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Teacher Guide & Answers - Glencoe
a. the genetic makeup of a chromosome. b. the genes that make up an organism. c. the location of a specific set of genes. d. the sum of an organism's physical traits. B. Hair color and eye color are examples of a person's (4) a. recessive traits. b. dominant alleles.

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Modern Biology Vocabulary Review Answer Key Chapter 6 ... Download File PDF Biology Chapter 6 Review Answers AP Biology-Chapter #6 & 7 Review Multiple Choice Identify the choice that best completes the statement or answers the question. 1. All of the following are part of a prokaryotic cell except a. DNA. b. a cell wall. c. a plasma membrane.

"Microbiology covers the scope and sequence requirements for a single-semester microbiology course for non-majors. The book presents the core concepts of microbiology with a focus on applications for careers in allied health. The pedagogical features of the text make the material interesting and accessible while maintaining the career-application focus and scientific rigor inherent in the subject matter. Microbiology's art program enhances students' understanding of concepts through clear and effective illustrations, diagrams, and photographs. Microbiology is produced through a collaborative publishing agreement between OpenStax and the American Society for Microbiology Press. The book aligns with the curriculum guidelines of the American Society for Microbiology."--BC Campus website.

Effective science teaching requires creativity, imagination, and innovation. In light of concerns about American science literacy, scientists and educators have struggled to teach this discipline more effectively. Science Teaching Reconsidered provides undergraduate science educators with a path to understanding students, accommodating their individual differences, and helping them grasp the methods--and the wonder--of science. What impact does teaching style have? How do I plan a course curriculum? How do I make lectures, classes, and laboratories more effective? How can I tell what students are thinking? Why don't they understand? This handbook provides productive approaches to these and other questions. Written by scientists who are also educators, the handbook offers suggestions for having a greater impact in the classroom and provides resources for further research.

Concepts of Biology is designed for the single-semester introduction to biology course for non-science majors, which for many students is their only college-level science course. As such, this course represents an important opportunity for students to develop the necessary knowledge, tools, and skills to make informed decisions as they continue with their lives. Rather than being mired down with facts and vocabulary, the typical non-science major student needs information presented in a way that is easy to read and understand. Even more importantly, the content should be meaningful. Students do much better when they understand why biology is relevant to their everyday lives. For these reasons, Concepts of Biology is grounded on an evolutionary basis and includes exciting features that highlight careers in the biological sciences and everyday applications of the concepts at hand.We also strive to show the interconnectedness of topics within this extremely broad discipline. In order to meet the needs of today's instructors and students, we maintain the overall organization and coverage found in most syllabi for this course. A strength of Concepts of Biology is that instructors can customize the book, adapting it to the approach that works best in their classroom. Concepts of Biology also includes an innovative art program that incorporates critical thinking and clicker questions to help students understand--and apply--key concepts.

Each Problem Solver is an insightful and essential study and solution guide chock-full of clear, concise problem-solving gems. All your questions can be found in one convenient source from one of the most trusted names in reference solution guides. More useful, more practical, and more informative, these study aids are the best review books and textbook companions available. Nothing remotely as comprehensive or as helpful exists in their subject anywhere. Perfect for undergraduate and graduate studies. Here in this highly useful reference is the finest overview of biology currently available, with hundreds of biology problems that cover everything from the molecular basis of life to plants and invertebrates. Each problem is clearly solved with step-by-step detailed solutions. DETAILS - The PROBLEM SOLVERS are unique - the ultimate in study guides. - They are ideal for helping students cope with the toughest subjects. - They greatly simplify study and learning tasks. - They enable students to come to grips with difficult problems by showing them the way, step-by-step, toward solving problems. As a result, they save hours of frustration and time spent on groping for answers and understanding. - They cover material ranging from the elementary to the advanced in each subject. - They work exceptionally well with any text in its field. - PROBLEM SOLVERS are available in 41 subjects. - Each PROBLEM SOLVER is prepared by supremely knowledgeable experts. - Most are over 1000 pages. - PROBLEM SOLVERS are not meant to be read cover to cover. They offer whatever may be needed at a given time. An excellent index helps to locate specific problems rapidly. - Educators consider the PROBLEM SOLVERS the most effective and valuable study aids; students describe them as "fantastic" - the best books on the market. 