

MATH 110 Lecture 3.3

How Derivatives Affect the Shape of a Graph

Edward Doolittle

Tuesday, March 10, 2026

Department of Indigenous Knowledge and Science
First Nations University of Canada

How Derivatives Affect the Shape of a Graph

Increasing/Decreasing

Concave Up/Concave Down

Graphing

Examples and Exercises

How Derivatives Affect the Shape of a Graph

Obtaining Information about f from f'

- We continue our effort to obtain information about f from f' .

Obtaining Information about f from f'

- We continue our effort to obtain information about f from f' .
- The only really useful tool we have at our disposal is the Mean Value Theorem.

Obtaining Information about f from f'

- We continue our effort to obtain information about f from f' .
- The only really useful tool we have at our disposal is the Mean Value Theorem.
- Unfortunately, the MVT is awkward to apply because it requires arguing by contradiction.

Obtaining Information about f from f'

- We continue our effort to obtain information about f from f' .
- The only really useful tool we have at our disposal is the Mean Value Theorem.
- Unfortunately, the MVT is awkward to apply because it requires arguing by contradiction.
- In this section we package the MVT by applying it in some very common general situations.

Obtaining Information about f from f'

- We continue our effort to obtain information about f from f' .
- The only really useful tool we have at our disposal is the Mean Value Theorem.
- Unfortunately, the MVT is awkward to apply because it requires arguing by contradiction.
- In this section we package the MVT by applying it in some very common general situations.
- That leads to simple rules for interpreting f' to obtain information about f .

Functions f with f' Positive on an Interval

- Consider a continuous function f with f' positive on the interval (a, b) .

Functions f with f' Positive on an Interval

- Consider a continuous function f with f' positive on the interval (a, b) .
- We can conclude f is increasing. Why?
The MVT.

Functions f with f' Positive on an Interval

- Consider a continuous function f with f' positive on the interval (a, b) .
- We can conclude f is increasing. Why? The MVT.
- Suppose f is not increasing. Then there are a_1, b_1 in $[a, b]$ with $a_1 < b_1$ but $f(a_1) > f(b_1)$.

Functions f with f' Positive on an Interval

- Consider a continuous function f with f' positive on the interval (a, b) .
- We can conclude f is increasing. Why? The MVT.
- Suppose f is not increasing. Then there are a_1, b_1 in $[a, b]$ with $a_1 < b_1$ but $f(a_1) > f(b_1)$.
- Then the slope of the secant connecting $(a_1, f(a_1))$ and $(b_1, f(b_1))$ is negative.

Functions f with f' Positive on an Interval

- Consider a continuous function f with f' positive on the interval (a, b) .
- We can conclude f is increasing. Why? The MVT.
- Suppose f is not increasing. Then there are a_1, b_1 in $[a, b]$ with $a_1 < b_1$ but $f(a_1) > f(b_1)$.
- Then the slope of the secant connecting $(a_1, f(a_1))$ and $(b_1, f(b_1))$ is negative.
- The MVT then says that $f'(c) < 0$ for some c in (a_1, b_1) , contradiction.

Functions f with f' Positive on an Interval

- Consider a continuous function f with f' positive on the interval (a, b) .
- We can conclude f is increasing. Why? The MVT.
- Suppose f is not increasing. Then there are a_1, b_1 in $[a, b]$ with $a_1 < b_1$ but $f(a_1) > f(b_1)$.
- Then the slope of the secant connecting $(a_1, f(a_1))$ and $(b_1, f(b_1))$ is negative.
- The MVT then says that $f'(c) < 0$ for some c in (a_1, b_1) , contradiction.
- Our assumption that f is not increasing is false. Therefore f is increasing.

The Increasing/Decreasing Test

- Similar reasoning applies if f' is negative on an interval.

The Increasing/Decreasing Test

- Similar reasoning applies if f' is negative on an interval.
- In summary, we have the following result, called The Increasing/Decreasing Test.

The Increasing/Decreasing Test

- Similar reasoning applies if f' is negative on an interval.
- In summary, we have the following result, called The Increasing/Decreasing Test.
- **Theorem:**

The Increasing/Decreasing Test

- Similar reasoning applies if f' is negative on an interval.
- In summary, we have the following result, called The Increasing/Decreasing Test.
- **Theorem:**
 1. If $f'(x) > 0$ on an interval, then f is increasing on that interval.

The Increasing/Decreasing Test

- Similar reasoning applies if f' is negative on an interval.
- In summary, we have the following result, called The Increasing/Decreasing Test.
- **Theorem:**
 1. If $f'(x) > 0$ on an interval, then f is increasing on that interval.
 2. If $f'(x) < 0$ on an interval, then f is decreasing on that interval.

The Increasing/Decreasing Test

- Similar reasoning applies if f' is negative on an interval.
- In summary, we have the following result, called The Increasing/Decreasing Test.
- **Theorem:**
 1. If $f'(x) > 0$ on an interval, then f is increasing on that interval.
 2. If $f'(x) < 0$ on an interval, then f is decreasing on that interval.
- In practice, we split the x -axis into open intervals on which $f'(x)$ is either positive or negative.

The Increasing/Decreasing Test

- Similar reasoning applies if f' is negative on an interval.
- In summary, we have the following result, called The Increasing/Decreasing Test.
- **Theorem:**
 1. If $f'(x) > 0$ on an interval, then f is increasing on that interval.
 2. If $f'(x) < 0$ on an interval, then f is decreasing on that interval.
- In practice, we split the x -axis into open intervals on which $f'(x)$ is either positive or negative.
- We then apply the Increasing/Decreasing test on each of those intervals.

The Increasing/Decreasing Test

- Similar reasoning applies if f' is negative on an interval.
- In summary, we have the following result, called The Increasing/Decreasing Test.
- **Theorem:**
 1. If $f'(x) > 0$ on an interval, then f is increasing on that interval.
 2. If $f'(x) < 0$ on an interval, then f is decreasing on that interval.
- In practice, we split the x -axis into open intervals on which $f'(x)$ is either positive or negative.
- We then apply the Increasing/Decreasing test on each of those intervals.
- If f' is continuous, the locations at which we split the x -axis are the critical numbers for f .

Example: $f(x) = x^4 - 2x^2 - 3$ Increase/Decrease

- Consider $f(x) = x^4 - 2x^2 - 3$.

