



MATH 122

FARMAN

2.4: THE  
SECOND  
DERIVATIVE  
CONCAVITY

CONTINUITY  
DISCONTINUITIES

# MATH 122

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Calculus for Business Administration and Social  
Sciences



# OUTLINE

MATH 122

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2.4: THE  
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## 1 2.4: THE SECOND DERIVATIVE

- Concavity



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## 1 2.4: THE SECOND DERIVATIVE

- Concavity

## 2 CONTINUITY

- Discontinuities



# DEFINITION

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2.4: THE  
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## DEFINITION 1

If both  $f$  and  $f'$  are differentiable functions, the *second derivative*,  $f''$ , is the derivative of  $f'$ :

$$f''(x) = \frac{d^2}{dx^2} f(x) = \frac{d}{dx} \left( \frac{d}{dx} f(x) \right)$$



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## DEFINITION 1

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$$f''(x) = \frac{d^2}{dx^2} f(x) = \frac{d}{dx} \left( \frac{d}{dx} f(x) \right)$$

## REMARK 1

The second derivative tells us the rate of change of the first derivative, or the *acceleration*.



# EXAMPLE

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Consider the position function

$$s(t) = -4.9t^2 + 9.8t.$$



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Consider the position function

$$s(t) = -4.9t^2 + 9.8t.$$

- The first derivative gives the velocity of the object at time  $t$ ,

$$v(t) = s'(t) = -9.8t.$$



# EXAMPLE

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Consider the position function

$$s(t) = -4.9t^2 + 9.8t.$$

- The first derivative gives the velocity of the object at time  $t$ ,

$$v(t) = s'(t) = -9.8t.$$

- The second derivative gives the rate of change of acceleration (due to gravity)

$$a = v'(t) = s''(t) = -9.8 \frac{\text{m}}{\text{s}^2}.$$





## EXAMPLE (CONT.)

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- The acceleration tells us that each second the object loses  $9.8 \text{ m/s}$  in velocity.



## EXAMPLE (CONT.)

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- The acceleration tells us that each second the object loses 9.8 m/s in velocity.
- This fits our previous observation that the velocity is 0 when  $t = 1$ , at the vertex of the parabola.



## EXAMPLE (CONT.)

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- The acceleration tells us that each second the object loses 9.8 m/s in velocity.
- This fits our previous observation that the velocity is 0 when  $t = 1$ , at the vertex of the parabola.
- By the time the object returns to its original position at  $t = 2$ , its speed is the same (9.8 m/s), but in the **opposite** direction.



## EXAMPLE (CONT.)

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- The acceleration tells us that each second the object loses 9.8 m/s in velocity.
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- By the time the object returns to its original position at  $t = 2$ , its speed is the same (9.8 m/s), but in the **opposite** direction.
- This is all observable from the graph of  $s(t)$ , which is a downward facing parabola. This is an example of a *concave down* function.



## EXAMPLE (CONT.)

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- The acceleration tells us that each second the object loses 9.8 m/s in velocity.
- This fits our previous observation that the velocity is 0 when  $t = 1$ , at the vertex of the parabola.
- By the time the object returns to its original position at  $t = 2$ , its speed is the same (9.8 m/s), but in the **opposite** direction.
- This is all observable from the graph of  $s(t)$ , which is a downward facing parabola. This is an example of a *concave down* function.
- Clearly, an upward facing parabola should be a *concave up* function.



# FORMAL DEFINITION

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## DEFINITION 2

- If  $f''(x) < 0$  on an interval, then  $f'(x)$  is decreasing on that interval and  $f(x)$  is *concave down* on that interval.



# FORMAL DEFINITION

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## DEFINITION 2

- If  $f''(x) < 0$  on an interval, then  $f'(x)$  is decreasing on that interval and  $f(x)$  is *concave down* on that interval.
- If  $f'' > 0$  on an interval, then  $f'(x)$  is increasing on that interval and  $f(x)$  is *concave up* on that interval.



