

KRUGMAN'S Economics

SECOND EDITION

for AP®



Ray | Anderson

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Adapted from *Economics*, Third Edition
by Paul Krugman and Robin Wells

College Board AP® Topic Outline Macroeconomics

Basic Economic Concepts (8–12%)

- A. Scarcity, choice, and opportunity costs
- B. Production possibilities curve
- C. Comparative advantage, specialization, and exchange
- E. Macroeconomic issues: business cycle, unemployment, inflation, growth

- D. Demand, supply, and market equilibrium

II. Measurement of Economic Performance (12–16%)

- A. National income accounts

- C. Unemployment

- B. Inflation measurement and adjustment

III. National Income and Price Determination (10–15%)

- A. Aggregate demand

- B. Aggregate supply

- C. Macroeconomic equilibrium

IV. Financial Sector (15–20%)

- A. Money, banking, and financial markets

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- Module 1 The Study of Economics
- Module 3 The Production Possibilities Curve Model
- Module 4 Comparative Advantage and Trade

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- Module 2 Introduction to Macroeconomics

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- Module 23 The Definition and Measurement of Money
- Module 24 The Time Value of Money

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- B. Loanable funds market
- C. Central bank and control of the money supply

V. Stabilization Policies (20–30%)

- A. Fiscal and monetary policies
- B. The Phillips curve

VI. Economic Growth (5–10%)

- A. Definition of economic growth
- B. Determinants of economic growth
- C. Growth policy

VII. Open Economy: International Trade and Finance (10–15%)

- A. Balance of payments accounts
- B. Foreign exchange market
- C. Imports, exports, and financial capital flows
- D. Relationships between international and domestic financial and goods markets

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- Module 25 Banking and Money Creation
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- Module 44 Barriers to Trade
- Module 45 Putting It All Together

College Board AP® Topic Outline Microeconomics

I. Basic Economic Concepts (8–14%)

- A. Scarcity, choice, and opportunity cost
- B. Production possibilities curve
- C. Comparative advantage, absolute advantage, specialization, and trade
- D. Economic systems
- E. Property rights and the role of incentives
- F. Marginal analysis

II. The Nature and Function of Product Markets (55–70%)

- A. Supply and Demand
 - 1. Market equilibrium
 - 2. Determinants of supply and demand
 - 3. Price and quantity controls
 - 4. Elasticity
 - 5. Consumer surplus, producer surplus, and allocative efficiency
 - 6. Tax incidence and deadweight loss
- B. Theory of consumer choice
- C. Production and costs
 - 1. Production functions: short and long run
 - 2. Marginal product and diminishing returns
 - 3. Short-run costs
 - 4. Long-run costs and economies of scale
 - 5. Cost minimizing input combination and productive efficiency

- D. Firm behavior and market structure
 - 1. Profit
 - 2. Perfect competition

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College Board AP® Topic Outline Microeconomics

3. Monopoly

4. Oligopoly

5. Monopolistic competition

III. Factor Markets (10–18%)

- A. Derived factor demand
- B. Marginal revenue product
- C. Hiring decisions in the markets for labor and capital
- D. Market distribution of income

IV. Market Failure and the Role of Government (12–18%)

- A. Externalities
- B. Public goods
- C. Public policy to promote competition
- D. Income distribution

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Krugman's Economics

for AP[®] Second
Edition

Margaret Ray

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David Anderson

Centre College

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by Paul Krugman and Robin Wells

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To beginning students everywhere,
which we all were at one time.

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To the Student

How to Get the Most from This Program

The AP® Economics course represents a wonderful opportunity for high school students to be challenged by the rigor of a college-level course, while learning life-relevant concepts from the discipline of economics. We understand the unique challenges of teaching and learning AP® Economics and have designed this book and its support program to be the most effective possible resources to help you succeed in AP® Economics.

Intent on promoting the efficiency and effectiveness of AP® Economics courses, we started with the best available college-level introduction to economics—Krugman and Wells' *Economics*, second and third editions. We knew these would be the best foundation for an AP® adaptation. Our goal was to retain the features of *Economics* that make it a winner, while crafting it to closely follow the AP® syllabus and speak to a high school audience. *Krugman's Economics for AP®*, second edition, is designed to be easy to read and easy to use. Our hope is that you will find our explanations clear and concise, and that you will enjoy reading the book.

What's New in this Edition?

This book is your ultimate tool for success in the AP® Economics courses. With this in mind, the second edition features improvements to the organization and presentation of content, as well as to our system of supporting student learning and preparation for the AP® Exam. For a visual walk-through of the features of the book, please see page xxiv.

More AP®-focused elements and study aids

- **AP® exam tips**, found in the margin throughout the text, provide invaluable advice on where you should focus, how to avoid pitfalls, and how to be successful in the course and on the exam. These “on-the-spot” reminders help you avoid common mistakes.
- More **AP® exam practice** is provided through an increased number of multiple-choice and free-response questions (FRQs) at the end of each module and section. These assessments not only test you on the material you learned in the module, but also mimic AP® questions to train you on what you will see on the exam. The open-ended, conceptual FRQs help familiarize you with the kind of synthesis skills you’ll need to master the exam.
- **Full-length AP®-style practice examinations** are included at the end of the text to ensure you have nailed down the content and are ready to tackle the real test in May.

New video clips to help you study and review

Economics videos available on the Internet can be both entertaining and educational. For a complete list of these videos, look for econextras video links on the Book Companion Site at bcs.worthpublishers.com/KrugmanAP2e.

- **Module “Flip It” Concept Videos** are short, concise videos that explain a key concept covered in a module, such as the Production Possibilities Curve in Module 3 and Comparative Advantage in Module 4. Each video is short, focused, and funny. These Internet videos offer simple examples to underscore the concepts and give lots of practice in reading and interpreting graphs—skills that are important on the AP® Exam.
- **Section Review Videos** provide a great review of the key concepts in a section. These longer videos focus on explaining the big picture ideas, key graphs, and common mistakes/pitfalls for the section. Watching the Section Review Video is a smart way to make sure you understand the key ideas in the section.

What Continues?

Perhaps the most important feature is what has been left unchanged from the first edition. We adhere to the general approach of Krugman’s balanced and proven *Economics* text:

“To achieve deeper levels of understanding of the real world through economics, students must learn to appreciate the kinds of trade-offs and ambiguities that economists and policy makers face when applying their models to real-world problems. We believe this approach will make students more insightful and more effective participants in our common economic, social, and political lives.”

Alignment with the College Board® Topic Outline

We have organized the book to match up with the College Board’s Topic Outlines for AP® Macroeconomics and Microeconomics, so you can be sure you are receiving the best possible preparation for the AP® exam. Where the outline has recommended coverage within specific sections, you can be sure that you will find that coverage. You can find a guide correlating each module with its equivalent College Board course description topic on the front endpaper of this text.

A flexible modular approach

This book is arranged by sections that correspond to the AP® Topic Outline. Each section is divided into four to seven modules. Each module breaks the course material into a pedagogically appropriate unit that is designed to

be covered in one class period. This organization takes you through the required AP® course material in a sequence and at a pace designed for optimal success.

Effective study aids

- **Learning Objectives** establish measurable goals for each module and help you direct your reading.
- **Module Reviews** allow you to practice what you've learned with AP®-style questions. These reviews help you determine your mastery of each module so you can decide if you're ready to move on or need more study.
- **Section Reviews** include detailed summaries of each module as well as page-referenced Key Terms and AP®-style multiple-choice and free-response questions.

Additional Resources to Optimize Productivity

- **Downloadable e-Book**

This PDF-style e-Book matches the printed book page for page and is optimized for use on Windows or Apple computers, laptops, and tablets.

- **Strive for a 5: Preparing for the AP® Macroeconomics and Microeconomics Exams**

The *Strive for a 5* guides are designed for use with *Krugman's Economics for AP®*, second edition. They are written to help you evaluate your understanding of the material covered in the textbook, reinforce the key concepts, develop conceptual understanding and graphing skills, and prepare you to succeed on the AP® Macroeconomics and Microeconomics Exams. The guides are divided into two sections: a study guide and a test preparation section. The study guides are written to be used throughout the course, while the prep section offers additional AP® test strategies and includes two full-length AP®-style practice exams—each with 60 multiple-choice questions and three free-response questions.

Turn the page for a tour of the text. Once you know how to use the book properly, you will be more likely to realize success in the course and on the AP® exam!

Tools for Learning...Getting the Most from this Book

Each section and its modules are structured around a common set of features designed to help you learn the concept and practice for the AP® Exam. By putting all of the pieces together as you work through the text, you will complete the entire puzzle by the end of the course.

Use the features to help you study economics and prepare for the exam.

SECTION 1

Module 1: The Study of Economics
Module 2: Introduction to Macroeconomics
Module 3: The Production Possibilities Curve Model
Module 4: Comparative Advantage and Trade
Appendix: Graphs in Economics
Economics by Example: What's to Love About Economics?

Common Ground

The annual meeting of the American Economic Association draws thousands of economists, young and old, famous and obscure. There are bookstores, business meetings, and quite a few job interviews. But mainly the economists gather to talk and listen. During the busiest times, 60 or more presentations may be taking place simultaneously, on questions that range from the future of the stock market to who does the cooking in two-earner families.

What do these people have in common? An expert on the stock market probably knows very little about the economics of housework, and vice versa. Yet an economist who wanders into the wrong seminar and ends up listening to presentations on some unfamiliar topic is nonetheless likely to hear much that is familiar. The reason is that all economic analysis is based on a set of common principles that apply to many different issues.

Some of these principles involve *individual choice*—for economics is, first of all, the study of individual choice.

Read the Opening Story. Each section opens with a compelling story that often extends through the modules. The opening stories illustrate important concepts, to build intuition with realistic examples that are designed to pique your interest as you prepare to learn about the economic concepts in the modules.

Basic Economic Concepts



of alternatives—limited because no one can have everything that he or she wants. Every question in economics at its most basic level involves individuals making choices.

But to understand how an economy works, you need to understand more than how individuals make choices. None of us lives like Robinson Crusoe, alone on an island—we must make decisions in an environment that is shaped by the decisions of others. Indeed, in our global economy even the simplest decisions you make—say, what to have for breakfast—are shaped by the decisions of thousands of other people, from the banana grower in Costa Rica who decided to grow the fruit you eat to the farmer in Iowa who produced the fertilizer used to grow the bananas. And so on and so forth throughout society.

MODULE 5

Supply and Demand: Introduction and Demand

In this Module, you will learn to:

- Explain what a competitive market is and how it is described by the supply and demand model
- Draw a demand curve and interpret its meaning
- Discuss the difference between movements along the demand curve and changes in demand
- List the factors that shift the demand curve

Supply and Demand: A Model of a Competitive Market

Cotton sellers and cotton buyers constitute a *market*—a group of producers and consumers who exchange a good or service for payment. In this section, we'll focus on a particular type of market known as a *competitive market*. Roughly, a *competitive market* is one in which there are many buyers and sellers and no single seller or buyer is large enough to influence the price of the good or service. More precisely, the key feature of a competitive market is that no individual's actions have a noticeable effect on the price at which the good or service is sold. It's important to understand, however, that this is not an accurate description of every market. For example, it's not an accurate description of the market for cola beverages, Coca-Cola and Pepsi are able to influence the price of a can of cola because the market for cola is not perfectly competitive. The market for cotton is so huge that only a tiny fraction of the world's cotton is bought and sold in any given year. If a single producer left the market, the price would not change significantly. This is because there are many other producers who can easily fill the gap. However, if a single producer left the market, the price would likely increase significantly. This is because there are fewer producers left to supply the same amount of cotton.

Watch for the blue Key Term boxes, which highlight the vocabulary you'll need to master to realize success on the AP® exam. The terms are repeated in the Section Review and in the Glossary at the end of the book, as well as the Glosario on the Book Companion Site.

Each unit is designed with a different color so that you may easily determine which AP® exam topic you are studying. For example, Section 1 is blue and Section 2 is magenta.

Review the **Learning Objectives** for an overview of the critical concepts you will be tackling in the module. Focus on mastering these skills as you work through the module.



AP® Exam Tip

Supply and demand graphs are some of the most important graphs to master for success on the AP® exam. You must be able to draw, label, and interpret the graphs for most of the questions on the exam, and they are the basis of future graphs you will learn in the course, too.

A **competitive market** is a market in which there are many buyers and sellers of the same good or service, none of whom can influence the price of which the good or service is sold.

Pay attention to the **AP® Exam Tip** boxes. They provide helpful advice on what to read closely and what common pitfalls to avoid so you can ace the AP® exam.

Study the graphs and figures. To succeed, you must be able to interpret and draw graphs correctly.

Figure 7.1 Market Equilibrium

Market equilibrium occurs at point E , where the supply curve and the demand curve intersect. In equilibrium, the quantity demanded is equal to the quantity supplied. In this market, the equilibrium price is \$1 per pound and the equilibrium quantity is 10 billion pounds per year.

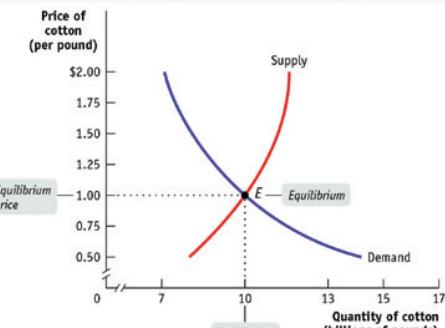
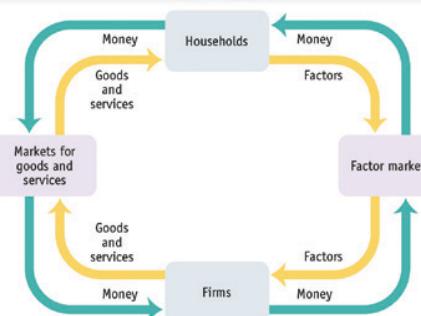


Figure 10.1 The Circular-Flow Diagram

This diagram represents the flows of money, factors of production, and goods and services in the economy. In the markets for goods and services, households purchase goods and services from firms, generating a flow of money to the firms and a flow of goods and services to the households. The money flows back to households as firms purchase factors of production from the households in factor markets.



Figures and graphs hold volumes of information. Study them carefully and read the captions. Mastering the creation and interpretation of economic models is important to realizing success on the AP® exam. Color is used consistently to distinguish between demand (blue) and supply (red) curves.

econextras

Video List

to accompany
Krugman's Economics for AP® Second Edition

Section	Module	Name of Video	Link
Section 1	Module 1	Econ Overview	https://www.youtube.com/watch?v=WeCtBdyqyM&feature=player_detailpage#t=1s
		How Markets Work in 8 Minutes	https://www.youtube.com/watch?v=KzWmXzOzQfU&feature=player_detailpage#t=1s
	Module 2	The Business Cycle	https://www.youtube.com/watch?v=4iDqjg_10d8&feature=youtu.be
	Module 3	Society, Opportunity Cost, and the PPC Model	https://www.youtube.com/watch?v=HtP13_yo_uM&feature=youtu.be
		The Law of Increasing Opportunity Cost and the PPC Model	https://www.youtube.com/watch?v=HtP13_yo_uM&feature=youtu.be
	Module 4	Comparative Advantage	https://www.youtube.com/watch?v=tTmIjg_wLkE&feature=youtu.be
		Milton Friedman: L. Penick	https://www.youtube.com/watch?v=tTmIjg_wLkE&feature=youtu.be

Watch the **econextras** module video clips that provide “just in time” instruction on key concepts in each module. You can watch the videos as many times as needed to make sure that you understand the material. See the econextras list with hyperlinks to recommended videos on the book companion website, bcs.worthpublishers.com/krugmanap2e.

FYI

The Price of Admission

The market equilibrium, so the theory goes, is pretty egalitarian because the equilibrium price applies to everyone. That is, all buyers pay the same price—the equilibrium price—and all

tickets for major events being sold at face value by online box offices often sell out within minutes. In this case, some people who want to go to the concert badly but have missed out on the opportunity to buy cheaper tickets from the online box office are willing to pay the higher internet reseller price.

Not only that—perusing the StubHub.com website, you can see that markets really do move to equilibrium. You’ll notice that the prices quoted by different sellers for seats close to one another are also very close: \$184.99 versus \$185 for seats on the main floor of the Drake concert. As the competitive market model predicts, units of the same good end up selling for the same price. And prices move in response to demand and supply. According to an article in the *New York Times*, tickets on StubHub.com can sell for less than the face value for events with little appeal, but prices can skyrocket for events that are in high demand. (The article quotes a price of \$3,530 for a Madonna

concert.) Even StubHub.com’s chief executive says his site is “the embodiment of supply-and-demand economics.”

So the theory of competitive markets isn’t just speculation. If you want to experience it for yourself, try buying tickets to a concert.



The competitive market model determines the price you pay for concert tickets.

Need a break? Read the **FYI boxes** for short but compelling applications of the major economic concepts just covered in the module. You can connect the content you’re reading with these real-life examples to deepen your understanding of the concepts. Exercise your synthesis skills with these boxes!

Puzzling as this may seem, there is no contradiction once we take opportunity costs and tastes into account. For major events, buying tickets from the box office means waiting in very long lines. Ticket buyers who use Internet resellers have decided that the opportunity cost of their time is too high to spend waiting in line. And

Practice makes perfect!

Practice what you've learned at the end of each module with **Multiple-Choice Questions** and skill-building practice **Free-Response Questions**.

MODULE 4 Review

Check Your Understanding

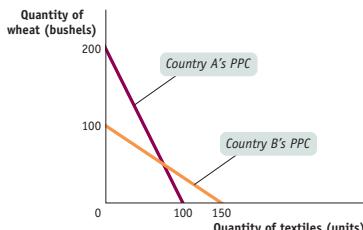
1. In Italy, an automobile can be produced by 8 workers in one day and a washing machine by 3 workers in one day. In the United States, an automobile can be produced by 6 workers in one day, and a washing machine by 2 workers in one day.
 - a. Which country has an absolute advantage in the production of automobiles? In washing machines?

- b. Which country has a comparative advantage in the production of washing machines? In automobiles?
 - c. What type of specialization results in the greatest gains from trade between the two countries?

2. Refer to the story of Tom and Hank illustrated by Figure 4.1 in the text. Explain why Tom and Hank are willing to engage in a trade of 1 fish for 1½ coconuts.

Tackle the Test: Multiple-Choice Questions

Refer to the graph below to answer the following questions.



30 Section 1 Basic Economic Concepts

1. Use the graph to determine which country has an absolute advantage in producing each good.

Absolute advantage in wheat production
a. Country A
b. Country A
c. Country B
d. Country B
e. Country A

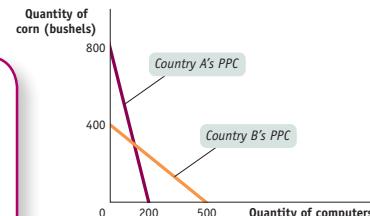
Absolute advantage in textile production
Country B
Country A
Country A
Country B
Neither country

Check Your Understanding

questions at the end of each module allow you to immediately test your understanding of the content. If you're having a hard time with these questions, you'll know to go back and re-read the module.

Tackle the Test: Free-Response Questions

1. Refer to the graph below to answer the following questions.



- a. What is the opportunity cost of a bushel of corn in each country?
- b. Which country has an absolute advantage in computer production? Explain.
- c. Which country has a comparative advantage in corn production? Explain.
- d. If each country specializes, what good will Country B import? Explain.
- e. What is the minimum price Country A will accept to export corn to Country B? Explain.

1 point: Because Country A can produce corn at a lower opportunity cost ($\frac{1}{4}$ versus $1\frac{1}{4}$ computers)

1 point: Corn

1 point: Country B has a comparative advantage in the production of computers, so it will produce computers and import corn (Country A has a comparative advantage in corn production, so it will specialize in corn and import computers from Country B).

1 point: $\frac{1}{4}$ computer

1 point: Country A's opportunity cost of producing corn is $\frac{1}{4}$ computer, so that is the lowest price it will accept to sell corn to Country B.

2. Refer to the table below to answer the following questions. These two countries are producing textiles and wheat using equal amounts of resources.

	Weekly output per worker	
	Country A	Country B
Bushels of wheat	15	10
Units of textiles	60	60

- a. What is the opportunity cost of producing a bushel of wheat for each country?
- b. Which country has the absolute advantage in wheat production?
- c. Which country has the comparative advantage in textile production? Explain.

(5 points)

Rubric for FRQ 1 (9 points)

1 point: Country A, $\frac{1}{4}$ computer; Country B, $1\frac{1}{4}$ computers

1 point: Country B

1 point: Because Country B can produce more computers than Country A (500 versus 200)

1 point: Country A

In addition, two **AP®-style free-response questions** are provided. A sample grading rubric is given for the first FRQ to show you how questions are graded and to help you learn how to write thoughtful answers. The second problem asks you try a “mini FRQ” for yourself. These short, focused FRQ-style questions are one small piece of the puzzle.

Watch the review video and work through cumulative questions at the end of each section.

SECTION 1 Review

Start your review of each section by watching the special Section Review Video, indicated by the green play button. These reviews present the key ideas in the section using lots of visuals, down-to-earth language, and a little humor.

[Section 1 Review Video](#)

Module 1

1. Everyone has to make choices about what to do and what *not* to do. **Individual choice** is the basis of **economics**—if it doesn’t involve choice, it isn’t economics. The **economy** is a system that coordinates choices about production and consumption. In a **market economy**, these choices are made by many firms and individuals. In a **command economy**, these choices are made by a central authority. **Incentives** are rewards or punishments that motivate particular choices, and can be lacking in a command economy where producers cannot set their own prices or keep their own profits. **Property rights** create incentives in market economies by establishing ownership and granting individuals the right to trade goods and services for mutual gain. In any economy, decisions are informed by **marginal analysis**—the study of the costs and benefits of doing something a little bit more or a little bit less.

2. The reason choices must be made is that **resources**—anything that can be used to produce something else—are **scarce**. The four categories of resources are **land**, **labor**, **capital**, and **entrepreneurship**. Individuals are limited in their choices by **opportunity costs**.

3. Because you must choose among limited alternatives, the true cost of anything is what you must give up to get it—all costs are **opportunity costs**.

4. Economists use economic models for both **positive economics**, which describes how the economy works, and for **normative economics**, which prescribes how the economy *should* work. Positive economics often involves making forecasts. Economics can determine correct answers for positive questions, but typically not for normative questions, which involve value judgments. Exceptions occur when policies designed to achieve a certain prescription can be clearly ranked in terms of preference.

