

Grade 12 Physics:

Acceleration

Answer the following problems on a separate sheet of paper. Show the formula used & all mathematical calculations.

1. How long will it take a falling rock to reach a speed of 45.0 m/s ?
4.59 s
2. A car coming over a top of a hill at 30.0 m/s accelerates for 4.0 s at 0.70 m/s^2 . What is the increase in the speed of the car?
2.8 m/s
3. A steel ball starting from rest at the top of a ramp reaches a speed of 4.2 m/s at the bottom of the ramp. If the time to roll down is 3.3 s , how long is the ramp?
6.9 m
4. A lab cart with a ticker tape attached is given a push so that its speed is 0.50 m/s near the top of the slope. It accelerates at 0.14 m/s^2 for 0.65 s , reaching the bottom of the slope. What is the speed at the bottom of the slope?
0.59 m/s
5. A car travelling at 30.0 m/s puts on its brakes and decelerates uniformly to a stop in 5.2 s . What is its stopping distance?
78 m
6. A car, already travelling at 15.0 m/s , accelerates uniformly, travelling a distance of 200.0 m in the next 11.0 s . What will be the final speed?
21.4 m/s
7. If you lived on a planet where the acceleration of gravity is 3.4 m/s^2 , how long would it take for an object to fall 1000.0 m , air resistance ignored?
24.2 s
8. A potted plant falls from the balcony of an apartment 40.0 m above the ground.
 - a. How long will it take to reach the ground? **2.9 s**
 - b. What will be its speed on impact? **28.4 m/s**
9. A jet plane flying at 210.0 m/s goes into a vertical dive accelerating at 14.0 m/s^2 for 3.0 s .
 - a. How far does it dive during this time? **690 m**
 - b. What will be the final speed? **252.0 m/s**
10. A large jet must reach a speed of 100.0 m/s before it can generate enough lift to leave the ground. If its engine can produce a maximum acceleration of 3.0 m/s^2 , what is the minimum length of runway needed?
 $1.7 \times 10^3 \text{ m}$

Acceleration Problems With Answers For Physical Science

Sydney Young



Acceleration Problems With Answers For Physical Science:

Problems and Questions in Physics Charles Philo Matthews, John Sanford Shearer, 1897 Introductory Physics with Algebra as a Second Language Stuart E. Loucks, 2006-08-04 Many students find it difficult to master the fundamental skills that are essential to succeeding in physics Now with this helpful book they ll quickly learn how to break physics down into basic steps Author Stuart Loucks presents the material in a way that will motivate and empower them He offers clear explanations of key concepts while examining the fundamental topics and approaches needed to solve algebra based physics problems Understand the basic language of physics Introductory Physics with Algebra as a Second Language™ will help you make sense of your textbook and class notes so that you can use them more effectively The text explains key topics in algebra based physics in clear easy to understand language Break problems down into simple steps Introductory Physics with Algebra as a Second Language™ teaches you to recognize details that tell you how to begin new problems You will learn how to effectively organize the information decide on the correct equations and ultimately solve the problem Learn how to tackle unfamiliar physics problems Stuart Loucks coaches you in the fundamental concepts and approaches needed to set up and solve the major problem types As you learn how to deal with these kinds of problems you will be better equipped to tackle problems you have never seen before Improve your problem solving skills You ll learn timesaving problem solving strategies that will help you focus your efforts and avoid potential pitfalls **Solutions of Problems in Gage's Elements of Physics** Alfred Payson Gage, 1885 **Problems and Solutions in General Physics for Science and Engineering Students** Simon G. G. MacDonald, 1967 **Physics for the Inquiring Mind** Eric M. Rogers, 2011-04-17 In our scientific age an understanding of physics is part of a liberal education Lawyers bankers governors business heads administrators all wise educated people need a lasting understanding of physics so that they can enjoy those contacts with science and scientists that are part of our civilization both materially and intellectually They need knowledge and understanding instead of the feelings all too common that physics is dark and mysterious and that physicists are a strange people with incomprehensible interests Such a sense of understanding science and scientists can be gained neither from sermons on the beauty of science nor from the rigorous courses that colleges have offered for generations when the headache clears away it leaves little but a confused sense of mystery Nor is the need met by survey courses that offer a smorgasbord of tidbit they give science a bad name as a compendium of information or formulas The non scientist needs a course of study that enables him to learn real science and make its own with delight For lasting benefits the intelligent non scientist needs a course of study that enables him to learn genuine science carefully and then encourages him to think about it and use it He needs a carefully selected framework of topics not so many that learning becomes superficial and hurried not so few that he misses the connected nature of scientific work and thinking He must see how scientific knowledge is built up by building some scientific knowledge of his own by reading and discussing and if possible by doing experiments himself He must think his

own way through some scientific arguments He must form his own opinion with guidance concerning the parts played by experiment and theory and he must be shown how to develop a taste for good theory He must see several varieties of scientific method at work And above all he must think about science for himself and enjoy that These are the things that this book encourages readers to gain by their own study and thinking Physics for the Inquiring Mind is a book for the inquiring mind of students in college and for other readers who want to grow in scientific wisdom who want to know what physics really is *Enrichment Physics:Princ and Problems* Zitzewitz,1998-06 **University Physics: Australian edition** Hugh D Young,Roger A Freedman,Ragbir Bhathal,2010-08-04 This book is the product of more than half a century of leadership and innovation in physics education When the first edition of University Physics by Francis W Sears and Mark W Zemansky was published in 1949 it was revolutionary among calculus based physics textbooks in its emphasis on the fundamental principles of physics and how to apply them The success of University Physics with generations of several million students and educators around the world is a testament to the merits of this approach and to the many innovations it has introduced subsequently In preparing this First Australian SI edition our aim was to create a text that is the future of Physics Education in Australia We have further enhanced and developed University Physics to assimilate the best ideas from education research with enhanced problem solving instruction pioneering visual and conceptual pedagogy the first systematically enhanced problems and the most pedagogically proven and widely used online homework and tutorial system in the world Mastering Physics *Modern Physics* Wolfson,1999 Questions on physics suitable for candidates for the intermediate examination in science and preliminary scientific examination of the London university Sydney Young,1887 *Calculus Problem Workbook for Hecht's Physics* Eugene Hecht,Zvonimir Hlousek,1996 Problem-Based Learning for Math & Science Diane L. Ronis,2008 Teachers looking for a concise guide to implementing problem based learning in math and science classrooms This book is for you Debra Gerdes Professional Development Leader Illinois Mathematics and Science Academy The purpose of problem based learning is to emphasize meaning making over fact collecting With this method Diane Ronis has written a book that is well equipped to produce self motivated and independent lifelong learners Katie Morrow Technology Integration Specialist O Neill Public Schools NE Increase students skills and content retention in math and science What s the best way to create a real world instructional environment where students are involved in firsthand experiences and where important ideas are connected to meaningful life events that help deepen learners understanding Diane Ronis demonstrates how the problem based learning PBL method gives students the opportunity to actively explore and resolve authentic problem simulations and student identified problems in the community while strengthening their problem solving skills Updated throughout this second edition illustrates how to use the PBL inquiry process with Internet resources to create an integrated instructional environment and also provides Problem based learning activities relating to math and science in each chapter Projects that correlate to national science mathematics and technology standards Student handouts evaluation forms and all

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