



FHSST Authors

**The Free High School Science Texts:
Textbooks for High School Students
Studying the Sciences
Physics
Grades 10 - 12**

**Version 0
November 9, 2008**

Copyright 2007 "Free High School Science Texts"

Permission **is** granted to copy, distribute and/or modify this document under the terms of the GNU Free Documentation License, Version 1.2 or any later version published by the Free Software Foundation; with no Invariant Sections, no Front-Cover Texts, and no Back-Cover Texts. A copy of the license is included in the section entitled "GNU Free Documentation License".



STOP!!!!

Did you notice the **FREEDOMS** we've granted you?

Our copyright license is **different!** It grants freedoms rather than just imposing restrictions like all those other textbooks you probably own or use.

- We know people copy textbooks illegally but we would LOVE it if you copied our's - go ahead copy to your hearts content, **legally!**
- Publishers' revenue is generated by controlling the market, we don't want any money, go ahead, distribute our books far and wide - we DARE you!
- Ever wanted to change your textbook? Of course you have! Go ahead, change ours, make your own version, get your friends together, rip it apart and put it back together the way you like it. That's what we really want!
- Copy, modify, adapt, enhance, share, critique, adore, and contextualise. Do it all, do it with your colleagues, your friends, or alone but get involved! Together we can overcome the challenges our complex and diverse country presents.
- So what is the catch? The only thing you can't do is take this book, make a few changes and then tell others that they can't do the same with your changes. It's share and share-alike and we know you'll agree that is only fair.
- These books were written by volunteers who want to help support education, who want the facts to be freely available for teachers to copy, adapt and re-use. Thousands of hours went into making them and they are a gift to everyone in the education community.

FHSST Core Team

Mark Horner ; Samuel Halliday ; Sarah Blyth ; Rory Adams ; Spencer Wheaton

FHSST Editors

Jaynie Padayachee ; Joanne Boule ; Diana Mulcahy ; Annette Nell ; René Toerien ; Donovan
Whitfield

FHSST Contributors

Rory Adams ; Prashant Arora ; Richard Baxter ; Dr. Sarah Blyth ; Sebastian Bodenstein ;
Graeme Broster ; Richard Case ; Brett Cocks ; Tim Crombie ; Dr. Anne Dabrowski ; Laura
Daniels ; Sean Dobbs ; Fernando Durrell ; Dr. Dan Dwyer ; Frans van Eeden ; Giovanni
Franzoni ; Ingrid von Glehn ; Tamara von Glehn ; Lindsay Glesener ; Dr. Vanessa Godfrey ; Dr.
Johan Gonzalez ; Hemant Gopal ; Umeshree Govender ; Heather Gray ; Lynn Greeff ; Dr. Tom
Gutierrez ; Brooke Haag ; Kate Hadley ; Dr. Sam Halliday ; Asheena Hanuman ; Neil Hart ;
Nicholas Hatcher ; Dr. Mark Horner ; Robert Hovden ; Mfandaidza Hove ; Jennifer Hsieh ;
Clare Johnson ; Luke Jordan ; Tana Joseph ; Dr. Jennifer Klay ; Lara Kruger ; Sihle Kubheka ;
Andrew Kubik ; Dr. Marco van Leeuwen ; Dr. Anton Machacek ; Dr. Komal Maheshwari ;
Kosma von Maltitz ; Nicole Masureik ; John Mathew ; JoEllen McBride ; Nikolai Meures ;
Riana Meyer ; Jenny Miller ; Abdul Mirza ; Asogan Moodaly ; Jothi Moodley ; Nolene Naidu ;
Tyrone Negus ; Thomas O'Donnell ; Dr. Markus Oldenburg ; Dr. Jaynie Padayachee ;
Nicolette Pekeur ; Sirika Pillay ; Jacques Plaut ; Andrea Prinsloo ; Joseph Raimondo ; Sanya
Rajani ; Prof. Sergey Rakityansky ; Alastair Ramlakan ; Razvan Remsing ; Max Richter ; Sean
Riddle ; Evan Robinson ; Dr. Andrew Rose ; Bianca Ruddy ; Katie Russell ; Duncan Scott ;
Helen Seals ; Ian Sherratt ; Roger Sieloff ; Bradley Smith ; Greg Solomon ; Mike Stringer ;
Shen Tian ; Robert Torregrosa ; Jimmy Tseng ; Helen Waugh ; Dr. Dawn Webber ; Michelle
Wen ; Dr. Alexander Wetzler ; Dr. Spencer Wheaton ; Vivian White ; Dr. Gerald Wigger ;
Harry Wiggins ; Wendy Williams ; Julie Wilson ; Andrew Wood ; Emma Wormauld ; Sahal
Yacoob ; Jean Youssef

Contributors and editors have made a sincere effort to produce an accurate and useful resource.
Should you have suggestions, find mistakes or be prepared to donate material for inclusion,
please don't hesitate to contact us. We intend to work with all who are willing to help make
this a continuously evolving resource!

www.fhsst.org

Contents

I	Introduction	1
1	What is Physics?	3
II	Grade 10 - Physics	5
2	Units	9
2.1	Introduction	9
2.2	Unit Systems	9
2.2.1	SI Units	9
2.2.2	The Other Systems of Units	10
2.3	Writing Units as Words or Symbols	10
2.4	Combinations of SI Base Units	12
2.5	Rounding, Scientific Notation and Significant Figures	12
2.5.1	Rounding Off	12
2.5.2	Error Margins	13
2.5.3	Scientific Notation	13
2.5.4	Significant Figures	15
2.6	Prefixes of Base Units	15
2.7	The Importance of Units	17
2.8	How to Change Units	17
2.8.1	Two other useful conversions	19
2.9	A sanity test	19
2.10	Summary	19
2.11	End of Chapter Exercises	21
3	Motion in One Dimension - Grade 10	23
3.1	Introduction	23
3.2	Reference Point, Frame of Reference and Position	23
3.2.1	Frames of Reference	23
3.2.2	Position	25
3.3	Displacement and Distance	28
3.3.1	Interpreting Direction	29
3.3.2	Differences between Distance and Displacement	29
3.4	Speed, Average Velocity and Instantaneous Velocity	31

3.4.1	Differences between Speed and Velocity	35
3.5	Acceleration	38
3.6	Description of Motion	39
3.6.1	Stationary Object	40
3.6.2	Motion at Constant Velocity	41
3.6.3	Motion at Constant Acceleration	46
3.7	Summary of Graphs	48
3.8	Worked Examples	49
3.9	Equations of Motion	54
3.9.1	Finding the Equations of Motion	54
3.10	Applications in the Real-World	59
3.11	Summary	61
3.12	End of Chapter Exercises: Motion in One Dimension	62
4	Gravity and Mechanical Energy - Grade 10	67
4.1	Weight	67
4.1.1	Differences between Mass and Weight	68
4.2	Acceleration due to Gravity	69
4.2.1	Gravitational Fields	69
4.2.2	Free fall	69
4.3	Potential Energy	73
4.4	Kinetic Energy	75
4.4.1	Checking units	77
4.5	Mechanical Energy	78
4.5.1	Conservation of Mechanical Energy	78
4.5.2	Using the Law of Conservation of Energy	79
4.6	Energy graphs	82
4.7	Summary	83
4.8	End of Chapter Exercises: Gravity and Mechanical Energy	84
5	Transverse Pulses - Grade 10	87
5.1	Introduction	87
5.2	What is a <i>medium</i> ?	87
5.3	What is a <i>pulse</i> ?	87
5.3.1	Pulse Length and Amplitude	88
5.3.2	Pulse Speed	89
5.4	Graphs of Position and Velocity	90
5.4.1	Motion of a Particle of the Medium	90
5.4.2	Motion of the Pulse	92
5.5	Transmission and Reflection of a Pulse at a Boundary	96
5.6	Reflection of a Pulse from Fixed and Free Ends	97
5.6.1	Reflection of a Pulse from a Fixed End	97

5.6.2	Reflection of a Pulse from a Free End	98
5.7	Superposition of Pulses	99
5.8	Exercises - Transverse Pulses	102
6	Transverse Waves - Grade 10	105
6.1	Introduction	105
6.2	What is a <i>transverse wave</i> ?	105
6.2.1	Peaks and Troughs	106
6.2.2	Amplitude and Wavelength	107
6.2.3	Points in Phase	109
6.2.4	Period and Frequency	110
6.2.5	Speed of a Transverse Wave	111
6.3	Graphs of Particle Motion	115
6.4	Standing Waves and Boundary Conditions	118
6.4.1	Reflection of a Transverse Wave from a Fixed End	118
6.4.2	Reflection of a Transverse Wave from a Free End	118
6.4.3	Standing Waves	118
6.4.4	Nodes and anti-nodes	122
6.4.5	Wavelengths of Standing Waves with Fixed and Free Ends	122
6.4.6	Superposition and Interference	125
6.5	Summary	127
6.6	Exercises	127
7	Geometrical Optics - Grade 10	129
7.1	Introduction	129
7.2	Light Rays	129
7.2.1	Shadows	132
7.2.2	Ray Diagrams	132
7.3	Reflection	132
7.3.1	Terminology	133
7.3.2	Law of Reflection	133
7.3.3	Types of Reflection	135
7.4	Refraction	137
7.4.1	Refractive Index	139
7.4.2	Snell's Law	139
7.4.3	Apparent Depth	143
7.5	Mirrors	146
7.5.1	Image Formation	146
7.5.2	Plane Mirrors	147
7.5.3	Ray Diagrams	148
7.5.4	Spherical Mirrors	150
7.5.5	Concave Mirrors	150

