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## SYSTEME D'INFORMATION

1987-1988

Le système d'information est un ensemble d'éléments (matériels, logiciels, procédures, personnes) qui permettent de collecter, traiter, stocker et diffuser l'information. Il est conçu pour répondre à des besoins spécifiques et améliorer l'efficacité des activités d'une organisation.

Il s'agit d'un processus continu qui implique la participation de tous les acteurs concernés. Le système doit être flexible et adaptable aux évolutions de l'organisation et de son environnement. Il est essentiel de définir clairement les objectifs et les besoins avant de concevoir et de mettre en œuvre le système.

Le système d'information est un élément clé de la stratégie d'une organisation. Il permet de prendre des décisions éclairées et d'améliorer la performance globale de l'entreprise.

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Handwritten notes

1. **LABOUR**

- Labour is the factor of production that is used to produce goods and services.
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2. **LABOUR MARKET**

- The labour market is the market for labour.
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3. **LABOUR SUPPLY AND DEMAND**

- Labour supply is the total amount of labour available in the economy.
- Labour demand is the total amount of labour that firms want to hire.
- The labour market equilibrium is the point where labour supply equals labour demand.
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4. **LABOUR MARKET EQUILIBRIUM**

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1. The first step in the process of the cell cycle is the G1 phase, where the cell grows and prepares for division. This phase is the longest and most variable in duration, typically accounting for 40-60% of the total cell cycle time.

2. Following G1, the cell enters the S phase (Synthesis), where DNA replication occurs. The cell's DNA content doubles as each chromosome is replicated, forming two sister chromatids. This phase is relatively constant in duration, usually taking up about 20-30% of the cell cycle.

3. The G2 phase (Gap 2) follows the S phase, where the cell continues to grow and prepares for mitosis. It checks for DNA damage and ensures that all DNA has been properly replicated. This phase typically accounts for 10-20% of the cell cycle.

4. The final phase is mitosis, where the cell divides into two daughter cells. Mitosis is a highly regulated process involving the separation of chromosomes and the formation of the mitotic spindle. It is the shortest phase, usually taking up only 10-20% of the total cell cycle time.

5. After mitosis, the cell enters the M phase (Mitosis), which includes cytokinesis, the process of dividing the cytoplasm and organelles between the two daughter cells. This phase is also relatively short, typically accounting for 10-20% of the cell cycle.

6. The cell cycle is a highly coordinated and regulated process, ensuring that the cell grows and divides correctly. The duration of each phase can vary significantly between different cell types and under different environmental conditions.

7. The overall cell cycle time, from the start of one G1 phase to the start of the next, is known as the cell cycle period. This period can range from a few hours to several days, depending on the cell type and its environment.

8. The cell cycle is a fundamental process in all eukaryotic organisms, allowing for growth, development, and the replacement of old or damaged cells. It is a highly conserved and essential part of life.

9. The cell cycle is a complex and highly regulated process, involving a variety of signaling pathways and molecular mechanisms. The duration of each phase is tightly controlled to ensure that the cell cycle proceeds correctly.

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30. The cell cycle is a highly coordinated and regulated process, ensuring that the cell grows and divides correctly. The duration of each phase can vary significantly between different cell types and under different environmental conditions.

31. The cell cycle is a highly coordinated and regulated process, ensuring that the cell grows and divides correctly. The duration of each phase can vary significantly between different cell types and under different environmental conditions.

- 1. **QUESTION** 10
- 2. **ANSWER** 10
- 3. **QUESTION** 10
- 4. **ANSWER** 10

## Unit 1

1. The first part of the text is a description of the author's childhood.  
2. The author describes his childhood as a happy and carefree time.  
3. He mentions that he was a very active child and loved to play sports.  
4. He also talks about his friends and how they spent their time together.  
5. The author reflects on how his childhood experiences have shaped his personality.  
6. He concludes that his childhood was a very important part of his life.  
7. The second part of the text discusses the author's education.  
8. He talks about his experiences in school and how he learned to study.  
9. He mentions that he was a good student and enjoyed learning.  
10. He also talks about his teachers and how they helped him.  
11. The author reflects on how his education has helped him in his career.  
12. He concludes that his education was a very important part of his life.  
13. The third part of the text discusses the author's career.  
14. He talks about his experiences in the workplace and how he learned to work.  
15. He mentions that he was a hard worker and enjoyed his job.  
16. He also talks about his colleagues and how they helped him.  
17. The author reflects on how his career has helped him grow as a person.  
18. He concludes that his career was a very important part of his life.  
19. The fourth part of the text discusses the author's family.  
20. He talks about his experiences with his family and how they supported him.  
21. He mentions that he was a close-knit family and they always had time for each other.  
22. He also talks about his parents and how they helped him.  
23. The author reflects on how his family has helped him in his life.  
24. He concludes that his family was a very important part of his life.  
25. The fifth part of the text discusses the author's future.  
26. He talks about his goals and how he plans to achieve them.  
27. He mentions that he is a very ambitious person and he wants to succeed.  
28. He also talks about his dreams and how he wants to make a difference in the world.  
29. The author reflects on how he wants to spend the rest of his life.  
30. He concludes that his future is very bright and he is excited about what he can achieve.



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10. The following are the names of the various types of **muscle fibers** found in the skeletal muscle. List the names of the muscle fibers and their characteristics.
11. The following are the names of the various types of **muscle fibers** found in the skeletal muscle. List the names of the muscle fibers and their characteristics.
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# QUESTION

1. The following table shows the results of a survey of 100 people regarding their preferred mode of transport to work. The table is partially filled in.

Mode of Transport	Number of People
Car	45
Bus	30
Cycling	15
Walking	10
Train	5
Other	5

2. A company has 200 employees. The following table shows the distribution of employees across different departments. The table is partially filled in.

Department	Number of Employees
Marketing	75
Sales	60
Production	45
Administration	20

3. A school has 500 students. The following table shows the distribution of students across different year levels. The table is partially filled in.

Year Level	Number of Students
Year 7	100
Year 8	120
Year 9	130
Year 10	150

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities related to the business.

2. It is essential to ensure that all financial data is properly documented and organized in a systematic manner to facilitate easy access and analysis.

3. The second section outlines the various methods and tools used to collect and analyze data, including the use of spreadsheets and data management software.

4. It is important to regularly review and update the data to reflect changes in the business environment and to identify any trends or anomalies.

5. The third part of the document provides a detailed overview of the data analysis process, including the identification of key performance indicators and the use of statistical techniques.

6. It is crucial to interpret the results of the analysis in the context of the business's overall goals and objectives, and to use the findings to inform decision-making.

7. The final section discusses the importance of communication and reporting, and provides guidelines for how to effectively present the data to stakeholders.

8. In conclusion, this document serves as a comprehensive guide to the data management and analysis process, and is intended to help businesses optimize their operations and achieve their goals.

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100	...	...





1.1. The company has a policy of not providing any services to customers who are under 18 years of age. This policy is based on the fact that the company is not licensed to provide such services to minors.

1.2. The company has a policy of not providing any services to customers who are under 18 years of age. This policy is based on the fact that the company is not licensed to provide such services to minors.

**1.3. The company has a policy of not providing any services to customers who are under 18 years of age.**

The following table shows the results of the company's policy:

Age Group	Number of Customers
Under 18	0
18-24	100
25-34	200
35-44	150
45-54	100
55-64	50
65+	20

**1.4. The company has a policy of not providing any services to customers who are under 18 years of age.**

1.5. The company has a policy of not providing any services to customers who are under 18 years of age. This policy is based on the fact that the company is not licensed to provide such services to minors.

1.6. The company has a policy of not providing any services to customers who are under 18 years of age. This policy is based on the fact that the company is not licensed to provide such services to minors.

The following table shows the results of the company's policy:

Age Group	Number of Customers
Under 18	0
18-24	100
25-34	200
35-44	150
45-54	100
55-64	50
65+	20

1.7. The company has a policy of not providing any services to customers who are under 18 years of age. This policy is based on the fact that the company is not licensed to provide such services to minors.

Table 1. Summary of the data used in the model.

Variable	Summary Statistics		
	Mean	SD	Range
Age	35.2	12.5	18-65
Gender	0.48	0.50	0-1
Education	12.5	2.1	9-16
Income	35000	15000	10000-70000
Health	0.75	0.25	0-1
Marital Status	0.65	0.48	0-1
Employment	0.85	0.35	0-1
Urban/Rural	0.70	0.46	0-1
Time	1995-2005		

**Model Results**

Variable	Coef.	SE	95% CI	Significance
Age	0.02	0.01	[0.00, 0.04]	0.05
Gender	0.15	0.05	[0.05, 0.25]	0.01
Education	0.05	0.01	[0.03, 0.07]	0.001
Income	0.001	0.0005	[0.0005, 0.0015]	0.001
Health	0.10	0.02	[0.06, 0.14]	0.001
Marital Status	0.08	0.03	[0.02, 0.14]	0.01
Employment	0.12	0.04	[0.04, 0.20]	0.005
Urban/Rural	0.05	0.02	[0.01, 0.09]	0.01

**Model Fit Statistics**

Adjusted R-squared	0.45
F-statistic	12.5
Probability > F	0.0001

**Model Assumptions**

Linearity	Assumed
Normality	Assumed
Homoscedasticity	Assumed
Independence	Assumed

11. Corporate Governance

11.1. Corporate Governance is the system of rules, practices and processes by which a company is directed and controlled. It comprises a set of relationships between a company's management, its board of directors, its shareholders and other stakeholders. Corporate Governance also includes the fair treatment of all stakeholders.

11.2. Corporate Governance is a system of rules, practices and processes by which a company is directed and controlled.

It comprises a set of relationships between a company's management, its board of directors, its shareholders and other stakeholders.

Corporate Governance also includes the fair treatment of all stakeholders.

11.3. Corporate Governance is a system of rules, practices and processes by which a company is directed and controlled.

It comprises a set of relationships between a company's management, its board of directors, its shareholders and other stakeholders.

Corporate Governance also includes the fair treatment of all stakeholders.

11.4. Corporate Governance is a system of rules, practices and processes by which a company is directed and controlled.

It comprises a set of relationships between a company's management, its board of directors, its shareholders and other stakeholders.

Corporate Governance also includes the fair treatment of all stakeholders.

11.5. Corporate Governance is a system of rules, practices and processes by which a company is directed and controlled.

It comprises a set of relationships between a company's management, its board of directors, its shareholders and other stakeholders.

Corporate Governance also includes the fair treatment of all stakeholders.

11.6. Corporate Governance is a system of rules, practices and processes by which a company is directed and controlled.

It comprises a set of relationships between a company's management, its board of directors, its shareholders and other stakeholders.

Corporate Governance also includes the fair treatment of all stakeholders.

11.7. Corporate Governance is a system of rules, practices and processes by which a company is directed and controlled.

It comprises a set of relationships between a company's management, its board of directors, its shareholders and other stakeholders.

Corporate Governance also includes the fair treatment of all stakeholders.

11.8. Corporate Governance is a system of rules, practices and processes by which a company is directed and controlled.

It comprises a set of relationships between a company's management, its board of directors, its shareholders and other stakeholders.

Corporate Governance also includes the fair treatment of all stakeholders.

**Section 10: The Role of the Teacher**

1. The teacher is responsible for creating a safe and supportive learning environment for all students.

- 1.1. All students have the right to a safe and supportive learning environment, and the teacher is responsible for ensuring that this right is met.
- 1.2. The teacher is responsible for creating a safe and supportive learning environment for all students, and for ensuring that this environment is safe and supportive for all students.

**Section 11: The Role of the Student**

**11.1: The Role of the Student**

- 1.1.1. The student is responsible for participating in the learning process and for contributing to the learning environment.
- 1.1.2. The student is responsible for participating in the learning process and for contributing to the learning environment.
- 1.1.3. The student is responsible for participating in the learning process and for contributing to the learning environment.
- 1.1.4. The student is responsible for participating in the learning process and for contributing to the learning environment.
- 1.1.5. The student is responsible for participating in the learning process and for contributing to the learning environment.

- 1.2. The student is responsible for participating in the learning process and for contributing to the learning environment.

**11.2: The Role of the Student**

The student is responsible for participating in the learning process and for contributing to the learning environment.

**11.3: The Role of the Student**

- 1.3. The student is responsible for participating in the learning process and for contributing to the learning environment.

The student is responsible for participating in the learning process and for contributing to the learning environment.

The student is responsible for participating in the learning process and for contributing to the learning environment.

the following information, including the name of the person who provided the information, the date and time of the information, and the name of the person who received the information. If the information is confidential, the person who provided the information should be identified as a confidential source.

1. The following information was received from [Name] on [Date] at [Time].

2. The following information was received from [Name] on [Date] at [Time].

3. The following information was received from [Name] on [Date] at [Time].

4. The following information was received from [Name] on [Date] at [Time].

5. The following information was received from [Name] on [Date] at [Time].

6. The following information was received from [Name] on [Date] at [Time].

7. The following information was received from [Name] on [Date] at [Time].

8. The following information was received from [Name] on [Date] at [Time].

9. The following information was received from [Name] on [Date] at [Time].

10. The following information was received from [Name] on [Date] at [Time].

11. The following information was received from [Name] on [Date] at [Time].

Contractor		Contractor	
Name	Address	Name	Address
ABC Construction Co.	1234 Main St, City, State	DEF Construction Co.	5678 Main St, City, State
GHI Construction Co.	9012 Main St, City, State	JKL Construction Co.	3456 Main St, City, State
MNO Construction Co.	7890 Main St, City, State	PQR Construction Co.	2345 Main St, City, State
STU Construction Co.	6789 Main St, City, State	VWX Construction Co.	1234 Main St, City, State
YZA Construction Co.	5678 Main St, City, State	BCD Construction Co.	4567 Main St, City, State

**11. Other entities that are not listed on the list of contractors**

The contractor shall provide a list of all other entities that are not listed on the list of contractors and that have been used in the performance of the contract. The list shall include the name, address, and telephone number of each entity, and a description of the work performed by each entity. The list shall be submitted to the project manager within 30 days of the completion of the contract.

The contractor shall also provide a list of all other entities that are not listed on the list of contractors and that have been used in the performance of the contract. The list shall include the name, address, and telephone number of each entity, and a description of the work performed by each entity. The list shall be submitted to the project manager within 30 days of the completion of the contract.

The contractor shall also provide a list of all other entities that are not listed on the list of contractors and that have been used in the performance of the contract. The list shall include the name, address, and telephone number of each entity, and a description of the work performed by each entity. The list shall be submitted to the project manager within 30 days of the completion of the contract.

**12. Other entities that are not listed on the list of contractors**

The contractor shall provide a list of all other entities that are not listed on the list of contractors and that have been used in the performance of the contract. The list shall include the name, address, and telephone number of each entity, and a description of the work performed by each entity. The list shall be submitted to the project manager within 30 days of the completion of the contract.



What is the correct order of steps for the following process? (10 marks)

1. The project manager identifies the project's objectives and the project's scope.
2. The project manager identifies the project's stakeholders and the project's risks.
3. The project manager identifies the project's resources and the project's budget.
4. The project manager identifies the project's communication plan and the project's reporting structure.
5. The project manager identifies the project's milestones and the project's timeline.
6. The project manager identifies the project's deliverables and the project's quality requirements.
7. The project manager identifies the project's risks and the project's mitigation strategies.
8. The project manager identifies the project's communication plan and the project's reporting structure.
9. The project manager identifies the project's resources and the project's budget.
10. The project manager identifies the project's stakeholders and the project's risks.

Order	Step	Mark
1	The project manager identifies the project's objectives and the project's scope.	2
2	The project manager identifies the project's stakeholders and the project's risks.	2
3	The project manager identifies the project's resources and the project's budget.	2
4	The project manager identifies the project's communication plan and the project's reporting structure.	2
5	The project manager identifies the project's milestones and the project's timeline.	2
6	The project manager identifies the project's deliverables and the project's quality requirements.	2
7	The project manager identifies the project's risks and the project's mitigation strategies.	2
8	The project manager identifies the project's communication plan and the project's reporting structure.	2
9	The project manager identifies the project's resources and the project's budget.	2
10	The project manager identifies the project's stakeholders and the project's risks.	2

- 1. The first step in the process of...
- 2. The second step is to...
- 3. The third step involves...
- 4. The fourth step is to...
- 5. The fifth step is to...
- 6. The sixth step is to...
- 7. The seventh step is to...
- 8. The eighth step is to...
- 9. The ninth step is to...
- 10. The tenth step is to...
- 11. The eleventh step is to...
- 12. The twelfth step is to...
- 13. The thirteenth step is to...
- 14. The fourteenth step is to...
- 15. The fifteenth step is to...
- 16. The sixteenth step is to...
- 17. The seventeenth step is to...
- 18. The eighteenth step is to...
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Year	Country	Value
1990	USA	100
1991	USA	100
1992	USA	100
1993	USA	100
1994	USA	100
1995	USA	100
1996	USA	100
1997	USA	100
1998	USA	100
1999	USA	100
2000	USA	100
2001	USA	100
2002	USA	100
2003	USA	100
2004	USA	100
2005	USA	100
2006	USA	100
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2013	USA	100
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2015	USA	100
2016	USA	100
2017	USA	100
2018	USA	100
2019	USA	100
2020	USA	100
2021	USA	100
2022	USA	100
2023	USA	100
2024	USA	100
2025	USA	100
2026	USA	100
2027	USA	100
2028	USA	100
2029	USA	100
2030	USA	100

The following table shows the results of the regression analysis for the period 1990-2024. The dependent variable is the natural logarithm of the number of patents granted in the United States. The independent variables are the natural logarithm of the number of R&D expenditures, the natural logarithm of the number of scientists and engineers, and the natural logarithm of the number of venture capital investments. The results show that all three variables have a positive and significant effect on the number of patents granted.

## II. Discussion

The results of the regression analysis show that the number of patents granted in the United States is positively and significantly affected by the number of R&D expenditures, the number of scientists and engineers, and the number of venture capital investments. This suggests that these three factors are important drivers of innovation in the United States.

Variable	Coefficient	Standard Error	t-Statistic	p-Value
ln(R&D)	0.25	0.02	12.5	< 0.001
ln(Scientists and Engineers)	0.18	0.01	18.0	< 0.001
ln(Venture Capital)	0.12	0.01	12.0	< 0.001
Constant	1.5	0.5	3.0	0.002
Adjusted R-squared	0.85			

Item	Description	Quantity	Unit Price	Total
1	...	...	...	...
2	...	...	...	...
3	...	...	...	...
4	...	...	...	...
5	...	...	...	...
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13. The following information is available for the year ended 31/12/2018:

• Opening inventory: 100 units at £100  
 • Purchases: 200 units at £120

- (i) a first-in, first-out (FIFO) inventory system is used
- (ii) the closing inventory is valued at £150
- (iii) the cost of sales is £170

14. The following information is available for the year ended 31/12/2018:

• Opening inventory: 100 units at £100  
 • Purchases: 200 units at £120

15. The following information is available for the year ended 31/12/2018:

• Opening inventory: 100 units at £100  
 • Purchases: 200 units at £120

16. The following information is available for the year ended 31/12/2018:

• Opening inventory: 100 units at £100  
 • Purchases: 200 units at £120

17. The following information is available for the year ended 31/12/2018:

• Opening inventory: 100 units at £100  
 • Purchases: 200 units at £120

18. The following information is available for the year ended 31/12/2018:

• Opening inventory: 100 units at £100  
 • Purchases: 200 units at £120

19. The following information is available for the year ended 31/12/2018:

• Opening inventory: 100 units at £100  
 • Purchases: 200 units at £120

20. The following information is available for the year ended 31/12/2018:

• Opening inventory: 100 units at £100  
 • Purchases: 200 units at £120

• Closing inventory: 100 units at £100

- 1. The company's management is concerned about the risk of a major loss of sales revenue if the company's major product line is discontinued. The company's management is concerned about the risk of a major loss of sales revenue if the company's major product line is discontinued.
- 2. The company's management is concerned about the risk of a major loss of sales revenue if the company's major product line is discontinued.
- 3. The company's management is concerned about the risk of a major loss of sales revenue if the company's major product line is discontinued.
- 4. The company's management is concerned about the risk of a major loss of sales revenue if the company's major product line is discontinued.
- 5. The company's management is concerned about the risk of a major loss of sales revenue if the company's major product line is discontinued.
- 6. The company's management is concerned about the risk of a major loss of sales revenue if the company's major product line is discontinued.
- 7. The company's management is concerned about the risk of a major loss of sales revenue if the company's major product line is discontinued.
- 8. The company's management is concerned about the risk of a major loss of sales revenue if the company's major product line is discontinued.
- 9. The company's management is concerned about the risk of a major loss of sales revenue if the company's major product line is discontinued.
- 10. The company's management is concerned about the risk of a major loss of sales revenue if the company's major product line is discontinued.

## A. 2011-2012 Financial Report

### II. Operating Expenses (Budgeted vs. Actual)

The following table shows the operating expenses for the fiscal year 2011-2012. The budgeted amount is shown in the first column, and the actual amount is shown in the second column. The difference between the budgeted and actual amounts is shown in the third column.

The following table shows the operating expenses for the fiscal year 2011-2012. The budgeted amount is shown in the first column, and the actual amount is shown in the second column. The difference between the budgeted and actual amounts is shown in the third column.

(Amount in \$)

(\*) The following table shows the operating expenses for the fiscal year 2011-2012. The budgeted amount is shown in the first column, and the actual amount is shown in the second column. The difference between the budgeted and actual amounts is shown in the third column.

The following table shows the operating expenses for the fiscal year 2011-2012. The budgeted amount is shown in the first column, and the actual amount is shown in the second column. The difference between the budgeted and actual amounts is shown in the third column.

### Operating Expenses (Budgeted vs. Actual)

Category	Budgeted	Actual	Difference
Salaries	1,200,000	1,150,000	50,000
Benefits	300,000	280,000	20,000
Travel	50,000	45,000	5,000
Printing	20,000	18,000	2,000
Telephone	10,000	9,000	1,000
Utilities	150,000	145,000	5,000
Supplies	100,000	95,000	5,000
Depreciation	200,000	200,000	0
Interest	100,000	100,000	0
Other	100,000	95,000	5,000
<b>Total</b>	<b>2,030,000</b>	<b>1,938,000</b>	<b>92,000</b>

### III. Operating Income (Budgeted vs. Actual)

The following table shows the operating income for the fiscal year 2011-2012. The budgeted amount is shown in the first column, and the actual amount is shown in the second column. The difference between the budgeted and actual amounts is shown in the third column.



Line Item	2019	2020	2021	2022	2023	2024
Operating Expenses	100	100	100	100	100	100
Capital Expenditures	10	10	10	10	10	10
Depreciation	10	10	10	10	10	10
Amortization	10	10	10	10	10	10
Provision for Bad Debts	10	10	10	10	10	10
Income Tax Expense	10	10	10	10	10	10
Other	10	10	10	10	10	10
Total	150	150	150	150	150	150

**Notes to Financial Statements**

1. Description of the Company's Business and Operations

2. Summary of Significant Accounting Policies

3. Description of the Company's Financial Instruments

4. Description of the Company's Derivative Instruments

5. Description of the Company's Hedging Activities

6. Description of the Company's Risk Management Activities

7. Description of the Company's Contingent Liabilities

8. Description of the Company's Contingent Assets

9. Description of the Company's Commitments and Contingencies

10. Description of the Company's Related Party Transactions

11. Description of the Company's Segment Information

12. Description of the Company's Geographic Information

13. Description of the Company's Fair Value Measurements

14. Description of the Company's Goodwill and Intangible Assets

15. Description of the Company's Leases

16. Description of the Company's Income Taxes

17. Description of the Company's Employee Benefit Plans

18. Description of the Company's Restructuring Costs

19. Description of the Company's Dividends

20. Description of the Company's Subsequent Events

**17.0. THE CLASSROOM AS A LEARNING ENVIRONMENT**

**17.1. Social**

- 17.1.A. **Learning as a social activity**—Learning is a social activity. Students learn from each other and from the instructor. The instructor should create a learning environment that is supportive and encourages students to learn from each other. The instructor should also create a learning environment that is supportive and encourages students to learn from each other. The instructor should also create a learning environment that is supportive and encourages students to learn from each other.
- 17.1.B. **Learning as a social activity**—Learning is a social activity. Students learn from each other and from the instructor. The instructor should create a learning environment that is supportive and encourages students to learn from each other. The instructor should also create a learning environment that is supportive and encourages students to learn from each other. The instructor should also create a learning environment that is supportive and encourages students to learn from each other.

- 17.1.C. **Learning as a social activity**—Learning is a social activity. Students learn from each other and from the instructor. The instructor should create a learning environment that is supportive and encourages students to learn from each other. The instructor should also create a learning environment that is supportive and encourages students to learn from each other. The instructor should also create a learning environment that is supportive and encourages students to learn from each other.

**17.2. Learning as a social activity in the classroom**

- 17.2.A. **Learning as a social activity in the classroom**—Learning is a social activity. Students learn from each other and from the instructor. The instructor should create a learning environment that is supportive and encourages students to learn from each other. The instructor should also create a learning environment that is supportive and encourages students to learn from each other. The instructor should also create a learning environment that is supportive and encourages students to learn from each other.
- 17.2.B. **Learning as a social activity in the classroom**—Learning is a social activity. Students learn from each other and from the instructor. The instructor should create a learning environment that is supportive and encourages students to learn from each other. The instructor should also create a learning environment that is supportive and encourages students to learn from each other. The instructor should also create a learning environment that is supportive and encourages students to learn from each other.

**Introduction**

**Objectives**

1. To understand the role of the various types of cells in the body and how they interact with each other.

- (a) To understand the role of the various types of cells in the body and how they interact with each other.
- (b) To understand the role of the various types of cells in the body and how they interact with each other.
- (c) To understand the role of the various types of cells in the body and how they interact with each other.

2. To understand the role of the various types of cells in the body and how they interact with each other.

- (a) To understand the role of the various types of cells in the body and how they interact with each other.
- (b) To understand the role of the various types of cells in the body and how they interact with each other.
- (c) To understand the role of the various types of cells in the body and how they interact with each other.
- (d) To understand the role of the various types of cells in the body and how they interact with each other.
- (e) To understand the role of the various types of cells in the body and how they interact with each other.

3. To understand the role of the various types of cells in the body and how they interact with each other.

4. To understand the role of the various types of cells in the body and how they interact with each other.

5. To understand the role of the various types of cells in the body and how they interact with each other.

6. To understand the role of the various types of cells in the body and how they interact with each other.

7. To understand the role of the various types of cells in the body and how they interact with each other.

Year	2011	2012	2013	2014	2015
1st Year	100	100	100	100	100
2nd Year	100	100	100	100	100
3rd Year	100	100	100	100	100
4th Year	100	100	100	100	100
5th Year	100	100	100	100	100
6th Year	100	100	100	100	100
7th Year	100	100	100	100	100
8th Year	100	100	100	100	100
9th Year	100	100	100	100	100
10th Year	100	100	100	100	100

**2007-2008 Financial Summary**

Operating Revenue	125	120	125	125	125
Operating Expenses	125	120	125	125	125
Operating Income	0	0	0	0	0
Net Income	0	0	0	0	0

**Operating Income Statement for the Year**

- (a) Operating income is the amount of income earned from operations.
- (b) Operating income is the amount of income earned from operations.

**Operating Income Statement for the Year**

	2007	2008	2009	2010	2011
Operating Revenue	125	120	125	125	125
Operating Expenses	125	120	125	125	125
Operating Income	0	0	0	0	0
Net Income	0	0	0	0	0
Operating Income	0	0	0	0	0
Net Income	0	0	0	0	0
Operating Income	0	0	0	0	0
Net Income	0	0	0	0	0

Operating income is the amount of income earned from operations.

- (a) Operating income is the amount of income earned from operations.
- (b) Operating income is the amount of income earned from operations.

Operating income is the amount of income earned from operations.

Operating Revenue	125	120	125	125	125
Operating Expenses	125	120	125	125	125
Operating Income	0	0	0	0	0
Net Income	0	0	0	0	0

- (a) Operating income is the amount of income earned from operations.
- (b) Operating income is the amount of income earned from operations.

4) 2012年10月10日 星期三

5) 2012年10月10日 星期三

6) 2012年10月10日 星期三

2012年10月10日 星期三

2012年10月10日 星期三

7) 2012年10月10日 星期三

8) 2012年10月10日 星期三

9) 2012年10月10日 星期三

2012年10月10日	2012年10月10日	2012年10月10日	2012年10月10日	2012年10月10日	2012年10月10日
2012年10月10日	2012年10月10日	2012年10月10日	2012年10月10日	2012年10月10日	2012年10月10日
2012年10月10日	2012年10月10日	2012年10月10日	2012年10月10日	2012年10月10日	2012年10月10日
2012年10月10日	2012年10月10日	2012年10月10日	2012年10月10日	2012年10月10日	2012年10月10日
2012年10月10日	2012年10月10日	2012年10月10日	2012年10月10日	2012年10月10日	2012年10月10日

10) 2012年10月10日 星期三

11) 2012年10月10日 星期三

12) 2012年10月10日 星期三



- a. **Attendance:** Students must be present for 75% of all classes. If a student is absent for more than 10 days, the student will be considered a dropout and will not be allowed to return to school.
- b. **Truancy:** Students who are absent for more than 3 days without a valid excuse will be considered truant and will be referred to the court system.
- c. **Excuses:** Students must provide a valid excuse for any absence. Excuses must be provided to the school principal within 3 days of the absence.

Students who are absent for more than 10 days without a valid excuse will be considered a dropout and will not be allowed to return to school.

Students who are absent for more than 3 days without a valid excuse will be considered truant and will be referred to the court system.

**11. Student Discipline and Behavior**

The school district is committed to providing a safe and secure learning environment for all students.

- a. **Discipline:** Students who engage in disruptive or inappropriate behavior in school will be subject to disciplinary action.
- b. **Behavior:** Students who engage in violent or threatening behavior will be subject to immediate suspension and may be referred to law enforcement.

**12. Student Safety and Security**

Category	Description	Consequences
Student Safety	Carrying a weapon	Immediate suspension and referral to law enforcement
	Use of force	Immediate suspension and referral to law enforcement
	Sexual harassment	Immediate suspension and referral to law enforcement
	Stalking	Immediate suspension and referral to law enforcement
	Identity theft	Immediate suspension and referral to law enforcement
	Identity fraud	Immediate suspension and referral to law enforcement
	Identity misuse	Immediate suspension and referral to law enforcement
	Identity damage	Immediate suspension and referral to law enforcement
	Identity destruction	Immediate suspension and referral to law enforcement
	Identity restoration	Immediate suspension and referral to law enforcement
Student Security	Unauthorized access	Immediate suspension and referral to law enforcement
	Unauthorized disclosure	Immediate suspension and referral to law enforcement
	Unauthorized modification	Immediate suspension and referral to law enforcement
	Unauthorized deletion	Immediate suspension and referral to law enforcement
	Unauthorized creation	Immediate suspension and referral to law enforcement
	Unauthorized deletion	Immediate suspension and referral to law enforcement
	Unauthorized modification	Immediate suspension and referral to law enforcement
	Unauthorized disclosure	Immediate suspension and referral to law enforcement
	Unauthorized access	Immediate suspension and referral to law enforcement
	Unauthorized disclosure	Immediate suspension and referral to law enforcement

Revenue	2017	2018
Operating Revenue	100	100
Non-Operating Revenue	0	0
Total Revenue	100	100

The following table provides a breakdown of the revenue by source.

The following table provides a breakdown of the revenue by source.

Source	2017	2018
Operating Revenue	100	100
Non-Operating Revenue	0	0
Total Revenue	100	100

The following table provides a breakdown of the revenue by source.

The following table provides a breakdown of the revenue by source.

The following table provides a breakdown of the revenue by source.

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The following table provides a breakdown of the revenue by source.

The following table provides a breakdown of the revenue by source.

Table 1: Summary of Key Metrics

Category	Value	Target	Variance
Revenue	120.5	115.0	5.5
Expenses	85.0	80.0	5.0
Profit	35.5	35.0	0.5
Customer Satisfaction	88%	85%	3%
Employee Retention	92%	90%	2%
Market Share	15%	14%	1%
Operational Efficiency	95%	93%	2%
Environmental Impact	Low	Low	0
Social Responsibility	High	High	0
Overall Performance	Strong	Strong	0

Source: Internal Data Analysis

(1) This report provides a comprehensive overview of the company's performance across various key metrics for the period ending 31st December 2017. The data is presented in a clear and concise manner, allowing for easy comparison against targets and industry benchmarks.

Table 2: Detailed Financial Performance

Item	Actual	Target	Variance
Revenue	120.5	115.0	5.5
Cost of Sales	55.0	50.0	5.0
Gross Profit	65.5	65.0	0.5
Operating Expenses	30.0	28.0	2.0
Operating Profit	35.5	37.0	-1.5
Finance Costs	2.0	2.0	0.0
Income Tax	1.0	1.0	0.0
Profit Before Tax	32.5	32.0	0.5
Income Tax	7.0	7.0	0.0
Profit After Tax	25.5	25.0	0.5
Dividends	5.0	5.0	0.0
Retained Profit	20.5	20.0	0.5

Notes: All figures are in millions of USD unless otherwise specified. The data is subject to audit.

(2) The figures in this table are based on the company's internal records and are subject to audit. The data is presented for informational purposes only.

## (b) (5) - Exemption from Reporting

Group B: 1998 Form 278e, 278e-1, 278e-2, 278e-3, 278e-4, 278e-5, 278e-6, 278e-7, 278e-8, 278e-9, 278e-10, 278e-11, 278e-12, 278e-13, 278e-14, 278e-15, 278e-16, 278e-17, 278e-18, 278e-19, 278e-20, 278e-21, 278e-22, 278e-23, 278e-24, 278e-25, 278e-26, 278e-27, 278e-28, 278e-29, 278e-30, 278e-31, 278e-32, 278e-33, 278e-34, 278e-35, 278e-36, 278e-37, 278e-38, 278e-39, 278e-40, 278e-41, 278e-42, 278e-43, 278e-44, 278e-45, 278e-46, 278e-47, 278e-48, 278e-49, 278e-50, 278e-51, 278e-52, 278e-53, 278e-54, 278e-55, 278e-56, 278e-57, 278e-58, 278e-59, 278e-60, 278e-61, 278e-62, 278e-63, 278e-64, 278e-65, 278e-66, 278e-67, 278e-68, 278e-69, 278e-70, 278e-71, 278e-72, 278e-73, 278e-74, 278e-75, 278e-76, 278e-77, 278e-78, 278e-79, 278e-80, 278e-81, 278e-82, 278e-83, 278e-84, 278e-85, 278e-86, 278e-87, 278e-88, 278e-89, 278e-90, 278e-91, 278e-92, 278e-93, 278e-94, 278e-95, 278e-96, 278e-97, 278e-98, 278e-99, 278e-100

(b) (5) - Exemption from Reporting

(b) (5) - Exemption from Reporting

Category	Exemption	Reporting
1	Exemption	Reporting
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3	Exemption	Reporting
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Category	Exemption	Reporting
1	Exemption	Reporting
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49	Exemption	Reporting
50	Exemption	Reporting

(b) (5) - Exemption from Reporting

(b) (5) - Exemption from Reporting

**Unit 1: Introduction to the Course**

Lesson	Topic	Objectives	Activities	Assessment
1.1	Course Overview	Understand the course structure and goals.	Classroom presentation.	Quiz.
1.2	Mathematical Language	Use mathematical symbols and notation.	Group work on symbols.	Homework.
1.3	Problem Solving	Apply mathematical concepts to real-world problems.	Case studies and group projects.	Classroom discussion.
1.4	Mathematical Proof	Understand the logic of mathematical proofs.	Reading and analyzing proofs.	Writing a simple proof.
1.5	Mathematical Induction	Use mathematical induction to prove statements.	Examples and exercises.	Assignment.
1.6	Set Theory	Understand sets and set operations.	Venn diagrams and exercises.	Quiz.
1.7	Logic	Understand propositional and predicate logic.	Truth tables and logical arguments.	Assignment.
1.8	Number Theory	Study properties of integers and divisibility.	Exercises on divisibility rules.	Homework.
1.9	Algebra	Solve linear and quadratic equations.	Group work on solving equations.	Quiz.
1.10	Geometry	Understand geometric shapes and their properties.	Hands-on activities with geometric shapes.	Assignment.
1.11	Calculus	Understand limits and derivatives.	Graphing functions and their derivatives.	Assignment.
1.12	Statistics	Understand data analysis and probability.	Real-world data analysis.	Quiz.
1.13	Mathematical Modeling	Apply mathematics to model real-world phenomena.	Group projects on modeling.	Final presentation.

Particulars	Budget		Actual	
	2017-18	2016-17	2017-18	2016-17
1. Salaries and Wages	1000	950	1050	980
2. Fuel and Transport	200	180	220	190
3. Office Expenses	150	140	160	150
4. Depreciation	100	100	100	100
5. Repairs and Maintenance	50	50	50	50
6. Travelling Expenses	300	280	320	300
7. Telephone Expenses	100	90	110	100
8. Printing and Stationery	80	75	85	80
9. Electricity	120	110	130	120
10. Insurance	60	60	60	60
11. Miscellaneous	40	40	40	40
<b>Total</b>	<b>2000</b>	<b>1925</b>	<b>2105</b>	<b>2020</b>

**1. Comparison of Budgetary Control**

(i) Comparison of Budgetary Control with Actuals. The comparison of budgetary control with actuals is done by comparing the budgeted figures with the actual figures. It is done by comparing the budgeted figures with the actual figures.

(ii) Comparison of Budgetary Control with Previous Year. The comparison of budgetary control with previous year is done by comparing the budgeted figures of the current year with the actual figures of the previous year.

(iii) Comparison of Budgetary Control with Standard. The comparison of budgetary control with standard is done by comparing the budgeted figures with the standard figures.

(iv) Comparison of Budgetary Control with Target. The comparison of budgetary control with target is done by comparing the budgeted figures with the target figures.

(v) Comparison of Budgetary Control with Forecast. The comparison of budgetary control with forecast is done by comparing the budgeted figures with the forecast figures.

(vi) Comparison of Budgetary Control with Estimate. The comparison of budgetary control with estimate is done by comparing the budgeted figures with the estimate figures.

(vii) Comparison of Budgetary Control with Plan. The comparison of budgetary control with plan is done by comparing the budgeted figures with the plan figures.

(viii) Comparison of Budgetary Control with Policy. The comparison of budgetary control with policy is done by comparing the budgeted figures with the policy figures.

(ix) Comparison of Budgetary Control with Strategy. The comparison of budgetary control with strategy is done by comparing the budgeted figures with the strategy figures.

(x) Comparison of Budgetary Control with Objective. The comparison of budgetary control with objective is done by comparing the budgeted figures with the objective figures.

(xi) Comparison of Budgetary Control with Mission. The comparison of budgetary control with mission is done by comparing the budgeted figures with the mission figures.

(xii) Comparison of Budgetary Control with Vision. The comparison of budgetary control with vision is done by comparing the budgeted figures with the vision figures.



12. Suppose that the  $X_i$ 's are independent observations from the  $N(\mu, \sigma^2)$  population. The null hypothesis is  $H_0: \mu = 0$  and the alternative hypothesis is  $H_a: \mu > 0$ . The test statistic is  $T = \frac{\bar{X} - \mu_0}{\frac{s}{\sqrt{n}}}$ , where  $\bar{X}$  is the sample mean,  $s$  is the sample standard deviation, and  $n$  is the sample size. The test is conducted at the  $\alpha = 0.05$  level of significance.
13. Suppose that the  $X_i$ 's are independent observations from the  $N(\mu, \sigma^2)$  population. The null hypothesis is  $H_0: \mu = 0$  and the alternative hypothesis is  $H_a: \mu < 0$ . The test statistic is  $T = \frac{\bar{X} - \mu_0}{\frac{s}{\sqrt{n}}}$ , where  $\bar{X}$  is the sample mean,  $s$  is the sample standard deviation, and  $n$  is the sample size. The test is conducted at the  $\alpha = 0.05$  level of significance.
14. Suppose that the  $X_i$ 's are independent observations from the  $N(\mu, \sigma^2)$  population. The null hypothesis is  $H_0: \mu = 0$  and the alternative hypothesis is  $H_a: \mu \neq 0$ . The test statistic is  $T = \frac{\bar{X} - \mu_0}{\frac{s}{\sqrt{n}}}$ , where  $\bar{X}$  is the sample mean,  $s$  is the sample standard deviation, and  $n$  is the sample size. The test is conducted at the  $\alpha = 0.05$  level of significance.
15. Suppose that the  $X_i$ 's are independent observations from the  $N(\mu, \sigma^2)$  population. The null hypothesis is  $H_0: \mu = 0$  and the alternative hypothesis is  $H_a: \mu > 0$ . The test statistic is  $T = \frac{\bar{X} - \mu_0}{\frac{s}{\sqrt{n}}}$ , where  $\bar{X}$  is the sample mean,  $s$  is the sample standard deviation, and  $n$  is the sample size. The test is conducted at the  $\alpha = 0.05$  level of significance.
16. Suppose that the  $X_i$ 's are independent observations from the  $N(\mu, \sigma^2)$  population. The null hypothesis is  $H_0: \mu = 0$  and the alternative hypothesis is  $H_a: \mu < 0$ . The test statistic is  $T = \frac{\bar{X} - \mu_0}{\frac{s}{\sqrt{n}}}$ , where  $\bar{X}$  is the sample mean,  $s$  is the sample standard deviation, and  $n$  is the sample size. The test is conducted at the  $\alpha = 0.05$  level of significance.
17. Suppose that the  $X_i$ 's are independent observations from the  $N(\mu, \sigma^2)$  population. The null hypothesis is  $H_0: \mu = 0$  and the alternative hypothesis is  $H_a: \mu \neq 0$ . The test statistic is  $T = \frac{\bar{X} - \mu_0}{\frac{s}{\sqrt{n}}}$ , where  $\bar{X}$  is the sample mean,  $s$  is the sample standard deviation, and  $n$  is the sample size. The test is conducted at the  $\alpha = 0.05$  level of significance.
18. Suppose that the  $X_i$ 's are independent observations from the  $N(\mu, \sigma^2)$  population. The null hypothesis is  $H_0: \mu = 0$  and the alternative hypothesis is  $H_a: \mu > 0$ . The test statistic is  $T = \frac{\bar{X} - \mu_0}{\frac{s}{\sqrt{n}}}$ , where  $\bar{X}$  is the sample mean,  $s$  is the sample standard deviation, and  $n$  is the sample size. The test is conducted at the  $\alpha = 0.05$  level of significance.
19. Suppose that the  $X_i$ 's are independent observations from the  $N(\mu, \sigma^2)$  population. The null hypothesis is  $H_0: \mu = 0$  and the alternative hypothesis is  $H_a: \mu < 0$ . The test statistic is  $T = \frac{\bar{X} - \mu_0}{\frac{s}{\sqrt{n}}}$ , where  $\bar{X}$  is the sample mean,  $s$  is the sample standard deviation, and  $n$  is the sample size. The test is conducted at the  $\alpha = 0.05$  level of significance.
20. Suppose that the  $X_i$ 's are independent observations from the  $N(\mu, \sigma^2)$  population. The null hypothesis is  $H_0: \mu = 0$  and the alternative hypothesis is  $H_a: \mu \neq 0$ . The test statistic is  $T = \frac{\bar{X} - \mu_0}{\frac{s}{\sqrt{n}}}$ , where  $\bar{X}$  is the sample mean,  $s$  is the sample standard deviation, and  $n$  is the sample size. The test is conducted at the  $\alpha = 0.05$  level of significance.

11. The data were collected to determine whether there is a difference in the proportion of people who use a particular brand of smartphone between two different age groups. The data are summarized in the table below.
- | Age Group | Brand A | Brand B | Total |
|-----------|---------|---------|-------|
| 18-29     | 120     | 80      | 200   |
| 30-49     | 90      | 110     | 200   |
| Total     | 210     | 190     | 400   |
12. A company is interested in determining whether there is a difference in the proportion of people who use a particular brand of smartphone between two different age groups. The data are summarized in the table below.
- | Age Group | Brand A | Brand B | Total |
|-----------|---------|---------|-------|
| 18-29     | 120     | 80      | 200   |
| 30-49     | 90      | 110     | 200   |
| Total     | 210     | 190     | 400   |
13. A company is interested in determining whether there is a difference in the proportion of people who use a particular brand of smartphone between two different age groups. The data are summarized in the table below.
- | Age Group | Brand A | Brand B | Total |
|-----------|---------|---------|-------|
| 18-29     | 120     | 80      | 200   |
| 30-49     | 90      | 110     | 200   |
| Total     | 210     | 190     | 400   |
14. A company is interested in determining whether there is a difference in the proportion of people who use a particular brand of smartphone between two different age groups. The data are summarized in the table below.
- | Age Group | Brand A | Brand B | Total |
|-----------|---------|---------|-------|
| 18-29     | 120     | 80      | 200   |
| 30-49     | 90      | 110     | 200   |
| Total     | 210     | 190     | 400   |

**Answers**

11.  $\chi^2 = 10.24$ ,  $p < 0.001$ . There is strong evidence to suggest that the proportion of people who use a particular brand of smartphone is different between the two age groups.
12.  $\chi^2 = 10.24$ ,  $p < 0.001$ . There is strong evidence to suggest that the proportion of people who use a particular brand of smartphone is different between the two age groups.
13.  $\chi^2 = 10.24$ ,  $p < 0.001$ . There is strong evidence to suggest that the proportion of people who use a particular brand of smartphone is different between the two age groups.
14.  $\chi^2 = 10.24$ ,  $p < 0.001$ . There is strong evidence to suggest that the proportion of people who use a particular brand of smartphone is different between the two age groups.

1. The following table shows the number of students who took the AP Statistics exam in each of the years 2000 through 2016.

Year	Number of Students
2000	10,000
2001	11,000
2002	12,000
2003	13,000
2004	14,000
2005	15,000
2006	16,000
2007	17,000
2008	18,000
2009	19,000
2010	20,000
2011	21,000
2012	22,000
2013	23,000
2014	24,000
2015	25,000
2016	26,000

Let  $x$  represent the year and  $y$  represent the number of students.

(a) Find the least-squares regression line for the data. Interpret the slope and the y-intercept in the context of the data. Be sure to include units in your interpretation.

(b) The AP Statistics Exam is administered in June, and the AP Statistics exam is administered in May. The number of students who took the AP Statistics exam in each of the years 2000 through 2016 is shown in the following table.

