

# Test Bank for Principles of Macroeconomics 7th Edition Gregory Mankiw 1285165918 9781285165912

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## Thinking Like an Economist

### Multiple Choice – Section 00: Introduction

Which of the following is *not* correct?

Economists use some familiar words in specialized ways.

Economics has its own language and its own way of thinking, but few other fields of study do.

Supply, demand, elasticity, comparative advantage, consumer surplus, and deadweight loss are all terms that are part of the economist's language.

The value of the economist's language lies in its ability to provide you with a new and useful way of thinking about the world in which you live.

ANSWER: b

POINTS: 1

DIFFICULTY: Difficulty: Moderate

LEARNING OBJECTIVES: ECON.MANK.15.5 - LO: 2-0

NATIONAL STANDARDS: United States - BUSPROG: Analytic

TOPICS: DISC: Thinking Like an Economist

KEYWORDS: BLOOM'S: Comprehension

Economists use some familiar terms in specialized ways

to make the subject sound more complex than it is.

because every respectable field of study has its own language.

to provide a new and useful way of thinking about the world.

because it was too difficult to come up with new terms.

TOPICS:

ANSWER:

KEYWORDS:

POINTS:

DIFFICULTY:

LEARNING OBJECTIVES:

NATIONAL STANDARDS:

c  
1

Difficulty: Easy

ECON.MANK.15.5 - LO: 2-0

United States - BUSPROG: Analytic

DISC: Thinking Like an Economist

BLOOM'S: Comprehension

The language of economics is  
 needlessly arcane.  
 valuable because it provides a new and useful way of learning about the world.  
 easy to learn within a day.  
 unnecessary to learn for a thorough understanding of economics.

*ANSWER:* b  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Easy  
*LEARNING OBJECTIVES:* ECON.MANK.15.5 - LO: 2-0  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Thinking Like an Economist  
*KEYWORDS:* BLOOM'S: Comprehension

### Multiple Choice – Section 01: The Economist as Scientist

Economists, like mathematicians, physicists, and biologists,  
 make use of the scientific method.  
 try to address their subject with a scientist's objectivity.  
 devise theories, collect data, and then analyze these data in an attempt to verify or refute  
 their theories.  
 All of the above are correct.

*ANSWER:* d  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Thinking Like an Economist  
*KEYWORDS:* BLOOM'S: Comprehension

The essence of science is  
 the laboratory experiment.  
 the scientific method.  
 the study of nature, but not the study of society.  
 All of the above are correct.

*ANSWER:* b  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: General  
 Principles  
*KEYWORDS:* BLOOM'S: Knowledge

The scientific method is  
 the use of modern technology to understand the way the world works.  
 the use of controlled laboratory experiments to understand the way the world works.  
 the dispassionate development and testing of theories about how the world works.  
 the search for evidence to support preconceived theories about how the world works.

*ANSWER:* c  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Easy  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: General  
 Principles  
*KEYWORDS:* BLOOM'S: Knowledge

The scientific method is applicable to studying  
natural sciences, but not social sciences.

social sciences, but not natural sciences.

both natural sciences and social sciences.

None of the above is correct.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension

Who said, "The whole of science is nothing more than the refinement of everyday thinking"?

Isaac Newton

Albert Einstein

Adam Smith

Benjamin Franklin

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Knowledge

Albert Einstein once made the following observation about science:

"The whole of science is nothing more than the refinement of everyday thinking."

"The whole of science is nothing more than an interesting intellectual exercise."

"In order to understand science, one must rely solely on abstraction."

"In order to understand science, one must transcend everyday thinking."

*ANSWER:* a  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: General  
Principles  
*KEYWORDS:* BLOOM'S: Knowledge

Sir Isaac Newton's development of the theory of gravity after observing an apple fall from a tree is an example of

a controlled experiment that lead to the formulation of a scientific theory.

being in the right place at the right time.

an idea whose time had come.

the interplay between observation and theory in science.

*ANSWER:* d  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: General  
Principles  
*KEYWORDS:* BLOOM'S: Comprehension

Which of the following steps does an economist take when studying the economy?

devise theories

collect data

analyze data

All of the above are correct.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

Which of the following is an example of using the scientific method with a natural experiment?

measuring how long it takes a marble to fall from a ten story building

comparing plant growth with and without a soil additive

tracking the price of oil when a war in the Middle East interrupts the flow of crude oil

observing the reaction when two chemicals are mixed together

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: General

Principles

*KEYWORDS:* BLOOM'S: Application

*NOTES:* s

The goal of an economist who formulates new theories is to

- provide an interesting framework of analysis, whether or not the framework turns out to be of much use in understanding how the world works.
- provoke stimulating debate in scientific journals.
- contribute to an understanding of how the world works.
- demonstrate that economists, like other scientists, can formulate testable theories.

*ANSWER:* c  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Thinking Like an Economist  
*KEYWORDS:* BLOOM'S: Comprehension

Suppose an economist develops a theory that higher food prices arise from higher gas prices. According to the scientific method, which of the following is the economist's next step?

- Collect and analyze data.
- Go to a laboratory and generate data to test the theory.
- Publish the theory without testing it.
- Consult with other economists to see they agree with the theory.

*ANSWER:* a  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: General Principles  
*KEYWORDS:* BLOOM'S: Application



Which of the following statements applies to economics, as well as to other sciences such as physics?

Experiments are considered valid only when they are conducted in a laboratory.

Good theories do not need to be tested.

Real-world observations often lead to theories.

Economics, as well as other sciences, is concerned primarily with abstract concepts.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension

With respect to how economists study the economy, which of the following statements is most accurate?

Economists study the past, but they do not try to predict the future.

Economists use “rules of thumb” to predict the future.

Economists devise theories, collect data, and analyze the data to test the theories.

Economists use controlled experiments in much the same way that biologists and physicists do.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

Economists face an obstacle that many other scientists do not face. What is that obstacle?

It is often difficult to formulate theories in economics.

It is often impractical to perform experiments in economics.

Economics cannot be addressed objectively; it must be addressed subjectively.

The scientific method cannot be applied to the study of economics.

*ANSWER:* b  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: General  
 Principles  
*KEYWORDS:* BLOOM'S: Comprehension  
*NOTES:* s

In conducting their research, economists face an obstacle that not all scientists face; specifically, in economics, it is often impractical to

make use of theory and observation.

rely upon the scientific method.

conduct laboratory experiments.

find articles or books that were written before 1900.

*ANSWER:* c  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: General  
 Principles  
*KEYWORDS:* BLOOM'S: Comprehension  
*NOTES:* s

The use of theory and observation is more difficult in economics than in sciences such as physics due to the difficulty in

performing an experiment in an economic system.

applying mathematical methods to economic analysis.

analyzing available data.

formulating theories about economic events.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension

Which of the following statements is (are) correct?

Relative to some other scientists, economists find it more difficult to conduct experiments.

Theory and observation are important in economics as well as in other sciences.

To obtain data, economists often rely upon the natural experiments offered by history.

All of the above are correct.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension

Because it is difficult for economists to use experiments to generate data, they generally must do without data.

substitute assumptions for data when data are unavailable.

rely upon hypothetical data that were previously concocted by other economists.

use whatever data the world gives them.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

Which of the following statements is correct?

Economists almost always find it easy to conduct experiments in order to test their theories.

Economics is not a true science because economists are not usually allowed to conduct experiments to test their theories.

Economics is a social science rather than a true science because it cannot employ the scientific method.

Economists are usually not able to conduct experiments, so they must rely on natural experiments offered by history.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

Instead of conducting laboratory experiments to generate data to test their theories, economists often

ask winners of the Nobel Prize in Economics to evaluate their theories.

argue that data is impossible to collect in economics.

gather data from historical episodes of economic change.

assume that data would support their theories.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

The most common data for testing economic theories come from a. carefully controlled and conducted laboratory experiments.

b. computer models of economies.

c. historical episodes of economic

change. d. centrally planned economies.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

In conducting their research, economists often substitute historical events and historical episodes for

theories and observations.

laboratory experiments.

models.

assumptions.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

For economists, substitutes for laboratory experiments often come in the form of natural experiments offered by history.

untested theories.

“rules of thumb” and other such conveniences.

reliance upon the wisdom of elders in the economics profession.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

Economists regard events from the past as  
 irrelevant, since history is unlikely to repeat itself.  
 of limited interest, since those events seldom provide any useful economic data.  
 interesting but not particularly valuable, since those events cannot be used to evaluate  
 present-day economic theories.  
 interesting and valuable, since those events are capable of helping us to understand the past,  
 the present, and the future.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

For economists, historical episodes  
 are not worthy of study because they offer few insights into current economic events  
 and problems.  
 are not worthy of study because laboratory experiments provide more reliable data.  
 are worthy of study because economists rely entirely on observation, rather than on theory.  
 are worthy of study because they serve as valuable substitutes for laboratory experiments.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

Historical episodes are

valuable to economists because they allow economists to see how the science of economics has evolved.

valuable to economists because they allow economists to evaluate economic theories.

not of concern to economists because economics is about predicting the future, not dwelling on the past.

not of concern to economists because the exact circumstances of historical episodes are unlikely to be observed again.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

One thing economists do to help them understand how the real world works is  
make assumptions.

ignore the past.

try to capture every aspect of the real world in the models they construct.

All of the above are correct.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension



Which of the following is *not* an example of a natural experiment an economist might use to evaluate a theory?

Transit ridership increased in Atlanta following an increase in gas prices.

Federal tax revenue increased following a decrease in the tax rate.

Students in a principles of microeconomics course are asked to play a game with classmates to determine what decisions they make under certain circumstances.

Following the imposition of austerity measures, the growth rate of the economy in Greece slowed.

**ANSWER:** c

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Application

Economists make assumptions to

mimic the methodologies employed by other scientists.

minimize the number of experiments that yield no useful data.

minimize the likelihood that some aspect of the problem at hand is being overlooked.

focus their thinking on the essence of the problem at hand.

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Comprehension

**NOTES:** s

Economists make use of assumptions, some of which are unrealistic, for the purpose of teaching economics to people who have never before studied economics.

advancing their political agendas.

developing models when the scientific method cannot be used.

focusing their thinking.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

For an economist, the idea of making assumptions is regarded generally as a bad idea, since doing so leads to the omission of important ideas and variables from economic models.

bad idea, since doing so invariably leads to data-collection problems.

good idea, since doing so helps to simplify the complex world and make it easier to understand.

good idea, since economic analysis without assumptions leads to complicated results that the general public finds hard to understand.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

Economists make assumptions to  
 provide issues for political discussion.  
 make a complex world easier to understand.  
 make it easier to teach economic concepts and analysis.  
 create policy alternatives that are incomplete or subject to criticism.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Knowledge

A circular-flow model and production possibilities frontier are similar in that  
 neither allows economic analysis to occur.  
 neither can be represented visually on a graph.  
 both make use of assumptions.  
 both make use of complex equations to arrive at solutions.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Challenging

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

An economic theory about international trade that is based on the assumption that there are only two countries trading two goods

is useless, since the real world has many countries trading many goods.

can be useful only in situations involving two countries and two goods.

can be useful in the classroom, but is useless in the real world.

can be useful in helping economists understand the complex world of international trade involving many countries and many goods.

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Comprehension

The art in scientific thinking -- whether in chemistry, economics, or biology -- is the design and implementation of laboratory experiments.

knowing when to stop collecting data and when to start analyzing the data.

deciding which assumptions to make.

being able to mathematically model natural phenomena.

**ANSWER:** c

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: General  
Principles

**KEYWORDS:** BLOOM'S: Knowledge

The art in scientific thinking is finding  
 the right problem to study. deciding  
 which assumptions to make.  
 the ability to make an abstract subject easy to understand.  
 not something in which economists have to be skilled.

*ANSWER:* b  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: General  
 Principles  
*KEYWORDS:* BLOOM'S: Knowledge

The decision of which assumptions to make is  
 an easy decision for an economist, but a difficult decision for a physicist or a chemist.  
 not a particularly important decision for an economist.  
 usually regarded as an art in scientific thinking.  
 usually regarded as the easiest part of the scientific method.

*ANSWER:* c  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: General  
 Principles  
*KEYWORDS:* BLOOM'S: Comprehension

An example of a price that changes only infrequently is the price of  
stocks on the New York Stock Exchange.

crude oil.

residential real estate.

magazines sold at newsstands.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Knowledge

When studying the effects of public policy changes, economists  
always refrain from making assumptions.

sometimes make different assumptions about the short run and the long run.

consider only the direct effects of those policy changes and not the indirect effects.

consider only the short-run effects of those policy changes and not the long-run effects.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

When studying the effects of changes in public policy, economists believe that it is important to distinguish between the short run and the long run.

the assumptions used in studying those effects should be the same for the short run as for the long run.

the short-run effects of those changes are always more beneficial to society than are the long-run effects.

the long-run effects of those changes are always more beneficial to society than are the short-run effects.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

A model can be accurately described as a theoretical abstraction with very little value.

device that is useful only to the people who created it.

realistic and carefully constructed theory.

simplification of reality.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension

Which of the following statements about models is correct?

The more details a model includes, the better the model.

Models assume away irrelevant details.

Models cannot be used to explain how the economy functions.

Models cannot be used to make predictions.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension

In building economic models, economists often omit  
assumptions.

theories.

details.

equations.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension



Which of the following statements about economic models is correct?

Economic models are built to mirror reality exactly.

Economic models are useful, but they should not be used for the purpose of improving public policies.

Because economic models omit many details, they allow us to see what is truly important.

Economic models seldom incorporate equations or diagrams.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension

Economic models

cannot be useful if they are based on false assumptions.

were once thought to be useful, but that is no longer true.

must incorporate all aspects of the economy if they are to be useful.

can be useful, even if they are not particularly realistic.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension

Which of the following is *not* correct about most economic models?

They are composed of equations and diagrams.

They contribute very little to economists' understanding of the real world.

They omit many features of the real-world economy.

In constructing models, economists make assumptions.

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: General  
Principles

**KEYWORDS:** BLOOM'S: Comprehension

Economic models

are constructed to mirror reality as closely as possible, and in this respect economic models are no different from other scientific models.

are constructed to mirror reality as closely as possible, and in this respect economic models are very different from other scientific models.

are simplifications of reality, and in this respect economic models are no different from other scientific models.

are simplifications of reality, and in this respect economic models are very different from other scientific models.

**ANSWER:** c

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: General  
Principles

**KEYWORDS:** BLOOM'S: Comprehension

## Economic models

are not useful because they omit many real-world details.

are usually composed of diagrams and equations.

are useful because they do not omit any real-world details.

are usually plastic representations of the economy.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Knowledge

Just like models constructed in other areas of science, economic models

incorporate assumptions that contradict reality.

incorporate all details of the real world.

complicate reality.

avoid the use of diagrams and equations.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension

Which types of models are built with assumptions?

economic models, but not models in other disciplines such as physics and biology

economic models as well as models in other disciplines such as physics and biology

models that are built for teaching purposes but not for research purposes

bad models

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension

An assumption an economist might make while studying international trade is

there are only two countries.

countries only produce two goods.

technology does not change.

All of the above are possible assumptions.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Application

Economists build economic models by  
 generating data.  
 conducting controlled experiments in a lab.  
 making assumptions.  
 reviewing statistical forecasts.

*ANSWER:* c  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: General  
 Principles  
*KEYWORDS:* BLOOM'S: Comprehension

Economic models are built with  
 recommendations concerning public policies.  
 facts about the legal system.  
 assumptions.  
 statistical forecasts.

*ANSWER:* c  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: General  
 Principles  
*KEYWORDS:* BLOOM'S: Comprehension

In constructing models, economists

leave out equations, since equations and models tend to contradict one another.

ignore the long run, since models are useful only for short-run analysis.

sometimes make assumptions that are contrary to features of the real world.

try to include every feature of the economy.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension

Economic models

are people who act out the behavior of firms and households so that economists can study this behavior.

are usually detailed replications of reality.

incorporate simplifying assumptions that often contradict reality, but also help economists better understand reality.

are useful to researchers but not to teachers because economic models omit many details of the real-world economy.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension

Which of the following statements is correct?

Few economic models incorporate assumptions.

Different economic models employ different sets of assumptions.

Good economic models attempt to mimic reality as closely as possible.

Economic models, to be accepted, must be tested by conducting experiments.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension

Which of these statements about economic models is correct?

For economists, economic models provide insights about the world.

Economic models are built with assumptions.

Economic models are often composed of equations and diagrams.

All of the above are correct.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension

The circular-flow diagram is an example of  
 a laboratory experiment.  
 an economic model.  
 a mathematical model.

All of the above are correct.

*ANSWER:* b  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist  
 Circular Flow Model  
*KEYWORDS:* BLOOM'S: Comprehension

The circular-flow diagram is a  
 visual model of the economy.  
 visual model of the relationships among money, prices, and businesses.  
 model that shows the effects of government on the economy.  
 mathematical model of how the economy works.

*ANSWER:* a  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Easy  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Thinking Like an Economist  
 Circular Flow Model  
*KEYWORDS:* BLOOM'S: Knowledge



A circular-flow diagram is a model that  
 helps to explain how participants in the economy interact with one another.  
 helps to explain how the economy is organized.  
 incorporates all aspects of the real economy.

Both (a) and (b) are correct.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist  
 Circular Flow Model

*KEYWORDS:* BLOOM'S: Comprehension

The circular-flow diagram  
 is an economic model.  
 incorporates two types of decision makers: households and firms.  
 represents the flows of inputs, outputs, and dollars.

All of the above are correct.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
 Circular Flow Model

*KEYWORDS:* BLOOM'S: Comprehension

Which of the following statements about the circular-flow diagram is correct?

One must imagine that the economy operates without money in order to make sense of the diagram.

The diagram leaves out details that are not essential for understanding the economic transactions that occur between households and firms.

The government cannot be excluded as a decision maker in a circular-flow diagram.

All of the above are correct.

**ANSWER:** b  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Thinking Like an Economist  
 Circular Flow Diagram

**KEYWORDS:** BLOOM'S: Comprehension

In the simple circular-flow diagram, the participants in the economy are firms and government.

households and firms.

households and government.

households, firms, and government.

**ANSWER:** b  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Easy  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
 Circular Flow Model  
**KEYWORDS:** BLOOM'S: Knowledge

Which two groups of decision makers are included in the simple circular-flow diagram?

markets and government

households and government

firms and government

households and firms

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Knowledge

In the circular-flow diagram, firms produce

goods and services using factors of production.

output using inputs.

factors of production using goods and services.

Both (a) and (b) are correct.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Diagram

*KEYWORDS:* BLOOM'S: Comprehension

Factors of production are

the mathematical calculations firms make in determining their optimal production levels.

social and political conditions that affect production.

the physical relationships between economic inputs and outputs.

inputs into the production process.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Factors of Production

*KEYWORDS:* BLOOM'S: Knowledge

Factors of production are

used to produce goods and services.

also called output.

abundant in most economies.

assumed to be owned by firms in the circular-flow diagram.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Factors of Production

*KEYWORDS:* BLOOM'S: Comprehension

In the circular-flow diagram, which of the following is *not* a factor of production?

labor

land

capital

money

*ANSWER:* *KEYWORDS:*

*POINTS:*

*DIFFICULTY:*

*LEARNING OBJECTIVES:*

*NATIONAL STANDARDS:*

*TOPICS:*

d

1

Difficulty: Moderate

ECON.MANK.15.6 - LO: 2-1

United States - BUSPROG:

Analytic

DISC: Thinking Like an  
Economist

Circular Flow Model

BLOOM'S: Comprehension

In the circular-flow diagram,  
 firms own the factors of production.  
 the factors of production are labor, land, and capital.  
 the factors of production are also called “output.”  
 All of the above are correct.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
 Circular Flow Model

*KEYWORDS:* BLOOM'S: Comprehension

Which of these terms are used interchangeably?  
 "goods and services" and "inputs"  
 "goods and services" and "factors of production"  
 "inputs" and "factors of production"  
 "land, labor, and capital" and "goods and services"

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Factors of Production

*KEYWORDS:* BLOOM'S: Knowledge

Another term for factors of production is  
 inputs.  
 output.  
 goods.  
 services.

*ANSWER:* a  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Factors of Production  
*KEYWORDS:* BLOOM'S: Knowledge

In economics, capital refers to  
 the finances necessary for firms to produce their products.  
 buildings and machines used in the production process.  
 the money households use to purchase firms' output.  
 stocks and bonds.

*ANSWER:* b  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Easy  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Factors of Production  
 Capital  
*KEYWORDS:* BLOOM'S: Knowledge

Which of the following is an example of a capital input?

a computer

a share of stock

an hour of a worker's time

\$50,000

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Factors of Production  
Capital

*KEYWORDS:* BLOOM'S: Application

*NOTES:* n

A model that shows how dollars flow through markets among households and firms is called the production possibilities frontier.

circular-flow diagram.

demand and supply diagram.

comparative advantage model.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Knowledge



In the simple circular-flow diagram, households  
 are the only decision makers.  
 own the factors of production.  
 are buyers of inputs.  
 consume only some of the goods and services that firms produce.

*ANSWER:* b  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist  
 Circular Flow Model  
*KEYWORDS:* BLOOM'S: Comprehension

In the simple circular-flow diagram,  
 households own the factors of production.  
 households buy all the goods and services that firms produce.  
 land, labor, and capital flow from households to firms.  
 All of the above are correct.

*ANSWER:* d  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Thinking Like an Economist  
 Circular Flow Model  
*KEYWORDS:* BLOOM'S: Comprehension

In the simple circular-flow diagram, who buys the factors of production?

households only

firms only

both households and firms

neither households nor firms

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Comprehension

*NOTES:* r

The simple circular-flow diagram is a model that includes only some key players in the real economy. Which of the following key players are omitted from the simple circular-flow model?

households

firms

government

markets for factors of production

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Knowledge

*NOTES:* s

In the circular-flow diagram, another name for goods and services produced by firms is factors of production.

output.

inputs.

resources.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Knowledge

Which markets are represented in the simple circular-flow diagram?

markets for goods and services and markets for financial assets

markets for factors of production and markets for financial assets

markets for goods and services and markets for factors of production

markets for goods and services and markets for imports and exports

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Knowledge

In the markets for goods and services in the circular-flow diagram,  
households and firms are both buyers.

households and firms are both sellers.

households are buyers and firms are sellers.

households are sellers and firms are buyers.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Comprehension

In the circular-flow diagram, in the markets for

goods and services, households and firms are both sellers.

goods and services, households are buyers and firms are sellers.

the factors of production, households are buyers and firms are sellers.

the factors of production, households and firms are both buyers.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Knowledge

In the circular-flow diagram, in the markets for  
 goods and services, households and firms are both sellers.  
 goods and services, households are sellers and firms are buyers.  
 the factors of production, households are sellers and firms are buyers.  
 the factors of production, households and firms are both buyers.

*ANSWER:* c  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Thinking Like an Economist  
 Circular Flow Model  
*KEYWORDS:* BLOOM'S: Knowledge

In the markets for goods and services in the circular-flow diagram,  
 households provide firms with savings for investment.  
 households provide firms with labor, land, and capital.  
 firms provide households with output.  
 firms provide households with profit.

*ANSWER:* c  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Thinking Like an Economist  
 Circular Flow Model  
*KEYWORDS:* BLOOM'S: Comprehension

In the markets for the factors of production in the circular-flow diagram,  
 households are sellers and firms are buyers.  
 households are buyers and firms are sellers.  
 households and firms are both buyers.  
 households and firms are both sellers.

*ANSWER:* a  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist  
 Circular Flow Model  
*KEYWORDS:* BLOOM'S: Comprehension

In the markets for factors of production in the circular-flow diagram,  
 households provide firms with labor, land, and capital.  
 households provide firms with savings for investment.  
 firms provide households with goods and services.  
 firms provide households with revenue.

*ANSWER:* a  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Thinking Like an Economist  
 Circular Flow Model  
*KEYWORDS:* BLOOM'S: Comprehension  
*NOTES:* s

Which of the following transactions does *not* take place in the markets for factors of production in the circular-flow diagram?

- a landowner leases land to a farmer
- a farmer hires a teenager to help with harvest
- a construction company rents trucks for its business
- a woman buys corn for dinner

**ANSWER:** d  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
 Circular Flow Model  
**KEYWORDS:** BLOOM'S: Application

Which of the following transactions takes place in the markets for the factors of production in the circular-flow diagram?

- Dylan receives a salary for his work as a financial analyst for an investment firm.
- Kristin buys two business suits to wear to her job as a Chief Information Officer.
- Jim receives clean water in his home in exchange for paying his water bill.
- Caroline owns a nail salon and receives payments from her clients for her services.

**ANSWER:** a  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Challenging  
  
**TOPICS:** DISC: Thinking Like an Economist  
 Circular Flow Model  
**KEYWORDS:** BLOOM'S: Application  
**NOTES:** r

In the circular-flow diagram,

firms are buyers in the markets for goods and services.

households are sellers in the markets for the factors of production.

firms are sellers in the markets for factors of production and in the markets for goods and services.

dollars that are spent on goods and services flow directly from firms to households.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Comprehension

The two loops in the circular-flow diagram represent

the flow of goods and the flow of services.

the flow of dollars and the flow of financial assets.

the flow of inputs into production processes and the flow of outputs from production processes.

the flows of inputs and outputs and the flow of dollars.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Comprehension



The outer loop of the circular-flow diagram represents the flows of dollars in the economy. Which of the following does not appear on the outer loop?