5. There are two main reasons economists disagree. One, they may disagree about which simplifications to make in a model. Two, economists may disagree—like everyone else—about values.

6. **Microeconomics** is the branch of economics that studies how people make decisions and how those decisions interact. **Macroeconomics** is concerned with the overall ups and downs of the economy, and focuses on **economic aggregates** such as the unemployment domestic product, that summarize data from different markets.

Key Terms

Economics, p. 2	Economic aggregates, p. 5
Individual choice, p. 2	Positive economics, p. 6
Economy, p. 2	Normative economics, p. 6
Market economy, p. 2	Business cycle, p. 11
Command economy, p. 2	Depression, p. 11
Incentives, p. 3	Recessions, p. 11
Property rights, p. 3	Expansions, p. 11
Marginal analysis, p. 3	Employment, p. 11
Resource, p. 3	Unemployment, p. 11
Land, p. 3	Labor force, p. 12
Labor, p. 3	Unemployment rate, p. 12
Capital, p. 3	Output, p. 12
Entrepreneurship, p. 3	Aggregate output, p. 12
Scarce, p. 3	Inflation, p. 13
Opportunity cost, p. 4	Deflation, p. 13
Microeconomics, p. 5	Price stability, p. 13
Macroeconomics, p. 5	Economic growth, p. 13

Section 1 Review Video

Module 1

Review

Read the **Section Review** and study the **Key Terms** at the end of each section.

Free-Response Question

The Hatfield family lives on the east side of the Hatatoochie River and the McCoy family lives on the west side. Each family's diet consists of fried chicken and corn on the cob, and each is self-sufficient, raising its own chickens and growing its own corn.

Assume the Hatfield family has a comparative advantage in the production of corn.

1. Draw a correctly labeled graph showing a hypothetical production possibilities curve for the McCoy family.
2. Which family has the comparative advantage in the production of chickens? Explain.
3. Assuming that each family is producing efficiently, how can the two families increase their consumption of both chicken and corn?
(5 points)

Test yourself at the end of each section by tackling the **AP® Exam Practice Questions**. Here's your chance to prove that you've mastered the Economics content and the types of questions you'll see on the AP® exam!

AP® Exam Practice Questions

Multiple-Choice Questions

1. In a market economy, most choices about production and consumption are made by which of the following?
 - a. politicians
 - b. many individuals and firms
 - c. the government
 - d. managers
 - e. economists
 2. Which of the following pairs indicates a category of resources and an example of that resource?

Category	Example
a. money	investment
b. capital	money
- c. capital** minerals
d. land factory
e. land timber
3. You can either go to a movie or study for an exam. Which of the following is an opportunity cost of studying for the exam?
 - a. a higher grade on the exam
 - b. the price of a movie ticket
 - c. the cost of paper, pens, books, and other study materials
 - d. the enjoyment from seeing the movie
 - e. the sense of achievement from learning

The final pieces of the puzzle...Putting It All Together and the comprehensive AP® Practice Test



Putting It All Together The final module in macroeconomics, 45, teaches you how to use what you have learned to answer comprehensive, “real-world” questions about the macroeconomy, like the type you will see in the long section FRQ on the AP® Exam.

In this Module, you will learn to:

- Use macroeconomic models to conduct policy analysis
- Improve your approach to free-response macroeconomics questions

Having completed our study of the basic macroeconomic models, you can analyze scenarios and evaluate policy recommendations. In this module, you will learn a step-by-step approach to macroeconomic analysis. You can adapt this approach to any macroeconomic model, including models of aggregate demand and supply, production possibilities, money markets, and the Phillips curve. By the end of this module you will be able to combine mastery of the principles of macroeconomics with problem solving skills to analyze a new scenario on your own.

A Structure for Macroeconomic Analysis

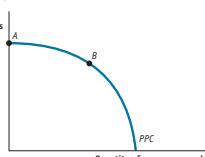
Test your knowledge and readiness for the AP® exam by taking the end-of-book **AP®-Style Practice Exams**, which include 60 multiple-choice questions and three FRQs per exam, just like the official tests. Time yourself to simulate the actual exams.

AP® Macroeconomics Exam Practice Test

PRACTICE EXAM

Multiple-Choice Questions

Refer to the figure below to answer Question 1.



1. A movement from point A to point B illustrates which of the following?
- a. the opportunity cost of consumer goods
 - b. an advance in technology
 - c. an increase in available resources used to produce consumer goods

Slope	Opportunity cost of wheat
a. no change	no change
b. decrease	decrease
c. increase	increase
d. no change	increase
e. decrease	increase

3. According to the concept of comparative advantage, which of the following is true when countries specialize and trade?
- a. Both countries will be better off.
 - b. Total world output increases.
 - c. The production possibilities curve for both countries shifts outward.
 - d. Prices fall in both countries.
 - e. Deadweight loss is created.

Refer to the figure below to answer Question 4.



Interesting reading for after the Exam

Learning about Economics doesn't stop after you take the exam in May. Continue your study of Economics with **Enrichment Modules** and the **Financial Literacy Handbook** to help round out the course and to prepare you for further Economics study in college and beyond.

ENRICHMENT MODULE

A

Financial Markets and Crises

In this Module, you will learn to:

- Describe the importance of a well-functioning financial system
- List the causes of financial crises in the economy
- Identify the macroeconomic consequences of financial crises
- Explain the factors leading to the financial crisis of 2008

The Role of Financial Markets

These days, almost everyone is connected in some way to *financial markets*. When you receive a paycheck, pay a bill, borrow money, or use a credit card, the financial markets assist with the transaction. And a recent FDIC study found that about 91% of U.S. households have some form of checking or savings account.

In Module 22, we learned about the three tasks of a financial system: to reduce transactions costs, to reduce risk, and to provide liquidity. The financial system performs these tasks largely through financial intermediaries, such as banks and mutual funds.

For additional help...

Use the **Strive for a 5 Guide** companions to this text. Each Guide was written to work hand-in-glove with the text and includes a study guide followed by tips and advice on taking the exam and two more full AP® practice exams per guide.



Preparing for the AP® Microeconomics Exam

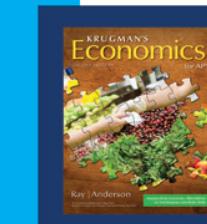
WORTH PUBLISHERS



Preparing for the AP® Macroeconomics Exam

Melanie Fox

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SECTION

1

Module 1: The Study of Economics

Module 2: Introduction to Macroeconomics

Module 3: The Production Possibilities Curve Model

Module 4: Comparative Advantage and Trade

Appendix: Graphs in Economics

Economics by Example:
What's to Love About Economics?

Common Ground

The annual meeting of the American Economic Association draws thousands of economists, young and old, famous and obscure. There are booksellers, business meetings, and quite a few job interviews. But mainly the economists gather to talk and listen. During the busiest times, 60 or more presentations may be taking place simultaneously, on questions that range from the future of the stock market to who does the cooking in two-earner families.

What do these people have in common? An expert on the stock market probably knows very little about the economics of housework, and vice versa. Yet an economist who wanders into the wrong seminar and ends up listening to presentations on some unfamiliar topic is nonetheless likely to hear much that is familiar. The reason is that all economic analysis is based on a set of common principles that apply to many different issues.

Some of these principles involve *individual choice*—for economics is, first of all, about the choices that individuals make. Do you choose to work during the summer or take a backpacking trip? Do you download a new album or go to a movie? These decisions involve *making a choice* from among a limited number

Basic Economic Concepts



of alternatives—limited because no one can have everything that he or she wants. Every question in economics at its most basic level involves individuals making choices.

But to understand how an economy works, you need to understand more than how individuals make choices. None of us lives like Robinson Crusoe, alone on an island—we must make decisions in an environment that is shaped by the decisions of others. Indeed, in our global economy even the simplest decisions you make—say, what to have for breakfast—are shaped by the decisions of thousands of other people, from the banana grower in Costa Rica who decided to grow the fruit you eat to the farmer in Iowa who provided the corn in your cornflakes. And because each one of us depends on so many others—and they, in turn, depend on us—our choices interact. So, although all economics at a basic level is about individual choice, in order to understand

behavior within an economy we must also understand economic *interaction*—how my choices affect your choices, and vice versa.

Many important economic interactions can be understood by looking at the markets for individual goods—for example, the market for corn. But we must also understand economy-wide interactions in order to understand how they can lead to the ups and downs we see in the economy as a whole.

In this section we discuss the study of economics and the difference between microeconomics and macroeconomics. We also introduce the major topics within macroeconomics and the use of models to study the macroeconomy. Finally, we present the production possibilities curve model and use it to understand basic economic activity, including trade between two economies. Because the study of economics relies on graphical models, an appendix on the use of graphs follows the end of this section.

istockphoto.com (Young man looking up, Movie ticket, Orange Converse sneakers); Thinkstock (Pod Touch); Shutterstock (RayBan sunglasses)



© 13/Tony Hopewell/Ocean/Corbis

MODULE 1

The Study of Economics

In this Module, you will learn to:

- Explain how scarcity and choice are central to the study of economics
- Discuss the importance of opportunity cost in individual choice and decision making
- Explain the difference between positive economics and normative economics
- Identify areas of agreement and disagreement among economists
- Distinguish between microeconomic concepts and macroeconomic concepts

Individual Choice: The Core of Economics

Economics is the study of scarcity and choice.

Individual choice is decisions by individuals about what to do, which necessarily involve decisions about what not to do.

An **economy** is a system for coordinating a society's productive and consumptive activities.

In a **market economy**, the decisions of individual producers and consumers largely determine what, how, and for whom to produce, with little government involvement in the decisions.

In a **command economy**, industry is publicly owned and a central authority makes production and consumption decisions.

Economics is the study of scarcity and choice. Every economic issue involves, at its most basic level, **individual choice**—decisions by individuals about what to do and what *not* to do. In fact, you might say that it isn't economics if it isn't about choice.

Step into a big store such as Walmart or Target. There are thousands of different products available, and it is extremely unlikely that you—or anyone else—could afford to buy everything you might want to have. Besides, there's only so much space in your room. Given the limitations on your budget and your living space, you must choose which products to buy and which to leave on the shelf.

The fact that those products are on the shelf in the first place involves choice—the store manager chose to put them there, and the manufacturers of the products chose to produce them. The **economy** is a system that coordinates choices about production with choices about consumption, and distributes goods and services to the people who want them. The United States has a **market economy**, in which production and consumption are the result of decentralized decisions by many firms and individuals. There is no central authority telling people what to produce or where to ship it. Each individual producer makes what he or she thinks will be most profitable, and each consumer buys what he or she chooses.

An alternative to a market economy is a **command economy**, in which industry is publicly owned and there *is* a central authority making production and consumption decisions. Command economies have been tried, most notably in the Soviet Union between 1917 and 1991, but they didn't work very well. Producers in the Soviet Union

routinely found themselves unable to produce because they did not have crucial raw materials, or they succeeded in producing but then found that nobody wanted what the central authority had them produce. Consumers were often unable to find necessary items—command economies are famous for long lines at shops.

At the root of the problem with command economies is a lack of **incentives**, which are rewards or punishments that motivate particular choices. In market economies, producers are free to charge higher prices when there is a shortage of something, and to keep the resulting profits. High prices and profits provide incentives for producers to make more of the most-needed goods and services and to eliminate shortages.

In fact, economists tend to be skeptical of any attempt to change people's behavior that doesn't change their incentives. For example, a plan that calls on manufacturers to reduce pollution voluntarily probably won't be effective; a plan that gives them a financial incentive to do so is more likely to succeed.

Property rights, which establish ownership and grant individuals the right to trade goods and services with each other, create many of the incentives in market economies. With the right to own property comes the incentive to produce things of value, either to keep, or to trade for mutual gain. And ownership creates an incentive to put resources to their best possible use. Property rights to a lake, for example, give the owners an incentive not to pollute that lake if its use for recreation, serenity, or sale has greater value.

In any economy, the decisions of what to do with the next ton of pollution, the next hour of free time, and the next dollar of spending money are *marginal decisions*. They involve trade-offs at the margin: comparing the costs and benefits of doing a little bit more of an activity versus a little bit less. The gain from doing something one more time is called the *marginal benefit*. The cost of doing something one more time is the *marginal cost*. If the marginal benefit of making another car, reading another page, or buying another latte exceeds the marginal cost, the activity should continue. Otherwise, it should not. The study of such decisions, known as **marginal analysis**, plays a central role in economics because the formula of doing things until the marginal benefit no longer exceeds the marginal cost is the key to deciding "how much" to do of any activity.

All economic activities involve individual choice. Let's take a closer look at what this means for the study of economics.

Resources Are Scarce

You can't always get what you want. Almost everyone would like to have a beautiful house in a great location (and help with the housecleaning), two or three luxury cars, and frequent vacations in fancy hotels. But even in a rich country like the United States, not many families can afford all of that. So they must make choices—whether to go to Disney World this year or buy a better car, whether to make do with a small backyard or accept a longer commute in order to live where land is cheaper.

Limited income isn't the only thing that keeps people from having everything they want. Time is also in limited supply: there are only 24 hours in a day. And because the time we have is limited, choosing to spend time on one activity also means choosing not to spend time on a different activity—spending time studying for an exam means forgoing a night at the movies. Indeed, many people feel so limited by the number of hours in the day that they are willing to trade money for time. For example, convenience stores usually charge higher prices than larger supermarkets. But they fulfill a valuable role by catering to customers who would rather pay more than spend the time traveling farther to a supermarket where they might also have to wait in longer lines.

Why do individuals have to make choices? The ultimate reason is that *resources are scarce*. A **resource** is anything that can be used to produce something else. The economy's resources, sometimes called *factors of production*, can be classified into four categories: **land** (including timber, water, minerals, and all other resources that come from nature), **labor** (the effort of workers), **capital** (machinery, buildings, tools, and all other manufactured goods used to make other goods and services), and **entrepreneurship** (risk taking, innovation, and the organization of resources for production). A resource is **scarce**

Incentives are rewards or punishments that motivate particular choices.

Property rights establish ownership and grant individuals the right to trade goods and services with each other.

Marginal analysis is the study of the costs and benefits of doing a little bit more of an activity versus a little bit less.

A **resource** is anything that can be used to produce something else.

Land refers to all resources that come from nature, such as minerals, timber, and petroleum.

Labor is the effort of workers.

Capital refers to manufactured goods used to make other goods and services.

Entrepreneurship describes the efforts of entrepreneurs in organizing resources for production, taking risks to create new enterprises, and innovating to develop new products and production processes.

A **scarce** resource is not available in sufficient quantities to satisfy all the various ways a society wants to use it.

AP® Exam Tip

Students of microeconomics should pay close attention to *marginal analysis*, as it is often tested on the AP® exam. Any time you see "additional," think "marginal."

AP® Exam Tip

Be careful when you see key terms you think you already know, because economists have special meanings for many terms. For example, *scarcity* is about more than just a limited amount of a good. For an economist, scarcity involves trying to satisfy unlimited consumer wants with limited resources. The difference is the relationship to unlimited consumer wants.

AP® Exam Tip

Questions on the AP® exam generally use the term *capital* to refer to the category of factors of production made up of manufactured goods used to make other goods and services. Don't confuse this type of capital with *financial capital* such as money, stocks, and bonds.

The real cost of an item is its **opportunity cost**: what you must give up in order to get it.

when there is not enough of it available to satisfy the various ways a society wants to use it. For example, there are limited supplies of oil and coal, which currently provide most of the energy used to produce and deliver everything we buy. And in a growing world economy with a rapidly increasing human population, even clean air and water have become scarce resources.

Just as individuals must make choices, the scarcity of resources means that society as a whole must make choices. One way for a society to make choices is simply to allow them to emerge as the result of many individual choices. For example, there are only so many hours in a week, and Americans must decide how to spend their time. How many hours will they spend going to supermarkets to get lower prices rather than saving time by shopping at convenience stores? The answer is the sum of individual decisions: each of the millions of individuals in the economy makes his or her own choice about where to shop, and society's choice is simply the sum of those individual decisions.

For various reasons, there are some decisions that a society decides are best not left to individual choice. For example, two of the authors of this book live in an area that until recently was mainly farmland but is now being rapidly built up. Most local residents feel that the community would be a more pleasant place to live if some of the land were left undeveloped. But no individual has an incentive to keep his or her land as open space, rather than sell it to a developer. So a trend has emerged in many communities across the United States of local governments purchasing undeveloped land and preserving it as open space. Decisions about how to use scarce resources are often best left to individuals, but sometimes should be made at a higher, community-wide, level.

Opportunity Cost: The Real Cost of Something Is What You Must Give Up to Get It

Suppose it is the last term before you graduate from high school and you must decide which college to attend. You have narrowed your choices to a small liberal arts college near home or a large state university several hours away. If you decide to attend the local liberal arts college, what is the cost of that decision? Of course, you will have to pay for tuition, books, and housing no matter which college you choose. Added to the cost of choosing the local college is the forgone opportunity to attend the large state university, your next best alternative. Economists call the value of what you must give up when you make a particular choice an **opportunity cost**.

Opportunity costs are crucial to individual choice because, in the end, all costs are opportunity costs. That's because with every choice, an alternative is forgone—money or time spent on one thing can't be spent on another. If you spend \$15 on a pizza, you forgo the opportunity to spend that \$15 on a steak. If you spend Saturday afternoon at the park, you can't spend Saturday afternoon doing homework. And if you attend one school, you can't attend another.

The park and school examples show that economists are concerned with more than just costs paid in dollars and cents. The forgone opportunity to do homework has no direct monetary cost, but it is an opportunity cost nonetheless. And if the local college and the state university have the same tuition and fees, the cost of choosing one school over the other has nothing to do with payments and everything to do with forgone opportunities.

Now suppose tuition and fees at the state university are \$5,000 less than at the local college. In that case, what you give up to attend the local college is the ability to attend the state university *plus* the enjoyment you could have gained from spending \$5,000 on other things. So the opportunity cost of a choice includes all the costs—whether or not they are monetary costs—of making that choice.

The choice to go to college *at all* provides an important final example of opportunity costs. High school graduates can either go to college or seek immediate employment. Even with a full scholarship that would make college “free” in terms of monetary costs, going to college would still be an expensive proposition because most young people,

Charles D. Winters



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LeBron James understood the concept of opportunity cost.

if they were not in college, would have a job. By going to college, students forgo the income they could have earned if they had gone straight to work instead. Therefore, the opportunity cost of attending college is the value of all necessary monetary payments for tuition and fees *plus* the forgone income from the best available job that could take the place of going to college.

For most people the value of a college degree far exceeds the value of alternative earnings, with notable exceptions. The opportunity cost of going to college is high for people who could earn a lot during what would otherwise be their college years. Basketball star LeBron James bypassed college because the opportunity cost would have included his \$13 million contract with the Cleveland Cavaliers and even more from corporate sponsors Nike and Coca-Cola. Facebook co-founder Mark Zuckerberg, Microsoft co-founder Bill Gates, and actor Matt Damon are among the high achievers who decided that the opportunity cost of completing college was too much to swallow.

Microeconomics Versus Macroeconomics

We have presented economics as the study of choices and described how, at its most basic level, economics is about individual choice. The branch of economics concerned with how individuals make decisions and how those decisions interact is called **microeconomics**. Microeconomics focuses on choices made by individuals, households, or firms—the smaller parts that make up the economy as a whole.

Macroeconomics focuses on the bigger picture—the overall ups and downs of the economy. When you study macroeconomics, you learn how economists explain these fluctuations and how governments can use economic policy to minimize the damage they cause. Macroeconomics focuses on **economic aggregates**—economic measures such as the unemployment rate, the inflation rate, and gross domestic product—that summarize data across many different markets.

Table 1.1 lists some typical questions that involve economics. A microeconomic version of the question appears on the left, paired with a similar macroeconomic question on the right. By comparing the questions, you can begin to get a sense of the difference between microeconomics and macroeconomics.

Microeconomics is the study of how individuals, households, and firms make decisions and how those decisions interact.

Macroeconomics is concerned with the overall ups and downs of the economy.

Economic aggregates are economic measures that summarize data across many different markets.

Table 1.1 Microeconomic Versus Macroeconomic Questions

Microeconomic Questions	Macroeconomic Questions
Should I go to college or get a job after high school?	How many people are employed in the economy as a whole this year?
What determines the salary that Citibank offers to a new college graduate?	What determines the overall salary levels paid to workers in a given year?
What determines the cost to a high school of offering a new course?	What determines the overall level of prices in the economy as a whole?
What government policies should be adopted to make it easier for low-income students to attend college?	What government policies should be adopted to promote employment and growth in the economy as a whole?
What determines the number of iPhones exported to France?	What determines the overall trade in goods, services, and financial assets between the United States and the rest of the world?

As these questions illustrate, microeconomics focuses on how individuals and firms make decisions, and the consequences of those decisions. For example, a school will use microeconomics to determine how much it would cost to offer a new course, which includes the instructor's salary, the cost of class materials, and so on. By weighing the costs and benefits, the school can then decide whether or not to offer the course. Macroeconomics, in contrast, examines the *overall* behavior of the economy—how the actions of all of the individuals and firms in the economy interact to produce a particular economy-wide level of economic performance. For example,

macroeconomics is concerned with the general level of prices in the economy and how high or low they are relative to prices last year, rather than with the price of a particular good or service.

Positive Versus Normative Economics

Positive economics is the branch of economic analysis that describes the way the economy actually works. **Normative economics** makes prescriptions about the way the economy should work.

AP® Exam Tip

In economics, positive statements are about *what is*, while normative statements are about *what should be*.

Economic analysis, as we will see throughout this book, draws on a set of basic economic principles. But how are these principles applied? That depends on the purpose of the analysis. Economic analysis that is used to answer questions about the way the economy works, questions that have definite right and wrong answers, is known as **positive economics**. In contrast, economic analysis that involves saying how the economy *should* work is known as **normative economics**.

Imagine that you are an economic adviser to the governor of your state and the governor is considering a change to the toll charged along the state turnpike. Below are three questions the governor might ask you.

1. How much revenue will the tolls yield next year?
2. How much would that revenue increase if the toll were raised from \$1.00 to \$1.50?
3. Should the toll be raised, bearing in mind that a toll increase would likely reduce traffic and air pollution near the road but impose some financial hardship on frequent commuters?