Example: $f(x) = x^4 - 2x^2 - 3$ Increase/Decrease

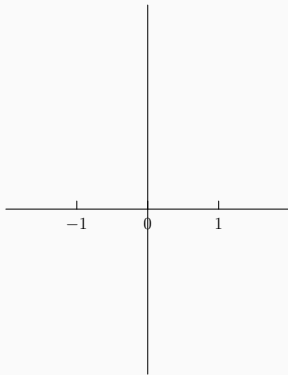
- Consider $f(x) = x^4 - 2x^2 - 3$.
- Its first derivative is $f'(x) = 4x^3 - 4x$.

Example: $f(x) = x^4 - 2x^2 - 3$ Increase/Decrease

- Consider $f(x) = x^4 - 2x^2 - 3$.
- Its first derivative is $f'(x) = 4x^3 - 4x$.
- Factoring, $f'(x) = 4(x + 1)x(x - 1)$.

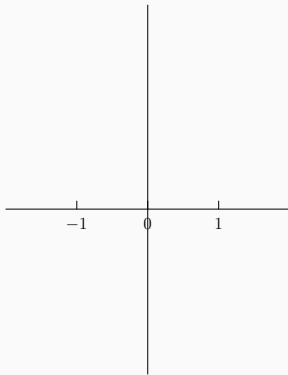
Example: $f(x) = x^4 - 2x^2 - 3$ Increase/Decrease

- Consider $f(x) = x^4 - 2x^2 - 3$.
- Its first derivative is $f'(x) = 4x^3 - 4x$.
- Factoring, $f'(x) = 4(x+1)x(x-1)$.
- Critical numbers $c = -1, 0, 1$.



Example: $f(x) = x^4 - 2x^2 - 3$ Increase/Decrease

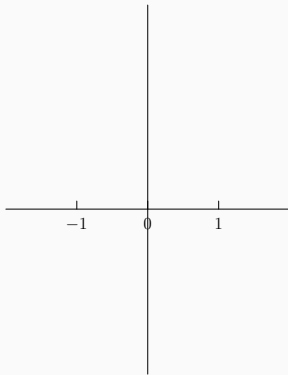
- Consider $f(x) = x^4 - 2x^2 - 3$.
- Its first derivative is $f'(x) = 4x^3 - 4x$.
- Factoring, $f'(x) = 4(x+1)x(x-1)$.
- Critical numbers $c = -1, 0, 1$.
- $I = (-\infty, -1), (-1, 0), (0, 1), (1, \infty)$.



Example: $f(x) = x^4 - 2x^2 - 3$ Increase/Decrease

- Consider $f(x) = x^4 - 2x^2 - 3$.
- Its first derivative is $f'(x) = 4x^3 - 4x$.
- Factoring, $f'(x) = 4(x+1)x(x-1)$.
- Critical numbers $c = -1, 0, 1$.
- $I = (-\infty, -1), (-1, 0), (0, 1), (1, \infty)$.
- We have

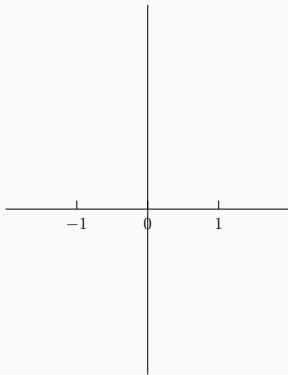
I	$x+1$	x	$x-1$	f'
-----	-------	-----	-------	------



Example: $f(x) = x^4 - 2x^2 - 3$ Increase/Decrease

- Consider $f(x) = x^4 - 2x^2 - 3$.
- Its first derivative is $f'(x) = 4x^3 - 4x$.
- Factoring, $f'(x) = 4(x+1)x(x-1)$.
- Critical numbers $c = -1, 0, 1$.
- $I = (-\infty, -1), (-1, 0), (0, 1), (1, \infty)$.
- We have

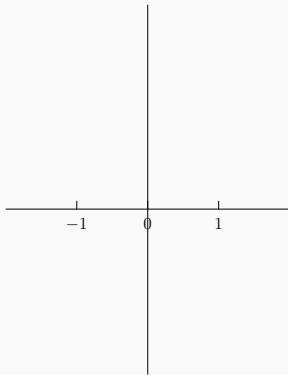
I	$x+1$	x	$x-1$	f'
$(-\infty, -1)$	-	-	-	-



Example: $f(x) = x^4 - 2x^2 - 3$ Increase/Decrease

- Consider $f(x) = x^4 - 2x^2 - 3$.
- Its first derivative is $f'(x) = 4x^3 - 4x$.
- Factoring, $f'(x) = 4(x+1)x(x-1)$.
- Critical numbers $c = -1, 0, 1$.
- $I = (-\infty, -1), (-1, 0), (0, 1), (1, \infty)$.
- We have

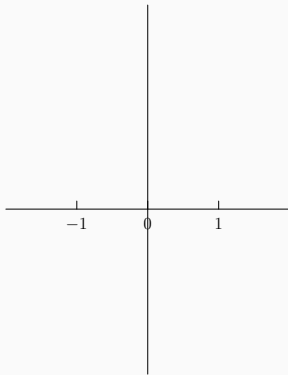
I	$x+1$	x	$x-1$	f'
$(-\infty, -1)$	-	-	-	-
$(-1, 0)$	+	-	-	+



Example: $f(x) = x^4 - 2x^2 - 3$ Increase/Decrease

- Consider $f(x) = x^4 - 2x^2 - 3$.
- Its first derivative is $f'(x) = 4x^3 - 4x$.
- Factoring, $f'(x) = 4(x+1)x(x-1)$.
- Critical numbers $c = -1, 0, 1$.
- $I = (-\infty, -1), (-1, 0), (0, 1), (1, \infty)$.
- We have

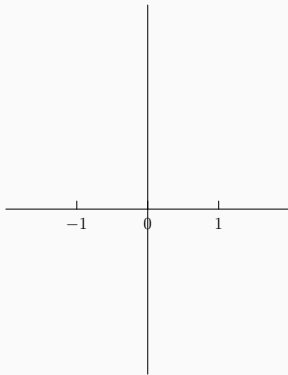
I	$x+1$	x	$x-1$	f'
$(-\infty, -1)$	-	-	-	-
$(-1, 0)$	+	-	-	+
$(0, 1)$	+	+	-	-



Example: $f(x) = x^4 - 2x^2 - 3$ Increase/Decrease

- Consider $f(x) = x^4 - 2x^2 - 3$.
- Its first derivative is $f'(x) = 4x^3 - 4x$.
- Factoring, $f'(x) = 4(x+1)x(x-1)$.
- Critical numbers $c = -1, 0, 1$.
- $I = (-\infty, -1), (-1, 0), (0, 1), (1, \infty)$.
- We have