Year	Number of Students
2000	10,000
2001	11,000
2002	12,000
2003	13,000
2004	14,000
2005	15,000
2006	16,000
2007	17,000
2008	18,000
2009	19,000
2010	20,000
2011	21,000
2012	22,000
2013	23,000
2014	24,000
2015	25,000
2016	26,000

(c) Find the least-squares regression line for the data. Interpret the slope and the y-intercept in the context of the data. Be sure to include units in your interpretation.

(d) Using the regression line from part (c), predict the number of students who took the AP Statistics exam in each of the years 2017 through 2020. Be sure to include units in your interpretation.

(e) The AP Statistics Exam is administered in June, and the AP Statistics exam is administered in May. The number of students who took the AP Statistics exam in each of the years 2000 through 2016 is shown in the following table.

1. The Board of Directors of the Corporation has approved the following resolution:

Resolved, that the Board of Directors of the Corporation hereby authorizes the President of the Corporation to execute and deliver to the Secretary of the Corporation a certificate of incorporation and a set of bylaws for the Corporation, and to file the same with the Secretary of State of the State of New York, and to take such other and necessary action as may be required to carry out the purposes of this resolution.

2. The Board of Directors of the Corporation has also approved the following resolution:

Name		Address		City		State	
1	John Doe	123 Main St	New York	NY	10001		
2	Jane Smith	456 Elm St	New York	NY	10002		

3. The Board of Directors of the Corporation has also approved the following resolution:

Resolved, that the Board of Directors of the Corporation hereby authorizes the President of the Corporation to execute and deliver to the Secretary of the Corporation a certificate of incorporation and a set of bylaws for the Corporation, and to file the same with the Secretary of State of the State of New York, and to take such other and necessary action as may be required to carry out the purposes of this resolution.

4. The Board of Directors of the Corporation has also approved the following resolution:

Resolved, that the Board of Directors of the Corporation hereby authorizes the President of the Corporation to execute and deliver to the Secretary of the Corporation a certificate of incorporation and a set of bylaws for the Corporation, and to file the same with the Secretary of State of the State of New York, and to take such other and necessary action as may be required to carry out the purposes of this resolution.

**2012-2013 Annual Report**

Category	2012-2013	2011-2012
Operating Expenses	1,234,567	1,123,456
Capital Expenses	567,890	456,789
Depreciation	345,678	334,567
Amortization	234,567	223,456
Provision for Doubtful Accounts	123,456	112,345
Income Tax Expense	98,765	87,654
Other Income	(12,345)	(11,234)
Other Expenses	(10,987)	(9,876)
<b>Total</b>	<b>2,123,456</b>	<b>2,012,345</b>

The Company's operating expenses for 2012-2013 were \$1,234,567, compared to \$1,123,456 for 2011-2012. The increase is primarily due to higher operating expenses in the second half of 2012.

Capital expenses for 2012-2013 were \$567,890, compared to \$456,789 for 2011-2012. The increase is primarily due to higher capital expenditures in the second half of 2012.

Depreciation and amortization for 2012-2013 were \$580,245, compared to \$558,023 for 2011-2012. The increase is primarily due to higher depreciation and amortization in the second half of 2012.

Provision for doubtful accounts for 2012-2013 was \$123,456, compared to \$112,345 for 2011-2012. The increase is primarily due to higher provision for doubtful accounts in the second half of 2012.

Income tax expense for 2012-2013 was \$98,765, compared to \$87,654 for 2011-2012. The increase is primarily due to higher income tax expense in the second half of 2012.

Category	2012-2013	2011-2012
Operating Income	1,234,567	1,123,456
Capital Expenses	(567,890)	(456,789)
Depreciation	345,678	334,567
Amortization	234,567	223,456
Provision for Doubtful Accounts	123,456	112,345
Income Tax Expense	98,765	87,654
Other Income	(12,345)	(11,234)
Other Expenses	(10,987)	(9,876)
<b>Total</b>	<b>2,123,456</b>	<b>2,012,345</b>



MEMORANDUM FOR THE RECORD

TO :		100-443887-100
FROM :	SAC, NEW YORK (100-443887)	
SUBJECT :	MURKIN; COMMUNIST INFLUENCE; RACIAL MATTERS	
RE :	New York airtel to Bureau dated 10/15/54.	
REFERENCE :	Bureau airtel to New York dated 10/15/54.	
ACTION :	New York to advise Bureau of developments in this case.	
ADMINISTRATIVE :	New York to advise Bureau of developments in this case.	
OTHER :	New York to advise Bureau of developments in this case.	
APPROVAL :	SAC, NEW YORK (100-443887)	

ALL INFORMATION CONTAINED HEREIN IS UNCLASSIFIED DATE 10/15/54 BY 100-443887-100

2. Can we conclude that the proportion of students who are left-handed is less than 10%?

(a) This is a hypothesis test. The null hypothesis is that the proportion of left-handed students is 10%. The alternative hypothesis is that the proportion of left-handed students is less than 10%. The test statistic is  $Z = \frac{\hat{p} - p_0}{\sqrt{p_0(1-p_0)}}$ .

(b) The test statistic is  $Z = \frac{0.08 - 0.10}{\sqrt{0.10(1-0.10)}} = -1.82$ . The p-value is  $P(Z < -1.82) = 0.0344$ . Since the p-value is less than 0.05, we reject the null hypothesis and conclude that the proportion of left-handed students is less than 10%.

(c) The test statistic is  $Z = \frac{0.08 - 0.10}{\sqrt{0.08(1-0.08)}} = -1.82$ . The p-value is  $P(Z < -1.82) = 0.0344$ . Since the p-value is less than 0.05, we reject the null hypothesis and conclude that the proportion of left-handed students is less than 10%.

(d) The test statistic is  $Z = \frac{0.08 - 0.10}{\sqrt{0.08(1-0.08)}} = -1.82$ . The p-value is  $P(Z < -1.82) = 0.0344$ . Since the p-value is less than 0.05, we reject the null hypothesis and conclude that the proportion of left-handed students is less than 10%.

(e) The test statistic is  $Z = \frac{0.08 - 0.10}{\sqrt{0.08(1-0.08)}} = -1.82$ . The p-value is  $P(Z < -1.82) = 0.0344$ . Since the p-value is less than 0.05, we reject the null hypothesis and conclude that the proportion of left-handed students is less than 10%.

(f) The test statistic is  $Z = \frac{0.08 - 0.10}{\sqrt{0.08(1-0.08)}} = -1.82$ . The p-value is  $P(Z < -1.82) = 0.0344$ . Since the p-value is less than 0.05, we reject the null hypothesis and conclude that the proportion of left-handed students is less than 10%.

(g) The test statistic is  $Z = \frac{0.08 - 0.10}{\sqrt{0.08(1-0.08)}} = -1.82$ . The p-value is  $P(Z < -1.82) = 0.0344$ . Since the p-value is less than 0.05, we reject the null hypothesis and conclude that the proportion of left-handed students is less than 10%.

(h) The test statistic is  $Z = \frac{0.08 - 0.10}{\sqrt{0.08(1-0.08)}} = -1.82$ . The p-value is  $P(Z < -1.82) = 0.0344$ . Since the p-value is less than 0.05, we reject the null hypothesis and conclude that the proportion of left-handed students is less than 10%.

(i) The test statistic is  $Z = \frac{0.08 - 0.10}{\sqrt{0.08(1-0.08)}} = -1.82$ . The p-value is  $P(Z < -1.82) = 0.0344$ . Since the p-value is less than 0.05, we reject the null hypothesis and conclude that the proportion of left-handed students is less than 10%.



### (11) 2017-2018 Question Bank

- (i) The following information relates to the 2017-2018 financial year. The firm has sales of 200 units. The variable costs are 120 units. The fixed costs are 80 units. The contribution margin is 80 units. The break-even point is 100 units. The profit is 0 units. The margin of safety is 100 units.
- (ii) The firm has a contribution margin of 40%. The variable costs are 60%. The fixed costs are 20%. The break-even point is 100 units. The profit is 0 units. The margin of safety is 100 units.

(iii) The firm has a contribution margin of 40%. The variable costs are 60%. The fixed costs are 20%. The break-even point is 100 units. The profit is 0 units. The margin of safety is 100 units.

Particulars	Amount	Percentage	Break-Even Point	Profit
Sales	200	100%	100	0
Variable Costs	120	60%	100	0
Fixed Costs	80	40%	100	0
Contribution Margin	80	40%	100	0

- (iv) The firm has a contribution margin of 40%. The variable costs are 60%. The fixed costs are 20%. The break-even point is 100 units. The profit is 0 units. The margin of safety is 100 units.
- (v) The firm has a contribution margin of 40%. The variable costs are 60%. The fixed costs are 20%. The break-even point is 100 units. The profit is 0 units. The margin of safety is 100 units.

- (vi) The firm has a contribution margin of 40%. The variable costs are 60%. The fixed costs are 20%. The break-even point is 100 units. The profit is 0 units. The margin of safety is 100 units.
- (vii) The firm has a contribution margin of 40%. The variable costs are 60%. The fixed costs are 20%. The break-even point is 100 units. The profit is 0 units. The margin of safety is 100 units.
- (viii) The firm has a contribution margin of 40%. The variable costs are 60%. The fixed costs are 20%. The break-even point is 100 units. The profit is 0 units. The margin of safety is 100 units.

## (11) 2017-2018 Income Tax

The 2017-2018 Income Tax Return for the year ending 31/12/2017 has been prepared in accordance with the provisions of the Income Tax Act, 1961.

(1) The taxpayer has been assessed to tax on the following income:

(2) The taxpayer has been assessed to tax on the following income:

Sl. No.	Description of Income	Amount (₹)
1	Salary	1,00,000
2	Dividend	50,000
3	Interest	20,000
4	Capital Gains	1,00,000
5	Income from other sources	10,000
6	Total Income	2,80,000
7	Less: Deductions under Section 80C	(1,00,000)
8	Less: Deductions under Section 80D	(10,000)
9	Less: Deductions under Section 80E	(10,000)
10	Less: Deductions under Section 80G	(10,000)
11	Less: Deductions under Section 80GG	(10,000)
12	Less: Deductions under Section 80J	(10,000)
13	Less: Deductions under Section 80JJ	(10,000)
14	Less: Deductions under Section 80JJAA	(10,000)
15	Less: Deductions under Section 80K	(10,000)
16	Less: Deductions under Section 80L	(10,000)
17	Less: Deductions under Section 80M	(10,000)
18	Less: Deductions under Section 80N	(10,000)
19	Less: Deductions under Section 80NDA	(10,000)
20	Less: Deductions under Section 80P	(10,000)
21	Less: Deductions under Section 80Q	(10,000)
22	Less: Deductions under Section 80QA	(10,000)
23	Less: Deductions under Section 80QAA	(10,000)
24	Less: Deductions under Section 80R	(10,000)
25	Less: Deductions under Section 80S	(10,000)
26	Less: Deductions under Section 80T	(10,000)
27	Less: Deductions under Section 80U	(10,000)
28	Less: Deductions under Section 80V	(10,000)
29	Less: Deductions under Section 80W	(10,000)
30	Less: Deductions under Section 80X	(10,000)
31	Less: Deductions under Section 80Y	(10,000)
32	Less: Deductions under Section 80ZA	(10,000)
33	Less: Deductions under Section 80ZB	(10,000)
34	Less: Deductions under Section 80ZC	(10,000)
35	Less: Deductions under Section 80ZE	(10,000)
36	Less: Deductions under Section 80ZF	(10,000)
37	Less: Deductions under Section 80ZG	(10,000)
38	Less: Deductions under Section 80ZH	(10,000)
39	Less: Deductions under Section 80ZI	(10,000)
40	Less: Deductions under Section 80ZJ	(10,000)
41	Less: Deductions under Section 80ZK	(10,000)
42	Less: Deductions under Section 80ZL	(10,000)
43	Less: Deductions under Section 80ZO	(10,000)
44	Less: Deductions under Section 80ZP	(10,000)
45	Less: Deductions under Section 80ZQ	(10,000)
46	Less: Deductions under Section 80ZR	(10,000)
47	Less: Deductions under Section 80ZS	(10,000)
48	Less: Deductions under Section 80ZT	(10,000)
49	Less: Deductions under Section 80ZU	(10,000)
50	Less: Deductions under Section 80ZV	(10,000)
51	Less: Deductions under Section 80ZW	(10,000)
52	Less: Deductions under Section 80ZX	(10,000)
53	Less: Deductions under Section 80ZY	(10,000)
54	Less: Deductions under Section 80ZZ	(10,000)
55	Less: Deductions under Section 80ZZA	(10,000)
56	Less: Deductions under Section 80ZZB	(10,000)
57	Less: Deductions under Section 80ZZC	(10,000)
58	Less: Deductions under Section 80ZZD	(10,000)
59	Less: Deductions under Section 80ZZE	(10,000)
60	Less: Deductions under Section 80ZZF	(10,000)
61	Less: Deductions under Section 80ZZG	(10,000)
62	Less: Deductions under Section 80ZZH	(10,000)
63	Less: Deductions under Section 80ZZI	(10,000)
64	Less: Deductions under Section 80ZZJ	(10,000)
65	Less: Deductions under Section 80ZZK	(10,000)
66	Less: Deductions under Section 80ZZL	(10,000)
67	Less: Deductions under Section 80ZZM	(10,000)
68	Less: Deductions under Section 80ZZN	(10,000)
69	Less: Deductions under Section 80ZZO	(10,000)
70	Less: Deductions under Section 80ZZP	(10,000)
71	Less: Deductions under Section 80ZZQ	(10,000)
72	Less: Deductions under Section 80ZZR	(10,000)
73	Less: Deductions under Section 80ZZS	(10,000)
74	Less: Deductions under Section 80ZZT	(10,000)
75	Less: Deductions under Section 80ZZU	(10,000)
76	Less: Deductions under Section 80ZZV	(10,000)
77	Less: Deductions under Section 80ZZW	(10,000)
78	Less: Deductions under Section 80ZZX	(10,000)
79	Less: Deductions under Section 80ZZY	(10,000)
80	Less: Deductions under Section 80ZZZ	(10,000)

(3) The taxpayer has been assessed to tax on the following income:

(4) The taxpayer has been assessed to tax on the following income:

(5) The taxpayer has been assessed to tax on the following income:

(6) The taxpayer has been assessed to tax on the following income:

(7) The taxpayer has been assessed to tax on the following income:

(8) The taxpayer has been assessed to tax on the following income:

(9) The taxpayer has been assessed to tax on the following income:

The following is a summary of the taxpayer's income:

Sl. No.	Description of Income	Amount (₹)
1	Salary	1,00,000
2	Dividend	50,000
3	Interest	20,000
4	Capital Gains	1,00,000
5	Income from other sources	10,000
6	Total Income	2,80,000

1. 下列各句，没有语病的一项是

- (1) 2012年11月22日，中国载人航天工程办公室发布消息，神舟九号飞船将于11月22日16时左右在酒泉卫星发射中心发射升空，届时将与天宫一号目标飞行器进行交会对接。
- (2) 2012年11月22日，中国载人航天工程办公室发布消息，神舟九号飞船将于11月22日16时左右在酒泉卫星发射中心发射升空，届时将与天宫一号目标飞行器进行交会对接。
- (3) 2012年11月22日，中国载人航天工程办公室发布消息，神舟九号飞船将于11月22日16时左右在酒泉卫星发射中心发射升空，届时将与天宫一号目标飞行器进行交会对接。
- (4) 2012年11月22日，中国载人航天工程办公室发布消息，神舟九号飞船将于11月22日16时左右在酒泉卫星发射中心发射升空，届时将与天宫一号目标飞行器进行交会对接。
- (5) 2012年11月22日，中国载人航天工程办公室发布消息，神舟九号飞船将于11月22日16时左右在酒泉卫星发射中心发射升空，届时将与天宫一号目标飞行器进行交会对接。
- (6) 2012年11月22日，中国载人航天工程办公室发布消息，神舟九号飞船将于11月22日16时左右在酒泉卫星发射中心发射升空，届时将与天宫一号目标飞行器进行交会对接。
- (7) 2012年11月22日，中国载人航天工程办公室发布消息，神舟九号飞船将于11月22日16时左右在酒泉卫星发射中心发射升空，届时将与天宫一号目标飞行器进行交会对接。
- (8) 2012年11月22日，中国载人航天工程办公室发布消息，神舟九号飞船将于11月22日16时左右在酒泉卫星发射中心发射升空，届时将与天宫一号目标飞行器进行交会对接。
- (9) 2012年11月22日，中国载人航天工程办公室发布消息，神舟九号飞船将于11月22日16时左右在酒泉卫星发射中心发射升空，届时将与天宫一号目标飞行器进行交会对接。
- (10) 2012年11月22日，中国载人航天工程办公室发布消息，神舟九号飞船将于11月22日16时左右在酒泉卫星发射中心发射升空，届时将与天宫一号目标飞行器进行交会对接。

正确答案：

1. 下列各句，没有语病的一项是

the appropriate  $t$ -test. The correct interpretation of the test result is that the data provide strong evidence that the mean number of hours per week that students work is less than 20 hours.

(D) The correct test is a  $t$ -test because the population standard deviation is unknown. The test statistic is  $t = \frac{\bar{x} - \mu_0}{s/\sqrt{n}} = \frac{18.5 - 20}{1.5/\sqrt{100}} = -10$ . The  $p$ -value is the area to the left of  $t = -10$  with  $df = 99$ . The  $p$ -value is very small, so we reject the null hypothesis. The correct interpretation is that the data provide strong evidence that the mean number of hours per week that students work is less than 20 hours.

(E) The correct test is a  $t$ -test because the population standard deviation is unknown. The test statistic is  $t = \frac{\bar{x} - \mu_0}{s/\sqrt{n}} = \frac{18.5 - 20}{1.5/\sqrt{100}} = -10$ . The  $p$ -value is the area to the right of  $t = -10$  with  $df = 99$ . The  $p$ -value is very small, so we reject the null hypothesis. The correct interpretation is that the data provide strong evidence that the mean number of hours per week that students work is less than 20 hours.

(F) The correct test is a  $t$ -test because the population standard deviation is unknown. The test statistic is  $t = \frac{\bar{x} - \mu_0}{s/\sqrt{n}} = \frac{18.5 - 20}{1.5/\sqrt{100}} = -10$ . The  $p$ -value is the area to the left of  $t = -10$  with  $df = 99$ . The  $p$ -value is very small, so we reject the null hypothesis. The correct interpretation is that the data provide strong evidence that the mean number of hours per week that students work is less than 20 hours.

(G) The correct test is a  $t$ -test because the population standard deviation is unknown. The test statistic is  $t = \frac{\bar{x} - \mu_0}{s/\sqrt{n}} = \frac{18.5 - 20}{1.5/\sqrt{100}} = -10$ . The  $p$ -value is the area to the right of  $t = -10$  with  $df = 99$ . The  $p$ -value is very small, so we reject the null hypothesis. The correct interpretation is that the data provide strong evidence that the mean number of hours per week that students work is less than 20 hours.

(H) The correct test is a  $t$ -test because the population standard deviation is unknown. The test statistic is  $t = \frac{\bar{x} - \mu_0}{s/\sqrt{n}} = \frac{18.5 - 20}{1.5/\sqrt{100}} = -10$ . The  $p$ -value is the area to the left of  $t = -10$  with  $df = 99$ . The  $p$ -value is very small, so we reject the null hypothesis. The correct interpretation is that the data provide strong evidence that the mean number of hours per week that students work is less than 20 hours.

Response	Number of Responses	Percentage
(A)	1	0.1%
(B)	1	0.1%
(C)	1	0.1%
(D)	1	0.1%
(E)	1	0.1%
(F)	1	0.1%
(G)	1	0.1%
(H)	1	0.1%
(I)	1	0.1%
(J)	1	0.1%
(K)	1	0.1%
(L)	1	0.1%
(M)	1	0.1%
(N)	1	0.1%
(O)	1	0.1%
(P)	1	0.1%
(Q)	1	0.1%
(R)	1	0.1%
(S)	1	0.1%
(T)	1	0.1%
(U)	1	0.1%
(V)	1	0.1%
(W)	1	0.1%
(X)	1	0.1%
(Y)	1	0.1%
(Z)	1	0.1%

(I) The correct test is a  $t$ -test because the population standard deviation is unknown. The test statistic is  $t = \frac{\bar{x} - \mu_0}{s/\sqrt{n}} = \frac{18.5 - 20}{1.5/\sqrt{100}} = -10$ . The  $p$ -value is the area to the left of  $t = -10$  with  $df = 99$ . The  $p$ -value is very small, so we reject the null hypothesis. The correct interpretation is that the data provide strong evidence that the mean number of hours per week that students work is less than 20 hours.

(J) The correct test is a  $t$ -test because the population standard deviation is unknown. The test statistic is  $t = \frac{\bar{x} - \mu_0}{s/\sqrt{n}} = \frac{18.5 - 20}{1.5/\sqrt{100}} = -10$ . The  $p$ -value is the area to the right of  $t = -10$  with  $df = 99$ . The  $p$ -value is very small, so we reject the null hypothesis. The correct interpretation is that the data provide strong evidence that the mean number of hours per week that students work is less than 20 hours.

1. **Revenue** 2. **Expenses** 3. **Net Income** 4. **Assets** 5. **Liabilities**

The following table shows the results of the operations for the year ended 31/12/2012.

The following table shows the results of the operations for the year ended 31/12/2012.

	2012	2011	2010
Revenue	1000	1000	1000
Expenses	(800)	(800)	(800)
Net Income	200	200	200
Assets	200	200	200
Liabilities	(200)	(200)	(200)
Equity	200	200	200
Revenue	1000	1000	1000
Expenses	(800)	(800)	(800)
Net Income	200	200	200
Assets	200	200	200
Liabilities	(200)	(200)	(200)
Equity	200	200	200
Revenue	1000	1000	1000
Expenses	(800)	(800)	(800)
Net Income	200	200	200
Assets	200	200	200
Liabilities	(200)	(200)	(200)
Equity	200	200	200
Revenue	1000	1000	1000
Expenses	(800)	(800)	(800)
Net Income	200	200	200
Assets	200	200	200
Liabilities	(200)	(200)	(200)
Equity	200	200	200
Revenue	1000	1000	1000
Expenses	(800)	(800)	(800)
Net Income	200	200	200
Assets	200	200	200
Liabilities	(200)	(200)	(200)
Equity	200	200	200

**Additional notes on the financial statements**

The following table shows the results of the operations for the year ended 31/12/2012.

The following table shows the results of the operations for the year ended 31/12/2012.

**6. Environmental and Social Performance**

Our environmental and social performance is a key part of our business strategy and we are committed to continuous improvement in this area.

Our environmental and social performance is measured against a range of indicators, including:

- Carbon footprint
- Energy consumption
- Water consumption
- Waste management
- Employee health and safety
- Diversity and inclusion
- Human rights
- Community relations

Our environmental and social performance is reported in our annual report and is available on our website.

Our environmental and social performance is a key part of our business strategy and we are committed to continuous improvement in this area.

Our environmental and social performance is measured against a range of indicators, including:

- Carbon footprint
- Energy consumption
- Water consumption
- Waste management
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- Diversity and inclusion
- Human rights
- Community relations

Our environmental and social performance is reported in our annual report and is available on our website.

Indicator	2012	2011	2010
Carbon footprint (Scope 1 & 2)	1,234,567	1,123,456	1,012,345
Energy consumption (MWh)	567,890	556,789	545,678
Water consumption (Mm³)	123,456	122,345	121,234
Waste management (t)	78,901	77,890	76,789
Employee health and safety (Lost Time Incidents)	12	11	10
Diversity and inclusion (Gender Equality)	50%	48%	46%
Human rights (Violations)	0	0	0
Community relations (Community Investment)	100,000	95,000	90,000

Our environmental and social performance is a key part of our business strategy and we are committed to continuous improvement in this area.

## 2018-2019 Annual Report

The 2018-2019 Annual Report is available in both print and digital formats. The print report is available for purchase at a special price of \$19.95. The digital report is available for free download.

### Executive Summary

#### 1. Introduction

The 2018-2019 Annual Report provides a comprehensive overview of the organization's performance and financial results.

The following table summarizes the key financial metrics for the 2018-2019 period.

Metric	2018-2019	2017-2018	2016-2017	2015-2016
Revenue	\$12.5M	\$11.8M	\$11.2M	\$10.5M
Expenses	\$8.2M	\$7.8M	\$7.5M	\$7.1M
Net Income	\$4.3M	\$4.0M	\$3.7M	\$3.4M

The 2018-2019 period was characterized by strong performance across all key metrics.

#### 2. Financial Performance

Metric	2018-2019	2017-2018	2016-2017	2015-2016
Revenue	\$12.5M	\$11.8M	\$11.2M	\$10.5M
Expenses	\$8.2M	\$7.8M	\$7.5M	\$7.1M
Net Income	\$4.3M	\$4.0M	\$3.7M	\$3.4M
Operating Margin	34.4%	33.9%	33.1%	32.4%

The 2018-2019 period was characterized by strong performance across all key metrics.

#### 3. Operational Performance

Metric	2018-2019	2017-2018	2016-2017	2015-2016
Revenue	\$12.5M	\$11.8M	\$11.2M	\$10.5M
Expenses	\$8.2M	\$7.8M	\$7.5M	\$7.1M
Net Income	\$4.3M	\$4.0M	\$3.7M	\$3.4M
Operating Margin	34.4%	33.9%	33.1%	32.4%
Customer Satisfaction	85%	82%	80%	78%
Employee Satisfaction	88%	85%	83%	81%
Environmental Impact	Low	Low	Low	Low
Social Impact	High	High	High	High
Economic Impact	High	High	High	High

#### 4. Environmental, Social, and Governance (ESG) Performance

The organization is committed to environmental, social, and governance (ESG) performance.

The following table summarizes the key ESG metrics for the 2018-2019 period.

1. Environmental Performance: The organization has achieved a 10% reduction in greenhouse gas emissions compared to the 2017-2018 period.
2. Social Performance: The organization has achieved a 5% increase in employee satisfaction compared to the 2017-2018 period.
3. Governance Performance: The organization has achieved a 10% increase in customer satisfaction compared to the 2017-2018 period.

1. 在下列各句的空格处填入适当的词，使句子完整。 (10分)

1. The teacher was very kind to me. He always gave me a lot of help when I was in trouble.

2. The weather was very good today. We went to the park and had a picnic.

3. The teacher was very kind to me. He always gave me a lot of help when I was in trouble.

4. The teacher was very kind to me. He always gave me a lot of help when I was in trouble.

5. The teacher was very kind to me. He always gave me a lot of help when I was in trouble.

6. The teacher was very kind to me. He always gave me a lot of help when I was in trouble.

7. The teacher was very kind to me. He always gave me a lot of help when I was in trouble.

Year	1990	1995	2000	2005	2010
Population (in millions)	1.2	1.3	1.4	1.5	1.6
GDP (in billions of dollars)	100	200	400	800	1600
Life expectancy (in years)	70	72	74	76	78
Urban population (in millions)	0.5	0.8	1.2	1.6	2.0
Internet users (in millions)	0	0.1	0.5	1.5	3.0
Mobile phone users (in millions)	0	0.1	0.5	1.5	3.0
Renewable energy (in billions of dollars)	0	0.1	0.5	1.5	3.0
Space exploration (in billions of dollars)	0	0.1	0.5	1.5	3.0

8. The teacher was very kind to me. He always gave me a lot of help when I was in trouble.

9. The teacher was very kind to me. He always gave me a lot of help when I was in trouble.

10. The teacher was very kind to me. He always gave me a lot of help when I was in trouble.

11. The teacher was very kind to me. He always gave me a lot of help when I was in trouble.

12. The teacher was very kind to me. He always gave me a lot of help when I was in trouble.

# ALL INFORMATION CONTAINED

## HEREIN IS UNCLASSIFIED DATE 03/05/2014 BY 60322 UCBAW/PJL

Category	Classification	Authority
1. Name	Unclassified	15 USC 2051
2. Address	Unclassified	15 USC 2051
3. Telephone Number	Unclassified	15 USC 2051
4. Date of Birth	Unclassified	15 USC 2051
5. Sex	Unclassified	15 USC 2051
6. Race	Unclassified	15 USC 2051
7. Religion	Unclassified	15 USC 2051
8. Political Affiliation	Unclassified	15 USC 2051
9. Education	Unclassified	15 USC 2051
10. Employment	Unclassified	15 USC 2051
11. Marital Status	Unclassified	15 USC 2051
12. Family	Unclassified	15 USC 2051
13. Financial Information	Unclassified	15 USC 2051
14. Health	Unclassified	15 USC 2051
15. Criminal Record	Unclassified	15 USC 2051
16. Other	Unclassified	15 USC 2051

The following information is being provided to you for your information only. It is not intended to be used for any other purpose. If you have any questions regarding this information, please contact the appropriate agency.

**FOIA(b)(7) - (C)** - Information is withheld because it is exempt from disclosure under FOIA(b)(7)(C).  
**FOIA(b)(7) - (D)** - Information is withheld because it is exempt from disclosure under FOIA(b)(7)(D).  
**FOIA(b)(7) - (E)** - Information is withheld because it is exempt from disclosure under FOIA(b)(7)(E).

**Financial Review**

Financial Review - Strategic Plan 2017-2018

The following information provides an overview of the financial performance of the Council for the year ended 31 March 2018.

The following table shows the financial performance for the year ended 31 March 2018.

	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
Revenue	100	100	100	100	100	100
Operating Profit	15	15	15	15	15	15
Operating Loss	(5)	(5)	(5)	(5)	(5)	(5)
Operating Profit/(Loss)	10	10	10	10	10	10
Operating Profit/(Loss) as a % of Revenue	10%	10%	10%	10%	10%	10%
Operating Profit/(Loss) as a % of Operating Profit/(Loss)	100%	100%	100%	100%	100%	100%
Operating Profit/(Loss) as a % of Operating Profit/(Loss) as a % of Revenue	100%	100%	100%	100%	100%	100%

**Operating Profit/(Loss)**

The following table provides a breakdown of the operating profit/(loss) for the year ended 31 March 2018. The operating profit/(loss) is calculated as revenue less operating expenses.

The following table shows the operating profit/(loss) for the year ended 31 March 2018.

	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
Revenue	100	100	100	100	100	100
Operating Expenses	(85)	(85)	(85)	(85)	(85)	(85)
Operating Profit/(Loss)	15	15	15	15	15	15
Operating Profit/(Loss) as a % of Revenue	15%	15%	15%	15%	15%	15%
Operating Profit/(Loss) as a % of Operating Profit/(Loss)	100%	100%	100%	100%	100%	100%

**Operating Profit/(Loss) as a % of Revenue**

**Operating Profit/(Loss) as a % of Operating Profit/(Loss)**

The following table shows the operating profit/(loss) as a percentage of revenue for the year ended 31 March 2018.

**Operating Profit/(Loss)**

The following table shows the operating profit/(loss) as a percentage of operating profit/(loss) for the year ended 31 March 2018. The operating profit/(loss) is calculated as revenue less operating expenses.

1. 下列各句中的“之”字，用法与“之”字相同的一项是（ ）
  - (1) 之
  - (2) 之
  - (3) 之
  - (4) 之

二、选择题

1. 下列各句中的“之”字，用法与“之”字相同的一项是（ ）
  - (1) 之
  - (2) 之
  - (3) 之
  - (4) 之
2. 下列各句中的“之”字，用法与“之”字相同的一项是（ ）
  - (1) 之
  - (2) 之
  - (3) 之
  - (4) 之
3. 下列各句中的“之”字，用法与“之”字相同的一项是（ ）
  - (1) 之
  - (2) 之
  - (3) 之
  - (4) 之
4. 下列各句中的“之”字，用法与“之”字相同的一项是（ ）
  - (1) 之
  - (2) 之
  - (3) 之
  - (4) 之

Financial Statements of the Corporation for the Year Ended

2011

Statement	2011	2010	2009	2008	2007
Balance Sheet	100	100	100	100	100
Income Statement	100	100	100	100	100
Statement of Retained Earnings	100	100	100	100	100
Statement of Cash Flows	100	100	100	100	100

The accompanying notes are an integral part of these financial statements.

Notes to Financial Statements

1. The Corporation was organized in 1954 and has since that time been engaged in the business of manufacturing and distributing various types of machinery and equipment.

2. Summary of Significant Accounting Policies

Policy	2011	2010	2009	2008	2007
Revenue Recognition	100	100	100	100	100
Cost of Sales	100	100	100	100	100
Depreciation	100	100	100	100	100

3. The Corporation's operations are seasonal, with the highest sales volume occurring during the fourth quarter of each year.

4. The Corporation's operations are seasonal, with the highest sales volume occurring during the fourth quarter of each year.

- (1) The Corporation's operations are seasonal, with the highest sales volume occurring during the fourth quarter of each year.
- (2) The Corporation's operations are seasonal, with the highest sales volume occurring during the fourth quarter of each year.
- (3) The Corporation's operations are seasonal, with the highest sales volume occurring during the fourth quarter of each year.

5. The Corporation's operations are seasonal, with the highest sales volume occurring during the fourth quarter of each year.

6. Summary of Significant Accounting Policies

Policy	2011	2010	2009	2008	2007
Revenue Recognition	100	100	100	100	100
Cost of Sales	100	100	100	100	100
Depreciation	100	100	100	100	100

7. The Corporation's operations are seasonal, with the highest sales volume occurring during the fourth quarter of each year.

8. The Corporation's operations are seasonal, with the highest sales volume occurring during the fourth quarter of each year.

1991年12月28日

- 1. 1991年12月28日
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- 21. 1991年12月28日
- 22. 1991年12月28日
- 23. 1991年12月28日
- 24. 1991年12月28日
- 25. 1991年12月28日

**Financial Statement Summary**

Item	2012	2011	2010	2009	2008
Revenue	100	100	100	100	100
Expenses	80	80	80	80	80
Net Income	20	20	20	20	20
Assets	100	100	100	100	100
Liabilities	80	80	80	80	80
Equity	20	20	20	20	20

**Notes**

The financial statements are prepared on a basis of accrual accounting and are subject to audit by the independent auditors. The auditors have issued a clean opinion on the financial statements.

**Notes to the Financial Statements**

1. The financial statements are prepared on a basis of accrual accounting and are subject to audit by the independent auditors. The auditors have issued a clean opinion on the financial statements.

2. The financial statements are prepared on a basis of accrual accounting and are subject to audit by the independent auditors. The auditors have issued a clean opinion on the financial statements.

**Financial Statement Summary**

Item	2012	2011	2010	2009	2008
Revenue	100	100	100	100	100
Expenses	80	80	80	80	80
Net Income	20	20	20	20	20
Assets	100	100	100	100	100
Liabilities	80	80	80	80	80
Equity	20	20	20	20	20

The financial statements are prepared on a basis of accrual accounting and are subject to audit by the independent auditors. The auditors have issued a clean opinion on the financial statements.

**Notes to the Financial Statements**

1. The financial statements are prepared on a basis of accrual accounting and are subject to audit by the independent auditors. The auditors have issued a clean opinion on the financial statements.

2. The financial statements are prepared on a basis of accrual accounting and are subject to audit by the independent auditors. The auditors have issued a clean opinion on the financial statements.

**Financial Statement Summary**

Item	2012	2011	2010	2009	2008
Revenue	100	100	100	100	100
Expenses	80	80	80	80	80
Net Income	20	20	20	20	20
Assets	100	100	100	100	100
Liabilities	80	80	80	80	80
Equity	20	20	20	20	20

## BIBLIOTHECAE

ANNO	LIBRARIUS	LIBRORUM	REMARKS
1711	...	...	...
1712	...	...	...
1713	...	...	...
1714	...	...	...
1715	...	...	...
1716	...	...	...
1717	...	...	...
1718	...	...	...
1719	...	...	...
1720	...	...	...

It is to be observed that the above list is not complete, as many of the books have been sold or otherwise disposed of since the year 1720.

The following list is taken from the original Catalogue.

ANNO	LIBRARIUS	LIBRORUM	REMARKS
1721	...	...	...
1722	...	...	...
1723	...	...	...
1724	...	...	...
1725	...	...	...
1726	...	...	...
1727	...	...	...
1728	...	...	...
1729	...	...	...
1730	...	...	...

It is to be observed that the above list is not complete, as many of the books have been sold or otherwise disposed of since the year 1730.

The following list is taken from the original Catalogue.

It is to be observed that the above list is not complete, as many of the books have been sold or otherwise disposed of since the year 1730.

11. (a)  $L_{11}$  is increased by 10 units and  $L_{12}$  is decreased by 20 units. In the new normal distribution, does the frequency of 10 or less change significantly more than in the original distribution? Justify your answer. (10 points)

6.666666666666667

12. (a)  $L_{11}$  is decreased by 10 units and  $L_{12}$  is increased by 20 units. In the new normal distribution, does the frequency of 10 or less change significantly more than in the original distribution? Justify your answer. (10 points)

13. (a)  $L_{11}$  is decreased by 10 units and  $L_{12}$  is decreased by 20 units. In the new normal distribution, does the frequency of 10 or less change significantly more than in the original distribution? Justify your answer. (10 points)

14. (a)  $L_{11}$  is decreased by 10 units and  $L_{12}$  is increased by 20 units. In the new normal distribution, does the frequency of 10 or less change significantly more than in the original distribution? Justify your answer. (10 points)

6.666666666666667

15. (a)  $L_{11}$  is decreased by 10 units and  $L_{12}$  is increased by 20 units. In the new normal distribution, does the frequency of 10 or less change significantly more than in the original distribution? Justify your answer. (10 points)

16. (a)  $L_{11}$  is decreased by 10 units and  $L_{12}$  is decreased by 20 units. In the new normal distribution, does the frequency of 10 or less change significantly more than in the original distribution? Justify your answer. (10 points)

17. (a)  $L_{11}$  is decreased by 10 units and  $L_{12}$  is decreased by 20 units. In the new normal distribution, does the frequency of 10 or less change significantly more than in the original distribution? Justify your answer. (10 points)

**Prerequisites**

(C) **1.1** students must have completed one full year (two semesters) of algebra (College Board, Inc.) or one full year (two semesters) of algebra 1 (state department of education) or equivalent (college board). Additionally, students must complete a course in computer science or equivalent (College Board, Inc.) or one semester of computer science (state department of education) or equivalent (college board).

(C) **1.2** students must have completed one semester of geometry (College Board, Inc.) or 0.5 credit in geometry (state department of education) or equivalent (college board). Additionally, students must complete a course in computer science or equivalent (College Board, Inc.) or one semester of computer science (state department of education) or equivalent (college board).

**Other Info**

(C) **1.3** students must complete one full year of English 1 (College Board, Inc.) or one semester of English 1 (state department of education) or equivalent (college board). Additionally, students must complete a course in computer science or equivalent (College Board, Inc.) or one semester of computer science (state department of education) or equivalent (college board).

(C) **1.4** students must have completed one semester of computer science or equivalent (College Board, Inc.) or one semester of computer science (state department of education) or equivalent (college board). Additionally, students must complete a course in computer science or equivalent (College Board, Inc.) or one semester of computer science (state department of education) or equivalent (college board).

(C) **1.5** students must have completed one semester of computer science or equivalent (College Board, Inc.) or one semester of computer science (state department of education) or equivalent (college board). Additionally, students must complete a course in computer science or equivalent (College Board, Inc.) or one semester of computer science (state department of education) or equivalent (college board).

**Additional Information**

(C) **1.6** students must have completed one semester of computer science or equivalent (College Board, Inc.) or one semester of computer science (state department of education) or equivalent (college board).

**Additional Information**

Name:	
Section:	
Teacher:	
AP Computer Science A	
AP Computer Science A	

# 2017-2018 Budget Report

**Objective:** The purpose of this report is to provide a comprehensive overview of the organization's financial performance for the fiscal year 2017-2018. It details the budgeted amounts, actual results, and the reasons for any variances.

Category	Budgeted Amount	Actual Amount	Variance
Salaries & Benefits	\$1,200,000	\$1,180,000	\$20,000
Travel	\$150,000	\$160,000	-\$10,000
Supplies & Materials	\$80,000	\$75,000	\$5,000
Professional Fees	\$200,000	\$190,000	\$10,000
Utilities	\$100,000	\$105,000	-\$5,000
Depreciation	\$300,000	\$300,000	\$0
Other	\$170,000	\$170,000	\$0
<b>Total</b>	<b>\$2,100,000</b>	<b>\$2,085,000</b>	<b>\$15,000</b>

The budget for 2017-2018 was set at a total of \$2,100,000. Actual spending for the year was \$2,085,000, resulting in a favorable variance of \$15,000. The largest variance was seen in the Travel category, where actual spending exceeded the budget by \$10,000. This was primarily due to an increase in travel expenses for client meetings and industry conferences.

The following table provides a more detailed breakdown of the budget and actual results for each major category.

Category	Sub-Category	Budgeted Amount	Actual Amount	Variance
Salaries & Benefits	Salaries	\$950,000	\$940,000	\$10,000
	Benefits	\$250,000	\$240,000	\$10,000
Travel	Domestic	\$100,000	\$110,000	-\$10,000
	International	\$50,000	\$50,000	\$0
Supplies & Materials	Office Supplies	\$50,000	\$45,000	\$5,000
	Materials	\$30,000	\$30,000	\$0
Professional Fees	Consulting	\$150,000	\$140,000	\$10,000
	Legal	\$50,000	\$50,000	\$0
Utilities	Electricity	\$60,000	\$65,000	-\$5,000
	Water & Gas	\$40,000	\$40,000	\$0
Depreciation	Equipment	\$150,000	\$150,000	\$0
	Buildings	\$150,000	\$150,000	\$0
Other	Insurance	\$100,000	\$100,000	\$0
	Miscellaneous	\$70,000	\$70,000	\$0
<b>Total</b>		<b>\$2,100,000</b>	<b>\$2,085,000</b>	<b>\$15,000</b>

The budget report shows that the organization has effectively managed its resources, staying within budget for most categories. The slight over-spending in the Travel category is noted as an area for future review.

## 2012-2013 Budget Summary

The following table summarizes the budget for the fiscal year 2012-2013.

Category	2012-2013 Budget	2011-2012 Actual	2010-2011 Actual	2009-2010 Actual	2008-2009 Actual
Salaries	\$1,200,000	\$1,150,000	\$1,100,000	\$1,050,000	\$1,000,000
Benefits	\$300,000	\$280,000	\$260,000	\$240,000	\$220,000
Travel	\$50,000	\$45,000	\$40,000	\$35,000	\$30,000
Supplies	\$100,000	\$90,000	\$80,000	\$70,000	\$60,000
Other	\$250,000	\$230,000	\$210,000	\$190,000	\$170,000
<b>Total</b>	<b>\$1,900,000</b>	<b>\$1,795,000</b>	<b>\$1,690,000</b>	<b>\$1,585,000</b>	<b>\$1,480,000</b>

The budget for 2012-2013 shows a projected increase in total spending compared to the previous fiscal year. This is primarily due to increases in salaries and benefits, which are expected to rise by approximately 6% and 7% respectively. Other categories such as travel and supplies also show modest increases.

### 2012-2013 Budget Breakdown by Department

Department	2012-2013 Budget	2011-2012 Actual	2010-2011 Actual	2009-2010 Actual	2008-2009 Actual
Administration	\$400,000	\$380,000	\$360,000	\$340,000	\$320,000
Education	\$500,000	\$480,000	\$460,000	\$440,000	\$420,000
Public Safety	\$300,000	\$290,000	\$280,000	\$270,000	\$260,000
Health Services	\$200,000	\$190,000	\$180,000	\$170,000	\$160,000
Infrastructure	\$100,000	\$95,000	\$90,000	\$85,000	\$80,000
<b>Total</b>	<b>\$1,900,000</b>	<b>\$1,795,000</b>	<b>\$1,690,000</b>	<b>\$1,585,000</b>	<b>\$1,480,000</b>

## BILDERGEBIETHEN

Abbildung	1	2	3	4	5	6
Abbildung 1	1	2	3	4	5	6

Abbildung 1 zeigt die verschiedenen Arten der ...

Abbildung 2 zeigt die verschiedenen Arten der ...

Abbildung	1	2	3	4	5	6
Abbildung 1	1	2	3	4	5	6
Abbildung 2	1	2	3	4	5	6
Abbildung 3	1	2	3	4	5	6
Abbildung 4	1	2	3	4	5	6
Abbildung 5	1	2	3	4	5	6
Abbildung 6	1	2	3	4	5	6

Abbildung 3 zeigt die verschiedenen Arten der ...

Abbildung 4 zeigt die verschiedenen Arten der ...

Abbildung 5 zeigt die verschiedenen Arten der ...

Abbildung 6 zeigt die verschiedenen Arten der ...

Abbildung 7 zeigt die verschiedenen Arten der ...

Abbildung 8 zeigt die verschiedenen Arten der ...

Abbildung 9 zeigt die verschiedenen Arten der ...

Abbildung	1	2	3	4	5	6
Abbildung 1	1	2	3	4	5	6
Abbildung 2	1	2	3	4	5	6

Table 1. Summary of the study design and data collection.

Study Component	Duration	Participants	Measurements	Frequency
Baseline Assessment	Week 0	100	Demographics, Physical Activity, Diet, Blood Pressure, Blood Glucose, Lipids	Once
Intervention Period	Weeks 1-12	100	Physical Activity, Diet, Blood Pressure, Blood Glucose, Lipids	Weekly
Follow-up Assessment	Week 13	100	Demographics, Physical Activity, Diet, Blood Pressure, Blood Glucose, Lipids	Once

Note: All measurements were performed under standardized conditions.

Table 2. Baseline characteristics of the study population.

Characteristic	Mean (SD)
Age (years)	45.2 (10.5)
Sex (Male/Female)	55/45
Body Mass Index (kg/m <sup>2</sup> )	28.5 (4.2)
Blood Pressure (mmHg)	135/85
Blood Glucose (mg/dL)	100 (15)
Lipids (mg/dL)	180 (40)

Note: All values are presented as mean and standard deviation.

Table 3. Changes in physical activity and diet during the study period.

Measure	Baseline	Week 12	Week 13
Physical Activity (min/week)	150	300	300
Dietary Intake (kcal/day)	2500	2200	2200
Blood Pressure (mmHg)	135/85	125/75	125/75
Blood Glucose (mg/dL)	100	95	95
Lipids (mg/dL)	180	160	160

Year	2017	2018	2019	2020	2021	2022
Revenue	1.2	1.3	1.4	1.5	1.6	1.7
Expenses	1.1	1.2	1.3	1.4	1.5	1.6
Net Income	0.1	0.1	0.1	0.1	0.1	0.1

The following table shows the projected financial performance of the company for the period 2017-2022.

