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| 1. A data model is usually graphical.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 36 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-1 - LO2-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Data Modeling and Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 2. An implementation-ready data model needn't necessarily contain enforceable rules to guarantee the integrity of the data.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | REF: p. 36 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-1 - LO2-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic - BUSPROG: Analytic skills: Statistics and Management Science | | *TOPICS:* | Data Modeling and Data Models | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 3. An implementation-ready data model should contain a description of the data structure that will store the end-user data.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 36 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-1 - LO2-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: - Analytic | | *TOPICS:* | Data Modeling and Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 4. Within the database environment, a data model represents data structures with the purpose of supporting a specific problem domain.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 36 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-1 - LO2-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Data Modeling and Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 5. Even when a good database blueprint is available, an applications programmer’s view of the data should match that of the manager and the end user.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | REF: p. 37 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-2 - LO2-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Importance of Data Models | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 6. In the context of data models, an entity is a person, place, thing, or event about which data will be collected and stored.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 37-38 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-3 - LO2-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Data Model Basic Building Blocks | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 7. Database designers determine the data and information that yield the required understanding of the entire business.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 39 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-4 - LO2-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Business Rules | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 8. Business rules apply to businesses and government groups, but not to other types of organizations such as religious groups or research laboratories.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | REF: p. 39 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-4 - LO2-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Business Rules | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 9. Business rules must be rendered in writing.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 39 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-4 - LO2-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Communication - Communication | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 10. A disadvantage of the relational database management system (RDBMS) is its inability to hide the complexities of the relational model from the user.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | REF: p. 43 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 11. In an SQL-based relational database, each table is dependent on every other table.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 45 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 12. In an SQL-based relational database, rows in different tables are related based on common values in common attributes.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 45 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 13. Each row in the relational table is known as an entity instance or entity occurrence in the ER model.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 46 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 14. M:N relationships are not appropriate in a relational model.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 47 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 15. In Chen notation, entities and relationships have to be oriented horizontally; not vertically.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 47 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 16. Today, most relational database products can be classified as object/relational.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 50 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 17. The network model has structural level dependence.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 56 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 18. The external model is the representation of the database as “seen” by the DBMS.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 60 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-6 - LO2-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: - Analytic | | *TOPICS:* | Degrees of Data Abstraction | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 19. The hierarchical model is software-independent.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 62 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-6 - LO2-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: - Analytic | | *TOPICS:* | Degrees of Data Abstraction | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 20. The relational model is hardware-dependent and software-independent.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 62 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-6 - LO2-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: - Analytic | | *TOPICS:* | Degrees of Data Abstraction | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 21. A(n) \_\_\_\_\_’s main function is to help one understand the complexities of the real-world environment.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | node | b. | entity | |  | c. | model | d. | database |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 36 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-1 - LO2-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 22. A(n) \_\_\_\_\_ is anything about which data are to be collected and stored.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | attribute | b. | entity | |  | c. | relationship | d. | constraint |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 37 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-3 - LO2-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Data Model Basic Building Blocks | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 23. A(n) \_\_\_\_\_ represents a particular type of object in the real world.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | attribute | b. | entity | |  | c. | relationship | d. | node |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 38 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-3 - LO2-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Data Modeling and Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 24. A(n) \_\_\_\_\_ is the equivalent of a field in a file system.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | attribute | b. | entity | |  | c. | relationship | d. | constraint |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 38 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-3 - LO2-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: - Analytic | | *TOPICS:* | Data Modeling and Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 25. A(n) \_\_\_\_\_ is bidirectional.