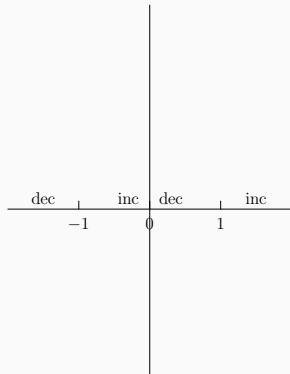
I	$x+1$	x	$x-1$	f'
$(-\infty, -1)$	-	-	-	-
$(-1, 0)$	+	-	-	+
$(0, 1)$	+	+	-	-
$(1, \infty)$	+	+	+	+



Example: $f(x) = x^4 - 2x^2 - 3$ Increase/Decrease

- Consider $f(x) = x^4 - 2x^2 - 3$.
- Its first derivative is $f'(x) = 4x^3 - 4x$.
- Factoring, $f'(x) = 4(x+1)x(x-1)$.
- Critical numbers $c = -1, 0, 1$.
- $I = (-\infty, -1), (-1, 0), (0, 1), (1, \infty)$.
- We have

I	$x+1$	x	$x-1$	f'
$(-\infty, -1)$	-	-	-	-
$(-1, 0)$	+	-	-	+
$(0, 1)$	+	+	-	-
$(1, \infty)$	+	+	+	+



- So f decreases on $(-\infty, -1)$ and $(0, 1)$
and increases on $(-1, 0)$ and $(1, \infty)$.

Critical Points: First Derivative Test

- We now turn our attention to the critical points at which we split the x -axis.

Critical Points: First Derivative Test

- We now turn our attention to the critical points at which we split the x -axis.
- For each critical point, is it a maximum, minimum, or neither?

Critical Points: First Derivative Test

- We now turn our attention to the critical points at which we split the x -axis.
- For each critical point, is it a maximum, minimum, or neither?
- **First Derivative Test:**

Critical Points: First Derivative Test

- We now turn our attention to the critical points at which we split the x -axis.
- For each critical point, is it a maximum, minimum, or neither?
- **First Derivative Test:**
 1. If f' changes from positive to negative at c , then f has a local maximum at c .

Critical Points: First Derivative Test

- We now turn our attention to the critical points at which we split the x -axis.
- For each critical point, is it a maximum, minimum, or neither?
- **First Derivative Test:**
 1. If f' changes from positive to negative at c , then f has a local maximum at c .
 2. If f' changes from negative to positive at c , then f has a local minimum at c .

Critical Points: First Derivative Test

- We now turn our attention to the critical points at which we split the x -axis.
- For each critical point, is it a maximum, minimum, or neither?
- **First Derivative Test:**
 1. If f' changes from positive to negative at c , then f has a local maximum at c .
 2. If f' changes from negative to positive at c , then f has a local minimum at c .
 3. If f' does not change sign at c , then f has neither a local max nor local min at c .

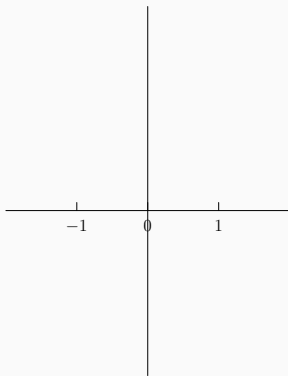
Critical Points: First Derivative Test

- We now turn our attention to the critical points at which we split the x -axis.
- For each critical point, is it a maximum, minimum, or neither?
- **First Derivative Test:**
 1. If f' changes from positive to negative at c , then f has a local maximum at c .
 2. If f' changes from negative to positive at c , then f has a local minimum at c .
 3. If f' does not change sign at c , then f has neither a local max nor local min at c .
- We conclude f has a local min at -1 , a local max at 0 , and a local min at 1 .

Example: $f(x) = x^4 - 2x^2 - 3$ Maximum/Minimum?

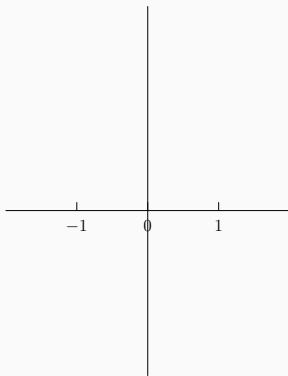
- Again consider the function

$$f(x) = x^4 - 2x^2 - 3.$$



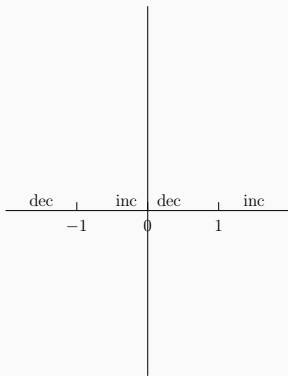
Example: $f(x) = x^4 - 2x^2 - 3$ Maximum/Minimum?

- Again consider the function
 $f(x) = x^4 - 2x^2 - 3$.
- The critical points are $c = -1, 0, 1$.



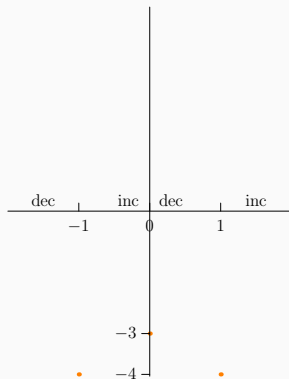
Example: $f(x) = x^4 - 2x^2 - 3$ Maximum/Minimum?

- Again consider the function
 $f(x) = x^4 - 2x^2 - 3$.
- The critical points are $c = -1, 0, 1$.
- We know that f is decreasing on $(-\infty, -1)$ and increasing on $(-1, 0)$, so the critical point at -1 is a local min.



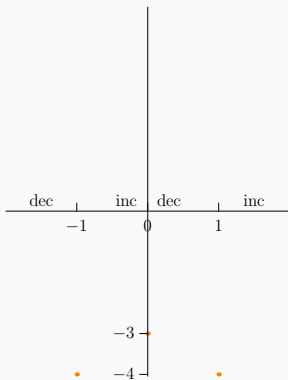
Example: $f(x) = x^4 - 2x^2 - 3$ Maximum/Minimum?

- Again consider the function
 $f(x) = x^4 - 2x^2 - 3$.
- The critical points are $c = -1, 0, 1$.
- We know that f is decreasing on $(-\infty, -1)$ and increasing on $(-1, 0)$, so the critical point at -1 is a local min.
- We know that f is increasing on $(-1, 0)$ and decreasing on $(0, 1)$, so the critical point at 0 is a local max.