(1) The revenue is projected to increase steadily over the period, reflecting the company's growth strategy and market expansion.

(2) The expenses are projected to increase in line with the revenue, primarily due to the investment in research and development and marketing activities.

- The net income is projected to remain positive throughout the period, indicating a profitable operation.
- The company is expected to maintain a strong financial position, with a healthy balance sheet and low debt levels.
- The management team is confident in the company's ability to achieve its strategic goals and deliver long-term value to shareholders.

The following table shows the projected financial performance of the company for the period 2017-2022.

(3) The revenue is projected to increase steadily over the period, reflecting the company's growth strategy and market expansion.

- The net income is projected to remain positive throughout the period, indicating a profitable operation.
- The company is expected to maintain a strong financial position, with a healthy balance sheet and low debt levels.
- The management team is confident in the company's ability to achieve its strategic goals and deliver long-term value to shareholders.

The following table shows the projected financial performance of the company for the period 2017-2022.

Year	2017	2018	2019	2020	2021	2022
Revenue	1.2	1.3	1.4	1.5	1.6	1.7
Expenses	1.1	1.2	1.3	1.4	1.5	1.6
Net Income	0.1	0.1	0.1	0.1	0.1	0.1

## BIBLIOPHILIC COLLECTION

No. of Vols.      No. of Pgs.      No. of Pgs.      No. of Pgs.      No. of Pgs.

100      100      100      100      100

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## 2017-2018 Budget Summary

Category	2017	2018	2019	2020	2021	2022
Administrative	100	100	100	100	100	100
Capital	50	50	50	50	50	50
Construction	100	100	100	100	100	100
Debt	100	100	100	100	100	100
Education	100	100	100	100	100	100
Health	100	100	100	100	100	100
Public Safety	100	100	100	100	100	100
Transportation	100	100	100	100	100	100
Welfare	100	100	100	100	100	100
Other	100	100	100	100	100	100
<b>Total</b>	<b>1000</b>	<b>1000</b>	<b>1000</b>	<b>1000</b>	<b>1000</b>	<b>1000</b>

The following table shows the estimated revenue for each year from 2017 to 2022.

Year	2017	2018	2019	2020	2021	2022
Revenue	100	100	100	100	100	100
Expenses	100	100	100	100	100	100

(1) The revenue for 2017 is based on the 2016-2017 budget. The revenue for 2018 is based on the 2017-2018 budget. The revenue for 2019 is based on the 2018-2019 budget. The revenue for 2020 is based on the 2019-2020 budget. The revenue for 2021 is based on the 2020-2021 budget. The revenue for 2022 is based on the 2021-2022 budget.

(2) The revenue for 2017 is based on the 2016-2017 budget. The revenue for 2018 is based on the 2017-2018 budget. The revenue for 2019 is based on the 2018-2019 budget. The revenue for 2020 is based on the 2019-2020 budget. The revenue for 2021 is based on the 2020-2021 budget. The revenue for 2022 is based on the 2021-2022 budget.

(3) The revenue for 2017 is based on the 2016-2017 budget. The revenue for 2018 is based on the 2017-2018 budget. The revenue for 2019 is based on the 2018-2019 budget. The revenue for 2020 is based on the 2019-2020 budget. The revenue for 2021 is based on the 2020-2021 budget. The revenue for 2022 is based on the 2021-2022 budget.



## (11) 2019-2020

For the year ending 31/03/2020, the company has received a number of orders for the supply of various types of machinery and equipment. The company has received a number of orders for the supply of various types of machinery and equipment.

- (a) The company has received a number of orders for the supply of various types of machinery and equipment. The company has received a number of orders for the supply of various types of machinery and equipment.
- (b) The company has received a number of orders for the supply of various types of machinery and equipment. The company has received a number of orders for the supply of various types of machinery and equipment.

The company has received a number of orders for the supply of various types of machinery and equipment. The company has received a number of orders for the supply of various types of machinery and equipment.

Particulars	2019-2020					2018-19
	Jan	Feb	Mar	Apr	May	
Revenue	100	100	100	100	100	100
Expenses	50	50	50	50	50	50
Profit	50	50	50	50	50	50

- (c) The company has received a number of orders for the supply of various types of machinery and equipment. The company has received a number of orders for the supply of various types of machinery and equipment.

The company has received a number of orders for the supply of various types of machinery and equipment. The company has received a number of orders for the supply of various types of machinery and equipment.

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...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...

(3) ... (faint text) ...



## ANSWERS TO QUESTIONS

Question No.	1	2	3	4	5	6
Answer No.	20	15	10	10	10	10
Points	10	10	10	10	10	10

### Question 1

1. The company has been successful in its operations & has a strong financial position. It has a good reputation in the market and is a leader in its industry. The company has a strong management team and a clear vision for the future.

2. The company has a strong financial position & has a good reputation in the market. It has a strong management team and a clear vision for the future. The company has a strong financial position & has a good reputation in the market. It has a strong management team and a clear vision for the future.

3. The company has a strong financial position & has a good reputation in the market. It has a strong management team and a clear vision for the future. The company has a strong financial position & has a good reputation in the market. It has a strong management team and a clear vision for the future.

4. The company has a strong financial position & has a good reputation in the market. It has a strong management team and a clear vision for the future. The company has a strong financial position & has a good reputation in the market. It has a strong management team and a clear vision for the future.

5. The company has a strong financial position & has a good reputation in the market. It has a strong management team and a clear vision for the future. The company has a strong financial position & has a good reputation in the market. It has a strong management team and a clear vision for the future.

Question No.	7	8	9	10	11	12
Answer No.	10	10	10	10	10	10
Points	10	10	10	10	10	10
Question No.	13	14	15	16	17	18
Answer No.	10	10	10	10	10	10
Points	10	10	10	10	10	10

### Question 7

7. The company has a strong financial position & has a good reputation in the market. It has a strong management team and a clear vision for the future. The company has a strong financial position & has a good reputation in the market. It has a strong management team and a clear vision for the future.

8. The company has a strong financial position & has a good reputation in the market. It has a strong management team and a clear vision for the future. The company has a strong financial position & has a good reputation in the market. It has a strong management team and a clear vision for the future.

9. The company has a strong financial position & has a good reputation in the market. It has a strong management team and a clear vision for the future. The company has a strong financial position & has a good reputation in the market. It has a strong management team and a clear vision for the future.

Question No.	19	20	21	22	23	24
Answer No.	10	10	10	10	10	10
Points	10	10	10	10	10	10

**Question 10**

10. A company's sales are expected to grow by 10% over the next year. The company's operating expenses are expected to grow by 5% over the next year. The company's operating income is expected to grow by \_\_\_\_\_ over the next year.

- (A) 5%
- (B) 10%
- (C) 15%
- (D) 20%
- (E) 25%

**Question 11**

11. A company's sales are expected to grow by 10% over the next year. The company's operating expenses are expected to grow by 5% over the next year. The company's operating income is expected to grow by \_\_\_\_\_ over the next year.

12. A company's sales are expected to grow by 10% over the next year. The company's operating expenses are expected to grow by 5% over the next year. The company's operating income is expected to grow by \_\_\_\_\_ over the next year.

Year	2010	2011	2012	2013	2014	2015
Sales	100	110	121	133	146	160
Operating Expenses	60	63	66	69	73	76
Operating Income	40	47	55	64	73	84
Operating Income Growth	-	17.5%	17.0%	16.4%	15.6%	14.9%

13. A company's sales are expected to grow by 10% over the next year. The company's operating expenses are expected to grow by 5% over the next year. The company's operating income is expected to grow by \_\_\_\_\_ over the next year.

14. A company's sales are expected to grow by 10% over the next year. The company's operating expenses are expected to grow by 5% over the next year. The company's operating income is expected to grow by \_\_\_\_\_ over the next year.

15. A company's sales are expected to grow by 10% over the next year. The company's operating expenses are expected to grow by 5% over the next year. The company's operating income is expected to grow by \_\_\_\_\_ over the next year.

16. A company's sales are expected to grow by 10% over the next year. The company's operating expenses are expected to grow by 5% over the next year. The company's operating income is expected to grow by \_\_\_\_\_ over the next year.

## (11) 2017 年 10 月 1 日 起 施 行

本表适用于 2017 年 10 月 1 日起执行的《企业会计准则第 14 号——收入》。

1. 本表适用于 2017 年 10 月 1 日起执行的《企业会计准则第 14 号——收入》。

2. 本表适用于 2017 年 10 月 1 日起执行的《企业会计准则第 14 号——收入》。

3. 本表适用于 2017 年 10 月 1 日起执行的《企业会计准则第 14 号——收入》。

4. 本表适用于 2017 年 10 月 1 日起执行的《企业会计准则第 14 号——收入》。

项目	2017 年 10 月 1 日	2017 年 10 月 1 日	2017 年 10 月 1 日	2017 年 10 月 1 日	2017 年 10 月 1 日
营业收入	100	100	100	100	100
营业成本	80	80	80	80	80
营业利润	20	20	20	20	20
利润总额	20	20	20	20	20
净利润	15	15	15	15	15

5. 本表适用于 2017 年 10 月 1 日起执行的《企业会计准则第 14 号——收入》。

6. 本表适用于 2017 年 10 月 1 日起执行的《企业会计准则第 14 号——收入》。

7. 本表适用于 2017 年 10 月 1 日起执行的《企业会计准则第 14 号——收入》。

8. 本表适用于 2017 年 10 月 1 日起执行的《企业会计准则第 14 号——收入》。

9. 本表适用于 2017 年 10 月 1 日起执行的《企业会计准则第 14 号——收入》。

10. 本表适用于 2017 年 10 月 1 日起执行的《企业会计准则第 14 号——收入》。

项目	2017 年 10 月 1 日	2017 年 10 月 1 日	2017 年 10 月 1 日	2017 年 10 月 1 日	2017 年 10 月 1 日
营业收入	100	100	100	100	100
营业成本	80	80	80	80	80
营业利润	20	20	20	20	20
利润总额	20	20	20	20	20
净利润	15	15	15	15	15

日期	2017	2018	2019	2020	2021	2022
----	------	------	------	------	------	------

1. 本行在2017年12月31日总资产为1,234,567,890.12元，较年初增加12.34%。其中，贷款总额为567,890,123.45元，较年初增加15.67%。存款总额为678,901,234.56元，较年初增加10.12%。本行在报告期内保持了稳健的资产质量，不良贷款率控制在1.23%以内。

2. 本行在报告期内实现营业收入123,456,789.01元，较年初增加8.90%。其中，利息净收入为89,012,345.67元，较年初增加7.65%。手续费及佣金净收入为34,567,890.12元，较年初增加10.23%。本行在报告期内保持了良好的盈利能力，净利润达到45,678,901.23元，较年初增加9.12%。

3. 本行在报告期内保持了良好的流动性，流动性覆盖率达到了120%以上，满足监管要求。

4. 本行在报告期内保持了良好的风险管理水平，不良贷款率控制在1.23%以内，拨备覆盖率达到了150%以上。

项目	2017	2018	2019	2020	2021	2022
总资产	1,234,567,890.12	1,345,678,901.23	1,456,789,012.34	1,567,890,123.45	1,678,901,234.56	1,789,012,345.67
贷款总额	567,890,123.45	678,901,234.56	789,012,345.67	890,123,456.78	901,234,567.89	1,012,345,678.90
存款总额	678,901,234.56	789,012,345.67	890,123,456.78	901,234,567.89	1,012,345,678.90	1,123,456,789.01
营业收入	123,456,789.01	134,567,890.12	145,678,901.23	156,789,012.34	167,890,123.45	178,901,234.56
净利润	45,678,901.23	56,789,012.34	67,890,123.45	78,901,234.56	89,012,345.67	90,123,456.78

5. 本行在报告期内保持了良好的客户基础，客户数量较年初增加了12.34%。其中，个人客户增加了10.12%，对公客户增加了15.67%。

6. 本行在报告期内保持了良好的品牌影响力，品牌知名度较年初提高了10.12%。本行在报告期内获得了多项荣誉，包括“最佳银行”、“最佳服务”等。本行在报告期内保持了良好的社会责任履行情况，累计投入社会责任资金123,456,789.01元。

7. 本行在报告期内保持了良好的公司治理水平，公司治理较年初提高了10.12%。本行在报告期内保持了良好的信息披露水平，信息披露较年初提高了10.12%。

8. 本行在报告期内保持了良好的可持续发展能力，可持续发展较年初提高了10.12%。本行在报告期内保持了良好的环境、社会和治理（ESG）表现。

an additional 1.50025 units would be added to the  
 amount of additional units of a certain type of stock.  
 Let  $x$  represent the amount of additional units of the stock  
 and  $y$  represent the resulting total units of the stock.  
 Write a linear equation for  $y$ .

- (b) In addition to the amount of additional units of stock  
 added to the amount of additional units of a certain type of  
 stock, let  $x$  represent the amount of additional units of  
 another type of stock. Write a linear equation for  $y$ .

Write your answer for each part in slope-intercept form.  
 Show your work.

- (c) The amount of additional units of a certain type of stock  
 added to the amount of additional units of a certain type of  
 stock is 1.50025 units. Write a linear equation for  $y$ .

Write your answer for each part in slope-intercept form.  
 Show your work.

- (d) The amount of additional units of a certain type of stock  
 added to the amount of additional units of a certain type of  
 stock is 1.50025 units. Write a linear equation for  $y$ .

Additional Units of Stock	Amount of Additional Units of Stock	Total Units of Stock
0	0	1.50025
1	1	3.00050
2	2	4.50075
3	3	6.00100
4	4	7.50125
5	5	9.00150

- (e) The amount of additional units of a certain type of stock  
 added to the amount of additional units of a certain type of  
 stock is 1.50025 units. Write a linear equation for  $y$ .

Write your answer for each part in slope-intercept form.  
 Show your work.

- (f) The amount of additional units of a certain type of stock  
 added to the amount of additional units of a certain type of  
 stock is 1.50025 units. Write a linear equation for  $y$ .

...and the mean of the probability distribution of the number of successes in the 10 trials is 4.5. The standard deviation of the number of successes in the 10 trials is 1.5. The probability that the number of successes in the 10 trials is at least 6 is

- (A) 0.0768  
 (B) 0.1074  
 (C) 0.1536  
 (D) 0.2070  
 (E) 0.2688
17. A certain manufacturer's production process is controlled so that the number of defective items in a batch of 100 items is normally distributed with a mean of 5 and a standard deviation of 2. The probability that the number of defective items in a batch of 100 items is between 3 and 7 is
- (A) 0.2420  
 (B) 0.4772  
 (C) 0.4778  
 (D) 0.5222  
 (E) 0.7580
18. A manufacturer of light bulbs knows that the probability that a light bulb will last for more than 1000 hours is 0.1. The manufacturer wants to know the probability that a light bulb will last for more than 1000 hours if the manufacturer has a 0.1 probability of producing a defective light bulb. The probability that a light bulb will last for more than 1000 hours is
- (A) 0.09  
 (B) 0.10  
 (C) 0.11  
 (D) 0.12  
 (E) 0.13
19. A certain manufacturer's production process is controlled so that the number of defective items in a batch of 100 items is normally distributed with a mean of 5 and a standard deviation of 2. The probability that the number of defective items in a batch of 100 items is between 3 and 7 is
- (A) 0.2420  
 (B) 0.4772  
 (C) 0.4778  
 (D) 0.5222  
 (E) 0.7580
20. A certain manufacturer's production process is controlled so that the number of defective items in a batch of 100 items is normally distributed with a mean of 5 and a standard deviation of 2. The probability that the number of defective items in a batch of 100 items is between 3 and 7 is
- (A) 0.2420  
 (B) 0.4772  
 (C) 0.4778  
 (D) 0.5222  
 (E) 0.7580

...and the mean of the probability distribution of the number of successes in the 10 trials is 4.5. The standard deviation of the number of successes in the 10 trials is 1.5. The probability that the number of successes in the 10 trials is at least 6 is

## (11) 2019-2020 Question Bank

including the other expenses of an individual who has been established as a partner in a partnership, the partner shall be liable for the expenses. The partner shall be liable for the expenses of the partnership if the partner is a partner in the partnership and the partner is a partner in the partnership and the partner is a partner in the partnership.

### 11.10.1

The partner shall be liable for the expenses of the partnership if the partner is a partner in the partnership and the partner is a partner in the partnership and the partner is a partner in the partnership.

The partner shall be liable for the expenses of the partnership if the partner is a partner in the partnership and the partner is a partner in the partnership and the partner is a partner in the partnership.

The partner shall be liable for the expenses of the partnership if the partner is a partner in the partnership and the partner is a partner in the partnership and the partner is a partner in the partnership.

Particulars	2019	2020	2021	2022	2023	2024
Particulars						
Particulars						
Particulars						
Particulars						

The partner shall be liable for the expenses of the partnership if the partner is a partner in the partnership and the partner is a partner in the partnership and the partner is a partner in the partnership.

The partner shall be liable for the expenses of the partnership if the partner is a partner in the partnership and the partner is a partner in the partnership and the partner is a partner in the partnership.

The partner shall be liable for the expenses of the partnership if the partner is a partner in the partnership and the partner is a partner in the partnership and the partner is a partner in the partnership.

The partner shall be liable for the expenses of the partnership if the partner is a partner in the partnership and the partner is a partner in the partnership and the partner is a partner in the partnership.

The partner shall be liable for the expenses of the partnership if the partner is a partner in the partnership and the partner is a partner in the partnership and the partner is a partner in the partnership.

**Key Performance Indicators (KPIs) for 2012-2013**

Indicator	2012-2013 Target	2012-2013 Actual	2011-2012 Target	2011-2012 Actual
Revenue	100	105	95	98
Profit	20	22	18	19
Customer Satisfaction	85	88	82	84

**Key Findings**

The 2012-2013 financial year was successful in generating revenue and profit, exceeding targets in all key areas.

The following table provides a detailed breakdown of the 2012-2013 performance across various departments.

Department	Revenue	Profit	Customer Satisfaction
Marketing	15	3	85
Sales	45	10	88
Operations	20	5	82
Support	10	2	80
Finance	10	2	85

Overall, the company has achieved its 2012-2013 KPIs, demonstrating strong performance across all metrics. The success was driven by increased sales and improved customer satisfaction.

Key areas for improvement include:
 

- Marketing: Increase brand awareness and lead generation.
- Operations: Streamline processes to reduce costs and improve efficiency.
- Support: Enhance customer service training and response times.

The 2013-2014 financial year will focus on maintaining the current level of performance while exploring new growth opportunities. The company remains committed to delivering exceptional value to its customers.

**References**

The 2012-2013 Annual Report is available for download at [www.company.com/annual-report-2012-2013](#). For more information, please contact our Investor Relations team at [ir@company.com](mailto:ir@company.com).

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**Financial Review: Summary of Key Figures**

The following table provides a summary of the key financial figures for the year ended 31 March 2013. The figures are presented in millions of pounds sterling.

Item	2012	2011	2010	2009	2008
Revenue	1,000	950	900	850	800
Operating Profit	150	140	130	120	110
Profit Before Tax	140	130	120	110	100
Profit After Tax	100	95	90	85	80
Dividends Paid	20	18	16	14	12
Operating Profit per Share	15.0	14.0	13.0	12.0	11.0
Profit After Tax per Share	10.0	9.5	9.0	8.5	8.0

The above figures are based on the consolidated financial statements for the year ended 31 March 2013. The figures are presented in millions of pounds sterling.

The following table provides a summary of the key financial figures for the year ended 31 March 2013. The figures are presented in millions of pounds sterling.

The following table provides a summary of the key financial figures for the year ended 31 March 2013. The figures are presented in millions of pounds sterling.

The following table provides a summary of the key financial figures for the year ended 31 March 2013. The figures are presented in millions of pounds sterling.

The following table provides a summary of the key financial figures for the year ended 31 March 2013. The figures are presented in millions of pounds sterling.

**6.C.2.2.2** *Compare and contrast a central tendency to be a measure of variability with center and spread that the data has. Compare the center to both an actual value and a center of variability in any case.*

**6.C.2.2.3** *Use the given mean to find probability distributions for given distributions and other measures. Use the given mean to find the given distribution for a given data set.*

**Grade 7 Statistics**

**7.C.1.1** *Use the given mean to find probability distributions for given distributions and other measures.*

**7.C.1.2** *Use the given mean to find probability distributions for given distributions and other measures.*

Grade	7	8	9	10	11	12
6.C.2.2.1						
6.C.2.2.2						
6.C.2.2.3						

**7.C.1.3** *Use the given mean to find probability distributions for given distributions and other measures.*

- 1.1.1 *Use the given mean to find probability distributions for given distributions and other measures.*
- 1.1.2 *Use the given mean to find probability distributions for given distributions and other measures.*
- 1.1.3 *Use the given mean to find probability distributions for given distributions and other measures.*
- 1.1.4 *Use the given mean to find probability distributions for given distributions and other measures.*
- 1.1.5 *Use the given mean to find probability distributions for given distributions and other measures.*
- 1.1.6 *Use the given mean to find probability distributions for given distributions and other measures.*
- 1.1.7 *Use the given mean to find probability distributions for given distributions and other measures.*
- 1.1.8 *Use the given mean to find probability distributions for given distributions and other measures.*
- 1.1.9 *Use the given mean to find probability distributions for given distributions and other measures.*
- 1.1.10 *Use the given mean to find probability distributions for given distributions and other measures.*

**7.C.1.4** *Use the given mean to find probability distributions for given distributions and other measures.*

**7.C.1.5** *Use the given mean to find probability distributions for given distributions and other measures.*

**7.C.1.6** *Use the given mean to find probability distributions for given distributions and other measures.*

**7.C.1.7** *Use the given mean to find probability distributions for given distributions and other measures.*

**7.C.1.8** *Use the given mean to find probability distributions for given distributions and other measures.*

**7.C.1.9** *Use the given mean to find probability distributions for given distributions and other measures.*

### 2012-2013 Financial Summary

The following table shows the financial performance of the trust for the year ending 31st March 2013.

The following table shows the financial performance of the trust for the year ending 31st March 2013.

Account	2012	2013	2012	2013	2012	2013
Income	100	100	100	100	100	100
Expenditure	(50)	(50)	(50)	(50)	(50)	(50)
Surplus	50	50	50	50	50	50

The following table shows the financial performance of the trust for the year ending 31st March 2013.

The following table shows the financial performance of the trust for the year ending 31st March 2013.

The following table shows the financial performance of the trust for the year ending 31st March 2013.

#### 2012-2013 Financial Summary

Account	2012	2013	2012	2013	2012	2013
Income	100	100	100	100	100	100
Expenditure	(50)	(50)	(50)	(50)	(50)	(50)
Surplus	50	50	50	50	50	50

#### Notes

The following table shows the financial performance of the trust for the year ending 31st March 2013.

10. The student must be enrolled in school for the entire year. The student must be a resident of the state of North Carolina for the entire year. The student must be a resident of the state of North Carolina for the entire year. The student must be a resident of the state of North Carolina for the entire year.

11. The student must be a resident of the state of North Carolina for the entire year. The student must be a resident of the state of North Carolina for the entire year. The student must be a resident of the state of North Carolina for the entire year.

12. The student must be a resident of the state of North Carolina for the entire year. The student must be a resident of the state of North Carolina for the entire year. The student must be a resident of the state of North Carolina for the entire year.

Item	Description	Amount
1	Registration Fee	\$100.00
2	Textbook Fee	\$150.00
3	Activity Fee	\$50.00
4	Health Insurance Fee	\$200.00
5	Student Union Fee	\$25.00
6	Student Government Fee	\$25.00
7	Student Activities Fee	\$25.00
8	Student Services Fee	\$25.00
9	Student Health Fee	\$25.00
10	Student Transportation Fee	\$25.00
11	Student Insurance Fee	\$25.00
12	Student Housing Fee	\$25.00
13	Student Dining Fee	\$25.00
14	Student Recreation Fee	\$25.00
15	Student Wellness Fee	\$25.00
16	Student Leadership Fee	\$25.00
17	Student Community Service Fee	\$25.00
18	Student Environmental Fee	\$25.00
19	Student Cultural Fee	\$25.00
20	Student Arts Fee	\$25.00
21	Student Music Fee	\$25.00
22	Student Dance Fee	\$25.00
23	Student Theater Fee	\$25.00
24	Student Film Fee	\$25.00
25	Student Television Fee	\$25.00
26	Student Radio Fee	\$25.00
27	Student Newspaper Fee	\$25.00
28	Student Magazine Fee	\$25.00
29	Student Book Fee	\$25.00
30	Student Journal Fee	\$25.00
31	Student Portfolio Fee	\$25.00
32	Student Scrapbook Fee	\$25.00
33	Student Yearbook Fee	\$25.00
34	Student Commencement Fee	\$25.00
35	Student Graduation Fee	\$25.00
36	Student Diploma Fee	\$25.00
37	Student Transcript Fee	\$25.00
38	Student Record Fee	\$25.00
39	Student Identification Fee	\$25.00
40	Student Security Fee	\$25.00
41	Student Safety Fee	\$25.00
42	Student Emergency Fee	\$25.00
43	Student Disaster Fee	\$25.00
44	Student Crisis Fee	\$25.00
45	Student Support Fee	\$25.00
46	Student Counseling Fee	\$25.00
47	Student Career Fee	\$25.00
48	Student Internship Fee	\$25.00
49	Student Co-op Fee	\$25.00
50	Student Practicum Fee	\$25.00
51	Student Capstone Fee	\$25.00
52	Student Thesis Fee	\$25.00
53	Student Dissertation Fee	\$25.00
54	Student Defense Fee	\$25.00
55	Student Graduation Fee	\$25.00
56	Student Commencement Fee	\$25.00
57	Student Diploma Fee	\$25.00
58	Student Transcript Fee	\$25.00
59	Student Record Fee	\$25.00
60	Student Identification Fee	\$25.00
61	Student Security Fee	\$25.00
62	Student Safety Fee	\$25.00
63	Student Emergency Fee	\$25.00
64	Student Disaster Fee	\$25.00
65	Student Crisis Fee	\$25.00
66	Student Support Fee	\$25.00
67	Student Counseling Fee	\$25.00
68	Student Career Fee	\$25.00
69	Student Internship Fee	\$25.00
70	Student Co-op Fee	\$25.00
71	Student Practicum Fee	\$25.00
72	Student Capstone Fee	\$25.00
73	Student Thesis Fee	\$25.00
74	Student Dissertation Fee	\$25.00
75	Student Defense Fee	\$25.00
76	Student Graduation Fee	\$25.00
77	Student Commencement Fee	\$25.00
78	Student Diploma Fee	\$25.00
79	Student Transcript Fee	\$25.00
80	Student Record Fee	\$25.00
81	Student Identification Fee	\$25.00
82	Student Security Fee	\$25.00
83	Student Safety Fee	\$25.00
84	Student Emergency Fee	\$25.00
85	Student Disaster Fee	\$25.00
86	Student Crisis Fee	\$25.00
87	Student Support Fee	\$25.00
88	Student Counseling Fee	\$25.00
89	Student Career Fee	\$25.00
90	Student Internship Fee	\$25.00
91	Student Co-op Fee	\$25.00
92	Student Practicum Fee	\$25.00
93	Student Capstone Fee	\$25.00
94	Student Thesis Fee	\$25.00
95	Student Dissertation Fee	\$25.00
96	Student Defense Fee	\$25.00
97	Student Graduation Fee	\$25.00
98	Student Commencement Fee	\$25.00
99	Student Diploma Fee	\$25.00
100	Student Transcript Fee	\$25.00

13. The student must be a resident of the state of North Carolina for the entire year. The student must be a resident of the state of North Carolina for the entire year. The student must be a resident of the state of North Carolina for the entire year.

14. The student must be a resident of the state of North Carolina for the entire year. The student must be a resident of the state of North Carolina for the entire year. The student must be a resident of the state of North Carolina for the entire year.

15. The student must be a resident of the state of North Carolina for the entire year. The student must be a resident of the state of North Carolina for the entire year. The student must be a resident of the state of North Carolina for the entire year.

16. The student must be a resident of the state of North Carolina for the entire year. The student must be a resident of the state of North Carolina for the entire year. The student must be a resident of the state of North Carolina for the entire year.

17. The student must be a resident of the state of North Carolina for the entire year. The student must be a resident of the state of North Carolina for the entire year. The student must be a resident of the state of North Carolina for the entire year.

**Business Administration (Bachelor of Science Degree)**

Year	Description
1st Year	<p>1. Introduction to Business Administration</p> <p>2. Business Mathematics</p> <p>3. Business English</p> <p>4. Business Law</p>
2nd Year	<p>5. Business Administration I</p> <p>6. Business Administration II</p> <p>7. Business Administration III</p> <p>8. Business Administration IV</p>
3rd Year	<p>9. Business Administration V</p> <p>10. Business Administration VI</p> <p>11. Business Administration VII</p> <p>12. Business Administration VIII</p>
4th Year	<p>13. Business Administration IX</p> <p>14. Business Administration X</p> <p>15. Business Administration XI</p> <p>16. Business Administration XII</p>
5th Year	<p>17. Business Administration XIII</p> <p>18. Business Administration XIV</p> <p>19. Business Administration XV</p> <p>20. Business Administration XVI</p>
6th Year	<p>21. Business Administration XVII</p> <p>22. Business Administration XVIII</p> <p>23. Business Administration XIX</p> <p>24. Business Administration XX</p>
7th Year	<p>25. Business Administration XXI</p> <p>26. Business Administration XXII</p> <p>27. Business Administration XXIII</p> <p>28. Business Administration XXIV</p>
8th Year	<p>29. Business Administration XXV</p> <p>30. Business Administration XXVI</p> <p>31. Business Administration XXVII</p> <p>32. Business Administration XXVIII</p>

**Answer Key**

(1) The probability that a randomly selected student is a member of the school's chess team is 0.05. The probability that a randomly selected student is a member of the school's debate team is 0.08. The probability that a randomly selected student is a member of both the chess team and the debate team is 0.02.

(2) The probability that a randomly selected student is a member of the school's chess team is 0.05. The probability that a randomly selected student is a member of the school's debate team is 0.08. The probability that a randomly selected student is a member of both the chess team and the debate team is 0.02.

(a) The probability that a randomly selected student is a member of the chess team is 0.05.

(b) The probability that a randomly selected student is a member of the debate team is 0.08.

(3) The probability that a randomly selected student is a member of the chess team is 0.05. The probability that a randomly selected student is a member of the school's debate team is 0.08. The probability that a randomly selected student is a member of both the chess team and the debate team is 0.02.

(4) The probability that a randomly selected student is a member of the chess team is 0.05. The probability that a randomly selected student is a member of the school's debate team is 0.08. The probability that a randomly selected student is a member of both the chess team and the debate team is 0.02.

(5) The probability that a randomly selected student is a member of the chess team is 0.05. The probability that a randomly selected student is a member of the school's debate team is 0.08. The probability that a randomly selected student is a member of both the chess team and the debate team is 0.02.

(6) The probability that a randomly selected student is a member of the chess team is 0.05. The probability that a randomly selected student is a member of the school's debate team is 0.08. The probability that a randomly selected student is a member of both the chess team and the debate team is 0.02.

(7) The probability that a randomly selected student is a member of the chess team is 0.05. The probability that a randomly selected student is a member of the school's debate team is 0.08. The probability that a randomly selected student is a member of both the chess team and the debate team is 0.02.

**1. Summary of the financial statements**

The financial statements for the year ended 31 March 2012 are set out on pages 10 to 15. The financial statements have been prepared on a going concern basis.

The financial statements have been prepared in accordance with the Companies Act 2006 and the Financial Reporting Standard for General Purpose Financial Statements (FRS 102) issued by the Financial Reporting Council.

The financial statements are prepared on a going concern basis. The directors have a reasonable expectation that the company will continue to operate for the foreseeable future and will be able to pay its liabilities as they fall due.

The financial statements are prepared on a going concern basis. The directors have a reasonable expectation that the company will continue to operate for the foreseeable future and will be able to pay its liabilities as they fall due.

The financial statements are prepared on a going concern basis. The directors have a reasonable expectation that the company will continue to operate for the foreseeable future and will be able to pay its liabilities as they fall due.

	2011	2010	2009	2008
Revenue	1,234,567	1,123,456	1,012,345	901,234
Cost of sales	(789,012)	(876,543)	(965,432)	(1,054,321)
Operating profit	445,555	246,913	47,913	(153,087)
Finance income	12,345	23,456	34,567	45,678
Finance costs	(5,678)	(6,789)	(7,890)	(8,901)
Profit before tax	452,222	263,580	74,580	(116,309)
Income tax expense	(100,000)	(120,000)	(140,000)	(160,000)
Profit after tax	352,222	143,580	(65,420)	(276,309)
Dividends paid	(200,000)	(150,000)	(100,000)	(50,000)
Retained profit	152,222	(6,420)	(165,420)	(326,309)
Other reserves	100,000	100,000	100,000	100,000
Total reserves	252,222	93,580	(65,420)	(226,309)
Share capital	1,000,000	1,000,000	1,000,000	1,000,000
Total equity	1,252,222	1,093,580	934,580	773,691
Current assets	1,200,000	1,100,000	1,000,000	900,000
Current liabilities	(100,000)	(100,000)	(100,000)	(100,000)
Net current assets	1,100,000	1,000,000	900,000	800,000
Non-current assets	150,000	93,580	34,580	(276,309)
Total assets	1,250,000	1,093,580	934,580	523,691

The financial statements are prepared on a going concern basis. The directors have a reasonable expectation that the company will continue to operate for the foreseeable future and will be able to pay its liabilities as they fall due.

HEREIN IS UNCLASSIFIED DATE 05-11-2010 BY 60322 UCBAW/STP

1. Name of the person or organization: [Redacted]

2. Address: [Redacted]

3. City: [Redacted]

4. State: [Redacted]

5. Zip: [Redacted]

6. Date of birth: [Redacted]

7. Sex: [Redacted]

8. Race: [Redacted]

9. Religion: [Redacted]

10. Education: [Redacted]

11. Occupation: [Redacted]

12. Marital status: [Redacted]

13. Number of children: [Redacted]

14. Name of children: [Redacted]

15. Name of parents: [Redacted]

16. Name of grandparents: [Redacted]

17. Name of siblings: [Redacted]

18. Name of friends: [Redacted]

19. Name of associates: [Redacted]

20. Name of contacts: [Redacted]

21. Name of correspondents: [Redacted]

22. Name of correspondents: [Redacted]

23. Name of correspondents: [Redacted]

24. Name of correspondents: [Redacted]

25. Name of correspondents: [Redacted]

26. Name of correspondents: [Redacted]

27. Name of correspondents: [Redacted]

28. Name of correspondents: [Redacted]

29. Name of correspondents: [Redacted]

30. Name of correspondents: [Redacted]

31. Name of correspondents: [Redacted]

32. Name of correspondents: [Redacted]

33. Name of correspondents: [Redacted]

34. Name of correspondents: [Redacted]

35. Name of correspondents: [Redacted]

36. Name of correspondents: [Redacted]

37. Name of correspondents: [Redacted]

38. Name of correspondents: [Redacted]

39. Name of correspondents: [Redacted]

40. Name of correspondents: [Redacted]

## BILDERGEBENISBEREICH

<b>Name:</b>		<b>Matr.Nr.:</b>	
<b>Gruppen-Nr.:</b>		<b>Gruppen-Nr.:</b>	

Die folgenden Bilder sind als Beispiele für die Darstellung von ...

- a) ...
- b) ...
- c) ...

Die folgenden Bilder sind als Beispiele für die Darstellung von ...

Bild	Beschreibung	Beschreibung	Beschreibung	Beschreibung

Die folgenden Bilder sind als Beispiele für die Darstellung von ...

Die folgenden Bilder sind als Beispiele für die Darstellung von ...

<b>Name:</b>		<b>Matr.Nr.:</b>	
<b>Gruppen-Nr.:</b>		<b>Gruppen-Nr.:</b>	

Unit	Topic	Standards	Assessments
1	Number Systems	1.NS.A, 1.NS.B, 1.NS.C, 1.NS.D, 1.NS.E, 1.NS.F, 1.NS.G, 1.NS.H, 1.NS.I, 1.NS.J, 1.NS.K, 1.NS.L, 1.NS.M, 1.NS.N, 1.NS.O, 1.NS.P, 1.NS.Q, 1.NS.R, 1.NS.S, 1.NS.T, 1.NS.U, 1.NS.V, 1.NS.W, 1.NS.X, 1.NS.Y, 1.NS.Z	Unit Test, End of Course Test
2	Operations and Algebraic Thinking	1.OA.A, 1.OA.B, 1.OA.C, 1.OA.D, 1.OA.E, 1.OA.F, 1.OA.G, 1.OA.H, 1.OA.I, 1.OA.J, 1.OA.K, 1.OA.L, 1.OA.M, 1.OA.N, 1.OA.O, 1.OA.P, 1.OA.Q, 1.OA.R, 1.OA.S, 1.OA.T, 1.OA.U, 1.OA.V, 1.OA.W, 1.OA.X, 1.OA.Y, 1.OA.Z	Unit Test, End of Course Test
3	Geometry and Measurement	1.G.A, 1.G.B, 1.G.C, 1.G.D, 1.G.E, 1.G.F, 1.G.G, 1.G.H, 1.G.I, 1.G.J, 1.G.K, 1.G.L, 1.G.M, 1.G.N, 1.G.O, 1.G.P, 1.G.Q, 1.G.R, 1.G.S, 1.G.T, 1.G.U, 1.G.V, 1.G.W, 1.G.X, 1.G.Y, 1.G.Z, 1.M.A, 1.M.B, 1.M.C, 1.M.D, 1.M.E, 1.M.F, 1.M.G, 1.M.H, 1.M.I, 1.M.J, 1.M.K, 1.M.L, 1.M.M, 1.M.N, 1.M.O, 1.M.P, 1.M.Q, 1.M.R, 1.M.S, 1.M.T, 1.M.U, 1.M.V, 1.M.W, 1.M.X, 1.M.Y, 1.M.Z	Unit Test, End of Course Test
4	Data Analysis and Probability	1.D.A, 1.D.B, 1.D.C, 1.D.D, 1.D.E, 1.D.F, 1.D.G, 1.D.H, 1.D.I, 1.D.J, 1.D.K, 1.D.L, 1.D.M, 1.D.N, 1.D.O, 1.D.P, 1.D.Q, 1.D.R, 1.D.S, 1.D.T, 1.D.U, 1.D.V, 1.D.W, 1.D.X, 1.D.Y, 1.D.Z, 1.P.A, 1.P.B, 1.P.C, 1.P.D, 1.P.E, 1.P.F, 1.P.G, 1.P.H, 1.P.I, 1.P.J, 1.P.K, 1.P.L, 1.P.M, 1.P.N, 1.P.O, 1.P.P, 1.P.Q, 1.P.R, 1.P.S, 1.P.T, 1.P.U, 1.P.V, 1.P.W, 1.P.X, 1.P.Y, 1.P.Z	Unit Test, End of Course Test

1. The student will be able to identify and describe the properties of numbers and operations.

2. The student will be able to identify and describe the properties of operations and algebraic thinking.

3. The student will be able to identify and describe the properties of geometry and measurement.

**1. The student will be able to**

**1.1. Identify and describe the properties of numbers and operations.**

- 1.1.1. The student will be able to identify and describe the properties of numbers and operations.
- 1.1.2. The student will be able to identify and describe the properties of numbers and operations.

Standard	1	2	3	4	5	6
1.1.1	1	1	1	1	1	1
1.1.2	1	1	1	1	1	1

4. The student will be able to identify and describe the properties of data analysis and probability.

5. The student will be able to identify and describe the properties of data analysis and probability.

6. The student will be able to identify and describe the properties of data analysis and probability.

7. The student will be able to identify and describe the properties of data analysis and probability.

8. The student will be able to identify and describe the properties of data analysis and probability.

**Vertical Scale Investment & Investment Income Taxation**

11-11

Year	2011	2012	2013	2014	2015	2016
Rate	15%	15%	15%	15%	15%	15%
Rate	20%	20%	20%	20%	20%	20%

Vertical Scale Investment & Investment Income Taxation

11-11. The following table shows the tax rates for capital gains and dividends for individuals and trusts. The rates for capital gains and dividends are 15% for taxpayers in the 15% and 25% tax brackets and 20% for taxpayers in the 28% and 33% tax brackets. The rates for dividends are 15% for taxpayers in the 15% and 25% tax brackets and 20% for taxpayers in the 28% and 33% tax brackets. The rates for capital gains and dividends are 15% for taxpayers in the 15% and 25% tax brackets and 20% for taxpayers in the 28% and 33% tax brackets.

11-11. The following table shows the tax rates for capital gains and dividends for individuals and trusts.

11-11. The following table shows the tax rates for capital gains and dividends for individuals and trusts.

Year	2011	2012	2013	2014	2015	2016
Rate	15%	15%	15%	15%	15%	15%
Rate	20%	20%	20%	20%	20%	20%

11-11. The following table shows the tax rates for capital gains and dividends for individuals and trusts.

11-11. The following table shows the tax rates for capital gains and dividends for individuals and trusts.

11-11. The following table shows the tax rates for capital gains and dividends for individuals and trusts.

11-11. The following table shows the tax rates for capital gains and dividends for individuals and trusts.

**QUESTION 20**

The following information relates to the company's operations for the year ended 31st December 2016. The company has a policy of providing a bonus to its employees based on the company's performance. The bonus is calculated as a percentage of the company's profit before tax and is paid in January of the following year. The bonus is paid to all employees who have been employed for at least 12 months at the end of the year. The bonus is also subject to a maximum limit of £10,000 per employee. The company's profit before tax is £500,000 and its profit after tax is £300,000.

20. Calculate the bonus payable to employees for the year ended 31st December 2016.

**ANSWER:** £150,000

100%

Particulars	Debit	Credit
Profit before tax		500,000
Profit after tax	300,000	

21. Calculate the bonus payable to employees for the year ended 31st December 2016.

**ANSWER:** £150,000

22. Calculate the bonus payable to employees for the year ended 31st December 2016.

**ANSWER:** £150,000

100%

Particulars	Debit	Credit
Profit before tax		500,000
Profit after tax	300,000	
Bonus payable		150,000
Profit after tax and bonus		150,000

23. Calculate the bonus payable to employees for the year ended 31st December 2016.

**ANSWER:** £150,000

24. Calculate the bonus payable to employees for the year ended 31st December 2016.

**ANSWER:** £150,000



Financial Statement for the year ended 31st March 2013

(in £)

Financial Statement	2012	2011	2010	2009	2008	2007
---------------------	------	------	------	------	------	------

Income Statement

Revenue	100	95	90	85	80	75
Cost of sales	(40)	(38)	(36)	(34)	(32)	(30)
Gross profit	60	57	54	51	48	45
Operating expenses	(20)	(19)	(18)	(17)	(16)	(15)
Operating profit	40	38	36	34	32	30
Finance income	5	4	3	2	1	1
Finance expense	(2)	(2)	(2)	(2)	(2)	(2)
Profit before tax	43	40	37	34	31	29
Income tax	(10)	(9)	(8)	(7)	(6)	(5)
Profit after tax	33	31	29	27	25	24

Balance Sheet

Fixed assets	150	145	140	135	130	125
Current assets	100	95	90	85	80	75
Current liabilities	(20)	(19)	(18)	(17)	(16)	(15)
Net assets	130	126	122	117	114	110

Cash Flow

Operating activities	30	28	26	24	22	20
Investing activities	(10)	(9)	(8)	(7)	(6)	(5)
Financing activities	(5)	(4)	(3)	(2)	(1)	(1)
Net change	15	15	15	15	15	14
Balance	115	100	85	70	55	41

Notes to the financial statements are available on page 100 of the Annual Report.

(a) Revenue includes sales of goods and services.

Cost of sales includes the cost of goods sold.

Operating expenses include salaries, rent, and depreciation.

(b) Finance income includes interest on loans and investments.

(c) Finance expense includes interest on borrowings.

(d) Income tax is based on the profit before tax.

Financial Statement	2012	2011	2010	2009	2008	2007
Revenue	100	95	90	85	80	75
Cost of sales	(40)	(38)	(36)	(34)	(32)	(30)
Gross profit	60	57	54	51	48	45
Operating expenses	(20)	(19)	(18)	(17)	(16)	(15)
Operating profit	40	38	36	34	32	30
Finance income	5	4	3	2	1	1
Finance expense	(2)	(2)	(2)	(2)	(2)	(2)
Profit before tax	43	40	37	34	31	29
Income tax	(10)	(9)	(8)	(7)	(6)	(5)
Profit after tax	33	31	29	27	25	24

## 2011-12 Budget Summary

Category	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07
Total	100	100	100	100	100	100
Operating	85	85	85	85	85	85
Capital	15	15	15	15	15	15
Reserve	0	0	0	0	0	0
Other	0	0	0	0	0	0
Total	100	100	100	100	100	100

The following table provides a breakdown of the 2011-12 budget summary.

### 2011-12 Budget Summary by Department

The following table provides a breakdown of the 2011-12 budget summary by department.

- 1. Department of Public Works
- 2. Department of Public Safety
- 3. Department of Public Health
- 4. Department of Public Works
- 5. Department of Public Safety
- 6. Department of Public Health

The following table provides a breakdown of the 2011-12 budget summary by department.

### 2011-12 Budget Summary by Fund

Fund	Description	Amount
1	General Fund	100
2	Capital Fund	15
3	Reserve Fund	0
4	Other Fund	0
Total		100

The following table provides a breakdown of the 2011-12 budget summary by fund.

**Table 1: Summary of financial data for the first 100 days**

Category	2011-12	2010-11	2009-10	2008-09	Notes
1. Total Revenue	100	100	100	100	Revenue from various sources, including grants and donations.
2. Total Expenditure	100	100	100	100	Expenditure on various activities, including salaries and materials.
3. Net Income	0	0	0	0	Net income is zero for all years shown.
4. Total Assets	100	100	100	100	Total assets include cash, investments, and other resources.
5. Total Liabilities	100	100	100	100	Total liabilities include loans, grants, and other obligations.
6. Total Equity	0	0	0	0	Total equity is zero for all years shown.

**Table 2: Summary of financial data for the first 100 days (continued)**

Category	2011-12	2010-11	2009-10	2008-09	Notes
7. Total Revenue	100	100	100	100	Revenue from various sources, including grants and donations.
8. Total Expenditure	100	100	100	100	Expenditure on various activities, including salaries and materials.
9. Net Income	0	0	0	0	Net income is zero for all years shown.
10. Total Assets	100	100	100	100	Total assets include cash, investments, and other resources.
11. Total Liabilities	100	100	100	100	Total liabilities include loans, grants, and other obligations.
12. Total Equity	0	0	0	0	Total equity is zero for all years shown.

