|                     | Blueprint for the Third Exam in NASC 3   |      |            | ļ        |
|---------------------|--|------|------------|----------|
|                     | dnesday, December 2, 2015, 2:00-2:55 P.M.  |      |            |          |
|                     | H-B: ALL RECITATION CLASSES OF SECTION EF  |      |            |          |
| Our                 | Objectives   | Numb | er of Test | Iten     |
|                     | Physics in the Home  | K    | С          |          |
| To di               | ifferentiate concepts that are quite similar to each other like:   |      |            |          |
| $\rightarrow$       | Temperature and heat   |      | 1          |          |
| $\rightarrow$       | Heat and work  |      | 1          |          |
| To so               | olve simple problems on temperature conversions  |      |            |          |
| To so               | olve simple problems involving the mechanical equivalent of heat   |      |            |          |
| To ex               | xplain the idea of thermal equilibrium   |      | 1          |          |
| To ex               | xplain the factors affecting linear and volume expansion   |      | 1          | -        |
|                     | ompare the various modes of heat transfer: conduction, convection, radiation   |      | 1          |          |
|                     | xplain the factors affecting these modes of heat transfer  |      | 1          |          |
|                     | xplain other important concepts/constants like:  |      | 4          |          |
| 100                 | Specific heat  |      | -          | -        |
| -                   | Thermal conductivity - conduction  |      | -          |          |
| -                   | •  |      |            |          |
|                     | > Emissivity (constant) - radiation  |      |            |          |
|                     | > Efficiency of heat engine  |      |            |          |
| -                   | > coefficient of performance of a refrigerator   |      |            |          |
|                     | ➤ entropy  |      |            |          |
| To id               | lentify the essential ideas contained in the First and Second Laws of Thermodynamics                                   |      | 2          |          |
| To er               | numerate the processes involved in the operation of the heat engine and refrigerator/air conditioner                   |      | 1          |          |
| To a                | pply concepts of heat and thermodynamics in explaining occurrences in nature and in daily life                         |      |            |          |
|                     | The Physics of Electricity and Magnetism   |      |            |          |
| to dis              | scover the truth behind the EM Challenges  |      |            |          |
| to ex               | plain the seemingly strange phenomena in the EM Challenges using these ideas of Electromagnetism                       |      | 4          |          |
| → ch                | narging by rubbing → electromagnet ◆ voltage   |      |            |          |
| $\rightarrow C$     | oulomb's Law → Faraday's ideas • electrical current  |      |            |          |
|                     | ectric field → magnetic field ◆ electrical resistance  |      |            |          |
|                     | ectric field lines → magnetic field lines  |      | ļ          |          |
|                     | esistors in series → resistors in parallel   |      | ļ <u>.</u> | ļ        |
|                     | xplain important laws governing charges (electrostatics, conservation, quantization of charge)                         |      | 1          |          |
|                     | late to everyday experiences some of the ideas of electricity and magnetism  |      |            |          |
|                     | now how electricity and magnetism are connected to each other  |      | 2          |          |
| to ex               | plain the essential ideas in the operation of a photocopier  |      | 1          |          |
| t <mark>o de</mark> | escribe how electricity is produced, transmitted and distributed for your home   |      | 1          |          |
| to ex               | xplain the relationship among the concepts involved in Ohm's Law   |      | 1          |          |
| to so               | olve simple problems involving Ohm's Law, the step-up and step-down transformers                                       |      |            |          |
| to lin              | k electromagnetism to the study of light (optics)  |      | 1          |          |
| 1                   | The Physics of Light   |      |            |          |
| to de               | efine key terms used to describe the nature and behavior of light  | 2    |            |          |
| $\rightarrow$ W     | avelength → crest, trough  |      |            |          |
|                     | eriod → amplitude  |      |            |          |
|                     | peed → transverse, longitudinal  |      |            |          |
|                     | nalyze the wave equation in terms of the relationships among λ, f and c  |      | 1          | _        |
|                     | escribe the properties of light as a wave (Wave Model ng Light)  | 3    |            |          |
|                     | effection → interference (constructive at destructive)   |      |            | ļ        |
|                     | efraction → polarization   |      | ļ          |          |
|                     | ffraction  |      | 1          |          |
|                     | xplain the photoelectric effect using the quantum or photon model of light   |      | 1          | -        |
| to ex               | plain the meaning of wave-particle duality of light and matter   |      | 1          |          |
|                     |  | 5    | 27         |          |
|                     | Total Number of Test Items ≈ 40  |      | -          | _        |
| i =                 | nat: I. Modified True or False   |      |            | <u> </u> |
| Form                | 11 84 11:1 01: 1   |      | 1          |          |
| Form                | II. Multiple Choice-items with * * need to have the explanations/solutions shown.  No explanation/solution, no credit. |      |            | ļ        |