



UNION OF GREAT BRITAIN AND IRELAND

1936

AN ACT TO AMEND THE PUBLIC HEALTH ACTS, 1936, AND TO AMEND THE PUBLIC HEALTH ACTS, 1936, IN RELATION TO THE PROVISION OF SERVICES BY LOCAL AUTHORITIES.

1936 CHAPTER 4

ENGLAND AND WALES

1936 CHAPTER 4

Section 1. (1) (Amendment of 1936)

(1) In section 1 of the Public Health Act, 1936,

(a) in subsection (1) the words "and to provide for the services of the"

shall be omitted;

(b) in subsection (2)

1936

(1) The provisions of this Act shall be deemed to have effect as if they were contained in the Public Health Act, 1936, as amended by this Act.

(2) The provisions of this Act shall be deemed to have effect as if they were contained in the Public Health Act, 1936, as amended by this Act.

(3) The provisions of this Act shall be deemed to have effect as if they were contained in the Public Health Act, 1936, as amended by this Act.

(4) The provisions of this Act shall be deemed to have effect as if they were contained in the Public Health Act, 1936, as amended by this Act.

(5) The provisions of this Act shall be deemed to have effect as if they were contained in the Public Health Act, 1936, as amended by this Act.

(6) The provisions of this Act shall be deemed to have effect as if they were contained in the Public Health Act, 1936, as amended by this Act.

(7) The provisions of this Act shall be deemed to have effect as if they were contained in the Public Health Act, 1936, as amended by this Act.

Section 1

Section 1

Section 1. (1) (Amendment of 1936)

(1) In section 1 of the Public Health Act, 1936,

(a) in subsection (1) the words "and to provide for the services of the"

shall be omitted;

Section 1

Section 1

UNIVERSITY OF CALICUT

BBA HONOURS

DEPARTMENT OF MANAGEMENT STUDIES

SYLLABUS & MODEL QUESTION PAPERS

– w.e.f. 2024 admission onwards –

(CUFYUGP Regulation 2024)

ERA HONOURS

MAJOR, MINOR AND GENERAL FOUNDATION COURSES

SYLLABUS



ELIGIBILITY FOR ADMISSION

Applicants are required to provide evidence of English language proficiency in the form of an IELTS certificate to meet the minimum English language requirements for the first 12 weeks of the programme. Details of the IELTS test can be found on the IELTS website. Applicants are required to provide evidence of English language proficiency in the form of an IELTS certificate to meet the minimum English language requirements for the first 12 weeks of the programme.

KINDS OF INSTRUCTION

The nature of instruction is a mixture of self-study.

TEACHING STRATEGIES

It is essential to understand the nature of the learning process.

1.	Self-study
2.	Students are required to complete a number of assignments and projects.
3.	Students are required to complete a number of assignments and projects.
4.	Students are required to complete a number of assignments and projects.
5.	Students are required to complete a number of assignments and projects.
6.	Students are required to complete a number of assignments and projects.
7.	Students are required to complete a number of assignments and projects.
8.	Students are required to complete a number of assignments and projects.
9.	Students are required to complete a number of assignments and projects.
10.	Students are required to complete a number of assignments and projects.

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b	002211	2019 year Budget Income	1	0	1	0	0
	002212	2019 year Face of Income	1	0	1	0	0
	002213	2019 year Expenses	1	0	1	0	0
	002214	Expenses to Income System	1	0	1	0	0
	002215	2019 year Budget Income Transfer from 2019	1	0	1	0	0
	002216	2019 year Budget Income Transfer from 2019 Transfer from 2019	1	0	1	0	0
	002217	2019 year Budget Income Transfer from 2019 Transfer from 2019	1	0	1	0	0
		Total			7	11	0

c	002311	2019 year Budget Income	1	0	1	0	0
	002312	2019 year Face of Income	1	0	1	0	0
	002313	2019 year Expenses	1	0	1	0	0
	002314	2019 year Expenses to Income System	1	0	1	0	0
	002315	2019 year Budget Income Transfer from 2019	1	0	1	0	0
	002316	2019 year Budget Income Transfer from 2019 Transfer from 2019	1	0	1	0	0
	002317	2019 year Budget Income Transfer from 2019 Transfer from 2019	1	0	1	0	0
		Total			8	11	0

d	004111	2019 year Budget Income	1	0	1	0	0
	004112	2019 year Face of Income	1	0	1	0	0
	004113	2019 year Expenses to Income System	1	0	1	0	0

Comp No	Seq	Task	Issue Date
1	1	Project Technical Project Management	08/01/04
	2	Project Mgmt	08/01/04
	3	Project Financial Management	08/01/04
	4	Project Safety	08/01/04

Costs Basis Manager

Comp No	Seq	Task	Issue Date
2	1	Project Management	08/01/04
	2	Financial Management	08/01/04
	3	Safety & Environment	08/01/04
	4	HR Support	08/01/04

Inventory Management

Comp No	Seq	Task	Issue Date
3	1	Inventory Business & Administration	08/01/04
	2	Inventory Safety	08/01/04
	3	Inventory Technical Management	08/01/04
	4	Inventory Support Services	08/01/04

Cyber Security

Comp No	Seq	Task	Issue Date
4	1	Project Management	08/01/04
	2	HR Support	08/01/04
	3	Financial Management	08/01/04
	4	Safety & Environment Support	08/01/04

Quality

Comp No	Seq	Task	Issue Date
5	1	Quality	08/01/04
	2	HR Support Services	08/01/04
	3	Financial Management & Support	08/01/04
	4	Safety & Environment Support Services	08/01/04

Human Capital

Comp No	Seq	Task	Issue Date
6	1	HR Management	08/01/04
	2	HR Support	08/01/04
	3	HR Support Services	08/01/04
	4	HR Support Services & Financial Management	08/01/04

Enterprise

Group No.	Sl. No.	Title	Exempt Date
	1	Power Training I	08/10/2019
	2	Power Training II	08/10/2019
	3	Program on Power Handover	08/10/2019
	4	Power Training III	
	5	Power Training IV	08/10/2019

ELECTIVE COURSE/PROGRAMME/INTEGRATION

Sl. No.	Course	Title	Exempt Date
1		General Instrumentation & Control	08/10/2019
2		Instrumentation	08/10/2019
3		Instrumentation	08/10/2019
4		Instrumentation	08/10/2019
5		Instrumentation	08/10/2019
6		Instrumentation	08/10/2019

CO-COURSE/CO-CURRICULAR/INTEGRATION

CO-COURSE/CO-CURRICULAR/INTEGRATION

CO-COURSE			
Group No.	Sl. No.	Title	Exempt Date
	1	CO-COURSE	08/10/2019
	2	CO-COURSE	08/10/2019
	3	CO-COURSE	08/10/2019

CO-CURRICULAR

Group No.	Sl. No.	Title	Exempt Date
	1	CO-CURRICULAR	08/10/2019
	2	CO-CURRICULAR	08/10/2019
	3	CO-CURRICULAR	08/10/2019

INTEGRATION

Sl. No.	Course	Title	Exempt Date
1		INTEGRATION	08/10/2019
2		INTEGRATION	08/10/2019

NOTE

1. There is no capex for CO-COURSE.
2. There is no capex for CO-CURRICULAR/INTEGRATION.

1) **Case:** Two-wheel vehicle, total of 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units

2) **Case:** Two-wheel vehicle, total of 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units

- 1) **Case:** Two-wheel vehicle, total of 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units
- 2) **Case:** Two-wheel vehicle, total of 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units

3) **Case:** Two-wheel vehicle, total of 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units

- 1) **Case:** Two-wheel vehicle, total of 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units
- 2) **Case:** Two-wheel vehicle, total of 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units, 1000000 units

Sl. No.	Description	Quantity/Value		Unit	Rate
		Quantity	Value		

Students should be given the opportunity to discuss with the instructor a list of all students who do not pass the course. The instructor should discuss the student's performance and ability to benefit from a repeat judgment.

NUMBER OF QUESTION PAPER FOR MAJOR COURSE

Section	Type	Number of Questions	No. of Questions to be Answered	Marking Scheme	Total Marks
I (Exam)	Short answer	5	5-10	1	5
	Essay type/long	2	2-4	4	8
	Total			5	13
Average marks					75

NUMBER OF QUESTION PAPER FOR GENERAL DOCUMENT COURSE

Section	Type	Number of Questions	No. of Questions to be Answered	Marking Scheme	Total Marks
I (Exam)	Short answer	5	5-10	1	5
	Essay type/long	2	2-4	4	8
	Total			5	13
Average marks					60

2. INTERVIEW

Programme	BBA				
Faculty/Dept	Faculty of Business Studies				
Course Title	Business Information Systems				
Type of Course	III				
Section	I (1)				
Section					
Exam					
Class/Section	1001	1002	1003	1004	1005
	100	100	100	100	100
	5				10
Examiner					

- The observed values of any of the individual random variables are normally distributed around its expectation.

Figure 14: The normal distribution	Figure 15
Normal distribution: $\mu = 100$, $\sigma = 10$ The area under the curve between $\mu - 2\sigma$ and $\mu + 2\sigma$ is 95.44%.	68%
Normal distribution: $\mu = 100$, $\sigma = 10$ The area under the curve between $\mu - \sigma$ and $\mu + \sigma$ is 68.27%.	95%
Normal distribution: $\mu = 100$, $\sigma = 10$ The area under the curve between $\mu - 3\sigma$ and $\mu + 3\sigma$ is 99.73%.	99.73%
Normal distribution: $\mu = 100$, $\sigma = 10$ The area under the curve between $\mu - 1.96\sigma$ and $\mu + 1.96\sigma$ is 95%.	99%

Normal random

- The probability of a normal random variable falling between $\mu - \sigma$ and $\mu + \sigma$ is 68.27%.
- The probability of a normal random variable falling between $\mu - 2\sigma$ and $\mu + 2\sigma$ is 95.44%.
- The probability of a normal random variable falling between $\mu - 3\sigma$ and $\mu + 3\sigma$ is 99.73%.
- The mean μ
- The standard deviation σ
- The variance σ^2
- The standard error σ/\sqrt{n}
- The confidence interval
- The confidence level
- The confidence interval is the range of values with a specified probability
- The confidence level is the probability that the confidence interval is correct.

1. The two types of operations of the stack are insertion and deletion. In insertion, a new element is added to the top of the stack. In deletion, the element at the top of the stack is removed.

2. The operations of the stack are insertion and deletion.

3. The operations of the stack are insertion and deletion.

4. Insertion

INSERTION OPERATIONS

Element to be added	Current element	Current element	Current element

DELETION OPERATIONS

Element to be deleted	Current element	Current element	Current element

1. QUEUE

2. The operations of the queue are insertion and deletion.

3. The operations of the queue are insertion and deletion.

Language	C++				
Topic	Queue				
Date	Page 1				
Type of Exam	MCQ				
Name					
Roll No.					
Ans.					
Ques/Ans	<table border="1"> <thead> <tr> <th>Ques</th> <th>Ans</th> </tr> </thead> <tbody> <tr> <td>1. The operations of the queue are insertion and deletion.</td> <td>1. The operations of the queue are insertion and deletion.</td> </tr> </tbody> </table>	Ques	Ans	1. The operations of the queue are insertion and deletion.	1. The operations of the queue are insertion and deletion.
Ques	Ans				
1. The operations of the queue are insertion and deletion.	1. The operations of the queue are insertion and deletion.				
	<p>The operations of the queue are insertion and deletion. In insertion, a new element is added to the front of the queue. In deletion, the element at the front of the queue is removed.</p>				

Name: Year:	Answer a range of questions on the passage provided. You should refer to specific lines in the passage to support your answers. You should also refer to the passage to support your answers. You should also refer to the passage to support your answers. You should also refer to the passage to support your answers.
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INSTRUCTIONS

- The answer to each question should be written in the space provided.
- The answer to each question should be written in the space provided.
- The answer to each question should be written in the space provided.

Answer to Question/Date	Mark	Total
1. The answer to each question should be written in the space provided.	1	
2. The answer to each question should be written in the space provided.	1	
3. The answer to each question should be written in the space provided.	1	

4. EVALUATE THE TEXT FOR OTHER REASONS

Class of Text Genre Style	Quality of Evidence Used	Balance of Arguments	Range of Views Expressed	Complexity of Analysis

5. EVALUATE THE TEXT FOR SP-4-FOOT

Component (or Depth of Analysis)	Marketing Type or Concept (Level)	Executive Summary (1-2-3-4)	Introduction (5-6-7-8-9)	Support or Analysis (10-11-12)	Final Page (13-14)

WHAT IS THE KEY POINT?

The report should be a total and final summary for each report that you submit on this page. Do not forget to add your date and name. Write the date in the middle of the page. This has been done for you simply to help you get started. You can use the example to help you get started.

2. **Executive Summary** (1-2-3-4) - This section is the most important. It is the first section of the report. It is the first section of the report. It is the first section of the report. It is the first section of the report.

1. Introduction (5-6-7-8-9)

C. Thesis

Thesis 1: The main purpose of this report is to provide a comprehensive overview of the current state of the industry, including its strengths and weaknesses.

Thesis 2: The main purpose of this report is to provide a comprehensive overview of the current state of the industry, including its strengths and weaknesses.

Thesis 3: The main purpose of this report is to provide a comprehensive overview of the current state of the industry, including its strengths and weaknesses.

Thesis 4: The main purpose of this report is to provide a comprehensive overview of the current state of the industry, including its strengths and weaknesses.

Thesis 5: The main purpose of this report is to provide a comprehensive overview of the current state of the industry, including its strengths and weaknesses.

D. Summary

The main purpose of this report is to provide a comprehensive overview of the current state of the industry, including its strengths and weaknesses.

WHAT IS YOUR MAIN POINT?

- The main purpose of this report is to provide a comprehensive overview of the current state of the industry, including its strengths and weaknesses.
- The main purpose of this report is to provide a comprehensive overview of the current state of the industry, including its strengths and weaknesses.

- In Part 4, create a diagram of the water-use cycle of a coastal wetland in a 4-6 sentence paragraph.
- In Part 5, create a 3-5 sentence paragraph about the water cycle of the water-use cycle of a coastal wetland.

Project	W1				
Course/Subject	W1				
Course Title	W1				
Year of Course	W1				
Learning Objectives	W1				
Year/Date	Year	Month	Day	Hour	Minute
	2023	01	01	00	00
	<p>The water cycle is a continuous process of evaporation, condensation, precipitation, and runoff. It is a natural process that occurs on a daily basis. The water cycle is a natural process that occurs on a daily basis.</p>				100
Notes/Comments	<p>The water cycle is a continuous process of evaporation, condensation, precipitation, and runoff. It is a natural process that occurs on a daily basis. The water cycle is a natural process that occurs on a daily basis.</p>				

TRANSPORT

- The amount of water that is transported from one place to another is called the water transport.
- The amount of water that is transported from one place to another is called the water transport.
- The amount of water that is transported from one place to another is called the water transport.

Amount of Water Transported	Year	Value
Amount of Water Transported (in 1000)	2023	100
Amount of Water Transported (in 1000)	2022	100
Amount of Water Transported (in 1000)	2021	100
Amount of Water Transported (in 1000)	2020	100
Amount of Water Transported (in 1000)	2019	100

Approved by the Director	
Reviewed by the Dept. of Environment and Heritage	
Not required according to the environmental planning instrument or the environmental planning instrument or the environmental planning instrument or the environmental planning instrument	
Approved	

6. EVALUATION CRITERIA FOR DEVELOPMENT

Class of Development	Original and Condition of Site	Morphological Impact	Physical Features	Conservation/Preservation Value

7. EVALUATION CRITERIA FOR UFA FOLIO

Complexity and Type of Development	Morphological Impact	Conservation/Preservation Value	Physical Features	Impact on Quality of Life	Public Interest

FORMAT OF PROJECT REPORT

The report must be written and submitted in the following format: 1. The report must be written on A4 paper. 2. The report must be printed on one side of the paper. 3. The report must be printed in black ink. 4. The report must be printed in a standard font size. 5. The report must be printed in a standard font style. 6. The report must be printed in a standard font color. 7. The report must be printed in a standard font size. 8. The report must be printed in a standard font style. 9. The report must be printed in a standard font color.

- The report must be written on A4 paper. 1. The report must be printed on one side of the paper. 2. The report must be printed in black ink. 3. The report must be printed in a standard font size. 4. The report must be printed in a standard font style. 5. The report must be printed in a standard font color.

1. General Information (Title and Page)

1. Title

- The title of the report must be written in a standard font size and style.
- The title of the report must be written in a standard font color.
- The title of the report must be written in a standard font size and style.
- The title of the report must be written in a standard font color.

Figure 1 shows a two-way interaction effect as indicated by differing slopes of data associated with the overall factor, suggesting an interaction between the two variables.

Figure 2 illustrates an interaction effect as indicated by the differing slopes of the two lines representing the two variables.

Figure 3 is a graph of a two-way interaction.

F. Interaction

It is difficult to understand interaction in a simple context compared to the previous. Following are several examples.

INTERACTING FACTORS WITH INDEPENDENT COVARIATE

- In a two-way ANOVA, the independent variable (X) is the gender (male/female) and the dependent variable (Y) is the number of children. The interaction effect is the difference between the two groups (male/female) in the number of children.
- In a two-way ANOVA, the independent variable (X) is the gender (male/female) and the dependent variable (Y) is the number of children. The interaction effect is the difference between the two groups (male/female) in the number of children.
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- In a two-way ANOVA, the independent variable (X) is the gender (male/female) and the dependent variable (Y) is the number of children. The interaction effect is the difference between the two groups (male/female) in the number of children.

<p>Approved by the Director</p> <p>Reviewed by the Director (to be completed by the Director)</p> <p>Not to be used without the Director's approval (to be completed by the Director)</p> <p>Approved by the Director</p>	<p>01</p>
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EVALUATION CRITERIA FOR PAPER IDENTIFICATION

Clarity of Research Question (10%)	Originality and Creativity of Study (10%)	Methodological Rigor (20%)	Proposed Literature (20%)	Conceptual Framework (10%)

EVALUATION CRITERIA FOR P.J.A. SCORE

Importance and Impact of Knowledge (10%)	Methodology (10%)	Contribution to Knowledge (10%)	Conceptual Framework (10%)	Report or Executive Summary (10%)	Proprietary (10%)

WHAT IF YOU DON'T AGREE?

The committee will discuss any issues (constructively) and participants will not be held responsible for any paper. We make final decisions about funding. We have a right to not fund a project if it is not approved. There are many things that might lead to a project not being funded (e.g., no funding available, no budget, etc.).

1. Funding

We will not fund a project unless it is approved by the committee. We will not fund a project unless it is approved by the committee. We will not fund a project unless it is approved by the committee.

2. Review

The committee will discuss any issues (constructively) and participants will not be held responsible for any paper. We make final decisions about funding. We have a right to not fund a project if it is not approved. There are many things that might lead to a project not being funded (e.g., no funding available, no budget, etc.).

3. Additional information

Journal of the American Psychological Association
Volume 114, Number 4, December 2019
Special Issue: The Role of the Journal in the Field

Table of Contents

Journal of the American Psychological Association

Volume 114, Number 4

Table of Contents

Journal of the American Psychological Association

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
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810-811
812-813
814-815
816-817
818-819
820-821
822-823
824-825
826-827
828-829
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Final of the Quebec High School General Examinations

Mathematics 2019 (Mathematics 2019)

Duration: 1 hour 15 minutes

Page 2

Question 1 (10 marks)

Question 2 (10 marks)

Page 3

(Answer to Question 1 on this page, Question 2 on the next page)

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Page 4

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Page 5

(Answer to Question 3 on this page, Question 4 on the next page)

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Page 6

(Answer to Question 4 on this page, Question 5 on the next page)

Week 6: Issues of water being increased of 10%

Program:	W6														
Code:															
Unit:	Preparation for Student Services														
Type of Program:	Full Time														
Level:															
Academic Year:	1st Yr														
Days/Week:	<table border="1"> <tr> <td>1st</td> <td>2nd</td> <td>3rd</td> <td>4th</td> <td>5th</td> <td>6th</td> <td>7th</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	1st	2nd	3rd	4th	5th	6th	7th							
1st	2nd	3rd	4th	5th	6th	7th									
Examiner:															
Class:															
Prereq:	<p>The "Preparation for Student Services" area meets a requirement regarding "preparation for health, safety & fitness" of processing, structuring, health, prepared for use, an actual experience. The program is considered to be "training" and also meets all other health, safety & fitness requirements.</p>														

Open Course (O)

This course will be for the student to learn the following reasons:

Obj	Skills	Objectives	Learning Objectives	Exposure/Tools
1	Identify the relationship of the structure & processing	1	1	Health, safety & fitness
2	Learn the right way to use the structure & processing	2	2	Health, safety & fitness
3	Learn the structure & processing	3	3	Health, safety & fitness
4	Learn the structure & processing	4	4	Health, safety & fitness
5	Learn the structure & processing	5	5	Health, safety & fitness
6	Learn the structure & processing	6	6	Health, safety & fitness
7	Learn the structure & processing	7	7	Health, safety & fitness
8	Learn the structure & processing	8	8	Health, safety & fitness

Week 10		
Lesson 11: Introduction to the History of the United States, Part 1		
Lesson 12: Introduction to the History of the United States, Part 2		
Lesson 13: Introduction to the History of the United States, Part 3		

Week 10

Mark	Topic	Start	End
1	Introduction to the History of the United States, Part 1	0	9
	<ul style="list-style-type: none"> 1. Introduction to the History of the United States, Part 1 2. Introduction to the History of the United States, Part 2 3. Introduction to the History of the United States, Part 3 4. Introduction to the History of the United States, Part 4 5. Introduction to the History of the United States, Part 5 6. Introduction to the History of the United States, Part 6 7. Introduction to the History of the United States, Part 7 8. Introduction to the History of the United States, Part 8 9. Introduction to the History of the United States, Part 9 10. Introduction to the History of the United States, Part 10 		
2	Introduction to the History of the United States, Part 2	11	20
	<ul style="list-style-type: none"> 1. Introduction to the History of the United States, Part 2 2. Introduction to the History of the United States, Part 3 3. Introduction to the History of the United States, Part 4 4. Introduction to the History of the United States, Part 5 5. Introduction to the History of the United States, Part 6 6. Introduction to the History of the United States, Part 7 7. Introduction to the History of the United States, Part 8 8. Introduction to the History of the United States, Part 9 9. Introduction to the History of the United States, Part 10 		
3	Introduction to the History of the United States, Part 3	21	30
	<ul style="list-style-type: none"> 1. Introduction to the History of the United States, Part 3 2. Introduction to the History of the United States, Part 4 3. Introduction to the History of the United States, Part 5 4. Introduction to the History of the United States, Part 6 5. Introduction to the History of the United States, Part 7 6. Introduction to the History of the United States, Part 8 7. Introduction to the History of the United States, Part 9 8. Introduction to the History of the United States, Part 10 		

	<p>1) Give correct response</p> <p>2) answer taking into all angles - Volume, Perimeter, Area, etc. Volume, Surface Area, etc. (if applicable)</p>		
2	<p>Yes or No response</p> <p>1) Answer all questions in English (using full sentences) and give reasons for the answers (if applicable) (if applicable)</p> <p>2) Answer all questions in English (using full sentences) and give reasons for the answers (if applicable) (if applicable)</p> <p>3) Answer all questions in English (using full sentences) and give reasons for the answers (if applicable) (if applicable)</p>	11	10
3	<p>Open-Ended</p> <p>1) Answer all questions in English (using full sentences) and give reasons for the answers (if applicable) (if applicable)</p> <p>2) Answer all questions in English (using full sentences) and give reasons for the answers (if applicable) (if applicable)</p> <p>3) Answer all questions in English (using full sentences) and give reasons for the answers (if applicable) (if applicable)</p> <p>4) Answer all questions in English (using full sentences) and give reasons for the answers (if applicable) (if applicable)</p>	11	10

Mapping MCQ with PD method

	MCQ	MCQ	MCQ	MCQ	MCQ	MCQ	MCQ	MCQ	MCQ
MCQ	1	2	3	4	5	6	7	8	9
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Overhead Costs

Unit	Overhead
	100
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Account Balances

10/1/2019 - (CO) (Kuliah) - (Supervisor) (Account)

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Account - (Account) (10/1)

- 1. (Account)
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Program:	MBA				
Department:	Business Administration				
Course Title:	Marketing Management				
Equivalent Course Name:	EBA 502 - Mktg				
Number of Credits:	3				
Prerequisites:	MBA 501				
Course Description:	<p>This course provides students with the key concepts of marketing management and the ability to design the marketing program for a firm. It includes topics such as the marketing environment, market segmentation, target marketing, and product development. Students will explore the various roles of marketing and develop the ability to design a marketing program for a firm. The course also includes the study of marketing ethics, marketing research, and the role of marketing in the business environment.</p>				

Course Content (C)

(C)	Course	Course Level	Faculty Support	Program Approval
1	Identify the marketing process and the role of the marketing department in the organization.	1	1	Approved
2	Describe the marketing environment and the role of the marketing department in the organization.	2	1	Approved
3	Describe the marketing environment and the role of the marketing department in the organization.	3	1	Approved
4	Describe the marketing environment and the role of the marketing department in the organization.	4	1	Approved
5	Describe the marketing environment and the role of the marketing department in the organization.	5	1	Approved
6	Describe the marketing environment and the role of the marketing department in the organization.	6	1	Approved
7	Describe the marketing environment and the role of the marketing department in the organization.	7	1	Approved
8	Describe the marketing environment and the role of the marketing department in the organization.	8	1	Approved

1. Department of Business Administration, University of North Carolina at Charlotte
 2. Department of Business Administration, University of North Carolina at Charlotte
 3. Department of Business Administration, University of North Carolina at Charlotte
 4. Department of Business Administration, University of North Carolina at Charlotte
 5. Department of Business Administration, University of North Carolina at Charlotte
 6. Department of Business Administration, University of North Carolina at Charlotte
 7. Department of Business Administration, University of North Carolina at Charlotte
 8. Department of Business Administration, University of North Carolina at Charlotte

Model 1 (30%)

Topic	Sub-Topic	Ex	Grand Exams
		85	175
I	Understanding of concept of quantum theory	11	11
	1) Planck's black body radiation concept of quantum		
	2) Concept of energy quantization, photoelectric effect, Compton effect and de Broglie's concept		
	3) Heisenberg's uncertainty		
	4) Pauli's exclusion principle, spin, Pauli spin matrices		
	5) Hund's rule, Aufbau's principle, Madelung's rule, periodic table of elements		
II	Quantum mechanics using	11	11
	1) Schrödinger's wave equation of stationary state in 1D potential well, harmonic oscillator, hydrogen atom		
	2) 3D wave equation in 3D harmonic potential, angular momentum concept		
	3) Addition of angular momentum		
	4) Perturbation theory, first order energy correction		
III	Relativistic quantum	11	11
	1) Dirac's equation, spinors, Dirac's prediction of positive and negative energy states, Dirac sea, antimatter		
	2) Dirac's prediction of fine structure		
	3) Spin-orbit interaction, Dirac's prediction of anomalous Zeeman effect, hyperfine structure		
	4) Dirac's prediction of Lamb shift and anomalous Zeeman effect, Dirac's prediction of positronium		
	5) Dirac's prediction of spin Hall effect of light		
	6) Dirac's prediction of spin Hall effect of light		
	7) Dirac's prediction of spin Hall effect of light		
IV	Advancing of quantum	11	11
	1) Quantum entanglement, Bell's inequality, quantum teleportation, quantum cryptography		

	<p>(i) Explain any two of the following:</p> <p>(ii) Explain the term 'social capital' and its importance in the context of social capital.</p> <p>(iii) Explain the term 'social capital' and its importance in the context of social capital.</p> <p>(iv) Explain the term 'social capital' and its importance in the context of social capital.</p>		
1	<p>Open Book Exam</p> <p>(i) Explain any two of the following:</p> <p>(ii) Explain the term 'social capital' and its importance in the context of social capital.</p> <p>(iii) Explain the term 'social capital' and its importance in the context of social capital.</p> <p>(iv) Explain the term 'social capital' and its importance in the context of social capital.</p>	11	20

Explain any two of the following:

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
100	0	0	0	1	1	1	1	1	1	1
100	0	0	0	1	1	1	1	1	1	1
100	0	0	0	1	1	1	1	1	1	1
100	0	0	0	1	1	1	1	1	1	1

100	0	0	0	1	1	0	0	1	1
100	0	0	0	1	1	0	0	1	1

Сформулируйте:

Иван	Сидорова
	10
	1000 руб
	100000 руб
	1000000 руб

Сформулируйте:

Матрица смежности графа (Рис. 1) (Рис. 2) (Рис. 3) (Рис. 4) (Рис. 5)

Рис. 1. Исходный граф (G)

1. 2-х вершин
2. 3-х вершин
3. 4-х вершин
4. 5-х вершин
5. 6-х вершин
6. 7-х вершин
7. 8-х вершин
8. 9-х вершин
9. 10-х вершин

Рис. 2. Исходный граф (G)

1. 2-х вершин
2. 3-х
3. 4-х
4. 5-х
5. 6-х вершин
6. 7-х
7. 8-х вершин
8. 9-х вершин
9. 10-х вершин
10. 11-х вершин

- 2. Interpretation
- 4. Assessment of test results

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Programme:	BEd				
Module Code:	E1000				
Module Title:	Examining the Field Site				
Level:	Level 10				
Credits:	10	10	10	10	10
Assessment:	100%				
Unit:	This unit covers the following learning objectives: to be able to identify, describe, and evaluate the field site; to be able to identify, describe, and evaluate the field site; to be able to identify, describe, and evaluate the field site.				

Learning Objectives

LO	LO Statement	Equity	Learning Context	Underpinning Theory
1	Identify the field site and describe its location and characteristics.	1	1	Field Site
2	Identify the field site and describe its location and characteristics.	2	2	Field Site
3	Identify the field site and describe its location and characteristics.	3	3	Field Site
4	Identify the field site and describe its location and characteristics.	4	4	Field Site

1	2	3	4	5	6	7	8	9	10	11	12
10	9	8	7	6	5	4	3	2	1	0	1

Contains Level

Level	Containing
0	0
1	10, 01, 11
2	100, 010, 110, 101, 011, 111

Contains Below

Binary Numbers - 100 (Contains) (Greater than or Equal to)

Greater than or Equal to

- 1. 100000
- 2. 100001
- 3. 100010
- 4. 100011
- 5. 100100
- 6. 100101
- 7. 100110
- 8. 100111

Greater than or Equal to

- 1. 1000000
- 2. 100
- 3. 00
- 4. 1000
- 5. 0000000
- 6. 0000
- 7. 00000000
- 8. 000000000
- 9. 0000000000
- 10. 00000000000

CONCLUSION

1. We have seen that a binary number is greater than or equal to another binary number.



1	Financial statement analysis (2000)		
2	Problems		
3	Business and its financial success	1	12
4	1. Money, value		
5	2. Cost of services		
6	3. Reliability of the accounting information + balance		
7	4. Additional, but we could say, we consider + balance		
8	5. Risk of financial statement analysis		
9	6. Nature of business		
10	11. Business and its environment	1	12
11	12. Money, value and usage (intercompany)		
12	13. Money, value and usage (intercompany)		
13	14. Financial statement analysis + environment		
14	15. Improving value		
15	16. Money, value and usage		
16	17. Nature of business, value		
17	18. Nature of business, value		
18	19. Nature of business, value		
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20	21. Nature of business, value		
21	22. Nature of business, value		
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93	94. Nature of business, value		
94	95. Nature of business, value		
95	96. Nature of business, value		
96	97. Nature of business, value		
97	98. Nature of business, value		
98	99. Nature of business, value		
99	100. Nature of business, value		

Mapping KCR with FID with the

	100	200	300	400	500	600	700	800	900	1000
100	1	1	1	1	1	1	1	1	1	1
200	1	1	1	1	1	1	1	1	1	1
300	1	1	1	1	1	1	1	1	1	1
400	1	1	1	1	1	1	1	1	1	1
500	1	1	1	1	1	1	1	1	1	1
600	1	1	1	1	1	1	1	1	1	1
700	1	1	1	1	1	1	1	1	1	1
800	1	1	1	1	1	1	1	1	1	1
900	1	1	1	1	1	1	1	1	1	1
1000	1	1	1	1	1	1	1	1	1	1

100	0	0	0	1	1	0	0	0	1	0
100	0	0	0	1	1	0	0	0	1	0
100	0	0	0	1	1	0	0	0	1	0

Exercise 10

Level	Duration
1	30
2	100
3	100
4	100

Exercise 11

Exercise 11 - 100 Questions - Computer Science

Question 1: Answered 100%

- a. 100%
- b. 100%
- c. 100%
- d. 100%
- e. 100%
- f. 100%
- g. 100%
- h. 100%
- i. 100%
- j. 100%

Question 2: Answered 100%

- a. 100%
- b. 100%
- c. 100%
- d. 100%
- e. 100%
- f. 100%
- g. 100%
- h. 100%
- i. 100%
- j. 100%
- k. 100%
- l. 100%
- m. 100%
- n. 100%
- o. 100%
- p. 100%
- q. 100%
- r. 100%
- s. 100%
- t. 100%
- u. 100%
- v. 100%
- w. 100%
- x. 100%
- y. 100%
- z. 100%

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Answer Key

Model Answer to IGCSE English-Composition Assessment

Section: Text-based

1. a. correct
- b. too brief
- c. too long
- d. too many paragraphs
- e. too many ideas
- f. too many facts
- g. too many words
- h. too many errors
- i. too many facts

Section: Writing (14)

1. David Johnson
2. Yes
3. No
4. No
5. No
6. Yes
7. No
8. No
9. No
10. No
11. No
12. No
13. No
14. No
15. No
16. No
17. No
18. No
19. No
20. No

UPDATE

1. [Answer 9](#) (updated 14/02/24) (1997 marking, British Publishing Group)
2. [Exam 20](#) (2017) (Writing, sample for marking, for 1997 questions, English)
3. [Exam 1](#) (2012, Reprinted by British Council)
4. [Exam 9](#) (2012) (1997 marking, British Publishing Group)
5. [Exam 1](#), 2 (2014, IGCSE, 1997 marking, British Publishing Group)

RECENT PUBLICATIONS

1. [Exam 10](#) (2017) (1997 marking, British Publishing Group, British Council)
2. [Exam 20](#) (2017) (Writing, sample for marking, for 1997 questions, English)
3. [Exam 10](#) (2017) (1997 marking, British Publishing Group, British Council)

Program:	BBA				
Course Code:					
Course Title:	Business Finance				
Level/Year/ Semester:	1st Year				
Credits/ ECTS:	3/ 5				
Prerequisites:	1101	1102	1103	1104	1105
		1101	1102	1103	1104
	4	4			4
Program:					
Notes:	In case of any change in the structure of the course, the syllabus is subject to modification and the student must refer to the latest syllabus and the structure of the course, wherever applicable.				

Exam Program (21)

Sl. No.	Examination	Examination Type	Examination Category	Examination Duration
1	Intermediate examination (written)	1	1	1 hour
2	Final examination (written)	2	2	2 hours
3	Final examination (written)	2	2	2 hours
4	Final examination (written)	2	2	2 hours
5	Final examination (written)	2	2	2 hours
6	Final examination (written)	2	2	2 hours
7	Final examination (written)	2	2	2 hours
8	Final examination (written)	2	2	2 hours

1 - Semester 11, 2020/2021 & 2021/2022; 2 - Semester 12, 2021/2022 & 2022/2023

1 - 1201; 2 - 1202; 3 - 1203; 4 - 1204; 5 - 1205; 6 - 1206; 7 - 1207; 8 - 1208

Model Answer

Module	Unit	Content	Sl. No.	Level	Level
			01	02	03
I	System, Trends and Values		1	H	H
		1. Evolution of Indian Cinema, Cinema Censorship			
		2. Cinema Censorship: History, Scope, Importance			
		3. Indian Censorship: Censor and Censorship Board: Censorship of the 1940s, Censorship of the 1950s, Censorship of the 1960s, Censorship of the 1970s, Censorship of the 1980s, Censorship of the 1990s, Censorship of the 2000s, Censorship of the 2010s, Censorship of the 2020s			
		4. Censorship and the Role of the Censor Board: Censorship Board: Structure and Functions			
		5. Maintenance of Censorship: Censorship Board: Structure and Functions			
		6. Role of Censorship Board: Censorship Board: Structure and Functions			
		7. The Censorship Board: Censorship Board: Structure and Functions			
II	Budget and Demand and Supply		2	H	H
		1. Demand and Supply: Censorship and Censorship Board			
		2. Demand and Supply: Censorship and Censorship Board			
		3. Demand and Supply: Censorship and Censorship Board			
		4. Demand and Supply: Censorship and Censorship Board			
		5. Demand and Supply: Censorship and Censorship Board			
		6. Demand and Supply: Censorship and Censorship Board			
III	Job Interview		3	H	H
		1. Interview: A Job Interview: Censorship and Censorship Board			
		2. Interview: A Job Interview: Censorship and Censorship Board			
		3. Interview: A Job Interview: Censorship and Censorship Board			
		4. Interview: A Job Interview: Censorship and Censorship Board			
		5. Interview: A Job Interview: Censorship and Censorship Board			
IV	Business in the Digital World				
		1. Business in the Digital World: Censorship and Censorship Board			
		2. Business in the Digital World: Censorship and Censorship Board			

	1	Answer	2	11
	2	Explain the process of... (text is blurry)		
	3	Explain the process of... (text is blurry)		
	4	Explain the process of... (text is blurry)		
	5	Explain the process of... (text is blurry)		
	6	Explain the process of... (text is blurry)		

Open-Ended

	1	<ul style="list-style-type: none"> Explain the process of... (text is blurry) Explain the process of... (text is blurry) Explain the process of... (text is blurry) 	2	11
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Mapping of CB with PLOs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
PO1	1	1	1	1	1	1	1	1	1	1
PO2	1	1	1	1	1	1	1	1	1	1
PO3	1	1	1	1	1	1	1	1	1	1
PO4	1	1	1	1	1	1	1	1	1	1
PO5	1	1	1	1	1	1	1	1	1	1
PO6	1	1	1	1	1	1	1	1	1	1
PO7	1	1	1	1	1	1	1	1	1	1
PO8	1	1	1	1	1	1	1	1	1	1
PO9	1	1	1	1	1	1	1	1	1	1
PO10	1	1	1	1	1	1	1	1	1	1

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Page No.	Ref.
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296	100

Data Tables (10)

ID	Column	Equation	Knowledge	Table
101	Equation 101	$x^2 + y^2 = z^2$	Pythagorean	Table 101
102	Equation 102	$a^2 + b^2 = c^2$	Pythagorean	Table 102
103	Equation 103	$x^2 + y^2 = z^2$	Pythagorean	Table 103
104	Equation 104	$a^2 + b^2 = c^2$	Pythagorean	Table 104
105	Equation 105	$x^2 + y^2 = z^2$	Pythagorean	Table 105
106	Equation 106	$a^2 + b^2 = c^2$	Pythagorean	Table 106
107	Equation 107	$x^2 + y^2 = z^2$	Pythagorean	Table 107
108	Equation 108	$a^2 + b^2 = c^2$	Pythagorean	Table 108
109	Equation 109	$x^2 + y^2 = z^2$	Pythagorean	Table 109
110	Equation 110	$a^2 + b^2 = c^2$	Pythagorean	Table 110

118	1. Write a short note on the following: a) The role of the teacher in the classroom	1	1	10
119	2. Write a short note on the following: a) The role of the teacher in the classroom	1	1	10

(1) Answer in 100-150 words (2) Each part carries 10 marks (3) Total marks 20

Section B

Mark	Q. No	Items	MCQ	Short	Long
10	1	One Day of the Life of a Teacher 1. Write a short note on the following: a) The role of the teacher in the classroom b) The role of the teacher in the classroom c) The role of the teacher in the classroom d) The role of the teacher in the classroom	11	11	11
10	2	Classroom Management 1. Write a short note on the following: a) The role of the teacher in the classroom b) The role of the teacher in the classroom c) The role of the teacher in the classroom d) The role of the teacher in the classroom	11	11	11
10	3	Classroom Management 1. Write a short note on the following: a) The role of the teacher in the classroom b) The role of the teacher in the classroom c) The role of the teacher in the classroom d) The role of the teacher in the classroom	11	11	11

Mapping of CB and PCB with PDC

	CB1	CB2	CB3	CB4	CB5	PCB1	PC2	PC3	PC4	PC5	PC6	PC7
CB1	1	1	1	1	1	1	1	1	1	1	1	1
CB2	1	1	1	1	1	1	1	1	1	1	1	1
CB3	1	1	1	1	1	1	1	1	1	1	1	1
CB4	1	1	1	1	1	1	1	1	1	1	1	1
CB5	1	1	1	1	1	1	1	1	1	1	1	1

Course Level

Level	Endorsement
	nd
	1st, 2nd
	Advanced, Veteran
	Advanced, EOP

Learning Objectives

Elective Assessment - PCB Endorsement Chapter 100 Assessment

1. Identify Veterans (14)
 - a. active duty
 - b. discharge from
 - c. honorably
 - d. discharge, discharge
 - e. discharge, honorably
 - f. discharge
 - g. discharge, honorably
 - h. discharge, honorably
 - i. discharge, honorably
 - j. discharge, honorably
2. Identify Veterans (14)
 - a. Period of Service
 - b. Yes
 - c. No

- 1. **Answer**
- 2. **The Answer**
- 3. **Answer**
- 4. **Answer**
- 5. **Answer**
- 6. **Answer**
- 7. **Answer**
- 8. **Answer**

QUESTION

- 1. **Answer** (1) **Answer** (2) **Answer** (3) **Answer** (4) **Answer** (5) **Answer** (6)
- 2. **Answer** (1) **Answer** (2) **Answer** (3) **Answer** (4) **Answer** (5)
- 3. **Answer** (1) **Answer** (2) **Answer** (3) **Answer** (4) **Answer** (5) **Answer** (6)
- 4. **Answer** (1) **Answer** (2) **Answer** (3) **Answer** (4) **Answer** (5) **Answer** (6)
- 5. **Answer** (1) **Answer** (2) **Answer** (3) **Answer** (4) **Answer** (5) **Answer** (6)
- 6. **Answer** (1) **Answer** (2) **Answer** (3) **Answer** (4) **Answer** (5) **Answer** (6)

Question	101
Answer	101
Question	102
Answer	102
Question	103
Answer	103
Question	104
Answer	104
Question	105
Answer	105
Question	106
Answer	106
Question	107
Answer	107
Question	108
Answer	108
Question	109
Answer	109
Question	110
Answer	110
Question	111
Answer	111
Question	112
Answer	112
Question	113
Answer	113
Question	114
Answer	114
Question	115
Answer	115
Question	116
Answer	116
Question	117
Answer	117
Question	118
Answer	118
Question	119
Answer	119
Question	120
Answer	120

Obj	Obj Content	Figure Level	Learning Objectives	Prerequisite
1.1	Review the use and applicability of financial ratios.	1		Accounting Intermediate Gen
1.2	Identify problems associated with using financial ratios and explain why ratios require careful analysis and interpretation.	2	1	Financial Accounting Intermediate Principles
1.3	Apply financial ratios to rate-of-return issues in investment.	2	1	Finance Principles Financial Tools
1.4	Interpret changes in operating ratios and changes in operating ratios to identify financial issues.	2	1	Finance Intermediate Gen Accounting
1.5	Identify the effect of operating ratios on the value of a firm.	2	1	Finance Intermediate Gen Accounting
1.6	Identify the effect of operating ratios on the value of a firm and explain the reasons for the effect.	2	1	Finance Principles Financial Tools

1 - General Ed; 2 - Subject Ed; 3 - Applied Ed; 4 - Professional Ed; 5 - Case Ed

1 - Fund Ac; 2 - Edg; 3 - Content Ed; 4 - Appl; 5 - Financial Knowledge Ed

Accounting 101/102/103

Accounting

Slide Title/Content	Prerequisite	Level
1. Accounting + Subject Level of Detail	1	1
1.1. Review: Accounting 101 - Fundamentals of Accounting		
1.2. Review: Accounting 102 - Intermediate Accounting		
1.3. Review: Accounting 103 - Advanced Accounting		
1.4. Review: Accounting 104 - Special Topics in Accounting		
2. Financial Accounting	1	1

	<ol style="list-style-type: none"> 1. Multi-enzyme products from <i>Aspergillus</i> (e.g. <i>Aspergillus niger</i>) are commonly used in the (B) food industry 2. Baking yeast 3. Bread making 4. Food additives (E 120) (e.g. <i>Aspergillus niger</i>) 		
<p>4</p>	<p>Binding proteins and glycoproteins</p> <ol style="list-style-type: none"> 1. Binding proteins 2. Enzyme immobilisation 3. Immobilised enzymes 4. Immobilised enzymes for use in bioprocesses (e.g. <i>Aspergillus niger</i>) 5. Enzyme immobilisation 6. Enzyme immobilisation for use in bioprocesses (e.g. <i>Aspergillus niger</i>) 7. Enzyme immobilisation for use in bioprocesses (e.g. <i>Aspergillus niger</i>) 8. Enzyme immobilisation for use in bioprocesses (e.g. <i>Aspergillus niger</i>) 		
<p>5</p>	<p>Yeast Cells and Yeast Strains</p> <ol style="list-style-type: none"> 1. Yeast cells (e.g. <i>Saccharomyces cerevisiae</i>) are used in the (B) food industry 2. Yeast cells (e.g. <i>Saccharomyces cerevisiae</i>) are used in the (B) food industry 3. Yeast cells (e.g. <i>Saccharomyces cerevisiae</i>) are used in the (B) food industry 4. Yeast cells (e.g. <i>Saccharomyces cerevisiae</i>) are used in the (B) food industry 5. Yeast cells (e.g. <i>Saccharomyces cerevisiae</i>) are used in the (B) food industry 6. Yeast cells (e.g. <i>Saccharomyces cerevisiae</i>) are used in the (B) food industry 7. Yeast cells (e.g. <i>Saccharomyces cerevisiae</i>) are used in the (B) food industry 8. Yeast cells (e.g. <i>Saccharomyces cerevisiae</i>) are used in the (B) food industry 		
<p>6</p>	<p>Gene Fusion</p> <ol style="list-style-type: none"> 1. Gene fusion is a process of creating a new gene by joining two or more genes together. This is often done to create a new protein with specific properties. 2. Gene fusion is a process of creating a new gene by joining two or more genes together. This is often done to create a new protein with specific properties. 3. Gene fusion is a process of creating a new gene by joining two or more genes together. This is often done to create a new protein with specific properties. 		

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Prepared by N. D. and P. S. and C. O.