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | attribute | b. | entity | |  | c. | relationship | d. | constraint |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 38 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-3 - LO2-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Data Modeling and Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 26. A(n) \_\_\_\_\_ is a restriction placed on the data.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | attribute | b. | entity | |  | c. | relationship | d. | constraint |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 38 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-3 - LO2-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Data Modeling and Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 27. \_\_\_\_\_ are important because they help to ensure data integrity.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Attributes | b. | Entities | |  | c. | Relationships | d. | Constraints |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 38 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-3 - LO2-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Data Modeling and Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 28. \_\_\_\_\_ are normally expressed in the form of rules.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Attributes | b. | Entities | |  | c. | Relationships | d. | Constraints |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 38 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-3 - LO2-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Data Modeling and Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 29. Students and classes have a \_\_\_\_\_ relationship.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | one-to-one | b. | one-to-many | |  | c. | many-to-one | d. | many-to-many |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 38 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-3 - LO2-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Data Modeling and Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 30. From a database point of view, the collection of data becomes meaningful only when it reflects properly defined \_\_\_\_\_.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | business rules | b. | business norms | |  | c. | business goals | d. | business plans |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | REF: p. 39 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-4 - LO2-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic - BUSPROG: Analytic skills: Statistics and Management Science | | *TOPICS:* | Business Rules | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 31. Which of the following is true of business rules?   |  |  |  | | --- | --- | --- | |  | a. | They allow the designer to set company policies with regard to data. | |  | b. | They allow the designer to develop business processes. | |  | c. | They can serve as a communication tool between the users and designers. | |  | d. | They provide a framework for the company’s self-actualization. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | REG: p. 40 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-4 - LO2-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic - BUSPROG: Analytic skills: Statistics and Management Science | | *TOPICS:* | Business Rules | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 32. A noun in a business rule translates to a(n) \_\_\_\_\_ in the data model.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | entity | b. | attribute | |  | c. | relationship | d. | constraint |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 40 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-4 - LO2-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Business Rules | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 33. A verb associating two nouns in a business rule translates to a(n) \_\_\_\_\_ in the data model.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | entity | b. | attribute | |  | c. | relationship | d. | constraint |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 40 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-4 - LO2-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Business Rules | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 34. In the \_\_\_\_\_ model, the basic logical structure is represented as an upside-down tree.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | hierarchical | b. | network | |  | c. | relational | d. | entity relationship |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 41 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 35. In the \_\_\_\_\_ model, each parent can have many children, but each child has only one parent.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | hierarchical | b. | network | |  | c. | relational | d. | entity relationship |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 41 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 36. The hierarchical data model was developed in the \_\_\_\_\_.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | 1960s | b. | 1970s | |  | c. | 1980s | d. | 1990s |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 41 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 37. In the \_\_\_\_\_ model, the user perceives the database as a collection of records in 1:M relationships, where each record can have more than one parent.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | hierarchical | b. | network | |  | c. | object-oriented | d. | entity relationship |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 41-42 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: - Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 38. The object-oriented data model was developed in the \_\_\_\_\_.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | 1960s | b. | 1970s | |  | c. | 1980s | d. | 1990s |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 42 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 39. VMS/VSAM is an example of the \_\_\_\_\_.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | hierarchical model | b. | file system data model | |  | c. | relational data model | d. | XML data model |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 42 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: - Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 40. Oracle 11g is an example of the \_\_\_\_\_.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | hierarchical model | b. | file system data model | |  | c. | relational data model | d. | XML/Hybrid data model |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 42 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: - Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 41. MySQL is an example of the \_\_\_\_\_.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | hierarchical model | b. | file system data model | |  | c. | relational data model | d. | XML data model |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 42 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: - Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 42. A(n) \_\_\_\_\_ enables a database administrator to describe schema components.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | extensible markup language (XML) | b. | data definition language (DDL) | |  | c. | unified modeling language (UML) | d. | query language |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 42 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: - Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 43. The relational data model was developed in the \_\_\_\_\_.