

**I'm not a robot!**



Magnetic field lines emanate from a magnetic north pole and terminate at a magnetic south pole. Hence, in a map depicting earth's magnetic field lines, the field lines at Melbourne, Australia would seem to come out of the ground.

(d) If a compass is located on the geomagnetic North Pole or South Pole, then the compass will be free to move in the horizontal plane while earth's field is exactly vertical to the magnetic poles. In such a case, the compass can point in any direction.

(e) Magnetic moment,  $M = k \times 10^3 \text{ JT}^{-1}$

Radius of earth,  $r = 6.4 \times 10^6 \text{ m}$

Magnetic field strength,  $B = \frac{\mu_0 M}{4\pi r^3}$

Where,

$\mu_0$  = Permeability of free space =  $4\pi \times 10^{-7} \text{ Tm A}^{-1}$

$$\therefore B = \frac{4\pi \times 10^{-7} \times 8 \times 10^{27}}{4\pi \times (6.4 \times 10^6)^3} = 0.3 \text{ G}$$

This quantity is of the order of magnitude of the observed field on earth.

(f) Yes, there are several local poles on earth's surface oriented in different directions. A magnetised mineral deposit is an example of a local N-S pole.

Question 5.2:

Answer the following questions:

The earth's magnetic field varies from point to point in space.

Does it also change with time? If so, on what time scale does it change appreciably?

The earth's core is known to contain iron. Yet geologists do not regard this as a source of the earth's magnetism. Why?

The charged currents in the outer conducting regions of the earth's core are thought to be responsible for earth's magnetism. What might be the 'battery' (i.e., the source of energy) to sustain these currents?

The earth may have even reversed the direction of its field several times during its history of 4 to 5 billion years. How can geologists know about the earth's field in such distant past?

## n grams

### Calculated

0.020

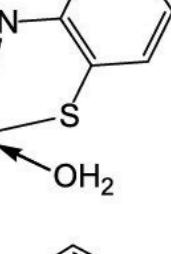
0.022

0.036

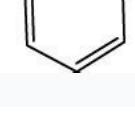
0.2738

0.038

0.050



Where, M = Mn(II)  
Cu(II), Zn



### Photochemistry of coordination compounds

Absorption band  $\longleftrightarrow$  Electronic transition

The excited states are treated in the "localised MO approximation": the transition is considered to involve two predominant orbitals, the electron being promoted from  $OM_1$  to  $OM_2$ , ignoring more or less the other orbitals

What are the most important excited states, as far as electron transfer is concerned?

Figure 11.1. Sample AF Form 931, Performance Feedback Worksheet (AB thru TSgt).

PERFORMANCE FEEDBACK WORKSHEET (AB thru TSgt)			
I. PERSONAL INFORMATION			
NAME	GRADE	UNIT	
TORES, RICHARD O.	SSgt	AFSES/CM	
II. TYPES OF FEEDBACK:		INITIAL	MID-TERM
		RATER REQUESTED	RATER DIRECTED
III. PRIMARY DUTIES			
<ul style="list-style-type: none"> <li>- Outline specific duties completed to meet mission requirements</li> <li>- The entries should include the most important duties and correspond to the job reflected in the EPR</li> </ul>			
IV. PERFORMANCE FEEDBACK			
1. PRIMARY/ADDITIONAL DUTIES Consider Adapting, Learning, Quality, Timeliness, Professional Growth, Communication Skills. (For SSgt/TSgt also consider Supervisory, Leadership and Technical Ability.) <input checked="" type="checkbox"/> N/A Initial Feedback <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Meets <input type="checkbox"/> Above Average <input type="checkbox"/> Clearly Exceeds			
<p>The following are some examples. Does the ratee: (1) display an ability to learn rapidly and adapt quickly to changing situations; (2) demonstrate accuracy, thoroughness, and orderliness in performing work assignments; (3) use systematic methods to accomplish more in less time; (4) actively support professional organizations; and (5) effectively communicate management decisions to achieve understanding and acceptance?</p>			
2. STANDARDS, CONDUCT, CHARACTER & MILITARY BEARING. Consider Dress & Appearance, Personal/Professional Conduct On/Off Duty. (For SSgt/TSgt also consider Enforcement of Standards and Customs & Courtesies.) <input checked="" type="checkbox"/> N/A Initial Feedback <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Meets <input type="checkbox"/> Above Average <input type="checkbox"/> Clearly Exceeds			
<p>The following are some examples. Does the ratee: (1) meet or exceed AF standards for dress and appearance; (2) project a positive military image according to AFI 36-2903; (3) achieve success when confronted with limited resources; (4) effectively overcome personal and organizational blocks to achieve results; and (5) support organizational, base and (or) community activities (duty or off-duty hours)?</p>			
3. FITNESS. Maintains Air Force Physical Fitness Standards. <input type="checkbox"/> Does Not Meet <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Exempt			
<p>Does the ratee participate in the AF physical training program and meet standards?</p>			
4. TRAINING REQUIREMENTS. Consider Upgrade, Ancillary, COT, & Readiness. (For SSgt/TSgt also consider PME, Off-duty Education, Technical Growth, and Upgrade Training.) <input checked="" type="checkbox"/> N/A Initial Feedback <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Meets <input type="checkbox"/> Above Average <input type="checkbox"/> Clearly Exceeds			
<p>The following are some examples. Does the ratee: (1) complete training in the minimum time allowed; (2) accomplish readiness requirements in a timely manner; (3) have required PME for current grade completed; (4) translate innovative or better ways to do "things" into a plan of action; and (5) display a high level of technical competence?</p>			
5. TEAMWORK/FOLLOWERSHIP. Consider Team Building, Support of Team & Followership. (For SSgt/TSgt also consider Leadership, Team Accomplishments, Recognition/Reward Others.) <input checked="" type="checkbox"/> N/A Initial Feedback <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Meets <input type="checkbox"/> Above Average <input type="checkbox"/> Clearly Exceeds			
<p>The following are some examples. Is the ratee easy to work with? Does the ratee have a positive attitude? Does the ratee complain or foster team work to accomplish the task? Do the other unit, flight, or section personnel enjoy working with the ratee? Does the ratee display leadership traits appropriate to the situation? Does the ratee display the ability to simulate others?</p>			
6. OTHER COMMENTS. Consider Promotion, Future Duty Assignment/Education Recommendations and Safety, Security & Human Relations. <input checked="" type="checkbox"/> N/A Initial Feedback <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Meets <input type="checkbox"/> Above Average <input type="checkbox"/> Clearly Exceeds			
<p>Consider future assignments that help the ratee achieve breadth of experience within their career field. Identify educational requirements needed to complete CCAF or higher degree. Ensure ratee exhibits safety and security practices daily to accomplish the mission. Also determine if the ratee works harmoniously and effectively with others.</p>			