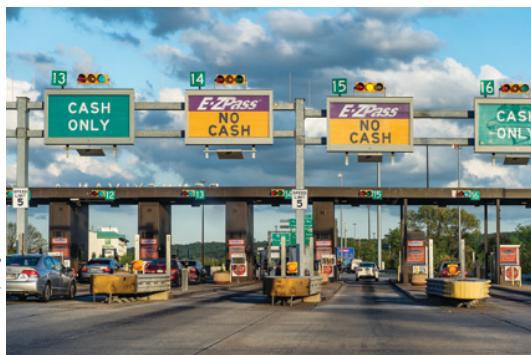
There is a big difference between the first two questions and the third one. The first two are questions about facts. Your forecast of next year's toll revenue without any increase will be proved right or wrong when the numbers actually come in. Your estimate of the impact of a change in the toll is a little harder to check—the increase in revenue depends on other factors besides the toll, and it may be hard to disentangle the causes of any change in revenue. Still, in principle there is only one right answer.

But the question of whether or not tolls should be raised may not have a “right” answer—two people who agree on the effects of a higher toll could still disagree about whether raising the toll is a good idea. For example, someone who lives near the turnpike but doesn't commute on it will care a lot about noise and air pollution but not so much about commuting costs. A regular commuter who doesn't live near the turnpike will have the opposite priorities.

This example highlights a key distinction between the two roles of economic analysis and presents another way to think about the distinction between positive and normative analysis: positive economics is about description, and normative economics is about prescription. Positive economics occupies most of the time and effort of economists.

Looking back at the three questions the governor might ask, it is worth noting a subtle but important difference between questions 1 and 2. Question 1 asks for a simple prediction about next year's revenue—a forecast. Question 2 is a “what if” question, asking how revenue would change if the toll were to increase. Economists are often called upon to answer both types of questions. Economic *models*, which provide simplified representations of reality using, for example, graphs or equations, are especially useful for answering “what if” questions.

The answers to such questions often serve as a guide to policy, but they are still predictions, not prescriptions. That is, they tell you what will happen if a policy is changed, but they don't tell you whether or not that result is good. Suppose that your economic model tells you that the governor's proposed increase in highway tolls will raise property values in communities near the road but will tax or inconvenience people who currently use the turnpike to get to work. Does that information make this proposed toll increase a good idea or a bad one? It depends on whom you ask. As we've just seen, someone who is very concerned with the communities near the road will support the increase, but



John Green/Long Images/Corbis

Should the toll be raised?

someone who is very concerned with the welfare of drivers will feel differently. That's a value judgment—it's not a question of positive economic analysis.

Still, economists often do engage in normative economics and give policy advice. How can they do this when there may be no “right” answer? One answer is that economists are also citizens, and we all have our opinions. But economic analysis can often be used to show that some policies are clearly better than others, regardless of individual opinions.

Suppose that policies A and B achieve the same goal, but policy A makes everyone better off than policy B—or at least makes some people better off without making other people worse off. Then A is clearly more beneficial than B. That's not a value judgment: we're talking about how best to achieve a goal, not about the goal itself.

For example, two different policies have been used to help low-income families obtain housing: rent control, which limits the rents landlords are allowed to charge, and rent subsidies, which provide families with additional money with which to pay rent. Almost all economists agree that subsidies are the preferable policy. (In a later module we'll see why this is so.) And so the great majority of economists, whatever their personal politics, favor subsidies over rent control.

When policies can be clearly ranked in this way, then economists generally agree. But it is no secret that economists sometimes disagree.

When and Why Economists Disagree

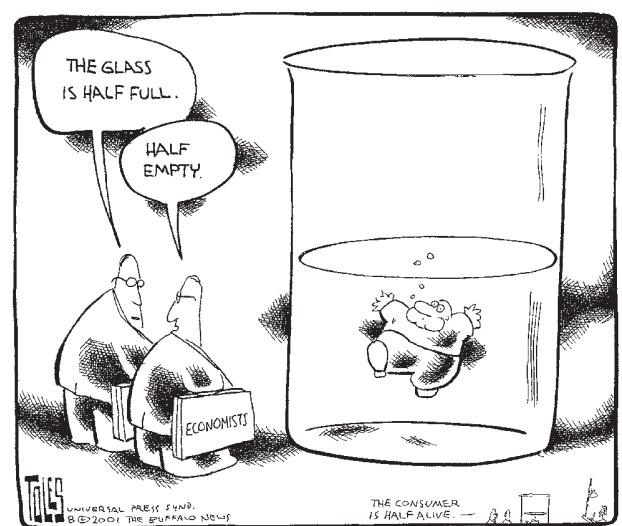
Economists have a reputation for arguing with each other. Where does this reputation come from? One important answer is that media coverage tends to exaggerate the real differences in views among economists. If nearly all economists agree on an issue—for example, the proposition that rent controls lead to housing shortages—reporters and editors are likely to conclude that there is no story worth covering, and so the professional consensus tends to go unreported. But when there is some issue on which prominent economists take opposing sides—for example, whether cutting taxes right now would help the economy—that does make a good news story. So you hear much more about the areas of disagreement among economists than you do about the many areas of agreement.

It is also worth remembering that economics, unavoidably, is often tied up in politics. On a number of issues, powerful interest groups know what opinions they want to hear. Therefore, they have an incentive to find and promote economists who profess those opinions, which gives these economists a prominence and visibility out of proportion to their support among their colleagues.

Although the appearance of disagreement among economists exceeds the reality, it remains true that economists often *do* disagree about important things. For example, some highly respected economists argue vehemently that the U.S. government should replace the income tax with a *value-added tax* (a national sales tax, which is the main source of government revenue in many European countries). Other equally respected economists disagree. What are the sources of this difference of opinion?

One important source of differences is in values: as in any diverse group of individuals, reasonable people can differ. In comparison to an income tax, a value-added tax typically falls more heavily on people with low incomes. So an economist who values a society with more social and income equality will likely oppose a value-added tax. An economist with different values will be less likely to oppose it.

A second important source of differences arises from the way economists conduct economic analysis. Economists base their conclusions on models formed by making simplifying assumptions about reality. Two economists can legitimately disagree about which simplifications are appropriate—and therefore arrive at different conclusions.



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FYI

When Economists Agree

"If all the economists in the world were laid end to end, they still couldn't reach a conclusion." So goes one popular economist joke. But do economists really disagree that much?

Not according to a classic survey of members of the American Economic Association, reported in the May 1992 issue of the *American Economic Review*. The authors asked respondents to agree or disagree with a number of statements about

the economy; what they found was a high level of agreement among professional economists on many of the statements. At the top of the list, with more than 90% of the economists agreeing, were the statements "Tariffs and import quotas usually reduce general economic welfare" and "A ceiling on rents reduces the quantity and quality of housing available." What's striking about these two statements is that many noneconomists disagree: tariffs and import quotas to

keep out foreign-produced goods are favored by many voters, and proposals to do away with rent control in cities like New York and San Francisco have met fierce political opposition.

So is the stereotype of quarreling economists a myth? Not entirely. Economists do disagree quite a lot on some issues, especially in macroeconomics, but they also find a great deal of common ground.

Suppose that the U.S. government was considering a value-added tax. Economist A may rely on a simplification of reality that focuses on the administrative costs of tax systems—that is, the costs of monitoring compliance, processing tax forms, collecting the tax, and so on. This economist might then point to the well-known high costs of administering a value-added tax and argue against the change. But economist B may think that the right way to approach the question is to ignore the administrative costs and focus on how the proposed law would change individual savings behavior. This economist might point to studies suggesting that value-added taxes promote higher consumer saving, a desirable result. Because the economists have made different simplifying assumptions, they arrive at different conclusions. And so the two economists may find themselves on different sides of the issue.

Most such disputes are eventually resolved by the accumulation of evidence that shows which of the various simplifying assumptions made by economists does a better job of fitting the facts. However, in economics, as in any science, it can take a long time before research settles important disputes—decades, in some cases. And since the economy is always changing in ways that make old approaches invalid or raise new policy questions, there are always new issues on which economists disagree. The policy maker must then decide which economist to believe.

MODULE 1

Review

Check Your Understanding

- Provide an example of a resource from each of the four categories of resources.
- What type of resource is each of the following?
 - time spent flipping hamburgers at a restaurant
 - a bulldozer
 - a river
- You make \$45,000 per year at your current job with Whiz Kids Consultants. You are considering a job offer from Brainiacs, Inc., which would pay you \$50,000 per year. Is each of the following elements an opportunity cost of accepting the new job at Brainiac, Inc.?

Answer yes or no, and explain your answer.

- the increased time spent commuting to your new job
 - the \$45,000 salary from your old job
 - the more spacious office at your new job
- Identify each of the following statements as positive or normative, and explain your answer.
 - Society should take measures to prevent people from engaging in dangerous personal behavior.
 - People who engage in dangerous personal behavior impose higher costs on society through higher medical costs.

Tackle the Test: Multiple-Choice Questions

1. Which of the following is an example of a resource?
 - I. petroleum
 - II. a factory
 - III. a cheeseburger dinner
 - a. I only
 - b. II only
 - c. III only
 - d. I and II only
 - e. I, II, and III
 2. Which of the following is not an example of resource scarcity?
 - a. There is a finite amount of petroleum in the world.
 - b. Farming communities are experiencing droughts.
 - c. There are not enough physicians to satisfy all desires for health care in the United States.
 - d. Cassette tapes are no longer being produced.
 - e. Teachers would like to have more instructional technology in their classrooms.
 3. Suppose that you prefer reading a book you already own to watching TV and that you prefer watching TV to listening to music. If these are your only three choices, what is the opportunity cost of reading?
 - a. watching TV and listening to music
 - b. watching TV
- c. listening to music
 - d. sleeping
 - e. the price of the book
4. Which of the following statements is/are normative?
 - I. The price of gasoline is rising.
 - II. The price of gasoline is too high.
 - III. Gas prices are expected to fall in the near future.
 - a. I only
 - b. II only
 - c. III only
 - d. I and III only
 - e. I, II, and III
 5. Which of the following questions is studied in microeconomics?
 - a. Should I go to college or get a job after I graduate?
 - b. What government policies should be adopted to promote employment in the economy?
 - c. How many people are employed in the economy this year?
 - d. Has the overall level of prices in the economy increased or decreased this year?
 - e. What determines the overall salary levels paid to workers in a given year?

Tackle the Test: Free-Response Questions

1. Define the term *resources*, and list the four categories of resources. What characteristic of resources results in the need to make choices?

Rubric for FRQ 1 (6 points)

- 1 point:** Resources are anything that can be used to produce something else.
- 1 point each:** The four categories of the economy's resources are land, labor, capital, and entrepreneurship.
- 1 point:** The characteristic that results in the need to make choices is scarcity.

2. In what type of economic analysis do questions have a "right" or "wrong" answer? In what type of economic analysis do questions not necessarily have a "right" answer? On what type of economic analysis do economists tend to disagree most frequently? Why might economists disagree? Explain.
(5 points)



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MODULE 2

Introduction to Macroeconomics

In this Module, you will learn to:

- Explain what a business cycle is and why policy makers seek to diminish the severity of business cycles
- Describe how employment and unemployment are measured and how they change over the business cycle
- Define aggregate output and explain how it changes over the business cycle
- Define inflation and deflation and explain why price stability is preferred
- Explain how economic growth determines a country's standard of living
- Summarize the crucial role of models—simplified representations of reality—in economics

Today many people enjoy walking, biking, and horseback riding through New York's beautiful Central Park. But in 1932 there were many people living there in squalor. At that time, Central Park contained one of the many "Hoovervilles"—the shantytowns that had sprung up across America as a result of a catastrophic economic slump that had started in 1929. Millions of people were out of work and unable to feed, clothe, and house themselves and their families. Beginning in 1933, the U.S. economy would stage a partial recovery. But joblessness stayed high throughout the 1930s—a period that came to be known as the Great Depression.

Why the name "Hooverville"? These shantytowns were named after President Herbert Hoover, who had been elected president in 1928. When the Depression struck, people blamed the president: neither he nor his economic advisers seemed to understand what had happened or to know what to do to improve the situation. At that time, the field of macroeconomics was still in its infancy. It was only after the economy was plunged into catastrophe that economists began to closely examine how the macroeconomy works and to develop policies that might prevent such disasters in the future. To this day, the effort to understand economic slumps and find ways to prevent them is at the core of macroeconomics.

In this module, we will begin to explore the key features of macroeconomic analysis. We will look at some of the field's major concerns, including business cycles, employment, aggregate output, price stability, and economic growth.

The Business Cycle

The alternation between economic downturns and upturns in the macroeconomy is known as the **business cycle**. A **depression** is a very deep and prolonged downturn; fortunately, the United States hasn't had one since the Great Depression of the 1930s. Instead, we have experienced less prolonged economic downturns known as **recessions**, periods in which output and employment are falling. These are followed by economic upturns—periods in which output and employment are rising—known as **expansions** (sometimes called *recoveries*). According to the National Bureau of Economic Research there have been 11 recessions in the United States since World War II. During that period the average recession lasted 11 months, and the average expansion lasted 58 months. The average length of a business cycle, from the beginning of a recession to the beginning of the next recession, has been 5 years and 8 months. The shortest business cycle was 18 months, and the longest was 10 years and 8 months. The most recent economic downturn started in December 2007 and ended in June 2009. **Figure 2.1** shows the history of the U.S. unemployment rate since 1989 and the timing of business cycles. Recessions are indicated in the figure by the shaded areas.

The business cycle is an enduring feature of the economy. But even though ups and downs seem to be inevitable, most people believe that macroeconomic analysis has guided policies that help smooth out the business cycle and stabilize the economy.

What happens during a business cycle, and how can macroeconomic policies address the downturns? Let's look at three issues: employment and unemployment, aggregate output, and inflation and deflation.

The **business cycle** is the alternation between economic downturns, known as **recessions**, and economic upturns, known as **expansions**.

A **depression** is a very deep and prolonged downturn.

Recessions are periods of economic downturns when output and employment are falling.

Expansions, or recoveries, are periods of economic upturns when output and employment are rising.

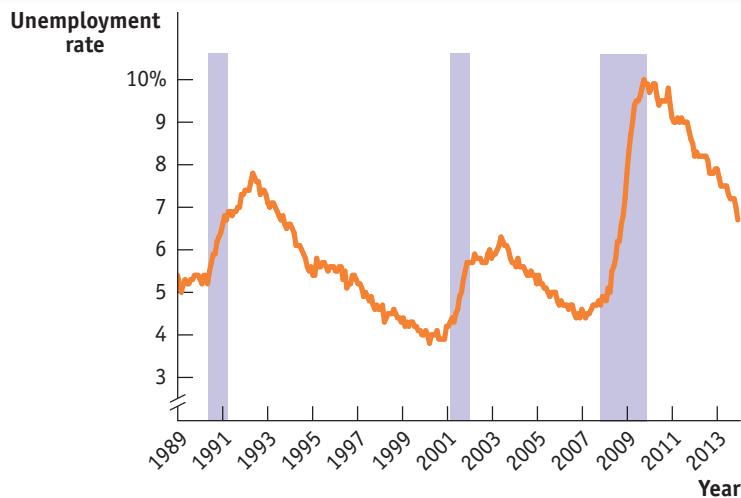
AP® Exam Tip

Be prepared to identify the different phases of the business cycle so you can relate each phase to changes in employment, output, and growth.

Figure 2.1 The U.S. Unemployment Rate and the Timing of Business Cycles, 1989–2013

The unemployment rate, a measure of joblessness, rises sharply during recessions (indicated by shaded areas) and usually falls during expansions.

Source: Bureau of Labor Statistics.



Employment, Unemployment, and the Business Cycle

Although not as severe as a depression, a recession is clearly an undesirable event. Like a depression, a recession leads to joblessness, reduced production, reduced incomes, and lower living standards.

To understand how job loss relates to the adverse effects of recessions, we need to understand something about how the labor force is structured. **Employment** is the total number of people who are currently working for pay, and **unemployment** is the total

Employment is the number of people who are currently working for pay in the economy.

Unemployment is the number of people who are actively looking for work but aren't currently employed.

FYI

Defining Recessions and Expansions

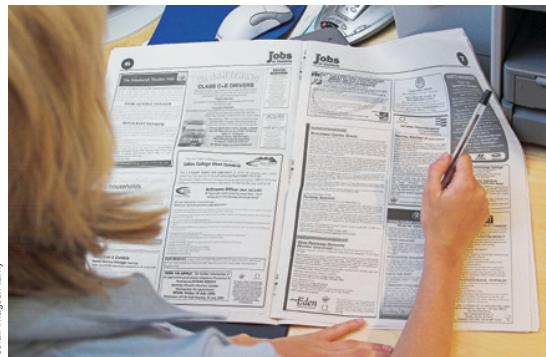
Some readers may be wondering exactly how recessions and expansions are defined. The answer is that there is no exact definition!

In many countries, economists adopt the rule that a recession is a period of at least two consecutive quarters (a quarter is three months), during which aggregate output falls. The two-consecutive-quarter requirement is designed to avoid classifying brief hiccups in the economy's performance, with no lasting significance, as recessions.

Sometimes, however, this definition seems too strict. For example, an economy that has three months of sharply declining output, then three months of slightly positive growth, then another three months of rapid decline, should surely be considered to have endured a nine-month recession.

In the United States, we try to avoid such misclassifications by assigning the task of determining when a recession begins and ends to an independent panel of experts at the National Bureau of Economic Research (NBER). This panel looks at a variety of economic indicators, with the main focus on employment and production, but ultimately, the panel makes a judgment call.

Sometimes this judgment is controversial. In fact, there is lingering controversy over the 2001 recession. According to the NBER, that recession began in March 2001 and ended in November 2001, when output began rising. Some critics argue, however, that the recession really began several months earlier, when industrial production began falling. Other critics argue that the recession didn't really end in 2001 because employment continued to fall and the job market remained weak for another year and a half.



Freelance Images/Alamy

Finding a job was difficult in 2009.

The **labor force** is equal to the sum of employment and unemployment.

The **unemployment rate** is the percentage of the labor force that is unemployed.

Output is the quantity of goods and services produced.

Aggregate output is the economy's total production of goods and services for a given time period.

number of people who are actively looking for work but aren't currently employed. A country's **labor force** is the sum of employment and unemployment.

The **unemployment rate**—the percentage of the labor force that is unemployed—is usually a good indicator of what conditions are like in the job market: a high unemployment rate signals a poor job market in which jobs are hard to find; a low unemployment rate indicates a good job market in which jobs are relatively easy to find. In general, during recessions the unemployment rate is rising, and during expansions it is falling. Look again at Figure 2.1, which shows the unemployment rate from 1989 through 2013. The graph shows significant changes in the unemployment rate. Note that even in the most prosperous times there is some unemployment. A booming economy, like that of the late 1990s, can push the unemployment rate down to 4% or even lower. But a severe recession, like the one that began in 2007, can push the unemployment rate into double digits.

Aggregate Output and the Business Cycle

Rising unemployment is the most painful consequence of a recession, and falling unemployment the most urgently desired feature of an expansion. But the business cycle isn't just about jobs—it's also about **output**: the quantity of goods and services produced. During the business cycle, the economy's level of output and its unemployment rate move in opposite directions. At lower levels of output, fewer workers are needed, and the unemployment rate is relatively high. Growth in output requires the efforts of more workers, which lowers the unemployment rate. To measure the rise and fall of an economy's output, we look at **aggregate output**—the economy's total production of goods and services for a given time period, usually a year. Aggregate output normally falls during recessions and rises during expansions.

Inflation, Deflation, and Price Stability

In 1970 the average production worker in the United States was paid \$3.40 an hour. By October 2013 the average hourly earnings for such a worker had risen to \$19.65. Three cheers for economic progress!

But wait—American workers were paid much more in 2013, but they also faced a much higher cost of living. In 1970 a dozen eggs cost only about \$0.58; by October 2013 that was up to \$1.93. The price of a loaf of white bread went from about \$0.20 to \$1.36. And the price of a gallon of gasoline rose from just \$0.33 to \$3.43. If we compare the percentage increase in hourly earnings between 1970 and October 2013 with the increases in the prices of some standard items, we see that the average worker's paycheck goes just about as far today as it did in 1970. In other words, the increase in the cost of living wiped out many, if not all, of the wage gains of the typical worker from 1970 to 2013. What caused this situation?

Between 1970 and 2013, the economy experienced substantial **inflation**, a rise in the overall price level. The opposite of inflation is **deflation**, a fall in the overall price level. A change in the prices of a few goods changes the opportunity cost of purchasing those goods but does not constitute inflation or deflation. These terms are reserved for more general changes in the prices of goods and services throughout the economy.

Both inflation and deflation can pose problems for the economy. Inflation discourages people from holding on to cash, because if the price level is rising, cash loses value. That is, if the price level rises, a dollar will buy less than it would before. As we will see later in our more detailed discussion of inflation, in periods of rapidly rising prices, people stop holding cash altogether and instead trade goods for goods.

Deflation can cause the opposite problem. That is, if the overall price level falls, a dollar will buy more than it would before. In this situation it can be more attractive for people with cash to hold on to it rather than to invest in new factories and other productive assets. This can deepen a recession.

In later modules we will look at other costs of inflation and deflation. For now, note that economists have a general goal of **price stability**—meaning that the overall price level is changing only slowly if at all—because it avoids uncertainty about prices and helps to keep the economy stable.

A rising overall price level is **inflation**.

A falling overall price level is **deflation**.

The economy has **price stability** when the overall price level is changing only slowly if at all.

Economic Growth

In 1955 Americans were delighted with the nation's prosperity. The economy was expanding, consumer goods that had been rationed during World War II were available for everyone to buy, and most Americans believed, rightly, that they were better off than citizens of any other nation, past or present. Yet by today's standards Americans were quite poor in 1955. For example, in 1955 only 33% of American homes contained washing machines, and hardly anyone had air conditioning. If we turn the clock back to 1905, we find that life for most Americans was startlingly primitive by today's standards.

Why are the vast majority of Americans today able to afford conveniences that many lacked in 1955? The answer is **economic growth**, an increase in the maximum possible output of an economy. Unlike the short-term increases in aggregate output that occur as an economy recovers from a downturn in the business cycle, economic growth is an increase in productive capacity that permits a sustained rise in aggregate output over time. **Figure 2.2** on the next page shows annual figures for U.S. real gross domestic product (GDP) per capita—the value of final goods and services produced in the U.S. per person—from 1900 to 2013. As a result of this economic growth, the U.S. economy's aggregate output per person was more than eight times as large in 2013 as it was in 1900.

Economic growth is fundamental to a nation's prosperity. A sustained rise in output per person allows for higher wages and a rising standard of living. The need for economic growth is urgent in poorer, less developed countries, where a lack of basic necessities makes growth a central concern of economic policy.