7.5.6	Convex Mirrors	153
7.5.7	Summary of Properties of Mirrors	154
7.5.8	Magnification	154
7.6	Total Internal Reflection and Fibre Optics	156
7.6.1	Total Internal Reflection	156
7.6.2	Fibre Optics	161
7.7	Summary	163
7.8	Exercises	164
8	Magnetism - Grade 10	167
8.1	Introduction	167
8.2	Magnetic fields	167
8.3	Permanent magnets	169
8.3.1	The poles of permanent magnets	169
8.3.2	Magnetic attraction and repulsion	169
8.3.3	Representing magnetic fields	170
8.4	The compass and the earth's magnetic field	173
8.4.1	The earth's magnetic field	175
8.5	Summary	175
8.6	End of chapter exercises	176
9	Electrostatics - Grade 10	177
9.1	Introduction	177
9.2	Two kinds of charge	177
9.3	Unit of charge	177
9.4	Conservation of charge	177
9.5	Force between Charges	178
9.6	Conductors and insulators	181
9.6.1	The electroscope	182
9.7	Attraction between charged and uncharged objects	183
9.7.1	Polarisation of Insulators	183
9.8	Summary	184
9.9	End of chapter exercise	184
10	Electric Circuits - Grade 10	187
10.1	Electric Circuits	187
10.1.1	Closed circuits	187
10.1.2	Representing electric circuits	188
10.2	Potential Difference	192
10.2.1	Potential Difference	192
10.2.2	Potential Difference and Parallel Resistors	193
10.2.3	Potential Difference and Series Resistors	194
10.2.4	Ohm's Law	194

10.2.5 EMF	195
10.3 Current	198
10.3.1 Flow of Charge	198
10.3.2 Current	198
10.3.3 Series Circuits	199
10.3.4 Parallel Circuits	200
10.4 Resistance	202
10.4.1 What causes resistance?	202
10.4.2 Resistors in electric circuits	202
10.5 Instruments to Measure voltage, current and resistance	204
10.5.1 Voltmeter	204
10.5.2 Ammeter	204
10.5.3 Ohmmeter	204
10.5.4 Meters Impact on Circuit	205
10.6 Exercises - Electric circuits	205
III Grade 11 - Physics	209
11 Vectors	211
11.1 Introduction	211
11.2 Scalars and Vectors	211
11.3 Notation	211
11.3.1 Mathematical Representation	212
11.3.2 Graphical Representation	212
11.4 Directions	212
11.4.1 Relative Directions	212
11.4.2 Compass Directions	213
11.4.3 Bearing	213
11.5 Drawing Vectors	214
11.6 Mathematical Properties of Vectors	215
11.6.1 Adding Vectors	215
11.6.2 Subtracting Vectors	217
11.6.3 Scalar Multiplication	218
11.7 Techniques of Vector Addition	218
11.7.1 Graphical Techniques	218
11.7.2 Algebraic Addition and Subtraction of Vectors	223
11.8 Components of Vectors	228
11.8.1 Vector addition using components	231
11.8.2 Summary	235
11.8.3 End of chapter exercises: Vectors	236
11.8.4 End of chapter exercises: Vectors - Long questions	237

12 Force, Momentum and Impulse - Grade 11	239
12.1 Introduction	239
12.2 Force	239
12.2.1 What is a <i>force</i> ?	239
12.2.2 Examples of Forces in Physics	240
12.2.3 Systems and External Forces	241
12.2.4 Force Diagrams	242
12.2.5 Free Body Diagrams	243
12.2.6 Finding the Resultant Force	244
12.2.7 Exercise	246
12.3 Newton's Laws	246
12.3.1 Newton's First Law	247
12.3.2 Newton's Second Law of Motion	249
12.3.3 Exercise	261
12.3.4 Newton's Third Law of Motion	263
12.3.5 Exercise	267
12.3.6 Different types of forces	268
12.3.7 Exercise	275
12.3.8 Forces in equilibrium	276
12.3.9 Exercise	279
12.4 Forces between Masses	282
12.4.1 Newton's Law of Universal Gravitation	282
12.4.2 Comparative Problems	284
12.4.3 Exercise	286
12.5 Momentum and Impulse	287
12.5.1 Vector Nature of Momentum	290
12.5.2 Exercise	291
12.5.3 Change in Momentum	291
12.5.4 Exercise	293
12.5.5 Newton's Second Law revisited	293
12.5.6 Impulse	294
12.5.7 Exercise	296
12.5.8 Conservation of Momentum	297
12.5.9 Physics in Action: Impulse	300
12.5.10 Exercise	301
12.6 Torque and Levers	302
12.6.1 Torque	302
12.6.2 Mechanical Advantage and Levers	305
12.6.3 Classes of levers	307
12.6.4 Exercise	308
12.7 Summary	309
12.8 End of Chapter exercises	310

13 Geometrical Optics - Grade 11	327
13.1 Introduction	327
13.2 Lenses	327
13.2.1 Converging Lenses	329
13.2.2 Diverging Lenses	340
13.2.3 Summary of Image Properties	343
13.3 The Human Eye	344
13.3.1 Structure of the Eye	345
13.3.2 Defects of Vision	346
13.4 Gravitational Lenses	347
13.5 Telescopes	347
13.5.1 Refracting Telescopes	347
13.5.2 Reflecting Telescopes	348
13.5.3 Southern African Large Telescope	348
13.6 Microscopes	349
13.7 Summary	351
13.8 Exercises	352
14 Longitudinal Waves - Grade 11	355
14.1 Introduction	355
14.2 What is a <i>longitudinal wave</i> ?	355
14.3 Characteristics of Longitudinal Waves	356
14.3.1 Compression and Rarefaction	356
14.3.2 Wavelength and Amplitude	357
14.3.3 Period and Frequency	357
14.3.4 Speed of a Longitudinal Wave	358
14.4 Graphs of Particle Position, Displacement, Velocity and Acceleration	359
14.5 Sound Waves	360
14.6 Seismic Waves	361
14.7 Summary - Longitudinal Waves	361
14.8 Exercises - Longitudinal Waves	362
15 Sound - Grade 11	363
15.1 Introduction	363
15.2 Characteristics of a Sound Wave	363
15.2.1 Pitch	364
15.2.2 Loudness	364
15.2.3 Tone	364
15.3 Speed of Sound	365
15.4 Physics of the Ear and Hearing	365
15.4.1 Intensity of Sound	366
15.5 Ultrasound	367

15.6 SONAR	368
15.6.1 Echolocation	368
15.7 Summary	369
15.8 Exercises	369
16 The Physics of Music - Grade 11	373
16.1 Introduction	373
16.2 Standing Waves in String Instruments	373
16.3 Standing Waves in Wind Instruments	377
16.4 Resonance	382
16.5 Music and Sound Quality	384
16.6 Summary - The Physics of Music	385
16.7 End of Chapter Exercises	386
17 Electrostatics - Grade 11	387
17.1 Introduction	387
17.2 Forces between charges - Coulomb's Law	387
17.3 Electric field around charges	392
17.3.1 Electric field lines	393
17.3.2 Positive charge acting on a test charge	393
17.3.3 Combined charge distributions	394
17.3.4 Parallel plates	397
17.4 Electrical potential energy and potential	400
17.4.1 Electrical potential	400
17.4.2 Real-world application: lightning	402
17.5 Capacitance and the parallel plate capacitor	403
17.5.1 Capacitors and capacitance	403
17.5.2 Dielectrics	404
17.5.3 Physical properties of the capacitor and capacitance	404
17.5.4 Electric field in a capacitor	405
17.6 Capacitor as a circuit device	406
17.6.1 A capacitor in a circuit	406
17.6.2 Real-world applications: capacitors	407
17.7 Summary	407
17.8 Exercises - Electrostatics	407
18 Electromagnetism - Grade 11	413
18.1 Introduction	413
18.2 Magnetic field associated with a current	413
18.2.1 Real-world applications	418
18.3 Current induced by a changing magnetic field	420
18.3.1 Real-life applications	422
18.4 Transformers	423

18.4.1 Real-world applications	425
18.5 Motion of a charged particle in a magnetic field	425
18.5.1 Real-world applications	426
18.6 Summary	427
18.7 End of chapter exercises	427
19 Electric Circuits - Grade 11	429
19.1 Introduction	429
19.2 Ohm's Law	429
19.2.1 Definition of Ohm's Law	429
19.2.2 Ohmic and non-ohmic conductors	431
19.2.3 Using Ohm's Law	432
19.3 Resistance	433
19.3.1 Equivalent resistance	433
19.3.2 Use of Ohm's Law in series and parallel Circuits	438
19.3.3 Batteries and internal resistance	440
19.4 Series and parallel networks of resistors	442
19.5 Wheatstone bridge	445
19.6 Summary	447
19.7 End of chapter exercise	447
20 Electronic Properties of Matter - Grade 11	451
20.1 Introduction	451
20.2 Conduction	451
20.2.1 Metals	453
20.2.2 Insulator	453
20.2.3 Semi-conductors	454
20.3 Intrinsic Properties and Doping	454
20.3.1 Surplus	455
20.3.2 Deficiency	455
20.4 The p-n junction	457
20.4.1 Differences between p- and n-type semi-conductors	457
20.4.2 The p-n Junction	457
20.4.3 Unbiased	457
20.4.4 Forward biased	457
20.4.5 Reverse biased	458
20.4.6 Real-World Applications of Semiconductors	458
20.5 End of Chapter Exercises	459
IV Grade 12 - Physics	461
21 Motion in Two Dimensions - Grade 12	463
21.1 Introduction	463