Year	Revenue	Expenses	Net Income	Notes
2017	100	100	0	Revenue from operations
2018	100	100	0	Revenue from operations
2019	100	100	0	Revenue from operations
2020	100	100	0	Revenue from operations
2021	100	100	0	Revenue from operations
2022	100	100	0	Revenue from operations
2023	100	100	0	Revenue from operations
2024	100	100	0	Revenue from operations
2025	100	100	0	Revenue from operations
2026	100	100	0	Revenue from operations
2027	100	100	0	Revenue from operations
2028	100	100	0	Revenue from operations
2029	100	100	0	Revenue from operations
2030	100	100	0	Revenue from operations

Year	Revenue	Expenses	Net Income	Notes
2017	100	100	0	Revenue from operations
2018	100	100	0	Revenue from operations
2019	100	100	0	Revenue from operations
2020	100	100	0	Revenue from operations
2021	100	100	0	Revenue from operations
2022	100	100	0	Revenue from operations
2023	100	100	0	Revenue from operations
2024	100	100	0	Revenue from operations
2025	100	100	0	Revenue from operations
2026	100	100	0	Revenue from operations
2027	100	100	0	Revenue from operations
2028	100	100	0	Revenue from operations
2029	100	100	0	Revenue from operations
2030	100	100	0	Revenue from operations

Year	Month	Actual
2017	Jan	100
2018	Jan	100
2018	Feb	100
2018	Mar	100

1. The following table shows the actual and budgeted figures for the first three months of the year 2018. The budgeted figures are based on the budget for the year 2018.

The following information is available for the first three months of the year 2018:

- The actual figures for the first three months of the year 2018 are as follows:
- The budgeted figures for the first three months of the year 2018 are as follows:

2. The following table shows the actual and budgeted figures for the first three months of the year 2018.

3. The following table shows the actual and budgeted figures for the first three months of the year 2018.

4. The following table shows the actual and budgeted figures for the first three months of the year 2018.

5. The following table shows the actual and budgeted figures for the first three months of the year 2018.

6. The following table shows the actual and budgeted figures for the first three months of the year 2018.

7. The following table shows the actual and budgeted figures for the first three months of the year 2018.

8. The following table shows the actual and budgeted figures for the first three months of the year 2018.

9. The following table shows the actual and budgeted figures for the first three months of the year 2018.

## 2012-13 Budgetary Summary

The 2012-13 budget is based on the current level of operations and the following:

- (i) The proposed 2012-13 budget is based on the current level of operations and the following:
- (ii) The proposed 2012-13 budget is based on the current level of operations and the following:

The following table shows the proposed 2012-13 budgetary summary:

	2012-13				
	2011-12	2012-13	2012-13	2012-13	2012-13
<b>Revenue</b>					
General	100	100	100	100	100
Grants	100	100	100	100	100
Other	100	100	100	100	100
<b>Total</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>200</b>
<b>Expenditure</b>					
General	100	100	100	100	100
Grants	100	100	100	100	100
Other	100	100	100	100	100
<b>Total</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>200</b>

The following table shows the proposed 2012-13 budgetary summary:

The following table shows the proposed 2012-13 budgetary summary:

**11. Budgetary Control and a Control by Job Costing**

	Budget					Actual
Standard cost	40	80	120	160	200	240
Material	10	20	30	40	50	60
Labour	30	60	90	120	150	180
Overhead	0	0	0	0	0	0
Total	40	80	120	160	200	240

Explain the following terms in relation to Job Costing:

(a) Standard cost system  
 (b) Budgetary control system

**12. Budgetary Control and a Control by Job Costing**

	Budget					Actual
Standard cost	40	80	120	160	200	240
Material	10	20	30	40	50	60
Labour	30	60	90	120	150	180
Overhead	0	0	0	0	0	0
Total	40	80	120	160	200	240

Explain the following terms in relation to Job Costing:

- (a) Budgetary control system
- (b) Job Costing system
- (c) Standard cost system
- (d) Material control system
- (e) Labour control system
- (f) Overhead control system

1. The Board of Directors has approved the 2012-2013 budget and has authorized the Board of Directors to execute the budget and to report to the Board of Directors on the progress of the budget.

2. The Board of Directors has approved the 2012-2013 budget and has authorized the Board of Directors to execute the budget and to report to the Board of Directors on the progress of the budget.

3. The Board of Directors has approved the 2012-2013 budget and has authorized the Board of Directors to execute the budget and to report to the Board of Directors on the progress of the budget.

4. The Board of Directors has approved the 2012-2013 budget and has authorized the Board of Directors to execute the budget and to report to the Board of Directors on the progress of the budget.

5. The Board of Directors has approved the 2012-2013 budget and has authorized the Board of Directors to execute the budget and to report to the Board of Directors on the progress of the budget.

6. The Board of Directors has approved the 2012-2013 budget and has authorized the Board of Directors to execute the budget and to report to the Board of Directors on the progress of the budget.

7. The Board of Directors has approved the 2012-2013 budget and has authorized the Board of Directors to execute the budget and to report to the Board of Directors on the progress of the budget.

Account	2012	2011	2010	2009	2008
General Fund	100	100	100	100	100
Capital Projects	10	10	10	10	10
Reserve	10	10	10	10	10
Other	10	10	10	10	10
Total	120	120	120	120	120

8. The Board of Directors has approved the 2012-2013 budget and has authorized the Board of Directors to execute the budget and to report to the Board of Directors on the progress of the budget.

9. The Board of Directors has approved the 2012-2013 budget and has authorized the Board of Directors to execute the budget and to report to the Board of Directors on the progress of the budget.

Financial Performance Indicators (FPIs)

FPI	2017	2018	2019	2020	2021	2022
Revenue	100	100	100	100	100	100
Operating Profit	100	100	100	100	100	100
Net Profit	100	100	100	100	100	100
Dividend	100	100	100	100	100	100
Operating Profit Margin	100	100	100	100	100	100
Net Profit Margin	100	100	100	100	100	100
Dividend Yield	100	100	100	100	100	100
Operating Profit per Share	100	100	100	100	100	100
Net Profit per Share	100	100	100	100	100	100
Dividend per Share	100	100	100	100	100	100
Operating Profit Growth	100	100	100	100	100	100
Net Profit Growth	100	100	100	100	100	100
Dividend Growth	100	100	100	100	100	100
Operating Profit Margin Growth	100	100	100	100	100	100
Net Profit Margin Growth	100	100	100	100	100	100
Dividend Yield Growth	100	100	100	100	100	100
Operating Profit per Share Growth	100	100	100	100	100	100
Net Profit per Share Growth	100	100	100	100	100	100
Dividend per Share Growth	100	100	100	100	100	100

Key Performance Indicators (KPIs)

- 1. Revenue Growth
- 2. Operating Profit Margin
- 3. Net Profit Margin
- 4. Dividend Yield
- 5. Operating Profit per Share
- 6. Net Profit per Share
- 7. Dividend per Share
- 8. Operating Profit Growth
- 9. Net Profit Growth
- 10. Dividend Growth

Financial Performance Indicators (FPIs) - Summary

Summary of FPIs for 2017-2022

## 2012-2013 Budget Summary

Category	2012-13	2011-12	2010-11	2009-10	2008-09
Operating Expenses	1,200,000	1,150,000	1,100,000	1,050,000	1,000,000
Capital Expenses	500,000	450,000	400,000	350,000	300,000
Debt Service	300,000	280,000	260,000	240,000	220,000
Reserve Fund	150,000	140,000	130,000	120,000	110,000
Other	100,000	90,000	80,000	70,000	60,000
<b>Total</b>	<b>2,150,000</b>	<b>2,070,000</b>	<b>1,970,000</b>	<b>1,880,000</b>	<b>1,790,000</b>

The following table provides a summary of the budget for the fiscal year 2012-2013. The budget is based on the most current information available and is subject to change. The budget is presented in the following table:

Category	2012-13	2011-12	2010-11	2009-10	2008-09
Operating Expenses	1,200,000	1,150,000	1,100,000	1,050,000	1,000,000
Capital Expenses	500,000	450,000	400,000	350,000	300,000
Debt Service	300,000	280,000	260,000	240,000	220,000
Reserve Fund	150,000	140,000	130,000	120,000	110,000
Other	100,000	90,000	80,000	70,000	60,000
<b>Total</b>	<b>2,150,000</b>	<b>2,070,000</b>	<b>1,970,000</b>	<b>1,880,000</b>	<b>1,790,000</b>

## ALL INFORMATION CONTAINED

Category	Item	Value	Value	Value	Value
Income	Wages	100			
	Dividends	20			
Deductions	Charitable	10			
	State taxes	10			
Taxable Income	Wages	100	100	100	100
	Dividends	20	20	20	20
Exemptions	Wages	100	100	100	100
	Dividends	20	20	20	20
Total	Wages	100	100	100	100
	Dividends	20	20	20	20

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## Examination of MGT in the North Central United States

**Unit 1: The Real Number System**

**1.1. Rational numbers and the real number system**

- 1.1.1. Understand the rational numbers as a subset of the real number system. Understand that every real number has a decimal expansion, and vice versa, that every decimal expansion represents a real number. Understand that the set of rational numbers is closed under addition, subtraction, multiplication, and division (by nonzero real numbers).
- 1.1.2. Understand that every real number has a decimal expansion, and vice versa, that every decimal expansion represents a real number. Understand that the set of rational numbers is closed under addition, subtraction, multiplication, and division (by nonzero real numbers).

**1.2. Approximate numbers by real numbers**

**1.2.1. Approximate numbers**

- 1.2.1.1. Understand that every real number has a decimal expansion, and vice versa, that every decimal expansion represents a real number. Understand that the set of rational numbers is closed under addition, subtraction, multiplication, and division (by nonzero real numbers).
- 1.2.1.2. Understand that every real number has a decimal expansion, and vice versa, that every decimal expansion represents a real number. Understand that the set of rational numbers is closed under addition, subtraction, multiplication, and division (by nonzero real numbers).
- 1.2.1.3. Understand that every real number has a decimal expansion, and vice versa, that every decimal expansion represents a real number. Understand that the set of rational numbers is closed under addition, subtraction, multiplication, and division (by nonzero real numbers).
- 1.2.1.4. Understand that every real number has a decimal expansion, and vice versa, that every decimal expansion represents a real number. Understand that the set of rational numbers is closed under addition, subtraction, multiplication, and division (by nonzero real numbers).
- 1.2.1.5. Understand that every real number has a decimal expansion, and vice versa, that every decimal expansion represents a real number. Understand that the set of rational numbers is closed under addition, subtraction, multiplication, and division (by nonzero real numbers).
- 1.2.1.6. Understand that every real number has a decimal expansion, and vice versa, that every decimal expansion represents a real number. Understand that the set of rational numbers is closed under addition, subtraction, multiplication, and division (by nonzero real numbers).



Figure 1.2.1.1: Real numbers and their subsets

11. The area of a square is 144. What is the length of one side of the square?

12. The area of a rectangle is 120. The length of the rectangle is 10. What is the width of the rectangle?

13.

14. The area of a square is 144. What is the length of one side of the square?

(A) 12

(B) 10

(C) 8

(D) 6

Question 15

15. The area of a square is 144. What is the length of one side of the square?

16. The area of a square is 144. What is the length of one side of the square?

## 2014 Financial Summary

The following table shows the 2014 financial summary for the Department of Education. All figures are in millions of dollars.

Category	2014	2013	2012	2011	2010
Operating Expenses	1,200	1,150	1,100	1,050	1,000
Capital Expenses	150	140	130	120	110
Operating Income	100	110	120	130	140
Net Income	80	90	100	110	120
Operating Ratio	0.83	0.84	0.85	0.86	0.87

\* All figures are in millions of dollars.

The following table shows the 2014 financial summary for the Department of Education. All figures are in millions of dollars.

Category	2014	2013	2012	2011	2010
Operating Expenses	1,200	1,150	1,100	1,050	1,000
Capital Expenses	150	140	130	120	110
Operating Income	100	110	120	130	140
Net Income	80	90	100	110	120
Operating Ratio	0.83	0.84	0.85	0.86	0.87

### Notes to Financial Statements

1. The Department of Education is a government entity and is not subject to the requirements of the Securities Exchange Act of 1934. Therefore, the Department is not required to file financial statements with the SEC.
2. The Department of Education is a government entity and is not subject to the requirements of the Securities Exchange Act of 1934. Therefore, the Department is not required to file financial statements with the SEC.

## 2014-2015 Financial Statements

The following financial statements are prepared in accordance with the accounting principles generally accepted in the United States of America.

- (1) The financial statements are prepared on a cash basis.
- (2) The financial statements are prepared on a modified cash basis.
- (3) The financial statements are prepared on an accrual basis.
- (4) The financial statements are prepared on a modified accrual basis.
- (5) The financial statements are prepared on a full accrual basis.

The following financial statements are prepared in accordance with the accounting principles generally accepted in the United States of America.

The following financial statements are prepared in accordance with the accounting principles generally accepted in the United States of America. The financial statements are prepared on a modified cash basis. The financial statements are prepared on a modified cash basis. The financial statements are prepared on a modified cash basis.

The following financial statements are prepared in accordance with the accounting principles generally accepted in the United States of America. The financial statements are prepared on a modified cash basis. The financial statements are prepared on a modified cash basis. The financial statements are prepared on a modified cash basis.

The following financial statements are prepared in accordance with the accounting principles generally accepted in the United States of America. The financial statements are prepared on a modified cash basis. The financial statements are prepared on a modified cash basis. The financial statements are prepared on a modified cash basis.

Account	2014	2013	2012	2011	2010
Assets	100	100	100	100	100
Liabilities	100	100	100	100	100
Net Assets	100	100	100	100	100

The following financial statements are prepared in accordance with the accounting principles generally accepted in the United States of America. The financial statements are prepared on a modified cash basis. The financial statements are prepared on a modified cash basis. The financial statements are prepared on a modified cash basis.

Account	2014	2013	2012	2011	2010
Assets	100	100	100	100	100
Liabilities	100	100	100	100	100
Net Assets	100	100	100	100	100

## 2012-2013 Financial Summary

Category	2012	2013	2014	2015	2016	2017
Revenue	100	100	100	100	100	100
Expenses	80	80	80	80	80	80
Net Income	20	20	20	20	20	20

### Financial Summary for 2012-2013

The following table provides a detailed breakdown of the financial data for the period 2012-2013. It includes revenue, expenses, and net income for each year from 2012 to 2017. The data shows a consistent trend of revenue and expenses, with a net income of 20 units per year.

**Notes:** All figures are in US Dollars. The data is based on the latest available information and is subject to change. For more details, please refer to the full financial report.

### Financial Summary for 2014-2015

Year	Revenue	Expenses	Net Income
2014	100	80	20
2015	100	80	20

The following table provides a detailed breakdown of the financial data for the period 2014-2015. It includes revenue, expenses, and net income for each year from 2014 to 2015. The data shows a consistent trend of revenue and expenses, with a net income of 20 units per year.

- 1. Revenue for 2014 is 100 units, and for 2015 is 100 units.
- 2. Expenses for 2014 are 80 units, and for 2015 are 80 units.
- 3. Net income for 2014 is 20 units, and for 2015 is 20 units.

## QUESTION 10

10. Which of the following is NOT a characteristic of a good leader? (10 marks)

- A. A good leader is someone who is able to inspire and motivate others to achieve their best.
- B. A good leader is someone who is able to listen to the needs and concerns of others.
- C. A good leader is someone who is able to make decisions quickly and decisively.
- D. A good leader is someone who is able to delegate tasks to others.

### QUESTION 11

11. Which of the following is NOT a characteristic of a good leader? (10 marks)

- A. A good leader is someone who is able to inspire and motivate others to achieve their best.
- B. A good leader is someone who is able to listen to the needs and concerns of others.
- C. A good leader is someone who is able to make decisions quickly and decisively.
- D. A good leader is someone who is able to delegate tasks to others.

12. Which of the following is NOT a characteristic of a good leader? (10 marks)

- A. A good leader is someone who is able to inspire and motivate others to achieve their best.
- B. A good leader is someone who is able to listen to the needs and concerns of others.
- C. A good leader is someone who is able to make decisions quickly and decisively.
- D. A good leader is someone who is able to delegate tasks to others.

### QUESTION 13

13. Which of the following is NOT a characteristic of a good leader? (10 marks)

- A. A good leader is someone who is able to inspire and motivate others to achieve their best.
- B. A good leader is someone who is able to listen to the needs and concerns of others.
- C. A good leader is someone who is able to make decisions quickly and decisively.
- D. A good leader is someone who is able to delegate tasks to others.

1. [Blank] is the number of integers from 1 to 100 that are multiples of 5. How many integers from 1 to 100 are multiples of 5 but not multiples of 10? (A) 10 (B) 20 (C) 30 (D) 40 (E) 50

2. [Blank] is the sum of the reciprocals of the integers from 1 to 10. What is the reciprocal of this sum?

3. [Blank] is the sum of the integers from 1 to 100.

- (A) 5050
- (B) 5000
- (C) 500
- (D) 50
- (E) 5

4. The sum of the reciprocals of the integers from 1 to 10 is  $\frac{7381}{2520}$ . What is the reciprocal of this sum?

5. The sum of the reciprocals of the integers from 1 to 10 is  $\frac{7381}{2520}$ . What is the reciprocal of this sum?

6. The sum of the reciprocals of the integers from 1 to 10 is  $\frac{7381}{2520}$ . What is the reciprocal of this sum?

7. The sum of the reciprocals of the integers from 1 to 10 is  $\frac{7381}{2520}$ . What is the reciprocal of this sum?

8. The sum of the reciprocals of the integers from 1 to 10 is  $\frac{7381}{2520}$ . What is the reciprocal of this sum?

## BANK STATEMENTS

DATE	DESCRIPTION	DEBIT	CREDIT	BALANCE
1/1/20	Opening Balance			1000.00
1/15/20	Deposit		500.00	1500.00
1/20/20	Withdrawal	200.00		1300.00
1/25/20	Deposit		300.00	1600.00
2/1/20	Withdrawal	100.00		1500.00
2/10/20	Deposit		400.00	1900.00
2/15/20	Withdrawal	300.00		1600.00
2/20/20	Deposit		200.00	1800.00
2/25/20	Withdrawal	150.00		1650.00
3/1/20	Deposit		100.00	1750.00
3/10/20	Withdrawal	250.00		1500.00
3/15/20	Deposit		350.00	1850.00
3/20/20	Withdrawal	180.00		1670.00
3/25/20	Deposit		250.00	1920.00
3/31/20	Closing Balance			1920.00

## 11. **Business plan and financial statements**

The business plan and financial statements are the key documents for the business and should be prepared and updated regularly.

- (a) The business plan should be prepared and updated regularly.
- (b) The financial statements should be prepared and updated regularly.

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Abstract

1. The first part of the article discusses the relationship between the concept of a *group* and the concept of a *team*. It argues that a group is a collection of individuals who are working together towards a common goal, while a team is a group of individuals who are working together towards a common goal and who are also interdependent in their roles.

2. The second part of the article discusses the relationship between the concept of a *group* and the concept of a *community*. It argues that a group is a collection of individuals who are working together towards a common goal, while a community is a collection of individuals who are living together in a common environment and who share a common culture.

3. The third part of the article discusses the relationship between the concept of a *group* and the concept of a *team*. It argues that a group is a collection of individuals who are working together towards a common goal, while a team is a group of individuals who are working together towards a common goal and who are also interdependent in their roles.

1. Introduction: The concept of a group

The concept of a group is a central concept in social psychology. It refers to a collection of individuals who are working together towards a common goal. Groups can be as small as a family or as large as a nation.

There are many different types of groups. Some are formal groups, such as a company or a government agency. Others are informal groups, such as a family or a neighborhood.

Groups can have different structures. Some are hierarchical, with one person at the top and others below. Others are flat, with all members having an equal say.

Groups can have different goals. Some are task-oriented, with a specific goal in mind. Others are social-oriented, with a goal of providing support and companionship.

Groups can have different norms. Some are strict, with clear rules and expectations. Others are loose, with few rules and a more relaxed atmosphere.

... [illegible text]

1.1. [illegible text]

1.2. [illegible text]

1.3. [illegible text]

1.4. [illegible text]

1.5. [illegible text]

1.6. [illegible text]

1.7. [illegible text]

1. The following are the titles of the books in the series. The titles of the books are listed in the order in which they should be read. The titles of the books are listed in the order in which they should be read. The titles of the books are listed in the order in which they should be read.

2. The following are the titles of the books in the series. The titles of the books are listed in the order in which they should be read. The titles of the books are listed in the order in which they should be read. The titles of the books are listed in the order in which they should be read.

3. The following are the titles of the books in the series. The titles of the books are listed in the order in which they should be read. The titles of the books are listed in the order in which they should be read. The titles of the books are listed in the order in which they should be read.

4. The following are the titles of the books in the series. The titles of the books are listed in the order in which they should be read. The titles of the books are listed in the order in which they should be read. The titles of the books are listed in the order in which they should be read.

5. The following are the titles of the books in the series. The titles of the books are listed in the order in which they should be read. The titles of the books are listed in the order in which they should be read. The titles of the books are listed in the order in which they should be read.

6. The following are the titles of the books in the series. The titles of the books are listed in the order in which they should be read. The titles of the books are listed in the order in which they should be read. The titles of the books are listed in the order in which they should be read.

7. The following are the titles of the books in the series. The titles of the books are listed in the order in which they should be read. The titles of the books are listed in the order in which they should be read. The titles of the books are listed in the order in which they should be read.

8. The following are the titles of the books in the series. The titles of the books are listed in the order in which they should be read. The titles of the books are listed in the order in which they should be read. The titles of the books are listed in the order in which they should be read.



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2. The University of Chicago is committed to providing a high-quality education for all students, regardless of their background or financial resources. This commitment is reflected in our policies and procedures, which are designed to ensure that all students have the opportunity to succeed.

3. The University of Chicago is committed to providing a high-quality education for all students, regardless of their background or financial resources. This commitment is reflected in our policies and procedures, which are designed to ensure that all students have the opportunity to succeed.

4. The University of Chicago is committed to providing a high-quality education for all students, regardless of their background or financial resources. This commitment is reflected in our policies and procedures, which are designed to ensure that all students have the opportunity to succeed.

## THE UNIVERSITY OF CHICAGO

5. The University of Chicago is committed to providing a high-quality education for all students, regardless of their background or financial resources. This commitment is reflected in our policies and procedures, which are designed to ensure that all students have the opportunity to succeed.

6. The University of Chicago is committed to providing a high-quality education for all students, regardless of their background or financial resources. This commitment is reflected in our policies and procedures, which are designed to ensure that all students have the opportunity to succeed.

- Financial aid
- Scholarships
- Grants
- Loans
- Stipends
- Fellowships
- Prizes

7. The University of Chicago is committed to providing a high-quality education for all students, regardless of their background or financial resources. This commitment is reflected in our policies and procedures, which are designed to ensure that all students have the opportunity to succeed.

**Self Test**

1. A number is divided by 5 and the quotient is 12. Find the number.
2. A number is divided by 8 and the quotient is 15. Find the number.
3. A number is divided by 10 and the quotient is 20. Find the number.
4. A number is divided by 12 and the quotient is 25. Find the number.
5. A number is divided by 15 and the quotient is 30. Find the number.
6. A number is divided by 20 and the quotient is 40. Find the number.
7. A number is divided by 25 and the quotient is 50. Find the number.
8. A number is divided by 30 and the quotient is 60. Find the number.
9. A number is divided by 40 and the quotient is 80. Find the number.
10. A number is divided by 50 and the quotient is 100. Find the number.
11. A number is divided by 60 and the quotient is 120. Find the number.
12. A number is divided by 80 and the quotient is 160. Find the number.
13. A number is divided by 100 and the quotient is 200. Find the number.
14. A number is divided by 120 and the quotient is 240. Find the number.
15. A number is divided by 150 and the quotient is 300. Find the number.
16. A number is divided by 200 and the quotient is 400. Find the number.
17. A number is divided by 250 and the quotient is 500. Find the number.
18. A number is divided by 300 and the quotient is 600. Find the number.
19. A number is divided by 400 and the quotient is 800. Find the number.
20. A number is divided by 500 and the quotient is 1000. Find the number.

**10th Standard Mathematics - Self Test for 10th**

Chapter	10th Standard	10th Standard	10th Standard	10th Standard
1. Number System	10	10	10	10
2. Algebra	10	10	10	10
3. Geometry	10	10	10	10
4. Mensuration	10	10	10	10
5. Data Handling	10	10	10	10

**MEMORANDUM FOR THE RECORD**  
**DATE: 11/15/2000**

Item No.	Description	11/15/00	11/15/00	11/15/00
1	...	...	...	...
2	...	...	...	...
3	...	...	...	...
4	...	...	...	...

**Item 10 - [Description]**

Category	11/15/00	11/15/00	11/15/00
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...	...	...	...
...	...	...	...
...	...	...	...

**Item 11 - [Description]**

Category	11/15/00	11/15/00	11/15/00
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...	...	...	...
...	...	...	...
...	...	...	...

**Item 12 - [Description]**

Category	11/15/00	11/15/00	11/15/00
...	...	...	...
...	...	...	...
...	...	...	...
...	...	...	...

1. The above information was obtained from the records of the [Agency Name] and is being provided for your information only. It is not intended to be used for any other purpose.

1.2.1 Synthesis of the Active Species



Figure 1.2.1. Synthesis of the active species,  $[M(L)_2(S)]^{2+}$ , in the presence of  $NaOH$  and  $H_2O_2$ .

The active species is a complex molecule with a central metal atom coordinated to several ligands, including a nitrogen-containing ligand and a sulfur-containing ligand.

The active species is a complex molecule with a central metal atom coordinated to several ligands, including a nitrogen-containing ligand and a sulfur-containing ligand.

Reaction	Reagents	Conditions	Yield (%)
1.2.1	$NaOH$ , $H_2O_2$	$25^\circ C$ , $1 atm$	85
1.2.2	$NaOH$ , $H_2O_2$	$25^\circ C$ , $1 atm$	75
1.2.3	$NaOH$ , $H_2O_2$	$25^\circ C$ , $1 atm$	65
1.2.4	$NaOH$ , $H_2O_2$	$25^\circ C$ , $1 atm$	55
1.2.5	$NaOH$ , $H_2O_2$	$25^\circ C$ , $1 atm$	45
1.2.6	$NaOH$ , $H_2O_2$	$25^\circ C$ , $1 atm$	35
1.2.7	$NaOH$ , $H_2O_2$	$25^\circ C$ , $1 atm$	25
1.2.8	$NaOH$ , $H_2O_2$	$25^\circ C$ , $1 atm$	15
1.2.9	$NaOH$ , $H_2O_2$	$25^\circ C$ , $1 atm$	5

**WORLDWIDE TRAVEL AND TOURS**  
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Atlanta	USA	Worldwide Travel	1000 W. 10th St. Suite 100	(405) 241-1111
Baltimore	USA	Worldwide Travel	1000 W. 10th St. Suite 100	(405) 241-1111
Boston	USA	Worldwide Travel	1000 W. 10th St. Suite 100	(405) 241-1111
Chicago	USA	Worldwide Travel	1000 W. 10th St. Suite 100	(405) 241-1111
Dallas	USA	Worldwide Travel	1000 W. 10th St. Suite 100	(405) 241-1111
Denver	USA	Worldwide Travel	1000 W. 10th St. Suite 100	(405) 241-1111
Detroit	USA	Worldwide Travel	1000 W. 10th St. Suite 100	(405) 241-1111
Houston	USA	Worldwide Travel	1000 W. 10th St. Suite 100	(405) 241-1111
Los Angeles	USA	Worldwide Travel	1000 W. 10th St. Suite 100	(405) 241-1111
London	UK	Worldwide Travel	1000 W. 10th St. Suite 100	(405) 241-1111
Madrid	Spain	Worldwide Travel	1000 W. 10th St. Suite 100	(405) 241-1111
Miami	USA	Worldwide Travel	1000 W. 10th St. Suite 100	(405) 241-1111
Minneapolis	USA	Worldwide Travel	1000 W. 10th St. Suite 100	(405) 241-1111
New York	USA	Worldwide Travel	1000 W. 10th St. Suite 100	(405) 241-1111
Phoenix	USA	Worldwide Travel	1000 W. 10th St. Suite 100	(405) 241-1111
Portland	USA	Worldwide Travel	1000 W. 10th St. Suite 100	(405) 241-1111
San Francisco	USA	Worldwide Travel	1000 W. 10th St. Suite 100	(405) 241-1111
Seattle	USA	Worldwide Travel	1000 W. 10th St. Suite 100	(405) 241-1111
Tampa	USA	Worldwide Travel	1000 W. 10th St. Suite 100	(405) 241-1111
Washington DC	USA	Worldwide Travel	1000 W. 10th St. Suite 100	(405) 241-1111
Wichita	USA	Worldwide Travel	1000 W. 10th St. Suite 100	(405) 241-1111

**Worldwide Travel**

1000 W. 10th Street, Suite 100, Oklahoma City, Oklahoma 73106

- Airfare
- Cruise Lines
- Hotel Reservations
- Rental Cars
- Travel Insurance
- Visa Applications
- Ticketing
- Group Travel
- Special Packages
- Travel Packages
- Travel Services



Figure 1: A large, modern building with a mix of materials.

Figure 1: A large, modern building with a mix of materials.

**From Verticality to Horizontal: A New Design**

Figure 2: A large, modern building with a mix of materials. The building is a prime example of a modern architectural style, featuring a mix of glass, concrete, and brick. The building is a prime example of a modern architectural style, featuring a mix of glass, concrete, and brick.

Figure 3: A large, modern building with a mix of materials. The building is a prime example of a modern architectural style, featuring a mix of glass, concrete, and brick. The building is a prime example of a modern architectural style, featuring a mix of glass, concrete, and brick.

Figure 4: A large, modern building with a mix of materials.

- 1. The building is a prime example of a modern architectural style, featuring a mix of glass, concrete, and brick.
- 2. The building is a prime example of a modern architectural style, featuring a mix of glass, concrete, and brick.
- 3. The building is a prime example of a modern architectural style, featuring a mix of glass, concrete, and brick.
- 4. The building is a prime example of a modern architectural style, featuring a mix of glass, concrete, and brick.
- 5. The building is a prime example of a modern architectural style, featuring a mix of glass, concrete, and brick.
- 6. The building is a prime example of a modern architectural style, featuring a mix of glass, concrete, and brick.
- 7. The building is a prime example of a modern architectural style, featuring a mix of glass, concrete, and brick.
- 8. The building is a prime example of a modern architectural style, featuring a mix of glass, concrete, and brick.

Figure 5: A large, modern building with a mix of materials. The building is a prime example of a modern architectural style, featuring a mix of glass, concrete, and brick. The building is a prime example of a modern architectural style, featuring a mix of glass, concrete, and brick.

**2014-2015 Annual Report of the Board of Directors**

**Item 1. Business**

- (a) Description of the business of the registrant and the nature of the products and services.
- (b) Description of the registrant's business segments and the products and services of each segment.
- (c) Description of the registrant's operations in each foreign country.
- (d) Description of the registrant's research and development activities.
- (e) Description of the registrant's capital expenditures and acquisitions.
- (f) Description of the registrant's financial condition and results of operations.
- (g) Description of the registrant's liquidity and capital resources.
- (h) Description of the registrant's market competition.
- (i) Description of the registrant's environmental and safety matters.
- (j) Description of the registrant's human capital resources.
- (k) Description of the registrant's corporate governance and board of directors.
- (l) Description of the registrant's risk factors.
- (m) Description of the registrant's legal proceedings.
- (n) Description of the registrant's relationships with customers, suppliers, and other stakeholders.
- (o) Description of the registrant's social and environmental impact.
- (p) Description of the registrant's diversity and inclusion initiatives.
- (q) Description of the registrant's cybersecurity and data privacy practices.
- (r) Description of the registrant's sustainability and ESG (Environmental, Social, and Governance) initiatives.
- (s) Description of the registrant's intellectual property and patents.
- (t) Description of the registrant's employee benefits and compensation policies.
- (u) Description of the registrant's tax and regulatory compliance.
- (v) Description of the registrant's corporate social responsibility and community engagement.
- (w) Description of the registrant's financial reporting and internal controls.
- (x) Description of the registrant's executive compensation and director remuneration.
- (y) Description of the registrant's shareholder and investor relations.
- (z) Description of the registrant's overall corporate strategy and vision.

**Item 2. Properties**

1. Description of the properties owned or leased by the registrant and the use of each property.

**Item 3. Legal Proceedings**

Case Name	Case No.	Filed	Amount	Settled	Outcome
ABC Corp. v. XYZ Inc.	1234	2014	\$1,000,000	\$500,000	Settled
DEF Ltd. v. GHI Corp.	5678	2015	\$2,000,000	\$1,000,000	Settled
JKL Inc. v. MNO Corp.	9012	2016	\$3,000,000	\$1,500,000	Settled
PQR Ltd. v. STU Corp.	3456	2017	\$4,000,000	\$2,000,000	Settled
VWX Inc. v. YZ Corp.	7890	2018	\$5,000,000	\$2,500,000	Settled

**Item 4. Market for Registrant's Common Equity, Related Stockholder Matters, and Issuer Purchases of Equity Securities**

Period	High	Low	Open	Close	Volume	Market Cap
Q1 2014	100	80	90	95	1,000,000	\$100,000,000
Q2 2014	110	90	100	105	1,200,000	\$110,000,000
Q3 2014	120	100	110	115	1,500,000	\$120,000,000
Q4 2014	130	110	120	125	1,800,000	\$130,000,000
Q1 2015	140	120	130	135	2,000,000	\$140,000,000
Q2 2015	150	130	140	145	2,200,000	\$150,000,000
Q3 2015	160	140	150	155	2,500,000	\$160,000,000
Q4 2015	170	150	160	165	2,800,000	\$170,000,000

**Item 5. General Information about the Registrant**

Category	Value
Number of Shares Outstanding	100,000,000
Number of Shares Held by Officers and Directors	5,000,000
Number of Shares Held by Institutional Investors	45,000,000
Number of Shares Held by Retail Investors	50,000,000
Number of Shares Held by Other	0

# QUESTIONNAIRE SUR L'ÉTAT DE SANTÉ ET LE BÉNÉFICIAIRE

1.1.1. Le bénéficiaire est-il en contact avec un médecin généraliste ?  
Si oui, quel est le nom du médecin ? (Nom, Prénom, Adresse) : \_\_\_\_\_

1.1.2. Le bénéficiaire est-il en contact avec un infirmier ?  
Si oui, quel est le nom de l'infirmier ? (Nom, Prénom, Adresse) : \_\_\_\_\_

- 1.1.3. Le bénéficiaire est-il en contact avec un autre professionnel de santé ?
- ( ) Oui, quel est le nom du professionnel ? (Nom, Prénom, Adresse) : \_\_\_\_\_
  - ( ) Non

1.1.4. Le bénéficiaire est-il en contact avec un service de soins ?  
Si oui, quel est le nom du service ? (Nom, Prénom, Adresse) : \_\_\_\_\_

## 2. Les contacts avec les services de soins

- 2.1. Le bénéficiaire est-il en contact avec un service de soins ? ( ) Oui ( ) Non
- 2.2. Le service de soins est-il un service de soins ? ( ) Oui ( ) Non
- 2.3. Le service de soins est-il un service de soins ? ( ) Oui ( ) Non
- 2.4. Le service de soins est-il un service de soins ? ( ) Oui ( ) Non
- 2.5. Le service de soins est-il un service de soins ? ( ) Oui ( ) Non
- 2.6. Le service de soins est-il un service de soins ? ( ) Oui ( ) Non

2.7. Le bénéficiaire est-il en contact avec un service de soins ?  
Si oui, quel est le nom du service ? (Nom, Prénom, Adresse) : \_\_\_\_\_

2.8. Le bénéficiaire est-il en contact avec un service de soins ?  
Si oui, quel est le nom du service ? (Nom, Prénom, Adresse) : \_\_\_\_\_

2.9. Le bénéficiaire est-il en contact avec un service de soins ?  
Si oui, quel est le nom du service ? (Nom, Prénom, Adresse) : \_\_\_\_\_

1.3.2.2 include information to local staff on the nature of the  
... ..  
... ..  
... ..

1.3.2.3 ... ..  
... ..  
... ..

1.3.2.4 ... ..  
... ..

1.3.2.5 ... ..  
... ..

1.3.2.6 ... ..  
... ..

1.3.2.7 ... ..  
... ..

(Note: Insert in Section 1.3.2.7)

1.4. The ... ..

a. ... ..

b. ... ..

1.4.1 ... ..  
... ..

1.4.2 ... ..  
... ..

1.4.3 ... ..  
... ..

1.4.4 ... ..  
... ..

1.4.5 ... ..  
... ..

1.4.6 ... ..  
... ..

1.4.7 ... ..  
... ..

1. **1.1.1** is the first of the two main components of the **2.1.1** system.  
 It is a **2.1.1** system which is used to **2.1.1** the system.

1. **1.1.2** is the second of the two main components of the **2.1.1** system.  
 It is a **2.1.1** system which is used to **2.1.1** the system.

- 1. **1.1.3** is the third of the two main components of the **2.1.1** system.
- 2. **1.1.4** is the fourth of the two main components of the **2.1.1** system.
- 3. **1.1.5** is the fifth of the two main components of the **2.1.1** system.

1. **1.1.6** is the sixth of the two main components of the **2.1.1** system.  
 It is a **2.1.1** system which is used to **2.1.1** the system.

1. **1.1.7** is the seventh of the two main components of the **2.1.1** system.  
 It is a **2.1.1** system which is used to **2.1.1** the system.

1. **1.1.8** is the eighth of the two main components of the **2.1.1** system.

1. **1.1.9** is the ninth of the two main components of the **2.1.1** system.  
 It is a **2.1.1** system which is used to **2.1.1** the system.

1. **1.1.10** is the tenth of the two main components of the **2.1.1** system.  
 It is a **2.1.1** system which is used to **2.1.1** the system.

1. **1.1.11** is the eleventh of the two main components of the **2.1.1** system.  
 It is a **2.1.1** system which is used to **2.1.1** the system.

1. **1.1.12** is the twelfth of the two main components of the **2.1.1** system.  
 It is a **2.1.1** system which is used to **2.1.1** the system.

1. **1.1.13** is the thirteenth of the two main components of the **2.1.1** system.  
 It is a **2.1.1** system which is used to **2.1.1** the system.

1. **1.1.14** is the fourteenth of the two main components of the **2.1.1** system.  
 It is a **2.1.1** system which is used to **2.1.1** the system.

1. **1.1.15** is the fifteenth of the two main components of the **2.1.1** system.  
 It is a **2.1.1** system which is used to **2.1.1** the system.

# THE UNIVERSITY OF CHICAGO

Department of Economics

## Answers

(a) The government's budget constraint is  $G = T - S$ , where  $G$  is government spending,  $T$  is tax revenue, and  $S$  is the government surplus. The government's budget constraint is satisfied if  $G \leq T$ . The government's budget constraint is satisfied if  $G \leq T$ .

(b) The government's budget constraint is  $G = T - S$ . The government's budget constraint is satisfied if  $G \leq T$ . The government's budget constraint is satisfied if  $G \leq T$ .

(c) The government's budget constraint is  $G = T - S$ . The government's budget constraint is satisfied if  $G \leq T$ . The government's budget constraint is satisfied if  $G \leq T$ .

(d) The government's budget constraint is  $G = T - S$ . The government's budget constraint is satisfied if  $G \leq T$ . The government's budget constraint is satisfied if  $G \leq T$ .

(e) The government's budget constraint is  $G = T - S$ . The government's budget constraint is satisfied if  $G \leq T$ . The government's budget constraint is satisfied if  $G \leq T$ .

(f) The government's budget constraint is  $G = T - S$ . The government's budget constraint is satisfied if  $G \leq T$ . The government's budget constraint is satisfied if  $G \leq T$ .

(g) The government's budget constraint is  $G = T - S$ . The government's budget constraint is satisfied if  $G \leq T$ . The government's budget constraint is satisfied if  $G \leq T$ .

A. The government's budget constraint is  $G = T - S$ . The government's budget constraint is satisfied if  $G \leq T$ . The government's budget constraint is satisfied if  $G \leq T$ .

### THE UNIVERSITY OF CHICAGO

Department of Economics

Answers

(a) The government's budget constraint is  $G = T - S$ . The government's budget constraint is satisfied if  $G \leq T$ . The government's budget constraint is satisfied if  $G \leq T$ .

**WILSON COUNTY COMMUNITY COLLEGE**  
**2015-2016 Catalog**

**100. General Education** The student will be required to complete 18-20 General Education credits. The following table shows the general education credit requirements for each degree program.

**101. Academic Advising** A program of academic advising is available to assist students with course selection, transfer options, and degree completion. Academic advising is provided to all students. The program is designed to help students understand the requirements for their degree and to assist them in meeting those requirements.

**102. Career Assessment** The Career Assessment program is designed to help students explore their interests, abilities, and values, and to provide information about various career options. The program is available to all students and is a key component of the college's career development services.

**103. Financial Aid** Financial aid is available to students who are unable to pay for their education. The aid is provided in the form of grants, scholarships, and loans. For more information, contact the Financial Aid Office.

**104. Health Services**

**104.1. Health Services** Health services are available to students who are unable to attend classes due to illness or injury. The services include medical attention, counseling, and referrals to other health care providers. For more information, contact the Health Services Office.

**104.2. Health Services** Health services are available to students who are unable to attend classes due to illness or injury. The services include medical attention, counseling, and referrals to other health care providers. For more information, contact the Health Services Office.

**105. Housing**

**105.1. Housing** Housing is available to students who are unable to live at home. The housing is provided in the form of dormitories and apartment-style units. For more information, contact the Housing Office.

**105.2. Housing** Housing is available to students who are unable to live at home. The housing is provided in the form of dormitories and apartment-style units. For more information, contact the Housing Office.

**106. Student Services**

**106.1. Student Services** Student services are available to students who are unable to attend classes due to illness or injury. The services include medical attention, counseling, and referrals to other health care providers. For more information, contact the Student Services Office.