Example: $f(x) = x^4 - 2x^2 - 3$ Maximum/Minimum?

- Again consider the function
 $f(x) = x^4 - 2x^2 - 3$.
- The critical points are $c = -1, 0, 1$.
- We know that f is decreasing on $(-\infty, -1)$ and increasing on $(-1, 0)$, so the critical point at -1 is a local min.
- We know that f is increasing on $(-1, 0)$ and decreasing on $(0, 1)$, so the critical point at 0 is a local max.
- We know that f is decreasing on $(0, 1)$ and increasing on $(1, \infty)$, so the critical point at 1 is a local min.



Concave Upward and Concave Downward

- Another important geometric property of a part of a graph is whether it is concave upward or concave downward.

Concave Upward and Concave Downward

- Another important geometric property of a part of a graph is whether it is concave upward or concave downward.
- Concave upward means it is shaped something like a bowl.

Concave Upward and Concave Downward

- Another important geometric property of a part of a graph is whether it is concave upward or concave downward.
- Concave upward means it is shaped something like a bowl.
- Concave downward is like an upside-down bowl.

Concave Upward and Concave Downward

- Another important geometric property of a part of a graph is whether it is concave upward or concave downward.
- Concave upward means it is shaped something like a bowl.
- Concave downward is like an upside-down bowl.
- **Definition:** If the graph of f lies above all of its tangents on an interval I , then it is called **concave upward** on I . If the graph lies below all of its tangents on I , it is called concave downward on I .

Concavity Test

- It turns out that if a function is concave up, the slope of its tangents is increasing.

Concavity Test

- It turns out that if a function is concave up, the slope of its tangents is increasing.
- Similarly, if a function is concave down, the slope of its tangents is decreasing.

Concavity Test

- It turns out that if a function is concave up, the slope of its tangents is increasing.
- Similarly, if a function is concave down, the slope of its tangents is decreasing.
- Proving the following theorem is another application of the Mean Value Theorem, See Appendix F of the textbook if you are interested.

Concavity Test

- It turns out that if a function is concave up, the slope of its tangents is increasing.
- Similarly, if a function is concave down, the slope of its tangents is decreasing.
- Proving the following theorem is another application of the Mean Value Theorem, See Appendix F of the textbook if you are interested.
- **Concavity Test:**

Concavity Test

- It turns out that if a function is concave up, the slope of its tangents is increasing.
- Similarly, if a function is concave down, the slope of its tangents is decreasing.
- Proving the following theorem is another application of the Mean Value Theorem, See Appendix F of the textbook if you are interested.
- **Concavity Test:**
 1. If $f''(x) > 0$ for all x in I , then the graph of f is concave upward on I .

Concavity Test

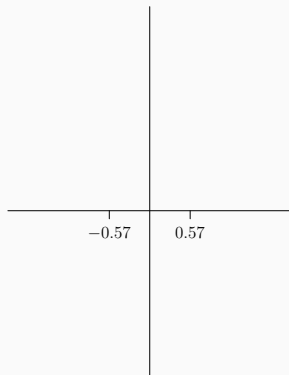
- It turns out that if a function is concave up, the slope of its tangents is increasing.
- Similarly, if a function is concave down, the slope of its tangents is decreasing.
- Proving the following theorem is another application of the Mean Value Theorem, See Appendix F of the textbook if you are interested.
- **Concavity Test:**
 1. If $f''(x) > 0$ for all x in I , then the graph of f is concave upward on I .
 2. If $f''(x) < 0$ for all x in I , then the graph of f is concave downward on I .

Example: $f(x) = x^4 - 2x^2 - 3$ Concave Up/Down

- We would like to determine where $f(x) = x^4 - 2x^2 - 3$ is concave up/down.

Example: $f(x) = x^4 - 2x^2 - 3$ Concave Up/Down

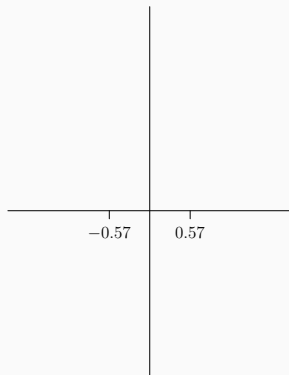
- We would like to determine where $f(x) = x^4 - 2x^2 - 3$ is concave up/down.
- The second derivative: $f''(x) = 12x^2 - 4 = 12(x + 1/\sqrt{3})(x - 1/\sqrt{3})$.



Example: $f(x) = x^4 - 2x^2 - 3$ Concave Up/Down

- We would like to determine where $f(x) = x^4 - 2x^2 - 3$ is concave up/down.
- The second derivative: $f''(x) = 12x^2 - 4 = 12(x + 1/\sqrt{3})(x - 1/\sqrt{3})$.
- We have

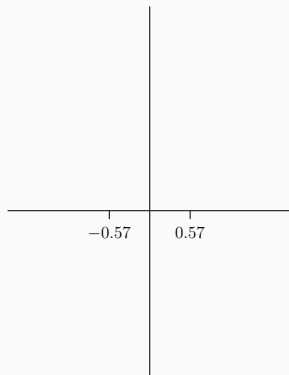
$$I \qquad x + \frac{1}{\sqrt{3}} \qquad x - \frac{1}{\sqrt{3}} \qquad f''$$



Example: $f(x) = x^4 - 2x^2 - 3$ Concave Up/Down

- We would like to determine where $f(x) = x^4 - 2x^2 - 3$ is concave up/down.
- The second derivative: $f''(x) = 12x^2 - 4 = 12(x + 1/\sqrt{3})(x - 1/\sqrt{3})$.
- We have

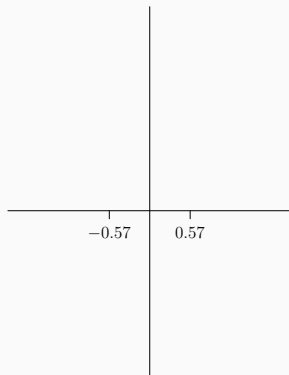
I	$x + \frac{1}{\sqrt{3}}$	$x - \frac{1}{\sqrt{3}}$	f''
$(-\infty, -\frac{1}{\sqrt{3}})$	-	-	+



Example: $f(x) = x^4 - 2x^2 - 3$ Concave Up/Down

- We would like to determine where $f(x) = x^4 - 2x^2 - 3$ is concave up/down.
- The second derivative: $f''(x) = 12x^2 - 4 = 12(x + 1/\sqrt{3})(x - 1/\sqrt{3})$.
- We have

