

# GRADE 11 MATHEMATICS NOVEMBER EXAMINATION PAPER 2

## QUESTION 1

- 1.1 Calculate the following with the use of a calculator:
  - 1.1.1 sin 47 + cos 47\* (1)
  - 1.1.2 nm<sup>2</sup>50" (1)
  - 1.1.3 cot 33° x conec 15° (1)
- 1.2 If A + 24,3° and B + 22,2°, calculate the following to two decimal places:
  - 121 sin (A+B) (2
  - 122 sec⊕ (2)
- 1.3 Calculate the following without the use of a calculator:
  - 1.3.1 sin 30" + cos 60"
  - 1.3.2 tan-45" × cos 45"
  - 1.3.5 cos 90" + sin 90" (3)
    - 11(2)

a)

(di)

### QUESTION 2

Without the use of a calculator, answer the following questions:

2.4 Determine the general solution for: 2sinf 8 × 1 + sin 8

- 2.1 Given one 8 x - and 0" ≤ 8 ≤ 180". Use a diagram to determine the values of:
  - 2.5.5 tan(180\*+8)
  - 2.12 3sin-8 90°) (2
- 22 Simplify the following expression: excitated + expression (5
- 2.3 Proof that tunit 1 1 1 1 1 1 (4)
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## QUESTION 3

3.1 Sketch on the same set of axes the graphs for:

$$f(x) = -2\cos x$$
 and  $g(x) = \sin 2x$ , for the interval  $-30^\circ \le x \le 180^\circ$ .

Show the coordinates of the turning points and all axis intercepts.

(5)

3.2 Study the following sketch and determine the value of cost – sixel, without the use of a calculator.





#### QUESTION 4

In the diagram below, the angle between line AB and the s-axis is  $\beta$ . The angle between line CD and the x-axis is  $\beta$ . A and  $\Omega$  are the x-axis intercept points for lines AB and CD respectively. The coordinates of point B ig:  $(\sqrt{3}, \epsilon)$ .

The intercept point E, of lines AB and CD lies on the y-axis. AED + 60,69°. The equation of the line CD is given as: 3z + 2y + 6



- Determine the coordinates of E.
  - committee of coordinates of E. (4)
- 4.2 Calculate the numerical value of a:

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4.3 Calculate the numerical value of §

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# Nov Paper 2014 Math Grd11

**Linda Dacey** 

## Nov Paper 2014 Math Grd11:

Mineral Resources, Grade 11 Carla C. Johnson, Janet B. Walton, Erin E. Peters-Burton, 2022-05-25 What if you could challenge your eleventh graders to come up with a design solution for developing managing and utilizing mineral resources With this volume in the STEM Road Map Curriculum Series you can Mineral Resources outlines a journey that will steer your students toward authentic problem solving while grounding them in integrated STEM disciplines Like the other volumes in the series this book is designed to meet the growing need to infuse real world learning into K 12 classrooms This interdisciplinary three lesson module uses project and problem based learning to help students develop an in depth understanding of mineral resources by researching the utility and impact of particular mineral resources on society Working in teams students will locate quantitative and qualitative data on mineral resources and discern the reliability of the information then use their data to write an opinion article and develop a website to convince readers of the effectiveness of a particular design solution for developing managing and utilizing mineral resources To support this goal students will do the following Explain how mineral resources are located and used in various ways in society Explain why mineral resources are important to society Critically evaluate quantitative and qualitative data about mineral resources Write an opinion article demonstrating their knowledge about competing design solutions for extracting mineral resources The STEM Road Map Curriculum Series is anchored in the Next Generation Science Standards the Common Core State Standards and the Framework for 21st Century Learning In depth and flexible Mineral Resources can be used as a whole unit or in part to meet the needs of districts schools and teachers who are charting a course toward an integrated STEM approach Educational Change Jill Adler, Anna Sfard, 2016-06-17 Research for Educational Change presents ways in which educational research can fulfil its commitments to educational practice Focussing its discussion within the context of mathematics education it argues that while research generated insights can have beneficial effects on learning and teaching the question of how these effects are to be generated and sustained is far from evident The question of how to turn research into educational improvement is discussed here in the context of learning and teaching hindered by poverty and social injustice In the first part of the book four teams of researchers use different methodologies while analysing the same corpus of data collected in a South African mathematics classroom In the second part each of these teams makes a specific proposal about what can be done and how so that its research generated insights have a tangible beneficial impact on what is happening in mathematical classrooms Combining two discourses that of researchers speaking to one another and that of researchers communicating their insights to those responsible for educational practice the book deals with the perenial question of communication between those who study educational processes and those who are directly responsible for teacher education educational research and classroom practices This book will be key reading for postgraduates researchers and academics in education and particularly in the areas of mathematics education education research teacher education and classroom

practice It will also appeal to teacher educators practitioners and undergraduate students interested in educational research **South African national bibliography**, 1999 Classified list with author and title index Multilingualism in Mathematics Education in Africa Anthony A. Essien, 2023-12-14 This book brings together the first book collection of African research in mathematics education in multilingual societies and chronicles current research in different linguistic contexts across the African continent including Algeria Namibia Malawi Morocco Rwanda South Africa on issues of multilingualism in mathematics education but more importantly it foregrounds pertinent issues for future research With many of the authors building on earlier path breaking African research the book is a unique contribution of careful thinking through how linguistic diversity and multilingualism manifest in ways that differ from one geopolitical context to another This volume is an important contribution to the growing recognition of multilingualism as the global linguistic dispensation in mathematics education It is an invitation to how we might as an international community where more and more multilingualism is the norm rather than an exception pay more attention to the multilingual agency and capabilities of both students and teachers in order to better harness the epistemic potential of multiple languages in contexts of language Visualisation and Epistemological Access to Mathematics Education in diversity in mathematics education **Southern Africa** Marc Schäfer, 2023-04-27 This book demonstrates that using visualisation processes in mathematics education can help to enhance teaching and learning and bridge the inequality gap that exists between well resourced and under resourced schools in Southern Africa Drawing on classroom research conducted in the Southern African region it examines how epistemological access in a context of gross inequality can be constructively addressed by providing research based solutions and recommendations. The book outlines the visualisation process as an integral but often overlooked process of mathematics teaching and learning It goes beyond the traditional understanding of visualisation processes such as picture forming and using tools and considers visualisation processes that are semiotic in nature and includes actions such as gestures in combination with language It adds value to the visualisation in mathematics education research discourse and deliberation in Africa With a unique focus on Southern Africa and open avenues for further research and collaboration in the region it will be a highly relevant reading for researchers academics and post graduate students of mathematics education comparative education and social justice education Imo Problems, Theorems, And Methods (In 4 Volumes) Jinhua Chen, Bin Xiong, Tiangi Lin, Gengyu Zhang, Guangyu Xu, Zhenhua Qu, 2025-08-13 The problems in the International Mathematical Olympiad IMO are not only novel and interesting but also deeply rooted in profound mathematical context The team at the International Mathematical Olympiad Research Center at East China Normal University has compiled and studied problems from past IMOs dividing them into four volumes based on the mathematical fields involved algebra geometry number theory and combinatorics These volumes are collectively titled IMO Problems Theorems and Methods The Observation Protocol for Academic Literacies Magaly Lavadenz, Elvira G. Armas, 2024-01-16 This book presents a

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