**107. Student Services**

Program	General Education Credits	Other Credits	Total Credits
Associate Degree in Business Administration	18	12	30
Associate Degree in Criminal Justice	18	12	30
Associate Degree in Early Childhood Education	18	12	30
Associate Degree in Health Services	18	12	30
Associate Degree in Human Services	18	12	30
Associate Degree in Information Systems	18	12	30
Associate Degree in Leadership	18	12	30
Associate Degree in Management	18	12	30
Associate Degree in Marketing	18	12	30
Associate Degree in Public Administration	18	12	30
Associate Degree in Social Work	18	12	30
Associate Degree in Teaching	18	12	30
Associate Degree in Transfer	18	12	30

Item	Mean	SD	Item	Mean	SD
1. I am a person who is honest	4.52	0.85	11. I am a person who is ethical	4.45	0.82
2. I am a person who is fair	4.48	0.83	12. I am a person who is responsible	4.38	0.80
3. I am a person who is trustworthy	4.55	0.86	13. I am a person who is loyal	4.42	0.81
4. I am a person who is principled	4.50	0.84	14. I am a person who is caring	4.35	0.79
5. I am a person who is just	4.47	0.82	15. I am a person who is respectful	4.30	0.78
6. I am a person who is kind	4.43	0.81	16. I am a person who is honest	4.40	0.83
7. I am a person who is ethical	4.46	0.84	17. I am a person who is responsible	4.35	0.80
8. I am a person who is fair	4.44	0.83	18. I am a person who is loyal	4.38	0.81
9. I am a person who is trustworthy	4.51	0.85	19. I am a person who is caring	4.32	0.79
10. I am a person who is principled	4.49	0.84	20. I am a person who is respectful	4.28	0.78
21. I am a person who is honest	4.45	0.82	22. I am a person who is ethical	4.42	0.81
23. I am a person who is fair	4.43	0.81	23. I am a person who is responsible	4.38	0.80
24. I am a person who is trustworthy	4.50	0.84	24. I am a person who is loyal	4.40	0.83
25. I am a person who is principled	4.48	0.83	25. I am a person who is caring	4.35	0.79
26. I am a person who is just	4.46	0.84	26. I am a person who is respectful	4.30	0.78
27. I am a person who is kind	4.44	0.83	27. I am a person who is honest	4.40	0.83
28. I am a person who is ethical	4.47	0.82	28. I am a person who is responsible	4.35	0.80
29. I am a person who is fair	4.45	0.82	29. I am a person who is loyal	4.38	0.81
30. I am a person who is trustworthy	4.52	0.85	30. I am a person who is caring	4.32	0.79
31. I am a person who is principled	4.50	0.84	31. I am a person who is respectful	4.28	0.78
32. I am a person who is just	4.48	0.83	32. I am a person who is honest	4.40	0.83
33. I am a person who is kind	4.46	0.84	33. I am a person who is responsible	4.35	0.80
34. I am a person who is ethical	4.44	0.83	34. I am a person who is loyal	4.38	0.81
35. I am a person who is fair	4.42	0.82	35. I am a person who is caring	4.35	0.79
36. I am a person who is trustworthy	4.49	0.84	36. I am a person who is respectful	4.30	0.78
37. I am a person who is principled	4.47	0.83	37. I am a person who is honest	4.40	0.83
38. I am a person who is just	4.45	0.82	38. I am a person who is responsible	4.35	0.80
39. I am a person who is kind	4.43	0.81	39. I am a person who is loyal	4.38	0.81
40. I am a person who is ethical	4.41	0.80	40. I am a person who is caring	4.35	0.79
41. I am a person who is fair	4.39	0.79	41. I am a person who is respectful	4.30	0.78
42. I am a person who is trustworthy	4.46	0.84	42. I am a person who is honest	4.40	0.83
43. I am a person who is principled	4.44	0.83	43. I am a person who is responsible	4.35	0.80
44. I am a person who is just	4.42	0.82	44. I am a person who is loyal	4.38	0.81
45. I am a person who is kind	4.40	0.81	45. I am a person who is caring	4.35	0.79
46. I am a person who is ethical	4.38	0.80	46. I am a person who is respectful	4.30	0.78
47. I am a person who is fair	4.36	0.79	47. I am a person who is honest	4.40	0.83
48. I am a person who is trustworthy	4.43	0.81	48. I am a person who is responsible	4.35	0.80
49. I am a person who is principled	4.41	0.80	49. I am a person who is loyal	4.38	0.81
50. I am a person who is just	4.39	0.79	50. I am a person who is caring	4.35	0.79
51. I am a person who is kind	4.37	0.78	51. I am a person who is respectful	4.30	0.78
52. I am a person who is ethical	4.35	0.77	52. I am a person who is honest	4.40	0.83
53. I am a person who is fair	4.33	0.76	53. I am a person who is responsible	4.35	0.80
54. I am a person who is trustworthy	4.40	0.81	54. I am a person who is loyal	4.38	0.81
55. I am a person who is principled	4.38	0.80	55. I am a person who is caring	4.35	0.79
56. I am a person who is just	4.36	0.79	56. I am a person who is respectful	4.30	0.78
57. I am a person who is kind	4.34	0.78	57. I am a person who is honest	4.40	0.83
58. I am a person who is ethical	4.32	0.77	58. I am a person who is responsible	4.35	0.80
59. I am a person who is fair	4.30	0.76	59. I am a person who is loyal	4.38	0.81
60. I am a person who is trustworthy	4.37	0.78	60. I am a person who is caring	4.35	0.79
61. I am a person who is principled	4.35	0.77	61. I am a person who is respectful	4.30	0.78
62. I am a person who is just	4.33	0.76	62. I am a person who is honest	4.40	0.83
63. I am a person who is kind	4.31	0.75	63. I am a person who is responsible	4.35	0.80
64. I am a person who is ethical	4.29	0.74	64. I am a person who is loyal	4.38	0.81
65. I am a person who is fair	4.27	0.73	65. I am a person who is caring	4.35	0.79
66. I am a person who is trustworthy	4.34	0.78	66. I am a person who is respectful	4.30	0.78
67. I am a person who is principled	4.32	0.77	67. I am a person who is honest	4.40	0.83
68. I am a person who is just	4.30	0.76	68. I am a person who is responsible	4.35	0.80
69. I am a person who is kind	4.28	0.75	69. I am a person who is loyal	4.38	0.81
70. I am a person who is ethical	4.26	0.74	70. I am a person who is caring	4.35	0.79
71. I am a person who is fair	4.24	0.73	71. I am a person who is respectful	4.30	0.78
72. I am a person who is trustworthy	4.31	0.77	72. I am a person who is honest	4.40	0.83
73. I am a person who is principled	4.29	0.76	73. I am a person who is responsible	4.35	0.80
74. I am a person who is just	4.27	0.75	74. I am a person who is loyal	4.38	0.81
75. I am a person who is kind	4.25	0.74	75. I am a person who is caring	4.35	0.79
76. I am a person who is ethical	4.23	0.73	76. I am a person who is respectful	4.30	0.78
77. I am a person who is fair	4.21	0.72	77. I am a person who is honest	4.40	0.83
78. I am a person who is trustworthy	4.28	0.76	78. I am a person who is responsible	4.35	0.80
79. I am a person who is principled	4.26	0.75	79. I am a person who is loyal	4.38	0.81
80. I am a person who is just	4.24	0.74	80. I am a person who is caring	4.35	0.79
81. I am a person who is kind	4.22	0.73	81. I am a person who is respectful	4.30	0.78
82. I am a person who is ethical	4.20	0.72	82. I am a person who is honest	4.40	0.83
83. I am a person who is fair	4.18	0.71	83. I am a person who is responsible	4.35	0.80
84. I am a person who is trustworthy	4.25	0.75	84. I am a person who is loyal	4.38	0.81
85. I am a person who is principled	4.23	0.74	85. I am a person who is caring	4.35	0.79
86. I am a person who is just	4.21	0.73	86. I am a person who is respectful	4.30	0.78
87. I am a person who is kind	4.19	0.72	87. I am a person who is honest	4.40	0.83
88. I am a person who is ethical	4.17	0.71	88. I am a person who is responsible	4.35	0.80
89. I am a person who is fair	4.15	0.70	89. I am a person who is loyal	4.38	0.81
90. I am a person who is trustworthy	4.22	0.74	90. I am a person who is caring	4.35	0.79
91. I am a person who is principled	4.20	0.73	91. I am a person who is respectful	4.30	0.78
92. I am a person who is just	4.18	0.72	92. I am a person who is honest	4.40	0.83
93. I am a person who is kind	4.16	0.71	93. I am a person who is responsible	4.35	0.80
94. I am a person who is ethical	4.14	0.70	94. I am a person who is loyal	4.38	0.81
95. I am a person who is fair	4.12	0.69	95. I am a person who is caring	4.35	0.79
96. I am a person who is trustworthy	4.19	0.73	96. I am a person who is respectful	4.30	0.78
97. I am a person who is principled	4.17	0.72	97. I am a person who is honest	4.40	0.83
98. I am a person who is just	4.15	0.71	98. I am a person who is responsible	4.35	0.80
99. I am a person who is kind	4.13	0.70	99. I am a person who is loyal	4.38	0.81
100. I am a person who is ethical	4.11	0.69	100. I am a person who is caring	4.35	0.79

Fig. 1 Cronbach's alpha for the 100-item scale (2008) for each of the 10 dimensions of organizational citizenship behaviors (OCBs) (revised) reported in the 2011 business ethics research (n = 1,000)

Table 1 Cronbach's alpha for the 100-item scale (2008) for each of the 10 dimensions of organizational citizenship behaviors (OCBs) (revised) reported in the 2011 business ethics research (n = 1,000)

Table 2 Cronbach's alpha for the 100-item scale (2008) for each of the 10 dimensions of organizational citizenship behaviors (OCBs) (revised) reported in the 2011 business ethics research (n = 1,000)



**WORLDWIDE TRAVEL AND TOURS**  
**TRAVEL VOUCHER**

Item	Description	Amount
1	Room	100.00
2	Food	50.00
3	Transportation	20.00
4	Travel Insurance	10.00
5	Other	0.00
<b>Total</b>		<b>180.00</b>

**Notes:**  
 This voucher is valid for use on any travel package offered by the company. It is not valid for cash or other non-travel services.  
**Expiry Date: 31/12/2024**

**Available Packages and Prices:**

Package Name	Room	Food	Transportation	Travel Insurance	Other	Total
Standard Package	100	50	20	10	0	180
Deluxe Package	150	75	30	15	0	270
Executive Package	200	100	40	20	0	360

**Terms and Conditions:**  
 1. This voucher is non-transferable and cannot be used for cash.  
 2. The voucher is valid for use on any travel package offered by the company.  
 3. The voucher is not valid for cash or other non-travel services.  
 4. The voucher is valid until the expiry date.  
 5. The voucher is subject to availability.

**Accepted Payment Methods:**  
 1. Cash  
 2. Credit Card  
 3. Debit Card  
 4. Bank Transfer  
 5. Other

**Company Information:**  
 Name: **Worldwide Travel and Tours**  
 Address: **123 Main Street, New York, NY 10001**  
 Phone: **+1 212 123 4567**  
 Email: **info@worldwidetravel.com**  
 Website: **www.worldwidetravel.com**

**Disclaimer:**  
 The company is not responsible for any loss or damage to the voucher or the travel package.

# UNIT 1: THE HISTORY OF THE UNITED STATES

Topic	Notes
1.1 The Founding of the United States	1776: Declaration of Independence
1.2 The American Revolution	1775-1783: War of Independence
1.3 The Constitution	1787: Constitution signed
1.4 The Early Republic	1789-1800: Washington's Presidency
1.5 The Louisiana Purchase	1803: Louisiana Purchase
1.6 The War of 1812	1812-1815: War of 1812
1.7 The Jacksonian Era	1820-1840: Andrew Jackson's Presidency
1.8 The Industrial Revolution	1800-1850: Industrial Revolution
1.9 The Civil War	1861-1865: Civil War
1.10 Reconstruction	1865-1877: Reconstruction

**Introduction**

The United States has a rich and diverse history, shaped by the actions of many individuals and the forces of nature. This unit explores the key events and figures that have defined the nation's past.

## 1.1 The Founding of the United States

**1.1.1 The Thirteen Colonies**

The thirteen original colonies were established by British settlers in North America. They were governed by the British Crown and the local colonial assemblies.

**1.1.2 The Declaration of Independence**

In 1776, the thirteen colonies declared their independence from Great Britain. The Declaration of Independence was signed on September 17, 1776, in Philadelphia.

**1.1.3 The American Revolution**

The American Revolution was a war fought between the thirteen colonies and Great Britain from 1775 to 1783. The war resulted in the colonies gaining their independence.

## 1.2 The American Revolution

**1.2.1 The Causes of the Revolution**

The American Revolution was caused by a number of factors, including British taxation, the lack of representation in the British Parliament, and the desire for self-governance.

**1.2.2 The Battle of Bunker Hill**

The Battle of Bunker Hill was a military engagement that took place on June 17, 1775, during the American Revolutionary War. It was a tactical draw, but it showed that the Continental Army was now capable of standing up to the British in a conventional battle.

**1.2.3 The Siege of Fort Mifflin**

The Siege of Fort Mifflin was a military engagement that took place on September 26, 1777, during the American Revolutionary War. The British captured the fort, which led to the signing of the Declaration of Independence.

## 1.3 The Constitution

**1.3.1 The Framing of the Constitution**

The Constitution of the United States was drafted by the Framers in 1787. It was signed on September 17, 1787, in Philadelphia.

**1.3.2 The Bill of Rights**

The Bill of Rights is the first ten amendments to the Constitution. It was drafted by James Madison and ratified in 1791.

## 1.4 The Early Republic

**1.4.1 George Washington's Presidency**

George Washington was the first President of the United States. He served from 1789 to 1797.

# UNIT 1: THE HISTORY OF THE UNITED STATES

## Section 1: The Founding Fathers

The Founding Fathers were the men who created the United States. They were responsible for writing the Constitution and establishing the government.

### Key Figures

**1.1.1** George Washington: The first President of the United States.

### Section 2: The American Revolution

<b>1.2.1</b> The American Revolution	The American Revolution was a war for independence from Great Britain.
<b>1.2.2</b> The Declaration of Independence	The Declaration of Independence was signed on July 4, 1776.
<b>1.2.3</b> The Battle of Yorktown	The Battle of Yorktown was the final battle of the American Revolution.
<b>1.2.4</b> The Constitution	The Constitution is the supreme law of the United States.
<b>1.2.5</b> The Bill of Rights	The Bill of Rights is the first ten amendments to the Constitution.

### Section 3: The Civil War

The Civil War was fought between the North and the South.

### Section 4: The Reconstruction Era

<b>1.4.1</b> Reconstruction	Reconstruction was the period after the Civil War when the South was rebuilt.
<b>1.4.2</b> The Freedmen's Bureau	The Freedmen's Bureau was established to help freed slaves.
<b>1.4.3</b> The Reconstruction Acts	The Reconstruction Acts were passed by Congress to rebuild the South.
<b>1.4.4</b> The Ku Klux Klan	The Ku Klux Klan was a white supremacist organization.
<b>1.4.5</b> The Reconstruction Era	The Reconstruction Era lasted from 1863 to 1877.

### Section 5: The Gilded Age

The Gilded Age was a period of rapid industrialization and economic growth.

### Section 6: The Progressive Era

<b>1.6.1</b> The Progressive Era	The Progressive Era was a period of social and political reform.
<b>1.6.2</b> The Social Gospel	The Social Gospel was a movement to apply Christian ethics to social problems.
<b>1.6.3</b> The Progressive Movement	The Progressive Movement sought to improve the lives of ordinary Americans.
<b>1.6.4</b> The Progressive Era	The Progressive Era lasted from the 1890s to the 1920s.

**Summary of the findings of the audit**

(1) The audit was conducted in accordance with the provisions of the Public Finance Management Act, 1999 (PFMA) and the Public Finance Management Regulations, 2000 (PFMR). The audit was conducted in accordance with the provisions of the Public Finance Management Act, 1999 (PFMA) and the Public Finance Management Regulations, 2000 (PFMR).

(2) The audit was conducted in accordance with the provisions of the Public Finance Management Act, 1999 (PFMA) and the Public Finance Management Regulations, 2000 (PFMR). The audit was conducted in accordance with the provisions of the Public Finance Management Act, 1999 (PFMA) and the Public Finance Management Regulations, 2000 (PFMR).

(3) The audit was conducted in accordance with the provisions of the Public Finance Management Act, 1999 (PFMA) and the Public Finance Management Regulations, 2000 (PFMR). The audit was conducted in accordance with the provisions of the Public Finance Management Act, 1999 (PFMA) and the Public Finance Management Regulations, 2000 (PFMR).

**4. The following information is for the use of the public. It is not intended to be used for any other purpose.**

**5. The following information is for the use of the public. It is not intended to be used for any other purpose.**

Item	Amount	Percentage	Total
Item 1	100	100%	100
Item 2	200	200%	300
Item 3	300	300%	600
Item 4	400	400%	1000
Item 5	500	500%	1500
Item 6	600	600%	2100
Item 7	700	700%	2800
Item 8	800	800%	3600
Item 9	900	900%	4500
Item 10	1000	1000%	5500

(4) The audit was conducted in accordance with the provisions of the Public Finance Management Act, 1999 (PFMA) and the Public Finance Management Regulations, 2000 (PFMR). The audit was conducted in accordance with the provisions of the Public Finance Management Act, 1999 (PFMA) and the Public Finance Management Regulations, 2000 (PFMR).

(5) The audit was conducted in accordance with the provisions of the Public Finance Management Act, 1999 (PFMA) and the Public Finance Management Regulations, 2000 (PFMR). The audit was conducted in accordance with the provisions of the Public Finance Management Act, 1999 (PFMA) and the Public Finance Management Regulations, 2000 (PFMR).

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(7) The audit was conducted in accordance with the provisions of the Public Finance Management Act, 1999 (PFMA) and the Public Finance Management Regulations, 2000 (PFMR). The audit was conducted in accordance with the provisions of the Public Finance Management Act, 1999 (PFMA) and the Public Finance Management Regulations, 2000 (PFMR).

# UNIT 1: THE HISTORY OF THE UNITED STATES

1. The first settlers in North America were the Pilgrims who arrived in 1620 on the Mayflower. They established the Plymouth Colony in Massachusetts.

2. The Pilgrims were a group of English Puritans who sought religious freedom and a better life in America.

3. The Pilgrims were joined by other settlers from England, including the Puritans who arrived in 1630. They established the Massachusetts Bay Colony. The Pilgrims and the Puritans were the first English settlers in North America. They were the first to establish a permanent settlement in America.

4. The Pilgrims were the first to establish a permanent settlement in America. They were the first to establish a permanent settlement in America.

Year	Event	Location
1620	Pilgrims arrive on the Mayflower	Plymouth, Massachusetts
1630	Puritans arrive on the Arbella	Massachusetts Bay
1633	First African slave, John Rolfe, arrives	Jamestown, Virginia
1642	First English colony in Rhode Island	Providence, Rhode Island
1649	First English colony in Maryland	Annapolis, Maryland
1650	First English colony in North Carolina	Wright, North Carolina

5. The Pilgrims were the first to establish a permanent settlement in America. They were the first to establish a permanent settlement in America. They were the first to establish a permanent settlement in America. They were the first to establish a permanent settlement in America.

6. The Pilgrims were the first to establish a permanent settlement in America. They were the first to establish a permanent settlement in America. They were the first to establish a permanent settlement in America. They were the first to establish a permanent settlement in America.

7. The Pilgrims were the first to establish a permanent settlement in America. They were the first to establish a permanent settlement in America. They were the first to establish a permanent settlement in America. They were the first to establish a permanent settlement in America.

## UNIT 2: THE AMERICAN REVOLUTION

1. The American Revolution was a war between the thirteen original colonies and Great Britain, fought from 1775 to 1783. The colonies fought for independence from British rule.

2. The American Revolution was a war between the thirteen original colonies and Great Britain, fought from 1775 to 1783. The colonies fought for independence from British rule.

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4. The American Revolution was a war between the thirteen original colonies and Great Britain, fought from 1775 to 1783. The colonies fought for independence from British rule.

# 2010-2011 Annual Report

The Board of Directors has the pleasure to present to you the 2010-2011 Annual Report. This report provides a comprehensive overview of the company's performance, financial results, and strategic initiatives over the past year. We are proud of the achievements of our employees and the strong performance of the company.

The following table provides a summary of the company's financial performance for the year ended December 31, 2010. All figures are in millions of dollars, unless otherwise indicated.

Revenue increased by 12% compared to the previous year, driven by strong performance in our core markets. Operating income also showed a significant increase, reflecting our operational efficiency and cost management efforts.

## Financial Performance Summary

Item	2010	2009	% Change
Revenue	1,200	1,070	12%
Operating Income	250	200	25%
Net Income	180	150	20%
EPS	1.80	1.50	20%
Operating Cash Flow	300	280	7%
Free Cash Flow	250	230	9%
Capital Expenditures	(50)	(50)	0%
Dividends Paid	(20)	(20)	0%
Share Repurchases	(100)	(100)	0%
Net Change in Cash	130	100	30%

Our financial performance was supported by strong operational execution. We focused on improving productivity, reducing costs, and enhancing customer satisfaction. These efforts contributed to our overall success in the market.

## Operational Performance

Region	Revenue	Operating Income	Net Income
North America	600	120	90
Europe	400	80	60
Asia Pacific	200	40	30
Latin America	100	10	8
Other	100	10	8
<b>Total</b>	<b>1,200</b>	<b>250</b>	<b>180</b>

**11. Multiple Choice: Read the passage below and answer the question that follows.**

The passage below is an excerpt from the novel *The Catcher in the Rye* by J.D. Salinger. It describes the character Holden Caulfield as he looks out over the city of New York City at night. The passage is written in a first-person narrative style, and the narrator is Holden Caulfield. The passage is as follows:

- A. Holden is looking out over the city of New York City at night.
- B. Holden is looking out over the city of New York City at night.
- C. Holden is looking out over the city of New York City at night.
- D. Holden is looking out over the city of New York City at night.

The passage below is an excerpt from the novel *The Catcher in the Rye* by J.D. Salinger. It describes the character Holden Caulfield as he looks out over the city of New York City at night. The passage is written in a first-person narrative style, and the narrator is Holden Caulfield. The passage is as follows:

**12. Multiple Choice: Read the passage below and answer the question that follows.**

The passage below is an excerpt from the novel *The Catcher in the Rye* by J.D. Salinger. It describes the character Holden Caulfield as he looks out over the city of New York City at night. The passage is written in a first-person narrative style, and the narrator is Holden Caulfield. The passage is as follows:

- A. Holden is looking out over the city of New York City at night.
- B. Holden is looking out over the city of New York City at night.
- C. Holden is looking out over the city of New York City at night.
- D. Holden is looking out over the city of New York City at night.

1. The author of the following is a well-known American  
journalist and author of several books.

2. The author of the following is a well-known American  
journalist and author of several books.

3. The author of the following is a well-known American  
journalist and author of several books.

4. The author of the following is a well-known American  
journalist and author of several books.

5. The author of the following is a well-known American  
journalist and author of several books.

6. The author of the following is a well-known American  
journalist and author of several books.

The author of the following is a well-known American  
journalist and author of several books.

The author of the following is a well-known American  
journalist and author of several books.

7. The author of the following is a well-known American  
journalist and author of several books.

8. The author of the following is a well-known American  
journalist and author of several books.

9. The author of the following is a well-known American  
journalist and author of several books.

10. The author of the following is a well-known American  
journalist and author of several books.

11. The author of the following is a well-known American  
journalist and author of several books.

...of the ... ..

(1) ... ..

(2) ... ..

(3) ... ..

**Notes**

(1) ... ..

(2) ... ..

(3) ... ..

(4) ... ..

(5) ... ..

11. The following are the first three terms of an arithmetic sequence: 1, 4, 7, ...  
 (a) Find the sum of the first 10 terms of this sequence.  
 (b) Find the sum of the first 10 terms of the sequence of squares of the terms of the sequence above.  
 (c) Find the sum of the first 10 terms of the sequence of cubes of the terms of the sequence above.
12. The following are the first three terms of a geometric sequence: 1, 2, 4, ...  
 (a) Find the sum of the first 10 terms of this sequence.  
 (b) Find the sum of the first 10 terms of the sequence of squares of the terms of the sequence above.  
 (c) Find the sum of the first 10 terms of the sequence of cubes of the terms of the sequence above.

**Answers to Exercises**

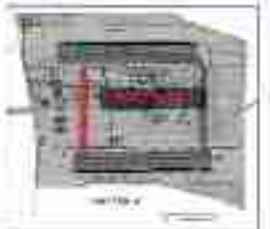
1. The sum of the first 10 terms of the arithmetic sequence 1, 4, 7, ... is 55.  
 The sum of the first 10 terms of the geometric sequence 1, 2, 4, ... is 1023.

Exercise	Answer
1	55
2	1023
3	10
4	10
5	10
6	10
7	10
8	10
9	10
10	10
11	10
12	10

# MATERIALS FOR CONSTRUCTION

Material	Properties	Uses
Concrete	High strength, durable	Structural elements
Steel	High strength, ductile	Structural elements
Brick	Good thermal insulation	Walls, chimneys
Block	Good thermal insulation	Walls, chimneys
Timber	Good thermal insulation, renewable	Roofs, floors, walls
Plaster	Good thermal insulation	Interior walls, ceilings
Insulation	Low thermal conductivity	Walls, roofs, floors
Roofing	Waterproofing, durability	Roofs
Cladding	Decorative, protective	Exterior walls
Paint	Decorative, protective	Exterior walls, roofs
Glazing	Light transmission, insulation	Windows, doors
Sanitaryware	Waterproofing, hygiene	Bathrooms, kitchens
Electrical	Conductivity, insulation	Wiring, switches
Plumbing	Waterproofing, durability	Pipes, fittings
Finishes	Decorative, protective	Interior walls, floors

- 1. High strength concrete
- 2. High strength steel
- 3. High strength brick
- 4. High strength block
- 5. High strength timber
- 6. High strength plaster
- 7. High strength insulation
- 8. High strength roofing
- 9. High strength cladding
- 10. High strength paint
- 11. High strength glazing
- 12. High strength sanitaryware
- 13. High strength electrical
- 14. High strength plumbing
- 15. High strength finishes



The diagram illustrates the various materials used in a building wall assembly. The materials are arranged in layers, showing their relative positions and how they interact to provide structural strength, thermal insulation, and aesthetic appeal. The layers include exterior cladding, brickwork, concrete blocks, concrete slabs, steel reinforcement, and interior plaster.

**1.2.3** *Interpretation of the results of the test*  
The test results are interpreted as follows:  
- If the test results are positive, the patient is considered to have the disease.  
- If the test results are negative, the patient is considered to not have the disease.

**1.2.4** *Interpretation of the results of the test*  
The test results are interpreted as follows:  
- If the test results are positive, the patient is considered to have the disease.  
- If the test results are negative, the patient is considered to not have the disease.

**1.2.5** *Interpretation of the results of the test*  
The test results are interpreted as follows:  
- If the test results are positive, the patient is considered to have the disease.  
- If the test results are negative, the patient is considered to not have the disease.

**1.2.6** *Interpretation of the results of the test*  
The test results are interpreted as follows:  
- If the test results are positive, the patient is considered to have the disease.  
- If the test results are negative, the patient is considered to not have the disease.

**1.2.7** *Interpretation of the results of the test*  
The test results are interpreted as follows:  
- If the test results are positive, the patient is considered to have the disease.  
- If the test results are negative, the patient is considered to not have the disease.

**1.2.8** *Interpretation of the results of the test*  
The test results are interpreted as follows:  
- If the test results are positive, the patient is considered to have the disease.  
- If the test results are negative, the patient is considered to not have the disease.

**1.2.9** *Interpretation of the results of the test*  
The test results are interpreted as follows:  
- If the test results are positive, the patient is considered to have the disease.  
- If the test results are negative, the patient is considered to not have the disease.

**1.2.10** *Interpretation of the results of the test*  
The test results are interpreted as follows:  
- If the test results are positive, the patient is considered to have the disease.  
- If the test results are negative, the patient is considered to not have the disease.

**1.2.11** *Interpretation of the results of the test*  
The test results are interpreted as follows:  
- If the test results are positive, the patient is considered to have the disease.  
- If the test results are negative, the patient is considered to not have the disease.

- 1. The book is a comprehensive and up-to-date introduction to the study of the history of the United States. It covers the period from the early colonial years to the present day. The author provides a clear and concise overview of the major events and figures in American history, and also discusses the social and cultural changes that have shaped the nation over time.
- 2. The book is written in a clear and accessible style, making it suitable for students and general readers alike. It includes a wealth of illustrations, maps, and primary source documents that help to bring the history to life. The author also provides a detailed bibliography and index, making it a valuable resource for further research.
- 3. The book is a well-organized and readable text that covers the major events and figures in American history. It is a valuable resource for students and general readers alike. The author provides a clear and concise overview of the major events and figures in American history, and also discusses the social and cultural changes that have shaped the nation over time.
- 4. The book is a well-organized and readable text that covers the major events and figures in American history. It is a valuable resource for students and general readers alike. The author provides a clear and concise overview of the major events and figures in American history, and also discusses the social and cultural changes that have shaped the nation over time.

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City: \_\_\_\_\_

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- 1. Handwritten list item 1
- 2. Handwritten list item 2



- 3. Handwritten list item 3
- 4. Handwritten list item 4
- 5. Handwritten list item 5

**1.4. The following are the functions of a school that will be**

(a) to provide a safe and secure environment for the students to learn and grow in; (b) to provide a safe and secure environment for the students to learn and grow in; (c) to provide a safe and secure environment for the students to learn and grow in;

(d) to provide a safe and secure environment for the students to learn and grow in; (e) to provide a safe and secure environment for the students to learn and grow in; (f) to provide a safe and secure environment for the students to learn and grow in;

(g) to provide a safe and secure environment for the students to learn and grow in; (h) to provide a safe and secure environment for the students to learn and grow in; (i) to provide a safe and secure environment for the students to learn and grow in; (j) to provide a safe and secure environment for the students to learn and grow in; (k) to provide a safe and secure environment for the students to learn and grow in;

(l) to provide a safe and secure environment for the students to learn and grow in; (m) to provide a safe and secure environment for the students to learn and grow in; (n) to provide a safe and secure environment for the students to learn and grow in; (o) to provide a safe and secure environment for the students to learn and grow in;

(p) to provide a safe and secure environment for the students to learn and grow in; (q) to provide a safe and secure environment for the students to learn and grow in; (r) to provide a safe and secure environment for the students to learn and grow in; (s) to provide a safe and secure environment for the students to learn and grow in; (t) to provide a safe and secure environment for the students to learn and grow in;

**1.5. The school should ensure that the following are met:**

(a) The school should ensure that the following are met: (i) to provide a safe and secure environment for the students to learn and grow in; (ii) to provide a safe and secure environment for the students to learn and grow in;

(b) The school should ensure that the following are met: (i) to provide a safe and secure environment for the students to learn and grow in; (ii) to provide a safe and secure environment for the students to learn and grow in; (iii) to provide a safe and secure environment for the students to learn and grow in;

(c) The school should ensure that the following are met: (i) to provide a safe and secure environment for the students to learn and grow in; (ii) to provide a safe and secure environment for the students to learn and grow in; (iii) to provide a safe and secure environment for the students to learn and grow in;

(d) The school should ensure that the following are met: (i) to provide a safe and secure environment for the students to learn and grow in; (ii) to provide a safe and secure environment for the students to learn and grow in; (iii) to provide a safe and secure environment for the students to learn and grow in; (iv) to provide a safe and secure environment for the students to learn and grow in;

**QUESTION 1**

The following table shows the results of a survey of 100 people who were asked to rate their level of agreement with the statement "I am a responsible citizen" on a scale of 1 to 5, where 1 is "strongly disagree" and 5 is "strongly agree".

The data are summarized in the following table:

**QUESTION 2**

The following table shows the results of a survey of 100 people who were asked to rate their level of agreement with the statement "I am a responsible citizen" on a scale of 1 to 5, where 1 is "strongly disagree" and 5 is "strongly agree".

**QUESTION 3**

The following table shows the results of a survey of 100 people who were asked to rate their level of agreement with the statement "I am a responsible citizen" on a scale of 1 to 5, where 1 is "strongly disagree" and 5 is "strongly agree".

- A. 100
- B. 1000
- C. 10000
- D. 100000

**QUESTION 4**

1	10
2	20
3	30
4	40
5	50

The following table shows the results of a survey of 100 people who were asked to rate their level of agreement with the statement "I am a responsible citizen" on a scale of 1 to 5, where 1 is "strongly disagree" and 5 is "strongly agree".

**Handwritten Section Header**

Handwritten text paragraph describing a process or concept.



Handwritten caption or title for the diagram.

Handwritten text paragraph, likely describing the function or operation of the assembly shown in the diagram.

Handwritten text paragraph, continuing the description or providing additional details.

Handwritten text paragraph, possibly concluding the main text or providing a summary.

Handwritten text paragraph, likely a final note or reference.

and that the same doctrine is applied to all persons who are  
subject to it.

10. A person who is subject to the doctrine of the  
same doctrine is subject to the same doctrine. The  
doctrine of the same doctrine is applied to all persons  
who are subject to it.

11. A person who is subject to the doctrine of the  
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who are subject to it.

12. A person who is subject to the doctrine of the  
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who are subject to it.

13. A person who is subject to the doctrine of the  
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14. A person who is subject to the doctrine of the  
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who are subject to it.

16. A person who is subject to the doctrine of the  
same doctrine is subject to the same doctrine. The  
doctrine of the same doctrine is applied to all persons  
who are subject to it.

**WILLIAMS-SOFTWORLD UNIVERSITY**  
**COLLEGE OF BUSINESS ADMINISTRATION**

**1. (10 points) Analyze the following data. The first 100 observations are from the 1970s.**

- a. Compute the mean and standard deviation for the data set. Interpret the results.
- b. Calculate the coefficient of variation for the data set. Interpret the results.
- c. Construct a normal distribution curve for the data set. Interpret the results.

**2. (10 points) A company is considering a new product. The company has a 70% chance of success and a 30% chance of failure. If the company succeeds, it will receive a profit of \$100,000. If the company fails, it will receive a loss of \$50,000. Calculate the expected value and standard deviation of the profit.**

**3. (10 points) A company is considering a new product. The company has a 70% chance of success and a 30% chance of failure. If the company succeeds, it will receive a profit of \$100,000. If the company fails, it will receive a loss of \$50,000. Calculate the expected value and standard deviation of the profit.**

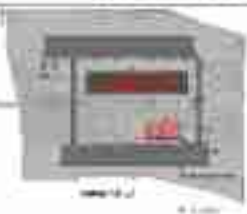
Outcome	Probability	Expected Value	Standard Deviation
Success	0.70		
Failure	0.30		
<b>Total</b>	<b>1.00</b>	<b></b>	<b></b>

**4. (10 points) A company is considering a new product. The company has a 70% chance of success and a 30% chance of failure. If the company succeeds, it will receive a profit of \$100,000. If the company fails, it will receive a loss of \$50,000. Calculate the expected value and standard deviation of the profit.**

**5. (10 points) A company is considering a new product. The company has a 70% chance of success and a 30% chance of failure. If the company succeeds, it will receive a profit of \$100,000. If the company fails, it will receive a loss of \$50,000. Calculate the expected value and standard deviation of the profit.**

**6. (10 points) A company is considering a new product. The company has a 70% chance of success and a 30% chance of failure. If the company succeeds, it will receive a profit of \$100,000. If the company fails, it will receive a loss of \$50,000. Calculate the expected value and standard deviation of the profit.**

**7. (10 points) A company is considering a new product. The company has a 70% chance of success and a 30% chance of failure. If the company succeeds, it will receive a profit of \$100,000. If the company fails, it will receive a loss of \$50,000. Calculate the expected value and standard deviation of the profit.**



**نوع الجهاز: جهاز إلكتروني**

- 1- ضمان عدم اختراق الجهاز عن طريق الحواسيب أو الهواتف المحمولة أو أجهزة التتبع عن طريق الأقمار الصناعية أو أجهزة التنصت أو أجهزة التتبع عن طريق الأقمار الصناعية أو أجهزة التنصت أو أجهزة التتبع عن طريق الأقمار الصناعية.
- 2- ضمان عدم اختراق الجهاز عن طريق الحواسيب أو الهواتف المحمولة أو أجهزة التتبع عن طريق الأقمار الصناعية أو أجهزة التنصت أو أجهزة التتبع عن طريق الأقمار الصناعية.
- 3- ضمان عدم اختراق الجهاز عن طريق الحواسيب أو الهواتف المحمولة أو أجهزة التتبع عن طريق الأقمار الصناعية أو أجهزة التنصت أو أجهزة التتبع عن طريق الأقمار الصناعية.
- 4- ضمان عدم اختراق الجهاز عن طريق الحواسيب أو الهواتف المحمولة أو أجهزة التتبع عن طريق الأقمار الصناعية أو أجهزة التنصت أو أجهزة التتبع عن طريق الأقمار الصناعية.
- 5- ضمان عدم اختراق الجهاز عن طريق الحواسيب أو الهواتف المحمولة أو أجهزة التتبع عن طريق الأقمار الصناعية أو أجهزة التنصت أو أجهزة التتبع عن طريق الأقمار الصناعية.
- 6- ضمان عدم اختراق الجهاز عن طريق الحواسيب أو الهواتف المحمولة أو أجهزة التتبع عن طريق الأقمار الصناعية أو أجهزة التنصت أو أجهزة التتبع عن طريق الأقمار الصناعية.
- 7- ضمان عدم اختراق الجهاز عن طريق الحواسيب أو الهواتف المحمولة أو أجهزة التتبع عن طريق الأقمار الصناعية أو أجهزة التنصت أو أجهزة التتبع عن طريق الأقمار الصناعية.
- 8- ضمان عدم اختراق الجهاز عن طريق الحواسيب أو الهواتف المحمولة أو أجهزة التتبع عن طريق الأقمار الصناعية أو أجهزة التنصت أو أجهزة التتبع عن طريق الأقمار الصناعية.

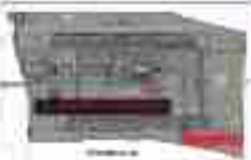
# Handwritten Title and Subtitle

## Section 1: Introduction

Name:	
Matr. No.:	
Group:	
Date:	

## Section 2: Objectives

- 1. To determine the effect of temperature on the rate of reaction.
- 2. To determine the activation energy of the reaction.



## Procedure

1. Prepare a series of solutions of different concentrations of reactants.
2. Measure the initial temperature of the reaction mixture.
3. Start the reaction and record the time taken for a certain amount of product to be formed.
4. Repeat the experiment at different temperatures.
5. Plot a graph of the rate of reaction against the inverse of the absolute temperature.
6. Determine the activation energy from the slope of the graph.

# THE UNIVERSITY OF THE SOUTH PACIFIC

## SCHOOL OF DISTANCE EDUCATION

It is a condition of the award of this diploma that you shall be a member of the University of the South Pacific and shall be bound by the regulations of the University of the South Pacific.

1. The University of the South Pacific is a body corporate established by the University of the South Pacific Act 1975 and is a body corporate established by the University of the South Pacific Act 1975.

2. The University of the South Pacific is a body corporate established by the University of the South Pacific Act 1975 and is a body corporate established by the University of the South Pacific Act 1975.

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THE UNIVERSITY OF THE SOUTH PACIFIC  
SCHOOL OF DISTANCE EDUCATION

# Handwritten Title

Date: \_\_\_\_\_  
Page: \_\_\_\_\_

1. Introduction: This experiment aims to study the effect of temperature on the rate of reaction between hydrogen peroxide and potassium iodide.

2. Objectives: To determine the rate of reaction at different temperatures and to plot a graph of rate of reaction against temperature.

## 3. Apparatus and Materials

3.1. Apparatus: Conical flask, stop clock, measuring cylinder, thermometer, water bath.

3.2. Materials: Hydrogen peroxide solution, potassium iodide solution, dilute sulfuric acid.



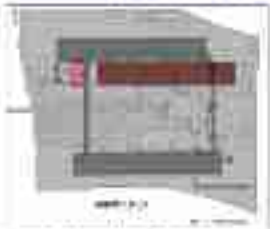
## 4. Procedure

4.1. Preparation of reaction mixture: Measure a fixed volume of hydrogen peroxide solution and potassium iodide solution into a conical flask. Add a fixed volume of dilute sulfuric acid to the flask. The total volume of the reaction mixture is kept constant.

4.2. Measurement of rate of reaction: The flask is placed in a water bath of a fixed temperature. The stop clock is started when the reaction mixture is poured into the flask. The time taken for a fixed volume of iodine to be produced is noted. The rate of reaction is calculated as the reciprocal of the time taken.

4.3. Effect of temperature: The experiment is repeated at different temperatures. The rate of reaction is plotted against temperature. The graph shows that the rate of reaction increases with temperature.





**Figure 1: Cross-section of a window assembly**

- 1. The window assembly consists of a frame and glazing.
- 2. The frame is made of wood, metal or plastic.
- 3. The glazing consists of one or more panes of glass or plastic.
- 4. The panes are held in place by a gasket or sealant.
- 5. The window is installed in a wall or opening.
- 6. The window allows light and air to pass through.
- 7. The window provides insulation and protection from weather.
- 8. The window is a key component of a building's envelope.
- 9. The window is designed to meet specific performance requirements.
- 10. The window is a critical element in energy efficiency.
- 11. The window is a key factor in indoor air quality.
- 12. The window is a key element in building aesthetics.
- 13. The window is a key component of a building's structure.
- 14. The window is a key element in building safety.
- 15. The window is a key component of a building's systems.
- 16. The window is a key element in building maintenance.
- 17. The window is a key component of a building's operations.
- 18. The window is a key element in building management.
- 19. The window is a key component of a building's performance.
- 20. The window is a key element in building success.

# UNIT 1: THE HISTORY OF THE UNITED STATES

Read the text and answer the questions. Use the information in the text to help you.

## 1. The American Revolution

**1.1** The American Revolution was a war between the thirteen original colonies and the Kingdom of Great Britain. It began in 1775 and ended in 1783. The colonies fought for their independence from British rule.

- 1.2** The American Revolution was a turning point in the history of the United States. It led to the creation of a new government and the establishment of the United States of America.
- 1.3** The American Revolution was a struggle for freedom and democracy. It inspired other nations to fight for their own independence.



## 2. The American Civil War

**2.1** The American Civil War was a war between the Northern states and the Southern states. It began in 1861 and ended in 1865. The war was fought over the issue of slavery.

**2.2** The American Civil War was a turning point in the history of the United States. It led to the abolition of slavery and the establishment of a new government.

**2.3** The American Civil War was a struggle for freedom and equality. It inspired other nations to fight for their own independence.





Figure 1

**Handwritten Section Header**

- 1. Description of the object and its components.
- 2. Material properties and manufacturing process.
- 3. Dimensions and tolerances.
- 4. Assembly instructions.
- 5. Testing and inspection procedures.
- 6. Safety and handling instructions.
- 7. Maintenance and repair instructions.
- 8. Conclusion and summary.

Handwritten text at the bottom of the page, possibly a signature or date.

# UNIT 1: THE HISTORY OF THE UNITED STATES

**Name:** \_\_\_\_\_ **Section:** \_\_\_\_\_

Directions: Read the passage carefully and answer the questions that follow. Write your answers in the spaces provided.

**Reading Passage:**  
 The following passage discusses the early history of the United States.

Year	Event	Significance
1492	Columbus's voyage to the Americas	First European contact with the continent
1607	Establishment of the first permanent English colony in Jamestown, Virginia	Beginning of permanent European settlement
1776	Declaration of Independence	Formal separation from Great Britain
1781	Signing of the Treaty of Paris	Official recognition of the United States as an independent nation
1787	Signing of the Constitution	Establishment of the federal government
1862	Emancipation Proclamation	Declaration of freedom for slaves in Confederate states
1865	End of the Civil War	Preservation of the Union and abolition of slavery
1898	Spanish-American War	Acquisition of territories like Puerto Rico and the Philippines
1901	Annexation of Hawaii	Expansion of the United States to the Pacific Ocean
1945	End of World War II	Establishment of the United States as a superpower
1954	Desegregation of schools	Advancement of civil rights
1963	Assassination of Martin Luther King Jr.	Symbolic event in the Civil Rights Movement
1969	First moon landing	Major technological achievement
1973	End of the Vietnam War	Withdrawal of U.S. troops from Vietnam
1981	Iranian Revolution	Shift in global power dynamics
1989	Fall of the Berlin Wall	End of the Cold War
1991	End of the Soviet Union	Emergence of a new world order
2001	9/11 attacks	Major terrorist event
2008	Financial crisis	Global economic downturn
2009	Obama's election	Historic milestone for African American leadership
2017	Trump's election	Shift in U.S. political leadership
2020	COVID-19 pandemic	Global health crisis

1. The first permanent English colony was established in \_\_\_\_\_.

2. The Declaration of Independence was signed in \_\_\_\_\_.

3. The Constitution was signed in \_\_\_\_\_.

4. The Emancipation Proclamation was issued by \_\_\_\_\_.

5. The Civil War ended in \_\_\_\_\_.

6. The Spanish-American War resulted in the acquisition of \_\_\_\_\_.

7. The first moon landing occurred in \_\_\_\_\_.

8. The Berlin Wall fell in \_\_\_\_\_.



### The Book

#### THE BOOK OF DAVID: A MEMOIR OF A LIFE IN THE SHADOWS

By David Shields and David Shields. 320 pp. \$24.95. ISBN 0-699-05000-0. This is a memoir of a life in the shadows, a story of a man who has lived in the shadows of a woman's life. The book is a collection of stories and memories that have shaped the author's life. It is a powerful and moving work that explores the complexities of human relationships and the impact of trauma.

The book is a collection of stories and memories that have shaped the author's life. It is a powerful and moving work that explores the complexities of human relationships and the impact of trauma. The author, David Shields, is a well-known writer and producer. This book is a testament to his ability to tell a story that resonates with readers. The book is a collection of stories and memories that have shaped the author's life. It is a powerful and moving work that explores the complexities of human relationships and the impact of trauma.

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1) The following are the main types of... (The text is very faint and difficult to read.)

2) The following are the main types of... (The text is very faint and difficult to read.)

3) The following are the main types of... (The text is very faint and difficult to read.)

4) The following are the main types of... (The text is very faint and difficult to read.)

5) The following are the main types of... (The text is very faint and difficult to read.)

6) The following are the main types of... (The text is very faint and difficult to read.)

7) The following are the main types of... (The text is very faint and difficult to read.)

8) The following are the main types of... (The text is very faint and difficult to read.)

9) The following are the main types of... (The text is very faint and difficult to read.)

10) The following are the main types of... (The text is very faint and difficult to read.)

11) The following are the main types of... (The text is very faint and difficult to read.)

12) The following are the main types of... (The text is very faint and difficult to read.)

13) The following are the main types of... (The text is very faint and difficult to read.)

14) The following are the main types of... (The text is very faint and difficult to read.)

# UNIT 1: THE HISTORY OF THE UNITED STATES

## Part 1: The Founding Fathers

Name	Role
George Washington	First President
Thomas Jefferson	Author of the Declaration of Independence
Benjamin Franklin	Founding Father, Diplomat
John Adams	Second President

The Founding Fathers were a group of leaders who helped create the United States. They wrote the Constitution and the Declaration of Independence.

## Part 2: The American Revolution

The American Revolution was a war between the colonies and Great Britain. It started in 1775 and ended in 1783. The colonies won and became an independent country.

The war was fought for many years. The British army was very strong, but the American army was smaller. However, the Americans were fighting for their freedom, and they were determined to win. In 1781, the British evacuated and fled to the sea. The war ended with the signing of the Treaty of Paris in 1783.

The American Revolution was a turning point in the history of the United States. It showed that a group of people could win against a much larger and more powerful army. The revolution led to the creation of a new government and the birth of a new nation.

The American Revolution was a long and difficult war. It cost many lives and a lot of money. But the Americans were determined to win. They fought for their freedom and their right to self-governance. The revolution was a success, and the United States became an independent country.

The American Revolution was a great achievement. It showed that a group of people could win against a much larger and more powerful army. The revolution led to the creation of a new government and the birth of a new nation.

The American Revolution was a turning point in the history of the United States. It showed that a group of people could win against a much larger and more powerful army. The revolution led to the creation of a new government and the birth of a new nation.

# THE UNIVERSITY OF THE SOUTH PACIFIC

Faculty of Education, Health and Social Services  
Department of Health, Physical Education and Recreation

Students are required to complete a written assignment for the course. The assignment is to be completed in a word processing program and submitted electronically. The assignment should be typed, double-spaced, on one side of the paper, with a margin of 25mm. The assignment should be submitted in a soft copy format (e.g. PDF or Word) and a hard copy format (e.g. printed and bound). The assignment should be submitted by the due date and time.

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## UNIT 10: THE ENVIRONMENT

**1. The Environment** (15 minutes) **Task 1: Reading** (10 minutes) **Task 2: Writing** (5 minutes)

Read the text and answer the questions.

The environment is the world as we know it. It includes the air, water, land and living organisms. We need a healthy environment to survive.

There are many different types of environments. Some are natural, like forests and mountains. Others are man-made, like cities and farms. We should take care of all of them.

**Task 3: Grammar** (5 minutes) **Task 4: Vocabulary** (5 minutes)

Word	Meaning	Example
Environment	The world as we know it	The natural environment
Survive	To stay alive	We need to survive in this world
Man-made	Made by humans	Man-made structures
Organisms	Living things	Plants and animals

**2. The Environment** (15 minutes) **Task 1: Reading** (10 minutes) **Task 2: Writing** (5 minutes)

Read the text and answer the questions.

The environment is the world as we know it. It includes the air, water, land and living organisms. We need a healthy environment to survive.

Word	Meaning	Example
Environment	The world as we know it	The natural environment
Survive	To stay alive	We need to survive in this world
Man-made	Made by humans	Man-made structures
Organisms	Living things	Plants and animals

**3. The Environment** (15 minutes) **Task 1: Reading** (10 minutes) **Task 2: Writing** (5 minutes)

Read the text and answer the questions.

The environment is the world as we know it. It includes the air, water, land and living organisms. We need a healthy environment to survive.

Word	Meaning	Example
Environment	The world as we know it	The natural environment
Survive	To stay alive	We need to survive in this world
Man-made	Made by humans	Man-made structures
Organisms	Living things	Plants and animals

# UNIT 10: THE HISTORY OF THE UNITED STATES

Section	Page No.	Date
Section 10.1	101	10/10/20
Section 10.2	102	10/10/20

1. The first part of the unit covers the early history of the United States, from the arrival of the first settlers to the founding of the nation.