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Rhythms Societal Behavior Short Answer Questions for Review Index WHAT THIS BOOK IS FOR Students have generally found biology a difficult subject to understand and learn. Despite the publication of hundreds of textbooks in this field, each one intended to provide an improvement over previous textbooks, students of biology continue to remain perplexed as a result of numerous subject areas that must be remembered and correlated when solving problems. Various interpretations of biology terms also contribute to the difficulties of mastering the subject. In a study of biology, REA found the following basic reasons underlying the inherent difficulties of biology: No systematic rules of analysis were ever developed to follow in a step-by-step manner to solve typically encountered problems. This results from numerous different conditions and principles involved in a problem that leads to many possible different solution methods. To prescribe a set of rules for each of the possible variations would involve an enormous number of additional steps, making this task more burdensome than solving the problem directly due to the expectation of much trial and error. Current textbooks normally explain a given principle in a few pages written by a biologist who has insight into the subject matter not shared by others. These explanations are often written in an abstract manner that causes confusion as to the principle's use and application. Explanations then are often not sufficiently detailed or extensive enough to make the reader aware of the wide range of applications and different aspects of the principle being studied. The numerous possible variations of principles and their applications are usually not discussed, and it is left to the reader to discover this while doing exercises. Accordingly, the average student is expected to rediscover that which has long been established and practiced, but not always published or adequately explained. The examples typically following the explanation of a topic are too few in number and too simple to enable the student to obtain a thorough grasp of the involved principles. The explanations do not provide sufficient basis to solve problems that may be assigned for homework or given on examinations. Poorly solved examples such as these can be presented in abbreviated form which leaves out much explanatory material between steps, and as a result requires the reader to figure out the missing information. This leaves the reader with an impression that the problems and even the subject are hard to learn - completely the opposite of what an example is supposed to do. Poor examples are often worded in a confusing or obscure way. They might not state the nature of the problem or they present a solution, which appears to have no direct relation to the problem. These problems usually offer an overly general discussion - never revealing how or what is to be solved. Many examples do not include accompanying diagrams or graphs, denying the reader the exposure necessary for drawing good diagrams and graphs. Such practice only strengthens understanding by simplifying and organizing biology processes. Students can learn the subject only by doing the exercises themselves and reviewing them in class, obtaining experience in applying the principles with their different ramifications. In doing the exercises by themselves, students find that they are required to devote considerable more time to biology than to other subjects, because they are uncertain with regard to the selection and application of the theorems and principles involved. It is also often necessary for students to discover those "tricks" not revealed in their texts (or review books) that make it possible to solve problems easily. Students must usually resort to methods of trial and error to discover these "tricks," therefore finding out that they may sometimes spend several hours to solve a single problem. When reviewing the exercises in classrooms, instructors usually request students to take turns in writing solutions on the boards and explaining them to the class. Students often find it difficult to explain in a manner that holds the interest of the class, and enables the remaining students to follow the material written on the boards. The remaining students in the class are thus too occupied with copying the material off the boards to follow the professor's explanations. This book is intended to aid students in biology overcome the difficulties described by supplying detailed illustrations of the solution methods that are usually not apparent to students. Solution methods are illustrated by problems that have been selected from those most often assigned for class work and given on examinations. The problems are arranged in order of complexity to enable students to learn and understand a particular topic by reviewing the problems in sequence. The problems are illustrated with detailed, step-by-step explanations, to save the students large amounts of time that is often needed to fill in the gaps that are usually found between steps of illustrations in textbooks or review/outline books. The staff of REA considers biology a subject that is best learned by allowing students to view the methods of analysis and solution techniques. This learning approach is similar to that practiced in various scientific laboratories, particularly in the medical fields. In using this book, students may review and study the illustrated problems at their own pace; students are not limited to the time such problems receive in the classroom. When students want to look up a particular type of problem and solution, they can readily locate it in the book by referring to the index that has been extensively prepared. It is also possible to locate a particular type of problem by glancing at just the material within the boxed portions. Each problem is numbered and surrounded by a heavy black border for speedy identification.

