The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

PHYSICAL SETTING
PHYSICS

Wednesday, January 29, 2003 — 9:15 a.m. to 12:15 p.m., only

The answer sheet for Part A and Part B–1 is the last page of this examination booklet. Turn to the last page and fold it along the perforations. Then, slowly and carefully, tear off the answer sheet and fill in the heading.

The answer booklet for Part B–2 and Part C is stapled in the center of this examination booklet. Open the examination booklet, carefully remove the answer booklet, and close the examination booklet. Then fill in the heading of your answer booklet.

You are to answer *all* questions in all parts of this examination according to the directions provided in the examination booklet. Record your answers to the Part A and Part B–1 multiple-choice questions on your separate answer sheet. Write your answers to the Part B–2 and Part C questions in your answer booklet. All work should be written in pen, except for graphs and drawings, which should be done in pencil. You may use scrap paper to work out the answers to the questions, but be sure to record all your answers on the answer sheet and answer booklet.

When you have completed the examination, you must sign the statement printed at the end of your separate answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet and answer booklet cannot be accepted if you fail to sign this declaration.

Notice. . .

A scientific or graphing calculator, a centimeter ruler, a protractor, and a copy of the *2002 Edition Reference Tables for Physical Setting/Physics*, which you may need to answer some questions in this examination, must be available for your use while taking this examination.

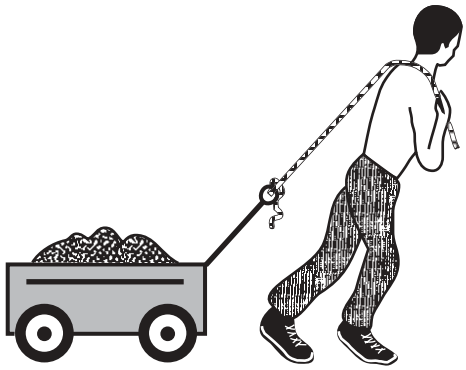
DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part A

Answer all questions in this part.

Directions (1–35): For *each* statement or question, write on the separate answer sheet, the *number* of the word or expression that, of those given, best completes the statement or answers the question.

1 The diagram below shows a worker using a rope to pull a cart.



The worker's pull on the handle of the cart can best be described as a force having

(1) magnitude, only
(2) direction, only
(3) both magnitude and direction
(4) neither magnitude nor direction

2 A car travels 90. meters due north in 15 seconds. Then the car turns around and travels 40. meters due south in 5.0 seconds. What is the magnitude of the average velocity of the car during this 20.-second interval?

(1) 2.5 m/s
(2) 5.0 m/s
(3) 6.5 m/s
(4) 7.0 m/s

3 How far will a brick starting from rest fall freely in 3.0 seconds?

(1) 15 m
(2) 29 m
(3) 44 m
(4) 88 m

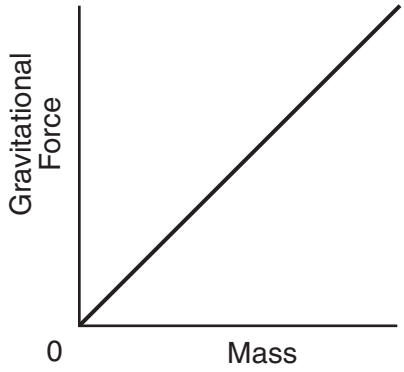
4 If the sum of all the forces acting on a moving object is zero, the object will

(1) slow down and stop
(2) change the direction of its motion
(3) accelerate uniformly
(4) continue moving with constant velocity

5 A net force of 10. newtons accelerates an object at 5.0 meters per second^2. What net force would be required to accelerate the same object at 1.0 meter per second^2?

(1) 1.0 N
(2) 2.0 N
(3) 5.0 N
(4) 50. N

6 The graph below represents the relationship between gravitational force and mass for objects near the surface of Earth.



The slope of the graph represents the

(1) acceleration due to gravity
(2) universal gravitational constant
(3) momentum of objects
(4) weight of objects

7 A 1,200-kilogram car traveling at 10. meters per second hits a tree and is brought to rest in 0.10 second. What is the magnitude of the average force acting on the car to bring it to rest?

(1) 1.2×10^2 N
(2) 1.2×10^3 N
(3) 1.2×10^4 N
(4) 1.2×10^5 N

8 A spring scale reads 20. newtons as it pulls a 5.0-kilogram mass across a table. What is the magnitude of the force exerted by the mass on the spring scale?

(1) 49 N
(2) 20. N
(3) 5.0 N
(4) 4.0 N

Base your answers to questions 9 and 10 on the information below.

A 2.0×10^3-kilogram car travels at a constant speed of 12 meters per second around a circular curve of radius 30. meters.

9 What is the magnitude of the centripetal acceleration of the car as it goes around the curve?

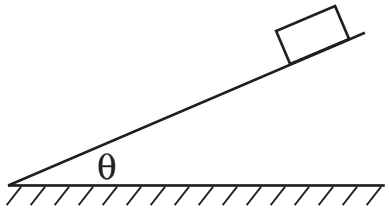
(1) 0.40 m/s^2
(2) 4.8 m/s^2
(3) 800 m/s^2
(4) 9,600 m/s^2

10 As the car goes around the curve, the centripetal force is directed

(1) toward the center of the circular curve
(2) away from the center of the circular curve
(3) tangent to the curve in the direction of motion
(4) tangent to the curve opposite the direction of motion

Note that question 11 has only three choices.

11 The diagram below shows a block sliding down a plane inclined at angle θ with the horizontal.



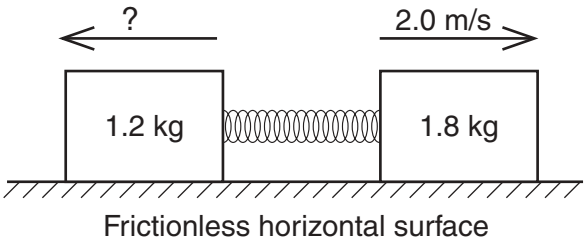
As angle θ is increased, the coefficient of kinetic friction between the bottom surface of the block and the surface of the incline will

(1) decrease
(2) increase
(3) remain the same

12 The amount of work done against friction to slide a box in a straight line across a uniform, horizontal floor depends most on the

(1) time taken to move the box
(2) distance the box is moved
(3) speed of the box
(4) direction of the box's motion

13 A 1.2-kilogram block and a 1.8-kilogram block are initially at rest on a frictionless, horizontal surface. When a compressed spring between the blocks is released, the 1.8-kilogram block moves to the right at 2.0 meters per second, as shown.



What is the speed of the 1.2-kilogram block after the spring is released?

(1) 1.4 m/s
(2) 2.0 m/s
(3) 3.0 m/s
(4) 3.6 m/s

14 An object weighs 100. newtons on Earth's surface. When it is moved to a point one Earth radius above Earth's surface, it will weigh

(1) 25.0 N
(2) 50.0 N
(3) 100. N
(4) 400. N

15 An object weighing 15 newtons is lifted from the ground to a height of 0.22 meter. The increase in the object's gravitational potential energy is approximately

(1) 310 J
(2) 32 J
(3) 3.3 J
(4) 0.34 J

Note that question 16 has only three choices.

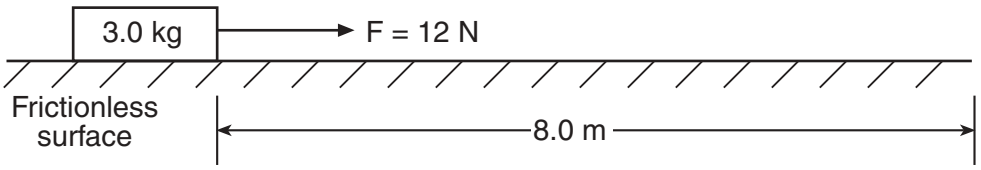
16 As an object falls freely, the kinetic energy of the object

(1) decreases
(2) increases
(3) remains the same

17 Moving 2.5×10^{-6} coulomb of charge from point *A* to point *B* in an electric field requires 6.3×10^{-4} joule of work. The potential difference between points *A* and *B* is approximately

(1) 1.6×10^{-9} V
(2) 4.0×10^{-3} V
(3) 2.5×10^{2} V
(4) 1.0×10^{14} V

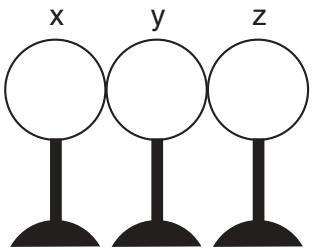
18 A 3.0-kilogram block is initially at rest on a frictionless, horizontal surface. The block is moved 8.0 meters in 2.0 seconds by the application of a 12-newton horizontal force, as shown in the diagram below.