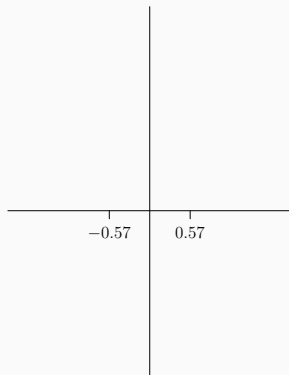
I	$x + \frac{1}{\sqrt{3}}$	$x - \frac{1}{\sqrt{3}}$	f''
$(-\infty, -\frac{1}{\sqrt{3}})$	-	-	+
$(-\frac{1}{\sqrt{3}}, \frac{1}{\sqrt{3}})$	+	-	-



Example: $f(x) = x^4 - 2x^2 - 3$ Concave Up/Down

- We would like to determine where $f(x) = x^4 - 2x^2 - 3$ is concave up/down.
- The second derivative: $f''(x) = 12x^2 - 4 = 12(x + 1/\sqrt{3})(x - 1/\sqrt{3})$.
- We have

I	$x + \frac{1}{\sqrt{3}}$	$x - \frac{1}{\sqrt{3}}$	f''
$(-\infty, -\frac{1}{\sqrt{3}})$	-	-	+
$(-\frac{1}{\sqrt{3}}, \frac{1}{\sqrt{3}})$	+	-	-
$(\frac{1}{\sqrt{3}}, \infty)$	+	+	+



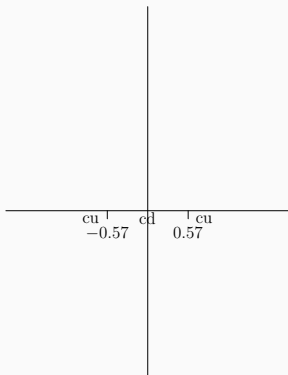
Example: $f(x) = x^4 - 2x^2 - 3$ Concave Up/Down

- We would like to determine where $f(x) = x^4 - 2x^2 - 3$ is concave up/down.
- The second derivative: $f''(x) = 12x^2 - 4 = 12(x + 1/\sqrt{3})(x - 1/\sqrt{3})$.

- We have

I	$x + \frac{1}{\sqrt{3}}$	$x - \frac{1}{\sqrt{3}}$	f''
$(-\infty, -\frac{1}{\sqrt{3}})$	-	-	+
$(-\frac{1}{\sqrt{3}}, \frac{1}{\sqrt{3}})$	+	-	-
$(\frac{1}{\sqrt{3}}, \infty)$	+	+	+

- So f is concave up on $(-\infty, -1/\sqrt{3})$ and $(1/\sqrt{3}, \infty)$, and concave down on $(-1/\sqrt{3}, 1/\sqrt{3})$.



Inflection Points

- Recall that a local extremum of f is where f' changes sign.

Inflection Points

- Recall that a local extremum of f is where f' changes sign.
- The analogue for concavity is called an **inflection point**.

Inflection Points

- Recall that a local extremum of f is where f' changes sign.
- The analogue for concavity is called an **inflection point**.
- **Definition:** A point P on $y = f(x)$ is called an **inflection point** if f is continuous there and the curve changes from concave up to concave down, or from concave down to concave up, at P .

Inflection Points

- Recall that a local extremum of f is where f' changes sign.
- The analogue for concavity is called an **inflection point**.
- **Definition:** A point P on $y = f(x)$ is called an **inflection point** if f is continuous there and the curve changes from concave up to concave down, or from concave down to concave up, at P .
- Finding inflection points is similar to finding extrema Split the x -axis where $f''(x) = 0$ or D.N.E. The points at which f'' changes sign are inflection points.

Example: $f(x) = x^4 - 2x^2 - 3$ Inflection Points

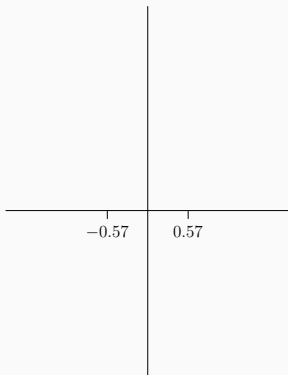
- Back to our example.

Example: $f(x) = x^4 - 2x^2 - 3$ Inflection Points

- Back to our example.
- The potential inflection points are where $f''(x) = 0$ or does not exist.

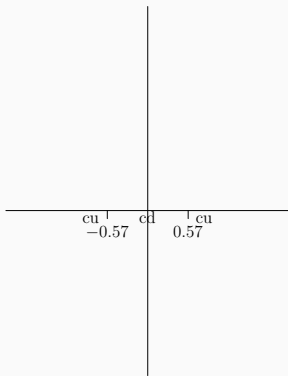
Example: $f(x) = x^4 - 2x^2 - 3$ Inflection Points

- Back to our example.
- The potential inflection points are where $f''(x) = 0$ or does not exist.
- Those points are $-1/\sqrt{3}$ and $1/\sqrt{3}$.



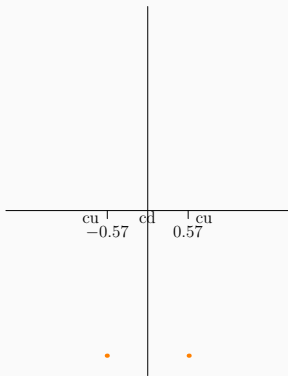
Example: $f(x) = x^4 - 2x^2 - 3$ Inflection Points

- Back to our example.
- The potential inflection points are where $f''(x) = 0$ or does not exist.
- Those points are $-1/\sqrt{3}$ and $1/\sqrt{3}$.
- We have determined the concavity on the intervals obtained by splitting the x -axis at those points.



Example: $f(x) = x^4 - 2x^2 - 3$ Inflection Points

- Back to our example.
- The potential inflection points are where $f''(x) = 0$ or does not exist.
- Those points are $-1/\sqrt{3}$ and $1/\sqrt{3}$.
- We have determined the concavity on the intervals obtained by splitting the x -axis at those points.
- The concavity changes across each of $-1/\sqrt{3}$ and $1/\sqrt{3}$, so they both give inflection points.



The Second Derivative Test

- The concept of concavity can also help identify whether certain critical points are maxima or minima.

The Second Derivative Test

- The concept of concavity can also help identify whether certain critical points are maxima or minima.
- The idea is that f is generally concave up at a minimum, and f is generally concave down at a maximum.