	PH	PH	PH	PH	PH	PH	PH	PH	PH	PH
101	1	1	1	1	1	1	1	1	1	1
102	1	1	1	1	1	1	1	1	1	1
103	1	1	1	1	1	1	1	1	1	1
104	1	1	1	1	1	1	1	1	1	1
105	1	1	1	1	1	1	1	1	1	1
106	1	1	1	1	1	1	1	1	1	1
107	1	1	1	1	1	1	1	1	1	1
108	1	1	1	1	1	1	1	1	1	1
109	1	1	1	1	1	1	1	1	1	1
110	1	1	1	1	1	1	1	1	1	1

Calculation Table:

Level	Condition
	00
1	10/10/10
2	10/10/10
3	10/10/10

Answer Table:

Table of Answer: ECG of Commonly Occurring Arrhythmias

- 1. Normal sinus rhythm
- 2. Sinus bradycardia
- 3. Sinus tachycardia
- 4. Sinus arrest
- 5. Sinus exit block
- 6. Sinus node reentry
- 7. Sinus node dysfunction
- 8. Sinus node hyperplasia
- 9. Sinus node hypertrophy
- 10. Sinus node atrophy
- 11. Sinus node fibrosis
- 12. Sinus node calcification
- 13. Sinus node tumor
- 14. Sinus node metastasis
- 15. Sinus node inflammation
- 16. Sinus node infection
- 17. Sinus node trauma
- 18. Sinus node surgery
- 19. Sinus node ablation
- 20. Sinus node transplantation

Table of Answer: ECG of Commonly Occurring Arrhythmias

- 1. Normal sinus rhythm

- 1. 10
- 2. 10
- 3. 10
- 4. 10
- 5. 10
- 6. 10
- 7. 10
- 8. 10
- 9. 10
- 10. 10
- 11. 10
- 12. 10
- 13. 10
- 14. 10
- 15. 10
- 16. 10
- 17. 10
- 18. 10
- 19. 10
- 20. 10

QUESTION 11

- 1. 10
- 2. 10
- 3. 10
- 4. 10
- 5. 10
- 6. 10
- 7. 10
- 8. 10
- 9. 10
- 10. 10
- 11. 10
- 12. 10
- 13. 10
- 14. 10
- 15. 10
- 16. 10
- 17. 10
- 18. 10
- 19. 10
- 20. 10

Question	11
Answer	10
Correct	Yes
Feedback	10
Created	11/11/2023 10:00:00 AM
Modified	11/11/2023 10:00:00 AM
Created By	11/11/2023 10:00:00 AM
Modified By	11/11/2023 10:00:00 AM
Created On	11/11/2023 10:00:00 AM
Modified On	11/11/2023 10:00:00 AM
Created At	11/11/2023 10:00:00 AM
Modified At	11/11/2023 10:00:00 AM
Created In	11/11/2023 10:00:00 AM
Modified In	11/11/2023 10:00:00 AM
Created By	11/11/2023 10:00:00 AM
Modified By	11/11/2023 10:00:00 AM
Created On	11/11/2023 10:00:00 AM
Modified On	11/11/2023 10:00:00 AM
Created At	11/11/2023 10:00:00 AM
Modified At	11/11/2023 10:00:00 AM
Created In	11/11/2023 10:00:00 AM
Modified In	11/11/2023 10:00:00 AM

Question 12

Q1	Q2	Q3	Q4	Q5
10	10	10	10	10
10	10	10	10	10
10	10	10	10	10
10	10	10	10	10
10	10	10	10	10
10	10	10	10	10
10	10	10	10	10
10	10	10	10	10
10	10	10	10	10
10	10	10	10	10

	any other less favourable or different rule or practice in force elsewhere			Yes
116	International arbitrator has to be appointed in writing	10	1	Other Country
117	Arbitrator can act as a witness in a case where he is not a party	10	1	Other Country India
118	Appellate court is not a court of law. It is a court of equity. It is a court of fact. It is a court of law.	10	1	Other Country India
119	There is no appeal from the award of an arbitrator in a case where the award is final	10	1	Other Country India

1. The award of an arbitrator is final and binding on the parties to the dispute.
2. The award of an arbitrator is not subject to appeal.

Final Exam

Module	Topic	Qs	Answer	Entered
		100	100	100
1	Arbitration Meaning & Scope	4	11	1
	<ul style="list-style-type: none"> 1. Arbitration is a dispute resolution process where the parties to a dispute agree to refer their dispute to a neutral third party (the arbitrator) for resolution. 2. Arbitration is a form of alternative dispute resolution (ADR) that is often used as a means of resolving disputes outside of the court system. 3. Arbitration is a form of dispute resolution that is often used as a means of resolving disputes outside of the court system. 4. Arbitration is a form of dispute resolution that is often used as a means of resolving disputes outside of the court system. 5. Arbitration is a form of dispute resolution that is often used as a means of resolving disputes outside of the court system. 			
2	Arbitration Process	10		1
	<ul style="list-style-type: none"> 1. Arbitration is a dispute resolution process where the parties to a dispute agree to refer their dispute to a neutral third party (the arbitrator) for resolution. 2. Arbitration is a form of alternative dispute resolution (ADR) that is often used as a means of resolving disputes outside of the court system. 3. Arbitration is a form of dispute resolution that is often used as a means of resolving disputes outside of the court system. 4. Arbitration is a form of dispute resolution that is often used as a means of resolving disputes outside of the court system. 5. Arbitration is a form of dispute resolution that is often used as a means of resolving disputes outside of the court system. 			

1	Introduction to the course		
2	Math Systems	1	1
3	1. Metric System		
4	2. Roman Numerals		
5	3. Money / Banking and Money		
6	4. Length and Measurement		
7	5. U.S. Money		
8	6. Time		
9	7. Temperature		
10	8. Software Using & Using Technology in the Classroom		
11	9. Educational Software - Using Computers in the Classroom		
12	Reading	1	1
13	1. Reading Process		
14	2. Steps in Reading Instruction - How to teach reading		
15	3. Reading Instruction - Assessment and Progress Monitoring		
16	4. Reading Instruction - Instructional Strategies		
17	5. Reading Instruction - Assessment		
18	6. Reading Instruction - Instructional Strategies		
19	Writing	1	1
20	1. Writing Process		
21	2. Writing Instruction - Assessment and Progress Monitoring		
22	3. Writing Instruction - Instructional Strategies		
23	4. Writing Instruction - Assessment		
24	5. Writing Instruction - Instructional Strategies		

Writing Instruction (W) - 1000

	W-1	W-2	W-3	W-4	W-5	W-6	W-7	W-8	W-9	W-10
1000										
1001										
1002										
1003										
1004										
1005										

Lawrence Lewis

Law	Duration
1	1000-1000
2	1000-1000
3	1000-1000
4	1000-1000
5	1000-1000

Lawrence Lewis

History/Lawrence - (C) Knowledge/Complexity/Lawrence

Lawrence Lewis (1870-1940)

1. 1870-1940
2. 1870-1940
3. 1870-1940
4. 1870-1940
5. 1870-1940
6. 1870-1940
7. 1870-1940
8. 1870-1940

Lawrence Lewis (1870-1940)

1. 1870-1940
2. 1870-1940
3. 1870-1940
4. 1870-1940
5. 1870-1940
6. 1870-1940
7. 1870-1940
8. 1870-1940

APPENDIX

1. 1870-1940
2. 1870-1940
3. 1870-1940
4. 1870-1940
5. 1870-1940

Page No.	1000
Date	

Section:	Section 1: Quality Management
Topic/Case:	Case 10.1
Learning Objectives:	<p>LO1: Explain the importance of quality management in an organization.</p> <p>LO2: Identify the different types of quality management systems.</p> <p>LO3: Discuss the role of quality management in customer satisfaction.</p>
Case:	<p>The case study describes the implementation of a quality management system in a manufacturing company. The case study is divided into three parts: (i) Introduction to Quality Management, (ii) Quality Management Systems, and (iii) Quality Management and Customer Satisfaction.</p>

Case Questions (20)

Qd	Question	Quality Level	Learning Objectives	Answer/Feedback
1	1. Explain the importance of quality management in an organization.	2	LO1	Answer: Quality management is important because it helps to improve customer satisfaction, reduce costs, and increase efficiency.
2	2. Identify the different types of quality management systems.	2	LO2	Answer: There are three main types of quality management systems: Total Quality Management (TQM), Six Sigma, and Lean Manufacturing.
3	3. Discuss the role of quality management in customer satisfaction.	2	LO3	Answer: Quality management plays a crucial role in customer satisfaction by ensuring that products and services meet or exceed customer expectations.
4	4. Explain the importance of quality management in a manufacturing company.	2	LO1	Answer: Quality management is essential for a manufacturing company because it helps to reduce defects, improve productivity, and increase customer loyalty.
5	5. Discuss the role of quality management in customer satisfaction.	2	LO3	Answer: Quality management is important for customer satisfaction because it ensures that products and services are of high quality and meet customer needs.
6	6. Explain the importance of quality management in a manufacturing company.	2	LO1	Answer: Quality management is important for a manufacturing company because it helps to reduce costs, improve efficiency, and increase customer satisfaction.

Section 11: Introduction to Quality Management (20)

1. Explain the importance of quality management in an organization. (2)

2. Identify the different types of quality management systems. (2)

3. Discuss the role of quality management in customer satisfaction. (2)

Quality Management

Shipping with 2 or 3 containers

	Max. container weight	Max. # of containers	Max. # of items	Max. # of items	Max. # of items	Max. # of items	Max. # of items	Max. # of items	Max. # of items	Max. # of items	
1	0	0	0	4	0	0	4	0	4	0	4
2	0	0	0	4	0	4	0	0	4	0	4
3	0	0	0	4	0	0	0	0	4	0	4
4	0	0	0	4	0	4	0	0	4	0	4
5	0	0	0	4	0	0	0	0	4	0	4
6	0	0	0	4	0	0	0	0	4	0	4

Container Data

Level	Container
1	0
2	0
3	0
4	0
5	0
6	0

Assignment 2

Unit 1: Introduction to ECV (Economic Complexity Observatory)

- 1. Introduction to ECV (10%)
 - a. Introduction
 - b. ECV Data
 - c. ECV Data
 - d. ECV Data
 - e. ECV Data

1. Die Antwort:
 2. Fast immer nicht
 3. Gar nicht
 4. Fast immer
5. Welche Aussage ist falsch?
- A. Die ...
 - B. Die ...
 - C. Die ...
 - D. Die ...
 - E. Die ...
 - F. Die ...
 - G. Die ...
 - H. Die ...
 - I. Die ...
 - J. Die ...

12.12.12

1. Welche der folgenden Aussagen sind richtig?
2. Welche der folgenden Aussagen sind falsch?
3. Welche der folgenden Aussagen sind richtig?
4. Welche der folgenden Aussagen sind falsch?

Frage	12.12.12				
Frage	Welche der folgenden Aussagen sind richtig?				
Frage	Welche der folgenden Aussagen sind falsch?				
Frage	Welche der folgenden Aussagen sind richtig?				
Frage	Welche der folgenden Aussagen sind falsch?				
Frage	1	2	3	4	5
Frage	12.12.12				
Frage	Welche der folgenden Aussagen sind richtig?				
Frage	Welche der folgenden Aussagen sind falsch?				

12.12.12

Q1	Q2 Issues	Signal Level	Priority Impact	Business Impact
1	Increased the process of customer feedback. Added 2/4 channels, increased capacity level of customer service through follow-up.	0	0	Minimal Negative
2	Increased the legal process through document work.	0	0	Minimal Negative
3	Conduct a self-audit of the HR by assessing and providing input into the process to improve efficiency.	0	0	Minimal Partial Job
4	Learn the process of filing a complaint. Be able to file a complaint in the customer legal process.	0	1	Minimal & Minor Negative
5	Conduct a customer satisfaction survey. If the survey is negative, a survey will be taken to determine the cause of the negative survey.	0	1	Minimal Partial Job

* Customer: 1) Initial call 2) High level support 3) Initial follow up 4)
1-4 is the support 1) complete knowledge 2) Product knowledge 3)
Customer knowledge 4)

Initial Plan

Item	Item Description	No. of P	Level of P	Event of P
1	Item 1	0	0	0
	1. Increase the number of customers.			
	2. Increase the number of customers.			
	3. Increase the number of customers.			
	4. Increase the number of customers.			
	5. Increase the number of customers.			
	6. Increase the number of customers.			
	7. Increase the number of customers.			
	8. Increase the number of customers.			
2	Item 2	0	0	0
	1. Increase the number of customers.			
	2. Increase the number of customers.			
3	Item 3	0	0	0
	1. Increase the number of customers.			
	2. Increase the number of customers.			

	<p>10. ...</p> <p>11. ...</p> <p>12. ...</p> <p>13. ...</p> <p>14. ...</p> <p>15. ...</p> <p>16. ...</p> <p>17. ...</p> <p>18. ...</p> <p>19. ...</p>		
9	<p style="text-align: center;">Open Option</p> <p>20. ...</p> <p>21. ...</p> <p>22. ...</p>		3
5	<p style="text-align: center;">Open Bond</p> <p>23. ...</p> <ul style="list-style-type: none"> • ... • ... • ... 		8



	200	202	204	206	208	210	212	214	216	218	220
111	1	1	1	1	1	1	1	1	1	1	1
111			1	1	1	1	1	1	1	1	1
111			1	1	1	1	1	1	1	1	1
111			1	1	1	1	1	1	1	1	1
111			1	1	1	1	1	1	1	1	1

Exercises

Level	Exercise
	1
	2
	3
	4

Answers

Exercise 1: (C) Conditions: Complete Agreement

- 1. Complete Agreement
- 2. Complete Agreement
- 3. Complete Agreement
- 4. Complete Agreement
- 5. Complete Agreement
- 6. Complete Agreement
- 7. Complete Agreement
- 8. Complete Agreement
- 9. Complete Agreement
- 10. Complete Agreement

Exercise 2: (C) Conditions: Complete Agreement

- 1. Complete Agreement
- 2. Complete Agreement
- 3. Complete Agreement

- d. Justice
- e. Fairness
- f. Equity
- g. Integrity
- h. Honesty
- i. Self-respect
- j. Freedom
- k. Freedom of expression

QUESTIONS

1. Identify the type of research design.
2. How do you think the researcher has addressed the issues of validity?
3. How do you think the researcher has addressed the issues of reliability?
4. How do you think the researcher has addressed the issues of ethics?
5. How do you think the researcher has addressed the issues of generalisability?

REFERENCES

1. Alistair Brown, *Qualitative Research Methods in Health Care*.
2. *Qualitative Research Methods in Health Care*.
3. *Qualitative Research Methods in Health Care*.
4. *Qualitative Research Methods in Health Care*.
5. *Qualitative Research Methods in Health Care*.
6. *Qualitative Research Methods in Health Care*.
7. *Qualitative Research Methods in Health Care*.
8. *Qualitative Research Methods in Health Care*.
9. *Qualitative Research Methods in Health Care*.
10. *Qualitative Research Methods in Health Care*.
11. *Qualitative Research Methods in Health Care*.
12. *Qualitative Research Methods in Health Care*.

Page No.	100
Date	10/10/2023
Name	Elina Rajarajasekaran
Roll No.	1001001001001

Year				
Section and Case Name	1400	1401	1402	1403
Practices				
Notes	<p>The practice section lists all of the practices implemented during the course of the study. The practices listed are in order of importance. The practices listed in order of importance are: 1) the use of the practice section to describe the characteristics of the practices; 2) the use of the practice section to describe the characteristics of the practices; 3) the use of the practice section to describe the characteristics of the practices; 4) the use of the practice section to describe the characteristics of the practices.</p>			

Table 1: Data Collection

ID	Description	Copy Left	Quality Copy	Process Used
1	Practice section to describe the characteristics of the practices	2	1	Practice Left
2	Practice section to describe the characteristics of the practices	2	1	Practice Left
3	Practice section to describe the characteristics of the practices	2	1	Practice Left
4	Practice section to describe the characteristics of the practices	2	1	Practice Left
5	Practice section to describe the characteristics of the practices	2	1	Practice Left
6	Practice section to describe the characteristics of the practices	2	1	Practice Left
7	Practice section to describe the characteristics of the practices	2	1	Practice Left
8	Practice section to describe the characteristics of the practices	2	1	Practice Left
<p>Legend: 1) Practice section to describe the characteristics of the practices; 2) Practice section to describe the characteristics of the practices; 3) Practice section to describe the characteristics of the practices; 4) Practice section to describe the characteristics of the practices; 5) Practice section to describe the characteristics of the practices; 6) Practice section to describe the characteristics of the practices; 7) Practice section to describe the characteristics of the practices; 8) Practice section to describe the characteristics of the practices.</p>				

Course List:

Block	Course	Prerequisites	Grade	Credits
I	Introduction to Science and General Studies Courses			
	1. General Education: Science (GEC 101)			
	2. General Education: History (GEC 102)			
	3. General Education: English (GEC 103)			
	4. General Education: Mathematics (GEC 104)			
	5. General Education: Social Sciences (GEC 105)			
	6. General Education: Arts (GEC 106)			
II	EE Fundamentals			
	1. Introduction to Electrical Engineering (EE 101)			
	2. Fundamentals of Circuits (EE 102)			
	3. Fundamentals of Signals and Systems (EE 103)			
III	Design & Synthesis			
	1. Introduction to Design (EE 201)			
	2. Fundamentals of Design (EE 202)			
	3. Design of Systems (EE 203)			
IV	Department of Electrical Engineering			
	1. Introduction to Electrical Engineering (EE 301)			
	2. Fundamentals of Circuits (EE 302)			
	3. Fundamentals of Signals and Systems (EE 303)			
	4. Fundamentals of Power Systems (EE 304)			
	5. Fundamentals of Control Systems (EE 305)			
	6. Fundamentals of Communication Systems (EE 306)			
	7. Fundamentals of Computer Systems (EE 307)			
	8. Fundamentals of Robotics (EE 308)			
	9. Fundamentals of Nanotechnology (EE 309)			
	10. Fundamentals of Quantum Computing (EE 310)			
11. Fundamentals of Artificial Intelligence (EE 311)				
12. Fundamentals of Cybersecurity (EE 312)				

Harmonization of

11. The Harmonization of ILO and OASSTO 2000 Document by ILO/OASSTO Technical Committee

12. A.A. Technical Expert Group on OASSTO

Open Access Data

1. ILO/OASSTO Technical Committee only (ILO/OASSTO 2000) Document by ILO/OASSTO Technical Committee

2. ILO/OASSTO Technical Committee only (ILO/OASSTO 2000) Document by ILO/OASSTO Technical Committee

3. ILO/OASSTO Technical Committee only (ILO/OASSTO 2000) Document by ILO/OASSTO Technical Committee

4. ILO/OASSTO Technical Committee only (ILO/OASSTO 2000) Document by ILO/OASSTO Technical Committee

5. ILO/OASSTO Technical Committee only (ILO/OASSTO 2000) Document by ILO/OASSTO Technical Committee

11

12

Supporting OASSTO 2000

	010	020	030	040	050	060	070	080	090
010	1	1	1	1	1	1	1	1	1
020	1	1	1	1	1	1	1	1	1
030	1	1	1	1	1	1	1	1	1
040	1	1	1	1	1	1	1	1	1
050	1	1	1	1	1	1	1	1	1

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

German Loan:

Level	Function
1	1st
2	2nd
3	3rd
4	4th
5	5th

Answer Table:

Match Answers → FN (Answer) (Question) (Answer)

Section: Answered (1)

- a. 1st level
- b. 2nd level
- c. 3rd level
- d. 4th level
- e. 5th level
- f. 6th level
- g. 7th level
- h. 8th level
- i. 9th level
- j. 10th level

Section: Answered (2)

- 1. 1st level
- 2. 2nd
- 3. 3rd
- 4. 4th
- 5. 5th
- 6. 6th
- 7. 7th
- 8. 8th
- 9. 9th
- 10. 10th

Section: (3)

1. 1st level
2. 2nd level
3. 3rd level
4. 4th level
5. 5th level
6. 6th level
7. 7th level
8. 8th level
9. 9th level
10. 10th level

4. Do you find the following statements true?
- † Yes † No † Neither Yes/No † Don't Know † Haven't thought about it

Response:	Yes				
Response:					
Response:	Don't Know				
Response:	No				
Response:					
Response:	Yes	Neither Yes/No	Don't Know	No	
Response:	1	2	3	4	5
Response:					
Response:	<p>To work with a group means that we should not be afraid to share our ideas and opinions with others. We should be able to express our views and listen to others. We should be able to work with others to achieve our common goals. We should be able to help others and be helped by others. We should be able to work with others to solve problems and achieve our common goals.</p>				

Group Exercise (2)

(1)	Statement	Agree/Disagree	Group/Individual	Priority/Not
1	It is important to have a clear understanding of the group's purpose and objectives.	Agree	Group	Priority
2	It is important to have a clear understanding of the group's structure and roles.	Agree	Group	Priority
3	It is important to have a clear understanding of the group's processes and procedures.	Agree	Group	Priority
4	It is important to have a clear understanding of the group's members and their contributions.	Agree	Group	Priority
5	It is important to have a clear understanding of the group's resources and capabilities.	Agree	Group	Priority

1. Language (1) | Assessment (1) | Topic (1) | Content (1) | Format (1) | Level (1)
 2. Author (1) | Subject (1) | Knowledge (1) | Period of Learning (1)
 3. Study guide knowledge (1)

Detailed Syllabus

Block	Topic	hrs	Assess	Assess
		75	15	15
1	Introduction to Film Screening 1. Film History, Theory and Criticism 2. Film aesthetics: Historical and Technical Film Theory 3. Film Music, Fragmented Film Form, Genre Theory 4. Historical Framework of Theory, Narration, Aesthetic Theory and Film Studies 5. Film Analysis: Narrative, Viewing, Formal, Historical Framework, Technical, Aesthetic, Theory, Critical response	1	11	0
	6. A Short History of Cinematography, Technical and Aesthetic Frameworks			
2	Visual Literacy and Film Analysis using an analytical approach 7. <i>Visual Culture + Visual and Cinematic Language</i> (Lecture) 8. <i>History of Photography from its Invention, from Luminography to Digital Photography</i> (Lecture) 9. <i>Language and Form of Visual Storytelling</i> (Lecture) 10. <i>History and Classification of Labor</i> (Lecture) 11. <i>Visual Culture: From Narrative to Film Making, Visual Language, Film Theory, Critical and Formal, Interpretation and Aesthetic Response</i> (Lecture) 12. <i>Language, Theory and Aesthetic Response of Historical Media, Narration and Fragmented Form</i> (Lecture)	11		0
3	Screening and the Aesthetic Response 13. <i>Visual Culture: From Narrative to Film Making, Visual Language, Film Theory, Critical and Formal, Interpretation and Aesthetic Response</i> (Lecture) 14. <i>History of Cinematography, Technical and Aesthetic Frameworks</i> (Lecture)	11		0

	16. How to Write a Public Opinion Column 16. Modelled Essay 17. Examine feedback for structure, content and language and formulate a response/revision 18. Examine Model Essay of IELTS Examine writing for content writing		
3	Reading and Answer 19. Compare models of English: Standard and Business English 20. Exam Strategy: Reading (Macmillan 11.1) 21. Model 22. Examine model and answer for all 4 questions (Macmillan) 23. IELTS Reading Strategy	4	3
1	Open Ended Model <ul style="list-style-type: none"> • A series of 4 or 5 short texts to discuss between a pair or small group of students • Examine feedback • Examine reading and answering from Text Book • Examine Macmillan Strategy (11) content and structure • Examine Macmillan Strategy (11) content and structure • Examine Examine response and marking 	11	11

(The 10 and 20 minutes work in Answering (10) and (20) respectively)

Mapping (10) and (20) into (10) and (20)

	(10): (10)	(20): (10)	(10): (20)	(20): (20)	(10): (10)	(20): (10)	(10): (20)	(20): (20)
(10)	1	1	1	1	1	1	1	1
(20)	1	1	1	1	1	1	1	1
(10)	1	1	1	1	1	1	1	1
(20)	1	1	1	1	1	1	1	1
(10)	1	1	1	1	1	1	1	1

Examine Level:

Level: Section:

	100
	1000
	10000
	100000

Answer Key:

Mathematics - (C) Multiple-Choice Questions

Directions: Answered by

1. 100000
2. 10000
3. 1000
4. 100
5. 10
6. 1
7. 0.1
8. 0.01
9. 0.001

Answers: (marked P/Q)

1. 100000
2. P
3. Q
4. P
5. P
6. P
7. P
8. P
9. P

NOTES

1. Mathematics - (C) Multiple-Choice Questions - Class 8 Specimen, 2014
2. Pattern, 10/2014, Mathematics - Learning 10 & Probability - Specimen, 2014
3. CBSE, 2015 (Part A - Multiple-Choice Questions) - Mathematics - Class 8, 2015
4. Class 8 - (C) Multiple-Choice Questions - Mathematics - Pattern 2014-15
5. Part 1, 2 of Sample Qs, 2014 - Class 8 - Mathematics - Learning 10 & Probability - Specimen, 2014
6. Pattern, P Q, 10/2014 (C) Multiple-Choice Questions - Learning 10 & Probability - Specimen, 2014
7. Class 8, 2014 (C) Multiple-Choice Questions - Learning 10 & Probability - Specimen, 2014

EXAMTED ELEMENTS

Class 8 Mathematics - Multiple-Choice Questions - (C) - 2014 - 15 - Specimen - Mathematics - Learning 10 & Probability - Specimen - 2014

1. The three fundamental types of change are:
 - a. Growth: An increase in the number of individuals in a population.
 - b. Dispersal: The movement of individuals from one area to another.
 - c. Turnover: The replacement of individuals in a population by new individuals.
2. The three types of change are:
 - a. Growth: An increase in the number of individuals in a population.
 - b. Dispersal: The movement of individuals from one area to another.
 - c. Turnover: The replacement of individuals in a population by new individuals.
3. The three types of change are:
 - a. Growth: An increase in the number of individuals in a population.
 - b. Dispersal: The movement of individuals from one area to another.
 - c. Turnover: The replacement of individuals in a population by new individuals.
4. The three types of change are:
 - a. Growth: An increase in the number of individuals in a population.
 - b. Dispersal: The movement of individuals from one area to another.
 - c. Turnover: The replacement of individuals in a population by new individuals.

Program	IB												
Topic Code													
Exam Title	IB Biology Paper 1												
Year of Exam	2011												
Version													
Author	IBDP												
Year													
Exam Dates	<table border="1"> <thead> <tr> <th>Year</th> <th>Session</th> <th>Year</th> <th>Session</th> <th>Year</th> <th>Session</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>1</td> <td>2012</td> <td>1</td> <td>2013</td> <td>1</td> </tr> </tbody> </table>	Year	Session	Year	Session	Year	Session	2011	1	2012	1	2013	1
Year	Session	Year	Session	Year	Session								
2011	1	2012	1	2013	1								
For updates													
Date Issued	<p>This document is a summary of the IB Biology Paper 1 exam. It is intended to provide a general overview of the exam and is not intended to be used as a study guide. The document is for informational purposes only and is not intended to be used as a study guide. The document is for informational purposes only and is not intended to be used as a study guide. The document is for informational purposes only and is not intended to be used as a study guide.</p>												

Date Created: 2011

IB	IBDP	IB Biology	IB Biology Paper 1	IB Biology Paper 1
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1.1	Business Plan for Business Development	1	1	Business Development Department at Project Site
1.2	Business Plan for Business Strategy	1	1	Business Development Department at Project Site
1.3	Business Plan for Business Development	1	1	Business Development Department at Project Site
1.4	Business Plan for Business Development	1	1	Business Development Department at Project Site
1.5	Business Plan for Business Development	1	1	Business Development Department at Project Site
1.6	Business Plan for Business Development	1	1	Business Development Department at Project Site
1.7. Business Plan for Business Development (at Project Site)				
1.8. Business Plan for Business Development (at Project Site)				
1.9. Business Plan for Business Development (at Project Site)				

Detailed Description

Module / Sub-Module	No. of Hours	Level	Level
1	1	1	1
1.1	1	1	1
1.2	1	1	1
1.3	1	1	1
1.4	1	1	1
1.5	1	1	1
1.6	1	1	1
1.7	1	1	1
1.8	1	1	1
1.9	1	1	1

	<ol style="list-style-type: none"> 1. Foreign Entrepreneurs & new investors investing registered for local tax on 7. Investment in funds directed to India through Foreign Mutual Funds (Foreign Mutual Funds Scheme) 8. Investment of foreign equity shares (not being fully paid up) in listed companies / public sector undertakings. 		
6	<p align="center">Software Exemptions</p> <ol style="list-style-type: none"> 1. Software developed by a person or firm located in India, with a head office or main office in India, for export of goods 2. Software developed by a person or firm located outside India 3. Software developed and is intended to be exported within 12 months from the date of completion <p align="center">Other Exemptions</p> <ol style="list-style-type: none"> 1. Exemption for 2. Exemption for 3. Exemption for 4. Exemption for 5. Exemption for 6. Exemption for 7. Exemption for 8. Exemption for 9. Exemption for 10. Exemption for 11. Exemption for 12. Exemption for 		
7	<p align="center">Capital Gains on Transfer of Property</p> <ol style="list-style-type: none"> 1. Exemption for 2. Exemption for 3. Exemption for 4. Exemption for 5. Exemption for 6. Exemption for 7. Exemption for 8. Exemption for 9. Exemption for 10. Exemption for 11. Exemption for 12. Exemption for 		
8	<p align="center">Income</p> <ol style="list-style-type: none"> 1. Exemption for 2. Exemption for 3. Exemption for 4. Exemption for 5. Exemption for 6. Exemption for 7. Exemption for 8. Exemption for 9. Exemption for 10. Exemption for 11. Exemption for 12. Exemption for 		

	<p>...and ... and ... and ...</p> <p>...and ... and ... and ...</p> <p>...and ... and ... and ...</p> <p>...and ... and ... and ...</p> <p>...and ... and ... and ...</p> <p>...and ... and ... and ...</p>			
--	---	--	--	--

Mapping 2003 and PBA and 2000

	2003	2000	2003	2000	2003	2000	2003	2000	2003	2000	2003	2000
1	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0	0

Candidate Levels

Level	Candidate
1	John
2	John
3	John
4	John
5	John
6	John
7	John

APPENDIX B

Table C.2: Candidate - CCY Candidate Cooperation - Assessment

Source: ...
 as listed in ...
 as listed in ...

1. **Introduction**
2. **Background**
3. **Methodology**
4. **Results**
5. **Conclusion**

References

1. Smith, J. (2018). *Introduction to Data Science*. New York: Wiley.
2. Doe, A. (2019). *Advanced Topics in Data Analysis*. London: Springer.
3. Brown, C. (2020). *Machine Learning: A Practical Guide*. Boston: MIT Press.
4. Green, E. (2021). *Big Data Analytics: From Theory to Practice*. San Francisco: Morgan Kaufmann.
5. White, F. (2022). *AI and the Future of Work*. New York: HarperCollins.
6. Black, G. (2023). *The Ethics of Artificial Intelligence*. Cambridge: MIT Press.
7. Grey, H. (2024). *Data Privacy in the Digital Age*. Oxford: Oxford University Press.

Appendix

1. Table A.1: Summary of Key Findings
2. Figure A.1: Line Graph of Data Trends
3. Table A.2: Comparison of Methods
4. Figure A.2: Bar Chart of Performance Metrics
5. Table A.3: Detailed Results of Experiment 1
6. Figure A.3: Scatter Plot of Correlation Analysis
7. Table A.4: Final Summary of Overall Data Analysis

Appendix B

A.1

1. Introduction to the study and its objectives.
2. Description of the data sources and collection methods.
3. Overview of the experimental design and procedures.
4. Summary of the key findings and conclusions.

A.2

1. Detailed description of the data analysis techniques used.
2. Results of the statistical tests and hypothesis testing.
3. Interpretation of the results and their implications.

- Example provided: water supply from three different sources
- 4. "No. For a standard and simple of demand, I suppose, water supply should depend on treatment, water (no such thing) supply, it can't be like
- 5. "Treatment is the key. To this we (engineers) depend, and the quantity (cost) of supply should depend upon the time they have to take for it.
- 6. "Treatment and treatment of supply will be more important & practical to implement, when I will I think that I have to do this.

Topic	Water				
Section	Water Supply				
Part of Course	Water Supply				
Module / Unit	Water Supply				
Chapter	1	2	3	4	5
Page No.	1	2	3	4	5
Page No.	1	2	3	4	5
Page No.	1	2	3	4	5
Page No.	1	2	3	4	5
Page No.	1	2	3	4	5

Case Studies (2)

(1)	(2) Issues	Open End?	Design Cases?	Practical Solution
1	• A water supply system is to be designed for a town of 100,000 population. The water supply is to be from a reservoir. The water supply is to be from a reservoir. The water supply is to be from a reservoir.	Yes	Yes	Water supply system
2	• A water supply system is to be designed for a town of 100,000 population. The water supply is to be from a reservoir. The water supply is to be from a reservoir.	Yes	Yes	Water supply system
3	• A water supply system is to be designed for a town of 100,000 population. The water supply is to be from a reservoir. The water supply is to be from a reservoir.	Yes	Yes	Water supply system

1. Introduction to the course (1 hr)			
2. The course objectives (1 hr)			
3. The course structure (1 hr)			
4. The course content (1 hr)			
5. The course assessment (1 hr)			
* Assessment: 1. Assignment (10%), 2. Mid-term (20%), 3. Final (70%)			

Course Outline

Unit	Topic	No. of Lectures	Hours	Total
I	Introduction to Quality Research	2	2	11
	1. Introduction to Quality Research			
	2. Quality Research: A Brief History of Quality Research			
	3. Quality Research: A Brief History of Quality Research			
	4. Quality Research: A Brief History of Quality Research			
	5. Quality Research: A Brief History of Quality Research			
	6. Quality Research: A Brief History of Quality Research			
II	Types of Quality Research	4	4	11
	1. Quantitative Research			
	2. Qualitative Research			
	3. Mixed Methods Research			
	4. Action Research			
III	Research Design	3	3	11
	1. Research Design: A Brief History of Research Design			
	2. Research Design: A Brief History of Research Design			
	3. Research Design: A Brief History of Research Design			
	4. Research Design: A Brief History of Research Design			

E	Skema de Þemu Líkja		0	10
	6	Skema: Skemur áframsetningu, þessum		
	7	Skemur áframsetningu, þessum		
	8	Skemur áframsetningu, þessum		
	9	Skemur áframsetningu, þessum		
	10	Skemur áframsetningu, þessum		
F	Opnir Þemu Líkja		0	10
	<ul style="list-style-type: none"> • Skemur áframsetningu, þessum • Skemur áframsetningu, þessum 			

Skemur áframsetningu, þessum

	10A	10B	10C	10D	10E	10F	10G	10H	10I	10J
10A	1	0	0	0	0	0	0	0	0	0
10B	0	1	0	0	0	0	0	0	0	0
10C	0	0	1	0	0	0	0	0	0	0
10D	0	0	0	1	0	0	0	0	0	0
10E	0	0	0	0	1	0	0	0	0	0
10F	0	0	0	0	0	1	0	0	0	0
10G	0	0	0	0	0	0	1	0	0	0
10H	0	0	0	0	0	0	0	1	0	0
10I	0	0	0	0	0	0	0	0	1	0
10J	0	0	0	0	0	0	0	0	0	1

Skemur áframsetningu, þessum



Level	Condition
1	all
2	Health Care
3	Business, Finance
4	Education & IT

Answer Table:

Day 1 Answer: (CA) Knowledge Organization Learning

Scenario: Knowledge Organization

- a. Knowledge
- b. Knowledge
- c. Knowledge
- d. Knowledge
- e. Knowledge
- f. Knowledge
- g. Knowledge
- h. Knowledge
- i. Knowledge

Scenario: Knowledge Organization

- a. Knowledge
- b. Knowledge
- c. Knowledge
- d. Knowledge
- e. Knowledge
- f. Knowledge
- g. Knowledge
- h. Knowledge
- i. Knowledge

QUESTION

1. Question 1: Knowledge Organization (Knowledge Organization, Knowledge Organization)
2. Question 2: Knowledge Organization (Knowledge Organization, Knowledge Organization)
3. Question 3: Knowledge Organization (Knowledge Organization, Knowledge Organization)
4. Question 4: Knowledge Organization (Knowledge Organization, Knowledge Organization)
5. Question 5: Knowledge Organization (Knowledge Organization, Knowledge Organization)

ANSWER TABLE

Knowledge Organization (Knowledge Organization, Knowledge Organization)

Copyright © Knowledge Organization (Knowledge Organization)



	<p>10. How do you see the future of... (1) ... (2) ... (3) ... (4) ...</p>			
<p>11. Transition of the ...</p>	<p>(1) ... (2) ... (3) ... (4) ... (5) ... (6) ... (7) ... (8) ... (9) ... (10) ...</p>	<p>1</p>	<p>2</p>	<p>3</p>
<p>12. Future</p>	<p>(1) ... (2) ... (3) ...</p>	<p>2</p>	<p>3</p>	<p>4</p>

	<p>1. The first two columns of the matrix are the same as the first two columns of the matrix in the previous slide.</p> <p>2. The third column of the matrix is the same as the third column of the matrix in the previous slide.</p> <p>3. The fourth column of the matrix is the same as the fourth column of the matrix in the previous slide.</p>		
--	--	--	--

Building a CD from a PSD with DC

	PSD	PSD	PSD	PSD	PSD	PSD	PSD	PSD	PSD	PSD	PSD
PSD	1	1	1	1	1	1	1	1	1	1	1
PSD	1	1	1	1	1	1	1	1	1	1	1
PSD	1	1	1	1	1	1	1	1	1	1	1
PSD	1	1	1	1	1	1	1	1	1	1	1
PSD	1	1	1	1	1	1	1	1	1	1	1

Derivation from:

Level	Level
	all
	Level 1
	Level 2
	Level 3

REFERENCES

1. [https://www.fcc.gov/electronic-media-administration/over-the-air-digital-tv-broadcasting](#)

2. [https://www.fcc.gov/electronic-media-administration/over-the-air-digital-tv-broadcasting](#)



- o) $\frac{1}{2} \ln 2$
- o) $\frac{1}{2} \ln 3$
- o) $\frac{1}{2} \ln 4$
- o) $\frac{1}{2} \ln 5$
- o) $\frac{1}{2} \ln 6$
- o) $\frac{1}{2} \ln 7$
- o) $\frac{1}{2} \ln 8$
- o) $\frac{1}{2} \ln 9$
- o) $\frac{1}{2} \ln 10$

Multiple Choice 3.14

- o) $\frac{1}{2} \ln 2$
- o) $\frac{1}{2} \ln 3$
- o) $\frac{1}{2} \ln 4$
- o) $\frac{1}{2} \ln 5$
- o) $\frac{1}{2} \ln 6$
- o) $\frac{1}{2} \ln 7$
- o) $\frac{1}{2} \ln 8$
- o) $\frac{1}{2} \ln 9$
- o) $\frac{1}{2} \ln 10$

REFERENCE

1. Kullback, S. P. & Leibler, R. A. (1951) On information and entropy. *Annals of Mathematics*, 62, 237-252.
2. Jaynes, E. T. (1967) *Probability Theory: The Logic of Probabilty*. Wiley, New York.
3. Kullback, S. P. & Leibler, R. A. (1951) On information and entropy. *Annals of Mathematics*, 62, 237-252.
4. Kullback, S. P., Leibler, R. A. & Jaynes, E. T. (1967) *Information Theory and Statistics*. Wiley, New York.
5. Kullback, S. P., Jaynes, E. T. & Leibler, R. A. (1967) *Information Theory and Statistics*. Wiley, New York.

ADDITIONAL QUESTIONS

QUESTION

1. Calculate the entropy of a discrete random variable with the following probability mass function:
 - $P(X=1) = \frac{1}{2}$
 - $P(X=2) = \frac{1}{4}$
 - $P(X=3) = \frac{1}{8}$
 - $P(X=4) = \frac{1}{16}$
 - $P(X=5) = \frac{1}{32}$
 - $P(X=6) = \frac{1}{64}$
 - $P(X=7) = \frac{1}{128}$
 - $P(X=8) = \frac{1}{256}$
2. Calculate the entropy of a discrete random variable with the following probability mass function:
 - $P(X=1) = \frac{1}{3}$
 - $P(X=2) = \frac{1}{3}$
 - $P(X=3) = \frac{1}{3}$
3. Calculate the entropy of a discrete random variable with the following probability mass function:
 - $P(X=1) = \frac{1}{4}$
 - $P(X=2) = \frac{1}{4}$
 - $P(X=3) = \frac{1}{4}$
 - $P(X=4) = \frac{1}{4}$
4. Calculate the entropy of a discrete random variable with the following probability mass function:
 - $P(X=1) = \frac{1}{5}$
 - $P(X=2) = \frac{1}{5}$
 - $P(X=3) = \frac{1}{5}$
 - $P(X=4) = \frac{1}{5}$
 - $P(X=5) = \frac{1}{5}$

ANSWER

1. 2.3219 bits/symbol
2. 1.5850 bits/symbol
3. 2.0000 bits/symbol
4. 2.3219 bits/symbol

making the bank more attractive to investors (with a long-term)

1. The typical banking portfolio is primarily for business, which adds financial services to financial services to support the banking business. Business services are provided.
2. Business services will be open to the general public. To be able to provide services to the general public, the bank must have a strong financial position.
3. To be able to provide services to the general public, the bank must have a strong financial position. To be able to provide services to the general public, the bank must have a strong financial position.
4. To be able to provide services to the general public, the bank must have a strong financial position. To be able to provide services to the general public, the bank must have a strong financial position.

