

About the exam: Various hints and info

“Monetary Economics: Macro Aspects,” Spring 2009

www.econ.ku.dk/personal/henrikj/monec2009/

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1. Hints for preparing well for the exam
2. How will an exam set look like?
3. Hints for doing well at the exam
4. The central message

1 Hints for preparing well for the exam

- Read **all** of the curriculum
- Read it in the order it has been taught at classes
- Use the Recap Information document from the web => see what you are supposed to know about a given subject
- Use the slides to see what is considered of most importance
- THINK while reading! Understanding the economics is of essence!
 - The math is “only” a helpful tool for structuring thoughts . . . but the thoughts are the most important!
- Read the curriculum; think the curriculum
- If *completely* stuck (and I do mean *completely*), use the F.A.Q. facility!

2 How will an exam set look like?

- Typically 2-3 questions; each with a number of sub questions
- One question will contain statements of the type: “This and this model implies this and this.” True or false? Explain
 - I.e., mainly verbal
- One or two questions will test knowledge about a given model
 - This will require use of math
 - This will require ability to explain the economics behind the math
 - Level of math: As in lectures
- Note: You are not supposed to “remember” models
 - If a question involves a mathematical model; then the model will be presented (e.g., equations given, variables defined, etc.)
- Old exam sets give good indications about the exam questions in general

3 Hints for doing well at the exam

- Read the questions calmly and thoroughly to gain overview
- Think about how to solve the problems and answer the questions
- Make, e.g., a small “road map” for the solution procedure **before** actually beginning
- Pay full attention to write **only** about what is asked about. **NOTHING** is gained by writing about stuff that is irrelevant
- Answer **all** sub questions:
 - An “empty slot” ($= -3$) puts lot of downward weight on an average compared with a “poor attempt” ($= 00$)
- Be precise when asked for
- Provide intuition when asked for

4 The central message

It is knowledge
about the economics
of the models
that is of importance