As you will see when studying macroeconomics, the goal of economic growth can be in conflict with the goal of hastening recovery from an economic downturn. What is good for economic growth can be bad for short-run stabilization of the business cycle, and vice versa.

We have seen that macroeconomics is concerned with the long-run trends in aggregate output as well as the short-run ups and downs of the business cycle. Now that

I could hug Ada - she thinks of everything

It's thoughtful of the Ada people to provide a real family-wash capacity machine that takes 7½ lbs. (dry-weight) of clothes at a time.

It's thoughtful of the Ada people to provide so robust an automatic wringer, readily adjustable to take a full size blanket or a single handie.

It's thoughtful of the Ada people to fit a pump for automatic self-emptying and, crowning boon, . . . it's very thoughtful of Ada to make the world's most reliable wash with the very latest Ada automatic Rotary Ironer which gives a laundry-like finish as you simply feed the clothes through it, setting down . . . Ada is the one complete home laundress.

Ada
THE COMPLETE
HOME
LAUNDRESS

Ajax Domestic Appliance Co. Ltd., Halifax, Yorks
Proprietors : Ada (Halifax) Ltd.

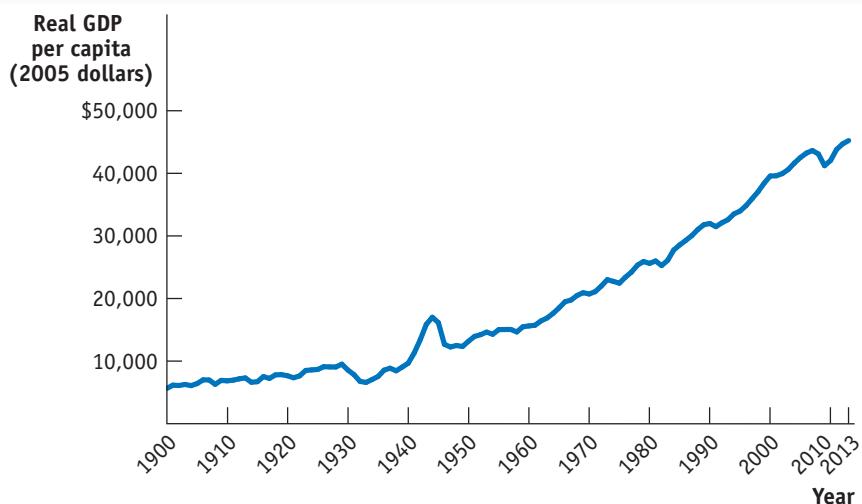
20th Century Advertising/Alamy

Economic growth is an increase in the maximum amount of goods and services an economy can produce.

Figure 2.2 Growth, the Long View

Over the long run, growth in real GDP per capita has dwarfed the ups and downs of the business cycle. Except for the recession that began the Great Depression, recessions are almost invisible.

Sources: Angus Maddison, "Statistics on World Population, GDP and Per Capita GDP, 1–2006 AD," <http://www.ggdc.net/maddison>; Jutta Bolt and Jan Luiten van Zanden, "The First Update of the Maddison Project; Re-estimating Growth Before 1820," Bureau of Economic Analysis.



AP® Exam Tip

Economic growth is an increase in the economy's potential output. Changes in real GDP (output) do not necessarily indicate economic growth. Temporary fluctuations in economic conditions often alter real GDP when there has been no change in the economy's potential output.

A **model** is a simplified representation used to better understand a real-life situation.

we have a general understanding of the important topics studied in macroeconomics, we are almost ready to apply economic principles to real economic issues. To do this requires one more step—an understanding of how economists use *models*.

The Use of Models in Economics

In 1901, one year after their first glider flights at Kitty Hawk, the Wright brothers built something else that would change the world—a wind tunnel. This was an apparatus that let them experiment with many different designs for wings and control surfaces. These experiments gave them knowledge that would make heavier-than-air flight possible. Needless to say, testing an airplane design in a wind tunnel is cheaper and safer than building a full-scale version and hoping it will fly. More generally, models play a crucial role in almost all scientific research—economics included.

A **model** is any simplified version of reality that is used to better understand a real-life situation. But how do we create a simplified representation of an economic situation? One possibility—an economist's equivalent of a wind tunnel—is to find or create a real but simplified economy. For example, economists interested in the economic role of money have studied the system of exchange that developed in World War II prison camps, in which cigarettes became a universally accepted form of payment, even among prisoners who didn't smoke.

Another possibility is to simulate the workings of the economy on a computer. For example, when changes in tax law are proposed, government officials use *tax models*—large mathematical computer programs—to assess how the proposed changes would affect different groups of people. Models can also be depicted by graphs and equations. Starting in the next module you will see how graphical models illustrate the relationships between variables and reveal the effects of changes in the economy.

Models are important because their simplicity allows economists to focus on the influence of only one change at a time. That is, they allow us to hold everything else constant and to study how one change affects the overall economic outcome. So when building economic models, an important assumption is the **other things equal assumption**, which means that all other relevant factors remain unchanged. Sometimes the Latin phrase *ceteris paribus*, which means “other things equal,” is used.

But it isn't always possible to find or create a small-scale version of the whole economy, and a computer program is only as good as the data it uses. (Programmers have a

saying: garbage in, garbage out.) For many purposes, the most effective form of economic modeling is the construction of “thought experiments”: simplified, hypothetical versions of real-life situations. And as you will see throughout this book, economists’ models are very often in the form of a graph. In the next module, we will look at the *production possibilities curve*, a model that helps economists think about the choices every economy faces.

MODULE 2 Review

Check Your Understanding

1. Describe two types of models used by economists.
2. Describe who gets hurt in a recession and how they are hurt.

Tackle the Test: Multiple-Choice Questions

1. During the recession phase of a business cycle, which of the following is likely to increase?
 - a. the unemployment rate
 - b. the price level
 - c. economic growth rates
 - d. the labor force
 - e. wages
2. The labor force is made up of everyone who is
 - a. employed.
 - b. old enough to work.
 - c. actively seeking work.
 - d. employed or unemployed.
 - e. employed or capable of working.
3. Which of the following provides a long-term increase in the productive capacity of an economy?
 - a. an expansion
 - b. a recovery
 - c. a recession
 - d. a depression
 - e. economic growth
4. Which of the following is the most likely result of inflation?
 - a. falling employment
 - b. a dollar will buy more than it did before
 - c. people are discouraged from holding cash
 - d. price stability
 - e. low aggregate output per capita
5. The other things equal assumption allows economists to
 - a. avoid making assumptions about reality.
 - b. focus on the effects of only one change at a time.
 - c. oversimplify.
 - d. allow nothing to change in their model.
 - e. reflect all aspects of the real world in their model.

Tackle the Test: Free-Response Questions

1. Define an expansion and economic growth, and explain the difference between the two concepts.
2. Define inflation, and explain why an increase in the price of donuts does not indicate that inflation has occurred.
(2 points)

Rubric for FRQ 1 (3 points)

1 point: An expansion is the period of recovery after an economic downturn.

1 point: Economic growth is an increase in the productive capacity of the economy.

1 point: An expansion can occur regardless of any increase in the economy’s long-term potential for production, and it only lasts until the next downturn, while economic growth increases the economy’s ability to produce more goods and services over the long term.



20th Century Fox/Dreamworks/The Kobal Collection

MODULE **3**

The Production Possibilities Curve Model

In this Module, you will learn to:

- Explain the importance of trade-offs in economic analysis
- Describe what the production possibilities curve model tells us about efficiency, opportunity cost, and economic growth
- Explain why increases in the availability of resources and improvements in technology are the two sources of economic growth

A good economic model can be a tremendous aid to understanding. In this module, we look at the *production possibilities curve*, a model that helps economists think about the *trade-offs* every economy faces. The production possibilities curve helps us understand three important aspects of the real economy: efficiency, opportunity cost, and economic growth.

Trade-offs: The Production Possibilities Curve

The 2000 hit movie *Cast Away*, starring Tom Hanks, was an update of the classic story of Robinson Crusoe, the hero of Daniel Defoe's eighteenth-century novel. Hanks played the role of a sole survivor of a plane crash who was stranded on a remote island. As in the original story of Robinson Crusoe, the Hanks character had limited resources: the natural resources of the island, a few items he managed to salvage from the plane, and, of course, his own time and effort. With only these resources, he had to make a life. In effect, he became a one-man economy.

One of the important principles of economics we introduced in Module 1 was that resources are scarce. As a result, any economy—whether it contains one person or millions of people—faces trade-offs. You make a **trade-off** when you give up something in order to have something else. For example, if a castaway devotes more resources to catching fish, he benefits by catching more fish, but he cannot use those same resources to gather coconuts, so the trade-off is that he has fewer coconuts.

You make a **trade-off** when you give up something in order to have something else.

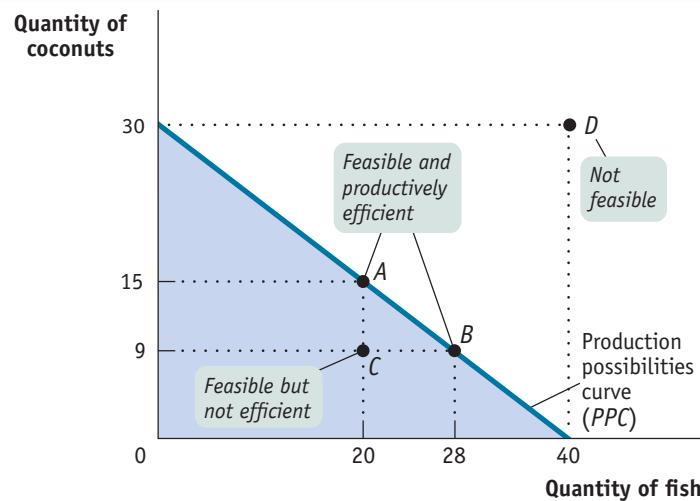
To think about the trade-offs necessary in any economy, economists often use the **production possibilities curve** model. The idea behind this model is to improve our understanding of trade-offs by considering a simplified economy that produces only two goods. This simplification enables us to show the trade-offs graphically.

Figure 3.1 shows a hypothetical production possibilities curve for Tom, a castaway alone on an island, who must make a trade-off between fish production and coconut production. The curve shows the maximum quantity of fish Tom can catch during a week *given* the quantity of coconuts he gathers, and vice versa. That is, it answers questions of the form, “What is the maximum quantity of fish Tom can catch if he also gathers 9 (or 15, or 30) coconuts?”

The **production possibilities curve** illustrates the trade-offs facing an economy that produces only two goods. It shows the maximum quantity of one good that can be produced for each possible quantity of the other good produced.

Figure 3.1 The Production Possibilities Curve

The production possibilities curve illustrates the trade-offs facing an economy that produces two goods. It shows the maximum quantity of one good that can be produced, given the quantity of the other good produced. Here, the maximum quantity of coconuts that Tom can gather depends on the quantity of fish he catches, and vice versa. His feasible production is shown by the area *inside* or *on* the curve. Production at point C is feasible but not efficient. Points A and B are feasible and *productively efficient*, but point D is not feasible.



There is a crucial distinction between points *inside* or *on* the production possibilities curve (the shaded area) and points *outside* the production possibilities curve. If a production point lies inside or on the curve—like point C, at which Tom catches 20 fish and gathers 9 coconuts—it is feasible. After all, the curve tells us that if Tom catches 20 fish, he could also gather a maximum of 15 coconuts, so he could certainly gather 9 coconuts. However, a production point that lies outside the curve—such as point D, which would have Tom catching 40 fish and gathering 30 coconuts—isn’t feasible.

In Figure 3.1 the production possibilities curve intersects the horizontal axis at 40 fish. This means that if Tom devoted all his resources to catching fish, he would catch 40 fish per week but would have no resources left over to gather coconuts. The production possibilities curve intersects the vertical axis at 30 coconuts. This means that if Tom devoted all his resources to gathering coconuts, he could gather 30 coconuts per week but would have no resources left over to catch fish. Thus, if Tom wants 30 coconuts, the trade-off is that he can’t have any fish.

The curve also shows less extreme trade-offs. For example, if Tom decides to catch 20 fish, he would be able to gather at most 15 coconuts; this production choice is illustrated by point A. If Tom decides to catch 28 fish, he could gather at most 9 coconuts, as shown by point B.

Thinking in terms of a production possibilities curve simplifies the complexities of reality. The real-world economy produces millions of different goods. Even a castaway on an island would produce more than two different items (for example, he would need clothing and housing as well as food). But in this model we imagine an economy that produces only two goods, because in a model with many goods, it would be much harder to study trade-offs, efficiency, and economic growth.

AP® Exam Tip

Be prepared to draw a correctly labeled production possibilities curve and use it to identify opportunity cost, efficient points, inefficient points, and unattainable points. Unemployment results in production at a point below the production possibilities curve. Most production possibilities curves are concave to the origin, as shown in Figure 3.2 on page 19, due to the specialization of resources.

Efficiency

An economy is **efficient** if there is no way to make anyone better off without making at least one person worse off.

An economy achieves **productive efficiency** if it produces at a point on its production possibilities curve.

An economy achieves **allocative efficiency** if it produces at the point along its production possibilities curve that makes consumers as well off as possible.



Alamy RF

A crowded classroom reflects inefficiency if switching to a larger classroom would make some students better off without making anyone worse off.

The production possibilities curve is useful for illustrating the general economic concept of efficiency. An economy is **efficient** if there are no missed opportunities—meaning that there is no way to make some people better off without making other people worse off. For example, suppose a course you are taking meets in a classroom that is too small for the number of students—some may be forced to sit on the floor or stand—despite the fact that a larger classroom nearby is empty during the same period. Economists would say that this is an *inefficient* use of resources because there is a way to make some people better off without making anyone worse off—after all, the larger classroom is empty. The school is not using its resources efficiently. When an economy is using all of its resources efficiently, the only way one person can be made better off is by rearranging the use of resources in such a way that the change makes someone else worse off. So in our classroom example, if all larger classrooms were already fully occupied, we could say that the school was run in an efficient way; your classmates could be made better off only by making people in the larger classroom worse off—by moving them to the room that is too small.

Returning to our castaway example, as long as Tom produces a combination of coconuts and fish that is on the production possibilities curve, his production is efficient. At point A, the 15 coconuts he gathers are the maximum quantity he can get *given* that he has chosen to catch 20 fish; at point B, the 9 coconuts he gathers are the maximum he can get *given* his choice to catch 28 fish; and so on. If an economy is producing at a point on its production possibilities curve, we say that the economy has achieved **productive efficiency**.

But suppose that for some reason Tom was at point C, producing 20 fish and 9 coconuts. Then this one-person economy would definitely not be productively efficient and would therefore be inefficient: it is missing the opportunity to produce more of both goods.

Another example of inefficiency in production occurs when people in an economy are involuntarily unemployed: they want to work but are unable to find jobs. When that happens, the economy is not productively efficient because it could produce more output if those people were employed. The production possibilities curve shows the amount that can *possibly* be produced if all resources are fully employed. In other words, changes in unemployment move the economy closer to, or further away from, the production possibilities curve (*PPC*). But the curve itself is determined by what would be possible if there were no unemployment in the economy. Greater unemployment is represented by points farther below the *PPC*—the economy is not reaching its possibilities if it is not using all of its resources. Lower unemployment is represented by points closer to the *PPC*—as unemployment decreases, the economy moves closer to reaching its possibilities.

Although the production possibilities curve helps clarify what it means for an economy to achieve productive efficiency, it's important to understand that productive efficiency is only *part* of what's required for the economy as a whole to be efficient. Efficiency also requires that the economy allocate its resources so that consumers are as well off as possible. If an economy does this, we say that it has achieved **allocative efficiency**. To see why allocative efficiency is as important as productive efficiency, notice that points A and B in Figure 3.1 both represent situations in which the economy is productively efficient, because in each case it can't produce more of one good without producing less of the other. But these two situations may not be equally desirable.

Suppose that Tom prefers point B to point A—that is, he would rather consume 28 fish and 9 coconuts than 20 fish and 15 coconuts. Then point A is inefficient from the point of view of the economy as a whole: it's possible to make Tom better off without making anyone else worse off. (Of course, in this castaway economy there isn't anyone else; Tom is all alone.)

This example shows that efficiency for the economy as a whole requires *both* productive and allocative efficiency. To be efficient, an economy must produce as much of each good as it can, given the production of other goods, and it must also produce the mix of goods that people want to consume.



Creativ Studio Heinenmann/Göttinger Images

Opportunity Cost

The production possibilities curve is also useful as a reminder that the true cost of any good is not only its price, but also everything else in addition to money that must be given up in order to get that good—the *opportunity cost*. If, for example, Tom decides to go from point A to point B, he will produce 8 more fish but 6 fewer coconuts. So the opportunity cost of those 8 fish is the 6 coconuts not gathered. Since 8 extra fish have an opportunity cost of 6 coconuts, 1 fish has an opportunity cost of $\frac{6}{8} = \frac{3}{4}$ of a coconut.

Is the opportunity cost of an extra fish in terms of coconuts always the same, no matter how many fish Tom catches? In the example illustrated by Figure 3.1, the answer is yes. If Tom increases his catch from 28 to 40 fish, an increase of 12, the number of coconuts he gathers falls from 9 to zero. So his opportunity cost per additional fish is $\frac{9}{12} = \frac{3}{4}$ of a coconut, the same as it was when his catch went from 20 fish to 28. However, the fact that in this example the opportunity cost of an additional fish in terms of coconuts is always the same is a result of an assumption we've made, an assumption that's reflected in the way Figure 3.1 is drawn. Specifically, whenever we assume that the opportunity cost of an additional unit of a good doesn't change regardless of the output mix, the production possibilities curve is a straight line.

Moreover, as you might have already guessed, the slope of a straight-line production possibilities curve is equal to the opportunity cost—specifically, the opportunity cost for the good measured on the horizontal axis in terms of the good measured on the vertical axis. In Figure 3.1, the production possibilities curve has a *constant slope* of $-\frac{3}{4}$, implying that Tom faces a *constant opportunity cost* per fish equal to $\frac{3}{4}$ of a coconut. (A review of how to calculate the slope of a straight line is found in the Section 1 Appendix.) This is the simplest case, but the production possibilities curve model can also be used to examine situations in which opportunity costs change as the mix of output changes.

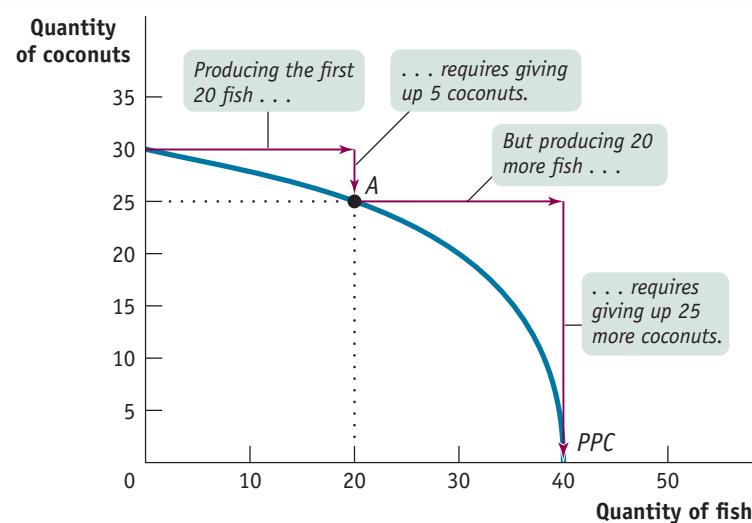
Figure 3.2 illustrates a different assumption, a case in which Tom faces *increasing opportunity cost*. Here, the more fish he catches, the more coconuts he has to give up to catch an additional fish, and vice versa. For example, to go from producing zero fish to producing 20 fish, he has to give up 5 coconuts. That is, the opportunity cost of those 20 fish is 5 coconuts. But to increase his fish production from 20 to 40—that is, to produce an additional 20 fish—he must give up 25 more coconuts, a much higher opportunity cost. As you can see in Figure 3.2, when opportunity costs are increasing

AP® Exam Tip

Opportunity Cost = Opportunity Lost (The financial or nonfinancial cost of a choice not taken.)

Figure 3.2 Increasing Opportunity Cost

The bowed-out shape of the production possibilities curve reflects increasing opportunity cost. In this example, to produce the first 20 fish, Tom must give up 5 coconuts. But to produce an additional 20 fish, he must give up 25 more coconuts.



rather than constant, the production possibilities curve is a bowed-out curve rather than a straight line.

Although it's often useful to work with the simple assumption that the production possibilities curve is a straight line, economists believe that in reality, opportunity costs are typically increasing. When only a small amount of a good is produced, the opportunity cost of producing that good is relatively low because the economy needs to use only those resources that are especially well suited for its production. For example, if an economy grows only a small amount of corn, that corn can be grown in places where the soil and climate are perfect for growing corn but less suitable for growing anything else, such as wheat. So growing that corn involves giving up only a small amount of potential wheat output. Once the economy grows a lot of corn, however, land that is well suited for wheat but isn't so great for corn must be used to produce corn anyway. As a result, the additional corn production involves sacrificing considerably more wheat production. In other words, as more of a good is produced, its opportunity cost typically rises because well-suited inputs are used up and less adaptable inputs must be used instead.

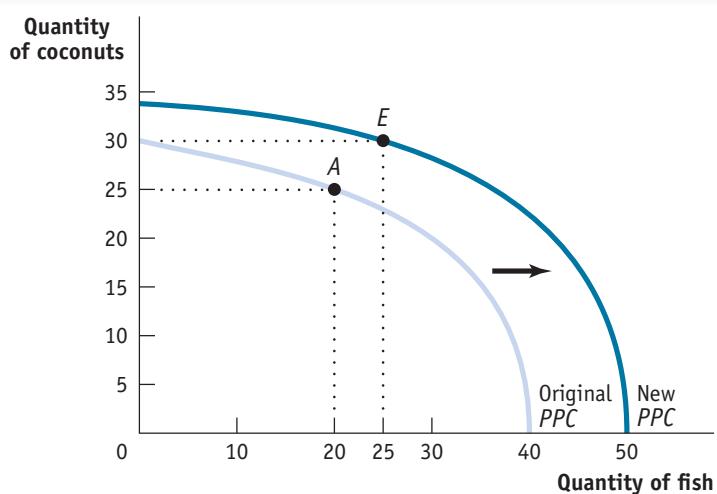
Economic Growth

Finally, the production possibilities curve helps us understand what it means to talk about *economic growth*. We introduced the concept of economic growth in Module 2, saying that it allows *a sustained rise in aggregate output*. We learned that economic growth is one of the fundamental features of the economy. But are we really justified in saying that the economy has grown over time? After all, although the U.S. economy produces more of many things than it did a century ago, it produces less of other things—for example, horse-drawn carriages. In other words, production of many goods is actually down. So how can we say for sure that the economy as a whole has grown?

