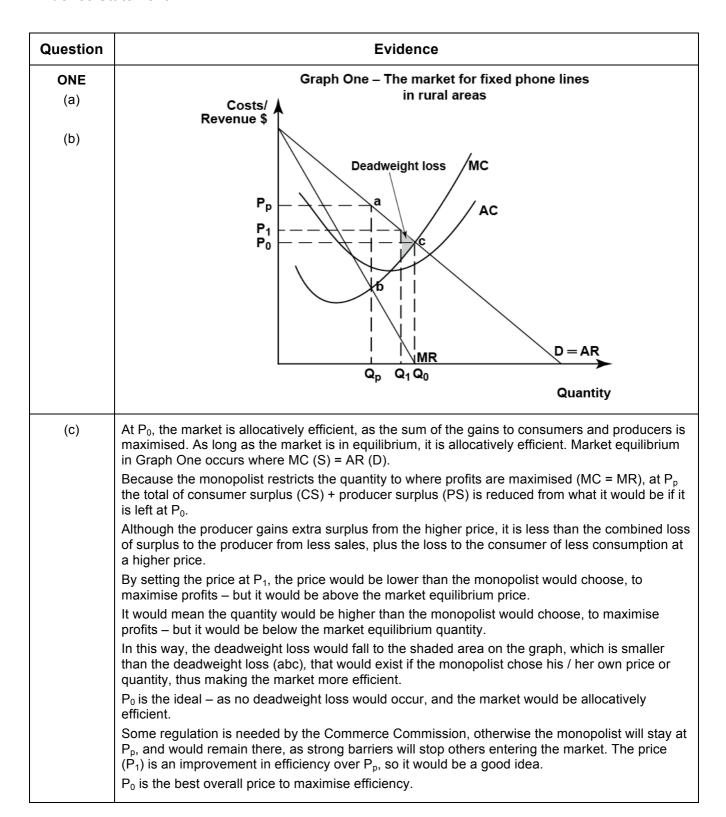
Assessment Schedule - 2013

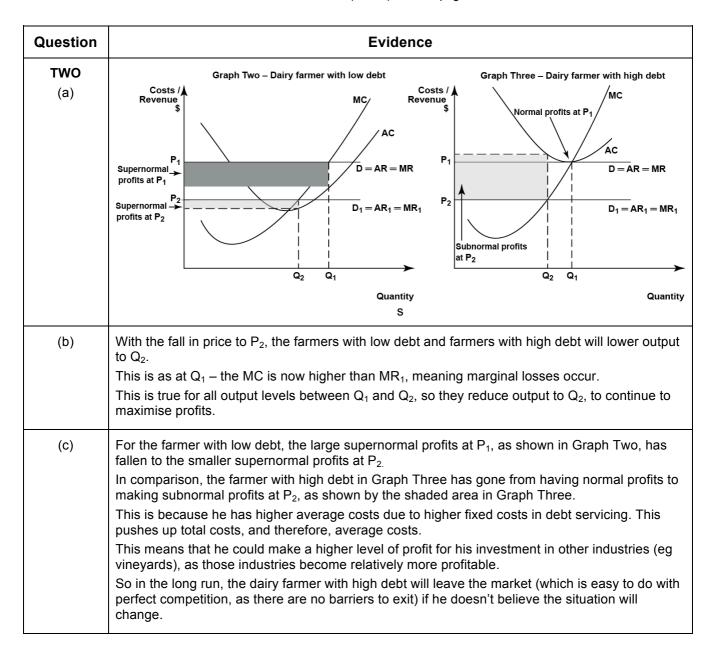
Economics: Demonstrate understanding of the efficiency of different market structures using marginal analysis (91400)

