

BBI2O Grade 10 Business – Final Exam

Business Exam Notes

1. *Economics*

Need vs. Wants

- Needs = necessary for survival , wants are not
- One set of wants can lead to the other
 - E.g. want to win the lottery, which makes it easier to satisfy other wants

Goods vs. Services

- Goods (e.g. Staples sells electronic goods)
- Services (e.g. food bank provides service to community)

Producer vs. Consumer

- Producers are the business that make goods or provide services
- Consumers are the people who buy the things/services that producers supply
 - E.g. buying a computer, servicing at computer-repairing shops
- Producers and consumers operate together to create a marketplace, which is any place where they engage in the buying and selling of goods/services

Demand and Supply

- **Demand** – the quantity of good/service that consumers are willing and able to buy at a particular price
 - Law of Demand
 - As price goes up, demand goes down. Vice versa.
 - Influences on demand
 - Expectations
 - Competition's price
 - Change in income
 - If demand is low, supply is high, prices go down
 - If demand is high, supply is low, prices go up
- **Supply** – the quantity of good/service that businesses are willing/able to provide within a range of prices that people would be willing to pay
 - Law of Supply
 - As price goes up, supply goes up. Vice versa.

Possible Essays For Grade Business Studies Final Exam

Y Pai



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Evaluation and Decision Models Denis Bouyssou, Thierry Marchant, Marc Piriot, Patrice Perny, Alexis Tsoukias, P. Vincke, 2012-12-06 1 1 Motivations Deciding is a very complex and difficult task Some people even argue that our ability to make decisions in complex situations is the main feature that distinguishes us from animals it is also common to say that laughing is the main difference Nevertheless when the task is too complex or the interests at stake are too important it quite often happens that we do not know or we are not sure what to decide and in many instances we resort to a decision support technique an informal one we toss a coin we ask an oracle we visit an astrologer we consult an expert we think or a formal one Although informal decision support techniques can be of interest in this book we will focus on formal ones Among the latter we find some well known decision support techniques cost benefit analysis multiple criteria decision analysis decision trees But there are many other ones sometimes not presented as decision support techniques that help making decisions Let us cite but a few examples When the director of a school must decide whether a given student will pass or fail he usually asks each teacher to assess the merits of the student by means of a grade The director then sums the grades and compares the result to a threshold When a bank must decide whether a given client will obtain a credit or not a technique called credit scoring is often used

Automated Essay Scoring Mark D. Shermis, Jill C. Burstein, 2003-01-30 This new volume is the first to focus entirely on automated essay scoring and evaluation It is intended to provide a comprehensive overview of the evolution and state of the art of automated essay scoring and evaluation technology across several disciplines including education testing and measurement cognitive science computer science and computational linguistics The development of this technology has led to many questions and concerns Automated Essay Scoring attempts to address some of these questions including How can automated scoring and evaluation supplement classroom instruction How does the technology actually work Can it improve students writing How reliable is the technology How can these computing methods be used to develop evaluation tools What are the state of the art essay evaluation technologies and automated scoring systems Divided into four parts the first part reviews the teaching of writing and how computers can contribute to it Part II analyzes actual automated essay scorers including e raterTM Intellimetric and the Intelligent Essay Assessor The third part analyzes related psychometric issues and the final part reviews innovations in the field This book is ideal for researchers and advanced students interested in automated essay scoring from the fields of testing and measurement education cognitive science language and computational linguistics

