

Block 16 - Ampère's Law and Magnetomotive Force (MMF)

Student Group

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Block 16 - Ampère's Law and Magnetomotive Force (MMF)

Learning objectives

After this 90-minute block, you can

- ...

Preparation at Home

Well, again

- read through the present chapter and write down anything you did not understand.
- Also here, there are some clips for more clarification under 'Embedded resources' (check the text above/below, sometimes only part of the clip is interesting).

For checking your understanding please do the following exercises:

- ...

90-minute plan

1. Warm-up (x min):
 1.
2. Core concepts & derivations (x min):
 1. ...
3. Practice (x min): ...
4. Wrap-up (x min): Summary box; common pitfalls checklist.

Conceptual overview

1. ...

Core content

Generalization of the Magnetic Field Strength

So far, only the rotational symmetric problem on a single wire was considered in formula, when the current I and the length s of a magnetic field line around it is given:

$$\begin{align*} \quad H_{\varphi} = \frac{I}{s} = \frac{I}{2 \cdot \pi \cdot r} \quad \Leftrightarrow \end{align*}$$

$\oint \vec{H} \cdot d\vec{s} = I_{enc}$ applies only to the long, straight conductor

Now, this shall be generalized. For this purpose, we will look back at the electric field. For the electric field strength E of a capacitor with two plates at a distance of s and the potential difference U holds:

$U = E \cdot s$ applies to capacitor only

In words: The potential difference is given by adding up the field strength along the path of a probe from one plate to the other.

This was extended to the voltage between two points 1 and 2 . Additionally, we know by Kirchhoff's voltage law that the voltage on a closed path is "0".

$U_{12} = \int_1^2 \vec{E} \cdot d\vec{s}$ $U = \oint \vec{E} \cdot d\vec{s} = 0$

We can now try to look for similarities. Also for the magnetic field, the magnitude of the field strength is summed up along a path to arrive at another field-describing quantity.

Because of the similarity the so-called **magnetic potential difference V_m** between point 1 and 2 is introduced:

$V_m = \int \vec{H} \cdot d\vec{s}$ applies to rotational symmetric problems only

$V_m = V_{m, 12} = \int_1^2 \vec{H} \cdot d\vec{s}$ $V_m = \oint \vec{H} \cdot d\vec{s} = \theta$

We need to take a closer look here. Any closed path in the static electric field leads to a potential difference of $U = \oint \vec{E} \cdot d\vec{s} = 0$.

BUT: closed paths in the static magnetic field leads to a magnetic potential difference which is **not mandatorily** 0 ! $V_m = \oint \vec{H} \cdot d\vec{s} = \theta$

Another new quantity is introduced: the **magnetic voltage θ** :

1. The magnetic voltage θ is the magnetic potential difference on a closed path.
2. Since the magnetic voltage θ is valid for exactly one turn along our single wire, θ is also equal to the current through the wire:
 $\theta = I$ applies only to the long, straight conductor
3. The magnetic potential difference can take a fraction or a multiple of one turn and is therefore **not mandatorily** equal to I .
4. The magnetic voltage is generalized in the following box.

Notice:

The path integral of the magnetic field strength along an arbitrary closed path is equal to the free currents (= current density) through the surface enclosed by the path.

The magnetic voltage θ (and therefore the current) is the cause of the magnetic field strength.

This leads to the **Ampere's Circuital Law**

$$\oint_{\gamma} \vec{H} \cdot d\vec{s} = \theta$$

The magnetic voltage θ can be given as

- $\theta = I$ for a single conductor
- $\theta = N \cdot I$ for a coil
- $\theta = \sum_n I_n$ for multiple conductors
- $\theta = \int_A \vec{S} \cdot d\vec{A}$ for any spatial distribution (see [block15](#))

The unit of the magnetic voltage θ is **Ampere** (or **Ampere-turns**).

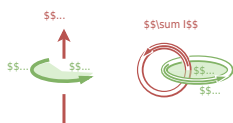
In the english literature the magnetic voltage is called **Magnetomotive force**

Notice:

$\oint \vec{s}$ and $\oint \vec{A}$ in $\oint \vec{H} \cdot d\vec{s} = \theta = \int_A \vec{S} \cdot d\vec{A}$ build a right-hand system.

