2022

AP® Physics 1: Algebra-Based Free-Response Questions Answers

Que-1 $mgh = \frac{1}{2} k x^2$

Que-2 $F = \frac{G m_1 m_2}{r^2}$

Que-3 $KE_T = \frac{1}{2} m v^2$

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

Que-4 $F_{ext} = \frac{dP}{dt}$, $F_{ext} = 0$

$P = \text{constant}$

Que-5 $T = 2\pi \sqrt{\frac{m}{k}}$

$mg = k(\Delta x)$

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,	$k = 1/4\pi\varepsilon_0 = 9.0 \times 10^9$ N•m^2/C^2
Electron mass,	$m_e = 9.11 \times 10^{-31}$ kg	Universal gravitational constant,	$G = 6.67 \times 10^{-11}$ m^3/kg•s^2
Speed of light,	$c = 3.00 \times 10^8$ m/s	Acceleration due to gravity at Earth's surface,	$g = 9.8$ 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

$v_x = v_{x0} + a_x t$

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

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

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

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

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

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

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

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

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

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

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

$\omega = \omega_0 + \alpha t$

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

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

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

$L = I\omega$

$\Delta L = \tau \Delta t$

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

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

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

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

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
$V = \ell wh$

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

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

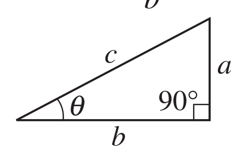
A = area
C = circumference
V = volume
S = surface area
b = base
h = height
ℓ = length
w = width
r = radius

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

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

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

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



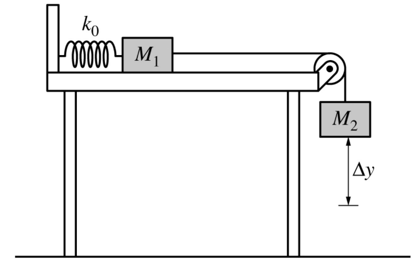
Begin your response to QUESTION 1 on this page.

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.

(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.

Block (B) speeds up because force of gravity is greater than tension. It slows to momentarily stops some time after tension exceeds gravity which causes it to accelerate opposite direction as its velocity.

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.

Apply conservation of energy.

$$M_2 g (\Delta y) = \frac{1}{2} k_0 (\Delta y)^2$$

$$\Delta y = \frac{2 M_2 g}{k_0}$$

(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.

→ No external force is involved

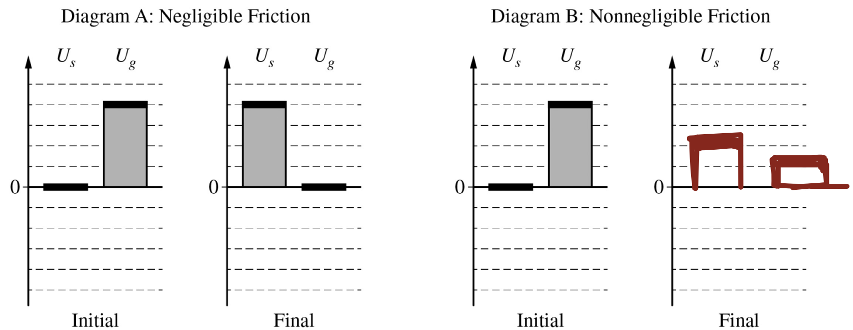
No energy dissipiated by the friction.

So total mechanical energy is the same.

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, Us and Ug, 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.

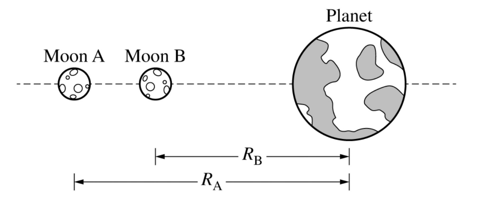


← some energy goes in the form of heat

(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.

Begin your response to QUESTION 2 on this page.