Epigenetics can potentially revolutionize our understanding of the structure and behavior of biological life on Earth. It explains why mapping an organism's genetic code is not enough to determine how it develops or acts and shows how nurture combines with nature to engineer biological diversity. Surveying the twenty-year history of the field while also highlighting its latest findings and innovations, this volume provides a readily understandable introduction to the foundations of epigenetics. Nessa Carey, a leading epigenetics researcher, connects the field's arguments to such diverse phenomena as how ants and queen bees control their colonies; why tortoiseshell cats are always female; why some plants need cold weather before they can flower; and how our bodies age and develop disease. Reaching beyond biology, epigenetics now informs work on drug addiction, the long-term effects of famine, and the physical and psychological consequences of childhood trauma. Carey concludes with a discussion of the future directions for this research and its ability to improve human health and well-being.

A study guide for the HESI A2 science nursing school test that calendarizes a study plan for test-takers depending on how much time they have left before taking the test

"College Biology College Biology Multiple Choice Questions and Answers (MCQs): Quizzes & Practice Tests with Answer Key" provides practice tests for competitive exams preparation. "College Biology MCQ" helps with theoretical, conceptual, and analytical study for self-assessment, career tests. This book can help to learn and practice "College Biology" quizzes as a quick study guide for placement test preparation, College Biology Multiple Choice Questions and Answers (MCQs) is a revision guide with a collection of trivia questions to fun quiz questions and answers on topics: Bioenergetics, biological molecules, cell biology, coordination and control, enzymes, fungi, recyclers kingdom, gaseous exchange, growth and development, kingdom animalia, kingdom plantae, kingdom prokaryotae, kingdom protoctista, nutrition, reproduction, support and movements, transport biology, variety of life, and what is homeostasis to enhance teaching and learning. College Biology Quiz Questions and Answers also covers the syllabus of many competitive papers for admission exams of different universities from biology textbooks on chapters: Bioenergetics Multiple Choice Questions: 53 MCQs Biological Molecules Multiple Choice Questions: 121 MCQs Cell Biology Multiple Choice Questions: 58 MCQs Coordination and Control Multiple Choice Questions: 301 MCQs Enzymes Multiple Choice Questions: 20 MCQs Fungi: Recyclers Kingdom Multiple Choice Questions: 41 MCQs Gaseous Exchange Multiple Choice Questions: 58 MCQs Grade 11 Biology Multiple Choice Questions: 53 MCQs Growth and Development Multiple Choice Questions: 167 MCQs Kingdom Animalia Multiple Choice Questions: 156 MCQs Kingdom Plantae Multiple Choice Questions: 94 MCQs Kingdom Prokaryotae Multiple Choice Questions: 55 MCQs Kingdom Protoctista Multiple Choice Questions: 36 MCQs Nutrition Multiple Choice Questions: 99 MCQs Reproduction Multiple Choice Questions: 190 MCQs Support and Movements Multiple Choice Questions: 64 MCQs Transport Biology Multiple Choice Questions: 150 MCQs Variety of life Multiple Choice Questions: 47 MCQs Homeostasis Multiple Choice Questions: 186 MCQs The chapter "Bioenergetics MCQs" covers topics of introduction to bioenergetics, chloroplast, photosynthesis, photosynthesis in plants, photosynthesis reactions, respiration, hemoglobin, driving energy, solar energy to chemical energy conversion, and photosynthetic pigment. The chapter "Biological Molecules MCQs" covers topics of introduction to biochemistry, amino acid, carbohydrates, cellulose, cytoplasm, disaccharide, DNA, fatty acids, glycogen, hemoglobin, hormones, importance of carbon and water, lipids, nucleic acids, proteins (nutrient), RNA and TRNA, and structure of proteins. The chapter "Cell Biology MCQs" covers topics of cell biology, cell theory, cell membrane, eukaryotic cell, structure of cell, chromosome, cytoplasm, DNA, emergence, implication, endoplasmic reticulum, nucleus, pigments, pollination, and prokaryotic. The chapter "Coordination and Control MCQs" covers topics of coordination in animals, coordination in plants, Alzheimer's disease, amphibians, auxins, central nervous system, cytoplasm, endocrine, epithelium, gibberellins, heartbeat, hormones, human brain, hypothalamus, melanophore stimulating hormone, nervous systems, neurons, Nissls granules, oxytocin, Parkinson's disease, plant hormone, receptors, secretin, somatotrophin, thyroxine, and vasopressin. The chapter "Enzymes MCQs" covers topics of enzyme action rate, enzymes characteristics, introduction to enzymes, mechanism of enzyme action. The chapter "Fungi: Recyclers Kingdom MCQs" covers topics of classification of fungi, fungi reproduction, asexual reproduction, cytoplasm, and fungus body.