1. Once the thumb of the right hand is pointing along $\oint \vec{A}$, the fingers of the right hand show the correct direction for $\oint \vec{s}$ for positive $\vec{H}$ and $\vec{S}$
2. Currents into the direction of the right hand's thumb count positive. Currents antiparallel to it count negative.

Fig. 1: Right hand rule



Common pitfalls

- ...

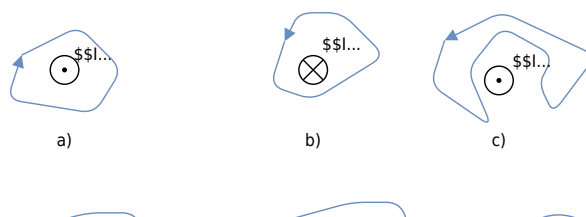
Exercises

Task 3.2.3 Magnetic Potential Difference

Fig. 3: different trajectories around current-carrying conductors

Result 6)

$$6) \oint \vec{B} \cdot d\vec{s} = \mu_0 I_{\text{enc}} = \mu_0 (-2.5 \text{ A}) = -2.5 \mu_0 \text{ A} \quad \text{with } I_{\text{enc}} = -2.5 \text{ A}$$



Given are the adjacent closed trajectories in the magnetic field of current-carrying conductors (see [figure 3](#)). Let $I_1 = 2 \text{ A}$ and $I_2 = 4.5 \text{ A}$ be valid.

In each case, the magnetic potential difference V_{m} along the drawn path is sought.

Path

- The magnetic potential difference is given as the **sum of the current through the area within a closed path**.
- The direction of the current and the path have to be considered with the righthand rule.

Exercise E1 Magnetic Voltage

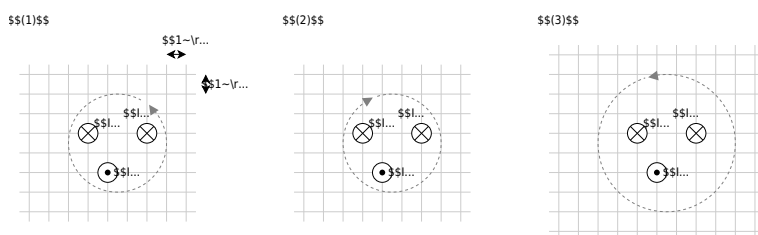
(written test, approx. 6 % of a 120-minute written test, SS2021)

The following images show cross-sections of electrical cables.

A closed path is shown as a dashed line. The magnetic voltage θ on these paths shall be analyzed.

The following values are given for the currents:

- $I_1 = 5 \text{ A}$ $I_2 = 4 \text{ A}$ $I_3 = 1 \text{ A}$ $I_4 = 4 \text{ A}$
- $I_3 = 1 \text{ A}$
 - $I_4 = 4 \text{ A}$



Specify which magnetic voltages $\theta_{(1)}$, $\theta_{(2)}$, and $\theta_{(3)}$ result. Note the direction of the path in each case!

Path

For the resulting current the direction of the path has to be considered with the right-hand rule:

- $I_{(1)} = +I_2 - I_1 - I_3 \quad \rightarrow \quad \theta_{(1)} = 2 \text{ A}$

- $I_{(2)} = +I_3 + I_4 - I_1 \quad \rightarrow \quad I_{(2)} = 1 \text{ A} + 4 \text{ A} - 5 \text{ A} = 0 \text{ A}$
- $I_{(3)} = +I_3 - I_4 - I_2 \quad \rightarrow \quad I_{(3)} = 1 \text{ A} - 4 \text{ A} - 2 \text{ A} = -5 \text{ A}$

Exercise E1 Magnetic Field Lines

(written test, approx. 6 % of a 120-minute written test, SS2024)