- wages
- income
- capital
- rent

**ANSWER:** c  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
 Circular Flow Model  
**KEYWORDS:** BLOOM'S: Comprehension  
**NOTES:** s

The inner loop of the circular-flow diagram represents the flows of inputs and outputs. Which of the following does not appear on the inner loop?

- wages
- land
- capital
- goods and services sold

**ANSWER:** a  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
 Circular Flow Model  
**KEYWORDS:** BLOOM'S: Comprehension  
**NOTES:** s

In the circular-flow diagram,  
 profit flows from households to firms.  
 labor flows from households to firms.  
 services flow from households to firms.

All of the above are correct.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist  
 Circular Flow Model

*KEYWORDS:* BLOOM'S: Comprehension

In the circular-flow diagram,  
 taxes flow from households to firms, and transfer payments flow from firms to households.  
 income payments flow from firms to households, and sales revenue flows from households to firms.  
 resources flow from firms to households, and goods and services flow from households to firms.  
 inputs and outputs flow in the same direction as the flow of dollars, from firms to households.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
 Circular Flow Model

*KEYWORDS:* BLOOM'S: Comprehension

In the circular-flow diagram,  
 factors of production flow from government to firms.  
 goods and services flow from households to firms.  
 income paid to the factors of production flows from firms to households.  
 spending on goods and services flows from firms to households.

*ANSWER:* c  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist  
 Circular Flow Model

*KEYWORDS:* BLOOM'S: Comprehension

In the circular-flow diagram, which of the following items does *not* flow from households to firms?

revenue  
 land, labor, and capital  
 factors of production  
 profit

*ANSWER:* d  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist  
 Circular Flow Model

*KEYWORDS:* BLOOM'S: Comprehension

In the circular-flow diagram, which of the following items does *not* flow from firms to households?

- goods
- services
- capital
- profit

**ANSWER:** c

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Thinking Like an Economist  
Circular Flow Model

**KEYWORDS:** BLOOM'S: Comprehension

In the circular-flow diagram, which of the following items flows from households to firms through the markets for goods and services?

- goods and services
- dollars paid to land, labor, and capital
- dollars spent on goods and services
- wages, rent, and profit

**ANSWER:** c

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Thinking Like an Economist  
Circular Flow Model

**KEYWORDS:** BLOOM'S: Comprehension

In the circular-flow diagram, which of the following items flows from firms to households through the markets for goods and services?

- a goods and services
- b dollars paid to land, labor, and capital
- c dollars spent on goods and services
- d wages, rent, and profit

**ANSWER:** a

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist  
Circular Flow Model

**KEYWORDS:** BLOOM'S: Comprehension

In the circular-flow diagram, which of the following items flows from firms to households through the markets for the factors of production?

- a goods and services
- b land, labor, and capital
- c dollars spent on goods and services
- d wages, rent, and profit

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Thinking Like an Economist  
Circular Flow Model

**KEYWORDS:** BLOOM'S: Comprehension

In the circular-flow diagram, which of the following items flows from households to firms through the markets for the factors of production?

- goods and services
- land, labor, and capital
- dollars spent on goods and services
- wages, rent, and profit

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist  
Circular Flow Model

**KEYWORDS:** BLOOM'S: Comprehension

In the circular-flow diagram, which of the following items represents a payment for a factor of production?

- interest
- capital
- spending by households on goods
- spending by households on services

**ANSWER:** a

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist  
Circular Flow Model

**KEYWORDS:** BLOOM'S: Comprehension

In the simple circular flow diagram, the flow of money from the firms to the markets for factors of production is called

- spending.
- revenue.
- income.
- wages, rent, and profit.

*ANSWER:* d  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Thinking Like an Economist  
 Circular Flow Model  
*KEYWORDS:* BLOOM'S: Application

In the simple circular flow diagram, the flow of money from the markets for goods and services to the firms is called

- spending.
- revenue.
- income.
- wages, rent, and profit.

*ANSWER:* b  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Thinking Like an Economist  
 Circular Flow Model  
*KEYWORDS:* BLOOM'S: Application

Among economic models, the circular-flow diagram is unusual in that it  
 drastically simplifies the real world.  
 features more than one type of market.  
 features flows of dollars.  
 does not involve mathematics.

*ANSWER:* d  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist  
 Circular Flow Model

*KEYWORDS:* BLOOM'S: Comprehension

According to the circular flow diagram, if Suzy is a worker who delivers flowers for Happy Day Flower Company, she participates  
 in the markets for factors of production exchanging labor for income.  
 in the markets for factors of production exchanging flowers for revenue.  
 in the markets for goods and services exchanging flowers for wages, rent, and profit.  
 in the markets for goods and services exchanging labor for income.

*ANSWER:* a  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Challenging

*TOPICS:* DISC: Thinking Like an Economist  
 Circular Flow Model

*KEYWORDS:* BLOOM'S: Application



According to the circular flow diagram, if Denny is the owner of a landscaping business and he just received \$50 for mowing Mrs. Pendleton's lawn,

the \$50 represents a cost of production for Denny's firm.

the \$50 represents wages, rent, and profit to Denny's firm.

Denny acts as a firm who interacted in the markets for factors of production with Mrs. Pendleton.

Denny acts as a firm who interacted in the markets for goods and services with Mrs. Pendleton.

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

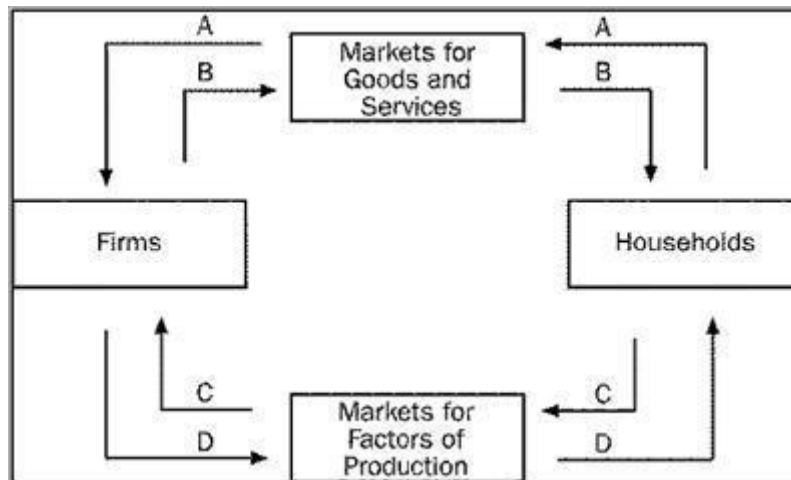
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist  
Circular Flow Model

**KEYWORDS:** BLOOM'S: Application

**Figure 2-1**



**Refer to Figure 2-1.** Which arrow represents the flow of goods and services?

- A
- B
- C
- D

**ANSWER:** b  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Thinking Like an Economist  
Circular Flow Model

**KEYWORDS:** BLOOM'S: Comprehension

**Refer to Figure 2-1.** Which arrow represents the flow of spending by households?

- A
- B
- C
- D

**ANSWER:** a  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist  
Circular Flow Model

**KEYWORDS:** BLOOM'S: Comprehension

**Refer to Figure 2-1.** Which arrow represents the flow of land, labor, and capital?

A

B

C

D

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Comprehension

**Refer to Figure 2-1.** Which arrow represents the flow of income payments?

A

B

C

D

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Comprehension

**Refer to Figure 2-1.** Raymond buys a refrigerator for his new home. To which of the arrows does this transaction directly contribute?

- A only
- A and B
- C only
- C and D

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-1.** Harvey receives his first paycheck for working as an ice cream vendor. To which of the arrows does this transaction directly contribute?

- B only
- A and B
- C only
- C and D

*ANSWER:* d

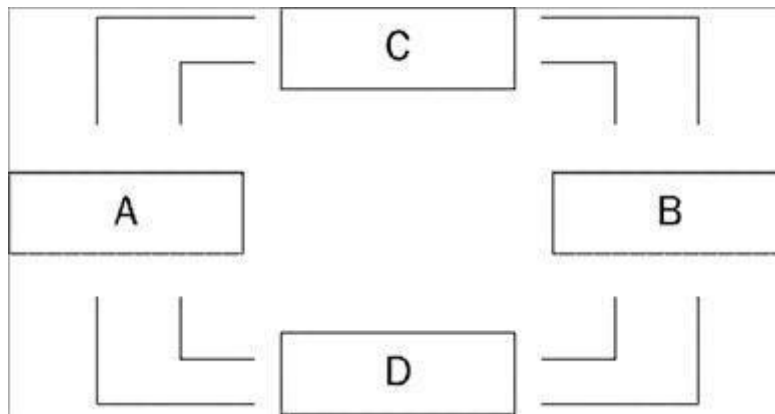
*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Figure 2-2**

**Refer to Figure 2-2.** Boxes A and B of this circular-flow diagram represent firms and households.  
 households and government.  
 the markets for goods and services and the markets for financial assets.  
 the markets for goods and the markets for services.

**ANSWER:** a  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
 Circular Flow Model  
**KEYWORDS:** BLOOM'S: Comprehension

**Refer to Figure 2-2.** Boxes C and D of this circular-flow diagram represent households and government.  
 firms and government.  
 the markets for goods and services and the markets for financial assets.  
 the markets for goods and services and the markets for factors of production.

**ANSWER:** d  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate

**TOPICS:**

**KEYWORDS:**

DISC: Thinking Like  
an Economist  
Circular Flow  
Model

BLOOM'S:  
Comprehension

**Refer to Figure 2-2.** If Box A of this circular-flow diagram represents firms, then which box represents households?

Box B

Box C

Box D

Any one of the other boxes (B, C, or D) could represent households.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Comprehension

**Refer to Figure 2-2.** If households are sellers in the markets represented by Box D of this circular-flow diagram, then

Box D must represent the markets for factors of production.

Box C must represent the markets for goods and services.

firms are buyers in the markets represented by Box D.

All of the above are correct.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Comprehension

**Refer to Figure 2-2.** If households are buyers in the markets represented by Box C of this circular-flow diagram, then

Box C must represent the markets for the factors of production.

Box D must represent the markets for goods and services.

firms are sellers in the markets represented by Box C.

All of the above are correct.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Comprehension

**Refer to Figure 2-2.** If the owners of land, labor, and capital are represented by Box B of this circular-flow diagram, then

households are represented by Box A.

firms are represented by Box C.

firms are represented by Box A.

firms are sellers in Box B.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Comprehension



**Refer to Figure 2-2.** If the outer loop of this circular-flow diagram represents flows of dollars, then the inner loop includes

flows of goods and services from households to firms.

flows of inputs from households to firms.

flows of rent payments paid to owners of land.

flows of wages and salaries paid to workers.

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist  
Circular Flow Model

**KEYWORDS:** BLOOM'S: Comprehension

**Refer to Figure 2-2.** If the flow of goods and services is part of what is represented by the inner loop of this circular-flow diagram, then

the flow of factors of production is also part of what is represented by the inner loop.

the flow of income paid to households is also part of what is represented by the inner loop.

the flow of revenue to firms is also part of what is represented by the inner loop.

households must be sellers of output.

**ANSWER:** a

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist  
Circular Flow Model

**KEYWORDS:** BLOOM'S: Comprehension

**Refer to Figure 2-2.** Devin works as an attorney for a corporation and is paid a salary in exchange for the legal services he performs. Juan owns office buildings and rents his buildings to companies in exchange for rent payments. If Devin's income is represented by a flow of dollars from Box D to Box B of this circular-flow diagram, then Juan's income is represented by

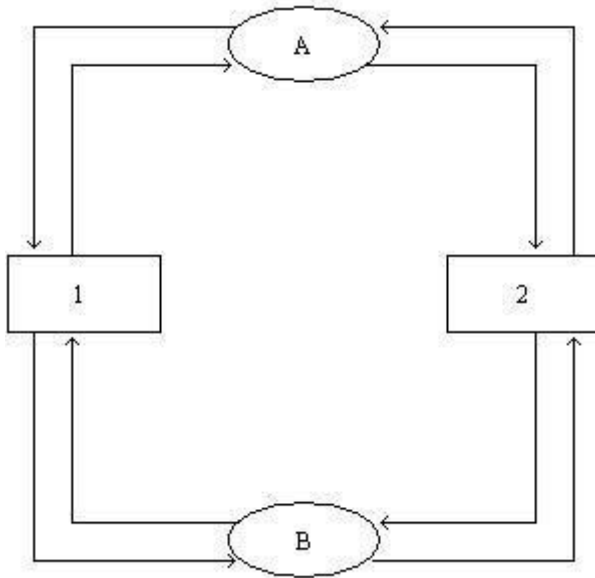
- flow of dollars
  - from Box A to Box C.
  - from Box C to Box A.
  - from Box B to Box D.
  - from Box D to Box B.

**ANSWER:** d  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Challenging  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
 Circular Flow Model  
**KEYWORDS:** BLOOM'S: Analysis

**Refer to Figure 2-2.** Carla regularly buys fruits and vegetables at a grocery store. Roberto regularly pays a lawn-care company to mow his lawn. If the flow of fruits and vegetables from the grocery store to Carla is represented by an arrow from Box C to Box B of this circular-flow diagram, then the money paid by Roberto to the lawn-care company is represented by an arrow

- from Box A to Box D.
- from Box B to Box C.
- from Box C to Box B.
- from Box D to Box A.

**ANSWER:** b  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Challenging  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
 Circular Flow Model  
**KEYWORDS:** BLOOM'S: Analysis

**Figure 2-3**

**Refer to Figure 2-3.** Which shape refers to the markets for goods and services?

- oval A
- oval B
- rectangle 1
- rectangle 2

**ANSWER:** a

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

Circular Flow Model

**KEYWORDS:** BLOOM'S: Application

**Refer to Figure 2-3.** What is flowing from rectangle 1 to oval A?

revenue

goods and services sold

factors of production

labor, land, and capital

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Application

**Refer to Figure 2-3.** Which of the following is an activity undertaken by the actors in rectangle 2?

produce and sell goods and services

hire and use factors of production

own and sell factors of production

exchange goods and services between firms and households

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Application

The production possibilities frontier is a graph that shows the various combinations of output that an economy can possibly produce given the available factors of production and society's preferences.

the available production technology.

a fair distribution of the output.

the available demand for the output.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Knowledge

The production possibilities frontier is a graph that shows the various combinations of output that an economy

should produce.

wants to produce.

can produce.

demands.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Knowledge

When constructing a production possibilities frontier, which of the following assumptions is *not* made?

The economy produces only two goods or two types of goods.

Firms produce goods using factors of production.

The technology available to firms is given.

The quantities of the factors of production that are available are increasing over the relevant time period.

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Production Possibilities Model

**KEYWORDS:** BLOOM'S: Comprehension

Any point on a country's production possibilities frontier represents a combination of two goods that an economy

will never be able to produce.

can produce using all available resources and technology.

can produce using some portion, but not all, of its resources and technology.

may be able to produce in the future with more resources and/or superior technology.

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model

**KEYWORDS:** BLOOM'S: Comprehension

Which of the following is *not* an assumption of the production possibilities frontier?

A country produces only two goods or types of goods.

Technology does not change.

The amount of available resources does not change.

There is a fixed quantity of money.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Comprehension

Which of the following is a correct statement about production possibilities frontiers?

An economy can produce only on the production possibilities frontier.

An economy can produce at any point inside or outside a production possibilities frontier.

An economy can produce at any point on or inside the production possibilities frontier, but not outside the frontier.

An economy can produce at any point inside the production possibilities frontier, but not on or outside the frontier.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Comprehension

Where can an economy *not* produce?  
 inside its production possibilities frontier  
 on its production possibilities frontier  
 outside its production possibilities frontier  
 at the endpoints of its production possibilities frontier

**ANSWER:** c  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Production Possibilities Model  
**KEYWORDS:** BLOOM'S: Comprehension

An economic outcome is said to be efficient if the economy is  
 using all of the scarce resources it has available.  
 conserving on resources, rather than using all available resources.  
 getting all it can get from the scarce resources it has available.  
 able to produce more than what is currently being produced without additional resources.

**ANSWER:** c  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Easy  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Production Possibilities Model  
 Productive Efficiency  
**KEYWORDS:** BLOOM'S: Knowledge



Production is efficient if the economy is producing at a point  
 on the production possibilities frontier.  
 outside the production possibilities frontier.  
 on or inside the production possibilities frontier.  
 inside the production possibilities frontier.

*ANSWER:* a  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model  
 Efficiency  
*KEYWORDS:* BLOOM'S: Comprehension

If an economy is producing efficiently, then  
 there is no way to produce more of one good without producing less of another good.  
 it is possible to produce more of both goods without increasing the quantities of inputs that  
 are being used.  
 it is possible to produce more of one good without producing less of another good.  
 it is not possible to produce more of any good at any cost.

*ANSWER:* a  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model  
 Productive Efficiency  
*KEYWORDS:* BLOOM'S: Comprehension

An economy's production of two goods is efficient if  
 all members of society consume equal portions of the goods.  
 the goods are produced using only some of society's available resources.  
 it is impossible to produce more of one good without producing less of the other.  
 the opportunity cost of producing more of one good is zero.

*ANSWER:* c  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model  
 Productive Efficiency  
*KEYWORDS:* BLOOM'S: Comprehension

When an economy is operating at a point on its production possibilities frontier, then  
 consumers are content with the mix of goods and services that is being produced.  
 there is no way to produce more of one good without producing less of the other.  
 equal amounts of the two goods are being produced.

All of the above are correct.  
*ANSWER:* b  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Production Possibilities Model  
 Productive Efficiency  
*KEYWORDS:* BLOOM'S: Comprehension

Efficiency is illustrated by

both the production possibilities frontier and the circular-flow diagram.

neither the production possibilities frontier nor the circular-flow diagram.

the production possibilities frontier only.

the circular-flow diagram only.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model  
Productive Efficiency

*KEYWORDS:* BLOOM'S: Comprehension

Suppose a nation is currently producing at a point inside its production possibilities frontier.

We know that

the nation is producing beyond its capacity, so inflation will occur.

the nation is not using all available resources or is using inferior technology or both.

the nation is producing an efficient combination of goods.

there will be a large opportunity cost if the nation tries to increase production of any good.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model  
Productive Efficiency

*KEYWORDS:* BLOOM'S: Comprehension

When an economy is operating inside its production possibilities frontier, we know that there are unused resources or inefficiencies in the economy.

all of the economy's resources are fully employed.

economic growth would have to occur in order for the economy to move to a point on the frontier.

in order to produce more of one good, the economy would have to give up some of the other good.

*ANSWER:* a  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model  
 Productive Efficiency

*KEYWORDS:* BLOOM'S: Comprehension

It is possible for an economy to increase its production of both goods if the economy moves downward and to the right along its production possibilities frontier and the frontier is bowed outward.

moves upward and to the left along its production possibilities frontier and the frontier is bowed outward.

moves in either direction along its production possibilities frontier and the frontier is a straight line.

moves from a situation of inefficient production to a situation of efficient production.

*ANSWER:* d  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model  
 Productive Efficiency

*KEYWORDS:* BLOOM'S: Comprehension

Unemployment would cause an economy to  
 produce inside its production possibilities frontier.  
 produce on its production possibilities frontier.  
 produce outside its production possibilities frontier.  
 experience an inward shift of its production possibilities frontier.

*ANSWER:* a  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model  
*KEYWORDS:* BLOOM'S: Comprehension

The production possibilities frontier provides an illustration of the principle that  
 trade can make everyone better off.  
 governments can sometimes improve market outcomes.  
 people face trade-offs.  
 people respond to incentives.

*ANSWER:* c  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Easy  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Production Possibilities Model  
 Tradeoffs  
*KEYWORDS:* BLOOM'S: Knowledge

The production possibilities frontier illustrates  
 the trade-off between efficiency and equality.  
 the combination of output that an economy should produce.  
 the combination of output that each member of society should consume.  
 None of the above is correct.

*ANSWER:* d  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* *KEYWORDS:*

DISC: Production  
Possibilities Model

BLOOM'S:  
Comprehension

Which of the following trade-offs does the production possibilities frontier illustrate?

If an economy wants to increase efficiency in production, then it must sacrifice equality in consumption.

Once an economy has reached the efficient points on its production possibilities frontier, the only way of getting more of one good is to get less of the other.

For an economy to consume more of one good, it must stop consuming the other good entirely.

For an economy to produce and consume goods, it must sacrifice environmental quality.

**ANSWER:** b  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Production Possibilities Model  
 Tradeoffs  
**KEYWORDS:** BLOOM'S: Comprehension  
**NOTES:** s

Which of the following concepts *cannot* be illustrated by the production possibilities frontier?

efficiency

opportunity cost

equality

trade-offs

**ANSWER:** c  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Production Possibilities Model  
**KEYWORDS:** BLOOM'S: Comprehension

The opportunity cost of obtaining more of one good is shown on the production possibilities frontier as the

- amount of the other good that must be given up.
- market price of the additional amount produced.
- amount of resources that must be devoted to its production.
- number of dollars that must be spent to produce it.

**ANSWER:** a

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model  
Opportunity Cost

**KEYWORDS:** BLOOM'S: Comprehension

The bowed shape of the production possibilities frontier can be explained by the fact that

- all resources are scarce.
- economic growth is always occurring.
- the opportunity cost of one good in terms of the other depends on how much of each good the economy is producing.
- the only way to get more of one good is to get less of the other.

**ANSWER:** c

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model  
Opportunity Cost

**KEYWORDS:** BLOOM'S: Comprehension



Economists believe that production possibilities frontiers are often bowed because trade-offs inevitably create unemployment.

resources are not completely adaptable.

opportunity costs are constant.

of improvements in technology.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Comprehension

On a bowed production possibilities frontier, as you move down along the curve more of one good must be given up to receive one unit of the other good.

the available production technology does not change.

the opportunity cost increases.

All of the above are correct.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Comprehension

When a production possibilities frontier is bowed outward, the opportunity cost of producing an additional unit of a good

increases as more of the good is produced.

decreases as more of the good is produced.

does not change as more of the good is produced.

may increase, decrease, or not change as more of the good is produced.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Production Possibilities Model  
Opportunity Cost

*KEYWORDS:* BLOOM'S: Comprehension

Production possibilities frontiers are usually bowed outward. This is because

the more resources a society uses to produce one good, the fewer resources it has available to produce another good.

the opportunity cost of producing a good decreases as more and more of that good is produced.

of the effects of technological change.

resources are specialized; that is, some are better at producing particular goods rather than other goods.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Challenging

*TOPICS:* DISC: Production Possibilities Model  
Tradeoff

*KEYWORDS:* BLOOM'S: Comprehension

*NOTES:* s

Economists believe that production possibilities frontiers a. never have a bowed shape.

b. rarely have a bowed shape.

c. often have a bowed shape.

d. always have a bowed shape.

**ANSWER:** c

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Production Possibilities Model

**KEYWORDS:** BLOOM'S: Comprehension

**Table 2-1**

The following table contains some production possibilities for an economy for a given month.

| Hammers | Nails |
|---------|-------|
| 3       | 900   |
| 6       | ?     |
| 9       | 300   |

**Refer to Table 2-1.** If the production possibilities frontier is bowed outward, then “?” could be

400.

450.

600.

750.

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model  
Opportunity Cost

**KEYWORDS:** BLOOM'S: Application

**NOTES:** r

**Table 2-2**

The following table contains some production possibilities for an economy for a given year:

| Tennis Rackets | Tennis Balls |
|----------------|--------------|
| 100            | 8000         |
| 200            | 6500         |
| 300            | ?            |

**Refer to Table 2-2.** If the production possibilities frontier is bowed outward, then "?" could be

6000.

5500.

5000.

4500.

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model  
Opportunity Cost

**KEYWORDS:** BLOOM'S: Application

**NOTES:** r

A production possibilities frontier can shift outward if

government increases the amount of money in the economy.

there is a technological improvement.

resources are shifted from the production of one good to the production of the other good.

the economy abandons inefficient production methods in favor of efficient production methods.

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model

**KEYWORDS:** BLOOM'S: Comprehension

A production possibilities frontier shifts outward when  
 the economy experiences economic growth.  
 the desires of the economy's citizens change.  
 at least one of the basic principles of economics is violated.  
 opportunity costs are lessened.

*ANSWER:* a  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Production Possibilities Model  
 Growth  
*KEYWORDS:* BLOOM'S: Comprehension

In a certain economy, jam and bread are produced, and the economy currently operates on its production possibilities frontier. Which of the following events would allow the economy to produce more jam and more bread, relative to the quantities of those goods that are being produced now?

Unemployed labor is put to work producing jam and bread.  
 The economy puts its idle capital to work producing jam and bread.  
 The economy experiences economic growth.  
 All of the above are correct.

*ANSWER:* c  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Production Possibilities Model  
 Growth  
*KEYWORDS:* BLOOM'S: Application

In a certain economy, toys and greeting cards are produced, and the economy currently operates on its production possibilities frontier. Which of the following events would allow the economy to produce more toys and more greeting cards, relative to the quantities of those goods that are being produced now?

The economy experiences economic growth.

There is a technological advance in the toy industry, but the greeting card industry experiences no such advance.

There is a technological advance in the greeting card industry, but the toy industry experiences no such advance.

