

4

1. Show that the function $F(x) = (x-a)^2(x-b)^2 + x$ with $a < b$ has the value $(a+b)/2$ at some point x .

Solution:

$F(x)$ is a polynomial, so it is continuous for all $x \in \mathbb{R}$. We have

$$F(a) = (a-a)^2(a-b)^2 + a = 0 + a = a$$

$$F(b) = (b-a)^2(b-b)^2 + b = 0 + b = b$$

Since $a < b$, then $\frac{a+b}{2} \in (a, b) = (F(a), F(b))$.

Then we can get $F(x)$ is continuous and $\frac{a+b}{2}$ lies on the interval $[F(a), F(b)]$.

So by the IVT, there exists some point $c \in [a, b]$ such that $F(c) = \frac{a+b}{2}$.

5

2. Let $f(x)$ be a continuous function on $[a, b]$ whose range is $[a, b]$. Show that there is a point on the graph of $f(x)$ that intersects the line $y = x$. That is, show that there exists a number $c \in [a, b]$ such that $f(c) = c$.

Solution:

Let $g(x) = f(x) - x$. The function $f(x)$ is continuous on $[a, b]$ and so $g(x)$ is continuous on $[a, b]$.

We have:

$$a \leq f(x) \leq b$$

$$\text{Then we have } g(a) = f(a) - a \geq 0, \quad g(b) = f(b) - b \leq 0$$

So, by the IVT, there exists some point $c \in (a, b)$ such that $g(c) = 0$. Thus,

There exists $c \in (a, b)$ such that $f(c) - c = 0$ or $f(c) = c$.

3. a) Show that the function $h(x)$ defined by:

~~2~~

3

$$h(x) = \begin{cases} x^4 \sin\left(\frac{1}{x}\right) & , \quad x \neq 0 \\ 0 & , \quad x = 0 \end{cases}$$

is continuous on $(-\infty, \infty)$.

2

- b) Consider the function $g(x) = \tan^{-1} x + x^3 + 1$. Show that there exists $c \in [-1, 1]$ such that $g(c) = 0$.

Solution:

- a) The function $x^{-1} \sin \frac{1}{x}$ is continuous for all $x \neq 0$; so we need to check continuity at $x=0$:

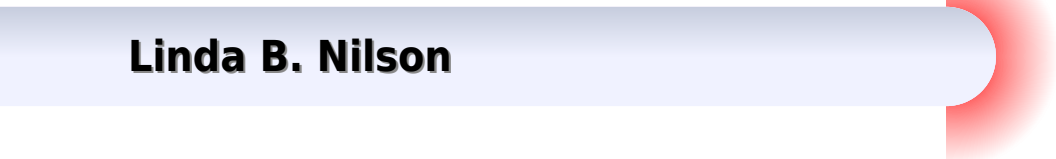
$$h(0) = 0$$

$$\lim_{x \rightarrow 0} (h(x)) = \lim_{x \rightarrow 0} (x^4 \sin(\frac{1}{x})) = 0$$

Since $-1 \leq \sin \frac{1}{x} \leq 1$, we can get that $-x^4 \leq x^4 \sin \frac{1}{x} \leq x^4$.

November 2012 Marking Scheme Math 12 Syllabus D

Linda B. Nilson



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CTET Paper 1 - 12 Solved + 15 Practice Sets (Class 1 - 5 Teachers) 6th Edition Disha Experts,2020-02-29 Conceptual Maths Peter Mattock,2023-04-05 Written by Peter Mattock Conceptual Maths Teaching about rather than just how to do mathematics in schools aims to empower teachers to support students on a comprehensive and coherent journey through school mathematics Showcasing the best models metaphors and representations it provides excellent examples explanations and exercises that can be used across the curriculum Concepts are at the heart of the study of mathematics They are the ideas that remain constant whenever they are encountered but which combine and build upon each other to create the mathematical universe It is the structure of each concept that gives rise to the procedures that are used in calculation and problem solving and by learning about these structures a learner can make sense of how different processes work and use them flexibly as need demands In his first book Visible Maths Peter Mattock focused on the use of representations and manipulatives as images and tools and how this can provide a window into some of these mathematical structures His aim in Conceptual Maths is to go deeper beyond the procedures and to shed greater light on the structures of the subject's different concepts The book explores how a variety of visual tools and techniques can be used in the classroom to deepen pupils' understanding of mathematical structures concepts and operations including number addition and subtraction multiplication and division and factors proportionality functionality measures accuracy probability shape and transformation and vectors among many others In so doing Peter equips teachers with the confidence and practical know how to help learners assimilate knowledge of mathematical concepts into their schema and take their learning to the next level Containing numerous full colour diagrams and models to illustrate the conceptual takeaways and teaching techniques discussed Conceptual Maths also includes a glossary covering the key mathematical terms Suitable for teachers of maths in primary secondary and post 16 settings

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Resources Index **Collaborative Common Assessments** Cassandra Erkens,2016-01-04 Reignite the passion and energy assessment practices bring as tools to guide teaching and learning Strengthen instructional agility in professional learning communities with collaborative common assessments that collect vital information and consider all levels of the organization Explore the practical steps teacher teams must take to establish clear comprehensive assessment systems and discover how to continually improve results **Handbook of Response to Intervention** Shane R. Jimerson,Matthew K. Burns,Amanda M. VanDerHeyden,2015-09-21 The Second Edition of this essential handbook provides a comprehensive updated overview of the science that informs best practices for the implementation of response to intervention RTI processes within Multi Tiered Systems of Support MTSS to facilitate the academic success of all students The volume includes insights from leading scholars and scientist practitioners to provide a highly usable guide to the essentials of RTI assessment and identification as well as research based interventions for improving students reading writing oral and math skills New and revised chapters explore crucial issues define key concepts identify topics warranting further study and address real world questions regarding implementation Key topics include Scientific foundations of RTI Psychometric measurement within RTI RTI and social behavior skills The role of consultation in RTI Monitoring response to supplemental services Using technology to facilitate RTI RTI and transition planning Lessons learned from RTI programs around the country The Second Edition of the Handbook of Response to Intervention is an essential resource for researchers graduate students and professionals scientist practitioners in child and school psychology special and general education social work and counseling and educational policy and politics *The Social Studies Teacher's Toolbox* Elisabeth Johnson,Evelyn Ramos,2020-04-09 Social studies teachers will find classroom tested lessons and strategies that can be easily implemented in the classroom The Teacher s Toolbox series is an innovative research based resource providing teachers with instructional strategies for students of all levels and abilities Each book in the collection focuses on a specific content area Clear concise guidance enables teachers to quickly integrate low prep high value lessons and strategies in their middle school and high school classrooms Every strategy follows a practical how to format established by the series editors The Social Studies Teacher s Toolbox contains hundreds of student friendly classroom lessons and teaching strategies Clear and concise chapters fully aligned to Common Core Social Studies standards and National Council for the Social Studies standards cover the underlying research technology based options practical classroom use and modification of each high value lesson and strategy This book employs a hands on approach to help educators quickly learn and apply proven methods and techniques in their social studies courses Topics range from reading and writing in social studies and tools for analysis to conducting formative and summative assessments differentiating instruction motivating students incorporating social and emotional learning and culturally responsive teaching Easy to read content shows how and why social studies should be taught and how to make connections across history geography political science and beyond Designed to reduce instructor preparation time and increase relevance student

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