The answer, illustrated in **Figure 3.3**, is that economic growth means an *expansion of the economy's production possibilities*: the economy *can* produce more of everything. For example, if Tom's production is initially at point A (20 fish and 25 coconuts), economic growth means that he could move to point E (25 fish and 30 coconuts). Point E lies outside the original curve, so in the production possibilities curve model, growth is shown as an outward shift of the curve. Unless the *PPC* shifts outward, the points beyond the *PPC* are unattainable. Those points beyond a given *PPC* are beyond the economy's possibilities.

Figure 3.3 Economic Growth

Economic growth results in an *outward shift* of the production possibilities curve because production possibilities are expanded. The economy can now produce more of everything. For example, if production is initially at point A (20 fish and 25 coconuts), it could move to point E (25 fish and 30 coconuts).



What can cause the production possibilities curve to shift outward? There are two general sources of economic growth. One is an increase in the resources used to produce goods and services: labor, land, capital, and entrepreneurship. To see how adding to an economy's resources leads to economic growth, suppose that Tom finds a fishing net washed ashore on the beach. The fishing net is a resource he can use to produce more fish in the course of a day spent fishing. We can't say how many more fish Tom will catch; that depends on how much time he decides to spend fishing now that he has the net. But because the net makes his fishing more productive, he can catch more fish without reducing the number of coconuts he gathers, or he can gather more coconuts without reducing his fish catch. So his production possibilities curve shifts outward.

The other source of economic growth is progress in **technology**, the technical means for the production of goods and services. Suppose Tom figures out a better way either to catch fish or to gather coconuts—say, by inventing a fishing hook or a wagon for transporting coconuts. Either invention would shift his production possibilities curve outward. However, the shift would not be a simple outward expansion of every point along the *PPC*. Technology specific to the production of only one good has no effect if all resources are devoted to the other good: a fishing hook will be of no use if Tom produces nothing but coconuts. So the point on the *PPC* that represents the number of coconuts that can be produced if there is no fishing will not change. In real-world economies, innovations in the techniques we use to produce goods and services have been a crucial force behind economic growth.

Again, economic growth means an increase in what the economy *can* produce. What the economy actually produces depends on the choices people make. After his production possibilities expand, Tom might not choose to produce both more fish and more coconuts; he might choose to increase production of only one good, or he might even choose to produce less of one good. For example, if he gets better at catching fish, he might decide to go on an all-fish diet and skip the coconuts, just as the introduction of motor vehicles led most people to give up horse-drawn carriages. But even if, for some reason, he chooses to produce either fewer coconuts or fewer fish than before, we would still say that his economy has grown, because he *could* have produced more of everything. If an economy's production possibilities curve shifts inward, the economy has become smaller. This could happen if the economy loses resources or technology (for example, if it experiences war or a natural disaster).

The production possibilities curve is a very simplified model of an economy, yet it teaches us important lessons about real-life economies. It gives us our first clear sense of what constitutes economic efficiency, it illustrates the concept of opportunity cost, and it makes clear what economic growth is all about.



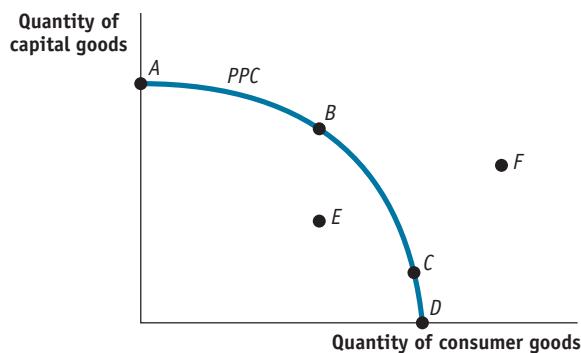
Rainer Horz/Comis

Technology is the technical means for producing goods and services.

Check Your Understanding

1. True or false? Explain your answer.
 - a. An increase in the amount of resources available to Tom for use in producing coconuts and fish does not change his production possibilities curve.
 - b. A technological change that allows Tom to catch more fish relative to any amount of coconuts gathered results in a change in his production possibilities curve.

Tackle the Test: Multiple-Choice Questions

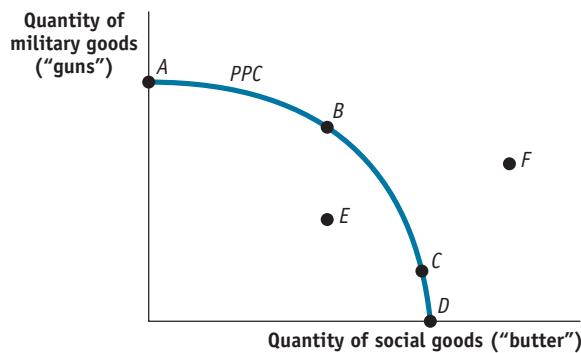


Refer to the graph above to answer the following questions.

1. Which point(s) on the graph represent productive efficiency?
 - a. B and C
 - b. A and D
 - c. A, B, C, and D
 - d. A, B, C, D, and E
 - e. A, B, C, D, E, and F
2. For this economy, an increase in the quantity of capital goods produced without a corresponding decrease in the quantity of consumer goods produced
 - a. cannot happen because there is always an opportunity cost.
 - b. is represented by a movement from point E to point A.
 - c. is represented by a movement from point C to point B.
 - d. is represented by a movement from point E to point B.
 - e. is only possible with an increase in resources or technology.
3. An increase in unemployment could be represented by a movement from point
 - a. D to point C.
 - b. B to point A.
 - c. C to point F.
 - d. B to point E.
 - e. E to point B.
4. Which of the following might allow this economy to move from point B to point F?
 - a. more workers
 - b. discovery of new resources
 - c. building new factories
 - d. technological advances
 - e. all of the above
5. This production possibilities curve shows the trade-off between consumer goods and capital goods. Since capital goods are a resource, an increase in the production of capital goods today will increase the economy's production possibilities in the future. Therefore, all other things equal (*ceteris paribus*), producing at which point today will result in the largest outward shift of the PPC in the future?
 - a. A
 - b. B
 - c. C
 - d. D
 - e. E

Tackle the Test: Free-Response Questions

1. Refer to the graph below. Assume that the country is producing at point C.



2. Assume that an economy can choose between producing food and producing shelter at a constant opportunity cost. Draw a correctly labeled production possibilities curve for the economy. On your graph:

- Use the letter *E* to label one of the points that is productively efficient.
 - Use the letter *U* to label one of the points at which there might be unemployment.
 - Use the letter *I* to label one of the points that is not feasible.
- (5 points)**

- Does this country's production possibilities curve exhibit increasing opportunity costs? Explain.
- If this country were to go to war, the most likely move would be from point C to which point? Explain.
- If the economy entered into a recession, the country would move from point C to which point? Explain.

Rubric for FRQ 1 (6 points)

1 point: Yes

1 point: The *PPC* is concave (bowed outward), so with each additional unit of butter produced, the opportunity cost in terms of gun production (indicated by the slope of the line) increases. Likewise, as more guns are produced, the opportunity cost in terms of butter increases.

1 point: *B*

1 point: The country would choose an efficient point with more (but not all) military goods with which to fight the war. Point *A* would be an unlikely choice because at that point there is no production of any social goods, some of which are needed to maintain a minimal standard of living.

1 point: *E*

1 point: A recession, which causes unemployment, is represented by a point below the *PPC*.



Chris Fertig/Getty Images

MODULE

4

Comparative Advantage and Trade

In this Module, you will learn to:

- Explain how trade leads to gains for an individual or an economy
- Explain the difference between absolute advantage and comparative advantage
- Describe how comparative advantage leads to gains from trade in the global marketplace

Gains from Trade

A family could try to take care of all its own needs—growing its own food, sewing its own clothing, providing itself with entertainment, and writing its own economics textbooks. But trying to live that way would be very hard. The key to a much better standard of living for everyone is **trade**, in which people divide tasks among themselves and each person provides a good or service that other people want in return for different goods and services that he or she wants.

The reason we have an economy, rather than many self-sufficient individuals, is that there are **gains from trade**: by dividing tasks and trading, two people (or 7 billion people) can each get more of what they want than they could get by being self-sufficient. Gains from trade arise, in particular, from this division of tasks, which economists call **specialization**—a situation in which different people each engage in a different task.

The advantages of specialization, and the resulting gains from trade, were the starting point for Adam Smith's 1776 book *The Wealth of Nations*, which many regard as the beginning of economics as a discipline. Smith's book begins with a description of an eighteenth-century pin factory where, rather than each of the 10 workers making a pin from start to finish, each worker specialized in one of the many steps in pin-making:

One man draws out the wire, another straightens it, a third cuts it, a fourth points it, a fifth grinds it at the top for receiving the head; to make the head requires two or three distinct operations; to put it on, is a particular business, to whiten the pins is another; it is even a trade by itself to put them into the paper; and the important business of making a pin is, in this manner, divided into about eighteen distinct operations. . . . Those ten persons, therefore, could make among them upwards of forty-eight thousand pins in a day. But if they had all wrought separately and independently, and without any of them having been educated to this particular business, they certainly could not each of them have made twenty, perhaps not one pin a day. . . .

AP® Exam Tip

Take note! The content in this module frequently shows up in the free-response and multiple-choice sections of the AP® exam.

The same principle applies when we look at how people divide tasks among themselves and trade in an economy. The economy, as a whole, can produce more when each person *specializes* in a task and *trades* with others.

The benefits of specialization are the reason a person typically focuses on the production of only one type of good or service. It takes many years of study and experience to become a doctor; it also takes many years of study and experience to become a commercial airline pilot. Many doctors might have the potential to become excellent pilots, and vice versa, but it is very unlikely that anyone who decided to pursue both careers would be as good a pilot or as good a doctor as someone who specialized in only one of those professions. So it is to everyone's advantage when individuals specialize in their career choices.

Markets are what allow a doctor and a pilot to specialize in their respective fields. Because markets for commercial flights and for doctors' services exist, a doctor is assured that she can find a flight and a pilot is assured that he can find a doctor. As long as individuals know that they can find the goods and services that they want in the market, they are willing to forgo self-sufficiency and are willing to specialize.

Comparative Advantage and Gains from Trade

The production possibilities curve model is particularly useful for illustrating gains from trade—trade based on *comparative advantage*. Let's stick with Tom being stranded on his island, but now let's suppose that a second castaway, who just happens to be named Hank, is washed ashore. Can Tom and Hank benefit from trading with each other?

It's obvious that there will be potential gains from trade if the two castaways do different things particularly well. For example, if Tom is a skilled fisherman and Hank is very good at climbing trees, clearly it makes sense for Tom to catch fish and Hank to gather coconuts—and for the two men to trade the products of their efforts.

But one of the most important insights in all of economics is that there are gains from trade even if one of the trading parties isn't especially good at anything. Suppose, for example, that Hank is less well suited to primitive life than Tom; he's not nearly as good at catching fish, and compared to Tom, even his coconut-gathering leaves something to be desired. Nonetheless, what we'll see is that both Tom and Hank can live better by trading with each other than either could alone.

For the purposes of this example, let's go back to the simple case of straight-line production possibilities curves. Tom's production possibilities are represented by the production possibilities curve in panel (a) of **Figure 4.1** on the next page, which is the same as the production possibilities curve in Figure 3.1 (page 17). According to this PPC, Tom could catch 40 fish, but only if he gathered no coconuts, and he could gather 30 coconuts, but only if he caught no fish. Recall that this means that the slope of his production possibilities curve is $-3/4$: his opportunity cost of 1 fish is $\frac{3}{4}$ of a coconut.

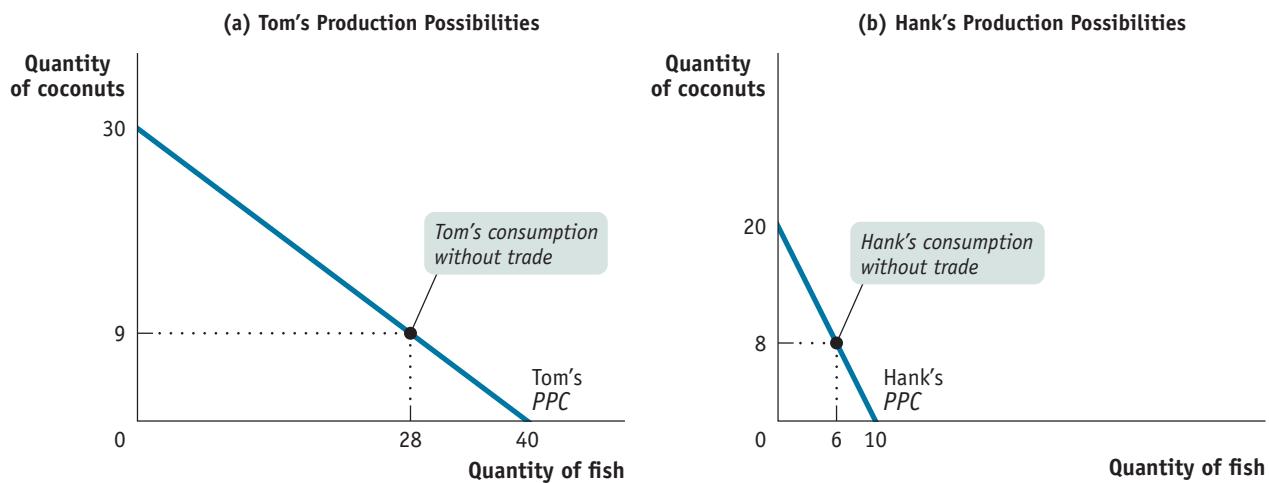
Panel (b) of Figure 4.1 shows Hank's production possibilities. Like Tom's, Hank's production possibilities curve is a straight line, implying a constant opportunity cost of fish in terms of coconuts. His production possibilities curve has a constant slope of -2 . Hank is less productive all around: at most he can produce 10 fish or 20 coconuts. But he is particularly bad at fishing: whereas Tom sacrifices $\frac{3}{4}$ of a coconut per fish caught, for Hank the opportunity cost of a fish is 2 whole coconuts. **Table 4.1** on the next page summarizes the two castaways' opportunity costs of fish and coconuts.

Now, Tom and Hank could go their separate ways, each living on his own side of the island, catching his own fish and gathering his own coconuts. Let's suppose that they start out that way and make the consumption choices shown in Figure 4.1: in the absence of trade, Tom consumes 28 fish and 9 coconuts per week, while Hank consumes 6 fish and 8 coconuts.



Roderick Chen/Getty Images

Figure 4.1 Production Possibilities for Two Castaways



Here, each of the two castaways has a constant opportunity cost of fish and a straight-line production possibilities curve. In Tom's case, each fish has an opportunity

cost of $\frac{3}{4}$ of a coconut. In Hank's case, each fish has an opportunity cost of 2 coconuts.

Table 4.1 Tom's and Hank's Opportunity Costs of Fish and Coconuts

	Tom's Opportunity Cost	Hank's Opportunity Cost
One fish	$\frac{3}{4}$ coconut	2 coconuts
One coconut	$\frac{4}{3}$ fish	$\frac{1}{2}$ fish

But is this the best they can do? No, it isn't. Given that the two castaways have different opportunity costs, they can strike a deal that makes both of them better off. **Table 4.2** shows how such a deal works: Tom specializes in the production of fish, catching 40 per week, and gives 10 to Hank. Meanwhile, Hank specializes in the production of coconuts, gathering 20 per week, and gives 10 to Tom. The result is shown in **Figure 4.2**. Tom now consumes more of both goods than before: instead of 28 fish and 9 coconuts, he consumes 30 fish and 10 coconuts. Hank also consumes more, going from 6 fish and 8 coconuts to 10 fish and 10 coconuts. As Table 4.2 also shows, both Tom and Hank experience gains from trade: Tom's consumption of fish increases by two, and his consumption of coconuts increases by one. Hank's consumption of fish increases by four, and his consumption of coconuts increases by two.

So both castaways are better off when they each specialize in what they are good at and trade with each other. It's a good idea for Tom to catch the fish for both of them, because his opportunity cost of a fish is only $\frac{3}{4}$ of a coconut not gathered versus 2 coconuts for Hank. Correspondingly, it's a good idea for Hank to gather coconuts for both of them.

Or we could describe the situation in a different way. Because Tom is so good at catching fish, his opportunity cost of gathering coconuts is high: $\frac{4}{3}$ of a fish not caught for every coconut gathered. Because Hank is a pretty poor fisherman, his opportunity cost of gathering coconuts is much less, only $\frac{1}{2}$ of a fish per coconut.

Table 4.2 How the Castaways Gain from Trade

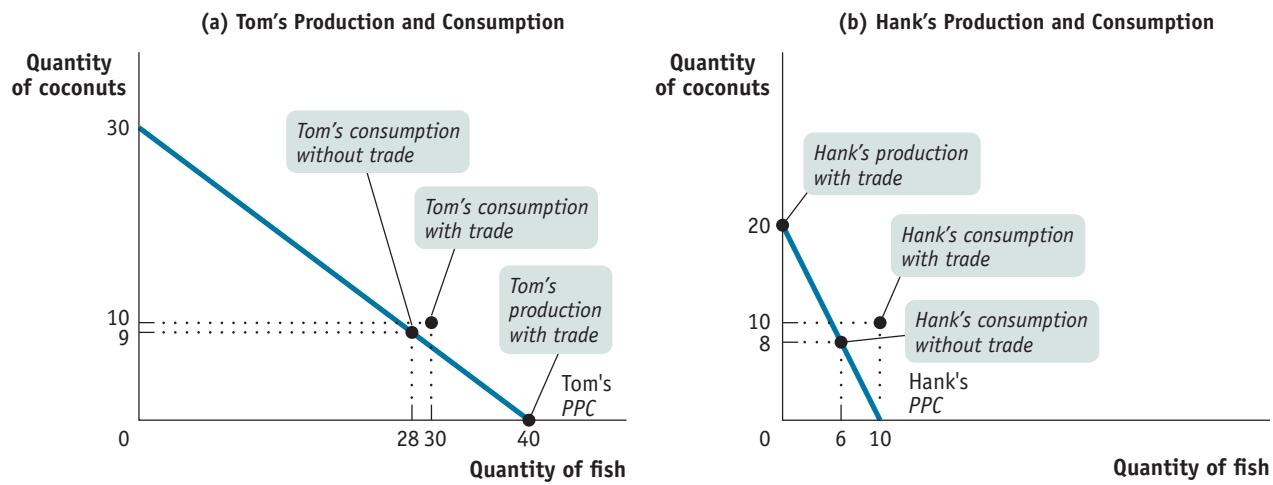
		Without Trade		With Trade		Gains from Trade
		Production	Consumption	Production	Consumption	
Tom	Fish	28	28	40	30	+2
	Coconuts	9	9	0	10	+1
Hank	Fish	6	6	0	10	+4
	Coconuts	8	8	20	10	+2

An individual has a **comparative advantage** in producing something if the opportunity cost of that production is lower for that individual than for other people. In other words, Hank has a comparative advantage over Tom in producing a particular good or service if Hank's opportunity cost of producing that good or service is lower than Tom's. In this case, Hank has a comparative advantage in gathering coconuts and Tom has a comparative advantage in catching fish.

Notice that Tom is actually better than Hank at producing both goods: Tom can catch more fish in a week, and he can also gather more coconuts. This means that Tom has an **absolute advantage** in both activities: he can produce more output with a given amount of input (in this case, his time) than Hank can. It might seem as though Tom has nothing to gain from trading with less competent Hank. But we've just seen that Tom can indeed benefit from a deal with Hank, because *comparative*, not *absolute*, advantage is the basis for mutual gain. It doesn't matter that it takes Hank more time to gather a coconut; what matters is that for him the opportunity cost of that coconut in terms of fish is lower. So, despite his absolute disadvantage in both activities, Hank has a comparative advantage in coconut gathering. Meanwhile Tom, who can use his time better by catching fish, has a comparative disadvantage in coconut gathering.

An individual has a **comparative advantage** in producing a good or service if the opportunity cost of producing the good or service is lower for that individual than for other people.

An individual has an **absolute advantage** in producing a good or service if he or she can make more of it with a given amount of time and resources. Having an absolute advantage is not the same thing as having a comparative advantage.

Figure 4.2 Comparative Advantage and Gains from Trade

By specializing and trading, the two castaways can produce and consume more of both goods. Tom specializes in catching fish, his comparative advantage, and Hank—who has an *absolute* disadvantage in both goods

but a *comparative* advantage in coconuts—specializes in gathering coconuts. The result is that each castaway can consume more of both goods than either could without trade.

The **terms of trade** indicate the rate at which one good can be exchanged for another.

Mutually Beneficial Terms of Trade

The **terms of trade** indicate the rate at which one good can be exchanged for another. In our story, Tom and Hank traded 10 coconuts for 10 fish, so each coconut traded for 1 fish. Why not some other terms of trade, such as $\frac{3}{4}$ fish per coconut? Indeed, there are many terms of trade that would make both Tom and Hank better off than if they didn't trade. But there are also terms that Tom or Hank would certainly reject. For example, Tom would not trade 2 fish per coconut, because he only gives up $\frac{1}{3}$ fish per coconut without trade.

To find the range of mutually beneficial terms of trade for a coconut, look at each person's opportunity cost of producing a coconut. *Any price per coconut between the opportunity cost of the coconut producer and the opportunity cost of the coconut buyer will make both sides better off than in the absence of trade.* We know that Hank will produce coconuts because he has a comparative advantage in gathering coconuts. Hank's opportunity cost is $\frac{1}{2}$ fish per coconut. Tom, the buyer of coconuts, has an opportunity cost of $\frac{4}{3}$ fish per coconut. So any terms of trade between $\frac{1}{2}$ fish per coconut and $\frac{4}{3}$ fish per coconut would benefit both Tom and Hank.

To understand why, consider the opportunity costs summarized in Table 4.1. When Hank doesn't trade with Tom, Hank can gain $\frac{1}{2}$ fish by giving up a coconut, because his opportunity cost of each coconut is $\frac{1}{2}$ fish. Hank will clearly reject any deal with Tom that provides him with less than $\frac{1}{2}$ fish per coconut—he's better off not trading at all and getting $\frac{1}{2}$ fish per coconut. But Hank benefits from trade if he receives more than $\frac{1}{2}$ fish per coconut. So the terms of 1 fish per coconut, as in our story, are acceptable to Hank.