All of the above are correct.

**ANSWER:** d  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Production Possibilities Model  
 Growth  
**KEYWORDS:** BLOOM'S: Application

The country of Gerance produces two goods, cars and wine. Last year, it produced 1,000 cars and 15,000 cases of wine. This year, it produced 1,300 cars and 20,000 cases of wine. Given no other information, which of the following events could *not* explain this change?

Gerance experienced a reduction in unemployment.

Gerance experienced an improvement in car-making technology.

Gerance acquired more resources.

Any of these events could explain the change.

**ANSWER:** d  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Production Possibilities Model  
 Growth  
**KEYWORDS:** BLOOM'S: Application  
**NOTES:** r

Suppose an economy produces two goods, food and machines. This economy always operates on its production possibilities frontier. Last year, it produced 1000 units of food and 47 machines. This year, it is producing 1050 units of food and 52 machines. Which of the following events could *not* explain the increase in output?

- a reduction in unemployment
- an increase in available labor
- an improvement in technology

Any of these events could explain the increase in output.

**ANSWER:** a  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Production Possibilities Model  
 Growth  
**KEYWORDS:** BLOOM'S: Application

Suppose an economy produces two goods, food and machines. This economy always operates on its production possibilities frontier. Last year, it produced 1000 units of food and 47 machines. This year it experienced a technological advance in its machine-making industry. As a result, this year the society wants to produce 1050 units of food and 47 machines. Which of the following statements is correct?

Because the technological advance occurred in the machine-making industry, it will not be possible to increase food production without reducing machine production below 47.

Because the technological advance occurred in the machine-making industry, increases in output can only occur in the machine industry.

In order to increase food production in these circumstances without reducing machine production, the economy must reduce inefficiencies.

The technological advance reduced the amount of resources needed to produce 47 machines, so these resources could be used to produce more food.

**ANSWER:** d  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Challenging  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Production Possibilities Model  
 Growth  
**KEYWORDS:** BLOOM'S: Analysis

Suppose an economy only produces two goods, robots and ice cream. Last month, the economy produced 10 robots and 200 gallons of ice cream. This month, the same economy produced 15 robots and 240 gallons of ice cream. Which of the following statements could explain this change?

This month, the economy reduced the unemployment of its resources.

This month, the economy experienced an improvement in technology.

This month, the economy experienced an increase in resources

All of the above are correct.

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model  
Growth

**KEYWORDS:** BLOOM'S: Application

A certain production possibilities frontier shows production possibilities for two goods, jewelry and clothing. Which of the following concepts *cannot* be illustrated by this model?

the flow of dollars between sellers of jewelry and clothing and buyers of jewelry and clothing

the tradeoff between production of jewelry and production of clothing

the opportunity cost of clothing in terms of jewelry

the effect of economic growth on production possibilities involving jewelry and clothing

**ANSWER:** a

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model

**KEYWORDS:** BLOOM'S: Application



The production possibilities frontier is used to illustrate some basic economic ideas, including scarcity.

opportunity cost.

economic growth.

All of the above are correct.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Knowledge

**Table 2-3**

**Production Possibilities for Footville**

| Shoes | Socks |
|-------|-------|
| 800   | 0     |
| 600   | 400   |
| 400   | 700   |
| 200   | 900   |
| 0     | 1000  |

**Refer to Table 2-3.** What is the opportunity cost to Footville of increasing the production of shoes from 400 to 600?

400 socks

300 socks

200 socks

100 socks

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Production Possibilities Model  
Opportunity Cost

*KEYWORDS:* BLOOM'S: Comprehension

*NOTES:* r

**Refer to Table 2-3.** Which of the following statements is correct?

The opportunity cost of an additional 200 shoes is constant at 200 socks. The opportunity cost of an additional 200 shoes is constant at 300 socks. Footville's production possibilities frontier is a straight, downward-sloping line.

The opportunity cost of an additional 200 shoes increases as more socks are produced.

**ANSWER:** d  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Production Possibilities Model  
 Opportunity Cost

**KEYWORDS:** BLOOM'S: Application

**NOTES:** r

**Table 2-4**

**Production Possibilities for Picnicland**

| Hotdogs | Burgers |
|---------|---------|
| 1800    | 0       |
| 1350    | 450     |
| 900     | 750     |
| 450     | 975     |
| 0       | 1125    |

**Refer to Table 2-4.** What is the opportunity cost to Picnicland of increasing the production of hotdogs from 450 to 900?

- 150 burgers
- 225 burgers
- 300 burgers
- 450 burgers

**ANSWER:** **KEYWORDS:** **NOTES:**

**POINTS:**

**DIFFICULTY:**

**LEARNING OBJECTIVES:**

**NATIONAL STANDARDS:**

**TOPICS:**

b hension r

l

Difficulty: Moderate

ECON.MANK.15.6 - LO: 2-1

United States - BUSPROG:

Analytic

DISC: Production Possibilities

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**Refer to Table 2-4.** What is the opportunity cost to Picnicland of increasing the production of burgers from 450 to 750?

150 hotdogs

225 hotdogs

300 hotdogs

450 hotdogs

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

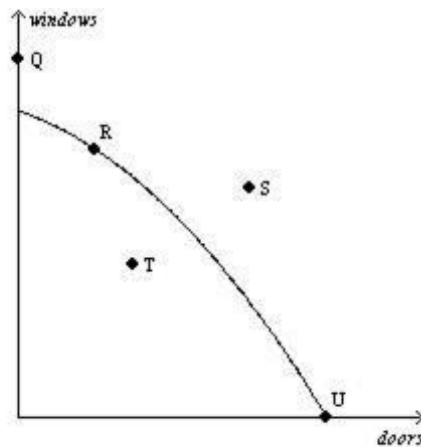
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model  
Opportunity Cost

**KEYWORDS:** BLOOM'S: Comprehension

**NOTES:** n

**Figure 2-4**



**Refer to Figure 2-4.** At which point is this economy producing its maximum possible quantity of doors?

R

S

T

U

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Production Possibilities Model  
Productive Efficiency

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-4.** This economy has the ability to produce at which point(s)?

Q,R,T,U

R,T,U

R, U

T

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-4.** This economy *cannot* produce at which point(s)?

Q

Q, S

Q,S,T

S

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Production Possibilities Model

**KEYWORDS:** BLOOM'S: Application

**NOTES:** r

**Refer to Figure 2-4.** Efficient production is represented by which point(s)?

Q,R,U

R,T,U

R, U

S, T

**ANSWER:** c

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Production Possibilities Model  
Production

**KEYWORDS:** BLOOM'S: Application

**NOTES:** r

**Refer to Figure 2-4.** Inefficient production is represented by which point(s)?

Q, S

Q,S,T

R, U

T

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model  
Productive Efficiency

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-4.** Unemployment could cause this economy to produce at which point(s)?

Q, S

Q,S,T

R, U

T

*ANSWER:* d

*POINTS:* 1

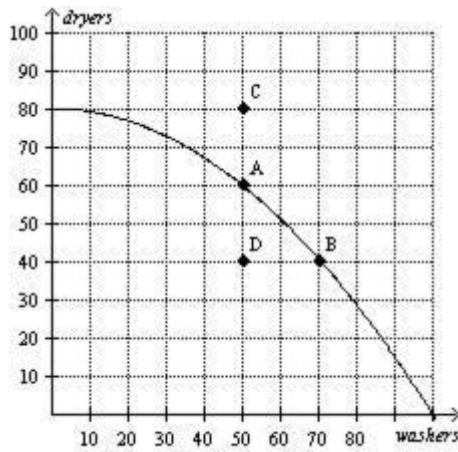
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

Figure 2-5



**Refer to Figure 2-5.** If this economy devotes all of its resources to the production of dryers, then it will produce

- 0 dryers and 100 washers.
- 60 dryers and 50 washers.
- 80 dryers and 0 washers.
- 80 dryers and 50 washers.

ANSWER: c

POINTS: 1

DIFFICULTY: Difficulty: Moderate

TOPICS: DISC: Production Possibilities Model  
Specialization

KEYWORDS: BLOOM'S: Application

NOTES: r



**Refer to Figure 2-5.** It is possible for this economy to produce

60 dryers and 50 washers.

60 dryers and 60 washers.

80 dryers and 50 washers.

All of the above.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-5.** It is *not* possible for this economy to produce at point

A.

B.

C.

D.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-5.** This economy cannot currently produce 70 washers and 70 dryers because it is not using all of its resources.

it is not using the most efficient production process.

it does not have the resources and technology to produce that level of output.

All of the above are correct.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-5.** Suppose this economy is producing at point D. Which of the following statements would best explain this situation?

The economy has insufficient resources to produce at a more desirable point.

The economy's available technology prevents it from producing at a more desirable point.

There is widespread unemployment in the economy.

Any of the above statements would be a legitimate explanation for this situation.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-5.** Efficient production is represented by which point(s)?

A, B

A,B,D

A,B,C

C

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model  
Productive Efficiency

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-5.** Inefficient production is represented by which point(s)?

A, B

C

C, D

D

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model  
Productive Efficiency

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-5.** The opportunity cost of this economy moving from point A to point B is

20 dryers.

20 washers.

20 dryers and 20 washers.

60 dryers.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model  
Opportunity Cost

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-5.** The opportunity cost of obtaining 40 additional dryers by moving from point D to point C is

0 washers.

20 washers.

40 washers.

None of the above; the economy cannot move from point D to point C.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Production Possibilities Model  
Opportunity Cost

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-5.** The opportunity cost of obtaining 20 additional dryers by moving from point D to point A is

- 0 washers.
- 20 washers.
- 40 washers.

None of the above; the economy cannot move from point D to point A.

**ANSWER:** a

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

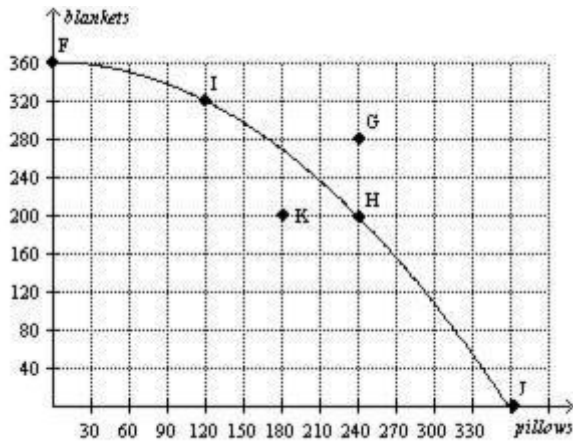
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model  
Opportunity Cost

**KEYWORDS:** BLOOM'S: Application

**NOTES:** r

**Figure 2-6**



**Refer to Figure 2-6.** If this economy devotes all of its resources to the production of blankets, then it will produce

0 blankets and 360 pillows.

200 blankets and 240 pillows.

320 blankets and 120 pillows.

360 blankets and 0 pillows.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Production Possibilities Model  
Specialization

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-6.** If this economy devotes one-half of its available resources to the production of blankets and the other half to the production of pillows, it could produce

120 pillows and 320 blankets.

180 pillows and 180 blankets.

240 pillows and 200 blankets.

We would have to know the details of this economy's technology in order to determine this.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Challenging

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Analysis

*NOTES:* r

**Refer to Figure 2-6.** A movement from point H to point K could be caused by unemployment.

a decrease in society's preference for pillows.

fewer resources available for production of pillows.

All of the above are correct.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-6.** If this economy moves from point F to point G, then which of the following statements is correct?

This economy has moved from a point of inefficient production to a point of efficient production.

This economy has experienced economic growth.

This economy has experienced an increase in employment.

None of the above is correct.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Production Possibilities Model  
Growth

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-6.** The opportunity cost of this economy moving from point I to point H is

120 pillows.

120 blankets.

120 blankets and 120 pillows.

200 blankets.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model  
Opportunity Cost

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-6.** The opportunity cost of this economy moving from point I to point F is zero.

40 blankets.

120 pillows.

360 blankets.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Production Possibilities Model  
Opportunity Cost

*KEYWORDS:* BLOOM'S: Application

*NOTES:* n



**Refer to Figure 2-6.** The opportunity cost of this economy moving from point K to point H is

zero.

50 blankets.

60 pillows.

50 blankets and 60 pillows.

**ANSWER:** a

**POINTS:** 1

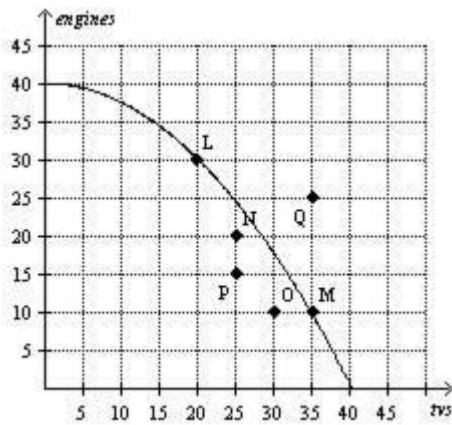
**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Production Possibilities Model  
Opportunity Cost

**KEYWORDS:** BLOOM'S: Application

**NOTES:** r

**Figure 2-7**



**Refer to Figure 2-7.** If this economy devotes all of its resources to the production of engines, then it will produce

0 engines and 40 tvs.

10 engines and 35 tvs.

40 engines and 0 tvs.

40 engines and 40 tvs.

**ANSWER:** c

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model  
Specialization

**KEYWORDS:** BLOOM'S: Application

**NOTES:** r

**Refer to Figure 2-7.** This economy has the ability to produce at which point(s)?

N,O,P L,

M

L,M,N,O,P

L,M,Q

**ANSWER:** c

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model

**KEYWORDS:** BLOOM'S: Application

**NOTES:** r

**Refer to Figure 2-7.** This economy *cannot* produce at which point(s)?

L, M

N,O,P,Q

N,O,P

Q

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Production Possibilities Model

**KEYWORDS:** BLOOM'S: Application

**NOTES:** r

**Refer to Figure 2-7.** Efficient production is represented by which point(s)?

L, M

L,M,N,P,Q

N,O,P

Q

**ANSWER:** a

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Production Possibilities Model  
Productive Efficiency

**KEYWORDS:** BLOOM'S: Application

**NOTES:** r

**Refer to Figure 2-7.** Inefficient production is represented by which point(s)?

L, M

N, O, P, Q

N, O, P

Q

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model  
Productive Efficiency

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-7.** Unemployment could cause this economy to produce at which point(s)?

L, M

N, O, P, Q

N, O, P

Q

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-7.** If this economy moved from point P to point N, then

it still would not be producing efficiently.

there would be no gain in either engines or tvs.

it would be producing more engines and more tvs than at point P.

It is not possible for this economy to move from point P to point N without additional resources.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-7.** What is the opportunity cost of moving from point L to point M?

zero

15 tvs

20 engines and 15 tvs

20 engines

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model  
opportunity Cost

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-7.** What is the opportunity cost of moving from point M to point L?

zero

15 tvs

20 engines and 15 tvs

20 engines

**ANSWER:** b

**POINTS:** 1

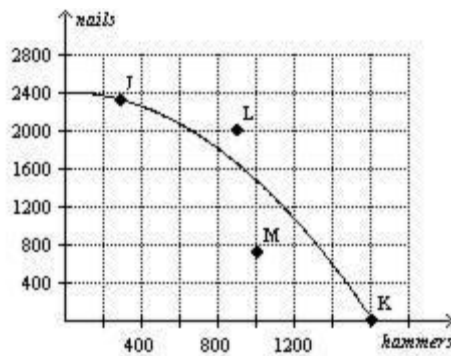
**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Production Possibilities Model  
Opportunity Cost

**KEYWORDS:** BLOOM'S: Application

**NOTES:** n

**Figure 2-8**



**Refer to Figure 2-8.** Point K represents an outcome in which production is inefficient.

some of the economy's resources are unemployed.

the economy is using all of its resources to produce hammers.

the economy is using all of its nails to produce hammers.

**ANSWER:** c

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model  
Specialization

**KEYWORDS:** BLOOM'S: Application

**Refer to Figure 2-8.** Which point on the graph best represents the fact that, because resources are scarce, not every conceivable outcome is feasible?

point J

point K

point L

point M

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Application

**Refer to Figure 2-8.** Efficient production is represented by which point(s)?

J

J, K

J,K,L

J,K,M

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model

Productive Efficiency

*KEYWORDS:* BLOOM'S: Application

**Refer to Figure 2-8.** Inefficient production is represented by which point(s)?

K, M

L

L, M

M

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model  
Productive Efficiency

*KEYWORDS:* BLOOM'S: Application

**Refer to Figure 2-8.** To reach point L, the economy would have to  
acquire more resources or experience a technological advance.  
begin using its available resources more efficiently than it is currently using them.  
shift resources away from the production of nails and toward the production of hammers.  
None of the above are correct; the economy will never be able to reach point L.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model  
Growth

*KEYWORDS:* BLOOM'S: Application

*NOTES:* s



**Refer to Figure 2-8.** For this economy, as more and more hammers are produced, opportunity cost of an the additional hammer produced, in terms of nails, a. remains constant.

increases.

decreases.

This answer cannot be determined from the graph.

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

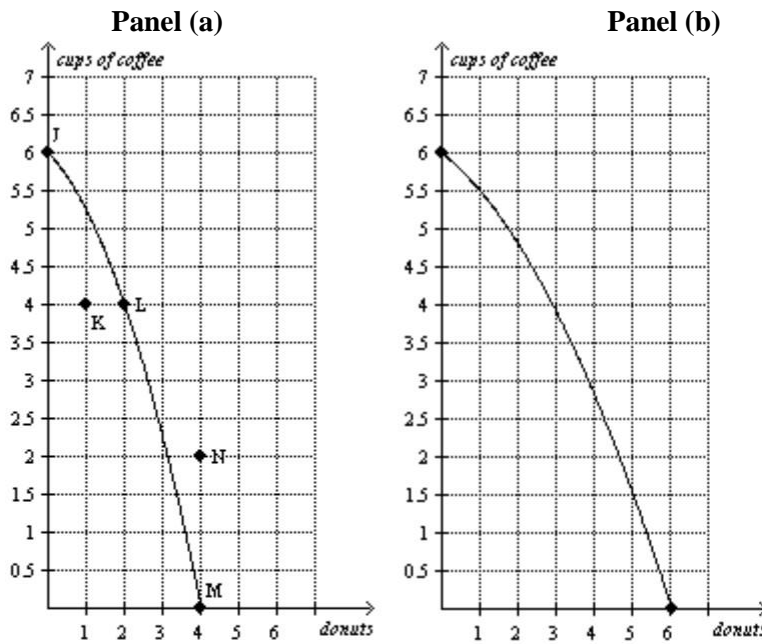
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model  
Opportunity Cost

**KEYWORDS:** BLOOM'S: Application

**NOTES:** s

**Figure 2-9**



**Refer to Figure 2-9, Panel (a).** Production at point K is  
 possible and efficient.  
 possible but inefficient.  
 impossible but efficient.  
 impossible and inefficient.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model  
 Efficiency

*KEYWORDS:* BLOOM'S: Application

**Refer to Figure 2-9, Panel (a).** Production is  
 possible at points J, K, L, and M, but efficient only at points J, L, and M.  
 possible at points J, K, L, and M, but efficient only at point K.  
 possible at points J, L, M, and N, but efficient only at points J, L, and M.  
 possible at points J, L, M, and N, but efficient only at point N.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Production Possibilities Model  
 Efficiency

*KEYWORDS:* BLOOM'S: Application

**Refer to Figure 2-9, Panel (a).** The movement from point M to point K could be caused by

- an advance in production technology.
- an improvement in efficiency.
- economic growth.
- unemployment.

*ANSWER:* d  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model  
*KEYWORDS:* BLOOM'S: Application

**Refer to Figure 2-9, Panel (a).** The opportunity cost of moving from point J to point L is

- 2 donuts.
- 2 donuts and 2 cups of coffee.
- 2 cups of coffee.
- 6 cups of coffee.

*ANSWER:* c  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Production Possibilities Model  
*KEYWORDS:* BLOOM'S: Application

**Refer to Figure 2-9, Panel (a).** The opportunity cost of moving from point M to point L is

- 2 donuts.
- 2 donuts and 4 cups of coffee.
- 4 donuts.
- 4 cups of coffee.

*ANSWER:* a  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Production Possibilities Model  
*KEYWORDS:* BLOOM'S: Application

**Refer to Figure 2-9, Panel (a).** The opportunity cost of moving from point K to point L is

0 cups of coffee.

1 donut.

2 donuts.

4 cups of coffee.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Application

**Refer to Figure 2-9, Panel (a).** The opportunity cost of one cup of coffee is highest when the economy produces

0 cups of coffee.

2 cups of coffee.

4 cups of coffee.

6 cups of coffee.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Challenging

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Analysis

**Refer to Figure 2-9, Panel (a).** To gain 2 donuts by moving from point L to point M, society must sacrifice

efficiency.

employment.

4 cups of coffee.

More than one of the above is correct.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Challenging

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Production Possibilities Model  
Opportunity Cost

*KEYWORDS:* BLOOM'S: Analysis

*NOTES:* s

**Refer to Figure 2-9, Panel (a) and Panel (b).** A shift of the economy's production possibilities frontier from Panel (a) to Panel (b) could be caused by

unemployment.

an improvement in donut production technology.

an improvement in coffee production technology.

an improvement in both donut and coffee production technology.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Application

**Refer to Figure 2-9, Panel (a) and Panel (b).** Which of the following is *not* a result of the shift of the economy's production possibilities frontier from Panel (a) to Panel (b)?

the tradeoff between the production of donuts and coffee changes

the opportunity cost of a cup of coffee is higher at all levels of coffee production

production of 4 donuts and 2 cups of coffee becomes possible

production of 1 donut and 4 cups of coffee becomes efficient

ANSWER: d

POINTS: 1

DIFFICULTY: Difficulty: Challenging

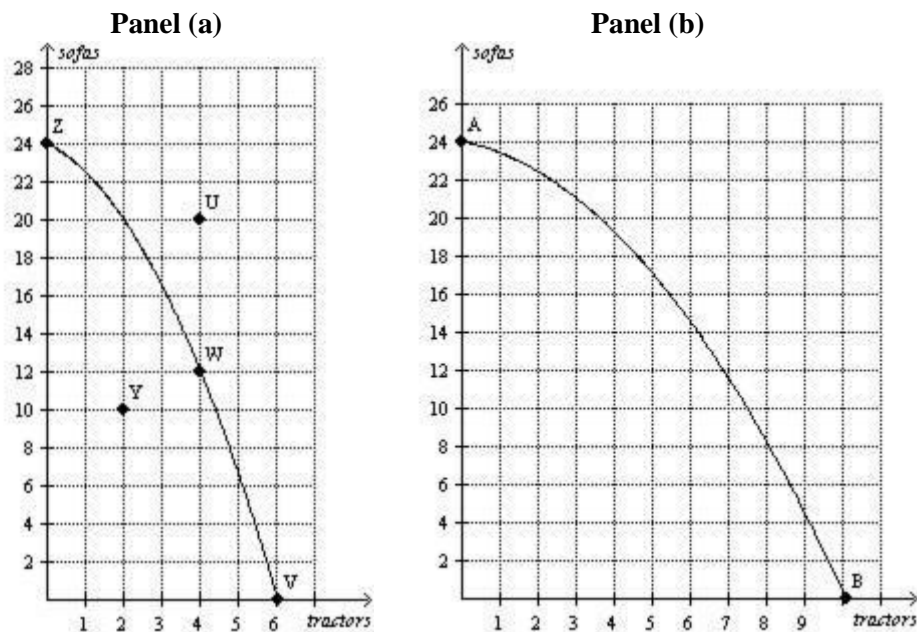
LEARNING OBJECTIVES: ECON.MANK.15.6 - LO: 2-1

NATIONAL STANDARDS: United States - BUSPROG: Analytic

TOPICS: DISC: Production Possibilities Model

KEYWORDS: BLOOM'S: Analysis

**Figure 2-10**



**Refer to Figure 2-10, Panel (a).** Production at point Y is  
 impossible and inefficient.  
 impossible but efficient.  
 possible but inefficient.  
 possible and efficient.

*ANSWER:* c  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model  
 Efficiency

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-10, Panel (a).** Production is  
 possible at points V, W, Y, and Z, but efficient only at points V, W, and Z.  
 possible at points V, W, Y, and Z, but efficient only at point Y.  
 possible at points U, V, W, and Z, but efficient only at points V, W, and Z.  
 possible at points U, V, W, and Z, but efficient only at point U.

*ANSWER:* a  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model  
 Efficiency

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-10, Panel (a).** The movement from point W to point Y could be caused by economic growth.

unemployment.

an improvement in efficiency.

an advance in production technology.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-10, Panel (a).** The opportunity cost of one sofa is highest when the economy produces

0 sofas.

12 sofas.

20 sofas.

24 sofas.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Challenging

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Production Possibilities Model  
Opportunity Cost

*KEYWORDS:* BLOOM'S: Analysis

*NOTES:* r



**Refer to Figure 2-10, Panel (a).** To gain 2 tractors by moving from point W to point V, society must sacrifice

12 sofas.

employment.

efficiency.