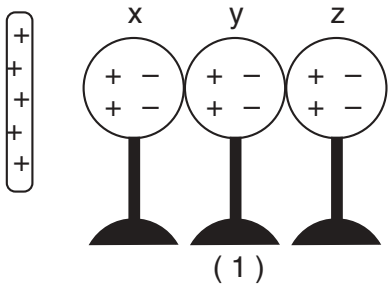
What is the average power developed while moving the block?

(1) 24 W
(2) 32 W
(3) 48 W
(4) 96 W

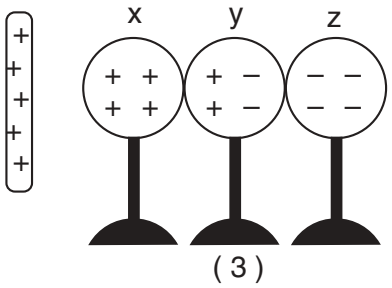
19 The diagram below shows three neutral metal spheres, *x*, *y*, and *z*, in contact and on insulating stands.



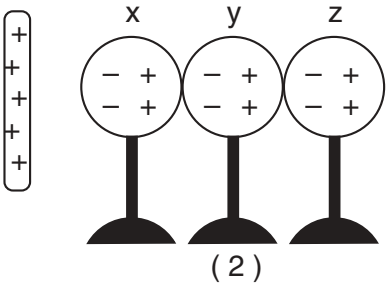
Which diagram best represents the charge distribution on the spheres when a positively charged rod is brought near sphere *x*, but does not touch it?



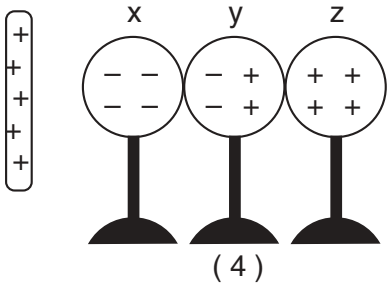
(1)



(3)

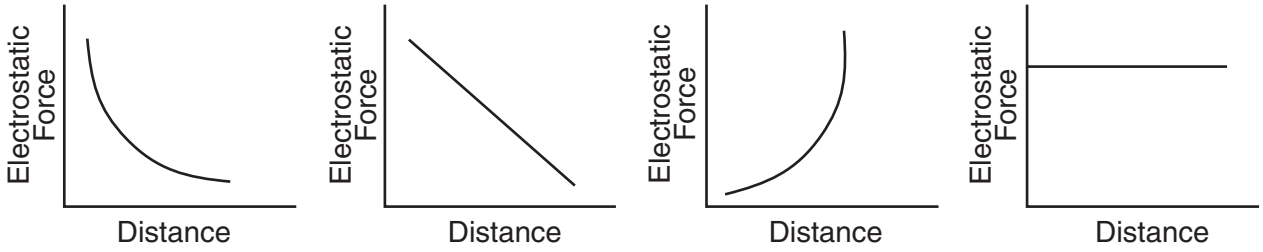


(2)



(4)

20 Which graph best represents the electrostatic force between an alpha particle with a charge of +2 elementary charges and a positively charged nucleus as a function of their distance of separation?



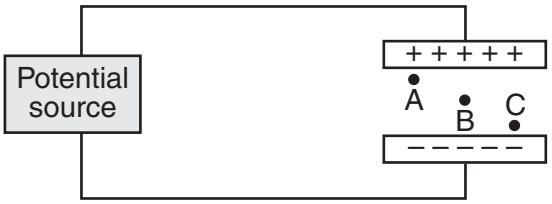
21 When a neutral metal sphere is charged by contact with a positively charged glass rod, the sphere

(1) loses electrons
(2) gains electrons
(3) loses protons
(4) gains protons

22 If 10. coulombs of charge are transferred through an electric circuit in 5.0 seconds, then the current in the circuit is

(1) 0.50 A
(2) 2.0 A
(3) 15 A
(4) 50. A

23 The diagram below represents a source of potential difference connected to two large, parallel metal plates separated by a distance of 4.0×10^{-3} meter.



Which statement best describes the electric field strength between the plates?

(1) It is zero at point *B*.
(2) It is a maximum at point *B*.
(3) It is a maximum at point *C*.
(4) It is the same at points *A*, *B*, and *C*.

24 A periodic wave transfers

(1) energy, only
(2) mass, only
(3) both energy and mass
(4) neither energy nor mass

Note that question 25 has only three choices.

25 As the potential difference across a given resistor is increased, the power expended in moving charge through the resistor

(1) decreases
(2) increases
(3) remains the same

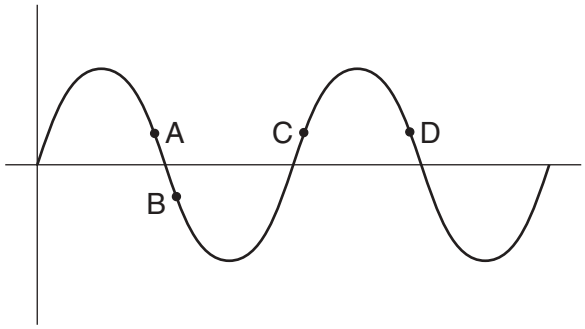
26 An electric iron operating at 120 volts draws 10. amperes of current. How much heat energy is delivered by the iron in 30. seconds?

(1) 3.0×10^2 J
(2) 1.2×10^3 J
(3) 3.6×10^3 J
(4) 3.6×10^4 J

27 A motor is used to produce 4.0 waves each second in a string. What is the frequency of the waves?

(1) 0.25 Hz
(2) 15 Hz
(3) 25 Hz
(4) 4.0 Hz

28 The diagram below shows a periodic wave.



Which points are in phase with each other?

(1) *A* and *C*
(2) *A* and *D*
(3) *B* and *C*
(4) *C* and *D*

29 A surfacing whale in an aquarium produces water wave crests having an amplitude of 1.2 meters every 0.40 second. If the water wave travels at 4.5 meters per second, the wavelength of the wave is

(1) 1.8 m
(2) 2.4 m
(3) 3.0 m
(4) 11 m

30 In a certain material, a beam of monochromatic light ($f = 5.09 \times 10^{14}$ hertz) has a speed of 2.25×10^{8} meters per second. The material could be

(1) crown glass
(2) flint glass
(3) glycerol
(4) water

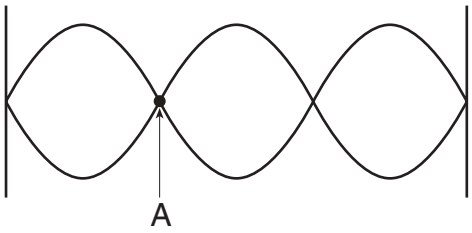
31 Orange light has a frequency of 5.0×10^{14} hertz in a vacuum. What is the wavelength of this light?

