

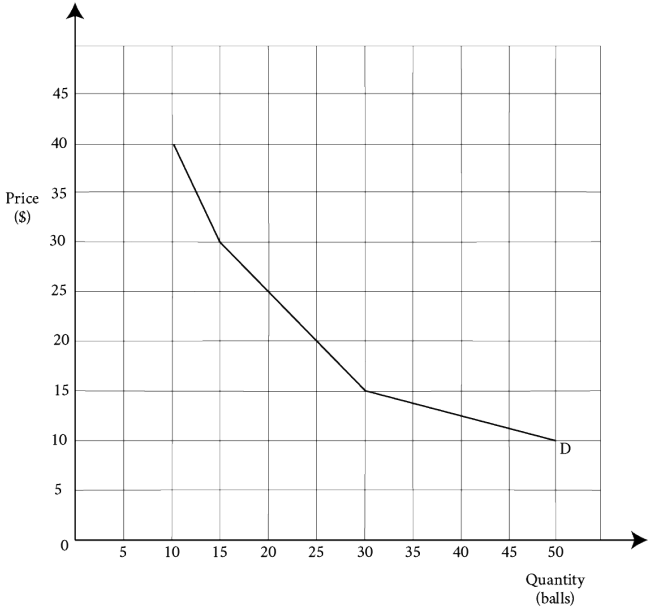
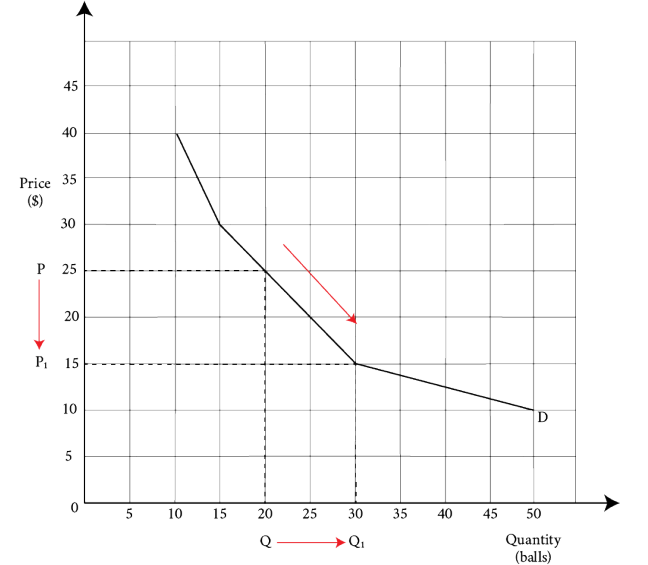
Assessment Schedule – 2022**Economics: Demonstrate understanding of consumer choices, using scarcity and / or demand (90983)****Assessment Criteria**

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrate understanding involves:</i></p> <ul style="list-style-type: none"> defining, identifying, describing, or providing an explanation of consumer choices related to scarcity identifying, describing, or providing an explanation of choices a consumer makes in response to a change in price or non-price factors identifying, describing, or providing an explanation of flow-on effects for the consumer, clearly illustrating changes using the demand model. 	<p><i>Demonstrate in-depth understanding involves:</i></p> <ul style="list-style-type: none"> providing a detailed explanation of consumer choices related to scarcity providing a detailed explanation, using demand, of choices a consumer makes in response to a change in price or non-price factors providing a detailed explanation of the flow-on effects for the consumer. 	<p><i>Demonstrate comprehensive understanding involves:</i></p> <ul style="list-style-type: none"> providing an integrated explanation of consumer choices related to scarcity linking detailed explanations of flow-on effects for the consumer with detailed explanations of choices the consumer makes in response to a change in a price or non-price factors affecting demand integrating changes in demand into detailed explanations.

Evidence

Q1	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	Values are the beliefs used when deciding how to behave and what to think.	Correct definition.		
(b)	Financial stability, being frugal, any logical answer.	Correct answer.		
(c)	Any reasonable answer (not limited to): <ul style="list-style-type: none"> • fitness • physical health • pride in his shoe collection. 	Any ONE correct value.	Any TWO correct values.	
(d)	As a result of scarcity (limited means versus unlimited wants and needs), Tama will need to make some choices. He must choose which activity or activities are the most important for him to spend (or save) his limited money. When he chooses one activity over another, e.g., chooses to buy new shoes for his collection instead of paying for a training session, he is giving up the next best alternative, which is defined as his opportunity cost. For example, choosing to buy new shoes is sacrificing paying for a training session. His opportunity cost is the training session as it is the next best alternative foregone.	Describes scarcity and identifies a choice OR describes an opportunity cost.	Explains the link between scarcity and choice OR explains why there is an opportunity cost.	Explains the links between the concepts of scarcity, choice, and opportunity cost in the context of Tama's decision.
(e)	Tama could put some money aside for his shoes and buy only one extra training session. Other valid compromises acceptable.		Explains a suitable compromise for Tama.	Explains a suitable compromise and links to limited money.
(f)	A superior product is known as a luxury good in economics. A luxury good is often more expensive and made from higher quality materials.	Identified as a luxury good.	Identifies and defines a luxury good.	
(g)	If Tama's income were to decrease, then his demand for the luxury / superior shoe would decrease as it would be less affordable so he would be more likely to choose a normal or inferior shoe.	Correctly identifies decrease in demand if income decreases.	Identifies decrease in demand due to being relatively less affordable and so more likely to choose a normal / inferior good.	