When Tom doesn't trade with Hank, Tom gives up $\frac{4}{3}$ fish to get a coconut—his opportunity cost of a coconut is $\frac{4}{3}$ fish. Tom will reject any deal that requires him to pay more than $\frac{4}{3}$ fish per coconut. But Tom benefits from trade if he pays less than $\frac{4}{3}$ fish per coconut. The terms of 1 fish per coconut are thus acceptable to Tom as well. Both islanders would also be made better off by terms of $\frac{3}{4}$ fish per coconut or $\frac{5}{4}$ fish per coconut or any other price between $\frac{1}{2}$ fish and $\frac{4}{3}$ fish per coconut. The islanders' negotiation skills determine where the terms of trade fall within that range.

So remember, Tom and Hank will engage in trade only if the “price” of the good each person obtains from trade is less than his own opportunity cost of producing the good. The same is true for international trade. Whenever two parties trade voluntarily, for each good, the terms of trade are found between the opportunity cost of the producer and the opportunity cost of the buyer.

The story of Tom and Hank clearly simplifies reality. Yet it teaches us some very important lessons that also apply to the real economy. First, the story provides a clear illustration of the gains from trade. By agreeing to specialize and provide goods to each other, Tom and Hank can produce more; therefore, both are better off than if each tried to be self-sufficient. Second, the story demonstrates a key point that is often overlooked in real-world arguments: as long as people have different opportunity costs, *everyone has a comparative advantage in something, and everyone has a comparative disadvantage in something, so everyone can benefit from trade.*

The idea of comparative advantage applies to many activities in the economy. Perhaps its most important application is in trade—not between individuals, but between countries. So let's look briefly at how the model of comparative advantage helps in understanding both the causes and the effects of international trade.

AP® Exam Tip

The producer with the *absolute advantage* can produce the largest quantity of the good. However, it is the producer with the *comparative advantage*, and not necessarily the one with the absolute advantage, who should specialize in the production of that good to achieve mutual gains from trade.

Comparative Advantage and International Trade

Look at the label on a manufactured good sold in the United States, and there's a good chance you will find that it was produced in some other country—in China or Japan or even in Canada. On the other hand, many U.S. industries sell a large portion of their output overseas. (This is particularly true for the agriculture, high technology, and entertainment industries.)

Should we celebrate this international exchange of goods and services, or should it cause us concern? Politicians and the public often question the desirability of

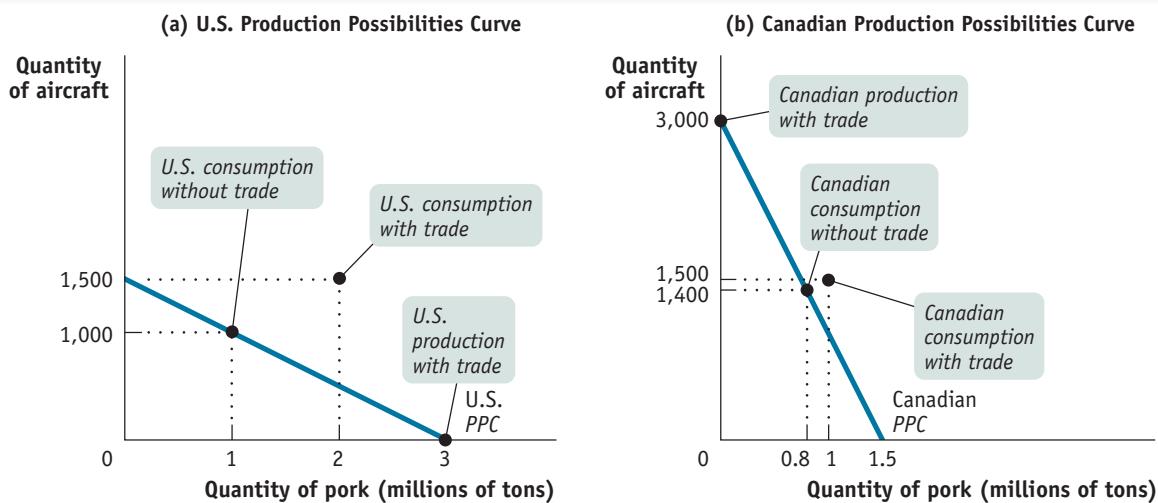
international trade, arguing that the nation should produce goods for itself rather than buy them from foreigners. Industries around the world demand protection from foreign competition: Japanese farmers want to keep out American rice, and American steelworkers want to keep out European steel. These demands are often supported by public opinion.

Economists, however, have a very positive view of international trade. Why? Because they view it in terms of comparative advantage. **Figure 4.3** shows, with a simple example, how international trade can be interpreted in terms of comparative advantage. Although the example is hypothetical, it is based on an actual pattern of international trade: American exports of pork to Canada and Canadian exports of aircraft to the United States. Panels (a) and (b) illustrate hypothetical production possibilities curves for the United States and Canada, with pork measured on the horizontal axis and aircraft measured on the vertical axis. The U.S. production possibilities curve is flatter than the Canadian production possibilities curve, implying that producing one more ton of pork costs fewer aircraft in the United States than it does in Canada. This means that the United States has a comparative advantage in pork and Canada has a comparative advantage in aircraft.

Although the consumption points in Figure 4.3 are hypothetical, they illustrate a general principle: just like the example of Tom and Hank, the United States and Canada can both achieve mutual gains from trade. If the United States concentrates on producing pork and sells some of its output to Canada, while Canada concentrates on aircraft and sells some of its output to the United States, both countries can consume more than if they insisted on being self-sufficient. For example, the United States could trade 1 million tons of pork for 1,500 aircraft from Canada. This would allow both countries to consume at a point outside of their production possibilities curves.

Moreover, these mutual gains don't depend on each country's being better at producing one kind of good. Even if one country has, say, higher output per person-hour in both industries—that is, even if one country has an absolute advantage in both industries—there are still mutual gains from trade.

Figure 4.3 Comparative Advantage and International Trade



In this hypothetical example, Canada and the United States produce only two goods: pork and aircraft. Aircraft are measured on the vertical axis and pork on the horizontal axis. Panel (a) shows the U.S. production possibilities curve. It is relatively flat, implying that the United States

has a comparative advantage in pork production. Panel (b) shows the Canadian production possibilities curve. It is relatively steep, implying that Canada has a comparative advantage in aircraft production. Just like two individuals, both countries gain from specialization and trade.

FYI

Rich Nation, Poor Nation

Try taking off your clothes—at a suitable time and in a suitable place, of course—and take a look at the labels inside that say where the clothes were made. It's a very good bet that much, if not most, of your clothing was manufactured overseas, in a country that is much poorer than the United States is—say, in El Salvador, Sri Lanka, or Bangladesh.

Why are these countries so much poorer than the United States? The immediate reason is that their economies are much less *productive*—firms in these countries are just not able to produce as much from a given quantity of resources as comparable firms in the United States or other wealthy countries. Why countries differ so much in productivity is a deep question—indeed, one of the main questions that preoccupy economists. But in any case, the difference in productivity is a fact.

If the economies of these countries are so much less productive than

ours, how is it that they make so much of our clothing? Why don't we do it for ourselves?

The answer is “comparative advantage.” Just about every industry in Bangladesh is much less productive than the corresponding industry in the United States. But the productivity difference between rich and poor countries varies across goods; there is a very great difference in the production of sophisticated goods such as aircraft but not as great a difference in the production of simpler goods such as clothing. So Bangladesh’s position with regard to clothing production is like Hank’s position with respect to coconut gathering: he’s not as good at it as his fellow castaway is, but it’s the thing he does comparatively well.

Although Bangladesh is at an absolute disadvantage compared with the United States in almost everything, it has a comparative advantage in clothing production.



Robert Nickelsberg/Getty Images

Although less productive than American workers, Bangladeshi workers have a comparative advantage in clothing production.

This means that both the United States and Bangladesh are able to consume more because they specialize in producing different things, with Bangladesh supplying our clothing and the United States supplying Bangladesh with more sophisticated goods.

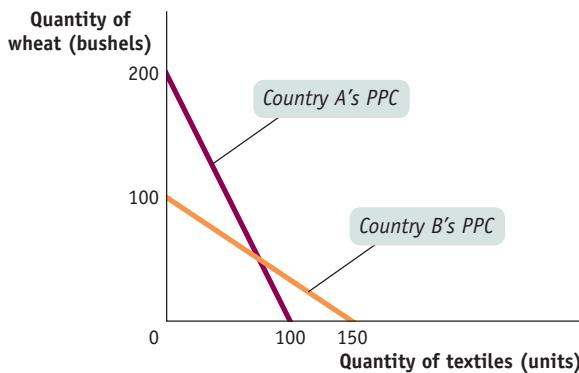
MODULE 4 Review

Check Your Understanding

1. In Italy, an automobile can be produced by 8 workers in one day and a washing machine by 3 workers in one day. In the United States, an automobile can be produced by 6 workers in one day, and a washing machine by 2 workers in one day.
 - a. Which country has an absolute advantage in the production of automobiles? In washing machines?
 - b. Which country has a comparative advantage in the production of washing machines? In automobiles?
 - c. What type of specialization results in the greatest gains from trade between the two countries?
2. Refer to the story of Tom and Hank illustrated by Figure 4.1 in the text. Explain why Tom and Hank are willing to engage in a trade of 1 fish for 1½ coconuts.

Tackle the Test: Multiple-Choice Questions

Refer to the graph below to answer the following questions.



1. Use the graph to determine which country has an absolute advantage in producing each good.

<i>Absolute advantage in wheat production</i>	<i>Absolute advantage in textile production</i>
a. Country A	Country B
b. Country A	Country A
c. Country B	Country A
d. Country B	Country B
e. Country A	Neither country

2. For Country A, the opportunity cost of a bushel of wheat is
 a. $\frac{1}{2}$ unit of textiles.
 b. $\frac{2}{3}$ unit of textiles.
 c. $1\frac{1}{3}$ units of textiles.
 d. $1\frac{1}{2}$ units of textiles.
 e. 2 units of textiles.

3. Use the graph to determine which country has a comparative advantage in producing each good.

Comparative advantage in wheat production

- a. Country A
 b. Country A
 c. Country B
 d. Country B
 e. Country A

Comparative advantage in textile production

- Country B
 Country A
 Country A
 Country B
 Neither country

4. If the two countries specialize and trade, which of the choices below describes the countries' imports?

Import wheat

- a. Country A
 b. Country A
 c. Country B
 d. Country B
 e. Neither country

Import textiles

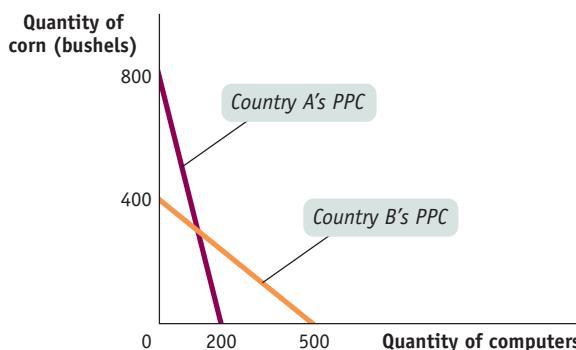
- Country A
 Country B
 Country B
 Country A
 Country B

5. What is the highest price Country B is willing to pay to buy wheat from Country A?

- a. $\frac{1}{2}$ unit of textiles
 b. $\frac{2}{3}$ unit of textiles
 c. 1 unit of textiles
 d. $1\frac{1}{2}$ units of textiles
 e. 2 units of textiles

Tackle the Test: Free-Response Questions

1. Refer to the graph below to answer the following questions.



- a. What is the opportunity cost of a bushel of corn in each country?
- b. Which country has an absolute advantage in computer production? Explain.
- c. Which country has a comparative advantage in corn production? Explain.
- d. If each country specializes, what good will Country B import? Explain.
- e. What is the minimum price Country A will accept to export corn to Country B? Explain.

Rubric for FRQ 1 (9 points)

1 point: Country A, $\frac{1}{4}$ computer; Country B, $1\frac{1}{4}$ computers

1 point: Country B

1 point: Because Country B can produce more computers than Country A (500 versus 200)

1 point: Country A

1 point: Because Country A can produce corn at a lower opportunity cost ($\frac{1}{4}$ versus $1\frac{1}{4}$ computers)

1 point: Corn

1 point: Country B has a comparative advantage in the production of computers, so it will produce computers and import corn (Country A has a comparative advantage in corn production, so it will specialize in corn and import computers from Country B).

1 point: $\frac{1}{4}$ computer

1 point: Country A's opportunity cost of producing corn is $\frac{1}{4}$ computer, so that is the lowest price it will accept to sell corn to Country B.

2. Refer to the table below to answer the following questions. These two countries are producing textiles and wheat using equal amounts of resources.

	Weekly output per worker	
	Country A	Country B
Bushels of wheat	15	10
Units of textiles	60	60

- a. What is the opportunity cost of producing a bushel of wheat for each country?
- b. Which country has the absolute advantage in wheat production?
- c. Which country has the comparative advantage in textile production? Explain.

(5 points)

SECTION

1

Review

Section 1 Review Video

Module 1

1. Everyone has to make choices about what to do and what *not* to do. **Individual choice** is the basis of **economics**—if it doesn’t involve choice, it isn’t economics. The **economy** is a system that coordinates choices about production and consumption. In a **market economy**, these choices are made by many firms and individuals. In a **command economy**, these choices are made by a central authority. **Incentives** are rewards or punishments that motivate particular choices, and can be lacking in a command economy where producers cannot set their own prices or keep their own profits. **Property rights** create incentives in market economies by establishing ownership and granting individuals the right to trade goods and services for mutual gain. In any economy, decisions are informed by **marginal analysis**—the study of the costs and benefits of doing something a little bit more or a little bit less.
2. The reason choices must be made is that **resources**—anything that can be used to produce something else—are **scarce**. The four categories of resources are **land**, **labor**, **capital**, and **entrepreneurship**. Individuals are limited in their choices by money and time; economies are limited by their supplies of resources.

Module 2

7. Economies experience ups and downs in economic activity. This pattern is called the **business cycle**. The downturns are known as **recessions**; the upturns are known as **expansions**. A **depression** is a long, deep downturn.
8. Workers are counted in **unemployment** figures only if they are actively seeking work but aren’t currently employed. The sum of **employment** and unemployment is the **labor force**. The **unemployment rate** is the percentage of the labor force that is unemployed.
9. As the unemployment rate rises, the output for the economy as a whole—the **aggregate output**—generally falls.
10. A short-term increase in aggregate output made possible by a decrease in unemployment does not constitute

3. Because you must choose among limited alternatives, the true cost of anything is what you must give up to get it—all costs are **opportunity costs**.
4. Economists use economic models for both **positive economics**, which describes how the economy works, and for **normative economics**, which prescribes how the economy *should* work. Positive economics often involves making forecasts. Economics can determine correct answers for positive questions, but typically not for normative questions, which involve value judgments. Exceptions occur when policies designed to achieve a certain prescription can be clearly ranked in terms of preference.
5. There are two main reasons economists disagree. One, they may disagree about which simplifications to make in a model. Two, economists may disagree—like everyone else—about values.
6. **Microeconomics** is the branch of economics that studies how people make decisions and how those decisions interact. **Macroeconomics** is concerned with the overall ups and downs of the economy, and focuses on **economic aggregates** such as the unemployment rate and gross domestic product, that summarize data across many different markets.

- economic growth**, which is an increase in the maximum amount of output an economy can produce.
11. Rises and falls in the overall price level constitute **inflation** and **deflation**. Economists prefer that prices change only slowly if at all, because such **price stability** helps keep the economy stable.
 12. Almost all economics is based on **models**, “thought experiments” or simplified versions of reality, many of which use analytical tools such as mathematics and graphs. An important assumption in economic models is the **other things equal (ceteris paribus) assumption**, which allows analysis of the effect of change in one factor by holding all other relevant factors unchanged.

Module 3

13. One important economic model is the **production possibilities curve**, which illustrates the **trade-offs** facing an economy that produces only two goods. The production possibilities curve illustrates three elements: opportunity cost (showing how much less of one good must be produced if more of the other good is produced), **efficiency** (an economy achieves **productive efficiency** if it produces

- on the production possibilities curve and **allocative efficiency** if it produces the mix of goods and services that people want to consume), and economic growth (an outward shift of the production possibilities curve).
14. There are two basic sources of growth in the production possibilities curve model: an increase in resources and improved **technology**.

Module 4

- 15.** There are **gains from trade**: by engaging in the **trade** of goods and services with one another, the members of an economy can all be made better off. Underlying gains from trade are the advantages of **specialization**, of having individuals specialize in the tasks they are comparatively good at.
- 16.** **Comparative advantage** explains the source of gains from trade between individuals and countries. Everyone has a comparative advantage in something—some good or service in which that person has a lower opportunity cost than everyone else. But it is often confused with **absolute advantage**, an ability to produce more of a particular good or service than anyone else. This confusion leads some to erroneously conclude that there are no gains from trade between people or countries.
- 17.** As long as a comparative advantage exists between two parties, there are opportunities for mutually beneficial trade. The **terms of trade** indicate the rate at which one good can be exchanged for another. The range of mutually beneficial terms of trade for a good are found between the seller's opportunity cost of making the good and the buyer's opportunity cost of making the same good.

Key Terms

Economics, p. 2	Economic aggregates, p. 5	Model, p. 14
Individual choice, p. 2	Positive economics, p. 6	Other things equal (<i>ceteris paribus</i>) assumption, p. 14
Economy, p. 2	Normative economics, p. 6	Trade-off, p. 16
Market economy, p. 2	Business cycle, p. 11	Production possibilities curve, p. 17
Command economy, p. 2	Depression, p. 11	Efficient, p. 18
Incentives, p. 3	Recessions, p. 11	Productive efficiency, p. 18
Property rights, p. 3	Expansions, p. 11	Allocative efficiency, p. 18
Marginal analysis, p. 3	Employment, p. 11	Technology, p. 21
Resource, p. 3	Unemployment, p. 11	Trade, p. 24
Land, p. 3	Labor force, p. 12	Gains from trade, p. 24
Labor, p. 3	Unemployment rate, p. 12	Specialization, p. 24
Capital, p. 3	Output, p. 12	Comparative advantage, p. 27
Entrepreneurship, p. 3	Aggregate output, p. 12	Absolute advantage, p. 27
Scarce, p. 3	Inflation, p. 13	Terms of trade, p. 28
Opportunity cost, p. 4	Deflation, p. 13	
Microeconomics, p. 5	Price stability, p. 13	
Macroeconomics, p. 5	Economic growth, p. 13	

AP® Exam Practice Questions

Multiple-Choice Questions

- 1.** In a market economy, most choices about production and consumption are made by which of the following?
- politicians
 - many individuals and firms
 - the government
 - managers
 - economists
- 2.** Which of the following pairs indicates a category of resources and an example of that resource?
- | <i>Category</i> | <i>Example</i> |
|-----------------|----------------|
| a. money | investment |
| b. capital | money |
- c. capital**
d. land
e. land
- 3.** You can either go to a movie or study for an exam. Which of the following is an opportunity cost of studying for the exam?
- a higher grade on the exam
 - the price of a movie ticket
 - the cost of paper, pens, books, and other study materials
 - the enjoyment from seeing the movie
 - the sense of achievement from learning

c. capital
d. land
e. land

minerals
factory
timber

- 3.** You can either go to a movie or study for an exam. Which of the following is an opportunity cost of studying for the exam?
- a higher grade on the exam
 - the price of a movie ticket
 - the cost of paper, pens, books, and other study materials
 - the enjoyment from seeing the movie
 - the sense of achievement from learning

- 4.** Which of the following situations is explained by increasing opportunity costs?
- More people go to college when the job market is good.
 - More people do their own home repairs when hourly wages fall.
 - There are more parks in crowded cities than in suburban areas.
 - Convenience stores cater to busy people.
 - People with higher wages are more likely to mow their own lawns.
- 5.** Which of the following is a normative statement?
- The unemployment rate is expected to rise.
 - Individuals purchase more of a good when the price rises.
 - The government should increase the minimum wage.
 - An increase in the tax rate on wage earnings reduces the incentive to work.
 - Public education generates greater benefits than costs.
- 6.** Falling output in an economy is consistent with which of the following?
- a recession
 - an expansion
 - a recovery
 - falling unemployment
 - long-term economic growth
- 7.** Which of the following is a goal for the macroeconomy?
- declining labor force
 - inflation
 - deflation
 - rising aggregate output
 - rising unemployment rate

Refer to the following table and information for Questions 8–11.

Suppose that Atlantis is a small, isolated island in the South Atlantic. The inhabitants grow potatoes and catch fish. The following table shows the maximum annual output combinations of potatoes and fish that can be produced.

Maximum annual output options	Quantity of potatoes (pounds)	Quantity of fish (pounds)
A	1,000	0
B	800	300
C	600	500
D	400	600
E	200	650
F	0	675

- 8.** Atlantis can produce which of the following combinations of output?

Pounds of potatoes	Pounds of fish
a. 1,000	675
b. 600	600
c. 400	600
d. 300	800
e. 200	675

- 9.** If Atlantis is efficient in production, what is the opportunity cost of increasing the annual output of potatoes from 600 to 800 pounds?
- 200 pounds of fish
 - 300 pounds of fish
 - 500 pounds of fish
 - 675 pounds of fish
 - 800 pounds of fish

- 10.** As Atlantis produces more potatoes, what is true about the opportunity cost of producing potatoes?
- It stays the same.
 - It continually increases.
 - It continually decreases.
 - It increases and then decreases.
 - It decreases and then increases.

- 11.** Which of the following combinations of output is efficient?

Pounds of potatoes	Pounds of fish
a. 1,000	0
b. 600	600
c. 400	500
d. 500	400
e. 0	0

Refer to the following information for Questions 12–13.

In the ancient country of Roma, only two goods—spaghetti and meatballs—are produced. There are two tribes in Roma, the Tivoli and the Frivoli. By themselves, in a given month, the Tivoli can produce 30 pounds of spaghetti and no meatballs, 50 pounds of meatballs and no spaghetti, or any combination in between. In the same month, the Frivoli can produce 40 pounds of spaghetti and no meatballs, 30 pounds of meatballs and no spaghetti, or any combination in between.

- 12.** Which tribe has a comparative advantage in meatball and spaghetti production?

