

# Contents

Introduction	1
1 Placeholder	2
2 Placeholder	3
3 Placeholder	4
4 Placeholder	5
5 Placeholder	6
6 Placeholder	7
7 Placeholder	8
8 Placeholder	9
9 Placeholder	10
10 Placeholder	11
11 Placeholder	12
12 Placeholder	13
13 Placeholder	14
14 Placeholder	15

<b>15 Placeholder</b>	<b>16</b>
<b>16 Placeholder</b>	<b>17</b>
<b>17 Placeholder</b>	<b>18</b>
<b>18 Placeholder</b>	<b>19</b>
<b>19 Placeholder</b>	<b>20</b>
<b>20 Placeholder</b>	<b>21</b>
<b>21 Placeholder</b>	<b>22</b>
<b>22 Placeholder</b>	<b>23</b>
<b>23 Trig Equations</b>	<b>24</b>
23.1 Solving Trig Equations Graphically . . . . .	25
23.2 Using the ASTC Diagram . . . . .	27
23.3 Points of Intersection . . . . .	29
23.4 Trig Functions in Context . . . . .	31
23.5 Trig Identities . . . . .	33
Review Exercise . . . . .	35
<b>Answers</b>	<b>36</b>
<b>Challenge Problems</b>	<b>37</b>

# Introduction

Intro

# Chapter 1

## Placeholder

# Chapter 2

## Placeholder

# Chapter 3

## Placeholder

# Chapter 4

## Placeholder

# Chapter 5

## Placeholder



# **Chapter 6**

## **Placeholder**

# Chapter 7

## Placeholder

# Chapter 8

## Placeholder

# Chapter 9

## Placeholder

# Chapter 10

## Placeholder

# Chapter 11

## Placeholder

# Chapter 12

## Placeholder

# Chapter 13

## Placeholder



# Chapter 14

## Placeholder

# Chapter 15

## Placeholder

# **Chapter 16**

## **Placeholder**

# Chapter 17

## Placeholder

# Chapter 18

## Placeholder

# **Chapter 19**

## **Placeholder**

# Chapter 20

## Placeholder

# Chapter 21

## Placeholder



# Chapter 22

## Placeholder

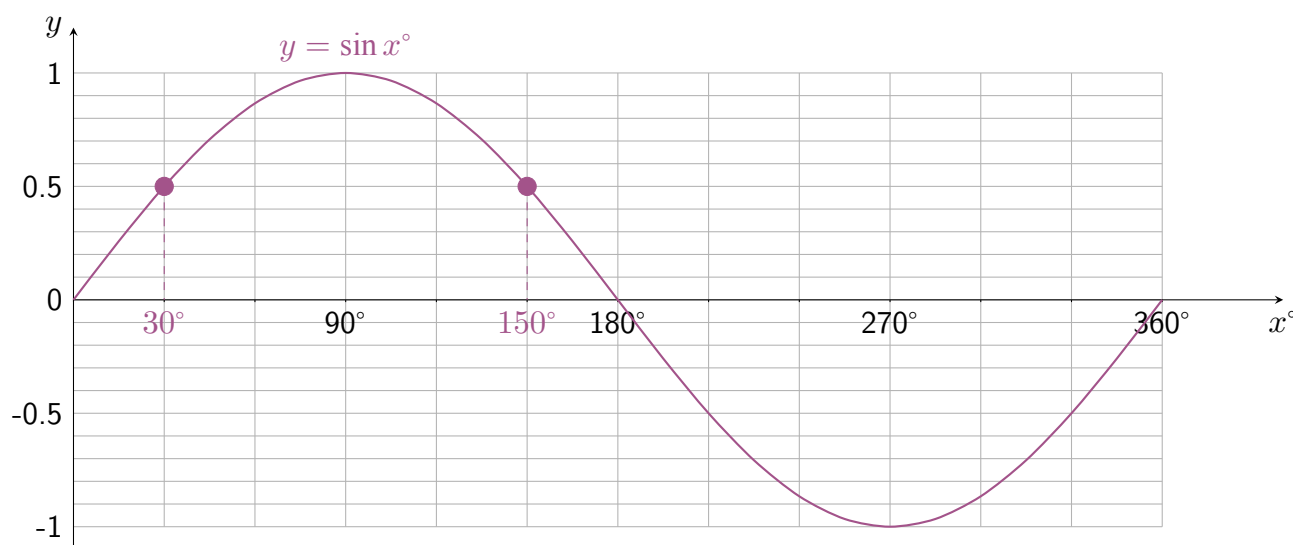
Different types of equations (such as *quadratic* or *linear*) require different methods in order to solve them.