More than one of the above is correct.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Challenging

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Production Possibilities Model  
Opportunity Cost

*KEYWORDS:* BLOOM'S: Analysis

*NOTES:* r

**Refer to Figure 2-10, Panel (a) and Panel (b).** A shift of the economy's production possibilities frontier from Panel (a) to Panel (b) could be caused by unemployment.

an improvement in sofa production technology.

an improvement in tractor production technology.

an improvement in both sofa and tractor production technology.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-10, Panel (a) and Panel (b).** Which of the following is *not* a result of the shift of the economy's production possibilities frontier from Panel (a) to Panel (b)?

The tradeoff between the production of tractors and sofas changes.

Production of 2 tractors and 10 sofas becomes efficient.

Production of 6 tractors and 14 sofas becomes possible.

The opportunity cost of a sofa is higher at all levels of sofa production.

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Difficulty: Challenging

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

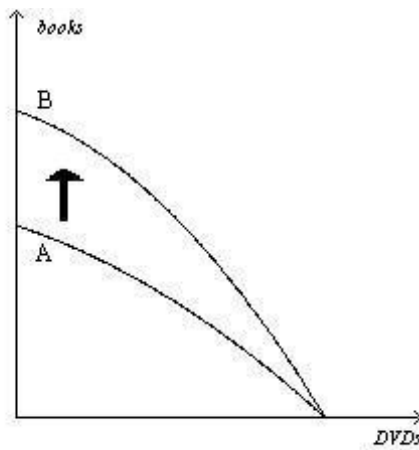
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model  
Productive Efficiency

**KEYWORDS:** BLOOM'S: Analysis

**NOTES:** r

**Figure 2-11**



**Refer to Figure 2-11.** Which of the following events would explain the shift of the production possibilities frontier from A to B?

The economy's citizens developed an enhanced taste for books.

The economy experienced a technological advance in the production of books.

More capital became available in the economy.

More labor became available in the economy.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Application

**Refer to Figure 2-11.** The shift of the production possibilities frontier from A to B illustrates simultaneous technological advances in the book and DVD industries.

a reallocation of resources away from the production of DVDs and toward the production of books.

economic growth.

All of the above are correct.

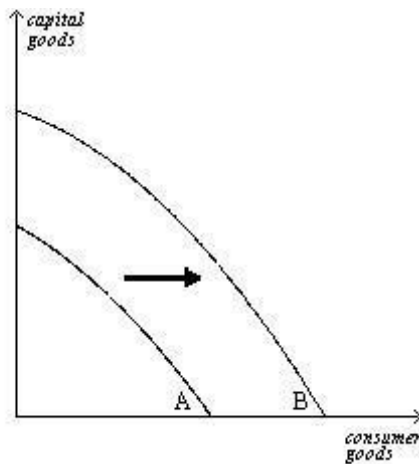
*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model  
Growth

*KEYWORDS:* BLOOM'S: Application

**Figure 2-12**

**Refer to Figure 2-12.** Which of the following would most likely have caused the production possibilities frontier to shift outward from A to B?

- a decrease in unemployment
- a technological advance in the consumer goods industries
- a general technological advance
- an increase in the availability of capital-producing resources

**ANSWER:** c

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Production Possibilities Model  
Growth

**KEYWORDS:** BLOOM'S: Application

**Refer to Figure 2-12.** The shift of the production possibilities frontier from A to B can best be described as

- a downturn in the economy.
- economic growth.
- an enhancement of equality.
- an improvement in the allocation of resources.

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

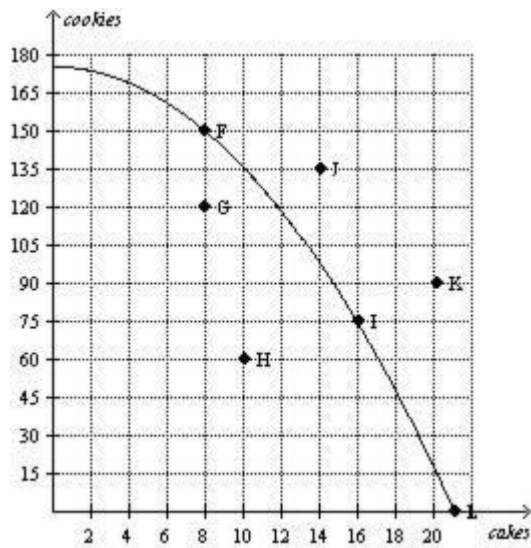
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model  
Economic Growth

**KEYWORDS:** BLOOM'S: Application

**Figure 2-13**



**Refer to Figure 2-13.** Which of the following combinations of points are both efficient and attainable for this economy?

G, H

F,I,L

F,G,H,I,L

J, K

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model  
Productive Efficiency

**KEYWORDS:** BLOOM'S: Application

**NOTES:** r

**Refer to Figure 2-13.** Which of the following statements is true about point G for this economy?

Point G is currently unattainable.

Point G is efficient.

At point G, more cakes are produced than cookies.

There is unemployment at point G.

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model

**KEYWORDS:** BLOOM'S: Application

**NOTES:** r

**Refer to Figure 2-13.** Which points are not currently attainable but could become achievable for this economy if there is an improvement in technology?

I, L

G, H

J, K

F, G

**ANSWER:** c

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model  
Growth

**KEYWORDS:** BLOOM'S: Application

**NOTES:** r

**Refer to Figure 2-13.** One difference between points F and G is that

Point G is unattainable with current resources, but point F is attainable.

All resources are fully employed at point F but there is unemployment at point G.

More output can be produced at point F but no additional output can be produced at point G.

This economy produces more cookies at point G than at point F.

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model

**KEYWORDS:** BLOOM'S: Application

**NOTES:** r

**Table 2-5**

| Corn (in bushels) | Wheat (in bushels) |
|-------------------|--------------------|
| 2000              | 0                  |
| 1600              | 700                |
| 1200              | 1300               |
| 800               | 1800               |
| 400               | 2200               |
| 0                 | 2500               |

**Refer to Table 2-5.** Table 2-5 shows one set of production possibilities. What is the opportunity cost of increasing the production of corn from 400 bushels to 800 bushels?

- 200 bushels of wheat
- 400 bushels of wheat
- 600 bushels of wheat
- 800 bushels of wheat

*ANSWER:* b  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Production Possibilities Model  
 Opportunity Cost  
*KEYWORDS:* BLOOM'S: Analysis  
*NOTES:* r

**Refer to Table 2-5.** Table 2-5 shows one set of production possibilities. What is the opportunity cost of an increase in the production of wheat from 700 bushels to 1300 bushels?

- 800 bushels of corn
- 600 bushels of corn
- 400 bushels of corn
- 400 bushels of wheat

*ANSWER:* c  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Production Possibilities Model  
 Opportunity Cost  
*KEYWORDS:* BLOOM'S: Analysis  
*NOTES:* r



**Refer to Table 2-5.** Table 2-5 shows one set of production possibilities. Which of the following statements is correct?

The opportunity cost of a bushel of corn does not depend on how many bushels of wheat are being produced.

The opportunity cost of a bushel of corn increases as more corn is produced.

The opportunity cost of a bushel of corn decreases as more corn is produced.

The opportunity cost of a bushel of wheat decreases as more wheat is produced.

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model  
Opportunity Cost

**KEYWORDS:** BLOOM'S: Analysis

**NOTES:** r

**Refer to Table 2-5.** Table 2-5 shows one set of production possibilities. Based on the values in the table, the production possibilities frontier is

bowed outward indicating increasing opportunity costs.

bowed outward indicating decreasing opportunity costs.

a straight line indicating constant opportunity costs.

bowed inward indicating increasing opportunity costs.

**ANSWER:** a

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Production Possibilities Model  
Opportunity Cost

**KEYWORDS:** BLOOM'S: Analysis

**NOTES:** r

**Refer to Table 2-5.** Table 2-5 shows one set of production possibilities. Which of the following combinations of corn and wheat is not currently attainable but would be attainable if there was an improvement in overall production technology?

- 1600 bushels of corn and 300 bushels of wheat
- 1400 bushels of corn and 800 bushels of wheat
- 1000 bushels of corn and 2000 bushels of wheat
- 600 bushels of corn and 1800 bushels of wheat

*ANSWER:* c  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Production Possibilities Model  
 Growth  
*KEYWORDS:* BLOOM'S: Analysis  
*NOTES:* r

Home is a country that produces two goods, pears and cellular phones. Last year, Home produced 450 bushels of pears and 1050 cellular phones. This year it produced 450 bushels of pears and 2000 cellular phones. Given no other information, which of the following events could explain this change?

- Home experienced increased unemployment.
- Home experienced a decline in pear-producing technology.
- Home experienced an improvement in cellular phone-making technology.
- Home experienced a reduction in resources.

*ANSWER:* c  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Production Possibilities Model  
 Growth  
*KEYWORDS:* BLOOM'S: Application

Indiadesh is a country that produces two goods, textiles and computers. Last year, Indiadesh produced 50,000 textiles and 1300 computers. This year it produced 45,000 textiles and 1100 computers. Given no further information, which of the following events could explain this change?

Indiadesh decreased unemployment.

Indiadesh experienced an improvement in textile-making technology.

Indiadesh experienced an improvement in computer-making technology.

Indiadesh experienced a reduction in resources.

ANSWER: d

POINTS: 1

DIFFICULTY: Difficulty: Easy

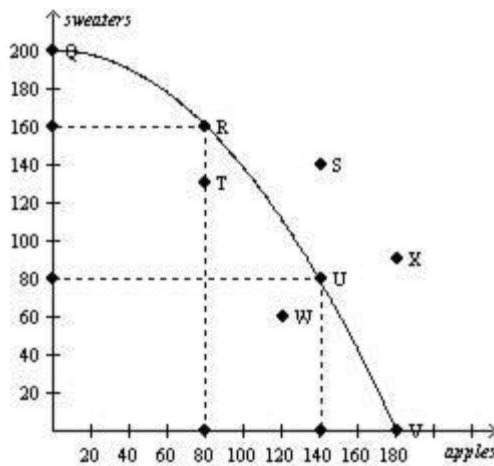
LEARNING OBJECTIVES: ECON.MANK.15.6 - LO: 2-1

NATIONAL STANDARDS: United States - BUSPROG: Analytic

TOPICS: DISC: Production Possibilities Model

KEYWORDS: BLOOM'S: Application

**Figure 2-14**



Consider the production possibilities curve for a country that can produce sweaters, apples (in bushels), or a combination of the two.

**Refer to Figure 2-14.** If this economy devotes all of its available resources to producing apples, then it will produce

0 bushels of apples and 200 sweaters.

80 bushels of apples and 160 sweaters

180 bushels of apples and 200 sweaters.

180 bushels of apples and 0 sweaters.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Production Possibilities Model  
Specialization

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-14.** Which combination of points show production possibilities only achievable with improvements in technology or increases in resources?

Q, R, U, and V

S and X

T and W

None of the above is correct.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Production Possibilities Model  
Growth

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-14.** If this society moves from point U to point V,

it gives up 40 bushels of apples to get 80 sweaters.

it gives up 140 bushels of apples to get 80 sweaters.

it gives up 80 sweaters to get 140 bushels of apples.

it gives up 80 sweaters to get 40 bushels of apples.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model  
Specialization

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-14.** If this society is producing at point T,

there is unemployment.

production is efficient.

growth can only be achieved through an advancement in technology.

the opportunity cost of producing one more sweater is approximately 40 bushels of apples.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-14.** The opportunity cost of moving from point U to point R is

60 bushels of apples.

80 bushels of apples.

80 sweaters.

160 sweaters.

**ANSWER:** a

**POINTS:** 1

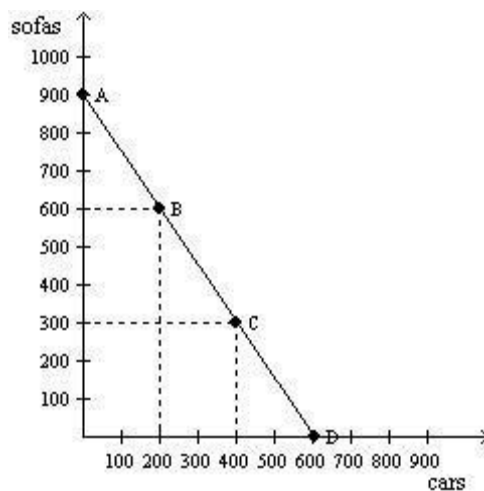
**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Production Possibilities Model  
Opportunity Cost

**KEYWORDS:** BLOOM'S: Application

**NOTES:** n

**Figure 2-15**



**Refer to Figure 2-15.** Consider the production possibilities frontier for an economy that produces only sofas and cars. The opportunity cost of each car is the slope of the production possibilities frontier.

3/2 sofas.

2/3 of a sofa.

Both a and b are correct.

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Challenging

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model  
Opportunity Cost

**KEYWORDS:** BLOOM'S: Application

**Refer to Figure 2-15.** Consider the production possibilities frontier for an economy that produces only sofas and cars. When society moves from point A to point B,

the opportunity cost is the same as when society moves from point B to point C.

it is giving up cars to get sofas.

the opportunity cost is increasing.

it moves from an inefficient point to an efficient point.

**ANSWER:** a

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Production Possibilities Model

**KEYWORDS:** BLOOM'S: Application

**Multiple Choice – Section 01A: The Economist as Scientist**

The field of economics is traditionally divided into two broad subfields,  
 national economics and international economics.  
 consumer economics and producer economics.  
 private sector economics and public sector economics.  
 microeconomics and macroeconomics.

**ANSWER:** d  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Easy  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: General  
 Principles  
**KEYWORDS:** BLOOM'S: Knowledge

Microeconomics is the study of  
 how money affects the economy.  
 how individual households and firms make decisions.  
 how government affects the economy.  
 how the economy as a whole works.

**ANSWER:** b  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Easy  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: General  
 Micro  
**KEYWORDS:** BLOOM'S: Knowledge



Macroeconomics is the study of  
 individual decision makers.  
 international trade.  
 economy-wide phenomena.  
 markets for large products.

**ANSWER:** c  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Easy  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: General  
 Macro  
**KEYWORDS:** BLOOM'S: Knowledge

A microeconomist — as opposed to a macroeconomist — might study  
 the effect of a national healthcare program on the nation's unemployment rate.  
 the effect of new regulations on production in the pulp and paper industry.  
 the effect of changes in interest rates on gross domestic product.  
 the growth rate of production in the economy.

**ANSWER:** b  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: General  
 Micro  
**KEYWORDS:** BLOOM'S: Application  
**NOTES:** r

Which of the following areas of study typifies microeconomics as opposed to macroeconomics?  
 the impact of minimum-wage laws on employment in the fast food industry  
 the effect of changes in household saving rates on the growth rate of national income  
 the impact of faster money growth on the rate of inflation  
 a comparison of alternative tax policies and their respective impacts on the rate of the nation's economic growth

**ANSWER:** a

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: General  
 Micro

**KEYWORDS:** BLOOM'S: Application

Which of the following would likely be studied by a microeconomist rather than a macroeconomist?  
 the effect of foreign direct investment on economic growth  
 the effect of a sales tax on the cigarette industry  
 the effect of an investment tax credit on the economy's capital stock  
 the effect of a war on government spending

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: General  
 Micro

**KEYWORDS:** BLOOM'S: Application

A macroeconomist — as opposed to a microeconomist — might study the effect of changes in the money supply on the inflation rate.

an increase in the gas tax on fuel consumption.

a technological advance on the natural gas industry.

a hurricane on prices in the orange industry.

**ANSWER:** a

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: General

Macro

**KEYWORDS:** BLOOM'S: Application

**NOTES:** r

A macroeconomist - as opposed to a microeconomist - would study the effects of rent control on housing in New York City.

the effects of foreign competition on the US auto industry.

the effects of borrowing by the federal government.

the effects of raising the gasoline tax on transit ridership.

**ANSWER:** c

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: General

Macro

**KEYWORDS:** BLOOM'S: Application

Which of the following areas of study typifies macroeconomics as opposed to microeconomics?  
 the effects of rent control on the availability of housing in New York City  
 the economic impact of tornadoes on cities and towns in Oklahoma  
 how tariffs on shoes affects the shoe industry  
 the effect on the economy of changes in the nation's unemployment rate

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: General  
 Macro

*KEYWORDS:* BLOOM'S: Application

Which of the following would likely be studied by a macroeconomist rather than a microeconomist?  
 the effect of an increase in the alcohol tax on the market for beer  
 the effect of foreign competition on the domestic auto industry  
 the effect of a price war in the airline industry  
 the effect of an increase in the minimum wage on an economy's overall rate of unemployment

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: General  
 Macro

*KEYWORDS:* BLOOM'S: Application

Which of the following statements best captures the relationship between microeconomics and macroeconomics?

For the most part, microeconomists are unconcerned with macroeconomics, and macroeconomists are unconcerned with microeconomics.

Microeconomists study markets for small products, whereas macroeconomists study markets for large products.

Microeconomics and macroeconomics are distinct from one another, yet they are closely related.

Microeconomics is oriented toward policy studies, whereas macroeconomics is oriented toward theoretical studies.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension

### Multiple Choice – Section 02: The Economist as Policy Adviser

When economists are trying to explain the world, they are scientists.

policy advisers.

in the realm of microeconomics rather than macroeconomics.

in the realm of normative economics rather than positive economics.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Knowledge

When economists are trying to help improve the world, they are  
 in the realm of positive economics rather than normative economics.  
 in the realm of macroeconomics rather than microeconomics.  
 scientists.  
 policy advisers.

**ANSWER:** d  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Easy  
**LEARNING OBJECTIVES:** ECON.MANK.15.7 - LO: 2-2  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: General  
 Principles  
**KEYWORDS:** BLOOM'S: Knowledge

Which of the following statements is correct about the roles of economists?

Economists are best viewed as policy advisers.

Economists are best viewed as scientists.

In trying to explain the world, economists are policy advisers; in trying to improve the world, they are scientists.

In trying to explain the world, economists are scientists; in trying to improve the world, they are policy advisers.

**ANSWER:** d  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.7 - LO: 2-2  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: General  
 Principles  
**KEYWORDS:** BLOOM'S: Comprehension

When an economist is asked a question like “why is unemployment higher for teenagers than for older workers?” the economist

is asked to explain the cause of an economic event.

is asked to recommend a policy to improve economic outcomes.

is asked as a policy adviser.

does not have enough information to respond.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

For economists, statements about the world are of two types:  
assumptions and theories.

true statements and false statements.

specific statements and general statements.

positive statements and normative statements.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension

Normative statements are

prescriptive, whereas positive statements are descriptive.

descriptive, whereas positive statements are prescriptive.

backward-looking, whereas positive statements are forward-looking.

forward-looking, whereas positive statements are backward-looking.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Knowledge

Positive statements are

prescriptive.

claims about how the world should be.

claims about how the world is.

made by economists speaking as policy advisers.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Knowledge



Normative statements are  
not usually made by economists.  
claims about how the world should be.  
claims about how variables in the economy normally behave.  
pessimistic interpretations of the economy.

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**LEARNING OBJECTIVES:** ECON.MANK.15.7 - LO: 2-2

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: General  
Principles

**KEYWORDS:** BLOOM'S: Knowledge

**NOTES:** r

Positive statements are *not*  
descriptive.  
prescriptive.  
claims about how the world is.  
made by economists speaking as scientists.

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.7 - LO: 2-2

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: General  
Principles

**KEYWORDS:** BLOOM'S: Comprehension

Normative statements are *not*  
descriptive.  
prescriptive.  
claims about how the world should be.  
made by economists speaking as policy advisers.

**ANSWER:** a  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: General  
Principles  
**KEYWORDS:** BLOOM'S: Comprehension

A statement describing how the world is  
is a normative statement.  
is a positive statement.  
would only be made by an economist speaking as a policy adviser.  
would only be made by an economist employed by the government.

**ANSWER:** b  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Easy  
**LEARNING OBJECTIVES:** ECON.MANK.15.7 - LO: 2-2  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: General  
Principles  
**KEYWORDS:** BLOOM'S: Comprehension

- A statement describing how the world should be is a normative statement.
- is a positive statement.
- would only be made by an economist speaking as a scientist.
- would only be made by an economist employed by the government.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension

One way to characterize the difference between positive statements and normative statements is as follows:

- Positive statements tend to reflect optimism about the economy and its future, whereas normative statements tend to reflect pessimism about the economy and its future.
- Positive statements offer descriptions of the way things are, whereas normative statements offer opinions on how things ought to be.
- Positive statements involve advice on policy matters, whereas normative statements are supported by scientific theory and observation.
- Economists outside of government tend to make normative statements, whereas government-employed economists tend to make positive statements.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension

Economists view positive statements as  
 affirmative, justifying existing economic policy.  
 optimistic, putting the best possible interpretation on things.  
 descriptive, making a claim about how the world is.  
 prescriptive, making a claim about how the world ought to be.

**ANSWER:** c  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Comprehension

Economists view normative statements as  
 prescriptive, making a claim about how the world ought to be.  
 descriptive, making a claim about how the world is.  
 statements about the normal condition of the world.  
 pessimistic, putting the worst possible interpretation on things.

**ANSWER:** a  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.7 - LO: 2-2  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Comprehension

Economists speaking like scientists make  
 normative statements.  
 prescriptive statements.  
 claims about how the world is.  
 claims about how the world should be.

**ANSWER:** c  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.7 - LO: 2-2  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Comprehension

Economists speaking like policy advisers make  
 positive statements.  
 descriptive statements.  
 claims about how the world is.  
 claims about how the world should be.

*ANSWER:* d  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist  
*KEYWORDS:* BLOOM'S: Comprehension

Economists speaking like scientists make  
 positive statements.  
 prescriptive statements.  
 claims about how the world should be.  
 More than one of the above is correct.

*ANSWER:* a  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Thinking Like an Economist  
*KEYWORDS:* BLOOM'S: Comprehension

Economists speaking like policy advisers make  
 claims about how the world is.  
 descriptive statements.  
 normative statements.  
 More than one of the above is correct.

*ANSWER:* c  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Thinking Like an Economist  
*KEYWORDS:* BLOOM'S: Comprehension

When economists make positive statements, they are  
speaking as scientists.  
speaking as policy advisers.  
making claims about how the world should be.  
revealing that they are very conservative in their views of how the world works.

*ANSWER:* a  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: General  
Principles  
*KEYWORDS:* BLOOM'S: Comprehension

When economists make normative statements, they are  
speaking as scientists.  
speaking as policy advisers.  
making claims about how the world is.  
revealing that they are very liberal in their views of how the world works.

*ANSWER:* b  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: General  
Principles  
*KEYWORDS:* BLOOM'S: Comprehension

When economists make

positive statements, they are speaking not as policy advisers but as scientists.

positive statements, they are speaking not as scientists but as forecasters.

normative statements, they are speaking not as policy advisers but as scientists.

normative statements, they are speaking not as policy advisers but as model-builders.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension

When economists make

positive statements, they are speaking not as scientists but as policy advisers.

positive statements, they are speaking not as scientists but as forecasters.

normative statements, they are speaking not as scientists but as policy advisers.

normative statements, they are speaking not as policy advisers but as model-builders.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension

You know an economist has crossed the line from policy adviser to scientist when he or she claims that the problem at hand is widely misunderstood by non-economists.

makes positive statements.

talks about values.

makes a claim about how the world should be.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension

You know an economist has crossed the line from scientist to policy adviser when he or she claims that the problem at hand is widely misunderstood by non-economists.

talks about the evidence.

makes normative statements.

makes a claim about how the world is.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension



A positive economic statement such as “Pollution taxes decrease the quantity of pollution generated by firms”

would likely be made by an economist acting as a policy advisor.

would require values and data to be evaluated.

would require data but not values to be evaluated.

could not be evaluated by economists acting as scientists.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension

A normative economic statement such as “The minimum wage should be abolished”

would likely be made by an economist acting as a scientist.

would require values and data to be evaluated.

would require data but not values to be evaluated.

could not be evaluated by economists acting as policy advisers.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension

In principle, we can

ignore positive statements when choosing among various public policy alternatives.

ignore normative statements when choosing among various public policy alternatives.

confirm or refute positive statements by examining evidence.

confirm or refute normative statements by examining evidence.

**ANSWER:** c

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: General  
Principles

**KEYWORDS:** BLOOM'S: Comprehension

Which of the following is *not* correct?

Evaluating statements about how the world should be involves values as well as facts.

Positive statements can, in principle, be confirmed or refuted by examining evidence.

Normative statements can be judged using data alone.

Deciding what is good or bad policy is not just a matter of science.

**ANSWER:** c

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.7 - LO: 2-2

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: General  
Principles

**KEYWORDS:** BLOOM'S: Comprehension

When an economist evaluates a positive statement, he or she is primarily examining evidence.

acting as a scientist.

concerned with verifying how the world is.

All of the above are correct.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension

*NOTES:* r

Normative conclusions

come from positive analysis alone.

are based on ignorance of positive analysis.

involve value judgments.

reflect the economist's role as scientist.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension

Which of the following is an example of a positive, as opposed to normative, statement?

Inflation is more harmful to the economy than unemployment is.

If welfare payments increase, the world will be a better place.

Prices rise when the government prints too much money.

When public policies are evaluated, the benefits to the economy of improved equality should be considered more important than the costs of reduced efficiency.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Application

Which of the following is an example of a positive, as opposed to normative, statement?

When the minimum wage is increased, unemployment is a predictable consequence.

The income tax rate should be increased to offset the budget deficit.

Increasing government spending is the best way to help the economy move out of a recession.

