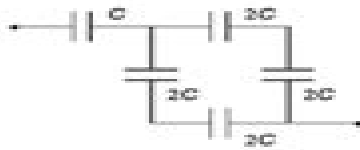


PHYSICS 2200 – PRACTICE MIDTERM with Answers

1) Determine the equivalent capacitance of the combination shown when $C = 24 \mu\text{F}$.



a. $20 \mu\text{F}$

b. $36 \mu\text{F}$

c. $16 \mu\text{F}$

d. $45 \mu\text{F}$

e. $27 \mu\text{F}$

Answer: C

2) In the figure, all the charges are point charges and the charge in the middle is $Q = -3.1 \text{ nC}$. For what charge q_1 will charge q_2 be in static equilibrium?



A) 12 nC

B) 6.2 nC

C) 3.1 nC

D) 25 nC

Answer: A

3) The figure shows two tiny 5.0-g spheres suspended from two very thin 1.0-m -long threads. The spheres repel each other after being charged to $+91 \text{ nC}$ and hang at rest as shown. What is the angle θ ? ($k = 1/4\pi\epsilon_0 = 8.99 \times 10^9 \text{ N} \cdot \text{m}^2/\text{C}^2$)

A) 4.1°

B) 8.2°

C) 12°

D) 16°

Answer: A

4) In the figure $Q = 5.8 \text{ nC}$ and all other quantities are accurate to 2 significant figures. What is the magnitude of the force on the charge Q ? ($k = 1/4\pi\epsilon_0 = 8.99 \times 10^9 \text{ N} \cdot \text{m}^2/\text{C}^2$)

A) $1.8 \times 10^{-3} \text{ N}$

B) $1.0 \times 10^{-3} \text{ N}$

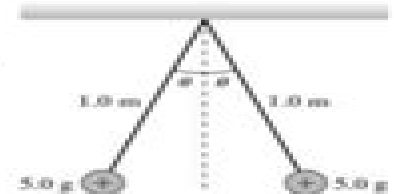
C) $9.0 \times 10^{-4} \text{ N}$

D) $1.2 \times 10^{-3} \text{ N}$

Answer: A

5) Two point charges of $+20.0 \mu\text{C}$ and $-8.00 \mu\text{C}$ are separated by a distance of 20.0 cm . What is the magnitude of electric field due to these charges at a point midway between them? ($k = 1/4\pi\epsilon_0 = 8.99 \times 10^9 \text{ N} \cdot \text{m}^2/\text{C}^2$)

A) $25.2 \times 10^6 \text{ N/C}$ directed toward the negative charge



Answers For Physics Lab Midterm Exam

Christian Drosten



Answers For Physics Lab Midterm Exam:

American Journal of Physics ,1990 Teaching Science Online Dietmar Kennepohl,2023-07-03 With the increasing focus on science education growing attention is being paid to how science is taught Educators in science and science related disciplines are recognizing that distance delivery opens up new opportunities for delivering information providing interactivity collaborative opportunities and feedback as well as for increasing access for students This book presents the guidance of expert science educators from the US and from around the globe They describe key concepts delivery modes and emerging technologies and offer models of practice The book places particular emphasis on experimentation lab and field work as they are fundamentally part of the education in most scientific disciplines Chapters include Discipline methodology and teaching strategies in the specific areas of physics biology chemistry and earth sciences An overview of the important and appropriate learning technologies ICTs for each major science Best practices for establishing and maintaining a successful course online Insights and tips for handling practical components like laboratories and field work Coverage of breaking topics including MOOCs learning analytics open educational resources and m learning Strategies for engaging your students online

Proceedings of the National Science Foundation Workshop on the Role of Faculty from the Scientific Disciplines in the Undergraduate Education of Future Science and Mathematics Teachers ,1993

2007 Physics Education Research Conference Leon Hsu,Charles Henderson,Laura McCullough,2007-11-26 This text brings together peer reviewed papers from the 2007 Physics Education Research Conference whose theme was Cognitive Science and Physics Education Research The conference brought together researchers studying a wide variety of topics in physics education including transfer of knowledge learning in physics courses at all levels teacher education and cross disciplinary learning This up to date text will be essential reading for anyone in physics education research Princeton Alumni Weekly ,1973 *Exploring Data Science with R and the Tidyverse* Jerry Bonnell,Mitsunori Ogihara,2023-08-14 This book introduces the reader to data science using R and the tidyverse No prerequisite knowledge is needed in college level programming or mathematics e g calculus or statistics The book is self contained so readers can immediately begin building data science workflows without needing to reference extensive amounts of external resources for onboarding The contents are targeted for undergraduate students but are equally applicable to students at the graduate level and beyond The book develops concepts using many real world examples to motivate the reader Upon completion of the text the reader will be able to Gain proficiency in R programming Load and manipulate data frames and tidy them using tidyverse tools Conduct statistical analyses and draw meaningful inferences from them Perform modeling from numerical and textual data Generate data visualizations numerical and spatial using ggplot2 and understand what is being represented An accompanying R package edsdata contains synthetic and real datasets used by the textbook and is meant to be used for further practice An exercise set is made available and designed for compatibility with automated grading tools for instructor use *The Advisor*,

Teacher-course Evaluation University of Illinois at Urbana-Champaign. Student Senate,1971 **Curriculum Handbook with General Information Concerning ... for the United States Air Force Academy** United States Air Force Academy,1998 **Scientific and Technical Aerospace Reports** ,1986-10 **Disability Services in Higher Education** Kirsten T. Behling,Eileen H. Bellemore,Lisa B. Bibeau,Andrew S. Cioffi,Bridget A. McNamee,2023-06-30 This book serves as an introduction to and point of reference for stakeholders in the field of disability services in higher education **Solar Energy Update** ,1981 Energy Research Abstracts ,1989 **Collegiate Microcomputer** ,1987 *Annual Catalogue* United States Air Force Academy,1985 Limited Scientific and Technical Aerospace Reports ,1972 United States Air Force Academy United States Air Force Academy, **Geothermal Energy Update** ,1980-06 Student Attitudes, Student Anxieties, and How to Address Them Helge Kastrup,Jeffry V. Mallow,2016-03-01 This book is based on a commitment to teaching science to everybody What may work for training professional scientists does not work for general science education Students bring to the classrooms preconceived attitudes as well as the emotional baggage called science anxiety Students may regard science as cold unfriendly and even inherently hostile and biased against women This book has been designed to deal with each of these issues and results from research in both Denmark and the United States The first chapter discusses student attitudes towards science and the second discusses science anxiety The connection between the two is discussed before the introduction of constructivism as a pedagogy that can aid science learning if it also addresses attitudes and anxieties Much of the book elucidates what the authors have learned as science teachers and science education researchers They studied various groups including university students majoring in the sciences mathematics humanities social sciences business nursing and education high school students teachers seminary students science teachers at all levels from middle school through college and science administrators The insights of these groups constitute the most important feature of the book and by sharing them the authors hope to help their fellow science teachers to understand student attitudes about science to recognize the connections between these and science anxiety and to see how a pedagogy that takes these into account can improve science learning *Acoustics Today* ,2007 *Physics Briefs* ,1992

Whispering the Secrets of Language: An Mental Quest through **Answers For Physics Lab Midterm Exam**

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