21.2 Vertical Projectile Motion	463
21.2.1 Motion in a Gravitational Field	463
21.2.2 Equations of Motion	464
21.2.3 Graphs of Vertical Projectile Motion	467
21.3 Conservation of Momentum in Two Dimensions	475
21.4 Types of Collisions	480
21.4.1 Elastic Collisions	480
21.4.2 Inelastic Collisions	485
21.5 Frames of Reference	490
21.5.1 Introduction	490
21.5.2 What is a <i>frame of reference</i> ?	491
21.5.3 Why are frames of reference important?	491
21.5.4 Relative Velocity	491
21.6 Summary	494
21.7 End of chapter exercises	495
22 Mechanical Properties of Matter - Grade 12	503
22.1 Introduction	503
22.2 Deformation of materials	503
22.2.1 Hooke's Law	503
22.2.2 Deviation from Hooke's Law	506
22.3 Elasticity, plasticity, fracture, creep	508
22.3.1 Elasticity and plasticity	508
22.3.2 Fracture, creep and fatigue	508
22.4 Failure and strength of materials	509
22.4.1 The properties of matter	509
22.4.2 Structure and failure of materials	509
22.4.3 Controlling the properties of materials	509
22.4.4 Steps of Roman Swordsmithing	510
22.5 Summary	511
22.6 End of chapter exercise	511
23 Work, Energy and Power - Grade 12	513
23.1 Introduction	513
23.2 Work	513
23.3 Energy	519
23.3.1 External and Internal Forces	519
23.3.2 Capacity to do Work	520
23.4 Power	525
23.5 Important Equations and Quantities	529
23.6 End of Chapter Exercises	529

24 Doppler Effect - Grade 12	533
24.1 Introduction	533
24.2 The Doppler Effect with Sound and Ultrasound	533
24.2.1 Ultrasound and the Doppler Effect	537
24.3 The Doppler Effect with Light	537
24.3.1 The Expanding Universe	538
24.4 Summary	539
24.5 End of Chapter Exercises	539
25 Colour - Grade 12	541
25.1 Introduction	541
25.2 Colour and Light	541
25.2.1 Dispersion of white light	544
25.3 Addition and Subtraction of Light	544
25.3.1 Additive Primary Colours	544
25.3.2 Subtractive Primary Colours	545
25.3.3 Complementary Colours	546
25.3.4 Perception of Colour	546
25.3.5 Colours on a Television Screen	547
25.4 Pigments and Paints	548
25.4.1 Colour of opaque objects	548
25.4.2 Colour of transparent objects	548
25.4.3 Pigment primary colours	549
25.5 End of Chapter Exercises	550
26 2D and 3D Wavefronts - Grade 12	553
26.1 Introduction	553
26.2 Wavefronts	553
26.3 The Huygens Principle	554
26.4 Interference	556
26.5 Diffraction	557
26.5.1 Diffraction through a Slit	558
26.6 Shock Waves and Sonic Booms	562
26.6.1 Subsonic Flight	563
26.6.2 Supersonic Flight	563
26.6.3 Mach Cone	566
26.7 End of Chapter Exercises	568
27 Wave Nature of Matter - Grade 12	571
27.1 Introduction	571
27.2 de Broglie Wavelength	571
27.3 The Electron Microscope	574
27.3.1 Disadvantages of an Electron Microscope	577

27.3.2	Uses of Electron Microscopes	577
27.4	End of Chapter Exercises	578
28	Electrodynamics - Grade 12	579
28.1	Introduction	579
28.2	Electrical machines - generators and motors	579
28.2.1	Electrical generators	580
28.2.2	Electric motors	582
28.2.3	Real-life applications	582
28.2.4	Exercise - generators and motors	584
28.3	Alternating Current	585
28.3.1	Exercise - alternating current	586
28.4	Capacitance and inductance	586
28.4.1	Capacitance	586
28.4.2	Inductance	586
28.4.3	Exercise - capacitance and inductance	588
28.5	Summary	588
28.6	End of chapter exercise	589
29	Electronics - Grade 12	591
29.1	Introduction	591
29.2	Capacitive and Inductive Circuits	591
29.3	Filters and Signal Tuning	596
29.3.1	Capacitors and Inductors as Filters	596
29.3.2	LRC Circuits, Resonance and Signal Tuning	596
29.4	Active Circuit Elements	599
29.4.1	The Diode	599
29.4.2	The Light Emitting Diode (LED)	601
29.4.3	Transistor	603
29.4.4	The Operational Amplifier	607
29.5	The Principles of Digital Electronics	609
29.5.1	Logic Gates	610
29.6	Using and Storing Binary Numbers	616
29.6.1	Binary numbers	616
29.6.2	Counting circuits	617
29.6.3	Storing binary numbers	619
30	EM Radiation	625
30.1	Introduction	625
30.2	Particle/wave nature of electromagnetic radiation	625
30.3	The wave nature of electromagnetic radiation	626
30.4	Electromagnetic spectrum	626
30.5	The particle nature of electromagnetic radiation	629

30.5.1 Exercise - particle nature of EM waves	630
30.6 Penetrating ability of electromagnetic radiation	631
30.6.1 Ultraviolet(UV) radiation and the skin	631
30.6.2 Ultraviolet radiation and the eyes	632
30.6.3 X-rays	632
30.6.4 Gamma-rays	632
30.6.5 Exercise - Penetrating ability of EM radiation	633
30.7 Summary	633
30.8 End of chapter exercise	633
31 Optical Phenomena and Properties of Matter - Grade 12	635
31.1 Introduction	635
31.2 The transmission and scattering of light	635
31.2.1 Energy levels of an electron	635
31.2.2 Interaction of light with metals	636
31.2.3 Why is the sky blue?	637
31.3 The photoelectric effect	638
31.3.1 Applications of the photoelectric effect	640
31.3.2 Real-life applications	642
31.4 Emission and absorption spectra	643
31.4.1 Emission Spectra	643
31.4.2 Absorption spectra	644
31.4.3 Colours and energies of electromagnetic radiation	646
31.4.4 Applications of emission and absorption spectra	648
31.5 Lasers	650
31.5.1 How a laser works	652
31.5.2 A simple laser	654
31.5.3 Laser applications and safety	655
31.6 Summary	656
31.7 End of chapter exercise	657
V Exercises	659
32 Exercises	661
VI Essays	663
Essay 1: Energy and electricity. Why the fuss?	665
33 Essay: How a cell phone works	671
34 Essay: How a Physiotherapist uses the Concept of Levers	673
35 Essay: How a Pilot Uses Vectors	675

A GNU Free Documentation License

677

Chapter 18

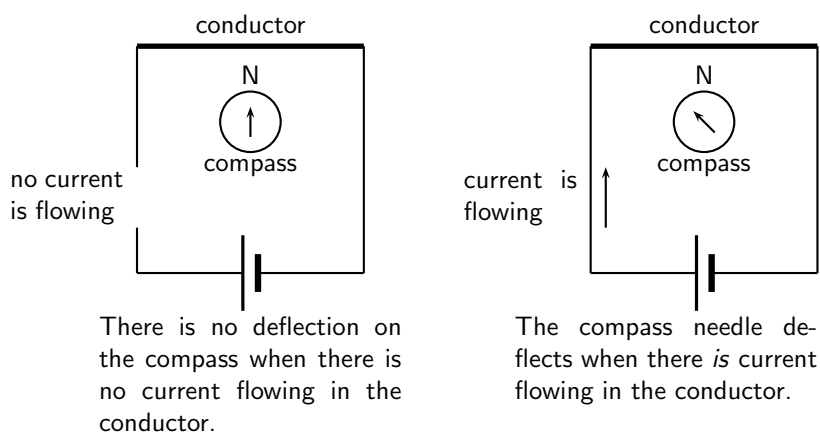
Electromagnetism - Grade 11

18.1 Introduction

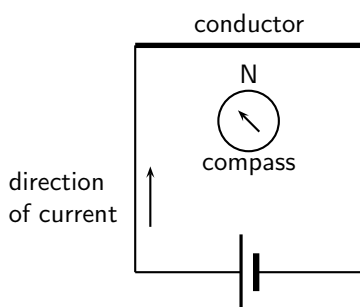
Electromagnetism is the science of the properties and relationship between electric currents and magnetism. An electric current creates a magnetic field and a moving magnetic field will create a flow of charge. This relationship between electricity and magnetism has resulted in the invention of many devices which are useful to humans.

18.2 Magnetic field associated with a current

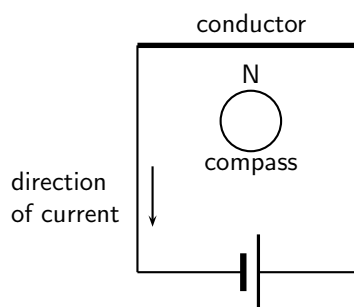
If you hold a compass near a wire through which current is flowing, the needle on the compass will be deflected.



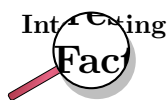
Activity :: Case Study : Magnetic field near a current carrying conductor



When the battery is connected as shown, the compass needle is deflected to the left.



What do you think will happen if the direction of the current is reversed as shown?



The discovery of the relationship between magnetism and electricity was, like so many other scientific discoveries, stumbled upon almost by accident. The Danish physicist Hans Christian Oersted was lecturing one day in 1820 on the possibility of electricity and magnetism being related to one another, and in the process demonstrated it conclusively by experiment in front of his whole class. By passing an electric current through a metal wire suspended above a magnetic compass, Oersted was able to produce a definite motion of the compass needle in response to the current. What began as a guess at the start of the class session was confirmed as fact at the end. Needless to say, Oersted had to revise his lecture notes for future classes. His discovery paved the way for a whole new branch of science - electromagnetism.

