

# PHYSICS

2005

Time: 3 hours

Max. Marks: 75

Note: Attempt six questions in all, selecting Three questions from Section 'A' Two questions from Section 'B' and One question from Section 'C.'

## SECTION 'A'

1.(a) Derive the equation  $s = v_i t + \frac{1}{2} at^2$ . (05)  
(b) Write down two points of difference between each of the following: (i) Mass & Weight (ii) Heat & Temperature (04)  
(c) A shell is fired vertically upward with a velocity of 98m/s; find the maximum height reached by the shell. (01)  
(d) Fill in the blank. The name of the famous book of Al-Beruni is \_\_\_\_\_. (01)

2.(a) Define the following: (05)  
(i) Resolution of a vector (ii) Acceleration  
(iii) Torque or Moment of Force (iv) Center of Gravity (v) Coefficient of Friction.  
(b) Define work. Write down its two formulae and S.I. Unit.  
(c) Define Physics and name any two of its branches.  
(d) Fill in the blank: The second condition of equilibrium is mathematically expressed  $\sum \text{-----} = 0$ . (01)

3.(a) Define Lever and describe its principles & kinds. (05)  
(b) State the following Laws/Principle. (04)  
(i) Newton's Second Law of Motion.  
(ii) Hooke's Law (iii) Law of Conservation of Momentum. (iv) Archimedes Principle.  
(c) A body weighting 25N is placed on a wooden plank, how much forces is required to set it in motion if the coefficient of friction between the plank & the body is 0.47 (03)  
(d) Why does a nail sink in water but a ship having a huge mass floats on water? (Give the scientific reason) (01)

4.(a) State Newton's Law of Gravitation and derive  $F = \frac{Gm_1m_2}{r^2}$  (05)  
(b) Write three fundamental and three derived units with their symbols (04)  
(c) How much heat energy will be required to raise the temperature of 100gm of iron through  $10^{\circ}\text{C}$ ? The specific heat of iron is 499.8 J/kg  $^{\circ}\text{C}$ . (03)  
(d) Why does an acrobat hold a rod while walking on a rope? (Give the scientific reason). (01)

5.(a) State Boyle's Law and Charles' Law and derive the General Gas Equation. (05)  
(b) Define Scalar and Vector quantities and give two examples of each. (04)

# 2005 Physics Past Paper Answers

**Paul A. Czysz, Claudio Bruno, Bernd  
Chudoba**

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2005 Physics Education Research Conference Paula Heron, Laura McCullough, Jeffrey Marx, 2006-03-08 The papers included in these proceedings have been peer reviewed The 2005 Physics Education Research Conference covered a broad spectrum of current research directions including student learning of specific topics student attitudes and the effectiveness of various teaching methods The emphasis was on undergraduate instruction The theme of this conference was Connecting Physics Education Research Teacher Education at All Levels K 20 *Nigerian Journal of Research and Production*, 2007

Science Reporter, 2005 **S. Chand's Objective Physics For IIT-JEE, AIEEE, AIIMS, AIPMT** Jain Mahesh, 2010 This book is written for the students preparing for the Medical and Engineering Entrance Examinations of all Indian Universities and Institutes It is also useful for Civil Services Prelim J R F other Examinations

**Practicing the Correspondence Principle in the Old Quantum Theory** Martin Jähnert, 2019-06-20 This book presents a history of the correspondence principle from a new perspective The author provides a unique exploration of the relation between the practice of theory and conceptual development in physics In the process he argues for a new understanding of the history of the old quantum theory and the emergence of quantum mechanics The analysis looks at how the correspondence principle was disseminated and how the principle was applied as a research tool during the 1920s It provides new insights into the interaction between theoretical tools and scientific problems and shows that the use of this theoretical tool changed the tool itself in a process of transformation through implementation This process the author claims was responsible for the conceptual development of the correspondence principle This monograph connects to the vast literature in the history of science which analyzed theoretical practices as based on tacit knowledge skills and calculation techniques It contributes to the historical understanding of quantum physics and the emergence of quantum mechanics Studying how physicists used a set of tools to solve problems the author spells out the skillful guessing that went into the making of quantum theoretical arguments and argues that the integration and implementation of technical resources was a central driving force for the conceptual and theoretical transformation in the old quantum theory

**Implementing Cross-Culture Pedagogies** Pham Thi Hong Thanh, 2013-11-27 During the last two decades Confucian heritage culture countries have widely promoted teaching and learning reforms to advance their educational systems To skip the painfully long research stage Confucian heritage culture educators have borrowed Western philosophies and practices with the assumption that what has been done successfully in the West will produce similar outcomes in the East The wide importation of cooperative learning practices to Confucian heritage culture classrooms recently is an example However cooperative learning has been documented in many studies not to work effectively in Confucian heritage culture classrooms The reason is that the educators often impose this instructional method on the students without a careful consideration of its appropriateness in the socio cultural context of Confucian heritage culture countries This procedure is not effective and professional because learning does not stand alone

