

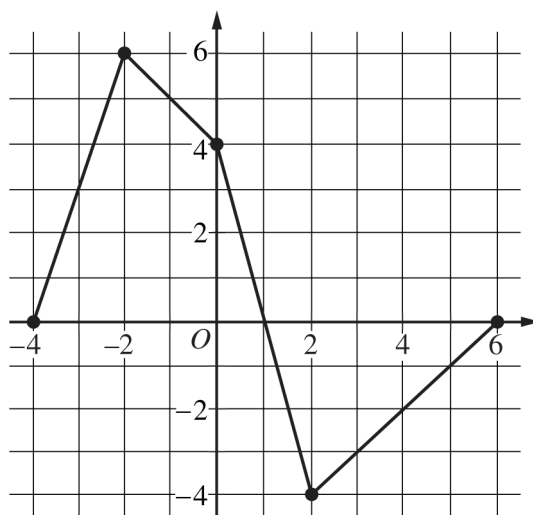
3. A company designs spinning toys using the family of functions $y = cx\sqrt{4 - x^2}$, where c is a positive constant. The figure above shows the region in the first quadrant bounded by the x -axis and the graph of $y = cx\sqrt{4 - x^2}$, for some c . Each spinning toy is in the shape of the solid generated when such a region is revolved about the x -axis. Both x and y are measured in inches.

- (a) Find the area of the region in the first quadrant bounded by the x -axis and the graph of $y = cx\sqrt{4 - x^2}$ for $c = 6$.

- (b) It is known that, for $y = cx\sqrt{4 - x^2}$, $\frac{dy}{dx} = \frac{c(4 - 2x^2)}{\sqrt{4 - x^2}}$. For a particular spinning toy, the radius of the largest cross-sectional circular slice is 1.2 inches. What is the value of c for this spinning toy?

- (c) For another spinning toy, the volume is 2π cubic inches. What is the value of c for this spinning toy?

Write your responses to this question only on the designated pages in the separate Free Response booklet. Write your solution to each part in the space provided for that part.

Graph of f

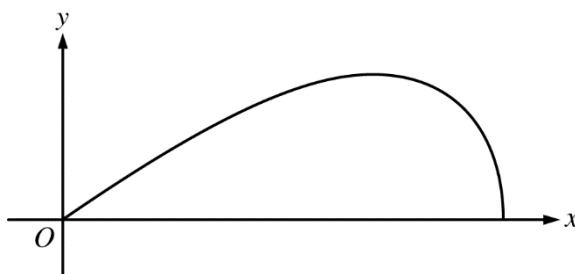
4. Let f be a continuous function defined on the closed interval $-4 \leq x \leq 6$. The graph of f , consisting of four line segments, is shown above. Let G be the function defined by $G(x) = \int_0^x f(t) \, dt$.
- (a) On what open intervals is the graph of G concave up? Give a reason for your answer.
- (b) Let P be the function defined by $P(x) = G(x) \cdot f(x)$. Find $P'(3)$.
- (c) Find $\lim_{x \rightarrow 2} \frac{G(x)}{x^2 - 2x}$.
- (d) Find the average rate of change of G on the interval $[-4, 2]$. Does the Mean Value Theorem guarantee a value c , $-4 < c < 2$, for which $G'(c)$ is equal to this average rate of change? Justify your answer.

Write your responses to this question only on the designated pages in the separate Free Response booklet. Write your solution to each part in the space provided for that part.

Part B (AB or BC): Graphing calculator not allowed**Question 3****9 points****General Scoring Notes**

Answers (numeric or algebraic) need not be simplified. Answers given as a decimal approximation should be correct to three places after the decimal point. Within each individual free-response question, at most one point is not earned for inappropriate rounding.

Scoring guidelines and notes contain examples of the most common approaches seen in student responses. These guidelines can be applied to alternate approaches to ensure that these alternate approaches are scored appropriately.



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