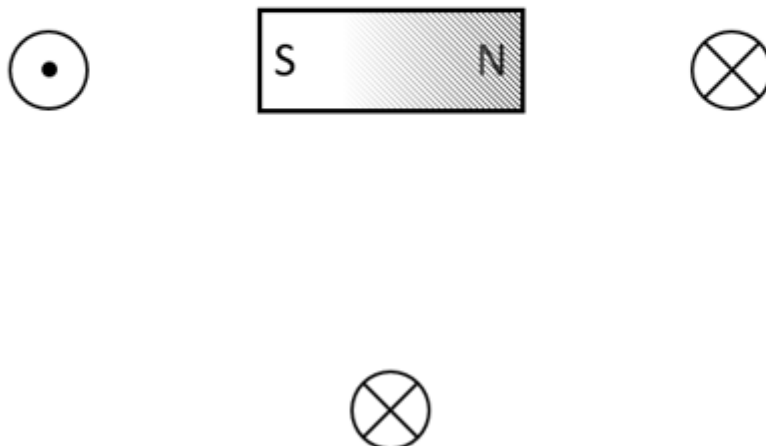
The following setup is given. A permanent magnet affects the H-field, based on the fundamental definition of the H-field.

- Four conductors are located perpendicular to the plane of the diagram

All of them conduct a current with the same magnitude, but not in the same direction.

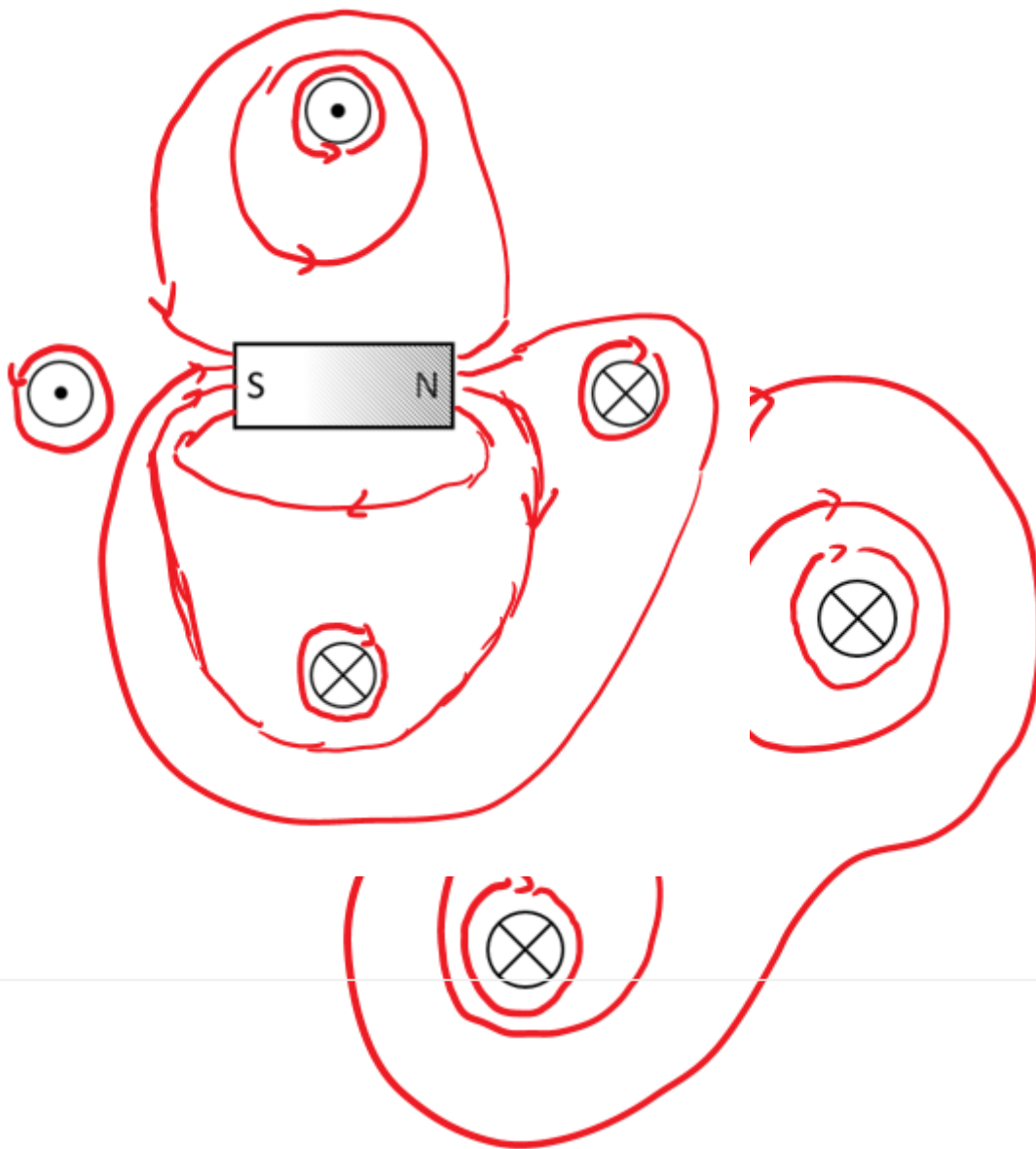
- A permanent magnet is located in between the conductors.

