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Macro Economy Today 16th Edition by Schiller CH01

ANSWERS ARE LOCATED IN THE SECOND PART OF THIS DOCUMENT

TRUE/FALSE - Write 'T' if the statement is true and 'F' if the statement is false.

1) Scarcity results when available resources cannot satisfy all desired uses of those resources.

1) ______

⊙ true
⊙ false

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Scarcity: The Core Problem
Learning Objective : 01-01 What scarcity is.
Accessibility : Screen Reader Compatible

2) Critics of government regulation argue that government interference in the marketplace stifles the "animal spirits" of entrepreneurship.

2) ______

⊙ true
⊙ false

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Learning Objective : 01-05 How market and government approaches to economic problems differ.
Topic : The Mechanisms of Choice
Accessibility : Screen Reader Compatible

3) Opportunity cost is a theoretical concept with no practical application.

3) ______

⊙ true
⊙ false

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Scarcity: The Core Problem
Learning Objective : 01-02 How scarcity creates opportunity costs.
Accessibility : Screen Reader Compatible

4) Every time we use scarce resources in one way, we give up the opportunity to use them in other ways.

4) ______

◎ true
◎ false

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Scarcity: The Core Problem
Learning Objective : 01-02 How scarcity creates opportunity costs.
Accessibility : Screen Reader Compatible

5) Production possibilities in an economy decrease as more resources and better technology are utilized.

5) ______

◎ true
◎ false

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

6) All output combinations that lie outside a production possibilities curve are attainable with available resources and technology.

6) ______

⊙ true
⊙ false

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

7) Output combinations that lie inside the production possibilities curve are characterized by efficient use of resources.

7) ______

⊙ true
⊙ false

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

8) If the economy is inside the production possibilities curve, then more output can be produced using existing resources.

8) ______

⊙ true
⊙ false

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

9) All economies must make decisions concerning what to produce, how to produce it, and for whom to produce.

9) ______

- true
- false

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Learning Objective : 01-04 The three core economic questions that every society must answer.
Topic : Three Basic Decisions
Accessibility : Screen Reader Compatible

10) The essential feature of the market mechanism is the price signal.

10) ______

- true
- false

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Learning Objective : 01-04 The three core economic questions that every society must answer.
Topic : The Mechanisms of Choice
Accessibility : Screen Reader Compatible

11) Government failure occurs when government intervention fails to improve economic outcomes or makes them worse.

11) ______

◎ true
◎ false

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Learning Objective : 01-05 How market and government approaches to economic problems differ.
Topic : The Mechanisms of Choice
Accessibility : Screen Reader Compatible

12) Microeconomics is concerned with individual performance as well as the economy as a whole.

12) ______

◎ true
◎ false

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Learning Objective : 01-05 How market and government approaches to economic problems differ.
Topic : What Economics is All About
Accessibility : Screen Reader Compatible

13) The Latin phrase *ceteris paribus* refers to holding other variables constant.

13) ______

◎ true
◎ false

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Remember
Difficulty : 1 Easy
Learning Objective : 01-05 How market and government approaches to economic problems differ.
Topic : What Economics is All About
Accessibility : Screen Reader Compatible

14) To calculate the slope of a line, find the vertical distance between two points and divide it by the horizontal distance between the same two points.

14) ______

- ⊙ true
- ⊙ false

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Remember
Difficulty : 1 Easy
Learning Objective : 01-01 What scarcity is.
Topic : What Economics is All About
Accessibility : Screen Reader Compatible

15) The slope of a production possibilities curve is positive.

15) ______

- ⊙ true
- ⊙ false

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

16) When a curve shifts, the underlying relationship between the two variables has changed.

16) ______

⊙ true
⊙ false

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Learning Objective : 01-01 What scarcity is.
Topic : What Economics is All About
Accessibility : Screen Reader Compatible

MULTIPLE CHOICE - Choose the one alternative that best completes the statement or answers the question.

17) Which of the following is not one of the three core economic issues that must be resolved?

17) ______

A) how to produce the goods and services we select
B) what to produce with unlimited resources
C) who should get the goods and services we produce
D) what to produce with limited resources

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Learning Objective : 01-04 The three core economic questions that every society must answer.
Topic : Scarcity: The Core Problem
Accessibility : Screen Reader Compatible

18) The fundamental problem of economics is

18) ______

A) the law of increasing opportunity costs.
B) the scarcity of resources relative to human wants.
C) how to get government to operate efficiently.
D) how to create employment for everyone.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Topic : Scarcity: The Core Problem
Bloom's : Remember
Difficulty : 1 Easy
Learning Objective : 01-01 What scarcity is.
Accessibility : Screen Reader Compatible

19) In economics, scarcity means that

19) ______

A) a shortage of a particular good will cause the price to fall.
B) a production possibilities curve cannot accurately represent the trade-off between two goods.
C) society's desires exceed resources available.
D) the market mechanism has failed.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Topic : Scarcity: The Core Problem
Bloom's : Remember
Difficulty : 1 Easy
Learning Objective : 01-01 What scarcity is.
Accessibility : Screen Reader Compatible

20) Given that resources are scarce,

20) ______

A) a "free lunch" is possible, but only for a limited number of people.
B) opportunity costs are experienced whenever choices are made.
C) poor countries must make choices, but rich countries with abundant resources do not have to make choices.
D) some choices involve opportunity costs while other choices do not.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Scarcity: The Core Problem
Learning Objective : 01-02 How scarcity creates opportunity costs.
Accessibility : Screen Reader Compatible

21) The fact that there are too few resources to satisfy all our wants is attributed to

21) ______

A) scarcity.
B) greed.
C) shortages.
D) lack of money.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Scarcity: The Core Problem
Learning Objective : 01-01 What scarcity is.
Accessibility : Screen Reader Compatible

22) There is no such thing as a free lunch because

22) ______

A) the producer must charge something to cover the cost of production.
B) resources used to produce the lunch could be used to produce other goods and services.
C) the government must raise taxes to pay for the lunches.
D) no one would pay for lunch anymore if they could get it for free.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Scarcity: The Core Problem
Learning Objective : 01-02 How scarcity creates opportunity costs.
Accessibility : Screen Reader Compatible

23) A consequence of the economic problem of scarcity is that

23) ______

A) choices must be made about how resources are used.
B) there is never too much of any good or service produced.
C) the production of goods and services must be controlled by the government.
D) the production possibilities curve is bowed outward.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Scarcity: The Core Problem
Learning Objective : 01-02 How scarcity creates opportunity costs.
Accessibility : Screen Reader Compatible

24) The basic factors of production include

24) ______

A) land, labor, money, and capital.
B) land, labor, money, and inputs.
C) labor and money.
D) land, labor, capital, and entrepreneurship.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Scarcity: The Core Problem
Learning Objective : 01-01 What scarcity is.
Accessibility : Screen Reader Compatible

25) Factors of production are

25) ______

A) scarce in every society.
B) scarce only in advanced countries.
C) scarce only in the poorest countries of the world.
D) unlimited in quantity.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Scarcity: The Core Problem
Learning Objective : 01-01 What scarcity is.
Accessibility : Screen Reader Compatible

26) Which of the following is *not* a factor of production?

26) ______

A) a psychiatrist
B) $100,000 cash
C) a bulldozer
D) six thousand acres of farmland

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Scarcity: The Core Problem
Learning Objective : 01-01 What scarcity is.
Accessibility : Screen Reader Compatible

27) With respect to factors of production, which of the following statements is not true?

27) ______

A) Factors of production are also known as resources.
B) To produce any good or service, it is necessary to have factors of production.
C) Factors of production include land, labor, capital, and entrepreneurship.
D) Only those resources that are privately owned are counted as factors of production.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Scarcity: The Core Problem
Learning Objective : 01-01 What scarcity is.
Accessibility : Screen Reader Compatible

28) Which of the following is the best example of land?

28) ______

A) the ethanol refined from corn
B) a factory that produces new goods and services
C) the water used to make a soft drink
D) a barber's chair

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Scarcity: The Core Problem
Learning Objective : 01-01 What scarcity is.
Accessibility : Screen Reader Compatible

29) Which of the following is the best example of labor?

29) ______

A) The oil reserves of a nation.
B) A factory that produces new goods and services.
C) The number of people of working-age.
D) An individual seeking a new, cheaper source for inputs.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Scarcity: The Core Problem
Learning Objective : 01-01 What scarcity is.
Accessibility : Screen Reader Compatible

30) Capital, as economists use the term, refers to

30) ______

A) the cash needed to start a new business.
B) the costs of operating a business.
C) shares of stock issued by businesses.
D) final goods that are used to produce other goods and services.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Topic : Scarcity: The Core Problem
Bloom's : Remember
Difficulty : 1 Easy
Learning Objective : 01-01 What scarcity is.
Accessibility : Screen Reader Compatible

31) Which economist argued that free markets unleashed the "animal spirits" of entrepreneurs, propelling innovation, technology, and growth?

31) ______

A) Lord Kelvin
B) Kenneth Olsen
C) Irving Fisher
D) John Maynard Keynes

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Scarcity: The Core Problem
Learning Objective : 01-01 What scarcity is.
Accessibility : Screen Reader Compatible

32) The role of the entrepreneur in an economy is to

32) ______

A) bring the factors of production together and assume the risk of production.
B) work with government planners to determine what goods are produced.
C) arrange bank financing for the owners of new businesses.
D) ensure full employment of labor.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Scarcity: The Core Problem
Learning Objective : 01-01 What scarcity is.
Accessibility : Screen Reader Compatible

33) Economics can be defined as the study of

33) ______

A) for whom resources are allocated to increase efficiency.
B) how society spends the income of individuals.
C) how scarce resources are allocated.
D) how governments allocate scarce resources in all command economies.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Topic : Scarcity: The Core Problem
Bloom's : Remember
Difficulty : 1 Easy
Learning Objective : 01-01 What scarcity is.
Accessibility : Screen Reader Compatible

34) Opportunity cost is

34) ______

A) measured only in dollars and cents.
B) the total dollar cost to society of producing the goods.
C) the difficulty associated with using one good in place of another.
D) what is given up in order to get something else.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Topic : Scarcity: The Core Problem
Bloom's : Remember
Difficulty : 1 Easy
Learning Objective : 01-02 How scarcity creates opportunity costs.
Accessibility : Screen Reader Compatible

35) Opportunity cost may be defined as the

35) ______

A) goods or services that are forgone in order to obtain something else.
B) dollar prices paid for final goods and services.
C) dollar cost of producing a particular product.
D) difference between wholesale and retail prices.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Topic : Scarcity: The Core Problem
Bloom's : Remember
Difficulty : 1 Easy
Learning Objective : 01-02 How scarcity creates opportunity costs.
Accessibility : Screen Reader Compatible

36) The opportunity cost of studying for an economics test is

36) ______

A) negative because it may improve your grade.
B) zero because you knew when you registered for the class that studying would be required.
C) the money you spent on tuition for the class.
D) the activity that is the best alternative use of your time.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Scarcity: The Core Problem
Learning Objective : 01-02 How scarcity creates opportunity costs.
Accessibility : Screen Reader Compatible

37) The "guns versus butter" dilemma that all nations confront is that

37) ______

A) guns and butter can be produced using the same resources at the same time.
B) an increase in national defense implies more sacrifices of civilian goods and services.
C) an increase in national defense is possible only if we produce more butter.
D) only guns and butter can be produced in developing economies.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
Accessibility : Screen Reader Compatible

38) A production possibilities curve indicates the

38) ______

A) combinations of goods and services an economy is producing.
B) maximum combinations of goods and services an economy can produce given its available resources and technology.
C) maximum combinations of goods and services an economy can produce given unlimited resources.
D) average combinations of goods and services an economy can produce given its available resources and technology.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Remember
Difficulty : 1 Easy
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

39) Which of the following is an assumption under which the production possibilities curve is drawn?

39) ______

A) Total unemployment is zero.
B) The supply of resources is fixed.
C) The price level is changing.
D) Technology is changing.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

40) A point on a nation's production possibilities curve represents

40) ______

A) an undesirable combination of goods and services.
B) combinations of production that are unattainable, given current technology and resources.
C) levels of production that will cause both unemployment and inflation.
D) the full employment of resources to achieve a particular combination of goods and services.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

41) The production possibilities curve illustrates which two of the following essential principles?

41) ______

A) factors of production and price signals
B) scarce resources and opportunity cost
C) market mechanisms and laissez-faire
D) economic growth and market failure

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

42) If an economy experiences constant opportunity costs with respect to two goods, then the production possibilities curve between the two goods will be

42) ______

A) bowed outward or concave from below.
B) a straight, downward-sloping line.
C) bowed inward or convex from below.
D) bowed outward until the two goods are equal, and then bowed inward.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

43) The production possibilities curve illustrates

43) ______

A) the limitations that exist because of scarce resources.
B) that there is no limit to what an economy can produce.
C) that there is no limit to the level of output.
D) the existence of unlimited wants and resources.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Remember
Difficulty : 1 Easy
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

44) According to the law of increasing opportunity costs,

44) ______

A) the more one is willing to pay for resources; the smaller will be the possible level of production.
B) increasing the production of a particular good will cause the price of the good to remain constant.
C) in order to produce additional units of a particular good, it is necessary for society to sacrifice increasingly larger amounts of alternative goods.
D) prices will always increase as production levels rise.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

45) According to the law of increasing opportunity costs,

45) ______

A) greater production leads to greater inefficiency.
B) greater production means factor prices rise.
C) greater production of one good requires increasingly larger sacrifices of other goods.
D) higher opportunity costs induce higher output per unit of input.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

46) If an economy experiences increasing opportunity costs with respect to two goods, then the production possibilities curve between the two goods will be

46) ______

A) bowed outward with respect to the origin.
B) a straight, downward-sloping line.
C) bowed inward with respect to the origin.
D) bowed outward with respect to the origin until the two goods are equal, and then bowed inward.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

47) If a production possibilities curve between tanks and trucks has increasing opportunity cost, producing more tanks

47) ______

A) lowers the cost of each individual tank.
B) can be done at a constant opportunity cost.
C) requires us to give up larger and larger amounts of trucks per tank produced.
D) is not possible due to scarcity.

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Accessibility : Screen Reader Compatible

48) If the United States decides to convert automobile factories to tank production, as it did during World War II, but finds that some auto manufacturing facilities are not well suited to tank production, then

48) ______

A) the production possibilities curve between tanks and automobiles will appear as a straight line.
B) the production possibilities curve between tanks and automobiles will shift outward.
C) decreasing opportunity costs will occur with greater automobile production.
D) increasing opportunity costs will occur with greater tank production.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

49) If North Korea is currently producing at efficiency and it proceeds to increase the size of its military, then, if nothing else changes,

49) ______

A) production possibilities curve will shift outward.
B) production possibilities curve will shift inward.
C) production of nonmilitary goods will increase.
D) production of nonmilitary goods will decrease.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

50) When an economy is producing efficiently, it is

50) ______

A) producing a combination of goods and services beyond the production possibilities curve.
B) getting the maximum goods and services possible from the available resources.
C) experiencing decreasing opportunity costs.
D) producing equal amounts of all goods.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

51) Which of the following is true when an economy is producing efficiently?

51) ______

A) The economy is producing on the production possibilities curve.
B) The economy is producing outside the production possibilities curve.
C) The economy is getting the fewest goods and services from the available resources.
D) Everyone in the economy is happy.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

52) The points on a production possibilities curve show

52) ______

A) desired output.
B) actual output.
C) potential output.
D) inefficient output.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

53) In terms of the production possibilities curve, inefficiency is represented by

53) ______

A) all points on the curve.
B) all points outside the curve.
C) all points inside the curve.
D) a rightward shift of the curve.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

54) If an economy is producing inside the production possibilities curve, then

54) ______

A) there is full employment of resources.
B) it is operating efficiently.
C) it can produce more of one good without giving up some of another good.
D) there are not enough resources available to produce more output.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

55) Producing at a point inside the production possibilities curve

55) ______

A) means society must be using its resources efficiently.
B) is unattainable given the present level of technology.
C) is feasible when the nation is at war but not feasible when the nation is at peace.
D) suggests we are forgoing the ability to produce more of both goods.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Learning Objective : 01-04 The three core economic questions that every society must answer.
Learning Objective : 01-01 What scarcity is.
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

56) A technological advance would best be represented by

56) ______

A) a shift outward of the production possibilities curve.
B) a shift inward of the production possibilities curve.
C) a movement from inside the production possibilities curve to a point on the production possibilities curve.
D) a movement from the production possibilities curve to a point inside the production possibilities curve.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

57) Which of the following events would allow the production possibilities curve to shift outward?