# EXAMPLE

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Consider the function  $f(x) = (x - 2)^2 + 4$ .





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Consider the function  $f(x) = (x - 2)^2 + 4$ .

$$f'(x) =$$



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Consider the function  $f(x) = (x - 2)^2 + 4$ .

$$f'(x) = 2(x - 2) = 2x - 4$$



## EXAMPLE

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$$f''(x)$$



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Consider the function  $f(x) = (x - 2)^2 + 4$ .

$$f'(x) = 2(x - 2) = 2x - 4$$

$$f''(x) = 2 > 0.$$



## EXAMPLE

Consider the function  $f(x) = (x - 2)^2 + 4$ .

$$f'(x) = 2(x - 2) = 2x - 4$$

$$f''(x) = 2 > 0.$$

Therefore, by definition,  $f(x)$  is concave up.

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# EXAMPLE

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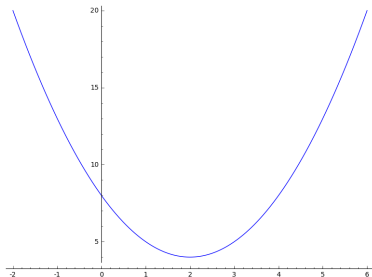
CONTINUITY  
DISCONTINUITIES

Consider the function  $f(x) = (x - 2)^2 + 4$ .

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## DEFINITION 3

- We say a function,  $f$ , is *continuous at a point  $a$  in the domain of  $f$*  if

$$\lim_{x \rightarrow a} f(x) = f(\lim_{x \rightarrow a} x) = f(a).$$



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- If  $f$  is continuous at every point in an interval  $(a, b)$ , then we say that  $f$  is *continuous on  $(a, b)$* .





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## DEFINITION 3

- We say a function,  $f$ , is *continuous at a point  $a$  in the domain of  $f$*  if

$$\lim_{x \rightarrow a} f(x) = f(\lim_{x \rightarrow a}) = f(a).$$

- If  $f$  is continuous at every point in an interval  $(a, b)$ , then we say that  $f$  is *continuous on  $(a, b)$* .
- If  $f$  is continuous at every point in its domain, then we simply say that  $f$  is *continuous*.



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Graphically, to say  $f$  is continuous is to say that we can draw the graph without lifting our pen.



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Graphically, to say  $f$  is continuous is to say that we can draw the graph without lifting our pen. Almost all the functions we'll talk about in this course are continuous:



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- Polynomials,



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Graphically, to say  $f$  is continuous is to say that we can draw the graph without lifting our pen. Almost all the functions we'll talk about in this course are continuous:

- Polynomials,
- Exponentials,
- Logarithms.



# JUMP DISCONTINUITY

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These usually arise from piecewise-defined functions:



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These usually arise from piecewise-defined functions:

$$f(x) = \begin{cases} x & \text{if } x \leq 0, \\ x + 1 & \text{else.} \end{cases}$$





# JUMP DISCONTINUITY

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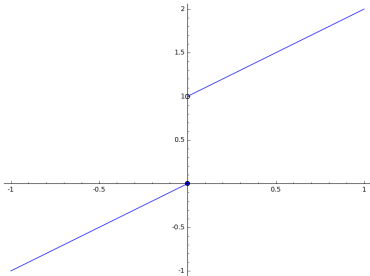
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These usually arise from rational functions:



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These usually arise from rational functions:

$$f(x) = \frac{x^2 - 9}{x - 3}$$



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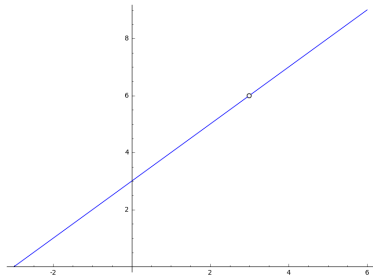
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# ESSENTIAL DISCONTINUITY

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These are discontinuities that cannot be removed by filling in a hole, such as the discontinuity at  $x = 0$  of



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