(1) 1.5×10^{23} m
(2) 1.7×10^{6} m
(3) 6.0×10^{-7} m
(4) 2.0×10^{-15} m

32 A radar gun can determine the speed of a moving automobile by measuring the difference in frequency between emitted and reflected radar waves. This process illustrates

(1) resonance
(2) the Doppler effect
(3) diffraction
(4) refraction

33 The diagram below shows a standing wave.



Point *A* on the standing wave is

(1) a node resulting from constructive interference
(2) a node resulting from destructive interference
(3) an antinode resulting from constructive interference
(4) an antinode resulting from destructive interference

34 An object possessing an excess of 6.0×10^{6} electrons has a net charge of

(1) 2.7×10^{-26} C
(2) 5.5×10^{-24} C
(3) 3.8×10^{-13} C
(4) 9.6×10^{-13} C

35 One watt is equivalent to one

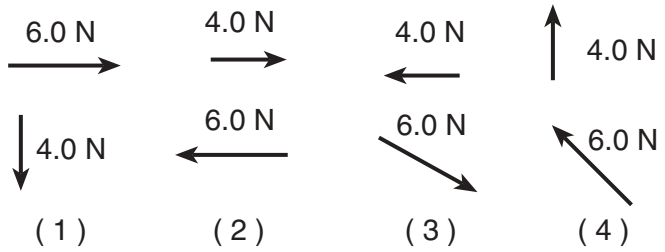
(1) N•m
(2) N/m
(3) J•s
(4) J/s

Part B–1

Answer all questions in this part.

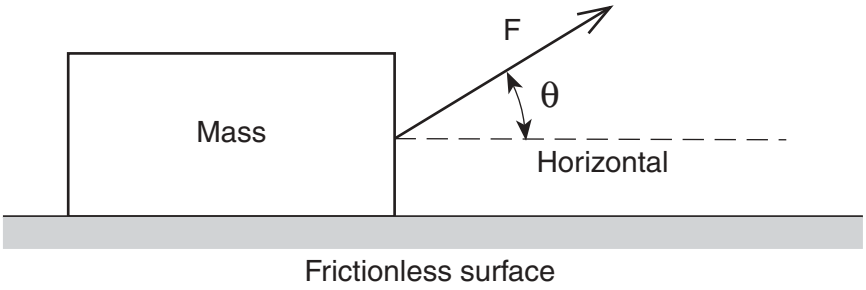
Directions (36–50): For *each* statement or question, write on the separate answer sheet, the *number* of the word or expression that, of those given, best completes the statement or answers the question.

36 Which pair of forces acting concurrently on an object will produce the resultant of greatest magnitude?



Note that question 37 has only three choices.

37 The diagram below shows a force of magnitude *F* applied to a mass at angle θ relative to a horizontal frictionless surface.



As angle θ is increased, the horizontal acceleration of the mass

(1) decreases
(2) increases
(3) remains the same

38 The mass of a high school football player is approximately

(1) 10^0 kg
(2) 10^1 kg
(3) 10^2 kg
(4) 10^3 kg

39 A constant force is used to keep a block sliding at constant velocity along a rough horizontal track. As the block slides, there could be an increase in its

(1) gravitational potential energy, only
(2) internal energy, only
(3) gravitational potential energy and kinetic energy
(4) internal energy and kinetic energy

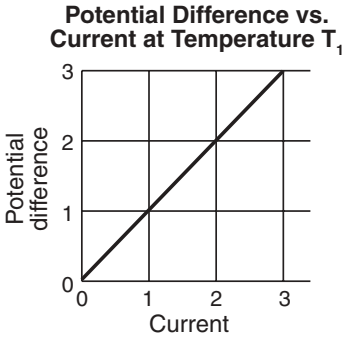
40 A photon of which electromagnetic radiation has the most energy?

(1) ultraviolet
(2) x ray
(3) infrared
(4) microwave

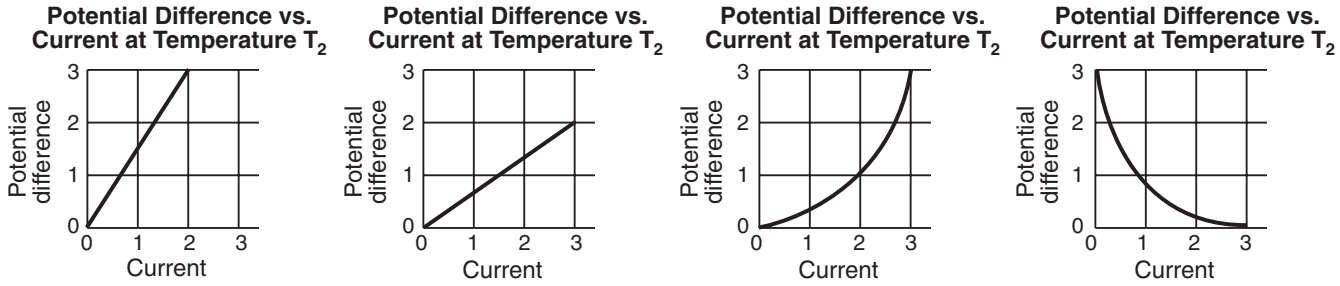
41 The spring of a toy car is wound by pushing the car backward with an average force of 15 newtons through a distance of 0.50 meter. How much elastic potential energy is stored in the car's spring during this process?

(1) 1.9 J
(2) 7.5 J
(3) 30. J
(4) 56 J

42 The graph below shows the relationship between the potential difference across a metallic conductor and the electric current through the conductor at constant temperature T_1.

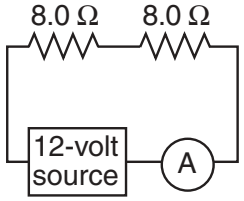


Which graph best represents the relationship between potential difference and current for the same conductor maintained at a higher constant temperature, T_2?



(1) (2) (3) (4)

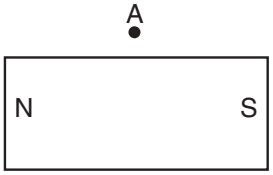
43 The diagram below shows a circuit with two resistors.



What is the reading on ammeter A?

(1) 1.3 A (3) 3.0 A
(2) 1.5 A (4) 0.75 A

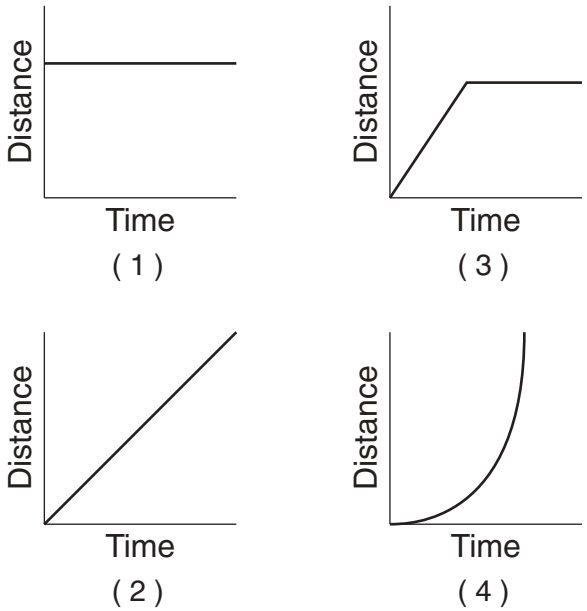
44 The diagram below shows a bar magnet.



Which arrow best represents the direction of the needle of a compass placed at point A?