Meatballs	Spaghetti
a. Tivoli	Tivoli
b. Frivoli	Frivoli
c. Tivoli	Frivoli
d. Frivoli	Tivoli
e. neither	both

- 13.** In A.D. 100, the Frivoli discovered a new technique for making meatballs and doubled the quantity of meatballs they could produce each month. After the discovery of this new technique in Frivoli only, which tribe had an absolute advantage in meatball production and which had a comparative advantage in meatball production?

Absolute advantage

- a. Tivoli
- b. Frivoli
- c. Tivoli
- d. Frivoli
- e. Frivoli

Comparative advantage

- Tivoli
- Frivoli
- Frivoli
- Tivoli
- both

- 14.** Which of the following is a basic source of economic growth in the production possibilities model?

- a. specialization
- b. efficiency
- c. opportunity cost
- d. trade-offs
- e. improved technology

- 15.** Comparative advantage explains which of the following?

- a. a country's ability to produce more of a particular good or service
- b. when production is considered efficient
- c. why the production possibilities curve is bowed outward
- d. the source of gains from trade
- e. why the production possibilities curve shifts outward

Free-Response Question

The Hatfield family lives on the east side of the Hatatoochie River and the McCoy family lives on the west side. Each family's diet consists of fried chicken and corn on the cob, and each is self-sufficient, raising its own chickens and growing its own corn.

Assume the Hatfield family has a comparative advantage in the production of corn.

1. Draw a correctly labeled graph showing a hypothetical production possibilities curve for the McCoy family.
2. Which family has the comparative advantage in the production of chickens? Explain.
3. Assuming that each family is producing efficiently, how can the two families increase their consumption of both chicken and corn?
(5 points)

Graphs in Economics

In this Appendix, you will learn to:

- Recognize the importance of graphs in studying economics
- Describe the basic components of a graph
- Explain how graphs illustrate the relationship between variables
- Explain how to calculate the slope of a line or curve and discuss what the slope value means
- Describe how to calculate areas represented on graphs
- Explain how to interpret numerical graphs

Getting the Picture

Whether you're reading about economics in the *Wall Street Journal* or in your economics textbook, you will see many graphs. Visual presentations can make it much easier to understand verbal descriptions, numerical information, or ideas. In economics, graphs are the type of visual presentation used to facilitate understanding. To fully understand the ideas and information being discussed, you need to know how to interpret these visual aids. This module explains how graphs are constructed and interpreted and how they are used in economics.

Graphs, Variables, and Economic Models

One reason to attend college is that a bachelor's degree provides access to higher-paying jobs. Additional degrees, such as MBAs or law degrees, increase earnings even more. If you were to read an article about the relationship between educational attainment and income, you would probably see a graph showing the income levels for workers with different levels of education. This graph would depict the idea that, in general, having more education increases a person's income. This graph, like most graphs in economics, would depict the relationship between two economic variables. A **variable** is a measure that can take on more than one value, such as the number of years of education a person has, the price of a can of soda, or a household's income.

A **variable** is a measure that can take on more than one value.

As you learned in this section, economic analysis relies heavily on *models*, simplified representations of real situations. Most economic models describe the relationship between two variables, simplified by holding constant other variables that may affect the relationship. For example, an economic model might describe the relationship between the price of a can of soda and the number of cans of soda that consumers will buy, assuming that everything else that affects consumers' purchases of soda stays constant. This type of model can be depicted mathematically, but illustrating the relationship in a graph makes it easier to understand. Next we show how graphs that depict economic models are constructed and interpreted.

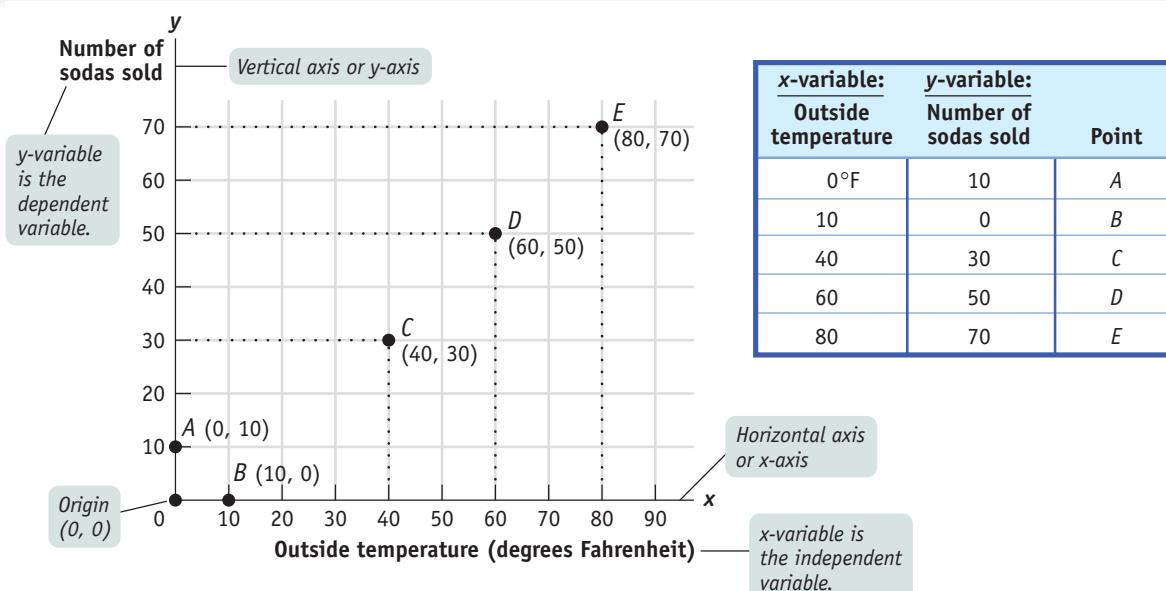
How Graphs Work

Most graphs in economics are based on a grid built around two perpendicular lines that show the values of two variables, helping you visualize the relationship between them. So a first step in understanding the use of such graphs is to see how this system works.

Two-Variable Graphs

Figure A.1 shows a typical two-variable graph. It illustrates the data in the accompanying table on outside temperature and the number of sodas a typical vendor can expect to sell at a baseball stadium during one game. The first column shows the values of outside temperature (the first variable) and the second column shows the values of the number of sodas sold (the second variable). Five combinations or pairs of the two variables are shown, denoted by points *A* through *E* in the third column.

Figure A.1 Plotting Points on a Two-Variable Graph



The data from the table are plotted where outside temperature (the independent variable) is measured along the horizontal axis and number of sodas sold (the dependent variable) is measured along the vertical axis. Each of the five combinations of temperature and

sodas sold is represented by a point: *A*, *B*, *C*, *D*, or *E*. Each point in the graph is identified by a pair of values. For example, point *C* corresponds to the pair (40, 30)—an outside temperature of 40°F (the value of the *x*-variable) and 30 sodas sold (the value of the *y*-variable).

Now let's turn to graphing the data in this table. In any two-variable graph, one variable is called the *x*-variable and the other is called the *y*-variable. Here we have made outside temperature the *x*-variable and number of sodas sold the *y*-variable. The solid horizontal line in the graph is called the **horizontal axis** or **x-axis**, and values of the *x*-variable—outside temperature—are measured along it. Similarly, the solid vertical line in the graph is called the **vertical axis** or **y-axis**, and values of the *y*-variable—number of sodas sold—are measured along it. At the **origin**, the point where the two axes meet, each variable is equal to zero. As you move rightward from the origin along the *x*-axis, values of the *x*-variable are positive and increasing. As you move up from the origin along the *y*-axis, values of the *y*-variable are positive and increasing.

You can plot each of the five points *A* through *E* on this graph by using a pair of numbers—the values that the *x*-variable and the *y*-variable take on for a given point. In Figure A.1, at point *C*, the *x*-variable takes on the value 40 and the *y*-variable takes on the value 30. You plot point *C* by drawing a line straight up from 40 on the *x*-axis and a horizontal line across from 30 on the *y*-axis. We write point *C* as (40, 30). We write the origin as (0, 0).

Looking at point *A* and point *B* in Figure A.1, you can see that when one of the variables for a point has a value of zero, it will lie on one of the axes. If the value of the *x*-variable is

The solid horizontal line on a graph is called the **horizontal axis** or **x-axis**.

The solid vertical line on a graph is called the **vertical axis** or **y-axis**.

The two axes meet at the **origin**.

A **causal relationship** is one in which the value taken by one variable directly influences or determines the value taken by the other variable.

In a causal relationship, the determining variable is called the **independent variable** and the determined variable is called the **dependent variable**.

A line on a graph is called a **curve**, regardless of whether it is a straight line or a curved line.

If a curve that shows the relationship between two variables is a straight line, or linear, the variables have a **linear relationship**.

When a curve is not a straight line, or nonlinear, the variables have a **nonlinear relationship**.

zero, the point will lie on the vertical axis, like point A. If the value of the y -variable is zero, the point will lie on the horizontal axis, like point B. (The location of point B was chosen to illustrate this fact and not because soda sales will really decrease when the temperature rises.)

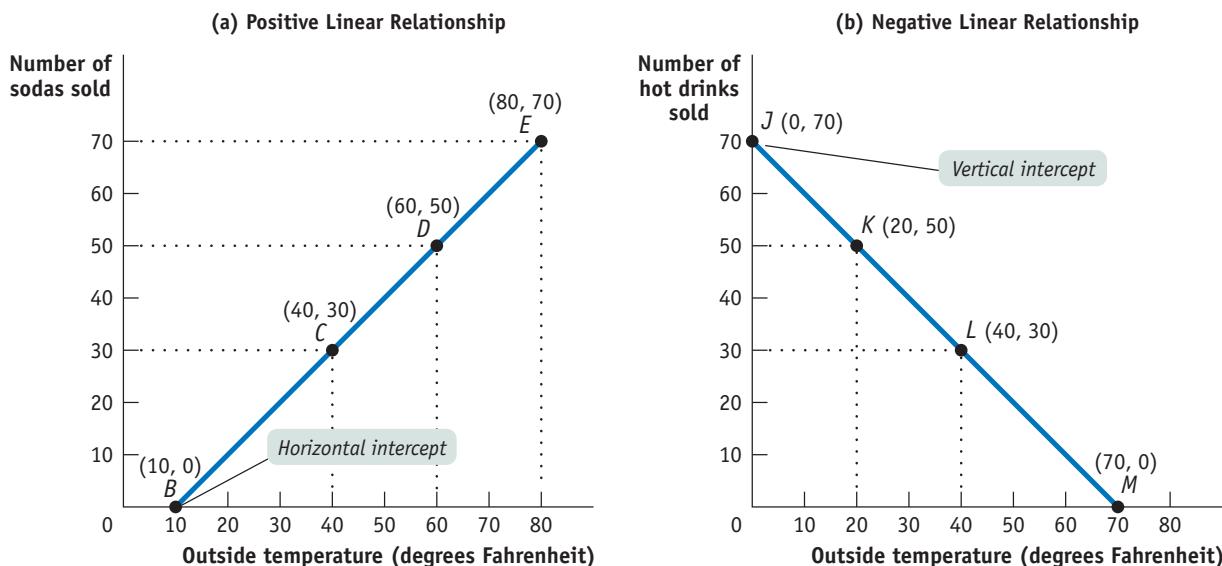
Most graphs that depict relationships between two economic variables represent a **causal relationship**, a relationship in which the value taken by one variable directly influences or determines the value taken by the other variable. In a causal relationship, the determining variable is called the **independent variable**; the variable it determines is called the **dependent variable**. In our example of soda sales, the outside temperature is the independent variable. It directly influences the number of sodas that are sold, which is the dependent variable in this case.

By convention, we put the independent variable on the horizontal axis and the dependent variable on the vertical axis. Figure A.1 is constructed consistent with this convention: the independent variable (outside temperature) is on the horizontal axis and the dependent variable (number of sodas sold) is on the vertical axis. An important exception to this convention is in graphs showing the economic relationship between the price of a product and quantity of the product: although price is generally the independent variable that determines quantity, it is always measured on the vertical axis.

Curves on a Graph

Panel (a) of **Figure A.2** contains some of the same information as Figure A.1, with a line drawn through the points B, C, D, and E. Such a line on a graph is called a **curve**, regardless of whether it is a straight line or a curved line. If the curve that shows the relationship between two variables is a straight line, or linear, the variables have a **linear relationship**. When the curve is not a straight line, or nonlinear, the variables have a **nonlinear relationship**.

Figure A.2 Drawing Curves



The curve in panel (a) illustrates the relationship between the two variables, outside temperature and number of sodas sold. The two variables have a positive linear relationship: positive because the curve has an upward tilt, and linear because it is a straight line. The curve implies that an increase in the x -variable (outside temperature) leads to an increase in the y -variable (number of sodas sold). The curve in panel (b) is also a straight line, but it tilts downward. The two

variables here, outside temperature and number of hot drinks sold, have a negative linear relationship: an increase in the x -variable (outside temperature) leads to a decrease in the y -variable (number of hot drinks sold). The curve in panel (a) has a horizontal intercept at point B, where it hits the horizontal axis. The curve in panel (b) has a vertical intercept at point J, where it hits the vertical axis, and a horizontal intercept at point M, where it hits the horizontal axis.

A point on a curve indicates the value of the y -variable for a specific value of the x -variable. For example, point D indicates that at a temperature of 60°F, a vendor can expect to sell 50 sodas. The shape and orientation of a curve reveal the general nature of the relationship between the two variables. The upward tilt of the curve in panel (a) of Figure A.2 suggests that vendors can expect to sell more sodas at higher outside temperatures.

When variables are related in this way—that is, when an increase in one variable is associated with an increase in the other variable—the variables are said to have a **positive relationship**. It is illustrated by a curve that slopes upward from left to right. Because this curve is also linear, the relationship between outside temperature and number of sodas sold illustrated by the curve in panel (a) of Figure A.2 is a positive linear relationship.

When an increase in one variable is associated with a decrease in the other variable, the two variables are said to have a **negative relationship**. It is illustrated by a curve that slopes downward from left to right, like the curve in panel (b) of Figure A.2. Because this curve is also linear, the relationship it depicts is a negative linear relationship. Two variables that might have such a relationship are the outside temperature and the number of hot drinks a vendor can expect to sell at a baseball stadium.

Return for a moment to the curve in panel (a) of Figure A.2, and you can see that it hits the horizontal axis at point B . This point, known as the **horizontal intercept**, shows the value of the x -variable when the value of the y -variable is zero. In panel (b) of Figure A.2, the curve hits the vertical axis at point J . This point, called the **vertical intercept**, indicates the value of the y -variable when the value of the x -variable is zero.

A Key Concept: The Slope of a Curve

The **slope** of a curve is a measure of how steep it is; the slope indicates how sensitive the y -variable is to a change in the x -variable. In our example of outside temperature and the number of cans of soda a vendor can expect to sell, the slope of the curve would indicate how many more cans of soda the vendor could expect to sell with each 1° increase in temperature. Interpreted this way, the slope gives meaningful information. Even without numbers for x and y , it is possible to arrive at important conclusions about the relationship between the two variables by examining the slope of a curve at various points.

The Slope of a Linear Curve

Along a linear curve the slope, or steepness, is measured by dividing the “rise” between two points on the curve by the “run” between those same two points. The rise is the amount that y changes, and the run is the amount that x changes. Here is the formula:

$$\frac{\text{Change in } y}{\text{Change in } x} = \frac{\Delta y}{\Delta x} = \text{slope}$$

In the formula, the symbol Δ (the Greek uppercase delta) stands for “change in.” When a variable increases, the change in that variable is positive; when a variable decreases, the change in that variable is negative.

The slope of a curve is positive when the rise (the change in the y -variable) has the same sign as the run (the change in the x -variable). That’s because when two numbers have the same sign, the ratio of those two numbers is positive. The curve in panel (a) of Figure A.2 has a positive slope: along the curve, both the y -variable and the x -variable increase. The slope of a curve is negative when the rise and the run have different signs. That’s because when two numbers have different signs, the ratio of those two numbers is negative. The curve in panel (b) of Figure A.2 has a negative slope: along the curve, an increase in the x -variable is associated with a decrease in the y -variable.

Figure A.3 on the next page illustrates how to calculate the slope of a linear curve. Let’s focus first on panel (a). From point A to point B the value of the y -variable changes from 25 to 20 and the value of the x -variable changes from 10 to 20. So the slope of the line between these two points is

$$\frac{\text{Change in } y}{\text{Change in } x} = \frac{\Delta y}{\Delta x} = \frac{-5}{10} = -\frac{1}{2} = -0.5$$

When an increase in one variable is associated with an increase in the other variable, the variables are said to have a **positive relationship**.

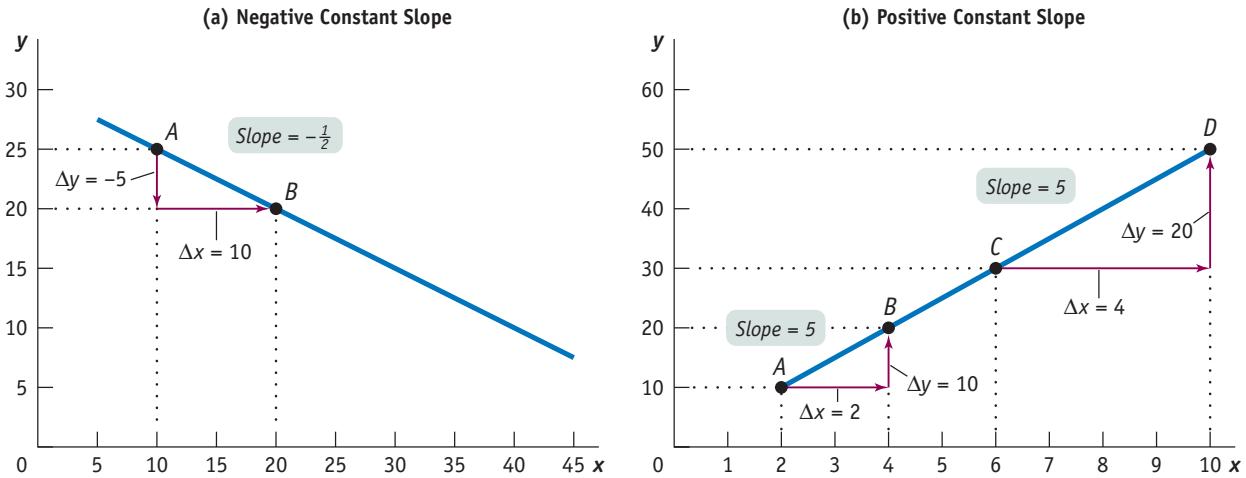
When an increase in one variable is associated with a decrease in the other variable, the two variables are said to have a **negative relationship**.

The **horizontal intercept** indicates the value of the x -variable when the value of the y -variable is zero.

The **vertical intercept** indicates the value of the y -variable when the value of the x -variable is zero.

The **slope** of a curve is a measure of how steep it is; the slope indicates how sensitive the y -variable is to a change in the x -variable.

Figure A.3 Calculating the Slope



Panels (a) and (b) show two linear curves. Between points A and B on the curve in panel (a), the change in y (the rise) is -5 and the change in x (the run) is 10 . So the slope from A to B is $\frac{\Delta y}{\Delta x} = \frac{-5}{10} = -\frac{1}{2} = -0.5$, where the negative sign indicates that the curve is downward sloping. In panel (b), the curve has a slope from A to B of $\frac{\Delta y}{\Delta x} = \frac{10}{2} = 5$. The slope from C to D

is $\frac{\Delta y}{\Delta x} = \frac{20}{4} = 5$. The slope is positive, indicating that the curve is upward sloping. Furthermore, the slope between A and B is the same as the slope between C and D, making this a linear curve. The slope of a linear curve is constant: it is the same regardless of where it is calculated along the curve.

Because a straight line is equally steep at all points, the slope of a straight line is the same at all points. In other words, a straight line has a constant slope. You can check this by calculating the slope of the linear curve between points A and B and between points C and D in panel (b) of Figure A.3.

$$\frac{\Delta y}{\Delta x} = \frac{10}{2} = 5$$

$$\frac{\Delta y}{\Delta x} = \frac{20}{4} = 5$$

Horizontal and Vertical Curves and Their Slopes

When a curve is horizontal, the value of y along that curve never changes—it is constant. Everywhere along the curve, the change in y is zero. Now, zero divided by any number is zero. So regardless of the value of the change in x , the slope of a horizontal curve is always zero.

If a curve is vertical, the value of x along the curve never changes—it is constant. Everywhere along the curve, the change in x is zero. This means that the slope of a vertical line is a ratio with zero in the denominator. A ratio with zero in the denominator is equal to infinity—that is, an infinitely large number. So the slope of a vertical line is equal to infinity.