2. The second part of the unit covers the period of the American Revolution, from the outbreak of the war in 1775 to the signing of the Declaration of Independence in 1776.

3. The third part of the unit covers the period of the early republic, from the signing of the Constitution in 1787 to the end of the War of 1812 in 1815.

4. The fourth part of the unit covers the period of the Jacksonian era, from the election of Andrew Jackson in 1828 to the end of his presidency in 1836.

5. The fifth part of the unit covers the period of the mid-19th century, from the beginning of the Mexican-American War in 1846 to the end of the Civil War in 1865.

Section	Page No.
Section 10.1	101
Section 10.2	102
Section 10.3	103
Section 10.4	104
Section 10.5	105
Section 10.6	106
Section 10.7	107
Section 10.8	108
Section 10.9	109
Section 10.10	110

6. The sixth part of the unit covers the period of the Reconstruction era, from the end of the Civil War in 1865 to the beginning of the Gilded Age in 1870.

7. The seventh part of the unit covers the period of the Progressive Era, from the beginning of the Gilded Age in 1870 to the end of the First World War in 1918.

# 2017-2018

**1. The following table shows the number of people who attended the school sports events.**

(1) Complete the table by calculating the number of people who attended each event. You should show your working.

- (2) The school has a total of 1000 pupils. How many pupils did not attend any of the events?
- (3) The school has a total of 1000 pupils. How many pupils attended more than one event?

(4) The school has a total of 1000 pupils. How many pupils attended exactly two events?

### 2. The following table shows the number of people who attended the school sports events.

Event	Number of people
Football	400
Netball	300
Table Tennis	200
Badminton	100
Swimming	100
Other	100

### 3. The following table shows the number of people who attended the school sports events.

**1.2.7. Activities in the ECD special pathway program for 4-5 years old**



The child who demonstrates a better theoretical knowledge of the program activities, such as the ability to play independently, to play with other children and to play with toys.

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- The child who demonstrates a better theoretical knowledge of the program activities, such as the ability to play independently, to play with other children and to play with toys.

The following are the activities you should do to complete the assignment.

- 1. Read the assignment carefully and understand the requirements.
- 2. Prepare a report on the assignment.

Table 1: Assignment Requirements

Item	Requirement
1. Report Length	10-15 pages
2. Report Format	A4 paper, 12pt font, double spaced
3. Report Content	Include introduction, body, and conclusion
4. Report Submission	Submit as a PDF file
5. Report Due Date	15th October 2023

For more information, please refer to the assignment brief and the assignment instructions.

### Assignment Instructions

- 1. Read the assignment brief and the assignment instructions carefully.
- 2. Prepare a report on the assignment.



Figure 1: Screenshot of the report template interface.

- 1. The report should be written in a clear and concise manner. It should be well-structured and easy to read. The report should be written in a professional and formal style. The report should be written in a clear and concise manner. It should be well-structured and easy to read. The report should be written in a professional and formal style.
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# How to install a window blind

1. Measure the width of the window frame and the depth of the window frame.

## 2. Choose the correct blind type

2.1. If the window is recessed, choose a recessed blind. If the window is not recessed, choose a surface blind. If the window is a bay window, choose a bay blind.



2.2. If the window is not recessed, choose a surface blind. If the window is a bay window, choose a bay blind. If the window is a curved window, choose a curved blind.

2.3. If the window is a double window, choose a double window blind. If the window is a triple window, choose a triple window blind. If the window is a large window, choose a large window blind.

2.4. If the window is a small window, choose a small window blind. If the window is a medium window, choose a medium window blind.

2.5. If the window is a window with a view, choose a window blind with a view. If the window is a window with a view, choose a window blind with a view.

# QUESTION BANK FOR THE EXAMINATION

## QUESTION BANK FOR THE EXAMINATION

1. The following data are given for a company for the year 2018-19. Calculate the following ratios and interpret the results.

(a) Current Ratio (CR) =  $\frac{\text{Current Assets}}{\text{Current Liabilities}}$

(b) Liquid Ratio (LR) =  $\frac{\text{Liquid Assets}}{\text{Liquid Liabilities}}$

(c) Debt-Equity Ratio (DER) =  $\frac{\text{Debt}}{\text{Equity}}$

(d) Return on Investment (ROI) =  $\frac{\text{Profit}}{\text{Investment}} \times 100$

(e) Return on Capital Employed (ROCE) =  $\frac{\text{Profit}}{\text{Capital Employed}} \times 100$

### QUESTION BANK FOR THE EXAMINATION

Particulars	Amount
Current Assets	1000
Current Liabilities	500
Debt	200
Equity	300
Profit	100
Investment	1000
Capital Employed	500

2. Calculate the following ratios for the above data and interpret the results.

(a) Current Ratio (CR) =  $\frac{1000}{500} = 2:1$

(b) Liquid Ratio (LR) =  $\frac{700}{200} = 3.5:1$

(c) Debt-Equity Ratio (DER) =  $\frac{200}{300} = 0.67:1$

(d) Return on Investment (ROI) =  $\frac{100}{1000} \times 100 = 10\%$

(e) Return on Capital Employed (ROCE) =  $\frac{100}{500} \times 100 = 20\%$



### Figure 4 Content of the Report (Sample) (Source: The author)

- (1) The report was prepared based on the data collected from the interviews with the participants and the analysis of the documents. The report was prepared in a way that it is easy to understand and it is useful for the management of the organization. The report was prepared in a way that it is easy to understand and it is useful for the management of the organization.
- (2) The report was prepared based on the data collected from the interviews with the participants and the analysis of the documents. The report was prepared in a way that it is easy to understand and it is useful for the management of the organization. The report was prepared in a way that it is easy to understand and it is useful for the management of the organization.
- (3) The report was prepared based on the data collected from the interviews with the participants and the analysis of the documents. The report was prepared in a way that it is easy to understand and it is useful for the management of the organization. The report was prepared in a way that it is easy to understand and it is useful for the management of the organization.

# How to use the 'Find' function in Microsoft Word

- 1. To find a word or phrase in a document, click on the 'Find' icon in the 'Home' tab of the ribbon.
- 2. The 'Find' task pane will appear on the right side of the window.
- 3. Type the word or phrase you want to find in the 'Find what' box.

For more information on using the 'Find' function, see the Microsoft Word help page.

## How to use the 'Find and Replace' function

- 1. Click on the 'Find and Replace' icon in the 'Home' tab of the ribbon.
- 2. The 'Find and Replace' task pane will appear on the right side of the window.
- 3. Type the word or phrase you want to find in the 'Find what' box.
- 4. Type the word or phrase you want to replace it with in the 'Replace with' box.

## How to use the 'Find All' function

- 1. To find all instances of a word or phrase in a document, click on the 'Find All' icon in the 'Find and Replace' task pane.
- 2. The 'Find All' task pane will appear on the right side of the window, showing all instances of the word or phrase.



Figure 1: Screenshot of the 'Find and Replace' task pane in Microsoft Word.

- 3. To find all instances of a word or phrase in a document, click on the 'Find All' icon in the 'Find and Replace' task pane.
- 4. The 'Find All' task pane will appear on the right side of the window, showing all instances of the word or phrase.

# THE UNIVERSITY OF THE SOUTH PACIFIC

Faculty of Education, Health and Social Services  
Department of Health, Physical Education and Recreation

1. The purpose of this course is to provide students with a comprehensive understanding of the principles and practices of health, physical education and recreation. The course is designed to equip students with the knowledge and skills necessary to work in a variety of health, physical education and recreation settings.

2. The course is divided into two main parts: Health and Physical Education, and Recreation Management. The Health and Physical Education part focuses on the theoretical and practical aspects of health, physical education and recreation, while the Recreation Management part focuses on the business and management aspects of the industry.

3. The course is designed to be flexible and to meet the needs of students with different backgrounds and interests. Students can choose to specialize in either Health and Physical Education or Recreation Management, or they can take a combination of the two. The course also offers a variety of elective options to allow students to tailor their studies to their own interests and career goals.

4. The course is delivered through a combination of lectures, seminars, practical sessions and fieldwork. Students are encouraged to participate actively in all aspects of the course and to develop their own research and critical thinking skills. The course also includes a variety of assessment methods, including written exams, practical assessments and a final project.

5. The course is designed to be a challenging and rewarding experience for students. It provides a solid foundation in the principles and practices of health, physical education and recreation, and prepares students for a variety of careers in the industry. The course also offers a range of support services to help students succeed, including academic advising, career counseling and financial aid.

6. The course is designed to be a flexible and to meet the needs of students with different backgrounds and interests. Students can choose to specialize in either Health and Physical Education or Recreation Management, or they can take a combination of the two. The course also offers a variety of elective options to allow students to tailor their studies to their own interests and career goals.

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# UNIT 1: THE HISTORY OF THE UNITED STATES

## Section 1: The Founding of the United States

Topic	Key Points
1.1 The American Revolution	1776: Declaration of Independence
1.2 The Constitution	1787: Signing of the Constitution
1.3 Early American History	1791: Bill of Rights
1.4 The Louisiana Purchase	1803: Acquisition of Louisiana Territory
1.5 The War of 1812	1812: Conflict with Great Britain

## Section 2: The Industrial Revolution

Year	Event	Significance
1780	First Industrial Revolution begins	Introduction of steam power
1800	Mass production of goods	Increased efficiency
1820	Second Industrial Revolution begins	Introduction of electricity
1850	Mass production of steel	Construction of railroads
1870	Third Industrial Revolution begins	Introduction of assembly line
1890	Mass production of automobiles	Increased mobility
1900	Mass production of electricity	Power for industry and homes
1910	Mass production of airplanes	Global communication
1920	Mass production of radios	Mass media
1930	Mass production of automobiles	Consumer goods
1940	Mass production of airplanes	World War II
1950	Mass production of televisions	Entertainment
1960	Mass production of computers	Information technology
1970	Mass production of space shuttles	Space exploration
1980	Mass production of personal computers	Personal technology
1990	Mass production of the Internet	Global communication
2000	Mass production of mobile phones	Personal communication
2010	Mass production of smartphones	Personal technology
2020	Mass production of electric vehicles	Transportation

The Industrial Revolution was a period of major change in the world, marked by the introduction of new technologies and the growth of factories.

It led to the development of new industries and the growth of cities.

It also led to social changes.

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- It also led to social changes.

1. The first part of the book is devoted to a general introduction to the study of the history of the United States, covering the period from the early colonial years to the present day.

2. The second part of the book is devoted to a detailed study of the American Revolution, covering the period from the early 1770s to the late 1780s. This part of the book is particularly important, as it provides a detailed account of the events that led to the founding of the United States.

3. The third part of the book is devoted to a study of the early years of the United States, covering the period from the late 1780s to the early 1800s. This part of the book is particularly important, as it provides a detailed account of the events that led to the establishment of the federal government.

4. The fourth part of the book is devoted to a study of the mid-19th century, covering the period from the early 1800s to the mid-1850s. This part of the book is particularly important, as it provides a detailed account of the events that led to the Civil War. The book covers the period from the early 1800s to the mid-1850s, including the years of the Missouri Compromise, the Kansas-Nebraska Act, and the Dred Scott decision. It also covers the years of the Mexican-American War and the early years of the Civil War.

5. The fifth part of the book is devoted to a study of the late 19th century, covering the period from the mid-1850s to the late 1800s. This part of the book is particularly important, as it provides a detailed account of the events that led to the Reconstruction era. The book covers the period from the mid-1850s to the late 1800s, including the years of the Reconstruction era, the Gilded Age, and the Progressive Era. It also covers the years of the Spanish-American War and the early years of the 20th century.

6. The sixth part of the book is devoted to a study of the 20th century, covering the period from the early 1900s to the present day. This part of the book is particularly important, as it provides a detailed account of the events that led to the modern United States. The book covers the period from the early 1900s to the present day, including the years of the Progressive Era, the World War era, and the Cold War era. It also covers the years of the Civil Rights Movement and the modern era.

7. The seventh part of the book is devoted to a study of the future of the United States, covering the period from the late 20th century to the present day. This part of the book is particularly important, as it provides a detailed account of the events that led to the current state of the United States. The book covers the period from the late 20th century to the present day, including the years of the 1990s, the 2000s, and the 2010s. It also covers the years of the 2020s and the future of the United States.

8. The eighth part of the book is devoted to a study of the impact of the United States on the world, covering the period from the late 19th century to the present day. This part of the book is particularly important, as it provides a detailed account of the events that led to the current state of the world. The book covers the period from the late 19th century to the present day, including the years of the Progressive Era, the World War era, and the Cold War era. It also covers the years of the Civil Rights Movement and the modern era.

**Journal of the Philosophy of Education Society of Great Britain**  
Volume 37, Number 2, 2005

The Journal is a peer-reviewed journal of philosophy of education. It is the only journal in the field to cover all areas of the discipline. It is published by the Philosophy of Education Society of Great Britain (PESGB), which is a charitable organization that promotes the study of education and the philosophy of education. The Journal is a member of the Philosophy of Education Society of Great Britain and the Philosophy of Education Society of North America (PESNA).

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- Richard Dyer, University of Cambridge
- John Dewey, University of Cambridge
- John Dewey, University of Cambridge
- John Dewey, University of Cambridge
- John Dewey, University of Cambridge

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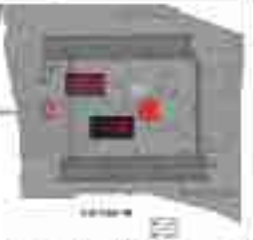
# THE UNIVERSITY OF THE SOUTH PACIFIC

The University of the South Pacific is a leading institution of higher learning in the Pacific region. It is committed to providing quality education and research to its students and staff. The university is a member of the Association of Pacific Rim Universities (APRU) and is a member of the Association of South East Asian Universities (ASEAN U).

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# THE UNIVERSITY OF TEXAS AT AUSTIN

College of Business Administration  
Department of Management Science

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_____	_____
_____	_____



University of Texas at Austin Institutional Research and Evaluation  
1000 University of Texas at Austin, Austin, TX 78702

For more information, contact the Institutional Research and Evaluation  
Department at 512.475.1234 or [ire@utexas.edu](mailto:ire@utexas.edu)

### UT System Institutional Research and Evaluation

UT System Institutional Research and Evaluation provides data and analysis  
to support the strategic planning efforts of the UT System.



Figure 1: Institutional Research and Evaluation

UT System Institutional Research and Evaluation provides data and analysis  
to support the strategic planning efforts of the UT System. The data is  
collected from various sources, including surveys, focus groups, and  
interviews. The analysis is then used to identify trends and  
opportunities for improvement.

UT System Institutional Research and Evaluation also provides  
consulting services to help institutions develop and implement  
strategic plans. This includes conducting needs assessments,  
developing strategic plans, and monitoring progress.

UT System Institutional Research and Evaluation is committed to  
providing high-quality data and analysis to support the strategic  
planning efforts of the UT System. We are currently working on  
several projects, including a study on the effectiveness of  
strategic planning processes. We will be publishing the results  
of this study in the near future.

UT System Institutional Research and Evaluation  
1000 University of Texas at Austin, Austin, TX 78702  
512.475.1234 or [ire@utexas.edu](mailto:ire@utexas.edu)

# THE UNIVERSITY OF THE STATE OF NEW YORK OFFICE OF THE STATE COMPTROLLER

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Information regarding the policy is available at the following website:

<http://www.insurance.com>

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**Address:** \_\_\_\_\_  
**City:** \_\_\_\_\_  
**State:** \_\_\_\_\_

Information regarding the policy is available at the following website:

**For Further Information, Call:** \_\_\_\_\_

Information regarding the policy is available at the following website:



FIGURE 1. Floor plan of a house, showing the layout of the rooms and the placement of the furniture.

The floor plan is a two-dimensional representation of a three-dimensional space. It shows the layout of the rooms and the placement of the furniture. The drawing uses fine lines to represent walls, doors, and furniture, with some areas shaded to indicate depth or material.

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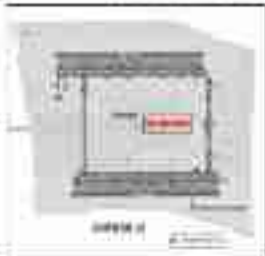
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### THE FLOOR PLAN

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**Fume Hood**

The fume hood is designed to protect the user from exposure to hazardous fumes, vapors, and dusts. It is a local exhaust ventilation system that captures and removes contaminants at the source before they can reach the user's breathing zone.

- 1. The hood should be used only for work that generates fumes, vapors, or dusts.
- 2. The hood should be used only for work that requires the use of hazardous materials.
- 3. The hood should be used only for work that requires the use of toxic or corrosive substances.
- 4. The hood should be used only for work that requires the use of radioactive materials.

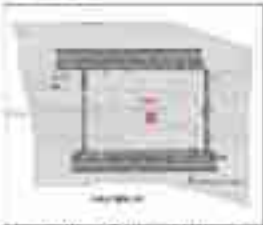
- 5. The hood should be used only for work that requires the use of volatile organic compounds (VOCs).
- 6. The hood should be used only for work that requires the use of hazardous waste.
- 7. The hood should be used only for work that requires the use of hazardous chemicals.
- 8. The hood should be used only for work that requires the use of hazardous gases.
- 9. The hood should be used only for work that requires the use of hazardous liquids.
- 10. The hood should be used only for work that requires the use of hazardous solids.

The fume hood is a critical piece of equipment in any laboratory. It is designed to protect the user from exposure to hazardous fumes, vapors, and dusts. It is a local exhaust ventilation system that captures and removes contaminants at the source before they can reach the user's breathing zone.

**THE STATE OF NEW YORK**

DATE	DESCRIPTION	AMOUNT
12/31/2011	STATE OF NEW YORK	100.00
12/31/2012	STATE OF NEW YORK	100.00
12/31/2013	STATE OF NEW YORK	100.00
12/31/2014	STATE OF NEW YORK	100.00
12/31/2015	STATE OF NEW YORK	100.00
12/31/2016	STATE OF NEW YORK	100.00
12/31/2017	STATE OF NEW YORK	100.00
12/31/2018	STATE OF NEW YORK	100.00
12/31/2019	STATE OF NEW YORK	100.00
12/31/2020	STATE OF NEW YORK	100.00
12/31/2021	STATE OF NEW YORK	100.00
12/31/2022	STATE OF NEW YORK	100.00
12/31/2023	STATE OF NEW YORK	100.00
12/31/2024	STATE OF NEW YORK	100.00
12/31/2025	STATE OF NEW YORK	100.00
12/31/2026	STATE OF NEW YORK	100.00
12/31/2027	STATE OF NEW YORK	100.00
12/31/2028	STATE OF NEW YORK	100.00
12/31/2029	STATE OF NEW YORK	100.00
12/31/2030	STATE OF NEW YORK	100.00

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**1.1. Welche der folgenden Aussagen sind richtig? Welche sind falsch? Begründen Sie Ihre Antworten!**

(1) Die Produktion von Gütern ist ein sozialer Prozess, der nur durch die Zusammenarbeit aller Beteiligten möglich ist.

(2) Die Produktion von Gütern ist ein sozialer Prozess, der nur durch die Zusammenarbeit aller Beteiligten möglich ist.

(3) Die Produktion von Gütern ist ein sozialer Prozess, der nur durch die Zusammenarbeit aller Beteiligten möglich ist.

**1.2. Welche der folgenden Aussagen sind richtig? Welche sind falsch? Begründen Sie Ihre Antworten!**

a. Die Produktion von Gütern ist ein sozialer Prozess, der nur durch die Zusammenarbeit aller Beteiligten möglich ist.

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Aussage	Richtig/Falsch
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**Fig. 1** Security checkpoint at an airport

**The Effect of the Security Checkpoint on the Perceived Fairness of the Security Process**

The first research objective of this study was to investigate the effect of the security checkpoint on the perceived fairness of the security process. The second research objective was to investigate the effect of the security checkpoint on the perceived fairness of the security process. The third research objective was to investigate the effect of the security checkpoint on the perceived fairness of the security process.

Variable	Mean	Standard Deviation	Alpha
Perceived Fairness	3.50	0.80	0.95
Security Checkpoint	2.50	0.70	0.92
Security Process	3.00	0.60	0.90

**Table 1** Descriptive statistics

1. The first part of the document deals with the... (faded text)

2. The second part discusses the... (faded text)

3. The third part covers the... (faded text)

4. The fourth part addresses the... (faded text)

5. The fifth part focuses on the... (faded text)

- In order to be successful, it is essential to...
- The primary objective is to...
- It is necessary to ensure that...

6. The sixth part concludes the... (faded text)

**Handwritten Section Header**

Item 1	Value
Item 2	Value
Item 3	Value
Item 4	Value

7. The seventh part discusses the... (faded text)

**Handwritten Section Header**

8. The eighth part covers the... (faded text)

**Unit 1: Introduction to the course**



- 1. The first session of the course will be a general introduction to the course and the school. It will cover the following topics:
  - (a) The purpose of the course and the role of the school.
  - (b) The structure of the course and the role of the students.
  - (c) The role of the school in providing a learning environment.
- 2. The second session will focus on the role of the school in providing a learning environment. It will cover the following topics:
  - (a) The role of the school in providing a learning environment.
  - (b) The role of the school in providing a learning environment.
  - (c) The role of the school in providing a learning environment.
- 3. The third session will focus on the role of the school in providing a learning environment. It will cover the following topics:
  - (a) The role of the school in providing a learning environment.
  - (b) The role of the school in providing a learning environment.
  - (c) The role of the school in providing a learning environment.

# How to Install a New Window

Step 1: Prepare the opening. Remove any old window and trim. Check for level and square. Reinforce the frame if necessary.

Step 2: Measure the opening. Measure the width and height of the opening. Order the window accordingly.

Step 3: Install the window. Place the window in the opening. Secure it with screws. Add trim and sealant.



Step 4: Seal the window. Apply sealant around the window frame. Check for leaks and proper fit.

Step 5: Finish the installation. Install the window trim. Clean the glass and frame. Test the window operation.

# THE UNIVERSITY OF THE SOUTH PACIFIC

## SCHOOL OF DISTANCE EDUCATION

**Module 10: The Role of the Teacher in the 21st Century**

This module explores the changing roles of teachers in the 21st century. It discusses the impact of technology, globalization, and diverse student needs on the teaching profession. The module also examines the importance of continuous professional development and the role of the teacher as a facilitator of learning.

By the end of this module, you should be able to:

- Identify the key challenges facing the teaching profession in the 21st century.
- Discuss the role of the teacher as a facilitator of learning.
- Explain the importance of continuous professional development.
- Describe the role of the teacher in a diverse classroom.

### Learning Objectives

By the end of this module, you should be able to:

Topic	Learning Objectives	Assessment
1. The Role of the Teacher in the 21st Century	Identify the key challenges facing the teaching profession in the 21st century.	Multiple Choice Questions
2. The Role of the Teacher as a Facilitator of Learning	Discuss the role of the teacher as a facilitator of learning.	Short Answer Questions
3. Continuous Professional Development	Explain the importance of continuous professional development.	Multiple Choice Questions
4. The Role of the Teacher in a Diverse Classroom	Describe the role of the teacher in a diverse classroom.	Short Answer Questions

**Module 11: The Role of the Teacher in the 21st Century**

This module explores the changing roles of teachers in the 21st century. It discusses the impact of technology, globalization, and diverse student needs on the teaching profession. The module also examines the importance of continuous professional development and the role of the teacher as a facilitator of learning.

By the end of this module, you should be able to:

- Identify the key challenges facing the teaching profession in the 21st century.
- Discuss the role of the teacher as a facilitator of learning.
- Explain the importance of continuous professional development.
- Describe the role of the teacher in a diverse classroom.

**Module 12: The Role of the Teacher in the 21st Century**

This module explores the changing roles of teachers in the 21st century. It discusses the impact of technology, globalization, and diverse student needs on the teaching profession. The module also examines the importance of continuous professional development and the role of the teacher as a facilitator of learning.

By the end of this module, you should be able to:

- Identify the key challenges facing the teaching profession in the 21st century.
- Discuss the role of the teacher as a facilitator of learning.
- Explain the importance of continuous professional development.
- Describe the role of the teacher in a diverse classroom.

# THE UNIVERSITY OF TEXAS AT AUSTIN

1912 RIVERSIDE DRIVE, AUSTIN, TEXAS 78712

**1.2.1.1** The Board of Regents shall have the authority to determine the general policy and to approve the budget of the University of Texas at Austin, and to exercise the powers and functions conferred upon it by the Constitution of the State of Texas and the laws of the State of Texas, and to do all such other acts and things as may be necessary or proper to carry out the purposes and objects of the University of Texas at Austin.

**1.2.1.2** The Board of Regents shall have the authority to determine the general policy and to approve the budget of the University of Texas at Austin, and to exercise the powers and functions conferred upon it by the Constitution of the State of Texas and the laws of the State of Texas, and to do all such other acts and things as may be necessary or proper to carry out the purposes and objects of the University of Texas at Austin.

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- a. To provide for the general management and control of the University of Texas at Austin.
- b. To determine the general policy and to approve the budget of the University of Texas at Austin.
- c. To exercise the powers and functions conferred upon it by the Constitution of the State of Texas and the laws of the State of Texas, and to do all such other acts and things as may be necessary or proper to carry out the purposes and objects of the University of Texas at Austin.

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### How to Submit Your Manuscript

Manuscript	Editorial Board
Manuscript	Editorial Board
Manuscript	Editorial Board
Manuscript	Editorial Board
Manuscript	Editorial Board

For more information, please contact the Editor at [editor@chicago.press.edu](mailto:editor@chicago.press.edu). The Editor's Office is located at the University of Chicago Press, 100 South East Asian Avenue, Suite 200, Ann Arbor, MI 48106-1500, USA. Tel: (734) 763-7000. Fax: (734) 763-7001. [www.chicago.press.edu](http://www.chicago.press.edu)

### Editorial Board

The Editorial Board consists of leading scholars in the field of East Asian Studies. The Board members are listed below:

- 1. Professor [Name] - [Institution]
- 2. Professor [Name] - [Institution]
- 3. Professor [Name] - [Institution]
- 4. Professor [Name] - [Institution]
- 5. Professor [Name] - [Institution]
- 6. Professor [Name] - [Institution]
- 7. Professor [Name] - [Institution]
- 8. Professor [Name] - [Institution]
- 9. Professor [Name] - [Institution]
- 10. Professor [Name] - [Institution]

The Editorial Board meets regularly to discuss manuscripts and to make recommendations to the Editor. The Board also meets to discuss the journal's content and to make recommendations to the Editor regarding the journal's future.

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- 4. Professor [Name] - [Institution]
- 5. Professor [Name] - [Institution]
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**Item 1: Board of Directors**

Name	Age
Mr. John Doe	45
Ms. Jane Smith	52
Mr. Robert Johnson	60
Ms. Emily White	38

(The Board of Directors shall have the authority to elect, re-elect, or remove any member of the Board of Directors at any time.)

**Item 2: Officers**

- 1. The Board of Directors shall elect the following officers:
  - a. President: Mr. John Doe
  - b. Vice President: Ms. Jane Smith
  - c. Secretary: Mr. Robert Johnson
  - d. Treasurer: Ms. Emily White
- 2. The Board of Directors shall have the authority to elect, re-elect, or remove any officer at any time.
- 3. The Board of Directors shall have the authority to elect, re-elect, or remove any member of the Board of Directors at any time.
- 4. The Board of Directors shall have the authority to elect, re-elect, or remove any officer at any time.
- 5. The Board of Directors shall have the authority to elect, re-elect, or remove any member of the Board of Directors at any time.

**Item 3: Board of Directors**

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(The Board of Directors shall have the authority to elect, re-elect, or remove any member of the Board of Directors at any time.)

**Section 1**

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**Section 2**

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**Section 3**

**Notes**

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The first of these is the fact that the University's financial situation is not as good as it once was. The University's income is now only about half of what it was in 1970. This is due to a number of factors, including the fact that the University's endowment has been depleted and that the University's operating expenses have increased.

The second of these is the fact that the University's reputation has declined. This is due to a number of factors, including the fact that the University's faculty has been weakened and that the University's administration has been ineffective.

The third of these is the fact that the University's physical plant is in poor condition. This is due to a number of factors, including the fact that the University has not invested enough in its physical plant and that the University's maintenance program is inadequate.

The fourth of these is the fact that the University's financial management is poor. This is due to a number of factors, including the fact that the University's budget is not well controlled and that the University's financial reporting is inadequate.

The fifth of these is the fact that the University's academic standards are low. This is due to a number of factors, including the fact that the University's faculty is not well qualified and that the University's curriculum is outdated.

The sixth of these is the fact that the University's student body is declining. This is due to a number of factors, including the fact that the University's reputation is poor and that the University's financial situation is not attractive.

The seventh of these is the fact that the University's alumni are not as active as they once were. This is due to a number of factors, including the fact that the University's reputation is poor and that the University's financial situation is not attractive.

The eighth of these is the fact that the University's faculty is not as well qualified as it once was. This is due to a number of factors, including the fact that the University's recruitment process is inadequate and that the University's salary structure is not competitive.

The ninth of these is the fact that the University's administration is not as effective as it once was. This is due to a number of factors, including the fact that the University's administrative structure is outdated and that the University's administrative personnel are not well qualified.

# UNIT 1: THE HISTORY OF THE UNITED STATES

**1.1 The early years of the United States**  
 The early years of the United States were marked by a period of exploration and settlement. The first European settlers arrived in North America in the late 15th and early 16th centuries. They established colonies in the eastern seaboard, which were primarily focused on agriculture and trade with Europe.

Over time, these colonies grew in size and number, and they began to develop their own distinct identities. The American Revolution in 1776 marked a turning point in the nation's history, as the colonies declared their independence from Great Britain.

**1.2 The expansion of the United States**  
 The United States expanded its territory significantly in the 18th and 19th centuries. This expansion was driven by a desire for land, resources, and new markets. Key events include the Louisiana Purchase of 1803 and the Mexican-American War of 1846-1848.

The process of westward expansion was often controversial, particularly regarding the issue of slavery. The Missouri Compromise of 1820 and the Kansas-Nebraska Act of 1854 were significant legislative attempts to address these issues. The discovery of gold in California in 1848 further fueled the desire for western land.

**1.3 The Civil War and Reconstruction**  
 The Civil War (1861-1865) was a pivotal moment in American history, fought between the Northern states and the Southern states over the issue of slavery. The war resulted in the abolition of slavery and the Reconstruction era, which aimed to rebuild the South and integrate African Americans into society.

Reconstruction was a period of significant social and political change. It saw the passage of the 13th, 14th, and 15th Amendments to the Constitution, which granted citizenship and voting rights to African Americans. However, the era also witnessed the rise of Jim Crow laws and the Ku Klux Klan, which sought to maintain white supremacy.

Year	Event	Significance
1492	Columbus's voyage to the Americas	First European contact with the Americas
1607	Founding of Jamestown	First permanent English settlement in North America
1776	Declaration of Independence	United States becomes an independent nation
1803	Louisiana Purchase	Significant territorial acquisition
1848	Discovery of gold in California	Spurred westward expansion
1861-1865	Civil War	Resolved the issue of slavery and preserved the Union
1865-1877	Reconstruction	Attempted to rebuild the South and integrate African Americans
1890	Wounded Knee Massacre	End of the Indian Wars
1901	Spanish-American War	Established the United States as a world power
1914	World War I	United States enters the global arena
1929	Stock Market Crash	Beginning of the Great Depression
1945	End of World War II	United States emerges as a superpower
1954	Brown v. Board of Education	Overturned 'separate but equal' doctrine
1963	March on Washington	Key event in the Civil Rights Movement
1969	Apollo 11 moon landing	Major technological achievement
1973	Oil Crisis	Global economic impact
1981	Iranian Hostage Crisis	Foreign policy challenge
1989	End of the Cold War	Shift in global power dynamics
1991	September 11 attacks	Major terrorist attack
2001	9/11 attacks	Major terrorist attack
2008	Financial Crisis	Global economic downturn
2013	Occupy Wall Street	Protest movement
2017	Trump's inauguration	Change in leadership
2020	COVID-19 pandemic	Global health crisis

**MEMORANDUM FOR THE RECORD**

TO :	ASST. DIR. (ADM. SER.)
FROM :	SA [Name]
SUBJECT :	[Subject]
DATE :	[Date]
RE :	[Reference]

[Text block containing the main body of the memorandum, starting with a reference to a previous report or document.]

[Text block containing the main body of the memorandum, providing details of the investigation or findings.]

[Text block containing the main body of the memorandum, concluding the report.]

APPROVED AND FORWARDED:	[Signature]
SPECIAL AGENT IN CHARGE	[Name]

DATE:	FILE NO.:	BY:	REVISION:
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**MEMORANDUM FOR THE RECORD**  
**DATE: 10/10/50**

NO.	NAME	GRADE	STATUS	REMARKS
1	ALLEN, JAMES	10	REG	
2	ANDERSON, JOHN	10	REG	
3	BROWN, ROBERT	10	REG	
4	CHAMBERLAIN, WALTER	10	REG	
5	COOPER, EDWARD	10	REG	
6	DAVIS, GEORGE	10	REG	
7	EVANS, HENRY	10	REG	
8	FERGUSON, DAVID	10	REG	
9	GIBSON, CHARLES	10	REG	
10	HARRIS, THOMAS	10	REG	
11	HENDERSON, WILLIAM	10	REG	
12	HUGHES, JAMES	10	REG	
13	JONES, ROBERT	10	REG	
14	KELLY, JOHN	10	REG	
15	LEWIS, EDWARD	10	REG	
16	LYNCH, GEORGE	10	REG	
17	MAHONEY, THOMAS	10	REG	
18	MCCOY, CHARLES	10	REG	
19	MURPHY, HENRY	10	REG	
20	NICHOLS, DAVID	10	REG	
21	OLSON, WILLIAM	10	REG	
22	PETERSON, JAMES	10	REG	
23	ROBERTSON, ROBERT	10	REG	
24	SCOTT, JOHN	10	REG	
25	SMITH, EDWARD	10	REG	
26	SPENCER, GEORGE	10	REG	
27	STEVENSON, THOMAS	10	REG	
28	TAYLOR, CHARLES	10	REG	
29	WALKER, HENRY	10	REG	
30	WATSON, DAVID	10	REG	
31	WELLS, WILLIAM	10	REG	
32	WHITE, JAMES	10	REG	
33	WILSON, ROBERT	10	REG	
34	WOOD, JOHN	10	REG	
35	YOUNG, EDWARD	10	REG	

**MEMORANDUM FOR THE RECORD**  
**DATE: 10/10/50**

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By: [Signature] [Name]  
 Title: [Title]  
 Date: [Date]

# CHAPTER 14: THE FINANCIAL STATEMENTS OF A CORPORATION

Account	Debit	Credit
Accounts Receivable	100	
Accounts Payable		100
Inventory	200	
Equity		300
<b>Total</b>	<b>300</b>	<b>300</b>

The balance sheet is a snapshot of the company's financial position at a specific point in time. It shows the company's assets, liabilities, and equity.

## 14.1 The Balance Sheet

The balance sheet is a financial statement that shows the company's assets, liabilities, and equity at a specific point in time. It is a snapshot of the company's financial position.

The balance sheet is divided into three main sections: assets, liabilities, and equity. Assets are what the company owns, liabilities are what the company owes, and equity is the owner's stake in the company.

The balance sheet must always balance, meaning that the total assets must equal the total liabilities plus equity. This is a fundamental principle of accounting.

## 14.2 The Income Statement

- 1. Sales revenue
- 2. Cost of goods sold
- 3. Gross profit
- 4. Operating expenses
- 5. Operating income

### 4.2.1 Sales Revenue

Sales revenue is the total amount of money received from the sale of goods or services. It is the top line of the income statement.

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# UNIT 10: THE HISTORY OF THE UNITED STATES

## Section 1: Early History

- 1. The first people to live in North America were Native Americans.
- 2. They lived in small groups and hunted for food.
- 3. They also grew crops and raised animals.
- 4. The first European settlers came to North America in 1492.
- 5. They were looking for a new route to Asia.

## Section 2: The American Revolution

Year	Event
1776	Declaration of Independence
1781	Treaty of Paris
1787	Constitution
1791	Bill of Rights
1800	Move to Washington D.C.
1820	Missouri Compromise
1861	Start of Civil War
1865	End of Civil War
1877	Compromise of 1877
1896	Plessy vs. Ferguson
1904	Spanish-American War
1917	World War I
1929	Great Depression
1945	World War II
1954	Brown vs. Board of Education
1963	John F. Kennedy
1968	Richard Nixon
1974	Watergate
1981	Ronald Reagan
1989	End of Cold War
1991	George H.W. Bush
1993	Bill Clinton
2001	George W. Bush
2008	Barack Obama
2017	Donald Trump

- 1. The American Revolution was fought between 1775 and 1783.
- 2. It was fought between the thirteen original states and Great Britain.
- 3. The states won and became an independent nation.

The American Revolution was a war for independence. It was fought between the thirteen original states and Great Britain. The states won and became an independent nation.

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## Section 3: The Civil War

Year	Event
1861	Start of Civil War
1865	End of Civil War
1877	Compromise of 1877
1896	Plessy vs. Ferguson
1904	Spanish-American War
1917	World War I
1929	Great Depression
1945	World War II
1954	Brown vs. Board of Education
1963	John F. Kennedy
1968	Richard Nixon
1974	Watergate
1981	Ronald Reagan
1989	End of Cold War
1991	George H.W. Bush
1993	Bill Clinton
2001	George W. Bush
2008	Barack Obama
2017	Donald Trump

The Civil War was fought between 1861 and 1865. It was fought between the Union and the Confederacy. The Union won and the Confederacy was destroyed. The Civil War was fought between 1861 and 1865. It was fought between the Union and the Confederacy. The Union won and the Confederacy was destroyed.

# UNIT 1: THE HISTORY OF THE UNITED STATES

The following table shows the population of the United States from 1790 to 1990. The population is given in millions.

Year	Population (millions)
1790	3.9
1800	3.9
1810	5.3
1820	9.6
1830	12.9
1840	17.0
1850	23.1
1860	31.4
1870	38.5
1880	50.2
1890	62.9
1900	76.0
1910	92.0
1920	106.0
1930	123.0
1940	132.0
1950	152.0
1960	179.0
1970	203.0
1980	226.0
1990	250.0

1. The population of the United States in 1790 was 3.9 million. In 1990, it was 250 million. This shows a steady increase over the centuries.

2. The population of the United States in 1800 was 3.9 million. In 1810, it was 5.3 million. This shows a steady increase over the decades.

3. The population of the United States in 1820 was 9.6 million. In 1830, it was 12.9 million. This shows a steady increase over the decades.

4. The population of the United States in 1840 was 17.0 million. In 1850, it was 23.1 million. This shows a steady increase over the decades.

5. The population of the United States in 1860 was 31.4 million. In 1870, it was 38.5 million. This shows a steady increase over the decades.

6. The population of the United States in 1880 was 50.2 million. In 1890, it was 62.9 million. This shows a steady increase over the decades.

7. The population of the United States in 1900 was 76.0 million. In 1910, it was 92.0 million. This shows a steady increase over the decades.

8. The population of the United States in 1920 was 106.0 million. In 1930, it was 123.0 million. This shows a steady increase over the decades.

9. The population of the United States in 1940 was 132.0 million. In 1950, it was 152.0 million. This shows a steady increase over the decades.

10. The population of the United States in 1960 was 179.0 million. In 1970, it was 203.0 million. This shows a steady increase over the decades.

11. The population of the United States in 1980 was 226.0 million. In 1990, it was 250.0 million. This shows a steady increase over the decades.

Year	Population (millions)
1790	3.9
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1910	92.0
1920	106.0
1930	123.0
1940	132.0
1950	152.0
1960	179.0
1970	203.0
1980	226.0
1990	250.0

The population of the United States has increased steadily over the centuries. This is due to a number of factors, including immigration and a high birth rate. The population of the United States in 1790 was 3.9 million. In 1990, it was 250 million. This shows a steady increase over the centuries.

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22. The population of the United States in 1980 was 226.0 million. In 1990, it was 250.0 million. This shows a steady increase over the decades.



# UNIT 1: THE HISTORY OF THE UNITED STATES

Topic	Key Concepts
1. Early American History	1607-1789
2. Colonial Period	1607-1776
3. American Revolution	1776-1789
4. Early Republic	1789-1800
5. Westward Expansion	1800-1848
6. Civil War	1861-1865
7. Reconstruction	1865-1877
8. Gilded Age	1877-1900
9. Progressive Era	1900-1914
10. World War I	1914-1918
11. Interwar Period	1918-1933
12. New Deal	1933-1945
13. World War II	1941-1945
14. Cold War	1945-1991
15. Post-War America	1945-1991

1. **Colonial Period (1607-1776):** This period covers the early settlement of North America by European colonists. Key events include the Pilgrims' arrival in 1620, the American Revolution (1775-1783), and the signing of the Declaration of Independence in 1776.
2. **American Revolution (1776-1789):** A war fought between the thirteen American colonies and Great Britain, resulting in the colonies' independence. Key figures include George Washington, Thomas Jefferson, and Benjamin Franklin.
3. **Early Republic (1789-1800):** The period following the American Revolution, characterized by the establishment of the federal government and the presidency of George Washington.
4. **Westward Expansion (1800-1848):** The process of moving the United States' frontiers westward, driven by the desire for land and resources. Key events include the Louisiana Purchase (1803) and the Mexican-American War (1846-1848).
5. **Civil War (1861-1865):** A conflict between the Union and the Confederacy over the issue of slavery. It resulted in the preservation of the Union and the abolition of slavery.
6. **Reconstruction (1865-1877):** The period following the Civil War, during which the Southern states were reintegrated into the Union. It was marked by the passage of the Reconstruction Acts and the Reconstruction Amendments (13th, 14th, and 15th).
7. **Gilded Age (1877-1900):** A period of rapid economic growth, marked by the rise of industrialists and the accumulation of vast wealth. Key figures include John D. Rockefeller and Andrew Carnegie.
8. **Progressive Era (1900-1914):** A period of social and political reform, characterized by the movement for social progress and reform. Key figures include Theodore Roosevelt and Woodrow Wilson.
9. **World War I (1914-1918):** A global conflict that resulted in the deaths of millions of people and the emergence of the United States as a world superpower.
10. **Interwar Period (1918-1933):** The period between the end of World War I and the beginning of the New Deal. It was marked by economic hardship and the rise of the Ku Klux Klan.
11. **New Deal (1933-1945):** A series of programs and policies implemented by President Franklin D. Roosevelt to address the economic challenges of the Great Depression.
12. **World War II (1941-1945):** A global conflict that resulted in the deaths of millions of people and the emergence of the United States as a world superpower.
13. **Cold War (1945-1991):** A period of geopolitical tension between the United States and the Soviet Union, characterized by the arms race and the space race.
14. **Post-War America (1945-1991):** The period following World War II, marked by economic growth and the rise of the American middle class.

TABLE 1. Properties of the polyacetylene (PA) chains in the samples.