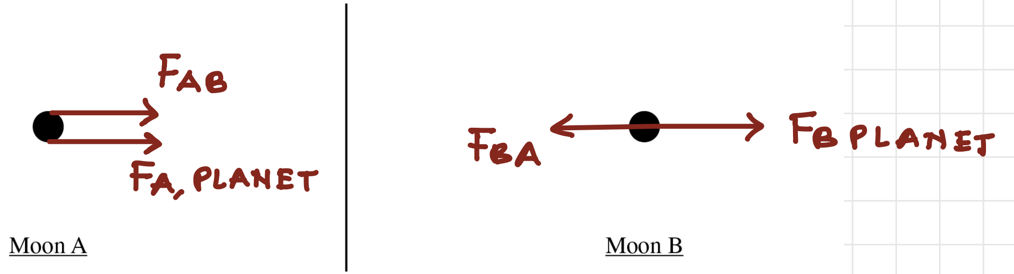


Note: Figure not drawn to scale.

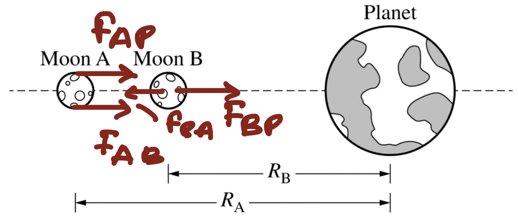
2. (12 points, suggested time 25 minutes)

Two identical moons, Moon A and Moon B, orbit a planet. The mass m_o 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.



Note: Figure not drawn to scale.

$$F_A = F_{A,PLANET} + F_{AB}$$

$$F_B = F_{BP} - F_{BA}$$

$$|F_A| > |F_B|$$

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.

$$F = \frac{G M_m M_p}{r^2} \Rightarrow F \propto 1/r^2$$

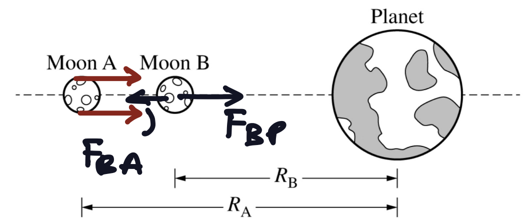
$$R_A > R_B$$

$$F_{BP} > F_{AP}$$

If Moon B is very much nearer to the planet and Moon A is very much farther away from planet then $F_{net}|_B$ could be larger than $F_{net}|_A$

(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



Note: Figure not drawn to scale.

$$F_A = F_{AP} + F_{AB}$$

$$= \frac{G m_0 m_p}{R_A^2} + \frac{G m_0^2}{(R_A - R_B)^2}$$

$$= G m_0 \left(\frac{m_p}{R_A^2} - \frac{m_0}{(R_A - R_B)^2} \right)$$

$$F_B = F_{BP} - F_{BA}$$

$$= \frac{G m_0 m_p}{R_B^2} - \frac{G m_0^2}{(R_A - R_B)^2} = G m_0 \left(\frac{m_p}{R_B^2} - \frac{m_0}{(R_A - R_B)^2} \right)$$

(d)

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

✓ Yes ___ No

Explain your reasoning.

Yes., $F_A|_{NET}$ both forces terms same sign so they add, while for net force on moon B, the two terms have opposite sign so they have cancelling effect.

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

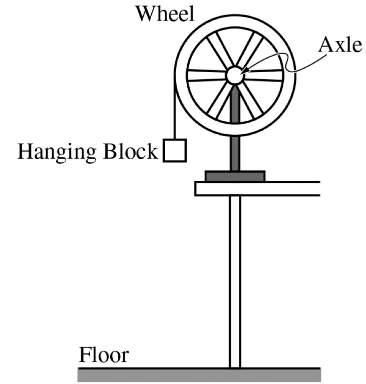
✓ Yes ___ No

Explain your reasoning.

$F \propto 1/r^2$

if r decreases then F_B exterted on MOON B will increase

Begin your response to QUESTION 3 on this page.



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.

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
MASS (BLOCK)	m_B	Mass Balance
DISTANCE that block falls	d	Meter scale
Time for block to fall	t_B	stop-watch

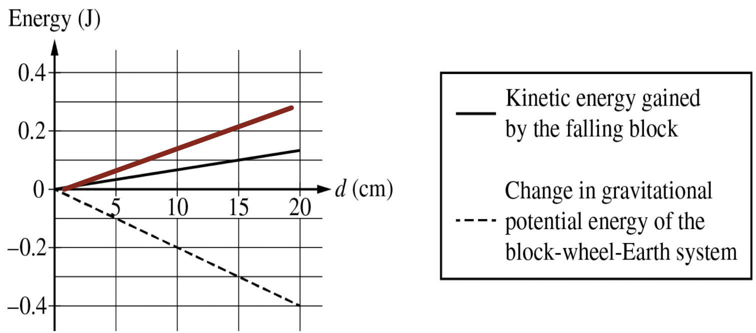
Procedure (and diagram, if needed)

1 — Measure the mass by mass balance
2 — Measure d by metre scale
3 — Release the block and start stop watch
4 — Stop the stop watch time t_B
5 — Record d and t_B.