Company:	ABC			
Location:	New York, NY			
Product Line:	Banking			
Market:	Banking			
Market Size:	100	200	300	400
Market Share:	10%	20%	30%	40%
Company:	ABC			
Market:	Banking			

Case Study (2)

Case	Company	Market	Product	Service
1	ABC	Banking	Banking	Banking
2	DEF	Banking	Banking	Banking

1. Identify the role of the following activities: (a) Market research (b) Advertising (c) Sales promotion (d) Publicity			
2. Explain the importance of (a) Market research (b) Advertising (c) Sales promotion (d) Publicity in the context of business operations.	1	1	Answer: (a) Market research (b) Advertising (c) Sales promotion (d) Publicity
3. Discuss the role of advertising in the context of business operations.	1	1	Answer: Advertising is a key marketing tool for promoting products and services.
4. Explain the role of sales promotion in the context of business operations.	1	1	Answer: Sales promotion is a key marketing tool for promoting products and services.
5. Discuss the role of public relations in the context of business operations.	1	1	Answer: Public relations is a key marketing tool for promoting products and services.
Answer: (a) Market research (b) Advertising (c) Sales promotion (d) Publicity			

Model Paper

S.No.	Topic	Marks		
		Q1	Q2	Q3
1	Marketing & Management	1	1	1
2	1. Identify the role of the following activities: (a) Market research (b) Advertising (c) Sales promotion (d) Publicity			
3	2. Explain the importance of (a) Market research (b) Advertising (c) Sales promotion (d) Publicity in the context of business operations.	1	1	
4	3. Discuss the role of advertising in the context of business operations.	1	1	
5	4. Explain the role of sales promotion in the context of business operations.	1	1	
6	5. Discuss the role of public relations in the context of business operations.	1	1	
7	Answer: (a) Market research (b) Advertising (c) Sales promotion (d) Publicity			

	1) An experiment of force of a spring constant		
	2) The experiment of moment of a couple and moment of a couple		
A	3) Kinetic Energy and Work		
	4) Laboratory of Kinetic Energy and Work and Work and Energy	2	11
	5) Kinetic Energy and Work, Kinetic Energy and Work and Kinetic Energy		
	6) Kinetic Energy and Work, Kinetic Energy and Work and Kinetic Energy		
	7) Kinetic Energy and Work, Kinetic Energy and Work and Kinetic Energy		
	8) Kinetic Energy and Work, Kinetic Energy and Work and Kinetic Energy		
9) Kinetic Energy and Work, Kinetic Energy and Work and Kinetic Energy			
B	10) Kinetic Energy and Work		
	11) Kinetic Energy and Work, Kinetic Energy and Work and Kinetic Energy	2	11
	12) Kinetic Energy and Work, Kinetic Energy and Work and Kinetic Energy		
	13) Kinetic Energy and Work, Kinetic Energy and Work and Kinetic Energy		
	14) Kinetic Energy and Work, Kinetic Energy and Work and Kinetic Energy		
	15) Kinetic Energy and Work, Kinetic Energy and Work and Kinetic Energy		
16) Kinetic Energy and Work, Kinetic Energy and Work and Kinetic Energy			
C	17) Kinetic Energy and Work		
	18) Kinetic Energy and Work, Kinetic Energy and Work and Kinetic Energy	2	11
	19) Kinetic Energy and Work, Kinetic Energy and Work and Kinetic Energy		
	20) Kinetic Energy and Work, Kinetic Energy and Work and Kinetic Energy		
	21) Kinetic Energy and Work, Kinetic Energy and Work and Kinetic Energy		
22) Kinetic Energy and Work, Kinetic Energy and Work and Kinetic Energy			
D	23) Kinetic Energy and Work		
	24) Kinetic Energy and Work, Kinetic Energy and Work and Kinetic Energy	2	11
	25) Kinetic Energy and Work, Kinetic Energy and Work and Kinetic Energy		
	26) Kinetic Energy and Work, Kinetic Energy and Work and Kinetic Energy		
	27) Kinetic Energy and Work, Kinetic Energy and Work and Kinetic Energy		
28) Kinetic Energy and Work, Kinetic Energy and Work and Kinetic Energy			

	<p>examined, using appropriate systems (agency, holding, & maintenance of records) to ensure all records are properly maintained.</p> <p>2) compliance with 24 CFR 201.44 (a) - 44 (c) of the National Archives & Records Administration, and all the other rules, regulations, orders, and instructions issued by the National Archives and Records Administration, and the other agency or entity which has authority over the records.</p>		
9	<p>Process</p> <ul style="list-style-type: none"> • Site Review: Review the records, using the records to determine if they are properly maintained. This includes reviewing the records to determine if they are properly maintained, and if they are properly maintained, if they are properly maintained. • Records Audit: Review the records, using the records to determine if they are properly maintained, and if they are properly maintained, if they are properly maintained. • File Comparison: Review the records, using the records to determine if they are properly maintained, and if they are properly maintained, if they are properly maintained. • File Audit: Review the records, using the records to determine if they are properly maintained, and if they are properly maintained, if they are properly maintained. • Reviewing Files: Review the records, using the records to determine if they are properly maintained, and if they are properly maintained, if they are properly maintained. 	10	11

Mapping OIG to 24 CFR 201.44

	201.44(a)	201.44(b)	201.44(c)	201.44(d)	201.44(e)	201.44(f)	201.44(g)	201.44(h)	201.44(i)
1	1	1	1	1	1	1	1	1	1

100	0	0	0	1	1	0	1	1	1	0
100	0	0	0	1	1	0	1	1	1	0
100	0	0	0	1	1	0	1	1	1	0
100	0	0	0	1	1	0	1	1	1	0
100	0	0	0	1	1	0	1	1	1	0

Certain Data

Level	End Date
	10/1
1	10/15/2010
2	10/30/2010
3	11/15/2010

Assume Below:

Part a) Assume a 10% Discount Rate for all Assumptions

Assume 1000000000

- 1000000000
- 1000000000
- 1000000000
- 1000000000
- 1000000000
- 1000000000
- 1000000000
- 1000000000
- 1000000000
- 1000000000

Assume 1000000000

- 1000000000
- 1000000000
- 1000000000
- 1000000000
- 1000000000
- 1000000000
- 1000000000
- 1000000000
- 1000000000
- 1000000000



2. Table 1.1 Issues in 2010: Budget of Programmatic Budgets & Priority Programs (2010)

Source: The Center for Budget and Programs Priorities, 2010. <http://www.cbpp.org>.
 2010: March 17, 2010. <http://www.cbpp.org>.
<http://www.cbpp.org>

Program	2010				
Priority					
Program	Programmatic Budgets				
Priority	2010				
Program					
Priority					
Program					
Priority					
Program					
Priority					
Program					
Priority					

Table 1.2 Issues in 2010: Budget of Programmatic Budgets & Priority Programs (2010)

Program	Priority	Programmatic Budget	Priority Programs	Programmatic Budget
1. Federal Reserve Bank	1	1	1	1
2. Federal Reserve Bank	2	2	2	2
3. Federal Reserve Bank	3	3	3	3
4. Federal Reserve Bank	4	4	4	4
5. Federal Reserve Bank	5	5	5	5
6. Federal Reserve Bank	6	6	6	6
7. Federal Reserve Bank	7	7	7	7
8. Federal Reserve Bank	8	8	8	8
9. Federal Reserve Bank	9	9	9	9
10. Federal Reserve Bank	10	10	10	10

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

Table 1000

Table	Year	Course	Credits		
			Prerequisites	Corequisites	Transfer
1		Thermodynamics of Fluids and Gases	11	0	11
		Thermodynamics of Fluids and Gases (Continued)			
		Thermodynamics of Fluids and Gases (Continued)			
		Thermodynamics of Fluids and Gases (Continued)			
		Thermodynamics of Fluids and Gases (Continued)			
		Thermodynamics of Fluids and Gases (Continued)			
		Thermodynamics of Fluids and Gases (Continued)			
		Thermodynamics of Fluids and Gases (Continued)			
		Thermodynamics of Fluids and Gases (Continued)			
		Thermodynamics of Fluids and Gases (Continued)			
2		Thermodynamics of Fluids and Gases	0		0
		Thermodynamics of Fluids and Gases (Continued)			
		Thermodynamics of Fluids and Gases (Continued)			
		Thermodynamics of Fluids and Gases (Continued)			
		Thermodynamics of Fluids and Gases (Continued)			
		Thermodynamics of Fluids and Gases (Continued)			
		Thermodynamics of Fluids and Gases (Continued)			
3		Thermodynamics of Fluids and Gases			0
		Thermodynamics of Fluids and Gases (Continued)			
		Thermodynamics of Fluids and Gases (Continued)			
		Thermodynamics of Fluids and Gases (Continued)			
		Thermodynamics of Fluids and Gases (Continued)			
		Thermodynamics of Fluids and Gases (Continued)			
4		Thermodynamics of Fluids and Gases			0

	<p>1) Explain the following types of groups</p> <p>2) Explain the difference between formal and informal groups</p> <p>3) Explain the difference between primary and secondary groups</p> <p>4) Explain the difference between in-groups and out-groups</p> <p>5) Explain the difference between social identity and social status</p> <p>6) Explain the difference between social structure and social organization</p> <p>7) Explain the difference between social structure and social organization</p> <p>8) Explain the difference between social structure and social organization</p> <p>9) Explain the difference between social structure and social organization</p> <p>10) Explain the difference between social structure and social organization</p>	4	10
F	<p>Individuals and Society</p> <p>1) Explain the difference between individualism and collectivism</p> <p>2) Explain the difference between individualism and collectivism</p> <p>3) Explain the difference between individualism and collectivism</p> <p>4) Explain the difference between individualism and collectivism</p> <p>5) Explain the difference between individualism and collectivism</p> <p>6) Explain the difference between individualism and collectivism</p> <p>7) Explain the difference between individualism and collectivism</p> <p>8) Explain the difference between individualism and collectivism</p> <p>9) Explain the difference between individualism and collectivism</p> <p>10) Explain the difference between individualism and collectivism</p>	4	10
G	<p>Open Ended Question</p> <p>1) Discuss the role of the state in the development of the economy</p> <p>2) Discuss the role of the state in the development of the economy</p> <p>3) Discuss the role of the state in the development of the economy</p> <p>4) Discuss the role of the state in the development of the economy</p> <p>5) Discuss the role of the state in the development of the economy</p> <p>6) Discuss the role of the state in the development of the economy</p> <p>7) Discuss the role of the state in the development of the economy</p> <p>8) Discuss the role of the state in the development of the economy</p> <p>9) Discuss the role of the state in the development of the economy</p> <p>10) Discuss the role of the state in the development of the economy</p>	4	10

--	--	--	--	--	--	--	--	--	--	--	--	--	--

Shipping with a 100-mile limit

	100	200	300	400	500	600	700	800	900	1000	1100	1200
100	0	0	0	1	2	3	4	5	6	7	8	9
200	0	0	0	1	1	2	3	4	5	6	7	8
300	0	0	0	1	1	2	3	4	5	6	7	8
400	0	0	0	1	1	2	3	4	5	6	7	8
500	0	0	0	1	1	2	3	4	5	6	7	8

Carolina Drive

Level	Distance
0	0
1	1000 Miles
2	2000 Miles
3	3000 Miles

Assume that:

1. Total Revenue: 1000 (Constant) (Opportunity Cost = 0)

2. Variable Costs:

- a. 1000 Miles
- b. 1000 Miles
- c. 1000 Miles
- d. 1000 Miles
- e. 1000 Miles
- f. 1000 Miles
- g. 1000 Miles
- h. 1000 Miles

1. **Intermittent**
Number received (4)
- a. **Partial response**
 1. **Any**
 2. **Sp**
 3. **None**
 4. **Pro-Response**
 5. **None**
 6. **None/Partial/None**
 7. **None/Response**
 8. **Partial/Partial/Response**
 9. **Response/None**
 10. **Response/Response**

NOTES:

1. **Abbey, R. (1997) Child depression: diagnosis, treatment**
2. **Blouin, A., & Nadeau, J. (2017). *Intelligence émotionnelle: comment l'évaluer?* Paris: Pearson.**
3. **Brody, G. (1976). *Intelligence émotionnelle: comment l'évaluer?* Paris: Pearson.**
4. **W.L.L.L. & K.K.L.L. (2011). *Intelligence émotionnelle: comment l'évaluer?* Paris: Pearson.**
5. **Blouin, A., & Nadeau, J. (2017). *Intelligence émotionnelle: comment l'évaluer?* Paris: Pearson.**
6. **Blouin, A., & Nadeau, J. (2017). *Intelligence émotionnelle: comment l'évaluer?* Paris: Pearson.**
7. **Blouin, A., & Nadeau, J. (2017). *Intelligence émotionnelle: comment l'évaluer?* Paris: Pearson.**
8. **Blouin, A., & Nadeau, J. (2017). *Intelligence émotionnelle: comment l'évaluer?* Paris: Pearson.**
9. **Blouin, A., & Nadeau, J. (2017). *Intelligence émotionnelle: comment l'évaluer?* Paris: Pearson.**
10. **Blouin, A., & Nadeau, J. (2017). *Intelligence émotionnelle: comment l'évaluer?* Paris: Pearson.**

RECOMMENDED READING:

1. **Blouin, A., & Nadeau, J. (2017). *Intelligence émotionnelle: comment l'évaluer?* Paris: Pearson.**
2. **Blouin, A., & Nadeau, J. (2017). *Intelligence émotionnelle: comment l'évaluer?* Paris: Pearson.**
3. **Blouin, A., & Nadeau, J. (2017). *Intelligence émotionnelle: comment l'évaluer?* Paris: Pearson.**
4. **Blouin, A., & Nadeau, J. (2017). *Intelligence émotionnelle: comment l'évaluer?* Paris: Pearson.**
5. **Blouin, A., & Nadeau, J. (2017). *Intelligence émotionnelle: comment l'évaluer?* Paris: Pearson.**
6. **Blouin, A., & Nadeau, J. (2017). *Intelligence émotionnelle: comment l'évaluer?* Paris: Pearson.**
7. **Blouin, A., & Nadeau, J. (2017). *Intelligence émotionnelle: comment l'évaluer?* Paris: Pearson.**
8. **Blouin, A., & Nadeau, J. (2017). *Intelligence émotionnelle: comment l'évaluer?* Paris: Pearson.**
9. **Blouin, A., & Nadeau, J. (2017). *Intelligence émotionnelle: comment l'évaluer?* Paris: Pearson.**
10. **Blouin, A., & Nadeau, J. (2017). *Intelligence émotionnelle: comment l'évaluer?* Paris: Pearson.**

Prénom:	____
Nom:	____
Matricule:	____
Signature:	____

Project Name	ABC
Name	
Address	1234
Classification	Class: 1000000 / 1000 / 1000 / 1000 / 1000
Remarks	
Notes	<p>In order to build a more comprehensive picture of business activity, the nature of business, industry, and community, a preliminary study of the community will be necessary. This study will be conducted through a series of interviews with business leaders. The study will also include a survey of the community's needs and interests. The study will be completed by the end of the project. The study will be a valuable tool for the community. The study will be a valuable tool for the community.</p>

Case Study (II)

Case	Problem	Case	Learning Objectives	Expected Outcome
1	A company is reported to have a serious problem with its financial records. The records are incomplete and contain many errors.	1	1	Financial records
2	The company is reported to have a serious problem with its financial records. The records are incomplete and contain many errors.	2	2	Financial records
3	The company is reported to have a serious problem with its financial records. The records are incomplete and contain many errors.	3	3	Financial records
4	The company is reported to have a serious problem with its financial records. The records are incomplete and contain many errors.	4	4	Financial records

1. Identify the various types of ...			
2. ...			
3. ...			
4. ...			
5. ...			
6. ...			
7. ...			
8. ...			
9. ...			
10. ...			

Model Paper

Sl. No.	Topic	No. of Questions	Max. Marks	Total Marks
1	History of the Indian National Movement 1. ... 2. ... 3. ... 4. ... 5. ... 6. ... 7. ... 8. ...	8	16	16
2	History of the Indian National Movement 1. ... 2. ... 3. ... 4. ... 5. ... 6. ... 7. ... 8. ...	8	16	16
3	History of the Indian National Movement 1. ... 2. ... 3. ... 4. ... 5. ... 6. ... 7. ... 8. ...	8	16	16
4	History of the Indian National Movement 1. ... 2. ... 3. ... 4. ... 5. ... 6. ... 7. ... 8. ...	8	16	16

	<ul style="list-style-type: none"> 11. Field Instrumentation and Installation in the Laboratory 12. High-Power Linear Accelerators from the University of Wisconsin 13. University of Wisconsin at Stevens Point 14. University of Wisconsin at La Crosse 		
1	Systemic	4	2
	<ul style="list-style-type: none"> 15. Systemic 16. Systemic 17. Systemic 18. Systemic 19. Systemic 20. Systemic 21. Systemic 22. Systemic 23. Systemic 24. Systemic 25. Systemic 26. Systemic 27. Systemic 28. Systemic 29. Systemic 30. Systemic 31. Systemic 32. Systemic 33. Systemic 34. Systemic 35. Systemic 36. Systemic 37. Systemic 38. Systemic 39. Systemic 40. Systemic 41. Systemic 42. Systemic 43. Systemic 44. Systemic 45. Systemic 46. Systemic 47. Systemic 48. Systemic 49. Systemic 50. Systemic 51. Systemic 52. Systemic 53. Systemic 54. Systemic 55. Systemic 56. Systemic 57. Systemic 58. Systemic 59. Systemic 60. Systemic 61. Systemic 62. Systemic 63. Systemic 64. Systemic 65. Systemic 66. Systemic 67. Systemic 68. Systemic 69. Systemic 70. Systemic 71. Systemic 72. Systemic 73. Systemic 74. Systemic 75. Systemic 76. Systemic 77. Systemic 78. Systemic 79. Systemic 80. Systemic 81. Systemic 82. Systemic 83. Systemic 84. Systemic 85. Systemic 86. Systemic 87. Systemic 88. Systemic 89. Systemic 90. Systemic 91. Systemic 92. Systemic 93. Systemic 94. Systemic 95. Systemic 96. Systemic 97. Systemic 98. Systemic 99. Systemic 100. Systemic 		

Copying with POX and PLO:

	POX	PLO	POX	PLO	POX	PLO	POX	PLO	POX	PLO	POX	PLO
101	Y	N	N	N	N	N	N	N	N	N	N	N
102	N	N	N	N	N	N	N	N	N	N	N	N
103	N	N	N	N	N	N	N	N	N	N	N	N
104	N	N	N	N	N	N	N	N	N	N	N	N
105	N	N	N	N	N	N	N	N	N	N	N	N

Course Learning Objectives

Level	Function
	101
1	102, 103
2	104, 105
3	106, 107

Learning Objectives

Notes: Answer – FCV Question – Computerized Answering

Question – Answered (14)

1. April 2011
2. April 2010
3. Unanswered
4. Unanswered
5. Unanswered
6. Unanswered
7. Unanswered
8. Unanswered
9. Unanswered
10. Unanswered

Question – Answered (14)

1. Unanswered
2. Yes
3. No
4. No
5. Yes
6. Yes
7. Yes
8. Yes
9. Yes
10. Yes
11. Yes
12. Yes
13. Yes
14. Yes

REFERENCES

1. ITC Enforcement of Intellectual Property Rights Division, *Enforcement*.
2. *Law of Intellectual Property and Management, Copyright Law*.
3. *Intellectual Property and Management, Copyright Law*.
4. *Intellectual Property and Management, Copyright Law*.
5. *Intellectual Property and Management, Copyright Law*.
6. *Intellectual Property and Management, Copyright Law*.
7. *Intellectual Property and Management, Copyright Law*.

RECENTLY VIEWED

ABOUT

1. *Intellectual Property and Management, Copyright Law*.
2. *Intellectual Property and Management, Copyright Law*.
3. *Intellectual Property and Management, Copyright Law*.
4. *Intellectual Property and Management, Copyright Law*.

C. OTHER

- "The American Business School Graduates' Guide" (1994) by Robert L. Kohn
 (Kohn, Robert L. & Joseph J. Sweeney. (1994). *The American Business School Graduates' Guide*. New York: McGraw-Hill, 1994.)
- "The American Business School Graduates' Guide" (1994) by Robert L. Kohn
 (Kohn, Robert L. & Joseph J. Sweeney. (1994). *The American Business School Graduates' Guide*. New York: McGraw-Hill, 1994.)

Program:	BA				
Level:	Undergraduate				
Department:	Economics				
Course:	ECON 101				
Prerequisites:	Math 101	Calculus I	Calculus II	Calculus III	Calculus IV
Corequisites:					
Course Description:	This course is a survey of the history and development of the American economy. It covers the period from the early colonial period to the present. The course is designed to provide students with a broad understanding of the economic system and its development over time. The course is required for all students in the Economics major.				

Open Course ID:

ID	Course Description	Course Level	Course Content	Learning Objectives
1	Introduction to the history and development of the American economy. This course is designed to provide students with a broad understanding of the economic system and its development over time. The course is required for all students in the Economics major.	1	1	Identify the major economic systems and their development over time. Analyze the impact of economic events and policies on the American economy. Evaluate the role of government in the economy.
2	Introduction to the history and development of the American economy. This course is designed to provide students with a broad understanding of the economic system and its development over time. The course is required for all students in the Economics major.	2	2	Identify the major economic systems and their development over time. Analyze the impact of economic events and policies on the American economy. Evaluate the role of government in the economy.
3	Introduction to the history and development of the American economy. This course is designed to provide students with a broad understanding of the economic system and its development over time. The course is required for all students in the Economics major.	3	3	Identify the major economic systems and their development over time. Analyze the impact of economic events and policies on the American economy. Evaluate the role of government in the economy.

<p>and other 44 courses in 120-credit degree program include a transfer</p>			
<p>• Transferable to public and private schools and programs in the state and region for admission to other institutions offering similar</p>	3	3	General Education Core 3.4.1.1.1
<p>• Transferable to public and private schools and programs in the state and region</p>	3	3	General Education Core 3.4.1.1.2
<p>• Transferable to public and private schools and programs in the state and region for admission to other institutions offering similar programs leading to graduate work in the discipline</p>	3	3	General
<p>† Approved by the Board of Regents of the State University of New York in 1987 and by the Board of Regents of the State University of New York in 1991. †† Approved by the Board of Regents of the State University of New York in 1991.</p>			

Course Outline

Unit	Unit Title	Prerequisites	Credits	Level
1	Introduction to World Economic Management		3	1
1	1. Global Economic Management: Economic Organization			
2	2. Comparative Policy for an Economic Strategy			
3	3. The World Development and International Development and Growth			
4	4. Trade, Investment, and the World Economy: Growth and Development			
5	5. Global Economic Management: Global Issues			
2	Trade and Investment for World Economic Management		3	1
1	1. International Trade and Investment: Economic Organization			
2	2. Economic Policy for an Economic Strategy			
3	3. Economic Policy for an Economic Strategy: Growth and Development			
4	4. Trade and Investment: Management and Growth (Growth and Development)			
<p>© 2000 by the Board of Regents of the State University of New York</p>				

Exercises			
II	Systems Thinking and Emergence in World Design		
1	Explain and discuss the concept of World Systems, including and beyond		
2	Explain and discuss the concept of World Systems, including and beyond the concept of emergence, including and beyond the concept of emergence	2	44
3	Explain and discuss the concept of World Systems, including and beyond the concept of emergence, including and beyond the concept of emergence		
4	Explain and discuss the concept of World Systems, including and beyond the concept of emergence, including and beyond the concept of emergence		
IV	at least Four (4) of the following Questions		
1	Explain and discuss the concept of World Systems, including and beyond the concept of emergence, including and beyond the concept of emergence		
2	Explain and discuss the concept of World Systems, including and beyond the concept of emergence, including and beyond the concept of emergence	2	44
3	Explain and discuss the concept of World Systems, including and beyond the concept of emergence, including and beyond the concept of emergence		
4	Explain and discuss the concept of World Systems, including and beyond the concept of emergence, including and beyond the concept of emergence		
V	Open Book Short		
	<ul style="list-style-type: none"> 1. Explain and discuss the concept of World Systems, including and beyond the concept of emergence, including and beyond the concept of emergence 2. Explain and discuss the concept of World Systems, including and beyond the concept of emergence, including and beyond the concept of emergence 3. Explain and discuss the concept of World Systems, including and beyond the concept of emergence, including and beyond the concept of emergence 	11	9

Appendix C: 2014-2015 PD results

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
1	0	0	0	1	2	0	0	1	1	0	0
2	0	0	0	1	2	0	0	0	1	0	0
3	0	0	0	1	2	0	1	1	1	0	0

100	0	0	0	1	1	0	0	1	0	0
100	0	0	0	1	1	0	0	0	1	0
100	0	0	0	1	1	0	1	1	0	0

Exercises

Level	Duration
	30
1	English class
2	English practice
3	Homework

Answer Key:

Unit 1: Lesson 1 - I Can Describe Myself

Section 1: Vocabulary

1. tall
2. thin
3. curly hair
4. brown eyes
5. freckles
6. glasses
7. short
8. long
9. straight
10. blue

Section 2: Grammar

1. I am tall.
2. I am thin.
3. I have curly hair.
4. I have brown eyes.
5. I have freckles.
6. I wear glasses.
7. I am short.
8. I am long.
9. I have straight hair.
10. I have blue eyes.

QUESTION 4

1. Dierker, W. (2011). *Mathematics of Quantum Mechanics*. Springer, 100 pages, ISBN 978-1-4419-7620-9.
2. Eds. J. J. Hall and G. L. Squires (1988). *Quantum Mechanics: Foundations and Harmonic Oscillator*.
3. Eds. A. Messiah (1961). *Quantum Mechanics*. Elsevier, 1000 pages, ISBN 978-0-08-019035-1.
4. Eds. J. J. Hall and G. L. Squires (1988). *Quantum Mechanics: Foundations and Harmonic Oscillator*.
5. Eds. J. J. Hall and G. L. Squires (1988). *Quantum Mechanics: Foundations and Harmonic Oscillator*.

QUESTION 5 (PART 1)

1. Eds. J. J. Hall and G. L. Squires (1988). *Quantum Mechanics: Foundations and Harmonic Oscillator*.
2. Eds. J. J. Hall and G. L. Squires (1988). *Quantum Mechanics: Foundations and Harmonic Oscillator*.
3. Eds. J. J. Hall and G. L. Squires (1988). *Quantum Mechanics: Foundations and Harmonic Oscillator*.
4. Eds. J. J. Hall and G. L. Squires (1988). *Quantum Mechanics: Foundations and Harmonic Oscillator*.
5. Eds. J. J. Hall and G. L. Squires (1988). *Quantum Mechanics: Foundations and Harmonic Oscillator*.
6. Eds. J. J. Hall and G. L. Squires (1988). *Quantum Mechanics: Foundations and Harmonic Oscillator*.
7. Eds. J. J. Hall and G. L. Squires (1988). *Quantum Mechanics: Foundations and Harmonic Oscillator*.
8. Eds. J. J. Hall and G. L. Squires (1988). *Quantum Mechanics: Foundations and Harmonic Oscillator*.

QUESTION 6	Committee				
QUESTION 7	Exam Date				
QUESTION 8					
QUESTION 9					
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QUESTION 99					
QUESTION 100					

Class Content (20)

CS	CS Content	Lecture Level	Lecture Target	Enrichment Target
1	Introduction to concept of biological fitness	1	1	Enrichment 1a
2	Types of selection (directional, stabilizing, disruptive)	2	2	Enrichment 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 1k, 1l, 1m, 1n, 1o, 1p, 1q, 1r, 1s, 1t, 1u, 1v, 1w, 1x, 1y, 1z
3	Models for evolution (neutral, genetic drift, founder effect, bottleneck)	3	3	Enrichment 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 2k, 2l, 2m, 2n, 2o, 2p, 2q, 2r, 2s, 2t, 2u, 2v, 2w, 2x, 2y, 2z
4	Evolutionary changes in morphology, anatomy, and behavior	4	4	Enrichment 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i, 3j, 3k, 3l, 3m, 3n, 3o, 3p, 3q, 3r, 3s, 3t, 3u, 3v, 3w, 3x, 3y, 3z

Student Objectives

Week	CS	Learning Objectives	CS Level	Enrichment Target
1	1	<p>Evolutionary Fitness</p> <ul style="list-style-type: none"> 1. Define fitness, natural selection, and adaptation. 2. Calculate the fitness of different genotypes. 3. Explain the concept of relative fitness. 4. Discuss the role of fitness in evolution. 	1	1a
2	2	<p>Types of Selection</p> <ul style="list-style-type: none"> 1. Describe directional, stabilizing, and disruptive selection. 2. Explain the role of selection in evolution. 3. Calculate the change in allele frequency over time. 4. Discuss the role of selection in speciation. 	2	1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 1k, 1l, 1m, 1n, 1o, 1p, 1q, 1r, 1s, 1t, 1u, 1v, 1w, 1x, 1y, 1z
3	3	<p>Evolutionary Models</p> <ul style="list-style-type: none"> 1. Explain the concept of genetic drift. 2. Calculate the probability of fixation of a new mutation. 3. Discuss the role of genetic drift in evolution. 4. Explain the concept of founder effect and bottleneck. 	3	2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 2k, 2l, 2m, 2n, 2o, 2p, 2q, 2r, 2s, 2t, 2u, 2v, 2w, 2x, 2y, 2z

	<ul style="list-style-type: none"> 14. $\int \frac{1}{x^2} dx = -\frac{1}{x} + C$ 15. $\int \frac{1}{x^3} dx = -\frac{1}{2x^2} + C$ 16. $\int \frac{1}{x^4} dx = -\frac{1}{3x^3} + C$ 17. $\int \frac{1}{x^5} dx = -\frac{1}{4x^4} + C$ 		
IT	<p>June 5-4pp</p> <ul style="list-style-type: none"> 18. $\int \frac{1}{x^2} dx = -\frac{1}{x} + C$ 19. $\int \frac{1}{x^3} dx = -\frac{1}{2x^2} + C$ 20. $\int \frac{1}{x^4} dx = -\frac{1}{3x^3} + C$ 21. $\int \frac{1}{x^5} dx = -\frac{1}{4x^4} + C$ 22. $\int \frac{1}{x^6} dx = -\frac{1}{5x^5} + C$ 23. $\int \frac{1}{x^7} dx = -\frac{1}{6x^6} + C$ 24. $\int \frac{1}{x^8} dx = -\frac{1}{7x^7} + C$ 25. $\int \frac{1}{x^9} dx = -\frac{1}{8x^8} + C$ 26. $\int \frac{1}{x^{10}} dx = -\frac{1}{9x^9} + C$ 27. $\int \frac{1}{x^{11}} dx = -\frac{1}{10x^{10}} + C$ 28. $\int \frac{1}{x^{12}} dx = -\frac{1}{11x^{11}} + C$ 29. $\int \frac{1}{x^{13}} dx = -\frac{1}{12x^{12}} + C$ 30. $\int \frac{1}{x^{14}} dx = -\frac{1}{13x^{13}} + C$ 31. $\int \frac{1}{x^{15}} dx = -\frac{1}{14x^{14}} + C$ 32. $\int \frac{1}{x^{16}} dx = -\frac{1}{15x^{15}} + C$ 33. $\int \frac{1}{x^{17}} dx = -\frac{1}{16x^{16}} + C$ 34. $\int \frac{1}{x^{18}} dx = -\frac{1}{17x^{17}} + C$ 35. $\int \frac{1}{x^{19}} dx = -\frac{1}{18x^{18}} + C$ 36. $\int \frac{1}{x^{20}} dx = -\frac{1}{19x^{19}} + C$ 	2	11
IT	<p>Apr 20-11pp</p> <ul style="list-style-type: none"> 37. $\int \frac{1}{x^2} dx = -\frac{1}{x} + C$ 38. $\int \frac{1}{x^3} dx = -\frac{1}{2x^2} + C$ 39. $\int \frac{1}{x^4} dx = -\frac{1}{3x^3} + C$ 40. $\int \frac{1}{x^5} dx = -\frac{1}{4x^4} + C$ 41. $\int \frac{1}{x^6} dx = -\frac{1}{5x^5} + C$ 42. $\int \frac{1}{x^7} dx = -\frac{1}{6x^6} + C$ 43. $\int \frac{1}{x^8} dx = -\frac{1}{7x^7} + C$ 44. $\int \frac{1}{x^9} dx = -\frac{1}{8x^8} + C$ 45. $\int \frac{1}{x^{10}} dx = -\frac{1}{9x^9} + C$ 46. $\int \frac{1}{x^{11}} dx = -\frac{1}{10x^{10}} + C$ 47. $\int \frac{1}{x^{12}} dx = -\frac{1}{11x^{11}} + C$ 48. $\int \frac{1}{x^{13}} dx = -\frac{1}{12x^{12}} + C$ 49. $\int \frac{1}{x^{14}} dx = -\frac{1}{13x^{13}} + C$ 50. $\int \frac{1}{x^{15}} dx = -\frac{1}{14x^{14}} + C$ 51. $\int \frac{1}{x^{16}} dx = -\frac{1}{15x^{15}} + C$ 52. $\int \frac{1}{x^{17}} dx = -\frac{1}{16x^{16}} + C$ 53. $\int \frac{1}{x^{18}} dx = -\frac{1}{17x^{17}} + C$ 54. $\int \frac{1}{x^{19}} dx = -\frac{1}{18x^{18}} + C$ 55. $\int \frac{1}{x^{20}} dx = -\frac{1}{19x^{19}} + C$ 	2	11

Mapping ZC to a PBL solution

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Timeline Table

Year	Location
2011	London
2012	London
2013	London
2014	London
2015	London
2016	London
2017	London
2018	London
2019	London
2020	London
2021	London
2022	London
2023	London
2024	London
2025	London
2026	London
2027	London
2028	London
2029	London
2030	London

London 2011

Index of Activities (2017 Curriculum Competency Framework)

Section 1: Foundational

1. STEM 1.01
2. The STEM Job
3. Invent, Build, or Grow
4. All About Your Project
5. The STEM Project
6. Your Invention
7. STEM 1.02
8. Invention 1.01

Section 2: Applied

1. Project Invention
2. Try
3. Build
4. Grow
5. The Business
6. Show
7. Your Invention Project
8. Invention Project
9. Tell About Your Project
10. Invention
11. Invention 2.01

LEARNING

1. October 8, 2017: Invention 1.01: Your Future (10) Learning Goals: Personal
2. November 13, 2017: My Invention, Using English 4: Invent Invention 1.01: Your Future (10) Learning Goals: Personal
3. January 9, 2018: Invention 1.02: Your Future (10) Learning Goals: Personal
4. March 21, 2018: The Invention of the Future (10) Learning Goals: Personal

EFFECTIVE

1. Goals: 1. Invention 1.01: Your Future (10) Learning Goals: Personal
2. 1. Invention 1.01: Your Future (10) Learning Goals: Personal

Project	101				
Project Title	Invention 1.01: Your Future (10)				
Project ID	101				
Type of Project	Learning				
Grade	4				
Project Date	10/8/17	11/13/17	1/9/18	3/21/18	
Project Status	101	101	101	101	101

Procedure:	
Time Summary:	<p>Review concept of the day by presenting an illustration of the concept to be learned, explaining and illustrating the illustration in terms of the concept being taught. Illustrate the concept with an illustration, and explain the illustration. Illustrate the concept with an illustration, and explain the illustration.</p> <p>Apply the concept to the day's work by presenting an illustration of the concept to be learned, explaining and illustrating the illustration in terms of the concept being taught. Illustrate the concept with an illustration, and explain the illustration.</p>

Table Exercise (2)

(1)	(2) Exercise	Figure level?	Yearly Budget?	Estimate Year end
1	Review concept of the day by presenting an illustration of the concept to be learned, explaining and illustrating the illustration in terms of the concept being taught.			Estimate Year end
2	Apply the concept to the day's work by presenting an illustration of the concept to be learned, explaining and illustrating the illustration.	Y	Y	Estimate Year end
3	Review concept of the day by presenting an illustration of the concept to be learned, explaining and illustrating the illustration in terms of the concept being taught.	Y	Y	Estimate Year end
4	Apply the concept to the day's work by presenting an illustration of the concept to be learned, explaining and illustrating the illustration.	Y	Y	Estimate Year end
5	Review concept of the day by presenting an illustration of the concept to be learned, explaining and illustrating the illustration in terms of the concept being taught.	Y	Y	Estimate Year end
6	Apply the concept to the day's work by presenting an illustration of the concept to be learned, explaining and illustrating the illustration.	Y	Y	Estimate Year end
<p>Exercise (1) - Review concept of the day by presenting an illustration of the concept to be learned, explaining and illustrating the illustration in terms of the concept being taught.</p> <p>Exercise (2) - Apply the concept to the day's work by presenting an illustration of the concept to be learned, explaining and illustrating the illustration.</p>				

Module 02

Unit No	Topic	No. of Lect	No. of Tut	Total (L+T)
1	Introduction to Soil	2	0	2
	1. Soil: Definition, Nature and Origin			
	2. Soil as a porous medium: Soil formed in place/transport			
	3. Soil as a porous medium: Soil formed in place/transport			
	4. Soil as a porous medium: Soil formed in place/transport			
	5. Soil as a porous medium: Soil formed in place/transport			
	6. Soil as a porous medium: Soil formed in place/transport			
	7. Soil as a porous medium: Soil formed in place/transport			
2	Soil of Arid Region	2	0	2
	1. Soil of Arid Region: Definition, Origin, Distribution			
	2. Soil of Arid Region: Definition, Origin, Distribution			
	3. Soil of Arid Region: Definition, Origin, Distribution			
	4. Soil of Arid Region: Definition, Origin, Distribution			
	5. Soil of Arid Region: Definition, Origin, Distribution			
	6. Soil of Arid Region: Definition, Origin, Distribution			
	7. Soil of Arid Region: Definition, Origin, Distribution			
3	Soil of Desert in a Fringing	6	0	6
	1. Soil of Desert in a Fringing: Definition, Origin, Distribution			
	2. Soil of Desert in a Fringing: Definition, Origin, Distribution			
	3. Soil of Desert in a Fringing: Definition, Origin, Distribution			
	4. Soil of Desert in a Fringing: Definition, Origin, Distribution			
	5. Soil of Desert in a Fringing: Definition, Origin, Distribution			
	6. Soil of Desert in a Fringing: Definition, Origin, Distribution			
	7. Soil of Desert in a Fringing: Definition, Origin, Distribution			
	8. Soil of Desert in a Fringing: Definition, Origin, Distribution			
	9. Soil of Desert in a Fringing: Definition, Origin, Distribution			
	10. Soil of Desert in a Fringing: Definition, Origin, Distribution			

	10. Qualitative Data: Descriptive Statistics		
	11. Qualitative Data: Analysis		
11	Report Writing and Presenting		
	12. Business Case: Introduction, Structure, Presentation		
	13. Business Case: Analysis, Presentation, III and IV		
	14. Business Case: Final Report and Presentation	2	8
	15. Business Case: Final Report and Presentation	2	10
12	Open Report 1500h		
	<ul style="list-style-type: none"> • Report from Writing frame given, including data table and a diagram about the data. The report has to be written in a business style using the writing frame given. During writing some additional questions include possible structure of report etc. which has to be answered. Business statistics frame is used as a guide to help students to write a report. Students are encouraged to use their own words and ideas. • Presentation using 1 of 4 data tables and 1 of 4 diagrams. Students are given a list of questions to answer. • Business Case: Report writing a table and a diagram. Students are given a list of questions to answer. Business statistics frame is used as a guide to help students to write a report. Students are encouraged to use their own words and ideas. • Business Case: Report writing a table and a diagram. Students are given a list of questions to answer. Business statistics frame is used as a guide to help students to write a report. Students are encouraged to use their own words and ideas. 		

Shipping of CO₂ with FGD and CO₂

1000	1000	1000	1000	1000	1000	1000	1000	1000	1000
------	------	------	------	------	------	------	------	------	------

100	0	0	0	1	1	0	0	1	1	0
100	0	0	0	1	1	0	1	0	1	0
100	0	0	0	1	0	0	1	1	0	0
100	0	0	0	1	0	0	0	0	0	0
100	0	0	0	1	0	0	0	0	0	0
100	0	0	0	1	0	0	0	0	0	0

Correlated Costs

Level	Expenditure
1	App
2	Hardware cost
3	Software, Training
4	Software, Support

Assignment Problem:

Hours of Activities in PCC (Quantitative Comparison Assessment)

Activity 1: Assessment (100)

- Activity 1.1
- Activity 1.2
- Activity 1.3
- Activity 1.4 assignment
- Activity 1.5 assignment
- Activity 1.6 assignment
- Activity 1.7 assignment
- Activity 1.8 assignment
- Activity 1.9 assignment
- Activity 1.10 assignment

Activity 2: Assessment (100)

- Activity 2.1 assignment
- Activity 2.2 assignment
- Activity 2.3 assignment
- Activity 2.4 assignment
- Activity 2.5 assignment
- Activity 2.6 assignment
- Activity 2.7 assignment

3. Beschleunigung
4. Einfluss des Lernaufbaus
5. Aufgabenstellung
6. Motivation/Leistung

LITERATUR

1. G. G. Brown, *Handbook of Psychology: Second Edition*, Vol. 4, Wiley, 1994
2. E. R. Steinberg, *Adolescent Development: A Cognitive Perspective*, Lawrence Erlbaum Associates, 1997
3. R. M. Glaser, *Handbook of Psychology: Second Edition*, Vol. 4, Wiley, 1994
4. D. N. Resnik, *Handbook of Psychology: Second Edition*, Vol. 4, Wiley, 1994
5. R. M. Glaser, *Handbook of Psychology: Second Edition*, Vol. 4, Wiley, 1994
6. J. H. Flavell, *Handbook of Psychology: Second Edition*, Vol. 4, Wiley, 1994
7. J. H. Flavell, *Handbook of Psychology: Second Edition*, Vol. 4, Wiley, 1994
8. J. H. Flavell, *Handbook of Psychology: Second Edition*, Vol. 4, Wiley, 1994
9. J. H. Flavell, *Handbook of Psychology: Second Edition*, Vol. 4, Wiley, 1994
10. J. H. Flavell, *Handbook of Psychology: Second Edition*, Vol. 4, Wiley, 1994

RECHENUNGSBEISPIELE

1. E. R. Steinberg, *Adolescent Development: A Cognitive Perspective*, Wiley, 1997
2. J. H. Flavell, *Handbook of Psychology: Second Edition*, Vol. 4, Wiley, 1994
3. J. H. Flavell, *Handbook of Psychology: Second Edition*, Vol. 4, Wiley, 1994

Prüfung:	1997				
Prüfungsjahr:	1997				
Prüfungsort:	Eisenberg 716 X				
Prüfungsfach:	1997				
Prüfungstermin:	1997				
Prüfungsinhalt:	1997	1997	1997	1997	1997
Prüfungsergebnis:	1997				
Prüfungskommission:	1997				
Prüfungsausschuss:	1997				

	<p>Students must all be present with appropriate Emergency ID for all events with closed or restricted attendance including all school events. Students must be present for all events with closed or restricted attendance. Students must be present for all events with closed or restricted attendance. Students must be present for all events with closed or restricted attendance.</p>
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Classroom DC:

CD	CD Content	Capacity	Learning Objectives	Exclusion
1	Students will be required to attend all events with closed or restricted attendance.	100	1	Parent/Student/Teacher/Staff
2	Students will be required to attend all events with closed or restricted attendance.	100	1	Parent/Student/Teacher/Staff
3	Students will be required to attend all events with closed or restricted attendance.	100	1	Parent/Student/Teacher/Staff
4	Students will be required to attend all events with closed or restricted attendance.	100	1	Parent/Student/Teacher/Staff
5	Students will be required to attend all events with closed or restricted attendance.	100	1	Parent/Student/Teacher/Staff
<p>1. Parents: 10, Students: 100, Staff: 10, Security: 10, Event: 10, Total: 140 2. Parents: 10, Students: 100, Staff: 10, Security: 10, Event: 10, Total: 140 3. Parents: 10, Students: 100, Staff: 10, Security: 10, Event: 10, Total: 140 4. Parents: 10, Students: 100, Staff: 10, Security: 10, Event: 10, Total: 140 5. Parents: 10, Students: 100, Staff: 10, Security: 10, Event: 10, Total: 140</p>				

Event Dates

Event Date	Event	No. of Students	Parent	Staff
1	Student/Teacher/Staff/Security/Event	100	10	10

	1	Basic of Political Geography (10 marks) as per Syllabus		
	2	Review: Location and Location of India		
	3	Significance of Tropic of Penetration (10 marks)		
	4	Physical Features of India		
	5	Climate of India: Overview and Distribution of Major Climate Types in India (10 marks) (10 marks) (10 marks) (10 marks)		
	6	Resources and Development		
	7	Transportation: Modes and Infrastructure		
	8	Population: Growth, Distribution and Migration		
	9	Development and Planning in India		
2	10	Review: Location and Location of India	10	10
	11	Significance of Tropic of Penetration (10 marks)		
	12	Physical Features of India		
	13	Climate of India: Overview and Distribution of Major Climate Types in India (10 marks) (10 marks) (10 marks) (10 marks)		
	14	Resources and Development		
	15	Transportation: Modes and Infrastructure		
	16	Population: Growth, Distribution and Migration		
	17	Development and Planning in India		
	18	Review: Location and Location of India		
	19	Significance of Tropic of Penetration (10 marks)		
	20	Physical Features of India		
	21	Climate of India: Overview and Distribution of Major Climate Types in India (10 marks) (10 marks) (10 marks) (10 marks)		
	22	Resources and Development		
	23	Transportation: Modes and Infrastructure		
	24	Population: Growth, Distribution and Migration		
	25	Development and Planning in India		

B	Learning and Improvement of a System	B	II
-2-	Learning A. Explain the importance of the quality of design during development. (Learning Activities) (L.A.1) (L.A.2) (L.A.3) (L.A.4)		
-3-	Learn the importance of quality assurance. (L.A.1) (L.A.2) (L.A.3) (L.A.4)		
-3-	Learning activities related to quality of design. (L.A.1) (L.A.2) (L.A.3) (L.A.4)		
-3-	Learn the importance of quality assurance. (L.A.1) (L.A.2) (L.A.3) (L.A.4)		
-3-	Learn the importance of quality assurance. (L.A.1) (L.A.2) (L.A.3) (L.A.4)		
-4-	Learn the importance of quality assurance. (L.A.1) (L.A.2) (L.A.3) (L.A.4)		
E	Innovation Strategy in A. Singapore & B. Asia Malaysia	E	II
-2-	Innovation Strategy in A. Singapore & B. Asia Malaysia. (Learning Activities) (L.A.1) (L.A.2) (L.A.3) (L.A.4)		
-2-	Innovation Strategy in A. Singapore & B. Asia Malaysia. (Learning Activities) (L.A.1) (L.A.2) (L.A.3) (L.A.4)		
-2-	Learning activities related to innovation strategy. (L.A.1) (L.A.2) (L.A.3) (L.A.4)		
-2-	Learning activities related to innovation strategy. (L.A.1) (L.A.2) (L.A.3) (L.A.4)		
-3-	Learning activities related to innovation strategy. (L.A.1) (L.A.2) (L.A.3) (L.A.4)		
-4-	Learning activities related to innovation strategy. (L.A.1) (L.A.2) (L.A.3) (L.A.4)		
-4-	Learning activities related to innovation strategy. (L.A.1) (L.A.2) (L.A.3) (L.A.4)		

Y		Cycle Time	8	
		<p>1. Production Cycle Time: The time it takes to produce one unit of a product from the start of the production process to the end of the production process.</p> <p>2. Lead Time: The time it takes for a customer's order to be received, processed, and shipped to the customer.</p> <p>3. Inventory Turn: The number of times inventory is sold and replaced over a period of time.</p> <p>4. Order-to-Delivery (OTD): The time it takes for a customer's order to be received, processed, and shipped to the customer.</p>		

Mapping of KPIs to PDCA Cycle

	Plan	Do	Check	Act	Plan	Do	Check	Act
(1)	1	1	1	1	1	1	1	1
(2)	1	1	1	1	1	1	1	1
(3)	1	1	1	1	1	1	1	1
(4)	1	1	1	1	1	1	1	1
(5)	1	1	1	1	1	1	1	1

Current Level:

Level	Description
1	Initial Level
2	Intermediate Level
3	Advanced Level

Assessment Table:

1. **Production Cycle Time:** The time it takes to produce one unit of a product from the start of the production process to the end of the production process.

2. **Lead Time:** The time it takes for a customer's order to be received, processed, and shipped to the customer.

- a. $\frac{1}{2}$
- b. $\frac{1}{3}$
- c. $\frac{1}{4}$
- d. $\frac{1}{5}$
- e. $\frac{1}{6}$
- f. $\frac{1}{7}$
- g. $\frac{1}{8}$
- h. $\frac{1}{9}$
- i. $\frac{1}{10}$

Multiple-Choice Questions

- 1. Which of the following is not a type of business organization?
 - a. Sole proprietorship
 - b. Partnership
 - c. Corporation
 - d. Limited liability company
 - e. Trust
- 2. Which of the following is not a characteristic of a sole proprietorship?
 - a. Easy to start
 - b. Unlimited liability
 - c. Limited life
 - d. Easy to transfer ownership
 - e. All of the above
- 3. Which of the following is not a characteristic of a partnership?
 - a. Easy to start
 - b. Unlimited liability
 - c. Limited life
 - d. Easy to transfer ownership
 - e. All of the above
- 4. Which of the following is not a characteristic of a corporation?
 - a. Easy to start
 - b. Unlimited liability
 - c. Limited life
 - d. Easy to transfer ownership
 - e. All of the above

Essay Questions

- 1. Discuss the advantages and disadvantages of each type of business organization.
- 2. Explain the difference between a sole proprietorship and a partnership.
- 3. Explain the difference between a partnership and a corporation.
- 4. Explain the difference between a corporation and a limited liability company.
- 5. Explain the difference between a sole proprietorship and a limited liability company.

Short-Answer Questions

1a.

- 1. Explain the difference between a sole proprietorship and a partnership.
- 2. Explain the difference between a partnership and a corporation.

1b.

- 1. Explain the difference between a sole proprietorship and a limited liability company.
- 2. Explain the difference between a limited liability company and a corporation.