The magnetic field produced by an electric current is always oriented perpendicular to the direction of the current flow. When we are drawing directions of magnetic fields and currents, we use the symbol \odot and \otimes . The symbol

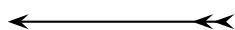


for an arrow that is coming out of the page and the symbol



for an arrow that is going into the page.

It is easy to remember the meanings of the symbols if you think of an arrow with a head and a tail.



When the arrow is coming out of the page, you see the head of the arrow (\odot). When the arrow is going into the page, you see the tail of the arrow (\otimes).

The direction of the magnetic field around the current carrying conductor is shown in Figure 18.1.

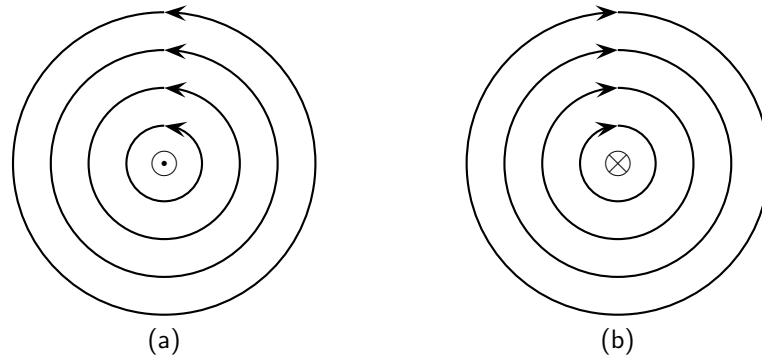


Figure 18.1: Magnetic field around a conductor when you look at the conductor from one end. (a) Current flows into the page and the magnetic field is counter clockwise. (b) Current flows out of the page and the magnetic field is clockwise.

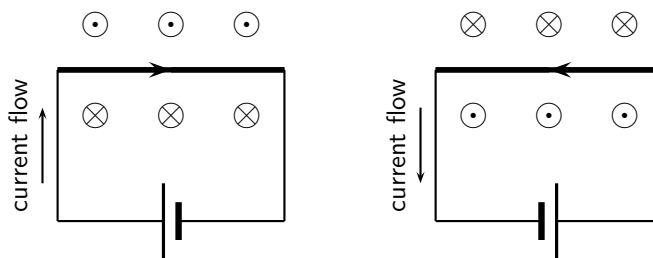
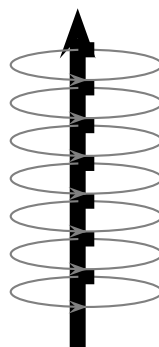


Figure 18.2: Magnetic fields around a conductor looking down on the conductor, for current in a conductor that is flowing to the right and to the left.

Activity :: Case Study : Direction of a magnetic field

Using the directions given in Figure 18.1 and Figure 18.2 and try to find a rule that easily tells you the direction of the magnetic field.

Hint: Use your fingers. Hold the wire in your hands and try to find a link between the direction of your thumb and the direction in which your fingers curl.



The magnetic field around a current carrying conductor.

There is a simple method of showing the relationship between the direction of the current flowing in a conductor and the direction of the magnetic field around the same conductor. The method is called the *Right Hand Rule*. Simply stated, the right hand rule says that the magnetic flux lines produced by a current-carrying wire will be oriented the same direction as the curled fingers of a person's right hand (in the "hitchhiking" position), with the thumb pointing in the direction of the current flow.

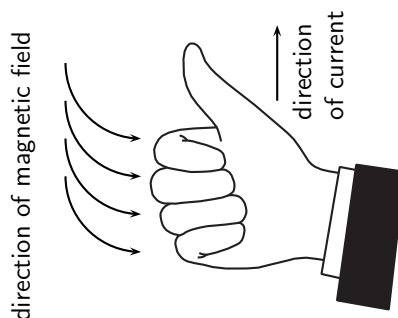
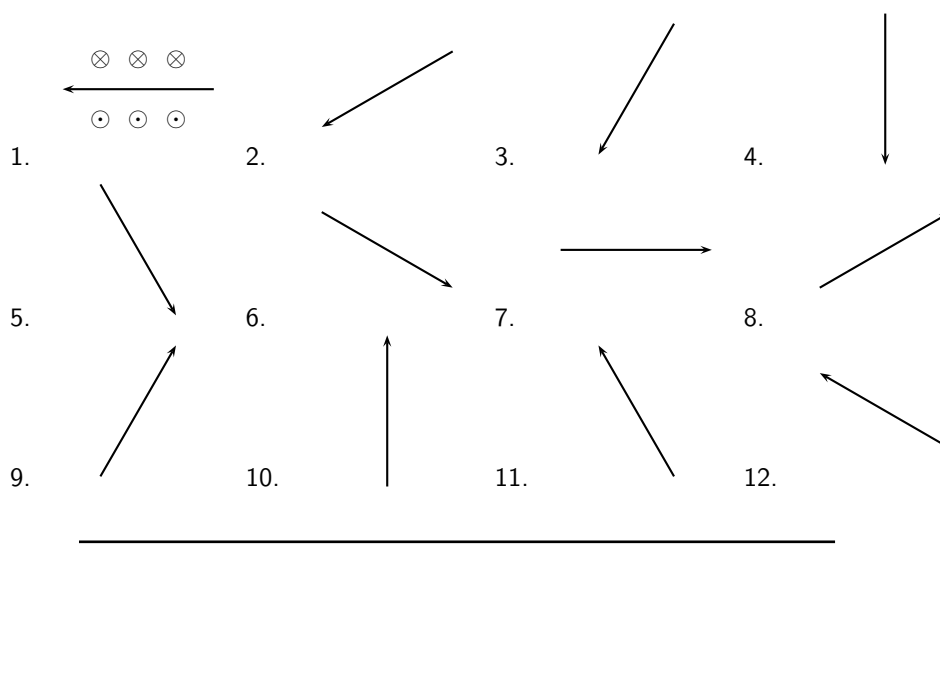


Figure 18.3: The Right Hand Rule.

Activity :: Case Study : The Right Hand Rule

Use the Right Hand Rule and draw in the directions of the magnetic field for the following conductors with the currents flowing in the directions shown by the arrow. The first problem has been completed for you.

**Activity :: Experiment : Magnetic field around a current carrying conductor****Apparatus:**

1. 1 9V battery with holder
2. 2 hookup wires with alligator clips
3. compass
4. stop watch

Method:

1. Connect your wires to the battery leaving one end unconnected so that the circuit is not closed.
2. One student should be in charge of limiting the current flow to 10 seconds. This is to preserve battery life as well as to prevent overheating of wires and battery contacts.
3. Place the compass close to the wire.
4. Close the circuit and observe what happens to the compass.

- Reverse the polarity of the battery and close the circuit. Observe what happens to the compass.

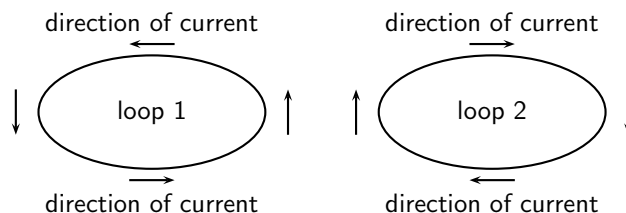
Conclusions:

Use your observations to answer the following questions:

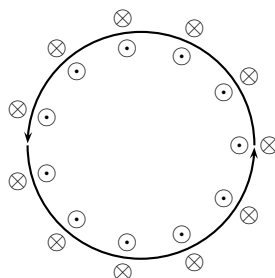
- Does a current flowing in a wire generate a magnetic field?
- Is the magnetic field present when the current is not flowing?
- Does the direction of the magnetic field produced by a current in a wire depend on the direction of the current flow?
- How does the direction of the current affect the magnetic field?

Activity :: Case Study : Magnetic field around a loop of conductor

Consider two loops of current carrying conductor that are placed in the plane of the page. Draw what you think the magnetic field would look like, by using the Right Hand Rule at different points of the two loops shown. Loop 1 has the current flowing in a counter-clockwise direction, while loop 2 has the current flowing in a clockwise direction.



If you make a loop of current carrying conductor, then the direction of the magnetic field is obtained by applying the Right Hand Rule to different points in the loop.



The directions of the magnetic field around a loop of current carrying conductor with the current flowing in a counter-clockwise direction is shown.

If we know add another loop then the magnetic field around each loop joins to create a stronger field. As more loops are added, the magnetic field gets a definite magnetic (north and south) polarity. Such a coil is more commonly known as a *solenoid*. The magnetic field pattern of a solenoid is similar to the magnetic field pattern of a bar magnet that you studied in Grade 10.

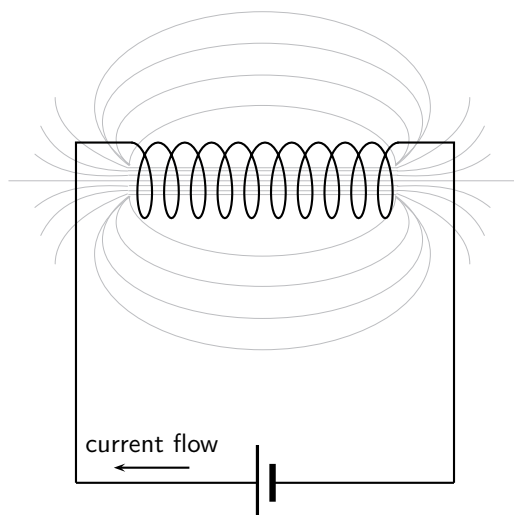


Figure 18.4: Magnetic field around a solenoid.

18.2.1 Real-world applications

Electromagnets

An *electromagnet* is a piece of wire intended to generate a magnetic field with the passage of electric current through it. Though all current-carrying conductors produce magnetic fields, an electromagnet is usually constructed in such a way as to maximize the strength of the magnetic field it produces for a special purpose. Electromagnets find frequent application in research, industry, medical, and consumer products.