(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).

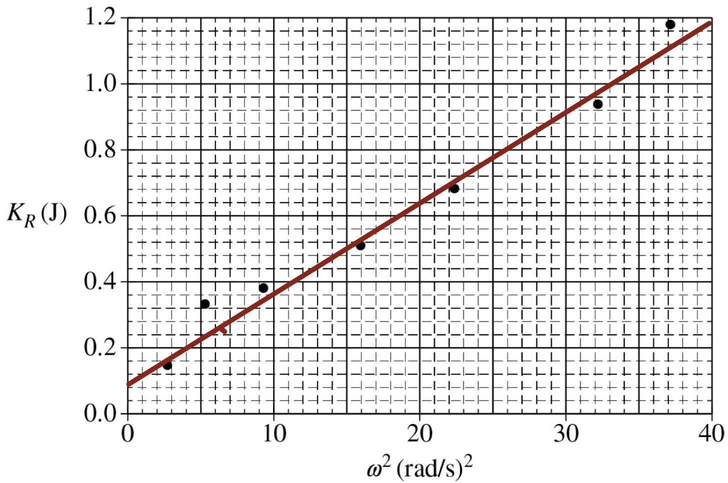
Find $v = \frac{d}{t}$

then $KE = \frac{1}{2} m v^2$



(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.



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

$\frac{k_R}{\omega^2} = \frac{I}{2}$

↳ slope of the graph.

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.

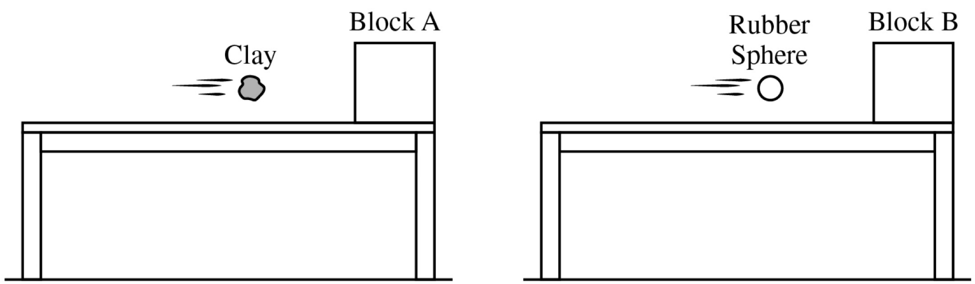
$$\text{slope} = \frac{1.04 - .20}{35 - 2.5} = .0258 \text{ kg-m}^2 = I/2$$

$$I = 2 \times \text{slope} = 2(.0258) = .0517 \text{ kg m}^2$$

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.

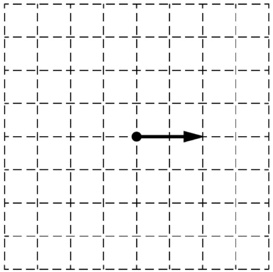
In Case A, the clay sticks to Block A after the collision. In Case B, the rubber sphere bounces off of Block B after the collision.



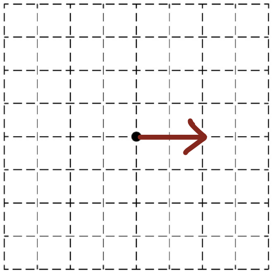
Case A: Clay and Block A Before Collision

Case B: Rubber Sphere and Block B Before Collision

(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.



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

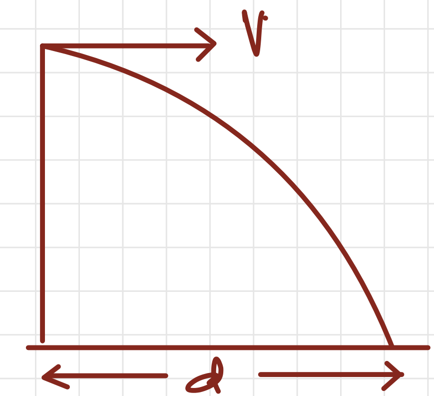


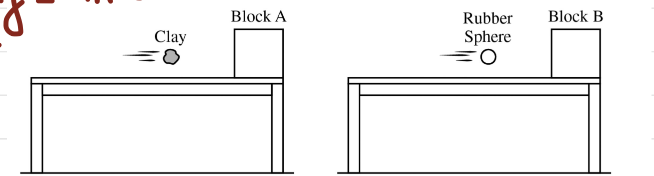
Case B: Momentum of Sphere-Block System Immediately After Collision

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.