(1) ↑ (3) →
(2) ↓ (4) ←

45 Which graph best represents the motion of a block accelerating uniformly down an inclined plane?

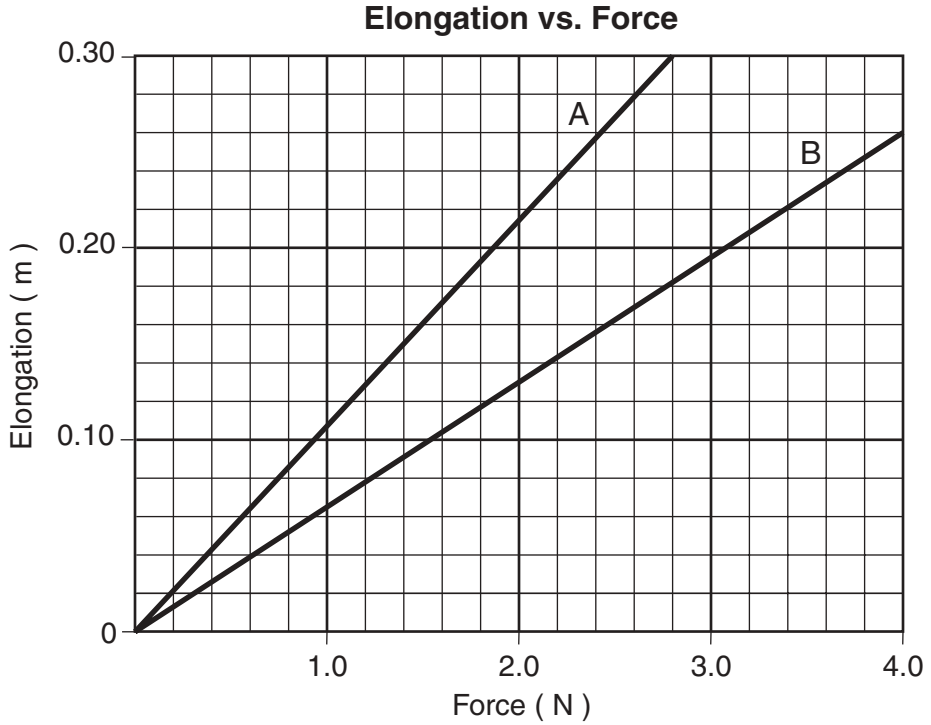


(1) (3)

(2) (4)

Note that question 46 has only three choices.

46 The graph below shows elongation as a function of the applied force for two springs, *A* and *B*.



Compared to the spring constant for spring *A*, the spring constant for spring *B* is

(1) smaller
(2) larger
(3) the same

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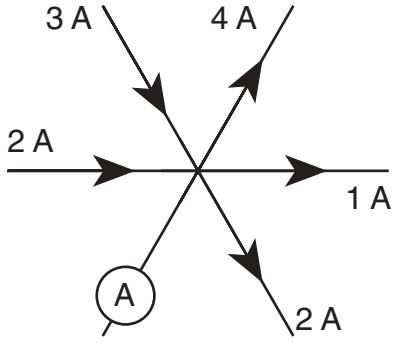
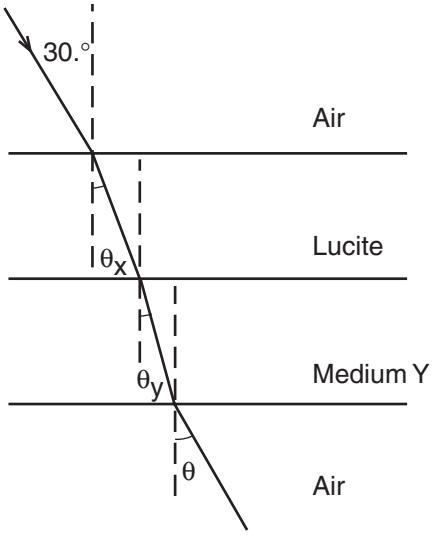
47 The diagram below represents currents in a segment of an electric circuit.



What is the reading of ammeter *A*?

(1) 1 A
(2) 2 A
(3) 3 A
(4) 4 A

Base your answers to questions 48 and 49 on the diagram below, which represents a light ray traveling from air to Lucite to medium *Y* and back into air.



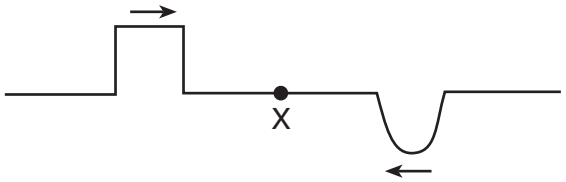
48 The sine of angle θ_x is

(1) 0.333
(2) 0.500
(3) 0.707
(4) 0.886

49 Light travels *slowest* in

(1) air, only
(2) Lucite, only
(3) medium *Y*, only
(4) air, Lucite, and medium *Y*

50 The diagram below shows two pulses traveling toward each other in a uniform medium.



Which diagram best represents the medium when the pulses meet at point *X*?

(1)


(2)


(3)


(4)


Part B–2

Answer all questions in this part.

Directions (51–62): Record your answers in the spaces provided in your answer booklet.

Base your answers to questions 51 and 52 on the information below.

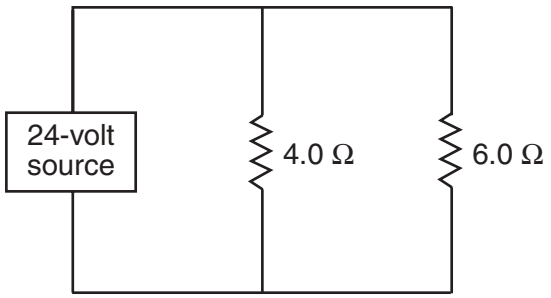
An outfielder throws a baseball to the first baseman at a speed of 19.6 meters per second and an angle of 30.° above the horizontal.

51 Which pair represents the initial horizontal velocity (v_x) and initial vertical velocity (v_y) of the baseball?

(1) v_x = 17.0 m/s, v_y = 9.80 m/s
(2) v_x = 9.80 m/s, v_y = 17.0 m/s
(3) v_x = 19.4 m/s, v_y = 5.90 m/s
(4) v_x = 19.6 m/s, v_y = 19.6 m/s

52 If the ball is caught at the same height from which it was thrown, calculate the amount of time the ball was in the air. [Show all work, including the equation and substitution with units.] [2]

Base your answers to questions 53 and 54 on the circuit diagram below, which shows two resistors connected to a 24-volt source of potential difference.

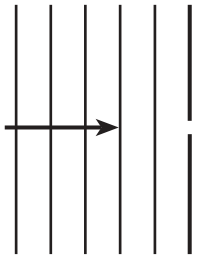


53 On the diagram *in your answer booklet,* use the appropriate circuit symbol to indicate a correct placement of a voltmeter to determine the potential difference across the circuit. [1]

54 What is the total resistance of the circuit?

(1) 0.42 Ω
(2) 2.4 Ω
(3) 5.0 Ω
(4) 10. Ω

55 The diagram below shows a plane wave passing through a small opening in a barrier.



On the diagram *in your answer booklet,* sketch four wave fronts after they have passed through the barrier. [1]

56 What prevents the nucleus of a helium atom from flying apart? [1]

Base your answers to questions 57 and 58 on the information below.

A 1.00-meter length of nichrome wire with a cross-sectional area of 7.85×10^{-7} meter^2 is connected to a 1.50-volt battery.

57 Calculate the resistance of the wire. [Show all work, including the equation and substitution with units.] [2]

58 Determine the current in the wire. [1]

Base your answers to questions 59 through 62 on the information and table below.

In a laboratory exercise, a student kept the mass and amplitude of swing of a simple pendulum constant. The length of the pendulum was increased and the period of the pendulum was measured. The student recorded the data in the table below.

Length (meters)	**Period** (seconds)
0.05	0.30
0.20	0.90
0.40	1.30
0.60	1.60
0.80	1.80
1.00	2.00

Directions (59–61): Using the information in the table, construct a graph on the grid provided *in your answer booklet*, following the directions below.

59 Label each axis with the appropriate physical quantity and unit. Mark an appropriate scale on each axis. [2]

60 Plot the data points for period versus pendulum length. [1]

61 Draw the best-fit line or curve for the data graphed. [1]

62 Using your graph, determine the period of a pendulum whose length is 0.25 meter. [1]

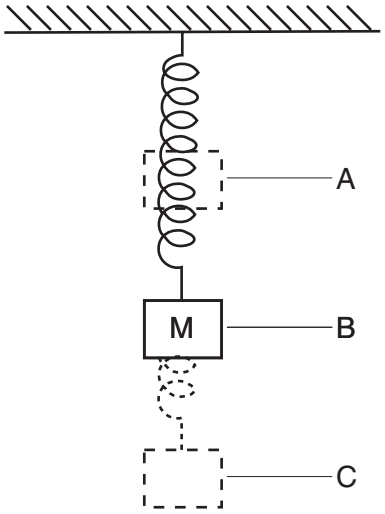
Part C

Answer all questions in this part.