Today many school students are shielded from one of the most important concepts in modern science: evolution. In engaging and conversational style, Teaching About Evolution and the Nature of Science provides a well-structured framework for understanding and teaching evolution. Written for teachers, parents, and community officials as well as scientists and educators, this book describes how evolution reveals both the great diversity and similarity among the Earth's organisms; it explores how scientists approach the question of evolution; and it illustrates the nature of science as a way of knowing about the natural world. In addition, the book provides answers to frequently asked questions to help readers understand many of the issues and misconceptions about evolution. The book includes sample activities for teaching about evolution and the nature of science. For example, the book includes activities that investigate fossil footprints and population growth that teachers of science can use to introduce principles of evolution. Background information, materials, and step-by-step presentations are provided for each activity. In addition, this volume: Presents the evidence for evolution, including how evolution can be observed today. Explains the nature of science through a variety of examples. Describes how science differs from other human endeavors and why evolution is one of the best avenues for helping students understand this distinction. Answers frequently asked questions about evolution. Teaching About Evolution and the Nature of Science builds on the 1996 National Science Education Standards released by the National Research Council--and offers detailed guidance on how to evaluate and choose instructional materials that support the standards. Comprehensive and practical, this book brings one of today's educational challenges into focus in a balanced and reasoned discussion. It will be of special interest to teachers of science, school administrators, and interested members of the community.

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Founded in 1959 with the purpose of disseminating the most recently developed scientific information to groups in industry, government, high schools, and universities, REA has since become a successful and highly respected publisher of study aids, test preps, handbooks, and reference works. REA's Test Preparation series includes study guides for all academic levels in almost all disciplines. Research & Education Association publishes test preps for students who have not yet completed high school, as well as high school students preparing to enter college. Students from countries around the world seeking to attend college in the United States will find the assistance they need in REA's publications. For college students seeking advanced degrees, REA publishes test preps for many major graduate school admission examinations in a wide variety of disciplines, including engineering, law, and medicine. Students at every level, in every field, with every ambition can find what they are looking for among REA's publications. While most test preparation books present practice tests that bear little resemblance to the actual exams, REA's series presents tests that accurately depict the official exams in both degree of difficulty and types of questions. REA's practice tests are always based upon the most recently administered exams, and include every type of question that can be expected on the actual exams. REA's publications and educational materials are highly regarded and continually receive an unprecedented amount of praise from professionals, instructors, librarians, parents, and students. Our authors are as diverse as the fields represented in the books we publish. They are well-known in their respective disciplines and serve on the faculties of prestigious high schools, colleges, and universities throughout the United States and Canada. CHAPTER 1 - PASSING THE CLEP GENERAL CBTs ABOUT THIS BOOK This book, part of REA's two-volume set for the most thorough preparation for the CLEP General Examinations available, provides you with an accurate and complete review for the five CLEP General Computer-Based Tests, or CBTs. Inside you will find reviews - all based on the official CLEP exams - for each of the following subjects: English Composition (with and without Essay), Humanities, Mathematics, Natural Sciences, and Social Sciences and History. You will also find drill questions that will help you prepare for the actual exam. For each drill, we provide an answer key with detailed explanations designed to help you better grasp and retain the test material. "This volume contains extensive topical reviews and drills prepared expressly to help you get ready for the CLEP General CBTs. Full length practice tests paralleling the actual exams are presented in our companion volume, REA's The Best Test Preparation for the CLEP General Exams." ABOUT THE CLEP GENERAL CBTS Who takes the CLEP General CBTs and what are they used for? CLEP examinations are usually taken by people who have acquired knowledge