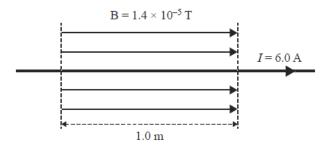
22 <u>2021</u> Question 2c, <u>2 marks</u>

The current carrying coil has a radius of 5.0 cm and 20 turns of wire, and it carries a clockwise current (*I*) of 2.0 A. Its magnetic field strength (B) is 200 mT. Calculate the magnitude of the force, F, acting on the current carrying coil. Show your working.

Reproduced by permission of the Victorian Curriculum and Assessment Authority, Victoria, Australia.

A wire carrying a current, I, of 6.0 A passes through a magnetic field, B, of strength 1.4 × 10⁻⁵ T, as shown below. The magnetic field is exactly 1.0 m wide.

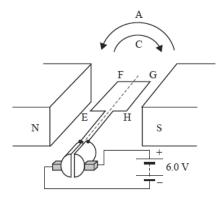


23 <u>2021</u> NHT Question 1, <u>1 mark</u>

The magnitude of the force on the wire is closest to

- **A.** 0 N
- **B.** $2.3 \times 10^{-6} \text{ N}$
- **C.** $8.4 \times 10^{-5} \text{ N}$
- **D.** $4.3 \times 10^5 \text{ N}$

Students build a model of a simple DC motor, as shown below.



36 <u>2018</u> Question 3a, <u>3 marks</u>

The motor is set with the coil horizontal, as shown, and the power source is applied. Will the motor rotate in a clockwise (C) or anticlockwise (A) direction? Explain your answer.

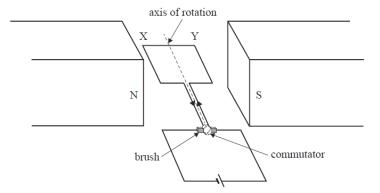
Reproduced by permission of the Victorian Curriculum and Assessment Authority, Victoria, Australia.

37 <u>2018</u> Question 3b, <u>2 marks</u>

One student suggests that slip rings would be easier to make than a commutator and that they should use slip rings instead.

Explain the effect that replacing the commutator with slip rings would have on the operation of the motor, if no other change was made.

Students build a simple electric motor, as shown below.



47 2016 Question 14a, 1 mark

At what position(s) (**A.–D.**) of the rotating coil is the magnetic force on the side XY zero? One or more answers may be selected.

- A. horizontal with the current as shown above
- **B.** horizontal with the current in the opposite direction to that shown above
- C. vertical
- **D.** at all orientations of the coil

Reproduced by permission of the Victorian Curriculum and Assessment Authority, Victoria, Australia.

48 2016 Question 14b, 2 marks

The students discover that the motor starts moving more easily with the coil in some orientations than in others.

Explain the best orientation(s) for starting the motor to move from rest.

The ends of the coil are connected to the commutator, as shown above, so that it is free to rotate with the coil.

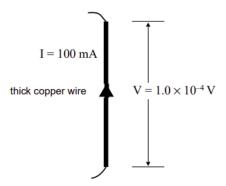
84 <u>2002</u> Question 13, <u>3 marks</u>

Explain

- why the commutator must be free to rotate in this manner
- how this is fundamental to the operation of the DC electric motor.

Reproduced by permission of the Victorian Curriculum and Assessment Authority, Victoria, Australia.

A DC current of 100 mA flows in a thick copper wire. The voltage across the ends of the wire is 1.0×10^{-4} V



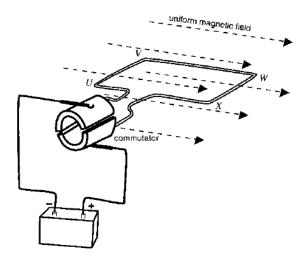
85 <u>2001</u> Question 1, <u>2 marks</u>

What is the resistance of the thick copper wire?

Reproduced by permission of the Victorian Curriculum and Assessment Authority, Victoria, Australia.

86 <u>2001</u> Question 2, <u>2 marks</u>

How many electrons enter the copper wire each second? An electron has a charge of 1.60×10^{-19} C.



106 <u>1995</u> Question 9, <u>1 mark</u>

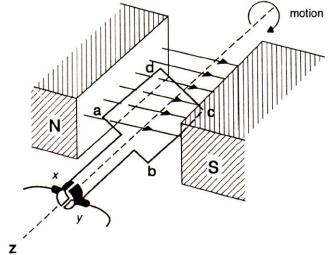
With the coil oriented as shown above, what is the magnitude of the force on side VW of the coil?

*Reproduced by permission of the Victorian Curriculum and Assessment Authority, Victoria, Australia.

107 <u>1995</u> Question 10, <u>3 marks</u>

Describe the principles of operation of the simple motor shown above. In your answer discuss the direction of rotation, the purpose of the commutator, and the way the twisting effects of the forces depends on the coil orientation.

The diagram below shows a model motor, with a split-ring commutator.



A battery is connected between X and Y, (see figure above). The coil then rotated continuously in one direction.

112 <u>1993</u> Question 4, <u>2 marks</u>

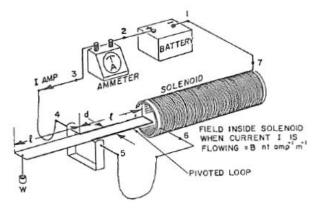
Explain how the split-ring commutator enables the motor to rotate always in the same direction.

Reproduced by permission of the Victorian Curriculum and Assessment Authority, Victoria, Australia.

113 <u>1993</u> Question 5, <u>1 mark</u>

How should the terminals of the battery be connected to X and Y to make the coil rotate clockwise as viewed from Z?

A device which can be used to calibrate ammeters consists of a pivoted loop of wire inserted into a solenoid. The magnetic forces are counter-balanced by a weight W newton.



124 <u>1969</u> Question 88, <u>1 mark</u>

The magnetic force on the U-shaped part of the loop when it is placed inside the solenoid is given by

- A. IdB.
- B. ILB.
- **C.** I(2L + d) B.
- **D.** ILdB.
- **E.** 2I*L*B.

A student connects the loop and solenoid in series to the same battery, by making the connections shown in the diagram.

125 <u>1969</u> Question 89, <u>1 mark</u>

He finds that the magnetic force is in the wrong direction. Which connections could he interchange to reverse the force?

- **A.** 1 and 2.
- **B.** 1 and 3.
- **C.** 4 and 5.
- **D.** 4 and 7.

With the apparatus working correctly. it is found that a current of I ampere requires a weight of W newton to balance the loop.

126 <u>1969</u> Question 90, <u>1 mark</u>

If the current is then doubled the balance weight required will be:

- **A.** W.
- **B.** 2W.
- **C.** 4W.
- **D**. $\frac{W}{2}$
- E. $\frac{W}{4}$