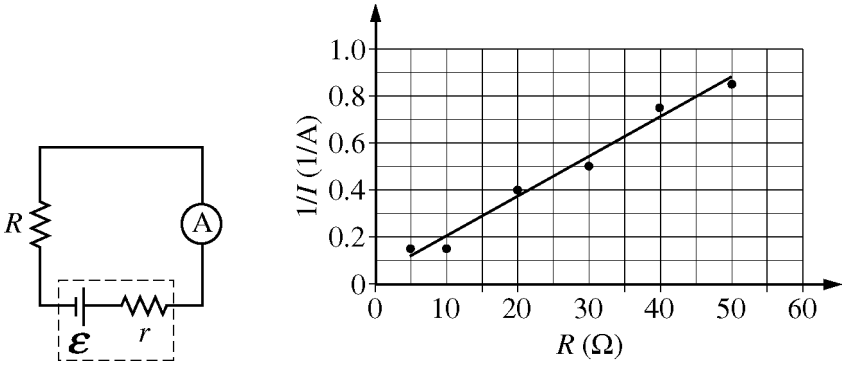

2. (12 points, suggested time 25 minutes)
Students are given some resistors with various resistances, a battery with internal resistance, and an ammeter. They are asked to determine the emf $\mathcal{E}$ and internal resistance r of the battery using just this equipment. Working with the circuit shown above, they insert each resistor into the circuit and measure the current I in the circuit each time they insert a resistor. From their data, the students generate a graph of $1/I$ as a function of the resistance R of each resistor, as shown above.

(a)

i. Write an algebraic equation describing the circuit that includes $\mathcal{E}$, R, r, and I.

ii. Use your equation and the graph to calculate the emf of the battery and the internal resistance of the battery.

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The students are now given a voltmeter and a new resistor *X* to use with the resistors, battery, and ammeter they already have. They are asked to determine whether resistor *X* is ohmic.

(b)

i. Using standard symbols for circuit elements, as in the previously shown circuit, draw a diagram of a circuit that the students could use to determine whether resistor *X* is ohmic, including the appropriate placement of the meters. Clearly label your diagram.

ii. Describe the procedure you would use with your circuit to get enough data to determine whether resistor *X* is ohmic.

iii. What would you graph using your data, and what would you look for on your graph to determine whether resistor *X* is ohmic?

(c) Would your procedure or data analysis in part (b) need to be different if the internal resistance of the battery was nonohmic? Justify your answer.

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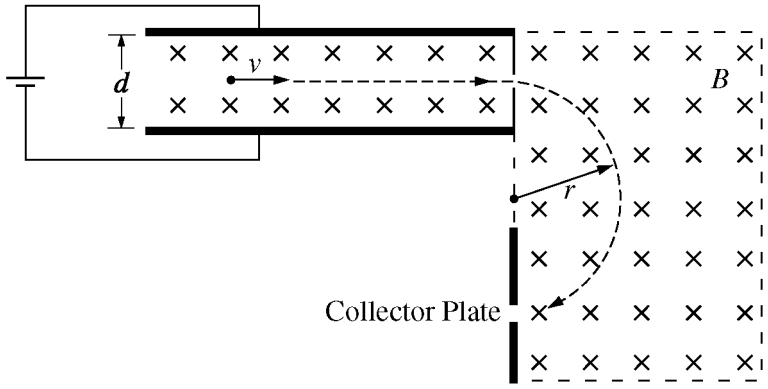

3. (12 points, suggested time 25 minutes)

A particle with unknown mass and charge is projected into the apparatus shown above. The particle moves with constant speed v as it passes undeflected through a pair of parallel plates, as shown above. The plates are separated by a distance d, and a constant potential difference V is maintained between them. A uniform magnetic field of magnitude B directed into the page exists both in the region between the plates and in the region to the right of the plates that is enclosed by the dashed lines. In the region to the right of the plates, the particle's path is circular with radius r. Assume the effects of gravity are negligible compared to other forces.

(a) Explain why the particle moves through the parallel plates undeflected in terms of the forces exerted on the particle.

(b) What is the sign of the charge on the particle? Justify your answer.

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A magnetic field of 0.30 T is applied with the plate separation at 5.0×10^{-3} m . Singly ionized particles with various speeds enter the region between the plates, and only those with speed 2.0×10^{6} m/s are undeflected as they pass between the plates. These particles then reach the collector plate a distance of 0.42 m below the point at which they left the region between the parallel plates.