Workshops on Business Informatics Research Laila Niedrite, Renate Strazdina, Benkt Wangler, 2012-04-05 This book constitutes the refereed and revised proceedings of the workshops and the doctoral consortium co located with the 10th International Conference on Perspectives in Business Informatics Research BIR held in Riga Latvia in October 2011 The four workshops focused on Information Logistics and Knowledge Supply for Viable Enterprises ILOG 2011 Alignment of Business Processes and Security Modeling ABPSM 2011 Intelligent Educational Systems

and Technology Enhanced Learning INTEL EDU 2011 and User Oriented Information Integration UOII 2011 The two best papers from the doctoral consortium are also included *English Teaching Forum* ,2000 Charting the Divide Between Common and Civil Law Thomas Lundmark,2012-09-27 INTRODUCTION CHAPTER ONE The Discipline of Comparative Law CHAPTER TWO Comparative Legal Linguistics CHAPTER THREE Comparative Jurisprudence CHAPTER FOUR Lawyers CHAPTER FIVE Judges and Judiciaries CHAPTER SIX Lay Judges and Juries CHAPTER SEVEN Legal Reasoning CHAPTER EIGHT Statutes and their Construction CHAPTER NINE Judicial Precedents CONCLUSION **Resources in Education** ,2001 **Lumber Trade Journal** ,1923 *Forum* ,1982 Research in Education ,1974 *American Gas Engineering Journal* ,1927 American Gas Journal ,1927 *Current Index to Journals in Education* ,1999 **Encyclopedia of the Sciences of Learning** Norbert M. Seel,2011-10-05 Over the past century educational psychologists and researchers have posited many theories to explain how individuals learn i e how they acquire organize and deploy knowledge and skills The 20th century can be considered the century of psychology on learning and related fields of interest such as motivation cognition metacognition etc and it is fascinating to see the various mainstreams of learning remembered and forgotten over the 20th century and note that basic assumptions of early theories survived several paradigm shifts of psychology and epistemology Beyond folk psychology and its naive theories of learning psychological learning theories can be grouped into some basic categories such as behaviorist learning theories connectionist learning theories cognitive learning theories constructivist learning theories and social learning theories Learning theories are not limited to psychology and related fields of interest but rather we can find the topic of learning in various disciplines such as philosophy and epistemology education information science biology and as a result of the emergence of computer technologies especially also in the field of computer sciences and artificial intelligence As a consequence machine learning struck a chord in the 1980s and became an important field of the learning sciences in general As the learning sciences became more specialized and complex the various fields of interest were widely spread and separated from each other as a consequence even presently there is no comprehensive overview of the sciences of learning or the central theoretical concepts and vocabulary on which researchers rely The Encyclopedia of the Sciences of Learning provides an up to date broad and authoritative coverage of the specific terms mostly used in the sciences of learning and its related fields including relevant areas of instruction pedagogy cognitive sciences and especially machine learning and knowledge engineering This modern compendium will be an indispensable source of information for scientists educators engineers and technical staff active in all fields of learning More specifically the Encyclopedia provides fast access to the most relevant theoretical terms provides up to date broad and authoritative coverage of the most important theories within the various fields of the learning sciences and adjacent sciences and communication technologies supplies clear and precise explanations of the theoretical terms cross references to related entries and up to date references to important research and publications The Encyclopedia also contains biographical entries

of individuals who have substantially contributed to the sciences of learning the entries are written by a distinguished panel of researchers in the various fields of the learning sciences Myanmar's Transition Nick Cheesman, 2003-08-01 With the world watching closely Myanmar began a process of political administrative and institutional transition from 30 January 2011 After convening the parliament elected in November 2010 the former military regime transferred power to a new government headed by former Prime Minister and retired general U Thein Sein With parliamentary processes restored in Myanmar's new capital of Naypyitaw Thein Sein's government announced a wide ranging reform agenda and began releasing political prisoners and easing press censorship Pivotal meetings between Thein Sein and Aung San Suu Kyi led to amendment of the Election Law and the National League for Democracy contesting by elections in April 2012 The 2011 Myanmar Burma update conference considered the openings offered by these political changes and media reforms and the potential opportunities for international assistance Obstacles covered include impediments to the rule of law the continuation of human rights abuses the impunity of the Army and the failure to end ethnic insurgency **The Business Educator**, 1916