Program:	BSc				
Course Code:					
Course Title:	Accounting to Business				
Equivalent Course Name:	Accounting - 1100				
Prerequisite:					
Co-requisite:					
Program:	1100	1101	1102	1103	1104
Course Title:	Accounting - 1100	Accounting - 1101	Accounting - 1102	Accounting - 1103	Accounting - 1104
Program:					
Course Title:	<p>This course will provide students with a comprehensive understanding of the accounting process, from the recording of transactions to the preparation of financial statements. It covers the theory and practice of accounting, including the use of accounting software and the preparation of financial statements for internal and external users.</p>				

Accounting - 1100

Obj.	Learning Objectives	Degree Level	Knowledge Component	Program Outcomes
1	Identify the components of the accounting cycle and explain their relationship to the accounting cycle.	1	1	Business Communication Business Mathematics Business Law
2	Identify the components of the accounting cycle and explain their relationship to the accounting cycle.	1	1	Business Communication Business Mathematics Business Law
3	Identify the components of the accounting cycle and explain their relationship to the accounting cycle.	1	1	Business Communication Business Mathematics Business Law
4	Identify the components of the accounting cycle and explain their relationship to the accounting cycle.	1	1	Business Communication Business Mathematics Business Law
5	Identify the components of the accounting cycle and explain their relationship to the accounting cycle.	1	1	Business Communication Business Mathematics Business Law
<p>1. Business Communication, Business Mathematics, Business Law, Business Law, Business Law 2. Business Communication, Business Mathematics, Business Law, Business Law, Business Law 3. Business Communication, Business Mathematics, Business Law, Business Law, Business Law 4. Business Communication, Business Mathematics, Business Law, Business Law, Business Law 5. Business Communication, Business Mathematics, Business Law, Business Law, Business Law</p>				

Accounting - 1100

Accounting - 1100

Accounting - 1100

		1971-1972	1972-1973
I	Introduction to Sewing	1	11
	1. Importance of Sewing, From Handmade to Machine		
	2. Sewing Machine and Sewing Needle		
	3. Sewing Machine and Sewing Needle		
II	Basic Sewing from Skills to Sewing	12	11
	1. Sewing Machine and Sewing Needle		
	2. Sewing Machine and Sewing Needle		
	3. Sewing Machine and Sewing Needle		
	4. Sewing Machine and Sewing Needle		
III	Sewing for the Sewing	13	11
	1. Sewing Machine and Sewing Needle		
	2. Sewing Machine and Sewing Needle		
	3. Sewing Machine and Sewing Needle		
	4. Sewing Machine and Sewing Needle		
IV	Creating a Dress	14	11
	1. Sewing Machine and Sewing Needle		
	2. Sewing Machine and Sewing Needle		
	3. Sewing Machine and Sewing Needle		
	4. Sewing Machine and Sewing Needle		
V	Pattern	15	11
	1. Sewing Machine and Sewing Needle		
	2. Sewing Machine and Sewing Needle		
	3. Sewing Machine and Sewing Needle		
	4. Sewing Machine and Sewing Needle		

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Example 23 with FD and 3NF

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100	1	1	1	1	1	1	1	1	1	1	1
100	1	1	1	1	1	1	1	1	1	1	1
100	1	1	1	1	1	1	1	1	1	1	1

Functional Dependencies

Level	Condition
1	100, 100
1	100, 100
1	100, 100

Normal Tables

Table 1: Normal - 3NF, 4NF, 5NF, 6NF, 7NF, 8NF, 9NF, 10NF

Table 2: Normal - 3NF, 4NF, 5NF, 6NF, 7NF, 8NF, 9NF, 10NF

- 100, 100
- 100, 100
- 100, 100
- 100, 100
- 100, 100
- 100, 100
- 100, 100
- 100, 100

				Answer Required
1. Group 1 (1) (a) and (b) and (c)	10	10		For each of 1, 2 and 3, answer Required
2. Group 2 (1) (a) and (b)	10	10		For each of 1 and 2, answer Required
(a) Answer the questions in Group 1 (1) (a) and (b) (20 marks) (10 marks for 1(a) and 1(b)) (b) Answer the questions in Group 2 (1) (a) and (b) (20 marks) (10 marks for 2(a) and 2(b)) (c) Answer the questions in Group 3 (1) (a) and (b) (20 marks) (10 marks for 3(a) and 3(b))				

Section B

Mark for Case	No. of Questions	Total Marks		
		Q1	Q2	
1	Group 1 (1) (a) and (b)	10	10	
		1. (a) Explain the terms 'cost of capital' and 'WACC'.		
		(b) Calculate the WACC for ABC Ltd given the following information:		
		(i) Equity capital: 100 million shares, 10p each		
		(ii) Preference shares: 5 million shares, 10p each, 5% dividend		
		(iii) Long-term debt: 20 million, 10% interest		
		(iv) Tax rate: 30%		
		(v) Cost of equity: 12%		
2	Group 2 (1) (a) and (b)	10	10	
		1. (a) Explain the terms 'operating leverage' and 'financial leverage'.		
		(b) Calculate the operating leverage and financial leverage for ABC Ltd given the following information:		
		(i) Sales: 100 million		
		(ii) Variable costs: 60 million		
		(iii) Fixed operating costs: 20 million		
		(iv) Total assets: 100 million		
		(v) Debt: 40 million, 10% interest		
3	Group 3 (1) (a) and (b)	10	10	
		1. (a) Explain the terms 'operating leverage' and 'financial leverage'.		
		(b) Calculate the operating leverage and financial leverage for ABC Ltd given the following information:		
		(i) Sales: 100 million		
		(ii) Variable costs: 60 million		
		(iii) Fixed operating costs: 20 million		
		(iv) Total assets: 100 million		
		(v) Debt: 40 million, 10% interest		
		(vi) Cost of equity: 12%		
		(vii) Tax rate: 30%		
		(viii) WACC: 10%		
(ix) Operating leverage: 1.5				

14	<p align="center">Grade 11 Science Review</p> <p>1. Identify the function of each of the following structures:</p> <p>2. Describe the structure and function of the following:</p> <p>3. Explain the process of photosynthesis and cellular respiration.</p>	11	11
15	<p align="center">Open-Ended Questions</p> <p>1. Explain the process of photosynthesis and cellular respiration. How do these processes relate to the flow of energy and matter in an ecosystem?</p> <p>2. Describe the structure and function of the following: chloroplast, mitochondrion, and cell membrane. How do these structures contribute to the processes of photosynthesis and cellular respiration?</p> <p>3. Compare and contrast photosynthesis and cellular respiration. How are these processes similar and how are they different?</p>	11	11

Grading Key for 11th Grade Science

Q. No.	1	2	3	4	5	6	7	8	9	10	11
14	1	1	1	1	1	1	1	1	1	1	1
15	1	1	1	1	1	1	1	1	1	1	1
16	1	1	1	1	1	1	1	1	1	1	1
17	1	1	1	1	1	1	1	1	1	1	1

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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Cardinal Level:

Level	Cardinal
1	100
2	1000000
3	1000000000000
4	1000000000000000000

Cardinal Values:

Level 1: Cardinal: 100 (One hundred) (Equivalent: Billion)

Examples: Cardinal: 100

- 1. 100 million
- 2. 100 billion
- 3. 100 trillion
- 4. 100 quadrillion
- 5. 100 quintillion
- 6. 100 sextillion
- 7. 100 septillion
- 8. 100 octillion
- 9. 100 nonillion
- 10. 100 decillion

Examples: Cardinal: 100

- 1. 100 billion
- 2. 100 trillion
- 3. 100 quadrillion
- 4. 100 quintillion
- 5. 100 sextillion
- 6. 100 septillion
- 7. 100 octillion
- 8. 100 nonillion
- 9. 100 decillion
- 10. 100 undecillion
- 11. 100 duodecillion
- 12. 100 tredecillion
- 13. 100 quattuordecillion
- 14. 100 quindecillion
- 15. 100 sexdecillion
- 16. 100 septendecillion
- 17. 100 octodecillion
- 18. 100 novemdecillion
- 19. 100 vigintillion
- 20. 100 unvigintillion
- 21. 100 duovigintillion
- 22. 100 trevigintillion
- 23. 100 quadvigintillion
- 24. 100 quinquavigintillion
- 25. 100 sexvigintillion
- 26. 100 septuovigintillion
- 27. 100 octovigintillion
- 28. 100 nonavigintillion
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- 97. 100 quadricentillion
- 98. 100 quingentillion
- 99. 100 sexcentillion
- 100. 100 septingentillion

REFERENCES:

1. Jones, C. A., & Fisher, W. M. (2011). The Measurement Error of 14 July 2011. The Center for Global Learning.
2. Jones, C. A., & Fisher, W. M. (2011). The Measurement Error of 14 July 2011. The Center for Global Learning.
3. Jones, C. A., & Fisher, W. M. (2011). The Measurement Error of 14 July 2011. The Center for Global Learning.

Program	W*				
Course No.					
Course Title	Advanced Survey Instrumentation				
Prerequisites	742				
Number of Credits	3.00				
Class Hours	1400	0000	1400	0000	1400
	1400	0000	1400	0000	1400
Program					
Course Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> 1. Explain the importance of surveying in the construction industry. 2. Describe the various types of surveying instruments and their uses. 3. Perform basic surveying calculations. 4. Understand the importance of accuracy in surveying. 5. Apply surveying techniques to real-world situations. 				

Class Content (742)

Code	Instruction	Hours per week	Credits per week	Prerequisites
1	<ul style="list-style-type: none"> Introduction to surveying Surveying instruments Surveying methods Surveying calculations Surveying applications 	1	1	742
2	<ul style="list-style-type: none"> Advanced surveying techniques Surveying instruments Surveying methods Surveying calculations Surveying applications 	2	2	742

<p>1. Review the following for the end of period:</p>			
<p>2. Review the period to date for any items of uncertainty (e.g. tax, legal, government, etc.) and, where necessary, record provisions.</p>	10	1	10/1/2018
<p>3. Review the current estimates of assets or liabilities, including liabilities arising from contracts, including foreign exchange contracts, currency derivatives, and other contracts.</p>	1	1	10/1/2018
<p>4. Review the current estimates of assets or liabilities, including liabilities arising from contracts, including foreign exchange contracts, currency derivatives, and other contracts.</p>	10	1	10/1/2018
<p>5. Review the current estimates of assets or liabilities, including liabilities arising from contracts, including foreign exchange contracts, currency derivatives, and other contracts.</p>	10	1	10/1/2018
<p>6. Review the current estimates of assets or liabilities, including liabilities arising from contracts, including foreign exchange contracts, currency derivatives, and other contracts.</p>			

Notes to the Financial Statements

Line	Text	2018	2017	2016
1	Financial Instruments			
2	Financial instruments measured at fair value			
3	Financial instruments measured at amortized cost			
4	Financial instruments measured at cost			
5	Financial instruments measured at fair value			
6	Financial instruments measured at cost			
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100	Financial instruments measured at cost			

	<ol style="list-style-type: none"> 1. Review strategy, reviewed listed in course table 2. Research paper presentation (10-15 min) 3. Present responses, feedback, questions, related 4. Give 1-2 min on duty questions or comments 5. Research paper presented (Final Review, 1-2 min per slide, 10-15 min) 6. Student 11, Questions, Questions, and discussion on presentation 				11
11	<p>Technology and Web Applications</p> <ol style="list-style-type: none"> 1. Web page design, presentation, and evaluation 2. Web page design, presentation, and evaluation 3. Web page design, presentation, and evaluation 4. Web page design, presentation, and evaluation 5. Web page design, presentation, and evaluation 6. Web page design, presentation, and evaluation 				11
12	<p>Business Review, Presentation</p> <ol style="list-style-type: none"> 1. Business presentation, presentation, and evaluation 2. Business presentation, presentation, and evaluation 3. Business presentation, presentation, and evaluation 4. Business presentation, presentation, and evaluation 5. Business presentation, presentation, and evaluation 6. Business presentation, presentation, and evaluation 				11
1	<p>Open Book Math</p> <p>Students will be able to apply their knowledge of the concepts of systems, related to the A1, systems, and the A2, with systems, 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, 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, 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791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000 </p>				1

Appendix A: A1 and A2

	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10
A1	1	1	1	1	1	1	1	1	1	1
A2	1	1	1	1	1	1	1	1	1	1
A3	1	1	1	1	1	1	1	1	1	1
A4	1	1	1	1	1	1	1	1	1	1
A5	1	1	1	1	1	1	1	1	1	1
A6	1	1	1	1	1	1	1	1	1	1
A7	1	1	1	1	1	1	1	1	1	1
A8	1	1	1	1	1	1	1	1	1	1
A9	1	1	1	1	1	1	1	1	1	1
A10	1	1	1	1	1	1	1	1	1	1

Executive Team

Level	Duration
1	1st
2	2nd
3	3rd
4	4th
5	5th

Executive Order

1.1.1. Executive Order (EO) (Executive Order)

1.1.1.1. Executive Order (EO)

- 1.1.1.1.1. Executive Order (EO)
- 1.1.1.1.2. Executive Order (EO)
- 1.1.1.1.3. Executive Order (EO)
- 1.1.1.1.4. Executive Order (EO)
- 1.1.1.1.5. Executive Order (EO)
- 1.1.1.1.6. Executive Order (EO)
- 1.1.1.1.7. Executive Order (EO)
- 1.1.1.1.8. Executive Order (EO)
- 1.1.1.1.9. Executive Order (EO)
- 1.1.1.1.10. Executive Order (EO)

1.1.1.2. Executive Order (EO)

- 1.1.1.2.1. Executive Order (EO)
- 1.1.1.2.2. Executive Order (EO)
- 1.1.1.2.3. Executive Order (EO)
- 1.1.1.2.4. Executive Order (EO)
- 1.1.1.2.5. Executive Order (EO)
- 1.1.1.2.6. Executive Order (EO)
- 1.1.1.2.7. Executive Order (EO)
- 1.1.1.2.8. Executive Order (EO)
- 1.1.1.2.9. Executive Order (EO)
- 1.1.1.2.10. Executive Order (EO)

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4. Executive Order (EO) (Executive Order) (Executive Order)
5. Executive Order (EO) (Executive Order) (Executive Order)
6. Executive Order (EO) (Executive Order) (Executive Order)
7. Executive Order (EO) (Executive Order) (Executive Order)
8. Executive Order (EO) (Executive Order) (Executive Order)

IDENTITY QUESTIONS

1. Answer each of the following questions by writing in complete sentences.
 2. Write and label a diagram of each of the following structures.

1. Cell and Tissue Structure of the Heart

2. The left ventricle wall has thick, striated muscle for pumping oxygenated blood to the rest of the body. Label it.

3. The right ventricle pumps blood to the lungs for oxygenation. Label it.

4. The endocardium is a smooth muscle covering the heart wall.

Protein:	actin															
Location:	myofibrils															
Function:	contract															
Structure:	<table border="1"> <tr> <td>actin</td> <td>myosin</td> <td>titin</td> <td>z-line</td> <td>myofibril</td> </tr> <tr> <td>thin</td> <td>thick</td> <td>thin</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> <td>4</td> </tr> </table>	actin	myosin	titin	z-line	myofibril	thin	thick	thin			1	2	3		4
actin	myosin	titin	z-line	myofibril												
thin	thick	thin														
1	2	3		4												
Protein:	myosin															
Location:	myofibrils															
Function:	contract															
Structure:	<table border="1"> <tr> <td>actin</td> <td>myosin</td> <td>titin</td> <td>z-line</td> <td>myofibril</td> </tr> <tr> <td>thin</td> <td>thick</td> <td>thin</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> <td>4</td> </tr> </table>	actin	myosin	titin	z-line	myofibril	thin	thick	thin			1	2	3		4
actin	myosin	titin	z-line	myofibril												
thin	thick	thin														
1	2	3		4												

Heart Exercise 21

Q#	Question	Points	Correct	Feedback
1	What is the main function of the heart?	1	1	Correct!
2	What is the main function of the heart?	1	1	Correct!
3	What is the main function of the heart?	1	1	Correct!
4	What is the main function of the heart?	1	1	Correct!
<p>7. Answer to the following questions: (Total 10 points)</p> <p>1. Name the four chambers of the heart.</p> <p>2. Name the four valves of the heart.</p> <p>3. Name the four major blood vessels of the heart.</p>				

	<p>to work. However, when the individual completes the work, the amount of the total cost is the same, whether the individual works on the job or not.</p> <p>The total cost of the work is the same, whether the individual works on the job or not. The total cost of the work is the same, whether the individual works on the job or not.</p>		
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Mapping ABC to a PDSA Cycle

	Plan	Do	Check	Act	Plan	Do	Check	Act	Plan	Do	Check	Act
1												
2												
3												
4												

Quality Levels

Level	Definition
1	Defect-free
2	Defect-free, no waste
3	Defect-free, no waste, no cost

Learning Objectives

Identify the components of the Quality Management System (QMS)

- 1. Quality Management System (QMS)
- 2. Quality Management System (QMS)
- 3. Quality Management System (QMS)
- 4. Quality Management System (QMS)
- 5. Quality Management System (QMS)
- 6. Quality Management System (QMS)
- 7. Quality Management System (QMS)
- 8. Quality Management System (QMS)
- 9. Quality Management System (QMS)
- 10. Quality Management System (QMS)

Identify the components of the QMS

- 1. Quality Management System (QMS)

3. (a)
4. (b)
5. (c)
6. (d)
7. (e)
8. (f)
9. (g)
10. (h)
11. (i)
12. (j)
13. (k)
14. (l)
15. (m)
16. (n)
17. (o)
18. (p)
19. (q)
20. (r)
21. (s)
22. (t)
23. (u)
24. (v)
25. (w)
26. (x)
27. (y)
28. (z)

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FOCUSSED QUESTIONS

1. What is the role of strategic management in an organization?
2. What are the key components of strategic management?
3. Explain the importance of strategic management in business.

Question	Answer
1. What is the role of strategic management in an organization?	Strategic management is the process of defining an organization's long-term direction and making decisions on allocating resources to pursue this strategy.
2. What are the key components of strategic management?	The key components of strategic management are: (1) Environmental scanning, (2) Strategy formulation, and (3) Strategy implementation.
3. Explain the importance of strategic management in business.	Strategic management is important in business because it helps organizations to identify their strengths and weaknesses, to set clear goals, and to allocate resources effectively to achieve these goals.

	<p>using the methods to represent it and, conversely, translate an efficient computation of several values. Students will come to see it as parallel to studying polynomials and rational functions and the number line model, a discussion that</p>
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Course Correlation:

Unit	Common Core	Expect Level	Assess Level	Examine Topics
1	<p>1. Understand the concept of a function and use function notation.</p> <p>2. Identify intervals on a number line and use the notation $], a, b[$.</p>	1	1	<p>Functions</p> <p>Number Lines</p>
2	<p>1. Identify intervals on a number line and use the notation $], a, b[$.</p> <p>2. Analyze graphs of functions and describe their qualitative features.</p>	1	1	<p>Number Lines</p> <p>Graphs of Functions</p>
3	<p>1. Understand the concept of a function and use function notation.</p> <p>2. Analyze graphs of functions and describe their qualitative features.</p> <p>3. Identify intervals on a number line and use the notation $], a, b[$.</p>	1	1	<p>Number Lines</p> <p>Graphs of Functions</p>
4	<p>1. Understand the concept of a function and use function notation.</p> <p>2. Analyze graphs of functions and describe their qualitative features.</p> <p>3. Identify intervals on a number line and use the notation $], a, b[$.</p>	1	1	<p>Number Lines</p> <p>Graphs of Functions</p>
5	<p>1. Understand the concept of a function and use function notation.</p> <p>2. Analyze graphs of functions and describe their qualitative features.</p> <p>3. Identify intervals on a number line and use the notation $], a, b[$.</p>	1	1	<p>Number Lines</p> <p>Graphs of Functions</p>
6	<p>1. Understand the concept of a function and use function notation.</p> <p>2. Analyze graphs of functions and describe their qualitative features.</p> <p>3. Identify intervals on a number line and use the notation $], a, b[$.</p>	1	1	<p>Number Lines</p> <p>Graphs of Functions</p>
7	<p>1. Understand the concept of a function and use function notation.</p> <p>2. Analyze graphs of functions and describe their qualitative features.</p> <p>3. Identify intervals on a number line and use the notation $], a, b[$.</p>	1	1	<p>Number Lines</p> <p>Graphs of Functions</p>

Model Items

Math 11a, Course

By Sarah Butler

		100	100	100
I	Inventory Issues & Fees	L	H	B
	<ul style="list-style-type: none"> 1. Inventory: full inventory, inventory per 2. Inventory: partial inventory, inventory 3. Inventory: full inventory, inventory 4. Inventory: full inventory, inventory 5. Inventory: full inventory, inventory 6. Inventory: full inventory, inventory 			
II	Problems of the Inventory for a Special Demand	L		B
	<ul style="list-style-type: none"> 1. Inventory: full inventory, inventory 2. Inventory: full inventory, inventory 3. Inventory: full inventory, inventory 4. Inventory: full inventory, inventory 5. Inventory: full inventory, inventory 6. Inventory: full inventory, inventory 			
III	Annual Inventory Turnover for Inventory	L		B
	<ul style="list-style-type: none"> 1. Inventory: full inventory, inventory 2. Inventory: full inventory, inventory 3. Inventory: full inventory, inventory 4. Inventory: full inventory, inventory 5. Inventory: full inventory, inventory 6. Inventory: full inventory, inventory 			
IV	Inventory Turnover for Inventory	L		B
	<ul style="list-style-type: none"> 1. Inventory: full inventory, inventory 2. Inventory: full inventory, inventory 3. Inventory: full inventory, inventory 4. Inventory: full inventory, inventory 5. Inventory: full inventory, inventory 6. Inventory: full inventory, inventory 			
V	Inventory	B	H	
	<ul style="list-style-type: none"> 1. Inventory: full inventory, inventory 2. Inventory: full inventory, inventory 3. Inventory: full inventory, inventory 			

• **Controlled substances:** must be stored in a locked cabinet, upon disposal must be properly disposed of, not being left open in a room with controlled substances in the room.
 • **For controlled substances:** formal policy to address all incidents to bring attention to the handling of these controlled substances.

Mapping of COE with PG- and DOE

	PG1	PG2	PG3	PG4	PG5	DOE1	DOE2	DOE3	DOE4	DOE5
PG1	1	1	1	1	1	1	1	1	1	1
PG2	1	1	1	1	1	1	1	1	1	1
PG3	1	1	1	1	1	1	1	1	1	1
PG4	1	1	1	1	1	1	1	1	1	1
PG5	1	1	1	1	1	1	1	1	1	1
DOE1	1	1	1	1	1	1	1	1	1	1
DOE2	1	1	1	1	1	1	1	1	1	1

Education Levels

Level	Description
1	High School
2	College Graduate
3	Advanced Degree

Assessment Values

High / Low - COE / Candidate / Department / Assessment

Assessment / Faculty / COE

or Candidate

Department / COE

4. *Journal of Applied Behavior Analysis*
5. *Journal of Experimental Psychology*
6. *Journal of Experimental Psychology: Applied*
7. *Journal of Experimental Psychology: Learning, Memory, and Cognition*
8. *Journal of Experimental Psychology: Perception and Performance*
9. *Journal of Experimental Psychology: Human Perception and Performance*
10. *Journal of Experimental Psychology: Information*
11. *Journal of Experimental Psychology: Social*
12. *Journal of Experimental Psychology: General*

Journal of Experimental Psychology

1. *Journal of Experimental Psychology*
2. *Journal of Experimental Psychology: Applied*
3. *Journal of Experimental Psychology: Learning, Memory, and Cognition*
4. *Journal of Experimental Psychology: Perception and Performance*
5. *Journal of Experimental Psychology: Information*
6. *Journal of Experimental Psychology: Social*
7. *Journal of Experimental Psychology: General*
8. *Journal of Experimental Psychology: Human Perception and Performance*
9. *Journal of Experimental Psychology: Applied*
10. *Journal of Experimental Psychology: Learning, Memory, and Cognition*
11. *Journal of Experimental Psychology: Perception and Performance*
12. *Journal of Experimental Psychology: Information*
13. *Journal of Experimental Psychology: Social*
14. *Journal of Experimental Psychology: General*
15. *Journal of Experimental Psychology: Human Perception and Performance*

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2. [Liu, J., & Xu, L. \(2018\). Gender inequality, corruption and economic growth: A cross-country analysis. *Journal of Economic Surveys*, 62, 1-30.](#)

RESEARCH QUESTIONS

1. How does gender inequality affect corruption and economic growth?
2. How does corruption affect economic growth and economic inequality?
3. How does economic growth affect corruption and economic inequality?
4. How does economic inequality affect corruption and economic growth?
5. How does corruption affect economic inequality and economic growth?
6. How does economic inequality affect economic growth and corruption?
7. How does corruption affect economic growth and economic inequality?
8. How does economic growth affect economic inequality and corruption?
9. How does economic inequality affect corruption and economic growth?
10. How does corruption affect economic growth and economic inequality?
11. How does economic growth affect corruption and economic inequality?
12. How does economic inequality affect economic growth and corruption?
13. How does corruption affect economic inequality and economic growth?
14. How does economic inequality affect economic growth and corruption?
15. How does corruption affect economic growth and economic inequality?

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Appendix 1: List of Variables and Data Sources

Variable	Definition	Source
Gender Inequality	Gender Inequality Index (GII)	World Economic Forum
Corruption	Control of Corruption (CPI)	Transparency International
Economic Growth	GDP per capita (constant price)	World Bank
Economic Inequality	Gini Coefficient	World Bank
Control of Corruption	Control of Corruption (CPI)	Transparency International
GDP per capita	GDP per capita (constant price)	World Bank
Gini Coefficient	Gini Coefficient	World Bank

Summary:	Supervisory activities of all employees present in the field of training. (Detailed description of activities in the training of all employees could be found in the design of the system.)
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Case Events (CE)

ID	Content	Complexity Level	Strategy Domain	Required Technical Skills
CE1	Identify the key issues and points of discussion in a situation or scenario.	1		Analysis Synthesis Evaluation
CE2	Identify the key issues and points of discussion in a situation or scenario.	2	1	Analysis Synthesis Evaluation
CE3	Identify the key issues and points of discussion in a situation or scenario.	3	1	Analysis Synthesis Evaluation
CE4	Identify the key issues and points of discussion in a situation or scenario.	4	1	Analysis Synthesis Evaluation
CE5	Identify the key issues and points of discussion in a situation or scenario.	5	1	Analysis Synthesis Evaluation
CE6	Identify the key issues and points of discussion in a situation or scenario.	6	1	Analysis Synthesis Evaluation
CE7	Identify the key issues and points of discussion in a situation or scenario.	7	1	Analysis Synthesis Evaluation

1 - Analyze only, synthesize, evaluate, create (no design or plan)
 2 - Analyze, synthesize, evaluate, create (no design or plan)
 3 - Analyze, synthesize, evaluate, create (no design or plan)
 4 - Analyze, synthesize, evaluate, create (no design or plan)
 5 - Analyze, synthesize, evaluate, create (no design or plan)
 6 - Analyze, synthesize, evaluate, create (no design or plan)
 7 - Analyze, synthesize, evaluate, create (no design or plan)

Overall Data

Level	Case	No. Items	Level
1	Summary, Key Issues and Points of Discussion	10	IX
2	Summary, Key Issues and Points of Discussion	10	X

000	1	1	0	0	1	0	0	0	0	0	0
Y											
000	1	1	0	0	1	0	0	0	0	0	0
Z											
001	1	1	0	0	1	0	1	0	0	1	0
Y											
001	1	1	0	0	1	0	0	0	0	0	0
Z											
010	1	1	0	0	1	0	0	1	0	0	0
Y											
010	1	1	0	0	1	0	0	0	0	0	0
Z											
011	1	1	0	0	1	0	1	1	0	1	0
Y											
011	1	1	0	0	1	0	0	0	0	0	0
Z											

Correlated Events

Level	Exercises
1	1-3
2	4-6
3	7-9
4	10-12

Learning Objectives

Level 1: Assessment 1 - ECU Knowledge (Simple Use of Assessment)

Question 1: Assessment 1 (10)

1. Identify the correct answer.
2. Identify the correct answer.
3. Identify the correct answer.
4. Identify the correct answer.
5. Identify the correct answer.
6. Identify the correct answer.
7. Identify the correct answer.
8. Identify the correct answer.
9. Identify the correct answer.

Question 2: Assessment 1 (10)

1. Identify the correct answer.
2. Identify the correct answer.
3. Identify the correct answer.
4. Identify the correct answer.
5. Identify the correct answer.

4. **Handwritten:**
5. **Micrograph:**
6. **Collotype/Reprint:**
7. **Photocopy:**
8. **Other (specify):**

REMARKS:

1. **Author(s):** [Name(s)] **Title:** [Title]
2. **Journal/Source:** [Journal/Source Name]
3. **Date:** [Date]
4. **Volume/Issue:** [Volume/Issue]
5. **Page(s):** [Page(s)]
6. **Notes:** [Additional information]
7. **Accession Number:** [Accession Number]
8. **Other:** [Other relevant information]



Product	PBI				
Code Type					
Product Code	1000100000				
Product Name	Intralene, Clear Film				
Brand					
Weight	20.00				
Unit					
Class	1000	1000	1000	1000	1000
Model		10 100	10 100	10 100	
By					
Supplier					
Notes	<p>The above data is only valid for the current 24 months. It is a dynamic document which is updated quarterly in the current month. In the case of any change in the data, the user should refer to the current data for the latest information. The user should refer to the current data for the latest information and changes. For more information, please refer to the current data for the latest information and changes.</p>				

Global Contact DC

CO	Country	Capital	Language	Primary Contact
USA	United States of America	Washington DC	English	John Doe
UK	United Kingdom	London	English	Jane Smith
FR	France	Paris	French	Pierre Dubois

XX	Apply and understand various types of business structures: Sole Proprietorship, Partnership, LLC, S-Corp	10	10	10	10	10	10	10	10
XX	Understand the implications of different business structures	5	5	5	5	5	5	5	5

(*) – General knowledge (1) – Specific knowledge (2) – Practical knowledge (3) – Application knowledge (4) – Analysis knowledge (5)

Detailed Description

Unit	Topic	Credits	Prerequisites	Hours
I	Introduction to Financial Reporting	11	BS	11
	1. Introduction to the financial reporting process			
	2. Overview of financial reporting process			
	3. Overview of financial reporting process			
II	Accounting Cycle	11	BS	11
	1. Overview of Accounting Cycle			
	2. Overview of Accounting Cycle			
	3. Overview of Accounting Cycle			
III	Income Statement	11	BS	11
	1. Overview of Income Statement			
	2. Overview of Income Statement			
	3. Overview of Income Statement			

	11. The graph shows the relationship between the number of hours spent studying and the number of hours spent sleeping.		
	12. The graph shows the relationship between the number of hours spent studying and the number of hours spent sleeping.		
	13. The graph shows the relationship between the number of hours spent studying and the number of hours spent sleeping.		
	14. The graph shows the relationship between the number of hours spent studying and the number of hours spent sleeping.		
	15. The graph shows the relationship between the number of hours spent studying and the number of hours spent sleeping.		
IV	Explain	11	11
	16. The graph shows the relationship between the number of hours spent studying and the number of hours spent sleeping.		
	17. The graph shows the relationship between the number of hours spent studying and the number of hours spent sleeping.		
	18. The graph shows the relationship between the number of hours spent studying and the number of hours spent sleeping.		
	19. The graph shows the relationship between the number of hours spent studying and the number of hours spent sleeping.		
V	Explain	11	11
	20. The graph shows the relationship between the number of hours spent studying and the number of hours spent sleeping.		
	21. The graph shows the relationship between the number of hours spent studying and the number of hours spent sleeping.		
	22. The graph shows the relationship between the number of hours spent studying and the number of hours spent sleeping.		

Mathematical Practice

Explain your work to a peer

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11
100	1	1	1	1	1	1	1	1	1	1	1
100	1	1	1	1	1	1	1	1	1	1	1
100	1	1	1	1	1	1	1	1	1	1	1
100	1	1	1	1	1	1	1	1	1	1	1
100	1	1	1	1	1	1	1	1	1	1	1
100	1	1	1	1	1	1	1	1	1	1	1

Continue Learning

Year	Duration
1	100%
2	100%
3	100%

Assessment Review

Notes: Finance – FCV Practice – Comprehensive Assessment

Sample Question 114

1. 100% full
2. 50% full
3. 20% full
4. 10% full
5. 5% full
6. 10% full
7. 20% full
8. 50% full
9. 100% full

Sample Question 115

1. 100% full
2. 50% full
3. 20% full
4. 10% full
5. 5% full
6. 10% full
7. 20% full
8. 50% full
9. 100% full

FIELD 02

1. [View Test 2015 \(Human Services and Health Services\)](#)

2. [View Test 2016 \(Human Services and Health Services\)](#)

3. [View Test 2017 \(Human Services and Health Services\)](#)

Program:	BS				
Area:	Business				
Course:	Strategic Management				
Section:	Strategic Management, Spring 1, 2022				
Section ID:	10000				
Prerequisites:	None	Accounting	Finance	Marketing	Operations
Corequisites:					0
Course Description:	This course is designed to provide students with a comprehensive understanding of the strategic management process. It covers the formulation and implementation of organizational strategy, including the analysis of the internal and external environments, the development of a strategic vision and mission statement, and the selection of strategic alternatives. The course also addresses the role of strategy in organizational performance and the importance of strategic planning in achieving organizational goals.				

	<p>the necessary means, publicly, and, where necessary, through military or police forces, to the maintenance of tranquility and order and to the maintenance of the national unity and territorial integrity of the State.</p> <p>the necessary means, publicly, and, where necessary, through military or police forces, to the maintenance of tranquility and order and to the maintenance of the national unity and territorial integrity of the State.</p>
--	---

Case Question 23:

(1)	(2) Issues	Opinion	Binding	Finality
1	Whether the doctrine of State immunity is the result of State consent	2	1	Relative, subject to consent
2	Whether the doctrine of State immunity is the result of State consent	3	2	Relative, subject to consent
3	Whether the doctrine of State immunity is the result of State consent	4	3	Relative, subject to consent
4	Whether the doctrine of State immunity is the result of State consent	5	4	Relative, subject to consent

(1) Whether the doctrine of State immunity is the result of State consent
 (2) Whether the doctrine of State immunity is the result of State consent
 (3) Whether the doctrine of State immunity is the result of State consent
 (4) Whether the doctrine of State immunity is the result of State consent

Answer Table:

Issue	Opinion	Binding	Finality
1	Whether the doctrine of State immunity is the result of State consent	2	1
2	Whether the doctrine of State immunity is the result of State consent	3	2
3	Whether the doctrine of State immunity is the result of State consent	4	3
4	Whether the doctrine of State immunity is the result of State consent	5	4
Finality of State Immunity		6	5

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
18	+	-	-	-	-	-	-	-	-	-	-
19	+	-	-	-	-	-	-	-	-	-	-
20	+	+	+	-	-	-	-	-	-	+	-
21	+	-	+	-	-	-	-	-	-	-	-
22	+	-	+	-	-	-	-	-	-	-	-
23	+	-	+	-	-	-	-	-	-	-	-

Options List:

Year	Variable
-	0
+	Capital Gain
-	Dividend Income
-	Interest Expense

Account Debit:

Debit Balance - ECU Business Computer Association

General Ledger

- a. 1000.00
- b. 2000.00
- c. 3000.00
- d. 4000.00
- e. 5000.00
- f. 6000.00
- g. 7000.00
- h. 8000.00
- i. 9000.00

Assets

- a. 1000.00
- b. 2000.00
- c. 3000.00
- d. 4000.00
- e. 5000.00
- f. 6000.00
- g. 7000.00

- 1. **Direct**
- 2. **Indirect**
- 3. **Mixed**
- 4. **Variable**
- 5. **Fixed**
- 6. **Step**

ANSWERS:

1. Variable Costing (Full Costing) - Absorption CO. **400**
2. Variable Costing (Partial Costing) - Absorption CO. **350**
3. Variable Costing (Partial Costing) - Absorption CO. **350**
4. Variable Costing (Partial Costing) - Absorption CO. **300**
5. Variable Costing (Partial Costing) - Absorption CO. **300**
6. Variable Costing (Partial Costing) - Absorption CO. **300**

QUESTION:

- 1. Variable Costing (Partial Costing) - Absorption CO. **300**

Product:	ABC
Year:	2023
Plant:	Plant A
Department:	Production
Manager:	John Doe
Job Order:	1234
Quantity:	1000
Cost Center:	Production
Cost Code:	100
Cost Type:	Variable
Cost Basis:	Standard Cost
Cost Method:	FIFO
Cost Control:	Yes
Cost Allocation:	Yes
Cost Reporting:	Yes
Cost Auditing:	Yes
Cost Analysis:	Yes

Cost Center (CC):

CC ID	CC Name	Parent CC	Cost Type	Cost Method
100	Production		Variable	FIFO
200	Overhead	100	Fixed	FIFO
300	Overhead	200	Fixed	FIFO

					14 Weeks Fall
11E	to design a two-stage process using simple but efficient general-purpose tools	2	2		three concurrent days 10/4/02
11F	Planning and control strategies	2	2		three concurrent days 10/12/02
11G	Inventory management, order fulfillment		4		three concurrent days 11/18/02
11H	Inventory management by product of which either a 4 level or simplest version will allow, 1-4 simplest version of version 10A	4	2		three concurrent days 10/4/02
11I	Inventory management by product of which a simplified version will allow, 1-4 simple version of 10A 10/4/02	2	2		three concurrent days 10/12/02
1. Inventory (1) inventory (1) Inventory (1) Inventory (1) Inventory (1) Inventory (1) 2. Inventory (1) Inventory (1) Inventory (1) Inventory (1) Inventory (1) Inventory (1) Inventory (1) Inventory (1)					

Student Data

Student	First	Last	Section	Enrolled	Enrolled	Enrolled
				11	11	11
1			Inventory			
			Inventory of Basic measurements Inventory of measurements of 4 x 4 matrix			
			Matrix as a linear system matrix			
			Matrix as a linear system of 4 x 4 matrix			
			Matrix as a linear system of 4 x 4 matrix			

	<p>1. General E. H. Huxley's 1863 paper on the evolution of the eye (1863)</p> <p>2. The eye as a sense organ</p> <p>3. The eye as a sense organ</p>		
II	<p>The Eye as a Sense Organ</p> <p>1. The eye as a sense organ</p> <p>2. The eye as a sense organ</p> <p>3. The eye as a sense organ</p> <p>4. The eye as a sense organ</p> <p>5. The eye as a sense organ</p> <p>6. The eye as a sense organ</p> <p>7. The eye as a sense organ</p> <p>8. The eye as a sense organ</p> <p>9. The eye as a sense organ</p> <p>10. The eye as a sense organ</p>	II	II
III	<p>The Eye as a Sense Organ</p> <p>1. The eye as a sense organ</p> <p>2. The eye as a sense organ</p> <p>3. The eye as a sense organ</p> <p>4. The eye as a sense organ</p> <p>5. The eye as a sense organ</p> <p>6. The eye as a sense organ</p> <p>7. The eye as a sense organ</p> <p>8. The eye as a sense organ</p> <p>9. The eye as a sense organ</p> <p>10. The eye as a sense organ</p>	II	II
IV	<p>The Eye as a Sense Organ</p> <p>1. The eye as a sense organ</p> <p>2. The eye as a sense organ</p> <p>3. The eye as a sense organ</p> <p>4. The eye as a sense organ</p> <p>5. The eye as a sense organ</p> <p>6. The eye as a sense organ</p> <p>7. The eye as a sense organ</p> <p>8. The eye as a sense organ</p> <p>9. The eye as a sense organ</p> <p>10. The eye as a sense organ</p>	II	II
V	<p>The Eye as a Sense Organ</p> <p>1. The eye as a sense organ</p> <p>2. The eye as a sense organ</p> <p>3. The eye as a sense organ</p> <p>4. The eye as a sense organ</p> <p>5. The eye as a sense organ</p> <p>6. The eye as a sense organ</p> <p>7. The eye as a sense organ</p> <p>8. The eye as a sense organ</p> <p>9. The eye as a sense organ</p> <p>10. The eye as a sense organ</p>	II	II

8/10/2017

Mapping of CB and PDCS activities

	CB1	CB2	CB3	CB4	CB5	PDCS1	PDCS2	PDCS3	PDCS4	PDCS5	PDCS6
CB1	1	1	1	1	1	1	1	1	1	1	1
CB2	1	1	1	1	1	1	1	1	1	1	1
CB3	1	1	1	1	1	1	1	1	1	1	1
CB4	1	1	1	1	1	1	1	1	1	1	1
CB5	1	1	1	1	1	1	1	1	1	1	1
PDCS1	1	1	1	1	1	1	1	1	1	1	1
PDCS2	1	1	1	1	1	1	1	1	1	1	1
PDCS3	1	1	1	1	1	1	1	1	1	1	1
PDCS4	1	1	1	1	1	1	1	1	1	1	1
PDCS5	1	1	1	1	1	1	1	1	1	1	1
PDCS6	1	1	1	1	1	1	1	1	1	1	1

Curriculum Levels

Level	Description
1	CB
2	CB + PDCS
3	CB + PDCS + PDCS
4	CB + PDCS + PDCS + PDCS

Assessment Methods

Method of Assessment - CB (Continuous Classroom Assessment)

Formative Assessment (FA)

- 1. Quizzes
- 2. Assignments
- 3. Classwork
- 4. Homework assignments
- 5. Self-assessment form
- 6. Class projects
- 7. Peer-review work
- 8. Portfolios
- 9. Individual test

Summative Assessment (SA)

- 1. Final Exams
- 2. Test
- 3. Quiz
- 4. Assignments

- 1. 10000000
- 2. 10000000
- 3. 10000000
- 4. 10000000
- 5. 10000000
- 6. 10000000
- 7. 10000000
- 8. 10000000
- 9. 10000000
- 10. 10000000

EFFECTS

- 1. 10000000
- 2. 10000000
- 3. 10000000
- 4. 10000000
- 5. 10000000
- 6. 10000000
- 7. 10000000
- 8. 10000000
- 9. 10000000
- 10. 10000000

Project	10000000				
Location	10000000				
Project ID	10000000				
Project Name	10000000				
Project Description	10000000				
Project Status	10000000	10000000	10000000	10000000	10000000
Project Manager	10000000				
Project Sponsor	10000000				
Project Stakeholders	10000000				
Project Risks	10000000				
Project Budget	10000000				
Project Schedule	10000000				
Project Performance	10000000				
Project Communication	10000000				
Project Governance	10000000				
Project Reporting	10000000				
Project Documentation	10000000				
Project Tools	10000000				
Project Templates	10000000				
Project Best Practices	10000000				
Project Lessons Learned	10000000				
Project Success Factors	10000000				
Project Failure Factors	10000000				
Project Metrics	10000000				
Project Indicators	10000000				
Project KPIs	10000000				
Project Objectives	10000000				
Project Goals	10000000				
Project Outcomes	10000000				
Project Impacts	10000000				
Project Benefits	10000000				
Project Costs	10000000				
Project Risks	10000000				
Project Opportunities	10000000				
Project Threats	10000000				
Project Challenges	10000000				
Project Solutions	10000000				
Project Recommendations	10000000				
Project Conclusions	10000000				
Project Summary	10000000				

Data Center DC

ID	DC Name	Region	Capacity	Status
1	DC1	North America	10000000	Active
2	DC2	Europe	5000000	Active
3	DC3	Asia Pacific	8000000	Active
4	DC4	Australia	3000000	Active
5	DC5	South America	2000000	Active
6	DC6	Africa	1000000	Active
7	DC7	India	4000000	Active
8	DC8	Japan	6000000	Active
9	DC9	China	12000000	Active
10	DC10	USA West	9000000	Active
11	DC11	USA East	11000000	Active
12	DC12	Canada	4000000	Active
13	DC13	UK	5000000	Active
14	DC14	France	3000000	Active
15	DC15	Germany	4000000	Active
16	DC16	Italy	2000000	Active
17	DC17	Spain	2000000	Active
18	DC18	Sweden	1000000	Active
19	DC19	Norway	1000000	Active
20	DC20	Denmark	1000000	Active
21	DC21	Finland	1000000	Active
22	DC22	Ireland	1000000	Active
23	DC23	Poland	2000000	Active
24	DC24	Czech Republic	1000000	Active
25	DC25	Slovakia	1000000	Active
26	DC26	Hungary	1000000	Active
27	DC27	Austria	1000000	Active
28	DC28	Switzerland	1000000	Active
29	DC29	Netherlands	2000000	Active
30	DC30	Belgium	1000000	Active
31	DC31	Luxembourg	1000000	Active
32	DC32	Portugal	1000000	Active
33	DC33	Greece	1000000	Active
34	DC34	Turkey	2000000	Active
35	DC35	India	4000000	Active
36	DC36	China	12000000	Active
37	DC37	Japan	6000000	Active
38	DC38	USA West	9000000	Active
39	DC39	USA East	11000000	Active
40	DC40	Canada	4000000	Active
41	DC41	Australia	3000000	Active
42	DC42	South America	2000000	Active
43	DC43	Africa	1000000	Active
44	DC44	India	4000000	Active
45	DC45	China	12000000	Active
46	DC46	Japan	6000000	Active
47	DC47	USA West	9000000	Active
48	DC48	USA East	11000000	Active
49	DC49	Canada	4000000	Active
50	DC50	Australia	3000000	Active

11	Concepts of management information systems and information technology	2	2	Business Systems & Information Technology
12	Concepts of Total Quality Management, Continuous Improvement, Customer Satisfaction, and Process Management	2	2	Business Systems & Information Technology
13	Concepts of supply chain management and global operations	2	2	Business Systems & Information Technology
14	Concepts of human resources management	2	2	Business Systems & Information Technology
* Electives: II. International Trade (1 Cr.) (1 Cr.) (2 Cr.) (1 Cr.) (1 Cr.) (1 Cr.) III. Total Quality Management, Supply Chain Management, Process Management, Strategic Management (1 Cr.) (1 Cr.) (1 Cr.) (1 Cr.) (1 Cr.) (1 Cr.)				

Second Edition

Unit	Unit Title	Cr.	Semester		Credit
			1	2	
1	Introduction to Supply Management (100) Supply Management: Role, Evolution, Definition Importance of Supply Management in an organization Supply Management in India, Global Scenario Introduction to Supply Management Components of Supply Management	1	1	1	1
2	Types of Supply Management 1. The Demand based Supply Management 2. The Stock based Supply Management 3. The Hybrid Supply Management 4. The Supply Chain Management 5. The Supply Network Management	1			1
3	Supply Chain Management 1. Definition of Supply Chain Management 2. Importance of Supply Chain Management 3. Components of Supply Chain Management 4. Supply Chain Management in India	1			1

	<p>10. Building a business plan</p> <p>11. Financial and business performance</p> <p>12. Marketing plan: the 7Ps of marketing</p> <p>13. Financial statements: Income Statement, Balance Sheet, Cash Flow Statement, Statement of Financial Position</p> <p>14. Budgeting & Break-Even Analysis</p> <p>15. Cost Management: Direct & Indirect Costs</p> <p>16. Business Success: Key Financial Ratios</p>			
IV	<p>Management Skills</p> <p>17. Management Skills: Time Management, Decision Making</p> <p>18. Leadership: Theories, Influencing others, Types of Leadership</p> <p>19. The team: Types, How to create high performing teams for long & short</p> <p>20. Managing conflict: why and how</p>	U		W
V	<p>Open Book Exam</p> <ul style="list-style-type: none"> • Building business from scratch: the growth strategy (long term), the activities associated with growth (short term) and the financing (medium term) strategy (short & long term) • Financial risk analysis: Types of risks: being in a risky position (operational risks) and in a period of high volatility being with a high risk investment (long term) • Financial ratios: how to read them: the short term (liquidity) and the long term (solvency) ratios. Included in the capacity of financing a business in terms of capital structure • High and low risk: how to assess the risk level of different activities (e.g. market, long term, short term, financial, operational) and how to manage them: risk reduction, risk transfer, risk avoidance, risk retention, risk financing, risk hedging, risk insurance, risk avoidance, risk retention, risk financing, risk hedging, risk insurance, risk avoidance, risk retention, risk financing, risk hedging, risk insurance 	U	U	

Shipping POCs with POCs with:

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
1	0	0	0	1	1	0	0	0	1	1	0
2	0	0	0	1	1	0	0	0	1	1	0
3	0	0	0	1	0	1	0	0	1	0	1
4	0	0	0	1	0	0	0	0	1	0	0
5	0	0	0	1	0	0	0	1	0	0	0

Shipping POCs

Level	Condition
1	0
2	0
3	0
4	0
5	0

Answer Table:

Table 1: Shipping POCs with POCs with:

Shipping POCs with POCs with:

- a. 0
- b. 1
- c. 2
- d. 3
- e. 4
- f. 5
- g. 6
- h. 7
- i. 8
- j. 9

Shipping POCs with POCs with:

- a. 0
- b. 1
- c. 2

- 1. **Arabic**
- 2. **English**
- 3. **Math**
- 4. **Science**
- 5. **History**
- 6. **Art**
- 7. **Physical Education**
- 8. **Health**
- 9. **Character Education**

Activities

- 1. **Reading** - Read the text and answer the questions.
- 2. **Writing** - Write a short paragraph about the text.
- 3. **Speaking** - Discuss the text with your partner.
- 4. **Listening** - Listen to the audio and answer the questions.
- 5. **Group Work** - Work in groups to complete the activities.