57) ______

A) The economy's capital stock declines.
B) More teenagers enter the labor force.
C) Technology is lost.
D) People begin to retire at earlier ages.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

58) Economic growth would best be represented by a

58) ______

A) shift outward of the production possibilities curve.
B) shift inward of the production possibilities curve.
C) movement from inside the production possibilities curve to a point on the production possibilities curve.
D) movement from the production possibilities curve to a point inside the production possibilities curve.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

59) Which of the following will cause the production possibilities curve to shift inward?
59) ______

A) an increase in the working-age population
B) a decrease in the size of the labor force
C) a technological advance
D) an increase in knowledge

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

60) Which of the following is *not* a basic decision that all nations must confront?
60) ______

A) Should we have economic growth?
B) How should we produce goods and services?
C) For whom should goods and services be produced?
D) What goods and services should we produce?

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Learning Objective : 01-04 The three core economic questions that every society must answer.
Topic : Three Basic Decisions
Accessibility : Screen Reader Compatible

61) In a market economy, the people who receive the goods and services that are produced are those who

61) ______

A) need the goods and services the most.
B) have the most political power.
C) want the goods and services the most.
D) are willing to pay the highest price.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Learning Objective : 01-04 The three core economic questions that every society must answer.
Topic : Three Basic Decisions
Accessibility : Screen Reader Compatible

62) Adam Smith's invisible hand is now called

62) ______

A) economic growth.
B) the market mechanism.
C) opportunity cost.
D) laissez-faire.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Learning Objective : 01-05 How market and government approaches to economic problems differ.
Topic : The Mechanisms of Choice
Accessibility : Screen Reader Compatible

63) The market mechanism may best be defined as

63) ______

A) the use of market prices and sales to signal desired output.
B) the use of market signals and government directives to select economic outcomes.
C) the process by which the production possibilities curve shifts inward.
D) price regulation by government.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Remember
Difficulty : 1 Easy
Learning Objective : 01-05 How market and government approaches to economic problems differ.
Topic : The Mechanisms of Choice
Accessibility : Screen Reader Compatible

64) The market mechanism

64) ______

A) is not a very efficient means of communicating consumer demand to the producers of goods and services.
B) works through central planning by government.
C) eliminates market failures created by government.
D) works because prices serve as a means of communication between consumers and producers.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Learning Objective : 01-05 How market and government approaches to economic problems differ.
Topic : The Mechanisms of Choice
Accessibility : Screen Reader Compatible

65) The invisible hand refers to

65) ______

A) intervention in the economy by the government bureaucrats we do not see and over whom we have no control.
B) undiscovered natural resources.
C) the allocation of resources by market forces.
D) the person who has the responsibility to coordinate all the markets in a market economy.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Learning Objective : 01-05 How market and government approaches to economic problems differ.
Topic : The Mechanisms of Choice
Accessibility : Screen Reader Compatible

66) The doctrine of laissez-faire is based on the belief that

66) ______

A) markets are likely to do a better job of allocating resources than government directives.
B) government directives are likely to do a better job of allocating resources than markets.
C) government failure does not exist.
D) markets result in an unfair distribution of income.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Learning Objective : 01-05 How market and government approaches to economic problems differ.
Topic : The Mechanisms of Choice
Accessibility : Screen Reader Compatible

67) A city's decision to limit smoking in public areas is an example of

67) ______

A) the invisible hand at work.
B) the market mechanism at work.
C) market success.
D) government intervention.

Question Details
Accessibility : Keyboard Navigation
AACSB : Analytical Thinking
Difficulty : 3 Hard
Learning Objective : 01-05 How market and government approaches to economic problems differ.
Topic : The Mechanisms of Choice
Bloom's : Analyze
Accessibility : Screen Reader Compatible

68) A mixed economy

68) ______

A) Is justified by the superiority of laissez-faire over government intervention.
B) utilizes both market and nonmarket signals to allocate goods and services.
C) relies on the use of central planning by private firms rather than the government.
D) is one that allows trade with other countries.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Remember
Difficulty : 1 Easy
Learning Objective : 01-05 How market and government approaches to economic problems differ.
Topic : The Mechanisms of Choice
Accessibility : Screen Reader Compatible

69) Which of the following may be used to correct market failure?

69) ______

A) the market mechanism
B) laws and regulations
C) laissez-faire price policies
D) government failure

Question Details
Accessibility : Keyboard Navigation
AACSB : Analytical Thinking
Difficulty : 3 Hard
Learning Objective : 01-05 How market and government approaches to economic problems differ.
Topic : The Mechanisms of Choice
Bloom's : Analyze
Accessibility : Screen Reader Compatible

70) When the invisible hand does not produce optimal outcomes for the economy, there is evidence of

70) ______

A) market failure.
B) government failure.
C) macroeconomic failure.
D) scarcity.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Learning Objective : 01-05 How market and government approaches to economic problems differ.
Topic : The Mechanisms of Choice
Accessibility : Screen Reader Compatible

71) Government intervention may achieve a more optimal outcome than the market mechanism when addressing

71) ______

A) inefficient bureaucracy.
B) consumption of cigarettes.
C) the supply of new hot dog stands.
D) government failure.

Question Details
Accessibility : Keyboard Navigation
AACSB : Analytical Thinking
Difficulty : 3 Hard
Learning Objective : 01-05 How market and government approaches to economic problems differ.
Topic : The Mechanisms of Choice
Bloom's : Analyze
Accessibility : Screen Reader Compatible

72) If market signals result in pollution beyond the optimal level, then

72) ______

A) the economy experiences government failure.
B) a laissez-faire approach will reduce the level of pollution.
C) the market mechanism has failed to achieve optimal outcomes.
D) the government is allocating resources inefficiently.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Learning Objective : 01-05 How market and government approaches to economic problems differ.
Topic : The Mechanisms of Choice
Accessibility : Screen Reader Compatible

73) Which of the following has occurred when government directives do not produce better economic outcomes?

73) ______

A) government failure
B) market failure
C) macroeconomic failure
D) scarcity

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Learning Objective : 01-05 How market and government approaches to economic problems differ.
Topic : The Mechanisms of Choice
Accessibility : Screen Reader Compatible

74) Which of the following is *not* an example of government failure?

74) ______

A) bureaucratic delays
B) required use of pollution control technology that is obsolete
C) inefficient incentives
D) efficient incentives

Question Details
Accessibility : Keyboard Navigation
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Learning Objective : 01-05 How market and government approaches to economic problems differ.
Topic : The Mechanisms of Choice
Accessibility : Screen Reader Compatible

75) Macroeconomics focuses on the behavior of

75) ______

A) individual consumers.
B) government agencies.
C) the overall economy.
D) a specific market.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Learning Objective : 01-05 How market and government approaches to economic problems differ.
Topic : What Economics is All About
Accessibility : Screen Reader Compatible

76) Which of the following is *not* a macroeconomic statement?

76) ______

A) The unemployment rate for the United States rose to 5 percent in the last quarter.
B) The Federal Reserve lowered interest rates at its last meeting.
C) Congress increased the minimum wage rate in January.
D) Jenny's wage rate rose and, in response, she decided to work more hours.

Question Details
Accessibility : Keyboard Navigation
AACSB : Analytical Thinking
Difficulty : 3 Hard
Learning Objective : 01-05 How market and government approaches to economic problems differ.
Bloom's : Analyze
Topic : What Economics is All About
Accessibility : Screen Reader Compatible

77) Which of the following is NOT a microeconomic statement?

77) ______

A) As summer approaches, more consumers begin shopping for lighter clothing.
B) The government imposed a per-unit tax on cigarettes, causing the price of cigarettes to rise.
C) Rising gas prices caused Chris to consider purchasing an electric car.
D) The Federal Reserve raised interest rates to combat rising prices.

Question Details
Accessibility : Keyboard Navigation
AACSB : Analytical Thinking
Difficulty : 3 Hard
Learning Objective : 01-05 How market and government approaches to economic problems differ.
Bloom's : Analyze
Topic : What Economics is All About
Accessibility : Screen Reader Compatible

78) The study of microeconomic theory focuses on

78) ______

A) individual behavior in the economy
B) the operation of the entire economy.
C) the role of the banking system in the economy.
D) the interaction of international trade and domestic production of goods and services.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Learning Objective : 01-05 How market and government approaches to economic problems differ.
Topic : What Economics is All About
Accessibility : Screen Reader Compatible

79) Microeconomics is concerned with issues such as

79) ______

A) the demand for bottled water by individuals.
B) the level of inflation in the economy.
C) maintaining a strong level of economic growth.
D) the current level of unemployment.

Question Details
Accessibility : Keyboard Navigation
AACSB : Analytical Thinking
Difficulty : 3 Hard
Learning Objective : 01-05 How market and government approaches to economic problems differ.
Bloom's : Analyze
Topic : What Economics is All About
Accessibility : Screen Reader Compatible

80) Economic models are used by economists to do each of the following *except*

80) ______

A) predict economic behavior.
B) develop economic policies.
C) explain economic behavior.
D) force people to behave a certain way.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Learning Objective : 01-05 How market and government approaches to economic problems differ.
Topic : What Economics is All About
Accessibility : Screen Reader Compatible

81) The Latin phrase *ceteris paribus* means

81) ______

A) the production possibilities curve never shifts.
B) laissez-faire.
C) other things remain equal.
D) the invisible hand.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Remember
Difficulty : 1 Easy
Learning Objective : 01-05 How market and government approaches to economic problems differ.
Topic : What Economics is All About
Accessibility : Screen Reader Compatible

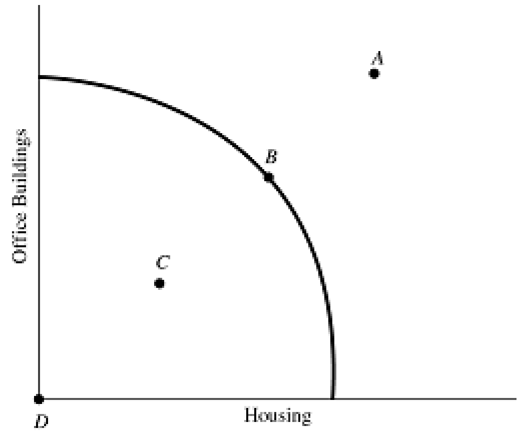


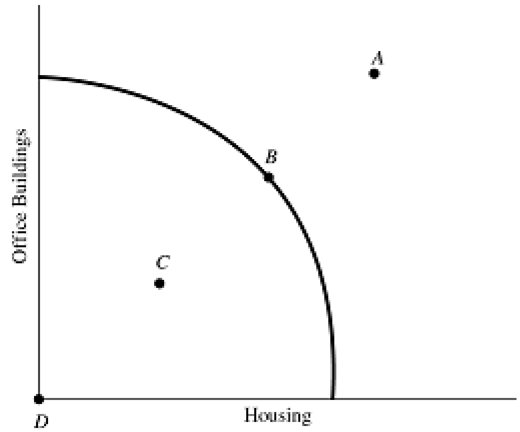
Figure 1.1
Production Possibilities Curve

82) (Figure 1.1) At which point is society employing some of its available technology, but not all of it?

82) ______

A) A
B) B
C) C
D) D

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard



83) **Figure 1.1**
Production Possibilities Curve

(Figure 1.1) At which point is society producing the most output possible with the available resources and technology?

83) ______

A) A
B) B
C) C
D) D

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard

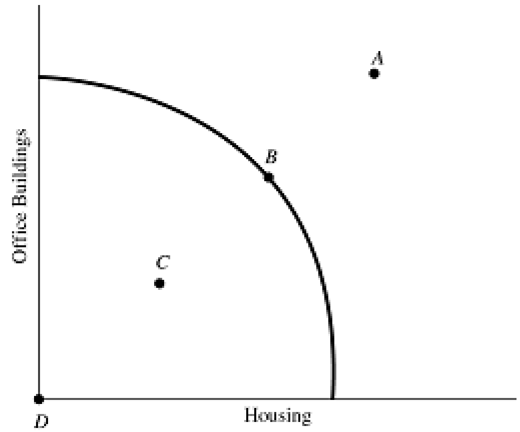


Figure 1.1
Production Possibilities Curve

84)

(Figure 1.1) At which point is society producing some of each type of structure but still producing inefficiently?

84) ______

A) A
B) B
C) C
D) D

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard

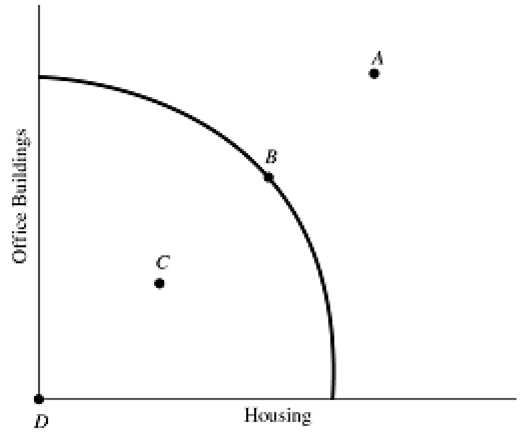


Figure 1.1
Production Possibilities Curve

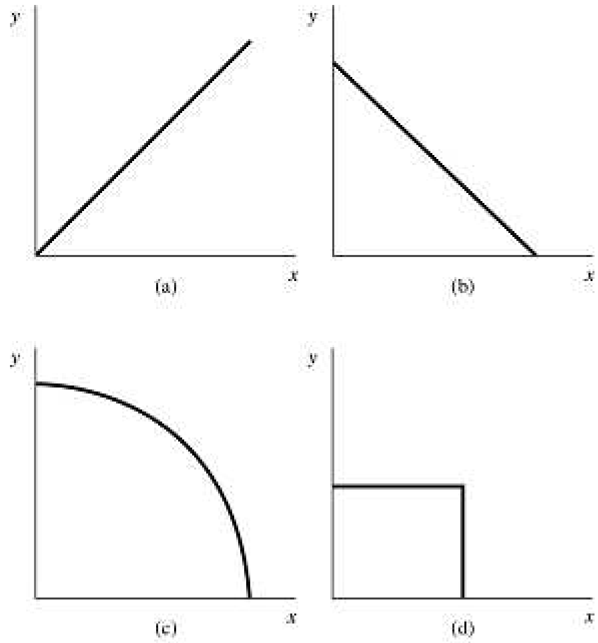
85)

(Figure 1.1) At which point might society be able to produce if new resources were discovered but cannot produce with current resources?

85) ______

A) A
B) B
C) C
D) D

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard



86) **Figure 1.2**
Production Possibilities Curves

(Figure 1.2) Which panel best represents a production possibilities curve for two goods that obey the law of increasing opportunity costs?