Evidence Statement

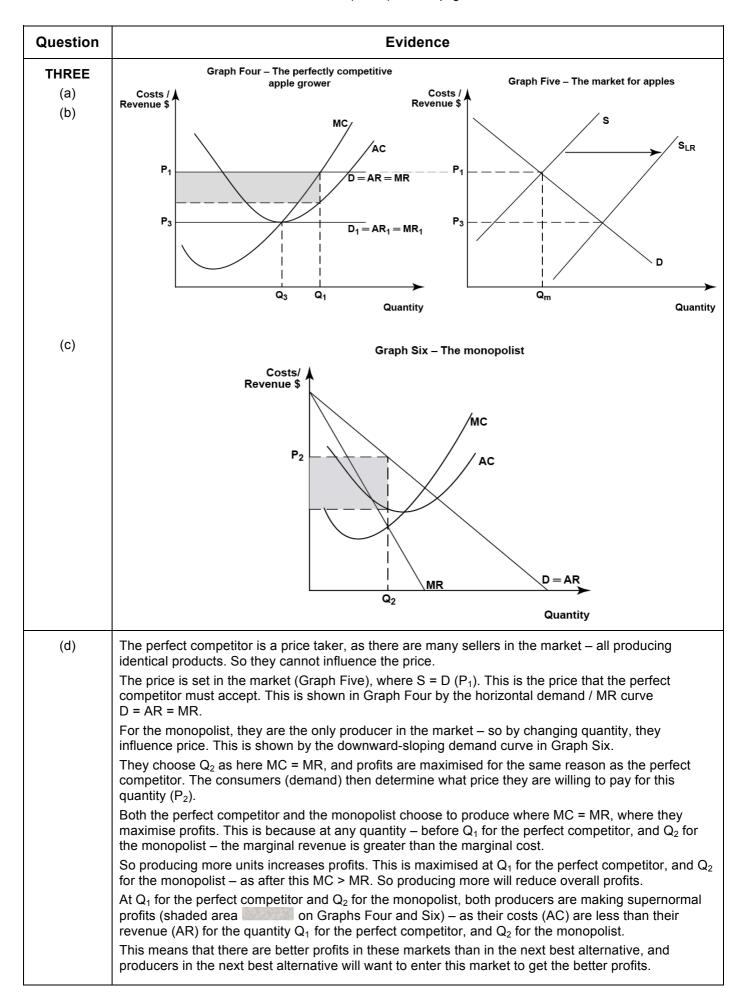


N1	N2	А3	A4	M5	М6	E7	E8
On the graph, ONE of: • Qp, Pp, Q ₀ OR P ₀ .	On the graph, ONE of: • a Qp – Pp combination OR • a Q ₀ – P ₀ combination.	Understanding involves: • identifying Q ₀ P ₀ on the graph • identifying Q _p P _p on the graph • shading DWL on the graph OR explaining DWL area (eg abc) • explaining why allocative efficiency occurs at P ₀ Some parts may be incomplete.	Understanding involves: • identifying Q ₀ P ₀ on the graph • identifying Q _p P _p on the graph • shading DWL on the graph OR explaining DWL area (eg abc) • explaining why allocative efficiency occurs at P ₀	In-depth understanding involves: • explaining why Po is most efficient • explaining in detail, the effect of Po on efficiency by shifting from Po explaining the impact on Qof Po regulation. • referring to the graph to support answers (refers to direction of changes from one point to another, identifies areas). Some parts may lack detail or are incomplete.	In-depth understanding involves: • explaining why P ₀ is most efficient • explaining in detail, the effect of P ₁ on efficiency by shifting from P _p • explaining the impact on Q of P ₁ regulation. • referring to the graph to support answers (refers to direction of changes from one point to another, identifies areas).	Comprehensive understanding involves: • comparing or contrasting P1 with Pp OR P0 in terms of the impact on efficiency. Includes discussion of which is the best point by considering overall impact on efficiency • explaining in detail why the Commerce Commission needs to regulate at P1 • integrating the graph into the discussion by using the points, shading, or extra labelling to clearly show comparisons between the price options.	Comprehensive understanding involves: • comparing or contrasting P ₁ with P _p , AND P ₀ in terms of the impact on efficiency. Includes discussion of which is the best point by considering overall impact on efficiency • explaining in detail why the Commerce Commission needs to regulate at P1 (referring to the features of a monopoly) • integrating the graph into the discussion by using the points, shading, or extra labelling to clearly show comparisons between the price options.

N0 = No response; no relevant evidence.



N1	N2	А3	A4	M5	M6	E7	E8
ONE of: On EITHER graph – • labels Q ₁ correctly • identifies new D ₁ =MR ₁ =AR ₁ • identifies types of profit made by either farmer • identifies output which will be produced at lower price.	TWO of : On EITHER graph – • labels Q ₁ correctly • identifies new D ₁ =MR ₁ =AR ₁ • identifies types of profit made by either farmer • identifies output which will be produced at lower price.	Understanding involves: • identifying Q ₁ correctly on EITHER graph • identifying Q ₂ correctly with correct new D ₁ =MR ₁ =AR ₁ shown on EITHER graph • explaining the changes in output using marginal analysis • explaining the types of profit • some reference to the graph. Some parts may be incomplete.	Understanding involves: • identifying Q ₁ correctly on EITHER graph • identifying Q ₂ correctly with correct new D ₁ =MR ₁ =AR ₁ shown on EITHER graph • explaining the changes in output using marginal analysis • explaining the types of profit • some reference to the graph.	In-depth understanding involves: • explaining in detail changes from Q1 to Q2, by using marginal analysis (for EITHER graph). Q1, Q2 and new D1=MR1=AR1 correctly identified. (Reference made to quantities between Q1 and Q2) • explaining in detail types of profit for EITHER farmer in relation to the graph by correct labelling, shading, or comparing AC and AR at Q1 and Q2 • referring to the graph to support explanations. Some parts may lack detail or are incomplete.	In-depth understanding involves: • explaining in detail changes from Q1 to Q2, by using marginal analysis (for EITHER graph). Q1, Q2 and new D1=MR1=AR1 correctly identified. (Reference made to quantities between Q1 and Q2) • explaining in detail types of profit for EITHER farmer in relation to the graph by correct labelling, shading, or comparing AC and AR at Q1 and Q2 • referring to the graph to support explanations.	Comprehensive understanding involves comparing and contrasting between both farmers by: • explaining in detail changes from Q1 to Q2, by using marginal analysis • explaining why low debt farmer makes supernormal profits at Q1 while high debt farmer makes normal profits at Q1 (due to higher AC and fixed costs) • explaining the change in profits for each farmer • explaining the change in profits for each farmer • explaining why high debt farmer will leave the market • integrating graphs to support explanations. Some parts may lack detail or are incomplete.	Comprehensive understanding involves comparing and contrasting between both farmers by: • explaining in detail changes from Q1 to Q2, by using marginal analysis, referring to MR1 • explaining why low debt farmer makes supernormal profits at Q1 while high debt farmer makes normal profits at Q1 (due to higher AC and fixed costs) • explaining the change in profits for each farmer • explaining why high debt farmer will leave the market • integrating graphs to support explanations.