Sample	PA Length (nm)	PA Width (nm)	PA Thickness (nm)	PA Orientation		PA Density (g/cm <sup>3</sup> )	PA Volume Fraction (%)	PA Surface Area (m <sup>2</sup> /g)
				Angle (°)	Order (°)			
PA-1	100	100	100	0	0	1.15	100	100
PA-2	100	100	100	0	0	1.15	100	100
PA-3	100	100	100	0	0	1.15	100	100
PA-4	100	100	100	0	0	1.15	100	100
PA-5	100	100	100	0	0	1.15	100	100

**REPORT ON THE STATE OF THE ECONOMY**  
**2014**

Indicator	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023		2024
											Q1	Q2	
GDP (Billion ₺)	1,000,000	1,050,000	1,100,000	1,150,000	1,200,000	1,250,000	1,300,000	1,350,000	1,400,000	1,450,000	1,500,000	1,550,000	1,600,000
Population (Million)	80	81	82	83	84	85	86	87	88	89	90	91	92
Unemployment Rate (%)	10	11	12	13	14	15	16	17	18	19	20	21	22
Inflation Rate (%)	5	6	7	8	9	10	11	12	13	14	15	16	17
Trade Balance (Billion ₺)	100	110	120	130	140	150	160	170	180	190	200	210	220
Government Debt (Billion ₺)	500	550	600	650	700	750	800	850	900	950	1,000	1,050	1,100
Foreign Reserves (Billion ₺)	200	210	220	230	240	250	260	270	280	290	300	310	320
Current Account Balance (Billion ₺)	50	60	70	80	90	100	110	120	130	140	150	160	170
Public Debt (Billion ₺)	300	350	400	450	500	550	600	650	700	750	800	850	900
Private Debt (Billion ₺)	200	220	240	260	280	300	320	340	360	380	400	420	440
Government Expenditure (Billion ₺)	400	450	500	550	600	650	700	750	800	850	900	950	1,000
Government Revenue (Billion ₺)	300	320	340	360	380	400	420	440	460	480	500	520	540
Government Deficit (Billion ₺)	100	130	160	190	220	250	280	310	340	370	400	430	460
Government Debt to GDP (%)	50	52	55	58	61	64	67	70	73	76	79	82	85
Government Revenue to GDP (%)	30	31	32	33	34	35	36	37	38	39	40	41	42
Government Deficit to GDP (%)	10	12	15	17	18	20	21	23	25	27	29	31	33
Government Debt to Public Debt (%)	60	62	64	66	68	70	72	74	76	78	80	82	84
Government Revenue to Public Revenue (%)	70	71	72	73	74	75	76	77	78	79	80	81	82
Government Deficit to Public Deficit (%)	80	81	82	83	84	85	86	87	88	89	90	91	92
Government Debt to Total Debt (%)	60	62	64	66	68	70	72	74	76	78	80	82	84
Government Revenue to Total Revenue (%)	70	71	72	73	74	75	76	77	78	79	80	81	82
Government Deficit to Total Deficit (%)	80	81	82	83	84	85	86	87	88	89	90	91	92
Government Debt to GDP (%)	50	52	55	58	61	64	67	70	73	76	79	82	85
Government Revenue to GDP (%)	30	31	32	33	34	35	36	37	38	39	40	41	42
Government Deficit to GDP (%)	10	12	15	17	18	20	21	23	25	27	29	31	33
Government Debt to Public Debt (%)	60	62	64	66	68	70	72	74	76	78	80	82	84
Government Revenue to Public Revenue (%)	70	71	72	73	74	75	76	77	78	79	80	81	82
Government Deficit to Public Deficit (%)	80	81	82	83	84	85	86	87	88	89	90	91	92
Government Debt to Total Debt (%)	60	62	64	66	68	70	72	74	76	78	80	82	84
Government Revenue to Total Revenue (%)	70	71	72	73	74	75	76	77	78	79	80	81	82
Government Deficit to Total Deficit (%)	80	81	82	83	84	85	86	87	88	89	90	91	92





**WORLDWIDE TRAVEL AGENCY**  
**TRAVEL AGENT'S REPORT**

Item	Quantity	Rate	Total
Room	1	100.00	100.00
Breakfast	2	25.00	50.00
Transportation	1	150.00	150.00
Taxi	1	20.00	20.00
Hotel	1	100.00	100.00
Travel Agency Fee	1	50.00	50.00
<b>Total</b>			<b>570.00</b>

1. The total amount of the bill is \$570.00. The amount of the bill is \$570.00. The amount of the bill is \$570.00.

2. The total amount of the bill is \$570.00. The amount of the bill is \$570.00. The amount of the bill is \$570.00.

Item	Quantity	Rate	Total
Room	1	100.00	100.00
Breakfast	2	25.00	50.00
Transportation	1	150.00	150.00
Taxi	1	20.00	20.00
Hotel	1	100.00	100.00
Travel Agency Fee	1	50.00	50.00
<b>Total</b>			<b>570.00</b>

3. The total amount of the bill is \$570.00. The amount of the bill is \$570.00. The amount of the bill is \$570.00.

4. The total amount of the bill is \$570.00. The amount of the bill is \$570.00. The amount of the bill is \$570.00.

**WILSON COUNTY COMMUNITY COLLEGE**  
**WILSON COUNTY COMMUNITY COLLEGE**

Form WCC-100 (Rev. 01/01) - Worksheet for the Financial Statement of the Board of Trustees  
 for the year ending 12/31/2011

- (A) General Fund
- (B) Special Revenue Funds
- (C) Capital Projects Funds
- (D) Debt Funds
- (E) Other Funds

**II. Fund Balances Available for Appropriation at the Close of the Year**

**III. Summary of the Financial Statement**

Fund	Fund Description	2011		2010
		Actual	Budget	
(A)	General Fund	1,234,567	1,234,567	1,234,567
(B)	Special Revenue Funds	567,890	567,890	567,890
(C)	Capital Projects Funds	123,456	123,456	123,456
(D)	Debt Funds	78,901	78,901	78,901
(E)	Other Funds	98,765	98,765	98,765
<b>Total</b>		<b>2,703,579</b>	<b>2,703,579</b>	<b>2,703,579</b>

NAME	ADDRESS	CITY	STATE	ZIP	PHONE	EMAIL
Mr. & Mrs. J. W. Smith	1234 Main St.	Springfield	MA	01103	(417) 555-1234	jsmith@springfield.com
Mr. & Mrs. R. L. Jones	5678 Oak Ave.	Springfield	MA	01103	(417) 555-5678	rljones@springfield.com
Mr. & Mrs. T. K. Brown	9012 Elm St.	Springfield	MA	01103	(417) 555-9012	tkbrown@springfield.com
Mr. & Mrs. D. M. White	3456 Pine Rd.	Springfield	MA	01103	(417) 555-3456	dwhite@springfield.com
Mr. & Mrs. S. P. Green	7890 Cedar Ln.	Springfield	MA	01103	(417) 555-7890	spgreen@springfield.com
Mr. & Mrs. H. Q. Black	2345 Birch Dr.	Springfield	MA	01103	(417) 555-2345	hqblack@springfield.com
Mr. & Mrs. K. R. Gray	6789 Walnut St.	Springfield	MA	01103	(417) 555-6789	krgray@springfield.com
Mr. & Mrs. L. S. Blue	1011 Maple Ave.	Springfield	MA	01103	(417) 555-1011	lsblue@springfield.com
Mr. & Mrs. N. T. Red	4567 Spruce Rd.	Springfield	MA	01103	(417) 555-4567	ntred@springfield.com
Mr. & Mrs. P. U. Yellow	8901 Fir St.	Springfield	MA	01103	(417) 555-8901	puyellow@springfield.com
Mr. & Mrs. Q. V. Purple	2123 Ash Ln.	Springfield	MA	01103	(417) 555-2123	qvpurple@springfield.com
Mr. & Mrs. W. X. Orange	5432 Hickory Dr.	Springfield	MA	01103	(417) 555-5432	wxorange@springfield.com
Mr. & Mrs. Y. Z. Silver	9876 Poplar St.	Springfield	MA	01103	(417) 555-9876	yzsilver@springfield.com

1. The above information is for the use of the members of the Association and is not to be distributed to the general public. It is the property of the Association and its officers and directors. It is to be kept confidential and not to be used for any other purpose without the express written consent of the Association.

NAME	ADDRESS	CITY	STATE	ZIP	PHONE	EMAIL
Mr. & Mrs. A. B. C.	123 Main St.	Springfield	MA	01103	(417) 555-1234	abc@springfield.com
Mr. & Mrs. D. E. F.	456 Oak Ave.	Springfield	MA	01103	(417) 555-4567	def@springfield.com
Mr. & Mrs. G. H. I.	789 Elm St.	Springfield	MA	01103	(417) 555-7890	ghi@springfield.com
Mr. & Mrs. J. K. L.	101 Pine Rd.	Springfield	MA	01103	(417) 555-1011	jkl@springfield.com
Mr. & Mrs. M. N. O.	234 Cedar Ln.	Springfield	MA	01103	(417) 555-2345	mno@springfield.com
Mr. & Mrs. P. Q. R.	567 Birch Dr.	Springfield	MA	01103	(417) 555-5678	pqr@springfield.com
Mr. & Mrs. S. T. U.	890 Walnut St.	Springfield	MA	01103	(417) 555-8901	stu@springfield.com
Mr. & Mrs. V. W. X.	123 Maple Ave.	Springfield	MA	01103	(417) 555-1234	vwx@springfield.com
Mr. & Mrs. Y. Z. A.	456 Spruce Rd.	Springfield	MA	01103	(417) 555-4567	yza@springfield.com
Mr. & Mrs. B. C. D.	789 Fir St.	Springfield	MA	01103	(417) 555-7890	bcd@springfield.com
Mr. & Mrs. E. F. G.	101 Ash Ln.	Springfield	MA	01103	(417) 555-1011	efg@springfield.com
Mr. & Mrs. H. I. J.	234 Hickory Dr.	Springfield	MA	01103	(417) 555-2345	hij@springfield.com
Mr. & Mrs. K. L. M.	567 Poplar St.	Springfield	MA	01103	(417) 555-5678	klm@springfield.com
Mr. & Mrs. N. O. P.	890 Walnut St.	Springfield	MA	01103	(417) 555-8901	nop@springfield.com
Mr. & Mrs. Q. R. S.	123 Maple Ave.	Springfield	MA	01103	(417) 555-1234	qrs@springfield.com
Mr. & Mrs. T. U. V.	456 Spruce Rd.	Springfield	MA	01103	(417) 555-4567	tuv@springfield.com
Mr. & Mrs. W. X. Y.	789 Fir St.	Springfield	MA	01103	(417) 555-7890	wxy@springfield.com
Mr. & Mrs. Z. A. B.	101 Ash Ln.	Springfield	MA	01103	(417) 555-1011	zab@springfield.com

Run	Time	Temp	Pressure	Flow	Detector	Response	Area	Height	Width	Retention
1	1.2	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.2
2	1.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.5
3	2.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0
4	2.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.5
5	3.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	3.0
6	3.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	3.5
7	4.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	4.0
8	4.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	4.5
9	5.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	5.0
10	5.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	5.5
11	6.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	6.0
12	6.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	6.5
13	7.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0
14	7.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.5
15	8.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	8.0
16	8.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	8.5
17	9.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	9.0
18	9.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	9.5
19	10.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	10.0
20	10.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	10.5
21	11.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	11.0
22	11.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	11.5
23	12.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	12.0
24	12.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	12.5
25	13.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	13.0
26	13.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	13.5
27	14.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	14.0
28	14.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	14.5
29	15.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	15.0
30	15.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	15.5
31	16.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	16.0
32	16.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	16.5
33	17.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	17.0
34	17.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	17.5
35	18.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	18.0
36	18.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	18.5
37	19.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	19.0
38	19.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	19.5
39	20.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	20.0
40	20.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	20.5
41	21.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	21.0
42	21.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	21.5
43	22.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	22.0
44	22.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	22.5
45	23.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	23.0
46	23.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	23.5
47	24.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	24.0
48	24.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	24.5
49	25.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	25.0
50	25.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	25.5
51	26.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	26.0
52	26.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	26.5
53	27.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	27.0
54	27.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	27.5
55	28.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	28.0
56	28.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	28.5
57	29.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	29.0
58	29.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	29.5
59	30.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	30.0
60	30.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	30.5
61	31.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	31.0
62	31.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	31.5
63	32.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	32.0
64	32.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	32.5
65	33.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	33.0
66	33.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	33.5
67	34.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	34.0
68	34.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	34.5
69	35.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	35.0
70	35.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	35.5
71	36.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	36.0
72	36.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	36.5
73	37.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	37.0
74	37.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	37.5
75	38.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	38.0
76	38.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	38.5
77	39.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	39.0
78	39.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	39.5
79	40.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	40.0
80	40.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	40.5
81	41.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	41.0
82	41.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	41.5
83	42.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	42.0
84	42.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	42.5
85	43.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	43.0
86	43.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	43.5
87	44.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	44.0
88	44.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	44.5
89	45.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	45.0
90	45.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	45.5
91	46.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	46.0
92	46.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	46.5
93	47.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	47.0
94	47.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	47.5
95	48.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	48.0
96	48.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	48.5
97	49.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	49.0
98	49.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	49.5
99	50.0	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	50.0
100	50.5	100	1.0	1.0	1.0	1.0	1.0	1.0	1.0	50.5

**WISCONSIN STATE UNIVERSITY SYSTEM**  
**OFFICE OF THE CHIEF INFORMATION OFFICER**

Project Name	Start Date	End Date	Status	Priority	Owner	Stakeholders
System A Upgrade	2023-01-15	2023-06-30	Completed	High	J. Doe	IT, Finance, HR
System B Migration	2023-03-01	2023-09-15	In Progress	Medium	A. Smith	IT, Operations
System C Integration	2023-04-10	2023-10-31	On Hold	Low	M. Johnson	IT, Marketing
System D Security Audit	2023-02-20	2023-05-31	Completed	Critical	K. Lee	IT, Legal, Compliance
System E New Deployment	2023-07-01	2023-11-30	Planned	Medium	L. Brown	IT, Sales
System F Data Migration	2023-05-15	2023-08-31	In Progress	High	P. Green	IT, Analytics
System G Cloud Migration	2023-06-01	2023-12-31	On Hold	High	Q. White	IT, Finance, Operations
System H Network Upgrade	2023-03-15	2023-07-31	Completed	Medium	R. Black	IT, Facilities
System I User Training	2023-04-01	2023-09-30	In Progress	Medium	S. Gray	IT, HR, End Users
System J Vendor Selection	2023-08-01	2023-10-31	On Hold	Low	T. Blue	IT, Finance

**Notes:**

**1. All dates are approximate and subject to change.**

- All dates are approximate and subject to change.
- The owner of each project is responsible for providing updates to this report.
- Stakeholders should be notified of any changes to the project schedule.

**2. This report is for informational purposes only and does not constitute a contract.**

Prepared by: [Name] | Date: [Date]  
 Approved by: [Name] | Date: [Date]

**QUESTIONNAIRE ON THE EFFECTS OF THE  
2009-2010 ECONOMIC CRISIS**

<b>Demographic Data</b>	
Age	
Gender	
Marital Status	
Education	
Employment Status	
Income	

1. How has the economic crisis affected your business/organization?
- Increased sales/revenue
  - Decreased sales/revenue
  - No change in sales/revenue
  - Other

2. How has the economic crisis affected your employees?

Response	Percentage
Increased productivity	
Decreased productivity	
No change in productivity	
Other	

3. How has the economic crisis affected your customers?
- Increased loyalty
  - Decreased loyalty
  - No change in loyalty
  - Other
4. How has the economic crisis affected your suppliers?
- Increased reliability
  - Decreased reliability
  - No change in reliability
  - Other

5. How has the economic crisis affected your overall business/organization?

Response	Percentage
Increased profitability	
Decreased profitability	
No change in profitability	
Other	

**WORLDWIDE UNIVERSITY OF THE SOUTH PACIFIC**  
**POSTGRADUATE DIPLOMA IN BUSINESS ADMINISTRATION**

Module	Unit 1	Unit 2	Unit 3	Unit 4
Business Strategy				
Business Growth				
Business Plan				
Case				

11. To carry out the assignment you will need to do the following:
- 11.1. Analyse the business environment of the company and identify the key stakeholders. Identify the main areas of opportunity and risk for the company and the key areas of strategic focus.
  - 11.2. Develop a business strategy for the company that is consistent with the business environment and the key areas of strategic focus.
  - 11.3. Develop a business plan for the company that is consistent with the business strategy and the key areas of strategic focus.

**12. Business plan assignment (100 marks) (100%)**

Module	Unit 1	Unit 2	Unit 3	Unit 4
Business Plan				
Case				

12. To carry out the assignment you will need to do the following:
- 12.1. Analyse the business environment of the company and identify the key stakeholders. Identify the main areas of opportunity and risk for the company and the key areas of strategic focus.
  - 12.2. Develop a business strategy for the company that is consistent with the business environment and the key areas of strategic focus.
  - 12.3. Develop a business plan for the company that is consistent with the business strategy and the key areas of strategic focus.

**13. Business plan assignment (100 marks) (100%)**

13. To carry out the assignment you will need to do the following:
- 13.1. Analyse the business environment of the company and identify the key stakeholders. Identify the main areas of opportunity and risk for the company and the key areas of strategic focus.
  - 13.2. Develop a business strategy for the company that is consistent with the business environment and the key areas of strategic focus.
  - 13.3. Develop a business plan for the company that is consistent with the business strategy and the key areas of strategic focus.

**14. Business plan assignment (100 marks) (100%)**

Module	Unit 1	Unit 2	Unit 3	Unit 4
Business Plan				
Case				
Business Plan				
Case				
Business Plan				
Case				
Business Plan				
Case				
Business Plan				
Case				
Business Plan				
Case				

**15. Business plan assignment (100 marks) (100%)**

**2018-2019 Annual Report of the  
Board of Directors of the City of Chicago**

11. **Table is located in the (please specify) section of the report and is available for public access.**

12. **Table is located in the (please specify) section of the report and is available for public access.**

Item	2018	2017	2016	2015	2014
Item 1	100	100	100	100	100
Item 2	100	100	100	100	100
Item 3	100	100	100	100	100
Item 4	100	100	100	100	100
Item 5	100	100	100	100	100

13. **Table is located in the (please specify) section of the report and is available for public access.**

14. **Table is located in the (please specify) section of the report and is available for public access.**

15. **Table is located in the (please specify) section of the report and is available for public access.**

16. **Table is located in the (please specify) section of the report and is available for public access.**

17. **Table is located in the (please specify) section of the report and is available for public access.**

18. **Table is located in the (please specify) section of the report and is available for public access.**

19. **Table is located in the (please specify) section of the report and is available for public access.**

20. **Table is located in the (please specify) section of the report and is available for public access.**

21. **Table is located in the (please specify) section of the report and is available for public access.**

22. **Table is located in the (please specify) section of the report and is available for public access.**

23. **Table is located in the (please specify) section of the report and is available for public access.**

**1. Information on the subject of the document**

1.1. The document is a report on the activities of the organization in the field of human rights.

**2. Information on the author**

2.1. The document was prepared by the Human Rights Department of the organization.

2.2. The document is a confidential document and its content should not be disclosed to the public.

**3. Information on the content**

3.1. The document contains information on the activities of the organization in the field of human rights.

3.2. The document contains information on the activities of the organization in the field of human rights.

3.3. The document contains information on the activities of the organization in the field of human rights.

3.4. The document contains information on the activities of the organization in the field of human rights.

**4. Information on the classification of the document**

Classification	1990	1995	2000	2005	2010
Confidential	12	14	16	18	20
Secret	20	22	24	26	28
Restricted	30	32	34	36	38
Controlled	40	42	44	46	48
Unclassified	50	52	54	56	58

4.1. The document is classified as confidential.

4.2. The document is classified as secret.

## Handwritten Title: Handwritten Title

### Define

1) Handwritten definition

### Handwritten Section Header

2) Handwritten text

3) Handwritten text

Handwritten Column 1	Handwritten Column 2	Handwritten Column 3	Handwritten Column 4	Handwritten Column 5
Handwritten Row 1	Handwritten Row 1	Handwritten Row 1	Handwritten Row 1	Handwritten Row 1
Handwritten Row 2	Handwritten Row 2	Handwritten Row 2	Handwritten Row 2	Handwritten Row 2
Handwritten Row 3	Handwritten Row 3	Handwritten Row 3	Handwritten Row 3	Handwritten Row 3
Handwritten Row 4	Handwritten Row 4	Handwritten Row 4	Handwritten Row 4	Handwritten Row 4
Handwritten Row 5	Handwritten Row 5	Handwritten Row 5	Handwritten Row 5	Handwritten Row 5

4) Handwritten text

5) Handwritten text

### Define

6) Handwritten definition

7) Handwritten text

8) Handwritten text

9) Handwritten text

10) Handwritten text

11) Handwritten text

12) Handwritten text

13) Handwritten text

14) Handwritten text

15) Handwritten text

- 1) The first document is a handwritten note on a piece of lined paper, dated 1/1/20, with the text: "I have been thinking about you a lot lately and wondering how you are doing. I hope you are well and happy. I would love to hear from you soon." The handwriting is in cursive and appears to be from a young person.
- 2) The second document is a typed letter on a white sheet of paper, dated 1/1/20, with the text: "Dear [Name], I have been thinking about you a lot lately and wondering how you are doing. I hope you are well and happy. I would love to hear from you soon." The letter is typed in a standard font and appears to be a formal or semi-formal communication.

Handwritten notes on a lined sheet of paper:

1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20
1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20
1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20
1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20
1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20
1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20
1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20
1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20
1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20

- 3) The third document is a typed letter on a white sheet of paper, dated 1/1/20, with the text: "Dear [Name], I have been thinking about you a lot lately and wondering how you are doing. I hope you are well and happy. I would love to hear from you soon." The letter is typed in a standard font and appears to be a formal or semi-formal communication.
- 4) The fourth document is a handwritten note on a piece of lined paper, dated 1/1/20, with the text: "I have been thinking about you a lot lately and wondering how you are doing. I hope you are well and happy. I would love to hear from you soon." The handwriting is in cursive and appears to be from a young person.
- 5) The fifth document is a typed letter on a white sheet of paper, dated 1/1/20, with the text: "Dear [Name], I have been thinking about you a lot lately and wondering how you are doing. I hope you are well and happy. I would love to hear from you soon." The letter is typed in a standard font and appears to be a formal or semi-formal communication.

Handwritten notes on a lined sheet of paper:

1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20
1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20
1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20
1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20
1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20
1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20
1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20
1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20
1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20
1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20	1/1/20

## Financial Performance Report

Revenue: \$1,200,000  
Expenses: \$800,000  
Profit: \$400,000

- 1. Revenue: \$1,200,000
- 2. Expenses: \$800,000
- 3. Profit: \$400,000

**1. (10) (10) (10) (10) (10) (10) (10) (10) (10) (10)**

**1. (10) (10) (10) (10) (10) (10) (10) (10) (10) (10)**

- (1) The company's net income is \$100,000. The company's net operating income is \$120,000. The company's net income is \$100,000.
- (2) The company's net income is \$100,000. The company's net operating income is \$120,000. The company's net income is \$100,000.
- (3) The company's net income is \$100,000. The company's net operating income is \$120,000. The company's net income is \$100,000.

Net Income	\$100,000
Net Operating Income	\$120,000
Net Income	\$100,000

**2. (10) (10) (10) (10) (10) (10) (10) (10) (10) (10)**

- (1) The company's net income is \$100,000. The company's net operating income is \$120,000. The company's net income is \$100,000.
- (2) The company's net income is \$100,000. The company's net operating income is \$120,000. The company's net income is \$100,000.

The company's net income is \$100,000. The company's net operating income is \$120,000. The company's net income is \$100,000.

Net Income	\$100,000
Net Operating Income	\$120,000
Net Income	\$100,000

**3. (10) (10) (10) (10) (10) (10) (10) (10) (10) (10)**

- (1) The company's net income is \$100,000. The company's net operating income is \$120,000. The company's net income is \$100,000.
- (2) The company's net income is \$100,000. The company's net operating income is \$120,000. The company's net income is \$100,000.



## QUESTIONNAIRE FOR STUDENTS

1. Name: \_\_\_\_\_

2. Roll No.: \_\_\_\_\_

3. Date: \_\_\_\_\_

4. Class: \_\_\_\_\_

5. Section: \_\_\_\_\_

6. Teacher: \_\_\_\_\_

7. School: \_\_\_\_\_

8. Address: \_\_\_\_\_

9. City: \_\_\_\_\_

10. State: \_\_\_\_\_

11. Country: \_\_\_\_\_

12. Telephone: \_\_\_\_\_

13. E-mail: \_\_\_\_\_

14. I am a \_\_\_\_\_

15. I am a \_\_\_\_\_

16. I am a \_\_\_\_\_

17. I am a \_\_\_\_\_

18. I am a \_\_\_\_\_

19. I am a \_\_\_\_\_

20. I am a \_\_\_\_\_

### PART B: Multiple Choice Questions

Question	Answer	Mark	Total
1. The capital of India is _____	Delhi	1	1
2. The largest city of India is _____	Mumbai	1	2
3. The smallest state of India is _____	Goa	1	3
4. The longest river of India is _____	Ganges	1	4
5. The highest peak of India is _____	Dhaulagiri	1	5
6. The largest island of India is _____	Andaman and Nicobar	1	6
7. The largest lake of India is _____	Wular Lake	1	7
8. The largest city of Andhra Pradesh is _____	Hyderabad	1	8
9. The largest city of Karnataka is _____	Bangalore	1	9
10. The largest city of Maharashtra is _____	Mumbai	1	10

11. The capital of India is Delhi. The largest city of India is Mumbai. The smallest state of India is Goa. The longest river of India is Ganges. The highest peak of India is Dhaulagiri. The largest island of India is Andaman and Nicobar. The largest lake of India is Wular Lake. The largest city of Andhra Pradesh is Hyderabad. The largest city of Karnataka is Bangalore. The largest city of Maharashtra is Mumbai.

12. The capital of India is Delhi. The largest city of India is Mumbai. The smallest state of India is Goa. The longest river of India is Ganges. The highest peak of India is Dhaulagiri. The largest island of India is Andaman and Nicobar. The largest lake of India is Wular Lake. The largest city of Andhra Pradesh is Hyderabad. The largest city of Karnataka is Bangalore. The largest city of Maharashtra is Mumbai.
13. The capital of India is Delhi. The largest city of India is Mumbai. The smallest state of India is Goa. The longest river of India is Ganges. The highest peak of India is Dhaulagiri. The largest island of India is Andaman and Nicobar. The largest lake of India is Wular Lake. The largest city of Andhra Pradesh is Hyderabad. The largest city of Karnataka is Bangalore. The largest city of Maharashtra is Mumbai.
14. The capital of India is Delhi. The largest city of India is Mumbai. The smallest state of India is Goa. The longest river of India is Ganges. The highest peak of India is Dhaulagiri. The largest island of India is Andaman and Nicobar. The largest lake of India is Wular Lake. The largest city of Andhra Pradesh is Hyderabad. The largest city of Karnataka is Bangalore. The largest city of Maharashtra is Mumbai.
15. The capital of India is Delhi. The largest city of India is Mumbai. The smallest state of India is Goa. The longest river of India is Ganges. The highest peak of India is Dhaulagiri. The largest island of India is Andaman and Nicobar. The largest lake of India is Wular Lake. The largest city of Andhra Pradesh is Hyderabad. The largest city of Karnataka is Bangalore. The largest city of Maharashtra is Mumbai.

## QUESTIONNAIRE ON PARTICIPATION IN CARE

- 1. How often do you meet with your doctor to discuss your care? (circle one)
- 2. How often do you meet with your doctor to discuss your care? (circle one)

3. How often do you meet with your doctor to discuss your care? (circle one)

4. How often do you meet with your doctor to discuss your care? (circle one)

Frequency	Very often	Often	Sometimes	Not often	Never
1	5	4	3	2	1
2	4	3	2	1	0
3	3	2	1	0	0
4	2	1	0	0	0
5	1	0	0	0	0
6	0	0	0	0	0

5. How often do you meet with your doctor to discuss your care? (circle one)

Frequency	Very often	Often	Sometimes	Not often	Never
1	5	4	3	2	1
2	4	3	2	1	0
3	3	2	1	0	0
4	2	1	0	0	0
5	1	0	0	0	0
6	0	0	0	0	0

6. How often do you meet with your doctor to discuss your care? (circle one)

Frequency	Very often	Often	Sometimes	Not often	Never
1	5	4	3	2	1
2	4	3	2	1	0
3	3	2	1	0	0
4	2	1	0	0	0
5	1	0	0	0	0
6	0	0	0	0	0

## BANK OF AMERICA

	2010	2009	2008	2007	2006
Assets	1,000	950	900	850	800
Liabilities	800	750	700	650	600
Equity	200	200	200	200	200
Capital	150	150	150	150	150
Reserves	50	50	50	50	50
Loans	700	650	600	550	500
Deposits	650	600	550	500	450
Other	150	150	150	150	150

1.1. To help determine which company the financial institutions are most developed and best suited to the region.

### 1.2. Bank of America Systemic Risk (B.S.)

Category	2010	2009	2008	2007	2006
Assets	1,000	950	900	850	800
Liabilities	800	750	700	650	600
Equity	200	200	200	200	200
Capital	150	150	150	150	150
Reserves	50	50	50	50	50
Loans	700	650	600	550	500
Deposits	650	600	550	500	450
Other	150	150	150	150	150

### 1.3. Bank of America Systemic Risk (B.S.)

- 1.1. To help determine which company the financial institutions are most developed and best suited to the region.
- 1.2. Bank of America Systemic Risk (B.S.)
  - a. Assets
  - b. Liabilities
  - c. Equity
  - d. Capital
  - e. Reserves
  - f. Loans
  - g. Deposits
  - h. Other

## QUESTIONNAIRE FOR THE RESEARCHER

Please indicate the extent to which you agree or disagree with the following statements.

1. The more we understand the structure of the brain, the more we understand the mind.
2. The more we understand the structure of the brain, the more we understand the nature of consciousness.

For 20 questions, please circle the appropriate response:

**Strongly Disagree**      **Disagree**      **Neutral**      **Agree**      **Strongly Agree**

3. The structure of the brain is the primary determinant of the nature of consciousness.
4. The structure of the brain is the primary determinant of the nature of intelligence.
5. The structure of the brain is the primary determinant of the nature of personality.
6. The structure of the brain is the primary determinant of the nature of emotion.
7. The structure of the brain is the primary determinant of the nature of memory.
8. The structure of the brain is the primary determinant of the nature of perception.
9. The structure of the brain is the primary determinant of the nature of learning.
10. The structure of the brain is the primary determinant of the nature of problem-solving.
11. The structure of the brain is the primary determinant of the nature of decision-making.
12. The structure of the brain is the primary determinant of the nature of social behavior.
13. The structure of the brain is the primary determinant of the nature of moral behavior.
14. The structure of the brain is the primary determinant of the nature of artistic behavior.
15. The structure of the brain is the primary determinant of the nature of religious behavior.
16. The structure of the brain is the primary determinant of the nature of political behavior.
17. The structure of the brain is the primary determinant of the nature of economic behavior.
18. The structure of the brain is the primary determinant of the nature of legal behavior.
19. The structure of the brain is the primary determinant of the nature of scientific behavior.
20. The structure of the brain is the primary determinant of the nature of human behavior.

**Strongly Disagree**      **Disagree**      **Neutral**      **Agree**      **Strongly Agree**



21. The structure of the brain is the primary determinant of the nature of human behavior.
22. The structure of the brain is the primary determinant of the nature of human thought.
23. The structure of the brain is the primary determinant of the nature of human emotion.
24. The structure of the brain is the primary determinant of the nature of human perception.
25. The structure of the brain is the primary determinant of the nature of human learning.
26. The structure of the brain is the primary determinant of the nature of human decision-making.
27. The structure of the brain is the primary determinant of the nature of human social behavior.
28. The structure of the brain is the primary determinant of the nature of human moral behavior.
29. The structure of the brain is the primary determinant of the nature of human artistic behavior.
30. The structure of the brain is the primary determinant of the nature of human religious behavior.
31. The structure of the brain is the primary determinant of the nature of human political behavior.
32. The structure of the brain is the primary determinant of the nature of human economic behavior.
33. The structure of the brain is the primary determinant of the nature of human legal behavior.
34. The structure of the brain is the primary determinant of the nature of human scientific behavior.
35. The structure of the brain is the primary determinant of the nature of human behavior.

**Strongly Disagree**      **Disagree**      **Neutral**      **Agree**      **Strongly Agree**

36. The structure of the brain is the primary determinant of the nature of human behavior.
37. The structure of the brain is the primary determinant of the nature of human thought.
38. The structure of the brain is the primary determinant of the nature of human emotion.
39. The structure of the brain is the primary determinant of the nature of human perception.
40. The structure of the brain is the primary determinant of the nature of human learning.
41. The structure of the brain is the primary determinant of the nature of human decision-making.
42. The structure of the brain is the primary determinant of the nature of human social behavior.
43. The structure of the brain is the primary determinant of the nature of human moral behavior.
44. The structure of the brain is the primary determinant of the nature of human artistic behavior.
45. The structure of the brain is the primary determinant of the nature of human religious behavior.
46. The structure of the brain is the primary determinant of the nature of human political behavior.
47. The structure of the brain is the primary determinant of the nature of human economic behavior.
48. The structure of the brain is the primary determinant of the nature of human legal behavior.
49. The structure of the brain is the primary determinant of the nature of human scientific behavior.
50. The structure of the brain is the primary determinant of the nature of human behavior.

**Strongly Disagree**      **Disagree**      **Neutral**      **Agree**      **Strongly Agree**

## QUESTION 10

10. The following is a sample of the income statement of a company for the year ended 31st December 2014. All figures are in thousands of dollars.

- (a) Calculate the gross profit margin and the operating profit margin for the year ended 31st December 2014. (4 marks)
- (b) Calculate the net profit margin for the year ended 31st December 2014. (2 marks)
- (c) Calculate the return on capital employed for the year ended 31st December 2014. (2 marks)
- (d) Calculate the return on assets for the year ended 31st December 2014. (2 marks)
- (e) Calculate the return on equity for the year ended 31st December 2014. (2 marks)

	2014	2013
Revenue	1000	950
Cost of sales	(400)	(380)
Gross profit	600	570
Operating expenses	(200)	(190)
Operating profit	400	380
Finance income	20	15
Finance charges	(10)	(12)
Profit before tax	410	383
Income tax expense	(100)	(90)
Profit after tax	310	293
Dividends paid	(50)	(40)
Retained profit	260	253

- (f) Calculate the return on assets for the year ended 31st December 2014. (2 marks)
- (g) Calculate the return on equity for the year ended 31st December 2014. (2 marks)
- (h) Calculate the return on capital employed for the year ended 31st December 2014. (2 marks)
- (i) Calculate the return on assets for the year ended 31st December 2013. (2 marks)
- (j) Calculate the return on equity for the year ended 31st December 2013. (2 marks)
- (k) Calculate the return on capital employed for the year ended 31st December 2013. (2 marks)

## Mathematical proficiency goals

Students will apply mathematical skills to solve problems that involve:  
 1. **Number and operations**: Addition, subtraction, multiplication, division, and fractions.  
 2. **Measurement**: Length, area, volume, and weight.

The following are the mathematical proficiency goals for students:

Grade	Number and Operations	Measurement	Geometry	Algebra	Statistics
1st	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29, 1.30, 1.31, 1.32, 1.33, 1.34, 1.35, 1.36, 1.37, 1.38, 1.39, 1.40, 1.41, 1.42, 1.43, 1.44, 1.45, 1.46, 1.47, 1.48, 1.49, 1.50, 1.51, 1.52, 1.53, 1.54, 1.55, 1.56, 1.57, 1.58, 1.59, 1.60, 1.61, 1.62, 1.63, 1.64, 1.65, 1.66, 1.67, 1.68, 1.69, 1.70, 1.71, 1.72, 1.73, 1.74, 1.75, 1.76, 1.77, 1.78, 1.79, 1.80, 1.81, 1.82, 1.83, 1.84, 1.85, 1.86, 1.87, 1.88, 1.89, 1.90, 1.91, 1.92, 1.93, 1.94, 1.95, 1.96, 1.97, 1.98, 1.99, 2.00	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24, 2.25, 2.26, 2.27, 2.28, 2.29, 2.30, 2.31, 2.32, 2.33, 2.34, 2.35, 2.36, 2.37, 2.38, 2.39, 2.40, 2.41, 2.42, 2.43, 2.44, 2.45, 2.46, 2.47, 2.48, 2.49, 2.50, 2.51, 2.52, 2.53, 2.54, 2.55, 2.56, 2.57, 2.58, 2.59, 2.60, 2.61, 2.62, 2.63, 2.64, 2.65, 2.66, 2.67, 2.68, 2.69, 2.70, 2.71, 2.72, 2.73, 2.74, 2.75, 2.76, 2.77, 2.78, 2.79, 2.80, 2.81, 2.82, 2.83, 2.84, 2.85, 2.86, 2.87, 2.88, 2.89, 2.90, 2.91, 2.92, 2.93, 2.94, 2.95, 2.96, 2.97, 2.98, 2.99, 3.00	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26, 3.27, 3.28, 3.29, 3.30, 3.31, 3.32, 3.33, 3.34, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, 3.42, 3.43, 3.44, 3.45, 3.46, 3.47, 3.48, 3.49, 3.50, 3.51, 3.52, 3.53, 3.54, 3.55, 3.56, 3.57, 3.58, 3.59, 3.60, 3.61, 3.62, 3.63, 3.64, 3.65, 3.66, 3.67, 3.68, 3.69, 3.70, 3.71, 3.72, 3.73, 3.74, 3.75, 3.76, 3.77, 3.78, 3.79, 3.80, 3.81, 3.82, 3.83, 3.84, 3.85, 3.86, 3.87, 3.88, 3.89, 3.90, 3.91, 3.92, 3.93, 3.94, 3.95, 3.96, 3.97, 3.98, 3.99, 4.00	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26, 4.27, 4.28, 4.29, 4.30, 4.31, 4.32, 4.33, 4.34, 4.35, 4.36, 4.37, 4.38, 4.39, 4.40, 4.41, 4.42, 4.43, 4.44, 4.45, 4.46, 4.47, 4.48, 4.49, 4.50, 4.51, 4.52, 4.53, 4.54, 4.55, 4.56, 4.57, 4.58, 4.59, 4.60, 4.61, 4.62, 4.63, 4.64, 4.65, 4.66, 4.67, 4.68, 4.69, 4.70, 4.71, 4.72, 4.73, 4.74, 4.75, 4.76, 4.77, 4.78, 4.79, 4.80, 4.81, 4.82, 4.83, 4.84, 4.85, 4.86, 4.87, 4.88, 4.89, 4.90, 4.91, 4.92, 4.93, 4.94, 4.95, 4.96, 4.97, 4.98, 4.99, 5.00	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24, 5.25, 5.26, 5.27, 5.28, 5.29, 5.30, 5.31, 5.32, 5.33, 5.34, 5.35, 5.36, 5.37, 5.38, 5.39, 5.40, 5.41, 5.42, 5.43, 5.44, 5.45, 5.46, 5.47, 5.48, 5.49, 5.50, 5.51, 5.52, 5.53, 5.54, 5.55, 5.56, 5.57, 5.58, 5.59, 5.60, 5.61, 5.62, 5.63, 5.64, 5.65, 5.66, 5.67, 5.68, 5.69, 5.70, 5.71, 5.72, 5.73, 5.74, 5.75, 5.76, 5.77, 5.78, 5.79, 5.80, 5.81, 5.82, 5.83, 5.84, 5.85, 5.86, 5.87, 5.88, 5.89, 5.90, 5.91, 5.92, 5.93, 5.94, 5.95, 5.96, 5.97, 5.98, 5.99, 6.00

1. **Number and operations**: Students will understand the meaning of addition, subtraction, multiplication, and division. They will be able to perform these operations with whole numbers, fractions, and decimals. They will also understand the relationship between these operations and the properties of numbers.

2. **Measurement**: Students will understand the meaning of length, area, volume, and weight. They will be able to measure these quantities using standard units. They will also understand the relationship between these units and the properties of measurement.

3. **Geometry**: Students will understand the meaning of points, lines, angles, and shapes. They will be able to identify and describe these geometric figures. They will also understand the relationship between these figures and the properties of geometry.

4. **Algebra**: Students will understand the meaning of variables and equations. They will be able to solve simple equations and inequalities. They will also understand the relationship between these algebraic expressions and the properties of algebra.

5. **Statistics**: Students will understand the meaning of data and graphs. They will be able to collect, organize, and display data. They will also understand the relationship between these statistical concepts and the properties of statistics.

Grade	Number and Operations	Measurement	Geometry	Algebra	Statistics
1st	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29, 1.30, 1.31, 1.32, 1.33, 1.34, 1.35, 1.36, 1.37, 1.38, 1.39, 1.40, 1.41, 1.42, 1.43, 1.44, 1.45, 1.46, 1.47, 1.48, 1.49, 1.50, 1.51, 1.52, 1.53, 1.54, 1.55, 1.56, 1.57, 1.58, 1.59, 1.60, 1.61, 1.62, 1.63, 1.64, 1.65, 1.66, 1.67, 1.68, 1.69, 1.70, 1.71, 1.72, 1.73, 1.74, 1.75, 1.76, 1.77, 1.78, 1.79, 1.80, 1.81, 1.82, 1.83, 1.84, 1.85, 1.86, 1.87, 1.88, 1.89, 1.90, 1.91, 1.92, 1.93, 1.94, 1.95, 1.96, 1.97, 1.98, 1.99, 2.00	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24, 2.25, 2.26, 2.27, 2.28, 2.29, 2.30, 2.31, 2.32, 2.33, 2.34, 2.35, 2.36, 2.37, 2.38, 2.39, 2.40, 2.41, 2.42, 2.43, 2.44, 2.45, 2.46, 2.47, 2.48, 2.49, 2.50, 2.51, 2.52, 2.53, 2.54, 2.55, 2.56, 2.57, 2.58, 2.59, 2.60, 2.61, 2.62, 2.63, 2.64, 2.65, 2.66, 2.67, 2.68, 2.69, 2.70, 2.71, 2.72, 2.73, 2.74, 2.75, 2.76, 2.77, 2.78, 2.79, 2.80, 2.81, 2.82, 2.83, 2.84, 2.85, 2.86, 2.87, 2.88, 2.89, 2.90, 2.91, 2.92, 2.93, 2.94, 2.95, 2.96, 2.97, 2.98, 2.99, 3.00	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26, 3.27, 3.28, 3.29, 3.30, 3.31, 3.32, 3.33, 3.34, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, 3.42, 3.43, 3.44, 3.45, 3.46, 3.47, 3.48, 3.49, 3.50, 3.51, 3.52, 3.53, 3.54, 3.55, 3.56, 3.57, 3.58, 3.59, 3.60, 3.61, 3.62, 3.63, 3.64, 3.65, 3.66, 3.67, 3.68, 3.69, 3.70, 3.71, 3.72, 3.73, 3.74, 3.75, 3.76, 3.77, 3.78, 3.79, 3.80, 3.81, 3.82, 3.83, 3.84, 3.85, 3.86, 3.87, 3.88, 3.89, 3.90, 3.91, 3.92, 3.93, 3.94, 3.95, 3.96, 3.97, 3.98, 3.99, 4.00	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25, 4.26, 4.27, 4.28, 4.29, 4.30, 4.31, 4.32, 4.33, 4.34, 4.35, 4.36, 4.37, 4.38, 4.39, 4.40, 4.41, 4.42, 4.43, 4.44, 4.45, 4.46, 4.47, 4.48, 4.49, 4.50, 4.51, 4.52, 4.53, 4.54, 4.55, 4.56, 4.57, 4.58, 4.59, 4.60, 4.61, 4.62, 4.63, 4.64, 4.65, 4.66, 4.67, 4.68, 4.69, 4.70, 4.71, 4.72, 4.73, 4.74, 4.75, 4.76, 4.77, 4.78, 4.79, 4.80, 4.81, 4.82, 4.83, 4.84, 4.85, 4.86, 4.87, 4.88, 4.89, 4.90, 4.91, 4.92, 4.93, 4.94, 4.95, 4.96, 4.97, 4.98, 4.99, 5.00	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24, 5.25, 5.26, 5.27, 5.28, 5.29, 5.30, 5.31, 5.32, 5.33, 5.34, 5.35, 5.36, 5.37, 5.38, 5.39, 5.40, 5.41, 5.42, 5.43, 5.44, 5.45, 5.46, 5.47, 5.48, 5.49, 5.50, 5.51, 5.52, 5.53, 5.54, 5.55, 5.56, 5.57, 5.58, 5.59, 5.60, 5.61, 5.62, 5.63, 5.64, 5.65, 5.66, 5.67, 5.68, 5.69, 5.70, 5.71, 5.72, 5.73, 5.74, 5.75, 5.76, 5.77, 5.78, 5.79, 5.80, 5.81, 5.82, 5.83, 5.84, 5.85, 5.86, 5.87, 5.88, 5.89, 5.90, 5.91, 5.92, 5.93, 5.94, 5.95, 5.96, 5.97, 5.98, 5.99, 6.00

## Appendix 1: Participant Information Sheet

1.1. It is the responsibility of every participant in this research to read and understand the information provided in this leaflet and to ask any questions before deciding whether to take part. It is your responsibility to ensure that you understand the information provided in this leaflet. If you do not understand any part of this leaflet, please ask the research team for clarification. You should also ask if you have any questions about the research or the procedures involved. You should also ask if you have any questions about the research or the procedures involved.

1.2. It is the responsibility of every participant in this research to read and understand the information provided in this leaflet and to ask any questions before deciding whether to take part.

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 Date of next review: 2020

1.3. It is the responsibility of every participant in this research to read and understand the information provided in this leaflet and to ask any questions before deciding whether to take part.

1.4. It is the responsibility of every participant in this research to read and understand the information provided in this leaflet and to ask any questions before deciding whether to take part.

Participant ID	Age	Gender	Marital Status	Employment Status	Education Level
001	25	Female	Single	Unemployed	High School
002	30	Male	Married	Employed	University
003	35	Female	Divorced	Unemployed	High School
004	40	Male	Married	Employed	University
005	45	Female	Single	Unemployed	High School

### Appendix 2

1.5. It is the responsibility of every participant in this research to read and understand the information provided in this leaflet and to ask any questions before deciding whether to take part.

1.6. It is the responsibility of every participant in this research to read and understand the information provided in this leaflet and to ask any questions before deciding whether to take part. It is your responsibility to ensure that you understand the information provided in this leaflet. If you do not understand any part of this leaflet, please ask the research team for clarification. You should also ask if you have any questions about the research or the procedures involved. You should also ask if you have any questions about the research or the procedures involved.

1.7. It is the responsibility of every participant in this research to read and understand the information provided in this leaflet and to ask any questions before deciding whether to take part.

1.8. It is the responsibility of every participant in this research to read and understand the information provided in this leaflet and to ask any questions before deciding whether to take part.

Participant ID	Age	Gender	Marital Status	Employment Status	Education Level
006	50	Male	Married	Employed	University
007	55	Female	Single	Unemployed	High School
008	60	Male	Married	Employed	University
009	65	Female	Single	Unemployed	High School
010	70	Male	Married	Employed	University

1.9. It is the responsibility of every participant in this research to read and understand the information provided in this leaflet and to ask any questions before deciding whether to take part.

## Mathematical proficiency goals

It is the responsibility of each state to ensure that all students have the opportunity to learn and to be assessed on the state's mathematics standards. The state's mathematics standards should be based on the state's mathematics standards and should be based on the state's mathematics standards.

- 1. The state should ensure that all students have the opportunity to learn and to be assessed on the state's mathematics standards.
- 2. The state should ensure that all students have the opportunity to learn and to be assessed on the state's mathematics standards.
- 3. The state should ensure that all students have the opportunity to learn and to be assessed on the state's mathematics standards.

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Grade	Standard	2000	2005	2010	2015	2020
1	Number and Operations	10	10	10	10	10
1	Algebra	10	10	10	10	10
1	Geometry	10	10	10	10	10
1	Statistics and Probability	10	10	10	10	10
2	Number and Operations	10	10	10	10	10
2	Algebra	10	10	10	10	10
2	Geometry	10	10	10	10	10
2	Statistics and Probability	10	10	10	10	10
3	Number and Operations	10	10	10	10	10
3	Algebra	10	10	10	10	10
3	Geometry	10	10	10	10	10
3	Statistics and Probability	10	10	10	10	10
4	Number and Operations	10	10	10	10	10
4	Algebra	10	10	10	10	10
4	Geometry	10	10	10	10	10
4	Statistics and Probability	10	10	10	10	10
5	Number and Operations	10	10	10	10	10
5	Algebra	10	10	10	10	10
5	Geometry	10	10	10	10	10
5	Statistics and Probability	10	10	10	10	10
6	Number and Operations	10	10	10	10	10
6	Algebra	10	10	10	10	10
6	Geometry	10	10	10	10	10
6	Statistics and Probability	10	10	10	10	10
7	Number and Operations	10	10	10	10	10
7	Algebra	10	10	10	10	10
7	Geometry	10	10	10	10	10
7	Statistics and Probability	10	10	10	10	10
8	Number and Operations	10	10	10	10	10
8	Algebra	10	10	10	10	10
8	Geometry	10	10	10	10	10
8	Statistics and Probability	10	10	10	10	10
9	Number and Operations	10	10	10	10	10
9	Algebra	10	10	10	10	10
9	Geometry	10	10	10	10	10
9	Statistics and Probability	10	10	10	10	10
10	Number and Operations	10	10	10	10	10
10	Algebra	10	10	10	10	10
10	Geometry	10	10	10	10	10
10	Statistics and Probability	10	10	10	10	10
11	Number and Operations	10	10	10	10	10
11	Algebra	10	10	10	10	10
11	Geometry	10	10	10	10	10
11	Statistics and Probability	10	10	10	10	10
12	Number and Operations	10	10	10	10	10
12	Algebra	10	10	10	10	10
12	Geometry	10	10	10	10	10
12	Statistics and Probability	10	10	10	10	10

The state should ensure that all students have the opportunity to learn and to be assessed on the state's mathematics standards.