Rather it is shaped and influenced by other factors including teaching methods learning tasks assessment demands workload and the learning culture of students in the local context For cooperative learning to work effectively in Confucian heritage culture classrooms reformers need to consider the importation of this approach in line with a careful examination of all supports and constraints that affect those factors that are associated with learning The volume provides an applied theoretical framework and culturally appropriate and practical instructions that could assist Confucian heritage culture educators and teachers to address various factors at multiple levels in order to optimize success in importing cooperative learning to their classrooms Overall it provides strategies to assist Confucian heritage culture teachers to change their teaching practices redesign lessons plans design assessment methods and organize learning activities in a manner that can influence Confucian heritage culture students to shift from employing teacher centered learning approaches to cooperative learning   **Mathematical Reviews** ,2006   **DETC2005** ,2005   **American Book Publishing Record** ,2006   **The British National Bibliography** Arthur James Wells,2006   **The Philosopher's Index** ,2008 Vols for 1969 include a section of abstracts   **Parliamentary Papers** Great Britain. Parliament. House of Commons,1879   *Innovations in Engineering Education* ,2005   *Future Spacecraft Propulsion Systems and Integration* Paul A. Czysz,Claudio Bruno,Bernd Chudoba,2017-08-30 The updated and expanded third edition of this book focuses on the multi disciplinary coupling between flight vehicle hardware alternatives and enabling propulsion systems It discusses how to match near term and far term aerospace vehicles to missions and provides a comprehensive overview of the subject directly contributing to the next generation space infrastructure from space tourism to space exploration This holistic treatment defines a mission portfolio addressing near term to long term space transportation needs covering sub orbital orbital and escape flight profiles In this context a vehicle configuration classification is introduced covering alternatives starting from the dawn of space access A best practice parametric sizing approach is introduced to correctly design the flight vehicle for the mission This technique balances required mission with the available vehicle solution space and is an essential capability sought after by technology forecasters and strategic planners alike   **Library & Information Science Abstracts** ,2006   **Proceedings** American Association for Artificial Intelligence,2006   *Machines, Computations, and Universality* ,2004   **Canadian Journal of Physics** ,2006   **Southern Economic Journal** ,2009   **Jos Educational Forum** ,2009

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web using cpctc name the congruent parts of abc and qrs that are not labeled as congruent in the diagram given that fg ij show that gh jk a gfh jih and gfh jki because they are pairs of corresponding angles formed by parallel lines cut by a transversal since fg ij fjh ijk by aas

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web cpctc is usually used at the end of a proof to show that two angles or two sides are congruent using cpctc corresponding parts of congruent triangles are congruent using triangle congruence and cpctc in overlapping triangles prove other properties proofs using cpctc show step by step solutions use congruent triangles

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web the two examples in this post use aas and sas before proving the other part of the triangle congruent using cpctc examples given sl sr 1 2 prove 3 4 now that we have proved the triangles congruent and angle 3 and angle 4 are congruent using cpctc what other congruence statements can you make from the diagram

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web cpctc try congruence cpctc states that with two triangles are congruent by every criterion following choose the corresponding flanks and angles are equal around we are debating 5 congruence criteria inside triangles all to 3 corresponding margins are equal all the corresponding angles are also equal

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web yes cpctc is a theorem that says corresponding parts of congruent triangles are congruent

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web to defend to show to be correct two or more figures with the same side and angle measures cpctc if two figures are congruent then the corresponding of the congruent figures are congruent for triangles corresponding parts of congruent triangles are congruent use tick marks and arcs to indicate the remaining corresponding congruent parts e

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web what does cpctc stand for corresponding parts of congruent triangles are congruent ok but what does that mean it means that if two triangles are known to be congruent then all corresponding angles sides are also congruent as an example if 2 triangles are congruent by sss then we also know that the angles of 2 triangles are

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web once you have triangles congruent you can make conclusions about their other parts because by definition corresponding parts of congruent triangles are congruent you can abbreviate this as cpctc open to angles of equal measure prove that the angles formed by the shaft and the ribs are congruent 1 2

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web cpctc triangle congruence according to the cpctc all of the corresponding sides and angles are congruent when two triangles are congruent by any criteria here we'll talk about five triangle congruence criteria or postulates visually we can represent the rules as follows cpctc proof

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web the term cpctc can come up a lot when you're dealing with congruent triangles corresponding parts of congruent triangles are congruent congruent triangles congruence congruent background tutorials finding corresponding parts how do you identify corresponding parts in congruent triangles when you have two congruent

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web in this lesson students review different ways to prove triangle congruence and will be able to prove corresponding parts of congruent triangles are congruent by using cpctc theorem key essential questions how do you show corresponding parts of congruent triangles are congruent when can we use the cpctc theorem

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web jun 3 2021 cpctc stands for corresponding parts of congruent triangles are congruent in some of the previous lessons on congruence we used congruent parts of a pair of triangles to try to prove that the triangles themselves are congruent

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