As an electrically-controllable magnet, electromagnets find application in a wide variety of "electromechanical" devices: machines that effect mechanical force or motion through electrical power. Perhaps the most obvious example of such a machine is the *electric motor* which will be described in detail in Grade 12. Other examples of the use of electromagnets are electric bells, relays, loudspeakers and scrapyards cranes.

Activity :: Experiment : Electromagnets

Aim:

A magnetic field is created when an electric current flows through a wire. A single wire does not produce a strong magnetic field, but a coiled wire around an iron core does. We will investigate this behaviour.

Apparatus:

1. a battery and holder
2. a length of wire
3. a compass
4. a few nails
5. a few paper clips

Method:

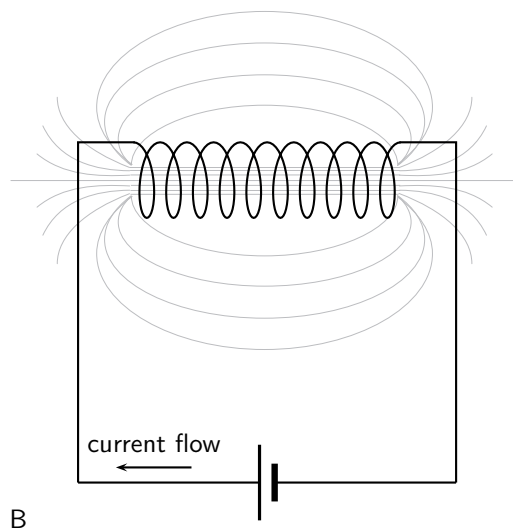
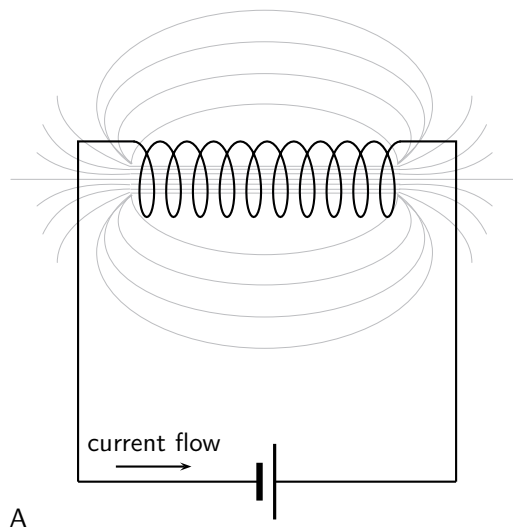
1. Bend the wire into a series of coils before attaching it to the battery. Observe what happens to the deflection on the compass. Has the deflection of the compass grown stronger?
2. Repeat the experiment by changing the number and size of the coils in the wire. Observe what happens to the deflection on the compass.
3. Coil the wire around an iron nail and then attach the coil to the battery. Observe what happens to the deflection on the compass.

Conclusions:

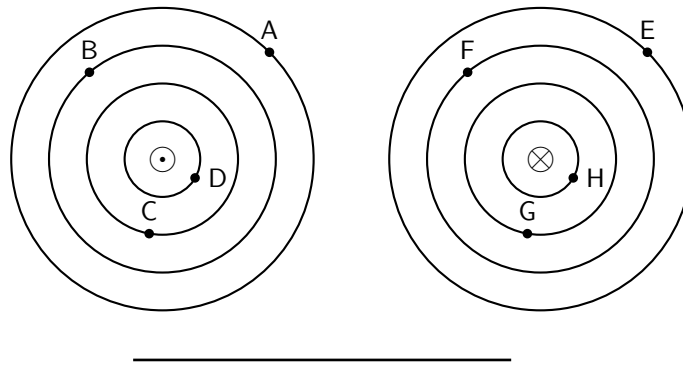
1. Does the number of coils affect the strength of the magnetic field?
 2. Does the iron nail increase or decrease the strength of the magnetic field?
-
-

**Exercise: Magnetic Fields**

1. Give evidence for the existence of a magnetic field near a current carrying wire.
2. Describe how you would use your right hand to determine the direction of a magnetic field around a current carrying conductor.
3. Use the right hand rule to determine the direction of the magnetic field for the following situations.



4. Use the Right Hand Rule to find the direction of the magnetic fields at each of the labelled points in the diagrams.



18.3 Current induced by a changing magnetic field

While Oersted's surprising discovery of electromagnetism paved the way for more practical applications of electricity, it was Michael Faraday who gave us the key to the practical generation of electricity: **electromagnetic induction**.

Faraday discovered that a voltage was generated across a length of wire while moving a magnet nearby, such that the distance between the two changed. This meant that the wire was exposed to a magnetic field flux of changing intensity. Furthermore, the voltage also depended on the orientation of the magnet; this is easily understood again in terms of the magnetic flux. The flux will be at its maximum as the magnet is aligned perpendicular to the wire. The magnitude of the changing flux and the voltage are linked. In fact, if the lines of flux are parallel to the wire, there will be no induced voltage.



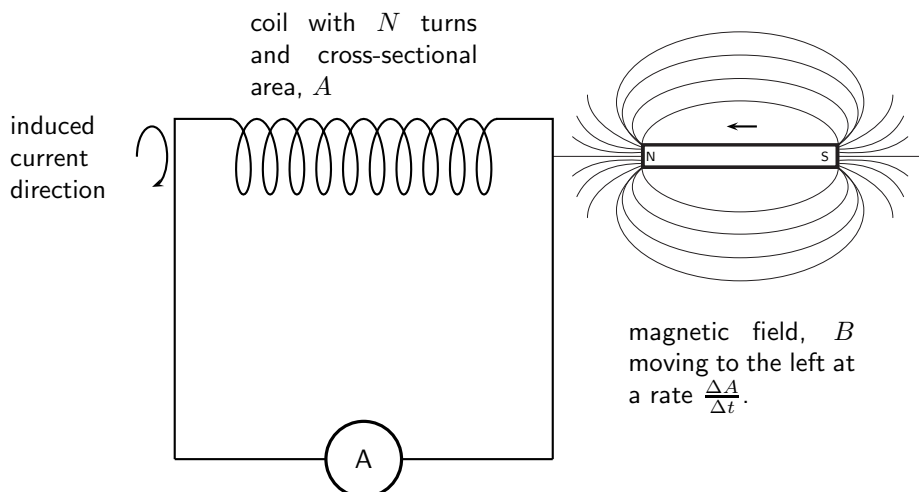
Definition: Faraday's Law

The emf, ϵ , produced around a loop of conductor is proportional to the rate of change of the magnetic flux, ϕ , through the area, A , of the loop. This can be stated mathematically as:

$$\epsilon = -N \frac{\Delta\phi}{\Delta t}$$

where $\phi = B \cdot A$ and B is the strength of the magnetic field.

Faraday's Law relates induced emf to the rate of change of flux, which is the product of the magnetic field and the cross-sectional area the field lines pass through.



When the north pole of a magnet is pushed into a solenoid, the flux in the solenoid increases so the induced current will have an associated magnetic field pointing out of the solenoid

(opposite to the magnet's field). When the north pole is pulled out, the flux decreases, so the induced current will have an associated magnetic field pointing into the solenoid (same direction as the magnet's field) to try to oppose the change. The directions of currents and associated magnetic fields can all be found using only the Right Hand Rule. When the fingers of the right hand are pointed in the direction of the current, the thumb points in the direction of the magnetic field. When the thumb is pointed in the direction of the magnetic field, the fingers point in the direction of the current.



Important: An easy way to create a magnetic field of changing intensity is to move a permanent magnet next to a wire or coil of wire. The magnetic field must increase or decrease in intensity *perpendicular* to the wire (so that the lines of flux "cut across" the conductor), or else no voltage will be induced.



Important: Finding the direction of the induced current

The induced current generates a magnetic field. The induced magnetic field is in a direction that cancels out the magnetic field in which the conductor is moving. So, you can use the Right Hand Rule to find the direction of the induced current by remembering that the induced magnetic field is opposite in direction to the magnetic field causing the change.

Electromagnetic induction is put into practical use in the construction of electrical generators, which use mechanical power to move a magnetic field past coils of wire to generate voltage. However, this is by no means the only practical use for this principle.

If we recall that the magnetic field produced by a current-carrying wire was always perpendicular to that wire, and that the flux intensity of that magnetic field varied with the amount of current through it, we can see that a wire is capable of inducing a voltage *along its own length* simply due to a change in current through it. This effect is called *self-induction*. Self-induction is when a changing magnetic field is produced by changes in current through a wire inducing voltage along the length of that same wire.

If the magnetic field flux is enhanced by bending the wire into the shape of a coil, and/or wrapping that coil around a material of high permeability, this effect of self-induced voltage will be more intense. A device constructed to take advantage of this effect is called an *inductor*, and will be discussed in greater detail in the next chapter.



Extension: Lenz's Law

The induced current will create a magnetic field that opposes the change in the magnetic flux.



Worked Example 121: Faraday's Law

Question: Consider a flat square coil with 5 turns. The coil is 0,50 m on each side, and has a magnetic field of 0,5 T passing through it. The plane of the coil is perpendicular to the magnetic field: the field points out of the page. Use Faraday's Law to calculate the induced emf if the magnetic field is increases uniformly from 0,5 T to 1 T in 10 s. Determine the direction of the induced current.

Answer

Step 1 : Identify what is required

We are required to use Faraday's Law to calculate the induced emf.