outside the classroom and wish to bypass certain college courses and earn college credit. The College-Level Examination Program is designed to reward students for learning - no matter where or how that knowledge was acquired. More than 2,900 colleges grant credit and/or advanced standing for CLEP exams. This makes CLEP the most widely accepted credit-by-examination program in the country. Although most CLEP examinees are adults returning to college, many graduating high school seniors, enrolled college students, and international students also take the exams to earn college credit or to demonstrate their ability to perform at the college level. There are no prerequisites, such as age or educational status, for taking CLEP examinations. However, you must meet specific requirements of the particular institution from which you wish to receive CLEP credit. Most CLEP examinations include material usually covered in an undergraduate course with a similar title to that of the exam (e. g., History of the United States I). However, the five exams covered in this book do not deal with subject matter covered in any particular course but rather with material taken as general requirements during the first two years of college. These general exams are English Composition (with or without essay), Humanities, College Mathematics, Natural Sciences, and Social Sciences and History. Who administers the exams? The CLEP is developed by the College Board, administered by Educational Testing Service (ETS), and involves the assistance of educators throughout the country. The test development process is designed and implemented to ensure that the content and difficulty level of the test are appropriate. When and where are the exams given? The CLEP General Examinations are offered year-round at some 1,400 test centers in the United States and abroad. To find the test center nearest you and to register for the exam, you should obtain a copy of the free booklets CLEP Colleges and CLEP Information for Candidates and Registration Form, which are available at most colleges where CLEP credit is granted, or by contacting: CLEP Services P.O. Box 6600 Princeton, NJ 08541-6600 Phone: (609) 771-7865 Website: http: //www.collegeboard.com HOW TO USE THIS BOOK What do I study first? Read over this introduction and our suggestions for test-taking, take the first practice test in your subject to determine your area(s) of weakness, and then go back and focus your studying on those specific problems. Make copies of the appropriate answer sheets each time you take a practice test (answer sheets are located at the back of this book). Studying each subject thoroughly will reinforce the basic skills you will need to do well on the exam. Be sure to take the practice tests to become familiar with the format and procedures involved with taking the actual exam - and, of course, to make yourself completely comfortable with the material. To best utilize your study time, follow our CLEP General Examinations Independent Study Schedule located in the front of this book. This schedule is designed to guide you through one General Examination at a time. You should repeat the schedule for each exam for which you're preparing. The schedule is based on a six-week program but can be condensed to three weeks, if necessary, by collapsing each two-week period into one. When should I start studying? It is never too early to start studying for the CLEP General Examinations. The earlier you begin, the more time you will have to sharpen your skills. Do not procrastinate! Cramming is not an effective way to study, since it does not allow you the time needed to learn the test material. The sooner you learn the format of the exam, the more time you will have to familiarize yourself with it. FORMAT OF THE CLEP GENERAL CBTs The five computer-based CLEP General Examinations cover material taught in classes that most students take as requirements in the first two years of college. The General CBT in English Composition gauges the skills you would need to complete most first-year college composition courses. There are two versions of the English Composition exam - with essay and without essay. (Credit-granting policies differ among colleges. Check with your prospective school to find out which version is accepted.) The first version has approximately 90 multiple-choice questions, each with five possible answer choices, to be answered in 90 minutes. The second version has one section with approximately 50 multiple-choice questions, each with five answer choices, and a second section with one essay. The student has 45 minutes to complete each of the two sections. The approximate breakdown of topics is as follows: All-Multiple-Choice Version "Skills at the Sentence Level (55%)" - Sentence boundaries - Economy and clarity of expression - Concord/Agreement: subject-verb; verb tense; pronoun reference, shift, number - Active/passive voice - Diction and idiom - Syntax: parallelism, coordination, subordination, dangling modifiers - Sentence variety "Types of Questions Associated with These Skills: " * Identifying Sentence Errors: Candidate pinpoints violations of standard conventions of expository writing. * Improving Sentences: Candidate chooses the phrase, clause, or sentence that best conveys a sentence's intended meaning. * Restructuring Sentences: Candidate chooses the phrase that, because it most effectively shifts a sentence's emphasis or improves its clarity, would most likely appear in the new sentence created by the revision. "Skills in Context (45%)" - Main idea, thesis - Organization of ideas in paragraph or essay form - Relevance of evidence, sufficiency of detail, levels of specificity - Audience and purpose (effect of style, tone, language, or argument) - Logic of argument (inductive, deductive reasoning) - Coherence within and between paragraphs - Rhetorical emphasis, effect - Sustaining tense or point of view - Sentence joining, sentence variety "Types of Questions Associated with These Skills: " * Revising Work in Progress: Candidate identifies ways to improve an early draft of an essay. * Analyzing Writing: Candidate answers questions about two prose passages written in distinctly different styles and about the strategies used by the author of each passage. Multiple-Choice-with-Essay Version (Two Sections): "Section I - Multiple-Choice (50%)" - Skills at the Sentence Level (30%) See explanation for all-multiple-choice version. - Skills in Context (20%) See explanation for all-multiple-choice version. "Section II - Essay (50%)" - Candidate presents a point of view in response to a topic and supports it with a logical argument and appropriate evidence. The Humanities CBT features 140 multiple-choice questions, each with five answer choices, to be answered in 90 minutes. The approximate breakdown of topics is as follows: Literature (50%) 10% Drama 10-15% Poetry 15-20% Fiction 10% Nonfiction (including philosophy) Fine Arts (50%) 20% Visual arts (painting, sculpture, etc.) 15% Music 10% Performing arts (film, dance, etc.) 5% Architecture The College Mathematics CBT features 60 questions to be answered in 90 minutes. Most are multiple-choice with four possible answer choices, but some will require you to enter a numerical answer in the box provided. The approximate breakdown of topics is as follows: 10% Sets (covering subjects such as these: union and intersection; subsets; Venn diagrams; Cartesian product) 10% Logic (covering subjects such as these: truth tables; conjunctions, disjunctions, implications, and negations; conditional statements; necessary and sufficient conditions; converse, inverse, and contrapositive; hypotheses, conclusions, and counterexamples) 20% Real Number Systems (covering subjects such as these: prime and composite numbers; odd and even numbers; factors and divisibility; rational and irrational numbers; absolute value and order; binary number system) 20% Functions and Their Graphs (covering subjects such as these: domain and range; linear, polynomial, and composite functions) 25% Probability and Statistics (covering subjects such as these: counting problems, including permutations and combinations; computation of probabilities of simple and compound events; simple conditional probability; mean and median) 15% Additional Algebra and Geometry Topics(covering subjects such as these: complex numbers; logarithms and exponents; applications from algebra and geometry particularly on perimeter and area of plane figures; properties of triangles and circles; the Pythagorean theorem; Parallel and perpendicular lines) Types of Questions on the CLEP College Mathematics examination: - Solving routine, straightforward problems (50%) - Solving nonroutine problems requiring an understanding of concepts and the application of skills and concepts (50%) The Natural Sciences CBT features 120 multiple-choice questions, each with five answer choices, to be answered in 90 minutes. The approximate breakdown of topics is as follows: Biological Science (50%) 10% Origin and evolution of life, classification of organisms 10% Cell organization, cell division, chemical nature of the gene, bioenergetics, biosynthesis 20% Structure, function, and development in organisms; patterns of heredity 10% Concepts of population biology with emphasis on ecology Physical Science (50%) 7% Atomic and nuclear structure and properties, elementary particles, nuclear reactions 10% Chemical elements, compounds, and reactions; molecular structure and bonding 12% Heat, thermodynamics, and states of matter; classical mechanics; relativity 4% Electricity and magnetism, waves, light and sound 7% The universe: galaxies, stars, the solar system 10% The Earth: atmosphere, hydrosphere, structure features, geologic processes, and history The Social Sciences and History CBT features 120 multiple-choice questions, each with five answer choices, to be answered in 90 minutes. The approximate breakdown of topics is as follows: History (40%) 17% United States History (requiring an overall grasp of historical issues from the Colonial period to the present) 15% Western Civilization (covering ancient Western Asia, Greece, and Rome; medieval Europe and