



Economics BOC Quiz Answer Key

Personal Finance Economics - (ECONPH) Creditworthiness, (ECONPH) Risk-Management, (ECONPH) Savings

Student Name: _____

Date: _____

Teacher Name: Heather Greiner

Score: _____

1) What is the relationship between credit and debt?

- A) Assuming debt means more credit will be extended.
- B) Being extended credit means debt has been assumed.
- C) Credit must be extended before debt can be assumed.
- D) Debt must be assumed before credit can be extended.

Explanation:

Credit must be extended before debt can be assumed, just because credit is extended does not mean debt is assumed; the borrower must use the credit before it becomes a debt. Likewise, assuming debt does not automatically mean more credit will be extended.

2) Which of these is the BEST example of debt?

- A) A person buys a new car.
- B) A person pays interest on a mortgage.
- C) A person deposits a paycheck into a savings account.
- D) A person withdraws money from a bank account using an ATM card.

Explanation:

An example of debt is when a person pays interest on a mortgage. Debt is a financial obligation to repay a loan, while credit is the amount a borrower may use. Furthermore, yes, that more though most people pay for cars in installments, many do pay cash for the entire value of the automobile and do not go into debt in the process.

3) Which of these factors should consumers research FIRST when they receive a credit card offer with a low introductory rate?

- A) the APR after the introductory period expires
- B) the cash advance features offered by the bank
- C) the type of card, such as secured, regular, or premium
- D) the availability of special programs, such as "cash back" programs

Explanation:

Consumers should research the APR after the introductory period expires of any credit card offer with a low introductory rate.

4) Ravi receives a credit card offer in the mail. The offer contains a low introductory rate. Although all of these are important factors, which of these should he investigate FIRST before accepting the offer?

- A) the cash advance and ATM features
- B) the APR after the introductory period expires
- C) the type of card, such as secured, regular or premium
- D) availability of special programs, such as frequent flyer miles

Explanation:

Ravi should investigate the APR after the introductory period expires because the initial APR often increases after a set period of time. Other useful about most features of a credit card offer are given in a disclosure box that most appear in all credit card solicitations.

Benchmark Test Usa Test Prep Answer Key

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ease with the material Teachers too will find this book an excellent resource for the Advanced Placement course in U S History In fact many AP instructors use it as a supplementary text because it so comprehensively supports and addresses specific curriculum objectives for the course and exam

ABOUT THE TEST The Advanced Placement Program is designed to allow high school students to pursue college level studies while attending high school The three hour five minute AP U S History exam is usually given to high school students who have completed a year s study in a college level U S History course The test results are then used to determine the awarding of course credit and or advanced course placement in college According to the College Board students taking this exam are called upon to demonstrate systematic factual knowledge and bring to bear critical persuasive analysis of the full sweep of U S history This is why we make every effort to establish and build upon context for you rather than encouraging rote memorization of disconnected facts The AP U S History Exam is divided into two sections

1 Multiple Choice This section is composed of 80 multiple choice questions designed to gauge your ability to understand and analyze U S history from the Colonial period to the present The majority of the questions however are based on 19th and 20th century history This section tests factual knowledge scope of preparation and knowledge based analytical skills You ll have 55 minutes to complete this section which accounts for 50 percent of your final grade

2 Free Response This section is composed of three essay questions designed to measure your ability to write coherent intelligent well organized essays on historical topics The essays require you to demonstrate mastery of historical interpretation and the ability to express views and knowledge in writing The essays may relate documents to different areas analyze common themes of different time periods or compare individual and group experiences which reflect socioeconomic racial gender and ethnic differences

Part A consists of a mandatory 15 minute reading period followed by 45 minutes during which you must answer a document based question DBQ which changes from year to year In **Part B** the student chooses to answer on two of the topics that are given You will have 70 minutes to write these essays The free response section counts for 50 percent of your final grade These topics are broken down into thirds

Political Institutions 1 3rd **Social and Economic Change** 1 3rd **Behavior and Public Policy Diplomacy and International Relations Intellectual and Cultural Development** 1 3rd

The time periods covered are as follows

Pre Colonial through 1789 1 6th of exam **1790 1914** 1 2 of exam **1915 present** 1 3rd of exam

ABOUT THE REVIEW SECTION This book begins with REA s concise yet thorough 230 page review of U S history designed to acquaint you with the exam s scope of coverage Our review covers these topics and historical time periods

The Colonial Period 1500 1763 **The American Revolution** 1763 1787 **The United States Constitution** 1787 1789 **The New National** 1789 1824 **Jacksonian Democracy and Westward Expansion** 1824 1850 **Sectional Conflict and The Causes of the Civil War** 1850 1860 **The Civil War and Reconstruction** 1860 1877 **Industrialism War and the Progressive Era** 1877 1912 **Wilson and World War I** 1912 1920 **The Roaring Twenties and Economic Collapse** 1920 1929 **The Great Depression and the New Deal** 1929 1941 **World War II and the Post War Era** 1941 1960 **The New Frontier Vietnam and Social Upheaval** 1960 1972 **Watergate**