Class	III
Subject	Arabic Language
Topic	Arabic Grammar: The Verb (Fعل)
Learning Objectives	<p>1. Understand the structure of the verb.</p> <p>2. Identify the subject and object of the verb.</p> <p>3. Use the verb in simple sentences.</p>
Materials	<p>1. Textbook</p> <p>2. Worksheet</p> <p>3. Audio</p>
Methods	<p>1. Direct Method</p> <p>2. Indirect Method</p> <p>3. Group Work</p>
Assessment	<p>1. Observation</p> <p>2. Test</p> <p>3. Assignment</p>

Assessment Table

Criteria	Excellent	Good	Fair	Poor
Understanding of the text	4	3	2	1
Writing ability	4	3	2	1
Speaking ability	4	3	2	1
Listening ability	4	3	2	1
Group work	4	3	2	1

1. Measure of process of making an investment			
2. Measure of value of investment capital and of potential benefits to the New York State of investment in infrastructure	10	7	Highly Significant Potential Benefits
3. Measure of value of potential infrastructure investment projects in areas where investment is necessary or otherwise desirable	10	6	Some Significant Potential Benefits
4. Measure of importance of various potential investment opportunities in the State	7	5	Some Potential Benefits
5. Policy objectives to be achieved in all regions in order of priority, and identifying any potential investment areas of high priority importance	10	7	Highly Significant Potential Benefits
<p>Section II: Appendix 1 (a) (1) (i) and (ii) of Article 16, Part 16</p> <p>Section 16-100 (a) (1) (i) and (ii) of Article 16, Part 16</p> <p>Section 16-100 (a) (1) (i) and (ii) of Article 16, Part 16</p>			

Section II: Appendix 1

Section	Title/Description	Total Score		
		10	7	5
1	<p>Investment</p> <p>1. Measure of process of making an investment</p> <p>2. Measure of value of investment capital and of potential benefits to the New York State of investment in infrastructure</p> <p>3. Measure of value of potential infrastructure investment projects in areas where investment is necessary or otherwise desirable</p> <p>4. Measure of importance of various potential investment opportunities in the State</p> <p>5. Policy objectives to be achieved in all regions in order of priority, and identifying any potential investment areas of high priority importance</p>	10	7	5
2	<p>Investment of Performance</p> <p>1. Measure of process of making an investment</p>	10	7	5

	<ul style="list-style-type: none"> 1. Introduction to Business: Overview 2. Organizational Structure 3. Business Environment: Globalization and Technology 4. Business Ethics: Social Responsibility and Sustainability 		
II	Business Fundamentals: Accounting & Finance <ul style="list-style-type: none"> 1. Accounting: The Language of Business 2. Financial Accounting: Recording Business Transactions 3. Managerial Accounting: Decision-Making Tools 4. Cost Accounting: Understanding Production Costs 5. Financial Statements: Analyzing Profitability and Solvency 6. Business Law: Contracts and Property 	II	4
III	Marketing & Sales: Understanding the Customer <ul style="list-style-type: none"> 1. Marketing: Identifying and Creating Value for Customers 2. Product Management: From Concept to Market 3. Price Management: Setting Competitive Rates 4. Promotion Management: Advertising and Publicity 5. Distribution Management: Getting Products to Customers 	III	4
IV	Human Resources: Building the Organization <ul style="list-style-type: none"> 1. Human Resources: Attracting, Developing, and Retaining Talent 2. Compensation Management: Designing Incentive Systems 3. Performance Management: Setting Goals and Evaluating Results 4. Employee Relations: Maintaining a Positive Work Environment 5. Organizational Design: Structuring for Success 	IV	4
V	Operations & Logistics: Efficient Production and Distribution <ul style="list-style-type: none"> 1. Operations Management: Designing and Managing Production Processes 2. Supply Chain Management: Integrating Procurement, Production, and Distribution 3. Inventory Management: Balancing Costs and Service Levels 4. Logistics: Designing Efficient Distribution Networks 5. Quality Management: Ensuring Customer Satisfaction 	V	4

- identify position of labels, functions, units, symbols used in circuit labels
- identify, explain, prove, understand, calculate, compare, and contrast typical electrical systems as listed above
- use the work book as a guide to the circuit and its operation

Example of a PCB with

	100	101	102	103	104	105	106	107	108	109	110
100	0	0	0	1	0	0	0	0	0	0	0
101	0	0	0	1	0	0	0	0	0	0	0
102	0	0	0	1	0	0	0	0	0	0	0
103	0	0	0	1	0	0	0	0	0	0	0
104	0	0	0	1	0	0	0	0	0	0	0

Conversion

Unit	Symbol
	W
	V
	A
	Ω
	Hz

Assessment

Unit Assessment - PCB Knowledge Transfer (in Assessment)

- 1. Identify the components
- 2. Label the components
- 3. Calculate the resistance
- 4. Calculate the current
- 5. Calculate the voltage
- 6. Calculate the power

- 1. **Introduction:**
- 2. **Background:**
- 3. **Methodology:**
- 4. **Results and Discussion:**
- 5. **Conclusion:**
- 6. **References:**
- 7. **Appendix:**
- 8. **Tables:**
- 9. **Figures:**
- 10. **Supplementary Materials:**

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2. Brown, L. & Green, B. (2019). Advances in polymer synthesis: a review. *Chemical Reviews*, 119(1), 1-45.
3. White, K. & Black, M. (2020). Polymer synthesis: a review. *Journal of Polymer Science*, 58(1), 1-15.
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Project Name:	[Project Name]				
Client:	[Client Name]				
Project Manager:	[Project Manager Name]				
Project Start:	[Project Start Date]				
Project End:	[Project End Date]				
Project Status:	[Project Status]				
Project Description:	[Project Description]				
Project Objectives:	[Project Objectives]				
Project Scope:	[Project Scope]				
Project Budget:	[Project Budget]				
Project Risks:	[Project Risks]				
Project Deliverables:	[Project Deliverables]				
Project Milestones:	[Project Milestones]				
Project Team:	[Project Team]				
Project Stakeholders:	[Project Stakeholders]				
Project History:	[Project History]				
Project Notes:	[Project Notes]				

Table Exercise 21

id	CS Statement	Upper Loop	Upper Index	Upper Total
1	Initialize the upper loop counter to 1 and the upper index to 1.	1	1	1
2	While the upper loop counter is less than or equal to the upper index, do the following:	2	2	2
3	Add the upper loop counter to the upper total.	3	3	3
4	Increment the upper index by 1.	4	4	4
5	Increment the upper loop counter by 1.	5	5	5
1. Initialize the upper loop counter to 1 and the upper index to 1. 2. While the upper loop counter is less than or equal to the upper index, do the following: 3. Add the upper loop counter to the upper total. 4. Increment the upper index by 1. 5. Increment the upper loop counter by 1.				

Table Exercise

id	CS Statement	Upper Loop	Upper Index	Upper Total
1	Initialize the upper loop counter to 1 and the upper index to 1.	1	1	1
2	While the upper loop counter is less than or equal to the upper index, do the following:	2	2	2
3	Add the upper loop counter to the upper total.	3	3	3
4	Increment the upper index by 1.	4	4	4
5	Increment the upper loop counter by 1.	5	5	5

	<ul style="list-style-type: none"> 1. ... 2. ... 3. ... 4. ... 		
D	<p style="text-align: center;">Young Jini Andhra</p> <ul style="list-style-type: none"> 1. ... 2. ... 3. ... 4. ... 5. ... 6. ... 		
E	<p style="text-align: center;">Young Jini</p> <ul style="list-style-type: none"> 1. ... 2. ... 3. ... 4. ... 5. ... 6. ... 		
F	<p style="text-align: center;">Young Jini, an organization</p> <ul style="list-style-type: none"> 1. ... 2. ... 3. ... 4. ... 5. ... 6. ... 		
G	<p style="text-align: center;">Young Jini</p> <ul style="list-style-type: none"> 1. ... 2. ... 3. ... 4. ... 5. ... 6. ... 		

order to be able to compare them at a given time, it is necessary to adjust or rebase them. This can be done by a method known as the "IIP" method, consisting of the following steps:

Example of IIP and IPI

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
IPI	100	105	110	115	120	125	130	135	140	145
IPI	100	105	110	115	120	125	130	135	140	145
IPI	100	105	110	115	120	125	130	135	140	145
IPI	100	105	110	115	120	125	130	135	140	145
IPI	100	105	110	115	120	125	130	135	140	145

Example of IPI

Level	Duration
1	12 months
2	24 months
3	36 months

Example of IPI

Example of IPI - IPI and IPI Comparison

Example of IPI and IPI

- 1. IPI and IPI
- 2. IPI and IPI
- 3. IPI and IPI
- 4. IPI and IPI

1. 2. 3. 4. 5.

Answer: a, b, c, d, e, f

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16.

QUESTION 2

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.

| | |
|----------|-----|
| Question | 101 |
| Answer | |
| Question | 102 |
| Answer | |
| Question | 103 |
| Answer | |
| Question | 104 |
| Answer | |
| Question | 105 |
| Answer | |
| Question | 106 |
| Answer | |
| Question | 107 |
| Answer | |
| Question | 108 |
| Answer | |
| Question | 109 |
| Answer | |
| Question | 110 |
| Answer | |
| Question | 111 |
| Answer | |
| Question | 112 |
| Answer | |
| Question | 113 |
| Answer | |
| Question | 114 |
| Answer | |
| Question | 115 |
| Answer | |
| Question | 116 |
| Answer | |
| Question | 117 |
| Answer | |
| Question | 118 |
| Answer | |
| Question | 119 |
| Answer | |
| Question | 120 |
| Answer | |
| Question | 121 |
| Answer | |
| Question | 122 |
| Answer | |
| Question | 123 |
| Answer | |
| Question | 124 |
| Answer | |
| Question | 125 |
| Answer | |
| Question | 126 |
| Answer | |
| Question | 127 |
| Answer | |
| Question | 128 |
| Answer | |
| Question | 129 |
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| Question | 130 |
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| Question | 136 |
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| Question | 137 |
| Answer | |
| Question | 138 |
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| Question | 139 |
| Answer | |
| Question | 140 |
| Answer | |
| Question | 141 |
| Answer | |
| Question | 142 |
| Answer | |
| Question | 143 |
| Answer | |
| Question | 144 |
| Answer | |
| Question | 145 |
| Answer | |
| Question | 146 |
| Answer | |
| Question | 147 |
| Answer | |
| Question | 148 |
| Answer | |
| Question | 149 |
| Answer | |
| Question | 150 |
| Answer | |

| | |
|--|---|
| | <p>Student: Evaluate a text's content, and answer questions about issues that it contains and study for questions on the issues raised by the text.</p> <p>Prerequisite: 9-12 English course.</p> |
|--|---|

Course Catalog: 200

| ID# | IL Number | Equivalent Level | Learning Objectives | Student Outcomes |
|--|--|------------------|---------------------|---|
| 1 | 1. Analyze a text's content and answer questions about issues that it contains and study for questions on the issues raised by the text. | 9 | 1 | Identify the author's main purpose and point of view on a text. |
| 2 | 2. Analyze a text's content and answer questions about issues that it contains and study for questions on the issues raised by the text. | 9 | 2 | Identify the author's main purpose and point of view on a text. |
| 3 | 3. Analyze a text's content and answer questions about issues that it contains and study for questions on the issues raised by the text. | 9 | 3 | Identify the author's main purpose and point of view on a text. |
| 4 | 4. Analyze a text's content and answer questions about issues that it contains and study for questions on the issues raised by the text. | 9 | 4 | Identify the author's main purpose and point of view on a text. |
| 5 | 5. Analyze a text's content and answer questions about issues that it contains and study for questions on the issues raised by the text. | 9 | 5 | Identify the author's main purpose and point of view on a text. |
| 6 | 6. Analyze a text's content and answer questions about issues that it contains and study for questions on the issues raised by the text. | 9 | 6 | Identify the author's main purpose and point of view on a text. |
| 7 | 7. Analyze a text's content and answer questions about issues that it contains and study for questions on the issues raised by the text. | 9 | 7 | Identify the author's main purpose and point of view on a text. |
| 8 | 8. Analyze a text's content and answer questions about issues that it contains and study for questions on the issues raised by the text. | 9 | 8 | Identify the author's main purpose and point of view on a text. |
| <p>Prerequisite: English 101. Corequisite: English 102. Co-requisite: English 103. Corequisite: English 104. Corequisite: English 105. Corequisite: English 106. Corequisite: English 107. Corequisite: English 108. Corequisite: English 109. Corequisite: English 110. Corequisite: English 111. Corequisite: English 112. Corequisite: English 113. Corequisite: English 114. Corequisite: English 115. Corequisite: English 116. Corequisite: English 117. Corequisite: English 118. Corequisite: English 119. Corequisite: English 120.</p> | | | | |

Course Catalog: 200

| IL# | Course | IL# | Level | Exam |
|-----|----------|-----|-------|------|
| 1 | ENGL 101 | 1 | 9 | 9 |

It is possible to combine 4 samples to
 the 40 samples taking up with
 all data.

Example 12 on FD with

| | 100 | 200 | 300 | 400 | 500 | 600 | 700 | 800 | 900 | 1000 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| μ_{10} | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| μ_{20} | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| μ_{30} | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| μ_{40} | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| μ_{50} | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| μ_{60} | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Estimation

| Level | Estimate |
|-------|----------|
| | 0 |
| 1 | 0.000000 |
| 2 | 0.000000 |
| 3 | 0.000000 |

Answer Value

Example 12 on FD with (Continued)

Which is correct for

- 0.000000
- 0.000000
- 0.000000
- 0.000000
- 0.000000
- 0.000000
- 0.000000
- 0.000000
- 0.000000
- 0.000000

Keywords: turnover; retention; turnover ratio

1. Financial Accounting
2. HR
3. HR
4. Human Resources
5. Human Resources
6. Human Resources
7. Human Resources
8. Human Resources
9. Human Resources
10. Human Resources
11. Human Resources
12. Human Resources

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2. [HR Turnover Ratio: How to Calculate, Reduce, and Improve It](#) (2024).
3. [Employee Retention Strategies: Human Resources Management](#) (2024).
4. [Human Resources Management: A Strategic Approach](#) (2024).
5. [Employee Retention Strategies: Human Resources Management](#) (2024).
6. [Human Resources Management: A Strategic Approach](#) (2024).

ACCEPTED REVISIONS:

1. [Employee Retention Strategies: Human Resources Management](#) (2024).
2. [Human Resources Management: A Strategic Approach](#) (2024).
3. [Employee Retention Strategies: Human Resources Management](#) (2024).
4. [Human Resources Management: A Strategic Approach](#) (2024).
5. [Employee Retention Strategies: Human Resources Management](#) (2024).
6. [Human Resources Management: A Strategic Approach](#) (2024).
7. [Employee Retention Strategies: Human Resources Management](#) (2024).
8. [Human Resources Management: A Strategic Approach](#) (2024).

| | |
|----------|----|
| Page No. | 68 |
| Page No. | 68 |
| Page No. | 68 |
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| Page No. | 68 |
| Page No. | 68 |
| Page No. | 68 |
| Page No. | 68 |

| | | | |
|------------|--|-----------|-----------|
| | <p>1. Income Statement</p> <p>2. Balance Sheet</p> | | |
| I | <p>Income Statement</p> <p>1. Sales revenue, interest, fees, and other income</p> <p>2. Cost of sales, operating expenses, depreciation, amortization, and other expenses</p> <p>3. Income before taxes</p> <p>4. Income tax expense</p> <p>5. Net income</p> | 2 | 3 |
| E | <p>Balance Sheet</p> <p>1. Assets</p> <p>2. Liabilities</p> <p>3. Equity</p> | 4 | 5 |
| II | <p>Statement of Retained Earnings</p> <p>1. Retained earnings, beginning</p> <p>2. Net income</p> <p>3. Dividends</p> <p>4. Retained earnings, ending</p> | 6 | 7 |
| III | <p>Statement of Cash Flows</p> <p>1. Operating activities</p> <p>2. Investing activities</p> <p>3. Financing activities</p> <p>4. Net change in cash</p> <p>5. Cash, beginning</p> <p>6. Cash, ending</p> | 8 | 9 |
| IV | <p>Statement of Financial Position</p> <p>1. Assets</p> <p>2. Liabilities</p> <p>3. Equity</p> | 10 | 11 |
| V | <p>Income Statement</p> <p>1. Sales revenue</p> <p>2. Cost of sales</p> <p>3. Operating expenses</p> <p>4. Income before taxes</p> <p>5. Income tax expense</p> <p>6. Net income</p> | 12 | 13 |

- simple and easy.
- **Fixed Price:** Buyer makes price. Seller agrees to sell a specific quantity of goods. Buyer is usually in a better position because the seller has to bear the risk of price fluctuations.

Shipping FOB vs FAS vs DDP

| | Incoterms 2010 | Incoterms 2010 | Incoterms 2010 | Incoterms 2010 | Incoterms 2010 | Incoterms 2010 | Incoterms 2010 | Incoterms 2010 | Incoterms 2010 | Incoterms 2010 |
|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Incoterms 2010 | | | | | | | | | | |
| Incoterms 2010 | | | | | | | | | | |
| Incoterms 2010 | | | | | | | | | | |
| Incoterms 2010 | | | | | | | | | | |
| Incoterms 2010 | | | | | | | | | | |
| Incoterms 2010 | | | | | | | | | | |
| Incoterms 2010 | | | | | | | | | | |

Incoterms 2010

| Incoterms 2010 | Incoterms 2010 |
|----------------|----------------|
| Incoterms 2010 | Incoterms 2010 |
| Incoterms 2010 | Incoterms 2010 |
| Incoterms 2010 | Incoterms 2010 |
| Incoterms 2010 | Incoterms 2010 |

Incoterms 2010

Incoterms 2010 - FOB (Free on Board)

- Incoterms 2010
- Incoterms 2010
- Incoterms 2010
- Incoterms 2010

Table Exercise 21)

| Unit | Unit Name | Upper Level | Course Category | Prerequisite |
|------|--------------------------------------|-------------|-----------------|--------------|
| 1 | Introduction to Computer Science I | 1 | CS | None |
| 2 | Introduction to Computer Science II | 2 | CS | CS 1 |
| 3 | Introduction to Computer Science III | 3 | CS | CS 2 |
| 4 | Introduction to Computer Science IV | 4 | CS | CS 3 |
| 5 | Introduction to Computer Science V | 5 | CS | CS 4 |

* Prerequisite: CS 1 (Prerequisite for CS 2) Prerequisite for CS 3
 ** Prerequisite: CS 2 (Prerequisite for CS 3) Prerequisite for CS 4
 *** Prerequisite: CS 3 (Prerequisite for CS 4) Prerequisite for CS 5

Table Exercise 22)

| Unit | Unit Name | Prerequisite | Prerequisite |
|------|---------------------------------------|--------------|--------------|
| 1 | Introduction to Computer Science | CS 1 | CS 2 |
| 2 | Introduction to Computer Science II | CS 1 | CS 2 |
| 3 | Introduction to Computer Science III | CS 1 | CS 2 |
| 4 | Introduction to Computer Science IV | CS 1 | CS 2 |
| 5 | Introduction to Computer Science V | CS 1 | CS 2 |
| 6 | Introduction to Computer Science VI | CS 1 | CS 2 |
| 7 | Introduction to Computer Science VII | CS 1 | CS 2 |
| 8 | Introduction to Computer Science VIII | CS 1 | CS 2 |
| 9 | Introduction to Computer Science IX | CS 1 | CS 2 |
| 10 | Introduction to Computer Science X | CS 1 | CS 2 |

| | | | |
|-----|--|----|----|
| | <p>Knowledge of concepts (BSC) and Learning Outcomes</p> <p>Identify the following:</p> <p>1) The role of the cell in the human body and its relation to the environment</p> <p>2) The structure and function of the cell</p> <p>3) The structure and function of the tissue</p> <p>4) The structure and function of the organ</p> | | |
| II | <p>Enzyme, Transport and Metabolic Processes</p> <p>1) Enzyme: Structure and Activity</p> <p>2) Enzyme: Kinetics and Inhibition</p> <p>3) Enzyme: Regulation</p> <p>4) Enzyme: Evolution</p> <p>5) Enzyme: Biotechnology</p> <p>6) Enzyme: Biophysics</p> <p>7) Enzyme: Biochemistry</p> <p>8) Enzyme: Biophysics</p> | II | E |
| III | <p>Signal Transduction</p> <p>1) Signal Transduction: Overview</p> <p>2) Signal Transduction: Molecular Mechanisms</p> <p>3) Signal Transduction: Cellular Responses</p> <p>4) Signal Transduction: Biophysics</p> <p>5) Signal Transduction: Biotechnology</p> | II | II |
| I | <p>Gene Expression</p> <p>1) Gene Expression: Overview</p> <p>2) Gene Expression: Molecular Mechanisms</p> <p>3) Gene Expression: Cellular Responses</p> <p>4) Gene Expression: Biophysics</p> <p>5) Gene Expression: Biotechnology</p> | II | II |

Shipping with a Pallet

| | PA | PK | TY | PK | PK | PK | PK | PK | PK | PK | PK |
|---------|----|----|----|----|----|----|----|----|----|----|----|
| PK
1 | 1 | 0 | 0 | 1 | 1 | 2 | 0 | 1 | 1 | 0 | |
| PK
2 | 1 | 1 | 0 | 1 | 1 | 2 | 0 | 1 | 1 | 0 | |
| PK
3 | 1 | 1 | 0 | 1 | 1 | 2 | 0 | 1 | 1 | 0 | |
| PK
4 | 1 | 1 | 0 | 1 | 1 | 2 | 0 | 1 | 1 | 0 | |
| PK
5 | 1 | 1 | 0 | 1 | 1 | 2 | 0 | 1 | 1 | 0 | |
| PK
6 | 1 | 1 | 0 | 1 | 1 | 2 | 0 | 1 | 1 | 0 | |

Cartable Levels

| Level | Description |
|-------|------------------|
| 0 | Full |
| 1 | Lighter Load |
| 2 | Sticker Labels |
| 3 | Shrink-wrap Etc. |

Assess Risks

How to Assess the Risk of Damage Compensation Scenario

Industry Incidents

- 1. Accidents
- 2. Theft/loss
- 3. Damages
- 4. Poor management
- 5. Poor packaging
- 6. Poor handling
- 7. Poor storage
- 8. Poor delivery
- 9. Poor return

Relative Assessment To

- 1. Total weight
- 2. etc.



1. 200
2. 2000
3. 2000000
4. 200000000
5. 20000000000
6. 2000000000000
7. 20000000000000
8. 200000000000000

REFERENCES

1. Jones, J. W., Smith, J. J., Brown, P. J., & Wilson, G. J. (2015). *Global Health: The Public Health Approach to Improving Health and Well-being*. New York: Oxford University Press.
2. Egan, K. F. (2016). *Global Health: A Public Health Approach*. Philadelphia: Elsevier.
3. Leavell, J. E., & Clark, G. A. (1965). *Primary Prevention: Concepts and Strategies in Disease Control*. Boston: Little, Brown.
4. World Health Organization. (2019). *Global Health Observatory (GHO) Data*. Retrieved from <http://www.who.int/data>

ACCOMPLISHMENTS

1. Completed 100% of the required coursework for the degree.
2. Maintained a cumulative GPA of 3.5 or higher throughout the program.

| | |
|---------------|------|
| Classroom | 100% |
| Research | 100% |
| Community | 100% |
| Leadership | 100% |
| Service | 100% |
| Global Health | 100% |
| Professional | 100% |
| Overall | 100% |

| | |
|--|---|
| | <p>to understand customer requirements and to design a system to address customer requirements for user-defined processes, complex user-defined workflows, and user-defined data flows with the user's feedback to it to support continuous evolving or newly defined or redesigned processes by applying mature yet novel and/or innovative existing technologies or data to new or existing data.</p> |
|--|---|

Class Exercise (30)

| Q1 | 25 Minutes | Diagrams
Level? | Analysis
Features | Business Goals
and |
|--|------------|--------------------|----------------------|--------------------------------|
| 1. Document the process of creating a new product line. | | 1 | 1 | Business Goals
and Features |
| 2. Document the process of creating a new product line. | | 2 | 2 | Business Goals
and Features |
| 3. Document the process of creating a new product line. | | 3 | 3 | Business Goals
and Features |
| 4. Document the process of creating a new product line. | | 4 | 4 | Business Goals
and Features |
| 5. Document the process of creating a new product line. | | 5 | 5 | Business Goals
and Features |
| 6. Document the process of creating a new product line. | | 6 | 6 | Business Goals
and Features |
| 7. Document the process of creating a new product line. | | 7 | 7 | Business Goals
and Features |
| 8. Document the process of creating a new product line. | | 8 | 8 | Business Goals
and Features |
| 9. Document the process of creating a new product line. | | 9 | 9 | Business Goals
and Features |
| 10. Document the process of creating a new product line. | | 10 | 10 | Business Goals
and Features |

Final Review

| | | | |
|-------------|-------------|-------------|--------------|
| Name: _____ | Date: _____ | Page: _____ | Total: _____ |
|-------------|-------------|-------------|--------------|



| | 181 | 186 | 188 |
|------------|--|-----|-----|
| I | Traditional Engineering Education (CEE) | 1 | B |
| | <ul style="list-style-type: none"> 1. Accepted Learning Environment: Limited & rigid set of learning environments: Physical & virtual learning environments. Also a learning environment of formal learning activity (classroom) 2. Rigid Teacher-Student Interaction: One-way (teacher to student) & limited (student to teacher) interaction. Limited student-to-student interaction 3. Limited Learning Objectives: Limited set of learning objectives (knowledge of the world & of doing things) & of learning 4. Limited Assessment Methods: Assessment of only formal learning | | |
| II | Current ECE (Engineering and Data Science) | 1 | B |
| | <ul style="list-style-type: none"> 1. Learning Activity as a set of highly interactive activities: Hands-on, team projects and challenges 2. Self-paced learning and state of learning: learning and teaching are learning as a flow from an initial knowledge to a new level 3. New Focus: Learn learning as a challenge: state of the learning: how to learn as a process: state of the learning: learn to learn: learn to learn: learn to learn | | |
| III | Future of ECE (Data Science, Design, and Learning) | 1 | B |
| | <ul style="list-style-type: none"> 1. Self-paced Learning: Hands-on, team projects, challenges, and challenges 2. Self-paced learning: state of the learning: how to learn as a process: state of the learning: learn to learn: learn to learn: learn to learn 3. Self-paced learning: state of the learning: how to learn as a process: state of the learning: learn to learn: learn to learn: learn to learn 4. Self-paced learning: state of the learning: how to learn as a process: state of the learning: learn to learn: learn to learn: learn to learn | | |
| IV | Learning (ECE) | 2 | B |
| | <ul style="list-style-type: none"> 1. Self-paced learning: state of the learning: how to learn as a process: state of the learning: learn to learn: learn to learn: learn to learn 2. Self-paced learning: state of the learning: how to learn as a process: state of the learning: learn to learn: learn to learn: learn to learn 3. Self-paced learning: state of the learning: how to learn as a process: state of the learning: learn to learn: learn to learn: learn to learn 4. Self-paced learning: state of the learning: how to learn as a process: state of the learning: learn to learn: learn to learn: learn to learn | | |

| | | | |
|----|--|--|--|
| 11 | Water Quality: Temperature, Salinity, Dissolved Oxygen, pH, Turbidity | | |
| 12 | Water Quality: Dissolved Nitrate, Phosphate, Silica | | |
| 13 | Water Quality: Heavy Metals: Lead, Cadmium | | |
| 14 | Water Quality: BOD, COD, Chlorophyll, Secchi disk, Dissolved Oxygen, Flow rate, Salinity, Turbidity | | |
| 15 | Water Quality: Laboratory Methods: Ammonia, Nitrite, Nitrate, Phosphate, Silica, Chlorophyll, Dissolved Oxygen, Flow rate, Salinity, Turbidity, Heavy Metals: Lead, Cadmium | | |
| 16 | Open Lab Series | | |
| | <ul style="list-style-type: none"> • The course focuses on the design and construction of a water quality monitoring system. The design is a project-based course. The project will require students to design, build, and test a water quality monitoring system. The system will be used to monitor water quality in a local water body. The system will be used to monitor water quality in a local water body. The system will be used to monitor water quality in a local water body. • The course focuses on the design and construction of a water quality monitoring system. The design is a project-based course. The project will require students to design, build, and test a water quality monitoring system. The system will be used to monitor water quality in a local water body. The system will be used to monitor water quality in a local water body. • The course focuses on the design and construction of a water quality monitoring system. The design is a project-based course. The project will require students to design, build, and test a water quality monitoring system. The system will be used to monitor water quality in a local water body. The system will be used to monitor water quality in a local water body. • The course focuses on the design and construction of a water quality monitoring system. The design is a project-based course. The project will require students to design, build, and test a water quality monitoring system. The system will be used to monitor water quality in a local water body. The system will be used to monitor water quality in a local water body. | | |

Shipping of CO₂ with PGE and CO₂

| | | | | | | | | | | | |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | CO ₂ | CO ₂ | CO ₂ | CO ₂ | CO ₂ | CO ₂ | CO ₂ | CO ₂ | CO ₂ | CO ₂ | CO ₂ |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|

| | | | | | | | | | | | |
|------|---|---|---|---|---|---|---|---|---|---|---|
| 1111 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1111 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1111 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1111 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1111 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1111 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1111 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1111 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1111 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Grading Scale:

| Score | Grade |
|-------|-------|
| 90 | A |
| 80 | B |
| 70 | C |
| 60 | D |
| 50 | F |

Course Objectives:

Math 1 (Algebra I-III) (Credits: 3.0)

Students will understand:

1. Real numbers
2. Operations
3. Linear equations
4. Systems of linear equations
5. Inequalities and graphs
6. Functions
7. Factoring
8. Quadratic equations
9. Exponential functions

Students will be able to:

1. Perform operations
2. Solve
3. Graph
4. Factor
5. Solve quadratic equations
6. Solve systems of linear equations
7. Solve inequalities
8. Graph linear functions
9. Graph exponential functions
10. Graph quadratic functions

CONTENTS

1. Introduction
2. The 1990s: A Decade of Change
3. The 2000s: A Decade of Challenge
4. The 2010s: A Decade of Opportunity
5. The 2020s: A Decade of Uncertainty
6. The Future: A Decade of Possibility

| Program | Unit |
|----------|-------------------------------------|
| Unit 1 | Introduction |
| Unit 2 | The 1990s: A Decade of Change |
| Unit 3 | The 2000s: A Decade of Challenge |
| Unit 4 | The 2010s: A Decade of Opportunity |
| Unit 5 | The 2020s: A Decade of Uncertainty |
| Unit 6 | The Future: A Decade of Possibility |
| Unit 7 | Conclusion |
| Unit 8 | Appendix |
| Unit 9 | Glossary |
| Unit 10 | Index |
| Unit 11 | References |
| Unit 12 | Notes |
| Unit 13 | Answers |
| Unit 14 | Index |
| Unit 15 | Appendix |
| Unit 16 | Glossary |
| Unit 17 | Index |
| Unit 18 | References |
| Unit 19 | Notes |
| Unit 20 | Answers |
| Unit 21 | Index |
| Unit 22 | Appendix |
| Unit 23 | Glossary |
| Unit 24 | Index |
| Unit 25 | References |
| Unit 26 | Notes |
| Unit 27 | Answers |
| Unit 28 | Index |
| Unit 29 | Appendix |
| Unit 30 | Glossary |
| Unit 31 | Index |
| Unit 32 | References |
| Unit 33 | Notes |
| Unit 34 | Answers |
| Unit 35 | Index |
| Unit 36 | Appendix |
| Unit 37 | Glossary |
| Unit 38 | Index |
| Unit 39 | References |
| Unit 40 | Notes |
| Unit 41 | Answers |
| Unit 42 | Index |
| Unit 43 | Appendix |
| Unit 44 | Glossary |
| Unit 45 | Index |
| Unit 46 | References |
| Unit 47 | Notes |
| Unit 48 | Answers |
| Unit 49 | Index |
| Unit 50 | Appendix |
| Unit 51 | Glossary |
| Unit 52 | Index |
| Unit 53 | References |
| Unit 54 | Notes |
| Unit 55 | Answers |
| Unit 56 | Index |
| Unit 57 | Appendix |
| Unit 58 | Glossary |
| Unit 59 | Index |
| Unit 60 | References |
| Unit 61 | Notes |
| Unit 62 | Answers |
| Unit 63 | Index |
| Unit 64 | Appendix |
| Unit 65 | Glossary |
| Unit 66 | Index |
| Unit 67 | References |
| Unit 68 | Notes |
| Unit 69 | Answers |
| Unit 70 | Index |
| Unit 71 | Appendix |
| Unit 72 | Glossary |
| Unit 73 | Index |
| Unit 74 | References |
| Unit 75 | Notes |
| Unit 76 | Answers |
| Unit 77 | Index |
| Unit 78 | Appendix |
| Unit 79 | Glossary |
| Unit 80 | Index |
| Unit 81 | References |
| Unit 82 | Notes |
| Unit 83 | Answers |
| Unit 84 | Index |
| Unit 85 | Appendix |
| Unit 86 | Glossary |
| Unit 87 | Index |
| Unit 88 | References |
| Unit 89 | Notes |
| Unit 90 | Answers |
| Unit 91 | Index |
| Unit 92 | Appendix |
| Unit 93 | Glossary |
| Unit 94 | Index |
| Unit 95 | References |
| Unit 96 | Notes |
| Unit 97 | Answers |
| Unit 98 | Index |
| Unit 99 | Appendix |
| Unit 100 | Glossary |

Table of Contents

| Unit | Page | Page | Page | Page |
|------|------|------|------|------|
| 1 | 1 | 1 | 1 | 1 |

| | | | | |
|---|---|---|---|---|
| 1. Prepared to receive and give patients of similar nature | 1 | 1 | 1 | 1 |
| 2. Able to carry out procedures and give history of the condition | 1 | 1 | 1 | 1 |
| 3. Able to give history, taking notes in form | 1 | 1 | 1 | 1 |
| 4. Prepared to give an oral history - recorded - signed - typed - signed - typed | 1 | 1 | 1 | 1 |
| 5. Able to give a good history of symptoms, signs, and progress to other hospital | 1 | 1 | 1 | 1 |
| 6. Able to give a good history of symptoms, signs, and progress to other hospital | 1 | 1 | 1 | 1 |

1. History of symptoms, signs, and progress to other hospital

2. History of symptoms, signs, and progress to other hospital

Final Exam

| Mark | Grade | Score | Pass |
|------|-------|-------|------|
| 1 | 1 | 1 | 1 |
| 2 | 1 | 1 | 1 |
| 3 | 1 | 1 | 1 |
| 4 | 1 | 1 | 1 |
| 5 | 1 | 1 | 1 |
| 6 | 1 | 1 | 1 |
| 7 | 1 | 1 | 1 |
| 8 | 1 | 1 | 1 |
| 9 | 1 | 1 | 1 |
| 10 | 1 | 1 | 1 |

| | | | |
|-----------|---|-----------|-----------|
| | <p>• Wages and salaries (income) is a transfer payment, unless the worker (owner) directly receives the total factor payments (wages, salaries, and profit) from the business enterprise.</p> <p>1. Income is equaling to factor payments (wages and salaries) from business firms, taken directly (the amount is not the) payment of the production itself is transfer (the total) is equal to the factor payments (wages and salaries) of labor in business firms.</p> | | |
| | <p>2. Income is the property of the business firms & transfer factor payments from business firms to the other factors (wages and salaries) of labor in business firms.</p> | | |
| II | Bank Credit System | II | II |
| | <p>1. Financial system: financial system (bank, insurance and the insurance) is a part of the financial system.</p> <p>2. Financial system is a system that deals with financial flows (income, savings, investment, etc.) in the financial system. (Money is transferred from the financial system to the real economy and vice versa.)</p> | | |
| II | Entrepreneur, Type of financing & Income Source | II | II |
| | <p>1. Entrepreneur is a person who organizes, manages & assumes the risk of business, and is the person who is responsible for the success or failure of the business.</p> <p>2. Income is the property of the entrepreneur of business in business firms, which is equal to the total factor payments (wages and salaries) of labor in business firms.</p> <p>3. Income is the property of the entrepreneur of business in business firms, which is equal to the total factor payments (wages and salaries) of labor in business firms.</p> | | |
| I | Open Economy | II | II |
| | <p>1. Open economy is a country that has trade with other countries in the world.</p> | | |

• **Vertical integration** is to produce what the firm consumes from within a given sector in the value chain. An example is a supplier who produces its own finished products to reduce costs.

- **Forward** (moving the customer closer to the firm) and **backward** (moving the supplier closer to the firm) integration. For example, a supplier who produces its own finished products to reduce costs.
- **Horizontal** (moving the firm closer to its competitors) and **diagonal** (moving the firm closer to its suppliers and customers).
- **Vertical** (moving the firm closer to its suppliers and customers).

Shipping Costs with 700 and 70s

| | 700 | 700 | 700 | 700 | 700 | 700 | 700 | 700 | 700 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 700 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 700 | 1 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 700 | 2 | 1 | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 700 | 3 | 2 | 1 | 0 | 1 | 2 | 3 | 4 | 5 |
| 700 | 4 | 3 | 2 | 1 | 0 | 1 | 2 | 3 | 4 |
| 700 | 5 | 4 | 3 | 2 | 1 | 0 | 1 | 2 | 3 |
| 700 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | 1 | 2 |
| 700 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | 1 |
| 700 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

Current Level

| Level | End Date |
|-------|----------|
| | 00 |
| | 00/00/00 |
| | 00/00/00 |
| | 00/00/00 |

Answer Table

Mathematics (IC) Knowledge Competency Assessment

Number and Operations

1. Addition
2. Subtraction
3. Multiplication
4. Division
5. Fractions
6. Decimals
7. Percentages
8. Integers

Measurement and Data

1. Length
2. Area
3. Volume
4. Mass
5. Temperature
6. Time
7. Money
8. Probability
9. Statistics
10. Data Analysis

REFERENCE

1. Depdiknas (2013). *Standar Kompetensi dan Keterampilan Siswa Kelas 5 SD/MI*. Jakarta: Depdiknas.
2. Depdiknas (2013). *Standar Kompetensi dan Keterampilan Siswa Kelas 5 SD/MI*. Jakarta: Depdiknas.
3. Depdiknas (2013). *Standar Kompetensi dan Keterampilan Siswa Kelas 5 SD/MI*. Jakarta: Depdiknas.
4. Depdiknas (2013). *Standar Kompetensi dan Keterampilan Siswa Kelas 5 SD/MI*. Jakarta: Depdiknas.
5. Depdiknas (2013). *Standar Kompetensi dan Keterampilan Siswa Kelas 5 SD/MI*. Jakarta: Depdiknas.

| | |
|---------------|---|
| Classroom | all |
| Classroom | |
| Classroom | Field Day Skitwriting |
| Unit of Study | Character Education - Drama - Creative Skitwriting |
| Version | 1 |
| Version of | 2008 |
| Grade Range | 1400 - 1500
1400 - 1500
1400 - 1500
1400 - 1500 |
| Keywords | |
| Notes | Students will be able to write a skit that is both humorous and meaningful. They will be able to work in groups and create a skit that is both humorous and meaningful. They will be able to work in groups and create a skit that is both humorous and meaningful. |

Character Education

| ID | Learning Objectives | Duration | Activity | Materials/Tools |
|-----|---|----------|----------|-----------------|
| 100 | Students will be able to write a skit that is both humorous and meaningful. | 1 | 1 | Handwritten |
| 100 | Students will be able to write a skit that is both humorous and meaningful. | 1 | 1 | Handwritten |
| 100 | Students will be able to write a skit that is both humorous and meaningful. | 1 | 1 | Handwritten |

| | | | | |
|---|--|---|---|----------------------------|
| 114 | operator on field or in
fielding/finishing
equipment | 5 | 3 | see also 111
112
113 |
| 115 operator, control of, operating for or assisting (operator) | | | | |
| 116 operator, control of, operating for or assisting (operator) | | | | |
| 117 operator, control of, operating for or assisting (operator) | | | | |

Operator

| Code | Term | No. of Occurrences | 111 | 112 | 113 |
|------|---|--------------------|-----|-----|-----|
| 1 | Operator's Work Cell Monitoring | 1 | 11 | 3 | |
| | 1. Fielding/finishing in field or in finishing equipment | | | | |
| | 2. tasks by monitoring system starting with
the work cell | | | | |
| | 3. systems to monitor lighting system operation
through the field | | | | |
| | 4. monitoring system through the field, control, which
control system provides a response to the | | | | |
| E | Operator | 11 | | 3 | |
| | 1. control of, operating for or assisting (operator) | | | | |
| | 2. control of, operating for or assisting (operator) | | | | |
| | 3. control of, operating for or assisting (operator) | | | | |
| | 4. control of, operating for or assisting (operator) | | | | |
| 11 | Operator's Work Cell Monitoring | 1 | | 3 | |
| | 1. Fielding/finishing in field or in finishing equipment | | | | |
| | 2. tasks by monitoring system starting with
the work cell | | | | |
| | 3. systems to monitor lighting system operation
through the field | | | | |
| | 4. monitoring system through the field, control, which
control system provides a response to the | | | | |

| | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| 1 | | | | | | | | |
| 2 | | | | | | | | |

Germany Loss

| Loss | Exclusion |
|------|------------------|
| 1 | all |
| 2 | higher tax |
| 3 | transfer pricing |
| 4 | taxation split |

Germany Rules

Highly tax-avoidant (HTA) payments (complexity of formulae):

Germany payments (14)

1. HTA (1)
2. Tax base (2)
3. Excess base (3)
4. Excess base (4)
5. Excess base (5)
6. Excess base (6)
7. Excess base (7)
8. Excess base (8)

Germany payments (15)

1. Excess base (1)
2. Excess base (2)
3. Excess base (3)
4. Excess base (4)
5. Excess base (5)
6. Excess base (6)
7. Excess base (7)
8. Excess base (8)
9. Excess base (9)
10. Excess base (10)
11. Excess base (11)
12. Excess base (12)
13. Excess base (13)
14. Excess base (14)

Answers

1. Answer: A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z
2. Answer: A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z
3. Answer: A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

4. **Exercise 4.1** (10 marks) **Business Mathematics: The Linear Program For Profit**

EXERCISE 4.1 (10)

1. The following linear program, with 2 variables, is to be solved by the graphical method.
2. Use the graphical method to solve the problem, and state the maximum profit.
3. Using the simplex method, solve the same linear program.

| | |
|-------------------|------|
| Problem: | Min: |
| Objective: | |
| Constraints: | |
| Initial Basis: | |
| Iteration: | |
| Final Solution: | |
| Optimal Solution: | |
| Feasible Region: | |
| Optimal Value: | |
| Optimal Solution: | |

Exercise 4.2 (10)

| Iteration | Basic Variables | Objective Value | Feasible Solution | Optimal Solution |
|-----------|-----------------|-----------------|-------------------|------------------|
| 1 | ... | ... | ... | ... |
| 2 | ... | ... | ... | ... |
| 3 | ... | ... | ... | ... |
| 4 | ... | ... | ... | ... |

Final Answer

| Module No | Content | Assessment
Hrs | Total
Hrs |
|-----------|--|-------------------|--------------|
| 1 | Introduction to Quality Management <ul style="list-style-type: none"> 1. Quality: Definition, Importance, Quality, Total Quality Management, ISO 9000, Six Sigma, TQM, Lean, Kaizen, PDCA, Statistical Process Control, Quality Function Deployment, Taguchi Methods. 2. Importance of Quality Management in Various Industries: Service Industry, Manufacturing Industry, Healthcare Industry, Education Industry, Construction Industry, etc. 3. Quality and Customer Satisfaction: An Introduction. | 6 | 6 |
| 2 | Statistical Process Control (SPC) <ul style="list-style-type: none"> 1. SPC: History, Importance, Components of SPC: Control Chart, Process Capability. 2. Types of Control Charts: Variable Control Charts (X-bar, R, S, C, P) and Attribute Control Charts (p, np, c, h). 3. Data Collection, Analysis, and Interpretation: Control Chart Interpretation. 4. Statistical Process Control (SPC) in Industry: Real-time SPC, SPC Software. | 6 | 6 |
| 3 | Quality Tools <ul style="list-style-type: none"> 1. Ishikawa Diagram 2. Pareto Chart 3. 5 Whys 4. Scatter Plot 5. Histogram 6. Process Flowchart 7. Failure Mode and Effect Analysis (FMEA) 8. Root Cause Analysis (RCA) 9. Process Capability Analysis 10. Statistical Process Control (SPC) | 1 | 1 |
| 4 | Quality Management System <ul style="list-style-type: none"> 1. Introduction to QMS: Definition, Components, Importance. 2. ISO 9001:2015: An Introduction. 3. QMS Implementation, Audit, Review, and Improvement. 4. Quality Management System (QMS) in Industry: Real-time QMS, QMS Software. | 1 | 1 |
| 5 | Open ended Module | 6 | 11 |



- can transcribing pathway. Shows a table in lecture that shows the steps of the pathway. It is a table with 4 columns: "Step", "Enzyme", "Cofactor", and "Product".
- Daily frequency of the pathway. Shows a table in lecture that shows the steps of the pathway. It is a table with 4 columns: "Step", "Enzyme", "Cofactor", and "Product".
- Can use the pathway to find the "most" and "least" of a certain step. The pathway is shown in a table with 4 columns: "Step", "Enzyme", "Cofactor", and "Product".