Directions (63–78): Record your answers in the spaces provided in your answer booklet.

Base your answers to questions 63 through 65 on the information and diagram below.

A mass, M, is hung from a spring and reaches equilibrium at position B. The mass is then raised to position A and released. The mass oscillates between positions A and C. [Neglect friction.]



63 At which position, A, B, or C, is mass M located when the kinetic energy of the system is at a maximum? Explain your choice. [1]

64 At which position, A, B, or C, is mass M located when the gravitational potential energy of the system is at a maximum? Explain your choice. [1]

65 At which position, A, B, or C, is mass M located when the elastic potential energy of the system is at a maximum? Explain your choice. [1]

Base your answers to questions 66 through 69 on the information below.

A force of 6.0×10^{-15} newton due south and a force of 8.0×10^{-15} newton due east act concurrently on an electron, e^-.

66 On the diagram *in your answer booklet,* draw a force diagram to represent the *two* forces acting on the electron. (The electron is represented by a dot.) Use a metric ruler and the scale of 1.0 centimeter = 1.0×10^{-15} newton. Begin each vector at the dot representing the electron and label its magnitude in newtons. [2]

67 *In your answer booklet,* determine the resultant force on the electron, *graphically*. Label the resultant vector R. [1]

68 Determine the magnitude of the resultant vector R. [1]

69 Determine the angle between the resultant and the 6.0×10^{-15}-newton vector. [1]

Base your answers to questions 70 through 74 on the information below.

A force of 10. newtons toward the right is exerted on a wooden crate initially moving to the right on a horizontal wooden floor. The crate weighs 25 newtons.

70 Calculate the magnitude of the force of friction between the crate and the floor. [Show all work, including the equation and substitution with units.] [2]

71 On the diagram *in your answer booklet*, draw and label all vertical forces acting on the crate. [1]

72 On the diagram *in your answer booklet*, draw and label all horizontal forces acting on the crate. [1]

73 What is the magnitude of the net force acting on the crate? [1]

74 Is the crate accelerating? Explain your answer. [1]

Base your answers to questions 75 through 78 on the information below.

An electron in a hydrogen atom drops from the $n = 3$ energy level to the $n = 2$ energy level.

75 What is the energy, in electronvolts, of the emitted photon? [1]

76 What is the energy, in joules, of the emitted photon? [1]

77 Calculate the frequency of the emitted radiation. [Show all work, including the equation and substitution with units.] [2]

78 Calculate the wavelength of the emitted radiation. [Show all work, including the equation and substitution with units.] [2]

Tear Here

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

PHYSICAL SETTING
PHYSICS

Wednesday, January 29, 2003 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Student . . . . . Sex: ☐ Male ☐ Female Grade . . . . .

Teacher . . . . . School . . . . .

Record your answers to Part A and Part B–1 on this answer sheet.

Part A

1	13	25 . . . . .
2	14	26 . . . . .
3	15	27 . . . . .
4	16	28 . . . . .
5	17	29 . . . . .
6	18	30 . . . . .
7	19	31 . . . . .
8	20	32 . . . . .
9	21	33 . . . . .
10	22	34 . . . . .
11	23	35 . . . . .
12	24	

Part A Score

Part B–1

36	44 . . . . .
37	45 . . . . .
38	46 . . . . .
39	47 . . . . .
40	48 . . . . .
41	49 . . . . .
42	50 . . . . .
43	

Part B–1 Score

Write your answers to Part B–2 and Part C in your answer booklet.

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

Tear Here

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

PHYSICAL SETTING
PHYSICS

Wednesday, January 29, 2003 — 9:15 a.m. to 12:15 p.m., only

ANSWER BOOKLET

☐ Male

Student . . . . . Sex: ☐ Female

Teacher . . . . . .

School . . . . . Grade . . . . .

Answer all questions in Part B–2 and Part C. Record your answers in this booklet.

Part	Maximum Score	Student's Score
A	35	
B–1	15	
B–2	15	
C	20	

Total Written Test Score (Maximum Raw Score: 85)

Final Score (From Conversion Chart)

Raters' Initials:

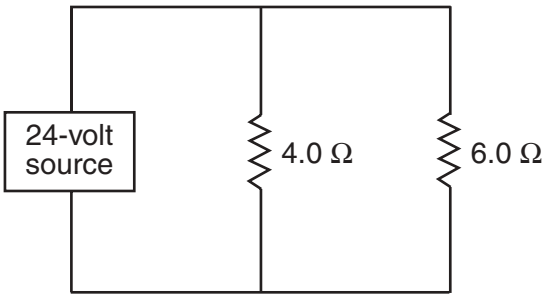
Rater 1 . . . . . **Rater 2** . . . . . .

Part B–2

51 _____

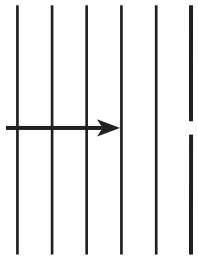
52

53



54

55



56 _____

_____

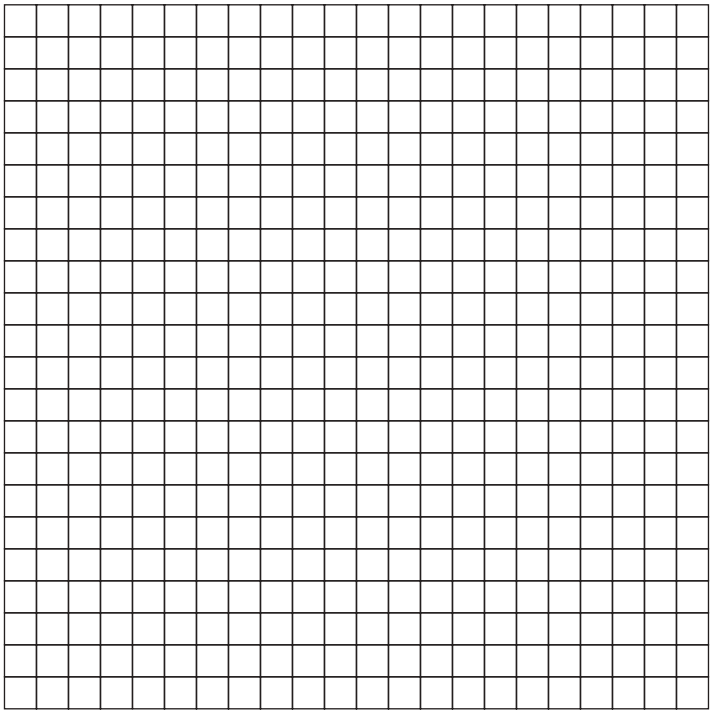
57

58 _____ **A**

[b]

59–61

Period vs. Length of Pendulum



62 _____ **s**

Part C

63 _____

_____

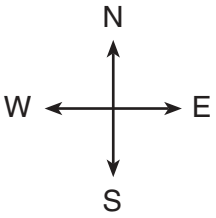
64 _____

_____

65 _____

_____

66–67



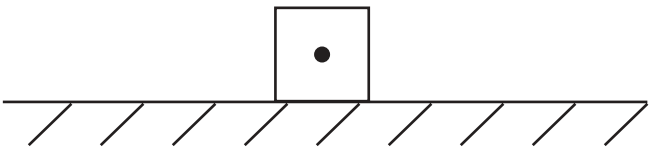
e^-

68 _____ **N**

69 _____ °

70

71–72



73 _____ **N**

74 _____

_____

_____

_____

75 _____ **eV**

76 _____ **J**

77

78

FOR TEACHERS ONLY

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

PS–P

PHYSICAL SETTING/PHYSICS

Wednesday, January 29, 2003 — 9:15 a.m. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

Directions to the Teacher:

Refer to the directions on page 3 before rating student papers.