AF FORM 931, 20080618

PREVIOUS EDITIONS ARE OBSOLETE

PRIVACY ACT INFORMATION: The information in this form is FOR OFFICIAL USE ONLY. Printed under the Privacy Act of 1974.

**MAGNETISM & ELECTROMAGNETISM - UNSCRAMBLE WORDS** Unscramble words allows the student to re-arrange or unjumble the scrambled letters to make a meaningful word. This game will help the students to spell by rearranging letters. 24 Words included: Alnico, Antenna, Compass, Diaelectric, Electric Generator, Electromagnetic Waves, Electromagnetic Induction, Ferromagnetic, Gauss Law, Generator, Isotope, Magnetic Field, Magnetic Induction, Magnetic Moment, Magnetism, Nonmagnetic, Paramagnetic, Permeable Answer Verified Hint: Paramagnetic and Diamagnetic are the characteristics of the compound which tell the magnetic effect of the compound. If there is an unpaired electron in the compound then it will behave paramagnetically, else it will be diamagnetic.  $Z(Z \{n\}^2 + 2 + 1)$  means there will be a loss of 2 electrons from a total number of electrons in it. Complete step-by-step answer: The magnetic behavior of the compound tells how the compound will behave in the external magnetic field. Paramagnetic and Diamagnetic are the characteristics of the compound which tell the magnetic effect of the compound. We can tell whether the compound or element is paramagnetic or diamagnetic by observing the number of electrons in it. If there is an unpaired electron in the compound then it will behave paramagnetically, else it will be diamagnetic. Zinc (Zn) is the element of group 12 in the d-block and the period is 4, so its atomic number will be 30. Therefore, there are 30 electrons the zinc. The electronic configuration will be:  $1\{s\}^2 2\{s\}^2 2\{p\}^6 3\{s\}^2 3\{p\}^6 4\{s\}^2 3\{d\}^10$ . So, let us see the arrangement of electrons in 3d: As we can see that there is no  $f_{14}$ ,  $t_{10}$ ,  $d_{10}$ ,  $p_{10}$ ,  $s_{10}$ ,  $g_{10}$ ,  $h_{10}$ ,  $i_{10}$ ,  $j_{10}$ ,  $k_{10}$ ,  $l_{10}$ ,  $m_{10}$ ,  $n_{10}$ ,  $o_{10}$ ,  $p_{10}$ ,  $q_{10}$ ,  $r_{10}$ ,  $s_{10}$ ,  $t_{10}$ ,  $u_{10}$ ,  $v_{10}$ ,  $w_{10}$ ,  $x_{10}$ ,  $y_{10}$ ,  $z_{10}$ . So, the  $3d$  subshell is empty. Now, let us see the arrangement of electrons in 4s: As we can see that there is no  $f_{14}$ ,  $t_{10}$ ,  $d_{10}$ ,  $p_{10}$ ,  $s_{10}$ ,  $g_{10}$ ,  $h_{10}$ ,  $i_{10}$ ,  $j_{10}$ ,  $k_{10}$ ,  $l_{10}$ ,  $m_{10}$ ,  $n_{10}$ ,  $o_{10}$ ,  $p_{10}$ ,  $q_{10}$ ,  $r_{10}$ ,  $s_{10}$ ,  $t_{10}$ ,  $u_{10}$ ,  $v_{10}$ ,  $w_{10}$ ,  $x_{10}$ ,  $y_{10}$ ,  $z_{10}$ . So, the  $4s$  subshell is empty. 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Now, let us see the arrangement of electrons in 4p: As we can see that there is no  $f_{14}$ ,  $t_{10}$ ,  $d_{10}$ ,  $p_{10}$ ,  $s_{10}$ ,  $g_{10}$ ,  $h_{10}$ ,  $i_{10}$ ,  $j_{10}$ ,  $k_{10}$ ,  $l_{10}$ ,  $m_{10}$ ,  $n_{10}$ ,  $o_{10}$ ,  $p_{10}$ ,  $q_{10}$ ,  $r_{10}$ ,  $s_{10}$ ,  $t_{10}$ ,  $u_{10}$ ,  $v_{10}$ ,  $w_{10}$ ,  $x_{10}$ ,  $y_{10}$ ,  $z_{10}$ . So, the  $4p$  subshell is empty. Now, let us see the arrangement of electrons in 3d:

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