86) ______

A) A
B) B
C) C
D) D

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard

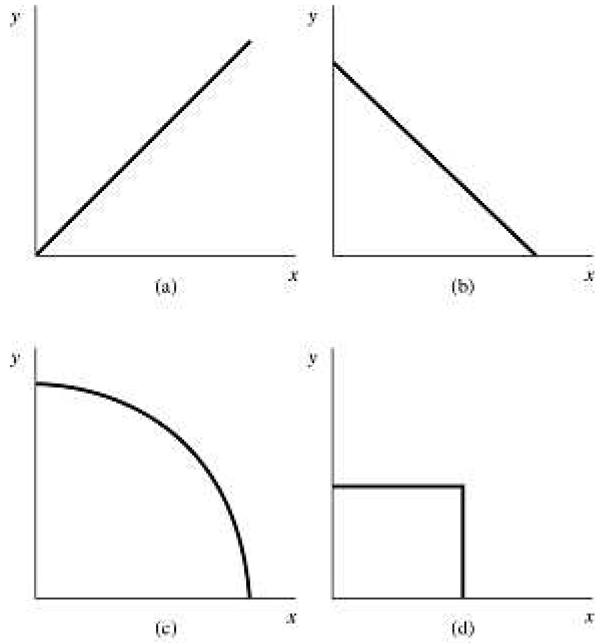


Figure 1.2
Production Possibilities Curves

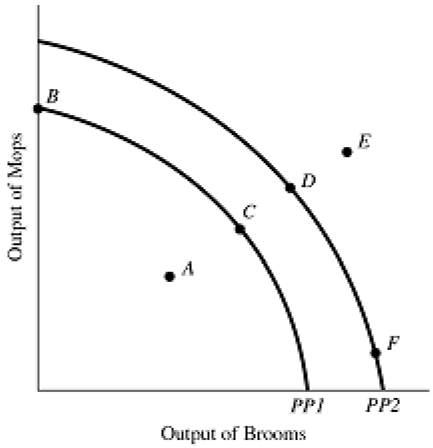
87)

(Figure 1.2) Which panel best represents a production possibilities curve for two goods for which there are constant opportunity costs?

87) ______

A) A
B) B
C) C
D) D

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard



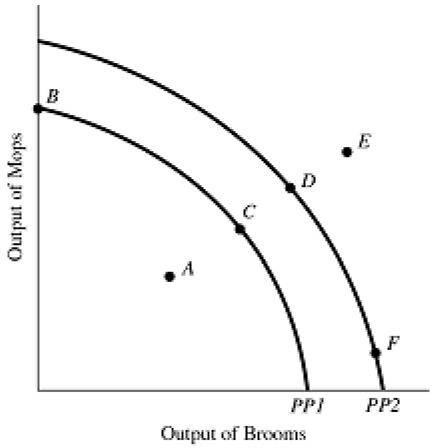
88) **Figure 1.3**

(Figure 1.3) Starting from PP1, an increase in the capacity to produce can be represented by a movement from

88) ______

A) point A to point B.
B) point A to point C.
C) point B to point C.
D) point C to point F.

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard



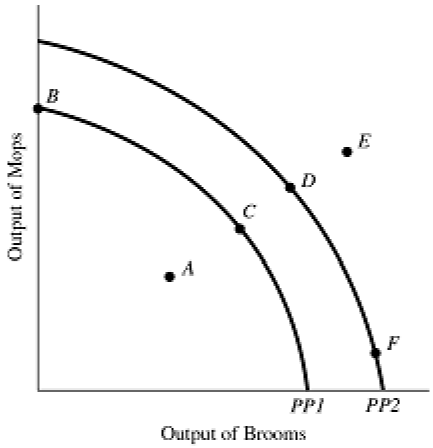
89) **Figure 1.3**

(Figure 1.3) At point A,

89) ______

A) there is inefficient use of available resources.
B) the available technology keeps production inside PP1.
C) all available resources are being used efficiently.
D) an increase in the production of mops would definitely require a decrease in the production of brooms.

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard



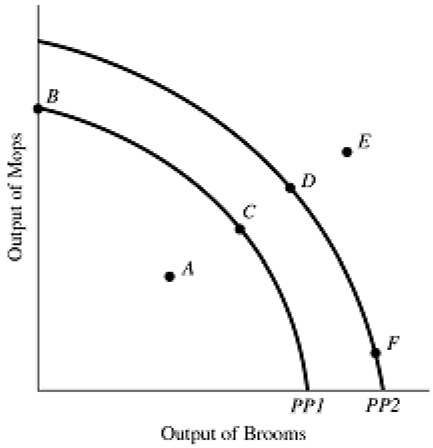
90) **Figure 1.3**

(Figure 1.3) Which of the following is true about the combination of mops and brooms represented by point E?

90) ______

A) Point E is efficient now.
B) Point E is attainable if this economy uses more of its available resources.
C) Point E is unattainable if this economy becomes more efficient.
D) Point E is attainable only if more resources become available or technological advances are made.

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard



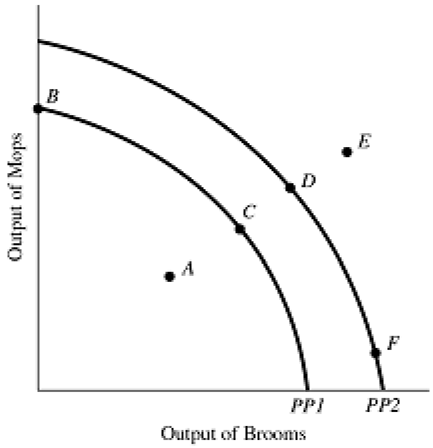
91) **Figure 1.3**

(Figure 1.3) An increase in the proportion of the population that is unemployed above the normal rate is best represented by a movement from

91) ______

A) point C to point D.
B) point D to point C.
C) point C to point A.
D) point E to point D.

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard



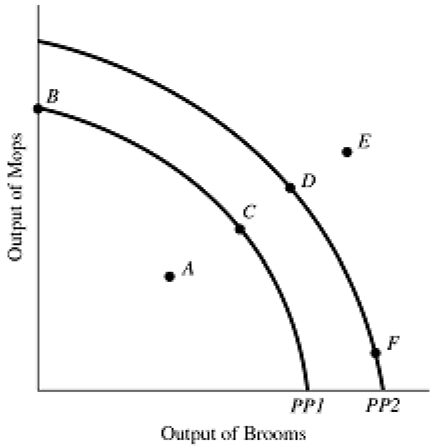
92) **Figure 1.3**

(Figure 1.3) A movement from point F to point D results in

92) ______

A) a reallocation of resources from mop production to broom production.
B) permanent unemployment of workers producing brooms.
C) a reallocation of resources from broom production to mop production.
D) more efficient production.

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard



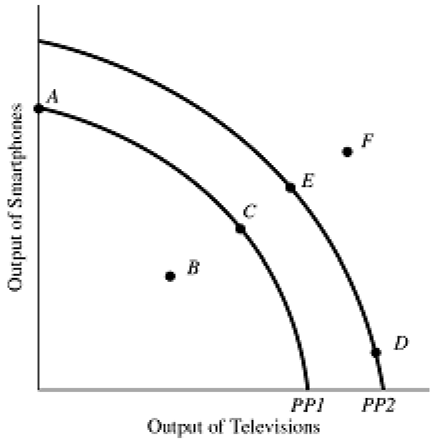
93) **Figure 1.3**

(Figure 1.3) A shift of the production possibilities curve from PP1 to PP2 could be caused by

93) ______

A) a decrease in the quantity of raw materials available.
B) a decline in the production skills of workers.
C) the use of improved production technology.
D) a natural disaster that destroys infrastructure.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Topic : What Economics is All About



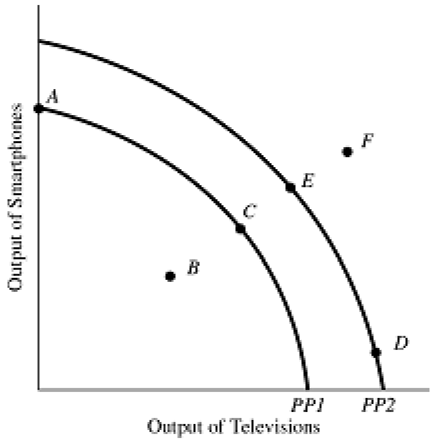
94) **Figure 1.4**

(Figure 1.4) Starting at PP1, an increase in the capacity to produce can be represented by a movement from point

94) ______

A) A to point B.
B) C to point E.
C) A to point C.
D) D to point E.

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard



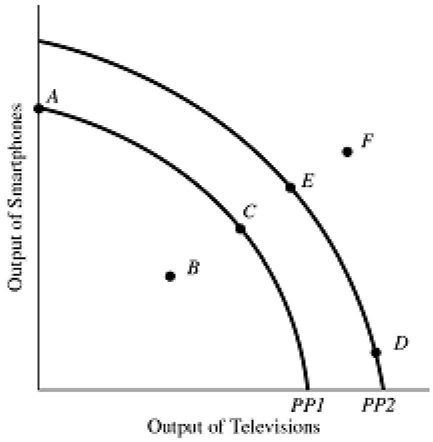
95) **Figure 1.4**

(Figure 1.4) Which of the following is true about the combination of televisions and smartphones represented by point F?

95) ______

A) Point F is inefficient now.
B) Point F is unattainable even with advances in technology.
C) Point F will be more easily attainable if the government takes control of all privately run factories.
D) Point F can possibly be reached if more economic resources become available or technology improves.

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard



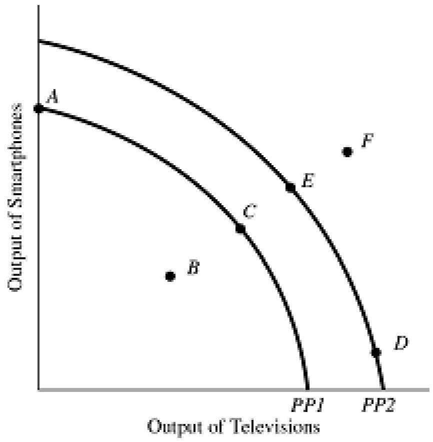
96) **Figure 1.4**

(Figure 1.4) A movement from point C to point A results in

96) ______

A) more efficient production.
B) permanent unemployment of workers producing plasma televisions.
C) a reallocation of resources from smartphone production to television production.
D) a reallocation of resources from television production to smartphone production.

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard



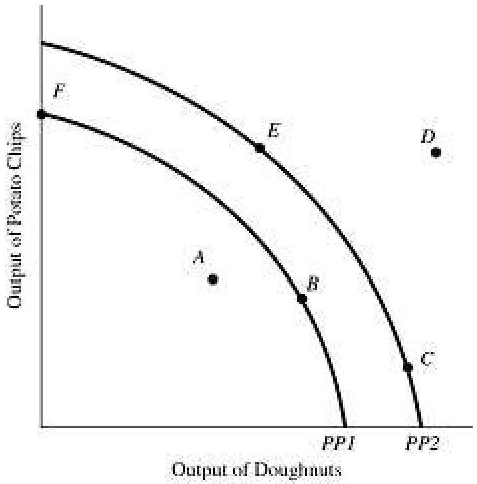
97) **Figure 1.4**

(Figure 1.4) A shift of the production possibilities curve from PP1 to PP2 could be caused by

97) ______

A) an increase in the unemployment rate.
B) implementation of training programs that improve the skills of workers.
C) a flu epidemic that makes many workers sick.
D) tougher pollution controls for the producers of televisions and smartphones.

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard



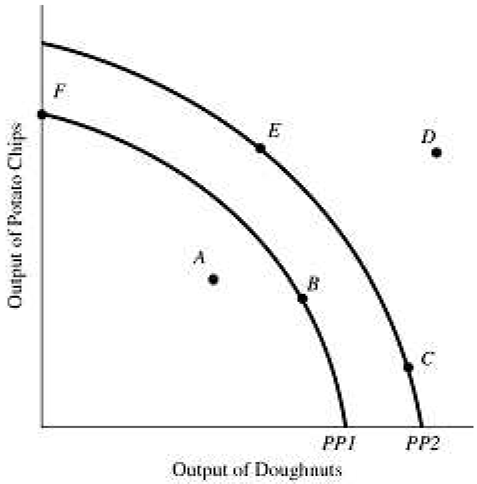
98) **Figure 1.5**

(Figure 1.5) If an economy has the capacity to produce represented by PP2, then point E represents

98) ______

A) a constant trade-off between potato chips and doughnuts.
B) a combination of potato chips and doughnuts that is not attainable.
C) an efficient use of resources.
D) an inefficient use of resources.

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard



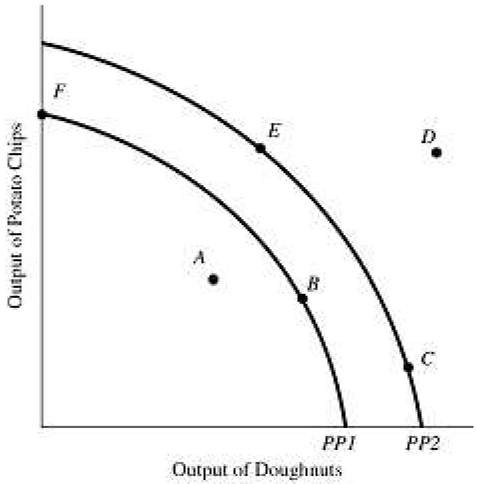
99) **Figure 1.5**

(Figure 1.5) If an economy has the capacity to produce represented by PP1, then point E represents:

99) ______

A) An efficient use of resources.
B) A constant trade-off between potato chips and doughnuts.
C) A combination of potato chips and doughnuts that is not attainable.
D) An inefficient use of resources.

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard



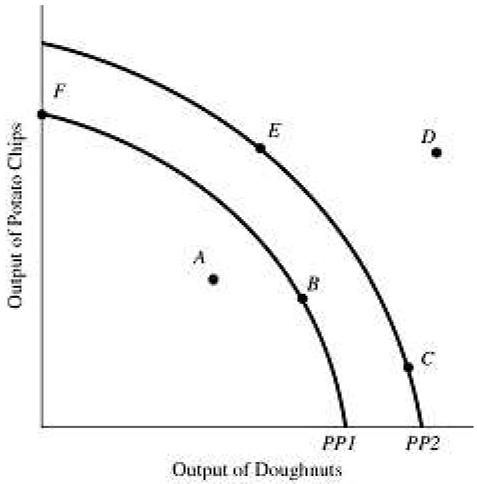
100) **Figure 1.5**

(Figure 1.5) If an economy is currently producing on PP2, which of the following would shift the production possibilities curve toward PP1?

100) ______

A) an increase in the quantity of labor available
B) a decrease in the amount of capital available
C) a decrease in the level of unemployment toward the normal level
D) an advancement in technology

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard



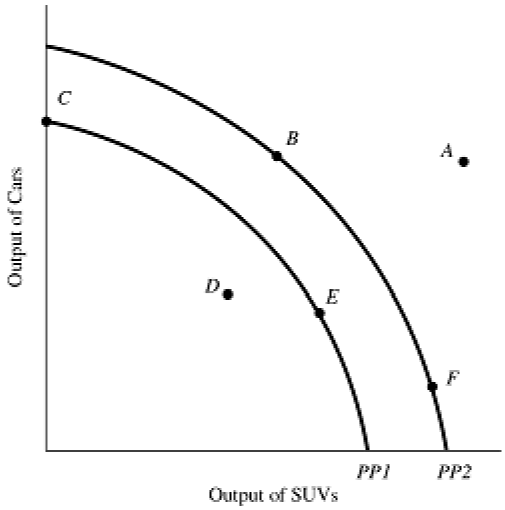
101) **Figure 1.5**

(Figure 1.5) At which of the following points would the opportunity cost of producing more doughnuts be greatest?

101) ______

A) A
B) F
C) C
D) E

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard



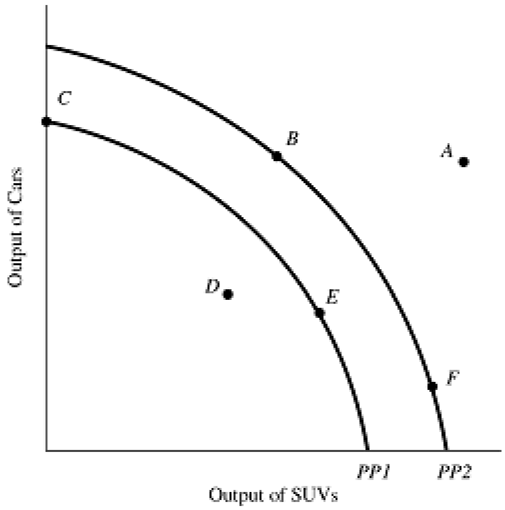
102) **Figure 1.6**

(Figure 1.6) If an economy has the capacity to produce represented by PP1, then point E represents

102) ______

A) a combination of cars and SUVs that is not attainable.
B) a constant trade-off between cars and SUVs.
C) a change in technology.
D) an efficient use of resources.