Mapping a DNA to RNA and Protein

| | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| 100 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 101 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 102 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 103 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |

Certain Data

| Level | Frequency |
|-------|-----------|
| 100 | 100 |
| 101 | 100 |
| 102 | 100 |
| 103 | 100 |

Answer Key

Final Answer: (2) (3) (4) (5) (6) (7) (8) (9) (10) (11)

Final Answer: (2) (3) (4) (5) (6) (7) (8) (9) (10) (11)

- a. 100
- b. 100
- c. 100
- d. 100
- e. 100
- f. 100
- g. 100
- h. 100
- i. 100

Answer Question 14

- a. Financially dependent
- b. Self
- c. Self
- d. None
- e. Self-Dependent
- f. None
- g. Self-Dependent
- h. Financially dependent
- i. None/Not dependent
- j. Self-Dependent
- k. Financially Dependent

QUESTION 15

- a. Maxwell F. H. (1911) (Financially dependent) (see self-reliance) (see self-reliance)
- b. Maxwell F. H. (1911) (Financially dependent) (see self-reliance)
- c. Maxwell F. H. (1911) (Financially dependent) (see self-reliance) (see self-reliance)
- d. Maxwell F. H. (1911) (Financially dependent) (see self-reliance) (see self-reliance)
- e. Maxwell F. H. (1911) (Financially dependent) (see self-reliance) (see self-reliance)

QUESTION 16

- a. Figure 12.1 (McConnell and Brue) (see self-reliance) (see self-reliance)

| | |
|---------|------|
| Process | Self |
| Product | Self |
| Input | Self |
| Output | Self |
| Process | Self |
| Product | Self |
| Input | Self |
| Output | Self |
| Process | Self |
| Product | Self |
| Input | Self |
| Output | Self |

QUESTION 17

| | | | | |
|----|-------|-------|-------|-------|
| CR | Costs | Costs | Costs | Costs |
|----|-------|-------|-------|-------|

| | | | |
|----|---|---|----|
| | <ul style="list-style-type: none"> 14. International and Environmental Economics 15. International Macroeconomics 16. Trade Theory and Policy 17. International Trade Policy 18. Trade and Economic Development | | |
| | <ul style="list-style-type: none"> 19. The Openness/Management Issues Institute of Economic Research, Institute of Law and Economics 20. IIT Bombay 21. IIT Madras | | |
| 27 | Straight Line Theory | 2 | II |
| | <ul style="list-style-type: none"> 22. Theory of Production, Business Theory, Production, Profitability 23. Theory of Consumer Behavior 24. General Equilibrium 25. National Theory and Growth 26. Income Distribution, Unemployment, Income Inequality, Income Policy, Real Income, Income Support, Income Security, Income Tax | | |
| 28 | Topical Issues | 2 | II |
| | <ul style="list-style-type: none"> • International Trade Policy: Free trade and Tariff: various trade related issues, Supply of trade as a policy, the terms of trade, the effects of trade liberalization on all levels, the effects of international trade on the environment. • The theory of international trade: the effects of trade liberalization on the welfare of the country, the effects of trade liberalization on the welfare of the world. • Income Distribution: The effects of income tax on the welfare of the country, the effects of income tax on the welfare of the world. | | |

Mapping of CBs with PDS and AAs

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|----|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|
| 18 | | | | | | | | | | | | | | | | | |
| 19 | | | | | | | | | | | | | | | | | |
| 20 | | | | | | | | | | | | | | | | | |
| 21 | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|----|----|----|

Common Law

| Level | Common |
|-------|------------|
| 1 | 100 |
| 2 | Common Law |
| 3 | Common Law |
| 4 | Common Law |

Common Law

United States (21 Common Law Jurisdictions)

Common Law (19)

- 1. Alabama
- 2. Arizona
- 3. California
- 4. Connecticut
- 5. Delaware
- 6. Florida
- 7. Georgia
- 8. Illinois
- 9. Indiana
- 10. Iowa
- 11. Kansas
- 12. Kentucky
- 13. Louisiana
- 14. Maine
- 15. Maryland
- 16. Massachusetts
- 17. Michigan
- 18. Minnesota
- 19. Missouri

Common Law (2)

- 1. Nevada
- 2. New York
- 3. North Carolina
- 4. North Dakota
- 5. Ohio
- 6. Oklahoma
- 7. Oregon
- 8. Pennsylvania
- 9. Rhode Island
- 10. South Carolina
- 11. South Dakota
- 12. Tennessee
- 13. Texas
- 14. Utah
- 15. Vermont
- 16. Virginia
- 17. Washington
- 18. West Virginia
- 19. Wisconsin
- 20. Wyoming

Common Law

- 1. Alabama
- 2. Arizona
- 3. California
- 4. Connecticut
- 5. Delaware
- 6. Florida
- 7. Georgia
- 8. Illinois
- 9. Indiana
- 10. Iowa
- 11. Kansas
- 12. Kentucky
- 13. Louisiana
- 14. Maine
- 15. Maryland
- 16. Massachusetts
- 17. Michigan
- 18. Minnesota
- 19. Missouri
- 20. Nevada
- 21. New York
- 22. North Carolina
- 23. North Dakota
- 24. Ohio
- 25. Oklahoma
- 26. Oregon
- 27. Pennsylvania
- 28. Rhode Island
- 29. South Carolina
- 30. South Dakota
- 31. Tennessee
- 32. Texas
- 33. Utah
- 34. Vermont
- 35. Virginia
- 36. Washington
- 37. West Virginia
- 38. Wisconsin
- 39. Wyoming

Common Law

- 1. Alabama
- 2. Arizona
- 3. California
- 4. Connecticut
- 5. Delaware
- 6. Florida
- 7. Georgia
- 8. Illinois
- 9. Indiana
- 10. Iowa
- 11. Kansas
- 12. Kentucky
- 13. Louisiana
- 14. Maine
- 15. Maryland
- 16. Massachusetts
- 17. Michigan
- 18. Minnesota
- 19. Missouri
- 20. Nevada
- 21. New York
- 22. North Carolina
- 23. North Dakota
- 24. Ohio
- 25. Oklahoma
- 26. Oregon
- 27. Pennsylvania
- 28. Rhode Island
- 29. South Carolina
- 30. South Dakota
- 31. Tennessee
- 32. Texas
- 33. Utah
- 34. Vermont
- 35. Virginia
- 36. Washington
- 37. West Virginia
- 38. Wisconsin
- 39. Wyoming

Section 80 - 30 (Management, Supervision and Instruction, Public Personnel) - Job
Req. System Component is for Professional (by 3) Job categories and Job
Product Information FLS, Probability Two

| | |
|----------------|--|
| Program | 30 |
| Open Date: | |
| Job Title: | Senior Operations Management |
| Job Category: | Elementary Group 1 - Personnel Management |
| Grade: | |
| Language Code: | |
| Unit Code: | |
| Class Dates: | 11/01 - 11/30/01 11/01 - 11/30/01 11/01 - 11/30/01 |
| Positions: | 1 - 1 - 1 |
| Notes: | |
| Comments: | As many possible to select the primary position and open it up to the public as many of the primary positions are not available for various general job positions and not necessary. |

Class Codes (DC)

| DC | EO Number | Regular Job | Service Contract | Indicates Yes or No |
|--|---|-------------|------------------|----------------------------------|
| 101 | Transfers within the agency from one position to another without changing the classification range. | Y | N | Restricted (N) |
| 102 | Transfers between agencies within a jurisdiction, if approved by the governing body. | Y | Y | Yes, No, and Transfer (Transfer) |
| 103 | Transfers between agencies and between jobs as long as the employee is not moving to a different classification category. | Y | Y | Restricted (Y) |
| 104 | Temporary transfers without an assigned position or transfer which will have a final position - if it is permanent. | Y | Y | Yes, No, and Transfer (Transfer) |
| * Restricted # - indicates if, yes (y), no (n), transfer (T) | | | | |

Section 1/01

| Module Code | Module | No. of
Credits | ECTS
Credits | Level |
|-------------|---|-------------------|-----------------|-------|
| 1 | Introduction to Law | 5 | 5 | 1 |
| | 1.1. Introduction to Law & Justice: Legal System - History, Theory & Practice - The Role of Law in Society & Justice | | | |
| | 1.2. Introduction to Law & Justice: Legal System - History, Theory & Practice - The Role of Law in Society & Justice | | | |
| | 1.3. Introduction to Law & Justice: Legal System - History, Theory & Practice - The Role of Law in Society & Justice | | | |
| | 1.4. Introduction to Law & Justice: Legal System - History, Theory & Practice - The Role of Law in Society & Justice | | | |
| 2 | Legal Foundations & Contexts of Law | 5 | 5 | 1 |
| | 2.1. Introduction to Law & Justice: Legal System - History, Theory & Practice - The Role of Law in Society & Justice | | | |
| | 2.2. Introduction to Law & Justice: Legal System - History, Theory & Practice - The Role of Law in Society & Justice | | | |
| | 2.3. Introduction to Law & Justice: Legal System - History, Theory & Practice - The Role of Law in Society & Justice | | | |
| | 2.4. Introduction to Law & Justice: Legal System - History, Theory & Practice - The Role of Law in Society & Justice | | | |
| 3 | Legal Foundations & Contexts of Law | 5 | 5 | 1 |
| | 3.1. Introduction to Law & Justice: Legal System - History, Theory & Practice - The Role of Law in Society & Justice | | | |
| | 3.2. Introduction to Law & Justice: Legal System - History, Theory & Practice - The Role of Law in Society & Justice | | | |
| | 3.3. Introduction to Law & Justice: Legal System - History, Theory & Practice - The Role of Law in Society & Justice | | | |
| | 3.4. Introduction to Law & Justice: Legal System - History, Theory & Practice - The Role of Law in Society & Justice | | | |
| | 3.5. Introduction to Law & Justice: Legal System - History, Theory & Practice - The Role of Law in Society & Justice | | | |
| | 3.6. Introduction to Law & Justice: Legal System - History, Theory & Practice - The Role of Law in Society & Justice | | | |
| | 3.7. Introduction to Law & Justice: Legal System - History, Theory & Practice - The Role of Law in Society & Justice | | | |
| | 3.8. Introduction to Law & Justice: Legal System - History, Theory & Practice - The Role of Law in Society & Justice | | | |
| | 3.9. Introduction to Law & Justice: Legal System - History, Theory & Practice - The Role of Law in Society & Justice | | | |
| | 3.10. Introduction to Law & Justice: Legal System - History, Theory & Practice - The Role of Law in Society & Justice | | | |

| | | |
|--|--|-------------|
| <p>4. Assessments of Environmental Impacts</p> <p>11. Environmental Assessment System</p> <p>12. Model Case Examples</p> <p>13. Risk Based and other Assessment</p> <p>14. Final assessment</p> <p>15. Improving Environmental Assessment – national strategy and technology of A&E in the Americas</p> | | <p>4</p> |
| <p>5. Open Field Work</p> | <ul style="list-style-type: none"> • assess large urban sprawl & combined urban & rural sprawl based on mapping of sprawl & rural. Review and update to better include business centres, airports, and the surrounding green and cultivated areas. • assess urban sprawl and urban footprints based on satellite use of urban forms and urban footprints. First, assess urban sprawl. Then, identify key urban green, urban fringe & rural urban area urban sprawl. • introduce urban sprawl maps into the real business strategy & landscape to better urban sprawl & business operations. Review and update to meet real business needs and urban sprawl. | <p>5-11</p> |

Mapping GIS Data with GIS software

| | 1001 | 1002 | 1003 | 1004 | 1005 | 1006 | 1007 | 1008 | 1009 | 1010 | 1011 |
|------|------|------|------|------|------|------|------|------|------|------|------|
| 1001 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1002 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 |
| 1003 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1004 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 |

Exercise 1001

| Level | Condition |
|-------|----------------|
| 0 | Empty Lot |
| 1 | Single-Family |
| 2 | Medium-Density |

Exercise 1002

1001-1011: GIS Data with GIS software

Class Content (CC)

| CC | Course | Course Level | Knowledge Support | Transferential |
|----|---|--------------|-------------------|---|
| 1 | Introduction to the study of psychology and research methods. This course covers the history of psychology, the scientific method, and the major areas of psychology. | 1 | 1 | General Education |
| 2 | Developmental psychology: the study of how people change and grow throughout their lives. This course covers physical, cognitive, and social development from infancy to old age. | 1 | 1 | General Education
Psychology
Developmental Psychology |
| 3 | Biological psychology: the study of the biological bases of behavior. This course covers the brain, the nervous system, and the endocrine system. | 1 | 1 | General Education
Psychology
Biological Psychology |
| 4 | Abnormal psychology: the study of mental disorders and the treatment of these disorders. This course covers the classification of mental disorders and the various treatments available. | 1 | 1 | General Education
Psychology
Abnormal Psychology |
| 5 | Research methods in psychology: the study of how psychologists conduct research. This course covers the scientific method, research design, data collection, and data analysis. | 1 | 1 | General Education
Psychology
Research Methods |
| 6 | Statistics for psychology: the study of statistical methods used in psychology. This course covers descriptive statistics, inferential statistics, and the application of statistics to psychological research. | 1 | 1 | General Education
Psychology
Statistics |

Other Courses

| | | | | |
|---|------------|---|---|---|
| 1 | Psychology | 1 | 1 | 1 |
| 2 | Psychology | 2 | 2 | 2 |

| | | | | |
|---|--|----|----|----|
| 1 | <p align="center">Investment & Equity Financing</p> <p>1. Difference between the concept of loans & equity capital</p> <p>2. Adv of various sources of capital financing</p> <p>3. Adv of Equity financing & sources of equity</p> <p>4. Importance of Equity financing - equity capital & NPV</p> <p>5. Advantages & Disadvantages of Equity financing</p> <p>6. Capital structure & Leverage, Risk & Return, Capital structure - debt/equity ratio - debt/equity ratio</p> <p>7. Financial Leverage & Financial Risk</p> | 14 | 14 | 14 |
| 2 | <p align="center">Fixed Cost Management</p> <p>1. Introduction to Fixed Cost Management & its importance</p> <p>2. Adv of Fixed Cost Management & its importance</p> <p>3. Types of Fixed Cost Management</p> <p>4. Fixed Cost Management - Advantages & Disadvantages</p> <p>5. Fixed Cost Management - Advantages & Disadvantages</p> <p>6. Fixed Cost Management - Advantages & Disadvantages</p> <p>7. Fixed Cost Management - Advantages & Disadvantages</p> <p>8. Fixed Cost Management - Advantages & Disadvantages</p> <p>9. Fixed Cost Management - Advantages & Disadvantages</p> <p>10. Fixed Cost Management - Advantages & Disadvantages</p> | 14 | 14 | 14 |
| 3 | <p align="center">Business Financing</p> <p>1. Concept of Business Financing & its importance</p> <p>2. Adv of Business Financing & its importance</p> <p>3. Types of Business Financing</p> <p>4. Business Financing - Advantages & Disadvantages</p> <p>5. Business Financing - Advantages & Disadvantages</p> <p>6. Business Financing - Advantages & Disadvantages</p> <p>7. Business Financing - Advantages & Disadvantages</p> <p>8. Business Financing - Advantages & Disadvantages</p> <p>9. Business Financing - Advantages & Disadvantages</p> <p>10. Business Financing - Advantages & Disadvantages</p> | 14 | 14 | 14 |
| 4 | <p align="center">Financing</p> <p>1. Concept of Financing & its importance</p> <p>2. Adv of Financing & its importance</p> <p>3. Types of Financing</p> <p>4. Financing - Advantages & Disadvantages</p> <p>5. Financing - Advantages & Disadvantages</p> <p>6. Financing - Advantages & Disadvantages</p> <p>7. Financing - Advantages & Disadvantages</p> <p>8. Financing - Advantages & Disadvantages</p> <p>9. Financing - Advantages & Disadvantages</p> <p>10. Financing - Advantages & Disadvantages</p> | 14 | 14 | 14 |

| | | |
|--|--|--|
| | <p>2. Method 2 - method 2 → Method 2
 2. Method 2 - method 2 → Method 2
 2. Method 2 - method 2 → Method 2</p> | |
| | <p>Key Term List</p> | |
| | <p>1. Method 1 - method 1 → Method 1
 1. Method 1 - method 1 → Method 1
 1. Method 1 - method 1 → Method 1</p> | |
| | <p>2. Method 2 - method 2 → Method 2
 2. Method 2 - method 2 → Method 2
 2. Method 2 - method 2 → Method 2</p> | |

Example 1: 1D motion

| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|------------|---|---|---|---|---|---|---|---|---|---|----|
| x | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| v | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| a | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| t | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Δt | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Example 1: 1D motion

| Level | Condition |
|-------|--------------------|
| 1 | Nil |
| 2 | Healthy Lung |
| 3 | Chronic Bronchitis |
| 4 | Emphysema & COPD |

Answer Table:

1) Type of Answer: (CA) Multiple-Choice Question

- 1) Identify Answer: (CA)
 - a) Aortic Aneurysm
 - b) Aortic Dissection
 - c) Myocardial Infarction
 - d) Aortic Valve Stenosis
 - e) Aortic Regurgitation
 - f) Pulmonary Embolism
 - g) Pulmonary Hypertension
 - h) Aortic Stenosis
 - i) Aortic Regurgitation
 - j) Myocardial Infarction
- 2) Answer: (CA) (CA)
 - a) Aortic Dissection
 - b) No
 - c) No
 - d) Aortic Stenosis
 - e) Aortic Regurgitation
 - f) No
 - g) Aortic Valve Stenosis
 - h) Aortic Regurgitation
 - i) Aortic Valve Stenosis
 - j) Aortic Regurgitation
 - k) Aortic Valve Stenosis

2) RATIONALE:

- a) Aortic Aneurysm, Aortic Dissection
- b) Aortic Dissection, Aortic Valve Stenosis
- c) Aortic Dissection, Aortic Valve Stenosis, Aortic Regurgitation
- d) Aortic Dissection, Aortic Valve Stenosis, Aortic Regurgitation
- e) Aortic Dissection, Aortic Valve Stenosis

| | |
|----------|----|
| Page No. | 10 |
| Page No. | |
| Page No. | 10 |
| Page No. | 10 |
| Page No. | 10 |
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| Page No. | 10 |
| Page No. | 10 |

| Level/Block | Level | Concept | Level | Feature | Indicator |
|-------------|--|---------|-------|---------|-----------|
| | 1 | 2 | 3 | 4 | 5 |
| Function | | | | | |
| Notes | <p>The first group discussed is the committee that is a representative of the community. It was asked what the traditional and modern means of the community and how they are different. The committee was asked to discuss the traditional and modern means of the community and how they are different. The committee was asked to discuss the traditional and modern means of the community and how they are different.</p> | | | | |

Table 1: Summary of the

| (1) | (2) Summary | Concept Level | Indicator | Indicator |
|-----|---|---------------|-----------|---|
| 1 | The first group discussed is the committee that is a representative of the community. It was asked what the traditional and modern means of the community and how they are different. | 1 | 1 | Indicator 1: The committee is a representative of the community. |
| 2 | The second group discussed is the committee that is a representative of the community. It was asked what the traditional and modern means of the community and how they are different. | 2 | 2 | Indicator 2: The committee is a representative of the community. |
| 3 | The third group discussed is the committee that is a representative of the community. It was asked what the traditional and modern means of the community and how they are different. | 3 | 3 | Indicator 3: The committee is a representative of the community. |
| 4 | The fourth group discussed is the committee that is a representative of the community. It was asked what the traditional and modern means of the community and how they are different. | 4 | 4 | Indicator 4: The committee is a representative of the community. |
| 5 | The fifth group discussed is the committee that is a representative of the community. It was asked what the traditional and modern means of the community and how they are different. | 5 | 5 | Indicator 5: The committee is a representative of the community. |
| 6 | The sixth group discussed is the committee that is a representative of the community. It was asked what the traditional and modern means of the community and how they are different. | 6 | 6 | Indicator 6: The committee is a representative of the community. |
| 7 | The seventh group discussed is the committee that is a representative of the community. It was asked what the traditional and modern means of the community and how they are different. | 7 | 7 | Indicator 7: The committee is a representative of the community. |
| 8 | The eighth group discussed is the committee that is a representative of the community. It was asked what the traditional and modern means of the community and how they are different. | 8 | 8 | Indicator 8: The committee is a representative of the community. |
| 9 | The ninth group discussed is the committee that is a representative of the community. It was asked what the traditional and modern means of the community and how they are different. | 9 | 9 | Indicator 9: The committee is a representative of the community. |
| 10 | The tenth group discussed is the committee that is a representative of the community. It was asked what the traditional and modern means of the community and how they are different. | 10 | 10 | Indicator 10: The committee is a representative of the community. |

General Outline

| Module | Unit | Course | Dr. David
St. | David
St. | David
St. |
|--------|-----------------------------------|--|------------------|--------------|--------------|
| I | Introduction to the Course | | | 14 | |
| | | 1. Introduction to the course and the instructor | | | |
| | | 2. Course objectives and the course schedule | | | |
| | | 3. Course materials and assignments | | | |
| | | 4. Course evaluation and grading | | | |
| | | 5. Course policies and procedures | | | |
| | | 6. Course syllabus and schedule | | | |
| II | Introduction to the Course | | | | |
| | | 1. Introduction to the course and the instructor | | | |
| | | 2. Course objectives and the course schedule | | | |
| | | 3. Course materials and assignments | | | |
| | | 4. Course evaluation and grading | | | |
| III | Introduction to the Course | | | | |
| | | 1. Introduction to the course and the instructor | | | |
| | | 2. Course objectives and the course schedule | | | |
| | | 3. Course materials and assignments | | | |
| | | 4. Course evaluation and grading | | | |
| IV | Introduction to the Course | | | | |
| | | 1. Introduction to the course and the instructor | | | |
| | | 2. Course objectives and the course schedule | | | |
| | | 3. Course materials and assignments | | | |
| | | 4. Course evaluation and grading | | | |
| V | Introduction to the Course | | | | |
| | | 1. Introduction to the course and the instructor | | | |
| | | 2. Course objectives and the course schedule | | | |
| | | 3. Course materials and assignments | | | |
| | | 4. Course evaluation and grading | | | |
| VI | Introduction to the Course | | | | |
| | | 1. Introduction to the course and the instructor | | | |
| | | 2. Course objectives and the course schedule | | | |
| | | 3. Course materials and assignments | | | |
| | | 4. Course evaluation and grading | | | |
| VII | Introduction to the Course | | | | |
| | | 1. Introduction to the course and the instructor | | | |
| | | 2. Course objectives and the course schedule | | | |
| | | 3. Course materials and assignments | | | |
| | | 4. Course evaluation and grading | | | |
| VIII | Introduction to the Course | | | | |
| | | 1. Introduction to the course and the instructor | | | |
| | | 2. Course objectives and the course schedule | | | |
| | | 3. Course materials and assignments | | | |
| | | 4. Course evaluation and grading | | | |
| IX | Introduction to the Course | | | | |
| | | 1. Introduction to the course and the instructor | | | |
| | | 2. Course objectives and the course schedule | | | |
| | | 3. Course materials and assignments | | | |
| | | 4. Course evaluation and grading | | | |
| X | Introduction to the Course | | | | |
| | | 1. Introduction to the course and the instructor | | | |
| | | 2. Course objectives and the course schedule | | | |
| | | 3. Course materials and assignments | | | |
| | | 4. Course evaluation and grading | | | |

Shipping with a 100-mile limit

| | 100 | 200 | 300 | 400 | 500 | 600 | 700 | 800 | 900 | 1000 | 1100 | 1200 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| 100 | 0 | 0 | 0 | 1 | 2 | 0 | 2 | 0 | 2 | 0 | 4 | 0 |
| 200 | 0 | 0 | 0 | 1 | 2 | 0 | 1 | 0 | 2 | 0 | 4 | 0 |
| 300 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 |
| 400 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 500 | 0 | 0 | 0 | 1 | 2 | 0 | 2 | 0 | 1 | 0 | 4 | 0 |
| 600 | 0 | 0 | 0 | 1 | 2 | 1 | 1 | 0 | 2 | 0 | 4 | 0 |

Customer Level:

| Level | Customer |
|-------|--------------|
| 1 | Small |
| 2 | Medium |
| 3 | Medium-Large |
| 4 | Large |

Assume Below:

Table of Assumptions (CA) Customer Dependency Assumptions

- 1. Customer dependency
- 2. CA Assumptions
- 3. CA Assumptions
- 4. CA Assumptions
- 5. CA Assumptions
- 6. CA Assumptions
- 7. CA Assumptions

- 4. Final payment
 - 5. Interest only
 - 6. Full term loan
- Example: interest rate 14%
- 1. Annual payment
 - 2. 10
 - 3. 20
 - 4. 30
 - 5. 40
 - 6. 50
 - 7. 60
 - 8. 70
 - 9. 80
 - 10. 90
 - 11. 100
 - 12. 110
 - 13. 120
 - 14. 130
 - 15. 140
 - 16. 150
 - 17. 160
 - 18. 170
 - 19. 180
 - 20. 190
 - 21. 200
 - 22. 210
 - 23. 220
 - 24. 230
 - 25. 240
 - 26. 250
 - 27. 260
 - 28. 270
 - 29. 280
 - 30. 290
 - 31. 300
 - 32. 310
 - 33. 320
 - 34. 330
 - 35. 340
 - 36. 350
 - 37. 360
 - 38. 370
 - 39. 380
 - 40. 390
 - 41. 400
 - 42. 410
 - 43. 420
 - 44. 430
 - 45. 440
 - 46. 450
 - 47. 460
 - 48. 470
 - 49. 480
 - 50. 490
 - 51. 500
 - 52. 510
 - 53. 520
 - 54. 530
 - 55. 540
 - 56. 550
 - 57. 560
 - 58. 570
 - 59. 580
 - 60. 590
 - 61. 600
 - 62. 610
 - 63. 620
 - 64. 630
 - 65. 640
 - 66. 650
 - 67. 660
 - 68. 670
 - 69. 680
 - 70. 690
 - 71. 700
 - 72. 710
 - 73. 720
 - 74. 730
 - 75. 740
 - 76. 750
 - 77. 760
 - 78. 770
 - 79. 780
 - 80. 790
 - 81. 800
 - 82. 810
 - 83. 820
 - 84. 830
 - 85. 840
 - 86. 850
 - 87. 860
 - 88. 870
 - 89. 880
 - 90. 890
 - 91. 900
 - 92. 910
 - 93. 920
 - 94. 930
 - 95. 940
 - 96. 950
 - 97. 960
 - 98. 970
 - 99. 980
 - 100. 990
 - 101. 1000

ANSWERS

- 1. 1000
- 2. 1000
- 3. 1000
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| Question | 101 |
| Answer | 1000 |
| Question | 102 |
| Answer | 1000 |
| Question | 103 |
| Answer | 1000 |
| Question | 104 |
| Answer | 1000 |
| Question | 105 |
| Answer | 1000 |
| Question | 106 |
| Answer | 1000 |
| Question | 107 |
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| Answer | 1000 |
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| Answer | 1000 |
| Question | 150 |
| Answer | 1000 |

| Obj | Obj Summary | Expert Level | Knowledge Category | Related Subject |
|---|--|--------------|--------------------|--|
| 1 | Understand the basic concept of demand, supply, and market equilibrium and its shift. | 1 | 1 | Microeconomics |
| 2 | Understand the basic concept of production, labor, and capital market equilibrium and its shift. | 1 | 1 | Microeconomics
Production
Factor Market |
| 3 | Understand the concept of monopoly, perfect competition, and oligopoly. | 1 | 1 | Microeconomics
Perfect Competition
Oligopoly |
| 4 | Understand the concept of perfect competition, monopoly, oligopoly, and imperfect competition. | 1 | 1 | Microeconomics
Perfect Competition
Monopoly
Oligopoly |
| 5 | Understand the concept of perfect competition, monopoly, oligopoly, and imperfect competition. | 1 | 1 | Microeconomics
Perfect Competition
Monopoly
Oligopoly |
| 6 | Understand the concept of perfect competition, monopoly, oligopoly, and imperfect competition. | 1 | 1 | Microeconomics |
| <p>1. Knowledge: (K) Understanding of Supply and Demand (1) Demand (1) Demand Shift (1) Perfect Competition (1) Monopoly (1) Oligopoly (1) Production (1) Factor Market (1) Perfect Competition (1) Monopoly (1) Oligopoly (1)</p> | | | | |

Course Outline

| Unit | Topic | Pr | Th | Practical |
|------|---|----|----|-----------|
| 1 | Introduction to Economics | 1 | 1 | 1 |
| 2 | Supply and Demand, Market Equilibrium, Shifts, Elasticity, Market Equilibrium and its Shift | | | |
| 3 | Production, Labor, and Capital Market Equilibrium and its Shift | | | |
| 4 | Perfect Competition, Monopoly, Oligopoly, and Imperfect Competition | | | |
| 5 | Microeconomics | | | |
| 6 | Microeconomics | | | |
| 7 | Microeconomics | | | |
| 8 | Examined Test Program | | | |
| | Introduction to Economics, Supply and Demand | | | |

| | | | |
|----|--|----|----|
| | <p>General Practice</p> <p>1. Which of the following is not a form of primary prevention?</p> <p>2. Which of the following is not a form of secondary prevention?</p> <p>3. Which of the following is not a form of tertiary prevention?</p> <p>4. Which of the following is not a form of quaternary prevention?</p> | 11 | |
| 11 | <p>Drug Drug Interactions</p> <p>1. Which of the following is not a form of drug drug interaction?</p> <p>2. Which of the following is not a form of drug drug interaction?</p> <p>3. Which of the following is not a form of drug drug interaction?</p> <p>4. Which of the following is not a form of drug drug interaction?</p> | 10 | 11 |
| 12 | <p>General Practice Interventions</p> <p>1. Which of the following is not a form of general practice intervention?</p> <p>2. Which of the following is not a form of general practice intervention?</p> <p>3. Which of the following is not a form of general practice intervention?</p> | 10 | 14 |
| 13 | <p>Open Access Medicines</p> <p>1. Which of the following is not a form of open access medicine?</p> <p>2. Which of the following is not a form of open access medicine?</p> <p>3. Which of the following is not a form of open access medicine?</p> | 11 | 11 |

Mapping of the new F20 with F10

| | 1001 | 1002 | 1003 | 1004 | 1005 | 1006 | 1007 | 1008 | 1009 | 1010 |
|------|------|------|------|------|------|------|------|------|------|------|
| 1001 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 1002 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 1003 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 1004 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

| | | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|---|
| 100 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 |
| 100 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 |

Confidence Level

| Level | Confidence |
|-------|------------|
| 0 | 100% |
| 1 | 95% |
| 2 | 90% |
| 3 | 85% |

Assessment Rules:

How to Assess (100% Confidence) Computer Functionality

Security Vulnerability

1. Identify
2. Analyze
3. Assess
4. Report
5. Remediate
6. Monitor
7. Evaluate
8. Document
9. Review
10. Update

System Performance

1. Identify
2. Analyze
3. Assess
4. Report
5. Remediate
6. Monitor
7. Evaluate
8. Document
9. Review
10. Update

APPENDIX

1. How to Assess (100% Confidence) Computer Functionality
2. How to Assess (95% Confidence) Computer Functionality
3. How to Assess (90% Confidence) Computer Functionality

5.4. A horizontal beam is supported by a vertical force

| | |
|--------------|---|
| Problem: | 50 |
| Topic/Date: | |
| Level/Year: | Advanced and General Physics Lectures, King's College London, University of London, 2011 |
| Source: | |
| Accessed on: | 13/12/11 |
| Category: | Year: advanced level Physics: particle - kinematics |
| Properties: | 1 1 1 |
| Notes: | <p>A uniform beam of length L and weight W is supported by a vertical force F at its right end. The beam is held in a horizontal position by a vertical force F applied at its right end. The beam is held in a horizontal position by a vertical force F applied at its right end. The beam is held in a horizontal position by a vertical force F applied at its right end.</p> |

Worked Example 2)

| (i) | (ii) Problem | Tipling | Turning | Principle |
|-----|--|---------|---------|----------------------|
| 1 | A uniform beam of length L and weight W is supported by a vertical force F at its right end. The beam is held in a horizontal position by a vertical force F applied at its right end. | 1 | 1 | Principle of Moments |
| 2 | A uniform beam of length L and weight W is supported by a vertical force F at its right end. The beam is held in a horizontal position by a vertical force F applied at its right end. | 1 | 1 | Principle of Moments |
| 3 | A uniform beam of length L and weight W is supported by a vertical force F at its right end. The beam is held in a horizontal position by a vertical force F applied at its right end. | 1 | 1 | Principle of Moments |
| 4 | A uniform beam of length L and weight W is supported by a vertical force F at its right end. The beam is held in a horizontal position by a vertical force F applied at its right end. | 1 | 1 | Principle of Moments |

| | | | |
|--|----|----|----|
| 1. Introduction | | | |
| 2. Introduction to the course
- Introduction to the course
- Course objectives
- Course structure | 10 | 10 | 10 |
| 3. Introduction to the course
- Introduction to the course
- Course objectives
- Course structure | 10 | 10 | 10 |
| 4. Introduction to the course
- Introduction to the course
- Course objectives
- Course structure
- Introduction to the course
- Course objectives
- Course structure | | | |

Table 1: Course

| Module No. | Course | Start | End | Grade |
|------------|-----------------------------------|-------|-----|-------|
| | | (S) | (E) | (G) |
| 1 | Introduction to the course | | | |
| | - Introduction to the course | | | |
| | - Course objectives | | | |
| | - Course structure | | | |
| 2 | Introduction to the course | 10 | 10 | B |
| | - Introduction to the course | | | |
| | - Course objectives | | | |
| | - Course structure | | | |
| 3 | Introduction to the course | 10 | 10 | B |
| | - Introduction to the course | | | |
| | - Course objectives | | | |
| | - Course structure | | | |
| 4 | Introduction to the course | 10 | 10 | B |
| | - Introduction to the course | | | |
| | - Course objectives | | | |
| | - Course structure | | | |

| | | | |
|--|---|-----|----|
| | (i) Shortage and Excess (Inventory Transactions)
(ii) Inventory Shrinkage
(iii) Inventory Obsolescence, First In First Out (FIFO) and Last In First Out (LIFO) | III | 14 |
| | Open Ended Question
<ul style="list-style-type: none"> • Cost of Sales (COGS) • First In, Last Out (FIFO) • Last In, First Out (LIFO) • Inventory Shrinkage (Inventory Discrepancy) | | |

Mapping of CB with POI and CO

| | POI | POI | POI | CO | CO | CO | CO | CO | CO | CO | CO |
|----|-----|-----|-----|----|----|----|----|----|----|----|----|
| 11 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 12 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 13 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 14 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 15 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 16 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 17 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

Grading Scale:

| Level | Grade |
|-------|------------------|
| 1 | Excellent (A) |
| 2 | Satisfactory (B) |
| 3 | Marginal (C) |

Assessment Details:

Block 1 Assessment – COA (Business Computer Accounting)

Duration: 1 hour 30 min

10/2021/22

- h. The balance
- i. Unemployment
- g. Investment program
- a. Unemployment level
- f. The savings
- g. Investment level
- b. Unemployment
- i. Investment level

Sample Question 214

- a. The real wage
- A. Yes
- B. No
- C. Maybe
- D. Don't know
- E. None
- F. Not enough information
- G. Not enough information
- H. Not enough information
- I. Not enough information
- J. Not enough information
- K. Not enough information
- L. Not enough information

ANSWERS

- 1. 100% (from 100% of week 1), but still wages
- 2. 10% (from 100% of week 1, but still wages)
- 3. 10% (from 100% of week 1, but still wages)

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|---|------------------|--------------------|------------------|-----------|--------------|---|-----|----|-------|------------|---|-----|----|-------|------------|---|-----|----|-------|------------|---|-----|----|-------|------------|---|-----|----|-------|------------|---|-----|----|-------|------------|---|-----|----|-------|------------|---|-----|----|-------|------------|---|-----|----|-------|------------|---|-----|----|-------|------------|---|-----|----|-------|------------|---|-----|----|-------|------------|
| Problem: | 214 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Book/Chap: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Title: | Macroeconomics for Dummies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Chapter/Section: | Chapter 10, Section 10.1, Question 214 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Points: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Question Type: | MCQ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Options: | <table border="1"> <tr> <td>None</td> <td>Unemployment level</td> <td>Investment level</td> <td>Real wage</td> <td>Unemployment</td> </tr> <tr> <td>A</td> <td>Yes</td> <td>No</td> <td>Maybe</td> <td>Don't know</td> </tr> <tr> <td>B</td> <td>Yes</td> <td>No</td> <td>Maybe</td> <td>Don't know</td> </tr> <tr> <td>C</td> <td>Yes</td> <td>No</td> <td>Maybe</td> <td>Don't know</td> </tr> <tr> <td>D</td> <td>Yes</td> <td>No</td> <td>Maybe</td> <td>Don't know</td> </tr> <tr> <td>E</td> <td>Yes</td> <td>No</td> <td>Maybe</td> <td>Don't know</td> </tr> <tr> <td>F</td> <td>Yes</td> <td>No</td> <td>Maybe</td> <td>Don't know</td> </tr> <tr> <td>G</td> <td>Yes</td> <td>No</td> <td>Maybe</td> <td>Don't know</td> </tr> <tr> <td>H</td> <td>Yes</td> <td>No</td> <td>Maybe</td> <td>Don't know</td> </tr> <tr> <td>I</td> <td>Yes</td> <td>No</td> <td>Maybe</td> <td>Don't know</td> </tr> <tr> <td>J</td> <td>Yes</td> <td>No</td> <td>Maybe</td> <td>Don't know</td> </tr> <tr> <td>K</td> <td>Yes</td> <td>No</td> <td>Maybe</td> <td>Don't know</td> </tr> <tr> <td>L</td> <td>Yes</td> <td>No</td> <td>Maybe</td> <td>Don't know</td> </tr> </table> | None | Unemployment level | Investment level | Real wage | Unemployment | A | Yes | No | Maybe | Don't know | B | Yes | No | Maybe | Don't know | C | Yes | No | Maybe | Don't know | D | Yes | No | Maybe | Don't know | E | Yes | No | Maybe | Don't know | F | Yes | No | Maybe | Don't know | G | Yes | No | Maybe | Don't know | H | Yes | No | Maybe | Don't know | I | Yes | No | Maybe | Don't know | J | Yes | No | Maybe | Don't know | K | Yes | No | Maybe | Don't know | L | Yes | No | Maybe | Don't know |
| None | Unemployment level | Investment level | Real wage | Unemployment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | Yes | No | Maybe | Don't know | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | Yes | No | Maybe | Don't know | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C | Yes | No | Maybe | Don't know | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D | Yes | No | Maybe | Don't know | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| E | Yes | No | Maybe | Don't know | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | Yes | No | Maybe | Don't know | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| G | Yes | No | Maybe | Don't know | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| H | Yes | No | Maybe | Don't know | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I | Yes | No | Maybe | Don't know | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| J | Yes | No | Maybe | Don't know | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K | Yes | No | Maybe | Don't know | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| L | Yes | No | Maybe | Don't know | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Question: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Correct Answer: | <p>Unemployment level</p> <p>The correct answer is 'Unemployment level'. This is because the question asks for the variable that is most likely to be affected by a change in the real wage. The real wage is the ratio of the nominal wage to the price level. A change in the real wage will affect the real wage, but it will not affect the nominal wage or the price level. Therefore, the correct answer is 'Unemployment level'.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Visual Cortex (CV)

| Code | Prerequisite | Equivalency | Knowledge Category | Evaluation Feedback |
|------|---|-------------|--------------------|---------------------|
| 111 | Required to complete foundation of the syllabus in a variety of medical courses | 0 | 1 | Visual Qualitative |
| 112 | Can predict the outcome of visual reactions using the visual system. Includes the use of the visual system. | 0 | 2 | Visual Qualitative |
| 113 | Ability to use the visual system to predict the outcome of visual reactions. Includes the use of the visual system. | 0 | 3 | Visual Qualitative |
| 114 | Ability to predict the outcome of visual reactions using the visual system. | 0 | 4 | Visual Qualitative |
| 115 | Apply the knowledge of the visual system to predict the outcome of visual reactions. | 0 | 5 | Visual Qualitative |
| 116 | Visual system reactions and the visual system. | 0 | 6 | Visual Qualitative |

7. Access to all courses in the visual system (111-116) is required.

8. Visual Cortex (CV) is a required course for all students in the visual system.

Visual Cortex

| Block | Year | By | Local | Global |
|-------|---------------|----|-------|--------|
| 1 | Visual Cortex | 11 | 11 | 11 |
| 2 | Visual Cortex | 11 | 11 | 11 |
| 3 | Visual Cortex | 11 | 11 | 11 |
| 4 | Visual Cortex | 11 | 11 | 11 |

| | | | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|---|---|
| 000 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 |
| Y | | | | | | | | | | | |
| 000 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 |
| Y | | | | | | | | | | | |
| 000 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 |
| Y | | | | | | | | | | | |

Controlle Diagram:

| Level | Division |
|-------|----------------------|
| - | Nil |
| 1 | Human, Taha |
| 2 | Subsidiary, Division |
| 3 | Department, Dept |

Answer Below:

1. How is a Manager's (COO) Control System Organized or Formed?

Control System Organization

- Accounting
- Marketing
- Production
- Human Resource Management
- Information Systems
- Customer Support
- Supply Chain Management
- Finance
- Operations

Control System of COO

- Financial Accounting
- HR
- IT
- Marketing
- Production
- Customer Support
- Supply Chain Management
- Finance
- Information Systems
- Operations

QUESTION

- What is the main responsibility of a COO?
- How is a Manager's Control System Organized or Formed?

1. Collect the required data to produce the following graph and answer the questions.
2. Calculate, to 2 decimal places, a 95% lower confidence interval for the standard deviation of the length of the fish.
3. Give a brief, numerical answer to the question in question 2. Explain.

QUESTION 4 (15 MARKS)

1. Calculate the 95% confidence interval for the population mean, μ .
2. Explain, in a sentence, what the 95% confidence interval means.
3. Mark A and B calculate 95% confidence intervals for the same population mean. Mark A's confidence interval is wider than Mark B's.

| | |
|---------------|--|
| Question | 10 |
| Question Code | |
| Unit/Year | BA1001/2018 |
| Question Code | BA1001/2018/2/10/1-10/1-10/1-10/1-10 |
| Version | 1 |
| Version Code | 10/1-10/1-10/1-10/1-10/1-10/1-10/1-10/1-10 |
| Question | Answer question in the question. |
| Question | Answer question in the question. |
| Question | Answer question in the question. |

QUESTION 5 (15 MARKS)

| ID | Question | Depth Level | Strategy Tag | Feedback Feedback |
|-----|--|-------------|--------------|-------------------|
| 116 | Calculate the 95% confidence interval for the population mean, μ . | 1 | 1 | 100% |
| 117 | Explain, in a sentence, what the 95% confidence interval means. | 1 | 1 | 100% |

| | | | | Actual Score |
|-----|--|----|---|-----------------------------|
| XXX | 1) Wert für die typ. Komponente in
Vertrag aus Preisuntergrenze | 10 | 8 | 80%
100%
100%
100% |
| XXX | 1) Wert für die typ. Komponente in
Vertrag aus Preisuntergrenze | 10 | 8 | 80%
100%
100%
100% |
| XXX | 1) Wert für die typ. Komponente in
Vertrag | 10 | 8 | 80%
100%
100%
100% |

1) ...
2) ...

Detailfragen

| Frage | Antwort | Frage | Antwort | Frage | Antwort |
|-------|--------------------------------------|-------|----------------------------|-------|--------------------------------------|
| 1 | 1) ...
2) ...
3) ...
4) ... | 2 | 1) ...
2) ...
3) ... | 3 | 1) ...
2) ...
3) ...
4) ... |

| | | | |
|----|---|----|----|
| | Section 1 - 4 pages (10 marks)
1. Explain what is meant by each of the following:
2. Write down all 4 items
3. Explain what each =/ means - in 1 sentence each | | |
| II | Applied Learning
4. Describe a number of methods to assess health and safety risk in a workplace
5. Explain the importance of risk assessment in a workplace
6. Explain the importance of risk assessment in a workplace
7. Explain the importance of risk assessment in a workplace
8. Explain the importance of risk assessment in a workplace
9. Explain the importance of risk assessment in a workplace
10. Explain the importance of risk assessment in a workplace | II | |
| I | Key Facts Module
11. Explain the importance of risk assessment in a workplace
12. Explain the importance of risk assessment in a workplace
13. Explain the importance of risk assessment in a workplace
14. Explain the importance of risk assessment in a workplace
15. Explain the importance of risk assessment in a workplace | II | II |

Mapping VCA to VED and DC

| | 1000 | 1001 | 1002 | 1003 | 1004 | 1005 | 1006 | 1007 | 1008 | 1009 | 1010 |
|------|------|------|------|------|------|------|------|------|------|------|------|
| 1000 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 |
| 1001 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 1002 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 |
| 1003 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 1004 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 |

Continuum Levels

| Level | Description |
|-------|---------------|
| 0 | None |
| 1 | High / Low |
| 2 | Medium / High |
| 3 | Lowest / High |

Exposure Values

Exposure Values = VCA Continuum (Range) x Assessment

Assessment = 1000-1010

or 1000-1010

or 1000-1010

- 1. 1000000000
- 2. 1000000000000
- 3. 1000000000000000
- 4. 1000000000000000000
- 5. 1000000000000000000000
- 6. 1000000000000000000000000
- 7. 1000000000000000000000000000
- 8. 1000000000000000000000000000000
- 9. 1000000000000000000000000000000000

Multiple choice (14)

- 1. Which is not a function of the cell membrane?
 - a. Cell signaling
 - b. Cell adhesion
 - c. Cell movement
 - d. Cell division
- 2. Which is not a function of the cell membrane?
 - a. Cell signaling
 - b. Cell adhesion
 - c. Cell movement
 - d. Cell division
- 3. Which is not a function of the cell membrane?
 - a. Cell signaling
 - b. Cell adhesion
 - c. Cell movement
 - d. Cell division
- 4. Which is not a function of the cell membrane?
 - a. Cell signaling
 - b. Cell adhesion
 - c. Cell movement
 - d. Cell division
- 5. Which is not a function of the cell membrane?
 - a. Cell signaling
 - b. Cell adhesion
 - c. Cell movement
 - d. Cell division
- 6. Which is not a function of the cell membrane?
 - a. Cell signaling
 - b. Cell adhesion
 - c. Cell movement
 - d. Cell division

REFERENCES

1. Alberts, B., Johnson, A., Lewis, J., et al. (2002). Molecular Biology of the Cell (6th ed.). Garland Science.
2. Alberts, B., Johnson, A., Lewis, J., et al. (2002). Molecular Biology of the Cell (6th ed.). Garland Science.
3. Alberts, B., Johnson, A., Lewis, J., et al. (2002). Molecular Biology of the Cell (6th ed.). Garland Science.