More than one of the above are positive statements.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

Which of the following is a positive, as opposed to a normative, statement?

The US Department of Justice should allow a merger between AT&T and T-Mobile because it would have little effect on consumers.

Antitrust laws should be used to prevent further concentration in the wireless telephone service market.

The US Department of Justice sued AT&T to block its merger with T-Mobile.

The wireless telephone service market is too highly concentrated.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Application

Which of the following statements is an example of a positive, as opposed to normative, statement?

Americans deserve a cleaner environment.

Reducing emissions reduces days missed from school due to asthma.

All Americans are entitled to quality health care.

Economic policies should focus on improving equality.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Analysis

“Ensuring that Social Security is financially sound for future generations is an important use of taxpayer dollars” is an example of a  
normative economic statement.

positive economic statement.

statement made by an economist working as a scientist.

judgment based on evaluation of evidence, not values.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

“Prices rise when the quantity of money rises rapidly” is an example of a  
negative economic statement.

positive economic statement.

normative economic statement.

statement that contradicts one of the basic principles of economics.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Application

Which of the following is *not* an example of a positive, as opposed to normative, statement?

Higher gasoline prices will reduce gasoline consumption.

Equality is more important than efficiency.

Trade restrictions lower our standard of living.

If a nation wants to avoid inflation, it will restrict the growth rate of the quantity of money.

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Application

Which of the following is an example of a normative, as opposed to positive, statement?

Universal health care would be good for U.S. citizens.

An increase in the cigarette tax would cause a decrease in the number of smokers.

A decrease in the minimum wage would decrease unemployment.

A law requiring the federal government to balance its budget would increase economic growth.

**ANSWER:** a

**POINTS:** 1

**DIFFICULTY:** Difficulty: Challenging

**LEARNING OBJECTIVES:** ECON.MANK.15.7 - LO: 2-2

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Application

Which of the following is an example of a normative, as opposed to positive, statement?

Gasoline prices ought to be lower than they are now.

The federal government should raise taxes on wealthy people.

The social security system is a good system and it deserves to be preserved as it is.

All of the above are normative statements.

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.7 - LO: 2-2

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Application

Which of the following is an example of a normative, as opposed to positive, statement?  
 If the price of a product decreases, people's willingness to buy that product will increase.  
 Reducing tax rates on the wealthy would benefit the nation.  
 If the national saving rate were to increase, so would the rate of economic growth.  
 The elimination of trade restrictions would increase an economy's standard of living.

*ANSWER:* b  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist  
*KEYWORDS:* BLOOM'S: Application

Which of the following is an example of a normative, as opposed to positive, statement?  
 Following the most recent recession, the economy is recovering at a slower than usual pace.  
 To stimulate the economy during the most recent recession, the federal government increased spending.  
 In response to the most recent recession, the federal government extended the duration of unemployment benefits.  
 The federal government's responses to the most recent recession were insufficient.

*ANSWER:* d  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist  
*KEYWORDS:* BLOOM'S: Application  
*NOTES:* r



Which of the following is an example of a normative - as opposed to a positive - statement?

The discount rate is the interest rate the Federal Reserve charges banks to borrow funds.

The US income tax rate increases with the amount of income earned.

The government should increase the tax on gasoline.

The US unemployment rate increased to 10 percent in 2009.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Application

President Truman once said he wanted to find a one-armed economist because when he asked his economists for advice, they always answered, "On the one hand, ... On the other hand, ..."

Truman's observation that economists' advice is not always straightforward

is rooted in the principle that people face tradeoffs.

indicates that economists recognize that there are opportunity costs associated with policy decisions.

confirms that economists are not suited to be presidential advisers.

More than one of the above is correct.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

Which of the following is the best explanation for why President Harry Truman once said that he wanted to find a one-armed economist?

President Truman received input from so many economists that he only wanted one view from each.

President Truman thought economists should analyze policies but not make or enforce them.

Economists understand that most policy decisions involve trade-offs so they are likely to present multiple views of policies.

A one-armed economist would conduct only positive analysis and no normative analysis.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

The Council of Economic Advisers

was created in 1776 and consists of three members and a staff of several dozen economists.

was created in 1776 and consists of thirty members and a staff of a dozen economists.

was created in 1946 and consists of three members and a staff of several dozen economists.

was created in 1946 and consists of thirty members and a staff of a dozen economists.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist  
Overview of US Economy

*KEYWORDS:* BLOOM'S: Comprehension

The Council of Economic Advisers

was created in 1946.

advises the president of the United States on economic policy matters.

writes the annual *Economic Report of the President*.

All of the above are correct.

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Thinking Like an Economist  
Overview of US Economy

**KEYWORDS:** BLOOM'S: Comprehension

Duties of the Council of Economic Advisers include

advising the president and writing the annual *Economic Report of the President*.

implementing the president's tax policies.

tracking the behavior of the nation's money supply.

All of the above are correct.

**ANSWER:** a

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.7 - LO: 2-2

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist  
Overview of US Economy

**KEYWORDS:** BLOOM'S: Comprehension

In addition to advising the president, one duty of the Council of Economic Advisers is to prepare the federal budget.

write government regulations.

advise Congress on economic matters.

write the annual *Economic Report of the President*.

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**TOPICS:** DISC: Thinking Like an Economist  
Overview of US Economy

**KEYWORDS:** BLOOM'S: Knowledge

The *Economic Report of the President*

discusses recent developments in the economy and presents analysis of current policy issues.

is written by the Council of Economic Advisers.

is the responsibility of the economists at the Office of Management and Budget.

Both a and b are correct.

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**LEARNING OBJECTIVES:** ECON.MANK.15.7 - LO: 2-2

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist  
Overview of US Economy

**KEYWORDS:** BLOOM'S: Knowledge

Economists at which of the following offices help formulate spending plans and regulatory policies?

Office of Management and Budget

Department of the Treasury

Congressional Budget Office

The Federal Reserve

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist  
Overview of US Economy

*KEYWORDS:* BLOOM'S: Knowledge

Economists at the Department of the Treasury

design U.S. currency and coins.

provide Congress with the annual budget.

enforce the U.S. antitrust laws.

provide advice on tax policy to the President.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
Overview of US Economy

*KEYWORDS:* BLOOM'S: Knowledge

The president of the United States receives tax policy advice from economists in the  
Federal Reserve.

Department of Justice.

Department of the Treasury.

Congressional Budget Office.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Thinking Like an Economist  
Overview of US Economy

*KEYWORDS:* BLOOM'S: Knowledge

The design of tax policy is one of the responsibilities of economists who work at the  
Council of Economic Advisers.

Federal Reserve.

Department of the Treasury.

Congressional Budget Office.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
Overview of US Economy

*KEYWORDS:* BLOOM'S: Knowledge

A duty of economists at the Department of Labor is to  
analyze data on workers.

schedule federal holidays.

enforce the nation's antitrust laws.

All of the above are correct.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Thinking Like an Economist  
Overview of US Economy

*KEYWORDS:* BLOOM'S: Knowledge

Analysis of data on workers and those looking for work is conducted by economists at the  
Office of Management and Budget.

Department of Labor.

Congressional Budget Office.

Department of the Treasury.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
Overview of US Economy

*KEYWORDS:* BLOOM'S: Knowledge

Economists at the Department of Justice  
 track the behavior of the nation's money supply.  
 advise Congress on economic matters.  
 help enforce the nation's antitrust laws.  
 prepare the federal budget.

*ANSWER:* c  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Thinking Like an Economist  
 Overview of US Economy

*KEYWORDS:* BLOOM'S: Knowledge

The nation's antitrust laws are enforced by economists at the Department of  
 Labor.  
 Health and Human Services.  
 Justice.  
 Treasury.

*ANSWER:* c  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Easy  
*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Thinking Like an Economist  
 Overview of US Economy  
*KEYWORDS:* BLOOM'S: Knowledge



Some, but not all, government economists are employed within the administrative branch of government. Which of the following government agencies employs economists *outside* of the administrative branch?

- the Department of Labor
- the Department of the Treasury
- the Congressional Budget Office
- the Council of Economic Advisers

**ANSWER:** c  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.7 - LO: 2-2  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
 Overview of US Economy  
**KEYWORDS:** BLOOM'S: Comprehension

Economists who are primarily responsible for advising Congress on economic matters work in which agency?

- the Federal Reserve
- the Congressional Budget Office
- the Department of the Treasury
- the Department of Commerce

**ANSWER:** b  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Easy  
**LEARNING OBJECTIVES:** ECON.MANK.15.7 - LO: 2-2  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
 Overview of US Economy  
**KEYWORDS:** BLOOM'S: Knowledge

Congress relies on economists at the Congressional Budget Office to  
 enforce the nation's antitrust laws.  
 set the nation's monetary policy.  
 provide evidence that incumbent members of Congress are performing well in their jobs.  
 provide independent evaluations of policy proposals.

**ANSWER:** d  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Thinking Like an Economist  
 Overview of US Economy  
**KEYWORDS:** BLOOM'S: Comprehension

The President receives economic policy advice from economists at each of the following *except*  
 the Council of Economic Advisors.  
 the Department of the Treasury.  
 the Congressional Budget office.  
 the Department of Labor.

**ANSWER:** c  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Easy  
**LEARNING OBJECTIVES:** ECON.MANK.15.7 - LO: 2-2  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
 Overview of US Economy  
**KEYWORDS:** BLOOM'S: Knowledge

**The Federal Reserve**

designs tax policy.

enforces the nation's antitrust laws.

sets the nation's monetary policy.

analyzes data on workers.

**ANSWER:** c

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**TOPICS:** DISC: Thinking Like an Economist  
Overview of US Economy

**KEYWORDS:** BLOOM'S: Knowledge

Economists hold many positions advising the president and Congress including being a member of the Council of Economic Advisers.

helping to enforce antitrust laws at the Department of Justice.

conducting research at the Congressional Budget Office.

All of these are possible positions that economists hold.

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**LEARNING OBJECTIVES:** ECON.MANK.15.7 - LO: 2-2

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist  
Overview of US Economy

**KEYWORDS:** BLOOM'S: Application

John Maynard Keynes believed the ideas of economists to be generally incorrect.  
powerful.  
academic and without practical application.  
rantings of madmen.

**ANSWER:** b  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Easy

**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Knowledge

One difference between a hypothetical benevolent king implementing the best policy and the president implementing the best policy in the real world is the president has to be concerned about any misunderstandings in communicating the policy to the public.  
whether the policy will affect his standing among different groups in the electorate.  
what amendments will be suggested by members of Congress.

All of the above are correct.  
**ANSWER:** d  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Easy  
**LEARNING OBJECTIVES:** ECON.MANK.15.7 - LO: 2-2  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
Economic Systems  
**KEYWORDS:** BLOOM'S: Comprehension

Policymaking in a representative democracy

is straightforward and does not involve any disagreement.

benefits from the input of economists, even if their advice is not always followed.

is conducted without the input of economists.

is always based exclusively on the results of economic analysis.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
Economic Systems

*KEYWORDS:* BLOOM'S: Application

Suppose an economist advises a city's mayor to begin charging drivers a fee to drive on a busy highway during congested times. The mayor does not implement the policy because it would not be popular with voters. Which of the following statements best describes the scenario?

This is a common occurrence. The policymaker knows the best policy but chooses not to institute it for other reasons.

This is a common occurrence. The policymaker usually disregards an economist's advice because they do not believe it is the most efficient policy.

This is an unlikely occurrence. Most of the time, policymakers follow the advice of economists and institute the most efficient policies.

This would never happen. Policymakers always follow the advice of economists.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
Economic Systems

*KEYWORDS:* BLOOM'S: Comprehension

**Multiple Choice – Section 03: Why Economists Disagree**

“If all economists were laid end to end, they would not reach a conclusion.” Who made this whimsical observation?

- Harry Truman
- George Bernard Shaw
- John Maynard Keynes
- Ronald Reagan

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.8 - LO: 2-3

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Knowledge

President Ronald Reagan once joked that a Trivial Pursuit game designed for economists would

- have no questions but hundreds of answers.
- have 100 questions and 3,000 answers.
- have 1,000 questions but no answers.
- never produce a winner.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.8 - LO: 2-3

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Knowledge

Economists sometimes give conflicting advice because  
 graduate students in economics are encouraged to argue with each other.  
 economists have different values and scientific judgment.  
 economists acting as scientists do not like to agree with economists acting as policy advisers.  
 economics is more of a belief system than a science.

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.8 - LO: 2-3

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist  
 Overview of US Economy

**KEYWORDS:** BLOOM'S: Comprehension

The two basic reasons why economists often appear to give conflicting advice to policymakers  
 are differences in  
 opinions and education.

opinions and values.

scientific judgments and education.

scientific judgments and values.

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.8 - LO: 2-3

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Comprehension

Sometimes economists disagree because their scientific judgments differ. Which of the following instances best reflects this source of disagreement?

One economist believes everyone should pay the same percentage of their income in taxes; another economist believes that wealthier citizens should pay a higher percentage of their income in taxes.

One economist believes that manufacturing firms should face greater regulation to preserve the environment; another economist believes the government should not intervene in free markets.

One economist believes that equality should be valued over efficiency in policy decisions; another economist believes that efficiency should be valued over equality in policy decisions.

One economist believes the government should tax a household's income; another economist believes the government should tax a household's consumption.

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.8 - LO: 2-3

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Comprehension

**NOTES:** r

Differences in scientific judgement between economists are similar to all of the following *except* astronomers debating whether the sun or earth was at the center of the solar system.

meteorologists debating the existence of global warming.

two politicians arguing about the fairness of the tax code.

explorers debating whether or not the earth was flat before the time of Christopher Columbus.

**ANSWER:** c

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**LEARNING OBJECTIVES:** ECON.MANK.15.8 - LO: 2-3

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Knowledge



Sometimes economists disagree because their values differ. Which of the following instances best reflects this source of disagreement?

One economist believes the North American Free Trade Agreement (NAFTA) has led to a loss of American jobs; another economist disputes this claim.

One economist believes that when income taxes are cut, people will increase their spending; another economist believes that when income taxes are cut, people will increase their saving.

One economist advises against increases in sales taxes because she thinks such increases are unfair to low-income people; another economist disputes the idea that increases in sales taxes are unfair to low-income people.

One economist believes that, prior to the Civil War, slavery contributed to economic growth in the South; another economist believes that slavery held back the South's economic growth.

**ANSWER:** c  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.8 - LO: 2-3  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Comprehension

Joe and Fred are economists. Joe thinks that the wealthiest 10% of the US population should be taxed a rate higher than the rest of society because they can better afford it. Fred thinks that everyone should be taxed at the same rate because that is the fairest scenario and the wealthy should not be penalized for their success. In this example, Joe and Fred disagree about the validity of a positive theory.

have different normative views about tax policy.

must both be incorrect because tax policy is never that simple.

None of the above is correct.

**ANSWER:** b  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.8 - LO: 2-3  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Application

Which of the following is one of the basic reasons why economists often appear to give conflicting advice to policymakers?

- similar opinions about the validity of economic theories
- significant differences in education
- differences in personal values
- a reliance on normative statement for research theories

**ANSWER:** c  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Easy  
**LEARNING OBJECTIVES:** ECON.MANK.15.8 - LO: 2-3  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Knowledge

Yi and Avik are both economists. Yi thinks that taxing consumption, rather than income, would result in higher household saving because income that is saved would not be taxed. Avik does not think that household saving would respond much to a change in the tax laws. In this example, Yi and Avik

- hold different normative views about the tax system.
- disagree about the validity of a positive theory.
- have a fundamental misunderstanding of the tax system.
- More than one of the above is correct.

**ANSWER:** d  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Challenging  
**LEARNING OBJECTIVES:** ECON.MANK.15.8 - LO: 2-3  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Application  
**NOTES:** r

Which of the following statements is correct about the extent of disagreement among economists?

There is a great deal of agreement among economists on virtually every economic issue.

There is a great deal of agreement among economists on many important economic issues.

All disagreements among economists are attributable to differences in their values.

All disagreements among economists are attributable to the fact that different economists have different degrees of faith in the validity of alternative economic theories.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

A survey which sought the opinion of professional economists on fourteen propositions about economic policy found that

the respondents were almost equally divided on the propositions.

the respondents favored the propositions by a slight margin.

the respondents disagreed with the propositions by a slight margin.

there was overwhelming endorsement of the propositions among the respondents.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.8 - LO: 2-3

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Knowledge

A survey of professional economists revealed that more than three-fourths of them agreed with a number of statements, including which of the following?

Tariffs and import quotas usually reduce general economic welfare.

A large federal budget deficit has an adverse effect on the economy.

Minimum wage increases unemployment among young and unskilled workers.

All of the above are correct.

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**LEARNING OBJECTIVES:** ECON.MANK.15.8 - LO: 2-3

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Knowledge

A survey of professional economists revealed that more than three-fourths of them agreed with fourteen economic propositions. Which of the following is *not* one of those propositions?

The United States should not restrict employers from outsourcing work to foreign countries.

The United States should withdraw from the North American Free Trade Agreement (NAFTA).

The United States should eliminate agricultural subsidies.

Local and state governments should eliminate subsidies to professional sports franchises.

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**TOPICS:** DISC: Thinking Like an Economist  
Overview of US Economy

**KEYWORDS:** BLOOM'S: Knowledge

A survey of professional economists revealed that more than three-fourths of them agreed with fourteen economic propositions. Which of the following is *not* one of those propositions?

A ceiling on rents reduces the quantity and quality of housing available.

Fiscal policy has a significant stimulative impact on a less than fully employed economy.

The gap between Social Security funds and expenditures will become unsustainably large within the next fifty years if current policies remain unchanged.

The United States should implement universal health care for its citizens.

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**LEARNING OBJECTIVES:** ECON.MANK.15.8 - LO: 2-3

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Knowledge

Almost all economists agree that rent control

has no effect on the rental income of landlords.

allows the market for housing to work more efficiently.

adversely affects the availability and quality of housing.

is a very inexpensive way to help the most needy members of society.

**ANSWER:** c

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Knowledge

Policies such as rent control and trade barriers persist in spite of the fact that economists are virtually united in their opposition to such policies, probably because

- economists have not yet convinced the general public that the policies are undesirable.
- economists engage in positive analysis, not normative analysis.
- economists have values that are different from the values of most non-economists.
- economists' theories are not easily confirmed or refuted in laboratory analysis.

**ANSWER:** a  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.8 - LO: 2-3  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Comprehension

Policies such as rent control and trade barriers persist

- because economists are about evenly divided as to the merits of those policies.
- because almost all economists agree that those policies have no discernible economic effects.
- because almost all economists agree that those policies are desirable.
- despite the fact that almost all economists agree that those policies are undesirable.

**ANSWER:** d  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.8 - LO: 2-3  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Comprehension

Almost all economists agree that tariffs and import quotas

- reduces general economic welfare.
- increases general economic welfare.
- have no effect on general economic welfare.
- stimulate a less than fully employed economy.

**ANSWER:** **KEYWORDS:**  
**POINTS:**  
**DIFFICULTY:**  
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States - BUSPROG: Analytic DISC:  
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BLOOM'S: Knowledge

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Almost all economists agree that local and state governments should  
 eliminate subsidies to professional sports franchises.  
 increase subsidies to professional sports franchises.  
 copy economic policy from Washington, D.C.  
 prevent companies from outsourcing work.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.8 - LO: 2-3

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Knowledge

#### **Multiple Choice – Section 04: Let's Get Going**

John Maynard Keynes referred to economics as an easy subject,  
 at which very few excel.  
 but not as easy as philosophy or the pure sciences.  
 which very few can enjoy.  
 which deals primarily with common sense.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.9 - LO: 2-4

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Knowledge



How did the influential economist John Maynard Keynes explain his remark that though economics is an easy subject compared with the higher branches of philosophy or pure science, it is a subject at which few excel?

Most people who study economics are not very bright.

Good economists must possess a rare combination of gifts.

Economics is quite boring; hence, people tend to lose interest in it before mastering it.

Good thinkers become frustrated with economics because it does not make use of the scientific method.

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.9 - LO: 2-4

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Comprehension

According to economist John Maynard Keynes, a great economist must also be a(n) mathematician.

historian.

philosopher.

All of the above are correct.

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**LEARNING OBJECTIVES:** ECON.MANK.15.9 - LO: 2-4

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Comprehension

John Maynard Keynes described economics as an easy subject at which very few excel. Which of the following is *not* one of the reasons Keynes gave for why so few people excel at the study of economics?

An economist must also be a mathematician, historian, statesman, and philosopher in some degree.

An economist must understand symbols and speak in words.

An economist must be purposeful and disinterested in a simultaneous mood.

An economist must understand environmental science, regulation, and political science.

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.9 - LO: 2-4

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Comprehension

### Multiple Choice – Section 05: APPENDIX: Graphing: A Brief Review

Which of the following is *not* correct?

When developing economic theories, graphs offer a way to visually express ideas that might be less clear if described with equations or words.

Graphs are one way of expressing the relationships among variables.

When studying the relationship between two economic variables, graphs allow economists to draw indisputable conclusions about causes and effects.

When analyzing economic data, graphs provide a powerful way of finding and interpreting patterns.

**ANSWER:** c

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.10 - LO: 2-5

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Comprehension

Which of the following is *not* an example of a graph of a single variable?

- a pie chart
- a bar graph
- a time-series graph
- a scatterplot

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.10 - LO: 2-5

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Comprehension

Graphs such as bar graphs and pie charts are limited in that they can only show variables that are positively related.

can only show variables that have a negative correlation.

provide information on only one variable.

provide information on no more than two variables.

**ANSWER:** c

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.10 - LO: 2-5

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Comprehension

Eva wants to create a graph containing the prices of concert tickets and the corresponding quantities of concert tickets demanded by customers. She should use a(n)  
pie chart.

bar graph.

time-series graph

coordinate system.

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.10 - LO: 2-5

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Comprehension

**NOTES:** r

The use of the coordinate system allows

for the display of the flows of dollars, goods and services, and factors of production in an economic system.

for the display of how labor and other resources are organized in the production process.

for the display of two variables on a single graph.

for the creation of pie charts and bar graphs.

**ANSWER:** c

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.10 - LO: 2-5

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Comprehension

To display information on two variables, an economist must use  
 a bar graph.  
 a pie chart.  
 the coordinate system.  
 a time-series graph.

**ANSWER:** c  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.10 - LO: 2-5  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Comprehension

Which of the following allows you to provide information about the relationship between two variables?

coordinate system.  
 pie chart  
 bar graph  
 time-series graph

**ANSWER:** a  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.10 - LO: 2-5  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Comprehension

An ordered pair is

the process of checking calculations twice before placing them on a graph.  
 two numbers that can be represented by a single point on a graph.  
 two numbers that are represented by two points on a graph.  
 two points on a graph that are of equal distance from the origin.

**ANSWER:** **KEYWORDS:**  
**POINTS:**  
**DIFFICULTY:**  
**LEARNING OBJECTIVES:**  
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ited States - BUSPROG: Analytic  
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BLOOM'S: Comprehension

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The x-coordinate is the

first number of an ordered pair and represents the point's horizontal location.

second number of an ordered pair and represents the point's horizontal location.

first number of an ordered pair and represents the point's vertical location.

second number of an ordered pair and represents the point's vertical location.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.10 - LO: 2-5

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Knowledge

The x-coordinate of an ordered pair specifies the  
diagonal location of the point.

vertical location of the point.

horizontal location of the point.

quadrant location in which the point is located.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.10 - LO: 2-5

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Knowledge

The first number in any ordered pair is  
the x-coordinate.

the y-coordinate.

the vertical location of the point.

the slope.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:*

*KEYWORDS:*

DISC: Thinking  
Like an Economist

BLOOM'S:  
Knowledge



The y-coordinate is the

first number of an ordered pair and represents the point's horizontal location.

second number of an ordered pair and represents the point's horizontal location.

first number of an ordered pair and represents the point's vertical location.

second number of an ordered pair and represents the point's vertical location.

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**LEARNING OBJECTIVES:** ECON.MANK.15.10 - LO: 2-5

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Knowledge

The y-coordinate of an ordered pair specifies the  
diagonal location of the point.

vertical location of the point.

horizontal location of the point.

quadrant location in which the point is located.

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**LEARNING OBJECTIVES:** ECON.MANK.15.10 - LO: 2-5

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Knowledge

The second number in any ordered pair is

the x-coordinate.

the y-coordinate.

the horizontal location of the point.

the slope.

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**TOPICS:**

**KEYWORDS:**

DISC: Thinking  
Like an Economist

BLOOM'S:  
Knowledge

In the ordered pair (20, 30), 20 is the  
 the x-coordinate.  
 the horizontal location of the point.  
 the y-coordinate.

Both a and b are correct.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.10 - LO: 2-5

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

In the ordered pair (5, 3), 3 is the  
 horizontal location of the point.  
 the slope.  
 the x-coordinate.  
 the y-coordinate.

*ANSWER:* d

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

The point where both x and y are zero is known as the  
origin.

null.

zero coordinate.

center.

**ANSWER:** a

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Knowledge

The ordered pair that represents the origin on a graph is

(1, 1).

(0, 0).

(-1, -1).

( $\infty$ ,  $\infty$ ).

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Comprehension

When two variables have a positive correlation,  
they tend to move in opposite directions.

they tend to move in the same direction.

one variable will move while the other remains constant.

the variables' values are never negative.