For the perfect competitor, new producers can enter the market, as there are no barriers to entry.

This means that market supply in Graph Five shifts in the long run to S_{LR} , causing the market price to fall. Since the perfect competitor accepts the market price, the price they receive also falls (as does their MR).

Since MR is now less than MC at Q_1 , they will not want to produce this quantity – as it reduces profits (marginal loss made).

This is true for all units between Q_1 and Q_3 , and the quantity supplied by the perfect competitor will fall to Q_3 .

The perfect competitor now makes normal profits (AC = AR) at Q_3 , so no one wants to enter or leave the market. Normal profit is sufficient to keep the perfect competitor in business.

So the perfect competitor can only make supernormal profits in the short run, due to no barriers to entry.

In comparison, the monopolist has strong barriers to entry. This means those who wish to enter the market to get the supernormal profits are unable to.

This could be due to legal barriers, like patents. The monopolist can continue to make supernormal profits in the long run, as no change will occur in the market due to the strong barriers.

N1	N2	А3	A4	M5	М6	E7	E8
TWO of:	THREE of:	Understanding involves: • showing D = AR = MR correctly on Graph Four • labelling profit maximising price and quantity for EITHER the perfect competitor OR the monopolist • explaining that monopolist sets quantity and demand determines price OR explaining that perfect competitor has price set by market (and then chooses quantity based on this) • explaining that others will enter the market if supernormal profits are made for PC due to no barriers to entry • explaining that others cannot enter the market if supernormal profits are made for monopolist are made for monopolist due to strong	Understanding involves: • showing D = AR = MR correctly on Graph Four • labelling profit maximising price and quantity for EITHER the perfect competitor OR the monopolist • explaining that monopolist sets quantity and demand determines price OR explaining that perfect competitor has price set by market (and then chooses quantity based on this) • explaining that others will enter the market if supernormal profits are made for PC due to no barriers to entry • explaining that others cannot enter the market if supernormal profits are made for monopolist are made for monopolist due to strong	In-depth understanding involves: • showing D = AR = MR correctly on Graph Four • correctly placing AC on BOTH graphs to have supernormal profits • explaining in detail why profit is maximised at MC = MR (profit maximizing rule) • explaining that monopolist sets quantity and demand determines price (price maker) OR perfect competitor has price set by market (price taker) and then chooses quantity based on this • explaining that others will enter the market if supernormal profits are made for PC due to no barriers to entry. Shifts Supply in market to right. Shows	In-depth understanding involves: • showing D = AR = MR correctly on Graph Four • correctly placing AC on BOTH graphs to have supernormal profits • explaining in detail why profit is maximised at MC = MR (profit maximizing rule) • explaining that monopolist sets quantity and demand determines price (price maker) OR perfect competitor has price set by market (price taker) and then chooses quantity based on this • explaining that others will enter the market if supernormal profits are made for PC due to no barriers to entry. Shifts Supply in market to right. Shows	Comprehensive understanding involves comparing and contrasting between the perfect competitor and monopolist by: • explaining in detail why monopolist OR PC maximise profits where MC = MR (discusses marginal profits before or after). Refers to EITHER graph to support explanation • explaining that for monopolist Q decision determines price, while PC is a price taker and price is set by the market • explaining why in the short run PC makes supernormal profits but in the long run only normal profits can be made. Refers to features of the PC • explaining why the monopolist can make	Comprehensive understanding involves comparing and contrasting between the perfect competitor and monopolist by: • explaining in detail why monopolist OR PC maximise profits where MC = MR (discusses marginal profits before or after). Refers to EITHER graph to support explanation • explaining that for monopolist Q decision determines price, while PC is a price taker and price is set by the market • explaining why in the short run PC makes supernormal profits but in the long run only normal profits can be made. Refers to features of the PC • explaining why the monopolist can make supernormal profits in the long run and short run.

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NØ = No response; no relevant evidence.

Judgement Statement

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 7	8 – 13	14 – 18	19 – 24