(c) Based on your explanation in part (a), derive an algebraic expression for the potential difference that must be applied to produce the motion of the undeflected particles. Use that expression to calculate the numerical value of the potential difference.

(d) By analyzing the circular part of the motion, derive an algebraic expression for the mass of the particles. Use that expression to calculate a numerical value for the mass.

(e) A scientist wants to use the apparatus to separate singly ionized atoms of ^{12}C and ^{14}C in order to use the ^{14}C in radiocarbon dating. Describe how the motion of the two isotopes of carbon in both regions of the apparatus leads to their separation, appropriately relating your description to the algebraic equations you wrote in parts (c) and (d).

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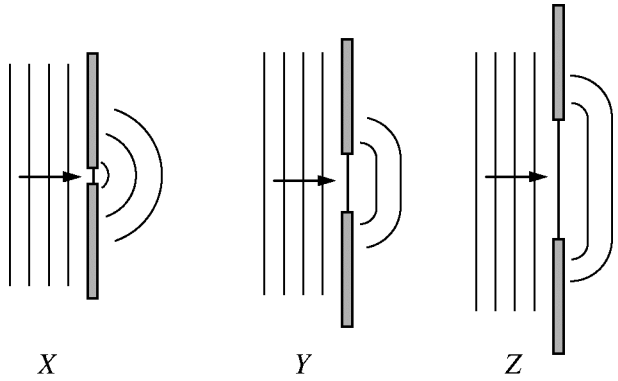

4. (10 points, suggested time 20 minutes)
The figures above labeled *X*, *Y*, and *Z* represent plane waves of the same wavelength incident on barriers that have openings of different sizes. Also shown are the shapes of the wave fronts beyond the barriers.

(a) One model of waves treats every point on a wave front as a point source. Give a clear, coherent, paragraph-length description of how this model can be used to explain the shape of the wave fronts beyond the barriers.

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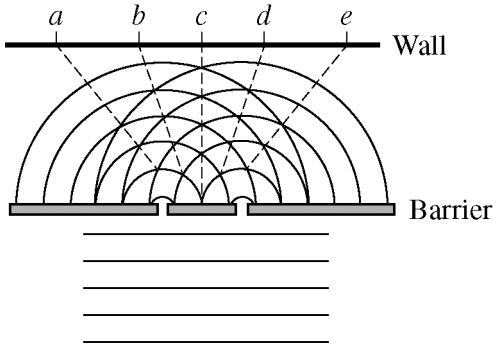
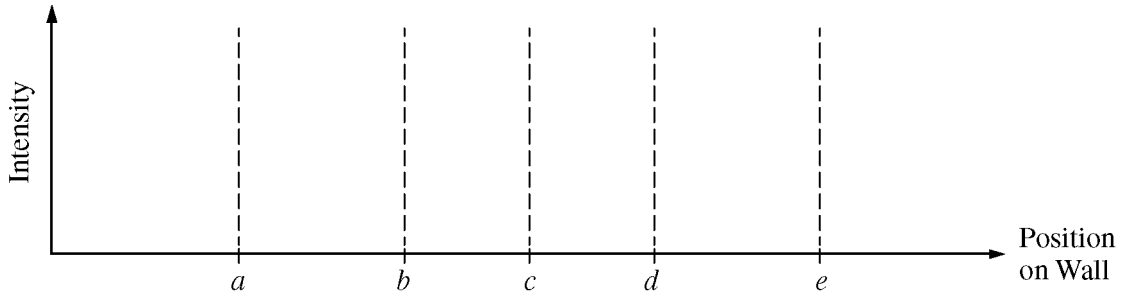


The figure above represents another plane wave incident on a barrier with two identical openings, creating an interference pattern on the wall. Some positions in the pattern on the wall are labeled.

(b) In a few sentences, describe how the point-source model described in part (a) and the figure above can be used to explain the formation of the interference pattern on the wall.

(c) On the axes below, sketch the intensity of the waves that are incident on the wall. The labels correspond to the positions noted in the figure above.



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S T O P

END OF EXAM

**IF YOU FINISH BEFORE TIME IS CALLED,
YOU MAY CHECK YOUR WORK ON THIS SECTION.**