Proceedings of the Business and Economic Statistics Section American Statistical Association. Business and Economic Statistics Section, 1998 *ASB Summer University 2006: Assessment of student satisfaction with a threefold approach* Oliver Mühlich, 2007-05-30 Inhaltsangabe Abstract The aim of the research presented here is to assess student satisfaction at the Aarhus School of Business ASB for the Summer University that was first introduced in July 2006 The European Performance Satisfaction Index EPSI was adapted to incorporate student satisfaction in order to reach this aim and was used as the main approach in our thesis The necessary data was gathered from online surveys we derived from the students Two studies complemented this model On the one hand structured interviews were conducted with all relevant lecturers and on the other hand a survey was conducted in two waves with Summer University participants In the first wave the students initial expectations were measured and in the second wave it was the degree of fulfilment for these expectations that were measured Results from the EPSI model indicated that participants of the Summer University were satisfied overall with the program and will remain loyal Surprisingly however the variable image showed no direct impact on perceived value satisfaction and loyalty The results from the interviews showed that lecturers were well chosen but not adequately prepared for the program In addition the survey results indicated that expectations were to some degree fulfilled but certain attributes of lecture quality experienced a negative disconfirmation of expectations Furthermore the direct comparison of data from the lecturers and the students suggested problems with the information flow between ASB the lecturers and the students From these findings it can be concluded that overall the Summer University was a success in the introduction of a new study program however there are some areas that need to be improved Thus our suggestions include new positioning and better marketing for next year concrete improvement of quality attributes and information flow and a strategy for sustainability and expansion of the Summer University Our work successfully presents student satisfaction with a threefold approach not used

hitherto Combining all three approaches in one dissertation and establishing linkages and interrelations between them provides an extensive insight towards student satisfaction Considering ASB Summer University took place for the first time in 2006 the insights we provide and the recommendations we are able to give will influence the further organisational and managerial development of the program When **SAT For Dummies 2015 Quick Prep** Geraldine Woods,Ron Woldoff,2015-03-19 The fast and easy way to score higher on the SAT Does the thought of preparing for the SAT cause you to break out in a cold sweat Have no fear SAT For Dummies Quick Prep Edition gives you a competitive edge by fully preparing you for the SAT Written in a friendly and accessible style this hands on guide will help increase your chance of scoring higher on the redesigned SAT test being launched by the College Board in 2016 The SAT is administered annually to more than two million students at approximately 6 000 world wide test centers Nearly every college and university in America looks at a student s SAT exam score or SAT Subject Tests as a part of its admissions process Your SAT score is nothing to sniff at in addition to admissions many schools use these results for course placement With the help of this guide you ll maximize your chances of gaining entrance to the college of your dreams as well as a seat in the best classes So what are you waiting for Start practicing your way to a better SAT score today Includes coverage of SAT question types and formats Offers practice SAT tests with full answer explanations Helps pinpoint where you need more help Reflects the College Board s new and updated SAT exam for 2016 Whether you re preparing for the SAT for the first time or retaking the exam to improve your score SAT For Dummies Quick Prep Edition sets you up for success *Pivoting Your Instruction* Bruce M. Mackh,2021-08-23 This practical guide for college and university instructors explains how to design and prepare your courses to be adaptable for a full range of learning environments whether that s online hybrid or face to face traditional campus teaching Author Bruce M Mackh unpacks a comprehensive instructional design approach to curriculum and instruction that is suitable for all modalities and allows you to pivot quickly regardless of how the course will be delivered Chapters provide quick takeaways and cover challenges and opportunities adapting high impact practices across instructional models and fostering a culture of care The book also encourages faculty members to adopt a student centered mindset as they employ the principles of Design Thinking User Experience Design Instructional Design and Learning Experience Design to create a high quality course The strategies at the heart of this book will help both new and experienced faculty save time ensure instructional continuity during transitions and achieve excellence in teaching **Illinois Reporter** ,1960

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