Carter and the New Conservatism 1972 2001

SCORING THE EXAM

The multiple choice section of the exam is scored by crediting each correct answer with one point and deducting one fourth of a point for each incorrect answer You will neither receive a credit nor suffer a deduction for unanswered questions The free response essays are graded by instructors and professors from across the country who come together each June for a week of non stop AP essay grading Each essay booklet is read and scored by several graders Each grader provides a score for the individual essays The DBQ is scored on a scale from 0 to 15 0 being the lowest and 15 the highest Each topic based essay receives a score from 0 to 9 These scores are concealed so that each grader is unaware of the previous graders assessments When the essays have been graded completely the scores are averaged one score for each essay so that the free response section generates three scores The total weight of the free response section is 50 percent of the total score Your work in the multiple choice section counts for the other 50 percent Each year grades fluctuate slightly because the grading scale is adjusted to take into account the performance of the total AP U S History test taker population When used with the corresponding chart the scoring method we present here will strongly approximate the score you would receive if you were sitting for the actual AP U S History exam

SCORING THE MULTIPLE CHOICE SECTION

For the multiple choice section use this formula to calculate your raw score

$$\text{Number right} - \frac{1}{4} \times \text{Number wrong} = \text{raw score}$$

round to the nearest whole number

SCORING THE FREE RESPONSE SECTION

For the free response section use this formula to calculate your raw score

$$\text{DBQ Essay 1} + \text{Essay 2} = \text{raw score}$$

round to the nearest whole number You may want to give your essays three different grades such as a 13 10 and an 8 and then calculate your score three ways as if you did

Classrooms as Learning Communities Chris Watkins, 2005 In classrooms that operate as learning communities the social and learning purposes advance together through all participants being involved and engaged in building knowledge This book demonstrates a new way of seeing and managing classrooms through an integration of what s best in learning and what s best in the social life of classrooms a vision of the role of the teacher that is more creative and more related to the commitments of teachers a more connected view of schools in contrast to the mechanistic view that currently dominates an answer to the short term performance pressures of politicians better performance The practice and vision of classrooms that operate as learning communities is presented clearly and encourages teachers to take steps towards building a more effective classroom with the aspects of learning communities they choose

Evaluation of U.S. Air Force Preacquisition Technology Development

National Research Council, Division on Engineering and Physical Sciences, Air Force Studies Board, Committee on Evaluation of U.S. Air Force Preacquisition Technology Development, 2011-03-01 From the days of biplanes and open cockpits the air forces of the United States have relied on the mastery of technology From design to operation a project can stretch to 20 years and more with continuous increases in cost Much of the delay and cost growth afflicting modern United States Air Force USAF programs is rooted in the incorporation of advanced technology into major systems acquisition Leaders in the Air Force responsible for science and technology and

acquisition are trying to determine the optimal way to utilize existing policies processes and resources to properly document and execute pre program of record technology development efforts including opportunities to facilitate the rapid acquisition of revolutionary capabilities and the more deliberate acquisition of evolutionary capabilities Evaluation of U S Air Force Preacquisition Technology Development responds to this need with an examination of the current state of Air Force technology development and the environment in which technology is acquired The book considers best practices from both government and industry to distill appropriate recommendations that can be implemented within the USAF Certified Flight Instructor Test Prep 2003 United States. Federal Aviation Administration,2002 This series of test preparation guides for pilots covers the Federal Aviation Administration FAA exams for applicants seeking licensing by the FAA The FAA publishes a question database on the Internet to help applicants prepare for the exams but they do not supply the correct answers This series is fashioned to aid the applicant in studying for an exam by providing answers and explanations for every question in the FAA exam database Designed to encourage self testing and promote memory recall these books arrange topics by subject category and are accompanied by specific study material for each category **Preparation for United States Medical Licensing Examination Step 3** ,2000 **The Official Guide to U.S. Law Schools** Law School Admission Council,1998 Comprehensive accurate and up to date this official guide to all 179 American Bar Association approved law schools offers an essential reference for every prospective law student **Energy Research Abstracts** ,1977 Semiannual with semiannual and annual indexes References to all scientific and technical literature coming from DOE its laboratories energy centers and contractors Includes all works deriving from DOE other related government sponsored information and foreign nonnuclear information Arranged under 39 categories e g Biomedical sciences basic studies Biomedical sciences applied studies Health and safety and Fusion energy Entry gives bibliographical information and abstract Corporate author subject report number indexes **Instructor** ,2001 **Scientific and Technical Aerospace Reports** ,1977 **High Points in the Work of the High Schools of New York City** New York (N.Y.). Board of Education,1929 Bulletin of High Points in the Work of the High Schools of New York City ,1929 **Bulletin** United States. Federal Board for Vocational Education,1919 *U.S. Government Research & Development Reports* ,1970 Electrical & Electronics Abstracts ,1994 **Research in Medical Education** ,1998 **The National Guide to Educational Credit for Training Programs** American Council on Education,2005 Highlights over 6 000 educational programs offered by business labor unions schools training suppliers professional and voluntary associations and government agencies INIS Atomindex ,1988 Adventures in Time and Place ,1997 *The Whole Language Catalog* Kenneth S. Goodman,1992 More than 100 whole language educators researchers parents and students have contributed to this comprehensive source book of innovative approaches to student evaluation The ERIC Review ,1991 Provides information on programs research publications and services of ERIC as well as critical and current education information

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