The Second Derivative Test

- The concept of concavity can also help identify whether certain critical points are maxima or minima.
- The idea is that f is generally concave up at a minimum, and f is generally concave down at a maximum.
- **The Second Derivative Test:** Suppose f'' is continuous near c .

The Second Derivative Test

- The concept of concavity can also help identify whether certain critical points are maxima or minima.
- The idea is that f is generally concave up at a minimum, and f is generally concave down at a maximum.
- **The Second Derivative Test:** Suppose f'' is continuous near c .
 1. If $f'(c) = 0$ and $f''(c) > 0$, then f has a local minimum at c . (Concave up at c .)

The Second Derivative Test

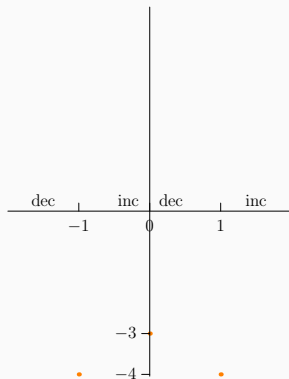
- The concept of concavity can also help identify whether certain critical points are maxima or minima.
- The idea is that f is generally concave up at a minimum, and f is generally concave down at a maximum.
- **The Second Derivative Test:** Suppose f'' is continuous near c .
 1. If $f'(c) = 0$ and $f''(c) > 0$, then f has a local minimum at c . (Concave up at c .)
 2. If $f'(c) = 0$ and $f''(c) < 0$, then f has a local maximum at c . (Concave down at c .)

The Second Derivative Test

- The concept of concavity can also help identify whether certain critical points are maxima or minima.
- The idea is that f is generally concave up at a minimum, and f is generally concave down at a maximum.
- **The Second Derivative Test:** Suppose f'' is continuous near c .
 1. If $f'(c) = 0$ and $f''(c) > 0$, then f has a local minimum at c . (Concave up at c .)
 2. If $f'(c) = 0$ and $f''(c) < 0$, then f has a local maximum at c . (Concave down at c .)
 3. If $f'(c) = 0$ and $f''(c) = 0$, the test is inconclusive.

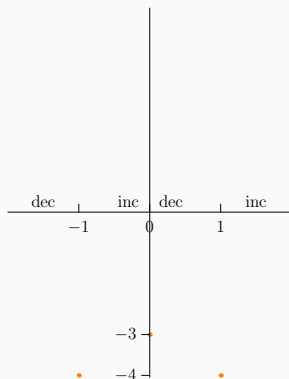
Example: $f(x) = x^4 - 2x^2 - 3$ Minimum/Maximum

- Again consider $f(x) = x^4 - 2x^2 - 3$.



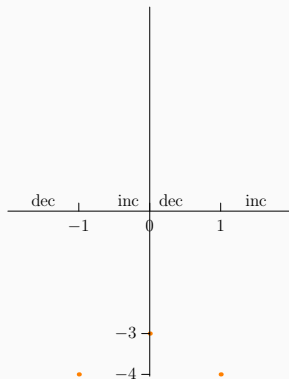
Example: $f(x) = x^4 - 2x^2 - 3$ Minimum/Maximum

- Again consider $f(x) = x^4 - 2x^2 - 3$.
- We have $f'(x) = 4x^3 - 4x$, with roots $-1, 0, 1$.



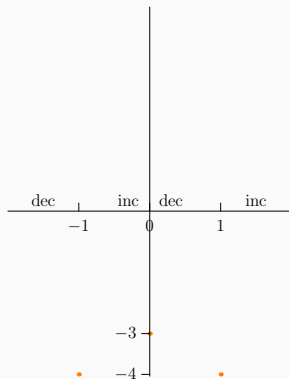
Example: $f(x) = x^4 - 2x^2 - 3$ Minimum/Maximum

- Again consider $f(x) = x^4 - 2x^2 - 3$.
- We have $f'(x) = 4x^3 - 4x$, with roots $-1, 0, 1$.
- The potential local extrema of f are at those critical points.



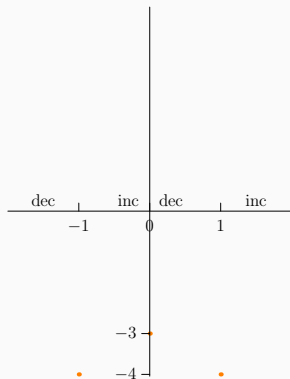
Example: $f(x) = x^4 - 2x^2 - 3$ Minimum/Maximum

- Again consider $f(x) = x^4 - 2x^2 - 3$.
- We have $f'(x) = 4x^3 - 4x$, with roots $-1, 0, 1$.
- The potential local extrema of f are at those critical points.
- We have $f''(x) = 12x^2 - 4$.



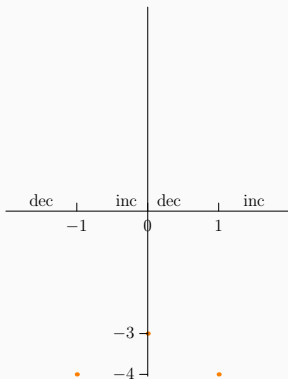
Example: $f(x) = x^4 - 2x^2 - 3$ Minimum/Maximum

- Again consider $f(x) = x^4 - 2x^2 - 3$.
- We have $f'(x) = 4x^3 - 4x$, with roots $-1, 0, 1$.
- The potential local extrema of f are at those critical points.
- We have $f''(x) = 12x^2 - 4$.
- Note that $f''(-1) = 8 > 0$, so the critical point $c = -1$ must be a local min.



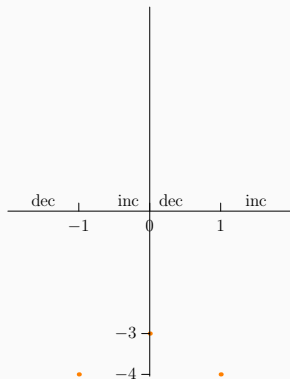
Example: $f(x) = x^4 - 2x^2 - 3$ Minimum/Maximum

- Again consider $f(x) = x^4 - 2x^2 - 3$.
- We have $f'(x) = 4x^3 - 4x$, with roots $-1, 0, 1$.
- The potential local extrema of f are at those critical points.
- We have $f''(x) = 12x^2 - 4$.
- Note that $f''(-1) = 8 > 0$, so the critical point $c = -1$ must be a local min.
- Similarly $f''(1) = 8 > 0$, so the critical point $c = 1$ must also be a local min.