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Knowledge

When two variables have a positive correlation,  
 when the x-variable increases, the y-variable decreases.  
 when the x-variable decreases, the y-variable increases.  
 when the x-variable increases, the y-variable increases.  
 More than one of the above is correct.

*ANSWER:* c  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist  
*KEYWORDS:* BLOOM'S: Comprehension

When two variables have a negative correlation,  
 they tend to move in opposite directions.  
 they tend to move in the same direction.  
 one variable will move while the other remains constant.  
 the variables' values are never positive.

*ANSWER:* a  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Easy  
*LEARNING OBJECTIVES:* ECON.MANK.15.10 - LO: 2-5  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Thinking Like an Economist  
*KEYWORDS:* BLOOM'S: Knowledge

When two variables have a negative correlation,  
 when the x-variable decreases, the y-variable decreases.  
 when the x-variable decreases, the y-variable increases.  
 when the x-variable increases, the y-variable increases.  
 More than one of the above is correct.

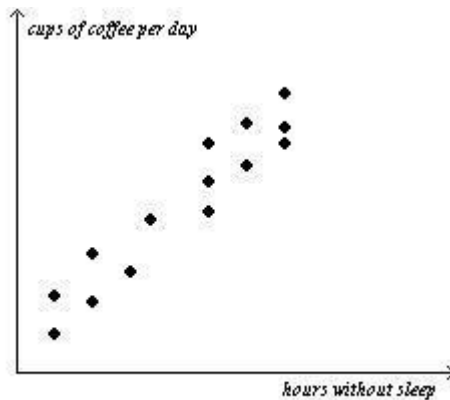
*ANSWER:* b  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.10 - LO: 2-5  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Thinking Like an Economist  
*KEYWORDS:* BLOOM'S: Comprehension

When two variables have a negative correlation and the x-variable decreases,  
 the y-variable increases.  
 the y-variable decreases.  
 the y-variable stays the same.  
 the x-variable can never be positive.

**ANSWER:** a  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Comprehension

**Figure 2-16**



**Refer to Figure 2-16.** The graph shown is known as a  
 time-series graph.

bar graph.  
 scatterplot.  
 pie chart.

**ANSWER:** c  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Easy  
**LEARNING OBJECTIVES:** ECON.MANK.15.10 - LO: 2-5  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Knowledge

**Refer to Figure 2-16.** Cups of coffee per day and the hours that someone can go without sleep appear to have

- a positive correlation.
- a negative correlation.
- a random correlation.
- no correlation.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.10 - LO: 2-5

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Application

**Refer to Figure 2-16.** Taking cause and effect into account, which of the following interpretations would be most reasonable regarding the relationship between coffee and hours without sleep?

The less coffee a person drinks per day, the more time he can go without sleep.

There is no relationship between how much coffee per day a person drinks and how long he can go without sleep.

The more coffee a person drinks per day, the more time he can go without sleep.

The more coffee a person drinks per day, the less time he can go without sleep.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Application

When two variables move in opposite directions, the curve relating them is  
 upward sloping, and we say the variables are positively related.  
 upward sloping, and we say the variables are negatively related.  
 downward sloping, and we say the variables are positively related.  
 downward sloping, and we say the variables are negatively related.

**ANSWER:** d  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Comprehension

When two variables move in the same direction, the curve relating them is  
 upward sloping, and we say the variables are positively related.  
 upward sloping, and we say the variables are negatively related.  
 downward sloping, and we say the variables are positively related.  
 downward sloping, and we say the variables are negatively related.

**ANSWER:** a  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.10 - LO: 2-5  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Comprehension

When a relevant variable that is not named on either axis changes,  
 there will be a movement along the curve.  
 the curve will rotate clockwise.  
 the curve will be unaffected since only the variables on the axis affect the curve.  
 the curve will shift.

**ANSWER:** d  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.10 - LO: 2-5  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Comprehension



Suppose price is measured along the vertical axis on a graph. When price changes, there will be a  
 rotation of the curve. shift  
 of the curve. movement  
 along the curve.  
 change in the slope of the curve.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Supply and Demand  
 Demand

*KEYWORDS:* BLOOM'S: Application

A demand curve shows the relationship  
 between income and quantity demanded.  
 between price and income.  
 between price and quantity demanded.  
 among income, price, and quantity demanded.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.10 - LO: 2-5

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Supply and Demand  
 Demand

*KEYWORDS:* BLOOM'S: Comprehension

A demand curve shows the relationship between price and  
income.  
quantity demanded.  
production.  
income and quantity demanded.

*ANSWER:* b  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Supply and Demand  
Demand  
*KEYWORDS:* BLOOM'S: Knowledge

A demand curve displaying the relationship between the price of cars and the quantity  
demanded of cars should have a slope that is  
less than 0.  
between zero and 1.  
between one and infinity.  
undefined.

*ANSWER:* a  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Supply and Demand  
Demand  
*KEYWORDS:* BLOOM'S: Application

Which of the following is *not* held constant when looking at an individual's demand curve?

- income
- price
- preferences
- the availability of alternative goods

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Supply and Demand  
Demand

**KEYWORDS:** BLOOM'S: Application

If Martina's income increases and, as a result, she chooses to buy more lattes per month at each price, then her demand curve will

- shift to the right.
- shift to the left.
- not shift; instead, Martina will move along her demand curve downward and to the right.
- not shift; instead, Martina will move along her demand curve upward and to the left.

**ANSWER:** a

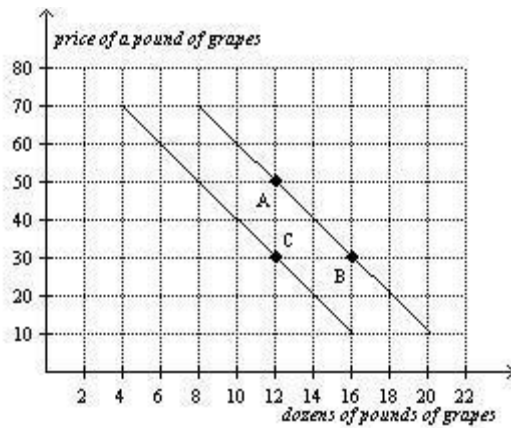
**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Supply and Demand  
Demand

**KEYWORDS:** BLOOM'S: Application

**NOTES:** r

**Figure 2-17**

**Refer to Figure 2-17.** The curves shown are  
 supply curves.  
 demand curves.  
 preference curves.  
 income-consumption curves.

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**LEARNING OBJECTIVES:** ECON.MANK.15.10 - LO: 2-5

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Supply and Demand  
 Demand

**KEYWORDS:** BLOOM'S: Knowledge

**Refer to Figure 2-17.** The movement from point A to point B is a(n)  
 shift of the demand curve.  
 indication of a change in preferences for grapes.  
 movement along the demand curve.  
 indication of an increase in income.

**ANSWER:** c

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**TOPICS:**

**KEYWORDS:**

DISC: Supply and  
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Demand

BLOOM'S:  
Application

**Refer to Figure 2-17.** The movement from point B to point C is a(n)  
 shift of the demand curve.  
 movement along the demand curve.  
 indication that the price of grapes has changed.  
 indication that the costs incurred by firms that produce grapes have changed.

*ANSWER:* a  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Supply and Demand  
 Demand  
*KEYWORDS:* BLOOM'S: Application

**Refer to Figure 2-17.** The movement from point B to point C could have been caused by  
 inflation.  
 a change in income.  
 a change in the price of grapes.  
 a change in the cost of producing grapes.

*ANSWER:* b  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.10 - LO: 2-5  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Supply and Demand  
 Demand  
*KEYWORDS:* BLOOM'S: Application

**Refer to Figure 2-17.** The slope of the curve between points A and B is

-5

-1/5

1/5

5

**ANSWER:** a

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.10 - LO: 2-5

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Supply and Demand  
Demand

**KEYWORDS:** BLOOM'S: Application

The slope of a line is equal to

the change in the value of x divided by the change in the value of y.

the change in the value of y divided by the change in the value of x.

the horizontal distance divided by the vertical distance.

the value of y divided by the value of x.

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Knowledge

The slope of a line is equal to

rise divided by run.

run divided by rise.

rise minus run.

rise plus run.

**ANSWER:** **KEYWORDS:**

**POINTS:**

**DIFFICULTY:**

**LEARNING OBJECTIVES:**

**NATIONAL STANDARDS:**

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States - BUSPROG: Analytic DISC:  
Thinking Like an Economist  
BLOOM'S: Knowledge

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Which of the following is *not* correct?

The slope of a line will be a small positive number for a fairly flat upward-sloping line.

The slope of a line will be a large positive number for a steep upward-sloping line.

The slope of a line will be a negative number for a downward-sloping line.

The slope of a line will be infinite for a horizontal line.

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.10 - LO: 2-5

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Comprehension

Which of the following is correct?

A horizontal line has an infinite slope, and a vertical line has a zero slope.

A horizontal line has a slope of 1, and a vertical line has a slope of -1.

A horizontal line has a zero slope, and a vertical line has an infinite slope.

A horizontal line has a slope of -1, and a vertical line has a slope of 1.

**ANSWER:** c

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.10 - LO: 2-5

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Comprehension

The slope of a fairly flat upward-sloping line will be a

small positive number.

large positive number.

small negative number.

large negative number.

**ANSWER:** a

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**TOPICS:**

**KEYWORDS:**

DISC: Thinking  
Like an Economist

BLOOM'S:  
Knowledge

The slope of a steep upward-sloping line will be a  
 small positive number.  
 large positive number.  
 small negative number.  
 large negative number.

**ANSWER:** b  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Easy  
**LEARNING OBJECTIVES:** ECON.MANK.15.10 - LO: 2-5  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Knowledge

The slope of a line that passes through the points (20, 30) and (40, 14) is  
 -5/4.  
 -4/5.  
 4/5.  
 5/4.

**ANSWER:** b  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.10 - LO: 2-5  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Application  
**NOTES:** r

The slope of a line that passes through the points (5, 8) and (12, 12) is

-7/4.

-4/7.

4/7.

7/4.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

The slope of a line passing through the points (15, 3) and (10, 6) is

-3/5.

3/5.

-5/3.

5/3.

*ANSWER:* a

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.10 - LO: 2-5

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

A relatively steep demand curve indicates that  
 quantity demanded will adjust only slightly to a price change.  
 quantity demanded will adjust significantly to a price change.  
 quantity demanded will not adjust to a price change.  
 the change in quantity demanded will exactly equal a change in price.

*ANSWER:* a  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Supply and Demand  
 Demand  
*KEYWORDS:* BLOOM'S: Application

A relatively flat demand curve indicates that  
 quantity demanded will adjust only slightly to a price change.  
 quantity demanded will adjust significantly to a price change.  
 quantity demanded will not adjust to a price change.  
 the change in quantity demanded will exactly equal a change in price.

*ANSWER:* b  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.10 - LO: 2-5  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Supply and Demand  
 Demand  
*KEYWORDS:* BLOOM'S: Application

When income increases the slope of an individual's demand curve, the demand curve turns positive.

becomes undefined.

remains negative.

becomes infinite.

*ANSWER:* c

*POINTS:* 1

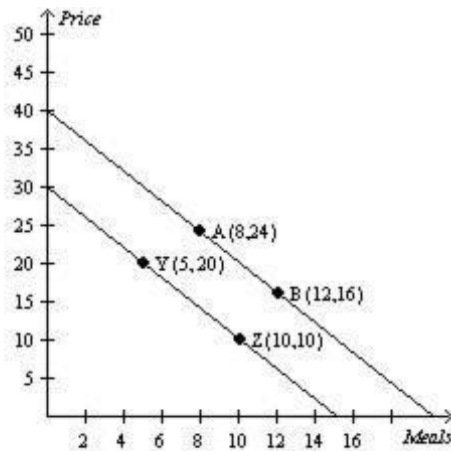
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Supply and Demand  
Demand

*KEYWORDS:* BLOOM'S: Application

*Figure 2-18*

### Relationship between Price and Restaurant Meals



**Refer to Figure 2-18.** In the ordered pair (8, 24)

the x-coordinate is 8 and the y-coordinate is 24.

the x-coordinate is 24 and the y-coordinate is 8.

the numbers tell the location of the origin.

the 8 represents the price and the 24 represents the number of restaurant meals.

**ANSWER:** a

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**TOPICS:** DISC: Supply and Demand  
Demand

**KEYWORDS:** BLOOM'S: Application

**NOTES:** r

**Refer to Figure 2-18.** The slope of the line containing points Y and Z is

-0.5.

-1.

-2.

-4.

**ANSWER:** c

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Supply and Demand  
Demand

**KEYWORDS:** BLOOM'S: Application

**NOTES:** r

**Refer to Figure 2-18.** The slope of the line containing points A and B is

-1/2.

-2.

1/2.

2.

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Supply and Demand  
Demand

**KEYWORDS:** BLOOM'S: Application

**NOTES:** r

**Refer to Figure 2-18.** A movement from point A to point Z is called  
a shift in demand.

a movement along the demand curve.

a shift in supply.

a movement along the supply curve.

**ANSWER:** a

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**LEARNING OBJECTIVES:** ECON.MANK.15.10 - LO: 2-5

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Supply and Demand  
Demand

**KEYWORDS:** BLOOM'S: Application



**Refer to Figure 2-18.** A movement from point A to point B is called  
a shift in demand.

a movement along the demand curve.

a shift in supply.

a movement along the supply curve.

*ANSWER:* b

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Supply and Demand  
Demand

*KEYWORDS:* BLOOM'S: Application

**Refer to Figure 2-18.** Which of the following could result in a movement from point A to point B?

a change in income

a change in the cost of producing a restaurant meal

a change in the price of restaurant meals

a change in the price of movies

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Supply and Demand  
Demand

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Refer to Figure 2-18.** Which of the following could result in a movement from point B to point Z?

- a change in the price of a restaurant meal
- a change in the number of restaurant meals demanded
- a change in income

Both a and b are correct.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Supply and Demand  
Demand

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

Suppose that someone makes the argument that because empty alcohol containers are found at many accidents, the containers cause accidents. This would be an example of

- sound logic.
- reverse causality.
- omitted variables.
- bias.

*ANSWER:* c

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.10 - LO: 2-5

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Application

Alfonso has noticed that increases in unemployment insurance claims are associated with recessions, and therefore he advocates limits on unemployment insurance so as to prevent recessions. Mary has noticed that most drug addicts once attended schools, and therefore she advocates getting rid of schools so as to prevent drug addiction.

The reasoning of both Alfonso and Mary suffers from the omitted variable problem.

The reasoning of both Alfonso and Mary suffers from the reverse causality problem.

Alfonso's reasoning suffers from the reverse causality problem, and Mary's reasoning suffers from the omitted variable problem.

Mary's reasoning suffers from the reverse causality problem, and Alfonso's reasoning suffers from the omitted variable problem.

**ANSWER:** a  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.10 - LO: 2-5  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Application

In the early 19th century, the Russian government sent doctors to southern Russian villages to provide assistance during a cholera epidemic. The villagers noticed that wherever doctors appeared, people died. Therefore, many doctors were chased away from villages, and some were even killed. This reaction to the correlation between doctors and deaths is most likely a problem of

- omitted variables.
- reverse causality.
- government propaganda.
- medical incompetence.

**ANSWER:** b  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.10 - LO: 2-5  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Application

The argument that purchases of minivans cause large families is an example of omitted variables.

normative statements.

reverse causality.

bias.

**ANSWER:** c

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

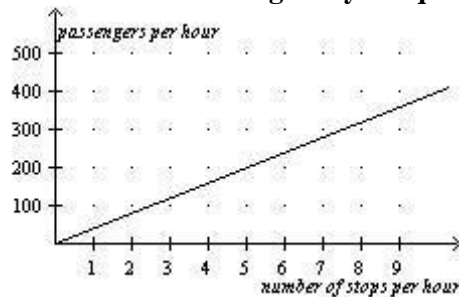
**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Application

**Figure 2-19**

In the following graph the x-axis shows the number of times a commuter rail train stops at a station per hour and the y-axis shows the number of commuter rail passengers per hour.

**Commuter Rail Passengers by Frequency of Service**



**Refer to Figure 2-19.** Which of the following conclusions should *not* be drawn from observing this graph?

There is a positive correlation between the frequency of service and the number of passengers.

When there are 5 stops per hour, there are approximately 200 passengers.

More stops per hour is associated with more passengers per hour.

No other factors besides the frequency of service affect the number of passengers.

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Comprehension

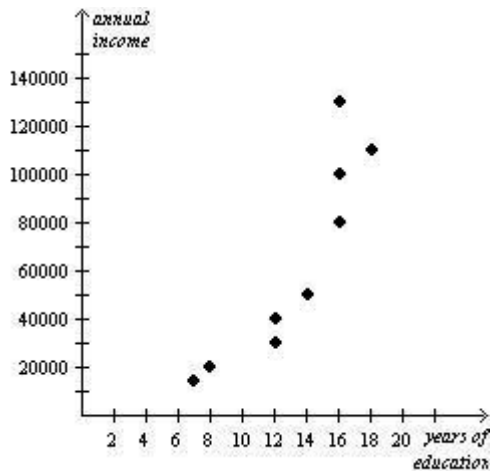
**Refer to Figure 2-19.** A policymaker observes this graph and concludes that increasing the frequency of commuter rail service is a certain way to get more commuters to choose the commuter rail instead of driving their own cars. You warn the policymaker about making a reverse causality mistake with which of the following statements?

- Higher gas prices are causing more people to choose the commuter rail over driving.
- The service frequency was increased in response to an increase in the number of passengers per hour.
- There is a positive relationship between frequency of stops and number of passengers.
- None of the above is correct.

**ANSWER:** b  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.10 - LO: 2-5  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Comprehension

**Figure 2-20**

### Relationship Between Years of Education and Annual Income



**Refer to Figure 2-20.** The graph above is a

- bar graph
- scatterplot
- pie chart
- time series analysis

*ANSWER:* b  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Thinking Like an Economist  
*KEYWORDS:* BLOOM'S: Knowledge

**Refer to Figure 2-20.** According to the graph, the correlation between years of education and annual income is

- positive
- negative
- inverse
- normative

*ANSWER:* a  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Easy  
*LEARNING OBJECTIVES:* ECON.MANK.15.10 - LO: 2-5  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Thinking Like an Economist  
*KEYWORDS:* BLOOM'S: Comprehension

**Refer to Figure 2-20.** Senator Smith observes the graph and concludes that people who earn higher incomes attend school for more years. Senator Jones observes the graph and concludes that people who attend school for more years earn higher incomes. Who is correct?

Senator Smith is correct.

Senator Jones is correct.

It is difficult to say which senator might be correct due to the reverse causality problem.

It is difficult to say which senator might be correct due to omitted variable bias.

*ANSWER:* c  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Easy  
*LEARNING OBJECTIVES:* ECON.MANK.15.10 - LO: 2-5  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Thinking Like an Economist  
*KEYWORDS:* BLOOM'S: Comprehension

In the ordered pair (3, 6), 3 is the

x-coordinate.

y-coordinate.

origin.

slope.

*ANSWER:* a  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Easy  
*LEARNING OBJECTIVES:* ECON.MANK.15.10 - LO: 2-5  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Thinking Like an Economist  
*KEYWORDS:* BLOOM'S: Application  
*NOTES:* r

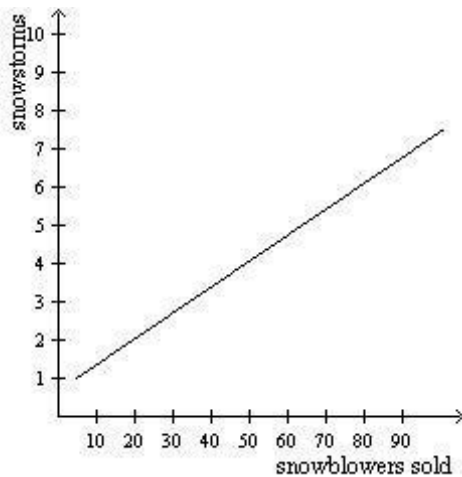
Between the two ordered pairs (3, 6) and (7, 18), the slope is

- 1/3
- 1/3.
- 3.
- 3.

**ANSWER:** c  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Application  
**NOTES:** r

**Figure 2-21**



**Refer to Figure 2-21.** According to the graph, snowstorms and snowblowers sold are positively correlated.  
 and snowblowers sold are negatively correlated  
 and snowblowers sold are uncorrelated.  
 are caused by more snowblowers being sold.

**ANSWER:** a  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** **KEYWORDS:**



DISC: Thinking  
Like an Economist

BLOOM'S:  
Application

**Refer to Figure 2-21.** Your friend John created the graph above to illustrate that snowstorms are caused by more snowblowers being sold. You inform him that his interpretation is incorrect due to omitted variable bias.

reverse causality.

slope mismatch.

shifting versus moving along a curve.

**ANSWER:** b

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.10 - LO: 2-5

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Application

**Refer to Figure 2-21.** Which of the following could be an omitted variable in the graph?

the price of snowblowers

a change in consumers' incomes

a change in the seasons

All of the above are correct.

**ANSWER:** d

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.10 - LO: 2-5

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Application

**True/False and Short Answer**

Economists try to address their subject with a scientist's objectivity.

True

False

**ANSWER:** True

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Knowledge

Economists devise theories, collect data, and then analyze these data in an attempt to verify or refute their theories.

True

False

**ANSWER:** True

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Knowledge

The scientific method is the dispassionate development and testing of theories about how the world works.

True

False

**ANSWER:** True

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: General

Principles

**KEYWORDS:** BLOOM'S: Knowledge

The scientific method can be applied to the study of economics.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension

While the scientific method is applicable to studying natural sciences, it is not applicable to studying nation's economy.

True

False

*ANSWER:* False

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

For economists, conducting experiments is often difficult and sometimes impossible.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Knowledge

Economists usually have to make do with whatever data the world happens to give them.

True

False

**ANSWER:** True

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Knowledge

It is difficult for economists to make observations and develop theories, but it is easy for economists to run experiments to generate data to test their theories.

True

False

**ANSWER:** False

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Comprehension

Since economists cannot use natural experiments offered by history, they must use carefully constructed laboratory experiments instead.

True

False

**ANSWER:** False

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Comprehension

Historical episodes are not valuable to economists.

True

False

*ANSWER:* False

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

Historical episodes allow economists to illustrate and evaluate current economic theories.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Knowledge

Good assumptions simplify a problem without substantially affecting the answer.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

Assumptions can simplify the complex world and make it easier to understand.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Knowledge

Economists often find it worthwhile to make assumptions that do not necessarily describe the real world.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

Economists use one standard set of assumptions to answer all economic questions.

True

False

*ANSWER:* False

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

Economic models are most often composed of diagrams and equations.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Knowledge

Economic models omit many details to allow us to see what is truly important.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Knowledge

Economic models can help us understand reality only when they include all details of the economy.

True

False

*ANSWER:* False

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension



An economic model can accurately explain how the economy is organized because it is designed to include, to the extent possible, all features of the real world.

- True  
False

**ANSWER:** False  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Comprehension

All scientific models, including economic models, simplify reality in order to improve our understanding of it.

- True  
False

**ANSWER:** True  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Easy  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Knowledge

The circular-flow diagram explains, in general terms, how the economy is organized and how participants in the economy interact with one another.

- True  
False

**ANSWER:** True  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Comprehension

A circular-flow diagram is a visual model of the economy.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Knowledge

The circular flow model is not used anymore because it fails to perfectly replicate real world situations.

True

False

*ANSWER:* False

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Application

In the circular-flow diagram, households and firms are the decision makers.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Comprehension

In the circular-flow diagram, firms produce goods and services using the factors of production.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Comprehension

In the circular-flow diagram, factors of production are the goods and services produced by firms.

True

False

*ANSWER:* False

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Comprehension

In the circular-flow diagram, factors of production include land, labor, and capital.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Comprehension

In the circular-flow diagram, firms own the factors of production and use them to produce goods and services.

True

False

**ANSWER:** False

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist  
Circular Flow Model

**KEYWORDS:** BLOOM'S: Comprehension

In the circular-flow diagram, firms consume all the goods and services that they produce.

True

False

**ANSWER:** False

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist  
Circular Flow Model

**KEYWORDS:** BLOOM'S: Comprehension

In the circular-flow diagram, the two types of markets in which households and firms interact are the markets for goods and services and the markets for factors of production.

True

False

**ANSWER:** True

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist  
Circular Flow Model

**KEYWORDS:** BLOOM'S: Knowledge

In the markets for goods and services in the circular-flow diagram, households are buyers and firms are sellers.

True

False

**ANSWER:** True  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Easy  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
 Circular Flow Model  
**KEYWORDS:** BLOOM'S: Knowledge

In the markets for the factors of production in the circular-flow diagram, households are buyers and firms are sellers.

True

False

**ANSWER:** False  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Easy  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
 Circular Flow Model  
**KEYWORDS:** BLOOM'S: Knowledge

In the circular-flow diagram, one loop represents the flow of goods, services, and factors of production, and the other loop represents the corresponding flow of dollars.

True

False

**ANSWER:** True  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
 Circular Flow Model  
**KEYWORDS:** BLOOM'S: Comprehension

In the circular-flow diagram, one loop represents the flow of goods and services, and the other loop represents the flow of factors of production.