*Trigonometric equations* are those which include  $\sin x^\circ$ ,  $\cos x^\circ$  or  $\tan x^\circ$ . Since these are some of the more complicated operations encountered so far, the best way to begin thinking about how trig equations may be solved is to consider a *graphical* interpretation:

Equation:  $\sin x^\circ = 0.5$

Interpretation: “For which value(s) of  $x$  is the graph  $y = \sin x$  at a height of 0.5?”

Plotting the graph of  $y = \sin x^\circ$  and marking the points at which its height is 0.5 reveals that, between  $0^\circ$  and  $360^\circ$ , there are **two solutions**:



Hence the solutions to the equation  $\sin x^\circ = 0.5$  where  $0 < x < 360$  are  $x^\circ = 30^\circ$  and  $x^\circ = 150^\circ$ .

Note that  $\sin^{-1}(0.5)$  gives the *acute* solution  $30^\circ$ , and  $180^\circ - 30^\circ = 150^\circ$  using the graph's symmetry.

The same above graph can similarly be used to solve a number of equations in  $\sin x^\circ$ :

Equation:  $\sin x^\circ = -1$

Interpretation: “For which value(s) of  $x$  is the graph  $y = \sin x$  at a height of  $-1$ ?”

Solution:  $x^\circ = 270^\circ$

The graph also reveals that equations of the form  $\sin x^\circ = k$  only have solutions for  $-1 \leq k \leq 1$ :

Equation:  $\sin x^\circ = 2$

Interpretation: “For which value(s) of  $x$  is the graph  $y = \sin x$  at a height of 2?”

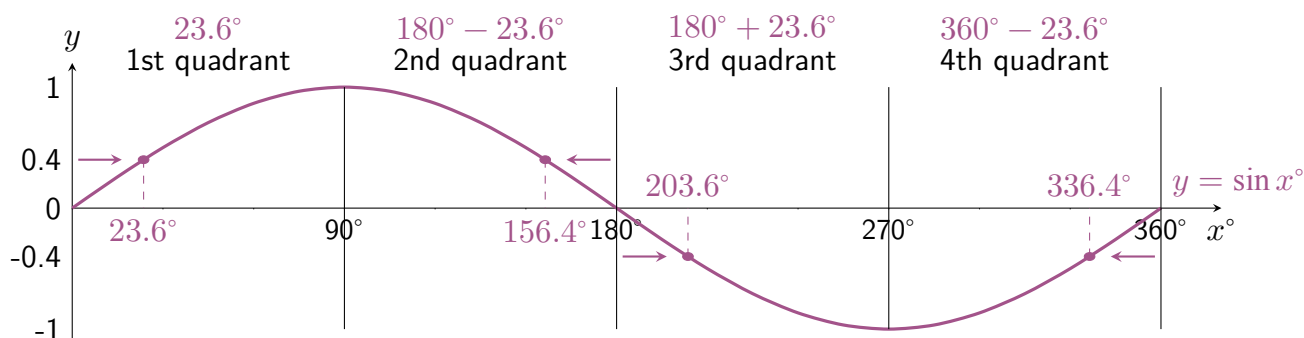
Solution: **No solutions.**

This chapter will introduce a method for solving trig equations without a graph, and explore contexts in which the ability to solve trig equations may be useful in the real world.

## 23.1 Solving Trig Equations Graphically

When considering  $\sin x^\circ = 0.4$ , calculating  $\sin^{-1}(0.4)$  gives the **acute angle**  $23.6^\circ$  (to 1 decimal place).

This acute angle and the symmetries of  $y = \sin x^\circ$  allow  $\sin x^\circ = 0.4$  and  $\sin x^\circ = -0.4$  to be solved:



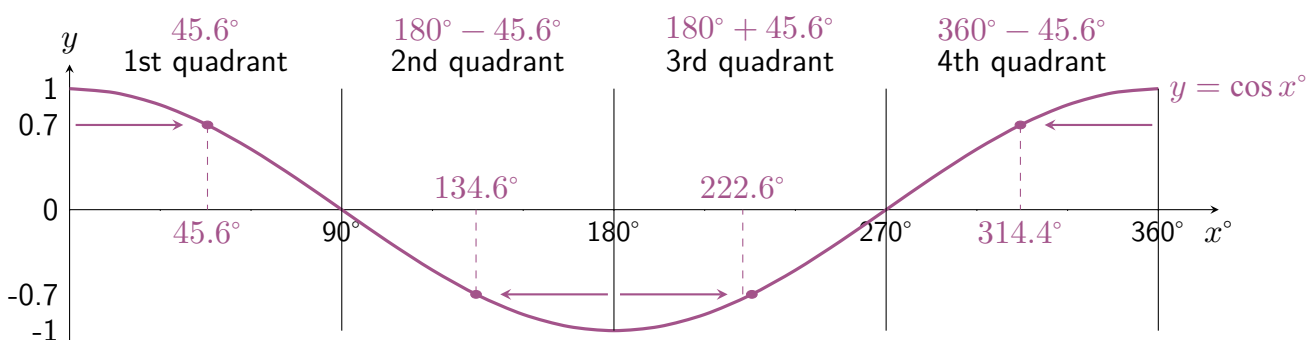
Equation:  $\sin x^\circ = 0.4$

Solutions:  $x^\circ = 23.6^\circ, 156.4^\circ$

Equation:  $\sin x^\circ = -0.4$

Solutions:  $x^\circ = 203.6^\circ, 336.4^\circ$

Similarly,  $\cos x^\circ = 0.7$  and  $\cos x^\circ = -0.7$  can be solved using **acute angle**  $\cos^{-1}(0.7) = 45.6^\circ$  (1dp):



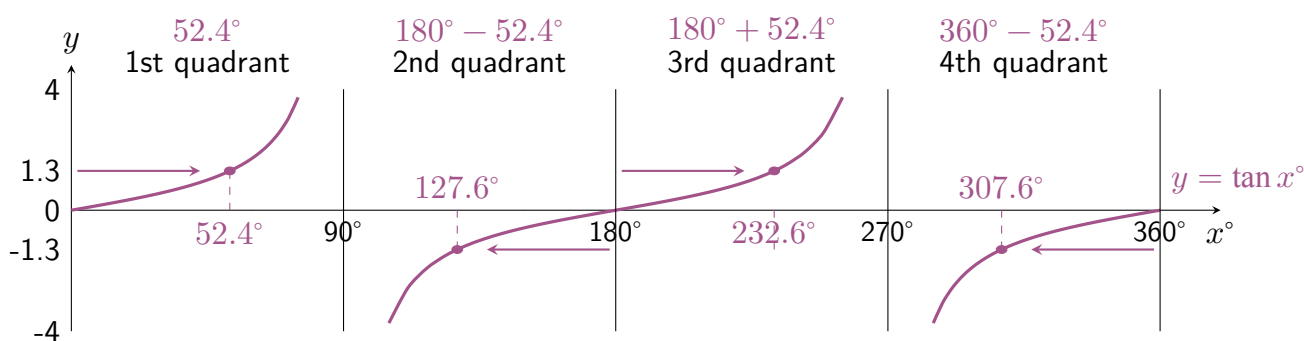
Equation:  $\cos x^\circ = 0.7$

Solutions:  $x^\circ = 45.6^\circ, 314.4^\circ$

Equation:  $\cos x^\circ = -0.7$

Solutions:  $x^\circ = 134.4^\circ, 225.6^\circ$

To solve  $\tan x^\circ = 1.3$  and  $\tan x^\circ = -1.3$ , again the **acute angle**  $\tan^{-1}(1.3) = 52.4^\circ$  (1dp) is helpful:



Equation:  $\tan x^\circ = 1.3$

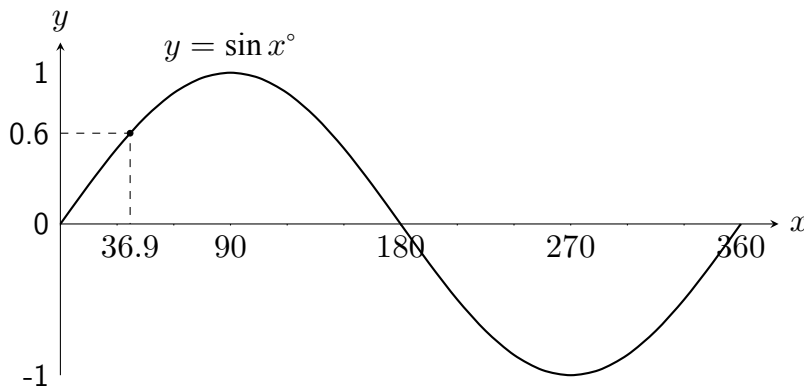
Solutions:  $x^\circ = 52.4^\circ, 232.4^\circ$