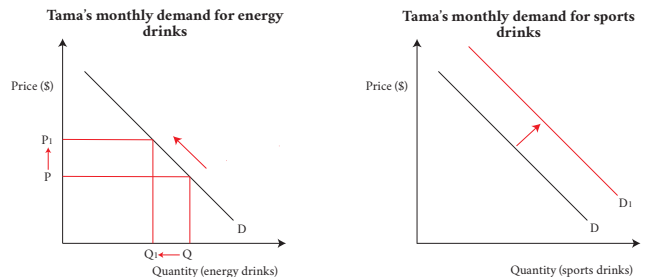
N1	N2	A3	A4	M5	M6	E7	E8
Very little Achievement evidence.	Some Achievement evidence, partial explanations.	Most Achievement evidence, at least one explanation.	Nearly all Achievement evidence.	Some Merit evidence.	Most Merit evidence.	Excellence evidence. One part may be weaker.	All points covered.

Q2	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>Tama's annual demand curve for rugby balls</p> 	<p>Shows on graph:</p> <ul style="list-style-type: none"> • title (incl. time) • axes (P \$, Q balls) • line plotted • label (D) • scale (even / accurate). 		
(b)	<p>Tama's annual demand curve for rugby balls</p> 	<p>Accurately Identifies movement down the demand curve with dotted lines, arrows, and labels.</p>		

(c)	The law of demand states that as the price decreases, the quantity demanded increases (and <i>vice versa</i>), assuming <i>ceteris paribus</i> – i.e., all other factors remain unchanged. Tama's annual quantity demand for rugby balls will increase from 20 balls per year to 30 balls per year (Q to Q_1) when the price per ball decreases from \$25 to \$15 (P to P_1). This is because rugby balls have now become relatively less expensive for Tama than previously. Therefore, Tama can now afford to buy more balls per year with his given level of income.	States that the quantity demanded will increase. Identifies a valid reason for rugby balls being purchased.	Explains the law of demand and the idea of increased affordability, with some reference to data from the graph.	Explains the law of demand, using correct data linking to increased affordability and referring to <i>ceteris paribus</i> . Refers to the changes on the graph and uses correct data and economic terminology.
(d)	Tama's rugby team might train with another team at the same time as they can afford more balls to train with. Tama can train more often or at more suitable times due to being able to split the squad because of increased resources. Tama's team start winning games, win more often, or have better results due to ... any other reasonable flow-on effects considered. Tama is able to spend more on other goods / services if the price decrease results in less total spending on rugby balls.		Explains a flow-on effect for Tama.	Explains two flow-on effects for Tama.

N1	N2	A3	A4	M5	M6	E7	E8
Very little Achievement evidence.	Some Achievement evidence, partial explanations.	Most Achievement evidence, at least one explanation.	Nearly all Achievement evidence.	Some Merit evidence.	Most Merit evidence.	Excellence evidence. One part may be weaker.	All points covered.

N0 = No response; no relevant evidence.

Q3	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	Energy drinks and sports drinks are substitutes as Tama can use either to hydrate himself / drink before or after practice. Substitutes are goods used instead of each other.	Identifies energy drinks and sports drinks as substitutes.	Identifies energy drinks and sports drinks as substitutes AND defines substitutes (in terms of goods being used in place of each other).	Identifies energy drinks and sports drinks as substitutes AND explains why they are substitutes in context for Tama
(b)	 <p>The left graph, titled 'Tama's monthly demand for energy drinks', shows a downward-sloping demand curve D. A red arrow points upwards along the curve from point P to P1, and another red arrow points leftwards from Q to Q1. The right graph, titled 'Tama's monthly demand for sports drinks', shows a downward-sloping demand curve D shifting right to D1, indicated by a red arrow.</p>	Identifies: <ul style="list-style-type: none"> • movement upwards along the demand curve for energy drinks • shifting right of demand curve for sports drinks. 		
(c)	When the price of energy drinks increases from P to P ₁ , the quantity demanded of energy drinks decreases from Q to Q ₁ , and Tama will increase his demand for sports drinks since they are now relatively more affordable, and he substitutes energy drinks for sports drinks. The increase in demand for sports drinks is shown by a shift of the demand curve right from D to D ₁ , meaning more sports drinks will be demanded at each and every price.	Identifies more sports drinks being purchased and fewer energy drinks being purchased.	Explains: <ul style="list-style-type: none"> • increase in demand for sports drinks • decrease in QD for energy drinks. Must include a valid reason for the changes.	Explains shift right of the demand curve for sport drinks, with reference to the graph, and correct use of economic terms (e.g. substitutes, relative affordability). Links increase in demand for sports drinks with decrease in QD for energy drinks.
(d)	Possible flow-on effects: <ul style="list-style-type: none"> • Tama could go into caffeine withdrawal from not drinking as many energy drinks. • Tama may train differently – either better due to change in what he is putting into his body, or worse as the energy drinks used to give him a boost in training. • Tama could have more money to spend on other things (if spending less money on drinks). 		Explains a flow-on effect for Tama.	Explains two flow-on effects for Tama.

N1	N2	A3	A4	M5	M6	E7	E8
Very little Achievement evidence.	Some Achievement evidence, partial explanations.	Most Achievement evidence, at least one explanation.	Nearly all Achievement evidence.	Some Merit evidence.	Most Merit evidence.	Excellence evidence. One part may be weaker.	All points covered.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 13	14 – 18	19 – 24