

Math 48A: Exam 2 Fitness

What does it mean to be Exam Fit?

Your Exam Fitness is the condition of your mental mastery of course material. An Exam Fit student works hard to develop mastery of course material PRIOR to the exam in select areas including:

1. Strong Declarative knowledge:
 - Strong knowledge of facts and concepts that can be stated or declared
 - The ability to name the parts of the theoretical systems discussed in class
 - The ability to quickly recall formal definitions, theorem statements, formulas and important concepts discuss in-class.
2. Strong Procedural knowledge:
 - Strong understanding of when to apply procedures, methods, theories, or approaches.
 - Strong knowledge of how and when to apply techniques to solve problems.
3. Strong Test-Taking Skills
 - Ability to perform under in-class, timed exam scenario

What are good general strategies to become Exam Fit?

Just like running a race would require more than watching videos of other people running, preparing to take a math exam requires more than just looking over your notes from class. One of the best ways to get fit for an exam is to work on problems and find connections between the ideas (active forms of study).

Becoming exam fitness also necessitates self-awareness of your needs as a test taker. It is important to know what type of challenges arise for you on timed examinations and to address these challenges as part of your study routines. Below are a number of strategies that might help you to improve your exam fitness. Please use any that you think might be helpful for you.

How do I start to get Exam Fit?

You might do all of the following:

- Finish all in-class Lesson Handouts
- Re-solve key problems without looking back at your work.
- For problems that you are struggling with, get some extra help to finish those up.

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What resources will help me prepare for Exam 2?

Below are some good practice problems you can use to get ready for exam 2.

[Lesson 4 Handout: Read Graphs to Solve Equations](#)

- Problem 1 (pg. 1): Evaluate Linear Functions
- Problem 2 (pg. 2): Solve Linear Equations Algebraically
- Problems 3A – 3E (pg. 3 – 5): Solve Linear Equations Graphically
- Problems 6A – 6B (pg. 10 – 11): Solve Quadratic Equations Graphically

[Lesson 5 Handout: Analyze Graphs](#)

- Problem 1A – 1D (pg. 3 - 6): Solve Quadratic Equations Using Graphs
- Problem 2A – 2B (pg. 7 - 8): Solve Absolute Value Equations Using Graphs
- Problems 3A – 3G (pg. 9 – 15): Analyze the Graph of a Cubic Polynomial

[Lesson 6 Handout: Rates of Change](#)

- Problem 1A – 1B (pg. 1 - 2): Solve Radical Equations Using Graphs
- Problem 2A – 2I (pg. 3 - 7): Average Rates of Change on a Quadratic Function
- Problem 4 (pg. 9): Average Rates of Change on a Quadratic Function

[Lesson 7 Handout: Linear Functions](#)

- Problem 1A – 1D (pg. 1 - 3): Linear Functions Have Constant Rates of Change
- Problem 4 (pg. 6): Identify Linear functions
- Problem 5 (pg. 7): Equations for Horizontal Lines
- Problem 6 (pg. 8): Equations for Vertical Lines
- Problem 8 (pg. 10): Graph a Piecewise Function

[Lesson 8 Handout: Absolute Value Functions](#)

- Problem 2A – 2D (pg. 3 - 5): Graph the Absolute Value Function
- Problem 3 (pg. 6): Solve an Absolute Value Equation
- Problem 4A – 4B (pg. 7 - 8): Find Equivalent Representations for Absolute Values
- Problem 5A – 5D (pg. 9 – 12): Solve an Absolute Value Equations
- Problem 6A – 6C (pg. 13): Graph a Piecewise Function