Equation:  $\tan x^\circ = -1.3$

Solutions:  $x^\circ = 127.6^\circ, 307.6^\circ$

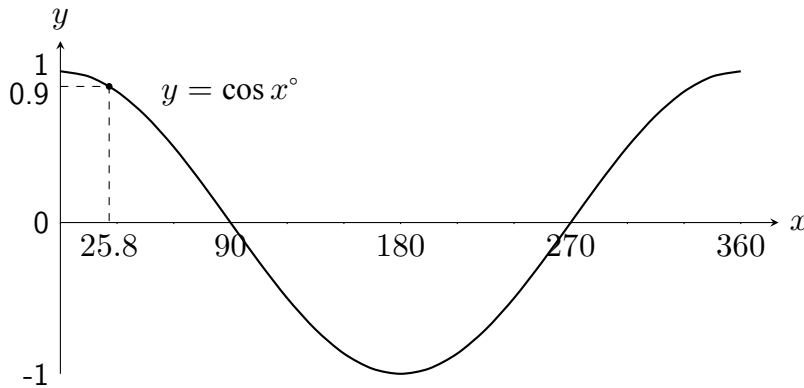
**Exercise 23.1**

1. Use the graph of  $y = \sin x^\circ$  below to solve the following equations for  $0 \leq x \leq 360$ .



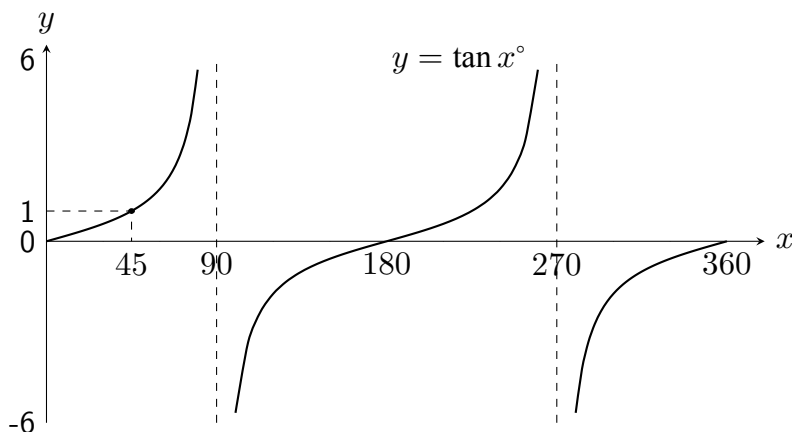
- (a)  $\sin x^\circ = 1$
- (b)  $\sin x^\circ = 0$
- (c)  $\sin x^\circ = -1$
- (d)  $\sin x^\circ = 0.6$
- (e)  $\sin x^\circ = -0.6$
- (f)  $\sin x^\circ = 1.1$

2. Use the graph of  $y = \cos x^\circ$  below to solve the following equations for  $0 \leq x \leq 360$ .



- (a)  $\cos x^\circ = 1$
- (b)  $\cos x^\circ = 0$
- (c)  $\cos x^\circ = -1$
- (d)  $\cos x^\circ = 0.9$
- (e)  $\cos x^\circ = -0.9$
- (f)  $\cos x^\circ = 1.1$

3. Use the graph of  $y = \tan x^\circ$  below to solve the following equations for  $0 \leq x \leq 360$ .



- (a)  $\tan x^\circ = 1$
- (b)  $\tan x^\circ = 0$
- (c)  $\tan x^\circ = -1$
- (d)  $\tan x^\circ = 3$
- (e)  $\tan x^\circ = -3$
- (f)  $\tan x^\circ = 17$

- 4. Given that  $\sin^{-1}(\frac{1}{3}) = 19.5^\circ$ , to one decimal place, solve  $\sin x^\circ = \frac{1}{3}$  for  $0 \leq x \leq 360$ .
- 5. Given that  $\cos^{-1}(\frac{3}{4}) = 41.4^\circ$ , to one decimal place, solve  $4 \cos x^\circ = 3$  for  $0 \leq x \leq 360$ .
- 6. Given that  $\sin^{-1}(\frac{2}{3}) = 41.8^\circ$ , to one decimal place, solve  $3 \sin x^\circ + 2 = 0$  for  $0 \leq x \leq 360$ .
- 7. Solve  $5 \cos x^\circ + 3 = 0$  for  $0 \leq x \leq 720$ .

## 23.2 Using the ASTC Diagram

**Exercise 23.2**

## 23.3 Points of Intersection

**Exercise 23.3**



## 23.4 Trig Functions in Context

**Exercise 23.4**

## 23.5 Trig Identities

**Exercise 23.5**

---

## Review Exercise

# ANSWERS

# CHALLENGE PROBLEMS

The following problems **do not** represent the kind of question expected to feature in a Higher Mathematics exam, either in the way they are presented or the level of difficulty. Instead, they aim to encourage a flexible approach towards problem-solving and an understanding that the skills covered in the course have applications beyond those featured in any typical exam. *Some questions may be solveable without using the skills covered in this chapter, and some questions may be unrelated to this chapter.*