Step 2 : Write Faraday's Law

$$\epsilon = -N \frac{\Delta\phi}{\Delta t}$$

Step 3 : Solve Problem

$$\begin{aligned}
 \epsilon &= -N \frac{\Delta \phi}{\Delta t} \\
 &= -N \frac{\phi_f - \phi_i}{\Delta t} \\
 &= -N \frac{B_f \cdot A - B_i \cdot A}{\Delta t} \\
 &= -N \frac{A(B_f - B_i)}{\Delta t} \\
 &= -(5) \frac{(0,5)^2(1 - 0,5)}{10} \\
 &= 0,0625 \text{ V}
 \end{aligned}$$

18.3.1 Real-life applications

The following devices use Faraday's Law in their operation.

- induction stoves
- tape players
- metal detectors
- transformers

Activity :: Research Project : Real-life applications of Faraday's Law

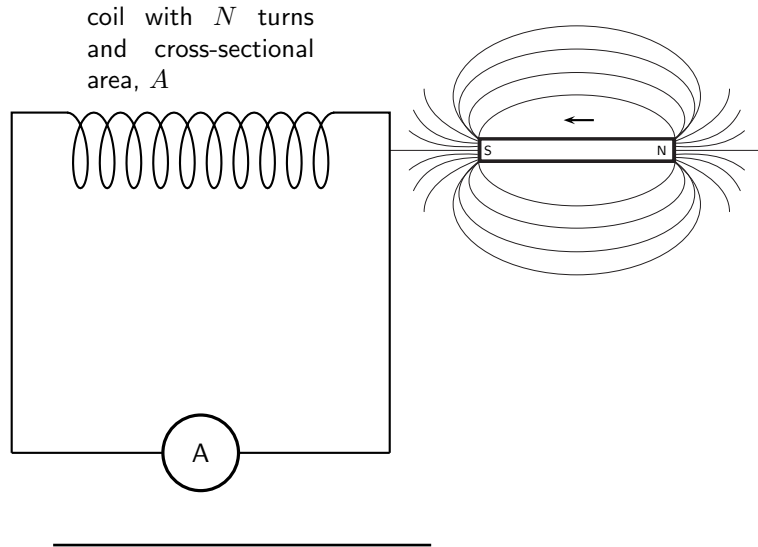
Choose one of the following devices and do some research on the internet or in a library how your device works. You will need to refer to Faraday's Law in your explanation.

- induction stoves
 - tape players
 - metal detectors
 - transformers
-



Exercise: Faraday's Law

1. State Faraday's Law in words and write down a mathematical relationship.
2. Describe what happens when a bar magnet is pushed into or pulled out of a solenoid connected to an ammeter. Draw pictures to support your description.
3. Use the right hand rule to determine the direction of the induced current in the solenoid below.



18.4 Transformers

One of the real-world applications of Faraday's Law is in a *transformer*.

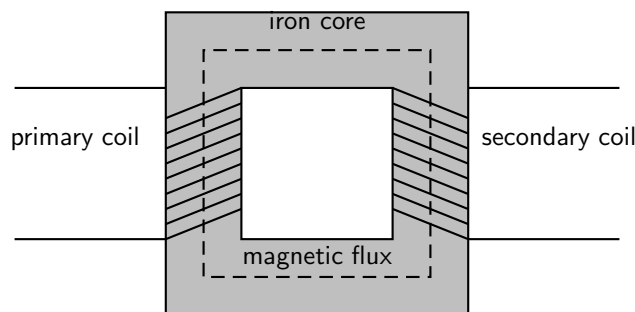
Eskom generates electricity at around 22 000 V. When you plug in a toaster, the mains voltage is 220 V. A transformer is used to *step-down* the high voltage to the lower voltage that is used as mains voltage.



Definition: Transformer

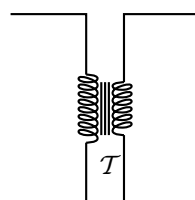
A transformer is an electrical device that uses the principle of induction between the primary coil and the secondary coil to either step-up or step-down voltage.

The essential features of a transformer are two coils of wire, called the primary coil and the secondary coil, which are wound around different sections of the same iron core.



When an alternating voltage is applied to the primary coil it creates an alternating current in that coil, which induces an alternating magnetic field in the iron core. This changing magnetic field induces an emf, which creates a current in the secondary coil.

The circuit symbol for a transformer is:



A very useful property of transformers is the ability to transform voltage and current levels according to a simple ratio, determined by the ratio of input and output coil turns. We can derive a mathematical relationship by using Faraday's law.

Assume that an alternating voltage V_p is applied to the primary coil (which has N_p turns) of a transformer. The current that results from this voltage generates a magnetic flux ϕ_p . We can then describe the emf in the primary coil by:

$$V_p = N_p \frac{\Delta\phi_p}{\Delta t}$$

Similarly, for the secondary coil,

$$V_s = N_s \frac{\Delta\phi_s}{\Delta t}$$

If we assume that the primary and secondary windings are perfectly coupled, then:

$$\phi_p = \phi_s$$

which means that:

$$\frac{V_p}{V_s} = \frac{N_p}{N_s}$$



Worked Example 122: Transformer specifications

Question: Calculate the voltage on the secondary coil if the voltage on the primary coil is 120 V and the ratio of primary windings to secondary windings is 10:1.

Answer

Step 1 : Determine how to approach the problem

Use

$$\frac{V_p}{V_s} = \frac{N_p}{N_s}$$

with

- $V_p = 120$
- $\frac{N_p}{N_s} = \frac{10}{1}$

Step 2 : Rearrange equation to solve for V_s

$$\begin{aligned} \frac{V_p}{V_s} &= \frac{N_p}{N_s} \\ \frac{1}{V_s} &= \frac{N_p}{N_s} \frac{1}{V_p} \\ \therefore V_s &= \frac{1}{\frac{N_p}{N_s}} V_p \end{aligned}$$

Step 3 : Substitute values and solve for V_s

$$\begin{aligned} V_s &= \frac{1}{\frac{N_p}{N_s}} V_p \\ &= \frac{1}{\frac{10}{1}} 120 \\ &= 12 \text{ V} \end{aligned}$$

A transformer designed to output more voltage than it takes in across the input coil is called a *step-up* transformer. A step-up transformer has more windings on the secondary coil than on the primary coil. This means that:

$$N_s > N_p$$

Similarly, a transformer designed to output less than it takes in across the input coil is called a *step-down* transformer. A step-down transformer has more windings on the primary coil than on the secondary coil. This means that:

$$N_p > N_s$$

We use a step-up transformer to increase the voltage from the primary coil to the secondary coil. It is used at power stations to increase the voltage for the transmission lines. A step-down transformer decreases the voltage from the primary coil to the secondary coil. It is particularly used to decrease the voltage from the transmission lines to a voltage which can be used in factories and in homes.

Transformer technology has made long-range electric power distribution practical. Without the ability to efficiently step voltage up and down, it would be cost-prohibitive to construct power systems for anything but close-range (within a few kilometres) use.

As useful as transformers are, they only work with AC, not DC. This is because the phenomenon of mutual inductance relies on *changing* magnetic fields, and direct current (DC) can only produce steady magnetic fields, transformers simply will not work with direct current.

Of course, direct current may be interrupted (pulsed) through the primary winding of a transformer to create a changing magnetic field (as is done in automotive ignition systems to produce high-voltage spark plug power from a low-voltage DC battery), but pulsed DC is not that different from AC. Perhaps more than any other reason, this is why AC finds such widespread application in power systems.

18.4.1 Real-world applications

Transformers are very important in the supply of electricity nationally. In order to reduce energy losses due to heating, electrical energy is transported from power stations along power lines at high voltage and low current. Transformers are used to step the voltage up from the power station to the power lines, and step it down from the power lines to buildings where it is needed.



Exercise: Transformers

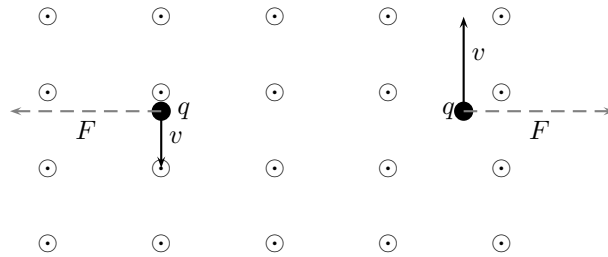
1. Draw a sketch of the main features of a transformer
 2. Use Faraday's Law to explain how a transformer works in words and pictures.
 3. Use the equation for Faraday's Law to derive an expression involving the ratio between the voltages and number of windings in the primary and secondary coils.
 4. If we have $N_p = 100$ and $N_s = 50$ and we connect the primary winding to a 230 V, 50Hz supply then calculate the voltage on the secondary winding.
 5. State the difference between a step-up and a step-down transformer in both structure and function.
 6. Give an example of the use of transformers.
-

18.5 Motion of a charged particle in a magnetic field

When a charged particle moves through a magnetic field it experiences a force. For a particle that is moving at right angles to the magnetic field, the force is given by:

$$F = qvB$$

where q is the charge on the particle, v is the velocity of the particle and B is the magnetic field through which the particle is moving.



Worked Example 123: Charged particle moving in a magnetic field

Question: An electron travels at $150\text{m}\cdot\text{s}^{-1}$ at right angles to a magnetic field of $80\,000\text{ T}$. What force is exerted on the electron?

Answer

Step 1 : Determine what is required

We are required to determine the force on a moving charge in a magnetic field

Step 2 : Determine how to approach the problem

We can use the formula:

$$F = qvB$$

Step 3 : Determine what is given

We are given

- $q = 1,6 \times 10^{-19}\text{C}$ (The charge on an electron)
- $v = 150\text{m}\cdot\text{s}^{-1}$
- $B = 80\,000\text{T}$

Step 4 : Determine the force

$$\begin{aligned} F &= qvB \\ &= (1,6 \times 10^{-19}\text{C})(150\text{m}\cdot\text{s}^{-1})(80\,000\text{T}) \\ &= 1,92 \times 10^{-12}\text{N} \end{aligned}$$



Important: The direction of the force exerted on a charged particle moving through a magnetic field is determined by using the Right Hand Rule.