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard



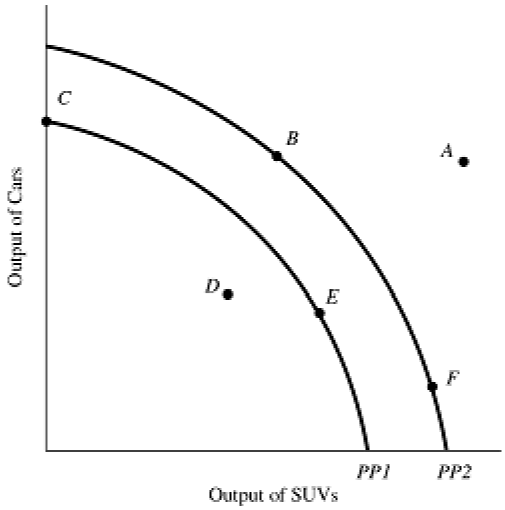
103) **Figure 1.6**

(Figure 1.6) If the opportunity cost of producing cars was zero at all levels of production, the production possibilities curve would be best be represented by a

103) ______

A) vertical line.
B) 45-degree line starting at the origin.
C) horizontal line.
D) circle.

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard



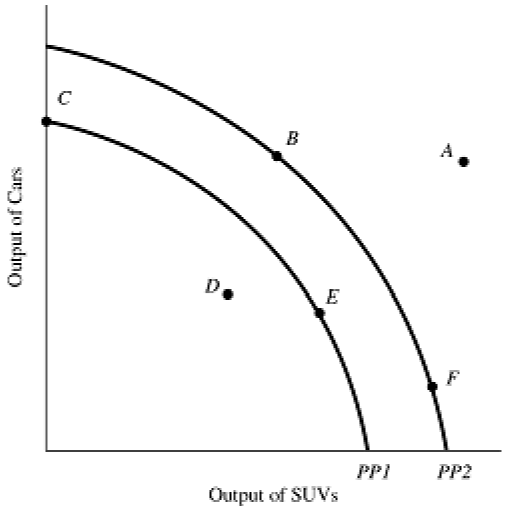
104) **Figure 1.6**

(Figure 1.6) At which of the following points would the opportunity cost of producing one more car be the lowest?

104) ______

A) F
B) B
C) C
D) D

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard



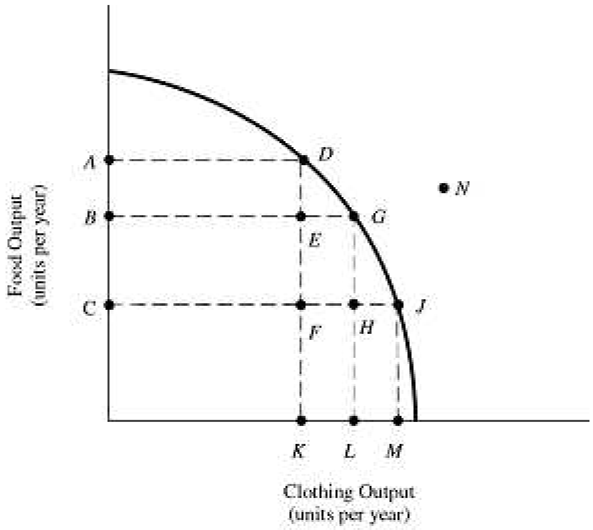
105) **Figure 1.6**

(Figure 1.6) At which of the following points would the opportunity cost of producing one more SUV be highest?

105) ______

A) A
B) B
C) C
D) F

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard



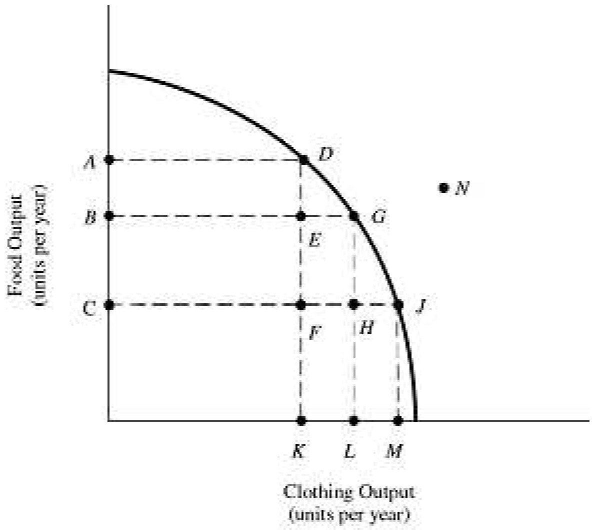
106) **Figure 1.7**

(Figure 1.7) This economy will achieve efficiency in production at

106) ______

A) point D only.
B) point G only.
C) point J only.
D) points D, G, and J.

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard



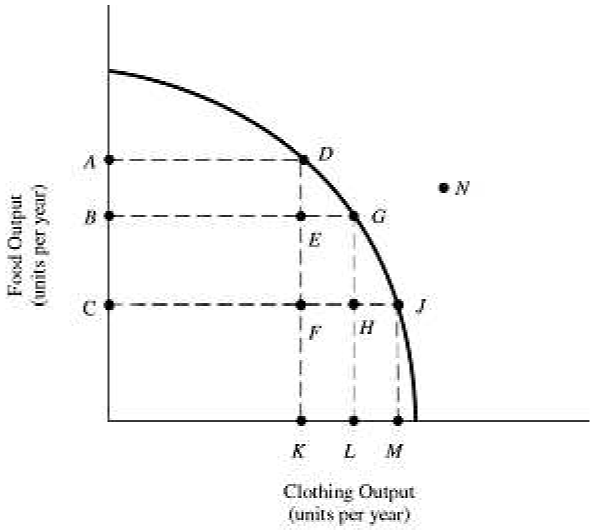
107) **Figure 1.7**

(Figure 1.7) The benefit of changing production from J to G would be:

107) ______

A) AB units of food.
B) AC units of food.
C) B units of food.
D) BC units of food.

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard



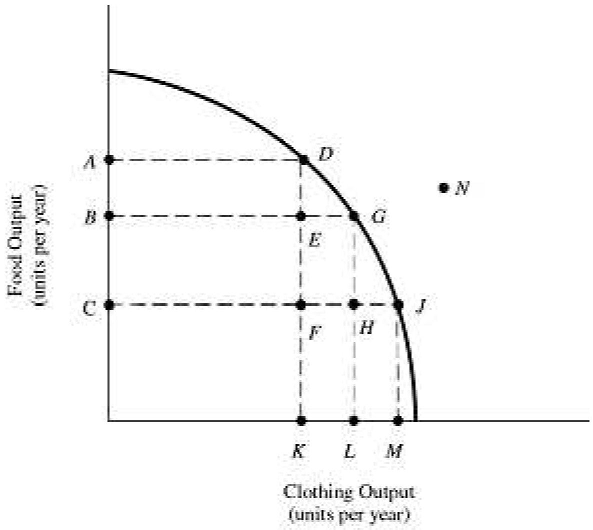
108) **Figure 1.7**

(Figure 1.7) The cost of producing at point G rather than point D is

108) ______

A) A units of food
B) KL units of clothing
C) AB units of food
D) L units of clothing

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard



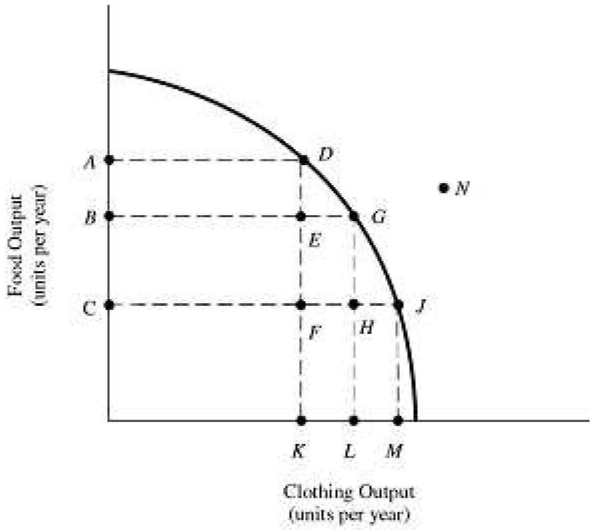
109) **Figure 1.7**

(Figure 1.7) The benefit of producing at point G rather than point D is

109) ______

A) OA units of food.
B) KL units of clothing.
C) AB units of food.
D) OL units of clothing.

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard



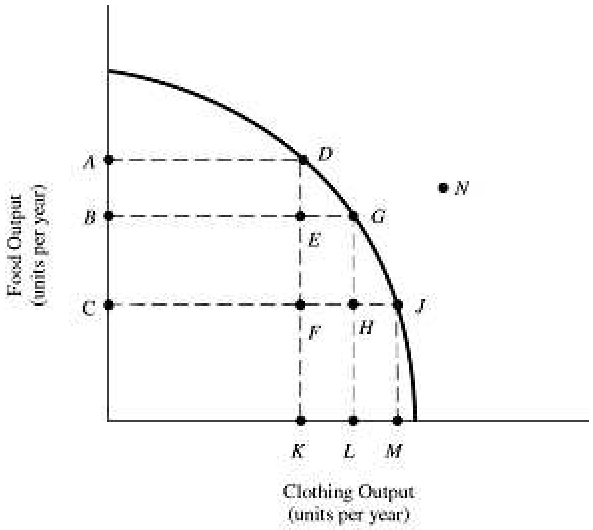
110) **Figure 1.7**

(Figure 1.7) The cost of producing at point D rather than point J is

110) ______

A) KM units of clothing.
B) AC units of food.
C) OM units of clothing.
D) OA units of food.

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard



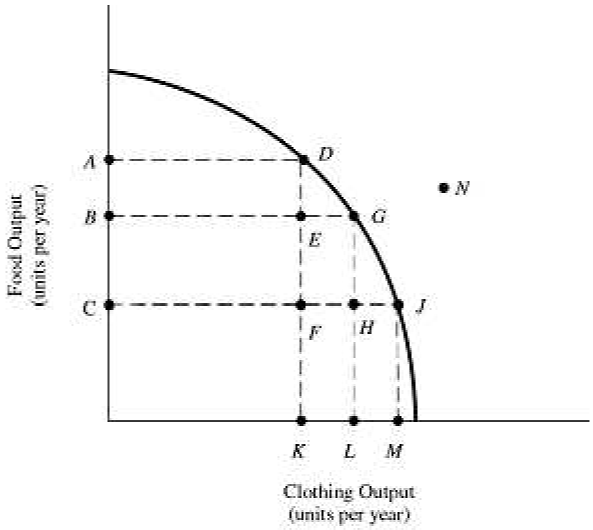
111) **Figure 1.7**

(Figure 1.7) If this economy is currently producing at point F, then by employing more resources this economy

111) ______

A) can move to point D, but not points G or J.
B) can move to points D, G, or J.
C) can move to point G, but not points D or J.
D) will remain at point F.

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard



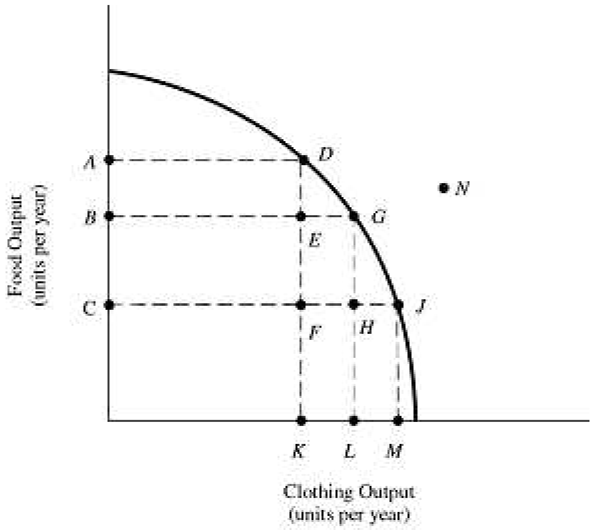
112) **Figure 1.7**

(Figure 1.7) Which of the following points is considered to be inefficient?

112) ______

A) D
B) E
C) G
D) D, G, and J

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard



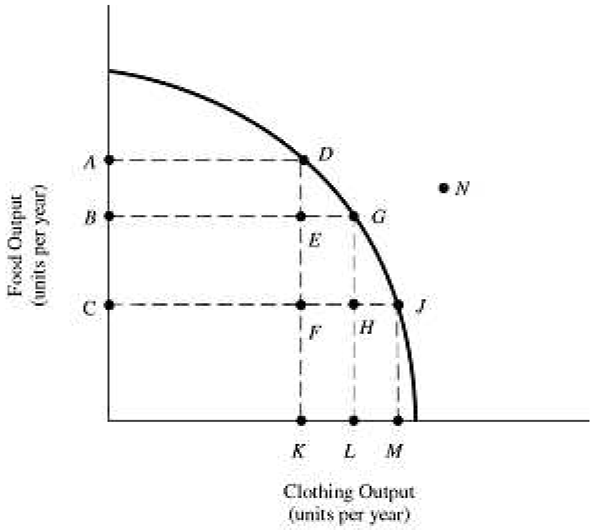
113) **Figure 1.7**

(Figure 1.7) Which of the following points is unattainable, *ceteris paribus*?

113) ______

A) G
B) F
C) N
D) E

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard



114) **Figure 1.7**

(Figure 1.7) Which of the following points show unemployment of resources above the normal rate?

114) ______

A) H
B) J
C) N
D) D

Question Details
Accessibility : Keyboard Navigation
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard

115) Table 1.1 shows the hypothetical trade-off between different combinations of Stealth Bombers and B-1 Bombers that might be produced in a year with the limited U.S. capacity, *ceteris paribus*.

Table 1.1
Production Possibilities for Bombers

Combination	Number of B-1	Opportunity Cost (Foregone	Number of Stealth	Opportunity Cost (Foregone

		Stealth)		B-1)
S	0	NA	10	
T	1		9	
U	2		7	
V	3		4	NA

(Table 1.1) You may infer that the law of increasing opportunity costs applies to increasing production of

115) ______

A) Stealth Bombers but not to B-1 Bombers.
B) B-1 Bombers.
C) both B-1 Bombers and Stealth Bombers.
D) neither B-1 Bombers nor Stealth Bombers.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Accessibility : Screen Reader Compatible

116) Table 1.1 shows the hypothetical trade-off between different combinations of Stealth Bombers and B-1 Bombers that might be produced in a year with the limited U.S. capacity, *ceteris paribus.*

Table 1.1
Production Possibilities for Bombers

Combination	Number of B-1	Opportunity Cost (Foregone Stealth)	Number of Stealth	Opportunity Cost (Foregone B-1)
S	0	NA	10	

T	1		9	
U	2		7	
V	3		4	NA

(Table 1.1) What is the opportunity cost of producing at point S rather than point T?

116) ______

A) 1 Stealth Bomber
B) 1 B-1 Bomber
C) 10 Stealth Bombers
D) 0.9 Stealth Bombers

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Accessibility : Screen Reader Compatible

117) Table 1.1 shows the hypothetical trade-off between different combinations of Stealth Bombers and B-1 Bombers that might be produced in a year with the limited U.S. capacity, *ceteris paribus.*

Table 1.1
Production Possibilities for Bombers

Combination	**Number of B-1**	**Opportunity Cost (Foregone Stealth)**	**Number of Stealth**	**Opportunity Cost (Foregone B-1)**
S	0	NA	10	
T	1		9	
U	2		7	
V	3		4	NA

(Table 1.1) What is the opportunity cost of producing at point V rather than point U?