Let
m = mass of clay = mass of Rubber sphere
u → initial velocity





Case A: Clay and Block A Before Collision

Case B: Rubber Sphere and Block B Before Collision

$d = V(t)$

given { Initial momentum $= m(u)$

Final momentum { $mu = (m + M_A)V$

$V = \frac{mu}{(m+M_A)}$

Initial momentum $= mu$

$mu = -mV_1 + M_B V'$

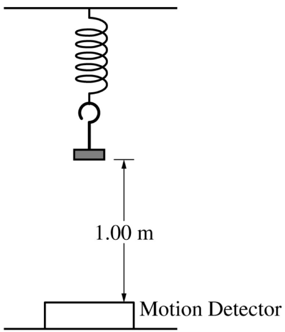
$V' = \frac{mu + mV_1}{M_B}$

$V' > V$ (time is same for both the cases to come down because vertical vel = 0)

Since $V' > V$

$d_B > d_A$

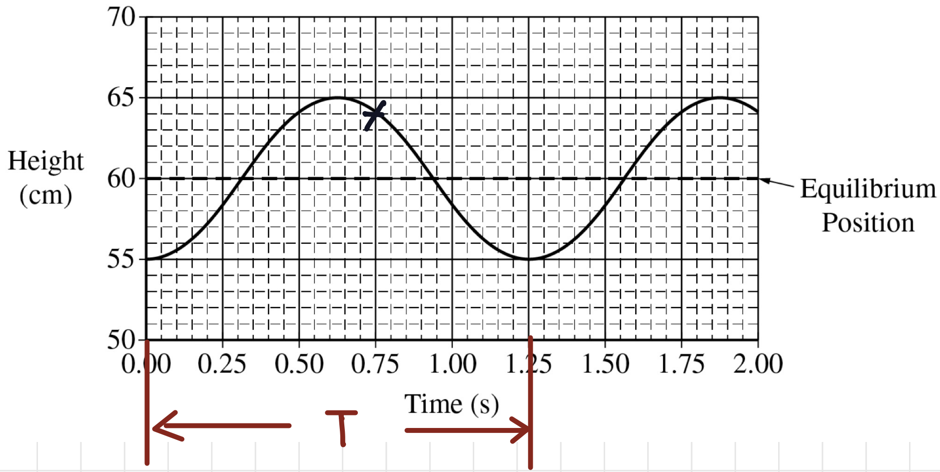
Begin your response to QUESTION 5 on this page.



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.

Continue your response to QUESTION 5 on this page.



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

$$T = 1.25 = 2\pi\sqrt{\frac{m}{k}}$$

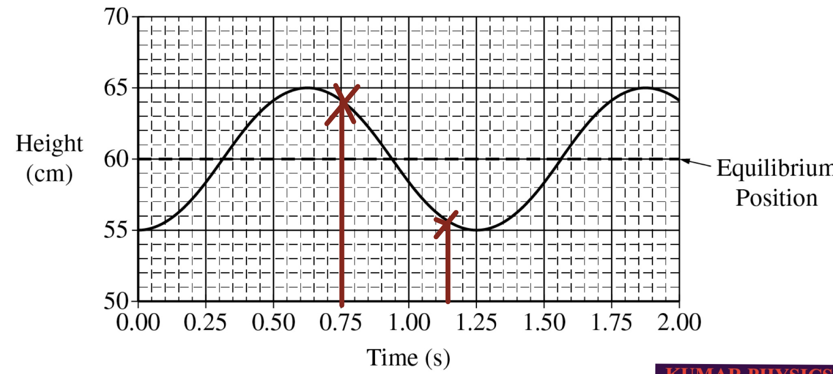
$$T^2 = 4\pi^2\left(\frac{m}{k}\right) \Rightarrow k = \frac{4\pi^2 m}{T^2} = \frac{4 \times (3.14)^2 \times 0.50}{(1.25)^2}$$

$$= 12.6 \text{ N/m}$$

(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.

object is the same distance from equilibrium at both the times, so that KE in both the cases will be same.