Point your fingers in the direction of the velocity of the charge and turn them (as if turning a screwdriver) towards the direction of the magnetic field. Your thumb will point in the direction of the force. If the charge is negative, the direction of the force will be opposite to the direction of your thumb.

18.5.1 Real-world applications

The following devices use the movement of charge in a magnetic field

- televisions
- oscilloscope

Activity :: Research Project : Real-life applications of charges moving in a magnetic field

Choose one of the following devices and do some research on the internet or in a library how your device works.

- oscilloscope
- television

**Exercise: Lorentz Force**

1. What happens to a charged particle when it moves through a magnetic field?
2. Explain how you would use the Right Hand Rule to determine the direction of the force experienced by a charged particle as it moves in a magnetic field.
3. Explain how the force exerted on a charged particle moving through a magnetic field is used in a television.

18.6 Summary

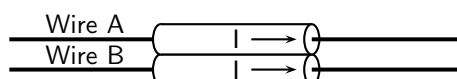
1. Electromagnetism is the study of the properties and relationship between electric current and magnetism.
2. A current carrying conductor will produce a magnetic field around the conductor.
3. The direction of the magnetic field is found by using the Right Hand Rule.
4. Electromagnets are temporary magnets formed by current-carrying conductors.
5. Electromagnetic induction occurs when a moving magnetic field induces a voltage in a current-carrying conductor.
6. Transformers use electromagnetic induction to alter the voltage.
7. A charged particle will experience a force in a magnetic field.

18.7 End of chapter exercises

1. State the Right Hand Rule.
2. What did Hans Oersted discover about the relationship between electricity and magnetism?
3. List two uses of electromagnetism.
4. Draw a labelled diagram of an electromagnet and show the poles of the electromagnet on your sketch.
5. Transformers are useful electrical devices.
 - A What is a transformer?
 - B Draw a sketch of a step-down transformer?
 - C What is the difference between a step-down and step-up transformer?

- D When would you use a step-up transformer?
6. Calculate the voltage on the secondary coil of a transformer if the voltage on the primary coil is 22 000 V and the ratio of secondary windings to secondary windings is 500:1.
7. You find a transformer with 1000 windings on the primary coil and 200 windings on the secondary coil.
- A What type of transformer is it?
- B What will be the voltage on the secondary coil if the voltage on the primary coil is 400 V?

IEB 2005/11 HG An electric cable consists of two long straight parallel wires separated by plastic insulating material. Each wire carries a current I in the same direction (as shown in the diagram below).



Which of the following is **true** concerning the force of Wire A on Wire B?

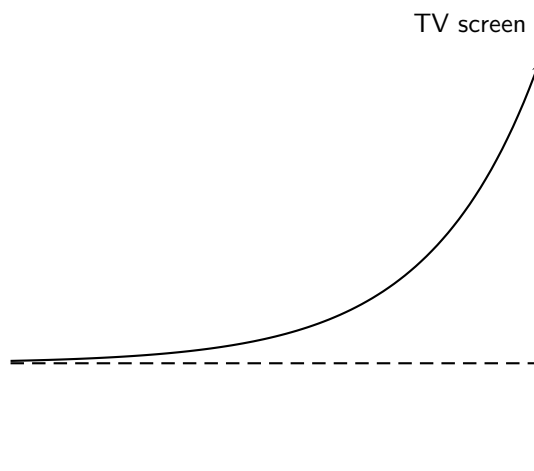
	Direction of Force	Origin of Force
(a)	towards A (attraction)	electrostatic force between opposite charges
(b)	towards B (repulsion)	electrostatic force between opposite charges
(c)	towards A (attraction)	magnetic force on current-carrying conductor
(d)	towards B (repulsion)	magnetic force on current-carrying conductor

IEB 2005/11 HG1 **Force of parallel current-carrying conductors**

Two long straight parallel current-carrying conductors placed 1 m apart from each other in a vacuum each carry a current of 1 A in the same direction.

- A What is the magnitude of the force of 1 m of one conductor on the other?
- B How does the force compare with that in the previous question when the current in one of the conductors is halved, and their distance of separation is halved?

IEB 2005/11 HG An electron moving horizontally in a TV tube enters a region where there is a uniform magnetic field. This causes the electron to move along the path (shown by the solid line) because the magnetic field exerts a constant force on it. What is the direction of this magnetic field?



- A upwards (towards the top of the page)
- B downwards (towards the bottom of the page)
- C into the page
- D out of the page

Appendix A

GNU Free Documentation License

Version 1.2, November 2002

Copyright © 2000,2001,2002 Free Software Foundation, Inc.

59 Temple Place, Suite 330, Boston, MA 02111-1307 USA

Everyone is permitted to copy and distribute verbatim copies of this license document, but changing it is not allowed.

PREAMBLE

The purpose of this License is to make a manual, textbook, or other functional and useful document “free” in the sense of freedom: to assure everyone the effective freedom to copy and redistribute it, with or without modifying it, either commercially or non-commercially. Secondly, this License preserves for the author and publisher a way to get credit for their work, while not being considered responsible for modifications made by others.

This License is a kind of “copyleft”, which means that derivative works of the document must themselves be free in the same sense. It complements the GNU General Public License, which is a copyleft license designed for free software.

We have designed this License in order to use it for manuals for free software, because free software needs free documentation: a free program should come with manuals providing the same freedoms that the software does. But this License is not limited to software manuals; it can be used for any textual work, regardless of subject matter or whether it is published as a printed book. We recommend this License principally for works whose purpose is instruction or reference.

APPLICABILITY AND DEFINITIONS

This License applies to any manual or other work, in any medium, that contains a notice placed by the copyright holder saying it can be distributed under the terms of this License. Such a notice grants a world-wide, royalty-free license, unlimited in duration, to use that work under the conditions stated herein. The “Document”, below, refers to any such manual or work. Any member of the public is a licensee, and is addressed as “you”. You accept the license if you copy, modify or distribute the work in a way requiring permission under copyright law.

A “Modified Version” of the Document means any work containing the Document or a portion of it, either copied verbatim, or with modifications and/or translated into another language.

A “Secondary Section” is a named appendix or a front-matter section of the Document that deals exclusively with the relationship of the publishers or authors of the Document to the Document’s overall subject (or to related matters) and contains nothing that could fall directly within that overall subject. (Thus, if the Document is in part a textbook of mathematics, a

Secondary Section may not explain any mathematics.) The relationship could be a matter of historical connection with the subject or with related matters, or of legal, commercial, philosophical, ethical or political position regarding them.

The “Invariant Sections” are certain Secondary Sections whose titles are designated, as being those of Invariant Sections, in the notice that says that the Document is released under this License. If a section does not fit the above definition of Secondary then it is not allowed to be designated as Invariant. The Document may contain zero Invariant Sections. If the Document does not identify any Invariant Sections then there are none.

The “Cover Texts” are certain short passages of text that are listed, as Front-Cover Texts or Back-Cover Texts, in the notice that says that the Document is released under this License. A Front-Cover Text may be at most 5 words, and a Back-Cover Text may be at most 25 words.

A “Transparent” copy of the Document means a machine-readable copy, represented in a format whose specification is available to the general public, that is suitable for revising the document straightforwardly with generic text editors or (for images composed of pixels) generic paint programs or (for drawings) some widely available drawing editor, and that is suitable for input to text formatters or for automatic translation to a variety of formats suitable for input to text formatters. A copy made in an otherwise Transparent file format whose markup, or absence of markup, has been arranged to thwart or discourage subsequent modification by readers is not Transparent. An image format is not Transparent if used for any substantial amount of text. A copy that is not “Transparent” is called “Opaque”.

Examples of suitable formats for Transparent copies include plain ASCII without markup, Texinfo input format, \LaTeX input format, SGML or XML using a publicly available DTD and standard-conforming simple HTML, PostScript or PDF designed for human modification. Examples of transparent image formats include PNG, XCF and JPG. Opaque formats include proprietary formats that can be read and edited only by proprietary word processors, SGML or XML for which the DTD and/or processing tools are not generally available, and the machine-generated HTML, PostScript or PDF produced by some word processors for output purposes only.

The “Title Page” means, for a printed book, the title page itself, plus such following pages as are needed to hold, legibly, the material this License requires to appear in the title page. For works in formats which do not have any title page as such, “Title Page” means the text near the most prominent appearance of the work’s title, preceding the beginning of the body of the text.

A section “Entitled XYZ” means a named subunit of the Document whose title either is precisely XYZ or contains XYZ in parentheses following text that translates XYZ in another language. (Here XYZ stands for a specific section name mentioned below, such as “Acknowledgements”, “Dedications”, “Endorsements”, or “History”.) To “Preserve the Title” of such a section when you modify the Document means that it remains a section “Entitled XYZ” according to this definition.

The Document may include Warranty Disclaimers next to the notice which states that this License applies to the Document. These Warranty Disclaimers are considered to be included by reference in this License, but only as regards disclaiming warranties: any other implication that these Warranty Disclaimers may have is void and has no effect on the meaning of this License.

VERBATIM COPYING

You may copy and distribute the Document in any medium, either commercially or non-commercially, provided that this License, the copyright notices, and the license notice saying this License applies to the Document are reproduced in all copies, and that you add no other conditions whatsoever to those of this License. You may not use technical measures to obstruct or control the reading or further copying of the copies you make or distribute. However, you may accept compensation in exchange for copies. If you distribute a large enough number of copies you must also follow the conditions in section A.