Example: $f(x) = x^4 - 2x^2 - 3$ Minimum/Maximum

- Again consider $f(x) = x^4 - 2x^2 - 3$.
- We have $f'(x) = 4x^3 - 4x$, with roots $-1, 0, 1$.
- The potential local extrema of f are at those critical points.
- We have $f''(x) = 12x^2 - 4$.
- Note that $f''(-1) = 8 > 0$, so the critical point $c = -1$ must be a local min.
- Similarly $f''(1) = 8 > 0$, so the critical point $c = 1$ must also be a local min.
- Finally, $f''(0) = -4 < 0$, so the $c = 0$ must be a local max.



When not to Use the Second Derivative Test

- The second derivative test is generally not helpful.

When not to Use the Second Derivative Test

- The second derivative test is generally not helpful.
- The only time you will find the second derivative test helpful is if

When not to Use the Second Derivative Test

- The second derivative test is generally not helpful.
- The only time you will find the second derivative test helpful is if
 1. The second derivative can be calculated easily.

When not to Use the Second Derivative Test

- The second derivative test is generally not helpful.
- The only time you will find the second derivative test helpful is if
 1. The second derivative can be calculated easily.
 2. The second derivative is continuous near c .

When not to Use the Second Derivative Test

- The second derivative test is generally not helpful.
- The only time you will find the second derivative test helpful is if
 1. The second derivative can be calculated easily.
 2. The second derivative is continuous near c .
 3. The value of the second derivative is not 0 or undefined.

When not to Use the Second Derivative Test

- The second derivative test is generally not helpful.
- The only time you will find the second derivative test helpful is if
 1. The second derivative can be calculated easily.
 2. The second derivative is continuous near c .
 3. The value of the second derivative is not 0 or undefined.
 4. The intervals of increasing/decreasing have not already been found.

When not to Use the Second Derivative Test

- The second derivative test is generally not helpful.
- The only time you will find the second derivative test helpful is if
 1. The second derivative can be calculated easily.
 2. The second derivative is continuous near c .
 3. The value of the second derivative is not 0 or undefined.
 4. The intervals of increasing/decreasing have not already been found.
- The second derivative test is useful for polynomials and some other simple functions but not for most other interesting functions.

When not to Use the Second Derivative Test

- The second derivative test is generally not helpful.
- The only time you will find the second derivative test helpful is if
 1. The second derivative can be calculated easily.
 2. The second derivative is continuous near c .
 3. The value of the second derivative is not 0 or undefined.
 4. The intervals of increasing/decreasing have not already been found.
- The second derivative test is useful for polynomials and some other simple functions but not for most other interesting functions.
- The first derivative test is more reliable and in many cases is easier to apply.

Putting it All Together: Graphing

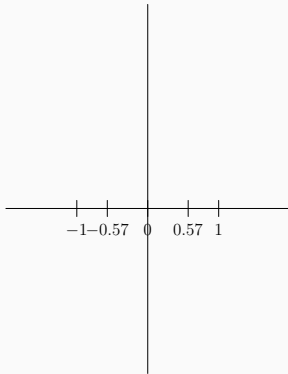
- We now display the information we have gathered in a graphical format.

Putting it All Together: Graphing

- We now display the information we have gathered in a graphical format.
- The purpose of such graphs is not to make a completely accurate drawing.

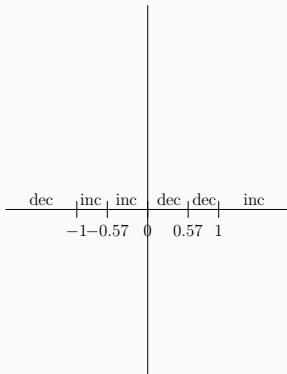
Putting it All Together: Graphing

- We now display the information we have gathered in a graphical format.
- The purpose of such graphs is not to make a completely accurate drawing.
- The purpose is to illustrate the information we have gathered in a way that communicates the information effectively.



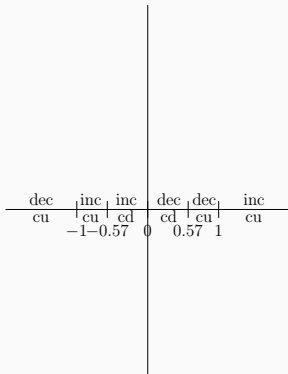
Putting it All Together: Graphing

- We now display the information we have gathered in a graphical format.
- The purpose of such graphs is not to make a completely accurate drawing.
- The purpose is to illustrate the information we have gathered in a way that communicates the information effectively.
- We identify the intervals of increase/decrease;



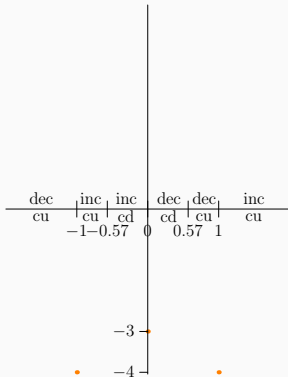
Putting it All Together: Graphing

- We now display the information we have gathered in a graphical format.
- The purpose of such graphs is not to make a completely accurate drawing.
- The purpose is to illustrate the information we have gathered in a way that communicates the information effectively.
- We identify the intervals of increase/decrease; intervals on which f is concave up/down;



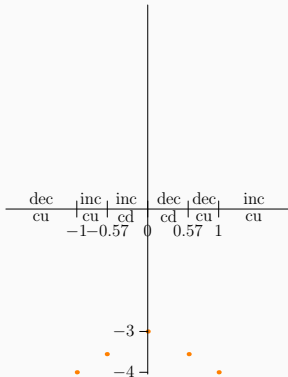
Putting it All Together: Graphing

- We now display the information we have gathered in a graphical format.
- The purpose of such graphs is not to make a completely accurate drawing.
- The purpose is to illustrate the information we have gathered in a way that communicates the information effectively.
- We identify the intervals of increase/decrease; intervals on which f is concave up/down; local maxima, minima, and critical points;



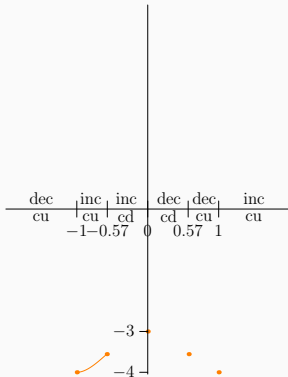
Putting it All Together: Graphing

- We now display the information we have gathered in a graphical format.
- The purpose of such graphs is not to make a completely accurate drawing.
- The purpose is to illustrate the information we have gathered in a way that communicates the information effectively.
- We identify the intervals of increase/decrease; intervals on which f is concave up/down; local maxima, minima, and critical points; inflection points;