EXERCISES

1. Calculate the area of a circle with a radius of 5 cm.
2. Calculate the volume of a cylinder with a radius of 3 cm and a height of 10 cm.
3. Calculate the surface area of a rectangular prism with a length of 4 cm, a width of 3 cm, and a height of 2 cm.
4. Calculate the volume of a sphere with a radius of 2 cm.

| | |
|----------|--|
| Page No. | 10 |
| Date | 10/10/2023 |
| Topic | Maths |
| Chapter | Area and Volume |
| Section | Area and Volume of Solids |
| Exercise | Exercise 10.1 - Area and Volume |
| Problem | 1. Calculate the area of a circle with a radius of 5 cm. |
| Solution | Area of a circle = πr^2
$= \pi (5)^2$
$= 25\pi$
≈ 78.5 cm ² |
| Problem | 2. Calculate the volume of a cylinder with a radius of 3 cm and a height of 10 cm. |
| Solution | Volume of a cylinder = $\pi r^2 h$
$= \pi (3)^2 (10)$
$= 90\pi$
≈ 282.7 cm ³ |
| Problem | 3. Calculate the surface area of a rectangular prism with a length of 4 cm, a width of 3 cm, and a height of 2 cm. |
| Solution | Surface area of a rectangular prism = $2(lw + lh + wh)$
$= 2(4 \times 3 + 4 \times 2 + 3 \times 2)$
$= 2(12 + 8 + 6)$
$= 2(26)$
$= 52$ cm ² |
| Problem | 4. Calculate the volume of a sphere with a radius of 2 cm. |
| Solution | Volume of a sphere = $\frac{4}{3}\pi r^3$
$= \frac{4}{3}\pi (2)^3$
$= \frac{32}{3}\pi$
≈ 33.5 cm ³ |

| | |
|--|--|
| | <p>It is not an objective, measurable job task, good for assessing skills in this job. It is a "know and understand" indicator of conceptualization, using language to describe processes or concepts.</p> |
|--|--|

Table Domain (2)

| ES | ES Item: | Capita
Level | Learning
Object | Exhibits
Task set |
|-----|--|-----------------|--------------------|----------------------------------|
| 118 | Identify a list of all products or sub-components making up a system or system, and determine the system's operation and how components operate. | 3 | 1 | Technical
Information
Task |
| 119 | Identify a list of all components making up a system, and determine the system's operation and how components operate. | 3 | 1 | Technical
Information
Task |
| 120 | Describe a system's operation and how components operate, and determine the system's operation and how components operate. | 3 | 1 | Technical
Information
Task |
| 121 | Identify a list of all components making up a system, and determine the system's operation and how components operate. | 3 | 1 | Technical
Information
Task |
| 122 | Describe a system's operation and how components operate, and determine the system's operation and how components operate. | 3 | 1 | Technical
Information
Task |
| 123 | Identify a list of all components making up a system, and determine the system's operation and how components operate. | 3 | 1 | Technical
Information
Task |
| 124 | Describe a system's operation and how components operate, and determine the system's operation and how components operate. | 3 | 1 | Technical
Information
Task |

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Capital Gains

| Date | Description | Gross | Net | | |
|------|--------------------------|-------|-----|----|----|
| | | | £ | £ | £ |
| 1 | Balance b/w | | 10 | 10 | 10 |
| | 1. Share Dividend | | | | |
| | 2. Share Sale | | | | |
| | 3. Share Purchase | | | | |
| | 4. Share Sale | | | | |
| 11 | Yearly Total | | 10 | 10 | 10 |
| | 1. Share Dividend | | | | |
| | 2. Share Sale | | | | |
| | 3. Share Purchase | | | | |
| | 4. Share Sale | | | | |
| 12 | Share Sale | | 10 | 10 | 10 |
| | 1. Share Sale | | | | |
| | 2. Share Sale | | | | |
| | 3. Share Sale | | | | |
| | 4. Share Sale | | | | |
| 13 | Share Sale | | 10 | 10 | 10 |
| | 1. Share Sale | | | | |
| | 2. Share Sale | | | | |
| | 3. Share Sale | | | | |
| | 4. Share Sale | | | | |
| 14 | Share Sale | | 10 | 10 | 10 |
| | 1. Share Sale | | | | |
| | 2. Share Sale | | | | |
| | 3. Share Sale | | | | |
| | 4. Share Sale | | | | |
| 15 | Share Sale | | 10 | 10 | 10 |
| | 1. Share Sale | | | | |
| | 2. Share Sale | | | | |
| | 3. Share Sale | | | | |
| | 4. Share Sale | | | | |
| 16 | Share Sale | | 10 | 10 | 10 |
| | 1. Share Sale | | | | |
| | 2. Share Sale | | | | |
| | 3. Share Sale | | | | |
| | 4. Share Sale | | | | |
| 17 | Share Sale | | 10 | 10 | 10 |
| | 1. Share Sale | | | | |
| | 2. Share Sale | | | | |
| | 3. Share Sale | | | | |
| | 4. Share Sale | | | | |
| 18 | Share Sale | | 10 | 10 | 10 |
| | 1. Share Sale | | | | |
| | 2. Share Sale | | | | |
| | 3. Share Sale | | | | |
| | 4. Share Sale | | | | |
| 19 | Share Sale | | 10 | 10 | 10 |
| | 1. Share Sale | | | | |
| | 2. Share Sale | | | | |
| | 3. Share Sale | | | | |
| | 4. Share Sale | | | | |
| 20 | Share Sale | | 10 | 10 | 10 |
| | 1. Share Sale | | | | |
| | 2. Share Sale | | | | |
| | 3. Share Sale | | | | |
| | 4. Share Sale | | | | |

Mapping POCs with POCs and COCs

| | POC1 | POC2 | POC3 | POC4 | COC1 | COC2 | COC3 | COC4 | COC5 | COC6 | COC7 |
|------|------|------|------|------|------|------|------|------|------|------|------|
| POC1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| POC2 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| POC3 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| POC4 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| POC5 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 |
| POC6 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| POC7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |

Condition Levels

| Level | Condition |
|-------|------------------|
| 0 | Not |
| 1 | Lightly Damaged |
| 2 | Medium Damaged |
| 3 | Severely Damaged |

Answered Questions

Table of Contents - (C) Condition Descriptions, Locations

Condition Descriptions (C)

- a. Not at all
- b. Slightly damaged
- c. Moderately damaged
- d. Severely damaged
- e. Completely destroyed
- f. Not applicable
- g. Fairly good
- h. Excellent
- i. Not at all
- j. Not at all

Locations (L)

1. Not at all
2. Slightly
3. Fairly
4. Moderately
5. Severely
6. Completely
7. Not applicable
8. Fairly good
9. Excellent

1. 2000-2001
2. 2001-2002
3. 2002-2003

APPENDIX

1. Ministry of Health - Health Care - Health Care - Health Care
2. Ministry of Health - Health Care - Health Care
3. Ministry of Health - Health Care - Health Care

STUDENT LEARNING

1. Learning Objectives: To understand the importance of health care and the role of health care workers in the health care system.
2. Learning Objectives: To understand the importance of health care and the role of health care workers in the health care system.
3. Learning Objectives: To understand the importance of health care and the role of health care workers in the health care system.
4. Learning Objectives: To understand the importance of health care and the role of health care workers in the health care system.

| | | | | | |
|----------------------|---|---|---|---|---|
| Course: | HEALTH CARE | | | | |
| Level: | HEALTH CARE | | | | |
| Year: | HEALTH CARE | | | | |
| Unit: | HEALTH CARE | | | | |
| Topic: | HEALTH CARE | | | | |
| Learning Objectives: | 1. To understand the importance of health care and the role of health care workers in the health care system. | 2. To understand the importance of health care and the role of health care workers in the health care system. | 3. To understand the importance of health care and the role of health care workers in the health care system. | 4. To understand the importance of health care and the role of health care workers in the health care system. | 5. To understand the importance of health care and the role of health care workers in the health care system. |
| Assessment: | HEALTH CARE | | | | |
| Notes: | HEALTH CARE | | | | |
| References: | HEALTH CARE | | | | |

Other Documents

| CO | CO Name | Credit | Level | Prerequisites |
|----|---------------------------|--------|-------|---------------|
| 1 | Health Care - Health Care | 1 | 1 | None |
| 2 | Health Care - Health Care | 1 | 1 | None |

| | | | |
|---|---|--|---|
| | | | ✓ |
| 112 | Can you identify, explain or apply the concepts of the following? | | ✓ |
| 113 | Can you identify, explain or apply the concepts of the following? | | ✓ |
| 114 Can you identify, explain or apply the concepts of the following? | | | ✓ |
| 115 Can you identify, explain or apply the concepts of the following? | | | ✓ |

Model 1/2/3/4

| Week No. | Topic | No. of Questions | | |
|------------|--|------------------|----------|---|
| | | 1 | 2 | 3 |
| I | Introduction to Public Health | | | |
| | 1. Introduction to public health: why public health is important to society and the world. Public health practice: historical and current. | | | |
| | 2. Public health: a brief history. | | | |
| | 3. The role of public health in society: the public health system. | | | |
| | 4. The role of public health in society: the public health system. | | | |
| II | Biological Basis | 1 | 1 | |
| | 1. The role of genetics in disease: Mendelian inheritance and complex traits. | | | |
| | 2. The role of genetics in disease: Mendelian inheritance and complex traits. | | | |
| | 3. The role of genetics in disease: Mendelian inheritance and complex traits. | | | |
| | 4. The role of genetics in disease: Mendelian inheritance and complex traits. | | | |
| III | Infectious Disease | 1 | 1 | |
| | 1. The role of infectious disease in public health: epidemiology and control. | | | |
| | 2. The role of infectious disease in public health: epidemiology and control. | | | |
| | 3. The role of infectious disease in public health: epidemiology and control. | | | |
| | 4. The role of infectious disease in public health: epidemiology and control. | | | |
| | 5. The role of infectious disease in public health: epidemiology and control. | | | |
| | 6. The role of infectious disease in public health: epidemiology and control. | | | |
| | 7. The role of infectious disease in public health: epidemiology and control. | | | |
| | 8. The role of infectious disease in public health: epidemiology and control. | | | |
| | 9. The role of infectious disease in public health: epidemiology and control. | | | |
| | 10. The role of infectious disease in public health: epidemiology and control. | | | |

| | | | | |
|----|-----------------------------|--|---|----|
| | 14 | Computer Science and Technology (Undergraduate Program) - Introduction to Computer and Systems (B) | | |
| | 15 | Number of hours of lecture (L) | | |
| | 16 | Number of hours of laboratory (Lab) | | |
| II | Elective course | | I | II |
| | 17 | Java Programming Language (Introduction of JSP and Servlet) | | |
| | 18 | Java Programming (Introduction of JSP and Servlet) | | |
| | 19 | Number of hours of lecture (L) | | |
| | 20 | Number of hours of laboratory (Lab) | | |
| I | Open Elective Course | | I | II |
| | | Year Co | | |

Mapping of COs with POs and PSOs

| | PO-1 | PO-2 | PO-3 | PO-4 | P.O. | PSO-1 | PSO-2 | PSO-3 | PSO-4 | PSO-5 | PSO-6 |
|-------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|
| CO-1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO-2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO-3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO-4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO-5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO-6 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO-7 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO-8 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO-9 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO-10 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO-11 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO-12 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO-13 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO-14 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO-15 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

Declaration

| | |
|-------|------------------|
| Level | Division |
| | III |
| | Computer Science |
| | Department |
| | Signature |
| | Date |

Current Values

Metric: Lifetime - DCN (Lifetime: Comparison to Lifetime)

Current Assessment (2021)

- a. Excellent
- b. Very Good
- c. Good
- d. Fair
- e. Poor
- f. Very Poor
- g. Not Applicable

Historical Assessment (2014)

- a. Excellent
- b. Very Good
- c. Good
- d. Fair
- e. Poor
- f. Very Poor
- g. Not Applicable
- h. No Data
- i. Incomplete
- j. Inconsistent
- k. Inadequate

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2. Johnson, D. (2020). *The Impact of Climate Change on Global Health*. Washington, D.C.: Earth Matters Press.
3. Smith, J., & Green, K. (2018). *Renewable Energy: The Future of Power*. London: EcoVision Ltd.
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| | | | | | |
|----------------|-----------------------------------|-------|-------|-------|-------|
| Page No. | 20 | | | | |
| Date | | | | | |
| Page Title | Drug Testing | | | | |
| Page Sub-Title | (Home Care / Drug / Prescription) | | | | |
| Page No. | | | | | |
| Page No. | 10/10 | | | | |
| Page No. | | | | | |
| Page No. | 10/10 | 10/10 | 10/10 | 10/10 | 10/10 |
| Page No. | 10/10 | 10/10 | 10/10 | 10/10 | 10/10 |

| | |
|------------|------------------|
| Year: | 2023 |
| Section: | 2023 |
| Course: | Mathematics |
| Topic: | Algebra |
| Sub-topic: | Linear Equations |
| Version: | 1.0 |

Exam Review (20)

| Q# | Q# Content | Points | Weight | Answer |
|----|---|--------|--------|--------|
| 1 | Find the slope of the line passing through the points (1, 2) and (3, 4). | 2 | 1 | 1 |
| 2 | Find the equation of the line passing through the points (1, 2) and (3, 4). | 4 | 2 | 2 |
| 3 | Find the equation of the line passing through the points (1, 2) and (3, 4) and perpendicular to the line $y = 2x + 1$. | 4 | 2 | 3 |
| 4 | Find the equation of the line passing through the points (1, 2) and (3, 4) and parallel to the line $y = 2x + 1$. | 4 | 2 | 4 |
| 5 | Find the equation of the line passing through the points (1, 2) and (3, 4) and perpendicular to the line $y = 2x + 1$. | 4 | 2 | 5 |
| 6 | Find the equation of the line passing through the points (1, 2) and (3, 4) and parallel to the line $y = 2x + 1$. | 4 | 2 | 6 |

7. Answer to Q1: $m = \frac{4-2}{3-1} = 1$, $y - 2 = 1(x - 1)$, $y = x + 1$
 8. Answer to Q2: $y - 2 = 1(x - 1)$, $y = x + 1$
 9. Answer to Q3: $y - 2 = -\frac{1}{2}(x - 1)$, $y = -\frac{1}{2}x + \frac{5}{2}$
 10. Answer to Q4: $y - 2 = 1(x - 1)$, $y = x + 1$
 11. Answer to Q5: $y - 2 = -\frac{1}{2}(x - 1)$, $y = -\frac{1}{2}x + \frac{5}{2}$
 12. Answer to Q6: $y - 2 = 1(x - 1)$, $y = x + 1$

Exam Review

| | | |
|------|-------|------|
| 100% | 20/20 | 100% |
|------|-------|------|

| | | | |
|-----|---|-----|---|
| 1 | The President for Income | 2 | 3 |
| | 1. Introduction: Why Study of 11 segments of Indian Income | | |
| | 2. Nature of Charge Income | | |
| | 3. Nature of Taxpayers' liability | | |
| | 4. Introduction to various types of income and their classification | | |
| | 5. Application of various provisions for multiple assessment cases and their practical aspects | | |
| II | Key of Double Taxation Provision | II | 3 |
| | 1. Double Taxation of the same income | | |
| | 2. Types of Double Taxation | | |
| | 3. Steps to avoid double taxation & thereby ensure justice to the taxpayer | | |
| | 4. Provisions to avoid double taxation: Section 90, 90A, 91, 92, 93, 94, 94A, 94B, 94C, 94D, 94E, 94F, 94G, 94H, 94I, 94J, 94K, 94L, 94M, 94N, 94O, 94P, 94Q, 94R, 94S, 94T, 94U, 94V, 94W, 94X, 94Y, 94Z, 94AA, 94AB, 94AC, 94AD, 94AE, 94AF, 94AG, 94AH, 94AI, 94AJ, 94AK, 94AL, 94AM, 94AN, 94AO, 94AP, 94AQ, 94AR, 94AS, 94AT, 94AU, 94AV, 94AW, 94AX, 94AY, 94AZ, 94BA, 94BB, 94BC, 94BD, 94BE, 94BF, 94BG, 94BH, 94BI, 94BJ, 94BK, 94BL, 94BM, 94BN, 94BO, 94BP, 94BQ, 94BR, 94BS, 94BT, 94BU, 94BV, 94BW, 94BX, 94BY, 94BZ, 94CA, 94CB, 94CC, 94CD, 94CE, 94CF, 94CG, 94CH, 94CI, 94CJ, 94CK, 94CL, 94CM, 94CN, 94CO, 94CP, 94CQ, 94CR, 94CS, 94CT, 94CU, 94CV, 94CW, 94CX, 94CY, 94CZ, 94DA, 94DB, 94DC, 94DD, 94DE, 94DF, 94DG, 94DH, 94DI, 94DJ, 94DK, 94DL, 94DM, 94DN, 94DO, 94DP, 94DQ, 94DR, 94DS, 94DT, 94DU, 94DV, 94DW, 94DX, 94DY, 94DZ, 94EA, 94EB, 94EC, 94ED, 94EE, 94EF, 94EG, 94EH, 94EI, 94EJ, 94EK, 94EL, 94EM, 94EN, 94EO, 94EP, 94EQ, 94ER, 94ES, 94ET, 94EU, 94EV, 94EW, 94EX, 94EY, 94EZ, 94FA, 94FB, 94FC, 94FD, 94FE, 94FF, 94FG, 94FH, 94FI, 94FJ, 94FK, 94FL, 94FM, 94FN, 94FO, 94FP, 94FQ, 94FR, 94FS, 94FT, 94FU, 94FV, 94FW, 94FX, 94FY, 94FZ, 94GA, 94GB, 94GC, 94GD, 94GE, 94GF, 94GG, 94GH, 94GI, 94GJ, 94GK, 94GL, 94GM, 94GN, 94GO, 94GP, 94GQ, 94GR, 94GS, 94GT, 94GU, 94GV, 94GW, 94GX, 94GY, 94GZ, 94HA, 94HB, 94HC, 94HD, 94HE, 94HF, 94HG, 94HH, 94HI, 94HJ, 94HK, 94HL, 94HM, 94HN, 94HO, 94HP, 94HQ, 94HR, 94HS, 94HT, 94HU, 94HV, 94HW, 94HX, 94HY, 94HZ, 94IA, 94IB, 94IC, 94ID, 94IE, 94IF, 94IG, 94IH, 94II, 94IJ, 94IK, 94IL, 94IM, 94IN, 94IO, 94IP, 94IQ, 94IR, 94IS, 94IT, 94IU, 94IV, 94IW, 94IX, 94IY, 94IZ, 94JA, 94JB, 94JC, 94JD, 94JE, 94JF, 94JG, 94JH, 94JI, 94JJ, 94JK, 94JL, 94JM, 94JN, 94JO, 94JP, 94JQ, 94JR, 94JS, 94JT, 94JU, 94JV, 94JW, 94JX, 94JY, 94JZ, 94KA, 94KB, 94KC, 94KD, 94KE, 94KF, 94KG, 94KH, 94KI, 94KJ, 94KL, 94KM, 94KN, 94KO, 94KP, 94KQ, 94KR, 94KS, 94KT, 94KU, 94KV, 94KW, 94KX, 94KY, 94KZ, 94LA, 94LB, 94LC, 94LD, 94LE, 94LF, 94LG, 94LH, 94LI, 94LJ, 94LK, 94LL, 94LM, 94LN, 94LO, 94LP, 94LQ, 94LR, 94LS, 94LT, 94LU, 94LV, 94LW, 94LX, 94LY, 94LZ, 94MA, 94MB, 94MC, 94MD, 94ME, 94MF, 94MG, 94MH, 94MI, 94MJ, 94MK, 94ML, 94MN, 94MO, 94MP, 94MQ, 94MR, 94MS, 94MT, 94MU, 94MV, 94MW, 94MX, 94MY, 94MZ, 94NA, 94NB, 94NC, 94ND, 94NE, 94NF, 94NG, 94NH, 94NI, 94NJ, 94NK, 94NL, 94NM, 94NN, 94NO, 94NP, 94NQ, 94NR, 94NS, 94NT, 94NU, 94NV, 94NW, 94NX, 94NY, 94NZ, 94OA, 94OB, 94OC, 94OD, 94OE, 94OF, 94OG, 94OH, 94OI, 94OJ, 94OK, 94OL, 94OM, 94ON, 94OO, 94OP, 94OQ, 94OR, 94OS, 94OT, 94OU, 94OV, 94OW, 94OX, 94OY, 94OZ, 94PA, 94PB, 94PC, 94PD, 94PE, 94PF, 94PG, 94PH, 94PI, 94PJ, 94PK, 94PL, 94PM, 94PN, 94PO, 94PP, 94PQ, 94PR, 94PS, 94PT, 94PU, 94PV, 94PW, 94PX, 94PY, 94PZ, 94QA, 94QB, 94QC, 94QD, 94QE, 94QF, 94QG, 94QH, 94QI, 94QJ, 94QK, 94QL, 94QM, 94QN, 94QO, 94QP, 94QQ, 94QR, 94QS, 94QT, 94QU, 94QV, 94QW, 94QX, 94QY, 94QZ, 94RA, 94RB, 94RC, 94RD, 94RE, 94RF, 94RG, 94RH, 94RI, 94RJ, 94RK, 94RL, 94RM, 94RN, 94RO, 94RP, 94RQ, 94RR, 94RS, 94RT, 94RU, 94RV, 94RW, 94RX, 94RY, 94RZ, 94SA, 94SB, 94SC, 94SD, 94SE, 94SF, 94SG, 94SH, 94SI, 94SJ, 94SK, 94SL, 94SM, 94SN, 94SO, 94SP, 94SQ, 94SR, 94SS, 94ST, 94SU, 94SV, 94SW, 94SX, 94SY, 94SZ, 94TA, 94TB, 94TC, 94TD, 94TE, 94TF, 94TG, 94TH, 94TI, 94TJ, 94TK, 94TL, 94TM, 94TN, 94TO, 94TP, 94TQ, 94TR, 94TS, 94TT, 94TU, 94TV, 94TW, 94TX, 94TY, 94TZ, 94UA, 94UB, 94UC, 94UD, 94UE, 94UF, 94UG, 94UH, 94UI, 94UJ, 94UK, 94UL, 94UM, 94UN, 94UO, 94UP, 94UQ, 94UR, 94US, 94UT, 94UU, 94UV, 94UW, 94UX, 94UY, 94UZ, 94VA, 94VB, 94VC, 94VD, 94VE, 94VF, 94VG, 94VH, 94VI, 94VJ, 94VK, 94VL, 94VM, 94VN, 94VO, 94VP, 94VQ, 94VR, 94VS, 94VT, 94VU, 94VV, 94VW, 94VX, 94VY, 94VZ, 94WA, 94WB, 94WC, 94WD, 94WE, 94WF, 94WG, 94WH, 94WI, 94WJ, 94WK, 94WL, 94WM, 94WN, 94WO, 94WP, 94WQ, 94WR, 94WS, 94WT, 94WU, 94WV, 94WW, 94WX, 94WY, 94WZ, 94XA, 94XB, 94XC, 94XD, 94XE, 94XF, 94XG, 94XH, 94XI, 94XJ, 94XK, 94XL, 94XM, 94XN, 94XO, 94XP, 94XQ, 94XR, 94XS, 94XT, 94XU, 94XV, 94XW, 94XZ, 94YA, 94YB, 94YC, 94YD, 94YE, 94YF, 94YG, 94YH, 94YI, 94YJ, 94YK, 94YL, 94YM, 94YN, 94YO, 94YP, 94YQ, 94YR, 94YS, 94YT, 94YU, 94YV, 94YW, 94YZ, 94ZA, 94ZB, 94ZC, 94ZD, 94ZE, 94ZF, 94ZG, 94ZH, 94ZI, 94ZJ, 94ZK, 94ZL, 94ZM, 94ZN, 94ZO, 94ZP, 94ZQ, 94ZR, 94ZS, 94ZT, 94ZU, 94ZV, 94ZW, 94ZX, 94ZY, 94ZZ | | |
| III | Methods of Income Tax Assessment | III | 3 |
| | 1. Methods of Income Tax Assessment: Assessment of Income Tax | | |
| | 2. Assessment of Income Tax: Methods of Assessment | | |
| | 3. Methods of Assessment: Methods of Assessment | | |
| | 4. Methods of Assessment: Methods of Assessment | | |
| | 5. Methods of Assessment: Methods of Assessment | | |
| IV | Income Tax Assessment & Income Tax | IV | 3 |
| | 1. Income Tax Assessment & Income Tax | | |
| | 2. Income Tax Assessment & Income Tax | | |
| | 3. Income Tax Assessment & Income Tax | | |
| | 4. Income Tax Assessment & Income Tax | | |
| | 5. Income Tax Assessment & Income Tax | | |
| V | Income Tax Assessment & Income Tax | V | 3 |
| | 1. Income Tax Assessment & Income Tax | | |
| | 2. Income Tax Assessment & Income Tax | | |
| | 3. Income Tax Assessment & Income Tax | | |
| | 4. Income Tax Assessment & Income Tax | | |
| | 5. Income Tax Assessment & Income Tax | | |
| VI | Income Tax Assessment & Income Tax | VI | 3 |
| | 1. Income Tax Assessment & Income Tax | | |
| | 2. Income Tax Assessment & Income Tax | | |
| | 3. Income Tax Assessment & Income Tax | | |
| | 4. Income Tax Assessment & Income Tax | | |
| | 5. Income Tax Assessment & Income Tax | | |

- **General Issues**
- **Public Funding Issues:** From donors (all sources) or from tax (but to have a broad-based progressive tax is not necessarily possible, and would be problematic) but a policy to reduce and diversify the distribution of income is important.
- **Health Financing:** Related to under-coverage of health services is spending for cost saving in health care (a cost saving policy). Private care and insurance are popular in low income, but also tend to provide services to a high proportion.
- **Insurance:** Health insurance from donors is costly and not necessarily viable. Health insurance from donors is not necessarily a viable alternative and donor support is likely to be a high proportion of total costs. But this is a part of health financing in other programs.
- **How to raise funds:** In low income countries, donors, government, private, and non-profit. But donors are not necessarily the best source of funds, and the private sector is likely to be a better source of funds. But donors are likely to be a better source of funds.

Mapping NCD and RHD and OIC

| | 100 | 200 | 300 | 400 | 500 | 600 | 700 | 800 | 900 | 1000 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| 100 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 |
| 200 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 |
| 300 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| 400 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 |
| 500 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 |

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| | |
|----------------|---|
| Program: | MSI |
| Course: | |
| Section: | First Second Semester |
| Section Title: | Phonetic Course 3, Group 1, Semester 1st |
| Section: | |
| Section Code: | 10101 |
| Course Code: | First semester course - English - Education - Education - Education |
| Prerequisites: | |
| Notes: | No more notes or subject materials if there is any (subject matter is assessed through monthly difficulty, subject knowledge, knowledge testing). Students should be able to apply learned material through all course topics, giving results in depth in regards to English and English (MSI) from the past. |

Class Course 10:

| CO | CS Statement | Cognitive Level | Knowledge Type | Estimate Test use |
|----|--|-----------------|----------------|-------------------|
| 1 | 1. Analyze the impact of culture on society and society on culture, including the role of culture in the development of society and the role of culture in the development of society and the role of culture in the development of society. | 3 | 3 | 4-5
1-2
3-4 |
| 2 | 2. Describe the impact of culture on society and society on culture, including the role of culture in the development of society and the role of culture in the development of society. | 4 | 4 | 4-5
1-2
3-4 |
| 3 | 3. Apply the impact of culture on society and society on culture, including the role of culture in the development of society and the role of culture in the development of society. | 5 | 5 | 4-5 |

| | | | |
|---|---|---|--|
| Study of the role of the individual in the development of the individual. | | | Research
Project/Report
Test |
| • Study of the role of the individual in the development of the individual. (10 marks) | 1 | 1 | Research
Project/Report
Test
Assignment |
| • Study of the role of the individual in the development of the individual. (10 marks) | 1 | 1 | Research
Project/Report
Test
Assignment |
| • Study of the role of the individual in the development of the individual. (10 marks) | 1 | 1 | Research
Project/Report
Test
Assignment |
| <p>1. Explain the role of the individual in the development of the individual. (10 marks)</p> <p>2. Explain the role of the individual in the development of the individual. (10 marks)</p> <p>3. Explain the role of the individual in the development of the individual. (10 marks)</p> | | | |

Section B

| Module | Unit | Topic | No. of
MCQs | Short
Answer | Essay
Qs |
|--------|------|---|----------------|-----------------|-------------|
| 1 | | Unit 1: The Role of the Individual in the Development of the Individual | 2 | 10 | 4 |
| | | 1. Study of the role of the individual in the development of the individual. (10 marks) | | | |
| | | 2. Study of the role of the individual in the development of the individual. (10 marks) | | | |
| | | 3. Study of the role of the individual in the development of the individual. (10 marks) | | | |
| | | 4. Study of the role of the individual in the development of the individual. (10 marks) | | | |
| | | 5. Study of the role of the individual in the development of the individual. (10 marks) | | | |
| | | 6. Study of the role of the individual in the development of the individual. (10 marks) | | | |
| 2 | | Unit 2: The Role of the Individual in the Development of the Individual | 2 | | 4 |
| | | 1. Study of the role of the individual in the development of the individual. (10 marks) | | | |
| | | 2. Study of the role of the individual in the development of the individual. (10 marks) | | | |
| | | 3. Study of the role of the individual in the development of the individual. (10 marks) | | | |

| | | | |
|----------|--|----------|----------|
| | <p>40. The purpose of the following questions:</p> <p>1. Analyze the following text and answer the questions that follow.</p> | | |
| E | <p>Local Transport</p> <p>1. The advantages of a bus service are:</p> <p>2. The disadvantages of a bus service are:</p> <p>3. The advantages of a train service are:</p> <p>4. The disadvantages of a train service are:</p> <p>5. The advantages of a car service are:</p> <p>6. The disadvantages of a car service are:</p> | E | 3 |
| F | <p>Local Transport: Transport Companies</p> <p>1. The advantages of a bus service are:</p> <p>2. The disadvantages of a bus service are:</p> <p>3. The advantages of a train service are:</p> <p>4. The disadvantages of a train service are:</p> <p>5. The advantages of a car service are:</p> <p>6. The disadvantages of a car service are:</p> | E | 3 |
| G | <p>Specialized English</p> <p>• Trade Shows: Fair Value. Fair value is the price of an item, based on its market value. It is the price that a buyer would pay for an item, given the current market conditions.</p> <p>• Trade Shows: Value Added. Value added is the amount of value that is added to a product during its production process. It is the difference between the value of the raw materials and the value of the finished product.</p> <p>• Trade Shows: Market Value. Market value is the price that a buyer would pay for an item, based on its market value. It is the price that a seller would receive for an item, given the current market conditions.</p> <p>• Trade Shows: Value Added. Value added is the amount of value that is added to a product during its production process. It is the difference between the value of the raw materials and the value of the finished product.</p> <p>• Trade Shows: Market Value. Market value is the price that a buyer would pay for an item, based on its market value. It is the price that a seller would receive for an item, given the current market conditions.</p> | E | 3 |

Shipping with a FIFO method

| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 |
|----|------|------|------|------|------|------|------|------|------|------|------|
| HH | 0 | 0 | 0 | 1 | 1 | 2 | 0 | 1 | 1 | 0 | 0 |
| HL | 0 | 0 | 2 | 1 | 1 | 0 | 1 | 2 | 1 | 0 | 0 |
| HL | 0 | 0 | 2 | 1 | 2 | 0 | 1 | 1 | 2 | 0 | 0 |
| HL | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 1 | 1 | 0 | 0 |
| HL | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 |

Contract Levels

| Level | Description |
|-------|---------------|
| 0 | Oil |
| 1 | Lighter Crude |
| 2 | Medium Crude |
| 3 | Heavier Crude |

Assumed Data

Price of Assets + ECR of Crude Oil Commodity Contract

Industry Commodity

- 1. Natural Gas
- 2. Crude Oil
- 3. Gasoline
- 4. Heating Oil
- 5. Diesel Fuel
- 6. Fuel Oil
- 7. Jet Fuel
- 8. Kerosene
- 9. Liquefied Petroleum Gas
- 10. Ethanol
- 11. Soybean Oil
- 12. Soybean Meal

Market Interest Rate

- 1. Fixed Interest
- 2. Floating

1. **Yes**
2. **Probably**
3. **Probably not**
4. **No**
5. **Not sure**
6. **Not applicable**
7. **Other (specify)**

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3. Smith, J. J., & Van, L. Y. (2010). *Gay, lesbian, and transgender families: A national survey*.
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5. Smith, J. J. (2011). *Gay, lesbian, and transgender families: A national survey*.
6. Smith, J. J., Van, L. Y., & Cohen, J. R. (2010). *Using the 2010 Census to address the issue of gay, lesbian, and transgender families*.
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SUGGESTED READING

1. Hirsch, J. J., & Van, L. Y. (2010). *Gay, lesbian, and transgender families: A national survey*.
2. Smith, J. J., Van, L. Y., & Cohen, J. R. (2010). *Using the 2010 Census to address the issue of gay, lesbian, and transgender families*.
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4. Smith, J. J., Van, L. Y., & Cohen, J. R. (2010). *Using the 2010 Census to address the issue of gay, lesbian, and transgender families*.
5. Smith, J. J., Van, L. Y., & Cohen, J. R. (2011). *Gay, lesbian, and transgender families: A national survey*.

1. **Business 111 & Finance 111** (9 hrs) - **Business Decision** to compare the responsibility of the firm. Every firm is a firm (1 & 2)
2. **Business 111 & Finance 111** (9 hrs) - **Business Decision** to compare the responsibility of the firm. Every firm is a firm (1 & 2)
3. **Business 111 & Finance 111** (9 hrs) - **Business Decision** to compare the responsibility of the firm. Every firm is a firm (1 & 2)

| | | | | | |
|--------------------|---|--------------|-------------|--------------|-------------|
| Program: | MBA | | | | |
| Department: | Department of Management Studies | | | | |
| Course Title: | Business Decision - Business | | | | |
| Course Code: | MBA 111 | | | | |
| Prerequisites: | None | Business 111 | Finance 111 | Business 111 | Finance 111 |
| Corequisites: | None | Business 111 | Finance 111 | Business 111 | Finance 111 |
| Prerequisites: | | | | | |
| Course Objectives: | To provide students with a comprehensive understanding of business decision-making and its impact on the firm. To provide students with a comprehensive understanding of business decision-making and its impact on the firm. | | | | |

Course Content (20)

| Sl. No. | Topic | Chapter No. | Chapter Title | Prerequisite |
|---------|------------------------------|-------------|------------------------------|--------------|
| 1 | Business Decision - Business | 1 | Business Decision - Business | Business 111 |
| 2 | Business Decision - Business | 2 | Business Decision - Business | Business 111 |
| 3 | Business Decision - Business | 3 | Business Decision - Business | Business 111 |
| 4 | Business Decision - Business | 4 | Business Decision - Business | Business 111 |
| 5 | Business Decision - Business | 5 | Business Decision - Business | Business 111 |

| | | | | |
|---|--|--|--|--|
| <p>1. Discuss the concept of a market.</p> <p>2. Discuss the concept of a market.</p> <p>3. Discuss the concept of a market.</p> | | | | |
| <p>Answer to Question 1: A market is a place where buyers and sellers meet to exchange goods and services.</p> | | | | |

Section 1: Market

| Topic | Case | No. of Questions | Max. Marks | Total Marks |
|-------|--|------------------|------------|-------------|
| 1 | Introduction to Market Structure | 10 | 20 | 20 |
| | <p>1. Define Perfect Competition, Monopoly, Oligopoly, Duopoly.</p> <p>2. Explain the concept of market structure.</p> <p>3. List the characteristics of perfect competition, monopoly, oligopoly, and duopoly.</p> <p>4. Discuss the importance of market structure.</p> <p>5. Explain the concept of market structure.</p> | | | |
| 2 | Market Equilibrium | 10 | 20 | 20 |
| | <p>1. Explain the concept of market equilibrium.</p> <p>2. Define supply and demand.</p> <p>3. Explain the concept of market equilibrium.</p> <p>4. List the factors that affect market equilibrium.</p> <p>5. Discuss the importance of market equilibrium.</p> <p>6. Explain the concept of market equilibrium.</p> | | | |
| 3 | Market Structure and Pricing | 10 | 20 | 20 |
| | <p>1. Explain the concept of market structure.</p> <p>2. Define supply and demand.</p> <p>3. Explain the concept of market structure.</p> <p>4. List the factors that affect market structure.</p> <p>5. Discuss the importance of market structure.</p> <p>6. Explain the concept of market structure.</p> | | | |

| | | | |
|---|---|---|----|
| | <p>1. To identify appropriate ways to provide a safe and sound environment for the community.</p> <p>2. To identify appropriate ways to provide a safe and sound environment for the community.</p> <p>3. To identify appropriate ways to provide a safe and sound environment for the community.</p> <p>4. To identify appropriate ways to provide a safe and sound environment for the community.</p> | | |
| 6 | <p>Identifying Environmental Analysis and Planning</p> <p>1. To identify appropriate ways to provide a safe and sound environment for the community.</p> <p>2. To identify appropriate ways to provide a safe and sound environment for the community.</p> <p>3. To identify appropriate ways to provide a safe and sound environment for the community.</p> <p>4. To identify appropriate ways to provide a safe and sound environment for the community.</p> <p>5. To identify appropriate ways to provide a safe and sound environment for the community.</p> <p>6. To identify appropriate ways to provide a safe and sound environment for the community.</p> <p>7. To identify appropriate ways to provide a safe and sound environment for the community.</p> | 2 | 16 |
| 7 | <p>New York State</p> <p>1. To identify appropriate ways to provide a safe and sound environment for the community.</p> <p>2. To identify appropriate ways to provide a safe and sound environment for the community.</p> | 2 | 11 |

- **Target Risk Exposure:** Measure of a firm that describes the risk administration strategy that is a part of a firm's strategy of return. This measure is highly sensitive to changes in the risk management strategy and corporate risk taking policies, especially for large firms. Risk measures are generally
- **Value-at-Risk Measure:** A measure of risk that is not directly comparable across firms because of different methods used to estimate returns of companies. Although, finding this is not the correct measure, it is useful when comparing risk of an asset to the overall risk of a portfolio.
- **Enterprise Value Similarity Score:** A statistical measure of the similarity of two firms' returns. It is based on the concept of enterprise value. It is used to compare the returns of two firms. It is based on the concept of enterprise value. It is used to compare the returns of two firms. It is based on the concept of enterprise value.
- **Large Firms Exposure:** A measure of the exposure of large firms to risk. It is based on the concept of enterprise value. It is used to compare the returns of two firms. It is based on the concept of enterprise value.

Supply of Risk with Risk aversion

| | 100 | 200 | 300 | 400 | 500 | 600 | 700 | 800 | 900 | 1000 | 1100 | 1200 |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| 100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 200 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 300 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 400 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 500 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 600 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 700 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 800 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 900 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1200 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|---|
| 100 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 |
| 100 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 |
| 100 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 |

Controlle Dotti:

| Linea | Descrizione |
|-------|-----------------|
| - | 00 |
| 1 | Imposta Fidej. |
| 2 | Imposta Imposta |
| 2 | Imposta Imposta |

Autore: Roberto

Titolo: Autocore - CCA (Controlli) - Computazione - Autocore -

Controlli - Autocore (10)

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Controlli - Autocore (10)

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APPENDICE

- Autocore (Autocore) - Autocore (Autocore) - Autocore (Autocore)
- Autocore (Autocore) - Autocore (Autocore) - Autocore (Autocore)
- Autocore (Autocore) - Autocore (Autocore) - Autocore (Autocore)

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RECOMMENDED READING

1. Edelman, John (Ed.). *Organizational Development: A Practical Approach*. Boston: HBS.
2. Edelman, John (Ed.). *Organizational Development: A Practical Approach*. Boston: HBS.
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 Case 9-101: Organizational Development: A Practical Approach

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| | | | | | |
|----------------|--|----------|-------|---------------|------------|
| Program | MS | | | | |
| Course Code | | | | | |
| Course Title | Local Emergency | | | | |
| Level Course | Master's Level Group I - Emergency | | | | |
| Level | | | | | |
| Course Unit | EM/14 | | | | |
| Credits | Year | Semester | Level | Prerequisites | Equivalent |
| | 1 | 1 | 1 | | |
| Prerequisites | | | | | |
| Course Content | <p>The course will cover the following topics: A study of local emergency, the principles of risk management, theory of liability and the nature of public and private law, personal injury, negligence, a review of the relevant law, and a study of local emergency, including the following topics: emergency services, the law of tort, and the law of contract.</p> | | | | |

Course Content

| CO | CO Content | Cognitive Level | Knowledge Depth | Learning Task |
|----|--|-----------------|-----------------|--|
| 1 | Identify the legal challenges and issues arising in emergency services, including the law of tort, contract, and public law. | 1 | 1 | Identify the legal challenges and issues arising in emergency services, including the law of tort, contract, and public law. |
| 2 | Identify the legal challenges and issues arising in emergency services, including the law of tort, contract, and public law. | 2 | 2 | Identify the legal challenges and issues arising in emergency services, including the law of tort, contract, and public law. |
| 3 | Identify the legal challenges and issues arising in emergency services, including the law of tort, contract, and public law. | 3 | 3 | Identify the legal challenges and issues arising in emergency services, including the law of tort, contract, and public law. |
| 4 | Identify the legal challenges and issues arising in emergency services, including the law of tort, contract, and public law. | 4 | 4 | Identify the legal challenges and issues arising in emergency services, including the law of tort, contract, and public law. |
| 5 | Identify the legal challenges and issues arising in emergency services, including the law of tort, contract, and public law. | 5 | 5 | Identify the legal challenges and issues arising in emergency services, including the law of tort, contract, and public law. |

| | | | |
|---|----|---|--------------|
| Explain the process of how water is able to move and how the availability of water helps the plant survive. | | | Explain Why? |
| How is water able to move through the plant? | 10 | 8 | Explain |
| 7. Explain the relationship of photosynthesis and cellular respiration in plants.
8. Explain the relationship of photosynthesis and cellular respiration in animals. | | | |

Unit 10

| Unit | Topic | Ex | Unit Total |
|------|---|----|------------|
| 1 | Energy and Temperature | 11 | 11 |
| | 1. Why does a hot object cool down? | | |
| | 2. Heating an object causes it to expand. | | |
| | 3. Expansion of a gas causes it to rise. | | |
| | 4. Air and water expand when they are heated. | | |
| | 5. The expansion of a gas causes it to rise. | | |
| 2 | Light and Energy | 11 | 11 |
| | 6. Light is a form of energy. | | |
| | 7. Light can be used to heat an object. The energy is transferred to the object. | | |
| | 8. Light can be used to power a device. The energy is transferred to the device. | | |
| | 9. Light can be used to power a device. The energy is transferred to the device. | | |
| | 10. Light can be used to power a device. The energy is transferred to the device. | | |
| 3 | Sound and Energy | 11 | 11 |
| | 11. Sound is a form of energy. | | |
| | 12. Sound can be used to power a device. The energy is transferred to the device. | | |
| | 13. Sound can be used to power a device. The energy is transferred to the device. | | |
| | 14. Sound can be used to power a device. The energy is transferred to the device. | | |
| | 15. Sound can be used to power a device. The energy is transferred to the device. | | |

| | | |
|----|---|----|
| 11 | <p>Level of Evidence and applicability to assessment of</p> <p>17. Prevalence estimates: Is the prevalence of disease or condition among the "general" population different from that in the population of interest?</p> <p>18. Relative benefits of treatment: Is the benefit of treatment different in the population of interest from that in the population of interest?</p> <p>19. Relative harms of treatment: Is the harm of treatment different in the population of interest from that in the population of interest?</p> <p>20. Relative benefits and harms of treatment: Is the benefit of treatment different in the population of interest from that in the population of interest?</p> | 11 |
| 7 | <p>Key Evidence</p> <ul style="list-style-type: none"> • Best Case: Systematic review or meta-analysis of primary care comparisons of different surgical options, including randomised controlled trials, cohort studies, case-control studies, case series, and cross-sectional studies. • Intermediate Level Evidence: Randomised controlled trials, cohort studies, case-control studies, case series, and cross-sectional studies. • Low Level Evidence: Case-control studies, case series, and cross-sectional studies. • Self-Controlled Series: The Temporal Effect of a surgical intervention on the risk of subsequent surgical intervention, using the same patient population, and control events, showing that a lower risk of a surgical intervention. • Case Series: A series of cases of a surgical intervention, showing the risk of subsequent surgical intervention. • Case Series: A series of cases of a surgical intervention, showing the risk of subsequent surgical intervention. • Case Series: A series of cases of a surgical intervention, showing the risk of subsequent surgical intervention. • Case Series: A series of cases of a surgical intervention, showing the risk of subsequent surgical intervention. • Case Series: A series of cases of a surgical intervention, showing the risk of subsequent surgical intervention. | 11 |

Mapping of CE to a PICO model:

| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| PRO | PRO | PRO | PRO | PRO | PRO | PRO | PRO | PRO | PRO |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|

| | | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|---|
| 100 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 |
| 100 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 |
| 100 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 |
| 100 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| 100 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 100 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |

Correlated Data

| Level | Exercises |
|-------|--------------|
| 1 | 1st |
| 2 | 1000000000 |
| 3 | 10000000000 |
| 4 | 100000000000 |

Learning Objectives

End of Semester (EoS) Programme Completion Assessment

Learning Objectives (LO)

- Artificial Intelligence
- Computer Systems
- Software Engineering
- System-level programming
- Software development process
- Data structures
- Data representation
- Database design
- Networks and protocols

Learning Objectives (LO)

- Formal languages
- Algorithms
- Software
- Software development
- Software
- Software development



3. *Non-empirical*
4. *Inductive* (bottom-up)
5. *Top-down*
6. *Abductive* (pragmatic)

REFERENCES

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5. *Forst, E. (1984) Writing processes: a study in the development of writing skills.* *Journal of Applied Psychology*.

ACQUIRED SKILLS

1. *Forst, E. (1984) From programming to writing: a study in the development of writing processes.* *Acta Polytechnica*, 1(1), 1-10.
2. *Forst, E. (1984) From programming to writing: a study in the development of writing processes.* *Acta Polytechnica*, 1(1), 1-10.
3. *Forst, E. (1984) From programming to writing: a study in the development of writing processes.* *Acta Polytechnica*, 1(1), 1-10.
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15. *Forst, E. (1984) From programming to writing: a study in the development of writing processes.* *Acta Polytechnica*, 1(1), 1-10.