117) ______

A) 3 B-1 Bombers
B) 1 B-1 Bomber
C) 4 Stealth Bombers
D) 3 Stealth Bombers

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Accessibility : Screen Reader Compatible

118) Table 1.1 shows the hypothetical trade-off between different combinations of Stealth Bombers and B-1 Bombers that might be produced in a year with the limited U.S. capacity, *ceteris paribus.*

Table 1.1
Production Possibilities for Bombers

Combination	**Number of B-1**	**Opportunity Cost (Foregone Stealth)**	**Number of Stealth**	**Opportunity Cost (Foregone B-1)**
S	0	NA	10	
T	1		9	
U	2		7	
V	3		4	NA

(Table 1.1) In the production range of 7 to 9 Stealth bombers, the opportunity cost of producing 1 more Stealth Bomber in terms of B-1 Bombers is

118) ______

A) 0.
B) 3.
C) 0.5.
D) 2.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Accessibility : Screen Reader Compatible

119) Table 1.1 shows the hypothetical trade-off between different combinations of Stealth Bombers and B-1 Bombers that might be produced in a year with the limited U.S. capacity, *ceteris paribus.*

Table 1.1
Production Possibilities for Bombers

Combination	Number of B-1	Opportunity Cost (Foregone Stealth)	Number of Stealth	Opportunity Cost (Foregone B-1)
S	0	NA	10	
T	1		9	
U	2		7	
V	3		4	NA

(Table 1.1) The highest opportunity cost for Stealth Bombers in terms of B-1 Bombers is
119) ______

A) 1 B-1 Bomber.
B) 3 B-1 Bombers.
C) 2 B-1 Bombers.
D) 0.5 B-1 Bombers.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Accessibility : Screen Reader Compatible

120) Table 1.1 shows the hypothetical trade-off between different combinations of Stealth Bombers and B-1 Bombers that might be produced in a year with the limited U.S. capacity, *ceteris paribus.*

Table 1.1
Production Possibilities for Bombers

Combination	Number of B-1	Opportunity Cost (Foregone Stealth)	Number of Stealth	Opportunity Cost (Foregone B-1)
S	0	NA	10	
T	1		9	
U	2		7	
V	3		4	NA

(Table 1.1) The highest opportunity cost for B-1 Bombers in terms of Stealth Bombers is
120) ______

A) 1 Stealth Bomber.
B) 3 Stealth Bombers.
C) 2 Stealth Bombers.
D) 0.5 Stealth Bomber.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Accessibility : Screen Reader Compatible

121) Table 1.1 shows the hypothetical trade-off between different combinations of Stealth Bombers and B-1 Bombers that might be produced in a year with the limited U.S. capacity, *ceteris paribus.*

Table 1.1
Production Possibilities for Bombers

Combination	Number of B-1	Opportunity Cost (Foregone Stealth)	Number of Stealth	Opportunity Cost (Foregone B-1)
S	0	NA	10	
T	1		9	
U	2		7	
V	3		4	NA

(Table 1.1) The lowest opportunity cost for B-1 Bombers in terms of Stealth Bombers is
121) ______

A) 0 Stealth Bombers.
B) 2 Stealth Bombers.
C) 1 Stealth Bomber.
D) 0.5 Stealth Bombers.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Accessibility : Screen Reader Compatible

122) Table 1.1 shows the hypothetical trade-off between different combinations of Stealth Bombers and B-1 Bombers that might be produced in a year with the limited U.S. capacity, *ceteris paribus.*

Table 1.1
Production Possibilities for Bombers

Combination	Number of B-1	Opportunity Cost (Foregone Stealth)	Number of Stealth	Opportunity Cost (Foregone B-1)
S	0	NA	10	
T	1		9	
U	2		7	
V	3		4	NA

(Table 1.1) The lowest opportunity cost for Stealth Bombers in terms of B-1 Bombers is
122) ______

A) 1 B-1 Bomber.
B) 2 B-1 Bombers.
C) 1/3 B-1 Bombers.
D) 1/2 B-1 Bombers.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Accessibility : Screen Reader Compatible

123) Table 1.2 shows the hypothetical trade-off between different combinations of Stealth Bombers and B-1 Bombers that might be produced in a year with the limited U.S. capacity, *ceteris paribus.*

Table 1.2
Production Possibilities for Bombers

Combination	Number of B-1	Opportunity Cost (Foregone Stealth)	Number of Stealth	Opportunity Cost (Foregone B-1)
A	20	NA	195	
B	35		180	
C	45		150	
D	50		100	NA

(Table 1.2) The law of increasing opportunity costs applies to

123) ______

A) both B-1 Bombers and Stealth Bombers.
B) B-1 Bombers.
C) Stealth Bombers but not to B-1 Bombers.
D) neither Stealth nor B-1 Bombers.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Accessibility : Screen Reader Compatible

124) Table 1.2 shows the hypothetical trade-off between different combinations of Stealth Bombers and B-1 Bombers that might be produced in a year with the limited U.S. capacity, *ceteris paribus.*

Table 1.2
Production Possibilities for Bombers

Combination	Number of B-1	Opportunity Cost (Foregone Stealth)	Number of Stealth	Opportunity Cost (Foregone B-1)
A	20	NA	195	
B	35		180	
C	45		150	
D	50		100	NA

(Table 1.2) If the economy is currently producing at point C, what is the opportunity cost of producing at point B?

124) ______

A) 45 B-1 Bombers
B) 35 Stealth Bombers
C) 180 Stealth Bombers
D) 10 B-1 Bombers

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Accessibility : Screen Reader Compatible

125) Table 1.2 shows the hypothetical trade-off between different combinations of Stealth Bombers and B-1 Bombers that might be produced in a year with the limited U.S. capacity, *ceteris paribus.*

Table 1.2
Production Possibilities for Bombers

Combination	Number of B-1	Opportunity Cost (Foregone Stealth)	Number of Stealth	Opportunity Cost (Foregone B-1)
A	20	NA	195	
B	35		180	
C	45		150	
D	50		100	NA

(Table 1.2) What is gained by producing at point B rather than point C?

125) ______

A) 45 B-1 Bombers
B) 30 Stealth Bombers
C) 180 Stealth Bombers
D) 10 B-1 Bombers.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Accessibility : Screen Reader Compatible

126) Table 1.2 shows the hypothetical trade-off between different combinations of Stealth Bombers and B-1 Bombers that might be produced in a year with the limited U.S. capacity, *ceteris paribus.*

Table 1.2
Production Possibilities for Bombers

Combination	Number of B-1	Opportunity Cost (Foregone Stealth)	Number of Stealth	Opportunity Cost (Foregone B-1)
A	20	NA	195	
B	35		180	
C	45		150	
D	50		100	NA

(Table 1.2) What is gained by producing at point B rather than point A?

126) ______

A) 35 B-1 Bombers
B) 195 Stealth Bombers
C) 15 B-1 Bombers
D) 15 Stealth Bombers

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Accessibility : Screen Reader Compatible

127) Table 1.2 shows the hypothetical trade-off between different combinations of Stealth Bombers and B-1 Bombers that might be produced in a year with the limited U.S. capacity, *ceteris paribus.*

Table 1.2
Production Possibilities for Bombers

Combination	Number of B-1	Opportunity Cost (Foregone Stealth)	Number of Stealth	Opportunity Cost (Foregone B-1)
A	20	NA	195	
B	35		180	
C	45		150	
D	50		100	NA

(Table 1.2) In the production range of 20 to 35 B-1 Bombers, the opportunity cost of producing 1 more B-1 Bomber is

127) ______

A) 195/20 of Stealth Bombers.
B) 35/20 of Stealth Bombers.
C) 15 Stealth Bombers.
D) 1 Stealth Bomber.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Accessibility : Screen Reader Compatible

128) Table 1.2 shows the hypothetical trade-off between different combinations of Stealth Bombers and B-1 Bombers that might be produced in a year with the limited U.S. capacity, *ceteris paribus.*

Table 1.2
Production Possibilities for Bombers

Combination	Number of B-1	Opportunity Cost (Foregone Stealth)	Number of Stealth	Opportunity Cost (Foregone B-1)
A	20	NA	195	
B	35		180	
C	45		150	
D	50		100	NA

(Table 1.2) In the production range of 20 to 35 B-1 Bombers, the opportunity cost of producing 1 more Stealth Bomber is

128) ______

A) 195/20 of B-1 Bombers.
B) 35/20 of B-1 Bombers.
C) 15 B-1 Bombers.
D) 1 B-1 Bomber.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Accessibility : Screen Reader Compatible

129) Table 1.2 shows the hypothetical trade-off between different combinations of Stealth Bombers and B-1 Bombers that might be produced in a year with the limited U.S. capacity, *ceteris paribus.* Complete the table by calculating the required opportunity costs for both the B-1 and Stealth Bombers.

Table 1.2
Production Possibilities for Bombers

Combination	Number of B-1	Opportunity Cost (Foregone Stealth)	Number of Stealth	Opportunity Cost (Foregone B-1)
A	20	NA	195	
B	35		180	
C	45		150	
D	50		100	NA

(Table 1.2) The highest opportunity cost for B-1 Bombers in terms of Stealth Bombers is

129) ______

A) 33 Stealth Bombers.
B) 20 Stealth Bombers.
C) 10 Stealth Bombers.
D) 5 Stealth Bombers.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Accessibility : Screen Reader Compatible

130) Table 1.2 shows the hypothetical trade-off between different combinations of Stealth Bombers and B-1 Bombers that might be produced in a year with the limited U.S. capacity, *ceteris paribus.*

Table 1.2
Production Possibilities for Bombers

Combination	Number of B-1	Opportunity Cost (Foregone Stealth)	Number of Stealth	Opportunity Cost (Foregone B-1)
A	20	NA	195	
B	35		180	
C	45		150	
D	50		100	NA

(Table 1.2) The lowest opportunity cost for Stealth Bombers is

130) ______

A) 10 B-1 Bombers.
B) 1 B-1 Bomber.
C) 1/2 B-1 Bombers.
D) 1/10 B-1 Bombers.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Topic : What Economics is All About
Accessibility : Screen Reader Compatible

131) Table 1.3 shows the hypothetical trade-off between different combinations of brushes and combs that might be produced in a year with the limited capacity for Country X, *ceteris paribus*.

Table 1.3
Production Possibilities for Brushes and Combs

Combination	Number of Brushes	Opportunity Cost of Brushes in Terms of Combs	Number of Combs	Opportunity Cost of Combs in Terms of Brushes
J	0	NA	4	
K	10		3	
L	17		2	
M	21		1	
N	23		0	NA

(Table 1.3) What is the opportunity cost of producing at point M rather than point N?
131) ______

A) 23 combs
B) 21 combs
C) 1 brush
D) 2 brushes

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Accessibility : Screen Reader Compatible

132) Table 1.3 shows the hypothetical trade-off between different combinations of brushes and combs that might be produced in a year with the limited cap acity for Country X, *ceteris paribus*.

Table 1.3
Production Possibilities for Brushes and Combs

Combination	Number of Brushes	Opportunity Cost of Brushes in Terms of Combs	Number of Combs	Opportunity Cost of Combs in Terms of Brushes
J	0	NA	4	
K	10		3	
L	17		2	
M	21		1	
N	23		0	NA

(Table 1.3) What is gained by producing at point M rather than point N?

132) ______

A) 23 combs
B) 21 combs
C) 1 comb
D) 2 combs

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Accessibility : Screen Reader Compatible

133) Table 1.3 shows the hypothetical trade-off between different combinations of brushes and combs that might be produced in a year with the limited capacity for Country X, *ceteris paribus*.

Table 1.3
Production Possibilities for Brushes and Combs

Combination	Number of Brushes	Opportunity Cost of Brushes in Terms of Combs	Number of Combs	Opportunity Cost of Combs in Terms of Brushes
J	0	NA	4	
K	10		3	
L	17		2	
M	21		1	
N	23		0	NA

(Table 1.3) What is gained from producing at point L rather than point K?

133) ______

A) 17 combs
B) 10 combs
C) 1 brush
D) 7 brushes

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Accessibility : Screen Reader Compatible

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Table 1.3
Production Possibilities for Brushes and Combs

Combination	Number of Brushes	Opportunity Cost of Brushes in Terms of Combs	Number of Combs	Opportunity Cost of Combs in Terms of Brushes
J	0	NA	4	
K	10		3	
L	17		2	
M	21		1	
N	23		0	NA

(Table 1.3) The law of increasing opportunity costs applies to

134) ______

A) both brushes and combs.
B) combs but not brushes.
C) brushes but not combs.
D) neither brushes nor combs.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Accessibility : Screen Reader Compatible

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Table 1.3
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J	0	NA	4	
K	10		3	
L	17		2	
M	21		1	
N	23		0	NA

(Table 1.3) In the production range of 2 to 3 combs, the opportunity cost of producing 1 more comb (in terms of brushes) is

135) ______

A) 3.33.
B) 7.0.
C) 0.67.
D) 0.14.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Accessibility : Screen Reader Compatible

136) Table 1.3 shows the hypothetical trade-off between different combinations of brushes and combs that might be produced in a year with the limited capacity for Country X, *ceteris paribus*.
Table 1.3
Production Possibilities for Brushes and Combs

Combination	Number of Brushes	Opportunity Cost of Brushes in Terms of Combs	Number of Combs	Opportunity Cost of Combs in Terms of Brushes
J	0	NA	4	
K	10		3	
L	17		2	
M	21		1	
N	23		0	NA

(Table 1.3) In the production range of 21 to 23 brushes, the opportunity cost of producing 1 more comb (in terms of brushes) is

136) ______

A) 1/21.
B) 21/23.
C) 2.0
D) 4.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Accessibility : Screen Reader Compatible

137) Table 1.3 shows the hypothetical trade-off between different combinations of brushes and combs that might be produced in a year with the limited capacity for Country X, *ceteris paribus*.

Table 1.3
Production Possibilities for Brushes and Combs

Combination	Number of Brushes	Opportunity Cost of Brushes in Terms of Combs	Number of Combs	Opportunity Cost of Combs in Terms of Brushes
J	0	NA	4	
K	10		3	
L	17		2	
M	21		1	
N	23		0	NA

(Table 1.3) In the production range of 1 to 2 combs, the opportunity cost of producing 1 more comb (in terms of brushes) is

137) ______

A) 4.
B) 1/2.
C) 2/17.
D) 1/7.

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Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Accessibility : Screen Reader Compatible

138) Table 1.3 shows the hypothetical trade-off between different combinations of brushes and combs that might be produced in a year with the limited capacity for Country X, *ceteris paribus*.

Table 1.3
Production Possibilities for Brushes and Combs

Combination	Number of Brushes	Opportunity Cost of Brushes in Terms of Combs	Number of Combs	Opportunity Cost of Combs in Terms of Brushes
J	0	NA	4	
K	10		3	
L	17		2	
M	21		1	
N	23		0	NA

(Table 1.3) The highest opportunity cost for brushes (in terms of combs) is

138) ______

A) 0.10 comb per brush.
B) 23 combs per brush.
C) 0.50 comb per brush.
D) 0.29 comb per brush.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Accessibility : Screen Reader Compatible

139) Table 1.3 shows the hypothetical trade-off between different combinations of brushes and combs that might be produced in a year with the limited capacity for Country X, *ceteris paribus*.