You may also lend copies, under the same conditions stated above, and you may publicly display copies.

COPYING IN QUANTITY

If you publish printed copies (or copies in media that commonly have printed covers) of the Document, numbering more than 100, and the Document's license notice requires Cover Texts, you must enclose the copies in covers that carry, clearly and legibly, all these Cover Texts: Front-Cover Texts on the front cover, and Back-Cover Texts on the back cover. Both covers must also clearly and legibly identify you as the publisher of these copies. The front cover must present the full title with all words of the title equally prominent and visible. You may add other material on the covers in addition. Copying with changes limited to the covers, as long as they preserve the title of the Document and satisfy these conditions, can be treated as verbatim copying in other respects.

If the required texts for either cover are too voluminous to fit legibly, you should put the first ones listed (as many as fit reasonably) on the actual cover, and continue the rest onto adjacent pages.

If you publish or distribute Opaque copies of the Document numbering more than 100, you must either include a machine-readable Transparent copy along with each Opaque copy, or state in or with each Opaque copy a computer-network location from which the general network-using public has access to download using public-standard network protocols a complete Transparent copy of the Document, free of added material. If you use the latter option, you must take reasonably prudent steps, when you begin distribution of Opaque copies in quantity, to ensure that this Transparent copy will remain thus accessible at the stated location until at least one year after the last time you distribute an Opaque copy (directly or through your agents or retailers) of that edition to the public.

It is requested, but not required, that you contact the authors of the Document well before redistributing any large number of copies, to give them a chance to provide you with an updated version of the Document.

MODIFICATIONS

You may copy and distribute a Modified Version of the Document under the conditions of sections A and A above, provided that you release the Modified Version under precisely this License, with the Modified Version filling the role of the Document, thus licensing distribution and modification of the Modified Version to whoever possesses a copy of it. In addition, you must do these things in the Modified Version:

1. Use in the Title Page (and on the covers, if any) a title distinct from that of the Document, and from those of previous versions (which should, if there were any, be listed in the History section of the Document). You may use the same title as a previous version if the original publisher of that version gives permission.
2. List on the Title Page, as authors, one or more persons or entities responsible for authorship of the modifications in the Modified Version, together with at least five of the principal authors of the Document (all of its principal authors, if it has fewer than five), unless they release you from this requirement.
3. State on the Title page the name of the publisher of the Modified Version, as the publisher.
4. Preserve all the copyright notices of the Document.
5. Add an appropriate copyright notice for your modifications adjacent to the other copyright notices.

6. Include, immediately after the copyright notices, a license notice giving the public permission to use the Modified Version under the terms of this License, in the form shown in the Addendum below.
7. Preserve in that license notice the full lists of Invariant Sections and required Cover Texts given in the Document's license notice.
8. Include an unaltered copy of this License.
9. Preserve the section Entitled "History", Preserve its Title, and add to it an item stating at least the title, year, new authors, and publisher of the Modified Version as given on the Title Page. If there is no section Entitled "History" in the Document, create one stating the title, year, authors, and publisher of the Document as given on its Title Page, then add an item describing the Modified Version as stated in the previous sentence.
10. Preserve the network location, if any, given in the Document for public access to a Transparent copy of the Document, and likewise the network locations given in the Document for previous versions it was based on. These may be placed in the "History" section. You may omit a network location for a work that was published at least four years before the Document itself, or if the original publisher of the version it refers to gives permission.
11. For any section Entitled "Acknowledgements" or "Dedications", Preserve the Title of the section, and preserve in the section all the substance and tone of each of the contributor acknowledgements and/or dedications given therein.
12. Preserve all the Invariant Sections of the Document, unaltered in their text and in their titles. Section numbers or the equivalent are not considered part of the section titles.
13. Delete any section Entitled "Endorsements". Such a section may not be included in the Modified Version.
14. Do not re-title any existing section to be Entitled "Endorsements" or to conflict in title with any Invariant Section.
15. Preserve any Warranty Disclaimers.

If the Modified Version includes new front-matter sections or appendices that qualify as Secondary Sections and contain no material copied from the Document, you may at your option designate some or all of these sections as invariant. To do this, add their titles to the list of Invariant Sections in the Modified Version's license notice. These titles must be distinct from any other section titles.

You may add a section Entitled "Endorsements", provided it contains nothing but endorsements of your Modified Version by various parties—for example, statements of peer review or that the text has been approved by an organisation as the authoritative definition of a standard.

You may add a passage of up to five words as a Front-Cover Text, and a passage of up to 25 words as a Back-Cover Text, to the end of the list of Cover Texts in the Modified Version. Only one passage of Front-Cover Text and one of Back-Cover Text may be added by (or through arrangements made by) any one entity. If the Document already includes a cover text for the same cover, previously added by you or by arrangement made by the same entity you are acting on behalf of, you may not add another; but you may replace the old one, on explicit permission from the previous publisher that added the old one.

The author(s) and publisher(s) of the Document do not by this License give permission to use their names for publicity for or to assert or imply endorsement of any Modified Version.

COMBINING DOCUMENTS

You may combine the Document with other documents released under this License, under the terms defined in section A above for modified versions, provided that you include in the

combination all of the Invariant Sections of all of the original documents, unmodified, and list them all as Invariant Sections of your combined work in its license notice, and that you preserve all their Warranty Disclaimers.

The combined work need only contain one copy of this License, and multiple identical Invariant Sections may be replaced with a single copy. If there are multiple Invariant Sections with the same name but different contents, make the title of each such section unique by adding at the end of it, in parentheses, the name of the original author or publisher of that section if known, or else a unique number. Make the same adjustment to the section titles in the list of Invariant Sections in the license notice of the combined work.

In the combination, you must combine any sections Entitled “History” in the various original documents, forming one section Entitled “History”; likewise combine any sections Entitled “Acknowledgements”, and any sections Entitled “Dedications”. You must delete all sections Entitled “Endorsements”.

COLLECTIONS OF DOCUMENTS

You may make a collection consisting of the Document and other documents released under this License, and replace the individual copies of this License in the various documents with a single copy that is included in the collection, provided that you follow the rules of this License for verbatim copying of each of the documents in all other respects.

You may extract a single document from such a collection, and distribute it individually under this License, provided you insert a copy of this License into the extracted document, and follow this License in all other respects regarding verbatim copying of that document.

AGGREGATION WITH INDEPENDENT WORKS

A compilation of the Document or its derivatives with other separate and independent documents or works, in or on a volume of a storage or distribution medium, is called an “aggregate” if the copyright resulting from the compilation is not used to limit the legal rights of the compilation’s users beyond what the individual works permit. When the Document is included an aggregate, this License does not apply to the other works in the aggregate which are not themselves derivative works of the Document.

If the Cover Text requirement of section A is applicable to these copies of the Document, then if the Document is less than one half of the entire aggregate, the Document’s Cover Texts may be placed on covers that bracket the Document within the aggregate, or the electronic equivalent of covers if the Document is in electronic form. Otherwise they must appear on printed covers that bracket the whole aggregate.

TRANSLATION

Translation is considered a kind of modification, so you may distribute translations of the Document under the terms of section A. Replacing Invariant Sections with translations requires special permission from their copyright holders, but you may include translations of some or all Invariant Sections in addition to the original versions of these Invariant Sections. You may include a translation of this License, and all the license notices in the Document, and any Warranty Disclaimers, provided that you also include the original English version of this License and the original versions of those notices and disclaimers. In case of a disagreement between the translation and the original version of this License or a notice or disclaimer, the original version will prevail.

If a section in the Document is Entitled “Acknowledgements”, “Dedications”, or “History”, the requirement (section A) to Preserve its Title (section A) will typically require changing the

actual title.

TERMINATION

You may not copy, modify, sub-license, or distribute the Document except as expressly provided for under this License. Any other attempt to copy, modify, sub-license or distribute the Document is void, and will automatically terminate your rights under this License. However, parties who have received copies, or rights, from you under this License will not have their licenses terminated so long as such parties remain in full compliance.

FUTURE REVISIONS OF THIS LICENSE

The Free Software Foundation may publish new, revised versions of the GNU Free Documentation License from time to time. Such new versions will be similar in spirit to the present version, but may differ in detail to address new problems or concerns. See <http://www.gnu.org/copyleft/>.

Each version of the License is given a distinguishing version number. If the Document specifies that a particular numbered version of this License “or any later version” applies to it, you have the option of following the terms and conditions either of that specified version or of any later version that has been published (not as a draft) by the Free Software Foundation. If the Document does not specify a version number of this License, you may choose any version ever published (not as a draft) by the Free Software Foundation.

ADDENDUM: How to use this License for your documents

To use this License in a document you have written, include a copy of the License in the document and put the following copyright and license notices just after the title page:

Copyright © YEAR YOUR NAME. Permission is granted to copy, distribute and/or modify this document under the terms of the GNU Free Documentation License, Version 1.2 or any later version published by the Free Software Foundation; with no Invariant Sections, no Front-Cover Texts, and no Back-Cover Texts. A copy of the license is included in the section entitled “GNU Free Documentation License”.

If you have Invariant Sections, Front-Cover Texts and Back-Cover Texts, replace the “with...Texts.” line with this:

with the Invariant Sections being LIST THEIR TITLES, with the Front-Cover Texts being LIST, and with the Back-Cover Texts being LIST.

If you have Invariant Sections without Cover Texts, or some other combination of the three, merge those two alternatives to suit the situation.

If your document contains nontrivial examples of program code, we recommend releasing these examples in parallel under your choice of free software license, such as the GNU General Public License, to permit their use in free software.