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

TE = (KE) + (PE)

TE → same; KE → same; → Then PE will also be same.

Continue your response to QUESTION 5 on this page.

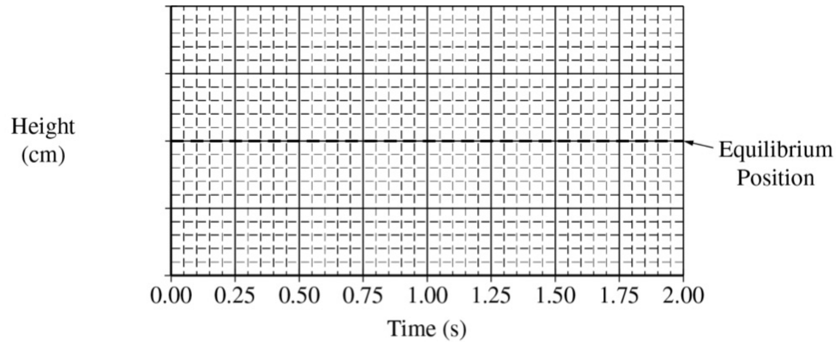
(c) The experiment is repeated with a spring of spring constant $4K_0$ and that has the same length as the original spring. The 0.50 kg object is hung from the new spring and allowed to come to rest at a new equilibrium position.

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

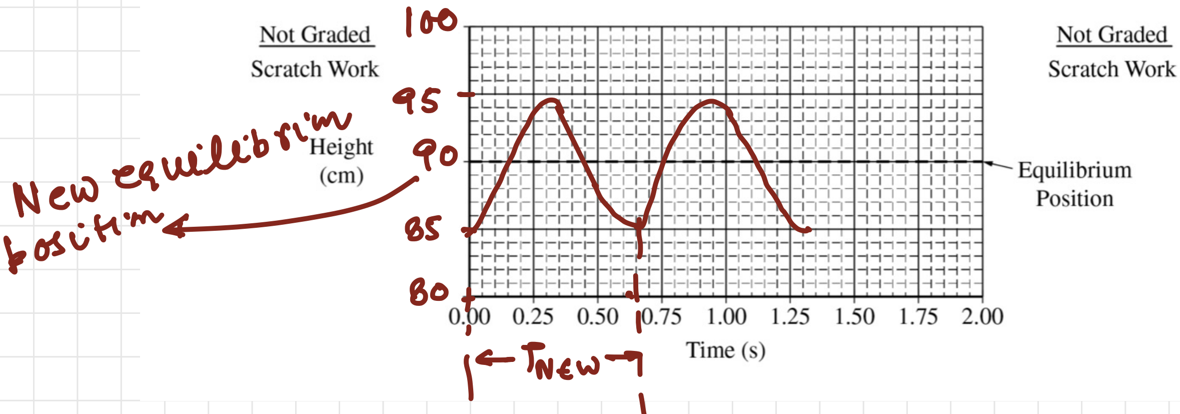
$$mg = (4K_0)x \Rightarrow x = \frac{mg}{4K_0} = \frac{0.5 \times 9.8}{4 \times 12.6}$$

$$= 0.097\ m$$

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.



New time period

$T/2 = \frac{1.25}{2}$ sec

Since k becomes 4 times then T will be halved

STOP

END OF EXAM

AP Physics 1 Algebra-Based-2022 Paper Solution

Many American Indians living in Texas, America, are associated with Science, Technology, Engineering,Mathematics and have done their education for India, whether it is India's IIT or India's AIIMS in Medical Science.
These American Indians, have worked very hard on their time and because of their hard work, these American Indians have gone to America and are posted there in a good position, but when it comes to their children, they get upset because There is no education like India in America at Junior level American school give more emphasis on extracurricular activity so their science part becomes weak, now when their children give advance placement exam, their grades are very less, now with the help of technology, you can take Online physics classes in texas India's renowned physics, online tutor, Kumar sir who now takes Online classes in Texas
Physics Tutor In Texas, IB Physics Tutor In Texas, AP Physics Tutor In Texas, Online Physics Tutor In Texas, Alevel Physics Tutor In Texas,