Table 1.3
Production Possibilities for Brushes and Combs

Combination	Number of Brushes	Opportunity Cost of Brushes in Terms of Combs	Number of Combs	Opportunity Cost of Combs in Terms of Brushes
J	0	NA	4	
K	10		3	
L	17		2	
M	21		1	
N	23		0	NA

(Table 1.3) The lowest opportunity cost for combs in terms of brushes is

139) ______

A) 10 brushes per comb.
B) 2 brushes per comb.
C) 0.33 brush per comb.
D) 8.5 brushes per comb.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Accessibility : Screen Reader Compatible

140) Refer to the World View article titled "North Korea's Food Shortage Grows." On a production possibilities curve between private and public goods, a decrease in military spending in an effort to increase food production could be represented as

140) ______

A) a movement along the production possibilities curve toward more public goods.
B) a movement along the production possibilities curve toward more private goods.
C) a shift outward of the production possibilities curve.
D) a shift inward of the production possibilities curve.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Remember
Difficulty : 1 Easy
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
Accessibility : Screen Reader Compatible

141) Refer to the World View article titled "North Korea Resumes Missile Launches." If North Korea increases the size of its military and produces less food, this is most consistent with

141) ______

A) a movement along the economy's production possibilities curve.
B) privatization.
C) a laissez-faire policy.
D) the law of increasing opportunity costs.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Remember
Difficulty : 1 Easy
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
Accessibility : Screen Reader Compatible

142) In discussing the challenges of converting to cleaner energy, one issue is that the percentage of electricity generated from burning oil and coal in the United States is

142) ______

A) less than 10 percent.
B) between 10 and 30 percent.
C) between 30 and 50 percent.
D) greater than 50 percent.

Question Details
Accessibility : Keyboard Navigation
Difficulty : 2 Medium
Bloom's : Remember
Learning Objective : 01-02 How scarcity creates opportunity costs.
AACSB : Analytical Thinking
Topic : The Mechanisms of Choice
Accessibility : Screen Reader Compatible

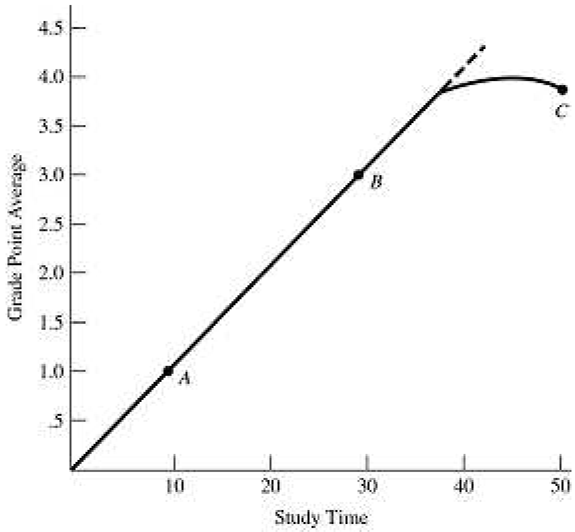


Figure 1.8
Relating Grades and Hours Studied

143)

(Figure 1.8) This figure suggests that

143) ______

A) the law of increasing opportunity cost does not apply.

B) resources can be perfectly adapted between study time and grade point average.

C) the relationship between study time and grade point average is first linear, then nonlinear.

D) the relationship between study time and grade point average is constant.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Topic : Opportunity Costs

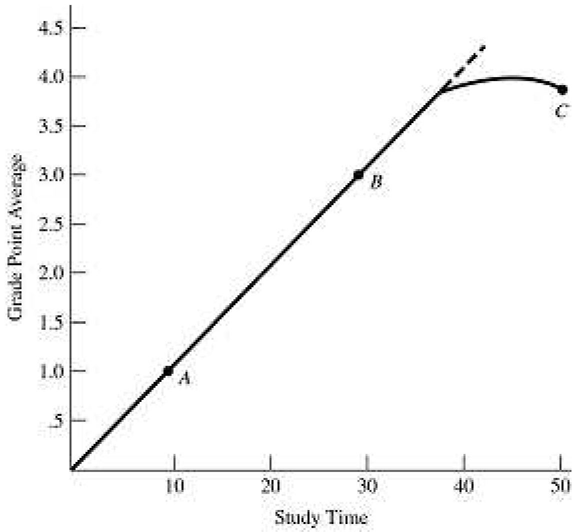


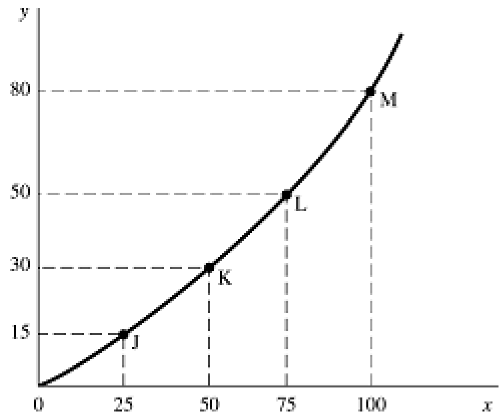
Figure 1.8
Relating Grades and Hours Studied

144)
(Figure 1.8) If the university decides to lower grading standards, then

144) ______

A) this curve will shift rightward.
B) this curve will shift to the left.
C) the curve will begin to bend downward at an earlier point.
D) we will slide up the curve from point B to point C.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Topic : Opportunity Costs



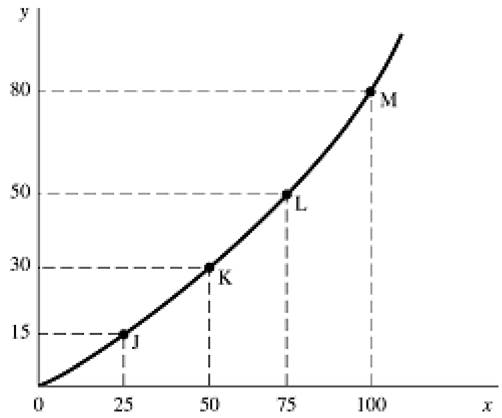
145) **Figure 1.9**

(Figure 1.9) As you move up the curve from point J toward point M, the slope

145) ______

A) increases.
B) remains constant.
C) decreases.
D) becomes negative.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-01 What scarcity is.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Topic : Opportunity Costs



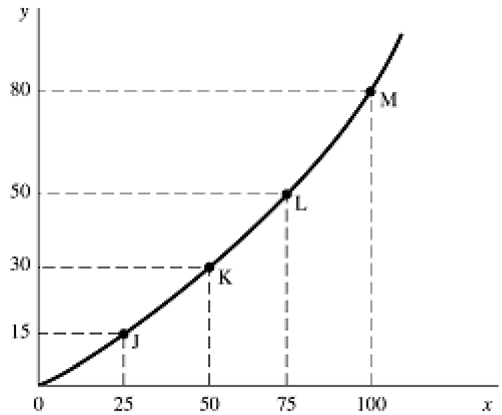
146) **Figure 1.9**

(Figure 1.9) The slope of the line between points L and M is:

146) ______

A) 1.20.
B) 0.80.
C) 0.75.
D) 0.67.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-01 What scarcity is.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Topic : Opportunity Costs



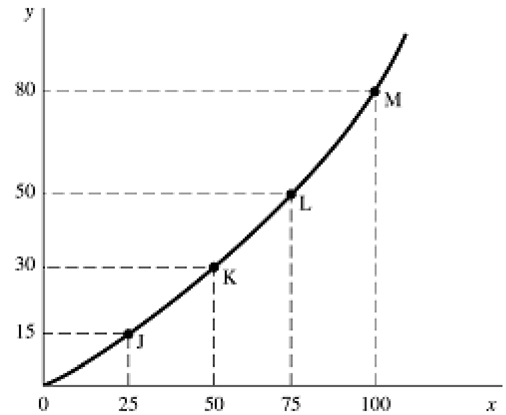
147) **Figure 1.9**

(Figure 1.9) The slope of the line between points K and L is

147) ______

A) 1.25.
B) 0.80.
C) 0.75.
D) 0.60.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-01 What scarcity is.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Topic : Opportunity Costs



148) **Figure 1.9**

(Figure 1.9) The slope of the line is

148) ______

A) greater at point K than point L.
B) equal to zero at all points.
C) greater at point M than point L.
D) smaller at point M than point L.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-01 What scarcity is.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Topic : Opportunity Costs

149) The slope of a curve at any point is given by which formula?

149) ______

A) the change in y coordinates between two points divided by the change in their x coordinates
B) the change in x coordinates between two points divided by the change in their y coordinates
C) the percentage change in y coordinates between two points divided by the percentage change in their x coordinates
D) the percentage change in x coordinates between two points divided by the percentage change in their y coordinates

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-01 What scarcity is.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Topic : Opportunity Costs
Accessibility : Screen Reader Compatible

150) A line that slopes downward from left to right has a

150) ______

A) negative slope.
B) positive slope.
C) slope that changes as you move along the curve.
D) slope of zero.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-01 What scarcity is.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Topic : What Economics is All About
Accessibility : Screen Reader Compatible

151) A linear function can be distinguished by

151) ______

A) the continuous change in its slope.
B) the same slope throughout the line.
C) the changing relationship between the two variables.
D) a shift in the function.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-01 What scarcity is.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Topic : What Economics is All About
Accessibility : Screen Reader Compatible

152) When the relationship between two variables changes,

152) ______

A) there is movement from one point on the curve to another point on the curve.
B) the curve becomes linear.
C) the entire curve shifts.
D) the curve will be upward sloping.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-01 What scarcity is.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Topic : What Economics is All About
Accessibility : Screen Reader Compatible

153) Table 1.4

Combination	Number of Good 1	Opportunity Cost (Foregone Good 2)	Number of Good 2	Opportunity Cost (Foregone Good 1)
A	0	NA	226	6.17

B	111	0.16	208	1.40
C	199	0.72	145	0.03
D	203	36.25	0	NA

What is the opportunity cost of each unit of Good 1 when the economy changes production from A to B?

153) ______

A) 0.16 units of Good 2.
B) 0.72 units of Good 2.
C) 6.17 units of Good 2.
D) 1.4 units of Good 2.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Accessibility : Screen Reader Compatible

154) Table 1.4

Combination	Number of Good 1	Opportunity Cost (Foregone Good 2)	Number of Good 2	Opportunity Cost (Foregone Good 1)
A	0	NA	268	4.63
B	125	0.22	241	0.84
C	211	1.19	139	0.35
D	259	2.9	0	NA

What is the opportunity cost of each unit of Good 1 when the economy changes production from A to B?

154) ______

A) 0.22 units of Good 2.
B) 1.19 units of Good 2.
C) 4.63 units of Good 2.
D) 0.84 units of Good 2.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Accessibility : Screen Reader Compatible

ESSAY. Write your answer in the space provided or on a separate sheet of paper.

155) Explain why an economist would say, "There is no such thing as a free lunch."

Question Details
Accessibility : Keyboard Navigation
Topic : Scarcity: The Core Problem
Learning Objective : 01-02 How scarcity creates opportunity costs.
AACSB : Analytical Thinking
Difficulty : 3 Hard
Bloom's : Analyze
Accessibility : Screen Reader Compatible

156) What is the opportunity cost of you attending class on a particular day? Explain your answer.

Question Details
Accessibility : Keyboard Navigation
Learning Objective : 01-02 How scarcity creates opportunity costs.
AACSB : Analytical Thinking
Bloom's : Apply
Difficulty : 3 Hard
Topic : Opportunity Costs
Accessibility : Screen Reader Compatible

157) How does the slope of a production possibilities curve reflect opportunity costs?

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

158) Describe the shape of the typical production possibilities curve and explain why it has this shape.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

159) Why do opportunity costs increase as society produces more of a good?

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : Production Possibilities
Accessibility : Screen Reader Compatible

160) Explain the concept of inefficiency in terms of a production possibilities curve.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Topic : Production Possibilities
Learning Objective : 01-03 What the production-possibilities curve represents.
Accessibility : Screen Reader Compatible

161) Explain the difference between macroeconomics and microeconomics. Give examples of each.

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Learning Objective : 01-02 How scarcity creates opportunity costs.
Topic : What Economics is All About
Accessibility : Screen Reader Compatible

162) How does the market mechanism answer the *what*, *how*, and *for whom* questions?

Question Details
AACSB : Reflective Thinking
Accessibility : Keyboard Navigation
Bloom's : Understand
Difficulty : 2 Medium
Learning Objective : 01-04 The three core economic questions that every society must answer.
Topic : The Mechanisms of Choice
Accessibility : Screen Reader Compatible

Macro Economy Today 16th Edition by Schiller CH01

Answer Key

Test name: CH01

1) TRUE
2) TRUE
3) FALSE
4) TRUE
5) FALSE
6) FALSE
7) FALSE
8) TRUE
9) TRUE
10) TRUE

Prices guide buyers and sellers to achieve an optimal allocation of resources.

11) TRUE
12) FALSE
13) TRUE
14) TRUE
15) FALSE
16) TRUE
17) B

The basic questions of economics revolve around what to produce with limited resources, how to produce using those resources, and who should receive the resulting goods produced.

18) B

Economics attempts to address how to manage limited resources effectively to meet human wants.

19) C
Scarcity refers to how limited resources require society to consider how to best meet desire.

20) B
Because resources are limited, we must always make choices about how best to use them. Whenever we do, we give up the opportunity to use those resources differently and these represent opportunity costs.

21) A
Scarcity is a core problem of economics as it requires that we make choices about how best to use resources.

22) B
Even if there is no price, there is always an opportunity cost for every choice we make.

23) A
Scarcity is a core problem of economics as it requires that we make choices about how best to use resources.

24) D
The basic factors of production focus on nonmonetary inputs: land, labor, capital, and entrepreneurship. Money is not included because money is simply used to purchase or rent the basic factors of production.

25) A
All factors of production are scarce, which means we must choose how best to use them to meet society's desires.

26) B
The basic factors of production focus on nonmonetary inputs: land, labor, capital, and entrepreneurship. Money is not included because money is simply used to purchase or rent the basic factors of production.

27) D
Factors of production are assumed to be owned by private firms and households.

28) C
Land refers to both the ground itself, as well as the natural resources it houses. In this case, water is the best example of a natural resource.

29) C
Labor refers to both the quantity of workers available as well as the skills and abilities they possess.

30) D
Capital refers to the final goods used to produce other goods. Capital may include completed buildings, machines, and tools, among others.

31) D
John Maynard Keynes argued that markets are effective primarily because of the animal spirit that propels innovation and technology so that the economy can expand its productive capacity.

32) A
Entrepreneurs are considered a factor of production because they help an economy combine land, labor, and capital in unique ways to produce unique goods and services. Doing so inherently brings risk.

33) C
Because resources are limited, we must always make choices about how best to use them. Economics is the study of how these choices are made.

34) D
Because resources are limited, we must always make choices about how best to use them. Whenever we do, we give up the opportunity to use those resources differently and these represent opportunity costs.

35) A
Because resources are limited, we must always make choices about how best to use them. Whenever we do, we give up the opportunity to use those resources differently and these represent opportunity costs.

36) D
Because resources are limited, we must always make choices about how best to use them. Whenever we do, we give up the opportunity to use those resources differently and these represent opportunity costs.

37) B
This dilemma is an analogy that highlights how societies often face a trade-off between military goods and civilian goods.

38) B
A production possibilities curve shows the possible combinations of goods and services an economy can efficiently produce, given its available resources and technology.

39) B
Because the production possibilities curve demonstrates the combinations of goods and services an economy can presently produce with its available resources and technology, the curve itself assumes that resources are not changing.

40) D
A production possibilities curve shows the possible combinations of goods and services an economy can efficiently produce, given its available resources and technology. Each point along the curve then represents a specific combination of goods and services produced at full employment.

41) B

A production possibilities curve shows the possible combinations of goods and services an economy can efficiently produce, given its available resources and technology. Because the line represents a maximum level of production possible, this reflects scarcity of resources, while the downward slope reflects the trade-offs and opportunity costs of converting production.

42) B
A production possibilities curve shows the possible combinations of goods and services an economy can efficiently produce, given its available resources and technology. The curve?s slope indicates opportunity costs, so constant opportunity costs would be represented with a straight line.

43) A
A production possibilities curve shows the possible combinations of goods and services an economy can efficiently produce, given its available resources and technology. Because the line represents a maximum level of production possible, this reflects scarcity of resources, while the downward slope reflects the trade-offs and opportunity costs of converting production.