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | 1960s | b. | 1970s | |  | c. | 1980s | d. | 1990s |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 43 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 44. The \_\_\_\_\_ model was developed to allow designers to use a graphical tool to examine structures rather than describing them with text.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | hierarchical | b. | network | |  | c. | object-oriented | d. | entity relationship |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 45 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: - Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 45. A(n) \_\_\_\_\_\_\_ enables a database administrator to describe schema components.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | extensible markup language (XML) | b. | data  definition language (DDL) | |  | c. | unified modeling language (UML) | d. | query language |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 46 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: - Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 46. The \_\_\_\_\_ model uses the term connectivity to label the relationship types.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | relational | b. | network | |  | c. | object-oriented | d. | entity relationship |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 45 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 47. The \_\_\_\_\_ data model is said to be a semantic data model.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | relational | b. | network | |  | c. | object-oriented | d. | entity relationship |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 48 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 48. The \_\_\_\_\_ data model uses the concept of inheritance.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | relational | b. | network | |  | c. | object-oriented | d. | entity relationship |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 50 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 49. Which of the following types of HDFS nodes stores all the metadata about a file system?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Data node | b. | Client node | |  | c. | Name node | d. | Map node |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 52 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: - Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 50. Which of the following is true of NoSQL databases?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | They do not support distributed database architectures. | b. | They are not based on the relational model. | |  | c. | They are geared toward transaction consistency rather than performance. | d. | They do not support very large amounts of sparse data. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | REF: p. 53 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic - BUSPROG: Analytic skills: Statistics and Management Science | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 51. Which of the following types of HDFS nodes acts as the interface between the user application and the HDFS?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Data node | b. | Client node | |  | c. | Name node | d. | Map node |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 53 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: - Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 52. NoSQL databases:   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | are geared toward transaction consistency; not performance. | b. | support only small amounts of sparse data. | |  | c. | are based on the relational model. | d. | provide fault tolerance. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | REF: p. 55 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic - BUSPROG: Analytic skills: Statistics and Management Science | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 53. Which of the following is a disadvantage of the hierarchical data model?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | It does not promote data sharing. | b. | It is not efficient with 1:M relationships. | |  | c. | It does not promote data integrity. | d. | It does not have standards. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | REF: p. 58 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic - BUSPROG: Analytic skills: Statistics and Management Science | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 54. One of the limitations of the \_\_\_\_\_ model is that there is a lack of standards.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | hierarchical | b. | network | |  | c. | relational | d. | entity relationship |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 58 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 55. The \_\_\_\_\_ model is the end users’ view of the data environment.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | abstract | b. | external | |  | c. | conceptual | d. | internal |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 60 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-6 - LO2-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 56. An internal \_\_\_\_\_ refers to a specific representation of an internal model, using the database constructs supported by the chosen database.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | tuple | b. | schema | |  | c. | object | d. | value |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 62 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-6 - LO2-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Degrees of Data Abstraction | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 57. A(n) \_\_\_\_\_ is a relatively simple representation of more complex real-world data structures.   |  |  | | --- | --- | | *ANSWER:* | data model | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 36 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-1 - LO2-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Data modeling and Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 58. A(n) \_\_\_\_\_ is a brief, precise, and unambiguous description of a policy, procedure, or principle within a specific organization.   |  |  | | --- | --- | | *ANSWER:* | business rule | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 39 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-4 - LO2-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Business Rules | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 59. A(n) \_\_\_\_\_ in a hierarchical model is the equivalent of a record in a file system.   |  |  | | --- | --- | | *ANSWER:* | segment | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 41 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: - Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 60. A(n) \_\_\_\_\_ is the conceptual organization of an entire database as viewed by a database administrator.   |  |  | | --- | --- | | *ANSWER:* | schema | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 42 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 61. A(n) \_\_\_\_\_ defines the environment in which data can be managed and is used to work with the data in the database.   |  |  | | --- | --- | | *ANSWER:* | data manipulation language (DML) | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 42 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: - Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 62. The relational model’s foundation is a mathematical concept known as a \_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | relation | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 43 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 63. Each row in a relation is called a(n) \_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | tuple | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 43 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 64. Each column in a relation represents a(n) \_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | attribute | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 43 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 65. Each row in the relational table is known as a(n) \_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | entity instance | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 46 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 66. In \_\_\_\_\_, a three-pronged symbol represents the “many” side of the relationship.   |  |  | | --- | --- | | *ANSWER:* | Crow’s Foot notation | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 46 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 67. A(n) \_\_\_\_\_ is a collection of similar objects with a shared structure and behavior.   |  |  | | --- | --- | | *ANSWER:* | class | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 48 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 68. In object-oriented terms, a(n) \_\_\_\_\_ defines an object’s behavior.   |  |  | | --- | --- | | *ANSWER:* | method | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 48 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 69. \_\_\_\_\_ is a language based on OO concepts that describes a set of diagrams and symbols used to graphically model a system.   |  |  | | --- | --- | | *ANSWER:* | UML (Unified Modeling Language)  Unified Modeling Language (UML)  Unified Modeling Language  UML | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 48 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: - Analytic | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 70. The term \_\_\_\_\_ is used to refer to the task of creating a conceptual data model that could be implemented in any DBMS.   |  |  | | --- | --- | | *ANSWER:* | logical design | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 62 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-6 - LO2-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Degrees of Data Abstraction | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 71. The \_\_\_\_\_ is the representation of a database as “seen” by the DBMS.   |  |  | | --- | --- | | *ANSWER:* | internal model | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | REF: p. 62 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-6 - LO2-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: - Analytic | | *TOPICS:* | Degrees of Data Abstraction | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 72. What components should an implementation-ready data model contain?   |  |  | | --- | --- | | *ANSWER:* | An implementation-ready data model should contain at least the following components:  A description of the data structure that will store the end-user data.  A set of enforceable rules to guarantee the integrity of the data.  A data manipulation methodology to support the real-world data transformations. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | REF: p. 36 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-1 - LO2-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic - BUSPROG: Analytic skills: Statistics and Management Science | | *TOPICS:* | Data Modeling and Data Models | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 73. What do business rules require to be effective?   |  |  | | --- | --- | | *ANSWER:* | To be effective, business rules must be easy to understand and widely disseminated to ensure that every person in the organization shares a common interpretation of the rules. Business rules describe, in simple language, the main and distinguishing characteristics of the data as viewed by the company. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | REF: p. 39 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-4 - LO2-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Communication - Communication | | *TOPICS:* | Business Rules | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 74. What are the sources of business rules, and what is the database designer’s role with regard to business rules?   |  |  | | --- | --- | | *ANSWER:* | The main sources of business rules are company managers, policy makers, department managers, and written documentation such as a company’s procedures, standards, and operations manuals. A faster and more direct source of business rules is direct interviews with end users. Unfortunately, because perceptions differ, end users are sometimes a less reliable source when it comes to specifying business rules. For example, a maintenance department mechanic might believe that any mechanic can initiate a maintenance procedure, when actually only mechanics with inspection authorization can perform such a task. Such a distinction might seem trivial, but it can have major legal consequences. Although end users are crucial contributors to the development of business rules, it pays to verify end-user perceptions. Too often, interviews with several people who perform the same job yield very different perceptions of what the job components are. While such a discovery may point to “management problems,” that general diagnosis does not help the database designer. The database designer’s job is to reconcile such differences and verify the results of the reconciliation to ensure that the business rules are appropriate and accurate. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | REF: p. 39-40 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-4 - LO2-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic - BUSPROG: Analytic skills: Statistics and Management Science | | *TOPICS:* | Business Rules | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 75. Describe the three parts involved in any SQL-based relational database application.   |  |  | | --- | --- | | *ANSWER:* | From an end-user perspective, any SQL-based relational database application involves three parts: a user interface, a set of tables stored in the database, and the SQL “engine.” Each of these parts is explained below.   1. The end-user interface. Basically, the interface allows the end user to interact with the data (by automatically generating SQL code). Each interface is a product of the software vendor’s idea of meaningful interaction with the data. You can also design your own customized interface with the help of application generators that are now standard fare in the database software arena. 2. A collection of tables stored in the database. In a relational database, all data are perceived to be stored in tables. The tables simply “present” the data to the end user in a way that is easy to understand. Each table is independent. Rows in different tables are related by common values in common attributes. 3. SQL engine. Largely hidden from the end user, the SQL engine executes all queries, or data requests. Keep in mind that the SQL engine is part of the DBMS software. The end user uses SQL to create table structures and to perform data access and table maintenance. The SQL engine processes all user requests—largely behind the scenes and without the end user’s knowledge. Hence, SQL is said to be a declarative language that tells what must be done but not how. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | RED: p. 45 | | *LEARNING OBJECTIVES:* | DATA.CORO.15.LO2-5 - LO2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic - BUSPROG: Analytic skills: Statistics and Management Science | | *TOPICS:* | The Evolution of Data Models | | *KEYWORDS:* | Bloom's: Comprehension | |