

# 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 40)
  - 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)
    - 10.23

(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 θ \* − − and 0" ≤ θ ≤ 180". Use a diagram to determine the values of:
  - 2.1.1 tan(180\*+8) (3)
  - 2.12 3sn (9 90°) (2
- 2.3 Proof that tun # 1 − 1 × 1 (4
- Miltoge Windowskin Windowskin Contest II Windowskin Contest II Contest II

#### 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 could – stroll, 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



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Determine the coordinates of E.

194

4.2 Colculate the numerical value of s.

100

4.3 Calculate the numerical value of §

#17 mm

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# **Memorandam November 2013 Mathematics Paper Grade 11**

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## **Memorandam November 2013 Mathematics Paper Grade 11:**

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AIG by organizing in one volume what is currently known about this research area Part I begins with an overview of the concepts and topics necessary for understanding AIG by focusing on both its history and current applications Part II presents two theoretical frameworks and practical applications of these frameworks in the production of item generation Part III summarizes the psychological and substantive characteristics of generated items Part IV concludes with a discussion of the statistical models that can be used to estimate the item characteristics of generated items features one future application of AIG describes the current technologies used for AIG and also highlights the unresolved issues that must be addressed as AIG continues to mature as a research area Comprehensive The book provides a comprehensive analysis of both the theoretical concepts that define automatic item generation and the practical considerations required to implement these concepts Varied Applications Readers are provided with novel applications in diverse content areas e g science and reading comprehension that range across all educational levels elementary through university

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