True

False

**ANSWER:** False  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
 Circular Flow Model  
**KEYWORDS:** BLOOM'S: Comprehension

In the circular-flow diagram, payments for labor, land, and capital flow from firms to households through the markets for the factors of production.

True

False

**ANSWER:** True  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
 Circular Flow Model  
**KEYWORDS:** BLOOM'S: Comprehension

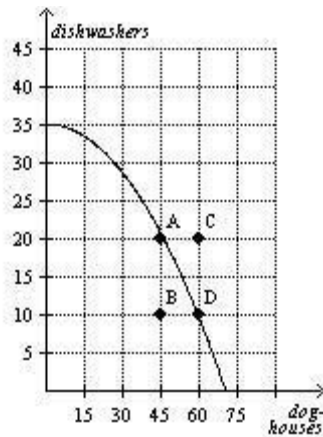
The production possibilities frontier is a graph that shows the various combinations of outputs that the economy can possibly produce given the available factors of production and the available production technology.

True

False

**ANSWER:** True  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Easy  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Production Possibilities Model  
**KEYWORDS:** BLOOM'S: Knowledge

Figure 2-23



Refer to Figure 2-23. If this economy uses all its resources in the dishwasher industry, it produces 35 dishwashers and no doghouses.

True

False

ANSWER: True

POINTS: 1

DIFFICULTY: Difficulty: Moderate

TOPICS: DISC: Production Possibilities Model  
Specialization

KEYWORDS: BLOOM'S: Application

Refer to Figure 2-23. It is possible for this economy to produce 75 doghouses.

True

False

ANSWER: False

POINTS: 1

DIFFICULTY: Difficulty: Moderate

LEARNING OBJECTIVES: ECON.MANK.15.6 - LO: 2-1

NATIONAL STANDARDS: United States - BUSPROG: Analytic

TOPICS: DISC: Production Possibilities Model

KEYWORDS: BLOOM'S: Application

**Refer to Figure 2-23.** It is possible for this economy to produce 30 doghouses and 20 dishwashers.

True

False

**ANSWER:** True

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model

**KEYWORDS:** BLOOM'S: Application

**Refer to Figure 2-23.** It is possible for this economy to produce 45 doghouses and 30 dishwashers.

True

False

**ANSWER:** False

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model

**KEYWORDS:** BLOOM'S: Application

**Refer to Figure 2-23.** When this economy produces 30 doghouses and 25 dishwashers there is full employment.

True

False

**ANSWER:** False

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model

**KEYWORDS:** BLOOM'S: Application



**Refer to Figure 2-23.** This economy fully employs its resources when it produces 35 dishwashers and zero doghouses.

True

False

**ANSWER:** True

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model  
Allocative Efficiency

**KEYWORDS:** BLOOM'S: Application

**Refer to Figure 2-23.** Given the technology available for manufacturing doghouses and dishwashers, this economy does not have enough of the factors of production to support the level of output represented by point C.

True

False

**ANSWER:** True

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Production Possibilities Model

**KEYWORDS:** BLOOM'S: Application

**Refer to Figure 2-23.** Points A, B, and D represent feasible outcomes for this economy.

True

False

**ANSWER:** True

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model

**KEYWORDS:** BLOOM'S: Application

**Refer to Figure 2-23.** Points B and C represent infeasible outcomes for this economy.

True

False

**ANSWER:** False

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Production Possibilities Model

**KEYWORDS:** BLOOM'S: Application

**Refer to Figure 2-23.** Points A, B, and D represent efficient outcomes for this economy.

True

False

**ANSWER:** False

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model  
Productive Efficiency

**KEYWORDS:** BLOOM'S: Application

**Refer to Figure 2-23.** Point B represents an inefficient outcome for this economy.

True

False

**ANSWER:** True

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model  
Efficiency

**KEYWORDS:** BLOOM'S: Application

**Refer to Figure 2-23.** Unemployment could cause this economy to produce at point B.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Application

**Refer to Figure 2-23.** The opportunity cost of moving from point A to point D is 10 dishwashers.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Production Possibilities Model  
Opportunity Cost

*KEYWORDS:* BLOOM'S: Application

**Refer to Figure 2-23.** The opportunity cost of moving from point B to point D is 15 doghouses.

True

False

*ANSWER:* False

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Production Possibilities Model  
Opportunity Cost

*KEYWORDS:* BLOOM'S: Application

**Refer to Figure 2-23.** The opportunity cost of moving from point B to point A is zero.

True

False

**ANSWER:** True

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Production Possibilities Model  
Opportunity Cost

**KEYWORDS:** BLOOM'S: Application

**Refer to Figure 2-23.** The opportunity cost of an additional doghouse increases as more doghouses are produced.

True

False

**ANSWER:** True

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model  
Opportunity Cost

**KEYWORDS:** BLOOM'S: Application

With the resources it has, an economy can produce at any point on or outside the production possibilities frontier, but it cannot produce at points inside the frontier.

True

False

**ANSWER:** False

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model

**KEYWORDS:** BLOOM'S: Knowledge

Points inside the production possibilities frontier represent feasible levels of production.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Comprehension

Points inside the production possibilities frontier represent inefficient levels of production.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Production Possibilities Model  
Productive Efficiency

*KEYWORDS:* BLOOM'S: Comprehension

Points on the production possibilities frontier represent efficient levels of production.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Production Possibilities Model  
Productive Efficiency

*KEYWORDS:* BLOOM'S: Knowledge

Points outside the production possibilities frontier represent infeasible levels of production.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model  
Efficiency

*KEYWORDS:* BLOOM'S: Comprehension

If a major union goes on strike, then the country would be operating inside its production possibilities frontier.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Application

An outcome is said to be efficient if an economy is getting all it can from the scarce resources it has available.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Production Possibilities Model  
Productive Efficiency

*KEYWORDS:* BLOOM'S: Knowledge

An outcome is said to be efficient if an economy is conserving the largest possible quantity of its scarce resources while still meeting the basic needs of society.

True  
False

*ANSWER:* False  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Production Possibilities Model  
Productive Efficiency  
*KEYWORDS:* BLOOM'S: Comprehension

A production point is said to be efficient if there is no way for the economy to produce more of one good without producing less of another.

True  
False

*ANSWER:* True  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Production Possibilities Model  
Productive Efficiency  
*KEYWORDS:* BLOOM'S: Comprehension

If an economy can produce more of one good without giving up any of another good, then the economy's current production point is inefficient.

True  
False

*ANSWER:* True  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Production Possibilities Model  
Productive Efficiency  
*KEYWORDS:* BLOOM'S: Comprehension

Unemployment causes production levels to be inefficient.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model  
Productive Efficiency

*KEYWORDS:* BLOOM'S: Comprehension

The opportunity cost of something is what you give up to get it.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Production Possibilities Model  
Opportunity Cost

*KEYWORDS:* BLOOM'S: Knowledge

The production possibilities frontier shows the opportunity cost of one good as measured in terms of the other good.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Production Possibilities Model  
Opportunity Cost

*KEYWORDS:* BLOOM'S: Knowledge



When a production possibilities frontier is bowed outward, the opportunity cost of one good in terms of the other is constant.

- True  
False

**ANSWER:** False  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Production Possibilities Model  
 Opportunity Cost  
**KEYWORDS:** BLOOM'S: Comprehension

When a production possibilities frontier is bowed outward, the opportunity cost of one good in terms of the other depends on how much of each good is being produced.

- True  
False

**ANSWER:** True  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Production Possibilities Model  
 Opportunity Cost  
**KEYWORDS:** BLOOM'S: Comprehension

When a production possibilities frontier is bowed outward, the opportunity cost of the first good in terms of the second good increases as more of the second good is produced.

- True  
False

**ANSWER:** False  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Production Possibilities Model  
 Opportunity Cost  
**KEYWORDS:** BLOOM'S: Comprehension

When a production possibilities frontier is bowed outward, the opportunity cost of the second good in terms of the first good increases as more of the second good is produced.

True

False

**ANSWER:** True

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model  
Opportunity Cost

**KEYWORDS:** BLOOM'S: Comprehension

A production possibilities frontier has a bowed shape if the opportunity cost is constant at all levels of output.

True

False

**ANSWER:** False

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Production Possibilities Model  
Opportunity Cost

**KEYWORDS:** BLOOM'S: Comprehension

Economists believe that production possibilities frontiers rarely have a bowed shape.

True

False

**ANSWER:** False

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**TOPICS:** DISC: Production Possibilities Model

**KEYWORDS:** BLOOM'S: Knowledge

A production possibilities frontier will be bowed outward if some of the economy's resources are better suited to producing one good than another.

True  
False

**ANSWER:** True  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Production Possibilities Model  
**KEYWORDS:** BLOOM'S: Comprehension

The trade-off between the production of one good and the production of another good can change over time because of technological advances.

True  
False

**ANSWER:** True  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Production Possibilities Model  
Tradeoffs  
**KEYWORDS:** BLOOM'S: Comprehension

A technological advance in the production of the first good increases the opportunity cost of the first good in terms of the second good.

True  
False

**ANSWER:** True  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Challenging  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Production Possibilities Model  
Opportunity Cost  
**KEYWORDS:** BLOOM'S: Analysis

While the production possibilities frontier is a useful model, it cannot be used to illustrate economic growth.

True

False

*ANSWER:* False

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Production Possibilities Model  
Growth

*KEYWORDS:* BLOOM'S: Comprehension

Economic growth causes a production possibilities frontier to shift outward.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model  
Growth

*KEYWORDS:* BLOOM'S: Comprehension

If new government regulations designed to protect wetlands remove very productive farmland from production, then the production possibilities frontier will shift inward.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Application

Production possibilities frontiers can be used to illustrate scarcity, trade-offs, opportunity cost, efficiency, unemployment, technological advances, and economic growth.

True

False

*ANSWER:* True  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Challenging  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Production Possibilities Model  
*KEYWORDS:* BLOOM'S: Analysis

Microeconomics is the study of how households and firms make decisions and how they interact in specific markets.

True

False

*ANSWER:* True  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Easy  
  
*TOPICS:* DISC: General  
 Micro  
*KEYWORDS:* BLOOM'S: Knowledge

Macroeconomics is the study of economy-wide phenomena.

True

False

*ANSWER:* True  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Easy  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: General  
 Macro  
*KEYWORDS:* BLOOM'S: Knowledge

The effects of borrowing by the federal government would be studied by a microeconomist rather than a macroeconomist.

True

False

*ANSWER:* False

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: General

Macro

*KEYWORDS:* BLOOM'S: Application

The effects of foreign competition on the U.S. textile industry would be studied by a microeconomist rather than a macroeconomist.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: General

Micro

*KEYWORDS:* BLOOM'S: Application

A macroeconomist, rather than a microeconomist, would study the effects on a market from two firms merging.

True

False

*ANSWER:* False

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: General

Micro

*KEYWORDS:* BLOOM'S: Application

Microeconomics and macroeconomics are closely intertwined.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: General

*KEYWORDS:* BLOOM'S: Knowledge

When economists are trying to explain the world, they are scientists, and when they are trying to help improve the world, they are policy advisers.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Knowledge

Economists acting as scientists make positive statements, while economists acting as policy advisers make normative statements.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

Normative statements describe how the world is, while positive statements prescribe how the world should be.

True

False

*ANSWER:* False

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension

Positive statements are descriptive, while normative statements are prescriptive.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension

Positive statements can be evaluated using data alone, but normative statements cannot.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Comprehension



Evaluating normative statements involves values as well as facts.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Knowledge

"Society would be better off if the welfare system were abolished" is a normative statement, not a positive statement.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Application

"Other things equal, an increase in supply causes a decrease in price" is a normative statement, not a positive statement.

True

False

*ANSWER:* False

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Application

"Minimum wage laws result in unemployment" is a normative statement, while "the minimum wage should be higher" is a positive statement.

True

False

**ANSWER:** False

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.7 - LO: 2-2

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Application

"The US should not restrict employers from outsourcing work to foreign countries" is a normative statement.

True

False

**ANSWER:** True

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Comprehension

Trade-offs are involved in most policy decisions.

True

False

**ANSWER:** True

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**LEARNING OBJECTIVES:** ECON.MANK.15.7 - LO: 2-2

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

Tradeoffs

**KEYWORDS:** BLOOM'S: Knowledge

Since 1946, the president of the United States has received guidance from the Council of Economic Advisers.

True  
False

**ANSWER:** True  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Easy  
**LEARNING OBJECTIVES:** ECON.MANK.15.7 - LO: 2-2  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
Overview of US Economy  
**KEYWORDS:** BLOOM'S: Knowledge

The Council of Economic Advisers consists of thirty members and a staff of several dozen economists.

True  
False

**ANSWER:** False  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Easy  
**LEARNING OBJECTIVES:** ECON.MANK.15.7 - LO: 2-2  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
Overview of US Economy  
**KEYWORDS:** BLOOM'S: Knowledge

The duties of the Council of Economic Advisers are to advise the president of the United States and to determine U.S. monetary policy.

True  
False

**ANSWER:** False  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Easy  
**LEARNING OBJECTIVES:** ECON.MANK.15.7 - LO: 2-2  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
Overview of US Economy  
**KEYWORDS:** BLOOM'S: Knowledge

The Council of Economic Advisers' *Economic Report of the President* discusses recent developments in the economy and presents the council's analysis of current policy issues.

True

False

**ANSWER:** True

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**LEARNING OBJECTIVES:** ECON.MANK.15.7 - LO: 2-2

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist  
Overview of US Economy

**KEYWORDS:** BLOOM'S: Knowledge

The President counts among his economic advisors the Congressional Budget Office.

True

False

**ANSWER:** False

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.7 - LO: 2-2

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist  
Overview of US Economy

**KEYWORDS:** BLOOM'S: Knowledge

Economists at the U.S. Department of the Treasury help design U.S. coins and paper money.

True

False

**ANSWER:** False

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**LEARNING OBJECTIVES:** ECON.MANK.15.7 - LO: 2-2

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist  
Overview of US Economy

**KEYWORDS:** BLOOM'S: Knowledge

Economists at the U.S. Department of Justice help enforce the nation's antitrust laws.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Thinking Like an Economist  
Overview of US Economy

*KEYWORDS:* BLOOM'S: Knowledge

Economists work both inside and outside the administrative branch of the U.S. government.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
Overview of US Economy

*KEYWORDS:* BLOOM'S: Comprehension

The Congressional Budget Office, which is staffed by economists, provides Congress with independent evaluations of policy proposals.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Thinking Like an Economist  
Overview of US Economy

*KEYWORDS:* BLOOM'S: Knowledge

There is only one explanation for why economists give conflicting advice on policy issues, and it is that they have different values about what policy should try to accomplish.

True

False

**ANSWER:** False

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.8 - LO: 2-3

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Comprehension

Economists may disagree about the validity of alternative positive theories about how the world works.

True

False

**ANSWER:** True

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Knowledge

Different values are not a reason for disagreement among economists.

True

False

**ANSWER:** False

**POINTS:** 1

**DIFFICULTY:** Difficulty: Easy

**LEARNING OBJECTIVES:** ECON.MANK.15.8 - LO: 2-3

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Knowledge

In surveys of professional economists, fourteen propositions were endorsed by an overwhelming majority of respondents.

True

False

**ANSWER:** True  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Easy  
**LEARNING OBJECTIVES:** ECON.MANK.15.8 - LO: 2-3  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
 Overview of US Economy  
**KEYWORDS:** BLOOM'S: Knowledge

Because almost all economists oppose policies that restrict trade among nations, policymakers do not restrict imports of certain goods.

True

False

**ANSWER:** False  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.8 - LO: 2-3  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Comprehension

According to John Maynard Keynes, an economist must possess a rare combination of skills including being a mathematician, historian, statesman, and philosopher.

True

False

**ANSWER:** True  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Easy  
**LEARNING OBJECTIVES:** ECON.MANK.15.9 - LO: 2-4  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Application

In economics, graphs serve two purposes: they offer a way to visually express ideas, and they provide a way of finding and interpreting patterns when analyzing economic data.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.10 - LO: 2-5

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

Examples of graphs of a single variable include pie charts, bar graphs, and time-series graphs.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.10 - LO: 2-5

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

A pie chart is a way to display information regarding two variables.

True

False

*ANSWER:* False

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension



In the ordered pair (10,30), 10 is the y-coordinate and 30 is the z-coordinate.

True

False

*ANSWER:* False

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Application

In the ordered pair (10,30), 10 is the horizontal location of the point and 30 is the vertical location of the point.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Application

Two variables that have a positive correlation move in the same direction.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

Two variables that have a negative correlation move in opposite directions.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

When two variables move in opposite directions, the curve relating them is upward sloping, and we say the variables are positively related.

True

False

*ANSWER:* False

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.10 - LO: 2-5

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

When two variables move in the same direction, the curve relating them is downward sloping, and we say the variables are negatively related.

True

False

*ANSWER:* False

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

When a variable that is named on an axis of a graph changes, the curve shifts.

True

False

*ANSWER:* False

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

When a variable that is not named on either axis of a graph changes, we read the change as a movement along the curve.

True

False

*ANSWER:* False

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.10 - LO: 2-5

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

The concept of slope can be used to answer questions about how much one variable responds to changes in another variable.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Knowledge

The slope of a line is equal to the change in the x-variable divided by the change in the y-variable.

True

False

*ANSWER:* False

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Knowledge

The slope of an upward-sloping line is positive, and the slope of a downward-sloping line is negative.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.10 - LO: 2-5

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

The slope of a horizontal line is infinite, and the slope of a vertical line is zero.

True

False

*ANSWER:* False

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

The slope of a line is the ratio of the vertical distance covered to the horizontal distance covered along the line.

True

False

*ANSWER:* True

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.10 - LO: 2-5

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Knowledge

If a line passes through the points (20,5) and (10,10), then the slope of the line is 1/2.

True

False

*ANSWER:* False

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Application

If a line passes through the points (20,5) and (10,10), then the slope of the line is -2.

True

False

*ANSWER:* False

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Application

Changes in one variable on a graph might be caused by the other variable on the graph or by a third omitted variable.

- True
- False

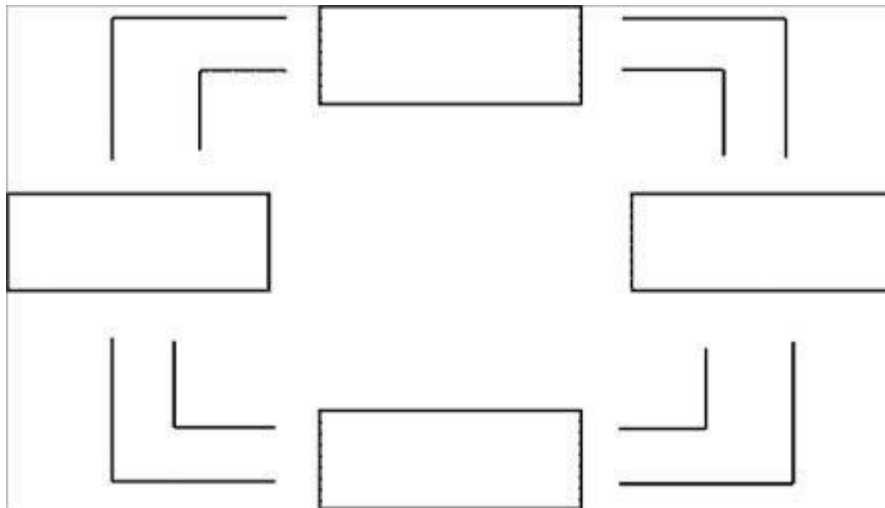
**ANSWER:** True  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.10 - LO: 2-5  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Comprehension

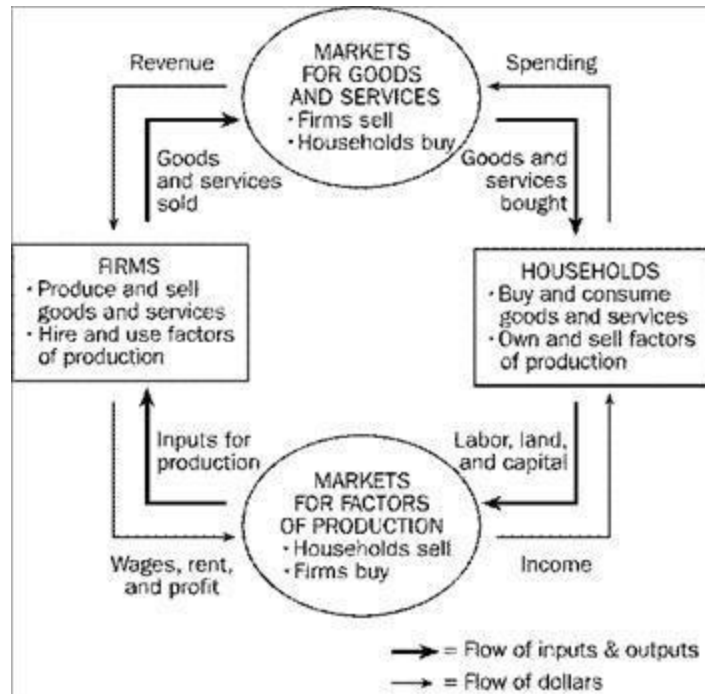
Deciding that A causes B when in fact B causes A is a mistake called omitted variable bias.

- True
- False

**ANSWER:** False  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Easy  
**LEARNING OBJECTIVES:** ECON.MANK.15.10 - LO: 2-5  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
**KEYWORDS:** BLOOM'S: Knowledge

Using the outline below, draw a circular-flow diagram representing the interactions between households and firms in a simple economy. Explain briefly the various parts of the diagram.





ANSWER:

This diagram should duplicate the essential characteristics of the diagram in the text, with an explanation of the meaning of each flow and each market. It is important that the student understands that the inner loop represents the flow of real goods and services and that the outer loop represents the corresponding flow of payments.

POINTS:

1

DIFFICULTY:

Difficulty: Easy

LEARNING OBJECTIVES: ECON.MANK.15.6 - LO: 2-1

NATIONAL STANDARDS: United States - BUSPROG: Analytic

TOPICS:

DISC: Thinking Like an Economist  
Circular Flow Model

KEYWORDS:

BLOOM'S: Knowledge

The prairie dog has always been considered a problem for American cattle ranchers. They dig holes that cattle and horses can step in, and they eat grass necessary for cattle. Recently, ranchers have discovered that there is a demand for prairie dogs as pets. In some areas, prairie dogs can sell for as high as \$150 each. Cattlemen are now fencing off prairie dog towns on their land so these towns will not be disturbed by their cattle.

Draw a rancher's production possibilities frontier showing increasing opportunity cost of cattle production in terms of prairie dog production. Using a separate graph for each situation, show what would happen to the initial production possibilities frontier in each of the following situations:

The outcome is efficient, with ranchers choosing to produce equal numbers of cattle and prairie dogs.

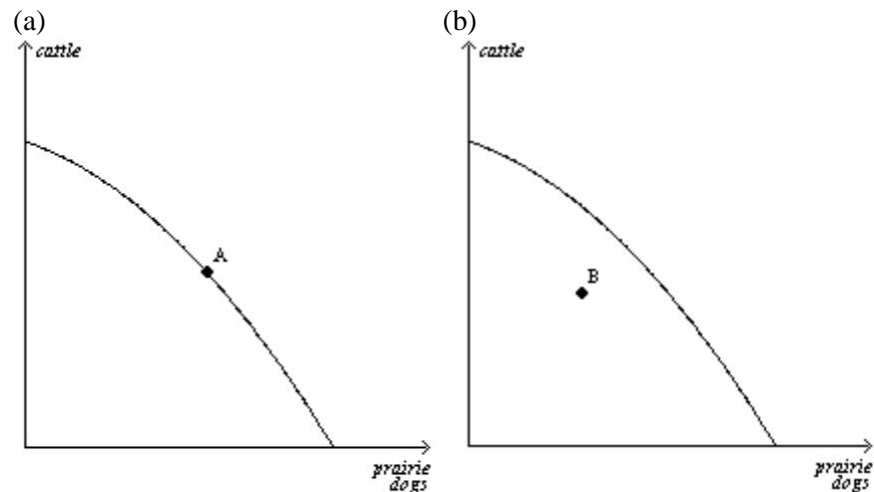
As a protest against the government introducing the gray wolf back into the wild in their state, ranchers decide to withhold 25 percent of the available grassland for grazing.

The price of prairie dogs increases to \$200 each, so ranchers decide to allot additional land for prairie dogs.