Part A and Part B–1
Allow 1 credit for each correct response

Part A			Part B–1	
1 . . . 3 . . .	13 . . . 3 . . .	25 . . . 2 . . .	36 . . . 4 . . .	48 . . . 1 . . .
2 . . . 1 . . .	14 . . . 1 . . .	26 . . . 4 . . .	37 . . . 1 . . .	49 . . . 3 . . .
3 . . . 3 . . .	15 . . . 3 . . .	27 . . . 4 . . .	38 . . . 3 . . .	50 . . . 4 . . .
4 . . . 4 . . .	16 . . . 2 . . .	28 . . . 2 . . .	39 . . . 2 . . .	
5 . . . 2 . . .	17 . . . 3 . . .	29 . . . 1 . . .	40 . . . 2 . . .	
6 . . . 1 . . .	18 . . . 3 . . .	30 . . . 4 . . .	41 . . . 2 . . .	
7 . . . 4 . . .	19 . . . 4 . . .	31 . . . 3 . . .	42 . . . 1 . . .	
8 . . . 2 . . .	20 . . . 1 . . .	32 . . . 2 . . .	43 . . . 4 . . .	
9 . . . 2 . . .	21 . . . 1 . . .	33 . . . 2 . . .	44 . . . 3 . . .	
10 . . . 1 . . .	22 . . . 2 . . .	34 . . . 4 . . .	45 . . . 4 . . .	
11 . . . 3 . . .	23 . . . 4 . . .	35 . . . 4 . . .	46 . . . 2 . . .	
12 . . . 2 . . .	24 . . . 1 . . .		47 . . . 2 . . .	

Directions to the Teacher

Follow the procedures below for scoring student answer papers for the Physical Setting/Physics examination. Additional information about scoring is provided in the publication *Information for Administering and Scoring Regents Examinations in the Sciences*.

Use only *red* ink or *red* pencil in rating Regents papers. Do not attempt to *correct* the student's work by making insertions or changes of any kind.

On the detachable answer sheet for Part A and Part B–1, indicate by means of a checkmark each incorrect or omitted answer. In the box provided at the end of each part, record the number of questions the student answered correctly for that part.

At least two science teachers must participate in the scoring of each student's responses to the Part B–2 and Part C open-ended questions. Each of these teachers should be responsible for scoring a selected number of the open-ended questions on each answer paper. No one teacher is to score all the open-ended questions on a student's answer paper.

Student's responses must be scored strictly according to the Scoring Key and Rating Guide. For open-ended questions, credit may be allowed for responses other than those given in the rating guide if the response is a scientifically accurate answer to the question and demonstrates adequate knowledge as indicated by the examples in the rating guide.

Fractional credit is *not* allowed. Only whole-number credit may be given to a response. Units need not be given when the wording of the questions allows such omissions.

Raters should enter the scores earned for Part A, Part B–1, Part B–2, and Part C on the appropriate lines in the box printed on the answer booklet and then should add these four scores and enter the total in the box labeled "Total Written Test Score." Then, the student's raw scores on the written test should be converted to a scaled score by using the conversion chart printed at the end of this Scoring Key and Rating Guide. The student's scaled score should be entered in the labeled box on the student's answer booklet. The scaled score is the student's final examination score.

All student answer papers that receive a scaled score of 60 through 64 **must** be scored a second time. For the second scoring, a different committee of teachers may score the student's paper or the original committee may score the paper, except that no teacher may score the same open-ended questions that he/she scored in the first rating of the paper. The school principal is responsible for assuring that the student's final examination score is based on a fair, accurate, and reliable scoring of the student's answer paper.

Because scaled scores corresponding to raw scores in the conversion chart may change from one examination to another, it is crucial that for each administration, the conversion chart provided in the scoring key for that administration be used to determine the student's final score. The chart in this scoring key is usable only for this administration of the examination.

Please refer to the Department publication *Regents Examination in Physical Setting/Physics: Rating Guide for Parts B–2 and C*. Teachers should become familiar with this guide before rating students' papers.

Scoring Criteria for Calculations

For each question requiring the student to show *all calculations, including the equation and substitution with units*, apply the following scoring criteria:

- Allow 1 credit for the equation and substitution of values with units. If the equation and/or substitution with units is not shown, do not allow this credit.
- Allow 1 credit for the correct answer (number and unit). If the number is given without the unit, do not allow this credit.
- Penalize a student only once per equation for omitting units.
- Allow full credit even if the answer is not expressed with the correct number of significant figures.

Part B–2

51 1

52 Allow a maximum of 2 credits for calculating the amount of time the ball was in the air. Refer to *Scoring Criteria for Calculations* in this scoring key.

Examples of Acceptable Responses

$a = \dfrac{\Delta v}{t}$

$t = \dfrac{\Delta v}{a}$

$t = \dfrac{9.80\,\text{m/s}}{9.81\,\text{m/s}^2}$

$t = 1.00\ \text{s}$

$t = 2.00\ \text{s}$

or

$a = \dfrac{\Delta v}{t}$

$t = \dfrac{\Delta v}{a}$

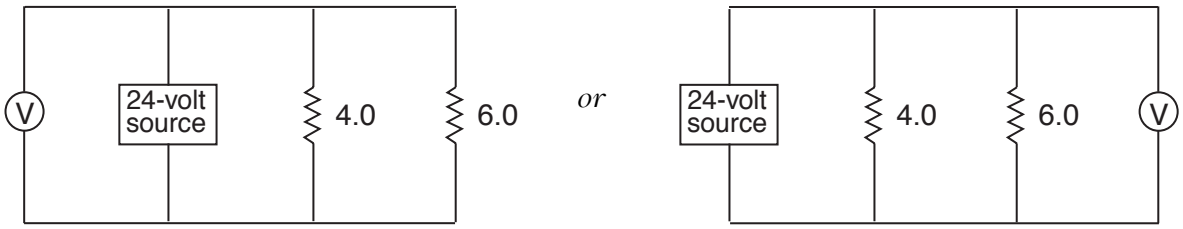
$t = \dfrac{\left(-9.80\,\text{m/s}\right) - \left(9.80\,\text{m/s}\right)}{-9.81\,\text{m/s}^2}$

$t = \dfrac{-19.6\,\text{m/s}}{-9.81\,\text{m/s}^2}$

$t = 2.00\ \text{s}$

53 Allow 1 credit for indicating the correct placement of the voltmeter.

Examples of Acceptable Responses

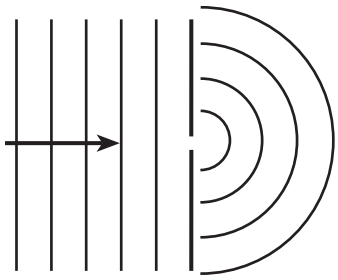


Allow credit for any appropriate parallel connection.

54 2

55 Allow 1 credit for sketching four wavefronts that extend beyond the opening in the barrier and are circular.

Example of Acceptable Response



56 Allow 1 credit for indicating that the strong force or the strong nuclear force prevents the nucleus of a helium atom from flying apart.

Note: Do not allow this credit for nuclear force only.

57 Allow a maximum of 2 credits for calculating the resistance of the wire. Refer to *Scoring Criteria for Calculations* in this scoring key.