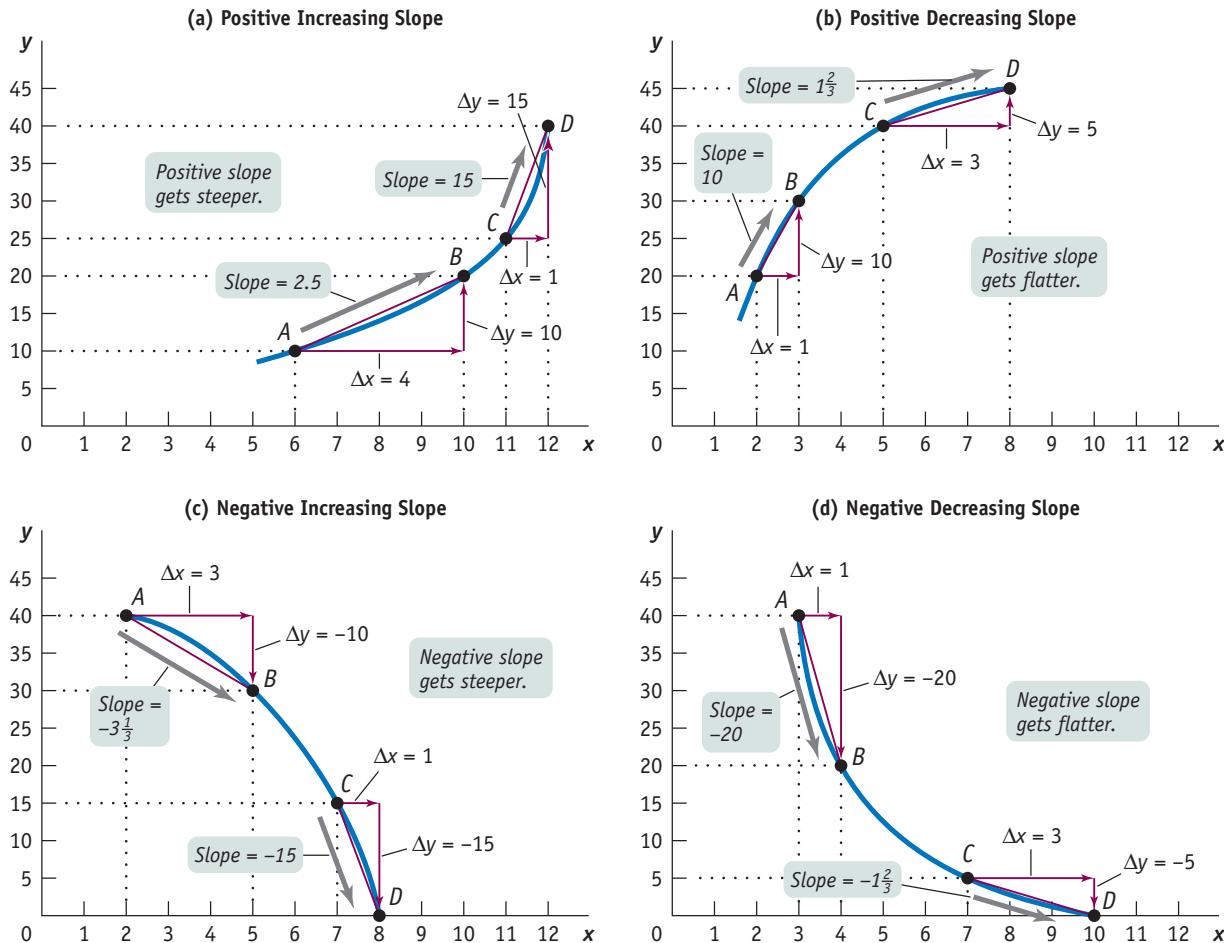
A vertical or a horizontal curve has a special implication: it means that the x -variable and the y -variable are unrelated. Two variables are unrelated when a change in one variable (the independent variable) has no effect on the other variable (the dependent variable). To put it a slightly different way, two variables are unrelated when the dependent variable is constant regardless of the value of the independent variable. If, as is usual, the y -variable is the dependent variable, the curve is horizontal. If the dependent variable is the x -variable, the curve is vertical.

The Slope of a Nonlinear Curve

A **nonlinear curve** is one along which the slope changes. Panels (a), (b), (c), and (d) of **Figure A.4** show various nonlinear curves. Panels (a) and (b) show nonlinear curves whose slopes change as you follow the line's progression, but the slopes always remain positive. Although both curves tilt upward, the curve in panel (a) gets steeper as the line moves from left to right in contrast to the curve in panel (b), which gets flatter.

A **nonlinear curve** is one along which the slope changes.

Figure A.4 Nonlinear Curves



In panel (a) the slope of the curve from A to B is $\frac{\Delta y}{\Delta x} = \frac{10}{4} = 2.5$, and from C to D it is $\frac{\Delta y}{\Delta x} = \frac{15}{1} = 15$. The slope is positive and increasing; it gets steeper as it moves to the right. In panel (b) the slope of the curve from A to B is $\frac{\Delta y}{\Delta x} = \frac{10}{1} = 10$, and from C to D it is $\frac{\Delta y}{\Delta x} = \frac{5}{3} = 1\frac{2}{3}$. The slope is positive and decreasing; it gets flatter as it moves to the right. In panel (c) the slope from A to B is $\frac{\Delta y}{\Delta x} = \frac{-10}{3} = -3\frac{1}{3}$, and from C to D it is $\frac{\Delta y}{\Delta x} = \frac{-15}{1} = -15$. The slope is negative and increasing;

it gets steeper as it moves to the right. And in panel (d) the slope from A to B is $\frac{\Delta y}{\Delta x} = \frac{-20}{1} = -20$, and from C to D it is $\frac{\Delta y}{\Delta x} = \frac{-5}{3} = -1\frac{2}{3}$. The slope is negative and decreasing; it gets flatter as it moves to the right. The slope in each case has been calculated by using the *arc method*—that is, by drawing a straight line connecting two points along a curve. The average slope between those two points is equal to the slope of the straight line between those two points.

The **absolute value** of a number is the value of that number without a minus sign, whether or not the number was negative to begin with.

The point along a curve with the largest value of y is called the **maximum** of the curve.

that is upward sloping and gets steeper, as in panel (a), is said to have *positive increasing* slope. A curve that is upward sloping but gets flatter, as in panel (b), is said to have *positive decreasing* slope.

When we calculate the slope along these nonlinear curves, we obtain different values for the slope at different points. How the slope changes along the curve determines the curve's shape. For example, in panel (a) of Figure A.4, the slope of the curve is a positive number that steadily increases as the line moves from left to right, whereas in panel (b), the slope is a positive number that steadily decreases.

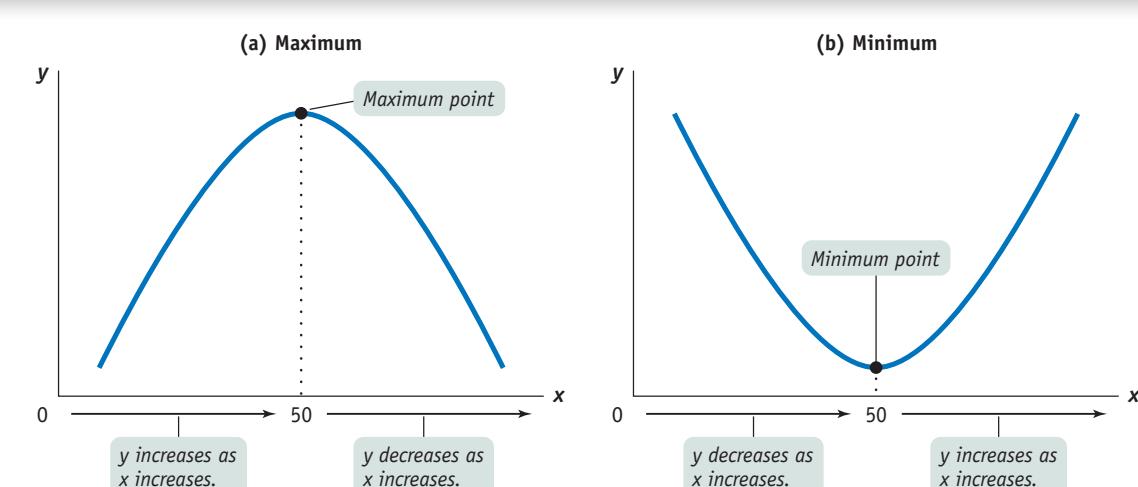
The slopes of the curves in panels (c) and (d) are negative numbers. Economists often prefer to express a negative number as its **absolute value**, which is the value of the negative number without the minus sign. In general, we denote the absolute value of a number by two parallel bars around the number; for example, the absolute value of -4 is written as $|-4| = 4$. In panel (c), the absolute value of the slope steadily increases as the line moves from left to right. The curve therefore has *negative increasing* slope. And in panel (d), the absolute value of the slope of the curve steadily decreases along the curve. This curve therefore has *negative decreasing* slope.

Maximum and Minimum Points

The slope of a nonlinear curve can change from positive to negative or vice versa. When the slope of a curve changes from positive to negative, it creates what is called a *maximum* point of the curve. When the slope of a curve changes from negative to positive, it creates a *minimum* point.

Panel (a) of **Figure A.5** illustrates a curve in which the slope changes from positive to negative as the line moves from left to right. When x is between 0 and 50, the slope of the curve is positive. When x equals 50, the curve attains its highest point—the largest value of y along the curve. This point is called the **maximum** of the curve. When x exceeds 50, the slope becomes negative as the curve turns downward. Many important curves in economics, such as the curve that represents how the profit of a firm changes as it produces more output, are hill-shaped like this one.

Figure A.5 Maximum and Minimum Points



Panel (a) shows a curve with a maximum point, the point at which the slope changes from positive to negative. Panel (b) shows a curve with a minimum

point, the point at which the slope changes from negative to positive.

In contrast, the curve shown in panel (b) of Figure A.5 is U-shaped: it has a slope that changes from negative to positive. When x equals 50, the curve reaches its lowest point—the smallest value of y along the curve. This point is called the **minimum** of the curve. Various important curves in economics, such as the curve that represents how a firm's cost per unit changes as output increases, are U-shaped like this one.

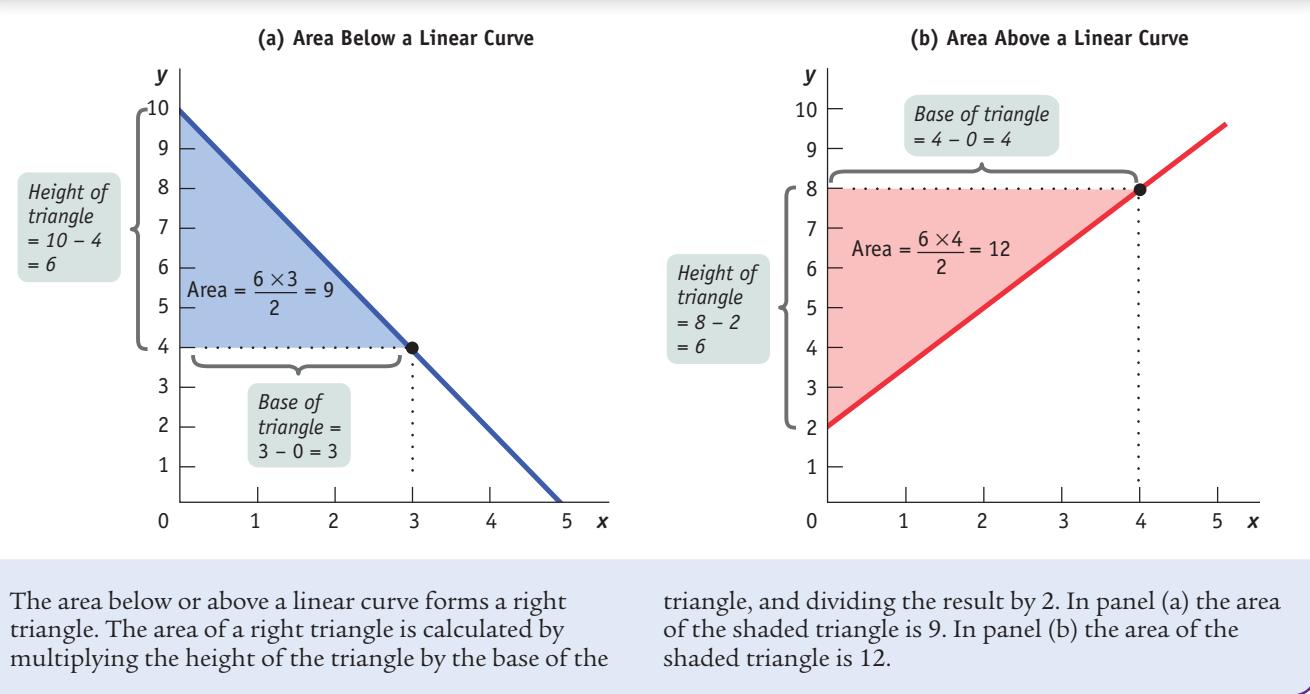
The point along a curve with the smallest value of y is called the **minimum** of the curve.

Calculating the Area Below or Above a Curve

Sometimes it is useful to be able to measure the size of the area below or above a curve. To keep things simple, we'll only calculate the area below or above a linear curve.

How large is the shaded area below the linear curve in panel (a) of **Figure A.6**? First, note that this area has the shape of a right triangle. A right triangle is a triangle in which

Figure A.6 Calculating the Area Below and Above a Linear Curve



The area below or above a linear curve forms a right triangle. The area of a right triangle is calculated by multiplying the height of the triangle by the base of the

triangle, and dividing the result by 2. In panel (a) the area of the shaded triangle is 9. In panel (b) the area of the shaded triangle is 12.

two adjacent sides form a 90° angle. We will refer to one of these sides as the *height* of the triangle and the other side as the *base* of the triangle. For our purposes, it doesn't matter which of these two sides we refer to as the base and which as the height. Calculating the area of a right triangle is straightforward: multiply the height of the triangle by the base of the triangle, and divide the result by 2. The height of the triangle in panel (a) of Figure A.6 is $10 - 4 = 6$. And the base of the triangle is $3 - 0 = 3$. So the area of that triangle is

$$\frac{6 \times 3}{2} = 9$$

How about the shaded area above the linear curve in panel (b) of Figure A.6? We can use the same formula to calculate the area of this right triangle. The height of the triangle is $8 - 2 = 6$. And the base of the triangle is $4 - 0 = 4$. So the area of that triangle is

$$\frac{6 \times 4}{2} = 12$$

Graphs That Depict Numerical Information

Graphs can also be used as a convenient way to summarize and display data without assuming some underlying causal relationship. Graphs that simply display numerical information are called *numerical graphs*. Here we will consider four types of numerical graphs: *time-series graphs*, *scatter diagrams*, *pie charts*, and *bar graphs*. These are widely used to display real empirical data about different economic variables, because they often help economists and policy makers identify patterns or trends in the economy.

Types of Numerical Graphs

A **time-series graph** has successive dates on the horizontal axis and the values of a variable that occurred on those dates on the vertical axis.

You have probably seen graphs in newspapers that show what has happened over time to economic variables such as the unemployment rate or stock prices. A **time-series graph** has successive dates on the horizontal axis and the values of a variable that occurred on those dates on the vertical axis. For example, **Figure A.7** shows the unemployment rate in the United States from 1989 to late 2013. A line connecting the points that correspond to the unemployment rate for each month during those years gives a clear idea of the overall trend in unemployment during that period. Note the two short diagonal lines toward the bottom of the *y*-axis in Figure A.7. This *truncation sign* indicates that a piece of the axis—here, unemployment rates below 4%—was cut to save space.

Figure A.7 Time-Series Graph

Time-series graphs show successive dates on the *x*-axis and values for a variable on the *y*-axis. This time-series graph shows the seasonally adjusted unemployment rate in the United States from 1989 to late 2013.
Source: Bureau of Labor Statistics.

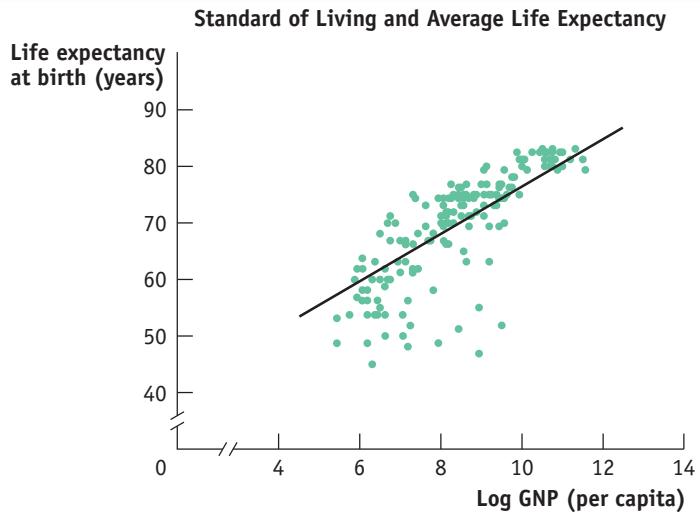


Figure A.8 is an example of a different kind of numerical graph. It represents information from a sample of 168 countries on average life expectancy and gross national product (GNP) per capita—a rough measure of a country’s standard of living. Each point in the graph indicates an average resident’s life expectancy and the log of GNP per capita for a given country. (Economists have found that the log of GNP rather than the simple level of GNP is more closely tied to average life expectancy.) The points lying in the upper right of the graph, which show combinations of high life expectancy and high log of GNP per capita, represent economically advanced countries such as the United States. Points lying in the bottom left of the graph, which show combinations of low life expectancy and low log of GNP per capita, represent economically less advanced countries such as Afghanistan and Sierra Leone. The pattern of points indicates that there is a positive relationship between life expectancy and log of GNP per capita: on the whole, people live longer in countries with a higher standard of living. This type

Figure A.8 Scatter Diagram

In a scatter diagram, each point represents the corresponding values of the x - and y -variables for a given observation. Here, each point indicates the observed average life expectancy and the log of GNP per capita of a given country for a sample of 168 countries. The upward-sloping fitted line here is the best approximation of the general relationship between the two variables.

Source: World Bank (2012).



of graph is called a **scatter diagram**, a diagram in which each point corresponds to an actual observation of the x -variable and the y -variable. In scatter diagrams, a curve is typically fitted to the scatter of points; that is, a curve is drawn that approximates as closely as possible the general relationship between the variables. As you can see, the fitted curve in Figure A.8 is upward-sloping, indicating the underlying positive relationship between the two variables. Scatter diagrams are often used to show how a general relationship can be inferred from a set of data.

A **pie chart** shows the share of a total amount that is accounted for by various components, usually expressed in percentages. For example, **Figure A.9** is a pie chart that depicts the various sources of revenue for the U.S. government budget in 2012, expressed in percentages of the total revenue amount, \$2,663 billion. As you can see, social insurance receipts (the revenues collected to fund Social Security, Medicare, and unemployment insurance) accounted for 35% of total government revenue, and individual income tax receipts accounted for 43%.

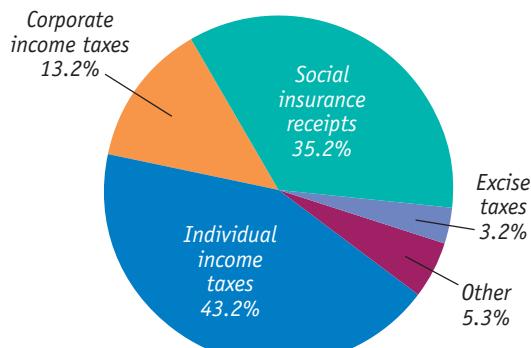
Each point on a **scatter diagram** corresponds to an actual observation of the x -variable and the y -variable.

A **pie chart** shows the share of a total amount that is accounted for by various components, usually expressed in percentages.

Figure A.9 Pie Chart

A pie chart shows the percentages of a total amount that can be attributed to various components. This pie chart shows the percentages of total federal revenues received from each source.

Source: Office of Management and Budget.

Receipts by Source for U.S. Government Budget 2012 (total: \$2,663 billion)

A **bar graph** uses bars of various heights or lengths to indicate values of a variable.

A **bar graph** uses bars of various heights or lengths to indicate values of a variable. In the bar graph in **Figure A.10**, the bars show the percent change in the number of unemployed workers in the United States from 2012 to 2013, indicated separately for White, Black or African-American, and Asian workers. Exact values of the variable that is being measured may be written at the end of the bar, as in this figure. For instance, the number of unemployed Asian workers in the United States decreased by 15% between 2012 and 2013. But even without the precise values, comparing the heights or lengths of the bars can give useful insight into the relative magnitudes of the different values of the variable.

Figure A.10 Bar Graph

A bar graph measures a variable by using bars of various heights or lengths. This bar graph shows the percent change in the number of unemployed workers between 2012 and 2013, indicated separately for White, Black or African-American, and Asian workers.

Source: Bureau of Labor Statistics.

Changes in the Number of Unemployed by Race (2012–2013)

	Percent change in number of unemployed	Change in number of unemployed
White	-11.88%	-963,000
Black or African- American	-10.26%	-255,000
Asian	-15.32%	-76,000

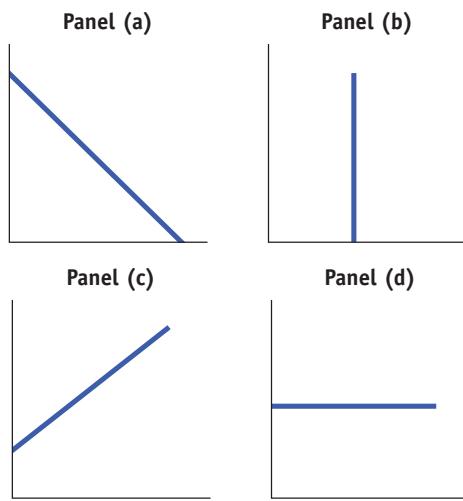
SECTION

1

Appendix Review

Check Your Understanding

1. Study the four accompanying diagrams. Consider the following statements and indicate which diagram matches each statement. For each statement, tell which variable would appear on the horizontal axis and which on the vertical. In each of these statements, is the slope positive, negative, zero, or infinity?



- a. If the price of movies increases, fewer consumers go to see movies.
- b. Workers with more experience typically have higher incomes than less experienced workers.
- c. Regardless of the temperature outside, Americans consume the same number of hot dogs per day.
- d. Consumers buy more frozen yogurt when the price of ice cream goes up.

- e. Research finds no relationship between the number of diet books purchased and the number of pounds lost by the average dieter.

- f. Regardless of its price, there is no change in the quantity of salt that Americans buy.

2. During the Reagan administration, economist Arthur Laffer argued in favor of lowering income tax rates in order to increase tax revenues. Like most economists, he believed that at tax rates above a certain level, tax revenue would fall (because high taxes would discourage some people from working) and that people would refuse to work at all if they received no income after paying taxes. This relationship between tax rates and tax revenue is graphically summarized in what is widely known as the Laffer curve. Plot the Laffer curve relationship, assuming that it has the shape of a nonlinear curve. The following questions will help you construct the graph.

- a. Which is the independent variable? Which is the dependent variable? On which axis do you therefore measure the income tax rate? On which axis do you measure income tax revenue?
- b. What would tax revenue be at a 0% income tax rate?
- c. The maximum possible income tax rate is 100%. What would tax revenue be at a 100% income tax rate?
- d. Estimates now show that the maximum point on the Laffer curve is (approximately) at a tax rate of 80%. For tax rates less than 80%, how would you describe the relationship between the tax rate and tax revenue, and how is this relationship reflected in the slope? For tax rates higher than 80%, how would you describe the relationship between the tax rate and tax revenue, and how is this relationship reflected in the slope?

Key Terms

Variable, p. 36
Horizontal axis/ x -axis, p. 37
Vertical axis/ y -axis, p. 37
Origin, p. 37
Causal relationship, p. 38
Independent variable, p. 38
Dependent variable, p. 38
Curve, p. 38

Linear relationship, p. 38
Nonlinear relationship, p. 38
Positive relationship, p. 39
Negative relationship, p. 39
Horizontal intercept, p. 39
Vertical intercept, p. 39
Slope, p. 39
Nonlinear curve, p. 41

Absolute value, p. 42
Maximum, p. 42
Minimum, p. 43
Time-series graph, p. 44
Scatter diagram, p. 45
Pie chart, p. 45
Bar graph, p. 46