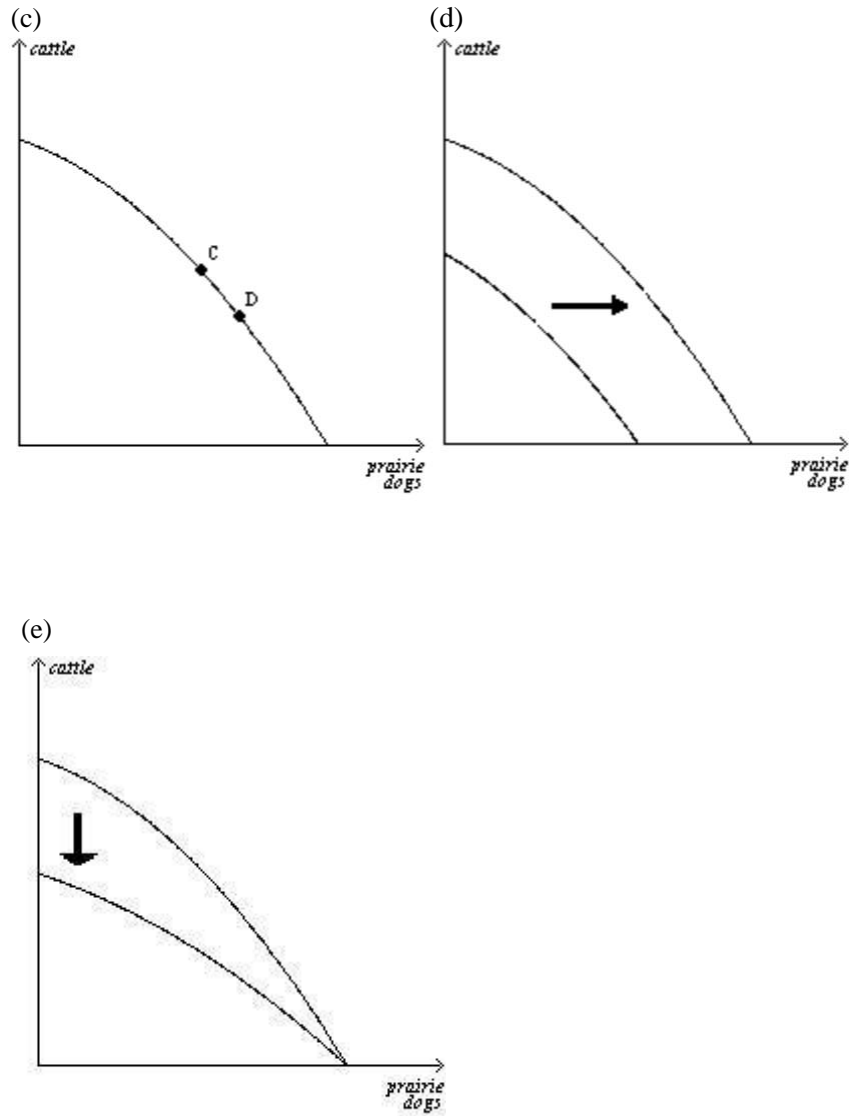
The government grants new leases to ranchers, giving them 10,000 new acres of grassland each for grazing.

A drought destroys most of the available grass for grazing of cattle, but not for prairie dogs since they also eat plant roots.

ANSWER:







**POINTS:** 1  
**DIFFICULTY:** Difficulty: Challenging  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Production Possibilities Model  
**KEYWORDS:** BLOOM'S: Analysis

Draw a production possibilities frontier showing increasing opportunity cost of hammers in terms of horseshoes.

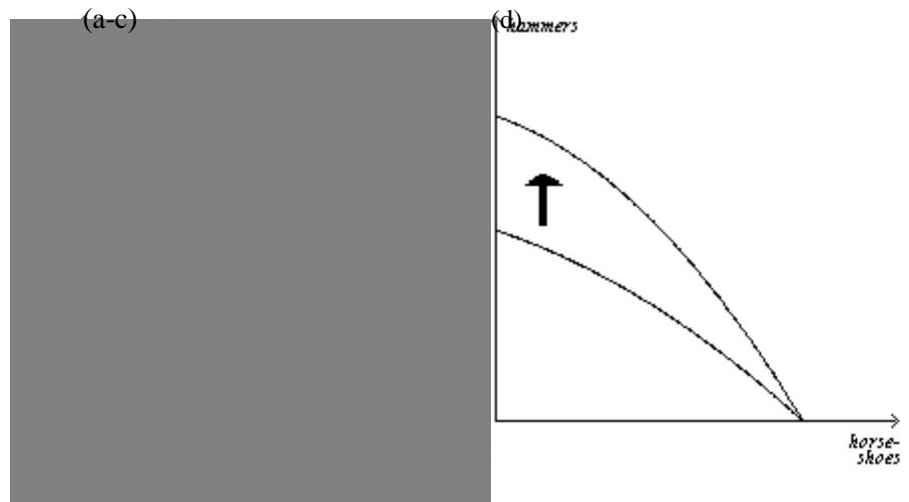
On the graph, identify the area of feasible outcomes and the area of infeasible outcomes.

On the graph, label a point that is efficient and a point that is inefficient.

On the graph, illustrate the effect of the discovery of a new vein of iron ore, a resource needed to make both horseshoes and hammers, on this economy.

On a second graph, illustrate the effect of a new computerized assembly line in the production of hammers on this economy.

ANSWER:



POINTS:

1

DIFFICULTY:

Difficulty: Moderate

LEARNING OBJECTIVES: ECON.MANK.15.6 - LO: 2-1

NATIONAL STANDARDS: United States - BUSPROG: Analytic

TOPICS:

DISC: Production Possibilities Model

KEYWORDS:

BLOOM'S: Application

Identify each of the following topics as being part of microeconomics or macroeconomics:

the impact of a change in consumer income on the purchase of luxury automobiles

the effect of a change in the price of Coke on the purchase of Pepsi

the impact of a war in the Middle East on the rate of inflation in the United States

factors influencing the rate of economic growth

factors influencing the demand for tractors

the impact of tax policy on national saving

the effect of pollution taxes on the U.S. copper industry

the degree of competition in the cable television industry

the effect of a balanced-budget amendment on economic stability

the impact of deregulation on the savings and loan industry

**ANSWER:** a, b, e, g, h, and j are microeconomic topics. c, d, f, and i are macroeconomic topics.

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: General

**KEYWORDS:** BLOOM'S: Application

Which of the following statements are positive and which are normative?

The minimum wage creates unemployment among young and unskilled workers.

The minimum wage ought to be abolished.

If the price of a product in a market decreases, then, other things equal, quantity demanded will increase.

A little bit of inflation is worse for society than a little bit of unemployment.

There is a tradeoff between inflation and unemployment in the short run.

If consumer income increases, then, other things equal, the demand for automobiles will increase.

The U.S. income distribution is not fair.

U.S. workers deserve more liberal unemployment benefits.

If interest rates increase, then investment will decrease.

If welfare benefits were reduced, then the country would be better off.

**ANSWER:** a, c, e, f, and i are positive statements. b, d, g, h, and j are normative statements.

**POINTS:** 1

**DIFFICULTY:** Difficulty: Moderate

**LEARNING OBJECTIVES:** ECON.MANK.15.7 - LO: 2-2

**NATIONAL STANDARDS:** United States - BUSPROG: Analytic

**TOPICS:** DISC: Thinking Like an Economist

**KEYWORDS:** BLOOM'S: Application

Use the following graph to answer the following questions.

How would point J be represented as an ordered pair?

What type of curve is this?

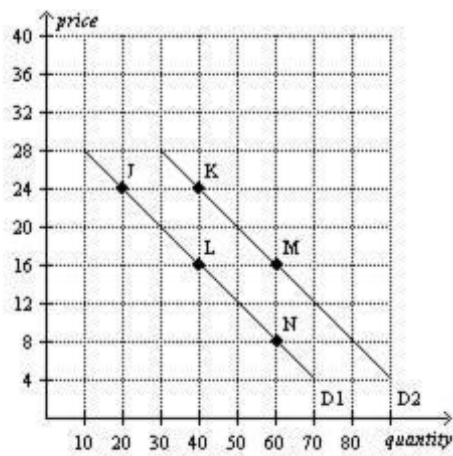
Does this curve show a positive or negative correlation between price and quantity?

Compute the slope of  $D_1$  between points J and L.

What is the slope of  $D_1$  between points L and N? Why would you not have to calculate this answer?

What is it called if we move from  $D_1$  to  $D_2$ ?

How do you know that the slope of  $D_2$  is the same as the slope of  $D_1$ ?



**ANSWER:**

- (20,24)
- a demand curve
- a negative correlation between price and quantity
- $-8/20$  or  $-2/5$
- $-2/5$ ; because the slope of a straight line is constant
- an increase in demand.
- because the 2 lines are parallel

**POINTS:**

1

**DIFFICULTY:**

Difficulty: Moderate

**TOPICS:**

DISC: Supply and Demand  
Demand

**KEYWORDS:**

BLOOM'S: Application

## Problems

Like biologists and physicists, economists use the dispassionate development and testing of how the world works known as the

*ANSWER:* scientific method.

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Knowledge

2. As a substitute for laboratory experiments, economists use evidence available through history's

*ANSWER:* natural experiments.

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

Suppose a war in the Middle East interrupts the flow of crude oil and oil prices skyrocket around the world. For economists, this historical episode serves as a

*ANSWER:* natural experiment.

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Application

Just like other scientific models, economic models simplify reality using

*ANSWER:* assumptions. *KEYWORDS:*

*POINTS:*

*DIFFICULTY:*

*LEARNING OBJECTIVES:*

*NATIONAL STANDARDS:*

*TOPICS:*

States - BUSPROG: Analytic DISC:  
Thinking Like an Economist  
BLOOM'S: Knowledge

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The three main factors of production, or categories of inputs, used by firms to produce goods and services are

**ANSWER:** land, labor, and capital.  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Easy  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Factors of Production  
**KEYWORDS:** BLOOM'S: Knowledge

In the circular flow diagram, who owns the factors of production and consumes all of the goods and services produced?

**ANSWER:** households  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Easy  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
 Circular Flow Model  
**KEYWORDS:** BLOOM'S: Knowledge

In the circular flow diagram, when Brian provides labor through the markets for factors of production to ABC Company, the flow of money he receives in exchange is called

**ANSWER:** income.  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Thinking Like an Economist  
 Circular Flow Model  
**KEYWORDS:** BLOOM'S: Application



In the markets for goods and services in the circular flow diagram, households act as  
*ANSWER:* buyers.

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
 Circular Flow Model

*KEYWORDS:* BLOOM'S: Comprehension

In the circular flow diagram, when Daphne purchases a new mobile phone, she participates in the markets for

*ANSWER:* goods and services.

*POINTS:* 1

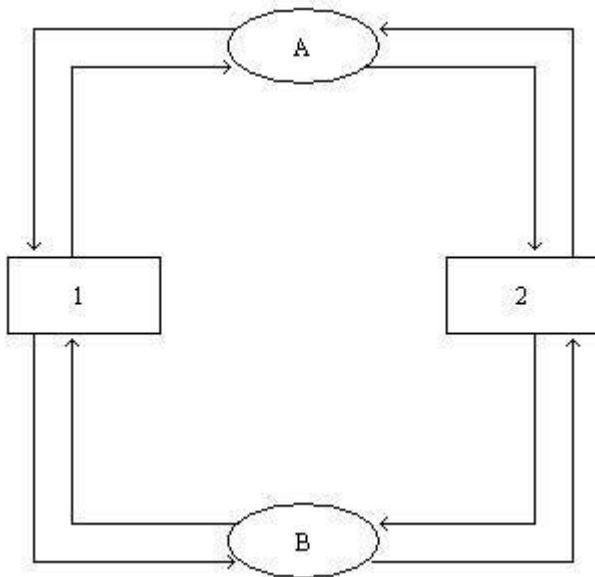
*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist  
 Circular Flow Model

*KEYWORDS:* BLOOM'S: Application

*NOTES:* r

**Figure 2-3**



10. **Refer to Figure 2-3.** What is the name of the model depicted in the figure?

*ANSWER:* Circular Flow Model

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Application

11. **Refer to Figure 2-3.** What do the ovals represent in the figure?

*ANSWER:* Market for Goods and Services  
Market for Factors of Production

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Application

12. **Refer to Figure 2-3.** What do the rectangles represent in the figure?

*ANSWER:* Firms  
Households

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Application

13. **Refer to Figure 2-3.** What do the outer arrows represent in the figure?

*ANSWER:* flow of dollars

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

Circular Flow Model

*KEYWORDS:* BLOOM'S: Application

14. **Refer to Figure 2-3.** What do the inner arrows represent in the figure?

*ANSWER:* flow of inputs and outputs

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

Circular Flow Model

*KEYWORDS:* BLOOM'S: Application

**Refer to Figure 2-3.** What does the arrow going from oval A to rectangle 2 represent in the figure?

*ANSWER:* goods and services bought

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

Circular Flow Model

*KEYWORDS:* BLOOM'S: Application

**Refer to Figure 2-3.** What does the arrow going from oval B to rectangle 2 represent in the figure?

*ANSWER:* income

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Application

**Refer to Figure 2-3.** What are two elements not included in this figure that could be included in a more complex model?

*ANSWER:* government  
international trade

*POINTS:* 1

*DIFFICULTY:* Difficulty: Challenging

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
Circular Flow Model

*KEYWORDS:* BLOOM'S: Application

18. What you must give up to get something else is called the

*ANSWER:* opportunity cost.

*POINTS:* 1

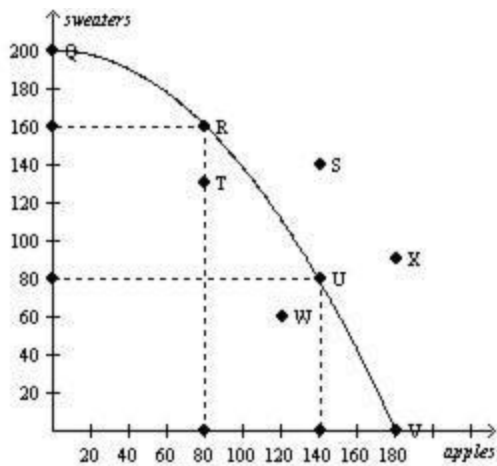
*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
Opportunity Cost

*KEYWORDS:* BLOOM'S: Knowledge

**Figure 2-14**

Consider the production possibilities curve for a country that can produce sweaters, apples (in bushels), or a combination of the two.

**Refer to Figure 2-14.** The bowed outward shape of the production possibilities curve that opportunity cost of indicates apples in terms of sweaters is

**ANSWER:** increasing.  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Production Possibilities Model  
 Opportunity Cost  
**KEYWORDS:** BLOOM'S: Analysis  
**NOTES:** r

20. **Refer to Figure 2-14.** Which point(s) on the graph is(are) efficient production possibilities?

**ANSWER:** Q, R, U, and V  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Production Possibilities Model  
 Productive Efficiency  
**KEYWORDS:** BLOOM'S: Analysis  
**NOTES:** r

21. **Refer to Figure 2-14.** Which point(s) on the graph show unemployment of resources?

*ANSWER:* T and W

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Analysis

*NOTES:* r

**Refer to Figure 2-14.** Which point(s) on the graph is(are) unattainable given current resources and technology?

*ANSWER:* S and X

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Production Possibilities Model

*KEYWORDS:* BLOOM'S: Analysis

*NOTES:* r

23. **Refer to Figure 2-14.** What is the opportunity cost of moving from point T to point R?

*ANSWER:* zero

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Production Possibilities Model  
Opportunity Cost

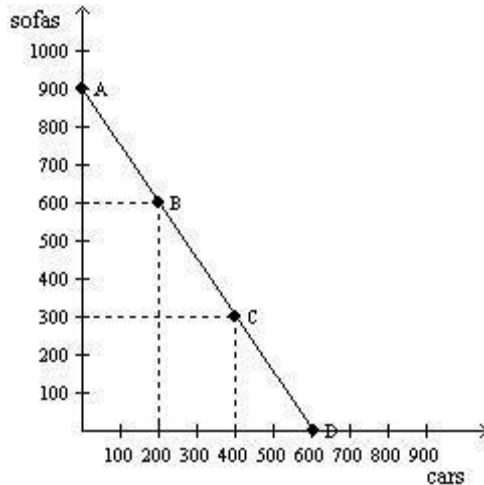
*KEYWORDS:* BLOOM'S: Analysis

*NOTES:* n

24. Refer to Figure 2-14. What is the opportunity cost of moving from point R to point Q?

**ANSWER:** 80 bushels of apples  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Moderate  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Production Possibilities Model  
 Opportunity Cost  
**KEYWORDS:** BLOOM'S: Analysis  
**NOTES:** n

**Figure 2-15**



Refer to Figure 2-15. Consider the production possibilities frontier for an economy that produces only sofas and cars. As the economy moves from point A to point D, is the opportunity cost of cars increasing, constant, or decreasing?

**ANSWER:** constant  
**POINTS:** 1  
**DIFFICULTY:** Difficulty: Easy  
**LEARNING OBJECTIVES:** ECON.MANK.15.6 - LO: 2-1  
**NATIONAL STANDARDS:** United States - BUSPROG: Analytic  
**TOPICS:** DISC: Production Possibilities Model  
 Opportunity Cost  
**KEYWORDS:** BLOOM'S: Application

**Refer to Figure 2-15.** Consider the production possibilities frontier for an economy that produces only sofas and cars. The opportunity cost of one sofa is

*ANSWER:*  $2/3$  of a car.

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model  
Opportunity Cost

*KEYWORDS:* BLOOM'S: Analysis

**Refer to Figure 2-15.** Consider the production possibilities frontier for an economy that produces only sofas and cars. The opportunity cost of one car is

*ANSWER:*  $3/2$  sofas.

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Production Possibilities Model  
Opportunity Cost

*KEYWORDS:* BLOOM'S: Analysis

**Table 2-6**

| Mobile Phones | Pizzas |
|---------------|--------|
| 0             | 10,000 |
| 200           | 8,000  |
| 500           | 6,000  |
| 900           | 4,000  |
| 1400          | 2,000  |
| 2000          | 0      |



**Refer to Table 2-6.** Consider the production possibilities table for an economy that produces only mobile phones and pizzas. What is the opportunity cost of increasing production of mobile phones from 200 to 500?

*ANSWER:* 2,000 pizzas.  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Production Possibilities Model  
 Opportunity Cost  
*KEYWORDS:* BLOOM'S: Analysis  
*NOTES:* n

**Refer to Table 2-6.** Consider the production possibilities table for an economy that produces only mobile phones and pizzas. What is the opportunity cost of increasing production of pizzas from 4,000 to 6,000?

*ANSWER:* 400 mobile phones.  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Production Possibilities Model  
 Opportunity Cost  
*KEYWORDS:* BLOOM'S: Analysis  
*NOTES:* n

**Refer to Table 2-6.** Consider the production possibilities table for an economy that produces only mobile phones and pizzas. Describe the shape of the production possibilities frontier.

*ANSWER:* bowed outward  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Moderate  
*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Production Possibilities Model  
*KEYWORDS:* BLOOM'S: Analysis  
*NOTES:* n

Who would be more likely to study the effects of government spending on the unemployment rate, a macroeconomist or a microeconomist?

*ANSWER:* macroeconomist

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: General  
Macro

*KEYWORDS:* BLOOM'S: Comprehension

Who would be more likely to study the effects of foreign competition on the accounting industry, a macroeconomist or a microeconomist?

*ANSWER:* microeconomist

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: General  
Micro

*KEYWORDS:* BLOOM'S: Comprehension

Who would be more likely to study the effects of rent control on housing in New York City, a macroeconomist or a microeconomist?

*ANSWER:* microeconomist

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: General  
Micro

*KEYWORDS:* BLOOM'S: Comprehension

Who would be more likely to study the inflation rate in the United States, a macroeconomist or a microeconomist?

*ANSWER:* macroeconomist

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.6 - LO: 2-1

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: General  
Macro

*KEYWORDS:* BLOOM'S: Comprehension

When economists are trying to explain the world, they are scientists. When they are trying to improve it, they are

*ANSWER:* policy advisers.

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

36. What type of statement is a descriptive statement about how the world is?

*ANSWER:* positive statement

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: General  
Principles

*KEYWORDS:* BLOOM'S: Knowledge

37. What type of statement is a prescriptive statement about how the world ought to be?

*ANSWER:*

*POINTS:*

*KEYWORDS:*

*DIFFICULTY:*

*LEARNING OBJECTIVES:*

*NATIONAL STANDARDS:*

*TOPICS:*

normative statement

1

Difficulty: Easy

ECON.MANK.15.7 - LO: 2-2

United States - BUSPROG:

Analytic

DISC: General

Principles

BLOOM'S: Knowledge

38. Which type of statement - positive or negative - can be evaluated by analyzing data alone?

*ANSWER:* positive  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Easy  
*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: General Principles  
*KEYWORDS:* BLOOM'S: Comprehension

Is the following a positive or normative statement? The federal minimum wage is lower than many state minimum wages.

*ANSWER:* positive  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Easy  
*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Thinking Like an Economist  
*KEYWORDS:* BLOOM'S: Comprehension

Is the following a positive or normative statement? The Federal Reserve should set an inflation target and employ policies to meet the target.

*ANSWER:* normative  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Easy  
*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Thinking Like an Economist  
*KEYWORDS:* BLOOM'S: Comprehension

Is the following a positive or normative statement? The United States government should mandate that every citizen purchases health insurance.

*ANSWER:* normative

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

Is the following a positive or normative statement? The unemployment rate in Nevada is higher than the unemployment rate in New York.

*ANSWER:* positive

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

Since 1946, the president of the United States has received guidance from a group comprised of three members and a staff of a few dozen economists known as the

*ANSWER:* Council of Economic Advisers

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
Overview of US Economy

*KEYWORDS:* BLOOM'S: Knowledge

Economists at which administrative department help formulate spending plans and regulatory policies?

*ANSWER:* Office of Management and Budget

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
Overview of US Economy

*KEYWORDS:* BLOOM'S: Knowledge

45. Economists at which administrative department help design tax policy?

*ANSWER:* Department of the Treasury

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
Overview of US Economy

*KEYWORDS:* BLOOM'S: Knowledge

Economists at which administrative department analyze data on workers and those looking for work to help formulate labor-market policies?

*ANSWER:* Department of Labor

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.7 - LO: 2-2

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist  
Overview of US Economy

*KEYWORDS:* BLOOM'S: Knowledge

47. Economists at which administrative department help enforce the nation's antitrust laws?

*ANSWER:* Department of Justice

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Thinking Like an Economist  
Overview of US Economy

*KEYWORDS:* BLOOM'S: Knowledge

48. The institution that sets the nation's monetary policy is called the

*ANSWER:* Federal Reserve.

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Thinking Like an Economist  
Overview of US Economy

*KEYWORDS:* BLOOM'S: Knowledge

When economists disagree about whether the government should tax a household's income or its consumption, they are expressing a difference in

*ANSWER:* scientific judgment.

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension

When economists disagree about whether a policy is fair, they are expressing a difference in

*ANSWER:* values.

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Comprehension



Most economists agree that a large federal budget deficit has what type of effect on the economy?

*ANSWER:* adverse

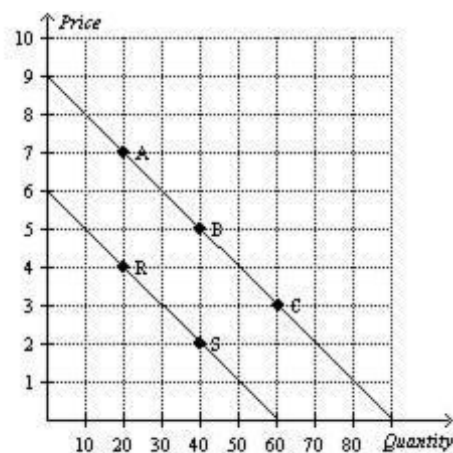
*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Thinking Like an Economist  
Overview of US Economy

*KEYWORDS:* BLOOM'S: Comprehension

**Figure 2-22**



52. Refer to Figure 2-22. What are the coordinates of point C?

*ANSWER:* (60,3)

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.10 - LO: 2-5

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Application

**Refer to Figure 2-22.** What is the x-coordinate of point R?

*ANSWER:* 20

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Application

*NOTES:* n

54. **Refer to Figure 2-22.** How are price and quantity related in this graph?

*ANSWER:* negatively correlated

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Application

55. **Refer to Figure 2-22.** What is the slope of the line with points A, B, and C?

*ANSWER:* -0.1

*POINTS:* 1

*DIFFICULTY:* Difficulty: Moderate

*LEARNING OBJECTIVES:* ECON.MANK.15.10 - LO: 2-5

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Thinking Like an Economist

*KEYWORDS:* BLOOM'S: Application

**Refer to Figure 2-22.** Is a move from point A to point B considered a shift of the curve or a movement along the curve?

*ANSWER:* movement along the curve

*POINTS:* 1

*DIFFICULTY:* Difficulty: Easy

*LEARNING OBJECTIVES:* ECON.MANK.15.10 - LO: 2-5

*NATIONAL STANDARDS:* United States - BUSPROG: Analytic

*TOPICS:* DISC: Supply and Demand  
Demand

*KEYWORDS:* BLOOM'S: Application

**Refer to Figure 2-22.** Is a move from point A to point R considered a shift of the curve or a movement along the curve?

*ANSWER:* shift of the curve  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Easy  
*LEARNING OBJECTIVES:* ECON.MANK.15.10 - LO: 2-5  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Supply and Demand  
Demand  
*KEYWORDS:* BLOOM'S: Application  
*NOTES:* n

**Refer to Figure 2-22.** Given that price is measured on the vertical axis, quantity is measured on the horizontal axis, and that the curves are downward-sloping, what type of curves are depicted here?

*ANSWER:* demand curves  
*POINTS:* 1  
*DIFFICULTY:* Difficulty: Easy  
*LEARNING OBJECTIVES:* ECON.MANK.15.10 - LO: 2-5  
*NATIONAL STANDARDS:* United States - BUSPROG: Analytic  
*TOPICS:* DISC: Supply and Demand  
Demand  
*KEYWORDS:* BLOOM'S: Application  
*NOTES:* n