Example of Acceptable Response

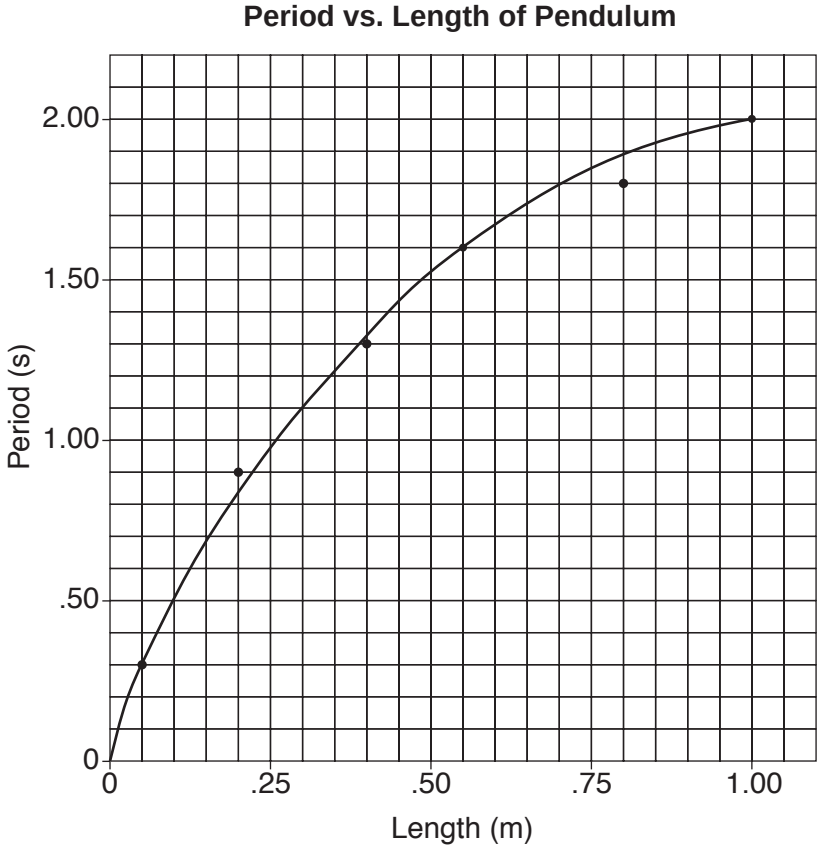
$$R = \frac{\rho L}{A}$$

$$R = \frac{\left(150 \times 10^{-8}\,\Omega \bullet \mathrm{m}\right)\left(1.00\,\mathrm{m}\right)}{\left(7.85 \times 10^{-7}\,\mathrm{m}^2\right)}$$

$$R = 1.91\Omega$$

58 Allow 1 credit for indicating that the current in the wire is **0.785** A *or* an answer consistent with the student's response to question 57.

59-61 Example of Acceptable Response



59 Allow a maximum of 2 credits for scales that are linear and appropriate with one axis labeled "Length (m)" and the other axis labeled "Period (s)."

Allow 1 credit if both scales are linear and appropriate.

Allow 1 credit if both axes are labeled with the correct physical quantity and unit.

60 Allow 1 credit for plotting all points accurately (± 0.3 grid space).

61 Allow 1 credit for drawing the best-fit line or curve for the data graphed.

The best-fit line must be a smooth curve. If one or more points are plotted incorrectly in question 60, but a best-fit line is drawn, allow the credit.

62 Allow 1 credit for determining that the period of the pendulum is 1.0 s ± 0.03 s.

Allow credit for an answer that is consistent with the student's graph *unless* the student receives no credit for questions 59 through 61. In that case, credit may be awarded for an answer that is calculated using the formula $T = 2\pi\sqrt{\frac{L}{g}}$.

Part C

63 Allow 1 credit for indicating that the kinetic energy of the system is greatest at position *B* and providing a correct explanation. Acceptable responses include, but are not limited to:

— *B*, because the mass has the greatest speed
— *B*, because the total potential energy is least
— *B*, the speed at *A* and *C* is zero

64 Allow 1 credit for indicating that the gravitational potential energy of the system is at a maximum at position *A*, and providing a correct explanation. Acceptable responses include, but are not limited to:

— *A*, because it is the highest point of travel

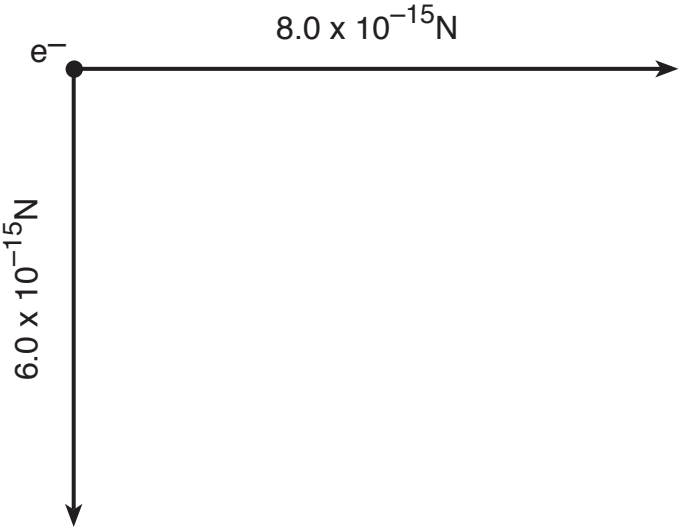
65 Allow 1 credit for indicating that the elastic potential energy of the system is a maximum at position *C*, and providing a correct explanation. Acceptable responses include, but are not limited to:

— *C*, because the spring is stretched the maximum amount
— *C*, because the KE and gravitational PE are a minimum

66 Allow a maximum of 2 credits.

- Allow 1 credit for a 6.0-cm ± 0.2-cm correctly labeled vector originating at the electron and directed south, including an arrowhead at the end.
- Allow 1 credit for an 8.0-cm ± 0.2-cm correctly labeled vector originating at the electron and directed east, including an arrowhead at the end.
- Allow only 1 credit if both vectors are drawn correctly but one or both labels are missing.
- Allow only 1 credit if both vectors are drawn to scale and labeled correctly but one or both arrowheads are missing.

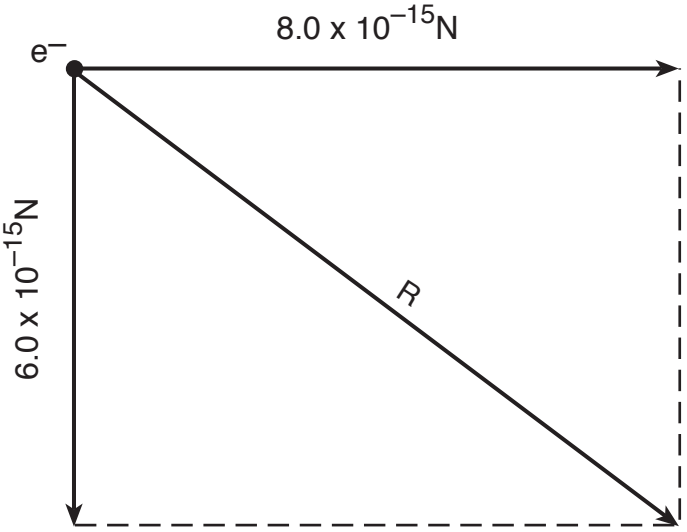
Example of a 2-credit Response



67 Allow 1 credit for determining the resultant force on the electron graphically.

To receive this credit, the 10.0-cm ± 0.2-cm vector must include an arrowhead at the end. Allow credit for an answer that is consistent with the student's response to question 66. Allow this credit even if the vector is not labeled.

Example of Acceptable Response



68 Allow 1 credit for determining the magnitude of the resultant vector.

Examples of Acceptable Responses

10.0×10^{-15} N ± 0.2×10^{-15} N

or

1.00×10^{-14} N ± 0.02×10^{-14} N

Allow credit for an answer that is consistent with the student's response to question 67.

69 Allow 1 credit for determining the angle between the resultant and the 6.0×10^{-15} N vector to be 53° ± 2°.

Allow credit for an answer that is consistent with the student's response to question 67.

70 Allow a maximum of 2 credits for calculating the force of friction. Refer to *Scoring Criteria for Calculations* in this scoring key.

Example of Acceptable Response

$F_f = \mu F_N$

$F_f = (0.30)(25\,\text{N})$

$F_f = 7.5\,\text{N}$

71 Allow 1 credit for drawing and labeling all vertical forces acting on the crate. Labels may be correct number values, names, or symbols.

Note: Vectors need not be drawn to scale.