modern Europe, including its expansion and outposts around the world) 8% World History (covering Africa, Asia, Australia, Europe, North America, and South America from prehistory to the present) Social Sciences (60%) 13% Government/Political Science (including subjects such as these: methods, U.S. institutions, voting and political behavior, international relations, and comparative government) 11% Sociology (including subjects such as these: methods, demography, family, social stratification, deviance, social organization, social theory, interaction, and social change) 10% Economics (emphasizing subjects such as these: scarcity, choice, and cost; resource markets [after-product markets]; monetary and fiscal policy; international trade; and economic measurements) 10% Psychology (including subjects such as these: methods, aggression, conformity, group process, performance, personality, and socialization) 10% Geography (including subjects such as these: weather and climate, regional geography, location, distance, space accessibility, spatial interaction, and ecology) 6% Anthropology (including subjects such as these: ethnography and cultural anthropology) ABOUT OUR REVIEWS There are five reviews in this book, one for each of the CLEP General Examinations. The reviews are designed to further students' understanding of the test material. Each review contains a description of what to expect on the examination and a thorough review of the major topics found on the exams. The English composition review is broken down into two areas - English language skills and writing skills. The humanities review is broken down into five areas - literature, visual arts and architecture, philosophy, music and performing arts. The mathematics review is broken down into seven areas - arithmetic, algebra, geometry and trigonometry, sets and logic, real and complex numbers, functions, and probability and statistics. The natural sciences review is broken down into seven areas - biology, chemistry, physics, earth science, geology, astronomy, and meteorology. The social sciences review is broken down into eight areas - political science, sociology, economics, psychology, geography, anthropology, western and world civilization, and United States history. SCORING THE CLEP GENERAL CBTs The CLEP General Examinations are scored on a scale of 200 to 800. This does not apply, however, to the English Composition with Essay Questions Exam. The essays on this exam are scored on a scale of 2 to 8. There is a drill question in the writing skills section of the English Composition review that asks you to write an essay on a given topic. To score your essay, we suggest you give it to two English teachers or professors to grade. Refer to the completed essays in the detailes explanations of answers section of the review for scoring criteria. The completed essays will show you what the judges will be looking for, and the essay score from the English teachers will help you judge your progress. When will I receive my score report? Right after you finish (except for the English Composition essay, which requires human graders and whose score will be mailed to you), the computer will generate a printout of your score report, which the administrator will hand you. If you want your scores reported to a college or other institution, you must fill in the correct code number on your answer sheet at the time you take the examination. Since your scores are kept on file for 20 years, you may also request transcripts from ETS at a later date. STUDYING FOR THE CLEP GENERAL CBTs It is crucial for you to choose the time and place for studying that works best for you. Some students set aside a certain number of hours every morning, while others choose to study at night before going to sleep. Only you can determine when and where your study time will be most effective. But be consistent and use your time wisely. Work out a study routine and stick to it! When you take our practice tests, try to make your testing conditions as much like the actual test as possible. Turn off the television or radio, and sit down at a quiet table or desk free from distraction. Use a timer to ensure that each section is accurately clocked. As you complete each practice test, score it and thoroughly review the explanations for the questions you answered incorrectly; however, do not review too much at one sitting. Concentrate on one problem area at a time by reviewing the question and explanation, and by studying our review until you are confident that you completely understand the material. Keep track of your scores and mark them on the scoring worksheet. By doing so, you will be able to gauge your progress and discover general weaknesses in particular sections. You should carefully study the review sections that cover your areas of difficulty, as this will build your skills in those areas. If you do poorly on a section, do not develop a negative attitude - it only means you need to further review the material. You should carefully study the reviews that cover your areas of difficulty, as this will build your skills