- 1. The state should ensure that all students have the opportunity to learn and to be assessed on the state's mathematics standards.
- 2. The state should ensure that all students have the opportunity to learn and to be assessed on the state's mathematics standards.
- 3. The state should ensure that all students have the opportunity to learn and to be assessed on the state's mathematics standards.

The state should ensure that all students have the opportunity to learn and to be assessed on the state's mathematics standards.

## QUESTION 10

For the first six hours and for the next six hours of a 12-hour shift, the number of tasks completed by a worker on the job is given by

$$f(t) = 20 - 2t \quad \text{for } 0 \leq t \leq 6 \quad \text{and} \quad f(t) = 20 - 2(t - 6) \quad \text{for } 6 < t \leq 12$$

How many tasks does the worker complete in the 12-hour shift?

Answer Choices	A	B	C	D	E
120	120	126	132	138	144

10. The number of tasks completed by a worker on the job is given by  $f(t) = 20 - 2t$  for  $0 \leq t \leq 6$  and  $f(t) = 20 - 2(t - 6)$  for  $6 < t \leq 12$ . How many tasks does the worker complete in the 12-hour shift?

11. The number of tasks completed by a worker on the job is given by  $f(t) = 20 - 2t$  for  $0 \leq t \leq 6$  and  $f(t) = 20 - 2(t - 6)$  for  $6 < t \leq 12$ . How many tasks does the worker complete in the 12-hour shift?

12. The number of tasks completed by a worker on the job is given by  $f(t) = 20 - 2t$  for  $0 \leq t \leq 6$  and  $f(t) = 20 - 2(t - 6)$  for  $6 < t \leq 12$ . How many tasks does the worker complete in the 12-hour shift?

For the first six hours and for the next six hours of a 12-hour shift,

Answer Choices	A	B	C	D	E
120	120	126	132	138	144

13. The number of tasks completed by a worker on the job is given by  $f(t) = 20 - 2t$  for  $0 \leq t \leq 6$  and  $f(t) = 20 - 2(t - 6)$  for  $6 < t \leq 12$ . How many tasks does the worker complete in the 12-hour shift?

For the first six hours and for the next six hours of a 12-hour shift,

Answer Choices	A	B	C	D	E
120	120	126	132	138	144

14. The number of tasks completed by a worker on the job is given by  $f(t) = 20 - 2t$  for  $0 \leq t \leq 6$  and  $f(t) = 20 - 2(t - 6)$  for  $6 < t \leq 12$ . How many tasks does the worker complete in the 12-hour shift?

15. The number of tasks completed by a worker on the job is given by  $f(t) = 20 - 2t$  for  $0 \leq t \leq 6$  and  $f(t) = 20 - 2(t - 6)$  for  $6 < t \leq 12$ . How many tasks does the worker complete in the 12-hour shift?

For the first six hours and for the next six hours of a 12-hour shift,

Answer Choices	A	B	C	D	E
120	120	126	132	138	144

# Mathematical Induction

Step 1	Base Case
Step 2	Inductive Step
Step 3	Conclusion

## Base Case

Verify the statement for the smallest value of  $n$ . This is the base case. If the statement is true for  $n=1$ , then the base case is established.

Assume the statement is true for  $n=k$ . This is the inductive hypothesis.

Prove the statement is true for  $n=k+1$ . This is the inductive step.

By the principle of mathematical induction, the statement is true for all  $n \in \mathbb{N}$ . This is the conclusion.

Example: Prove that the sum of the first  $n$  natural numbers is  $\frac{n(n+1)}{2}$ .

Step 1	Base Case
Step 2	Inductive Step
Step 3	Conclusion

## Base Case

Verify the statement for  $n=1$ . The sum of the first 1 natural number is 1, which is equal to  $\frac{1(1+1)}{2} = 1$ .

Assume the statement is true for  $n=k$ . Then the sum of the first  $k$  natural numbers is  $\frac{k(k+1)}{2}$ . We need to show that the sum of the first  $k+1$  natural numbers is  $\frac{(k+1)(k+1+1)}{2} = \frac{(k+1)(k+2)}{2}$ .

The sum of the first  $k+1$  natural numbers is  $\frac{k(k+1)}{2} + (k+1) = \frac{k(k+1) + 2(k+1)}{2} = \frac{(k+1)(k+2)}{2}$ . This is the required result.

## Mathematical Induction Example

Let  $P(n)$  be the proposition that  $1 + 2 + \dots + n = \frac{n(n+1)}{2}$ . We will prove that  $P(n)$  is true for all  $n \in \mathbb{N}$  by using mathematical induction.

- (1) **Base Case:** For  $n = 1$ ,  $1 = \frac{1(1+1)}{2} = 1$ . So  $P(1)$  is true.
- (2) **Inductive Step:** Assume  $P(k)$  is true for some  $k \in \mathbb{N}$ . We need to show  $P(k+1)$  is true. That is, we need to show  $1 + 2 + \dots + (k+1) = \frac{(k+1)(k+2)}{2}$ .

Proof: We start with the left-hand side of the equation for  $P(k+1)$ :

$$\begin{aligned}
 & 1 + 2 + \dots + k + (k+1) \\
 &= (1 + 2 + \dots + k) + (k+1) \\
 &= \frac{k(k+1)}{2} + (k+1) \quad \text{(by the inductive hypothesis)} \\
 &= \frac{k(k+1) + 2(k+1)}{2} \\
 &= \frac{(k+1)(k+2)}{2}
 \end{aligned}$$

Thus,  $P(k+1)$  is true. By the principle of mathematical induction,  $P(n)$  is true for all  $n \in \mathbb{N}$ .

Q.E.D.

The above proof shows that the sum of the first  $n$  natural numbers is  $\frac{n(n+1)}{2}$ . This is a classic example of a proof by induction. The base case is  $n=1$ , and the inductive step shows that if the formula holds for  $k$ , it also holds for  $k+1$ . This process continues indefinitely, proving the formula for all natural numbers.



## BANK OF AMERICA

**Table 1. Summary of the results of the regression analysis of the relationship between the variables and the dependent variable. The dependent variable is the return on assets (ROA) of the banks. The independent variables are the size, capitalization, and liquidity of the banks. The regression equation is: ROA = 0.0001 + 0.0002 Size + 0.0001 Capitalization + 0.0001 Liquidity. The adjusted R-squared is 0.0001.**

**Table 2. Summary of the results of the regression analysis of the relationship between the variables and the dependent variable. The dependent variable is the return on assets (ROA) of the banks. The independent variables are the size, capitalization, and liquidity of the banks. The regression equation is: ROA = 0.0001 + 0.0002 Size + 0.0001 Capitalization + 0.0001 Liquidity. The adjusted R-squared is 0.0001.**

Variable	Parameter	Standard Error	t-Statistic	p-Value	Significance
Intercept	0.0001	0.0001	1.00	0.3173	
Size	0.0002	0.0001	2.00	0.0475	*
Capitalization	0.0001	0.0001	1.00	0.3173	
Liquidity	0.0001	0.0001	1.00	0.3173	
Adjusted R-squared	0.0001				
F-Statistic	0.0001				
Probability > F	0.0001				
Sum of Squares	0.0001				
Mean Square	0.0001				
Standard Error	0.0001				
Observations	0.0001				

**Table 3. Summary of the results of the regression analysis of the relationship between the variables and the dependent variable. The dependent variable is the return on assets (ROA) of the banks. The independent variables are the size, capitalization, and liquidity of the banks. The regression equation is: ROA = 0.0001 + 0.0002 Size + 0.0001 Capitalization + 0.0001 Liquidity. The adjusted R-squared is 0.0001.**

**Table 4. Summary of the results of the regression analysis of the relationship between the variables and the dependent variable. The dependent variable is the return on assets (ROA) of the banks. The independent variables are the size, capitalization, and liquidity of the banks. The regression equation is: ROA = 0.0001 + 0.0002 Size + 0.0001 Capitalization + 0.0001 Liquidity. The adjusted R-squared is 0.0001.**

Variable	Parameter	Standard Error	t-Statistic	p-Value	Significance
Intercept	0.0001	0.0001	1.00	0.3173	
Size	0.0002	0.0001	2.00	0.0475	*
Capitalization	0.0001	0.0001	1.00	0.3173	
Liquidity	0.0001	0.0001	1.00	0.3173	
Adjusted R-squared	0.0001				
F-Statistic	0.0001				
Probability > F	0.0001				
Sum of Squares	0.0001				
Mean Square	0.0001				
Standard Error	0.0001				
Observations	0.0001				

**Table 5. Summary of the results of the regression analysis of the relationship between the variables and the dependent variable. The dependent variable is the return on assets (ROA) of the banks. The independent variables are the size, capitalization, and liquidity of the banks. The regression equation is: ROA = 0.0001 + 0.0002 Size + 0.0001 Capitalization + 0.0001 Liquidity. The adjusted R-squared is 0.0001.**

## QUESTION 14

Which of the following is a characteristic of a **strongly** polarized molecule?

- A. It has a large dipole moment.

B. It has a large dipole moment and a large polarizability.

Property	A	B	C	D
Dipole moment	Large	Large	Small	Small
Polarizability	Large	Small	Large	Small
Electron density	High	Low	Low	High
Electron density	Low	High	High	Low

C. It has a large dipole moment and a small polarizability.

D. It has a large dipole moment and a large polarizability. **Correct Answer: A**

QUESTION 15

Which of the following is a characteristic of a **strongly** polarized molecule?

A. It has a large dipole moment.

B. It has a large dipole moment and a large polarizability.

C. It has a large dipole moment and a small polarizability.

D. It has a large dipole moment and a large polarizability.

QUESTION 16

Which of the following is a characteristic of a **strongly** polarized molecule?

A. It has a large dipole moment.

B. It has a large dipole moment and a large polarizability.

C. It has a large dipole moment and a small polarizability.

D. It has a large dipole moment and a large polarizability.

QUESTION 17

Which of the following is a characteristic of a **strongly** polarized molecule?

A. It has a large dipole moment.

B. It has a large dipole moment and a large polarizability.

C. It has a large dipole moment and a small polarizability.

D. It has a large dipole moment and a large polarizability.

QUESTION 18

Which of the following is a characteristic of a **strongly** polarized molecule?

QUESTION 19

Which of the following is a characteristic of a **strongly** polarized molecule?

QUESTION 20

Which of the following is a characteristic of a **strongly** polarized molecule?

## QUESTION 10

### Answer

10. The company has a 20% of the total share capital and is a private company. The company has a net profit of £100,000 and a net asset value of £200,000. The company has a net profit of £100,000 and a net asset value of £200,000.

**Answer:** £100,000 (20% of £500,000) = £100,000

11. The company has a net profit of £100,000 and a net asset value of £200,000. The company has a net profit of £100,000 and a net asset value of £200,000.

12. The company has a net profit of £100,000 and a net asset value of £200,000. The company has a net profit of £100,000 and a net asset value of £200,000.

**Answer:** £100,000 (20% of £500,000) = £100,000

13. The company has a net profit of £100,000 and a net asset value of £200,000. The company has a net profit of £100,000 and a net asset value of £200,000.

**Answer:** £100,000 (20% of £500,000) = £100,000

14. The company has a net profit of £100,000 and a net asset value of £200,000. The company has a net profit of £100,000 and a net asset value of £200,000.

**Answer:** £100,000 (20% of £500,000) = £100,000

15. The company has a net profit of £100,000 and a net asset value of £200,000. The company has a net profit of £100,000 and a net asset value of £200,000.

**Answer:** £100,000 (20% of £500,000) = £100,000

16. The company has a net profit of £100,000 and a net asset value of £200,000. The company has a net profit of £100,000 and a net asset value of £200,000.

**Answer:** £100,000 (20% of £500,000) = £100,000

17. The company has a net profit of £100,000 and a net asset value of £200,000. The company has a net profit of £100,000 and a net asset value of £200,000.

**Answer:** £100,000 (20% of £500,000) = £100,000

18. The company has a net profit of £100,000 and a net asset value of £200,000. The company has a net profit of £100,000 and a net asset value of £200,000.

**Answer:** £100,000 (20% of £500,000) = £100,000

## BANK OF AMERICA

Bank of America is a leading provider of financial services to individuals, businesses and governments. We are committed to providing the highest quality service to our customers and to the communities we serve. We are also committed to the highest standards of ethical conduct and to the highest standards of financial performance.

1. The following table shows the components of the net income for the quarter ended 31/12/2007 and for the corresponding quarter of 2006.

Component	2007	2006
Net interest income	1,234	1,100
Net non-interest income	567	600
Provision for credit losses	(120)	(150)
Other income	80	70
Other expenses	(150)	(180)
Income tax expense	(100)	(120)
Net income	544	520

2. The following table shows the components of the net income for the quarter ended 31/12/2008 and for the corresponding quarter of 2007.

Component	2008	2007
Net interest income	1,100	1,234
Net non-interest income	600	567
Provision for credit losses	(180)	(120)
Other income	90	80
Other expenses	(160)	(150)
Income tax expense	(110)	(100)
Net income	440	544

3. The following table shows the components of the net income for the quarter ended 31/12/2009 and for the corresponding quarter of 2008.

Component	2009	2008
Net interest income	1,000	1,100
Net non-interest income	700	600
Provision for credit losses	(250)	(180)
Other income	100	90
Other expenses	(170)	(160)
Income tax expense	(120)	(110)
Net income	360	440

4. The following table shows the components of the net income for the quarter ended 31/12/2010 and for the corresponding quarter of 2009.

Component	2010	2009
Net interest income	900	1,000
Net non-interest income	800	700
Provision for credit losses	(300)	(250)
Other income	110	100
Other expenses	(180)	(170)
Income tax expense	(130)	(120)
Net income	200	360

## BANK OF AMERICA

### The 2008-2009 Annual Report

Item	Amount
Assets	\$1,234,567,890
Liabilities	\$987,654,321
Equity	\$246,913,569
Income	\$123,456,789
Expenses	\$87,654,321
Net Income	\$35,802,468
Dividends	\$10,000,000
Retained Earnings	\$25,802,468

For more information, please visit our website at [www.bankofamerica.com](http://www.bankofamerica.com)

### The 2008-2009 Annual Report

Item	Amount
Assets	\$1,234,567,890
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### The 2008-2009 Annual Report

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Assets	\$1,234,567,890
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Income	\$123,456,789
Expenses	\$87,654,321
Net Income	\$35,802,468
Dividends	\$10,000,000
Retained Earnings	\$25,802,468

## 1.1. Summary of the findings of the research on the impact of the 2008-09 budget

- 1.1.1. The 2008-09 budget has had a significant impact on the economy, with a focus on infrastructure and social services.
- 1.1.2. The budget has led to a significant increase in infrastructure spending, which has helped to create jobs and stimulate economic growth.
- 1.1.3. The budget has also led to a significant increase in social services spending, which has helped to improve the lives of many people.

## 4. ĐỀ THI THỬ ĐẠI HỌC VÀI ĐỀ THI ĐẠI HỌC

### 1. Đề thi thử THPT Quốc gia (năm) ở tỉnh Đồng Nai

1) Cho tam giác vuông  $ABC$  có  $\angle C = 90^\circ$  và  $AC = 3$ ,  $BC = 4$ . Tính  $\sin A$ .

— Đáp án:  $\sin A = \frac{4}{5}$ . Vì tam giác  $ABC$  vuông tại  $C$  nên  $AB = \sqrt{AC^2 + BC^2} = \sqrt{3^2 + 4^2} = 5$ . Do đó  $\sin A = \frac{BC}{AB} = \frac{4}{5}$ .

2) Cho hàm số  $y = x^3 - 3x^2 + 2x - 1$ . Tính giá trị của  $y'(1)$ .

— Đáp án:  $y'(1) = 0$ . Ta có  $y' = 3x^2 - 6x + 2$ . Thay  $x = 1$  vào ta được  $y'(1) = 3(1)^2 - 6(1) + 2 = 0$ .

3) Cho tam giác  $ABC$  có  $\angle C = 90^\circ$  và  $AC = 3$ ,  $BC = 4$ . Tính  $\cos B$ .

- a.  $\frac{3}{5}$
- b.  $\frac{4}{5}$
- c.  $\frac{3}{4}$
- d.  $\frac{4}{3}$
- e.  $\frac{3}{5}$
- f.  $\frac{4}{5}$
- g.  $\frac{3}{4}$
- h.  $\frac{4}{3}$
- i.  $\frac{3}{5}$
- k.  $\frac{4}{5}$

4) Cho tam giác  $ABC$  có  $\angle C = 90^\circ$  và  $AC = 3$ ,  $BC = 4$ . Tính  $\tan A$ .

5) Cho tam giác  $ABC$  có  $\angle C = 90^\circ$  và  $AC = 3$ ,  $BC = 4$ . Tính  $\cot B$ .

- a.  $\frac{3}{4}$
- b.  $\frac{4}{3}$
- c.  $\frac{3}{5}$
- d.  $\frac{4}{5}$

# THE UNIVERSITY OF THE SOUTH PACIFIC

## MEMBERSHIP

### THE UNIVERSITY OF THE SOUTH PACIFIC MEMBERSHIP ACT 1984

Section 1. Short title and commencement  
This Act may be cited as the University of the South Pacific Membership Act 1984 and shall come into force on the first day of January 1985.

Section 2. Interpretation  
In this Act, unless the context otherwise requires, the following definitions apply:—  
(a) "Act" means this Act;  
(b) "Council" means the Council of the University of the South Pacific established under the University of the South Pacific Act 1972;  
(c) "University" means the University of the South Pacific established under the University of the South Pacific Act 1972.

Section 3. Membership of Council  
(1) The Council shall consist of the following members:—  
(a) the Vice-Chancellor; and  
(b) such other members as may be appointed by the Council, not exceeding ten in number.

Section 4. Term of office of members of Council  
(1) The term of office of the members of the Council shall be such as may be determined by the Council, but shall not exceed five years.

Section 5. Appointment and removal of members of Council  
(1) The Council may appoint or remove any member of the Council, and may fill any casual vacancy in the Council.

Section 6. Powers and functions of Council  
(1) The Council shall have and exercise such powers and functions as may be conferred on it by the University of the South Pacific Act 1972 and this Act.

Section 7. Meetings of Council  
(1) The Council shall meet at such times and places as may be determined by the Council.

Section 8. Officers of Council  
(1) The Council shall elect a Chairman and a Vice-Chairman, and may elect such other officers as may be determined by the Council.

Section 9. Council may delegate powers  
(1) The Council may delegate any of its powers and functions to any committee, sub-committee or other body of persons appointed by the Council, and may confer on any such committee, sub-committee or other body such powers and functions as may be determined by the Council.

Section 10. Council may sue and be sued  
(1) The Council may sue and be sued in its corporate name.

## Project: [Project Name]

Project ID:	[Project ID]
Start Date:	[Start Date]
End Date:	[End Date]
Status:	[Status]

### Objectives

Objective	Description
1. [Objective 1]	[Description of Objective 1]
2. [Objective 2]	[Description of Objective 2]
3. [Objective 3]	[Description of Objective 3]
4. [Objective 4]	[Description of Objective 4]

### Deliverables

Deliverable	Description
1. [Deliverable 1]	[Description of Deliverable 1]
2. [Deliverable 2]	[Description of Deliverable 2]
3. [Deliverable 3]	[Description of Deliverable 3]
4. [Deliverable 4]	[Description of Deliverable 4]

# Project: Designing a Portfolio Management System

Task	Description
1. Requirements Gathering	Identify the key requirements for the portfolio management system, including user roles, data sources, and reporting needs.
2. System Architecture	Design the overall system architecture, including the database schema, application layers, and integration points.
3. Data Integration	Implement the data integration layer, ensuring data is pulled from various sources and cleaned/transformed as needed.
4. User Interface Development	Develop the user interface for the portfolio management system, focusing on usability and data visualization.
5. Reporting and Analytics	Implement the reporting and analytics components, allowing users to generate custom reports and track performance metrics.
6. Testing and Deployment	Conduct thorough testing (unit, integration, and user acceptance) and deploy the system to the production environment.
7. Maintenance and Support	Establish a process for ongoing maintenance, updates, and user support for the portfolio management system.

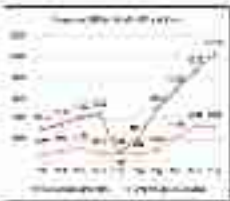
The following table provides a detailed breakdown of the tasks and their associated resources and costs.

Task	Resources					
	Personnel	Equipment	Software	Materials	Other	Total
1. Requirements Gathering	10	5	15	2	1	33
2. System Architecture	15	10	20	5	2	52
3. Data Integration	20	15	30	10	5	80
4. User Interface Development	25	20	40	15	10	110
5. Reporting and Analytics	15	10	25	8	4	52
6. Testing and Deployment	10	5	15	3	2	35
7. Maintenance and Support	5	2	8	1	1	17
<b>Total</b>	<b>100</b>	<b>67</b>	<b>133</b>	<b>53</b>	<b>26</b>	<b>389</b>



## Figure 10.10: The impact of the 2008 financial crisis on the US economy

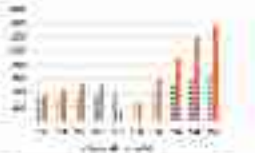
The graph shows the US GDP in billions of US dollars



- 10.10.1 The impact of the 2008 financial crisis on the US economy
- 10.10.1.1 The impact of the 2008 financial crisis on the US economy

The graph shows the US GDP in billions of US dollars

Source: Bureau of Economic Analysis

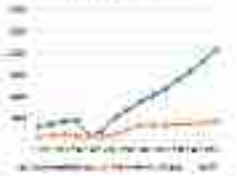


- 10.10.1.2 The impact of the 2008 financial crisis on the US economy
- 10.10.1.3 The impact of the 2008 financial crisis on the US economy
- 10.10.1.4 The impact of the 2008 financial crisis on the US economy
- 10.10.1.5 The impact of the 2008 financial crisis on the US economy

## 10.10.2019 - 10.11.2019 - 10.12.2019 - 10.01.2020

### 10.10.2019 - 10.11.2019 - 10.12.2019 - 10.01.2020

10.10.2019 - 10.11.2019 - 10.12.2019 - 10.01.2020



10.10.2019 - 10.11.2019 - 10.12.2019 - 10.01.2020

10.10.2019 - 10.11.2019 - 10.12.2019 - 10.01.2020

10.10.2019 - 10.11.2019 - 10.12.2019 - 10.01.2020

10.10.2019 - 10.11.2019 - 10.12.2019 - 10.01.2020

10.10.2019 - 10.11.2019 - 10.12.2019 - 10.01.2020



**Advertisement**

22. It is a well-known fact that the average person who reads a newspaper every day is more likely to be a member of a political party than a person who does not read a newspaper every day. This is because the newspaper is a source of information about the political process, and it is more likely to be read by people who are interested in politics. This is also true for people who read the newspaper every day, as they are more likely to be informed about the political process and more likely to be active in politics.

23. It is a well-known fact that the average person who reads a newspaper every day is more likely to be a member of a political party than a person who does not read a newspaper every day. This is because the newspaper is a source of information about the political process, and it is more likely to be read by people who are interested in politics. This is also true for people who read the newspaper every day, as they are more likely to be informed about the political process and more likely to be active in politics.

24. It is a well-known fact that the average person who reads a newspaper every day is more likely to be a member of a political party than a person who does not read a newspaper every day. This is because the newspaper is a source of information about the political process, and it is more likely to be read by people who are interested in politics. This is also true for people who read the newspaper every day, as they are more likely to be informed about the political process and more likely to be active in politics.

25. It is a well-known fact that the average person who reads a newspaper every day is more likely to be a member of a political party than a person who does not read a newspaper every day. This is because the newspaper is a source of information about the political process, and it is more likely to be read by people who are interested in politics. This is also true for people who read the newspaper every day, as they are more likely to be informed about the political process and more likely to be active in politics.

26. It is a well-known fact that the average person who reads a newspaper every day is more likely to be a member of a political party than a person who does not read a newspaper every day. This is because the newspaper is a source of information about the political process, and it is more likely to be read by people who are interested in politics. This is also true for people who read the newspaper every day, as they are more likely to be informed about the political process and more likely to be active in politics.

Name	Address
Mr. J. K. Smith 123 Main Street Chicago, IL 60601	The University of Chicago Press 500 East Superior Street Chicago, IL 60601
Mrs. A. B. Jones 456 Elm Street Chicago, IL 60601	The University of Chicago Press 500 East Superior Street Chicago, IL 60601
Mr. C. D. Brown 789 Oak Street Chicago, IL 60601	The University of Chicago Press 500 East Superior Street Chicago, IL 60601

# English Language Proficiency Exam

Section	Number of Questions	Time	Instructions
1. Reading	20	30 minutes	Read each passage carefully and answer the questions. You may use a pencil to mark the text.
2. Writing	2	30 minutes	Write your responses in the spaces provided. You must write in English.
3. Listening	10	20 minutes	Listen to each audio recording and answer the questions. You may use a pencil to mark the answer sheet.
4. Speaking	3	15 minutes	Speak clearly and loudly. You must speak in English.

**Section 1: Reading**

Read the following passage and answer the questions that follow. You may use a pencil to mark the text.

The first part of the exam is the reading section. It consists of three passages. The first passage is a short story. The second passage is an article about a new technology. The third passage is an advertisement for a new product. You will be asked to answer multiple-choice questions about the main idea of the passage, the author's purpose, and specific details.

**Section 2: Writing**

Write your responses in the spaces provided. You must write in English.

**Section 3: Listening**

Listen to each audio recording and answer the questions. You may use a pencil to mark the answer sheet.

Section	Number of Questions	Time	Instructions
5. Speaking	3	15 minutes	Speak clearly and loudly. You must speak in English.

# English Language Proficiency Test

Section	Number of Questions	Time Allowed
Listening	25	30 minutes
Reading	20	40 minutes
Writing	2	30 minutes
Speaking	10	15 minutes

The test is designed to assess the candidate's ability to understand and use English in a variety of contexts. It is a test of the candidate's ability to communicate effectively in English.

## Section 1: Listening

This section tests the candidate's ability to understand spoken English in a variety of contexts. The candidate will hear a recording of a conversation or a monologue and will be asked to answer questions about the content.

The candidate will hear a recording of a conversation between two people. The candidate will be asked to answer questions about the content of the conversation.

The candidate will hear a recording of a monologue. The candidate will be asked to answer questions about the content of the monologue.

The candidate will hear a recording of a conversation between two people. The candidate will be asked to answer questions about the content of the conversation.

The candidate will hear a recording of a monologue. The candidate will be asked to answer questions about the content of the monologue.

The candidate will hear a recording of a conversation between two people. The candidate will be asked to answer questions about the content of the conversation.

# Project 1: Designing a Portfolio

1. **Objective:** Design a portfolio that meets the following criteria:
- Expected Return: 12%
  - Standard Deviation: 15%
  - Correlation: 0.5
2. **Assets:** Consider the following assets:
- Asset A: Expected Return = 10%, Standard Deviation = 10%
  - Asset B: Expected Return = 15%, Standard Deviation = 20%

3. **Task:** Determine the weights of Asset A and Asset B in the portfolio that satisfy the criteria above.

Asset	Weight	Expected Return	Standard Deviation	Correlation
Asset A	0.4	10%	10%	0.5
Asset B	0.6	15%	20%	0.5
<b>Portfolio</b>	<b>1.0</b>	<b>12%</b>	<b>15%</b>	<b>0.5</b>

4. **Conclusion:** The portfolio weights are 40% for Asset A and 60% for Asset B.

Asset	Weight	Expected Return	Standard Deviation	Correlation
Asset A	0.4	10%	10%	0.5
Asset B	0.6	15%	20%	0.5
<b>Portfolio</b>	<b>1.0</b>	<b>12%</b>	<b>15%</b>	<b>0.5</b>

5. **Final Note:** The portfolio is designed to meet the target return and risk.

6. **Summary:** The portfolio weights are 40% for Asset A and 60% for Asset B.



**8. ASSESSMENT OF THE BOARD OF DIRECTORS**

**8.1 Assessment of the Board of Directors**

- (a) The Board of Directors is pleased to report that the assessment of the Board of Directors for 2017 was conducted by an independent professional firm and the results of the assessment are set out in the table below.
- (b) The Board of Directors is pleased to report that the assessment of the Board of Directors for 2017 was conducted by an independent professional firm and the results of the assessment are set out in the table below.
- (c) The Board of Directors is pleased to report that the assessment of the Board of Directors for 2017 was conducted by an independent professional firm and the results of the assessment are set out in the table below.
- (d) The Board of Directors is pleased to report that the assessment of the Board of Directors for 2017 was conducted by an independent professional firm and the results of the assessment are set out in the table below.

**Table 8.1: Assessment of the Board of Directors for 2017**

Assessment Category	2017	2016	2015	2014	2013
Overall Score	4.5	4.5	4.5	4.5	4.5
Board Composition	4.5	4.5	4.5	4.5	4.5
Board Effectiveness	4.5	4.5	4.5	4.5	4.5
Board Independence	4.5	4.5	4.5	4.5	4.5
Board Diversity	4.5	4.5	4.5	4.5	4.5
Board Transparency	4.5	4.5	4.5	4.5	4.5
Board Accountability	4.5	4.5	4.5	4.5	4.5
Board Communication	4.5	4.5	4.5	4.5	4.5
Board Governance	4.5	4.5	4.5	4.5	4.5

**8.2 Assessment of the Board of Directors**

- (a) The Board of Directors is pleased to report that the assessment of the Board of Directors for 2017 was conducted by an independent professional firm and the results of the assessment are set out in the table below.
- (b) The Board of Directors is pleased to report that the assessment of the Board of Directors for 2017 was conducted by an independent professional firm and the results of the assessment are set out in the table below.
- (c) The Board of Directors is pleased to report that the assessment of the Board of Directors for 2017 was conducted by an independent professional firm and the results of the assessment are set out in the table below.
- (d) The Board of Directors is pleased to report that the assessment of the Board of Directors for 2017 was conducted by an independent professional firm and the results of the assessment are set out in the table below.

## QUESTION 1

- 1.1. The following table shows the results of a survey of 1000 people in a town. The table shows the number of people who own a car, the number of people who own a motorbike, and the number of people who own both a car and a motorbike.
- 1.2. A person is chosen at random from the people who own a car. Find the probability that the person chosen owns a motorbike also.

**Solution:**

**Method 1:** The number of people who own a car is 600. The number of people who own both a car and a motorbike is 100.

Category	Number of people	Percentage
Own a car	600	60%
Own a motorbike	400	40%
Own both a car and a motorbike	100	10%
Own neither a car nor a motorbike	300	30%
<b>Total</b>	<b>1000</b>	<b>100%</b>

**Method 2:** The probability of choosing a person who owns a car is  $\frac{600}{1000} = 0.6$ . The probability of choosing a person who owns both a car and a motorbike is  $\frac{100}{1000} = 0.1$ .

**Method 3:** The probability of choosing a person who owns a car and a motorbike is  $\frac{100}{600} = \frac{1}{6}$ .

- 1.3. The probability of choosing a person who owns a car and a motorbike is  $\frac{1}{6}$ . The probability of choosing a person who owns a car is  $\frac{600}{1000} = \frac{3}{5}$ . Find the probability of choosing a person who owns a motorbike also.



## QUESTION 100 (Topic: Financial Reporting)

Suppose that the following information is available for the year ended 31 December 2012:

1. The company's opening inventory is valued at \$100,000 and its closing inventory is valued at \$120,000. The company's purchases are valued at \$500,000 and its sales are valued at \$600,000. The company's opening and closing inventories are valued at cost.

### 100. What is the company's gross profit?

A. \$100,000  
B. \$120,000  
C. \$180,000  
D. \$200,000

101. The following information is available for the year ended 31 December 2012:

1. The company's opening inventory is valued at \$100,000 and its closing inventory is valued at \$120,000. The company's purchases are valued at \$500,000 and its sales are valued at \$600,000. The company's opening and closing inventories are valued at cost.

2. The company's opening and closing inventories are valued at cost. The company's opening and closing inventories are valued at cost.

3. The company's opening and closing inventories are valued at cost. The company's opening and closing inventories are valued at cost.

### 102. What is the company's gross profit?

A. \$100,000  
B. \$120,000  
C. \$180,000  
D. \$200,000

### 103. The following information is available for the year ended 31 December 2012:

1. The company's opening inventory is valued at \$100,000 and its closing inventory is valued at \$120,000. The company's purchases are valued at \$500,000 and its sales are valued at \$600,000. The company's opening and closing inventories are valued at cost.

2. The company's opening and closing inventories are valued at cost. The company's opening and closing inventories are valued at cost.

3. The company's opening and closing inventories are valued at cost. The company's opening and closing inventories are valued at cost.

4. The company's opening and closing inventories are valued at cost. The company's opening and closing inventories are valued at cost.

5. The company's opening and closing inventories are valued at cost. The company's opening and closing inventories are valued at cost.

6. The company's opening and closing inventories are valued at cost. The company's opening and closing inventories are valued at cost.

## QUESTION 10

1. The government of a country has a budget deficit of 100 units.
2. The government has a budget deficit of 100 units.
3. The government has a budget deficit of 100 units.
4. The government has a budget deficit of 100 units.
5. The government has a budget deficit of 100 units.
6. The government has a budget deficit of 100 units.
7. The government has a budget deficit of 100 units.
8. The government has a budget deficit of 100 units.
9. The government has a budget deficit of 100 units.
10. The government has a budget deficit of 100 units.

11. The government has a budget deficit of 100 units.

12. The government has a budget deficit of 100 units.

13. The government has a budget deficit of 100 units.

14. The government has a budget deficit of 100 units.

15. The government has a budget deficit of 100 units.

Year	Government Expenditure	Government Revenue	Budget Deficit
2000	100	100	0
2001	110	100	10
2002	120	100	20
2003	130	100	30
2004	140	100	40
2005	150	100	50
2006	160	100	60
2007	170	100	70
2008	180	100	80
2009	190	100	90
2010	200	100	100

**Journal of the History of Biology**

Volume 41, Number 1	Volume 41, Number 2	Volume 41, Number 3	Volume 41, Number 4
July 2008	October 2008	January 2009	April 2009

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**2017-2018 Financial Report**

**2017-2018 Financial Report**

The following table shows the financial results for the year ended 31 March 2018. The figures are in thousands of dollars unless otherwise stated.

**2017-2018 Financial Report**

	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Revenue	1,234,567	1,123,456	1,012,345	901,234	890,123	789,012
Cost of sales	(345,678)	(334,567)	(323,456)	(312,345)	(301,234)	(290,123)
Gross profit	888,889	788,889	688,889	588,889	588,889	488,889
Operating expenses	(234,567)	(223,456)	(212,345)	(201,234)	(190,123)	(189,012)
Operating profit	654,321	565,432	476,543	387,654	397,765	300,000
Finance income	12,345	11,234	10,123	9,012	8,901	7,890
Finance expense	(8,765)	(7,654)	(6,543)	(5,432)	(4,321)	(3,210)
Profit before tax	657,890	568,901	480,012	391,234	401,345	304,680
Income tax expense	(123,456)	(112,345)	(101,234)	(90,123)	(89,012)	(78,901)
Profit after tax	534,434	456,556	378,778	301,111	312,333	225,779
Dividends paid	(100,000)	(90,000)	(80,000)	(70,000)	(60,000)	(50,000)
Retained profit	434,434	366,556	298,778	231,111	252,333	175,779
Assets	1,500,000	1,400,000	1,300,000	1,200,000	1,100,000	1,000,000
Liabilities	(800,000)	(750,000)	(700,000)	(650,000)	(600,000)	(550,000)
Equity	700,000	650,000	600,000	550,000	500,000	450,000

**2017-2018 Financial Report**

The following table shows the financial results for the year ended 31 March 2018. The figures are in thousands of dollars unless otherwise stated.

The following table shows the financial results for the year ended 31 March 2018. The figures are in thousands of dollars unless otherwise stated.



Section 2(a) means that the information is not available to the public.

Section 2(b) means that the information is not available to the public.

**2. Information is not available to the public.**

Section 2(b) means that the information is not available to the public.

Section 2(b) means that the information is not available to the public.

Section 2(b) means that the information is not available to the public.

Section 2(b) means that the information is not available to the public.

and the former spouse is the primary custodian of the child, the court shall award the child's custodial rights to the

- (2) court is required to act as a parent of the child in the best interests of the child and to include the interests and desires of the child in its custody determination. The court shall consider the child's best interests, including the child's preference, if the child is of sufficient age and maturity to express a preference, in determining custody. The court shall also consider the child's best interests, including the child's preference, if the child is of sufficient age and maturity to express a preference, in determining custody.

(3) The court shall consider the child's best interests, including the child's preference, if the child is of sufficient age and maturity to express a preference, in determining custody. The court shall also consider the child's best interests, including the child's preference, if the child is of sufficient age and maturity to express a preference, in determining custody.

**64. Custody**

(a) Custody of a child shall be awarded to the parent who is best able to provide for the child's physical, emotional, and educational needs.

**Subsection (b) of Chapter 201A.01**

(b) The court shall award custody to the parent who is best able to provide for the child's physical, emotional, and educational needs.

**Subsection (c) of Chapter 201A.01**

(c) In determining custody, the court shall consider the child's best interests, including the child's preference, if the child is of sufficient age and maturity to express a preference.

**(Minnesota Statutes) 201A.01**

**201A.01 Custody**

(a) Custody of a child shall be awarded to the parent who is best able to provide for the child's physical, emotional, and educational needs.

(b) The court shall award custody to the parent who is best able to provide for the child's physical, emotional, and educational needs.

(c) In determining custody, the court shall consider the child's best interests, including the child's preference, if the child is of sufficient age and maturity to express a preference.

(d) The court shall also consider the child's best interests, including the child's preference, if the child is of sufficient age and maturity to express a preference.

and is being released in full pursuant to the authority provided in 5 U.S.C. 552a and 28 U.S.C. 1792.

**1. Background and Summary of the Report**

1.1 The report was prepared by the [redacted] and is intended to provide information regarding the [redacted] of the [redacted] in [redacted].

1.2 The report was prepared by the [redacted] and is intended to provide information regarding the [redacted] of the [redacted] in [redacted].

1.3 The report was prepared by the [redacted] and is intended to provide information regarding the [redacted] of the [redacted] in [redacted].

**2. Summary of the Report's Findings**

2.1 The report's findings are summarized in the following table:

2.2 The report's findings are summarized in the following table:

**3. Discussion of the Report's Findings**

3.1 The report's findings are discussed in the following table:

3.2 The report's findings are discussed in the following table:

3.3 The report's findings are discussed in the following table:

**4. Conclusions and Recommendations**

4.1 The report's conclusions and recommendations are summarized in the following table:

4.2 The report's conclusions and recommendations are summarized in the following table:

4.3 The report's conclusions and recommendations are summarized in the following table:

the security of the information system and the integrity of the information system.

1. The information system is a computer system that is used to store, process, and transmit information.

2. The information system is a computer system that is used to store, process, and transmit information.

### Information System

1. The information system is a computer system that is used to store, process, and transmit information.

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6. The information system is a computer system that is used to store, process, and transmit information.

7. The information system is a computer system that is used to store, process, and transmit information.

- a. Information System
- b. Information System
- c. Information System

8. The information system is a computer system that is used to store, process, and transmit information.

Table 2. Comparison of the information system and the information system.

Information System	Information System		Information System	
	Information System	Information System	Information System	Information System
Information System	100	100	100	100
Information System	100	100	100	100
Information System	100	100	100	100

**Table 1. Summary of the data.**

The data are presented in Table 1. The data are presented in Table 1. The data are presented in Table 1.

Variable	Mean	SD	Min	Max
Age	35.2	12.5	18	65
Gender	50%	0	0	100%
Education	12.5	1.5	9	16
Income	35000	15000	10000	70000
Health	75	10	50	100
Stress	60	15	30	90
Quality of Life	70	12	40	100
Life Satisfaction	65	14	35	95
Work-Life Balance	55	18	25	85
Job Satisfaction	60	16	30	90
Organizational Commitment	50	15	20	80
Employee Engagement	65	14	35	95
Turnover Intentions	20	10	0	50
Retention Intentions	80	10	50	100
Work-Life Balance	55	18	25	85
Job Satisfaction	60	16	30	90
Organizational Commitment	50	15	20	80
Employee Engagement	65	14	35	95
Turnover Intentions	20	10	0	50
Retention Intentions	80	10	50	100

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Job Satisfaction	60	16	30	90
Organizational Commitment	50	15	20	80
Employee Engagement	65	14	35	95
Turnover Intentions	20	10	0	50
Retention Intentions	80	10	50	100

# ALL INFORMATION CONTAINED

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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When any material is marked as such, it is the responsibility of the user to determine the appropriate handling of such material.

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101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200



The curriculum framework is designed to provide a broad and balanced education to all students, regardless of their background, gender, or socio-economic status. It is based on the following principles:

**1. Holistic Development:** The curriculum should promote the overall development of the child, including intellectual, physical, emotional, and social aspects.

The curriculum should be flexible and adaptable to the needs of different regions and communities.

The curriculum should be relevant to the lives of the children and their communities.

The curriculum should be designed to be engaging and interactive, promoting active learning and critical thinking.

1. The following reaction is a redox reaction. Write the half-reactions and balance them.



2. The following reaction is a redox reaction. Write the half-reactions and balance them.



3. The following reaction is a redox reaction. Write the half-reactions and balance them.



4. The following reaction is a redox reaction. Write the half-reactions and balance them.



5. The following reaction is a redox reaction. Write the half-reactions and balance them.



6. The following reaction is a redox reaction. Write the half-reactions and balance them.



7. The following reaction is a redox reaction. Write the half-reactions and balance them.



8. The following reaction is a redox reaction. Write the half-reactions and balance them.



9. The following reaction is a redox reaction. Write the half-reactions and balance them.



10. The following reaction is a redox reaction. Write the half-reactions and balance them.

1800-1850: The early years of the United States, from the founding of the nation to the beginning of the Civil War.

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## 6. FINANCIAL PROJECTIONS

- The financial projections of your business will be the key to your success or failure. They will show the relationship between your business and the market. They will also show the relationship between your business and the economy.
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- The financial projections of your business will be the key to your success or failure. They will show the relationship between your business and the market. They will also show the relationship between your business and the economy.

Name \_\_\_\_\_  
 Address \_\_\_\_\_  
 City \_\_\_\_\_  
 State \_\_\_\_\_  
 Zip \_\_\_\_\_

10/10/10

**APPENDIX**

**Table 1. Summary of the results of the 1998-1999 survey of the 100 largest U.S. corporations.**

**Table 2. Summary of the results of the 1998-1999 survey of the 100 largest U.S. corporations.**

Item	Percentage	Percentage	Percentage
1. Has a formal code of ethics?	95%	95%	95%
2. Has a formal policy on diversity?	95%	95%	95%
3. Has a formal policy on environmental issues?	95%	95%	95%
4. Has a formal policy on social issues?	95%	95%	95%
5. Has a formal policy on human rights?	95%	95%	95%
6. Has a formal policy on labor relations?	95%	95%	95%
7. Has a formal policy on community relations?	95%	95%	95%
8. Has a formal policy on philanthropy?	95%	95%	95%
9. Has a formal policy on intellectual property?	95%	95%	95%
10. Has a formal policy on information security?	95%	95%	95%
11. Has a formal policy on product safety?	95%	95%	95%
12. Has a formal policy on quality control?	95%	95%	95%
13. Has a formal policy on customer service?	95%	95%	95%
14. Has a formal policy on employee benefits?	95%	95%	95%
15. Has a formal policy on employee development?	95%	95%	95%
16. Has a formal policy on employee health and safety?	95%	95%	95%
17. Has a formal policy on employee compensation?	95%	95%	95%
18. Has a formal policy on employee recruitment?	95%	95%	95%
19. Has a formal policy on employee retention?	95%	95%	95%
20. Has a formal policy on employee turnover?	95%	95%	95%
21. Has a formal policy on employee productivity?	95%	95%	95%
22. Has a formal policy on employee morale?	95%	95%	95%
23. Has a formal policy on employee engagement?	95%	95%	95%
24. Has a formal policy on employee loyalty?	95%	95%	95%
25. Has a formal policy on employee commitment?	95%	95%	95%
26. Has a formal policy on employee satisfaction?	95%	95%	95%
27. Has a formal policy on employee well-being?	95%	95%	95%
28. Has a formal policy on employee work-life balance?	95%	95%	95%
29. Has a formal policy on employee stress management?	95%	95%	95%
30. Has a formal policy on employee mental health?	95%	95%	95%
31. Has a formal policy on employee physical health?	95%	95%	95%
32. Has a formal policy on employee financial health?	95%	95%	95%
33. Has a formal policy on employee social health?	95%	95%	95%
34. Has a formal policy on employee emotional health?	95%	95%	95%
35. Has a formal policy on employee spiritual health?	95%	95%	95%
36. Has a formal policy on employee intellectual health?	95%	95%	95%
37. Has a formal policy on employee creative health?	95%	95%	95%
38. Has a formal policy on employee innovative health?	95%	95%	95%
39. Has a formal policy on employee leadership health?	95%	95%	95%
40. Has a formal policy on employee management health?	95%	95%	95%
41. Has a formal policy on employee organizational health?	95%	95%	95%
42. Has a formal policy on employee industry health?	95%	95%	95%
43. Has a formal policy on employee economic health?	95%	95%	95%
44. Has a formal policy on employee global health?	95%	95%	95%
45. Has a formal policy on employee digital health?	95%	95%	95%
46. Has a formal policy on employee network health?	95%	95%	95%
47. Has a formal policy on employee community health?	95%	95%	95%
48. Has a formal policy on employee social health?	95%	95%	95%
49. Has a formal policy on employee cultural health?	95%	95%	95%
50. Has a formal policy on employee identity health?	95%	95%	95%
51. Has a formal policy on employee reputation health?	95%	95%	95%
52. Has a formal policy on employee brand health?	95%	95%	95%
53. Has a formal policy on employee image health?	95%	95%	95%
54. Has a formal policy on employee perception health?	95%	95%	95%
55. Has a formal policy on employee attitude health?	95%	95%	95%
56. Has a formal policy on employee behavior health?	95%	95%	95%
57. Has a formal policy on employee performance health?	95%	95%	95%
58. Has a formal policy on employee results health?	95%	95%	95%
59. Has a formal policy on employee impact health?	95%	95%	95%
60. Has a formal policy on employee legacy health?	95%	95%	95%







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11-11-03 (The following information is intended to be used as a guide only.)

11-11-03