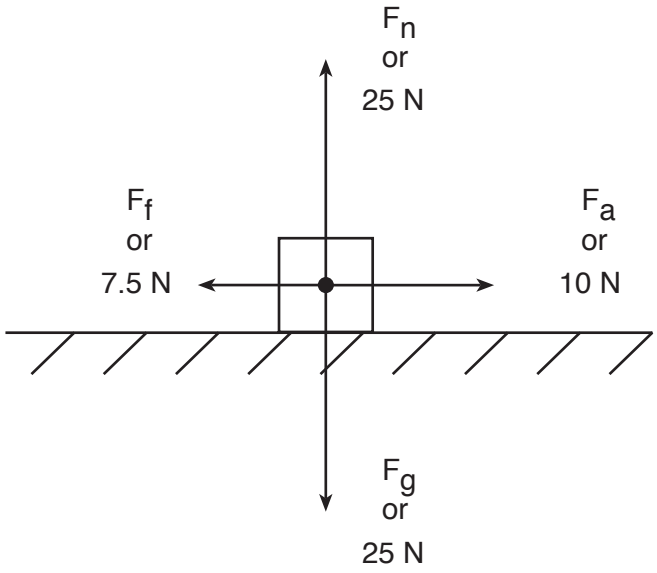
72 Allow 1 credit for drawing and labeling all horizontal forces acting on the crate. Labels may be correct number values, names, or symbols.

Note: Vectors need not be drawn to scale.

Allow credit for an answer that is consistent with the student's response to question 70.

71–72

Example of Acceptable Response



73 Allow 1 credit for indicating that the net force acting on the crate is **2.5** N.

Allow credit for an answer that is consistent with the student's response to question 70.

74 Allow 1 credit for indicating that the crate is accelerating because a net force acts on it.

Allow credit for an answer that is consistent with the student's response to question 73.

75 Allow 1 credit for indicating that the energy in electronvolts is **1.89** eV.

76 Allow 1 credit for indicating that the energy in joules is $\mathbf{3.02 \times 10^{-19}}$ J.

77 Allow a maximum of 2 credits for calculating the frequency of the emitted photon. Refer to *Scoring Criteria for Calculations* in this scoring key.

Example of Acceptable Response

$$E = hf$$
$$f = \frac{E}{h}$$
$$f = \frac{3.02 \times 10^{-19}\ \text{J}}{6.63 \times 10^{-34}\ \text{J} \bullet \text{s}}$$
$$f = 4.56 \times 10^{14}\ \text{Hz}$$

Allow credit for an answer that is consistent with the student's response to question 76.

78 Allow a maximum of 2 credits for calculating the wavelength of the emitted photon. Refer to *Scoring Criteria for Calculations* in this scoring key.

Examples of Acceptable Responses

$$\upsilon = f\lambda$$
$$\lambda = \frac{\upsilon}{f}$$
$$\lambda = \frac{3.00 \times 10^{8}\ \text{m/s}}{4.56 \times 10^{14}\ \text{Hz}}$$
$$\lambda = 6.58 \times 10^{-7}\ \text{m}$$

or

$$E = \frac{hc}{\lambda}$$
$$\lambda = \frac{hc}{E}$$
$$\lambda = \frac{\left(6.63 \times 10^{-34}\ \text{J} \bullet \text{s}\right)\left(3.00 \times 10^{8}\ \text{m/s}\right)}{3.02 \times 10^{-19}\ \text{J}}$$
$$\lambda = 6.59 \times 10^{-7}\ \text{m}$$

Allow credit for an answer that is consistent with the student's response(s) to questions 76 and/or 77.

[12]

Regents Examination in Physical Setting/Physics

January 2003

Chart for Converting Total Test Raw Scores to Final Examination Scores (Scaled Scores)

Raw Score	Scaled Score	Raw Score	Scaled Score	Raw Score	Scaled Score	Raw Score	Scaled Score
85	100	63	74	41	46	19	20
84	99	62	72	40	45	18	19
83	98	61	71	39	44	17	18
82	97	60	70	38	43	16	17
81	95	59	69	37	41	15	15
80	94	58	67	36	40	14	14
79	93	57	66	35	39	13	13
78	92	56	65	34	38	12	12
77	91	55	64	33	36	11	11
76	90	54	62	32	35	10	10
75	88	53	61	31	34	9	9
74	87	52	60	30	33	8	8
73	86	51	59	29	32	7	7
72	85	50	57	28	30	6	6
71	84	49	56	27	29	5	5
70	82	48	55	26	28	4	4
69	81	47	54	25	27	3	3
68	80	46	52	24	26	2	2
67	79	45	51	23	25	1	1
66	77	44	50	22	23	0	0
65	76	43	49	21	22		
64	75	42	47	20	21		

To determine the student's final examination score, find the student's total test raw score in the column labeled "Raw Score" and then locate the scaled score that corresponds to that raw score. The scaled score is the student's final examination score. Enter this score in the space labeled "Final Score" on the student's answer sheet.

All student answer papers that receive a scaled score of 60 through 64 **must** be scored a second time. For the second scoring, a different committee of teachers may score the student's paper or the original committee may score the paper, except that no teacher may score the same open-ended questions that he/she scored in the first rating of the paper. The school principal is responsible for assuring that the student's final examination score is based on a fair, accurate, and reliable scoring of the student's answer paper.

Because scaled scores corresponding to raw scores in the conversion chart may change from one examination to another, it is crucial that for each administration, the conversion chart provided in the scoring key for the administration be used to determine the student's final score. The chart above is usable only for this administration of the physical setting/physics examination.

Map to Core Curriculum

January 2003 Physical Setting/ Physics			
Question Numbers			
Key Ideas	Part A	Part B	Part C
Standard 1			
Math Key Idea 1	2, 3, 5, 6, 7, 8, 9, 13, 35	54, 58, 60, 61	70, 76, 77, 78
Math Key Idea 2			
Math Key Idea 3		59	
Sci. Inq Key Idea 1			
Sci. Inq Key Idea 2			
Sci. Inq Key Idea 3			
Eng. Des. Key Idea 1			
Standard 2			
Key Idea 1			
Key Idea 2			
Standard 6			
Key Idea 1			
Key Idea 2			
Key Idea 3		38	
Key Idea 4			
Key Idea 5		62	
Key Idea 6			
Standard 7			
Key Idea 1			
Key Idea 2			
Standard 4 Process Skills			
4.1		39, 41, 42, 43, 44, 47, 53, 57	63, 64, 65
4.3		48, 49, 50, 55	
5.1		36, 37, 45, 46, 51, 52	66, 67, 68, 69, 71, 72, 73, 74
5.3			75
Standard 4			
4.1	12, 15, 16, 17, 18, 19, 21, 22, 25 ,26, 35	39, 41, 42, 43, 47, 53, 54, 57, 58	63, 64, 65
4.3	24, 27, 28, 29, 30, 31, 32, 33	40, 48, 49, 50, 55	
5.1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 20, 23	36, 37, 44, 45, 46, 51, 52	66, 67, 68, 69, 70, 71, 72, 73, 74, 76, 77
5.3	34	56	75, 78

Attachment C

University of the State of New York
State Education Department

New Scoring Chart for January 2003 Physics Regents Exam

Physics 2003		Physics 2003		Physics 2003	
Original Scaled Score	Revised Scaled Score	Original Scaled Score	Revised Scaled Score	Original Scaled Score	Revised Scaled Score
0	0	32	46	67	78
1	2	33	48	69	79
2	4	34	49	70	80
3	6	35	50	71	80
4	8	36	51	72	81
5	9	38	53	74	82
6	11	39	54	75	83
7	13	40	55	76	84
8	15	41	56	77	85
9	16	43	57	79	86
10	18	44	58	80	86
11	20	45	60	81	87
12	21	46	61	82	88
13	23	47	62	84	89
14	25	49	63	85	90
15	26	50	64	86	91
17	28	51	65	87	91
18	29	52	66	88	92

19	31		54	67	90	93
20	32		55	68	91	94
21	34		56	69	92	95
22	35		57	70	93	95
23	37		59	71	94	96
25	38		60	72	95	97
26	40		61	73	97	98
27	41		62	74	98	98
28	42		64	75	99	99
29	44		65	76	100	100
30	45		66	77		

Back to:
Field Memo
Attachment A: June 2002 Conversion Chart
Attachment B: August 2002 Conversion Chart
Attachment D: June 03 Conversion Chart