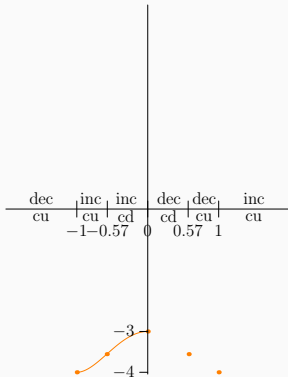
Putting it All Together: Graphing

- We now display the information we have gathered in a graphical format.
- The purpose of such graphs is not to make a completely accurate drawing.
- The purpose is to illustrate the information we have gathered in a way that communicates the information effectively.
- We identify the intervals of increase/decrease; intervals on which f is concave up/down; local maxima, minima, and critical points; inflection points; and connect the dots with appropriately shaped arcs.



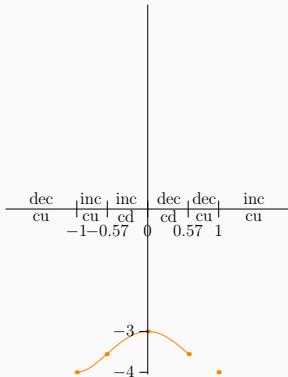
Putting it All Together: Graphing

- We now display the information we have gathered in a graphical format.
- The purpose of such graphs is not to make a completely accurate drawing.
- The purpose is to illustrate the information we have gathered in a way that communicates the information effectively.
- We identify the intervals of increase/decrease; intervals on which f is concave up/down; local maxima, minima, and critical points; inflection points; and connect the dots with appropriately shaped arcs.



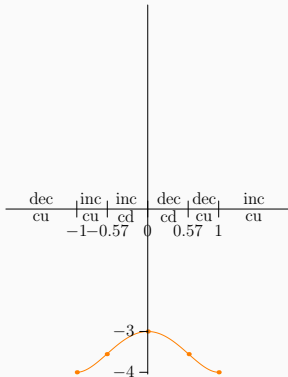
Putting it All Together: Graphing

- We now display the information we have gathered in a graphical format.
- The purpose of such graphs is not to make a completely accurate drawing.
- The purpose is to illustrate the information we have gathered in a way that communicates the information effectively.
- We identify the intervals of increase/decrease; intervals on which f is concave up/down; local maxima, minima, and critical points; inflection points; and connect the dots with appropriately shaped arcs.



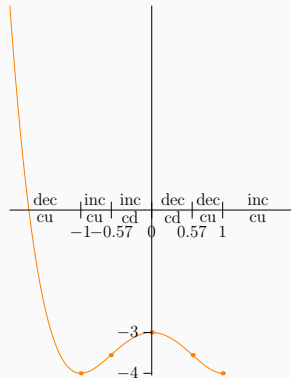
Putting it All Together: Graphing

- We now display the information we have gathered in a graphical format.
- The purpose of such graphs is not to make a completely accurate drawing.
- The purpose is to illustrate the information we have gathered in a way that communicates the information effectively.
- We identify the intervals of increase/decrease; intervals on which f is concave up/down; local maxima, minima, and critical points; inflection points; and connect the dots with appropriately shaped arcs.



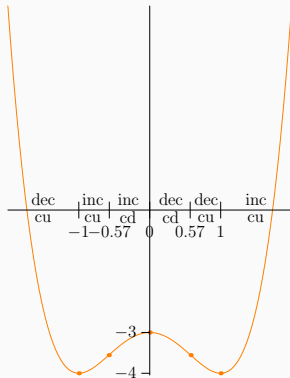
Putting it All Together: Graphing

- We now display the information we have gathered in a graphical format.
- The purpose of such graphs is not to make a completely accurate drawing.
- The purpose is to illustrate the information we have gathered in a way that communicates the information effectively.
- We identify the intervals of increase/decrease; intervals on which f is concave up/down; local maxima, minima, and critical points; inflection points; and connect the dots with appropriately shaped arcs.



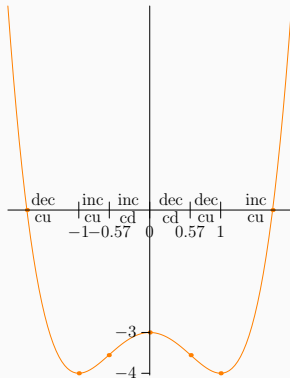
Putting it All Together: Graphing

- We now display the information we have gathered in a graphical format.
- The purpose of such graphs is not to make a completely accurate drawing.
- The purpose is to illustrate the information we have gathered in a way that communicates the information effectively.
- We identify the intervals of increase/decrease; intervals on which f is concave up/down; local maxima, minima, and critical points; inflection points; and connect the dots with appropriately shaped arcs.



Putting it All Together: Graphing

- We now display the information we have gathered in a graphical format.
- The purpose of such graphs is not to make a completely accurate drawing.
- The purpose is to illustrate the information we have gathered in a way that communicates the information effectively.
- We identify the intervals of increase/decrease; intervals on which f is concave up/down; local maxima, minima, and critical points; inflection points; and connect the dots with appropriately shaped arcs.



Examples and Exercises

Examples

1. Sketch the graph of a function that satisfies all of the conditions
 $f'(0) = f'(2) = f'(4) = 0$, $f'(x) > 0$ if $x < 0$ or $2 < x < 4$,
 $f'(x) < 0$ if $0 < x < 2$ or $x > 4$, $f''(x) > 0$ if $1 < x < 3$, $f''(x) < 0$
if $x < 1$ or $x > 3$.
2. For the function $f(x) = x^4 - 6x^2 - 8x + 15$
 - 2.1 Find the intervals of increase or decrease.
 - 2.2 Find the local maximum and minimum values.
 - 2.3 Find the intervals of concavity and the inflection points.
 - 2.4 Use the above information to sketch the graph.
3. The same for the function $f(\theta) = 2\cos\theta + \cos^2\theta$, $0 \leq \theta \leq 2\pi$.
4. The same for the function $f(x) = x^{2/3}(6-x)^{1/3}$

Now you should work on Problem Set 3.3. After you have finished it, you should try the following additional exercises from Section 3.3:

3.3 C-level: 1–44, 53;

B-level: 45–46, 54–57, 59–62, 67–68, 72–73;

A-level: 58, 63–66, 69–71, 74–77