- The H-field is defined by currents $\sum I = \oint H \, ds$.
- In the permanent magnet, there are no free currents.
- The bound currents (of the permanent magnet) create also an H field.
- This exits on the north pole and enters the magnet on the south pole (similar to the B-field)
- $H = B/\mu$
- The H-field from task 1 gets distracted



Do not consider the permanent magnet at first. Draw at least 10 field lines of the H-field qualitatively. Give a correct representation of their direction, and density for the shown area.

Result



Exercise E2 Magnetic Potential

(written test, approx. 8 % of a 120-minute written test, SS2024)

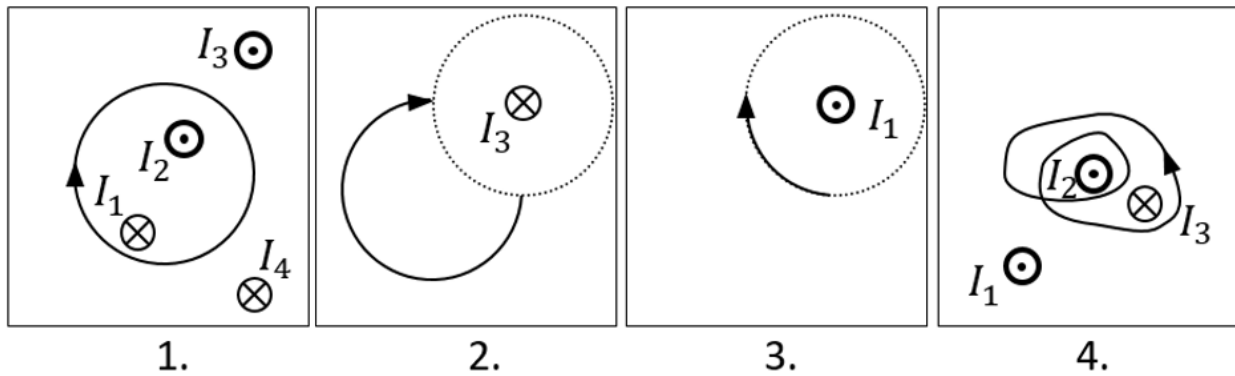
Calculate the magnetic potential difference V_{m} for the following paths as shown by the solid lines.

Dotted lines are only for there for symmetry aspects!

The wires conduct the following currents:

- $|I_1| = 2 \text{ A}$
- $|I_2| = 5 \text{ A}$
- $|I_3| = 11 \text{ A}$
- $|I_4| = 7 \text{ A}$

Pay attention to the signs of the currents (given by the diagrams) and of the results!



Result

Based on the right-hand rule and the part of a full revolution the following results:

1. Task: $I_1 - I_2 = -3 \text{ A}$
2. Task: $I_3 = 11/4 \text{ A}$ (it does not matter which way the path goes from the startpoint to the endpoint, as long as it has the same direction and number of revolutions)
3. Task: $I_1 = -0.5 \text{ A}$
4. Task: $2 \cdot I_2 - 1 \cdot I_3 = -1 \text{ A}$

Embedded resources

Explanation (video): ...

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