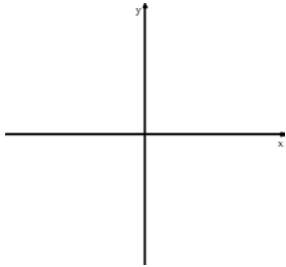


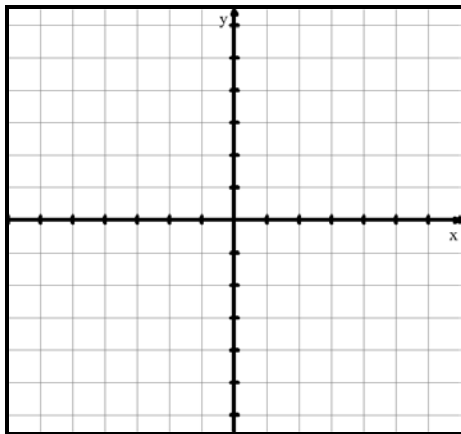
# Integrated Math 10 – Unit 1 Sample Assessment 2 – Aug 18/19

1. Sketch the line  $y = -2$  on the grid included. **K(2 marks)**

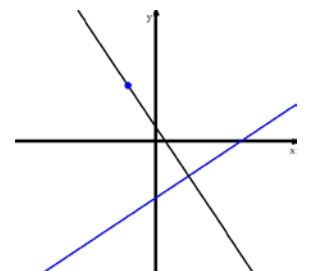


2. Describe a method that Mr. S could use to determine if the point  $(2, -4)$  was on the line  $-\frac{1}{2}x - 3y = 10$ . Then use your method to check if the point is/isn't on the line. **T (3 marks)**

3. Graph the line  $8y - 4x - 18 = 0$  on the grid included. Show all necessary work and make sure that your graph is properly presented. **K,C (4,2 marks)**



4. Determine the equation of the line that is perpendicular to  $2x - 3y = 6$  and passes through the point  $(-1, 2)$ . A sketch has been provided to help you visualize the question. (A5) **A,C (5,1 marks)**



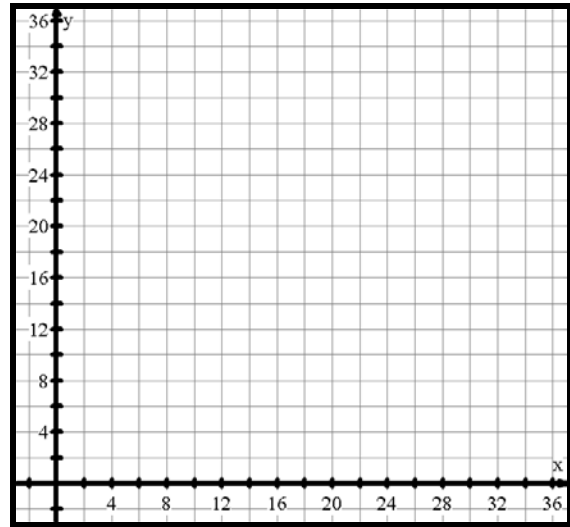
# Integrated Math 10 – Unit 1 Sample Assessment 2 – Aug 18/19

5. Mr. S has 3200 php in his wallet. He has only 100 php bills and 200 php bills.

a. Complete the following data table, wherein you show different combinations of bills that Mr. S could have. **A (2 marks)**

Number of 100 php bills	Number of 200 php bills

b. Graph the graph that shows the relationship between the number of 100 php bills and 200 php bills. Use the grid below. **K (2 marks)**



c. Write an equation (in any form) showing this relationship. Show/explain necessary work. **K (3 marks)**

d. Determine the slope of this linear relation. **K (2 marks)**

e. Explain the meaning of the x- and y-intercepts. **K,C (1,1 marks)**

f. Explain what the slope means, in the context of the problem. **T (2 marks)**

Marks by Criteria				Totals
<b>K</b>	<b>A</b>	<b>C</b>	<b>T</b>	
/14	/7	/4	/5	/30