44) C
A production possibilities curve’s slope indicates opportunity costs, so increasing opportunity costs would be represented with a bowed line. As production of one good increases, the line would indicate that the economy would need to sacrifice greater amounts of alternative goods.

45) C

A production possibilities curve's slope indicates opportunity costs, so increasing opportunity costs would be represented with a bowed line. As production of one good increases, the line would indicate that the economy would need to sacrifice greater amounts of alternative goods.

46) A
A production possibilities curve's slope indicates opportunity costs, so increasing opportunity costs would be represented with a bowed line. As production of one good increases, the line would indicate that the economy would need to sacrifice greater amounts of alternative goods.

47) C
Increasing opportunity costs indicate that in order to produce more of something, we will have to sacrifice ever greater resources in order to expand production.

48) D
A production possibilities curve's slope indicates opportunity costs, so increasing opportunity costs would be represented with a bowed line. As production of one good increases, the line would indicate that the economy would need to sacrifice greater amounts of alternative goods.

49) D
When producing along a production possibilities curve, the only way to expand production of one good or service would be to reduce production of an alternative.

50) B
A production possibilities curve shows the possible combinations of goods and services an economy can efficiently produce, given its available resources and technology.

51) A

A production possibilities curve shows the possible combinations of goods and services an economy can efficiently produce, given its available resources and technology. Because the curve represents the maximum level of production possible, production on the line implies that all possible resources are being used to produce that combination of goods and services.

52) C
A production possibilities curve shows the possible combinations of goods and services an economy can efficiently produce, given its available resources and technology. Points along the curve indicate resources are being used efficiently, while those inside indicate that the economy is utilizing resources inefficiently.

53) C
A production possibilities curve shows the possible combinations of goods and services an economy can efficiently produce, given its available resources and technology. Points along the curve indicate resources are being used efficiently, while those inside indicate that the economy is utilizing resources inefficiently.

54) C
A production possibilities curve shows the possible combinations of goods and services an economy can efficiently produce, given its available resources and technology. Points along the curve indicate resources are being used efficiently, while those inside indicate that the economy is utilizing resources inefficiently.

55) D

A production possibilities curve shows the possible combinations of goods and services an economy can efficiently produce, given its available resources and technology. Points along the curve indicate resources are being used efficiently, while those inside indicate that the economy is utilizing resources inefficiently.

56) A
A production possibilities curve shows the possible combinations of goods and services an economy can efficiently produce, given its available resources and technology. If technology improves or more resources become available, the curve will shift outward from the origin.

57) B
A production possibilities curve shows the possible combinations of goods and services an economy can efficiently produce, given its available resources and technology. If technology improves or more resources become available, the curve will shift outward from the origin.

58) A
A production possibilities curve shows the possible combinations of goods and services an economy can efficiently produce, given its available resources and technology. If technology improves or more resources become available, the curve will shift outward from the origin.

59) B
A production possibilities curve shows the possible combinations of goods and services an economy can efficiently produce, given its available resources and technology. If fewer resources are available, the curve will shift inward from the origin.

60) A
The three core economic choices are: what to produce, how to produce, and for whom to produce.

61) D
Those with the highest willingness to pay for a good or service are most likely to receive it because sellers will prefer to receive higher prices from consumers.

62) B
The market mechanism describes how prices act as a signal for consumers and producers that guide behavior in the same way Adam Smith described the invisible hand.

63) A
The market mechanism describes how prices act as a signal for consumers and producers that guide behavior in the same way Adam Smith described the invisible hand.

64) D
The market mechanism describes how prices act as a signal for consumers and producers that guide behavior in the same way Adam Smith described the invisible hand.

65) C
Adam Smith defined the invisible hand of the market as a force that directs economic activity. Today, we consider prices the guiding force of the market mechanism.

66) A
Laissez-faire is a French term that translates to “leave alone” (or literally, “let you do”) that is now applied as a doctrine of minimal government interference in markets.

67) D
When the government dictates how people can and should behave through rules or regulations, this constitutes government intervention.

68) B
Mixed economies are those that use a combination of the market mechanism and government intervention to direct economic activity.

69) B
Government intervention through laws and regulations may help resolve some failures of the market mechanism.

70) A
Market failures exist when the market mechanism generates an outcome that does not match socially desired outcomes.

71) B
Left alone, the market mechanism may generate an outcome where too many cigarettes are produced and consumed. For instance, children may smoke cigarettes without rules or regulations prohibiting them from doing so.

72) C
Market failures exist when the market mechanism generates an outcome that does not match socially desired outcomes.

73) A
Government failures exist when the government attempts to resolve market failures and either makes outcomes worse or fails to improve them.

74) D
Government policy that is delayed, forces inefficient production methods, or misaligns incentives of private citizens would all constitute a form of government failure.

75) C

Macro Economy Today 16th Edition by Schiller CH01

Macroeconomics focuses on the big picture of an entire economy using outcomes such as unemployment, inflation, and economic growth.

76) D
Individual choices, such as how many hours on person chooses to work, are topics discussed in microeconomics.

77) D
Individual choices, such as how many hours a person chooses to work or the outcomes of specific markets, are topics discussed in microeconomics.

78) A
Individual choices and analyses of specific markets are topics discussed in microeconomics.

79) A
Individual choices and analyses of specific markets are topics discussed in microeconomics.

80) D
Economists use models as a way to explain and predict behavior, typically to develop better policy.

81) C
To better understand the economy, economists often isolate changes in only one thing at a time, rather than letting everything change at once. This assumption is known as the *ceteris paribus* assumption.

82) C
Production points inside the production possibilities curve are possible for an economy to achieve but represent inefficient outcomes. Points along the curve indicate possibilities that utilize all resources efficiently while points outside the curve are not possible with current resources and technology.

83) B

Production points inside the production possibilities curve are possible for an economy to achieve but represent inefficient outcomes. Points along the curve indicate possibilities that utilize all resources efficiently while points outside the curve are not possible with current resources and technology.

84) C

Production points inside the production possibilities curve are possible for an economy to achieve but represent inefficient outcomes. Points along the curve indicate possibilities that utilize all resources efficiently while points outside the curve are not possible with current resources and technology.

85) A

Production points inside the production possibilities curve are possible for an economy to achieve but represent inefficient outcomes. Points along the curve indicate possibilities that utilize all resources efficiently while points outside the curve are not possible with current resources and technology.

86) C

The slope of a production possibilities curve represents the opportunity costs of an economy. If the curve is linear (straight), then opportunity costs are constant, while a curve bowed away from the origin indicates opportunity costs increase as production of one good or service increases.

87) B

The slope of a production possibilities curve represents the opportunity costs of an economy. If the curve is linear (straight), then opportunity costs are constant, while a curve bowed away from the origin indicates opportunity costs increase as production of one good or service increases.

88) D

Changing points along a given production possibilities curve indicates an economy has altered its production mix of goods and services while remaining efficient. Changing points to a higher curve indicates the economy has increased productive capacity, while changing points to a lower curve indicates the opposite.

89) A

Production points inside the production possibilities curve are possible for an economy to achieve but represent inefficient outcomes. Points along the curve indicate possibilities that utilize all resources efficiently while points outside the curve are not possible with current resources and technology.

90) D
Production points inside the production possibilities curve are possible for an economy to achieve but represent inefficient outcomes. Points along the curve indicate possibilities that utilize all resources efficiently while points outside the curve are not possible with current resources and technology.

91) C
Changing points along a given production possibilities curve indicates an economy has altered its production mix of goods and services while remaining efficient. Changing points to a higher curve indicates the economy has increased productive capacity, while changing points to a lower curve indicates the opposite.

92) C
Changing points along a given production possibilities curve indicates an economy has altered its production mix of goods and services while remaining efficient. Changing points to a higher curve indicates the economy has increased productive capacity, while changing points to a lower curve indicates the opposite.

93) C
Changing points along a given production possibilities curve indicates an economy has altered its production mix of goods and services while remaining efficient. Changing to a higher curve indicates the economy has increased productive capacity, while changing to a lower curve indicates the opposite.

94) B
Changing points along a given production possibilities curve indicates an economy has altered its production mix of goods and services while remaining efficient. Changing points to a higher curve indicates the economy has increased productive capacity, while changing points to a lower curve indicates the opposite.

95) D
Production points inside the production possibilities curve are possible for an economy to achieve but represent inefficient outcomes. Points along the curve indicate possibilities that utilize all resources efficiently while points outside the curve are not possible with current resources and technology.

96) D
Changing points along a given production possibilities curve indicates an economy has altered its production while remaining efficient. Changing points to a higher curve indicates the economy has increased productive capacity, while changing points to a lower curve indicates the opposite.

97) B

Changing points along a given production possibilities curve indicates an economy has altered its production while remaining efficient. Changing to a higher curve indicates the economy has increased productive capacity, while changing to a lower curve indicates the opposite.

98) C

Production points inside the production possibilities curve are possible for an economy to achieve but represent inefficient outcomes. Points along the curve indicate possibilities that utilize all resources efficiently while points outside the curve are not possible with current resources and technology.

99) C

Efficiency occurs along the production possibilities curve. The slope of the line reflects opportunity costs.

100) B

Changing points along a given production possibilities curve indicates an economy has altered its production while remaining efficient. Changing to a higher curve indicates the economy has increased productive capacity, while changing to a lower curve indicates the opposite.

101) C

The slope of a production possibilities curve represents opportunity costs. When the curve is steeper, increasing production of the good on the x-axis would require higher sacrifices of the good on the y-axis.

102) D

Production points inside the production possibilities curve are possible for an economy to achieve but represent inefficient outcomes. Points along the curve indicate possibilities that utilize all resources efficiently while points outside the curve are not possible with current resources and technology.

103) A

The slope of a production possibilities curve represents opportunity costs. When the curve is steeper, increasing production of the good on the x-axis would require higher sacrifices of the good on the y-axis. However, if an economy can produce more of something without any sacrifice of an alternative good, the production possibilities curve will be either horizontal or vertical.

104) A

The slope of a production possibilities curve represents opportunity costs. When the curve is steeper, increasing production of the good on the x-axis would require higher sacrifices of the good on the y-axis.

105) D

The slope of a production possibilities curve represents opportunity costs. When the curve is steeper, increasing production of the good on the x-axis would require higher sacrifices of the good on the y-axis.

106) D

Production points inside the production possibilities curve are possible for an economy to achieve but represent inefficient outcomes. Points along the curve indicate possibilities that utilize all resources efficiently while points outside the curve are not possible with current resources and technology.

107) D

The benefit is what the economy gains, relative to its previous production levels, as it alters its production in this way.

108) C

Changing production from D to G would mean the economy gains KL units of clothing at the expense of AB units of food per year.

109) B

Changing production from D to G would mean the economy gains KL units of clothing at the expense of AB units of food per year.

110) A

Changing production from J to D would mean the economy gains AC units of food at the expense of MK units of food per year.

111) B

The economy would not be utilizing all resources at points E, F, and H but could increase production of food, clothing, or both with available resources and arrive at outcome D, G, or J. Production levels associated with point N would be unattainable given current resources and technology.

112) B

The economy would not be utilizing all resources at points E, F, and H but could increase production of food, clothing, or both with available resources and arrive at outcome D, G, or J. Production levels associated with point N would be unattainable given current resources and technology.

113) C

The economy would not be utilizing all resources at points E, F, and H but could increase production of food, clothing, or both with available resources and arrive at outcome D, G, or J. Production levels associated with point N would be unattainable given current resources and technology.

114) A

The economy would not be utilizing all resources at points E, F, and H but could increase production of food, clothing, or both with available resources and arrive at outcome D, G, or J. Production levels associated with point N would be unattainable given current resources and technology.

115) C

Combination	Number of B-1	Opportunity Cost (Foregone Stealth)	Number of Stealth	Opportunity Cost (Foregone B-1)
S	0	NA	10	(1 − 0) / (10 − 9) = 1
T	1	(10 − 9) / (1 − 0) = 1	9	(2 − 1) / (9 − 7) = 1 / 2
U	2	(9 − 7) / (2 − 1) = 2	7	(3 − 2) / (7 − 4) = 1 / 3
V	3	(7 − 4) / (3 − 2) = 3	4	NA

As production of both B-1 Bombers and Stealth Bombers increases, increasing amounts of the alternative must be sacrificed.

116) B

Combination	Number of B-1	Opportunity Cost (Foregone Stealth)	Number of Stealth	Opportunity Cost (Foregone B-1)
S	0	NA	10	(1 − 0) / (10 − 9) = 1
T	1	(10 − 9) / (1 − 0) = 1	9	(2 − 1) / (9 − 7) = 1 / 2
U	2	(9 − 7) / (2 −	7	(3 − 2) / (7 −

		(9 − 7) / (2 − 1) = 2		(3 − 2) / (7 − 4) = 1 / 3
V	3	(7 − 4) / (3 − 2) = 3	4	NA

Moving from T to S means the economy would gain one Stealth Bomber at the expense of one B-1 Bomber.

117) D

Combination	**Number of B-1**	**Opportunity Cost (Foregone Stealth)**	**Number of Stealth**	**Opportunity Cost (Foregone B-1)**
S	0	NA	10	(1 − 0) / (10 − 9) = 1
T	1	(10 − 9) / (1 − 0) = 1	9	(2 − 1) / (9 − 7) = 1 / 2
U	2	(9 − 7) / (2 − 1) = 2	7	(3 − 2) / (7 − 4) = 1 / 3
V	3	(7 − 4) / (3 − 2) = 3	4	NA

Moving from U to V means the economy would gain one B-1 Bomber at the expense of three Stealth Bombers.

118) C

Combination	**Number of B-1**	**Opportunity Cost (Foregone Stealth)**	**Number of Stealth**	**Opportunity Cost (Foregone B-1)**
S	0	NA	10	(1 − 0) / (10 − 9) = 1
T	1	(10 − 9) / (1 − 0) = 1	9	(2 − 1) / (9 − 7) = 1 / 2
U	2	(9 − 7) / (2 − 1) = 2	7	(3 − 2) / (7 − 4) = 1 / 3
V	3	(7 − 4) / (3 − 2) = 3	4	NA

Moving from U to T means the economy would gain two Stealth Bombers at the expense of ½ of a B-1 Bomber.

119) A

Combination	**Number of B-1**	**Opportunity Cost (Foregone Stealth)**	**Number of Stealth**	**Opportunity Cost (Foregone B-1)**
S	0	NA	10	(1 − 0) / (10

				− 9) = 1
T	1	(10 − 9) / (1 − 0) = 1	9	(2 − 1) / (9 − 7) = 1 / 2
U	2	(9 − 7) / (2 − 1) = 2	7	(3 − 2) / (7 − 4) = 1 / 3
V	3	(7 − 4) / (3 − 2) = 3	4	NA

The most B-1 Bombers sacrificed for another one more Stealth Bomber would be one and is shown as a movement from T to S.

120) B

Combination	**Number of B-1**	**Opportunity Cost (Foregone Stealth)**	**Number of Stealth**	**Opportunity Cost (Foregone B-1)**
S	0	NA	10	(1 − 0) / (10 − 9) = 1
T	1	(10 − 9) / (1 − 0) = 1	9	(2 − 1) / (9 − 7) = 1 / 2
U	2	(9 − 7) / (2 − 1) = 2	7	(3 − 2) / (7 − 4) = 1 / 3
V	3	(7 − 4) / (3 − 2) = 3	4	NA

The most Stealth Bombers sacrificed for another one more B-1 Bomber would be three and is shown as a movement from U to V.

121) C

Combination	**Number of B-1**	**Opportunity Cost (Foregone Stealth)**	**Number of Stealth**	**Opportunity Cost (Foregone B-1)**
S	0	NA	10	(1 − 0) / (10 − 9) = 1
T	1	(10 − 9) / (1 − 0) = 1	9	(2 − 1) / (9 − 7) = 1 / 2
U	2	(9 − 7) / (2 − 1) = 2	7	(3 − 2) / (7 − 4) = 1 / 3
V	3	(7 − 4) / (3 − 2) = 3	4	NA

The fewest Stealth Bombers sacrificed for another one more B-1 Bomber would be one and is shown as a movement from S to T.

