



ANSWERS

CHAPTER 1

- 1.1** $6 \times 10^{-3} \text{ N}$ (repulsive)
1.2 (a) 12 cm
(b) 0.2 N (attractive)
1.3 2.4×10^{30} . This is the ratio of electric force to the gravitational force (at the same distance) between an electron and a proton.
1.5 Charge is not created or destroyed. It is merely transferred from one body to another.
1.6 Zero N
1.8 (a) $5.4 \times 10^5 \text{ N/C}^{-1}$ along OB
(b) $8.1 \times 10^{-5} \text{ N}$ along OA
1.9 Total charge is zero. Dipole moment = $7.5 \times 10^{-6} \text{ C m}$ along z-axis.
1.10 10^{-4} N m
1.11 (a) 2×10^{12} , from wool to polythene.
(b) Yes, but of a negligible amount ($= 2 \times 10^{-18} \text{ kg}$ in the example).
1.12 (a) $1.5 \times 10^{-2} \text{ N}$
(b) 0.24 N
1.13 Charges 1 and 2 are negative, charge 3 is positive. Particle 3 has the highest charge to mass ratio.
1.14 (a) $30 \text{ Nm}^2/\text{C}$. (b) $15 \text{ Nm}^2/\text{C}$
1.15 Zero. The number of lines entering the cube is the same as the number of lines leaving the cube.
1.16 (a) 0.07 μC
(b) No, only that the net charge inside is zero.
1.17 $2.2 \times 10^5 \text{ N m}^2/\text{C}$
1.18 $1.9 \times 10^5 \text{ N m}^2/\text{C}$
1.19 (a) $-10^3 \text{ N m}^2/\text{C}$; because the charge enclosed is the same in the two cases.
(b) -8.8 nC
1.20 -6.67 nC
1.21 (a) $1.45 \times 10^{-3} \text{ C}$
(b) $1.6 \times 10^5 \text{ Nm}^2/\text{C}$
1.22 10 $\mu\text{C/m}$
1.23 (a) Zero. (b) Zero. (c) 1.9 N/C

Answer Key To Physics Classroom Convex

Dorothy M. Steele, Becki Cohn-Vargas



Answer Key To Physics Classroom Convex:

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Resources for Teaching Discrete Mathematics Brian Hopkins,2009 Hopkins collects the work of 35 instructors who share their innovations and insights about teaching discrete mathematics at the high school and college level The book s 9 classroom tested projects including building a geodesic dome come with student handouts solutions and notes for the instructor The 11 history modules presented draw on original sources such as Pascal s Treatise on the Arithmetical Triangle allowing students to explore topics in their original contexts Three articles address extensions of standard discrete mathematics content Two other articles explore pedagogy specifically related to discrete mathematics courses adapting a group discovery method to larger classes and using logic in encouraging students to construct proofs **Elementary Teacher's Classroom Science Demonstrations and Activities** David E. Hennessy,1964 **Documentation Abstracts** ,1995 **Research in Education** ,1969 **Resources in Education** ,1969 Physics Briefs ,1991 *A Catalog of Scientific Apparatus, Instruments and Supplies for the Teaching of Physics, Chemistry and the Natural Sciences in the Laboratory and Classroom* Central Scientific Company (Chicago, Ill.),1935 *Forthcoming Books* Rose Army,1999 **The software catalog microcomputers** Menu (Firm) (Fort Collins, Colo.),1989 **Proceedings** ,1997 **The American Mathematical Monthly** ,1983 Announcer American Association of Physics Teachers,2000 **The American School Board Journal** William George Bruce,William Conrad Bruce,Susanna Cocroft,1919 A periodical of school administration

The Nation's Schools Michael Vincent O'Shea,1961 Current Index to Journals in Education ,1998 **The**

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