in those areas. A negative attitude could prove to be your biggest stumbling block. It is important that you get a good start and that you are positive as you review and study the material. TEST-TAKING TIPS You may never have taken a standardized computer-based test, but it's not hard to learn the things you need to know to be comfortable on test day. Know the format of the CBT. CLEP CBTs are not adaptive but rather fixed-length tests. In a sense, this makes them kin to the familiar pen-and-paper exam in that you have the same flexibility to back and review your work in each section. Moreover, the format hasn't changed a great deal from the paper-and-pencil CLEP. You are likely to see some so-called pretest questions as well, but you won't know which they are and they won't be scored. Use the process of elimination. If you don't immediately see the correct answer among the choices, go down the list and eliminate as many as you can. Confidently casting aside choices will help you isolate the correct response, or at least knock your choices down to just a few strong contenders. This approach has the added benefit of keeping you from getting sidetracked and distracted by what in fact may be just an occasional tricky question. Importantly, your score is based only on the number of questions you answer correctly. Read all of the possible answers. Just because you think you have found the correct response, do not automatically assume that it is the best answer. Read through each choice to be sure that you are not making a mistake by jumping to conclusions. Work quickly and steadily. You will have only 45 minutes to work on an average of 50 questions in each section, so work quickly and steadily to avoid focusing on any one question too long. Taking our practice tests will help you learn to budget your time. Acquaint yourself with the CBT screen. Familiarize yourself with the CLEP CBT screen beforehand by logging onto the College Board Website. Waiting until test day to see what it looks like in the pretest tutorial risks injecting needless anxiety into your testing experience. Be sure that your answer registers before you go to the next item. Look at the screen to see that your mouse-click causes the pointer to darken the proper oval. This takes far less effort than darkening an oval on paper, but don't lull yourself into taking less care! THE DAY OF THE EXAM Preparing to Take the CLEP CBT On the day of the test, you should wake up early (after a decent night's rest, one would hope) and have a good breakfast. Dress comfortably so that you are not distracted by being too hot or too cold while taking the test. Plan to arrive at the test center early. This will allow you to collect your thoughts and relax before the test, and will also spare you the anxiety that comes with being late. No one will be allowed into the test session after the test has begun. Before you set out for the test center, make sure that you have your admission form, Social Security number, and a photo ID with your signature (e.g., driver's license, student identification card, or current alien registration card). The test center administrator will ask you for photo ID when you arrive. After your test center fee is collected and registration is completed, you will be assigned to a computer. You will then key in the standard personal information, including credit card information. Next, you'll take the tutorial. During the Test Finally the exam will be upon you. Here's what to expect: - Since it's built right into the CLEP testing software, an on-screen non-graphing scientific calculator will pop up for the College Mathematics CBT. You should take into account, however, that a calculator is not deemed necessary to answer any of the test's questions. - Scrap paper will be provided to you for all CLEP CBT examinations. - At times your computer may seem to slow down. Don't worry: the built-in timer will not advance until your next question is fully loaded and visible on screen. - Just as you can on a paper-and-pencil test, you'll be able to move freely between questions within a section. - You'll have the option to mark questions and review them. - You may wear a wristwatch to the test center, but it cannot make any noise which could disturb your fellow test-takers. - No computers, dictionaries, textbooks, notebooks, scrap paper, briefcases, or packages will be permitted into the test center; drinking, smoking, and eating are prohibited. You may, however, bring your own nonprogrammable calculator if you're sitting for the CLEP College Mathematics CBT. Consult College Board publications (including the Collegeboard.com website) for details. After the Test Once you have informed the test center administrator that you're done, you will end your session on the computer, which in turn will generate the printout of a score report (except for the English Composition essay, which requires human graders and whose score will be mailed to you) that the administrator will hand you. Then, go home and relax - you deserve it!

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