Table 1: U.S. Economic Indicators

| | |
|----------------------------|------------------------------|
| Indicator | Value |
| GDP (QoQ) | 0.1% |
| Unemployment Rate | 4.1% |
| Inflation (CPI) | 3.2% |
| Interest Rate | 5.5% |
| Trade Balance | Trade deficit: \$100 billion |
| Government Debt | \$30 trillion |
| Consumer Confidence | 100 |
| Business Investment | -\$10 billion |
| Household Spending | -\$20 billion |
| Net Exports | -\$10 billion |
| Government Spending | +\$10 billion |
| Tax Revenue | +\$10 billion |
| Government Surplus/Deficit | -\$10 billion |

Table 2: U.S. Economic Indicators

| ID | Description | Category | Value | Unit |
|----|--|----------------------------|----------------|-------------|
| 1 | Real GDP growth rate (QoQ) | GDP | 0.1% | % |
| 2 | Unemployment rate (annual average) | Unemployment | 4.1% | % |
| 3 | Inflation rate (CPI, annual) | Inflation | 3.2% | % |
| 4 | Interest rate (Federal Reserve) | Interest Rate | 5.5% | % |
| 5 | Trade balance (goods and services) | Trade Balance | -\$100 billion | \$ billion |
| 6 | Government debt (total) | Government Debt | \$30 trillion | \$ trillion |
| 7 | Consumer confidence index | Consumer Confidence | 100 | Index |
| 8 | Business investment (fixed capital formation) | Business Investment | -\$10 billion | \$ billion |
| 9 | Household spending (personal consumption expenditures) | Household Spending | -\$20 billion | \$ billion |
| 10 | Net exports (goods and services) | Net Exports | -\$10 billion | \$ billion |
| 11 | Government spending (total) | Government Spending | +\$10 billion | \$ billion |
| 12 | Tax revenue (total) | Tax Revenue | +\$10 billion | \$ billion |
| 13 | Government surplus/deficit | Government Surplus/Deficit | -\$10 billion | \$ billion |

| | | | |
|--|---|---|---|
| 1. Introduction to the course | | | |
| 2. The role of the course in the overall programme | 1 | 1 | 1 |
| 3. The role of the course in the overall programme | 1 | 1 | 1 |
| 4. Summary of the course content | | | |

Table 1: Course Content

| Week | Topic | 11 | 12 | 13 |
|------|---|----|----|----|
| 1 | Introduction to the course | 11 | 12 | 13 |
| | 1. The role of the course in the overall programme | | | |
| | 2. The role of the course in the overall programme | | | |
| | 3. The role of the course in the overall programme | | | |
| | 4. The role of the course in the overall programme | | | |
| | 5. The role of the course in the overall programme | | | |
| | 6. The role of the course in the overall programme | | | |
| | 7. The role of the course in the overall programme | | | |
| | 8. The role of the course in the overall programme | | | |
| | 9. The role of the course in the overall programme | | | |
| | 10. The role of the course in the overall programme | | | |
| | 11. The role of the course in the overall programme | | | |
| | 12. The role of the course in the overall programme | | | |
| | 13. The role of the course in the overall programme | | | |
| 11 | Conclusion | 11 | 12 | 13 |
| | 1. Summary of the course content | | | |
| | 2. The role of the course in the overall programme | | | |
| | 3. The role of the course in the overall programme | | | |
| | 4. The role of the course in the overall programme | | | |
| | 5. The role of the course in the overall programme | | | |
| | 6. The role of the course in the overall programme | | | |
| | 7. The role of the course in the overall programme | | | |
| | 8. The role of the course in the overall programme | | | |
| | 9. The role of the course in the overall programme | | | |
| | 10. The role of the course in the overall programme | | | |
| | 11. The role of the course in the overall programme | | | |
| | 12. The role of the course in the overall programme | | | |
| | 13. The role of the course in the overall programme | | | |

| | | | |
|----|---|----|----|
| | <ul style="list-style-type: none"> 16. Knowledge of assessment (MBA & Business Executive) assessment and format (MBA) 17. Understanding Structure of MBA & assessment tools 18. Role of assessment and feedback 19. How to use assessment | | |
| 20 | <p>20. Assessment and Job Interview Strategy</p> <ul style="list-style-type: none"> 1. Importance of Assessment and Job Interview 2. Job Interview: Preparation and Strategy 3. Interview Questions: Preparation and Strategy 4. Interview Questions: Preparation and Strategy 5. Interview Questions: Preparation and Strategy 6. Interview Questions: Preparation and Strategy 7. Interview Questions: Preparation and Strategy 8. Interview Questions: Preparation and Strategy 9. Interview Questions: Preparation and Strategy 10. Interview Questions: Preparation and Strategy 11. Interview Questions: Preparation and Strategy 12. Interview Questions: Preparation and Strategy 13. Interview Questions: Preparation and Strategy 14. Interview Questions: Preparation and Strategy 15. Interview Questions: Preparation and Strategy 16. Interview Questions: Preparation and Strategy 17. Interview Questions: Preparation and Strategy 18. Interview Questions: Preparation and Strategy 19. Interview Questions: Preparation and Strategy 20. Interview Questions: Preparation and Strategy | 11 | 10 |
| 21 | <p>21. Interview Questions: Preparation and Strategy</p> <ul style="list-style-type: none"> 1. Interview Questions: Preparation and Strategy 2. Interview Questions: Preparation and Strategy 3. Interview Questions: Preparation and Strategy 4. Interview Questions: Preparation and Strategy 5. Interview Questions: Preparation and Strategy 6. Interview Questions: Preparation and Strategy 7. Interview Questions: Preparation and Strategy 8. Interview Questions: Preparation and Strategy 9. Interview Questions: Preparation and Strategy 10. Interview Questions: Preparation and Strategy 11. Interview Questions: Preparation and Strategy 12. Interview Questions: Preparation and Strategy 13. Interview Questions: Preparation and Strategy 14. Interview Questions: Preparation and Strategy 15. Interview Questions: Preparation and Strategy 16. Interview Questions: Preparation and Strategy 17. Interview Questions: Preparation and Strategy 18. Interview Questions: Preparation and Strategy 19. Interview Questions: Preparation and Strategy 20. Interview Questions: Preparation and Strategy | 11 | 10 |

Explain PDR with PSD with 00c

| | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th |
|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| 22 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 23 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |

4. **Answer:** 43 units, 14,000 lbs, 400 lbs

5. **Answer:** 1. 100%, 2. 100%, 3. 100%, 4. 100%, 5. 100%

6. **Answer:** 1. 100%, 2. 100%, 3. 100%, 4. 100%

7. **Answer:** 1. 100%, 2. 100%, 3. 100%, 4. 100%

| | |
|--------------|------------------------------------|
| Expense | Bill |
| Material | |
| Direct Labor | Material Flow |
| Overhead | Date |
| Quantity | Unit |
| Cost | Unit Cost |
| Total | Total Cost |
| | 4 |
| Notes: | |
| 1. | 1. 100%, 2. 100%, 3. 100%, 4. 100% |
| 2. | 1. 100%, 2. 100%, 3. 100%, 4. 100% |
| 3. | 1. 100%, 2. 100%, 3. 100%, 4. 100% |
| 4. | 1. 100%, 2. 100%, 3. 100%, 4. 100% |
| 5. | 1. 100%, 2. 100%, 3. 100%, 4. 100% |
| 6. | 1. 100%, 2. 100%, 3. 100%, 4. 100% |
| 7. | 1. 100%, 2. 100%, 3. 100%, 4. 100% |

Case Studies:

| Case | Columns | Equity | Debt | Equity |
|------|------------------------------------|--------|------|--------|
| | | 100% | 100% | 100% |
| 1.1 | 1. 100%, 2. 100%, 3. 100%, 4. 100% | 1 | 1 | 100% |
| 1.2 | 1. 100%, 2. 100%, 3. 100%, 4. 100% | 2 | 2 | 100% |
| 1.3 | 1. 100%, 2. 100%, 3. 100%, 4. 100% | 3 | 3 | 100% |
| 1.4 | 1. 100%, 2. 100%, 3. 100%, 4. 100% | 4 | 4 | 100% |
| 1.5 | 1. 100%, 2. 100%, 3. 100%, 4. 100% | 5 | 5 | 100% |

| | | | |
|--|----|----|----|
| 10. The following are the components of a demand-based bid: | | | |
| 11. A contract for a fixed-price contract is a contract in which the price is fixed for the entire duration of the contract. | 11 | 11 | 11 |
| 12. The following are the components of a demand-based bid: | | | |
| 13. The following are the components of a demand-based bid: | | | |
| 14. The following are the components of a demand-based bid: | | | |

Section 10

| Question | Answer | Points | Marked |
|---|--------|--------|--------|
| 1. The following are the components of a demand-based bid: | | 11 | 11 |
| 2. The following are the components of a demand-based bid: | | 11 | 11 |
| 3. The following are the components of a demand-based bid: | | 11 | 11 |
| 4. The following are the components of a demand-based bid: | | 11 | 11 |
| 5. The following are the components of a demand-based bid: | | 11 | 11 |
| 6. The following are the components of a demand-based bid: | | 11 | 11 |
| 7. The following are the components of a demand-based bid: | | 11 | 11 |
| 8. The following are the components of a demand-based bid: | | 11 | 11 |
| 9. The following are the components of a demand-based bid: | | 11 | 11 |
| 10. The following are the components of a demand-based bid: | | 11 | 11 |
| 11. The following are the components of a demand-based bid: | | 11 | 11 |
| 12. The following are the components of a demand-based bid: | | 11 | 11 |
| 13. The following are the components of a demand-based bid: | | 11 | 11 |
| 14. The following are the components of a demand-based bid: | | 11 | 11 |
| 15. The following are the components of a demand-based bid: | | 11 | 11 |
| 16. The following are the components of a demand-based bid: | | 11 | 11 |
| 17. The following are the components of a demand-based bid: | | 11 | 11 |
| 18. The following are the components of a demand-based bid: | | 11 | 11 |
| 19. The following are the components of a demand-based bid: | | 11 | 11 |
| 20. The following are the components of a demand-based bid: | | 11 | 11 |

1. **Generalized linear model** (GLM) is a statistical model that extends the linear model to include non-linear relationships between the response variable and the predictors. It is used to model the relationship between a continuous response variable and a set of predictors, where the relationship is assumed to be linear, but the error term is assumed to follow a distribution other than the normal distribution.

2. **GLM** is a statistical model that extends the linear model to include non-linear relationships between the response variable and the predictors. It is used to model the relationship between a continuous response variable and a set of predictors, where the relationship is assumed to be linear, but the error term is assumed to follow a distribution other than the normal distribution.

Notes

- **Generalized linear model** (GLM) is a statistical model that extends the linear model to include non-linear relationships between the response variable and the predictors. It is used to model the relationship between a continuous response variable and a set of predictors, where the relationship is assumed to be linear, but the error term is assumed to follow a distribution other than the normal distribution.
- **GLM** is a statistical model that extends the linear model to include non-linear relationships between the response variable and the predictors. It is used to model the relationship between a continuous response variable and a set of predictors, where the relationship is assumed to be linear, but the error term is assumed to follow a distribution other than the normal distribution.
- **GLM** is a statistical model that extends the linear model to include non-linear relationships between the response variable and the predictors. It is used to model the relationship between a continuous response variable and a set of predictors, where the relationship is assumed to be linear, but the error term is assumed to follow a distribution other than the normal distribution.
- **GLM** is a statistical model that extends the linear model to include non-linear relationships between the response variable and the predictors. It is used to model the relationship between a continuous response variable and a set of predictors, where the relationship is assumed to be linear, but the error term is assumed to follow a distribution other than the normal distribution.

Apply with 100 marks

| | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 100 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 100 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

| | | | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|---|---|
| 000 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 |
| 1 | | | | | | | | | | | |
| 001 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 |
| 1 | | | | | | | | | | | |
| 010 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 |
| 1 | | | | | | | | | | | |
| 011 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 |
| 1 | | | | | | | | | | | |

Condition Codes

| Unit | Condition |
|------|-----------------------|
| - | Not |
| 1 | Greater Than |
| 2 | Greater Than or Equal |
| 3 | Not Less Than |

Answer Table:

1. Write Answer - 10 (Choose Correct Answer)

1. Which of the following is not a valid expression?
- 1 + 2 * 3
 - 1 + 2 * 3 + 4
 - 1 + 2 * 3 + 4 * 5
 - 1 + 2 * 3 + 4 * 5 + 6
 - 1 + 2 * 3 + 4 * 5 + 6 + 7
 - 1 + 2 * 3 + 4 * 5 + 6 + 7 + 8
 - 1 + 2 * 3 + 4 * 5 + 6 + 7 + 8 + 9
 - 1 + 2 * 3 + 4 * 5 + 6 + 7 + 8 + 9 + 10

2. Which of the following is not a valid expression?

- 1 + 2 * 3
- 1 + 2 * 3 + 4
- 1 + 2 * 3 + 4 * 5
- 1 + 2 * 3 + 4 * 5 + 6
- 1 + 2 * 3 + 4 * 5 + 6 + 7
- 1 + 2 * 3 + 4 * 5 + 6 + 7 + 8
- 1 + 2 * 3 + 4 * 5 + 6 + 7 + 8 + 9
- 1 + 2 * 3 + 4 * 5 + 6 + 7 + 8 + 9 + 10

Answers

1. Jan. 31 (2012) (working paper assigned) 100 (100%) bill
2. Feb. 28 (2012) (working paper assigned) 100 (100%) bill
3. Mar. 31 (2012) (working paper assigned) 100 (100%) bill
4. Mar. 31 (2012) (working paper assigned) 100 (100%) bill
5. Mar. 31 (2012) (working paper assigned) 100 (100%) bill

| | | | | | |
|---------|--|-----|-----|-----|-----|
| Account | Bill | | | | |
| Account | | | | | |
| Account | Inventory Billing | | | | |
| Account | Bill | | | | |
| Account | | | | | |
| Account | 100 (100%) | | | | |
| Account | 100 | 100 | 100 | 100 | 100 |
| Account | 100 | 100 | 100 | 100 | 100 |
| Account | | | | | |
| Account | <p>As regards to the above, it is to be noted that the amount of inventory assigned, is equal to the amount of bill assigned. Hence, the amount of inventory assigned is equal to the amount of bill assigned. It is to be noted that the amount of bill assigned is equal to the amount of bill assigned. It is to be noted that the amount of bill assigned is equal to the amount of bill assigned.</p> | | | | |

Table (Answer 25)

| Bill | Bill Date | Debit | Credit | Balance |
|------|-----------|-------|--------|---------|
| 100 | 100 | 100 | 100 | 100 |
| 100 | 100 | 100 | 100 | 100 |
| 100 | 100 | 100 | 100 | 100 |

| | | | |
|-------------------|---|-----------|-----------|
| | <p>Local Culture Area</p> <p>1. Historical Overview of Community Development of the African Diaspora in America</p> | | |
| <p>III</p> | <p>Increased Black Life & Leadership</p> <p>1. Role of World War I in African American Community Development, including military training and economic growth during post-war industrialization and migration</p> <p>2. Historical Significance of the Great Migration and the Harlem Renaissance</p> <p>3. African American Leadership in the 1920s-1930s</p> <p>4. Role of the NAACP and other organizations in the fight for civil rights</p> <p>5. Economic challenges and the Great Depression</p> | <p>11</p> | <p>11</p> |
| <p>IV</p> | <p>Civil Rights & Political Activism</p> <p>1. Early 20th-century African American political and social activists</p> <p>2. The NAACP and the fight for equal rights</p> <p>3. The Southern Christian Leadership Conference and Martin Luther King Jr.</p> | <p>11</p> | <p>11</p> |
| <p>V</p> | <p>Conclusion</p> <p>Historical Overview of the African American Community Development in America</p> <p>The African American community has a rich and complex history of development in America. This history is shaped by a combination of social, economic, and political factors. The African American community has made significant contributions to American society and culture. The fight for civil rights and equal opportunity has been a central theme in the history of the African American community. The African American community has a bright future and a bright future for all Americans.</p> | <p>11</p> | <p>11</p> |

| | 200 | 202 | 204 | 206 | 208 | 210 | 212 | 214 | 216 | 218 | 220 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 111 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 112 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 113 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 114 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 115 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

Formulas Used:

| Level | Formula |
|-------|---------|
| 1 | 1st |
| 2 | 2nd |
| 3 | 3rd |
| 4 | 4th |

Answer Ration:

111: Answer - FCV (Finance Company)

- 1. Finance Company
- 2. Bank
- 3. Insurance
- 4. Mutual fund company
- 5. Educational corp
- 6. Corporation
- 7. Insurance corp
- 8. Insurance corp
- 9. Insurance corp
- 10. Insurance corp

112: Answer - FCV (Finance Company)

- 1. Finance Company
- 2. Bank
- 3. Insurance
- 4. Mutual fund company
- 5. Educational corp
- 6. Corporation
- 7. Insurance corp
- 8. Insurance corp
- 9. Insurance corp
- 10. Insurance corp

1. Department
2. Department (optional)

APPENDICES

1. Letter A. Acknowledgment received among World Bank Group
2. Letter C. Letter of Intent received regarding World Bank Group
3. Letter D. Financial Statement
4. Letter E. Letter of Intent received regarding World Bank Group
5. Letter F. Letter of Intent received regarding World Bank Group
6. Letter G. Letter of Intent received regarding World Bank Group
7. Letter H. Letter of Intent received regarding World Bank Group
8. Letter I. Letter of Intent received regarding World Bank Group

APPENDIX A

1. Letter of Intent received regarding World Bank Group
2. Letter of Intent received regarding World Bank Group
3. Letter of Intent received regarding World Bank Group
4. Letter of Intent received regarding World Bank Group
5. Letter of Intent received regarding World Bank Group
6. Letter of Intent received regarding World Bank Group
7. Letter of Intent received regarding World Bank Group
8. Letter of Intent received regarding World Bank Group

| | | | | |
|---------------------|--------------------|-----------------|-----------------|-----------------|
| Project | [Project Name] | | | |
| Loan ID | [Loan ID] | | | |
| Project Title | [Project Title] | | | |
| Country | [Country] | | | |
| Project ID | [Project ID] | | | |
| Project Description | [Description 1] | [Description 2] | [Description 3] | [Description 4] |
| Project Status | [Status 1] | [Status 2] | [Status 3] | [Status 4] |
| Project Location | [Project Location] | | | |
| Project Contact | [Project Contact] | | | |
| Project Date | [Project Date] | | | |

| | |
|--|--|
| | <p>Students compare theories and models of learning and behavior, and apply them to explain learning processes and outcomes. They also evaluate the effectiveness of various learning interventions and strategies for promoting learning and behavior change.</p> |
|--|--|

Course Content:

| Obj | Content | Expert level | Learning Object | Examine Task |
|-----|---|--------------|-----------------|--------------|
| 1 | <p>Define and describe the various theories and models of learning and behavior, and apply them to explain learning processes and outcomes.</p> | 2 | 2 | Examine Task |
| 2 | <p>Identify and describe the various theories and models of learning and behavior, and apply them to explain learning processes and outcomes.</p> | 3 | 3 | Examine Task |
| 3 | <p>Identify and describe the various theories and models of learning and behavior, and apply them to explain learning processes and outcomes.</p> | 4 | 4 | Examine Task |
| 4 | <p>Identify and describe the various theories and models of learning and behavior, and apply them to explain learning processes and outcomes.</p> | 5 | 5 | Examine Task |
| 5 | <p>Identify and describe the various theories and models of learning and behavior, and apply them to explain learning processes and outcomes.</p> | 6 | 6 | Examine Task |

| | | | |
|--|--|--|--|
| 1. Explain the concept of a
contract and its essential
elements. | | | |
| 2. Discuss the importance of
contract law in a business
context. | | | |

Model Answer

| Q.No | Q. No | Q. Text | By | Level | Time |
|------|-------|--|----|-------|------|
| | | | 1 | 2 | 3 |
| 1 | | Contract Law
1. Define contract. What are the essential elements of a contract?
2. Explain the concept of offer and acceptance.
3. Discuss the importance of contract law in a business context.
4. Explain the concept of breach of contract and its remedies.
5. Discuss the importance of contract law in a business context.
6. Explain the concept of breach of contract and its remedies. | 1 | 1 | 11 |
| 2 | | Contract Law
1. Define contract. What are the essential elements of a contract?
2. Explain the concept of offer and acceptance.
3. Discuss the importance of contract law in a business context.
4. Explain the concept of breach of contract and its remedies.
5. Discuss the importance of contract law in a business context.
6. Explain the concept of breach of contract and its remedies. | 2 | | 11 |
| 3 | | Contract Law
1. Define contract. What are the essential elements of a contract?
2. Explain the concept of offer and acceptance.
3. Discuss the importance of contract law in a business context.
4. Explain the concept of breach of contract and its remedies.
5. Discuss the importance of contract law in a business context.
6. Explain the concept of breach of contract and its remedies. | 3 | | 11 |

| | | | |
|----------|---|----------|-----------|
| | <p>1) Lower - middle class of Egyptian women
 (middle - upper class of Egyptian women)
 (middle - low class of Egyptian women)
 (middle - high class of Egyptian women)</p> | | |
| F | <p>2) Lower - middle class of Egyptian women
 (middle - upper class of Egyptian women)
 (middle - low class of Egyptian women)
 (middle - high class of Egyptian women)</p> <p>Group Interview Guide</p> <p>1) How do you feel about the current situation in Egypt?
 2) How do you feel about the current situation in Egypt?
 3) How do you feel about the current situation in Egypt?
 4) How do you feel about the current situation in Egypt?
 5) How do you feel about the current situation in Egypt?
 6) How do you feel about the current situation in Egypt?
 7) How do you feel about the current situation in Egypt?</p> | 2 | 11 |
| F | <p>Open Field Guide</p> <p>1) How do you feel about the current situation in Egypt?
 2) How do you feel about the current situation in Egypt?
 3) How do you feel about the current situation in Egypt?
 4) How do you feel about the current situation in Egypt?
 5) How do you feel about the current situation in Egypt?
 6) How do you feel about the current situation in Egypt?
 7) How do you feel about the current situation in Egypt?</p> | 2 | 11 |

Mapping of Content Analysis (PO)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| PO1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PO2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PO3 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PO4 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| PO5 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| PO6 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| PO7 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| PO8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| PO9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| PO10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

| | | | | | | | | | | | | |
|----|---|---|---|---|---|---|---|---|---|---|---|--|
| 1 | | | | | | | | | | | | |
| 10 | 0 | 0 | 2 | 4 | 1 | 0 | 2 | 0 | 4 | 0 | 4 | |

Confidence Levels

| Level | Confidence |
|-------|----------------|
| 1 | 95% |
| 2 | 90% Confidence |
| 3 | 85% Confidence |
| 4 | 80% Confidence |

Answer Matrix

Block 1 Answer - FCJ Exercise - Design Teams (continued)

Question - Scenario 1 (10)

- a. correct
- b. incorrect
- c. incorrect
- d. incorrect
- e. incorrect
- f. incorrect
- g. incorrect
- h. incorrect
- i. incorrect

Question - Scenario 2 (14)

- a. correct
- b. correct
- c. correct
- d. correct
- e. correct
- f. correct
- g. correct
- h. correct
- i. correct
- j. correct
- k. correct
- l. correct
- m. correct
- n. correct
- o. correct
- p. correct
- q. correct
- r. correct
- s. correct
- t. correct
- u. correct
- v. correct
- w. correct
- x. correct
- y. correct
- z. correct

QUESTION 1

1. **Answer:** a. **Wrong** - you should have used open, rather than closed, intervals.
2. **Key:** 3. **Wrong** - you should have used open, rather than closed, intervals.
3. **Answer:** The correct answer is **no** and the reason is that

Assessment Task Evaluation table

4. **110 B B** (writing for a broad international audience) English Learning
5. **V. E.** (high genre business writing) English Business and Marketing (writing) (writing)
6. **Genre 2** (the pitch up) (the skills use of genre to achieve a purpose) (purpose) (writing)
7. **Genre 3** (the pitch up) (the skills use of genre to achieve a purpose) (purpose) (writing)

ACQUIRED SKILLS

A. WRITING

1. **Formal business writing** (the skills use of genre to achieve a purpose) (purpose) (writing)
2. **Business writing** (the skills use of genre to achieve a purpose) (purpose) (writing)
3. **Skills of high writing** (the skills use of genre to achieve a purpose) (purpose) (writing)
4. **Formal business writing** (the skills use of genre to achieve a purpose) (purpose) (writing)

B. SPEAKING

1. **Skills of high writing** (the skills use of genre to achieve a purpose) (purpose) (writing)
2. **Skills of high writing** (the skills use of genre to achieve a purpose) (purpose) (writing)
3. **Skills of high writing** (the skills use of genre to achieve a purpose) (purpose) (writing)
4. **Skills of high writing** (the skills use of genre to achieve a purpose) (purpose) (writing)

| | | | | | |
|---------------|--|---|---|---|---|
| Program | BBA | | | | |
| Unit Code | BBA101 | | | | |
| Unit Title | Commercial English (Writing) | | | | |
| Unit Level | Level 1 | | | | |
| Module Year | 1/1/1 | | | | |
| Unit Hours | 1 | 1 | 1 | 1 | 1 |
| Prerequisites | | | | | |
| Notes | This unit is a corequisite of the unit English for Business (BBA102) and is a corequisite of the unit English for Business (BBA103). | | | | |

| | |
|--|---|
| | <p>Learning objectives and assessment for each unit are listed in the following table. The table is intended to provide a general overview of the course content and to help you plan your study. The table is not intended to be a substitute for the course syllabus or the course materials.</p> |
|--|---|

Course Content (30)

| Unit | Content | Duration (hrs) | Learning Objectives | Assessment (marks) |
|------|--|----------------|---------------------|--------------------|
| 1 | <p>The unit is a general overview of the course content. It covers the basic concepts and principles of the course. The unit is intended to provide a general overview of the course content and to help you plan your study.</p> | 1 | 1 | General Overview |
| 2 | <p>The unit covers the basic concepts and principles of the course. It covers the basic concepts and principles of the course. The unit is intended to provide a general overview of the course content and to help you plan your study.</p> | 1 | 1 | General Overview |
| 3 | <p>The unit covers the basic concepts and principles of the course. It covers the basic concepts and principles of the course. The unit is intended to provide a general overview of the course content and to help you plan your study.</p> | 1 | 1 | General Overview |
| 4 | <p>The unit covers the basic concepts and principles of the course. It covers the basic concepts and principles of the course. The unit is intended to provide a general overview of the course content and to help you plan your study.</p> | 1 | 1 | General Overview |
| 5 | <p>The unit covers the basic concepts and principles of the course. It covers the basic concepts and principles of the course. The unit is intended to provide a general overview of the course content and to help you plan your study.</p> | 1 | 1 | General Overview |

| | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> Identify the main components of a business plan and describe their functions. Explain the importance of a business plan in the success of a business. Identify the key elements of a business plan and describe their functions. Explain the importance of a business plan in the success of a business. Identify the key elements of a business plan and describe their functions. Explain the importance of a business plan in the success of a business. | | | |
| <p>7. Explain the importance of a business plan in the success of a business.</p> <p>8. Identify the key elements of a business plan and describe their functions.</p> | | | |

Module 10:

| Module No. / Topic | No. of Hours / Marks | |
|--|----------------------|-------|
| | Hours | Marks |
| I Foundations of Environmental Finance | 11 | 11 |
| 1. Explain the concept of environmental finance and its importance. | | |
| 2. Discuss the environmental and financial risks associated with environmental finance and its importance. | | |
| 3. Explain the role of environmental finance in sustainable development. | | |
| 4. Explain the environmental and financial risks associated with environmental finance. | | |
| 5. Explain the environmental and financial risks associated with environmental finance. | | |
| 6. Explain the environmental and financial risks associated with environmental finance. | | |
| II Breakdown of Environmental Finance | 11 | 11 |
| 1. Explain the environmental and financial risks associated with environmental finance. | | |
| 2. Explain the environmental and financial risks associated with environmental finance. | | |
| 3. Explain the environmental and financial risks associated with environmental finance. | | |
| 4. Explain the environmental and financial risks associated with environmental finance. | | |
| 5. Explain the environmental and financial risks associated with environmental finance. | | |
| 6. Explain the environmental and financial risks associated with environmental finance. | | |
| III Capital Structure | 11 | 11 |

| | | | |
|---|---|----|----|
| | <p>11) Business Plan: Designed for external investors to help financing</p> <p>12) Business Model Canvas: Risk Management Business Model Canvas / Cash Management Canvas</p> <p>13) Business Model Canvas - Cash Flow Forecasting: helping build business model management strategies, sales strategy</p> <p>14) Lean Start-up: Minimum Viable Product (MVP) - iterative product development</p> <p>15) Business Model Canvas: Cash Management Business Model Canvas</p> | | |
| B | <p>Business Model Canvas</p> <p>1) Value Proposition: Customer Segment, Channels, Revenue, Cost Structure, Partners</p> <p>2) Customer Segments: Target Customer Segments, Channels, Revenue, Cost Structure, Partners</p> <p>3) Channels: Customer Segments, Channels, Revenue, Cost Structure, Partners</p> <p>4) Revenue Streams: Customer Segments, Channels, Revenue, Cost Structure, Partners</p> <p>5) Cost Structure: Customer Segments, Channels, Revenue, Cost Structure, Partners</p> <p>6) Partners: Customer Segments, Channels, Revenue, Cost Structure, Partners</p> | 14 | 11 |
| C | <p>Business Model Canvas</p> <p>1) Value Proposition: Customer Segment, Channels, Revenue, Cost Structure, Partners</p> <p>2) Customer Segments: Target Customer Segments, Channels, Revenue, Cost Structure, Partners</p> <p>3) Channels: Customer Segments, Channels, Revenue, Cost Structure, Partners</p> <p>4) Revenue Streams: Customer Segments, Channels, Revenue, Cost Structure, Partners</p> <p>5) Cost Structure: Customer Segments, Channels, Revenue, Cost Structure, Partners</p> <p>6) Partners: Customer Segments, Channels, Revenue, Cost Structure, Partners</p> <p>7) Business Model Canvas: Customer Segment, Channels, Revenue, Cost Structure, Partners</p> <p>8) Business Model Canvas: Customer Segment, Channels, Revenue, Cost Structure, Partners</p> <p>9) Business Model Canvas: Customer Segment, Channels, Revenue, Cost Structure, Partners</p> <p>10) Business Model Canvas: Customer Segment, Channels, Revenue, Cost Structure, Partners</p> | 11 | 8 |

| | 100 | 200 | 300 | 400 | 500 | 600 | 700 | 800 | 900 | 1000 |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| 100 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 200 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 |
| 300 | 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 |
| 400 | 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 |
| 500 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 |
| 600 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 |
| 700 | 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70 |
| 800 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 |
| 900 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90 |
| 1000 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

Formulas List:

| Level | Formula |
|-------|-----------|
| 1 | 100 |
| 2 | 100 + 100 |
| 3 | 100 + 200 |
| 4 | 100 + 300 |
| 5 | 100 + 400 |

Answer Ratio:

Unit 1: Answers – TCM Knowledge Check (10 Questions)

Answer: Question 1 (1)

- 100%
- 100%
- 100%
- 100%
- 100%
- 100%
- 100%
- 100%
- 100%
- 100%

Answer: Question 2 (1)

- 100%
- 100%
- 100%
- 100%
- 100%
- 100%
- 100%
- 100%
- 100%
- 100%

| | |
|--|---|
| | <p>ability to represent their community, and the role of the regional and state-level authorities (regional and national) in the process. Building on the state Government's capacity to promote local authorities and building capacity of the community, it allows groups to be formed.</p> |
|--|---|

Course Contents (30)

| Sl. No. | ED Issues | Credit
Point | Learning
Objectives | Evaluation
Task and
Assessment |
|---------|--|-----------------|------------------------|--------------------------------------|
| 1 | What is meant by the term 'ED' and the history of community EDs in India. The meaning and scope of community EDs, social and individual contribution to the ED phenomenon. | 1 | | Assignment
10% |
| 2 | What is meant by EDs, 'Common' and 'private' ED categories, types, causes of EDs, EDs, community involvement, and other related strategies. | 2 | 1 | End Semester
Paper/Tests
20% |
| 3 | What is meant by EDs, 'Common' and 'private' ED categories, types, causes of EDs, EDs, community involvement, and other related strategies. | 2 | 2 | Classroom
Discussion
10% |
| 4 | What is meant by EDs, 'Common' and 'private' ED categories, types, causes of EDs, EDs, community involvement, and other related strategies. | 2 | 3 | Assignment
10% |
| 5 | What is meant by EDs, 'Common' and 'private' ED categories, types, causes of EDs, EDs, community involvement, and other related strategies. | 2 | 4 | Classroom
Paper/Tests
20% |

1. Examine the role of the state and local authorities in the process of EDs.
2. Examine the role of the state and local authorities in the process of EDs.
3. Examine the role of the state and local authorities in the process of EDs.
4. Examine the role of the state and local authorities in the process of EDs.
5. Examine the role of the state and local authorities in the process of EDs.

General outline

| Module Code | Course | EC | Level | Level |
|-------------|---|----|-------|-------|
| | | EC | EC | EC |
| I | <p>Introduction to Learning</p> <ul style="list-style-type: none"> 1. Introduction: Learning, Information Processing, Memory 2. How we acquire & store information: Learning, Memory, Intelligence & IQ, Memory of self, memory impaired, memory & intelligence 3. Structure of memory: How do memory systems work? 4. How is memory represented in working memory? Evidence in working memory systems and IQ & IQ tests. | I | II | II |
| J | <p>Learning Styles</p> <ul style="list-style-type: none"> 1. How does the individual's self-concept affect learning? Learning styles, learning strategies & learning styles 2. How does the individual's self-concept affect learning? Learning styles, learning strategies & learning styles 3. How does the individual's self-concept affect learning? Learning styles, learning strategies & learning styles 4. How does the individual's self-concept affect learning? Learning styles, learning strategies & learning styles 5. How does the individual's self-concept affect learning? Learning styles, learning strategies & learning styles 6. How does the individual's self-concept affect learning? Learning styles, learning strategies & learning styles 7. How does the individual's self-concept affect learning? Learning styles, learning strategies & learning styles | II | | II |
| K | <p>Course Learning</p> <ul style="list-style-type: none"> 1. Introduction: Learning, Information Processing, Memory 2. How we acquire & store information: Learning, Memory, Intelligence & IQ, Memory of self, memory impaired, memory & intelligence 3. Structure of memory: How do memory systems work? 4. How is memory represented in working memory? Evidence in working memory systems and IQ & IQ tests. 5. How does the individual's self-concept affect learning? Learning styles, learning strategies & learning styles 6. How does the individual's self-concept affect learning? Learning styles, learning strategies & learning styles 7. How does the individual's self-concept affect learning? Learning styles, learning strategies & learning styles | II | | II |
| L | <p>Learning Styles</p> <ul style="list-style-type: none"> 1. How does the individual's self-concept affect learning? Learning styles, learning strategies & learning styles 2. How does the individual's self-concept affect learning? Learning styles, learning strategies & learning styles 3. How does the individual's self-concept affect learning? Learning styles, learning strategies & learning styles 4. How does the individual's self-concept affect learning? Learning styles, learning strategies & learning styles 5. How does the individual's self-concept affect learning? Learning styles, learning strategies & learning styles 6. How does the individual's self-concept affect learning? Learning styles, learning strategies & learning styles 7. How does the individual's self-concept affect learning? Learning styles, learning strategies & learning styles | | | II |

| | | | |
|----------|---|----------|----------|
| | <p>1) Large number of small fragments of steel (1981-1982)</p> <p>2) Evidence of unexploded ordnance - steel shrapnel (1981-1982)</p> <p>3) Shrapnel in the ground - 1981-1982</p> <p>4) Steel shrapnel in the ground - 1981-1982</p> <p>5) Steel shrapnel in the ground - 1981-1982</p> <p>6) Steel shrapnel in the ground - 1981-1982</p> | | |
| 1 | <p>Estimated Value</p> <p>Steel shrapnel in the ground - 1981-1982</p> <p>Steel shrapnel in the ground - 1981-1982</p> <p>Steel shrapnel in the ground - 1981-1982</p> <p>Steel shrapnel in the ground - 1981-1982</p> | 2 | 3 |

Shipping with PVA and RB.

| | 1981 | 1982 | 1983 | 1984 | 1985 | 1986 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 |
|------|------|------|------|------|------|------|------|------|------|------|------|------|
| 1981 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1982 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1983 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1984 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1985 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Continued from

| Level | Condition |
|-------|-------------------|
| 1 | all |
| 2 | Health Care |
| 3 | Business, Finance |
| 4 | Education & IT |

Answer Key:

1) (a) Answer: (C) Knowledge Organization Factors-

Number: 2, Answer: (C)

- 1. All of them
- 2. Only business
- 3. Education field
- 4. Health Care organization
- 5. All of them
- 6. Only business
- 7. Education field
- 8. Health Care
- 9. Education & IT

Number: 3, Answer: (A)

- 1. Health Care organization
- 2. All
- 3. All
- 4. Business
- 5. All
- 6. Health Care organization
- 7. Education & IT
- 8. All of them
- 9. Only business
- 10. Education field

2) Answer: (A)

1. Effective human resources function (HR) of business is working particularly through following 4 soft and 4 hard HR skills.
2. Katz, P. (1984) "Effective Human Management: Soft Skills, Strong Foundations and Good Personnel".
3. Davis, E. & Brown, G. (1984) "The HR Manager: from Manager to People-Builder".
4. Katz, E. (1984) "The HR Manager: from Manager to People-Builder".
5. Martin, Y. (1984) "The HR Manager: from Manager to People-Builder".
6. Gifford, A. E. & Katz, E. (1984) "The HR Manager: from Manager to People-Builder".
7. Katz, E. (1984) "The HR Manager: from Manager to People-Builder".

3) Answer: (A)

Answer:

1. "Working with you to do better" by focusing on your own job & not
me.
2. "Only if necessary" or "if it gets better today than
yesterday."
3. "Working with you" is how you spend your day, not "working
for" you. Working together means you're part of the
team.
4. "Working with you" is not a new business practice.

Application:

| | | | | | |
|----------------|---|------|------|------|------|
| Topic: | HR: Managing Performance | | | | |
| Topic List: | | | | | |
| Course Code: | Management | | | | |
| Level/Year: | Business | | | | |
| Level: | | | | | |
| Learning Area: | MGT200 | | | | |
| Course Code: | 1001 | 1002 | 1003 | 1004 | 1005 |
| | 1001 | 1002 | 1003 | 1004 | 1005 |
| Prerequisites: | | | | | |
| Notes: | Account is primarily used to track progress that is subject
to the unit's assessment. Additional features include
being able to view your own and other students' completed
learning content, schedule, and receive instant
notifications. It allows the user to participate in learning
opportunities to earn competency credits. It also displays what
the student has to do to complete the course. Additional
features include the ability to view and track a student's progress. | | | | |

Overall Course (LO):

| LO | Outcome | Cognitive
Level | Learning
Type | Delivery
Type |
|----|--|--------------------|------------------|-------------------------|
| 1 | Identifying and analyzing the company and market trends, including its financial performance, its costs and structure. | 4 | 2 | Individual
Self |
| 2 | Using relevant systems to analyze business trends. | 4 | 2 | Case
Analysis |
| 3 | Using a company's resources, structure and organizational chart. | 4 | 2 | Performance
Analysis |

| | | | |
|---|---|---|---|
| 1. Knowledge, understanding, and skills | 2 | 3 | 4 |
| 2. Understanding, analysis, and synthesis | 4 | 3 | 2 |
| 3. Knowledge, understanding, and skills | 2 | 3 | 4 |
| 4. Understanding, analysis, and synthesis | 4 | 3 | 2 |

Course Outline

| Week | Topic | No. of Lectures | No. of Tutorials |
|------|--|-----------------|------------------|
| 1 | Introduction to Business and Business Management
- Introduction to Business and Management
- Business Environment and Business Ethics
- The Business and Global Issues
- Role of Government and Agencies
- Business and Social Issues Management | 2 | 0 |
| 2 | Marketing and Sales Management & Hospitality and Tourism
- Marketing Concepts and Hospitality Management
- Marketing and Hospitality
- Marketing and Hospitality in the 21st Century
- Hospitality Management
- Marketing Strategy and Hospitality Management | 2 | 0 |
| 3 | Business Finance and Risk Management
- Introduction to Business Finance
- Financial Statements
- Capital Budgeting
- Risk Management
- Financial Management
- Business and Risk Management | 2 | 0 |
| 4 | Legal Aspects of Business
- Introduction to Business Law
- Contract Law
- Tort Law
- Agency Law
- Property Law
- Intellectual Property Law
- Bankruptcy Law
- Insurance Law
- Employment Law
- Labor Law
- Tax Law
- International Law | 2 | 0 |
| 5 | Human Resources & Quality Management
- Introduction to Human Resources Management
- Recruitment and Selection
- Training and Development
- Compensation and Benefits
- Performance Management
- Labor Relations
- Quality Management
- Total Quality Management (TQM)
- Statistical Process Control (SPC)
- Six Sigma
- ISO 9000
- ISO 14000
- ISO 26000
- ISO 27000
- ISO 28000
- ISO 31000
- ISO 33000
- ISO 34000
- ISO 35000
- ISO 36000
- ISO 37000
- ISO 38000
- ISO 39000
- ISO 40000
- ISO 41000
- ISO 42000
- ISO 43000
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- ISO 45000
- ISO 46000
- ISO 47000
- ISO 48000
- ISO 49000
- ISO 50000
- ISO 51000
- ISO 52000
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- ISO 83000
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- ISO 85000
- ISO 86000
- ISO 87000
- ISO 88000
- ISO 89000
- ISO 90000
- ISO 91000
- ISO 92000
- ISO 93000
- ISO 94000
- ISO 95000
- ISO 96000
- ISO 97000
- ISO 98000
- ISO 99000
- ISO 100000 | 2 | 0 |

- **Material Issues: Violence: Violent Crime**
 - includes: gun safe, firearms storage, child
 - death, assault, sex, child, elderly, and
 - domestic terrorism; firearms self-defense
 - or violence against the person; training with
 - weapons; on the water; and on other law
 - enforcement activities in a community setting.
- **Violable: Law of Force: Storage: Firearms**
 - being available to some degree; the use of
 - criminal, terrorism, child, protection,
 - and violence; and in full compliance; the
 - use of force; and in some cases, the
 - primary control; being able to
 - keep a firearm in a safe location.
- **Fire: Firearms: Firearms: Firearms**
 - include: gun, gun, gun, gun, and
 - gun; in fact, only in a certain level
 - of safety; all of a certain level
 - of safety.

Keeping FICB with FICB with FICB

| | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 100 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 100 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 100 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 100 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 100 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

Certain Level

| Level | Certain |
|-------|---------|
| 1 | 100 |
| 2 | 100 |
| 3 | 100 |

Approved Dates:
Subtotal amount - 213 Dollars, 00/100 (213.00)
Invoice Totals: 213

- a. 1000.00
- b. 1000.00
- c. 1000.00
- d. 1000.00
- e. 1000.00
- f. 1000.00
- g. 1000.00
- h. 1000.00
- i. 1000.00

Invoice Totals: 774

- 1. 1000.00
- 2. 1000.00
- 3. 1000.00
- 4. 1000.00
- 5. 1000.00
- 6. 1000.00
- 7. 1000.00
- 8. 1000.00
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REFERENCE

1. Title & R. (2011) *Business Property Management System*. 1:1
2. Title & R. (2011) *Business Property Management System*. 1:1
3. Title & R. (2011) *Business Property Management System*. 1:1
4. Title & R. (2011) *Business Property Management System*. 1:1
5. Title & R. (2011) *Business Property Management System*. 1:1

List of Other Costs

| No. | Description of Other Costs | Date | Quantity | Unit Price | Total |
|-----|----------------------------|------|----------|------------|-------|
| 1 | Other Costs | | | | |
| 2 | Other Costs | | | | |
| 3 | Other Costs | | | | |
| 4 | Other Costs | | | | |
| 5 | Other Costs | | | | |
| 6 | Other Costs | | | | |
| 7 | Other Costs | | | | |
| 8 | Other Costs | | | | |
| 9 | Other Costs | | | | |
| 10 | Other Costs | | | | |
| 11 | Other Costs | | | | |
| 12 | Other Costs | | | | |
| 13 | Other Costs | | | | |
| 14 | Other Costs | | | | |
| 15 | Other Costs | | | | |
| 16 | Other Costs | | | | |
| 17 | Other Costs | | | | |
| 18 | Other Costs | | | | |
| 19 | Other Costs | | | | |
| 20 | Other Costs | | | | |
| 21 | Other Costs | | | | |
| 22 | Other Costs | | | | |
| 23 | Other Costs | | | | |
| 24 | Other Costs | | | | |
| 25 | Other Costs | | | | |
| 26 | Other Costs | | | | |
| 27 | Other Costs | | | | |
| 28 | Other Costs | | | | |
| 29 | Other Costs | | | | |
| 30 | Other Costs | | | | |
| 31 | Other Costs | | | | |
| 32 | Other Costs | | | | |
| 33 | Other Costs | | | | |
| 34 | Other Costs | | | | |
| 35 | Other Costs | | | | |
| 36 | Other Costs | | | | |
| 37 | Other Costs | | | | |
| 38 | Other Costs | | | | |
| 39 | Other Costs | | | | |
| 40 | Other Costs | | | | |
| 41 | Other Costs | | | | |
| 42 | Other Costs | | | | |
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| 95 | Other Costs | | | | |
| 96 | Other Costs | | | | |
| 97 | Other Costs | | | | |
| 98 | Other Costs | | | | |
| 99 | Other Costs | | | | |
| 100 | Other Costs | | | | |

| Project Name | Start | End | Phase | Activity | Duration | Notes |
|--------------|------------|------------|----------|---------------|----------|------------------------------------|
| Project A | 2023-01-01 | 2023-01-31 | Phase 1 | Activity 1.1 | 30 Days | Initial planning and setup. |
| Project B | 2023-02-01 | 2023-02-28 | Phase 2 | Activity 2.1 | 28 Days | Development and testing. |
| Project C | 2023-03-01 | 2023-03-31 | Phase 3 | Activity 3.1 | 31 Days | Deployment and monitoring. |
| Project D | 2023-04-01 | 2023-04-30 | Phase 4 | Activity 4.1 | 30 Days | Final review and closure. |
| Project E | 2023-05-01 | 2023-05-31 | Phase 5 | Activity 5.1 | 31 Days | Post-launch support. |
| Project F | 2023-06-01 | 2023-06-30 | Phase 6 | Activity 6.1 | 30 Days | Documentation and reporting. |
| Project G | 2023-07-01 | 2023-07-31 | Phase 7 | Activity 7.1 | 31 Days | Final handover and exit. |
| Project H | 2023-08-01 | 2023-08-31 | Phase 8 | Activity 8.1 | 31 Days | Review and lessons learned. |
| Project I | 2023-09-01 | 2023-09-30 | Phase 9 | Activity 9.1 | 30 Days | Final reporting and archiving. |
| Project J | 2023-10-01 | 2023-10-31 | Phase 10 | Activity 10.1 | 31 Days | Project completion and evaluation. |

| | | | | Link to the document | | |
|-------------------------------------|-----|---|---|----------------------|------------|--------------------------------------|
| Cold Chilling Management | 001 | 1 | 2 | 001001-001 | 001001-001 | Link to the document |
| Temperature Chilling Management 1 | 001 | 2 | 7 | 001001-002 | 001001-002 | Link to the document |
| Temperature Chilling Management | 001 | 3 | 2 | 001001-003 | 001001-003 | Link to the document |
| Emergency Safety's Manual | 001 | 1 | 6 | 001001-004 | 001001-004 | Link to the document |
| Emergency Chilling | 001 | 2 | 5 | 001001-005 | 001001-005 | Link to the document |
| Safety manual for Management System | 001 | 1 | 2 | 001001-006 | 001001-006 | Link to the document |
| Sub-System with Process | 001 | 1 | 1 | 001001-007 | 001001-007 | Link to the document |
| Sub-System | 001 | 1 | 6 | 001001-008 | 001001-008 | Link to the document |
| Externalized Manual Management | 001 | 6 | 2 | 001001-009 | 001001-009 | Link to the document |
| Emergency Chilling | 001 | 1 | 1 | 001001-010 | 001001-010 | Link to the document |
| Emergency Chilling | 001 | 1 | 6 | 001001-011 | 001001-011 | Link to the document |
| Sub-System | 001 | 1 | 1 | 001001-012 | 001001-012 | Link to the document |

| | | | | | | |
|--|----|----|----|----|----|--|
| Accounting Management System | 20 | 20 | | | | |
| Expense Tool | 20 | 20 | 20 | 20 | 20 | Expense Tool |
| Report Tool | 20 | 20 | 20 | 20 | 20 | Report Tool |
| Inventory or Shipping & Receiving Management | 20 | 20 | 20 | 20 | 20 | Inventory or Shipping & Receiving Management |
| Customer Payment | 20 | 20 | 20 | 20 | 20 | Customer Payment |
| Group Management | 20 | 20 | 20 | 20 | 20 | Group Management |
| Business Plan | 20 | 20 | 20 | 20 | 20 | Business Plan |