122) C

Combination	Number of B-1	Opportunity Cost (Foregone Stealth)	Number of Stealth	Opportunity Cost (Foregone B-1)
S	0	NA	10	(1 − 0) / (10 − 9) = 1
T	1	(10 − 9) / (1 − 0) = 1	9	(2 − 1) / (9 − 7) = 1 / 2
U	2	(9 − 7) / (2 − 1) = 2	7	(3 − 2) / (7 − 4) = 1 / 3
V	3	(7 − 4) / (3 − 2) = 3	4	NA

The fewest B-1 Bombers sacrificed for one more Stealth Bomber would be 1/3 and is shown as a movement from V to U.

123) A

Combination	Number of B-1	Opportunity Cost (Foregone Stealth)	Number of Stealth	Opportunity Cost (Foregone B-1)
A	20	NA	195	(35 − 20) / (195 − 180) = 1
B	35	(195 − 180) / (35 − 20) = 1	180	(45 − 35) / (180 − 150) = 1 / 3
C	45	(180 − 150) / (45 − 35) = 3	150	(50 − 45) / (150 − 100) = 1 / 10
D	50	(150 − 100) / (50 − 45) = 10	100	NA

As production of both B-1 Bombers and Stealth Bombers increases, increasing amounts of the alternative must be sacrificed.

124) D

Combination	Number of B-1	Opportunity Cost (Foregone Stealth)	Number of Stealth	Opportunity Cost (Foregone B-1)
A	20	NA	195	(35 − 20) / (195 − 180) = 1
B	35	(195 − 180) / (35 − 20) = 1	180	(45 − 35) / (180 − 150) = 1 / 3
C	45	(180 − 150) / (45 − 35) = 3	150	(50 − 45) / (150 − 100) = 1 / 10
D	50	(150 − 100) /	100	NA

		(50 − 45) = 10		

Moving from point C to B would mean the economy gains 30 Stealth Bombers at the expense of 10 B-1 Bombers.

125) B

Combination	Number of B-1	Opportunity Cost (Foregone Stealth)	Number of Stealth	Opportunity Cost (Foregone B-1)
A	20	NA	195	(35 − 20) / (195 − 180) = 1
B	35	(195 − 180) / (35 − 20) = 1	180	(45 − 35) / (180 − 150) = 1 / 3
C	45	(180 − 150) / (45 − 35) = 3	150	(50 − 45) / (150 − 100) = 1 / 10
D	50	(150 − 100) / (50 − 45) = 10	100	NA

Moving from point C to B would mean the economy gains 30 Stealth Bombers at the expense of 10 B-1 Bombers.

126) C

Combination	Number of B-1	Opportunity Cost (Foregone Stealth)	Number of Stealth	Opportunity Cost (Foregone B-1)
A	20	NA	195	(35 − 20) / (195 − 180) = 1
B	35	(195 − 180) / (35 − 20) = 1	180	(45 − 35) / (180 − 150) = 1 / 3
C	45	(180 − 150) / (45 − 35) = 3	150	(50 − 45) / (150 − 100) = 1 / 10
D	50	(150 − 100) / (50 − 45) = 10	100	NA

Moving from point A to B would mean the economy gains 15 B-1 Bombers at the expense of 15 Stealth Bombers.

127) D

Combination	Number of B-1	Opportunity Cost (Foregone Stealth)	Number of Stealth	Opportunity Cost (Foregone B-1)
A	20	NA	195	(35 − 20) / (195 − 180) = 1
B	35	(195 − 180) / (35 − 20) = 1	180	(45 − 35) / (180 − 150) = 1 / 3
C	45	(180 − 150) / (45 − 35) = 3	150	(50 − 45) / (150 − 100) = 1 / 10
D	50	(150 − 100) / (50 − 45) = 10	100	NA

Moving from point A to B would mean the economy gains 15 B-1 Bombers at the expense of 15 Stealth Bombers. This means the economy sacrifices 1 Stealth Bomber for each additional B-1 Bomber produced.

128) D

Combination	Number of B-1	Opportunity Cost (Foregone Stealth)	Number of Stealth	Opportunity Cost (Foregone B-1)
A	20	NA	195	(35 − 20) / (195 − 180) = 1
B	35	(195 − 180) / (35 − 20) = 1	180	(45 − 35) / (180 − 150) = 1 / 3
C	45	(180 − 150) / (45 − 35) = 3	150	(50 − 45) / (150 − 100) = 1 / 10
D	50	(150 − 100) / (50 − 45) = 10	100	NA

Moving from point B to A would mean the economy gains 15 Stealth Bombers at the expense of 15 B-1 Bombers. This means the economy sacrifices 1 B-1 Bomber for each additional Stealth Bomber produced.

129) C

Combination	Number of B-1	Opportunity Cost (Foregone Stealth)	Number of Stealth	Opportunity Cost (Foregone B-1)
A	20	NA	195	(35 − 20) / (195 − 180) = 1

B	35	(195 − 180) / (35 − 20) = 1	180	(45 − 35) / (180 − 150) = 1 / 3
C	45	(180 − 150) / (45 − 35) = 3	150	(50 − 45) / (150 − 100) = 1 / 10
D	50	(150 − 100) / (50 − 45) = 10	100	NA

The highest opportunity cost for a B-1 Bomber is 10 Stealth Bombers and is shown as a movement from production point C to D.

130) D

Combination	Number of B-1	Opportunity Cost (Foregone Stealth)	Number of Stealth	Opportunity Cost(Foregone B-1)
A	20	NA	195	(35 − 20) / (195 − 180) = 1
B	35	(195 − 180) / (35 − 20) = 1	180	(45 − 35) / (180 − 150) = 1 / 3
C	45	(180 − 150) / (45 − 35) = 3	150	(50 − 45) / (150 − 100) = 1 / 10
D	50	(150 − 100) / (50 − 45) = 10	100	NA

The lowest opportunity cost for a Stealth Bomber is 1/10 B-1 Bombers and is shown as a movement from production point D to C.

131) D

Combination	Number of Brushes	Opportunity Cost of Brushes in Terms of Combs	Number of Combs	Opportunity Cost of Combs in Terms of Brushes
J	0	NA	4	(10 − 0) / (4 − 3) = 10
K	10	(4 − 3) / (10 − 0) = 1/10	3	(17 − 10) / (3 − 2) = 7
L	17	(3 − 2) / (17 − 10) = 1/7	2	(21 − 17) / (2 − 1) = 4
M	21	(2 − 1) / (21 − 17) = 1/4	1	(23 − 21) / (1 − 0) = 2
N	23	(1 − 0) / (23 − 21) = 1/2	0	NA

Moving from point N to M would mean the economy gains one comb at the expense of two brushes.

132) C

Combination	Number of Brushes	Opportunity Cost of Brushes in Terms of Combs	Number of Combs	Opportunity Cost of Combs in Terms of Brushes
J	0	NA	4	(10 − 0) / (4 − 3) = 10
K	10	(4 − 3) / (10 − 0) = 1/10	3	(17 − 10) / (3 − 2) = 7
L	17	(3 − 2) / (17 − 10) = 1/7	2	(21 − 17) / (2 − 1) = 4
M	21	(2 − 1) / (21 − 17) = 1/4	1	(23 − 21) / (1 − 0) = 2
N	23	(1 − 0) / (23 − 21) = 1/2	0	NA

Moving from point N to M would mean the economy gains one comb at the expense of two brushes.

133) D

Combination	Number of Brushes	Opportunity Cost of Brushes in Terms of Combs	Number of Combs	Opportunity Cost of Combs in Terms of Brushes
J	0	NA	4	(10 − 0) / (4 − 3) = 10
K	10	(4 − 3) / (10 − 0) = 1/10	3	(17 − 10) / (3 − 2) = 7
L	17	(3 − 2) / (17 − 10) = 1/7	2	(21 − 17) / (2 − 1) = 4
M	21	(2 − 1) / (21 − 17) = 1/4	1	(23 − 21) / (1 − 0) = 2
N	23	(1 − 0) / (23 − 21) = 1/2	0	NA

Moving from point K to L would mean the economy gains seven brushes at the expense of one comb.

134) A

Combination	Number of Brushes	Opportunity Cost of Brushes in Terms of Combs	Number of Combs	Opportunity Cost of Combs in Terms of Brushes
J	0	NA	4	(10 − 0) / (4 − 3) = 10

K	10	(4 − 3) / (10 − 0) = 1/10	3	(17 − 10) / (3 − 2) = 7
L	17	(3 − 2) / (17 − 10) = 1/7	2	(21 − 17) / (2 − 1) = 4
M	21	(2 − 1) / (21 − 17) = 1/4	1	(23 − 21) / (1 − 0) = 2
N	23	(1 − 0) / (23 − 21) = 1/2	0	NA

As production of one good increases, more of the alternative good must be sacrificed.

135) B

Combination	**Number of Brushes**	**Opportunity Cost of Brushes in Terms of Combs**	**Number of Combs**	**Opportunity Cost of Combs in Terms of Brushes**
J	0	NA	4	(10 − 0) / (4 − 3) = 10
K	10	(4 − 3) / (10 − 0) = 1/10	3	(17 − 10) / (3 − 2) = 7
L	17	(3 − 2) / (17 − 10) = 1/7	2	(21 − 17) / (2 − 1) = 4
M	21	(2 − 1) / (21 − 17) = 1/4	1	(23 − 21) / (1 − 0) = 2
N	23	(1 − 0) / (23 − 21) = 1/2	0	NA

Moving from point L to K would mean the economy gains one comb at the expense of seven brushes.

136) C

Combination	**Number of Brushes**	**Opportunity Cost of Brushes in Terms of Combs**	**Number of Combs**	**Opportunity Cost of Combs in Terms of Brushes**
J	0	NA	4	(10 − 0) / (4 − 3) = 10
K	10	(4 − 3) / (10 − 0) = 1/10	3	(17 − 10) / (3 − 2) = 7
L	17	(3 − 2) / (17 − 10) = 1/7	2	(21 − 17) / (2 − 1) = 4
M	21	(2 − 1) / (21 − 17) = 1/4	1	(23 − 21) / (1 − 0) = 2
N	23	(1 − 0) / (23	0	NA

		− 21) = 1/2		

Moving from point N to M would mean the economy gains one comb at the expense of two brushes.

137) A

Combination	Number of Brushes	Opportunity Cost of Brushe in Terms of Combs	Number of Combs	Opportunity Cost of Combs in Terms of Brushes
J	0	NA	4	(10 − 0) / (4 − 3) = 10
K	10	(4 − 3) / (10 − 0) = 1/10	3	(17 − 10) / (3 − 2) = 7
L	17	(3 − 2) / (17 − 10) = 1/7	2	(21 − 17) / (2 − 1) = 4
M	21	(2 − 1) / (21 − 17) = 1/4	1	(23 − 21) / (1 − 0) = 2
N	23	(1 − 0) / (23 − 21) = 1/2	0	NA

Moving from point M to L would mean the economy gains 1 comb at the expense of 4 brushes.

138) C

Combination	Number of Brushes	Opportunity Cost of Brushes in Terms of Combs	Number of Combs	Opportunity Cost of Combs in Terms of Brushes
J	0	NA	4	(10 − 0) / (4 − 3) = 10
K	10	(4 − 3) / (10 − 0) = 1/10	3	(17 − 10) / (3 − 2) = 7
L	17	(3 − 2) / (17 − 10) = 1/7	2	(21 − 17) / (2 − 1) = 4
M	21	(2 − 1) / (21 − 17) = 1/4	1	(23 − 21) / (1 − 0) = 2
N	23	(1 − 0) / (23 − 21) = 1/2	0	NA

The highest opportunity cost for brushes is ½ combs per brush and is represented as a movement from production point M to N.

139) B

Combination	Number of Brushes	Opportunity Cost of Brushes in	Number of Combs	Opportunity Cost of Combs in

		Terms of Combs		Terms of Brushes
J	0	NA	4	(10 − 0) / (4 − 3) = 10
K	10	(4 − 3) / (10 − 0) = 1/10	3	(17 − 10) / (3 − 2) = 7
L	17	(3 − 2) / (17 − 10) = 1/7	2	(21 − 17) / (2 − 1) = 4
M	21	(2 − 1) / (21 − 17) = 1/4	1	(23 − 21) / (1 − 0) = 2
N	23	(1 − 0) / (23 − 21) = 1/2	0	NA

The highest opportunity cost for combs is 2 brushes per comb and is represented as a movement from production point M to N. The economy gains two brushes by giving up one comb.

140) B

141) A

Increasing production of military goods in North Korea will reduce resources available for food production.

142) D

Approximately 80 percent of energy in the United States presently comes from coal, petroleum, and natural gas.

143) C

The curve implies that studying may benefit your GPA, but at some point, increased study does not yield as many grade-related benefits.

144) B

If grading standards are lowered, higher GPA's can be attained with fewer hours of study.

145) A

Each 25-unit change in x generates a larger increase in y as x rises.

146) A

Recall that slope is calculated as (vertical change) / (horizontal change). Here, slope = (80 − 50) / (100 − 75) = 1.20.

147) B
Recall that slope is calculated as (vertical change) / (horizontal change). Here, slope = (50 − 30) / (75 − 50) = 0.80.

148) C
The curve is steeper at point M than at point L, so the slope is higher at M than L.

149) A
Recall that slope is calculated as (vertical change) / (horizontal change).

150) A
Recall that slope is calculated as (vertical change) / (horizontal change). If the vertical change is negative while the horizontal change is positive, then the slope will be negative.

151) B
Recall that slope is calculated as (vertical change) / (horizontal change). If the vertical change is always the same for identical horizontal changes, then the slope will be the same throughout the line.

152) C
If the relationship between two variables changes, the entire curve representing that position will shift to reflect this new reality.

153) A
154) A
155) All resources are scarce. Any time a scarce resource is used in one way, the opportunity to use the resource in other ways is given up. The resources used to produce a "free lunch" could have been used to produce other goods or services, so an opportunity cost is incurred.

156) By attending class on a given day, you are giving up the opportunity to do something else with your time. This could be work, sleep, studying, hanging out with friends, or a combination of activities. Because opportunity costs represent what we give up when we make a choice, any of these activities could be an opportunity cost of you attending class (which hopefully is more beneficial than what you're giving up!).
157) The slope of any line indicates how a change in one variable is linked to a change in another. Since the production possibilities curve indicates all the possible combinations of goods and services an economy could produce with current resources and technology, the slope tells us the trade-off an economy would experience as it converts production. This is how we define opportunity costs—what we give up to get something else.
158) The typical production possibilities curve bends or bows outward. It has this shape because opportunity costs increase as society produces more of a good. In order to get more of a particular good, increasing quantities of other goods must be given up. This is known as the law of increasing opportunity costs.
159) As society produces more of a good, ever-increasing quantities of other goods and services must be sacrificed or given up. This occurs mostly because there is difficulty experienced in moving resources from one industry to another. The mix of factor inputs also has an impact and may restrict output capabilities.
160) A production possibilities curve shows potential output using all available resources efficiently and current technology. If an economy does not use all the available resources efficiently with current technology available to it, then it will produce inside the production possibilities curve. This is referred to as inefficiency.

161) Macroeconomics focuses on aggregate economic behavior. Full employment, price stability, and economic growth are macroeconomic issues. Microeconomics is concerned with the smaller components that actually contribute to the macroeconomy, such as individuals, particular business firms and industries, and government agencies.

162) The market mechanism answers the *what* question through the indirect interactions of producers and consumers. Market prices and sales signal the desired output. Producers desire to maximize profits and look for the least-cost method of production. This answers the *how* question. The market distributes output to the highest bidder and in doing so answers the *for whom* question.